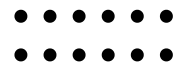
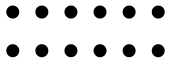


GENERAL ENGLISH

With Project - Based Learning



Badroeni
Suminto A Sayuti
Nur Hidayanto Pancoro Setyo Putro

GENERAL ENGLISH

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Authors:

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FOREWORD

It is with great appreciation that I introduce this teaching book, *General English: A REAL-PjBL Approach*, a comprehensive instructional resource designed to enhance English language learning through reflective, engaging, authentic, and learner-centered project-based experiences. This book represents a meaningful contribution to the advancement of English education, particularly for university students who require both foundational language competence and practical communication skills for academic and professional success.

The integration of Project-Based Learning (PjBL) within this book makes it highly relevant to the demands of 21st-century education. By engaging students in real-world tasks, collaborative projects, and reflective activities, the material not only builds linguistic proficiency but also nurtures creativity, critical thinking, and problem-solving skills essential for lifelong learning and global participation.

The structure of this book reflects careful planning, scholarly insight, and a deep understanding of learner needs. Each unit is arranged systematically, providing clear learning objectives, authentic materials, structured guidance, and opportunities for students to apply language in meaningful contexts. The inclusion of listening, speaking, reading, writing, and reflection components ensures that students develop balanced and holistic communicative abilities.

I commend the author for the dedication and commitment demonstrated in preparing this work. The thoughtful integration of pedagogical theory with practical classroom application makes this book a valuable resource not only for students but also for educators seeking innovative and effective teaching strategies.

It is my hope that this book will inspire both teachers and learners to view English not merely as a subject to be studied, but as a vital tool for communication, collaboration, and personal development. May it serve as a catalyst for meaningful learning experiences and as a model for ongoing innovation in English language education.

Kuningan, 2025

The Author

PREFACE

Welcome to this teaching book for General English, designed to guide students through an enriching and dynamic learning journey. As educators, our mission is to provide a comprehensive framework that fosters not only language proficiency but also the essential skills for effective communication in both academic and professional settings. This book is structured around the Project Based Learning (PJBL) approach, which emphasizes active engagement, critical thinking, and real-world application. The primary goal of this course is to equip students with the ability to listen, speak, read, write, and reflect on the English language in meaningful contexts. Through various interactive projects, students will apply their learning to practical tasks, reinforcing their understanding of the language and its use in everyday and professional life.

In addition to core language skills, this course also aims to develop practical communication abilities, such as giving effective presentations, writing professional emails, and engaging in group discussions. These competencies are crucial for students not only in their academic pursuits but also as they enter the workforce and interact in a globalized world. Throughout this book, students will be encouraged to reflect on their progress and take ownership of their learning. By the end of the course, they will have not only strengthened their English language skills but also developed the confidence to communicate effectively in a variety of settings.

This teaching book is designed for flexibility and adaptability, ensuring that students from diverse academic backgrounds can engage with the content at their own pace while also contributing to collaborative group projects. We believe that learning English is not just about mastering grammar or vocabulary but about creating meaningful interactions, solving real-world problems, and continuously growing as communicators.

I would also like to extend my sincere gratitude to my promoter, Prof. Dr. Drs. Suminto A Sayuti, and my co-promoter, Prof. Nur Hidayanto Pancoro Setyo Putro, Ph.D. whose guidance, encouragement, and continuous support have greatly supported the completion of this book. Their expertise and mentorship have been invaluable throughout this process. We hope this course inspires both students and educators to embrace the challenge of learning and teaching English as a tool for success in an ever-evolving world.

