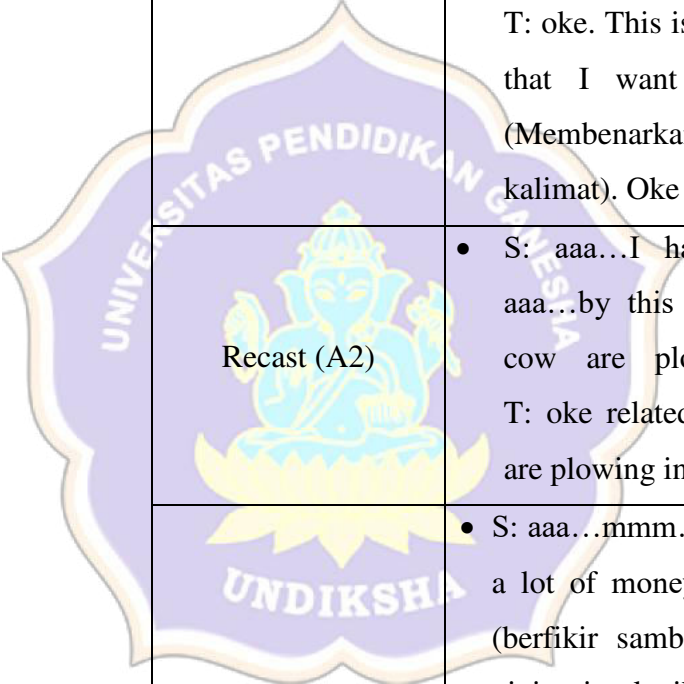


Corrective Feedback	Sub-Categories	f	Percentage
Giving-Answer Strategy	Repetition (A1)	6	11.8%
	Recast (A2)	1	2.6%
	Explicit Correction (A3)	7	13.7%
	Give Answer (A4)	23	45.1%
Prompting-Answer Strategy	Meta Linguistics cues (B1)	1	2.6%
	Clarification request (B2)	11	21.6%
	Elicitation (B3)	1	2.6%
Total:		51	100%

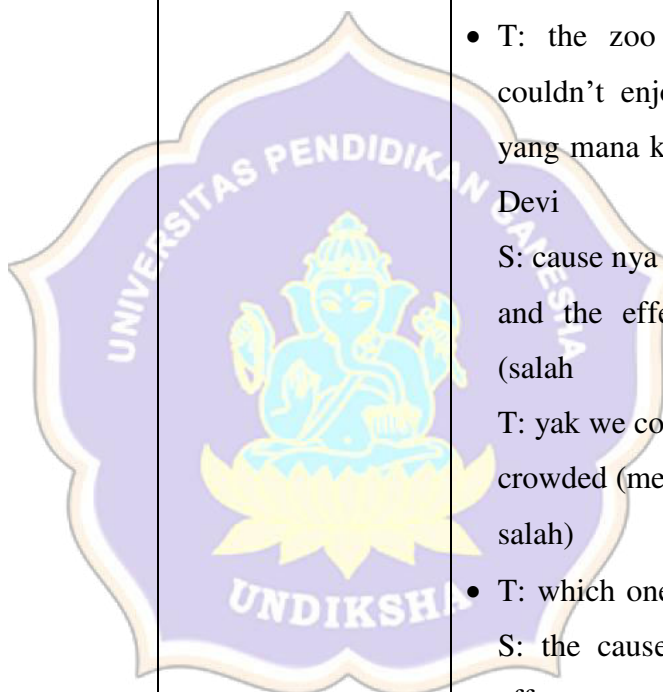


Observation Sheet

No.	Corrective Feedback		Example
1.	Giving-Answer Strategy	Repetition (A1)	<ul style="list-style-type: none"> • S: a farmer following a cow T: the farmer following the cows, the farmer is following cows ya because there are two cows and back of the cows there is a farmer following the cows • S: I'm so thirsty... T: I was ya, (di jelaskan kesalahan yang di atas) jadi karena thirsty itu adalah adjective saja maka menggunakan I was so thirsty • S: diving is a suns(salah penyebutan) a good experience that I want to do it a gein T: pardon, can you repeat one again? S: diving is a suns(salah penyebutan) a good experience T: (membenarkan) such ya lalu again bukan a gein S: such a good experience that I want to do it again • S: it was so a horrible cake... T: karena horrible adalah adjective dan cake itu noun biasanya itu menggunakan such S: such? T: iya such karena ada adjective dan noun T: krisa which one cause in this sentence? S: the cause is, it is a horrible cake.

			<p>Efeknya I could not finish eating any of it</p> <ul style="list-style-type: none"> T: the zoo was crowded we couldn't enjoy it S: the zoo was so crowded that we could not enjoy it (salah pengucapan) T: ok thank you, could ya S: this is such an interesting novel that I want to read it onces again (salah pembacaan) T: oke. This is such an interesting novel that I want to read it one again (Membenarkan dengan cara mengulang kalimat). Oke thank you so much
		 <p>Recast (A2)</p>	<ul style="list-style-type: none"> S: aaa...I have one caption maybe aaa...by this picture...two cows...two cow are plowing the field (ragu) T: oke related ya krisna, two cows ya are plowing in the field
		<p>Explicit Correction (A3)</p>	<ul style="list-style-type: none"> S: aaa...mmm...if I willmmm... if I have a lot of money I will chocolatemmm... (berfikir sambil berbicara pelan) kayak gini miss ketika saya punya uang saya akan membeli chokos T: membeli coklat S: oh coklat T: he rode a bike so fast that he fell down from his bike, jadi disini yang mana sebabnya kira-kira? S: because he ...road a bike so fas(salah pembacaan) T: so fast ya bukan so fas

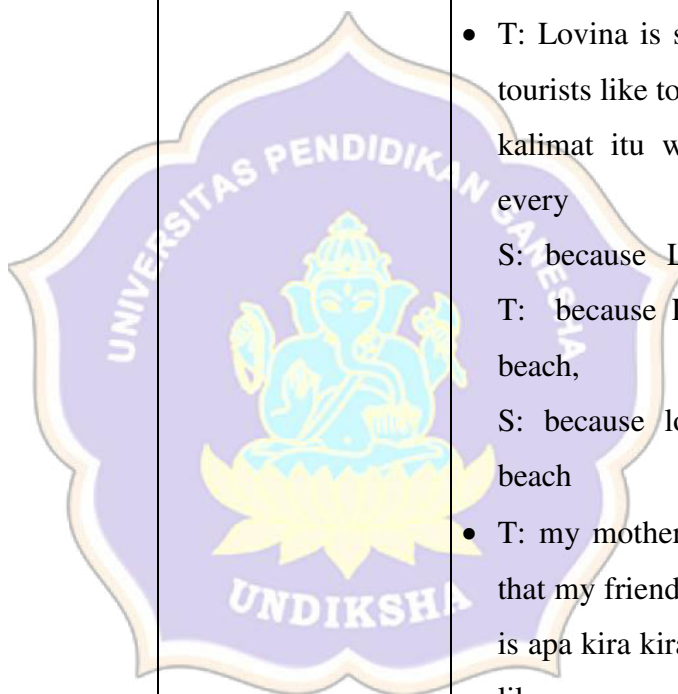
			<ul style="list-style-type: none"> • T: so the next sentence I was so hungry that I couldn't stand anymore. Jadi di kalimat ini apa yang menyebabkan that I couldn't stand anymore? S: because he is hungry? T: because he was hungry • S: cause nya <u>Di ving</u> is a good experience (salah penyebutan) T: diving (membenarkan) S: efeknya I want to do it again • T: the zoo was so crowded that we couldn't enjoy it. Dari kalimat tersebut yang mana kira-kira cause and effect nya Devi S: cause nya yaitu the zoo was crowded and the effect is we cannot enjoy it. (salah pengucapan) T: yak we couldn't ya, and the zoo was so crowded (membenarkan pengucapan yang salah) • T: which one cause and effect everyone? S: the cause is Indonesia <u>has</u> beautiful <u>effecs...</u> (salah pembacaan) T: resorts ya, has beautiful resorts S: aaa...beautiful resorts and many tourists spend their <u>vegetion</u> there (salah pembacaan) T: vacation there (membenarkan). Ok thank you so much • T: ok sekarang yang mana illustration nya yang mana? Gambaran yang menarik seseorang untuk mengunjungi tempat ini.
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		<p>Give Answer (A4)</p>	<p>Yang mana catching atau illustration nya which one?</p> <p>S: yang tulisan itu mister Indonesia wonderland bali Lombok, trus Thailand... (ragu)</p> <p>T: oke thank you, jadi catching point nya itu gambar yang ada di sebelah tulisan itu ya, jadi itu illustration nya yang ada gambar di Thailand itu ada pantai dan di Maldives itu ada gambar pulaunya itu namanya adalah illustration ya atau catching point, yang menarik seseorang untuk mengunjungi tempat tersebut</p> <ul style="list-style-type: none"> • S: the farmer plowing the field use buffalo <p>T: ok the farmer is plowing the field by using buffalo. Ok yak related caption nya dengan gambar</p> <ul style="list-style-type: none"> • S: my caption is, one of the temple in Bali is located in lake (kalimat kurang sempurna) <p>T: ok, one of the temples in Bali which is the location is in lake ok right? Sudah betul sudah sesuai?</p> <ul style="list-style-type: none"> • S: so the caption of that picture is, a <u>farmer</u> who are plowing in the field by his cows (salah pembacaan farmernya) <p>T: ok a farmer is plowing in the field by using his cows</p> <ul style="list-style-type: none"> • S: Bali is a beautiful Island (salah penyebutan island) <p>T: ok ni kadek ari, Bali is a beautiful</p>
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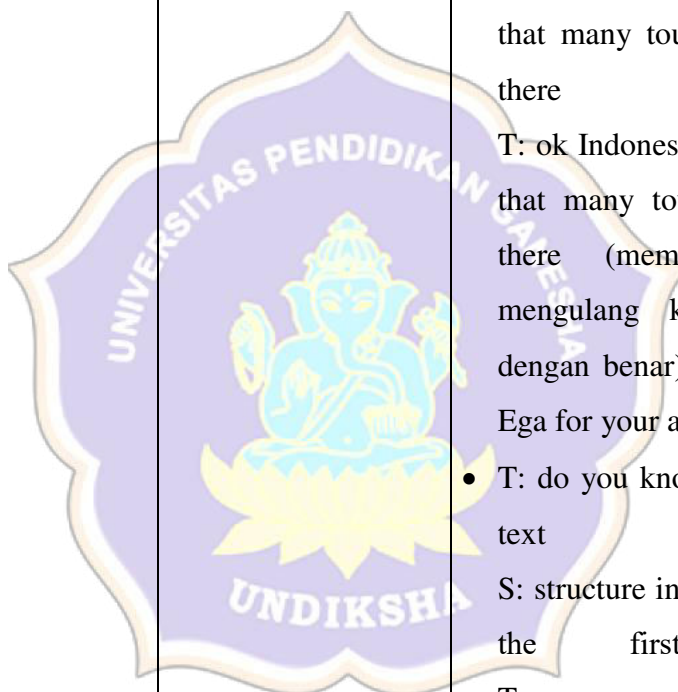
			<p>island (membenarkan)</p> <ul style="list-style-type: none"> • S: Iconic place in Bali T: ok Tanah Lot is an iconic place in Bali (membenarkan kalimat) • S: nice view T: ok nice view at ulundanu batur temple ya (membenarkan) • S: “unless you don’t come with me (terpatah patah) a...hmm... I... will...I will go...I will not go...” T: “I will not go”...? S: “I will not go to Denpasar” gitu? T: yeah “I will not go to Denpasar”. Okeh bener sayang! • S: unless I have my parents... T: mana I have sayang? Kan disana kalimatnya I will go to Denpasar if my parents give me permission kemudian kalau dia pakai unless? Unless...? S: unless if my parents give me per... T: no no, if nya hilang saying S: oh gitu, unless my parents give me permission I will not go do Denpasar T: (applause) ok good, parents ya. T: (menjelaskan) jadi benar ya kalimatnya seperti itu jadi unless itu sama katanya dengan if not dia ya • T: do you have plan after you graduated senior high school? S: hmm...I will aaa... <u>look</u> for a job T: ok look for a job, jadi disana dia pake I will look for a job. Jadi kalimat itu
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			<p>masuk ke dalam asking intention atau stating intention sayang?</p> <ul style="list-style-type: none"> • S: yes miss, will di gunakan untuk spontan belum direncakan T: ok good S: would <u>ater...</u><u>raterr...</u>would <u>arterr...</u> T: rather (membenarkan) S: lebih suka T: ok good jadi itu biasanya di gunakan dalam kalimat positive ya • T: Lovina is such a beautiful beach that tourists like to visit it every day. Nah dari kalimat itu why tourist like to visit it every day? S: because Lovina is beautiful beach T: because Lovina is <u>such</u> a beautiful beach, S: because lovina is such a beautiful beach • T: my mother is such a friendly person that my friends like her, and my question is apa kira kira sebabnya why my friends like her? S: because my mother such a frienli (salah pengucapan) T: friendly ya! Because my mother such a friendly person, that is good thank you • T: it is such a delicious doughnut that I can finish eating this doughnut, and the question is why I can finish this doughnut? S: because the doughnut(salah
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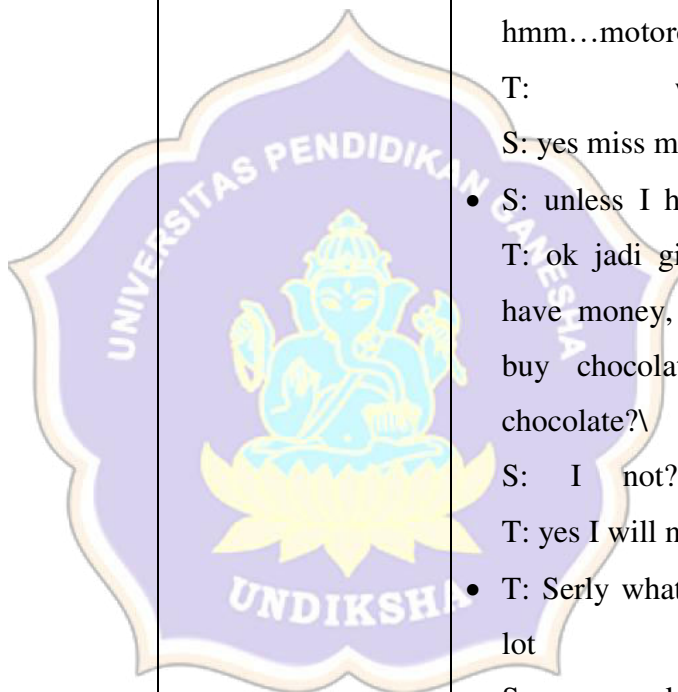
			<p>pengucapan) is so delicious</p> <p>T: ok doughnut(membernarkan), jadi karena donatnya enak efeknya saya bisa menghabiskan donat ini</p> <ul style="list-style-type: none"> T: the sentence is “I was thirsty, I can’t continue the journey”, is there anyone want to combine this sentence? <p>S: I’m so thirsty...</p> <p>T: I was ya, (di jelaskan kesalahan yang di atas) jadi karena thirsty itu adalah adjective saja maka menggunakan I <u>was</u> so thirsty</p> <p>S: I was so tirsti(salah pengucapan)</p> <p>T: thirsty yak</p> <ul style="list-style-type: none"> T: and then what is the effect? Is there anyone know? <p>S: I can not cantinu the jarney</p> <p>T: what?</p> <p>S: I can not continue the jarney</p> <p>T: (membenarkan) journey, great thank you so much</p> <ul style="list-style-type: none"> S: in this morning I learn how to use <u>such</u> _____ <u>as</u> and... <p>T: <u>such</u> _____ <u>as</u>?</p> <p>S: eh so that and such that</p> <p>T: oke</p> <p>S: the teacher teach us how to use it. We use <u>so that</u> when there only <u>adjective</u> (salah pembacaan adjectivenya)</p> <p>T: adjective (membenarkan)</p> <ul style="list-style-type: none"> S: yes. And we use <u>such that</u> if the sentence there adjective
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			<p>and...hmm(ragu)</p> <p>T: noun (menambahkan)</p> <p>S: oh ya noun</p> <p>T: ok thank you so much rika it is very good answer</p> <ul style="list-style-type: none"> S: diving is such a good experience that I want to the... <p>T: to do</p> <p>S: to do it again</p> <ul style="list-style-type: none"> S: Indonesia has such <u>has</u> beautiful resort that many tourists spend their <u>vocation</u> there <p>T: ok Indonesia has such beautiful resort that many tourist spend their vacation there (membenarkan dengan cara mengulang kembali kalimat tersebut dengan benar). Gitu ya ega. Thank you Ega for your answer</p> <ul style="list-style-type: none"> T: do you know the structure of recount text laksmi? <p>S: structure in recount text there is three, the first is orientasi...</p> <p>T: orientation</p> <p>S: yes orientation, and re-orientation mister</p> <ul style="list-style-type: none"> T: and then the next what is event ada yang bisa memberitahu apa itu event? <p>S: inti paragraph (ragu,samar)</p> <p>T: ok jadi event itu adalah kronologi dari cerita si tokoh tersebut dari dia memulai karir</p> <ul style="list-style-type: none"> S: first (salah penyebutan)
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			<p>T: first oke</p> <p>S: iya first kita tuh harus ngenalin uniknya produk kita pada produk lain dan promosikan ke terdekat dulu baru ke media sosial gitu</p>
2.	Prompting- Answer Strategy	Meta Linguistics cues (B1)	<ul style="list-style-type: none"> S: Tanah Lot is one of the temples in Bali use by Hindu for prayer T: oke, use by Hindu for praying, use by the prayer oke.
		Clarification request (B2)	<ul style="list-style-type: none"> S: Tanah Lot <u>have</u> a beautiful weather T: Tanah Lot is beautiful? S: cuaca pak T: ok related to weather ya, Tanah Lot has a good weather S: aaa...temple in Bali island (salah penyebutan Bali nya) T: ok this is about Krisna opinion about a temple in Bali?(membenarkan) S: the beautiful temple in Bali Island (mulai benar) T: oke a beautiful temple in Bali Island (membenarkan) S: aaa...maybe sunrise in Tanah Lot or Tanah Lot is a iconic in Bali (kurang lengkap kalimatnya) T: Iconic? S: Iconic place in Bali S: caption, nice view at ulundanu batur temple. Pemandangan yang bagus pak (salah penyebutan temple) T: nice? S: nice view

			<ul style="list-style-type: none"> • T: how about you? What kind of things that you want to buy if you have a lot of money? S: I want to buy hou...se.. T: you want to buy...? S: house • T: how about you dimas? What kind of things that you want to buy if you have lot money? S: I want to buy something like hmm...motorcy...cy...cycle miss T: what motorcycle? S: yes miss motorcycle • S: unless I have money, I don't buy... T: ok jadi gini menurut kamu unless I have money, I don't chocolate. I don't buy chocolate atau I will not buy chocolate? S: I not? (ragu) I will not? T: yes I will not buy chocolate ya • T: Serly what will you do if you have a lot of money? S: make house miss? T: make a house? S: yes, I meant build a house • S: hmm... because I will buy...(ragu) unless I have money... T: gimana jadinya I will lalu? S: gini miss coba ya unless I have money I will buy a car (kurang not) T: gimana gimana coba di ulang I will? S: unless I have money I will not buy a
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		<p>Elicitation (B3)</p>	<p>car</p> <p>T: ok benar ya stephani, jadi kalimatnya kayak gitu ya\</p> <ul style="list-style-type: none"> T: and then what is the effect? Is there anyone know? <p>S: I can not cantinu the jarney</p> <p>T: what?</p> <p>S: I can not continue the jarney</p> <ul style="list-style-type: none"> T: this is an interesting novel. I want to read it once again, gita please combine this sentence <p>S: ok mister, this is <u>suchs</u> an interesting novel that I want to read it <u>oneces</u> again (salah pembacaan)</p> <p>T: shuchs? can you repeat once again? Di ulang.</p> <p>S: this is such an interesting novel that I want to read it <u>oneces</u> again (salah pembacaan)</p> <ul style="list-style-type: none"> S: unless there is no plan strip I will not be back to tomorrow <p>T: repeat it once again, it is not “strip”, unless the is no plan</p> <p>S: no plan straight miss.</p> <p>T: that’s good, so we don’t need to add “to” before tomorrow</p> <p>T: ok good bener ya cuma itu straight ya bukan strip dan be back tomorrow gak usah pke to lagi ya.</p>
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Mr. Gede Sutarsa S.Pd Class

1. XII IBB I (03-09-2020)

Materials: Apperception (Captions)

T: can you give caption for this picture?

S: sunset in the Uluwatu temple

T: ok it is such condition in Tanah Lot temple ya related about sunset yak oke

T: ok Jefri you want to try?

S: Tanah lot is one of the big temple in Bali

T: ok about Tanah Lot temple to be one of the big temples ya in Bali

T: ok next turn Dharma Kartika

S: Tanah Lot have a beautiful weather

T: Tanah Lot is beautiful?

S: cuaca pak

T: ok related to weather ya, Tanah Lot has a good weather (B2)

T: ok next Erik

S: someone try to prying in there temple but sunrise is coming

T: ok sunset is coming ya when the people want to pray in that temple oke (membenarkan)

2. XII IBB II (04-09-2020)

Materials: Apperception (Captions)

T: what picture is it? Kasih caption di gambar ini coba ya

S: a farmer following a cow

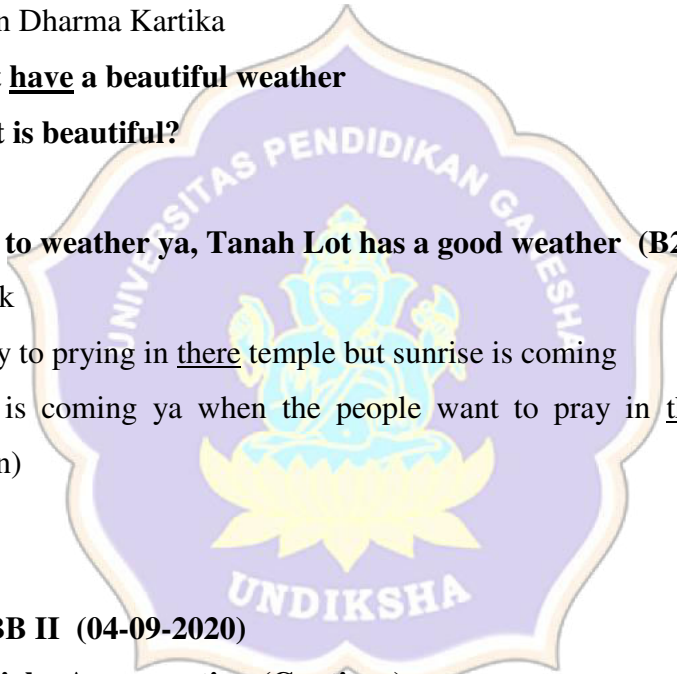
T: the farmer following the cows, the farmer is following cows ya because there are two cows and back of the cows there is a farmer following the cows (A1)

T: ada lagi?

S: a farmer is plowing the fields

T: oke the farmer is plowing the field ya , plowing sedang membajak tanah

T: anyone want to try again?



S: the farmer plowing the field use buffalo

T: ok the farmer is plowing the field by using buffalo. Ok yak related caption nya dengan gambar (A4)

T: ok next what caption that related to that picture

S: my caption is, one of the temple in Bali is located in lake (kalimat kurang sempurna)

T: ok, one of the temples in Bali which is the location is in lake ok right?

Sudah betul sudah sesuai? (A4)

S: sudah

T: oke who is next? Ada lagi?

S: my caption is, a beautiful temple in Bali

T: ok good. Related with the picture about beautiful temple in Bali, sudah bisa di tebak yang mana lokasi puranya ada di Bali

T: ok the next picture who wants to try?

S: my caption is, a beautiful sunrise in Uluwatu temple

T: ok a beautiful sunrise in Tanah Lot ya not Uluwatu. Ok it is related with the condition in Tanah Lot. Ok ada lagi?

S: a beautiful view in Tanah Lot temple in the morning

T: oke a condition in the morning about a beautiful view in Tanah Lot

3. XII MIPA I (07-09-2020)

Materials: Apperception (Captions)

T: ok this chance for you to get exercises after getting example of caption. Ok siapa yang bisa isi captionnya di bawah dari tayangan gambar yang di berikan. Jadi tadi katanya caption itu harus relevant ada relefansinya dengan gambar. Ada yang mau mencoba? Coba buat captionnya dari gambar yang di tayangkan. Look at te picture make simple description for caption

S: so the caption of that picture is, a farmer who are plowing in the field by his cows (salah pembacaan farmernya)

T: ok a farmer is plowing in the field by using his cows (A4)

T: ada yang lain? Ada expression yang lain yang bisa di tambahkan

S: aaa...I have one caption maybe aaa...by this picture...two cows...two cow are plowing the field (ragu)

T: oke related ya krisna, two cows ya are plowing in the field (A2)

T: ok next exercise, bagaimana dengan gambar ini? What it is about?

S: aaa...temple in Beli island (salah penyebutan Bali nya)

T: ok this is about Krisna opinion about a temple in Beli?(membenarkan)

S: the beautiful temple in Bali Island (mulai benar)

T: oke a beautiful temple in Bali Island (membenarkan) (B2)

T: oke next?

S: Bali is a beautiful Island (salah penyebutan island)

T: ok ni kadek ari, Bali is a beautiful island (membenarkan) (A4)

T: what temple is it?

S: Ulun Danu

T: in what regency is it?

S: Bangli?

T: Bangli regency?

S: Ulundanu in Tabanan pak Tabanan

T: yes Tabanan regency

T: ok how about this picture?

S: Tanah Lot

T: ok Krisna according to you

S: aaa...maybe sunrise in Tanah Lot or Tanah Lot is a iconic in Bali (kurang lengkap kalimatnya)

T: Iconic? (B2)

S: Iconic place in Bali

T: ok Tanah Lot is an iconic place in Bali (membenarkan kalimat) (A4)

4. XII MIPA II (14-09-2020)

Materials: Apperception (Captions)

T: please give caption of the picture, yak saya leading untuk membuat caption

S: a farmer flow a fild using two cow, seorang petani membajak menggunakan dua sapi (salah pronunciation and structure dari flow, field, cow)



T: ok a farmer is plowing the field by using two cows ya, oke good terima kasih

T: ok sekarang next, what picture is it? Dimana, apa, dan bagaimana to get your description in making caption

S: caption, nice view at ulundanu batur temple. Pemandangan yang bagus pak (salah penyebutan temple)

T: nice? (B2)

S: nice view

T: ok nice view at ulundanu batur temple ya (membenarkan) (A4)

T: ada lagi?

S: ulundanu temple is one of the temples on the island of Bali (salah struktur kalimat, salah penyebutan island)

T: ok, ulun danu is a temple on the island of Bali ya (membenarkan). Oke good right (A4)

T: oke next picture, siapa bisa menambahkan captionnya? Jadi captionnya harus relevant harus berhubungan

S: the beautiful sunset in the temple

T: ok, a beautiful sunset?

S: in tanah lot

T: oke good a beautiful sunset in Tanah Lot temple

T: ada lagi?

S: the view sunset in Tanah Lot temple (kurang)

T: ok the good view of sunset in Tanah Lot temple (menambahkan)

T: ada lagi?

S: Tanah Lot is one of the temples in Bali use by Hindu for prayer

T: oke, use by Hindu for praying, use by the prayer oke. (B1)

S: Tanah Lot is one of the temples in Bali use by Hindu for praying

S: saya ingin menambahkan lagi pak caption tentang gambar tersebut

T: oke

S: tourist attraction that are usually visited on the island of Bali because there are holy snakes (salah pronounciation island, attraction, snakes, salah struktur)

T: ok, very complicated caption and many sentences that make the reader understand more about that picture. Tourists are usually visited Bali Island as their



attraction because of the holy snake that located in Tanah Lot ya. Ok good thank you



Miss Made Dwi Surya Darmi Jayanti S.Pd Class

1. XI MIPA I (08-09-2020)

Materials: Conditional Sentence (Future Plans with Certain Condition)

-In the beginning of the lesson, teacher asking the students first what their plans after graduated.

T: maybe I would ask to some of you dian trini komang, do you have a plan after you graduated in senior high school?

S: maybe I will go to university

T: oke good saying (giving thumbs up), maybe you will be going to the university.

T: how about Maha absence 7, do you have a plan after graduated senior high school.

S: no answer...

T: who want to answer maybe Candra or Adi nugraha, do you have plan after graduated senior high school?

S: if I graduated in senior high school I want to go to the university.

T: ok you want to go to the university. How about you Adi Nugraha?

S: no answer...

T: how about Ideas Putri. Do you have a plan after graduated in senior high school?

S: yes miss, after I graduated senior high school I want go to university too

-In the middle of the lesson.

T: my question is mungkin Adeas bisa merespon kira-kira when the sentence like this ketika kalimatnya seperti ini, apakah the written dia able going to the kuta beach or not? Apakah dia akan pasti pergi ke kuta beach atau tidak?

S: pasti karena dia sudah merencanakannya dahulu

T: what about the others maybe, mungkin ada yang punya pendapat yang berbeda?

S: no answer...

T: Adi Nugraha mungkin?

S: yes miss

T: Look at this sentence “if I go to Bali next month for work, I will visit Kuta beach”, kira-kira ini the writer atau penulis atau the speaker pembicara itu dia akan going to the kuta beach or not?

S: bisa di ulang miss yang mana itu?

T: this one “if I go to Bali next month for work, I will visit Kuta beach”, kira-kira disana dia akan hadir atau tidak or it is just a plan?

