APPENDIX

Instrument Validation

1. Observation

No.	Aspect	Theory	Items	Expert Judge		Comments
				Relevant	Irrelevant	
‘1	Preparation	Putri, N. R., & Sari, F. M. (2021)	1. The teacher prepares a lesson plan before implementing remote teaching.	√		
			2. The teacher prepares ~~the source for~~ the material that will be shared to the students.	√		Delete ‘the source for’
			3. The teacher plan~~repares~~ a strategy of teaching suitable for the context of remote teaching ~~to implement remote teaching.~~	√		Use the word ‘plans’ Add some phrases to explain the context
			4. The teacher prepares~~uses~~ an appropriate media to implement~~ting~~ remote teaching.	√		Use the word ‘prepares’
2	Procedure	Yen, T.-F. (TF). (2020)	5. The teacher greets the students.	√		
			6. The teacher checks the students’ attendance.	√		Add article ‘the’
			7. The teacher opens the lesson and does apperception.	√		
			8. The teacher explains the materials systematically.	√		
			9. The teacher uses good grammar and pronunciation.	√		
			10. The t~~T~~eacher manages the classroom well.	√		Add article ‘the’
			11. The ~~T~~teacher evaluates students’ participation ~~active~~.	√		Add article ‘the’ Add –s in ‘evaluate’ Use the word ‘participation’
			12. The ~~T~~teacher invites students to conclude the lesson	√		Add article ‘the’
			13. The ~~T~~teacher gives feedback for the students	√		Add article ‘the’
			14. The ~~T~~teacher asks some questions to check their understanding	√		Add article ‘the’
3	Assessment	Fall, P (2020)	15. The teacher gives constructive and encouraging feedback after conducting remote classroom	√		

			16. The teacher does an evaluation through a game in several platforms, like Quizzes, Kahoot, etc.	√		
			17. The teacher assess~~eeesses through the~~ student's performance.	√		Wording issue
		Putri, N. R., & Sari, F. M. (2021)	18. The teacher gives assignment or homework at the end of the class to check the understanding of the students.	√		
4	Challenges	Putri, N. R., & Sari, F. M. (2021)	19. Both the~~The~~ teacher and the students have a problem in their connection or internet data.	√		Add article 'the'
		Ramadani, A., & Xhaferi, B. (2020)	20. The teacher has a problem in ~~the student~~motivating students~~'s motivation~~ to participate in~~do~~ the lesson.	√		Use the word 'motivating'
		Ramadani, A., & Xhaferi, B. (2020)	21. The teacher has a problem in managing time while implementing remote teaching.	√		
		Putri, N. R., & Sari, F. M. (2021)	22. The teacher has a problem in using the technology.	√		

Comments: The items seems to be all relevant, although you have various different theories. Please revise as suggested

Singaraja, 25 November 2021

Judge 1

Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd

No.	Aspects	Items	Expert Judge		Comments
			Relevant	Irrelevant	
1	Preparation	1. How do you prepare the lesson plan before remote teaching is implemented?	√		
		2. What kind of teaching strategy do you use?	√		
		3. How do you design the material that you teach before teaching?	√		
		4. How~~Where~~ do you get the source of materials?	√		Use the word 'how'
		5. What kind of teaching tools do you use?	√		
2	Procedure	6. How do you open your~~the~~ class?	√		
		7. How do you manage your time for pre-activity of your remote teaching?	√		
		8. How do you check your students' attendance at the beginning on your remote teaching?	√		
		9. What do you do to find out your students' background knowledge before proceeding to whilst-activity?	√		

		10. During the whilst-activity, what kind of strategy do you use in order the students to be active in while~~'s~~t-activity?	√		Spelling issue
		11. Is it possible for you to develop a group discussion in remote teaching?	√		
		12. How do you close the materials at the end of remote teaching?	√		
3	Assessment	13. What kinds of platforms do you use in giving assessment to your students?	√		
		14. How and why do you choose ~~a~~the suitable assessment platform ~~based on the level of your students~~?	√		Word-idea issue
		15. Do you think that the students can access the assessment platform that you use?	√		
		16. Do you think that the students improve their learning~~can get a good result~~ after using that platform?	√		Use the word learning
4	Challenges	17. How could you motivate your students to actively participate in activities assigned at the start of your class?~~How could you manage your students in order they response in the beginning of your teaching?~~	√		Wording issue
		~~18.~~ 18. What will you do if your students do not respond to your remote teaching?~~What will you do if your students do not give any responses during the remote teaching?~~	√		Wording issue
		~~19.~~19 How do you encourage your students if they do not understand about the material ~~in the process of learning in~~ during remote teaching?	√		
		~~20.~~18. How do you achieve the learning objectives if most of the students do not understand the content of the material that you teach in remote teaching?	√		
		~~21.~~19. Do you have any difficulties to make an assessment platform for the students? Explain if any!	√		

Comments: The questions in the interview need to clarify what you found in the observation. For example the challenges that you observed are:

1. Both the teacher and the students have a problem in their connection or internet data. (I don't see this in the interview)
2. The teacher has a problem in motivating students to participate in the lesson.
3. The teacher has a problem in managing time while implementing remote teaching.(I don't see this)
4. The teacher has a problem in using the technology.

Thus, try to add some questions related to these things.

Singaraja, 25 November 2021

Judge 1 ~~**Judge 2**~~

Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd ~~**Nyoman Karina Wedhanti, S.Pd., M.Pd**~~

Instrument Validation

3. Lesson Plan Evaluation Sheet

Theory	Items	Expert Judge		Comments
		Relevant	Irrelevant	
Edi, F, et al. (2021)	1. Designing the learning process by mastering aspects of technology-based expertise in using online platform.	√		
	2. Designing the learning process by considering the need of students in order to plan the methods used to gather knowledge of students' need.	√		
	3. Providing learning source which is relevant to the material in a certain resource.	√		
Putri, N. R., & Sari, F. M. (2021)	4. Preparing an appropriate learning media to be accessed by the students	√		
	5. Designing the learning process with an appropriate teaching strategy to conduct remote teaching.	√		