— **The Author**

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TEACHING MATERIALS USAGE GUIDELINES

A. Teaching Materials Structure (REAL Model)

1. Content Organization

These teaching materials consists of ten main chapters arranged systematically:

Class Session	Unit Title	Activity
1.	Unit 1 Retelling Local Legends (Part 1)	Reflective: Recall folktales. Engaging: Warm-up (matching folktale & characters). Authentic: Reading <i>Roro Jonggrang</i> . Learner-Centered: Grammar focus (Simple Past Tense) & vocabulary discussion.
2.	Unit 1 Retelling Local Legends (Part 2)	Reflective: Reflect on values in legends. Engaging: Group project planning “Legends Alive”. Authentic: Writing short narrative. Learner-Centered: Project discussion and role division.
3.	Unit 2 Describing a Place (Part 1)	Reflective: Share favorite places. Engaging: Reading <i>Parangtritis Beach</i> text. Authentic: Vocabulary task on real places. Learner-Centered: Grammar focus (<i>There is/There are</i>) in student examples.
4.	Unit 2 Describing a Place (Part 2)	Reflective: Evaluate descriptive details. Engaging: Project “My Dream Destination.” Authentic: Poster/booklet/video design. Learner-Centered: Group writing & peer collaboration.
5.	Unit 3 Giving Instructions: Recipes (Part 1)	Reflective: Share food experiences. Engaging: Reading procedure text. Authentic: Grammar focus (imperatives & sequencers) with real recipes. Learner-Centered: Vocabulary task.
6.	Unit 3 Giving Instructions: Recipes (Part 2)	Reflective: Review cooking experiences. Engaging: Project “Cook & Tell.” Authentic: Writing recipe & preparing poster/video. Learner-Centered: Group collaboration.

7.	Unit 4 Describing Local Animals (Part 1)	Reflective: Share knowledge about animals. Engaging: Reading factual report. Authentic: Grammar focus (Simple Present Tense). Learner-Centered: Vocabulary group activities.
8.	Unit 4 Describing Local Animals (Part 2)	Reflective: Discuss importance of preserving animals. Engaging: Project “Wild Wonders.” Authentic: Writing animal report. Learner-Centered: Poster/slideshow preparation.
9.	Unit 5 Explaining Natural Phenomena (Part 1)	Reflective: Share experiences with natural events. Engaging: Reading “Process of Rain Formation.” Authentic: Grammar focus (cause-effect). Learner-Centered: Vocabulary with real-world examples.
10.	Unit 5 Explaining Natural Phenomena (Part 2)	Reflective: Review cause-effect sentences. Engaging: Project “Nature Uncovered.” Authentic: Explanation writing with diagrams/slides. Learner-Centered: Group presentation practice.
11.	Unit 6 Recount Text: Field Study Experience (Part 1)	Reflective: Recall field trip experiences. Engaging: Reading recount text. Authentic: Grammar focus (Past Continuous). Learner-Centered: Vocabulary peer tasks.
12.	Unit 6 Recount Text: Field Study Experience (Part 2)	Reflective: Evaluate learning from trips. Engaging: Project “Field Trip Journal.” Authentic: Writing group recount/video diary. Learner-Centered: Group presentation.
13.	Unit 7 Anecdote Text (Part 1)	Reflective: Recall funny experiences. Engaging: Reading anecdote text. Authentic: Grammar focus (Past Tense & expressions). Learner-Centered: Vocabulary peer practice.
14.	Unit 7 Anecdote Text (Part 2)	Reflective: Reflect on humor in culture. Engaging: Project “Funny Moments.” Authentic: Writing anecdote & sharing via poster/video. Learner-Centered: Group performance & reflection.

Teaching Materials Class Session and Activities Plan (Syntax PjBL)