S: kayaknya plan aja miss kayaknya (ragu)

T: disana kan sudah ada kata “plan” berarti kita mungkin bisa melakukan atau mungkin kita tidak akan bisa melakukan begitu nak

S: yes miss

T: komang cahya would you like to give opinion about this sentence? Bisa gak kasih pendapat kira2 kalimat ini maksudnya apa komang?

S: no answer...

T: for example like I said before missal kalimatnya “if Adi has a time, he will come”, jadi itu kalimatnya termasuk positif atau negative?

S: positive

T: positive, ok! Nah ketika kita menggunakan unless maka major sentence itu akan berubah menjadi kalimat negative

S: negative

T: yes, good. Sampai disana paham?

S: paham

T: “if I have money, I will buy coklat”, ketika kalimat itu di rubah menjadi kalimat unless maka dia seperti apa?

S: (adi answered it) unless he has money he would not buy chocolate

T: ok good job! (Thumbs up) give applause to Adi

T: how about the sentence like this, “I will not go to Denpasar, if you don’t come with me”, gimana jadi kalau kalimatnya di rubah menjadi unless?

S: “unless you don’t come with me...

T: “unless you don’t come with me...?”

S: “I will not go to denpasar” gituh?

T: no no no, hmm yah bisa oke, “I will...ulang coba lagi sekali

S: “unless you don’t come with me (terpatah patah) a...hmm... I... will...I will go...I will not go...”

T: “I will not go”...?

S: “I will not go to Denpasar” gitu?

T: yeah “I will not go to Denpasar”. Okeh bener sayang! (A4)

T: kira-kira benar atau salah jawabannya?

S: benar!

T: alasannya?

S: karena “if I not come, he will not come too”

T: (ragu)... menurut kamu kalimatnya itu benar? Menurut kamu unless itu apa tujuannya disana kalau masih inget? Jadi unless itu di pakai ketika kalimat itu berubah menjadi???

S: kalimat negative

T: yap menjadi kalimat negative. Oke!

2. XI MIPA II (08-09-2020)

Materials: Conditional Sentence (Future Plans with Certain Condition)

-The beginning of the lesson

T: if you have a lot of money, what kind of things that you want to buy?

S: I want to buy a car

T: ok, that’s what I mean

T: how about you? What kind of things that you want to buy if you have a lot of money?

S: I want to buy hou...se..

T: you want to buy...?

S: house (B2)

T: oke

T: how about you dimas? What kind of things that you want to buy if you have lot money?

S: I want to buy something like hmm...motorcy...cy...cycle miss

T: what motorcycle?

S: yes miss motorcycle (B2)

T: Ok good answer

-In the middle of the lesson

T: jadi kalau misis dwi bertanya seperti itu berarti miss dwi akan mengajarkan tentang apa?

S: plan maybe (samar)

T: siapa yang tadi jawab plan itu?

S: saya agus widiana

T: agus widiana good job bagus sayang

T: my question is, when we are use unless? Kapan kita pake unless?

S: ketika kondisi kurang baik (samar)

T: dalam kondisi kurang baik?

S: hmm...iya miss

T: jadi unless itu di gunakan ketika kalimatnya in the negative form or positive form?

S: negative miss

T: ok good sayang. Jadi itu di pakai ketika kalimatnya itu negative ya

S: iya miss

T: itu kalimat yg di atas itu merupakan kalimat?

S: positive ya miss?

T: iya positive

T: kemudian unless ya di kalimat yang di bawah ?

S: negative?

T: ya, jadi dia di rubah menjadi kalimat negative. Jadi kalau dia unless itu dia adalah lawan kata dari kalimat yang utama yang positive tadi, jadi unless itu di pake saat kalimat itu brubah menjadi kalimat negative ya

S: ya miss

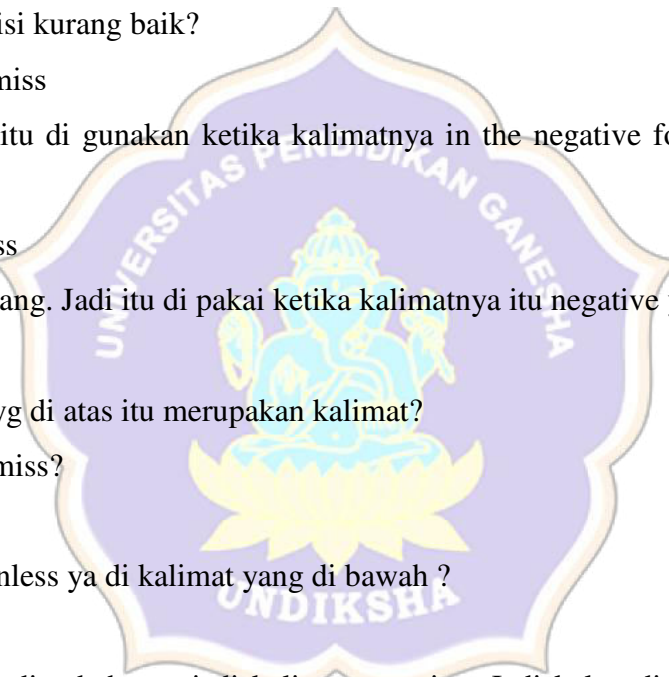
T: if I have money I will buy chocolate, itu questionnya ada yang mungkin mau coba jawab?

S: saya miss

T: ok dian muliani

S; un...less I have mon...ey(ragu ragu), I don't buy chocolate(ragu)

T: I don't? coba ulang



S: unless I have money, I don't buy...

T: ok jadi gini menurut kamu unless I have money, I don't chocolate. I don't buy chocolate atau I will not buy chocolate?

S: I not? (ragu) I will not?

T: yes I will not buy chocolate ya (B2)

T: kira kira jawabannya betul apa salah?

S: betul

T: apa alasannya? Coba kamu jawab kembali if I have money I will chocolate

S: unless... I have... money, I will buy chocolate

T: gimana?

S: unless... I have money, I will not but chocolate

T: oke itu benar

T: I will not go if you don't come with me. Jadi I will not go lalu kalimat nya itu berubah jadi gimana?

S: i will not go....unless?

T: yes unless you don't come with me, jadi disini yang berubah apanya? (B4)

S: Cuma "if" nya miss

T: baik benar, jadi sesudah kata "if" nya itu tidak ada perubahan dia nak, sebelum kata "if" nya itu baru ada perubahan kalau seandainya pakai unless

3. XI MIPA III (09-09-2020)

Materials: Conditional Sentence (Future Plans with Certain Condition)

T: Serly what will you do if you have a lot of money?

S: make house miss?

T: make a house?

S: yes, I meant build a house (B2)

T: oke what about you what will you do if you have a lot of money?

S: when I have a lot of money I will buy a house first, and I will give to orang yang membutuhkan, dan lalu I will use it to melanjutkan to the universitas.

T: Ok good and what about you Sari what will you do if you have a lot of money?

S: I will continue my education ke jenjang yang lebih tinggi, and buy aa...aa...ho...se

T: pardon? Coba ulang lagi sayang

S: I will buy a house and continue my education

T: ok thank you

T: we use unless if the verb the in if – clauses is negative. We can use unless with a positive present tense verb and the simple future tense with *will* in the main clause. Jadi disini kesimpulannya apa kalian bisa menyimpulkan?

S: aa...aaa future tense nya present plus negative ...(ragu dengan suara samar)

T: ehemh jika if nya itu dalam bentuk negative?

S: is for negative condition, bila mana...hmm...

T: iya bila mana lalu? Intinya apa?

S: kayak pada saat penggunaan kondisi kalimat itu pada saat negative, bentuk negative aaa...aa...if the verb is negative. Kita menggunakan kalimat negative pada saat hmm...if ...

T: bingung ya? You still confuse. Jadi kalimatnya itu sama saja ya maknanya hanya saja if nya itu diganti menjadi unless jadi kalimatnya menjadi bentuk negative. Sudah mengerti? Sampe sana paham dulu sayang?

S: baik miss sudah

T: if I have a lot of money I will buy a chocolate, nah ketika dia dirubah menjadi kalimat unless gimana dia jadinya nak?

S: aaa...mmm...if I willmmm... if I have a lot of money I will chocolatemmm... (berfikir sambil berbicara pelan) kayak gini miss ketika saya punya uang saya akan membeli chokos...

T: membeli coklat

S: oh coklat (A3)

T: he eh, kemudian gimana kalau saya tidak punya banyak uang jadi gimana kalimatnya dia nak

S: I...will...hmmm hehe (tertawa kurang yakin dengan jawabannya)

T: iya kalau dia pakai unless lalu gimana kalimatnya dia

S: unless kayak misal if he doesn't have money I will not buy chocolate kayak gitu miss?

T: it's ok serly gak apa sayang sudah bagus, coba miss dwi ulang ya lalu dengarkan ya. If I have money I will buy chocolate. Jadi if nya itu diganti jadi

unless lalu kalimatnya itu tidak berubah menjadi kalimat negative. Yang berubah menjadi kalimat negative itu adalah kalimat sesudah if nya itu.

T: I will buy a car if I have a lot of money, kalau kalimat itu di rubah menjadi unless gimana jadinya?

S: hmm... because I will buy...(ragu) unless I have money...

T: gimana jadinya I will lalu?

S: gini miss coba ya unless I have money I will buy a car (kurang not)

T: gimana gimana coba di ulang I will?

S: unless I have money I will not buy a car

T: ok benar ya stephani, jadi kalimatnya kayak gitu ya (B2)

S: unless there is no plan strip I will not be back to tomorrow

T: repeat it once again, it is not "strip", unless the is no plan

S: no plan straight miss.

T: that's good, so we don't need to add "to" before tomorrow

T: ok good bener ya cuma itu straight ya bukan strip dan be back tomorrow gak usah pke to lagi ya. (B3)

T: stephani coba itu di jawab I will go to Denpasar if my parents give me permission, berarti itu gimana jadinya kalimatnya kalau pakai unless?

S: unless I have my parents give me permission I will...I will not go to Denpasar

T: coba di ulang

S: unless I have my parents...

T: mana I have sayang? Kan disana kalimatnya I will go to Denpasar if my parents give me permission kemudian kalau dia pakai unless? Unless...?

S: unless if my parents give me per...

T: no no, if nya hilang sayang

S: oh gitu, unless my farents give me permission I will not go do Denpasar

T: (applause) ok good, parents ya.

T: (menjelaskan) jadi benar ya kalimatnya seperti itu jadi unless itu sama katanya dengan if not dia ya. (A4)

Materials: Asking for and Stating Intention

T: do you have plan after you graduated senior high school?

S: hmm...I will aaa... look for a job

T: ok look for a job, jadi disana dia pake I will look for a job. Jadi kalimat itu masuk ke dalam asking intention atau stating intention sayang? (A4)

S: hmmm... stating

T: yak good stating intention

T: my question is ada tidak perbedaan kan disana ada yang memakai going to, would like to, will, and would rather kira-kira ada tidak perbedaan kapan kita pakai going to, kapan kita pakai would like to?

S: going to di gunakan untuk mengekspresikan aktivitas

T: aktivitas yang bagaimana?

S: aktivitas yang sudah di rencanain di masa depan miss

T: he'em, kemudia would like to?

S: aaa...would like to di gunakan untuk hmm... (ragu)

T: itu digunakan biasanya untuk percakapan ya seperti contoh yang saya berikan tadi I would like to meet my friend with you today, atau bisa juga untuk kalimat Tanya would you like come to my party tonight? Seperti itu

S: yes miss, will di gunakan untuk spontan belum direncanakan

T: ok good

S: would ater...raterr...would arterr...

T: rather (membenarkan) (A4)

S: lebih suka

T: ok good jadi itu biasanya di gunakan dalam kalimat positive ya

T: kira-kira kamu paham maksudnya apa sayang dan perbedaannya itu dimana?

S: hmm...

T: ok I would like to give you bayangan ya, jadi kalau dia memakai going to jadi planning atau rencana kamu itu sudah pasti akan terjadi sayang, kemudian kalau seandainya pakai would like ketika kamu ingin menyampaikan sesuatu pada saat situasi formal bahasanya polite atau sopan. Sampe disana paham sayang?

S: paham buk

T: ok selanjutnya kalau dia seandainya pakai will itu digunakan dalam keadaan spontan dalam artian itu istilahnya kamu melakukan sama kamu tidak melakukan jadi intinya bisa terjadi bisa tidak itu kalau will, tapi kalau going to itu sudah pasti akan terjadi dah? Terakhir itu ada namanya would rather itu di pake ketika orang itu memberi pilihan misalnya kamu memilih salah satu dari pilihan yang kamu inginkan. Do you understand?

S: yes I understand

T: coba perhatikan kalimat di layar the conversation about fairuz and the librarian, kira-kira which one is showing the stating intention yang mana termasuk ke dalam stating intention sayang?

S: hmm yang I would like to return this book

T: ok good sayang paulina thank you well done

T: how about this sentence, you have passed the limited returning time, it had to return yesterday . jadi dia masuk kemana stating or asking atau tidak keduanya?

S: asking?

T: tidak keduanya ya ok thank you for the respond sayang

T: ok lanjut miss Dwi kasih pertanyaan lagi disini ada conversation between Sarah and Anis, what is the topic of this conversation?

S: topiknya yaitu aaa... Sarah menanyakan kemana aa...di...aaa...kemana Anis pergi si Anis (ragu)

T: hmm ok mungkin bisa jadi, ada mungkin yang punya pendapat berbeda?

S: maybe tentang library?

T: ok good tetapi topiknya itu adalah untuk membicarakan project yang akan mereka buat bersama

T: my question is kenapa Anis pingin ketemu Adit? Ada yang bisa kasih pendapat?

S: jadi Anis ingin memberitahu projectnya pada Adit dan Sarah lalu dia menyuruh Sarah untuk memberi tahu pada Anita

T: ok good berarti kamu memperhatikan dengan detail

T: dari percakapan tersebut yang mana yang masuk which one is showing about asking intention?

S: menurut saya asking intention di dialog ini adalah where are you going Anis, miss

T: where are you going Anis? Ada lagi? Kira-kira pada percakapan yang miss Dwi kasih tadi ada yang masuk stating intention nak?

S: yang itu miss I'm going to the canteen

T: ok, lalu untuk yang asking intention ada lagi?

S: itu miss yang I would like to say about our project?

T: itu masuk ke asking atau stating ya?

S: stating

T: stating ok

T: kalau seandainya this one, are you going to tell Anita about this? Itu dia masuk kemana?

S: asking

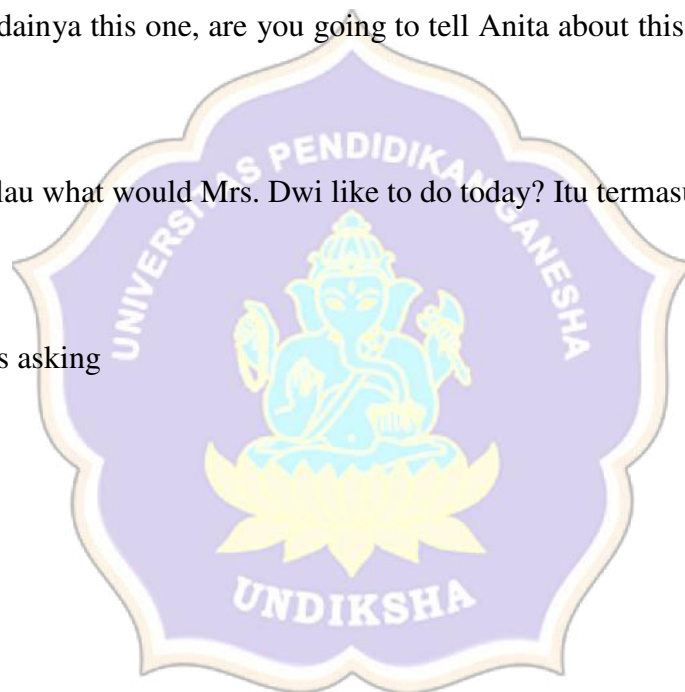
T: ok, lalu kalau what would Mrs. Dwi like to do today? Itu termasuk apa?

S: stating

T: what?

S: asking miss asking

T: ok



Mr. Gede Ary Suyasna Putra S.Pd Class

1. XII MIPA I,II,III Gabung (03-09-2020)

Materials: Cause and Effect (Conjunction)

T: he rode a bike so fast that he fell down from his bike, jadi disini yang mana sebabnya kira-kira?

S: because he ...road a bike so fas(salah pembacaan)

T: so fast ya bukan so fas (A3)

S: yes sir

T: ok thank you so much krisna, jadi itu yang menyebabkan dia jatuh ya?

S: iya pak

T: ok jadi he road bike so fast itu efeknya jadi sehingga he fell?

S: he fell down?

T: yes he fell down from his bike, ok thank you so much

T: so the next sentence I was so hungry that I coundt stand anymore. Jadi di kalimat ini apa yang menyebabkan that I couldn't stand anymore?

S: because he is hengri?

T: because he was hungry (A3)

S: because he was hungry

T: oke that is good, karena hungry maka dia

S: couldn't stand anymore

T: yes thank you so much

T: Lovina is such a beautiful beach that tourists like to visit it every day. Nah dari kalimat itu why tourist like to visit it every day?

S: because Lovina is beautiful beach

T: because Lovina is such a beautiful beach, oke

S: because lovina is such a beautiful beach

T: ok thank u krisna (A4)

T: kemudian apa yang terjadi jika lovina is such a beautiful beach?

S: many tourists like to visit it every day

T: ok thank you so much, great

T: my mother is such a friendly person that my friends like her, and my question is apa kira kira sebabnya why my friends like her?

S: because my mother such a frienli (salah pengucapan)

T: friendly ya! Because my mother such a friendly person, that is good thank you (A4)

T: it is such a delicious doughnut that I can finish eating this doughnut, and the question is why I can finish this doughnut?

S: because the doughnut(salah pengucapan) is so delicious

T: ok doughnut(membernarkan), jadi karena donatnya enak efeknya saya bisa menghabiskan donat ini (A4)

T: the sentence is “I was thirsty, I can’t continue the journey”, is there anyone want to combine this sentence?

S: I’m so thirsty...

T: I was ya, (di jelaskan kesalahan yang di atas) jadi karena thirsty itu adalah adjective saja maka menggunakan I was so thirsty (A1)

S: I was so tirsti(salah pengucapan)

T: thirsty yak (A4)

S: that I can not continue the journey

T: ok thank you so much, yang mana kira-kira sebabnya ada yang tahu?

S: sebabnya because I was so thirsty

T: and then what is the effect? Is there anyone know?

S: I can not cantinu the jarney

T: what? (B2)

S: I can not continue the jarney

T: (membenarkan) journey, great thank you so much (A4)

T: diving is a good experience. I want to do it again. Penyelam adalah pengalaman yang menarik. Saya ingin melakukannya lagi. Is there anyone want to combine this sentence ?

S: diving is a suns(salah penyebutan) a good experience that I want to do it a gein

T: pardon, can you repeat one again?

S: diving is a suns(salah penyebutan) a good experience

T: (membenarkan) such ya lalu again bukan a gein

S: such a good experience that I want to do it again

T: ok thank you so much tiara good job (A1)

T: it was a horrible cake. I couldn't finish eating any of eat. Is there anyone to combine this one?

S: it was so a horrible cake that I couldn't finish eating any of eat

T: can you repeat it once again, it was so?

S: it was so a horrible cake...

T: karena horrible adalah adjective dan cake itu noun biasanya itu menggunakan such

S: such?

T: iya such karena ada adjective dan noun nya

T: krisa which one cause in this sentence?

S: the cause is, it is a horrible cake. Efeknya I could not finish eating any of it

T: ok thank you krisna (A1)

T: the zoo was crowded we couldn't enjoy it

S: the zoo was so crowded that we could not enjoy it (salah pengucapan)

T: ok thank you, could ya (membenarkan) (A1)

T: Indonesia has beautiful resorts. Many tourists spend their vacation there. Please combine this sentence

S: Indonesia has shuchs (salah pembacaan) beautiful resorts that many tourists spend their vacation there

T: such (membenarkan). Oke thank you so much great answer (A1)

T: this is an interesting novel. I want to read it once again, gita please combine this sentence

S: ok mister, this is suchs an interesting novel that I want to read it oneces again (salah pembacaan)

T: shuchs? can you repeat once again? Di ulang. (B2)

S: this is such an interesting novel that I want to read it oneces again (salah pembacaan)

T: oke. This is such an interesting novel that I want to read it one again (Membenarkan dengan cara mengulang kalimat). Oke thank you so much (A1)

T: ok is there anyone know what we have learned this morning? Ada yang bisa menyimpulkan apa yang sudah kita pelajari hari ini

S: in this morning I learn how to use such as and...

T: such as?

S: eh *so that and such that*

T: oke

S: the teacher teach us how to use it. We use *so that* when there only adjective (salah pembacaan adjectivenya)

T: adjective (membenarkan) (A4)

S: yes. And we use *such that* if the sentence there adjective and...hmm(ragu)

T: noun (menambahkan)

S: oh ya noun

T: ok thank you so much rika it is very good answer (A4)

2. XII IBB I,II Gabung (07-09-2020)

Materials: Cause and Effect (Conjunction)

T: I was thirsty. I can't continue the journey. How about your answer to combine this sentence

S: I was so thirsty that I cannot continue the journey

T: journey. Good answer

T: Lingga can you tell give which one cause and effect di kalimat tersebut?

S: yang gininya...hmm...cause nya itu karena saya haus ya mister?

T: ya benar cause nya I was thirsty itu , lalu efeknya?

S: hmm...boleh tau yang that that tadi itu apa mister?

T: that itu sehingga artinya

S: bukan, maksudnya kalimatnya

T: oh gitu jadi itu saya begitu haus sehingga saya tidak bisa melanjutkan perjalanan. Paham?

S: kan cause nya itu I was thirsty and efeknya dia tidak bisa melanjutkan perjalanan itu

T: ok thank you so much may be letter you can use bahasa inggris ya lingga

T: diving is a good experience. I want to do it again. Can anyone combine this sentence?

S: diving is such a good experience that I want to the...

T: to do

S: to do it again (A4)

T: ok thank so much, diving is such a good experience that I want to do it again

T: yang mana cause and effect nya ada yang bisa bantu?

S: cause nya Di ving is a good experience (salah penyebutan)

T: diving (membenarkan)

S: efeknya I want to do it again

T: ok thank you so much (A3)

T: the zoo was so crowded that we couldn't enjoy it. Dari kalimat tersebut yang mana kira-kira cause and effect nya Devi

S: cause nya yaitu the zoo whas crowded and the effect is we collnot enjoy it. (salah pengucapan)

T: yak we couldn't ya, and the zoo was so crowded (membenarkan pengucapan yang salah) (A3)

T: thank you so much Devi great answer

T: the next sentence is, Indonesia has beautiful resorts. Many tourists spend their vacation there. Siapa yang bisa combain everyone?

S: Indonesia has such has beautiful resort that many tourists spend their vocation there

T: ok Indonesia has such beautiful resort that many tourist spend their vacation there (membenarkan dengan cara mengulang kembali kalimat tersebut dengan benar). Gitu ya ega. Thank you Ega for your answer (A4)

T: which one cause and effect everyone?

S: the cause is Indonesia has beautiful effecs... (salah pembacaan)

T: resorts ya, has beautiful resorts

S: aaa...beautiful resorts and many tourists spend their vegetion there (salah pembacaan)

T: vacation there (membenarkan). Ok thank you so much (A3)

T: so what we have learned today?

S: we learn about cause and effects and kapan kita harus menggunakan so, such and that

T: ok cause and effect ya, ok thank you so much

3. Kelas X IBB I (14-09-2020)

Materials: Recount Text

T: what is your favorite figure?

S: my is Via Vallen

T: pardon?

S: my favorite figure is Via Vallen

T: why is she so famous?

S: Because it is dangdut star

T: ok, because she is ya bukan it is. She is dangdut star ya

S: yes mister

T: do you know the structure of recount text laksmi?

S: structure in recount text there is three, the first is orientasi...

T: orientation

S: yes orientation, and re-orientation mister (A4)

T: ok thank you so much laksmi great answer

T: do you know the definition of orientation everyone?

S: orientation is that aaa...aaa...kejadian yang sudah lewat?

T: ok thank you jadi orientation itu adalah latar belakang dari tokoh tersebut ya atau background nya.

T: and then the next what is event ada yang bisa memberitahu apa itu event?

S: inti paragraph (ragu,samar)

T: ok jadi event itu adalah kronologi dari cerita si tokoh tersebut dari dia memulai karir (A4)

4. X IBB I,II,III Gabung (02-10-2020)

Materials: Brochure

T: when you promote your product or service to public, what should you make everyone? Ketika kalian membuat sebuah produk atau ingin mempromosikan

produk kalian atau jasa kalian kepada publik what should you make? Apa yang harus kalian buat everyone? Ayok siapa yang bisa you will get point, is there anyone know?

S: first (salah penyebutan)

T: first oke

S: iya first kita tuh harus ngenalin uniknya produk kita pada produk lain dan promosikan ke terdekat dulu baru ke media sosial gitu (A4)

T: thank you so much. Ada yang bisa lagi?

T: ok know we will discuss the structure of brochure. Siapa yang bisa kira-kira yang mana headline nya? Ada yang bisa?

S: travel mister

T: travel? Ok thank you that's great

T: ok sekarang yang mana illustration nya yang mana? Gambaran yang menarik seseorang untuk mengunjungi tempat ini. Yang mana catching atau illustration nya which one?

S: yang tulisan itu mister Indonesia wonderland bali Lombok, trus Thailand... (ragu)

T: oke thank you, jadi catching point nya itu gambar yang ada di sebelah tulisan itu ya, jadi itu illustration nya yang ada gambar di Thailand itu ada pantai dan di Maldives itu ada gambar pulaunya itu namanya adalah illustration ya atau catching point, yang menarik seseorang untuk mengunjungi tempat tersebut (A3)

T: lalu yang mana detail information nya dari brochure ini?

S: detail informasinya yang wonderland Bali dan untuk more information bisa di hubungi nomor di bawahnya

T: ok thank you jadi detail informasi nya itu adalah yang kalimat wonderland Bali, lalu untuk gambar yang kedua itu Thailand ada tempat yang bisa di kunjungi yaitu Bangkok, lalu Maldives

T: lalu kalau kalian ingin menghubungi untuk mengunjungi tempat tersebut dimana kalian harus menghubunginya? If you want to visit this place so you need to get more information then you need contact person. Which one is contact person in this brochure?

S: yang book now paling bawah

T: yang book now? Y

S: iya

T: oke thank you jadi yang book now tapi yang nomor telfonnya itu ya tidak tulisan book now saja

T: ok next we will discuss the second brochure. Kali ini adalah brosur restaurant ya. Yang mana kira-kira headline nya in this brochure?

S: Japanese food (kurang)

T: ok japansese food, menu restaurant Japanese food ya thank you so much

T: which one is catching point nya?

S: yang tulisan itu mister shusi... (kurang)

T: jadi catching point nya itu yang gambar nya itu ya untuk menarik pembeli

T: lalu detail informationnya yang mana? Which one detail information everyone?

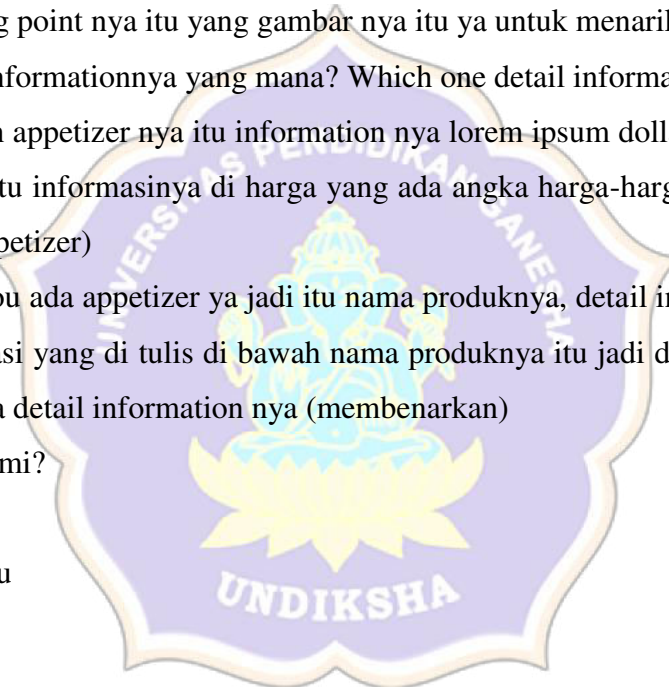
S: itu di tulisan appetizer nya itu information nya lorem ipsum dollar sit amet, lalu beverage nya itu informasinya di harga yang ada angka harga-harganya itu (salah penyebutan appetizer)

T: ok thank you ada appetizer ya jadi itu nama produknya, detail informasinya itu adalah informasi yang di tulis di bawah nama produknya itu jadi di bawah tulisan appetizer itu ya detail information nya (membenarkan)

T: bisa di pahami?

S: yes

T: ok thank you



Transcript Interview Guru Bahasa Inggris SMA N 1 Tejakula

Mr. Gede Sutarsa S.Pd

Researcher: R

Teacher: T

R: Ok bapak selamat siang maaf mengganggu waktunya disini saya ingin melakukan interview dengan bapak, terkait untuk melengkapi data yang saya ambil ketika melakukan zoom meeting di kelas bapak. Disini saya akan mencoba menanyakan 5 butir pertanyaan. Yang pertama bagaimana tanggapan bapak mengenai kegiatan belajar mengajar yang berbasis daring seperti saat ini?