Singaraja, 14 Februari 2022

Expert Judge 1

Dr. IGA. Lokita Purnamika Utami, S.Pd., M.Pd

Instrument Validity

1. Interview Guide

No.	Aspects	Items	Expert Judge		Comments
			Relevant	Irrelevant	
1	Preparation	1. How do you prepare the lesson plan before remote teaching is implemented?	√		
		2. How do you design the material that you teach before teaching?	√		
		3. What kind of teaching strategy do you use?	√		
		4. How do you get the source of materials?	√		
		5. What kind of teaching tools do you use?	√		
2	Procedure	6. How do you open your class?	√		
		7. How do you manage your time for pre-activity of your remote teaching?	√		
		8. How do you check your students' attendance at the beginning on your remote teaching?	√		
		9. What do you do to find out your students' background knowledge before proceeding whilst-activity?	√		
		10. Are there any problems in interacting with your students by using appropriate grammar and/or pronunciation?	√		
		11. During the whilst-activity, what kind of strategy do you use in order the students to be active in whilst-activity?	√		
		12. Is it possible for you to develop a group discussion in remote teaching?	√		
		13. How do you close the materials at the end of remote teaching?	√		
3	Assessment	14. What kinds of platforms do you use in giving assessment to your students?	√		

		21. Do you and your students have a problem in the connection or internet data?	√		
		22. What will you do if your students do not respond to your remote teaching?	√		
		23. How do you encourage your students if they do not understand about the material during remote teaching?	√		
		24. How do you achieve the learning objectives if most of the students do not understand the content of the material that you teach in remote teaching?	√		
		25. Do you manage your time well while implementing remote teaching?	√		
		26. Do you have any problems in using technology?	√		
		27. Do you have any difficulties to make an assessment platform for the students? Explain if any!	√		

Singaraja, 17 February 2022

Judge 2

Nyoman Karina Wedhayanti, S.Pd., M.Pd.

UNDIKSHA

2. Observation Sheet

No	Aspect	Theory	Items	Expert Judge		Comments
				Relevant	Irrelevant	
1	Preparation	Putri, N. R., & Sari, F. M. (2021)	1. The teacher prepares a lesson plan before implementing remote teaching.	√		
			2. The teacher prepares the material that will be shared to the students.	√		
			3. The teacher plans a strategy of teaching suitable for the context of remote teaching.	√		
			4. The teacher prepares an appropriate media to implement remote teaching.	√		
2	Procedure	Yen, T.-F. (TF). (2020)	5. The teacher greets the students.	√		
			6. The teacher checks the students' attendance.	√		
			7. The teacher opens the lesson and does apperception.	√		
			8. The teacher explains the materials systematically.	√		
			9. The teacher uses good grammar and/or pronunciation.	√		
			10. The teacher manages the classroom well.	√		
			11. The teacher evaluates students' participation.	√		
			12. The teacher invites students to conclude the lesson	√		
			13. The teacher gives feedback for the students	√		
			14. The teacher asks some questions to check their understanding	√		
3	Assessment	Fall, P (2020)	15. The teacher gives constructive and encouraging feedback after conducting remote classroom	√		
			16. The teacher does an evaluation through a game in several platforms, like Quizzes, Kahoot, etc.	√		
			17. The teacher assesses students' performance.	√		
		Putri, N. R., & Sari, F. M. (2021)	18. The teacher gives assignment or homework at the end of the class to check the understanding of the students.	√		
4	Challenges	Putri, N. R., & Sari, F. M. (2021)	19. Both the teacher and the students have a problem in their connection or internet data.	√		
		Ramadani, A., & Xhaferi, B. (2020)	20. The teacher has a problem in motivating students to participate in the lesson.	√		
		Ramadani, A., & Xhaferi, B. (2020)	21. The teacher has a problem in managing time while implementing remote teaching.	√		
		Putri, N. R., & Sari, F. M. (2021)	22. The teacher has a problem in using the technology.	√		

Singaraja, 17 February 2022

Judge 2

Nyoman Karina Wedhayanti, S.Pd., M.Pd.