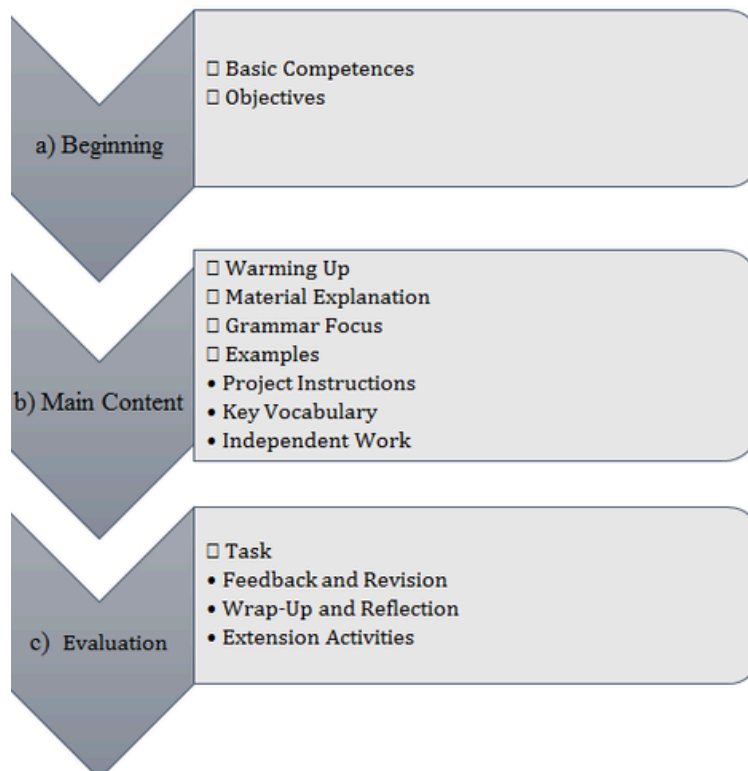
Class Session	Unit Title	Activity
1	Unit 1 – Retelling Local Legends (Part 1)	<p>Planning: Brainstorm about folktales and characters.</p> <p>Researching: Read Roro Jonggrang legend text.</p> <p>Developing: Grammar focus (Simple Past Tense) and vocabulary tasks.</p> <p>Presenting: Share short retellings in pairs/groups</p> <p>Reflecting: Discuss cultural values and moral lessons.</p>
2	Unit 1 – Retelling Local Legends (Part 2)	<p>Planning: Group project planning 'Legends Alive.'</p> <p>Researching: Collect story elements and narrative structure.</p> <p>Developing: Write a short narrative collaboratively.</p> <p>Presenting: Perform storytelling/role-play.</p> <p>Reflecting: Reflect on teamwork and project outcomes.</p>
3	Unit 2 – Describing a Place (Part 1)	<p>Planning: Share favourite places and brainstorm vocabulary.</p> <p>Researching: Read Parangtritis Beach text.</p> <p>Developing: Grammar focus (There is/There are) in examples.</p> <p>Presenting: Describe places in pairs/groups.</p> <p>Reflecting: Evaluate descriptive clarity and details.</p>
4	Unit 2 – Describing a Place (Part 2)	<p>Planning: Plan project 'My Dream Destination.'</p> <p>Researching: Gather details, images, references.</p> <p>Developing: Create poster/booklet/video collaboratively.</p> <p>Presenting: Present project to the class.</p> <p>Reflecting: Reflect on collaboration and creativity.</p>
5	Unit 3 – Giving Instructions: Recipes (Part 1)	<p>Planning: Share cooking experiences, brainstorm cooking verbs.</p> <p>Researching: Read procedure text and identify steps.</p> <p>Developing: Grammar focus (imperatives & sequencers).</p> <p>Presenting: Practice giving instructions in pairs.</p> <p>Reflecting: Reflect on clarity in giving instructions.</p>

6	Unit 3 – Giving Instructions: Recipes (Part 2)	<p>Planning: Plan project 'Cook & Tell.'</p> <p>Researching: Collect recipes and vocabulary.</p> <p>Developing: Write recipe & prepare poster/video.</p> <p>Presenting: Share project outputs in groups.</p> <p>Reflecting: Reflect on practical language use.</p>
7	Unit 4 – Describing Local Animals (Part 1)	<p>Planning: Share knowledge about animals.</p> <p>Researching: Read factual report text.</p> <p>Developing: Grammar focus (Simple Present Tense) & vocabulary.</p> <p>Presenting: Describe animals orally/in writing.</p> <p>Reflecting: Reflect on animal preservation.</p>
8	Unit 4 – Describing Local Animals (Part 2)	<p>Planning: Plan project 'Wild Wonders.'</p> <p>Researching: Collect facts, pictures, videos.</p> <p>Developing: Write animal report & prepare posters/slides.</p> <p>Presenting: Group presentation of animal reports.</p> <p>Reflecting: Reflect on conservation awareness.</p>
9	Unit 5 – Explaining Natural Phenomena (Part 1)	<p>Planning: Share experiences with natural events.</p> <p>Researching: Read text on Rain Formation.</p> <p>Developing: Grammar focus (cause–effect).</p> <p>Presenting: Explain natural events in groups.</p> <p>Reflecting: Reflect on clarity of explanations.</p>
10	Unit 5 – Explaining Natural Phenomena (Part 2)	<p>Planning: Plan project 'Nature Uncovered.'</p> <p>Researching: Gather diagrams, articles, videos.</p> <p>Developing: Write explanations with visuals.</p> <p>Presenting: Present projects in groups.</p> <p>Reflecting: Reflect on teamwork and clarity.</p>
11	Unit 6 – Recount Text: Field Study Experience (Part 1)	<p>Planning: Recall field trip experiences.</p> <p>Researching: Read recount text, highlight Past Continuous.</p> <p>Developing: Vocabulary practice, short paragraphs.</p> <p>Presenting: Share experiences in pairs/groups.</p> <p>Reflecting: Reflect on recounting events in English.</p>