T: kalau menurut saya tanggapan tentang proses pembelajaran daring pada saat ini ya sedikit mengalami kendala, kenapa? Karena ini adalah proses awal jadi kami sebagai guru tidak pernah memprediksi akan terjadi proses pembelajaran seperti ini. Karena biasanya yang kami lakukan adalah proses pembelajaran secara biasa dan formal konvensional di kelas. Bagaimana guru menyampaikan materi siswa lalu merespon dan sebagainya. Tetapi dengan adanya kondisi seperti sekarang ini proses pembelajaran lewat daring, bagaimana pun guru itu pasti akan menyesuaikan dengan kondisi yang ada pada saat ini. Bagaimana siswa supaya bisa mengikuti proses pembelajaran dengan daring

R: Apakah ada perbedaan dari segi persiapan dan strategi yang digunakan dalam kegiatan belajar-mengajar yang berbasis daring dengan belajar-mengajar konvensional?

T: secara umum memang perbedaannya tidak begitu kelihatan jadi konsepnya sama cuma tehniknya berbeda karena ini terbentur masalah waktu. Kalau pembelajaran konvensional itu kan setiap kali tatap muka 2x45 menit kalau daring itu hanya di berikan waktu terbatas sekitar satu jam dengan alokasi waktu 40 menit, jadi dari alokasi itu dari guru sebisa mungkin merancang materi-materi pembelajaran lewat daring agar nantinya dalam pelaksanaannya jadi tidak kurang waktu dan sebagainya sehingga dari awal sampai akhir supaya bisa tertata.

R: Bagaimana pengaruh feedback yang diberikan oleh guru pada siswa pada sesi belajar-mengajar berbasis daring ini?

T: feedback pada yang di berikan oleh guru pada saat proses pembelajaran itu amat sangat berdampak, jadi walaupun demikian guru tidak akan langsung memberikan katakanlah kesalahan-kesalahan pada siswa pada saat siswa itu membuat kesalahan. Pertama guru merespon dengan positif lalu guru memberikan contoh yang seperti apa yang semestinya siswa itu ikuti jadi secara tidak langsung siswa itu tau “oh saya ini salah, oh bapaknya seperti ini”, itu lah feedback-feedback yang di lakukan sehingga untuk kemudian hari nya mereka bisa menggunakan apa yang sudah di sampaikan oleh guru yang merupakan feedbacknya itu

R: Feedback jenis apa saja yang kiranya paling sering bapak gunakan ketika proses belajar-mengajar berbasis daring ini?

T: feedback itu beraneka ragam feedback pada saat siswa menjawab pertanyaan guru merespon dengan kata good atau juga dengan membernarkan kesalahan-kesalahan yang di buat oleh siswa tersebut. Dengan memberikan feedback itu nanti siswa akan merasa di hargai dan antusias saat mengikuti pembelajaran

R: Apakah ada perbedaan feedback yang digunakan dalam kegiatan belajar-mengajar yang berbasis daring dengan belajar-mengajar konvensional?

T: saya kira tidak ada perbedaanya konsepnya sama saja

R: baik terima kasih banyak saya ucapkan kepada bapak Sutarsa atas waktu yang di berikan dalam menjawab pertanyaan yang saya berikan. Jika ada salah perkataan saya ucapkan maaf yang sebesar besarnya. Sekali lagi terima kasih dan saya ucapkan om santi santi om

Miss Made Dwi Surya Darmi Jayanti S.Pd

Researcher: R

Teacher: T

R: Ok miss dwi selamat malam maaf mengganggu waktunya disini saya ingin melakukan interview dengan Miss dwi , untuk melengkapi data yang saya ambil ketika melakukan zoom meeting di kelas miss dwi. Disini saya akan mencoba menanyakan 5 butir pertanyaan. Yang pertama bagaimana tanggapan miss dwi mengenai kegiatan belajar mengajar yang berbasis daring seperti saat ini?

T: ok saya mencoba menjawab pertanyaan yang nomor satu, menurut saya pembelajaran daring saat ini mungkin salah satu solusi yang tepat di masa pandemic covid 19 ini, namun ada positif dan negative nya. Positifnya itu menurut saya waktu belajar menjadi lebih singkat karena belajarnya hanya dari rumah kemudian tidak perlu lagi menghabiskan waktu lagi untuk pergi ke sekolah, materi pembelajarannya pun bisa di akses oleh pelajar/peserta didik/siswa dimana pun dan kapan pun karena di dukung oleh teknologi. Kemudian negative nya itu menurut saya banyak menghabiskan data internet atau kuota walaupun baru baru ini dari pemerinath sudah mensubsidi paket interet, namun menurut siswa itu paket internetnya datangnya tidak serentak itu mungkin salah satu kendala dari siswa. Kemudian kendala yang lainnya itu adalah sinyal, karena di setiap tempat siswanya itu sinyalnya berbeda beda. Sehingga terkadang selain dari kuota internet itu juga terkadang kendalanya pada sinyal. Kemudian bagi siswa yang tidak terbiasa menggunakan teknologi untuk mengembangkan kemampuan akademisnya itu terkadang terlihat acuh tak acuh. Namun pembelajaran yang di lakukan bisa berlajalan dengan baik sampai saat ini

R: Apakah ada perbedaan dari segi persiapan dan strategi yang digunakan dalam kegiatan belajar-mengajar yang berbasis daring dengan belajar-mengajar konvensional?

T: ada, yakni kalau online itu kita menyediakan bahan study atau materi pembelajaran itu jauh jauh hari karena materi harus dikirim lalu di bahas sesuai dengan jadwal, terkadang terkendala sinyal internet jadi kami dari guru itu terkadang baru mengirim materi satu jam sebelum pembelajaran dimulai. Kemudian menurut saya strategi pembelajaran menjadi kurang menarik karena

kita tidak tau pasti kemampuan siswa secara real, kadang-kadangan dari guru itu memberikan materi kemudian memeberikan pertanyaan sesuai materi pada saat pembelajaran online, tetapi siswa tidak mempelajari materinya terlebih dahulu dan langsung menjawab dan jawabannya itu nyariknya di google bukan sesuai dengan materi yang kita berikan. Dan strategi yang banyak di pakai oleh guru itu problem base learning yakni guru memberikan permasalahan kepada siswa sebagai bahan diskusi dan diskusi juga tidak bisa berlangsung secara maksimal karena kendala sinyal, kuota, dan alat pendukung lainnya. Kemudian kalau yang dari pembelajaran melalui tatap muka guru bisa mengetahui kemampuan siswa secara langsung karena disana guru itu bertatap muka secara langsung.

R: Bagaimana pengaruh feedback yang diberikan oleh guru pada siswa pada sesi belajar-mengajar berbasis daring ini?

T: menurut saya pengaruhnya itu memberikan dampak positif kepada siswa karena dari guru misalnya murid menjawab pertanyaan yang di berikan guru kemudian jawabannya itu kurang tepat, jadi guru itu tidak bilang “jawaban kamu itu salah” tetapi mungkin guru akan memberitahu mengatakan kepada siswa “oh ya nak bisa bisa jadi jawaban seperti itu kemudian mungkin perlu di tambahkan seperti ini” gitu misalnya atau mungkin guru memberitahu siswanya jawaban kamu sudah bagus tapi bisa di tambahkan agar menjadi lebih bagus lagi atau membenarkan kesalahan siswa dengan cara memberitahu yang mana yang seharusnya bisa di pakai dan yang mana yang tidak cocok untuk di pakai seperti itu. Jadi pengaruhnya itu tentu saja murid merasa termotivasi ketika dia menjawab pertanyaan yang diberikan oleh guru dan tidak merasa berkecil hati. Karena kadang-kadang kan murid menjawab pertanyaan kemudian jawabannya itu salah kemudian gurunya langsung bilang “wah salah tuh jawaban kamu” jadi cara itu salah. Seharusnya “jawaban kamu sudah hampir benar ya nak cuman mungkin di perbaiki jadi seperti ini” Itu menurut saya

R: Feedback jenis apa saja yang kiranya paling sering miss Dwi gunakan ketika proses belajar-mengajar berbasis daring ini?

T: Jadi menurut saya feedback yang lebih sering saya gunakan itu Repetition, Give Answer, kemudian itu Clarification Request.

R: Apakah ada perbedaan feedback yang digunakan dalam kegiatan belajar-mengajar yang berbasis daring dengan belajar-mengajar konvensional?

T: kalau secara umum sih menurut saya itu tidak ada perbedaan ya untuk pembelajaran daring sama pembelajaran konvensional karena di daring pun kita bisa sebenarnya menggunakan feedback seperti clarification Request, biasanya itu kan kita gunakan pas kita lagi zoom meeting nah zoom meeting itu kan tatap muka walaupun je tatap mukanya memakai media hp atau laptop kan gitu. Itu aja sih sebenarnya

R: baik terima kasih banyak saya ucapkan kepada miss dwi atas waktu yang di berikan dalam menjawab pertanyaan yang saya berikan. Jika ada salah perkataan saya ucapkan maaf yang sebesar besarnya. Sekali lagi terima kasih dan saya ucapkan om santi santi om

T: ok baik terima kasih



Mr. Gede Ary Suyasna Putra S.Pd

Researcher: R

Teacher: T

R: Ok Mister Ari selamat malam maaf mengganggu waktunya disini saya ingin melakukan interview dengan Mister Ari , untuk melengkapi data yang saya ambil ketika melakukan zoom meeting di kelas Mister Ari. Disini saya akan mencoba menanyakan 5 butir pertanyaan. Yang pertama bagaimana tanggapan Mister Ari mengenai kegiatan belajar mengajar yang berbasis daring seperti saat ini?

T: Baik mengenai pembelajaran daring saat ini sudah berjalan dengan baik dan mempermudah guru untuk menyampaikan materi kepada siswanya dan juga lebih mudah mengatur kegiatan belajar mengajar melalui kita bisa menggunakan media seperti contohnya zoom meeting dan google classroom untuk menjaga kegiatan mengajar dengan baik.

R: Apakah ada perbedaan dari segi persiapan dan strategi yang digunakan dalam kegiatan belajar-mengajar yang berbasis daring dengan belajar-mengajar konvensional?

T: ada beberapa perbedaan di dalam pembelajaran daring dan pembelajaran tidak daring atau tatap muka. Perbedaannya adalah kita melakukan zoom meeting kemudian kita banyak diskusi memakai metode discussion, kalau biasanya belajar secara konvensional kita tatap muka itu kita menggunakan strategi yang cooperative learning dimana siswa dapat diskusi dengan kelompok kecil. Tetapi karena situasi seperti saat ini di masa pandemic ini kita harus menggunakan strategi yang sedikit berbeda seperti google classroom, zoom dan kita menggunakan strategi discussion untuk mempermudah siswa memahami materi

R: Bagaimana pengaruh feedback yang diberikan oleh guru pada siswa pada sesi belajar-mengajar berbasis daring ini?

T: pengaruh dari feedback tersebut siswa mengetahui kesalahan-kesalahan yang mereka lakukan di dalam diskusi seperti kesalahan grammer ketika di lakukan feedback siswa mengetahui dimana letak kesalahan siswa tersebut

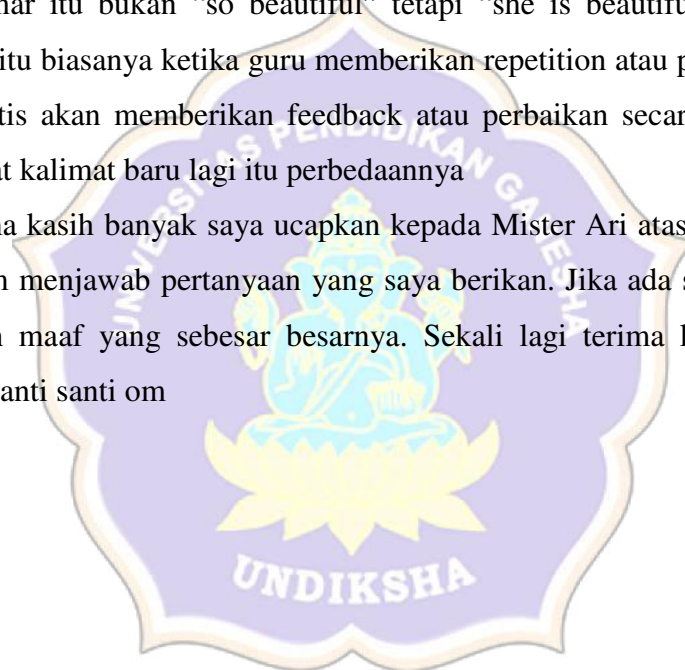
R: Feedback jenis apa saja yang kiranya paling sering Mister Ari gunakan ketika proses belajar-mengajar berbasis daring ini?

T: biasanya saya sering menggunakan feedback repetition atau explicit correction karena melalui feedback tersebut siswa akan mengetahui kesalahannya seperti materi “such and so” ketika siswa menggunakan “so beautiful person” itu saya langsung memberikan correction, saya langsung memberikan koreksi yang benar menjadi “she is so beautiful” only adjective dan mereka akan mengetahui kesalahan tersebut

R: Apakah ada perbedaan feedback yang digunakan dalam kegiatan belajar-mengajar yang berbasis daring dengan belajar-mengajar konvensional?

T: biasanya perbedaannya kalau di daring teacher hanya memberikan repetition saja seperti memberikan repetition bahwa “ini lho yang benar” seperti contoh saya tadi yang benar itu bukan “so beautiful” tetapi “she is beautiful”, kalau yang konvensional itu biasanya ketika guru memberikan repetition atau perbaikan siswa secara otomatis akan memberikan feedback atau perbaikan secara langsung dia akan membuat kalimat baru lagi itu perbedaannya

R: Baik terima kasih banyak saya ucapkan kepada Mister Ari atas waktu yang di berikan dalam menjawab pertanyaan yang saya berikan. Jika ada salah perkataan saya ucapkan maaf yang sebesar besarnya. Sekali lagi terima kasih dan saya ucapkan om santi santi om





PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA
SMA NEGERI 1 TEJAKULA

Jln. Singaraja-Amlapura Desa Tejakula Kec. Tejakula Kab. Buleleng Prov. Bali
Web : <http://www.smansatutejakula.sch.id> E-Mail : smanegeri1tejakula@gmail.com
NPSN : 50100282 NSS : 30.1.22.01.00.037 Telp : (0362)3436329 Fax : (0362)3436331 Kode Post : 81173



SURAT KETERANGAN
Nomor : 423.4 / 3253 / SMAN 1 TJK

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Tejakula, menerangkan bahwa :

N a m a : Dwi Ningsih
Jenis Kelamin : Perempuan
Universitas : UNDIKSHA
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
NIM : 1312021207
Fakultas : BAHASA dan SENI

Memang benar mahasiswa yang tersebut diatas telah melakukan penelitian untuk memenuhi tugas kuliah dari bulan Oktober sampai Nopember 2020.

Demikian surat keterangan ini diberikan untuk dapat digunakan sebagaimana mestinya.

Tejakula, 14 Desember 2020
Kepala SMA Negeri 1 Tejakula



Nyoman Sukrada, S.Pd
NIP. 19680105 199103 1 020

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMAN 1 Tejakula
Mata Pelajaran	: Bahasa dan Sastra Inggris (Peminatan)
Kelas/Peminatan	: X MIPA & IBB
KD/Materi Pokok	: 3.2 dan 4.2.2/ <i>brochure, banner, leaflet & pamphlet</i>
Tahun Pelajaran/Semester	: 2020-2021 / I
Alokasi Waktu	: 2 Pertemuan

I. Tujuan Pembelajaran

Melalui pendekatan saintifik dengan menggunakan model *Discovery Learning*, peserta didik dapat membedakan fungsi social, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk brochure, banner, pamphlet, dengan memberi dan meminta informasi terkait promosi barang / jasa / kegiatan dan terampil dalam menyusun teks khusus brochure, pamphlet, banner and leaflet terkait promosi barang / jasa / kegiatan dengan penuh rasa ingin tahu, disiplin, percaya diri selama proses pembelajaran serta mampu berkomunikasi dan bekerjasama dengan baik dalam kelompok.

II. Media, Alat dan Bahan

Media	Alat	Bahan
1. Whatsapp 2. Google Classroom	Ponsel	Google form Kinemaster

III. Kegiatan Pembelajaran

A. Kegiatan Pendahuluan

Guru melalui *google classroom*:

- 1) Mempersiapkan kelas untuk memulai proses pembelajaran.
- 2) Memeriksa kehadiran peserta didik.
- 3) Menyampaikan apersepsi dan motivasi belajar.
- 4) Menyampaikan tujuan pembelajaran dan cakupan materi yang akan dicapai.

B. Kegiatan Inti

1. Pertemuan ke-1

Peserta didik:

- 1) Mengamati video tentang penjelasan perbedaan *brochure, banner, leaflet & pamphlet* yang dishare di *google classroom*.
- 2) Memahami pengertian dan *structure of brochure, banner, leaflet & pamphlet* dari video yang dishare di *google classroom*.
- 3) Menanyakan hal-hal yang belum dimengerti tentang *brochure, banner, leaflet & pamphlet*.
- 4) Mengerjakan *worksheet* tentang *brochure, banner, leaflet & pamphlet*.
- 5) Mengumpulkan data-data dari beberapa sumber untuk dapat mengerjakan *worksheet brochure, banner, leaflet & pamphlet*.

2. Pertemuan ke-2

Peserta didik:

- 1) Melakukan *searching, browsing* dan *surfing* informasi tentang contoh *brochure, banner, leaflet & pamphlet*.
- 2) Melakukan presentasi tentang *structure of brochure*.

3) Mengumpulkan hasil karyanya di *google classroom*.

C. Kegiatan Penutup

Guru:

- 1) Mengajak peserta didik melakukan refleksi untuk mengevaluasi seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh.
- 2) Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

IV. Penilaian

Ranah	Pengetahuan	Keterampilan	Sikap
Jenis			
Tulis	Jawaban Pendek	Praktik: 1. Melakukan presentasi tentang <i>brochure</i> .	Pengamatan

Mengetahui
Kepala Sekolah,

Tejakula, 05 Agustus 2020
Guru Mata Pelajaran

Nyoman Sukrada, S.Pd
NIP. 19680105 199103 1 020

Gede Ari Suyasna Putra, S.Pd.
NIP. -

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 1 Tejakula
Mata Pelajaran : Bahasa Inggris (Lintas Minat)
Kelas / Semester : XI / ganjil
Materi Pokok : Asking and Giving information
Alokasi waktu : 12 x 45 menit (6X pertemuan)

A. TUJUAN PEMBELAJARAN

Melalui Pembelajaran Berbasis *Discovery Learning*, peserta didik dapat

- ☞ Menjelaskan fungsi social, struktur teks dan unsur kebahasaan pada sebuah teks transaksional (*giving and asking information*)
- ☞ Menjelaskan unsur kebahasaan *past perfect, present perfect, and future perfect*
- ☞ Menggunakan unsur kebahasaan *past perfect, present perfect and future perfect* sesuai dengan konteks penggunaannya
- ☞ Membuat dialogue menggunakan unsur kebahasaan pada teks transaksional (*giving or asking information*)
- ☞ Membuat kalimat yang terstruktur menggunakan unsur kebahasaan *past perfect, present perfect, and future perfect*

B. MEDIA / ALAT, BAHAN DAN SUMBER BELAJAR

- ☞ Media / alat : LCD, power point, board marker, whiteboard
- ☞ Bahan : power point tentang "perfect tense", students' worksheet
- ☞ Sumber Belajar : Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2015. *Bahasa Inggris SMA / MA / SMK/MAK Kelas XI*. Jakarta: Kementerian Pendidikan dan Kebudayaan Indonesia.
<https://www.youtube.com/watch?v=LvQB8bm8KVA>

C. LANGKAH – LANGKAH PEMBELAJARAN

Pertemuan 1 (cooperative learning)

1	<p>Pendahuluan (5 menit)</p> <ul style="list-style-type: none">☞ Peserta didik merespon salam pembuka (<i>eg: good morning, we are well. How about you, teacher?</i>)☞ Peserta didik berdoa☞ Peserta didik merespon pertanyaan yang terkait dengan kehadiran dan keadaan kelas (<i>no one absent</i>)☞ Merespon pertanyaan guru yang mengacu pada materi pokok
2	<p>Inti (75 menit)</p> <ul style="list-style-type: none">a. Menjelaskan tujuan<ul style="list-style-type: none">☞ peserta didik menerima informasi tentang tujuan pembelajaran dan cakupan materi yang akan dipelajarib. Menyajikan informasi<ul style="list-style-type: none">☞ Peserta dan guru bersama – sama mendiskusikan material tentang "asking and giving information in completed action in the past perfect tense"☞ peserta didik mengidentifikasi form, function and example dari materi tersebutc. Membentuk kelompok<ul style="list-style-type: none">☞ Peserta didik membentuk kelompok yang terdiri dari 4 orangd. Bekerja dalam kelompok<ul style="list-style-type: none">☞ Tiap kelompok menerima task 1 to task 4e. Presentasi Hasil<ul style="list-style-type: none">☞ Peserta didik dan guru mendiskusikan hasil kegiatan di atasf. Menerima Umpan Balik<ul style="list-style-type: none">☞ Guru akan memberikan motivasi kepada kelompok yang dianggap kurang aktif

3	Penutup (10 menit) <ul style="list-style-type: none"> ☞ Peserta didik menyimpulkan materi yang dibahas ☞ Peserta didik menyimak informasi mengenai rencana kegiatan pembelajaran untuk materi selanjutnya. ☞ Peserta didik merespon salam penutup.
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Pertemuan ke - 2

1	Pendahuluan (5 menit) <ul style="list-style-type: none"> ☞ Peserta didik merespon salam pembuka (<i>eg: good morning, we are well. How about you, teacher?</i>) ☞ Peserta didik berdoa ☞ Peserta didik merespon pertanyaan yang terkait dengan kehadiran dan keadaan kelas (<i>no one absent</i>) ☞ Merespon pertanyaan guru yang mengacu pada materi pokok
2	Inti (75 menit) <ul style="list-style-type: none"> g. Menjelaskan tujuan <ul style="list-style-type: none"> ☞ peserta didik menerima informasi tentang tujuan pembelajaran dan cakupan materi yang akan dipelajari h. Menyajikan informasi <ul style="list-style-type: none"> ☞ Peserta dan guru bersama - sama mendiskusikan material tentang "asking and giving information in completed action in the present perfect tense" ☞ peserta didik mengidentifikasi form, function and example dari materi tersebut i. Membentuk kelompok <ul style="list-style-type: none"> ☞ Peserta didik membentuk kelompok yang terdiri dari 4 orang j. Bekerja dalam kelompok <ul style="list-style-type: none"> ☞ Tiap kelompok menerima task 5 to task 8 k. Presentasi Hasil <ul style="list-style-type: none"> ☞ Peserta didik dan guru mendiskusikan hasil kegiatan di atas l. Menerima Umpan Balik <ul style="list-style-type: none"> ☞ Guru akan memberikan motivasi kepada kelompok yang dianggap kurang aktif
3	Penutup (10 menit) <ul style="list-style-type: none"> ☞ Peserta didik menyimpulkan materi yang dibahas ☞ Peserta didik menyimak informasi mengenai rencana kegiatan pembelajaran untuk materi selanjutnya. ☞ Peserta didik merespon salam penutup.

Pertemuan ke - 3

1	Pendahuluan (5 menit) <ul style="list-style-type: none"> ☞ Peserta didik merespon salam pembuka (<i>eg: good morning, we are well. How about you, teacher?</i>) ☞ Peserta didik berdoa ☞ Peserta didik merespon pertanyaan yang terkait dengan kehadiran dan keadaan kelas (<i>no one absent</i>) ☞ Merespon pertanyaan guru yang mengacu pada materi pokok
2	Inti (75 menit) <ul style="list-style-type: none"> m. Menjelaskan tujuan <ul style="list-style-type: none"> ☞ peserta didik menerima informasi tentang tujuan pembelajaran dan cakupan materi yang akan dipelajari n. Menyajikan informasi <ul style="list-style-type: none"> ☞ Peserta dan guru bersama - sama mendiskusikan material tentang "asking and giving information in completed action in the future perfect tense" ☞ peserta didik mengidentifikasi form, function and example dari materi tersebut o. Membentuk kelompok

	<ul style="list-style-type: none"> ☞ Peserta didik membentuk kelompok yang terdiri dari 4 orang p. Bekerja dalam kelompok <ul style="list-style-type: none"> ☞ Tiap kelompok menerima task task 9 to task 12 q. Presentasi Hasil <ul style="list-style-type: none"> ☞ Peserta didik dan guru mendiskusikan hasil kegiatan di atas r. Menerima Umpan Balik <ul style="list-style-type: none"> ☞ Guru akan memberikan motivasi kepada kelompok yang dianggap kurang aktif
3	<p>Penutup (10 menit)</p> <ul style="list-style-type: none"> ☞ Peserta didik menyimpulkan materi yang dibahas ☞ Peserta didik menyimak informasi mengenai rencana kegiatan pembelajaran untuk materi selanjutnya. ☞ Peserta didik merespon salam penutup.

Pertemuan ke - 4

1	<p>Pendahuluan (5 menit)</p> <ul style="list-style-type: none"> ☞ Peserta didik merespon salam pembuka (<i>eg: good morning, we are well. How about you, teacher?</i>) ☞ Peserta didik berdoa ☞ Peserta didik merespon pertanyaan yang terkait dengan kehadiran dan keadaan kelas (<i>no one absent</i>) ☞ Merespon pertanyaan guru yang mengacu pada materi pokok
2	<p>Inti (75 menit)</p> <ul style="list-style-type: none"> a. Membentuk kelompok <ul style="list-style-type: none"> ☞ Peserta didik membentuk kelompok yang terdiri dari 4 orang b. Bekerja dalam kelompok <ul style="list-style-type: none"> ☞ Tiap kelompok menerima task task 13 and 14 c. Presentasi Hasil <ul style="list-style-type: none"> ☞ Peserta didik dan guru mendiskusikan hasil kegiatan di atas d. Menerima Umpan Balik <ul style="list-style-type: none"> ☞ Guru akan memberikan motivasi kepada kelompok yang dianggap kurang aktif
3	<p>Penutup (10 menit)</p> <ul style="list-style-type: none"> ☞ Peserta didik menyimpulkan materi yang dibahas ☞ Peserta didik menyimak informasi mengenai rencana kegiatan pembelajaran untuk materi selanjutnya. ☞ Peserta didik merespon salam penutup.

Pertemuan ke - 5 (discovery learning)

1	<p>Pendahuluan (5 menit)</p> <ul style="list-style-type: none"> ☞ Peserta didik merespon salam pembuka (<i>eg: good morning, we are well. How about you, teacher?</i>) ☞ Peserta didik berdoa ☞ Peserta didik merespon pertanyaan yang terkait dengan kehadiran dan keadaan kelas (<i>no one absent</i>) ☞ Merespon pertanyaan guru yang mengacu pada materi pokok
2.	<p>Inti (75 menit)</p> <ul style="list-style-type: none"> a. Stimulasi dan identifikasi masalah <ul style="list-style-type: none"> ☞ Peserta didik diberikan rubrik (ada pada task 15) b. Mengumpulkan informasi <ul style="list-style-type: none"> ☞ Guru membimbing siswa menemukan kalimat berisi contoh - contoh kalimat yang menunjukkan <i>perfect tense</i> di beberapa kalimat c. Pengolahan informasi <ul style="list-style-type: none"> ☞ Peserta didik menjawab secara individu tugas pada task 15 d. Verifikasi hasil

	<ul style="list-style-type: none"> ☞ Peserta didik membacakan hasil dari tugas yang diberikan dan peserta didik lainnya memberikan respons jika ada pendapat yang berbeda. ☞ Guru dan peserta didik membahas kalimat tersebut apakah sesuai dengan struktur pada "perfect tense"
3	<p>Penutup (10 menit)</p> <ul style="list-style-type: none"> ☞ Peserta didik menyimpulkan materi sesuai fungsi sosial, struktur, dan kebahasaan. ☞ Peserta didik menyimak informasi mengenai rencana kegiatan pembelajaran untuk materi selanjutnya. ☞ Peserta didik merespon salam penutup.

Pertemuan ke - 6

1	<p>Pendahuluan (5 menit)</p> <ul style="list-style-type: none"> ☞ Peserta didik merespon salam pembuka (<i>eg: good morning, we are well. How about you, teacher?</i>) ☞ Peserta didik berdoa ☞ Peserta didik merespon pertanyaan yang terkait dengan kehadiran dan keadaan kelas (<i>no one absent</i>) ☞ Merespon pertanyaan guru yang mengacu pada materi pokok
2.	<p>Inti (75 menit)</p> <ul style="list-style-type: none"> e. Stimulasi dan identifikasi masalah <ul style="list-style-type: none"> ☞ Peserta didik bersama partner diberikan rubrik (ada pada task 16) f. Mengumpulkan informasi <ul style="list-style-type: none"> ☞ Guru membimbing siswa menemukan kalimat berisi contoh – contoh kalimat yang menunjukkan <i>perfect tense</i> yang tepat sesuai dengan topik yang dipilih g. Pengolahan informasi <ul style="list-style-type: none"> ☞ Peserta didik bersama partnernya menjawab secara individu tugas pada task 15 h. Verifikasi hasil <ul style="list-style-type: none"> ☞ Peserta didik membacakan hasil dialogue yang dibuat dan peserta didik lainnya memberikan respons jika ada pendapat yang berbeda. ☞ Guru dan peserta didik membahas kalimat tersebut apakah sesuai dengan struktur pada "perfect tense"
3	<p>Penutup (10 menit)</p> <ul style="list-style-type: none"> ☞ Peserta didik menyimpulkan materi sesuai fungsi sosial, struktur, dan kebahasaan. ☞ Peserta didik menyimak informasi mengenai rencana kegiatan pembelajaran untuk materi selanjutnya. ☞ Peserta didik merespon salam penutup.