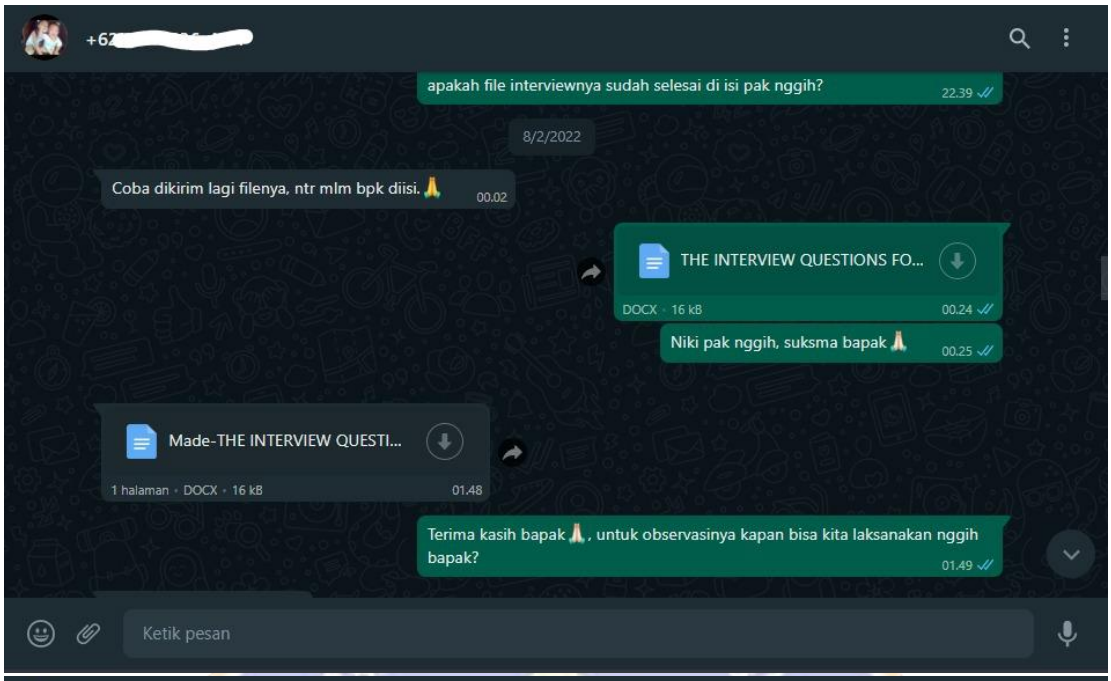
3. Lesson Plan Evaluation Sheet

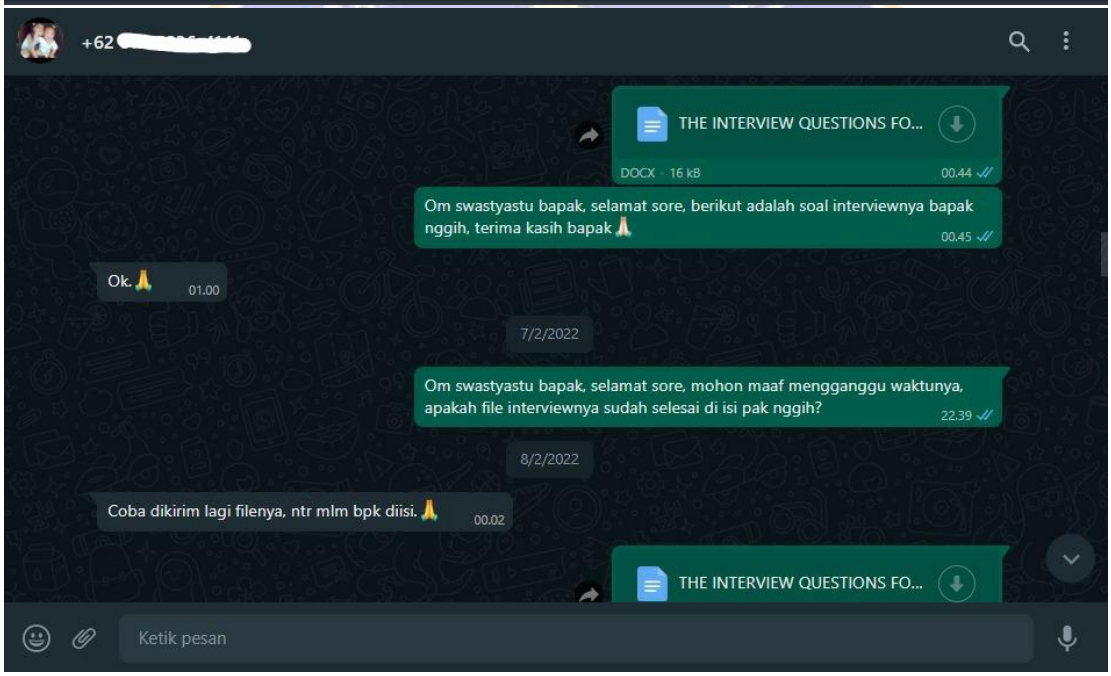
Theory	Items	Expert Judge		Comments
		Relevant	Irrelevant	
Edi, F, et al. (2021)	1. Designing the learning process by mastering aspects of technology-based expertise in using online platform.	√		
	2. Designing the learning process by considering the need of students in order to plan the methods used to gather knowledge of students' need.	√		
	3. Providing learning source which is relevant to the material in a certain resource.	√		
Putri, N. R., & Sari, F. M. (2021)	4. Preparing an appropriate learning media to be accessed by the students	√		
	5. Designing the learning process with an appropriate teaching strategy to conduct remote teaching.	√		

Singaraja, 17 February 2022

Judge 2

Nyoman Karina Wedhayanti, S.Pd., M.Pd.


+62
apakah file interviewnya sudah selesai di isi pak nggih? 22.39
8/2/2022
Coba dikirim lagi filenya, ntr mlm bpk diisi. 🙏 00.02
THE INTERVIEW QUESTIONS FO...
DOCX · 16 kB 00.24
Niki pak nggih, suksma bapak 🙏 00.25
Made-THE INTERVIEW QUESTI...
1 halaman · DOCX · 16 kB 01.48
Terima kasih bapak 🙏, untuk observasinya kapan bisa kita laksanakan nggih bapak? 01.49
Ketik pesan