12	Unit 6 – Recount Text: Field Study Experience (Part 2)	<p>Planning: Plan project 'Field Trip Journal.'</p> <p>Researching: Collect notes, photos, memories.</p> <p>Developing: Write group recounts or video diaries.</p> <p>Presenting: Present journals/videos.</p> <p>Reflecting: Reflect on learning from trips.</p>
13	Unit 7 – Anecdote Text (Part 1)	<p>Planning: Share funny experiences.</p> <p>Researching: Read anecdote texts and identify structure.</p> <p>Developing: Grammar focus (Past Tense & expressions).</p> <p>Presenting: Share anecdotes orally.</p> <p>Reflecting: Reflect on humor and language.</p>
14	Unit 7 – Anecdote Text (Part 2)	<p>Planning: Plan project 'Funny Moments.'</p> <p>Researching: Collect stories/jokes/anecdotes.</p> <p>Developing: Write anecdotes & design posters/videos.</p> <p>Presenting: Group performances.</p> <p>Reflecting: Reflect on humor in culture & teamwork.</p>

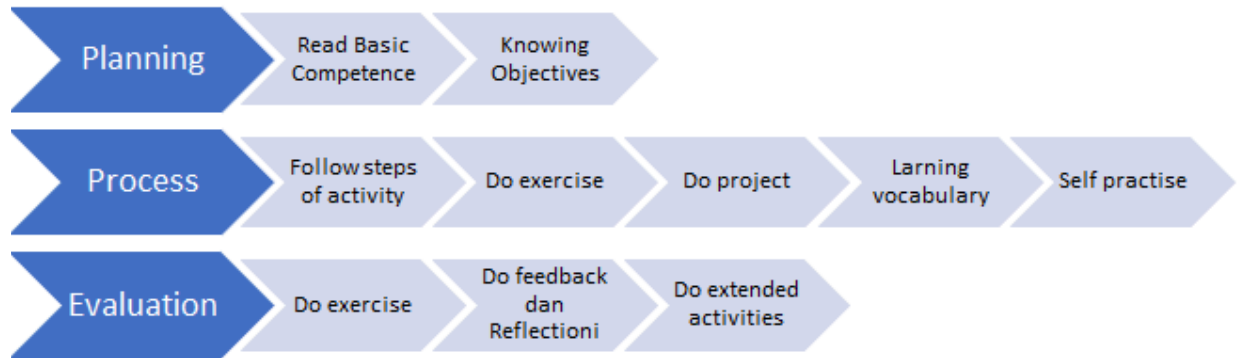
2. Learning Components

Each chapter follows a consistent structure that includes:



B. Usage Guidelines

1. USAGE GUIDELINES FOR STUDENTS



2. USAGE GUIDELINES FOR LECTURER

Planning

- Design a semester learning
- Align materials with schedule
- Prepare supporting materials
- Develop content and exercise

Implementation

- Prepare the project
- Expand vocabulary
- Develop independent exercise
- Provide feedback

Evaluation

- Conduct feedback and reflection
- Prepare extended activity



C. Specific Instructions

1. Learning Features

Planning:

- a. Warming Up
- b. Understanding of the Lesson
- c. Key Vocabulary

Researching:

- a. Practice Examples
- b. Project Instructional
- c. Independent Work
- d. Extension Activity
- e. Feedback and Revision
- f. Wrap-Up and Reflection

D. Supporting Materials

1. Checklists: Self-checklists for project progress and language practice.
2. Youtube Channel: Selected educational channels for listening practice, pronunciation, and authentic communication samples.
3. Vocabulary Applications: Mobile apps for vocabulary building and practice (e.g., Quizlet, Memrise).
4. Grammar/Tenses Application: Tools to master tenses and grammar usage through drills and quizzes.
5. General English: An Integrated Skills Approach: Main textbook reference to integrate listening, speaking, reading, and writing.
6. Digital Resources: Online learning platforms, e-books, and open educational resources to enrich independent learning.



E. Tips for Effective Usage

1. Learning Strategies

- a. Set personal learning goals
- b. Create a structured study schedule
- c. Practice regularly
- d. Track learning progress

2. Skill Development

- a. Focus on practical application
- b. Actively use English in daily activities
- c. Utilize additional learning resources
- d. Stay updated with technological advancements

F. Assessment System

1. Assessment Components

- a. Active Participation: 20%
- b. Assignments and Exercises: 25%
- c. Mid-Semester Exam: 25%
- d. Final Exam: 30%

2. Graduation Criteria

- a. Minimum Grade: C (60)
- b. Minimum Attendance: 75%
- c. Completed Assignments: 100%
- d. Measured Active Participation

G. Additional References

1. Learning Resources

- a. Textbooks
- b. Online Resources
- c. Professional Journals



2. Supporting Tools

- a. Vocabulary Applications
- b. Tenses Master Application
- c. Presentation Tools
- d. Documentation Systems

H. Assessment System

1. Assessment Components

- a. Active Participation: 20%
- b. Assignments and Exercises: 25%
- c. Mid-Semester Exam: 25%
- d. Final Exam: 30%

2. Graduation Criteria

- a. Minimum Grade: C (60)
- b. Minimum Attendance: 75%
- c. Completed Assignments: 100%
- d. Measured Active Participation

I. Additional References

1. Learning Resources

- a. Textbooks
- b. Online Resources
- c. Professional Journals

2. Supporting Tools

- a. Vocabulary Applications
- b. Tenses Master Application
- c. Presentation Tools

J. Documentation System

UNIT 1

RETELLING LOCAL LEGENDS

Model: REAL PjBL (Reflective, Engaging, Authentic, Learner-Centered Project Based Learning)

A.

Basic Competences

1. Identify the structure and language features of narrative texts.
2. Comprehend and interpret oral and written stories.
3. Write and tell stories using proper text structure and language features.

B.

Learning Objectives

By the end of this lesson, students are expected to be able to:

1. Identify the text structure and language features of narrative texts.
2. Use the Simple Past Tense appropriately in narrative contexts.
3. Identify main ideas and values of Indonesia folktales.
4. Interpret oral folktales and written stories accurately using context clues.
5. Retell a local folktale orally using appropriate narrative structure and vocabulary.
6. Write a narrative text based on Indonesian folktale using correct grammar and organization.

1. PLANNING

Let's Warm Up!



Match the name of the Indonesian folktale with the correct character.

<u>Folktale</u>	<u>Character</u>
1. Malin Kundang	a. giant snake
2. Timun Mas	b. A boy who was cursed
3. Roro Jonggrang	c. A clever girl with cucumber seeds
4. Sangkuriang	d. A girl who became a statue

• Answer

1.
.....
2.
.....
3.
.....
4.
.....

Think and share



Answer the questions below in 1–2 sentences. You may discuss with a partner.

1. Have you ever heard an Indonesian folktale? Which one?

2. What do most Indonesian folktales teach us?

3. Why do you think storytelling is important?



Project Learning

Title: Legends Alive: Retell and Revive Local Stories

Instructions:

1. Form a group of 4 students. Discuss and decide on one local folktale that your group will develop into a narrative project.
2. Work in groups to creatively rewrite a local Indonesian folktale using the Simple Past Tense. Revive the story by presenting it in an engaging format such as a poster, booklet, or short video.
3. Prepare a group work plan including:
 - a. Title of the folktale
 - b. Division of roles (initial writer, editor, designer, presenter)
 - c. Final product format (digital poster, booklet, or video)
 - d. Work timeline (to be completed over 2 class meetings)
 - e. Fill in the group project planning worksheet provided.