D. PENILAIAN HASIL PEMBELAJARAN

- ☞ Penilaian Pengetahuan berupa test tulis uraian
- ☞ Penilaian Keterampilan berupa penilaian unjuk kerja

LAMPIRAN - LAMPIRAN

MATERI PEMBELAJARAN

ASKING AND GIVING INFORMATION

The social functions of asking for and giving information about actions/ activities/ events which are completed in the past, present, and future are to explain about information, convince someone, guide something, and promise something. Perfect tenses show the time an action or state of being begins and is completed (perfected). In other words, the perfect tenses are used to talk about actions that completed at the time of speaking. The perfect tense is used to connect past time with present time. It describes actions that have begun in the past and are continuing and / or have an effect now. There are three forms of the perfect tense, such as: past perfect tense, present perfect tense and future perfect tense. The perfect tenses are formed by putting *has, have* or *had* before the past participle (V3) form of the verb.

I. Past Perfect Tense

➤ Past Perfect Tense describes an action that took place in the past before another past action. The situation was completed by the time another past event occurred. The past perfect can be thought of as previous past.

➤ Form

+	Subject + had + past participle (v3) They had seen movie in home theater
-	Subject + had not + V3 They had not seen movie in home theater
?	Had + Subject + V3 Had they seen movie in home theater

➤ Example


Jodhi	: Hi Anita, how was your vacation?
Anita	: It was fun, but a lot of things happened
Jodhi	: Tell me!
Anita	: Before we departed, my father hadn't packed his bag. Therefore, we arrived late at the beach. Then, when we got off the car, the parking area had been crowded, so we found another place to park
Jodhi	: Did you try snorkeling there?
Anita	: No, I didn't. All of the equipment had been rented. Then I decided to take a stroll. It was okay for me
	: Poor you. Did you buy me something?
Jodhi	: I'm sorry Jodhi, I didn't buy you something. Why didn't you tell me before if you wanted me to buy something
Anita	for you?
Jodhi	: You had departed when I knew that you had vacation with your family. I went to your house, but your neighbor told me that you had left.

➤ Function

Functions	Examples
To describes a past action happened before another past action	When I arrived home, my parents had slept
To describe an action happened before a stated time in the past	I had lived in Bali for three years before I moved here
To describe an event that was only a short time earlier than before now	Sista had just left the room when her parents arrived

To describe the result at a moment in the past of something that took place before that moment	The goalkeeper had injured his leg, and couldn't play
--	---

2. Present Perfect Tense

 It tense describes an action that happened at an indefinite time in the past or that began in the past and continues in the present. We use it to show a connection between the past and present, to show that the past action/ relevant at the time of speaking.







 Form

+	Subject + has/have + V3 I have worked at office since 2013 She has worked at office since 2013
-	Subject + has / have not + V3 I haven't worked at office since 2013 She hasn't worked at office since 2013
?	Has / have + subject + V3 Have you worked at office since 2013? Has she worked at office since 2013?

 Example

Vicky	: Do you know, Mr. Ali?
Riko	: Yes, I know him. He has lived in my neighborhood since 2015
Vicky	: Is he a popular person?
Riko	: Yes, he is. He has written six books for ten years
Vicky	: What kinds of books has he written?
Riko	: He has written books about motivation and inspiration
Vicky	: I like such kind of books. I have read three books about motivation, but I haven't read his book
Riko	: Just go to the bookstore. His new book has just been released
Vicky	: Have you read it?
Riko	: Yes, I have. Since last week, I have read three chapters of his fifth book

 Functions

Functions	Examples	Adverb of Time
To describe an action or situation that started in the past and continues in the present. The action is completed but we don't know exactly when it finished	 I have worked in Solo for ten years  Sheila has known Mira since 201	Since, for
To describe an unfinished time word. The period of time is still continuing	I haven't seen Ferry this week	Today, this week, this month, this year
To describe a repeated action in the past and it might occur again	 I have read this novel twice  Heri has had dinner at the restaurant for many times	Twice, many times
To describe an action that recently finished	 Lidya has just arrived  We have just finished our assignment	Just, already, recently, yet
To describe a finished action with a result in the	I have lost my key, so I can't enter my	Just, already, recently,

present (focus on result)	room	yet
To describe a life experience. We usually don't give a specific time when the past event/ action occurred	✚ I have never been to Korea ✚ I've been to Europe	Ever, never

3. Future Perfect Tense

👤 Future perfect tense refers to a completed action in the future. In other hands, the future perfect tense describes an action or state of being that we are predicting for a time in the future.

👤 Form

+	Subject + will + have + V3 - He will have done
-	Subject + will not + have + V3 - He will not have done
?	Will + subject + have + V3 - Will he have done?

👤 Example

Adi	: Hi, Nia
Nia	: Hi, Adi. Glad to see you here
Adi	: Why?
Nia	: Shall we have finished our school assignment before I go?
Adi	: Sure. When will you go?
Nia	: On Friday night. I will visit my grandma in Surabaya
Adi	: We still have three days. We will have finished our assignment on Thursday
Nia	: We need to tell our friends to finish it as soon as possible. I'm afraid we won't have finished before Thursday
Adi	: How long will you go?
Nia	: Two days, I will have arrived here on Sunday night
Adi	: Well, don't worry. We will finished our assignment before you go. Now, let's tell our friends to gather at my house and do the assignment
Nia	: All right

👤 Functions

Functions	Examples
To express action that will be completed, ended, or achieved by a particular point in the future	By the time she reads the letter, I will have left this town
To express prediction	I will have finished the proposal by the end of this month

- a. Teknik : tes tulis
- b. Bentuk : fill in the table, reading comprehension,
- c. Penilaian Pengetahuan

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)	Materi	Indikator soal
3.2. Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindak memberi dan meminta informasi terkait tindak/ kegiatan/ kejadian yang sudah/ telah dilakukan/ terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini dan waktu yang akan datang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan past perfect, present perfect, and future perfect)	<p>3.2.1. menjelaskan fungsi social, struktur teks dan unsur kebahasaan pada sebuah teks transaksional (<i>giving and asking information</i>)</p> <p>3.2.2. Menjelaskan unsur kebahasaan <i>past perfect, present perfect, and future perfect</i></p> <p>3.2.3. Menggunakan unsur kebahasaan past perfect, present perfect and future perfect sesuai dengan konteks penggunaannya</p>	Asking and Giving information about action in past, present and future perfect	<p>📖 Disajikan sebuah dialogue, peserta didik mampu: mencari informasi umum / khusus ada teks, menganalisis fungsi social pada teks,</p> <p>📖 Disajikan sebuah kalimat, peserta didik mampu mengkombinasikan kalimat</p> <p>📖 Disajikan sebuah kalimat, peserta didik mampu menentukan kata yang tepat sesuai dengan tenses</p>

d. Instrument :

Task 1. Read the following dialogue! Then answer the questions!

Jodhi : Hi Anita, how was your vacation?
 Anita : It was fun, but a lot of things happened
 Jodhi : Tell me!
 Anita : Before we departed, my father hadn't packed his bag. Therefore, we arrived late at the beach. Then, when we got off the car, the parking area had been crowded, so we found another place to park
 : Did you try snorkeling there?
 Jodhi : No, I didn't. All of the equipment had been rented. Then I decided to take a stroll. It was okay for me
 Anita : Poor you. Did you buy me something?
 : I'm sorry Jodhi, I didn't buy you something. Why didn't you tell me before if you wanted me to buy something for you?
 Jodhi : You had departed when I knew that you had vacation with your family. I went to your house, but your neighbor told me that you had left.
 Jodhi

1. What are they talking about?
2. What made Anita and her family arrived late at the beach?
3. Why did Anita's father find another place to park?
4. When did Jodhi known that Anita had vacation with her family?
5. Mention the expressions showing completed action in the past!

Task 2. Completed the following sentences with the suitable form of verbs!

1. Lukman (run) _____ in several marathons before he finished in the first place
2. Nadya was tired because she (walk) _____ for three kilometers
3. When Doni finished his test, all of his classmate (go) _____ to the canteen
4. Mr. Giri (own) _____ in the house for twenty years before he sold it
5. We discovered that someone (break) _____ into our house last night

Task 3. Combine the sentences below in past perfect tense!

Example: I rode the bicycle for five years. It was broken (before) ☞ I had ridden the bicycle before it was broken

1. The fire already reached the roof. The firefighters arrived (when)
2. The bank clerk called the police. The robbers left (when)
3. Alya suddenly realized. She spent all her money (that)
4. Wati tried five dresses. She finally chose the yellow one (after)
5. The seminar started. I entered the room (by the time)

Task 4. Read and answer the questions!

Two days ago, Jane and Celine participated in a duet singing competition. They sang a pop song. They had practiced for five months before they sang in the competition. They performance well. The audience like them, Jane's parents were in the audience. Before that competition, they had never seen their daughter sing on the stage. They were nervous. After the participants had sung, one of the judges announced the winner. Jane and Celine won. Jane's parents were surprised. Jane's father said, "They had practiced so hard, so they could win the competition"

1. What does the text tell about?
2. What had Jane and Celine sung in the competition?
3. How long had Jane and Celine practiced for the competition?
4. Why were Jane's parents nervous?
5. What made Jane and Celine win?

Task 5. Read the following dialogue and then answer the questions!

Vicky : Do you know, Mr. Ali?
Riko : Yes, I know him. He has lived in my neighborhood since 2015
Vicky : Is he a popular person?
Riko : Yes, he is. He has written six books for ten years
Vicky : What kinds of books has he written?
Riko : He has written books about motivation and inspiration
Vicky : I like such kind of books. I have read three books about motivation, but I haven't read his book
Riko : Just go to the bookstore. His new book has just been released
Vicky : Have you read it?
Riko : Yes, I have. Since last week, I have read three chapters of his fifth book

4. What are they talking about?
5. What is Mr. Ali's profession?
6. It is 2018. How long has Mr. Ali become Riko's neighbor?
7. Has Vicky read Mr. Ali's books?
8. Has Mr. Ali released his new book? How do you know?

Task 6. Complete the following sentences with the suitable forms of verbs

1. Yongki (sleep) _____ late since he was in Senior High School
2. Since last month, Mr. Jaya (feel) _____ happy at work
3. I (not eat) _____ Japanese food before. I want to try it
4. Mr. Kusuma (drive) _____ 200 miles in the past two days
5. Friska (be) _____ a model since 2011

Task 7. Write sentences in present perfect tense with the following words!

1. Dion / join / the English club / since 2018
2. Lina / never / watch / horror movies
3. Cahya and Yoga / ever / visit / Yogyakarta / together / four times
4. Everyone / accept / the invitation / to gather / in the field
5. What / movies / you / see / ?

Task 8. Read the following text and answer the questions!

Ryan is my cousin. He has lived with us for two years. Ryan decided to live with us because he wanted to study here. That's why he lives with my family. Ryan hasn't seen his parents for a year. However, he has talked to his parents by phone many times. Ryan misses his little brother. Ryan has seen his new photograph. His brother has grown so much since the last time he visited him. Ryan wants to make his parents proud of him. So far, he has won three debate competitions. He has also been the best student in his school.

1. What is the text about?
2. Has Ryan lived with the writer?
3. How many times has Ryan talked to his parents on the phone?
4. How does Ryan know that his brother has grown so much?
5. What has Ryan done to make his parents proud?

Task 9. Read and answer the questions based on the dialogue!

Fahri : Hi, Ditto
Ditto : Hi, Fahri. Glad to see you here
Fahri : Why?
Ditto : Shall we have finished our school assignment before I go?
Fahri : Sure. When will you go?
Ditto : On Friday night. I will visit my grandma in Palembang
Fahri : We still have three days. We will have finished our assignment on Thursday
Ditto : We need to tell our friends to finish it as soon as possible. I'm afraid we won't have finished before Thursday
Fahri : How long will you go?
Ditto : Two days, I will have arrived here on Sunday night
Fahri : Well, don't worry. We will finish our assignment before you go. Now, let's tell our friends to gather at my house and do the assignment
Ditto : All right

1. What are they talking about?
2. Why does Ditto want to finish their school assignment as soon as possible?
3. What is Fahri's prediction about their assignment?
4. When will Ditto have returned from Palembang?
5. Mention the expressions showing completed actions in the future!

Task 10. Complete the following sentences with the suitable forms of future perfect verbs in the box!

1. My father _____ from his work in 2030
2. My phone battery _____ before I can go home
3. By the time mother gets home, I _____ the house
4. In September Mr. Handoko _____ fifteen years
5. After I finish reading this comic, I _____ twenty comics

a. clean	b. read	c. run out	d. resign	e. teach
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Task 11. Write sentences in future perfect tense with the following adverb of time!

Example: By 2020 ►► by 2020, I will have graduated from Senior High School

1. By next August ►►
2. Tomorrow ►►
3. By the end of this year ►►
4. Before the school begins ►►
5. By 6 o'clock ►►

Task 12. Read the text and answer the questions!

Nicky's brother is in Japan. His name is Seto. In July, he will have lived in Japan for two years. Nicky misses him very much. Seto will have gone home in 2020. Nicky will have been in the eleventh grade when he goes home. By the end of this year, he will have sent his parents money. He wants his parents to renovate their house. Next year, their house will have been renovated. He also wants his father to resign because he will have been sixty next year. He hopes that he will have his own business he leaves Japan. He really loves his family.

1. Who is Seto?
2. When will Seto have lived in Japan for two years?
3. When will Nicky have been in the eleventh grade?
4. What happens to Nicky's house next year?
5. Why does Seto want his father to resign next year?

Task 13. Complete the following sentences with regular and irregular verbs!

1. I had finished watching movie before my mother (call) _____ me for dinner
2. My little brother tried to hide the flower vase because he had (break) _____ it
3. By this time next week my aunt will have (marry) _____
4. I hope I will not have (make) _____ a lot of mistake in this exam
5. Randy has (fall) _____ many times since he started ice skating

Task 14. Complete the following sentences with the suitable verbs in present perfect tense, past perfect tense, or future perfect tense!

1. I _____ anything today (not eat)
2. How many tourist destination _____ ? (ever, visit)
3. Next March, Mrs. Katie _____ dead for 1.000 days (be)
4. By the time the show is over, Arief _____ for 30 minutes (sleep)
5. We _____ for the dance competition for three months (practice)
6. I _____ almost all of the videos before the lamp went out (watch)
7. Do you think the restaurant _____ enough food for all of us? (cook)

8. I don't Heri's decision. He _____ on his project by this afternoon (decide)
9. As Yunita was introduced to Mrs. Indri, she realized that she _____ her before (meet)
10. Mr. Burhan can design a building in four months, so in December he _____ three buildings (design)

b. Key Answer

Task 1

1. They are talking about Anita's vacation
2. They arrived late because Anita's father hadn't packed his bag
3. Because the parking had been crowded
4. He know that Anita had vacation with her family because he went to Anita's house and her neighbor told him that Anita and her family had left
5. Expressions showing completed action in the past
 - Before we departed, my father hadn't packed his bag
 - You had departed when I knew that you had vacation with your family
 - I went to your house, but your neighbor told me that you had left

Task 2

- | | |
|---------------|---------------|
| 1. Had run | 4. Had owned |
| 2. Had walked | 5. Had broken |
| 3. Had gone | |

Task 3

1. The fire already had reached when the firefighters arrived
2. The bank clerk had called the police when the robbers left
3. Alya suddenly had realized that she spent all her money
4. Wati had tried five dresses after she finally chosen the yellow one
5. The seminar started, by the time I had entered the room

Task 4

1. Tell about Jane and Celine participate in a duet singing competition
2. They sang a pop song
3. They had practiced for five months
4. Because they had never seen their daughter sing on the stage
5. Because they had practiced so hard

Task 5

1. They talking about Mr. Ali
2. His profession as writer
3. 3 years
4. Yes, he has
5. Yes, because last week, Riko have read three chapter of his fifth book

Task 6

- | | |
|--------------|---------------|
| 1. Has slept | 4. Has driven |
| 2. Has felt | 5. Has been |

3. Haven't eaten

Task 7

1. Dion has joined the English club since 2014
2. Line has not watched horror movies
3. They have visited Yogyakarta together four times
4. Have everybody accepted the invitation to gather in the field?
5. What movies you have seen?

Task 8

1. Told about Ryan
2. Yes, he has
3. He talked to his parents by phone many times
4. Yes
5. He has won three debate competitions and also been the best student in his school

Task 9

1. Talked about their assignment
2. Because he will visit his grandmother in Palembang
3. His prediction, they will have finished their assignment before Dito go
4. On Sunday night
5. Expressions showing completed action in the future
 - We will have finished our assignment before you go
 - We will have finished our assignment on Thursday
 - I will have arrived here on Sunday night

Task 10

1. Resign (d)	4. Teach (e)
2. Run out (c)	5. Read (b)
3. Clean (a)	

Task 11 (*based on students' sentences*)

1. By next August, I will have gone from Perth
2. Tomorrow, they will have done their job
3. By the end of this year, my mom will have resigned from her work
4. Before the school begins, we will have read some book in literation program
5. By 6 o'clock, they will have wake up earlier

Task 12

1. Nicky's brother
2. In July
3. When Seto will have gone home in 2020
4. Will have renovated
5. Because his father will have been sixty

Task 13

1. Called
4. Make

2. Broken
3. Married



5. Fallen

Task 14

1. Haven't eaten
2. Have visited
3. Had been
4. Will Have slept
5. Have practiced

6. Have watched
7. Will have cooked
8. Has decided
9. Has met
10. Will have design

b. Scoring / Rubrik penilaian

-  Right : 2
 False : 1




PENILAIAN KETERAMPILAN

- a. Teknik : tes tulis
- b. Bentuk : essay
- c. Penilaian Keterampilan

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)	Materi	Indikator soal
4.2. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/ kegiatan/ kejadian yang sudah/ telah dilakukan/ terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1. Membuat dialogue menggunakan unsur kebahasaan pada teks transaksional (giving or asking information) 4.2.2. Membuat kalimat yang terstruktur menggunakan unsur kebahasaan <i>past perfect, present perfect, and future perfect</i>	Action in Perfect tense	 Disajikan sebuah kalimat, peserta didik menjawab pertanyaan menggunakan "present perfect tense, past perfect tense, or future perfect tense"  Disajikan sebuah topik, peserta didik membuat dialogue menggunakan tense perfect tense yang tepat

d. Instrument:

Task 15. Work in pairs! Make dialogues with the following topics! Remember, use appropriate perfect tense!

-  Recent events
-  Repeated actions
-  Prediction

Example dialogue:

Recent events = kegiatan yang baru saja dilakukan	Repeated actions= kegiatan yang diulangi	Prediction= prediksi
A: Have you seen Gea? B: I think she hasn't come yet. By the way, what are you bringing? A: I bringing some dictionaries for	A: Hi, Ben, where have you been? B: Hi, Abby. I have just visited my grandma in Perth A: Oh, I see. But wait. . . I think <u>you have</u>	A: Hi Ben, what's up? How's your project going? B: I've designed the project but still hasn't counted the budgets.

<p>Mrs. Yunita. How's your homework?</p> <p>B: I have done it yet, have you?</p> <p>A: <u>I had finished it when Gea came last night.</u> I think that was an easy homework.</p>	<p><u>visited your grandma before, haven't you?</u></p> <p>B: Yes, <u>I have visited her three times this year.</u> She was sick two weeks ago so we went to Perth again.</p> <p>A: How is your grandma now?</p> <p>B: She is better. She is in my house now.</p>	<p>A: When will you have finished it?</p> <p>B: <u>I will have finished it until the owner pays the drawing.</u> It needs a long process to draw and make a concept for those buildings.</p> <p>A: Well, good luck. The dates around the corner</p>
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Task 16. Answer the following questions with present perfect tense, past perfect tense or future perfect tense

1. How much money have you spent today?
2. What have you done to your parents?
3. Have you joined any courses?
4. What will you have been in 2025?
5. What had you achieved before you entered senior high school?

Task 17. Writing a Story

Write a story based on your own imagination! Use past perfect tense, present perfect tense, and future perfect tense! Pay attention to the social function, structure and language features of completed action in the past, present and future! Do it on a piece of paper! Underline the perfect tense sentences! Submit your work in your teacher next week!

a. Rubrik Penilaian / scoring

Task 15 and 16

Criteria	Writing Rubric				Mark
	4	3	2	1	
Ideas	"Paints a picture" for the reader, well-focused on the topic, clear ideas are well-supported with interesting and vivid details	Creates some clear images for the reader, focused on the topic, ideas are well-supported with details	Sometimes strays from the topic, ideas are not well-developed, more details are needed	Poorly focused on the topic, ideas are unclear, few details are given	
Organization	Well-focused on the topic, logical organization, excellent transitions, easy to follow	Generally focused on the topic, some lapses in organization, some transitions, usually easy to follow	Somewhat focused on the topic, poor organization, few transitions, difficult to follow	Not focused on the topic, no clear organization, no transitions, difficult to impossible to follow	
Word Choice	Precise, vivid and interesting word choices, wide variety of word choices	Fairly precise, interesting and somewhat varied word choices, wording could be more specific	Vague, mundane word choices, wording is sometimes repetitive, more descriptive words are needed	Very limited word choices, wording is bland and not descriptive	

Sentence Fluency	Uses complete sentences, varying sentence structure and lengths	Uses complete sentences, generally simple sentence structures	Occasional sentence fragment or run-on sentences, simple sentence structure is used repeatedly	Frequent use of sentence, fragments or run-on sentences, sentences are difficult to understand	
Conventions	Proper grammar, usage, correct spelling, correct punctuation, correct capitalization	Few errors of grammar and usage, mostly correct spelling, punctuation and capitalization	Errors in grammar, usage and spelling sometimes make understanding difficult, some errors in punctuation and capitalization	Frequent errors in grammar, usage, spelling, capitalization and punctuation make understanding difficult or impossible	
Voice	Voice is fitting for the topic and engaging, well-suited for audience and purpose	Voice is fairly clear and seems to fit the topic, suited for audience and purpose	Voice rarely comes through, not always suited for audience and purpose	Voice is weak or inappropriate, no sense of audience and purpose	
Presentation	Text is very easy to read (font/handwriting, spacing),	Text is quite easy to read (font/handwriting, spacing),	Text is not easy to read (font/handwriting, spacing),	Text is difficult to read (font/handwriting, spacing),	
Total					/ 28

$$\text{Student's mark} = \frac{(\text{Total score} + 2)}{3} \times 100$$

Note:

Excellent = 90 - 100

Good = 80 - 89

Sufficient = 70 - 79

Insufficient = less than 70

Task 8

Criteria Role Play	4	3	2	1
Preparedness	Student is extremely familiar with their role and uses specific evidence to support their arguments	Student is extremely familiar with their role and uses some evidence to support their arguments	Students is somewhat familiar with their role, but provides little or no evidence to support their arguments	Student is not familiar with their role, and provides no evidence to support any statements they make
Participation	Student actively participate in simulated meeting, speaking multiple times, adding new information / evidence each time	Student actively participates in simulated meeting, speaking more than once, adding new information each time	Student actively participates in simulated meeting, speaking more than once, but repeats information each time	Student does not participate in simulated meeting
Active listening / response	Student demonstrated active listening skill by	Students demonstrates active listening skill by	Student demonstrates active listening skills by	Student provides no indication they are

	providing thoughtful response addressing specific aspects of other students' statements, including asking questions	providing thoughtful responses to other students' statement, but asks few or no questions	listening attentively while other students speaks, but provides little or no response to any statements	listening to other students; by speaking while others speak or repeating what others have already stated
Etiquette / tata cara	Student acts as a model meeting participant, speaking only at appropriate times, and showing respect to all other participants	Student acts appropriately during the meeting, typically speaking at appropriate times and showing respect to other participants	Student occasionally speaks out of turn or interrupts another student, but show respect to other participants	Student occasionally speaks out of turn or interrupts another student or otherwise shows disrespect of other participats

$$\text{Student's mark} = \frac{(\text{Total score} + 4)}{2} \times 100$$

Note:


Excellent = 90 - 100

Good = 80 - 89

Sufficient = 70 - 79

Insufficient = less than 70





Homework

 Think your school! According to your opinion, is there any problems in your school. Based on the problem, write an essay about the suggestions of the problem!

INSTRUMEN PENILAIAN SIKAP

No	Waktu	Nama	Kejadian/ Perilaku	Butir Sikap	Pos/ Neg	Tindak Lanjut
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

SELF AND PEER ASSESSMENT RUBRIC

No	Criteria	Self Assessment		Peer Assessment	
		Yes 	No 	Yes 	No 
Content					
1.	Do I write based on the instruction?				
2.	Do I include enough details about self introduction?				
3.	Do all of my sentences and/or paragraphs stay focused on the topic?				
Organization					
4.	Does my writing consist of paragraphs?				
5.	Does it include an opening, body and closing?				
Writing Conventions					
6.	Do I spell all my words correctly?				
7.	Are all of my words used correctly? (its/it's, there/their/they're, your/you're, are/our, etc.)				
8.	Do I capitalize correctly?				
9.	Do I capitalize the letter after the full stop (dot)?				
10.	Do I use periods, commas, question marks and exclamation points correctly?				
11.	Do I write complete sentences?				
12.	Do I use the right tenses (simple present tense)?				

Mengetahui,
Kepala Sekolah SMA Negeri 1 Tejakula

Tejakula, September 2020
Guru Mata Pelajaran Bahasa Inggris

Nyoman Sukrada, S.Pd
NIP. 19680105 199103 1 020

Made Dwi Surya Darmi Jayanti, S.Pd
NIP. -

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH : SMA NEGERI 1 TEJAKULA
 MATA PELAJARAN : BAHASA INGGRIS (WAJIB)
 KELAS / SEMESTER: X / GANJIL

MATERI POKOK : ASKING AND GIVING INFORMATION
 ALOKASI WAKTU : 4 X 45 MENIT

A. TUJUAN PEMBELAJARAN

Melalui Pembelajaran Berbasis *Cooperative Learning*, peserta didik dapat :

- ☆ Mengidentifikasi struktur teks dari teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi dalam dialogue / text sesuai dengan konteks penggunaannya
- ☆ Menggunakan dalam suatu tindakan / kegiatan, sesuai dengan konteks penggunaannya (*unsur kebahasaan be going to, would like to*)
- ☆ Mengurutkan teks sederhana yang melibatkan tindak memberi dan meminta
- ☆ Membuat dialogue pendek tentang intention sesuai dengan topik yang diberikan
- ☆ Mendemonstrasikan dialogu yang berisi ungkapan – ungkapan yang melibatkan tindak memberi dan meminta informasi terkait niat melakukan suatu tindakan / kegiatan

B. MEDIA / ALAT, BAHAN DAN SUMBER BELAJAR

1. Bahan mengajar : Power point tentang *intention*
2. Alat : Laptop, LCD, speaker dan spidol.
3. Sumber Belajar : Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2015. Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2015. *Bahasa Inggris SMA / MA / SMK/MAK Kelas X*. Jakarta: Kementerian Pendidikan dan Kebudayaan Indonesia, http://www.asking_giving_informatio.com

C. LANGKAH - LANGKAH PEMBELAJARAN

Pertemuan I

	Teacher's activity	Students' activity
1	Kegiatan Pendahuluan (5 menit)	
	<ul style="list-style-type: none"> ☺ Menyapa siswa (e.g: good morning, how's life?) ☺ Mengecheck kehadiran siswa (e.g: any absent today?) ☺ Mengajukan beberapa pertanyaan yang berkaitan dengan topik yang dibahas (e.g: What will you do if you have a lot of money?) 	<ul style="list-style-type: none"> ☺ Merespon salam (e.g: good morning too, we are fine. How about you?) ☺ Merespon (e.g: No, Ms. . .) ☺ Merespon pertanyaan yang diajukan oleh guru sesuai dengan apa adanya (e.g: I will . . .)
2	Kegiatan Inti (75 menit)	
	<ol style="list-style-type: none"> a. Menyampaikan tujuan <ul style="list-style-type: none"> - Menyampaikan tujuan pembelajaran dan cakupan materi yang akan dipelajari b. Menyajikan informasi <ul style="list-style-type: none"> - Menampilkan slide tentang <i>asking and giving information</i> - Mengajukan beberapa pertanyaan yang berhubungan dengan materi - Mengajak siswa untuk mengidentifikasi ungkapan ungkapan sesuai dengan topik c. Membentuk kelompok <ul style="list-style-type: none"> - Menyuruh siswa untuk membuat kelompok yang terdiri dari 5 siswa d. Bekerja dalam kelompok) <ul style="list-style-type: none"> - Meminta siswa untuk mengerjakan LK 1 dan LK 2 e. Mempersentasikan Hasil <ul style="list-style-type: none"> - Membahas jawaban LK 1 dan LK 2 f. Menerima umpan balik <ul style="list-style-type: none"> - Menyuruh siswa untuk menanggapi jawaban dari 	<ol style="list-style-type: none"> a. Menyampaikan tujuan <ul style="list-style-type: none"> - Menerima informasi tentang tujuan pembelajaran dan cakupan materi yang akan dibahas oleh guru b. Menyajikan informasi <ul style="list-style-type: none"> - Memperhatikan dan mencatat hal – hal yang dianggap penting yang ada dalam slide - Merespon pertanyaan – pertanyaan yang berhubungan dengan <i>asking and giving information</i> - Mengidentifikasi ungkapan – ungkapan penting yang ada dalam slide c. Membentuk kelompok <ul style="list-style-type: none"> - Membuat kelompok sesuai dengan intruksi yang disampaikan oleh guru d. Bekerja dalam kelompok) <ul style="list-style-type: none"> - Mengerjakan LK 1 dan LK 2 e. Mempresentasikan hasil <ul style="list-style-type: none"> - Membahas jawaban LK 1 dan LK 2 f. Menerima umpan balik <ul style="list-style-type: none"> - Tiap kelompok memberikan tanggapan dan penilaian

	kelompok yang presentasi	terhadap hasil kerja dari kelompok lain
3	Kegiatan Penutup (10 menit)	
	<ul style="list-style-type: none"> ☺ Memberikan motivasi kepada kelompok yang kurang aktif ☺ Bersama peserta didik menyimpulkan materi tersebut ☺ Memberikan informasi mengenai rencana kegiatan selanjutnya 	<ul style="list-style-type: none"> 👂 Menerima motivasi dari guru agar lebih semangat ketika mengerjakan tugas 👂 Bersama guru menyimpulkan materi tersebut 👂 Mendengarkan informasi yang disampaikan guru dan mencatat hal - hal yang dianggap penting