+62
THE INTERVIEW QUESTIONS FO...
DOCX · 16 kB 00.44
Om swastyastu bapak, selamat sore, berikut adalah soal interviewnya bapak nggih, terima kasih bapak 🙏 00.45
Ok. 🙏 01.00
7/2/2022
Om swastyastu bapak, selamat sore, mohon maaf mengganggu waktunya, apakah file interviewnya sudah selesai di isi pak nggih? 22.39
8/2/2022
Coba dikirim lagi filenya, ntr mlm bpk diisi. 🙏 00.02
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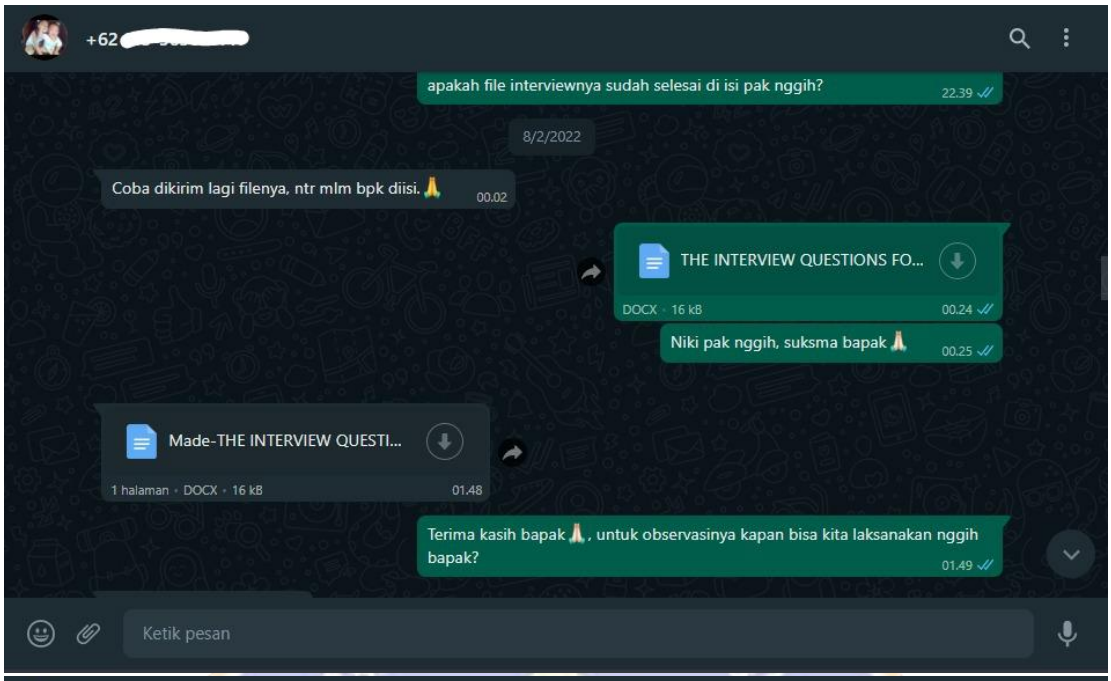
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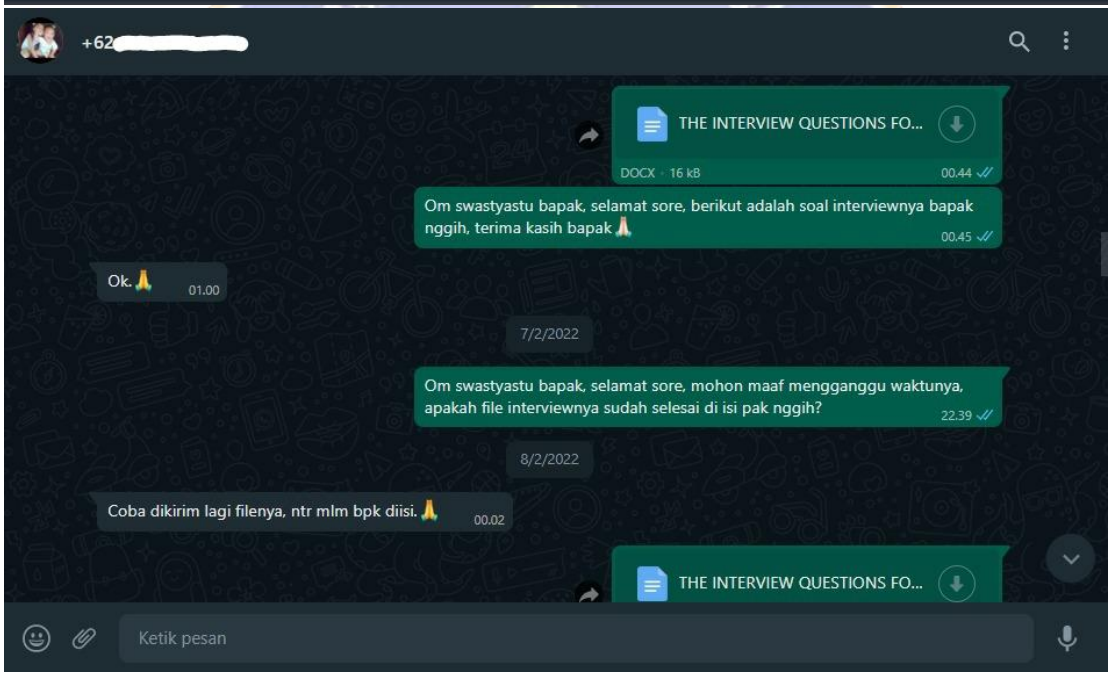
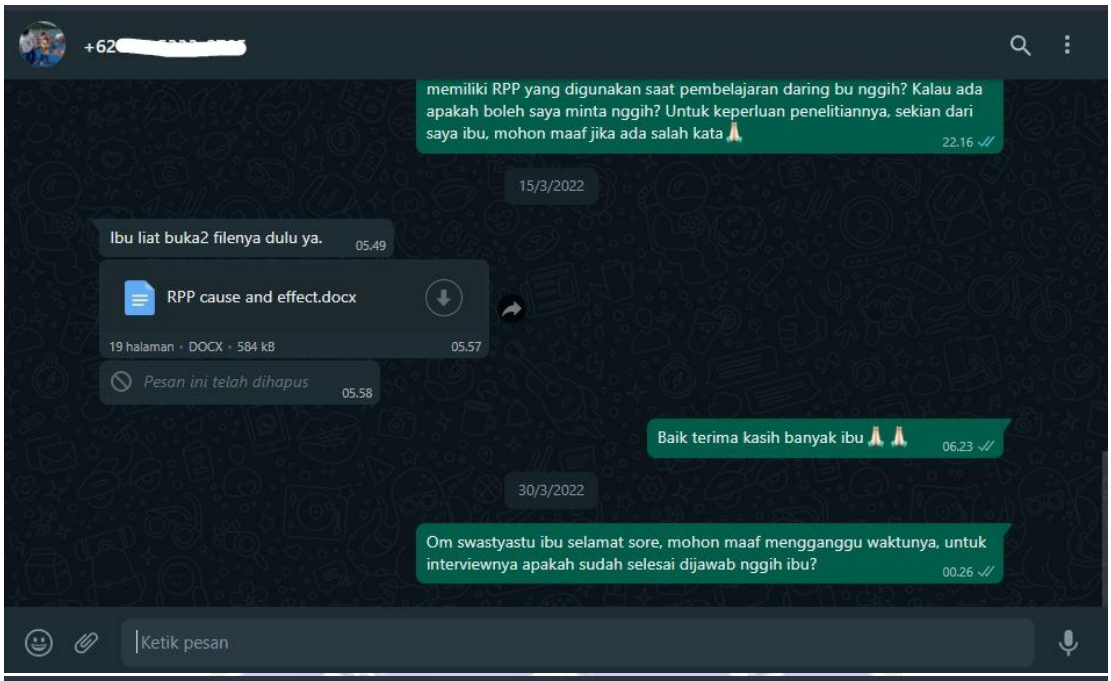
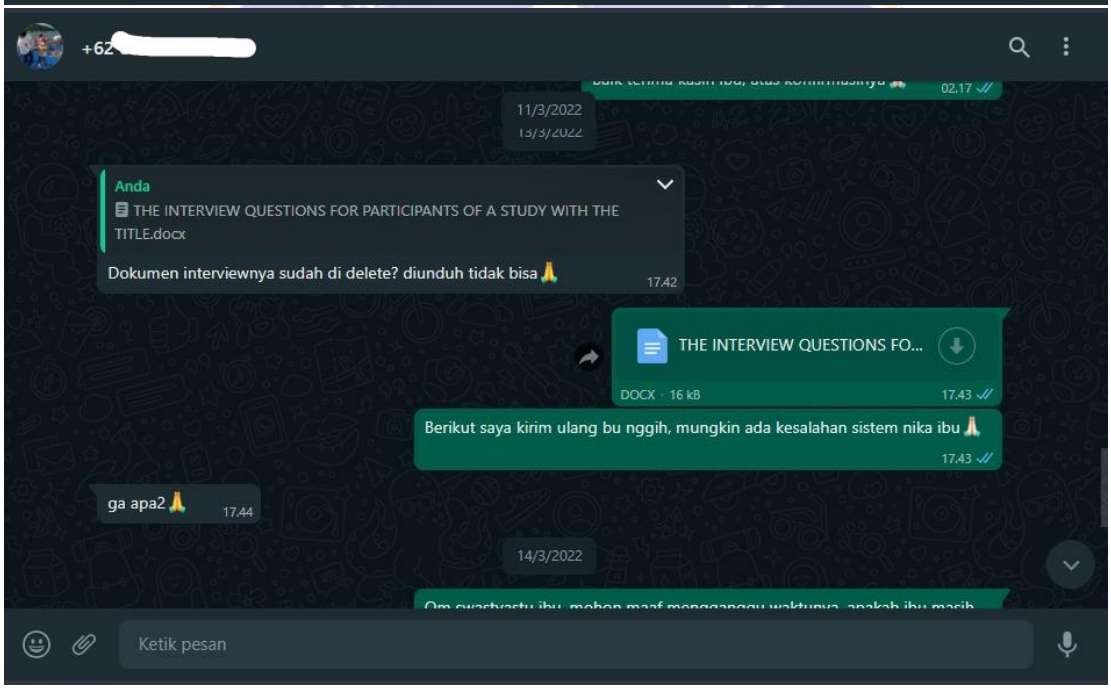
apakah file interviewnya sudah selesai di isi pak nggih?
22.39
8/2/2022
Coba dikirim lagi filenya, ntr mlm bpk diisi. 🙏
00.02
THE INTERVIEW QUESTIONS FO...
DOCX · 16 kB
00.24
Niki pak nggih, suksma bapak 🙏
00.25
Made-THE INTERVIEW QUESTI...
1 halaman · DOCX · 16 kB
01.48
Terima kasih bapak 🙏, untuk observasinya kapan bisa kita laksanakan nggih bapak?
01.49
Ketik pesan


