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Developing The Multimodal Through *Critical Reading Skills*



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Desain Cover:

Andi Juliandi

Sumber Ilustrasi:

www.freepik.com

Tata Letak:

Handarini Rohana

Editor:

Neneng Sri Wahyuni

ISBN:

978-634-246-300-0

Cetakan Pertama:

September, 2025

Hak Cipta Dilindungi Oleh Undang-Undang

by Penerbit Widina Media Utama

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FOREWORD

We express our gratitude to God Almighty for His grace and blessings, enabling us to successfully compile this Bahasa Inggris Tingkat Lanjut textbook for Grade XI High School. This book serves as a learning tool designed to help students master English language skills in a more in-depth, structured, and applicable way.

In the era of globalization, the ability to communicate in English is no longer just an additional skill, but a primary requirement in education, the workplace, and social life. Therefore, this book addresses not only grammar but also emphasizes four core skills: listening, reading, speaking, and writing.

Furthermore, this book is equipped with various texts, exercises, and real-life communication examples adapted to everyday life contexts and technological developments. The topics covered, ranging from local culture to global issues, are expected to foster students' motivation to learn and apply English in real life.

We fully acknowledge that this book still has shortcomings. Therefore, we welcome constructive criticism and suggestions from various parties to improve future editions.

Finally, I hope this Advanced English for High School book will be of great benefit to students, teachers, and all parties concerned with improving the quality of education in Indonesia.

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GENERAL GUIDELINES

A. INTRODUCTION

This teacher's guide is specifically designed to assist students in learning Advanced English in grade XI of high school (SMA/MA). Its contents are systematically structured to provide teachers with clear guidance in implementing teaching and learning activities.

The main structure of the book includes several important parts, namely:

1. General Guidelines – provides an overview of how to implement the student textbook, both in terms of language skills mastery and learning strategies. Teachers are expected to design classroom scenarios that encourage active student engagement.
2. Special Guide – discusses in more detail the use of learning units in the student book.
3. Learning Objectives – emphasize the learning outcomes that students must achieve after completing each unit.
4. Subject Characteristics – explains the characteristics of Advanced English learning and its constituent elements.
5. Learning Outcomes – contains the expected final competency targets in accordance with the Independent Curriculum.

This guide not only helps teachers organize learning but also serves as a source of inspiration for developing creative ideas in the classroom. Through this approach, students are guided to be active, confident, and able to participate in an interactive learning process.

Beyond just the language aspect, Advanced English instruction is also integrated with the values of the Pancasila Student Profile, including faith and noble character, independence, critical thinking,

SPECIAL GUIDE

Introduction

This special guide section serves as both guidance and a brief overview of teaching strategies for the material in the student textbook when used in the classroom. The guide provides detailed learning steps, allowing teachers to optimally facilitate student learning. However, these instructions are recommendations rather than rigid rules. Teachers are given the freedom to develop learning models according to their creativity and individual contexts, as long as they adhere to the Genre-Based Approach as outlined in the learning outcomes document.

Each unit in this teacher's book begins with a presentation of Phase F Learning Outcomes (CP), learning objectives, and the integration of the Pancasila Student Profile dimensions. All of this is implemented using a text-based approach (Genre-Based Approach), which is the core of English language learning. This initial section is expected to help teachers understand the direction of learning, the targets to be achieved, and the importance of linking the Pancasila Student Profile dimensions to the learning process.

This book is divided into three units that address contextual themes, including environmental awareness, digital security, mental health (well-being), and financial literacy. The topics are as follows:

1. Unit 1: Digging The Hidden Gem of Borneo (Kalimantan)
2. Unit 2: Connected to Social Media
3. Unit 3: In Touch With Nature

UNIT 1 – DIGGING THE HIDDEN GEM OF BORNEO (KALIMANTAN)

Learning Outcomes (CP)

By the end of Phase F, students are expected to be able to utilize spoken, written, and visual texts in English to communicate appropriately in context, purpose, and audience. The learning focuses on environmental awareness, specifically illegal fishing. In addition to improving language skills, this learning also fosters character development aligned with the Pancasila Student Profile.