Pertemuan 2

	Teacher's activity	Students' activity
1	Kegiatan Pendahuluan (5 menit)	
	<ul style="list-style-type: none"> ☺ Menyapa siswa (e.g: good morning, how's life?) ☺ Mengecheck kehadiran siswa (e.g: any absent today?) ☺ Mengajukan beberapa pertanyaan yang berkaitan dengan topik yang sudah dibahas (e.g: Do you remember about the material last week? Can you explain it?) 	<ul style="list-style-type: none"> 👂 Merespon salam (e.g: good morning too, we are fine. How about you?) 👂 Merespon (e.g: No, Ms. . .) 👂 Merespon pertanyaan yang diajukan oleh guru sesuai dengan apa adanya (e.g.: Yes, in my opinion intention is an idea of our plan)
2	Kegiatan Inti (75 menit)	
	<ul style="list-style-type: none"> a. Menyampaikan tujuan <ul style="list-style-type: none"> - Menyampaikan tujuan pembelajaran dan cakupan materi yang akan dipelajari b. Menyajikan informasi <ul style="list-style-type: none"> - Menampilkan slide tentang <i>asking and giving information</i> c. Membentuk kelompok <ul style="list-style-type: none"> - Menyuruh siswa untuk membuat kelompok yang terdiri dari 2 - 3 siswa d. Bekerja dalam kelompok) <ul style="list-style-type: none"> - Meminta siswa untuk mengerjakan LK 3 dan LK 4 e. Mempersentasikan Hasil <ul style="list-style-type: none"> - Membahas jawaban LK 3 - LK 5 f. Menerima umpan balik <ul style="list-style-type: none"> - Menyuruh siswa untuk menanggapi jawaban dari kelompok yang presentasi 	<ul style="list-style-type: none"> a. Menyampaikan tujuan <ul style="list-style-type: none"> - Menerima informasi tentang tujuan pembelajaran dan cakupan materi yang akan dibahas oleh guru b. Menyajikan informasi <ul style="list-style-type: none"> - Memperhatikan dan mencatat hal - hal yang dianggap penting yang ada dalam slide c. Membentuk kelompok <ul style="list-style-type: none"> - Membuat kelompok sesuai dengan intruksi yang disampaikan oleh guru d. Bekerja dalam kelompok) <ul style="list-style-type: none"> - Mengerjakan LK 3 - LK 5 e. Mempresentasikan hasil <ul style="list-style-type: none"> - Ketua kelompok akan mempresentasikan hasilnya f. Menerima umpan balik <ul style="list-style-type: none"> - Tiap kelompok memberikan tanggapan dan penilaian terhadap hasil kerja dari kelompok lain
3	Kegiatan Penutup (10 menit)	
	<ul style="list-style-type: none"> ☺ Memberikan motivasi kepada kelompok yang kurang aktif ☺ Bersama peserta didik menyimpulkan materi tersebut ☺ Memberikan tugas ☺ Menutup pembelajaran 	<ul style="list-style-type: none"> 👂 Menerima motivasi dari guru agar lebih semangat ketika mengerjakan tugas 👂 Bersama guru menyimpulkan materi tersebut 👂 Mencatat tugas 👂 Menutup pembelajaran

D. PENILAIAN HASIL PEMBELAJARAN

- Penilaian Pengetahuan berupa test tulis
- Penilaian Keterampilan berupa penilaian unjuk kerja

LAMPIRAN – LAMPIRAN

MATERI PEMBELAJARAN

ASKING FOR AND STATING INTENTION

An **intention** is idea that you plan (or intend) to carry out. A plan is arrangement for doing something considered in advance. If we want to do something, it means we have an aim, a plan, or a reason. There are some ways to ask for intention or plan like:

- ♣ What is your plan?
- ♣ What are you going to do?
- ♣ What will you do?
- ♣ What are you planning to do?
- ♣ What do you want to do?
- ♣ What would you rather do?

The following are main expressions of expressing intention:

- 🗉 I will . . .
- 🗉 I'm going to . . .
- 🗉 I would like to . . .
- 🗉 I would rather . . . than . . .

Example

- 🗉 I will go to Australia with my friends
- 🗉 I'm going to Bali tomorrow
- 🗉 I would like to eat some fruits
- 🗉 I would rather playing basketball than badminton

The following are the social functions of phrases used to give information about the intention of doing something

I'd like to (verb)	I will (verb)	I'm going to (verb)	I would rather (verb) than
<p>I'd like to = I would like to "would like" means "want" but it's more polite</p> <p>The functions:</p> <ul style="list-style-type: none"> ✦ Talk about dreams and ambitions ✦ It lets someone know what you would be / interest in doing something. This can be a physical, mental or verbal action ✦ To talk about what people want to do or are willing to do 	<p>The functions:</p> <ul style="list-style-type: none"> ★ At the moment we make a new decision or plan, the thought has just come into our head ★ Instant decision ★ Plans decided at the moment of speaking 	<p>Functions:</p> <ul style="list-style-type: none"> ** When we have made the decision ** When we want to talk about a plan for the future ** This plan does not have to be for near future ** To talk about plans decided before the moment of speaking ** Activity or plan already in thought or motion or intention related to present time ** An activity that the person is about to do 	<p>Functions:</p> <ul style="list-style-type: none"> 🗉 When we choose between two options. <p>Example: I would rather stay at home than go fishing</p>

Example dialogue:

Fairuz comes to the library for returning the borrowing book. He comes there in the break time.

Fairuz : Good morning, Mrs. Dwi I would like to return this book.

Librarian : Good morning .You have passed the limited returning time. it had to return yesterday

Fairuz : Sorry ma'am. I was absent yesterday. I planned to return it by asking Nadine to give here

Librarian : ok, but you have to pay the fine, Rp. 500.

Fairuz : Ok that is all right. Here you are

Librarian : Thank you

Note:

- a. **Going to**
 - Digunakan untuk mengekspresikan tentang aktivitas yang telah direncanakan sebelumnya di masa depan (e.g: I am going to Spain next month) dan sudah pasti terlaksanakan
 - Digunakan untuk mengekspresikan sesuatu yang pasti terjadi karena sudah ada tandanya (e.g: The sky is dark, it's going to rain)
- b. **Would like to . . .**
 - Digunakan untuk percakapan formal (e.g: I would like to meet my friend with you today, I would like a cup of coffee and a slice of bread with scrambled egg for my breakfast)
 - Digunakan dalam kalimat Tanya (eg: Would you like come to my party tonight?)
- c. **Will**
 - Digunakan spontan, belum direncanakan (e.g: A= Where are you going? B: I will go to Denpasar with my friend)

- d. Would rather . . .
- Artinya lebih suka dan digunakan dalam kalimat positif (e.g: I would rather study for the examination than watch a movie)
 - Artinya tidak suka dan digunakan dalam kalimat negative (Eg.: I would rather not bring this heavy computer)
 - Digunakan sebagai present continuous (e.g: Right now, I would rather be sitting in the cinema than playing football)

PENILAIAN PENGETAHUAN

TASK

Task I. Look at this text below. Study the sentences by paying attention to the words in the bold – typed expressions. Then identify the bold – type expressions and fill in the table below with the question and statement form of the expressions

Dialogue I

- Iluh : So, what about you, Kadek? do you have any plans?
 Kadek : Definitely! **My dad and I are going to go fishing.** We plan to go fishing in the lake near my uncle’s house. **Would you like to come with us?**
 Iluh : I don’t really like fishing. **I would rather** stay at home than go fishing. What about you, Made? **What would like to do** on the long weekend?
 Made : I have ade a plan with my mother about what do on this long weekend. **We are going to practice baking cookies**
 Kadek : **Are you going to bake choco chips cookies** like the last time?
 Made : Well, yes. That is my favorite. But **we will also try to make ginger cookies**
 Iluh : Oh, **would you like to join to me learn baking cookies?** You can come to my house
 Kadek : It’s good idea! or **will you go fishing** with me and my dad?
 Iluh : Uhhh, not fishing I guess. But I think **I would rather to bake cookies than going fishing** with Iluh. Thanks for asking me to join it

	Questions form	Statement form
Would like . . .		
Will . . .		
Going to . . .		
Would rather . . .		

Dialogue II

- Rico : **Would you like** to go the public library this morning?
 Fredy : I’d be glad to. **What book will you borrow?**
 Rico : **I will** make a copy of “Laskar Pelangi” What about you?
 Fredy : **I am going to read comic** “Detective Conan 101” By the way, do you have plan this evening?
 Rico : **I would like to watch movie.** The Conjuring 2. **Would you like to join with me?**
 Fredy : Sorry I can’t. **I would rather watch Naruto than watch Conjuring 2.**
 Rico : Ok, no problem

	Questions form	Statement form
Would like . . .		
Will . . .		
Going to . . .		
Would rather . . .		

Task II: Answer the questions based on the text!

What are My Future Plans?

I often wonder about my future as I am about to finish secondary school. The number one questions on my mind is which professions should I choose? Its very hard to make any definite choices, because I know they will affect me for the rest of my life. I want a professions that will satisfy me, challenge me, and bring me joy. I believe that a job should be like a hobby, I want to love my work and know that I am making a difference in this world by helping other people

First of all, I want to finish secondary school. Soon I will take a first important exam of my life – the final graduation exam. I will be tested in four different subjects: the Czeck and German languages, biology and chemistry. After my graduation, I would like to study at Medical University to become a doctor. Ever since I was a child, I have dreamt of during people and healing diseases.

It takes a long time to study medicine. It is very difficult and requires a tremendous amount of patience and hard work. I hope that I will be able to meet these challenges, and that my dream will come true. Later, I would like to work in a hospital or in private practice.

During my secondary studies, I worked on biology and chemistry projects. Then experience from working on these projects has given me insight into science that far exceeds what I could have learned at school. In addition, I also developed my patience and diligence and gained valuable experience when I gave public speeches about our research. This opportunity will be a great advantage for my future studies.

During the last few summer vacations, I worked as an assistant nurse at a hospital. I believe that real life experience with patients, medicine, doctors, and nurses is the best start for a future medical student.

I cannot really imagine having a family yet, but I am 18 years old, so I have to start thinking about it. As for now, I am only focusing my attention on finishing my studies. Also, before I have a family, I would like to travel overseas. I want to see countries like Japan, Finland, and travel through the African continent. After I finish my education and travels, I plan to get married and have a family. I would like to live with my future family in a quiet, natural countryside setting.

I am personally interested in becoming a doctor, however, there are many different career opportunities. You can work in manufacturing, service, agriculture, or business. Everyone has to decide which path is best for him or herself, once they finish elementary school. One option is to decide secondary school. The second option is to choose another branch of the educational system. It is very important to consider your interests when you choose your future profession. Everyone would like to be good at what they choose.

Sometimes, people continue to study even after they receive their degree. It is always important to learn, and in some professions, you have to constantly study in order to be at the forefront of your field. For example, doctors, scientists, and computer programmers must be aware of the latest research in the field and apply this knowledge to their work.

1. How old is the writer?
2. Where does she study now?
3. What does she want to do at first?
4. Which school does she want to study after graduating from secondary high school?
5. What is the writer's experience?
6. Why does she want to be a doctor?
7. What would she like to do before she gets married?
8. When she has a family, what would she like to do?
9. According to the writer, why is it important to consider our interests?
10. According to you, what do you think of the writer's plan?
11. Find the meaning of the following words! Use your dictionary!

a. Definite (adj)	f. Insight (n)
b. Satisfy (v)	g. Path (n)
c. Challenge (v)	h. Exceed (v)
d. Heal (v)	i. Degree (n)
e. Tremendous (adj)	j. Forefront (n)
12. Find the sentences by using "stating intention"

Task III. Complete the following dialogues with the suitable expressions!

1. Wati : Where is your sister going tomorrow?
Rani : _____
2. Sarah : Wow, your first salary is high enough. What are you going to do with the money?
Kadek : _____
3. Made : It is 8.30 p.m. _____
Putu : It's alright. I'm going to take a taxi
4. Nyoman: _____
Ketut : Thanks, but I have had another appointment
5. Komang: What would you like to do in the empty room?
Niluh : _____

- a. I would like to invite you for dinner
- b. She is going to the exhibition tomorrow
- c. I would like to practice dancing
- d. You're going to miss the bus
- e. I'm going to buy a motorcycle

Task IV Arrange the sentence into good dialogue!

1. Sarah : Where are you going, Anis?
2. Anis : I would like to say about our project
3. Sarah : Good luck
4. Anis : I'm going to the canteen. I want to meet Adit there
5. Sarah : Maybe she would like to go to the library
6. Anis : Of course, I'm going to meet her after school. Do you want me to get you something to eat?

7. Sarah : Good luck
8. Anis : Of course. By the way, what would Mrs. Dwi like to do today?
9. Sarah : What would you like to say to him?
10. Anis : Alright. I am going to meet her later
11. Sarah : Well, would you like to buy me a bottle of mineral water and fried rice?
12. Sarah : Are you going to tell Anita about this?

PENILAIAN KETERAMPILAN

Task V. Make a short dialogue for the following situations!

1. You have plan to do the Biology project at the library after school. You ask your best friend to do it together with you
2. You plan to g the movie this weekend. You ask several friends to go with you. Two of your friends definitely agree with you, but two others cannot make up their minds
3. School holiday is coming soon. You have a plan to go to your grandma's house in the country. You want to find out what your friend is planning
4. It will be the school's anniversary next month. You and your friends are discussing the plan for the class performance. One of them seems to disagree with the idea because he thinks that it will need a lot of money
5. A friend is absent because she is sick. You plan with your friends to visit her this afternoon. However, one of them makes an excuse for not going

HOMEWORK

1. First, imagine that you're a candidate for head of the students' organization
2. You are preparing a campaign for your promotion to be head of the students' organization
3. Make an outline of the plan that you will do if you are selected as president or head of students' organization
e.g: If I am selected as the head of the students' organization. I will support sport competition in our school. We are going to have more regular practice of sports like soccer and badminton so that we can win in competitions, I would also like to . . . etc.
4. Present in front of the class

KEY ANSWER

Task I
Dialogue I

- Iluh : So, what about you, Kadek? do you have any plans?
 Kadek : Definitely! **My dad and I are going to go fishing.** We plan to go fishing in the lake near my uncle's house. **Would you like to come with us?**
 Iluh : I don't really like fishing. **I would rather** stay at home than go fishing. What about you, Made? **What would like to do** on the long weekend?
 Made : I have ade a plan with my mother about what do on this long weekend. **We are going to practice baking cookies**
 Kadek : **Are you going to bake choco chips cookies** like the last time?
 Made : Well, yes. That is my favorite. But **we will also try to make ginger cookies**
 Iluh : Oh, **would you like to join to me learn baking cookies?** You can come to my house
 Kadek : It's good idea! or **will you go fishing** with me and my dad?
 Iluh : Uhhh, not fishing I guess. But I think **I would rather to bake cookies than goi fishing** with Iluh. Thanks for asking me to join it

	Questions form	Statement form
Would like . . .	✓ with us? ✓ the long weekend? ✓ me learn baking cookies?	Would you like to come What would like to do on Would you like to join to
Will . . .	✓ Will you go fishing with me	✓ We will also try to

	and my dad?	make ginger cookies
Going to ...	✓ Are you going to bake choco chips cookies like the last time?	✓ My dad and I are going to go fishing ✓ We are going to practice baking cookies
Would rather ...		✓ I would rather stay at home than go fishing ✓ I would rather to bake cookies than go fishing with luh

Dialogue II

- Rico : **Would you like** to go the public library this morning?
 Fredy : I'd be glad to. **What book will you borrow?**
 Rico : **I will** make a copy of "Laskar Pelangi" What about you?
 Fredy : **I am going to read comic** "Detective Conan 101" By the way, do you have plan this evening?
 Rico : **I would like to watch movie**, The Conjuring 2. **Would you like to join with me?**
 Fredy : Sorry I can't. **I would rather watch Naruto than watch Conjuring 2.**
 Rico : Ok, no problem

Questions form		Statement form	
Would like ...	☞ Would you like to go the public library this morning? ☞ Would you like to join with me?	☞ movie	I would like to watch
Will ...	☞ What book will you borrow?	☞ "Laskar Pelangi"	I will make a copy of
Going to ...		☞ comic	I am going to read
Would rather ...		☞ Naruto than watch Conjuring 2	I would rather watch

Task II: Answer the questions based on the text!

- How old is the writer? (answer: 18 years old)
- Where does she study now? (answer: she studied in senior high school)
- What does she want to do at first? (answer: finish her secondary high school)
- Which school does she want to study after graduating from secondary high school? (answer: at Medical University)
- What is the writer's experience? (answer: her experience, worked on biology and chemistry projects)
- Why does she want to be a doctor? (because ever since she was a child, she has dreamt of curing people and healing diseases)
- What would she like to do before she gets married? (answer: finish her education and travels)
- When she has a family, what would she like to do? (answer: she would like to live with her future family in quiet)
- According to the writer, why is it important to consider our interests? (answer: because everyone would like to be good what or setting)
- According to you, what do you think of the writer's plan? (answer: good enough)
- Find the meaning of the following words! Use your dictionary!

a. Definite (adj): pasti, tentu	f. Insight (n): wawasan, pengertian
b. Satisfy (v): memuaskan	g. Path (n): jalan kecil
c. Challenge (v): menantang, menegur, meragukan	h. Exceed (v): melewati
d. Heal (v): menyembuhkan	i. Degree (n): kadar, tingkat
e. Tremendous (adj): maha hebat	j. Forefront (n): garis depan
- Stating intention
 - ☞ It's very hard to make any definite choices, because I know they will affect for the rest of my life
 - ☞ I want a professions that will satisfy me, challenge me and bring me joy
 - ☞ Soon I will take a first important exam of my life - the final graduation exam
 - ☞ I will be tested in four different subjects: the Czech and Germany languages, biology and chemistry
 - ☞ I would like to study at Medical University become doctor.
 - ☞ I will be able to meet these challenges, and that my dream will come true
 - ☞ I would like to work in a hospital or in private practice

- ☛ I would like to travel overseas
- ☛ I would like to live with my future family in a quiet, natural countryside setting
- ☛ Everyone would like to be good at what they choose

Task III.

1. Wati : Where is your sister going tomorrow?
Rani : (B) she is going to the exhibition tomorrow
2. Sarah : Wow, your first salary is high enough. What are you going to do with the money?
Kadek : (E) I'm going to buy a motorcycle
3. Made : It is 8.30 p.m. (D) You're going to miss the bus
Putu : It's alright. I'm going to take a taxi
4. Nyoman: (A) I would like to invite you for dinner
Ketut : Thanks, but I have had another appointment
5. Komang: What would you like to do in the empty room?
Niluh : (C) I would like to practice dancing

- a. I would like to invite you for dinner
- b. She is going to the exhibition tomorrow
- c. I would like to practice dancing
- d. You're going to miss the bus
- e. I'm going to buy a motorcycle

Task IV Arrange the sentence into good dialogue!

1. Sarah : Where are you going, Anis?
2. Anis : I'm going to the canteen. I want to meet Adit there
3. Sarah : What would you like to say to him?
4. Anis : I would like to say about our project
5. Sarah : Are you going to tell Anita about this?
6. Anis : Of course, I'm going to meet her after school. Do you want me to get you something to eat?
7. Sarah : Well, would you like to buy me a bottle of mineral water and fried rice?
8. Anis : Of course. By the way, what would Mrs. Dwi like to do today?
9. Sarah : Maybe she would like to go to the library
10. Anis : Alright. I am going to meet her later
11. Sarah : Good luck

Task V. Based on students' creation

PENILAIAN

Task I

Skor	Deskripsi
3	Jawaban tepat, lengkap dan lengkap
2	Jawaban tepat, kurang lengkap
1	Jawaban kurang tepat, kurang lengkap
0	Tidak menjawab dan atau terlalu banyak kesalahan

Maximum score: 24

Student's mark = $\frac{\text{Score yang diperoleh}}{\text{score maksimal}} \times 100$

Task II

Skor	Deskripsi
2	Jawaban tepat, lengkap
1	Jawaban kurang tepat
0	Tidak menjawab

Maximum score: 30

Student's mark = $\frac{\text{Score yang diperoleh}}{3} \times 100$

Task III

Skor	Deskripsi
2	Jawaban tepat, lengkap
1	Jawaban kurang tepat
0	Tidak menjawab

Maximum score: 5

Student's mark = $\frac{\text{Score yang diperoleh}}{5} \times 100$

Task IV

5	4	3	2	1
a. Mengurutkan dialogue dengan benar b. Tulisan rapi, tidak ada coretan	a. Mengurutkan dialogue dengan benar b. Tulisan rapi tapi ada beberapa coretan	a. Mengurutkan dialogue kurang tepat b. Tulisan rapi tidak ada coretan	a. Mengurutkan dialogue kurang tepat b. Tulisan rapi tapi ada beberapa coretan	a. Mengurutkan dialogue kurang tepat b. Tulisan tidak rapi dan banyak terdapat coretan

Writing Assessment Rubric

Criteria	Writing Rubric				
	5 (excellent = sangat bagus)	4 (good = bagus)	3 (enough / cukup)	2 (inadequate / tanggung)	1 (unacceptable/tidak dapat diterima)
Kesesuaian tugas / isi (sejauh mana tulisan mencapai tujuan)	Menanggapi tugas dengan sempurna, pembahasan sempurna, informasi relevan dan tepat, interpretasi sangat kuat dan mendukung	Mampu menanggapi tugas, pembahasan cukup, informasi umumnya relevan dan tepat, interpretasi umumnya mendukung	Kurang mampu menanggapi tugas, pembahasan dapat diterima tapi kadang tidak konsisten, informasi kadang tidak relevan interpretasi kadang tidak konsisten dengan fakta	Tidak bisa menanggapi tugas, pembahasan tidak lengkap dan tidak konsisten, informasi sering tidak relevan, interpretasi tidak konsisten dengan fakta	Mengabaikan atau kurang memahami tugas, minim pembahasan, informasi dan interpretasi tidak relevan
Kesesuaian langkah / retorika (penataan tulisan)	Komunikasi efektif, sangat konsisten dengan bentuk teks khusus, ungkapan tertata dengan baik dan teratur, hubungan antar bagian teks jelas	Komunikasi cukup efektif, umumnya konsisten dengan bentuk teks khusus, organisasi dan urutan ungkapan umumnya tertata dengan baik dan teratur, hubungan antar bagian teks umumnya jelas	Komunikasi kadang efektif, konsisten bentuk teks khusus kadang terabaikan, penataan ungkapan kadang sulit diikuti, hubungan antar bagian teks kadang tidak jelas	Komunikasi tidak efektif, maksud tidak jelas, tidak mengikuti bentuk teks khusus, penataan dan urutan ungkapan antar bagian teks tidak jelas	Tidak bisa dipahami sama sekali, mengabaikan bentuk teks khusus, tidak ada penataan teks
Kesesuaian bahasa	Bahasa yang digunakan sangat sesuai dengan bentuk bentuk teks yang diberikan dan konteks komunikasi	Umumnya bahasa yang digunakan sesuai dengan bentuk teks yang diberikan dan konteks komunikasi	Bahasa yang digunakan tidak konsisten dengan bentuk teks yang diberikan dan konteks komunikasi	Bahasa yang digunakan tidak sesuai dengan bentuk teks yang diberikan dan konteks komunikasi	Bahasa yang digunakan sangat buruk
Kelayakan bentuk (spelling, kerapian, dll)	Layout, spelling, verb conjunction, punctuation, capitalization dan kerapian sangat memenuhi aturan – aturan teks (genre)	Layout, spelling, verb, conjunction, punctuation, capitalization dan kerapian umumnya memenuhi aturan teks (genre)	Layout, spelling, verb, conjunction, punctuation, capitalization dan kerapian sebagian memenuhi aturan – aturan teks (genre)	Layout, spelling, verb, conjunction, punctuation, capitalization, dan kerapian umumnya tidak memenuhi aturan – aturan teks (genre)	Layout, spelling, verb, conjunction, punctuation, capitalization, dan kerapian tidak memenuhi aturan – aturan teks (genre)

Role Play Assessment

Criteria	Role play Rubric				
	5	4	3	2	1
Pengucapan	Mudah dipahami dan memiliki aksan penutur asli	Mudah dipahami meskipun dengan aksan tertentu	Ada masalah pengucapan yang membuat pendengar	Sulit dipahami karena masalah pengucapan sering	Masalah pengucapan serious sehingga tidak bisa dipahami

			harus berkonsentrasi penuh dan kadang ada kesalahpahaman	diminta mengulang	
Tata Bahasa	Tidak ada / sedikit kesalahan tata Bahasa	Kadang – kadang membuat kesalahan tata bahasa tapi tidak mempengaruhi makna	Sering membuat kesalahan tata bahasa yang mempengaruhi makna	Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat	Kesalahan tata bahasa begitu parah sehingga sulit dipahami
Kelancaran	Lancar seperti penutur asli	Kelancaran tampak sedikit terganggu oleh masalah bahasa	Kelancaran agak banyak terganggu oleh masalah bahasa	Sering ragu – ragu dan terhenti karena keterbatasan bahasa	Bicara putus – putus dan berhenti sehingga tidak mungkin terjadi
Pemahaman	Memahami semua tanpa mengalami kesulitan	Memahami hampir semua walaupun ada pengulangan pada bagian tertentu	Memahami sebagian besar apa yang dikatakan bila bicara agak diperlambat walau ada pengulangan	Susah mengikuti apa yang dikatakan	Tidak bisa memahami walaupun percakapan sederhana





INSTRUMEN PENILAIAN SIKAP

No	Waktu	Nama	Kejadian/ Perilaku	Butir Sikap	Pos/ Neg	Tindak Lanjut
1						
2						
3						
4						
5						

SELF AND PEER ASSESSMENT RUBRIC

Your Name :

Friend's name :

No	Criteria	Self Assessment		Peer Assessment	
		Yes 	No 	Yes 	No 
	Content				
1.	Do I write based on the instruction?				
2.	Do I understand about that material				
3.	Do all of my sentences and/or paragraphs stay focused on the topic?				
	Organization				
4.	Does my writing consist of paragraphs?				
5.	Does it include an opening, body and closing?				
	Writing Conventions				
6.	Do I spell all my words correctly?				
7.	Are all of my words used correctly? (its/it's, there/their/they're, your/you're, are/our, etc.)				
8.	Do I capitalize correctly?				
9.	Do I capitalize the letter after the full stop (dot)?				
10.	Do I use periods, commas, question marks and exclamation points correctly?				
11.	Do I write complete sentences?				
12.	Do I use the right vocabulary?				

Mengetahui,
Kepala Sekolah SMA Negeri 1 Tejakula

Nyoman Sukrada, S.Pd
NIP. 19680105 199103 1 020

Tejakula, August 2020

Guru Mata Pelajaran Bahasa Inggris

Made Dwi Surya Darmi Jayanti, S.Pd
NIP. -

RENCANA PELAKSANAAN PEMBELARAN DARING

Sekolah : SMA Negeri 1
Tejacula Mata Pelajaran : Bahasa Inggris
Materi Pokok : Caption
Alokasi Waktu : 4x Pertemuan @ 1 x 30 menit

TUJUAN PEMBELAJARAN

Melalui Model *Project Based Learning (PJBL)* peserta didik diharapkan mampu **menulis** caption dengan baik dan mempostingnya di media social dengan #captionproject

METODE MEDIA PEMBELAJARAN, ALAT/BAHAN, SUMBER BELAJAR

- Metode : Synchronous dan Asynchronous e - learning
- Media : Daring, grup WA, google classroom, Zoom meeting
- Alat/Bahan : HP android/Laptop
- Sumber belajar : Buku pegangan siswa, youtube, dan google

KEGIATAN PEMBELAJARAN

Kegiatan/ Sintaks	Deskripsi Kegiatan	PPK	Waktu
<u>Pendahuluan</u>	<ol style="list-style-type: none">1. Melalui zoom meeting membuka kelas dengan salam pembuka dan memandu peserta didik untuk berdoa.2. Memeriksa kehadiran peserta didik melalui daftar hadir online di aplikasi google classroom.3. Memberikan brainstorming terkait materi caption.4. Memberikan informasi tentang manfaat mempelajari materi menulis caption.	Religius Nasionalis Peduli Lingkungan Disiplin	5'

<p>Kegiatan Inti</p> <p>Tahap – 1</p> <p>Orientasi peserta didik pada masalah</p> <p>4Cs</p> <p>HOT</p> <p>S</p>	<p><i>Creativity Thinking and innovation</i></p> <p>1. Peserta didik disajikan beberapa buah gambar/foto/grafik/ kemudian mereka diminta untuk mengamati / membaca kemudian memahami captionnya (<i>TPACK</i>) - <i>Technology</i></p> <p>2. Peserta didik mengidentifikasi struktur dan ciri bahasa teks-teks caption tersebut (<i>Math</i>)</p>	<p>Rasa ingin tahu</p> <p>Berpikir kreatif</p>	<p>10'</p>
<p>Tahap – 2</p> <p>Mengorganisasi peserta didik</p>	<p><i>Collaboration</i></p> <p>a) Peserta didik di bagi secara berkelompok melalui WAG.</p> <p>b) Peserta didik mencari contoh caption lain di google (<i>TPACK</i>)</p> <p>c) Peserta didik secara berkelompok berdiskusi dan mengidentifikasi fungsi sosial dari teks caption yang di dapat dari google (<i>Math</i>)</p>	<p>Kerjasama</p> <p>Tanggung jawab</p>	<p>10'</p>
<p>Tahap – 3</p> <p>Membimbing peyelidikan</p>	<p><i>Critical Thinking and Problem Solving</i></p> <p>a) Guru memberi kesempatan untuk bertanya pada peserta didik tentang hal-hal yang belum di pahami pada teks caption melalui voice note di WAG</p> <p>b) Guru melalui WAG mendorong peserta didik untuk mengumpulkan informasi terkait teks caption (<i>Math</i>)</p>	<p>Berpikir kritis</p>	<p>15'</p>
<p>Tahap – 4</p> <p>Mengembangkan dan menyajikan hasil karya</p>	<p><i>Collaboration</i></p> <p>a) Melalui WAG guru membantu peserta didik dalam merencanakan dan menyiapkan sebuah foto yang di ambil dari kamera peserta didik sendiri dan menulis caption yang sesuai dengan foto tersebut (<i>Science, Technology, Engineering, and Art</i>)</p> <p>b) Peserta didik menulis caption berdasarkan foto yang di ambil dengan memperhatikan kriteria caption yang baik</p>	<p>Berpikir kreatif</p>	<p>10'</p>

Tahap – 5 Menganalisis & mengevaluasi proses pemecahan masalah.	Communicatio a) Peserta didik mengumpulkan draft caption mereka dan memposting di media social dengan #captionproject. (Technology, Art)	Komuni- katif	5'
Penutup	1. Peserta didik dengan di bimbing guru menyimpulkan materi menulis caption 2. Guru memberikan gambaran tentang materi untuk pertemuan selanjutnya 3. Guru dan peserta didik menutup PBM dengan berdoa	Mandiri Kreatif Religius	5'

PENILAIAN

Penilaian Sikap: memperhatikan keaktifan dan cara siswa berinteraksi.