+62
THE INTERVIEW QUESTIONS FO...
DOCX · 16 kB
00.44
Om swastyastu bapak, selamat sore, berikut adalah soal interviewnya bapak nggih, terima kasih bapak 🙏
00.45
Ok. 🙏
01.00
7/2/2022
Om swastyastu bapak, selamat sore, mohon maaf mengganggu waktunya, apakah file interviewnya sudah selesai di isi pak nggih?
22.39
8/2/2022
Coba dikirim lagi filenya, ntr mlm bpk diisi. 🙏
00.02
THE INTERVIEW QUESTIONS FO...
Ketik pesan

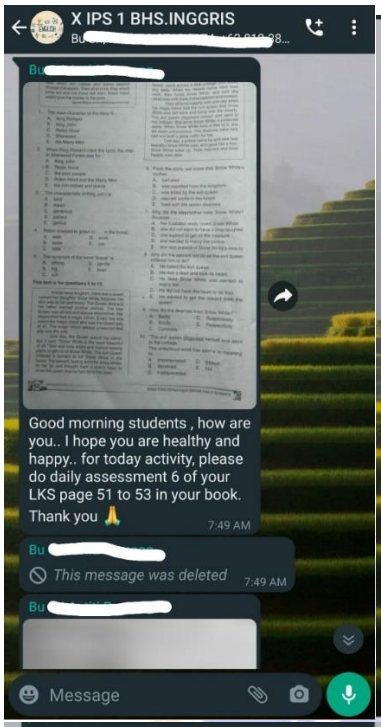

+62
memiliki RPP yang digunakan saat pembelajaran daring bu nggih? Kalau ada apakah boleh saya minta nggih? Untuk keperluan penelitiannya, sekian dari saya ibu, mohon maaf jika ada salah kata 🙏
22.16
15/3/2022
Ibu liat buka2 filenya dulu ya.
05.49
RPP cause and effect.docx
19 halaman • DOCX • 584 kB
05.57
Pesan ini telah dihapus
05.58
Baik terima kasih banyak ibu 🙏🙏
06.23
30/3/2022
Om swastyastu ibu selamat sore, mohon maaf mengganggu waktunya, untuk interviewnya apakah sudah selesai dijawab nggih ibu?
00.26
Ketik pesan

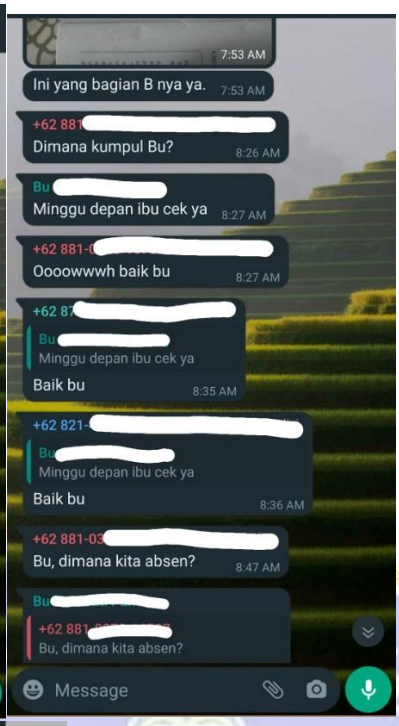

+62
02.17
11/3/2022
Anda
THE INTERVIEW QUESTIONS FOR PARTICIPANTS OF A STUDY WITH THE TITLE.docx
Dokumen interviewnya sudah di delete? diunduh tidak bisa 🙏
17.42
THE INTERVIEW QUESTIONS FO...
DOCX • 16 kB
17.43
Berikut saya kirim ulang bu nggih, mungkin ada kesalahan sistem nika ibu 🙏
17.43
ga apa2 🙏
17.44
14/3/2022
Ketik pesan

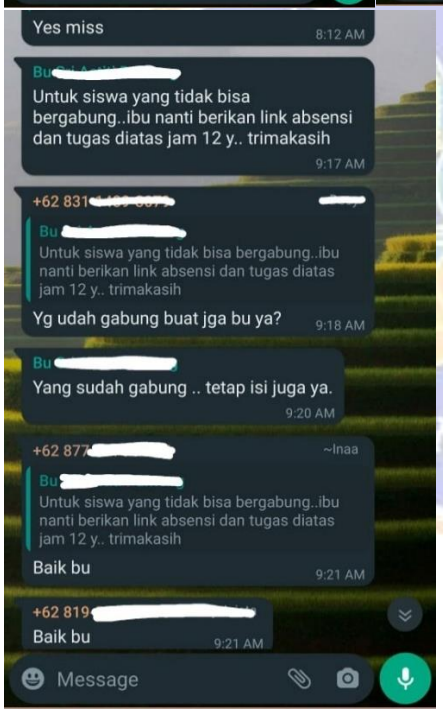
Hotspot pribadi : 3 koneksi,Digunakan464,01M
Bhs.Inggris Wajib XI-IB...
9 Februari 2022
21.41
Kirim pesan

Hotspot pribadi : 3 koneksi,Digunakan467,39M
Bhs.Inggris Wajib XI-IB...
21.41
Pelajari materi di atas utk pertemuan besok/Kamis jam pertama (07.30-09.00).🙏🙏🙏
21.43
N.
Oke pak
21.43
10 Februari 2022
Kirim pesan

23.06
21%
Bhs.Inggris Wajib XI-IB...
10 Februari 2022
Kelas XI : KD 3.7-P1
Cause and Effect Relationship
docs.google.com
https://forms.gle/JRk5sWDGkST3MyBF9
07.55
Ditunggu jawaban quiznya sampai jam 10.00 WITA.🙏🙏🙏
07.56
Kdk
Anda
https://forms.gle/JRk5sWDGkST3MyBF9
Pak saya tidak bisa mengakses formnya, karena kendala jaringan pak
07.57
Anda
Siswa yg blm lengkap nilai quiznya :
1.Sandi Darmawan...
Kirim pesan