Learning objectives

Students are expected to be able to:

1. Identifying main ideas and details in the text.
2. Explains the structure and development of ideas.
3. Analyzing implicit information.
4. Convey ideas orally and in writing.
5. Communicate effectively in discussions and role plays.
6. Construct arguments according to purpose and audience.
7. Produce logical and coherent arguments.

In addition, this unit also emphasizes the formation of faithful, critical, independent, collaborative, creative, and global-minded characters.

Learning Approaches & Models

- Approach: Genre-Based Approach (BKoF, MoT, JCoT, ICoT).
- Principle: Scaffolding to guide to independence.
- Strategy: Differentiated learning (content, process, product).
- Main models: Cooperative Learning and Project-Based Learning.
- Alternative: Discovery, Inquiry, Problem-Based Learning.

UNIT 2 – CONNECTED TO SOCIAL MEDIA

Learning Outcomes

By the end of Phase F, students are expected to be able to use spoken, written, and visual texts in English effectively according to context, purpose, and audience. They will explore analytical exposition texts on the topic of digital safety, particularly related to social media. This unit also emphasizes character development based on the Pancasila Student Profile.

Learning objectives

Language Competence:

1. Identifying context, main ideas, and detailed information in analytical exposition texts.
2. Explain the characteristics, structure, and development of ideas in analytical exposition texts.
3. Analyze implicit information in text.
4. Describe ideas orally and in writing.
5. Expressing opinions simply in discussions, collaborations, and presentations.
6. Design analytical exposition text by paying attention to the reader's goals and interests.
7. Producing analytical exposition text.

Strengthening Pancasila Character:

1. Understand and apply religious and social rules wisely. (Religious)
2. Identifying and avoiding the negative effects of social media. (Being of good character)
3. Analyzing the influence of social media on self-identity and that of others. (Global diversity)
4. Critical thinking in problem solving. (21st century skills)

UNIT 3 – GET IN TOUCH WITH NATURE

Unit 3 focuses on **Learning Outcomes (CP) Phase F**, where students at the end of the phase are able to use English orally, in writing, and visually according to the situation, purpose, and audience. The main focus is **discussing discussion texts related to environmental awareness** issues, especially those related to **natural tourism objects**. In addition to language skills, students also develop literacy, independence, critical and creative thinking, communication, collaboration, self-confidence, and noble character to support **the Pancasila Student Profile**.

Learning objectives:

1. Identifying context, main ideas, and detailed information in discussion texts.
2. Explain the characteristics, sequence, and development of ideas in discussion texts.
3. Analyze implicit information in text.
4. Describe ideas orally and in writing.
5. Demonstrate effective communication in discussions, collaborations, and presentations.
6. Designing discussion texts according to the reader's goals and interests.
7. Producing discussion text.

The objectives of the Pancasila Student Profile in this unit:

1. Apply religious and social rules wisely.
2. Avoiding the negative impacts of tourism on the environment.
3. Analyzing the influence of tourism on self-identity and that of others.
4. Critical thinking in solving problems.

GLOSSARY

Term	Category	Full Explanation
Listening	Language Skills	The activity of listening to audio texts, conversations, or instructions. Students are trained to understand specific information, intonation, implied meaning, and summarize the audio content.
Reading	Language Skills	The activity of reading written texts such as articles, brochures, or discussion texts. Students identify main ideas, detailed information, text structure, and new vocabulary.
Speaking 🗣️	Language Skills	Speaking activities involving the expression of ideas, opinions, discussions, and presentations. They develop confidence, intonation, pronunciation, and fluency in English.
Writing 📝	Language Skills	Discussion text writing activities, from generating ideas to editing, focus on creating academic texts with a clear structure (issue, arguments, conclusion).
Discussion Text	Text Type	A text that presents a specific issue with pro and con arguments and concludes at the end. Structure: Issue → Arguments for → Arguments
Issue ?	Text Section	The opening section of a discussion text that presents the problem/issue to be debated. Usually in the form of a question or general statement.
Arguments (Pro) ✓	Text Section	Arguments that support an issue, contain positive reasons or evidence for the topic being discussed.