Penilaian Pengetahuan: tugas dalam bentuk proyek membuat caption di media sosial.

Mengetahui Kepala Sekolah

Nyoman Sukrada, S.Pd
NIP. 19680105 199103 1 020

Tejakula, 13 Juli 2020

Guru Mata Pelajaran

Gde Sutarsa, S.Pd
NIP. 19650315 198703 1 020

RENCANA PELAKSANAAN PEMBELAJARAN

IDENTITAS MATA PELAJARAN

Nama Sekolah	: SMA Negeri 1 Tejakula
Mata Pelajaran	: Bahasa dan Sastra Inggris
Kelas/Semester	: XII / 1
Tahun Pembelajaran	: 2020/2021
Materi Pokok	: Cause-Effect with so/such ... that ...
Alokasi Waktu	: 16 jp (8 pertemuan @ 2 jp)

A. KOMPETENSI DASAR DAN INDIKATOR

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...*)

INDIKATOR: 3.1.1 Menyebutkan fungsi sosial dan makna dari kata so...that... dan such...that...

3.1.2 Menjelaskan struktur pemakaian so...that... dan such...that...

3.1.3 Menerapkan rumus pemakaian so...that... dan such...that... secara benar

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

INDIKATOR: 4.1.1 Menyusun teks yang mengandung kata so...that... dan such...that... secara tertulis

4.1.2 Melakukan monolog yang melibatkan penggunaan kata so...that... dan such...that...

B. TUJUAN PEMBELAJARAN

Siswa memahami fungsi sosial, struktur teks dan unsur kebahasaan dari teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **hubungan sebab akibat**, sesuai dengan konteks penggunaannya.

C. MATERI

Struktur kalimat yang menggunakan *so... that.../ such ... that ...* untuk mengungkapkan hubungan sebab akibat. Contoh:

1. The mall was *so crowded that* it was difficult to take a safe distance.
2. The pandemic has made life *so hard* for everybody *that* the government decided to give financial aids to those who suffer the most.
3. The situation after the riot was *so hectic that* a batalyon of police was sent to the spot to make the people calm down.

D. METODE PEMBELAJARAN

3P (Presentation, Practice, Production) and Task-based learning.

E. MEDIA/SUMBER PEMBELAJARAN

1. PPT buatan guru (beraudio) berjudul : *So... that.../Such...that...*
2. Game Online:
 - 1) <https://quizizz.com/admin/quiz/5dd490ee1a53fa001bc8e36b>

- 2) <https://quizizz.com/admin/quiz/5ca052c5de156e001deb725f/so-that-such-that-o-kadar-ki>
3. Video Youtube : <https://www.youtube.com/watch?v=zym7BaJ8YE4&t=110s>
4. Soal Latihan Online :
 - 1) https://www.mmmenglish.com/wp-content/uploads/2017/04/mmmenglish-so-and-such-form-worksheet.pdf?mc_cid=be9a3bf864&mc_eid=d6ec4b482e
 - 2) <https://en.islcollective.com/english-esl-worksheets/grammar/so-or-such-adjectives>

G. LANGKAH-LANGKAH PEMBELAJARAN

TAHAP	KEGIATAN	WAKTU
AWAL	<ul style="list-style-type: none"> • Melalui pertemuan online (Zoom Meeting), guru memberi penjelasan awal tentang materi yang akan dipelajari pada KD pertama, berikut tujuan pembelajaran, aktivitas dan penilaiannya. 	15'
INTI	<p>Pertemuan ke-1</p> <ol style="list-style-type: none"> 1. Guru memberi siswa PPT buatan sendiri untuk menjelaskan materi. 2. Guru memberi juga video tentang <i>so/such...that...</i> untuk disimak. <p>Pertemuan ke-2</p> <ol style="list-style-type: none"> 3. Guru memberi link game/quiz pertama untuk siswa menilai seberapa paham mereka terhadap materi yang sudah dijelaskan. (Skor game diminta dikirimkan lewat Google Classroom untuk guru mengetahui daya serap awal siswa) 4. Guru memberi worksheet latihan dari sumber online untuk dikerjakan siswa agar penguasaan materi lebih meningkat. (Hasil kerja diminta diupload ke Google Classroom untuk penilaian guru.) Setelah beberapa waktu berselang, guru mengirim jawaban yang benar agar siswa dapat mengoreksi hasil pekerjaannya. Siswa diminta menuliskan skornya di GC. <p>Pertemuan ke-3</p> <ol style="list-style-type: none"> 5. Guru melakukan pertemuan online kedua (+ 45 menit) untuk menampung pertanyaan dan menjelaskan hal-hal yang masih membingungkan siswa. 6. Guru memberi link game/quiz kedua untuk latihan menyenangkan berikutnya. (Hasil diminta diupload ke GC untuk penilaian guru). <p>Pertemuan ke-4</p> <ol style="list-style-type: none"> 7. Guru memberi worksheet latihan kedua dari 	

	<p>sumber online untuk pemantapan. (Hasil diminta diupload ke GC untuk penilaian guru) Setelah beberapa waktu berselang, guru mengirim jawaban yang benar untuk dicocokkan dengan pekerjaan siswa. Siswa diminta menuliskan skornya di GC.</p> <p>Pertemuan ke- 5</p> <p>8. Guru menugaskan siswa untuk menulis pengalaman hidup yang tak terlupakan (dengan MS Word), dimana didalamnya harus ada kalimat yang menggunakan <i>so...that...</i> atau <i>such...that...</i> Pekerjaan dikirim ke GC untuk penilaian berikutnya.</p> <p>Pertemuan ke-6</p> <p>9. Guru melakukan pertemuan virtual ke-3 untuk memberi feedback atas pekerjaan siswa (dengan mencuplik kalimat-kalimat yang masih salah, lalu menjelaskan kenapa salah dan bagaimana seharusnya).</p> <p>Pertemuan ke-7</p> <p>10. Siswa ditugaskan merevisi teks yang sudah mereka buat dan menguploadnya kembali ke GC.</p> <p>Pertemuan ke-8</p> <p>11. Guru menugaskan siswa untuk membuat video yang menceritakan pengalaman tak terlupakan tersebut untuk penilaian speaking siswa. Video diupload ke GC atau email.</p>	
AKHIR	<ul style="list-style-type: none"> • Siswa dan guru melakukan refleksi atas proses pembelajaran dan kesulitan yang dihadapi. • Guru memberi semangat untuk terus melakukan yang terbaik dalam proses belajar. • Salam penutup. 	15'

H. PENILAIAN

1. Penilaian Sikap

Instrumen : Presensi Online dan Catatan Kelengkapan Tugas

Sikap yang dinilai:

- Tanggung jawab
- Kedisiplinan
- Kemandirian

Selalu menunjukkan sikap-sikap tersebut : Sangat Baik

Sering menunjukkan sikap-sikap tersebut : Baik

Hanya menunjukkan sebagian dari sikap-sikap tersebut : Cukup

Hampir tidak pernah menunjukkan sikap-sikap tersebut : Kurang

2. Penilaian Pengetahuan

Instrumen : Tugas-tugas dan latihan online

Bentuk soal: Isian dan Pilihan Ganda

Kriteria penilaian: ketepatan jawaban.

3. Penilaian Keterampilan

Instrumen: Tugas menulis esai (writing) dan tugas membuat video (speaking).

Kriteria penilaian writing:

- content (Range: 1-4 per kriteria)
- grammar
- spelling
- punctuation

$$\text{Skor akhir} = \frac{\text{Skor Perolehan}}{16} \times 100$$

Kriteria penilaian speaking:

- Pronunciation (Range: 1-4 per kriteria)
- Intonation
- Fluency
- Content
- Manner (Expression and Gesture)

$$\text{Skor akhir} = \frac{\text{Skor Perolehan}}{20} \times 100$$

I. TINDAK LANJUT

- Memberi kesempatan untuk merevisi tulisan jika belum memenuhi ketentuan/permintaan.
- Memberi kesempatan konsultasi online via WA pada siswa yang membutuhkan bimbingan ekstra.

Mengetahui,
Kepala Sekolah

Tejakula, 15 Juli 2020
Guru Mata Pelajaran

Nyoman Sukrada, S.Pd
NIP. 19680105 199103 1 020

Gede Ari Suyasna Putra, S.Pd
NIP. -

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 1 Tejakula
Mata Pelajaran : Bahasa Inggris (Lintas Minat)
Kelas / Semester : XI / ganjil
Materi Pokok : My Future Plans
Alokasi waktu : 10 x 45 menit (5 X pertemuan)

A. TUJUAN PEMBELAJARAN

Melalui Pembelajaran Berbasis Cooperative and *Discovery Learning*, peserta didik dapat:

- ✳ Menjelaskan penggunaan *if* pada kalimat
- ✳ Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan antara beberapa rencana yang akan datang dengan kondisi tertentu, dalam konteks yang berbeda
- ✳ Membuat dan menggunakan unsur kebahasaan *if* dalam present tense (first conditional) untuk menyatakan rencana yang akan datang secara lisan dan tertulis sesuai dengan konteks

B. MEDIA / ALAT, BAHAN DAN SUMBER BELAJAR

- 📱 Media / alat : LCD, power point, board marker, whiteboard
- 📱 Bahan : power point tentang “future plan”, students’ worksheet
- 📱 Sumber Belajar : Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2015. *Bahasa Inggris SMA / MA / SMK/MAK Kelas XI*. Jakarta: Kementerian Pendidikan dan Kebudayaan Indonesia, <https://www.youtube.com/watch?v=LvoB8bm8KVA>

C. LANGKAH – LANGKAH PEMBELAJARAN

Pertemuan 1 (cooperative learning)

1	<p>Pendahuluan (5 menit)</p> <ul style="list-style-type: none">📁 Peserta didik merespon salam pembuka (eg: <i>good morning, we are well. How about you, teacher?</i>)📁 Peserta didik berdoa📁 Peserta didik merespon pertanyaan yang terkait dengan kehadiran dan keadaan kelas (<i>no one absent</i>)📁 Merespon pertanyaan guru yang mengacu pada materi pokok
2	<p>Inti (75 menit)</p> <ul style="list-style-type: none">a. Menjelaskan tujuan<ul style="list-style-type: none">📁 peserta didik menerima informasi tentang tujuan pembelajaran dan cakupan materi yang akan dipelajarib. Menyajikan informasi<ul style="list-style-type: none">📁 Peserta dan guru bersama – sama mendiskusikan material tentang “asking and giving information in completed action in the future time”📁 peserta didik mengidentifikasi form, function and example dari materi tersebutc. Membentuk kelompok<ul style="list-style-type: none">📁 Peserta didik membentuk kelompok yang terdiri dari 4 orang

	<p>d. Bekerja dalam kelompok</p> <ul style="list-style-type: none"> ☞ Tiap kelompok menerima task 1 <p>e. Presentasi Hasil</p> <ul style="list-style-type: none"> ☞ Peserta didik dan guru mendiskusikan hasil kegiatan di atas <p>f. Menerima Umpan Balik</p> <ul style="list-style-type: none"> ☞ Guru akan memberikan motivasi kepada kelompok yang dianggap kurang aktif
3	<p>Penutup (10 menit)</p> <ul style="list-style-type: none"> ☞ Peserta didik menyimpulkan materi yang dibahas ☞ Peserta didik menyimak informasi mengenai rencana kegiatan pembelajaran untuk materi selanjutnya. ☞ Peserta didik merespon salam penutup.

Pertemuan ke – 2

1	<p>Pendahuluan (5 menit)</p> <ul style="list-style-type: none"> ☞ Peserta didik merespon salam pembuka (<i>eg: good morning, we are well. How about you, teacher?</i>) ☞ Peserta didik berdoa ☞ Peserta didik merespon pertanyaan yang terkait dengan kehadiran dan keadaan kelas (<i>no one absent</i>) ☞ Merespon pertanyaan guru yang mengacu pada materi pokok
2	<p>Inti (75 menit)</p> <p>g. Menjelaskan tujuan</p> <ul style="list-style-type: none"> ☞ peserta didik menerima informasi tentang tujuan pembelajaran dan cakupan materi yang akan dipelajari <p>h. Menyajikan informasi</p> <ul style="list-style-type: none"> ☞ Peserta dan guru bersama – sama mendiskusikan material tentang “asking and giving information in future time” ☞ peserta didik mengidentifikasi form, function and example dari materi tersebut <p>i. Membentuk kelompok</p> <ul style="list-style-type: none"> ☞ Peserta didik membentuk kelompok yang terdiri dari 4 orang <p>j. Bekerja dalam kelompok</p> <ul style="list-style-type: none"> ☞ Tiap kelompok menerima task 2 to task 3 <p>k. Presentasi Hasil</p> <ul style="list-style-type: none"> ☞ Peserta didik dan guru mendiskusikan hasil kegiatan di atas <p>l. Menerima Umpan Balik</p> <ul style="list-style-type: none"> ☞ Guru akan memberikan motivasi kepada kelompok yang dianggap kurang aktif
3	<p>Penutup (10 menit)</p> <ul style="list-style-type: none"> ☞ Peserta didik menyimpulkan materi yang dibahas ☞ Peserta didik menyimak informasi mengenai rencana kegiatan pembelajaran untuk materi selanjutnya. ☞ Peserta didik merespon salam penutup.

Pertemuan ke – 3

1	<p>Pendahuluan (5 menit)</p> <ul style="list-style-type: none">☞ Peserta didik merespon salam pembuka (<i>eg: good morning, we are well. How about you, teacher?</i>)☞ Peserta didik berdoa☞ Peserta didik merespon pertanyaan yang terkait dengan kehadiran dan keadaan kelas (<i>no one absent</i>)☞ Merespon pertanyaan guru yang mengacu pada materi pokok
2	<p>Inti (75 menit)</p> <p>m. Menjelaskan tujuan</p> <ul style="list-style-type: none">☞ peserta didik menerima informasi tentang tujuan pembelajaran dan cakupan materi yang akan dipelajari <p>n. Menyajikan informasi</p> <ul style="list-style-type: none">☞ Peserta dan guru bersama – sama mendiskusikan material tentang “asking and giving information in completed action in the future time”☞ peserta didik mengidentifikasi form, function and example dari materi tersebut <p>o. Membentuk kelompok</p> <ul style="list-style-type: none">☞ Peserta didik membentuk kelompok yang terdiri dari 4 orang <p>p. Bekerja dalam kelompok</p> <ul style="list-style-type: none">☞ Tiap kelompok menerima task 4 to task 6 <p>q. Presentasi Hasil</p> <ul style="list-style-type: none">☞ Peserta didik dan guru mendiskusikan hasil kegiatan di atas <p>r. Menerima Umpan Balik</p> <ul style="list-style-type: none">☞ Guru akan memberikan motivasi kepada kelompok yang dianggap kurang aktif
3	<p>Penutup (10 menit)</p> <ul style="list-style-type: none">☞ Peserta didik menyimpulkan materi yang dibahas☞ Peserta didik menyimak informasi mengenai rencana kegiatan pembelajaran untuk materi selanjutnya.☞ Peserta didik merespon salam penutup.

Pertemuan ke – 4

1	<p>Pendahuluan (5 menit)</p> <ul style="list-style-type: none">☞ Peserta didik merespon salam pembuka (<i>eg: good morning, we are well. How about you, teacher?</i>)☞ Peserta didik berdoa☞ Peserta didik merespon pertanyaan yang terkait dengan kehadiran dan keadaan kelas (<i>no one absent</i>)☞ Merespon pertanyaan guru yang mengacu pada materi pokok
2	<p>Inti (75 menit)</p> <p>a. Membentuk kelompok</p> <ul style="list-style-type: none">☞ Peserta didik membentuk kelompok yang terdiri dari 2 – 3 orang <p>b. Bekerja dalam kelompok</p>

	<ul style="list-style-type: none"> ☞ Tiap kelompok menerima task 7 <p>c. Presentasi Hasil</p> <ul style="list-style-type: none"> ☞ Peserta didik dan guru mendiskusikan hasil kegiatan di atas <p>d. Menerima Umpan Balik</p> <ul style="list-style-type: none"> ☞ Guru akan memberikan motivasi kepada kelompok yang dianggap kurang aktif
3	<p>Penutup (10 menit)</p> <ul style="list-style-type: none"> ☞ Peserta didik menyimpulkan materi yang dibahas ☞ Peserta didik menyimak informasi mengenai rencana kegiatan pembelajaran untuk materi selanjutnya. ☞ Peserta didik merespon salam penutup.

Pertemuan ke - 5 (discovery learning)

1	<p>Pendahuluan (5 menit)</p> <ul style="list-style-type: none"> ☞ Peserta didik merespon salam pembuka (<i>eg: good morning, we are well. How about you, teacher?</i>) ☞ Peserta didik berdoa ☞ Peserta didik merespon pertanyaan yang terkait dengan kehadiran dan keadaan kelas (<i>no one absent</i>) ☞ Merespon pertanyaan guru yang mengacu pada materi pokok
2.	<p>Inti (75 menit)</p> <ol style="list-style-type: none"> a. Stimulasi dan identifikasi masalah <ul style="list-style-type: none"> ☞ Peserta didik diberikan rubrik (ada pada task 8) b. Mengumpulkan informasi <ul style="list-style-type: none"> ☞ Guru membimbing siswa menemukan kalimat berisi contoh – contoh kalimat yang menunjukkan <i>future plan</i> di beberapa kalimat c. Pengolahan informasi <ul style="list-style-type: none"> ☞ Peserta didik menjawab secara individu tugas pada task 8 d. Verifikasi hasil <ul style="list-style-type: none"> ☞ Peserta didik membacakan hasil dari tugas yang diberikan dan peserta didik lainnya memberikan respons jika ada pendapat yang berbeda. ☞ Guru dan peserta didik membahas kalimat tersebut apakah sesuai dengan struktur pada “<i>future plan</i>”
3	<p>Penutup (10 menit)</p> <ul style="list-style-type: none"> ☞ Peserta didik menyimpulkan materi sesuai fungsi sosial, struktur, dan kebahasaan. ☞ Peserta didik menyimak informasi mengenai rencana kegiatan pembelajaran untuk materi selanjutnya. ☞ Peserta didik merespon salam penutup.

D. PENILAIAN HASIL PEMBELAJARAN

- ☞ Penilaian Pengetahuan berupa test tulis uraian
- ☞ Penilaian Keterampilan berupa penilaian unjuk kerja

LAMPIRAN - LAMPIRAN

MATERI PEMBELAJARAN

FUTURE PLANS WITH CERTAIN CONDITIONS

- ☞ A **future plan** is an intention or decision about what someone is going to do in the future. An intention means something that you want or plan to do. Sometimes people ask us about our future plans. We can do the future plan with a condition. The function is to explain the future plans.
- ☞ **Structure of Asking and Giving Information about Future Plans**
 - Asking for Information : Stating future plans
 - Giving information : responding

Asking	Giving
✓ What will you do?	✓ I will visit him if I go to Surabaya
✓ What are you doing to do?	✓ I'm going to go vacation
✓ Do you have a plan?	✓ Yes, I plan to take an English course
✓ What is your intention?	✓ My intention is to cook and share healthy meals with my friends and family
✓ What is your plan?	✓ I'm planning to get a better apartment
✓ What are you planning to do?	✓ I want to be a teacher
✓ What do you want to do?	✓ I would rather work in a factory than work in an office
✓ What would you rather do?	

☞ Language Features

a. Will

We use *will* to talk about plans decided at the moment speaking. **Example: I will be a teacher**

b. Be going to

We use *be going to* to talk about plans decided before the moment of speaking. *Be going to* used to express future plans, particularly if they are likely to happen soon. **Example: I'm going to clean my room at weekend**

c. Present continues tense

We usually use present continues to state future plan when the plan is an arrangement more than one person is involved and we know the time and place. **Example: I'm having a meeting with Mr. Rolland at two o'clock**

FIRST CONDITIONAL SENTENCES (IF + PRESENT TENSE)

📖 Conditional sentences tell us an action depends on other conditions. They have an if – clause that is called the condition clause and a main (independent) clause that is sometimes called a consequences clause. Future real conditional is also called the first conditional. The first conditional is used to talk about real possibilities of facts. It refers to a possible condition and its probable result. These sentences are based on facts, and they are used to make statements about the real world.

Function

- Express future plan, example: *if he gets a driving license, he will apply for a job*
- Warning someone, example: *if you touch that, you will get an electric shock*
- Advising someone, example: *if you study, you will pass the exam*
- Promising, example: *if I win, I will treat you*
- Making arrangement, example: *if you book the hotel, I will book the flight*
- Making offers, example: *if you buy this shirt today, you will get a discount*
- Expressing general truth, example: *if it rains, you will get wet*
- However, we usually express general truth with zero conditionals. Example: *if it rains, the grass gets wet*

Form

If – clause (condition)	Main clause (result)
If + simple present tense	Simple future tense
If + S + V1 s/es	S + will + base verb
If I go to Bali next month for work	I will visit Kuta Beach
(if this thing happens)	(that thing will happen)

We use comma (,) to join the clauses. For example, *if I go to Bali next month for work, I will visit Kuta Beach.*

USE OF UNLESS, PROVIDED (THAT), AS LONG AS, AND WHEN

Unless

A part from if, we can also use unless to express future plans. It means “if not”, it is for negative conditions. We use *unless* if the verb in the if – clauses is negative. We use *unless* with a positive present tense verb and the simple future tense with *will* in the main clause when we state a condition before an action can take place.

Form:

Unless + simple present tense, simple future tense

Simple future tense, unless + simple present tense

Example:

If Adi has time, he will come (unless he has time, he won't come ► if Adi doesn't have time, he will not come)

Provided (that)

We use provided (that) to imply a threat.

Form:

Provide (that) + simple present tense, simple future tense

Example:

Provided that you listen to her carefully, nothing will happen to you

📖 As long as

As long as means “if, but only if” We use it to imply a threat, too

Form:

As long as + simple present, future tense

Example:

As long as you give me the book back, I will lend it to you

📖 When

We sometimes are confused to use *if* or *when*. We use “when” for things which are sure to happen. It is used in time clauses and general conditional clauses, not in the first conditional clause. Use “if (not when)” for things which will possibly happen

Form:

When + simple present, future tense

Example:

When I go vacation, I will buy some souvenirs



Note:

- ▶▶ Future real conditional sentences are type 1 conditional, used to talk about what you think you will do in a specific situation in the future
- ▶▶ while present unreal conditional sentences are type 2 conditional, used to talk about what you would generally do in imaginary situations

TEKNIK PENILAIAN

PENILAIAN PENGETAHUAN

- ▶▶ Teknik : tes tulis
- ▶▶ Bentuk : fill in the table, reading comprehension,
- ▶▶ Penilaian Pengetahuan

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)	Materi	Indikator soal
3.3. Menerapkan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindak memberi dan meminta informasi terkait rencana yang akan dating dengan kondisi tertentu, sesuai dengan konteks penggunaannya (perhatikan unsur	3.3.1. Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks transaksional lisan dan tulis yang melibatkan tindak memberi dan meminta informasi terkait rencana yang akan datang 3.3.2. Menjelaskan	Future plan	Disajikan sebuah text, peserta didik mampu mengidentifikasi informasi umum dan khusus, mengidentifikasi unsur kebahasaannya Disajikan sebuah dialogue, peserta didik mampu mengidentifikasi informasi umum dan khusus, mengidentifikasi unsur kebahasaannya Disajikan sebuah kalimat,

kebahasaan “if” dalam present tense)	penggunaan if pada kalimat	peserta didik mampu mengubah kalimat menggunakan “if” atau “unless”
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► Instrument

Task 1. Read the following text and answer the question based on the text!

What Are My Future Plans?

I often wonder about my future as I am about to finish secondary school. The number one question on my mind is which profession should I choose? It is very hard to make definite choices because I know they will affect me for the rest of my life. I want a profession that will satisfy me, challenge me, and bring me joy. I believe that a job should be like a hobby. I want to love my work, and know that I am making a difference in this world by helping other people.

First of all, I want to finish secondary school. Soon I will take the first important exam of my life – the final graduation exam. I will be tested in four different subjects: the Crezh and German languages, biology, and chemistry. After my graduation, I would like to study at the Medical University to become a doctor. Ever since I was child, I have dreamt of curing people and healing diseases.

It takes a long time to study medicine. It’s very difficult and requires a tremendous amount of patience and hard work. I hope that I will be able to meet these challenges, and that my dream will come true. Later, I would like to work in a hospital or in private practice.

During my secondary studies, I worked on biology and chemistry projects. That experience from working on these projects has given me insight into science that far exceeds what I could have learned at school. In addition, I also developed my patience and diligence, and gained valuable experience when I gave public speeches about our research. This opportunity will be a great advantage for my future studies.

During the last few summer vacations, I worked as an assistant nurse at a hospital. I believe that real life experience with patients, medicine, doctors, and nurses is the best start for a future medical student. I cannot really imagine having a family yet, but I am 18 years old, so I have to start think about it. As for now, I am only focusing my attention on finishing my studies. Also, before I have a family. I would like to travel overseas. After I finish my education and travels. I plan to get married and have a family. I would like to live with my future family in a quiet, natural country setting.

I am personally interested in becoming doctor, however, there are many different career opportunities. You can work in manufacturing, service, agriculture, or business. Everyone has to decide which path is best for him or herself, once they finish elementary school. One option is continuing secondary school. The second option is to choose another branch of the educational system. It very important to consider your interests when you choose your future profession. Everyone would like to be good at what they choose. It is always important to learn, and in some professions, you have to constantly study in order to be at the forefront of your field.

Taken from: http://skola.amoskadan.cz/s_aj/ajhtm/at/at11.htm

1. How old is the writer?
2. What does she want to do at first?

3. Which school does she want to study after graduating from secondary high school?
4. Why does the writer want to become a doctor?
5. What condition does the writer plan to get married and have a family?
6. Identify the expressions of stating future plans with certain condition. Underline them

Task 2. Read the following dialogue and then answer the questions!

June : Hi Somia, how are you?
 Somia : Hi, June. I am fine, thanks. And you?
 June : I'm fine, too. By the way, do you have a plan on Sunday?
 Somia : If it doesn't rain on Sunday, I will go picnic with my sister
 June : Sounds good. What if it rains?
 Somia : if it rains, I will stay at home and watch television. How about you?
 June : Well, if my parents are available, I will visit my grandma with them. I miss her very much
 Somia : Why don't you visit her alone?
 June : My grandma's house is far enough. When I have a driving license, I will drive alone to go there

1. What are talking about?
2. What is Somia's plan?
3. What is June's plan?
4. What condition make Somia stay at home on Sunday?
5. Mention the expression of stating future in first condition!

Task 3. Match the conditions below with the future plans!

1. If Della has time in the afternoon _____
2. If Mr. Giri gets a cheap flight _____
3. If we go out tonight _____
4. If Uncle Nata gets a job _____
5. If I have enough money _____

- | | |
|-----------------------------------|----------------------------|
| a. He will go to Taiwan next week | d. We will go to cinema |
| b. I will buy a new jacket | e. He will stay in Jakarta |
| c. She will go shopping | |

Task 4. Change the following sentence with *unless* as the example:

Example: I'll call you tonight if I don't get there too late ⇨ I'll call you tonight *unless* I get there too late

1. I will not go if you don't come with me
2. I will be back tomorrow if there isn't plane strike
3. I will take the job if the salary is not too low
4. I'll phone you if I'm not forget
5. Mrs. Nella will come if she isn't busy

Task 5. Complete the following sentence with "if" or "unless"

1. _____ I have enough time tomorrow, I will come and see my grandparents
2. I will go to the bookstore _____. It rains hard
3. _____ I meet Hilda, I will tell her the whole truth
4. _____ I am in Lake Toba, I will rent a boat
5. _____ the car is ready, we will go on foot

Task 6. Write the meaning as the example below!