X IPS 1 BHS.INGGRIS
Good morning students , how are you.. I hope you are healthy and happy.. for today activity, please do daily assessment 6 of your LKS page 51 to 53 in your book.
Thank you 🙏
7:49 AM
This message was deleted
7:49 AM
Message


7:53 AM
Ini yang bagian B nya ya.
7:53 AM
Dimana kumpul Bu?
8:26 AM
Minggu depan ibu cek ya
8:27 AM
Oooowwwh baik bu
8:27 AM
Minggu depan ibu cek ya
Baik bu
8:35 AM
Minggu depan ibu cek ya
Baik bu
8:36 AM
Bu, dimana kita absen?
8:47 AM
Bu, dimana kita absen?
Message


Yes miss
8:12 AM
Untuk siswa yang tidak bisa bergabung..ibu nanti berikan link absensi dan tugas diatas jam 12 y.. trimakasih
9:17 AM
Untuk siswa yang tidak bisa bergabung..ibu nanti berikan link absensi dan tugas diatas jam 12 y.. trimakasih
Yg udah gabung buat jga bu ya?
9:18 AM
Yang sudah gabung .. tetap isi juga ya.
9:20 AM
~Inaa
Untuk siswa yang tidak bisa bergabung..ibu nanti berikan link absensi dan tugas diatas jam 12 y.. trimakasih
Baik bu
9:21 AM
Baik bu
9:21 AM
Message

(RPP)

Sekolah	: SMA Negeri 1 Sukasada
Mata Pelajaran	: Bahasa dan sastra Inggris
Kelas/Porgram	: XII/MIPA, BB
Semester	: Ganjil
Materi Pokok	: Cause And Effect
Alokasi Waktu	: 2 x 45 (2 pertemuan)

A. KOMPETENSI INTI

KI 3 :Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI 4 : Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Memunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya.

B. KOMPETENSI DASAR

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan such ... that; so ... that)

4.1 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks .

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi tindakan memberi dan meminta informasi terkait hubungan sebab akibat.
2. Menyusun percakapan tindakan memberi dan meminta terkait hubungan sebab akibat.
3. Mempresentasikan percakapan tindakan memberi dan meminta terkait hubungan sebab akibat.

D. TUJUAN PEMBELAJARAN

Melalui tahapan pembelajaran model pembelajaran *Discovery Learning*, diskusi, tanya-jawab, dan presentasi, peserta didik mampu :

1. Siswa dapat mengidentifikasi tindakan memberi dan meminta informasi terkait hubungan sebab akibat.
2. Siswa dapat menyusun percakapan tindakan memberi dan meminta terkait hubungan sebab akibat.
3. Siswa dapat mempresentasikan percakapan tindakan memberi dan meminta terkait hubungan sebab akibat.

E. PENDEKATAN, MODEL DAN METODE

a. Pendekatan : Scientifik
b. Model : *Discovery Learning*
c. Metode : Diskusi, Tanya-jawab, dan Presentasi

F. MEDIA PEMBELAJARAN

Media/alat:

1. Google Classroom
2. WhatsApp Group
3. Google form
4. Laptop
5. Bahan ajar

2. Buku Ajar
3. Video

G. MATERI PEMBELAJARAN

1. Materi Pembelajaran

a. Definition

Cause and effect can represent the relationship of two actions. The cause is the initial action or thought and the effect is the result.

There are three criteria to establish cause and effect.

- The cause has to occur before the effect
- Whenever the cause happens, the effect must also occur.
- There are no other factors that can explain the relationship between the cause and effect.

b. Social function

The social function of cause and effect is to explain or give information about something.

c. Structure

► **So ... that**

Subject + V (to be) + So + adjective/adverb + that + Subject + V

Example 1:

Cause: My sister is very shy.

Effect: She hides behind my mother when there are strangers around.

- My sister is so shy that she hides behind my mother when there are strangers around. (shy- adjective)

Example 2:

Cause: The dress was wonderfully designed.
Effect: I couldn't take my eyes off it.

- The dress was so wonderfully designed that I couldn't take my eyes off it. (wonderfully- adverb)

We can also use "so" with **"quantifiers"(many/few/much/little) + that"** to explain the result. However, using "that" is not necessary.

Examples:

- The child had **so many toys that** he could not decide which to play.

► **Such...That**

Subject + V(to be) + Such + (adjective) + noun + that + Subject + V

Such is followed by 'a' or 'an', + an adjective + a singular noun :

- **such a** long time
- **such an** incredible story

Such is used without "a' or 'an' before plural nouns, uncountable nouns (luggage, furniture), mass nouns (water, rice) and abstract nouns (advice, courage, generosity, kindness ...)

Examples:

Cause: It was a great movie.

Effect: I watched it several times.

- It's such a great movie that I've watched it several times.
  (great-adjective, movie-noun)

H. KEGIATAN PEMBELAJARAN

Pertemuan ke-1 (2x45 menit)

3.1.1 Menjelaskan fungsi sosial teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat.

3.1.3 Menentukan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat.

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	• Salam dan do'a bersama • Mengucapkan salam • Mengecek kehadiran peserta didik melalui google form dan whatsapp group. • Mereviewv pelajaran sebelumnya yang berkaitan dengan pelajaran yang akan diajarkan. • Memberikan gambaran mengenai materi yang akan diberikan dengan mengaitkannya pada situasi sebab akibat di lingkungan sekitar. • Memotivasi peserta didik dan menyampaikan tentang bahaya COVID 19 serta pentingnya menjaga kesehatan. • Menyampaikan tujuan pembelajaran.	5 menit
Kegiatan Inti	**Stimulasi (Stimulation)** • Peserta didik diminta mendiskusikan materi cause and effect melalui beberapa gambar yang diberikan. • Peserta didik memberikan pendapatnya terkait materi yang didiskusikan **Identifikasi Masalah (Problem Statement)** • Guru menjelaskan lebih lanjut mengenai materi yang berkaitan dengan *cause and effect* • Peserta didik memerhatikan penjelasan guru terkait struktur kalimat yang menggunakan cause and effect. • Guru memberikan peserta didik diberikan kesempatan untuk bertanya mengenai materi yang diberikan. • Guru memberikan problem statement (identifikasi masalah) dari materi yang dijelaskan - What is the social function of cause and effect? - What is/are the structure that used in cause and effect? - What is/are the language feature of cause and effect? **Pengumpulan Data (Data Collection)** • Peserta didik diminta mengidentifikasi kalimat yang menyatakan cause and effect. • Guru bersama peserta didik membahas latihan soal yang telah diberikan. **Pengolahan Data (Data Processing)** • Guru meminta peserta didik menggunakan kata penghubung cause and effect. • Peserta didik mengerjakan aktivitas yang diberikan oleh	10 menit 20 Menit 20 menit 20 menit