2. RESEARCHING

Task 1

Read the following text and answer the questions.

The Legend of Roro Jonggrang

Once upon a time in Central Java, there lived a powerful king named Prabu Boko who had a beautiful daughter named Roro Jonggrang. One day, Prabu Boko was defeated in battle by a young prince named Bandung Bondowoso. After his victory, Bandung fell in love with Roro Jonggrang and asked for her hand in marriage. Roro Jonggrang, unwilling to marry the man who killed her father, gave him an impossible task: to build one thousand temples in a single night.

Project Assessment Rubric

Assessment Criteria	Description	Max Score
Content Accuracy	The explanation is scientifically accurate, coherent, and complete.	25
Language Use	Appropriate use of present tense, passive voice (if required), and vocabulary.	20
Visual/Product Design	Final product (poster, slideshow, etc.) is creative, organized, and informative.	15
Presentation Delivery	Clear, confident, and well-structured oral delivery with proper pronunciation.	15
Team Collaboration	Effective group work, equal participation, and role division.	10
Reflection Quality	Honest and thoughtful written reflection about learning process.	10
Total		100


Notes:

REAL PjBL Model Reflection

1. Reflective: Students reflect on new knowledge and group learning.
2. Engaging: Students actively research, write, and present factual animal reports.
3. Authentic: Topics relate to real-world animals and environmental awareness.
4. Learner-Centered: Students choose animals, divide roles, and manage their projects independently.

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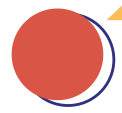
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Glossary

Adjective	: A word that describes a noun.
Andong	: A traditional horse-drawn carriage.
Atmosphere	: The layer of gases surrounding Earth.
Batter	: A mixture of flour and liquid used for cooking.
Because	: A conjunction used to show cause.
Carnivore	: An animal that eats meat.
Classification	: The category or group a species belongs to.
Cloud	: A visible mass of water droplets in the sky.
Complication	: The part of a narrative where a problem occurs.
Condensation	: The process of vapor changing into liquid.
Crispy	: Firm and crunchy texture.
Curse	: A supernatural punishment.
Cycle	: A repeated process or sequence.
Deforestation	: Cutting down forests, causing habitat loss.
Description	: Detailed explanation of characteristics.
Descriptive Text	: A text describing a person, place, or object.
Droplets	: Small drops of liquid.



Ecosystem	: A system of interacting organisms and their environment.
Endangered	: At risk of extinction.
Evaporation	: The change of liquid water into vapor.
Explanation Text	: A text explaining how or why something happens.
Folktale	: A traditional cultural story.
General Classification	: Introduction to the subject of a report text.
Golden Brown	: A color that indicates food is cooked well
Habitat	: The natural home of an animal.
Identification	: The introduction in a descriptive text.
Imperative Verb	: A command verb such as cut, mix, or stir.
Ingredient	: A component used in cooking.
Legend	: A traditional story passed down through generations.
Magma	: Hot molten rock beneath the Earth's surface.
Melt	: To heat something until it becomes liquid.
Narrative Text	: A text that tells a story.
Nocturnal	: Active mainly at night.
Orientation	: The beginning of a narrative introducing characters and setting.





Passive Voice	: A sentence form where the subject receives the action.
Photosynthesis	: The process by which plants make food using sunlight.
Precipitation	: Any form of water that falls from clouds.
Preposition of Place	: Words indicating location (e.g., near, beside).
Procedure Text	: A text explaining steps to make/do something.
Resolution	: The part of a narrative that solves the conflict.
Sequencers	: Words showing order (first, next, then, finally).
Simple Past Tense	: Verb form used for actions in the past.
Simple Present Tense	: Verb form used for facts and routines.
Solitary	: Living alone.
Spirit	: A supernatural being.
Statue	: A carved figure of a person or animal.
Task	: A job or responsibility.
Territory	: An area defended by an animal.
There is / There are	: Structures used to state existence.
Trick	: A deceptive act.
Volcano Eruption	: The release of magma and gases from beneath the Earth.