Arguments Against (Contra) ✕	Text Section	Arguments that oppose or criticize an issue, contain weaknesses or negative aspects of the topic being discussed.
Conclusion ®	Text Section	The final part of the discussion text presents a summary of the pro and con arguments, then provides the author's conclusion/position.
Generating Ideas	Writing Stages	The process of generating main ideas before writing, usually using brainstorming, prompting questions, or mind mapping.
Mind Map	Learning Strategy	A concept map that displays the main idea in the center, then branches out into details (pros & cons). Helps to outline a text before drafting.
Shaping Ideas (Pre-Writing) ? □	Writing Stages	The process of developing ideas from a mind map into a more systematic essay framework (outline).
Drafting	Writing Stages	The process of writing a first draft is based on an outline. It doesn't focus on perfection, but rather on expressing ideas in their entirety.
Revising	Writing Stages	The stage of revising the draft based on feedback from the teacher or peers. Focus on content, clarity of argument, and completeness of structure.
Re-Drafting 📝 □	Writing Stages	Rewriting the second draft after revision, the result is better, structured, and clear.

Editing & Proofreading ✓	Writing Stages	The final process of writing is to correct grammar, punctuation, spelling, and the flow of the writing to make it neat.
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Building Knowledge of a Field (BKoF)	GBA Stage	The initial stage in the Genre-Based Approach. Students are equipped with general knowledge about the topic/issue to be written about/discussed.
Modeling	GBA Stage	The teacher shows examples of texts (models) so that students can understand the structure, vocabulary, and style of language.
Joint Construction of the Text (JC)	GBA Stage	The stage where students and teachers collaboratively construct text. The teacher provides guidance, and students contribute.
Individual Construction of the Text (IC) 🖋️📄	GBA Stage	The stage where students write text independently based on their understanding from the previous stage.
Snakes and Ladders (Snakes and Ladders)	Speaking Activities	An educational game where students respond to questions while playing Snakes and Ladders. It trains quick responses, fluency, and cooperation.
Travel Agency	Topic Vocabulary	Companies/agents that provide travel services (transportation, hotels, itineraries). Compared to solo traveling in the discussion text.
Solo Traveling	Topic Vocabulary	Independent travel without an agent. Often used as a topic of discussion because of its pros (more freedom, savings) and cons (less safety, hassle).
Peer Assessment	Assessment Strategy	The process of students providing feedback to each other on their peers' writing or presentations. Improves self-evaluation and critical thinking skills.

Rubric	Assessment Tools	Assessment guide containing the aspects assessed (Content, Organization, Language, Pronunciation, Fluency, etc.) with a certain score.
Fluency ? □	Speaking Aspect	Fluency in speaking without excessive pauses.
Pronunciation	Speaking Aspect	The accuracy of pronunciation of words according to English standards.
Intonation	Speaking Aspect	The rise and fall of tone when speaking to make the meaning of the message clearer.
Meaning Accuracy ®	Speaking Aspect	The accuracy of the meaning of the message conveyed according to the context.
Enrichment ☑	Additional Activities	Additional activities to deepen understanding, for example writing a new discussion text with other issues and stating a position with more critical arguments.
In Retrospect (Reflection)	Closing Stage	Activities reflect learning: what was learned, the benefits, and how to apply it in real life.

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Developing the multimodal through *Critical Reading Skills*

This book focuses on multimodality, preparing learners for modern communication where meaning is created through more than just text. The central idea is to help learners understand and use a combination of different communication modes, like text, images, and graphics, to deliver a single, coherent message. The module moves beyond traditional reading and writing. Learners will learn to analyze various multimodal materials, such as advertisements and infographics, to see how different elements work together to shape meaning. This process helps them develop critical reading skills.

Grammar and Vocabulary covers this book deepens students' command of complex grammar structures, such as various tenses, passive and reported speech, modal verbs, phrasal verbs, and idiomatic expressions. It also focuses on expanding academic and professional vocabulary, helping students understand nuance and use words accurately within different contexts.

The course also hones traditional language skills. In reading and writing, students will practice analyzing complex non-fiction texts to identify main arguments and write their own well-structured, evidence-based essays and reports. For speaking and listening, the module encourages interactive communication through group discussions, debates, and presentations, teaching students how to articulate their thoughts clearly and respond to complex arguments.

Ultimately, this module uses interactive and collaborative learning to improve fluency and prepare students for academic environments, turning them into confident and effective communicators in a global context.



SCANME

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Layanan Pustaka & Pemasaran Buku
0815-7000-699

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ISBN 978-634-246-300-0



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