	guru Expanding Sentence Expand the following sentence into a good sentence by using so, ... and that! Example: I'm so ..... I'm so dizzy ..... I'm so dizzy that ..... I'm so happy that I can't ..... I'm so happy that I can't stand. 1. I'm so happy ..... 2. I'm so tired ..... 3. I was so busy ..... • Guru bersama peserta didik membahas aktivitas yang diberikan **Pembuktian (Verification)** • Guru memberikan *individual assessment* kepada peserta didik untuk mengerjakan latihan soal task 1 • Guru beserta peserta didik mendiskusikan jawaban dari peserta didik **Menarik Kesimpulan (Generalization)** • Peserta didik membuat kesimpulan megenai materi yang telah dipelajari • Perta didik bertanya mengenai hal yang belum di pahami	15 menit 5 menit
Penutup	• Peserta didik menyimpulkan pembelajaran dengan diberikan pertanyaan terkait materi yang telah didiskusikan. • Peserta didik diberikan tugas individu mengerjakan task 3. • Guru menutup pembelajaran dengan doa.	5 menit

Pertemuan ke-2 (2x45 menit)

4.1.1 Membuat dialog singkat dengan menggunakan kata hubung sebab akibat.(*such . . . that, so . . . that)*

4.1.2 Menampilkan dialog singkat dengan menggunakan kata hubung sebab akibat (*such . . . that, so . . . that)*

Kegiatan	Deskripsi kegiatan	Waktu
Pendahuluan	• Salam dan doa bersama	

	• Mengucapkan salam • Mengecek kehadiran peserta didik melalui google form dan whatsapp group. • Mereview pelajaran sebelumnya yang berkaitan dengan materi yang akan didiskusikan. • Memberikan gambaran mengenai materi yang akan diberikan dengan mengaitkannya pada situasi sebab akibat di lingkungan sekitar. • Memotivasi peserta didik dan menyampaikan tentang bahaya COVID 19 serta pentingnya menjaga kesehatan. • Menyampaikan tujuan pembelajaran.	
Kegiatan Inti	**Stimulasi (Stimulation)** • Peserta didik diminta mengamati unsur kebahasaan mengenai penggunaan *such . . . that, so . . . that* • Peserta diidk diminta menyebutkan contoh penggunaan *such . . . that, so . . . that* dalam kehidupan sehari-hari **Identifikasi Masalah (Problem Statement)** • Guru meminta peserta didik mendiskusikan persamaan dan perbedaan dari *such . . . that, so . . . that* • Peserta didik membuat pertanyaan terkait penggunaan *such . . . that, so . . . that* **Pengumpulan Data (Data Collection)** • Peserta didik diminta mengerjakan tugas task 1. • Guru bersama peserta didik membahas tugas yang telah diberikan. **Pengolahan Data (Data Processing)** • Peserta didik diminta membuat dialog dari gambar yang telah disediakan. • Peserta didik bekerja secara berpasangan **Pembuktian (Verification)** • Peserta didik diminta membacakan dialog yang telah dibuat bersama pasangannya • Peserta didik lain menyimak dialog yang sedang dibacakan **Menarik Kesimpulan (Generalization)** • Peserta didik diberikan individual assessment sebagai hasil dari pembelajaran dengan mengerjakan latiha soal task 3. • Guru dan peserta didik membahas tugas yang diberikan	10 menit 10 menit 15 menit 20 15 10
Penutup	• Setelah mengikuti kegiatan pembelajaran, siswa ditanya bagaimana perasaannya (refleksi) • Peserta didik dan guru menyimpulkan pembelajaran. • Peserta didik diberikan penilaian dari latihan-latihan yang	5 menit

	telah diberikan. • Peserta didik dan guru menutup pembelajaran dengan berdoa.	

Lampiran 1:

Pertemuan Pertama

Students' Handout

(Task 1)

Activity 2 part A

Identify the cause and the effect in the following sentences!

1. People litter because they do not feel responsible for public areas like streets and parks.
2. Do to the extreme and dangerous weather, the youth football game was stopped,
3. Since your painting is really good, I plan on displaying it in my coffee shop.
4. Fifty years ago, the river was so polluted that it was declared biologically dead.
5. Thanks to some help from the community, the annual musical at Steelton-Highspire High school in Dauphin Cauntry wil go on this weekend
6. People moved into unoccupied island territories in order to harvest new kinds of resources
7. People are staying in their firs properties longer, and consequently there's a severe lack of affordable housing
8. The dishes are reach in starch, and hence, may increase blood sugar levels if consumed on a daily basis
9. A good number of people have already been infected by these viruses, and therefore can carry some immunity toward them.
10. Fleur Drive in Des Moines, one of the busies stretches of road in the city, closed Thursday morning becayse of flood concerns.

Jawaban:

1. Cause: They do not feel responsible for public areas like streets and parks.

   Effect: People litter.

2. Cause: The extreme and dangerous weather.

3. Cause: Your painting is really good.

Effect: I plan on displaying it in my coffee shop.

4. Cause: The river was polluted.

Effect: It was declared biologically dead.

5. Cause: Some help from the community.

Effect: The annual musical at Steelton-Highspire High School in Dauphin County will go on this weekend.

6. Cause: People moved into unoccupied inland territories.

Effect: Harvest new kinds of resources.

7. Cause: People are staying in their first properties for longer.

Effect There's a severe lack of affordable housing.

8. Cause: The dishes are rich in starch.

Effect: May increase blood sugar levels if consumed on a daily basis.

9. Cause: A good number of people have already been infected by these viruses.

Effect: Carry some immunity toward them.

10. Cause: Flood concerns.

Effect: Fleur Drive in Des Moines, one of the busiest stretches of road in the city, closed Thursday morning.

Lampiran 2

Students' Handout

(Expanding sentences)

(task 2)

Work in pairs!

Expand the following sentence into a good sentence by using *so*, .. and *that!*

I'm so dizzy that ….

I'm so dizzy that I can't …

I'm so dizzy that I can't stand.

1. I'm so happy ….
   …..
   …..
   …..
   …..
   …..
2. I was so busy …..
   ….
   ….
   ….
   ….
   ….

Jawaban dapat bervariasi.

Lampiran 3

Individual Assessment

(Task 3)

Write sentences with the following conjunctions!

1. Because
   ……..
2. As
   ……..
3. Therefore
   ……..
4. Since
   ……..
5. As the result of
   ……..
6. Due to
   ……..
7. For
   ……..
8. So
   ……..