Example: if I go to the beach on next Sunday, I will rent a surfing board (it means that I'm not sure if I go to the beach or not / I'm thinking of going to the beach)

1. If I visit my grandma at the village, I will learn about gardening
2. If the holiday come, I will go abroad
3. I will join a computer course if I have my own computer
4. If I feel bored on the next Sunday, I will go fishing with my father
5. I will go to the new restaurant near my school if I want to eat out

►► Key answer

Task 1.

1. She is 18 years old
2. She wants to finish her secondary school
3. She would like to study at the Medical University
4. Because she wants to curing people and healing disease
5. She would like to live with her future family in a quiet, natural countryside setting
6. Expression stating plan
 - I would like to study at the Medical University to become a doctor
 - I would like to work in a hospital or private practice
 - Before I have a family, I would like to travel overseas
 - I plan to get married and have a family. I would like to live with my future family in a quiet, natural countryside setting

Task 2

1. They talking about plan on Sunday
2. She plans go to picnic with her sister if it doesn't rain
3. He plans visit her grandma with his parents because he miss her very much
4. If rain
5. Expression stating future plans in first condition
 - If it doesn't rain, I will go picnic with my sister
 - If it rains, I will stay at home and watch television
 - If my parents are available, I will visit my grandma

Task 3.

1. C 2. A 3. D 4. E 5. B

Task 4.

1. I will not go unless you don't come with me
2. I will be back tomorrow unless there isn't plane strike
3. I will take the job if the salary is not too low
4. I'll phone you unless I am not forget
5. She will come unless she isn't busy

Task 5.

- | | | |
|-----------|-------|-------|
| 1. If | 3. If | 5. If |
| 2. Unless | 4. If | |

Task 6.


1. I'm not sure to visit my grandma and learn about gardening
2. I have to wait until the holiday comes
3. I have join until I have my own computer
4. I will go fishing next Sunday with my father when I feel bore
5. I am not sure go to the new restaurant to eat / I'm thinking of going to the new restaurant to eat


► Scoring / Rubrik penilaian

Task 1 No 1 – 5: score 1 No. 6: score 5 Maximum score: 10	Task 2 Right: 2 False: 1 Maximum score: 10
Task 3. Right: 1 False: 0 Maximum score: 5	Task 4 Right: 2 False: 1 Maximum score: 10
Task 5. Right: 1 False: 0 Maximum score: 5	Task 6 Right: 2 False: 1 Maximum score: 10

PENILAIAN KETERAMPILAN

- a. Teknik : tes tulis
- b. Bentuk : essay
- c. Penilaian Keterampilan

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)	Materi	Indikator soal
4.3. Menyusun teks interaksi transaksional lisan dan tulis	4.3.1. Membuat dan menggunakan	Action in Perfect	 Disajikan sebuah kalimat, peserta

yang melibatkan tindakan memberi dan meminta informasi terkait tindakan / kegiatan / kejadian yang sudah / telah dilakukan / terjadi dikaitkan dengan satu titik waktu d waktu lampau, saat ini dan waktu yang akan datang, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	unsur kebahasaan if dalam present tense(first conditional) untuk menyatakan rencana yang akan datang secara lisan dan tertulis sesuai dengan konteks	tense	didik menjawab pertanyaan menggunakan “present perfect tense, past perfect tense, or future perfect tense”  Disajikan sebuah topik, peserta didik membuat dialogue menggunakan tense perfect tense yang tepat
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d. Instrument:

Task 7. Answer the following questions!

1. What will you do if you are bored tonight?
2. If you have a lot of money next week, what will you do?
3. If you are hungry in the middle of night, what will you do?
4. If you decide to have lunch outside, which restaurant will you go to?
5. What will you do if you have vacation in Jakarta?

Task 8. My Future Plan

- ★ Make a list of possible future plan for this year, five years from now, or even 10 years from now! Write also the steps that you are going to take for each plan! Then decide if the plan is short – term or long term!

No	Future Plans	Steps to Reach the Plan	Time	Short term / Long - term
e.g	Study in Perth, Western - Australia	1) Improve my English’s skill by join private English course 2) Collect a lot of money 3) Make a passport and visa	In the next five years	Long term
1.				

Task 9. Writing Essay about Future Plans

- ☆ Choose one of your future plans in “Activity 8”! then, write an essay about your future plans with certain condition! Pay attention to the social function, structure, and language features. Do it on a piece of paper!

e. Rubrik Penilaian / scoring

Aspect	Score				Student's mark
	4	3	2	1	
Content (topic details)	The topic is complete and clear and the details are relating to the topic	The topic is complete and clear but the details are almost relating to the topic	The topic is complete and clear but the details are not relating to the topic	The topic is not clear and the details are not relating to the topic too	
Organization (identification and description)	Identification is complete and descriptions are arranged with proper connectives	Identification is almost complete and descriptions are arranged with almost proper connectives	Identification is not complete and descriptions are arranged with few misuses of connectives	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (use appropriate tense, agreement)	Very few grammatical or agreement inaccuracies	Few grammatical or agreement inaccuracies but not effect on meaning	Numerous grammatical or agreement inaccuracies	Frequent grammatical or agreement inaccuracies	
Vocabulary	Effective choice of words and word forms	Few misuses of vocabularies, word forms, but not change the meaning	Limited range of confusing words and word form	Very poor knowledge of words, word forms, and not understandable	
Mechanics (spelling, punctuation, capitalization)	It uses correct spelling, punctuation, and capitalization	It has occasional errors of spelling, punctuation and capitalization	It has frequent errors of spelling, punctuation, and capitalization	it has dominated by errors of spelling, punctuation, and capitalization	

Note:


- ✦ 90 – 100 = very good
- ✦ 80 – 89 = good
- ✦ 70 – 79 = sufficient
- ✦ Less than 70 = insufficient

$$\text{Student's mark} = \frac{\text{Total score}}{2} \times 10$$

Task 8

Criteria Role Play	4	3	2	1
Preparedness	Student is extremely familiar with their role and uses specific evidence to support their arguments	Student is extremely familiar with their role and uses some evidence to support their arguments	Students is somewhat familiar with their role, but provides little or no evidence to support their arguments	Student is not familiar with their role, and provides no evidence to support any statements they make
Participation	Student actively participate in simulated meeting, speaking multiple times, adding new information / evidence each time	Student actively participates in simulated meeting, speaking more than once, adding new information each time	Student actively participates in simulated meeting, speaking more than once, but repeats information each time	Student does not participate in simulated meeting
Active listening / response	Student demonstrated active listening skill by providing thoughtful response addressing specific aspects of other students' statements, including asking questions	Students demonstrates active listening skill by providing thoughtful responses to other students' statement, but asks few or no questions	Student demonstrates active listening skills by listening attentively while other students speaks, but provides little or no response to any statements	Student provides no indication they are listening to other students; by speaking while others speak or repeating what others have already stated
Etiquette / tata cara	Student acts as a model meeting participant, speaking only at appropriate times, and showing respect to all other participants	Student acts appropriately during the meeting, typically speaking at appropriate times and showing respect to other participants	Student occasionally speaks out of turn or interrupts another student, but show respect to other participants	Student occasionally speaks out of turn or interrupts another student or otherwise shows disrespect of other participats





Homework

 Write essay about your future plan

INSTRUMEN PENILAIAN SIKAP

No	Waktu	Nama	Kejadian/ Perilaku	Butir Sikap	Pos/ Neg	Tindak Lanjut
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

SELF AND PEER ASSESSMENT RUBRIC

No	Criteria	Self Assessment		Peer Assessment	
		Yes 	No 	Yes 	No 
Content					
1.	Do I write based on the instruction?				
2.	Do I include enough details about self introduction?				
3.	Do all of my sentences and/or paragraphs stay focused on the topic?				
Organization					
4.	Does my writing consist of paragraphs?				
5.	Does it include an opening, body and closing?				
Writing Conventions					
6.	Do I spell all my words correctly?				
7.	Are all of my words used correctly? (its/it's, there/their/they're, your/you're, are/our, etc.)				
8.	Do I capitalize correctly?				
9.	Do I capitalize the letter after the full stop (dot)?				
10.	Do I use periods, commas, question marks and exclamation points correctly?				
11.	Do I write complete sentences?				
12.	Do I use the right tenses (simple present tense)?				

Mengetahui,
Kepala Sekolah SMA Negeri 1 Tejakula

Nyoman Sukrada, S.Pd
NIP. 19680105 199103 1 020

Tejakula, September 2020

Guru Mata Pelajaran Bahasa Inggris

Made Dwi Surya Darmi Jayanti, S.Pd
NIP. -

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH : SMA NEGERI 1 TEJAKULA
 MATA PELAJARAN : BAHASA INGGRIS (WAJIB)
 KELAS / SEMESTER: X / GANJIL

MATERI POKOK : ASKING AND GIVING INFORMATION
 ALOKASI WAKTU : 4 X 45 MENIT

A. TUJUAN PEMBELAJARAN

Melalui Pembelajaran Berbasis *Cooperative Learning*, peserta didik dapat :

- ☆ Mengidentifikasi struktur teks dari teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi dalam dialogue / text sesuai dengan konteks penggunaannya
- ☆ Menggunakan dalam suatu tindakan / kegiatan, sesuai dengan konteks penggunaannya (*unsur kebahasaan be going to, would like to*)
- ☆ Mengurutkan teks sederhana yang melibatkan tindak memberi dan meminta
- ☆ Membuat dialogue pendek tentang intention sesuai dengan topik yang diberikan
- ☆ Mendemonstrasikan dialogu yang berisi ungkapan – ungkapan yang melibatkan tindak memberi dan meminta informasi terkait niat melakukan suatu tindakan / kegiatan

B. MEDIA / ALAT, BAHAN DAN SUMBER BELAJAR

1. Bahan mengajar : Power point tentang *intention*
2. Alat : Laptop, LCD, speaker dan spidol.
3. Sumber Belajar : Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2015. Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2015. *Bahasa Inggris SMA / MA / SMK/MAK Kelas X*. Jakarta: Kementerian Pendidikan dan Kebudayaan Indonesia, http://www.asking_giving_informatio.com

C. LANGKAH - LANGKAH PEMBELAJARAN

Pertemuan I

	Teacher's activity	Students' activity
1	Kegiatan Pendahuluan (5 menit)	
	<ul style="list-style-type: none"> ☺ Menyapa siswa (e.g: good morning, how's life?) ☺ Mengecheck kehadiran siswa (e.g: any absent today?) ☺ Mengajukan beberapa pertanyaan yang berkaitan dengan topik yang dibahas (e.g: What will you do if you have a lot of money?) 	<ul style="list-style-type: none"> ☺ Merespon salam (e.g: good morning too, we are fine. How about you?) ☺ Merespon (e.g: No, Ms. . .) ☺ Merespon pertanyaan yang diajukan oleh guru sesuai dengan apa adanya (e.g: I will . . .)
2	Kegiatan Inti (75 menit)	
	<ol style="list-style-type: none"> a. Menyampaikan tujuan <ul style="list-style-type: none"> - Menyampaikan tujuan pembelajaran dan cakupan materi yang akan dipelajari b. Menyajikan informasi <ul style="list-style-type: none"> - Menampilkan slide tentang <i>asking and giving information</i> - Mengajukan beberapa pertanyaan yang berhubungan dengan materi - Mengajak siswa untuk mengidentifikasi ungkapan ungkapan sesuai dengan topik c. Membentuk kelompok <ul style="list-style-type: none"> - Menyuruh siswa untuk membuat kelompok yang terdiri dari 5 siswa d. Bekerja dalam kelompok) <ul style="list-style-type: none"> - Meminta siswa untuk mengerjakan LK 1 dan LK 2 e. Mempersentasikan Hasil <ul style="list-style-type: none"> - Membahas jawaban LK 1 dan LK 2 f. Menerima umpan balik <ul style="list-style-type: none"> - Menyuruh siswa untuk menanggapi jawaban dari 	<ol style="list-style-type: none"> a. Menyampaikan tujuan <ul style="list-style-type: none"> - Menerima informasi tentang tujuan pembelajaran dan cakupan materi yang akan dibahas oleh guru b. Menyajikan informasi <ul style="list-style-type: none"> - Memperhatikan dan mencatat hal – hal yang dianggap penting yang ada dalam slide - Merespon pertanyaan – pertanyaan yang berhubungan dengan <i>asking and giving information</i> - Mengidentifikasi ungkapan – ungkapan penting yang ada dalam slide c. Membentuk kelompok <ul style="list-style-type: none"> - Membuat kelompok sesuai dengan intruksi yang disampaikan oleh guru d. Bekerja dalam kelompok) <ul style="list-style-type: none"> - Mengerjakan LK 1 dan LK 2 e. Mempresentasikan hasil <ul style="list-style-type: none"> - Membahas jawaban LK 1 dan LK 2 f. Menerima umpan balik <ul style="list-style-type: none"> - Tiap kelompok memberikan tanggapan dan penilaian

	kelompok yang presentasi	terhadap hasil kerja dari kelompok lain
3	Kegiatan Penutup (10 menit)	
	<ul style="list-style-type: none"> ☺ Memberikan motivasi kepada kelompok yang kurang aktif ☺ Bersama peserta didik menyimpulkan materi tersebut ☺ Memberikan informasi mengenai rencana kegiatan selanjutnya 	<ul style="list-style-type: none"> 👂 Menerima motivasi dari guru agar lebih semangat ketika mengerjakan tugas 👂 Bersama guru menyimpulkan materi tersebut 👂 Mendengarkan informasi yang disampaikan guru dan mencatat hal - hal yang dianggap penting

Pertemuan 2

	Teacher's activity	Students' activity
1	Kegiatan Pendahuluan (5 menit)	
	<ul style="list-style-type: none"> ☺ Menyapa siswa (e.g: good morning, how's life?) ☺ Mengecheck kehadiran siswa (e.g: any absent today?) ☺ Mengajukan beberapa pertanyaan yang berkaitan dengan topik yang sudah dibahas (e.g: Do you remember about the material last week? Can you explain it?) 	<ul style="list-style-type: none"> 👂 Merespon salam (e.g: good morning too, we are fine. How about you?) 👂 Merespon (e.g: No, Ms. . .) 👂 Merespon pertanyaan yang diajukan oleh guru sesuai dengan apa adanya (e.g: Yes, in my opinion intention is an idea of our plan)
2	Kegiatan Inti (75 menit)	
	<ul style="list-style-type: none"> a. Menyampaikan tujuan <ul style="list-style-type: none"> - Menyampaikan tujuan pembelajaran dan cakupan materi yang akan dipelajari b. Menyajikan informasi <ul style="list-style-type: none"> - Menampilkan slide tentang <i>asking and giving information</i> c. Membentuk kelompok <ul style="list-style-type: none"> - Menyuruh siswa untuk membuat kelompok yang terdiri dari 2 - 3 siswa d. Bekerja dalam kelompok) <ul style="list-style-type: none"> - Meminta siswa untuk mengerjakan LK 3 dan LK 4 e. Mempersentasikan Hasil <ul style="list-style-type: none"> - Membahas jawaban LK 3 - LK 5 f. Menerima umpan balik <ul style="list-style-type: none"> - Menyuruh siswa untuk menanggapi jawaban dari kelompok yang presentasi 	<ul style="list-style-type: none"> a. Menyampaikan tujuan <ul style="list-style-type: none"> - Menerima informasi tentang tujuan pembelajaran dan cakupan materi yang akan dibahas oleh guru b. Menyajikan informasi <ul style="list-style-type: none"> - Memperhatikan dan mencatat hal - hal yang dianggap penting yang ada dalam slide c. Membentuk kelompok <ul style="list-style-type: none"> - Membuat kelompok sesuai dengan intruksi yang disampaikan oleh guru d. Bekerja dalam kelompok) <ul style="list-style-type: none"> - Mengerjakan LK 3 - LK 5 e. Mempresentasikan hasil <ul style="list-style-type: none"> - Ketua kelompok akan mempresentasikan hasilnya f. Menerima umpan balik <ul style="list-style-type: none"> - Tiap kelompok memberikan tanggapan dan penilaian terhadap hasil kerja dari kelompok lain
3	Kegiatan Penutup (10 menit)	
	<ul style="list-style-type: none"> ☺ Memberikan motivasi kepada kelompok yang kurang aktif ☺ Bersama peserta didik menyimpulkan materi tersebut ☺ Memberikan tugas ☺ Menutup pembelajaran 	<ul style="list-style-type: none"> 👂 Menerima motivasi dari guru agar lebih semangat ketika mengerjakan tugas 👂 Bersama guru menyimpulkan materi tersebut 👂 Mencatat tugas 👂 Menutup pembelajaran

D. PENILAIAN HASIL PEMBELAJARAN

- Penilaian Pengetahuan berupa test tulis
- Penilaian Keterampilan berupa penilaian unjuk kerja

LAMPIRAN – LAMPIRAN

MATERI PEMBELAJARAN

ASKING FOR AND STATING INTENTION

An **intention** is idea that you plan (or intend) to carry out. A plan is arrangement for doing something considered in advance. If we want to do something, it means we have an aim, a plan, or a reason. There are some ways to ask for intention or plan like:

- ♣ What is your plan?
- ♣ What are you going to do?
- ♣ What will you do?
- ♣ What are you planning to do?
- ♣ What do you want to do?
- ♣ What would you rather do?

The following are main expressions of expressing intention:

- 🗉 I will ...
- 🗉 I'm going to ...
- 🗉 I would like to ...
- 🗉 I would rather ... than ...

Example

- 🗉 I will go to Australia with my friends
- 🗉 I'm going to Bali tomorrow
- 🗉 I would like to eat some fruits
- 🗉 I would rather playing basketball than badminton

The following are the social functions of phrases used to give information about the intention of doing something

I'd like to (verb)	I will (verb)	I'm going to (verb)	I would rather (verb) than
<p>I'd like to = I would like to "would like" means "want" but it's more polite</p> <p>The functions:</p> <ul style="list-style-type: none"> ✦ Talk about dreams and ambitions ✦ It lets someone know what you would be / interest in doing something. This can be a physical, mental or verbal action ✦ To talk about what people want to do or are willing to do 	<p>The functions:</p> <ul style="list-style-type: none"> ★ At the moment we make a new decision or plan, the thought has just come into our head ★ Instant decision ★ Plans decided at the moment of speaking 	<p>Functions:</p> <ul style="list-style-type: none"> ** When we have made the decision ** When we want to talk about a plan for the future ** This plan does not have to be for near future ** To talk about plans decided before the moment of speaking ** Activity or plan already in thought or motion or intention related to present time ** An activity that the person is about to do 	<p>Functions:</p> <ul style="list-style-type: none"> 🗉 When we choose between two options. <p>Example: I would rather stay at home than go fishing</p>

Example dialogue:

Fairuz comes to the library for returning the borrowing book. He comes there in the break time.

Fairuz : Good morning, Mrs. Dwi I would like to return this book.

Librarian : Good morning .You have passed the limited returning time. it had to return yesterday

Fairuz : Sorry ma'am. I was absent yesterday. I planned to return it by asking Nadine to give here

Librarian : ok, but you have to pay the fine, Rp. 500.

Fairuz : Ok that is all right. Here you are

Librarian : Thank you

Note:

- a. **Going to**
 - Digunakan untuk mengekspresikan tentang aktivitas yang telah direncanakan sebelumnya di masa depan (e.g: I am going to Spain next month) dan sudah pasti terlaksanakan
 - Digunakan untuk mengekspresikan sesuatu yang pasti terjadi karena sudah ada tandanya (e.g: The sky is dark, it's going to rain)
- b. **Would like to ...**
 - Digunakan untuk percakapan formal (e.g: I would like to meet my friend with you today, I would like a cup of coffee and a slice of bread with scrambled egg for my breakfast)
 - Digunakan dalam kalimat Tanya (eg: Would you like come to my party tonight?)
- c. **Will**
 - Digunakan spontan, belum direncanakan (e.g: A= Where are you going? B: I will go to Denpasar with my friend)

- d. Would rather . . .
- Artinya lebih suka dan digunakan dalam kalimat positif (e.g: I would rather study for the examination than watch a movie)
 - Artinya tidak suka dan digunakan dalam kalimat negative (Eg.: I would rather not bring this heavy computer)
 - Digunakan sebagai present continuous (e.g: Right now, I would rather be sitting in the cinema than playing football)

PENILAIAN PENGETAHUAN

TASK

Task I. Look at this text below. Study the sentences by paying attention to the words in the bold – typed expressions. Then identify the bold – type expressions and fill in the table below with the question and statement form of the expressions

Dialogue I

- Iluh : So, what about you, Kadek? do you have any plans?
 Kadek : Definitely! **My dad and I are going to go fishing.** We plan to go fishing in the lake near my uncle’s house. **Would you like to come with us?**
 Iluh : I don’t really like fishing. **I would rather** stay at home than go fishing. What about you, Made? **What would like to do** on the long weekend?
 Made : I have ade a plan with my mother about what do on this long weekend. **We are going to practice baking cookies**
 Kadek : **Are you going to bake choco chips cookies** like the last time?
 Made : Well, yes. That is my favorite. But **we will also try to make ginger cookies**
 Iluh : Oh, **would you like to join to me learn baking cookies?** You can come to my house
 Kadek : It’s good idea! or **will you go fishing** with me and my dad?
 Iluh : Uhhh, not fishing I guess. But I think **I would rather to bake cookies than going fishing** with Iluh. Thanks for asking me to join it

	Questions form	Statement form
Would like . . .		
Will . . .		
Going to . . .		
Would rather . . .		

Dialogue II

- Rico : **Would you like** to go the public library this morning?
 Fredy : I’d be glad to. **What book will you borrow?**
 Rico : **I will** make a copy of “Laskar Pelangi” What about you?
 Fredy : **I am going to read comic** “Detective Conan 101” By the way, do you have plan this evening?
 Rico : **I would like to watch movie.** The Conjuring 2. **Would you like to join with me?**
 Fredy : Sorry I can’t. **I would rather watch Naruto than watch Conjuring 2.**
 Rico : Ok, no problem

	Questions form	Statement form
Would like . . .		
Will . . .		
Going to . . .		
Would rather . . .		

Task II: Answer the questions based on the text!

What are My Future Plans?

I often wonder about my future as I am about to finish secondary school. The number one questions on my mind is which professions should I choose? Its very hard to make any definite choices, because I know they will affect me for the rest of my life. I want a professions that will satisfy me, challenge me, and bring me joy. I believe that a job should be like a hobby, I want to love my work and know that I am making a difference in this world by helping other people

First of all, I want to finish secondary school. Soon I will take a first important exam of my life – the final graduation exam. I will be tested in four different subjects: the Czeck and German languages, biology and chemistry. After my graduation, I would like to study at Medical University to become a doctor. Ever since I was a child, I have dreamt of during people and healing diseases.

It takes a long time to study medicine. It is very difficult and requires a tremendous amount of patience and hard work. I hope that I will be able to meet these challenges, and that my dream will come true. Later, I would like to work in a hospital or in private practice.

During my secondary studies, I worked on biology and chemistry projects. Then experience from working on these projects has given me insight into science that far exceeds what I could have learned at school. In addition, I also developed my patience and diligence and gained valuable experience when I gave public speeches about our research. This opportunity will be a great advantage for my future studies.

During the last few summer vacations, I worked as an assistant nurse at a hospital. I believe that real life experience with patients, medicine, doctors, and nurses is the best start for a future medical student.

I cannot really imagine having a family yet, but I am 18 years old, so I have to start thinking about it. As for now, I am only focusing my attention on finishing my studies. Also, before I have a family, I would like to travel overseas. I want to see countries like Japan, Finland, and travel through the African continent. After I finish my education and travels, I plan to get married and have a family. I would like to live with my future family in a quiet, natural countryside setting.

I am personally interested in becoming a doctor, however, there are many different career opportunities. You can work in manufacturing, service, agriculture, or business. Everyone has to decide which path is best for him or herself, once they finish elementary school. One option is to decide secondary school. The second option is to choose another branch of the educational system. It is very important to consider your interests when you choose your future profession. Everyone would like to be good at what they choose.

Sometimes, people continue to study even after they receive their degree. It is always important to learn, and in some professions, you have to constantly study in order to be at the forefront of your field. For example, doctors, scientists, and computer programmers must be aware of the latest research in the field and apply this knowledge to their work.

1. How old is the writer?
2. Where does she study now?
3. What does she want to do at first?
4. Which school does she want to study after graduating from secondary high school?
5. What is the writer's experience?
6. Why does she want to be a doctor?
7. What would she like to do before she gets married?
8. When she has a family, what would she like to do?
9. According to the writer, why is it important to consider our interests?
10. According to you, what do you think of the writer's plan?
11. Find the meaning of the following words! Use your dictionary!

a. Definite (adj)	f. Insight (n)
b. Satisfy (v)	g. Path (n)
c. Challenge (v)	h. Exceed (v)
d. Heal (v)	i. Degree (n)
e. Tremendous (adj)	j. Forefront (n)
12. Find the sentences by using "stating intention"

Task III. Complete the following dialogues with the suitable expressions!

1. Wati : Where is your sister going tomorrow?
Rani : _____
2. Sarah : Wow, your first salary is high enough. What are you going to do with the money?
Kadek : _____
3. Made : It is 8.30 p.m. _____
Putu : It's alright. I'm going to take a taxi
4. Nyoman: _____
Ketut : Thanks, but I have had another appointment
5. Komang: What would you like to do in the empty room?
Niluh : _____

- a. I would like to invite you for dinner
- b. She is going to the exhibition tomorrow
- c. I would like to practice dancing
- d. You're going to miss the bus
- e. I'm going to buy a motorcycle

Task IV Arrange the sentence into good dialogue!

1. Sarah : Where are you going, Anis?
2. Anis : I would like to say about our project
3. Sarah : Good luck
4. Anis : I'm going to the canteen. I want to meet Adit there
5. Sarah : Maybe she would like to go to the library
6. Anis : Of course, I'm going to meet her after school. Do you want me to get you something to eat?

7. Sarah : Good luck
8. Anis : Of course. By the way, what would Mrs. Dwi like to do today?
9. Sarah : What would you like to say to him?
10. Anis : Alright. I am going to meet her later
11. Sarah : Well, would you like to buy me a bottle of mineral water and fried rice?
12. Sarah : Are you going to tell Anita about this?

PENILAIAN KETERAMPILAN

Task V. Make a short dialogue for the following situations!

1. You have plan to do the Biology project at the library after school. You ask your best friend to do it together with you
2. You plan to g the movie this weekend. You ask several friends to go with you. Two of your friends definitely agree with you, but two others cannot make up their minds
3. School holiday is coming soon. You have a plan to go to your grandma's house in the country. You want to find out what your friend is planning
4. It will be the school's anniversary next month. You and your friends are discussing the plan for the class performance. One of them seems to disagree with the idea because he thinks that it will need a lot of money
5. A friend is absent because she is sick. You plan with your friends to visit her this afternoon. However, one of them makes an excuse for not going

HOMEWORK

1. First, imagine that you're a candidate for head of the students' organization
2. You are preparing a campaign for your promotion to be head of the students' organization
3. Make an outline of the plan that you will do if you are selected as president or head of students' organization
e.g: If I am selected as the head of the students' organization. I will support sport competition in our school. We are going to have more regular practice of sports like soccer and badminton so that we can win in competitions, I would also like to . . . etc.
4. Present in front of the class

KEY ANSWER

Task I

Dialogue I

Iluh : So, what about you, Kadek? do you have any plans?

Kadek : Definitely! **My dad and I are going to go fishing.** We plan to go fishing in the lake near my uncle's house. **Would you like to come with us?**

Iluh : I don't really like fishing. **I would rather** stay at home than go fishing. What about you, Made? **What would like to do** on the long weekend?

Made : I have ade a plan with my mother about what do on this long weekend. **We are going to practice baking cookies**

Kadek : **Are you going to bake choco chips cookies** like the last time?

Made : Well, yes. That is my favorite. But **we will also try to make ginger cookies**

Iluh : Oh, **would you like to join to me learn baking cookies?** You can come to my house

Kadek : It's good idea! or **will you go fishing** with me and my dad?

Iluh : Uhhh, not fishing I guess. But I think **I would rather to bake cookies than goi fishing** with Iluh. Thanks for asking me to join it

	Questions form	Statement form
Would like . . .	<p>✓ Would you like to come with us?</p> <p>✓ What would like to do on the long weekend?</p> <p>✓ Would you like to join to me learn baking cookies?</p>	
Will . . .	<p>✓ Will you go fishing with me</p>	<p>✓ We will also try to</p>

	and my dad?	make ginger cookies
Going to ...	✓ Are you going to bake choco chips cookies like the last time?	✓ My dad and I are going to go fishing ✓ We are going to practice baking cookies
Would rather ...		✓ I would rather stay at home than go fishing ✓ I would rather to bake cookies than go fishing with luh

Dialogue II

- Rico : **Would you like** to go the public library this morning?
 Fredy : I'd be glad to. **What book will you borrow?**
 Rico : **I will** make a copy of "Laskar Pelangi" What about you?
 Fredy : **I am going to read comic** "Detective Conan 101" By the way, do you have plan this evening?
 Rico : **I would like to watch movie**, The Conjuring 2. **Would you like to join with me?**
 Fredy : Sorry I can't. **I would rather watch Naruto than watch Conjuring 2.**
 Rico : Ok, no problem

Questions form		Statement form	
Would like ...	☞ Would you like to go the public library this morning? ☞ Would you like to join with me?	☞ movie	I would like to watch
Will ...	☞ What book will you borrow?	☞ "Laskar Pelangi"	I will make a copy of
Going to ...		☞ comic	I am going to read
Would rather ...		☞ Naruto than watch Conjuring 2	I would rather watch

Task II: Answer the questions based on the text!