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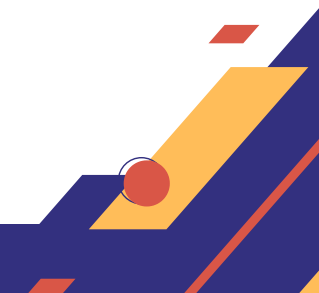
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Badroeni was born in Kuningan on July 14, 1988, Badroeni completed her primary education at SDN 1 Galaherang (1994–2000), followed by SLTPN 1 Lebakwangi (2000–2003) and SMAN 2 Kuningan (2003–2006). Her interest in education and language led her to pursue a Bachelor's degree in English Education at STAIN Cirebon, graduating in 2010. She continued her Master's degree in English-

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Her professional career began as a TPA and Diniyah teacher in Galaherang (2008–2010), followed by teaching at MTs Bina Sejahtera Galaherang (2011–2015). She joined at Universitas Muhammadiyah Kuningan in 2016 as a lecturer in the Early Childhood Teacher Education (PG-PAUD) program. Academically, she is actively involved in teaching, conducting research, and carrying out community service programs, including training PAUD teachers in instructional media. She has contributed to the development of digital learning media such as the Interactive Assisted Learning (IVAL) application for students with mild intellectual disabilities, as well as the Tenses Master and Vocabulary Application (VOCAPP), funded by the Ministry of Research, Technology, and Higher Education. Her works also include the textbook "GENERAL ENGLISH: An Integrated Skills Approach" (2018) and the book Multiple Intelligences. Additionally, she serves as a member of the editorial board of Jurnal Pelita PAUD and Jurnal Abdimas PAUD, reflecting her commitment to advancing scientific literacy in early childhood education.



Suminto A Sayuti was born in Purbalingga, Central Java, on October 26, 1956, he has published numerous books, including collections of poetry, essays, and literary works. He has also written articles on literature, arts, culture, and education for various printed media and academic journals. In addition to being known as a poet, critic, cultural thinker, scholar, and educator, this Professor of Literature (since 1999)

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GENERAL ENGLISH

With Project - Based Learning

Bahan ajar General English with Project Based Learning disusun sebagai bahan pembelajaran Bahasa Inggris umum bagi mahasiswa dengan menekankan pengembangan kompetensi komunikatif dasar sekaligus keterampilan abad ke-21 melalui pendekatan Project-Based Learning berbasis model REAL (Reflective, Engaging, Authentic, Learner-Centered). Bahan ajar ini dirancang untuk membekali mahasiswa agar mampu menggunakan Bahasa Inggris secara bermakna dalam konteks akademik maupun kehidupan sehari-hari melalui latihan terpadu listening, speaking, reading, writing, yang konsisten dalam setiap unit. Isi bahan ajar tersusun sistematis dalam tujuh unit berbasis genre dan tema kontekstual, meliputi; retelling local legends, describing a place, giving instructions (traditional recipes), describing local animals (report text), explaining natural phenomena, telling stories from the past (recount), dan sharing funny & memorable stories (anecdote). Setiap unit mengikuti alur pembelajaran proyek yang sistematis; planning, researching, developing, presenting reflecting. sehingga mahasiswa tidak hanya memahami struktur dan fitur kebahasaan, tetapi juga mampu menghasilkan produk autentik (poster, booklet, slideshow, video, performa) melalui kerja kolaboratif dan pembagian peran yang jelas. Bahan ajar ini juga menyediakan panduan penggunaan bagi mahasiswa dan dosen, dukungan sumber belajar digital (audio berbasis QR), serta sistem penilaian yang transparan untuk menguatkan keterlibatan aktif, ketuntasan tugas, dan capaian ujian. Dengan desain yang fleksibel dan humanis, bahan ajar ini mendorong mahasiswa membangun kepercayaan diri berbahasa, berlatih berpikir kritis, dan berkomunikasi efektif melalui pengalaman belajar yang nyata serta relevan dengan kebutuhan akademik dan profesional.