Jawaban dapat bervariasi.

Lampiran 2

Pertemuan Kedua

Students' Handout

(Task 1)

A. Complete the following sentences with such or so

1. The song is ……. Cool that many listeners request it on the radio.
2. The stars were ……. Beautiful that we watched them all night
3. Mr. Joni has …. Much money that he could buy a house
4. Niken is …… a careless person that she often gets punishment
5. I was ….. amazed to watch the performance that she often

B. Combine these sentences with *such … that or so… that!*

1. I was thirsty.
   I can't continue the journey.
   ……
2. Farida is a very humorous girl.
   Everyone laughs hard when she jokes.
   ……
3. It was a horrible cake.
   I couldn't finish eat any of it.
   ……
4. Mr. Fadil is a hard worker
   He got a promotion.
   ……
5. Rani is clever.
   She always comes top of the class.
   ……

Jawaban

(Task 1)

C. Complete the following sentences with such or so

1. The song is so Cool that many listeners request it on the radio.
2. The stars were so Beautiful that we watched them all night
3. Mr. Joni has so Much money that he could buy a house
4. Niken is **such** a careless person that she often gets punishment
5. I was so amazed to watch the performance that she often

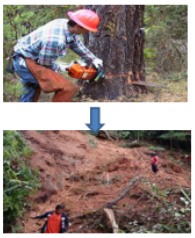
D. Combine these sentences with *such … that or so… that!*

1. I was so thirsty that I can't continue the journey.
2. Farida is such a very humorous girl that everyone laughs hard when she jokes.
3. It was such a horrible cake that I couldn't finish eat any of it.
4. Mr. Fadil is such a hard worker that he got a promotion.
5. Rani is so clever that he always comes top of the class.

(Task 2)

Activity 2: make a dialog with cause-effect conjunctions based on the following pictures!

1.



2.

Jawaban dapat bervariasi.

Lampiran 3:

Students' handout

(Individual assessment)

(Task 3)

Write sentences with *so…. That* based on the following situations!

1. The road is too bad
   ……
2. The room is too dark.
   ……..
3. The coffee is too bitter.
   ……
4. The soup is to hot to be eaten.
   ……
5. The box is too heavy to bring alone.
   ……

Contoh Jawaban:

1. The road is so bad that no one wants to pass it.
2. The room is so dark that I can see nothing.
3. The coffee is so bitter that my father doesn't want to drink it.
4. The soup is so hot that I can't eat it.
5. The box is so heavy that I can't bring it alone.

6.	10
7.	10
8.	10
9.	10
10.	10

Keterangan:

Nilai = skor diperoleh x 100

Total skor

Task 2:

Number	score
1.	50
2.	50

Keterangan:

Nilai = skor diperoleh x 100

Total skor

Task 3

Number	Score
1.	10
2.	10
3.	10
4.	10
5.	10
6.	10
7.	10
8.	10
9.	10
10.	10

Keterangan:

Nilai = skor diperoleh x 100

Total skor

A. Penilaian Hasil Belajar

Pedoman Penilaian

Instrument penilaian sikap

Mata Pelajaran :
Kelas :
Hari/tanggal :
Materi :

No.	Nama Peserta Didik	Sikap				Keterangan
		Tanggung jawab	Disiplin	Kerjasama	Percaya Diri	
1						
2						
3						
4						
5						
6						
7						

Keterangan penilaian:

3 = apabila selalu konsisten menunjukan sikap sesuai aspek sikap
3 = apabila sering konsisten menunjukan sikap sesuai aspek sikap
2 = apabila kadang-kadang konsisten menunjukan sikap sesuai aspek sikap
1 = apabila tidak pernah konsisten menunjukan sikap sesuai aspek sikap

Perolehan nilai akhir = Jumlah skor perolehan x 4
16
Nilai maksimal = 4

Pertemuan pertama

Task 1:

Number	Score
1.	10
2.	10
3.	10
4.	10

Pertemuan kedua

Task 1

Number	Score
1.	10
2.	10
3.	10
4.	10
5.	10
6.	10
7.	10
8.	10
9.	10
10.	10

Keterangan:

Nilai = skor diperoleh x 100

Total skor

Task 2

No	Aspek yang dinilai	Kriteria	Score 1-5
1.	Penggunaan dan penempatan Conjunction Cause and Effects	Menggunakan Conjunction Cause and Effects dengan sangat tepat	5
		Menggunakan Conjunction Cause and Effects dengan tepat	4
		Menggunakan Conjunction Cause and Effects dengan cukup tepat	3
		Menggunakan Conjunction Cause and Effects dengan kurang tepat	2
		Menggunakan Conjunction Cause and Effects dengan tidak tepat	1
2.	Keruntutan teks	Menggunakan struktur teks dengan sangat runtut	5
		Menggunakan struktur teks dengan runtut	4
		Menggunakan struktur teks dengan cukup runtut	3
		Menggunakan struktur teks dengan kurang runtut	2
		Menggunakan struktur teks dengan tidak runtut	1
3.	Tata bahasa	Menggunakan tata bahasa dengan sangat tepat	5

		Menggunakan tata bahasa dengan kurang tepat	2
		Menggunakan tata bahasa dengan tidak tepat	1
	Jumlah skor yang diperoleh		

Keterangan:

Nilai = skor diperoleh x 100

Total skor

Task 3 (performance)

Group	Name	Fluency	Pronunciation	Grammar	Total score
1.					
2.					
3.					
4.					
5.					
6.					

Petunjuk penskoran

1. Kelancaran penggunaan kosa kata *(fluency)*

   5 = Sangat lancar 4 = Lancar 3 = Cukup lancar

   2 = Kurang lancar 1 = Tidak lancar

Kelancaran Kosa Kata				
5	4	3	2	1

2. Pelafalan *(pronunciation)*

   5 = Hampir sempurna
   4 = Ada kesalahan tapi tidak mengganggu makna
   3 = Ada beberapa kesalahan dan mengganggu makna
   2 = Banyak kesalahan dan mengganggu makna
   1 = Terlalu banyak kesalahan sehingga sulit untuk dipahami

Pelafalan				
5	4	3	2	1

3. Tata bahasa

   5 = Sangat tepat
   4 = Tepat
   3 = Cukup tepat
   2 = Kurang tepat
   1 = Tidak tepat

Tata Bahasa				
5	4	3	2	1

Keterangan:

Nilai = skor diperoleh x 100

Total skor

Mengetahui,
Kepala SMAN 1 Sukasada

Drs. Putu Dana, M.Si.
NIP. 196208181989031011

Singaraja, 19 Juli 2021
Guru Mata Pelajaran

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