- How old is the writer? (answer: 18 years old)
- Where does she study now? (answer: she studied in senior high school)
- What does she want to do at first? (answer: finish her secondary high school)
- Which school does she want to study after graduating from secondary high school? (answer: at Medical University)
- What is the writer's experience? (answer: her experience, worked on biology and chemistry projects)
- Why does she want to be a doctor? (because ever since she was a child, she has dreamt of curing people and healing diseases)
- What would she like to do before she gets married? (answer: finish her education and travels)
- When she has a family, what would she like to do? (answer: she would like to live with her future family in quiet)
- According to the writer, why is it important to consider our interests? (answer: because everyone would like to be good what or setting)
- According to you, what do you think of the writer's plan? (answer: good enough)
- Find the meaning of the following words! Use your dictionary!

a. Definite (adj): pasti, tentu	f. Insight (n): wawasan, pengertian
b. Satisfy (v): memuaskan	g. Path (n): jalan kecil
c. Challenge (v): menantang, menegur, meragukan	h. Exceed (v): melewati
d. Heal (v): menyembuhkan	i. Degree (n): kadar, tingkat
e. Tremendous (adj): maha hebat	j. Forefront (n): garis depan
- Stating intention
 - ☞ It's very hard to make any definite choices, because I know they will affect for the rest of my life
 - ☞ I want a professions that will satisfy me, challenge me and bring me joy
 - ☞ Soon I will take a first important exam of my life - the final graduation exam
 - ☞ I will be tested in four different subjects: the Czech and Germany languages, biology and chemistry
 - ☞ I would like to study at Medical University become doctor.
 - ☞ I will be able to meet these challenges, and that my dream will come true
 - ☞ I would like to work in a hospital or in private practice

- ☛ I would like to travel overseas
- ☛ I would like to live with my future family in a quiet, natural countryside setting
- ☛ Everyone would like to be good at what they choose

Task III.

1. Wati : Where is your sister going tomorrow?
Rani : (B) she is going to the exhibition tomorrow
2. Sarah : Wow, your first salary is high enough. What are you going to do with the money?
Kadek : (E) I'm going to buy a motorcycle
3. Made : It is 8.30 p.m. (D) You're going to miss the bus
Putu : It's alright. I'm going to take a taxi
4. Nyoman: (A) I would like to invite you for dinner
Ketut : Thanks, but I have had another appointment
5. Komang: What would you like to do in the empty room?
Niluh : (C) I would like to practice dancing

- a. I would like to invite you for dinner
- b. She is going to the exhibition tomorrow
- c. I would like to practice dancing
- d. You're going to miss the bus
- e. I'm going to buy a motorcycle

Task IV Arrange the sentence into good dialogue!

1. Sarah : Where are you going, Anis?
2. Anis : I'm going to the canteen. I want to meet Adit there
3. Sarah : What would you like to say to him?
4. Anis : I would like to say about our project
5. Sarah : Are you going to tell Anita about this?
6. Anis : Of course, I'm going to meet her after school. Do you want me to get you something to eat?
7. Sarah : Well, would you like to buy me a bottle of mineral water and fried rice?
8. Anis : Of course. By the way, what would Mrs. Dwi like to do today?
9. Sarah : Maybe she would like to go to the library
10. Anis : Alright. I am going to meet her later
11. Sarah : Good luck

Task V. Based on students' creation

PENILAIAN

Task I

Skor	Deskripsi
3	Jawaban tepat, lengkap dan lengkap
2	Jawaban tepat, kurang lengkap
1	Jawaban kurang tepat, kurang lengkap
0	Tidak menjawab dan atau terlalu banyak kesalahan

Maximum score: 24

Student's mark = $\frac{\text{Score yang diperoleh}}{\text{score maksimal}} \times 100$

Task II

Skor	Deskripsi
2	Jawaban tepat, lengkap
1	Jawaban kurang tepat
0	Tidak menjawab

Maximum score: 30

Student's mark = $\frac{\text{Score yang diperoleh}}{3} \times 100$

Task III

Skor	Deskripsi
2	Jawaban tepat, lengkap
1	Jawaban kurang tepat
0	Tidak menjawab

Maximum score: 5

Student's mark = $\frac{\text{Score yang diperoleh}}{5} \times 100$

Task IV

5	4	3	2	1
a. Mengurutkan dialogue dengan benar b. Tulisan rapi, tidak ada coretan	a. Mengurutkan dialogue dengan benar b. Tulisan rapi tapi ada beberapa coretan	a. Mengurutkan dialogue kurang tepat b. Tulisan rapi tidak ada coretan	a. Mengurutkan dialogue kurang tepat b. Tulisan rapi tapi ada beberapa coretan	a. Mengurutkan dialogue kurang tepat b. Tulisan tidak rapi dan banyak terdapat coretan

Writing Assessment Rubric

Criteria	Writing Rubric				
	5 (excellent = sangat bagus)	4 (good = bagus)	3 (enough / cukup)	2 (inadequate / tanggung)	1 (unacceptable/tidak dapat diterima)
Kesesuaian tugas / isi (sejauh mana tulisan mencapai tujuan)	Menanggapi tugas dengan sempurna, pembahasan sempurna, informasi relevan dan tepat, interpretasi sangat kuat dan mendukung	Mampu menanggapi tugas, pembahasan cukup, informasi umumnya relevan dan tepat, interpretasi umumnya mendukung	Kurang mampu menanggapi tugas, pembahasan dapat diterima tapi kadang tidak konsisten, informasi kadang tidak relevan interpretasi kadang tidak konsisten dengan fakta	Tidak bisa menanggapi tugas, pembahasan tidak lengkap dan tidak konsisten, informasi sering tidak relevan, interpretasi tidak konsisten dengan fakta	Mengabaikan atau kurang memahami tugas, minim pembahasan, informasi dan interpretasi tidak relevan
Kesesuaian langkah / retorika (penataan tulisan)	Komunikasi efektif, sangat konsisten dengan bentuk teks khusus, ungkapan tertata dengan baik dan teratur, hubungan antar bagian teks jelas	Komunikasi cukup efektif, umumnya konsisten dengan bentuk teks khusus, organisasi dan urutan ungkapan umumnya tertata dengan baik dan teratur, hubungan antar bagian teks umumnya jelas	Komunikasi kadang efektif, konsisten bentuk teks khusus kadang terabaikan, penataan ungkapan kadang sulit diikuti, hubungan antar bagian teks kadang tidak jelas	Komunikasi tidak efektif, maksud tidak jelas, tidak mengikuti bentuk teks khusus, penataan dan urutan ungkapan antar bagian teks tidak jelas	Tidak bisa dipahami sama sekali, mengabaikan bentuk teks khusus, tidak ada penataan teks
Kesesuaian bahasa	Bahasa yang digunakan sangat sesuai dengan bentuk bentuk teks yang diberikan dan konteks komunikasi	Umumnya bahasa yang digunakan sesuai dengan bentuk teks yang diberikan dan konteks komunikasi	Bahasa yang digunakan tidak konsisten dengan bentuk teks yang diberikan dan konteks komunikasi	Bahasa yang digunakan tidak sesuai dengan bentuk teks yang diberikan dan konteks komunikasi	Bahasa yang digunakan sangat buruk
Kelayakan bentuk (spelling, kerapian, dll)	Layout, spelling, verb conjunction, punctuation, capitalization dan kerapian sangat memenuhi aturan – aturan teks (genre)	Layout, spelling, verb, conjunction, punctuation, capitalization dan kerapian umumnya memenuhi aturan teks (genre)	Layout, spelling, verb, conjunction, punctuation, capitalization dan kerapian sebagian memenuhi aturan – aturan teks (genre)	Layout, spelling, verb, conjunction, punctuation, capitalization, dan kerapian umumnya tidak memenuhi aturan – aturan teks (genre)	Layout, spelling, verb, conjunction, punctuation, capitalization, dan kerapian tidak memenuhi aturan – aturan teks (genre)

Role Play Assessment

Criteria	Role play Rubric				
	5	4	3	2	1
Pengucapan	Mudah dipahami dan memiliki aksen penutur asli	Mudah dipahami meskipun dengan aksen tertentu	Ada masalah pengucapan yang membuat pendengar	Sulit dipahami karena masalah pengucapan sering	Masalah pengucapan serious sehingga tidak bisa dipahami

			harus berkonsentrasi penuh dan kadang ada kesalahpahaman	diminta mengulang	
Tata Bahasa	Tidak ada / sedikit kesalahan tata Bahasa	Kadang – kadang membuat kesalahan tata bahasa tapi tidak mempengaruhi makna	Sering membuat kesalahan tata bahasa yang mempengaruhi makna	Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat	Kesalahan tata bahasa begitu parah sehingga sulit dipahami
Kelancaran	Lancar seperti penutur asli	Kelancaran tampak sedikit terganggu oleh masalah bahasa	Kelancaran agak banyak terganggu oleh masalah bahasa	Sering ragu – ragu dan terhenti karena keterbatasan bahasa	Bicara putus – putus dan berhenti sehingga tidak mungkin terjadi
Pemahaman	Memahami semua tanpa mengalami kesulitan	Memahami hampir semua walaupun ada pengulangan pada bagian tertentu	Memahami sebagian besar apa yang dikatakan bila bicara agak diperlambat walau ada pengulangan	Susah mengikuti apa yang dikatakan	Tidak bisa memahami walaupun percakapan sederhana





INSTRUMEN PENILAIAN SIKAP

No	Waktu	Nama	Kejadian/ Perilaku	Butir Sikap	Pos/ Neg	Tindak Lanjut
1						
2						
3						
4						
5						

SELF AND PEER ASSESSMENT RUBRIC

Your Name :

Friend's name :

No	Criteria	Self Assessment		Peer Assessment	
		Yes 	No 	Yes 	No 
	Content				
1.	Do I write based on the instruction?				
2.	Do I understand about that material				
3.	Do all of my sentences and/or paragraphs stay focused on the topic?				
	Organization				
4.	Does my writing consist of paragraphs?				
5.	Does it include an opening, body and closing?				
	Writing Conventions				
6.	Do I spell all my words correctly?				
7.	Are all of my words used correctly? (its/it's, there/their/they're, your/you're, are/our, etc.)				
8.	Do I capitalize correctly?				
9.	Do I capitalize the letter after the full stop (dot)?				
10.	Do I use periods, commas, question marks and exclamation points correctly?				
11.	Do I write complete sentences?				
12.	Do I use the right vocabulary?				

Mengetahui,
Kepala Sekolah SMA Negeri 1 Tejakula

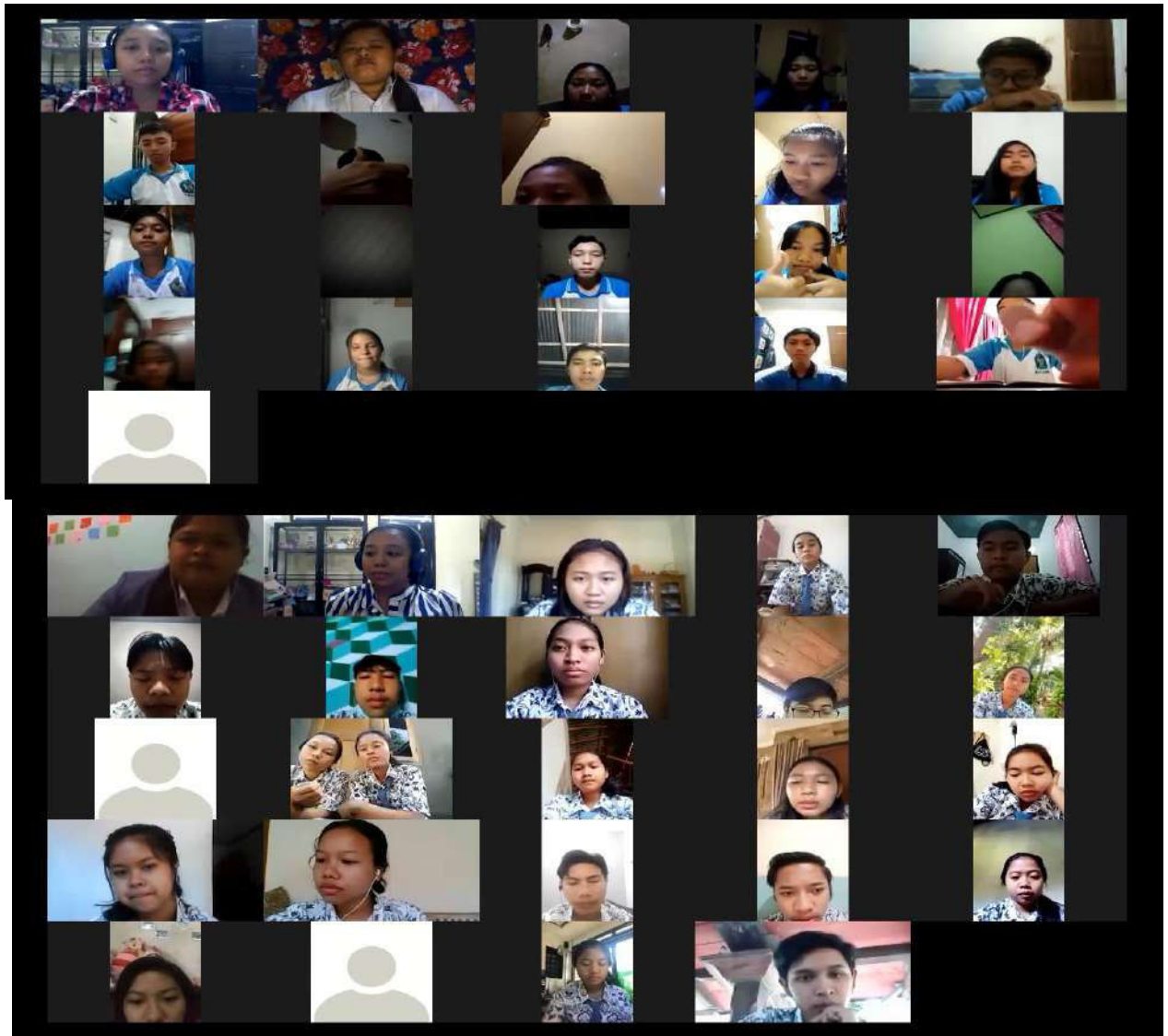
Nyoman Sukrada, S.Pd
NIP. 19680105 199103 1 020

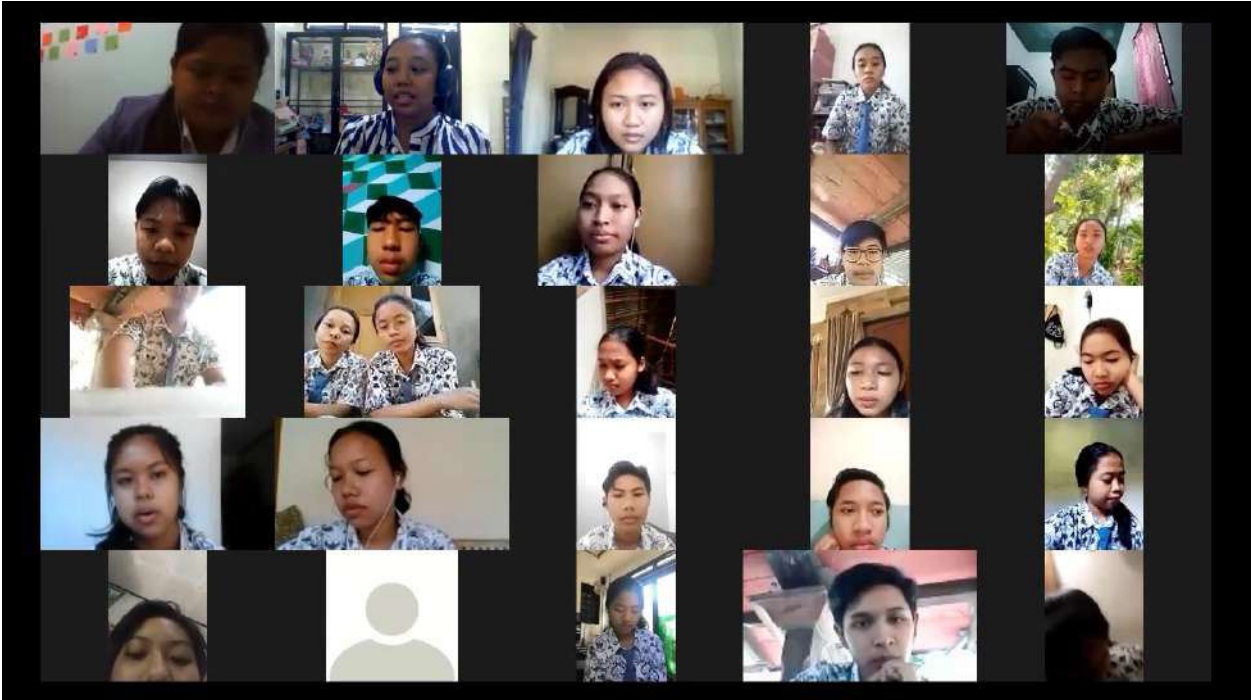
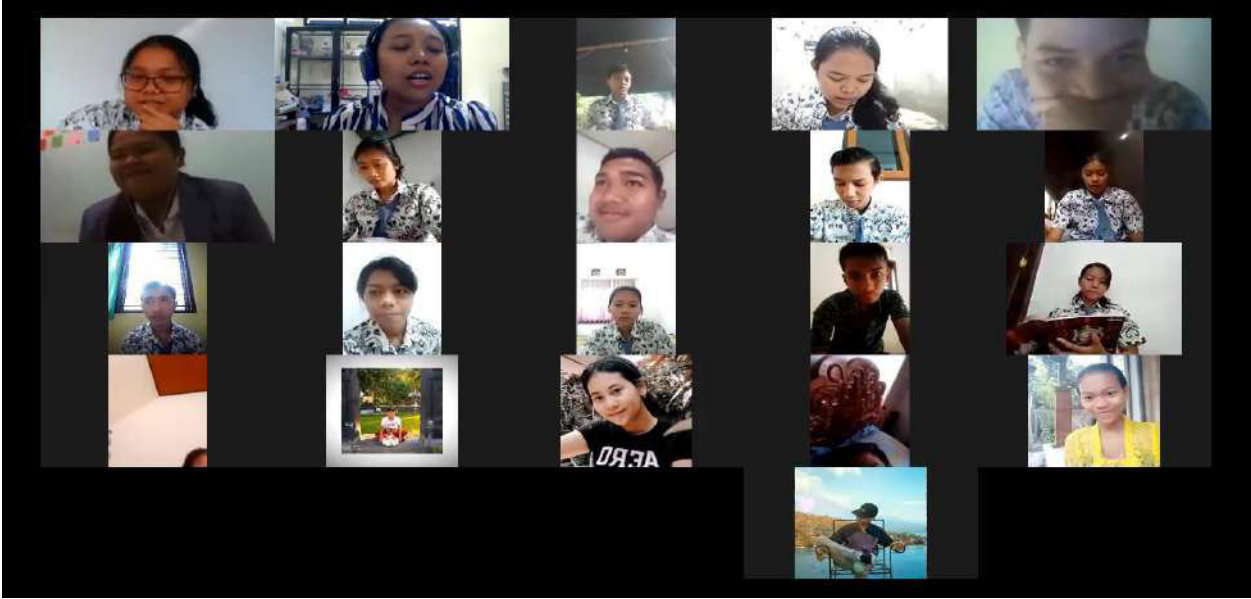
Tejakula, August 2020

Guru Mata Pelajaran Bahasa Inggris

Made Dwi Surya Darmi Jayanti, S.Pd
NIP. -

Miss dwi class





FUTURE PLANS WITH CERTAIN CONDITIONS XI MIPA LMT Compatibi... Table Tools

File Home Insert Design Layout References Mailings Review View Help Design Layout Tell me what you want to do

Font Paragraph Styles

USE OF UNLESS, PROVIDED (THAT), AS LONG AS, AND WHEN

Unless
A part from if, we can also use unless to express future plans. It means "if not", it is for negative conditions. We use *unless* if the verb in the if - clauses is negative. We use *unless* with a positive present tense verb and the simple future tense with *will* in the main clause when we state a condition before an action can take place.

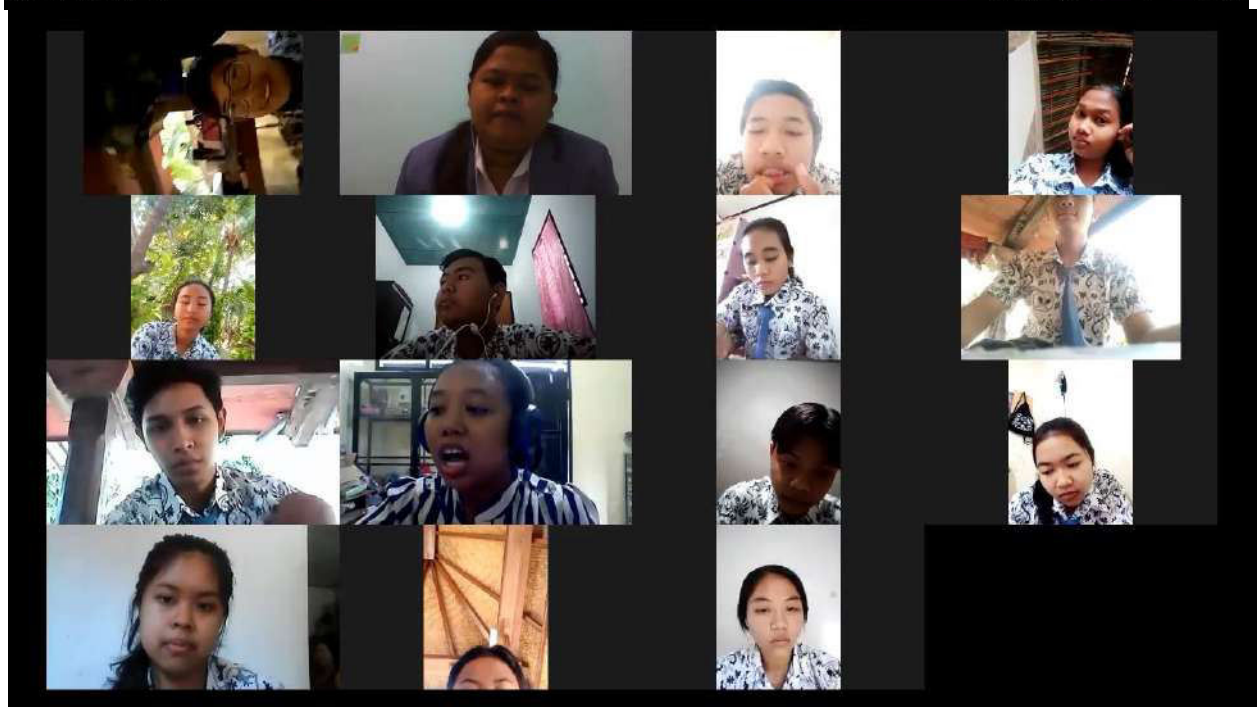
Form:
Unless + simple present tense, simple future tense
Simple future tense, unless + simple present tense Example:
If Adi has time, he will come (unless he has time, he won't come → If Adi doesn't have time, he will not come)

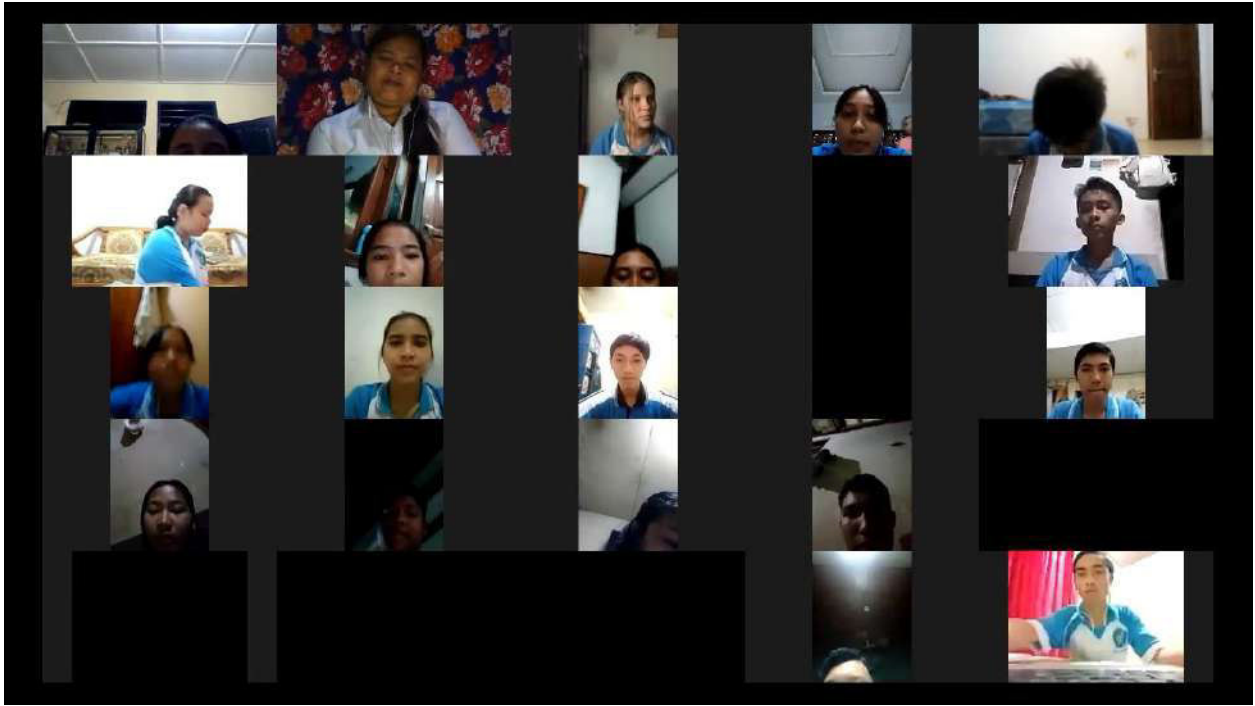
Provided (that)
We use provided (that) to imply a threat.

Form:
Provide (that) + simple present tense, simple future tense
Example:
Provided that you listen to her carefully, nothing will happen to you

As long as

Page 2 of 4 1304 words 100%





ASKING FOR AND STATING INTENTION - Word

File Home Insert Design Layout References Mailings Review View Help Tell me what you want to do

Agency FB 11 A A Aa

Clipboard Font Paragraph Styles

Exercise

Task 1. Look at this text below. Study the sentences by paying attention to the words in the bold - typed expressions. Then identify the bold - type expressions and fill in the table below with the question and statement form of the expressions

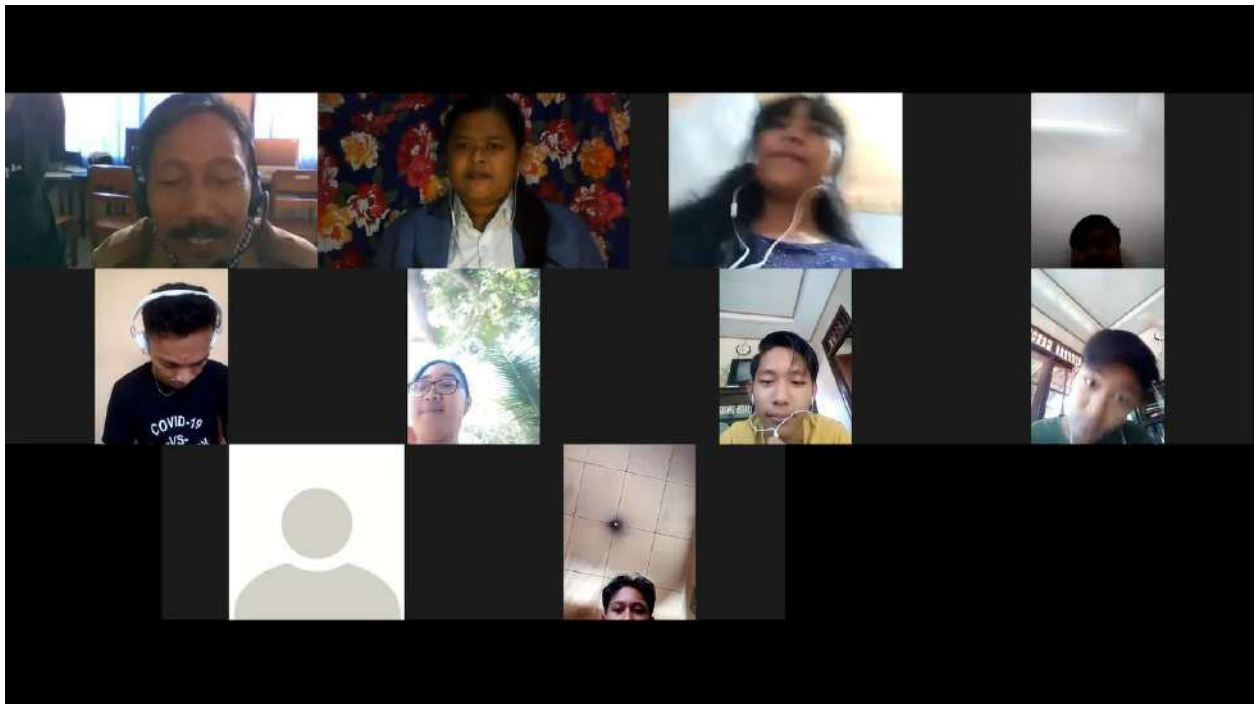
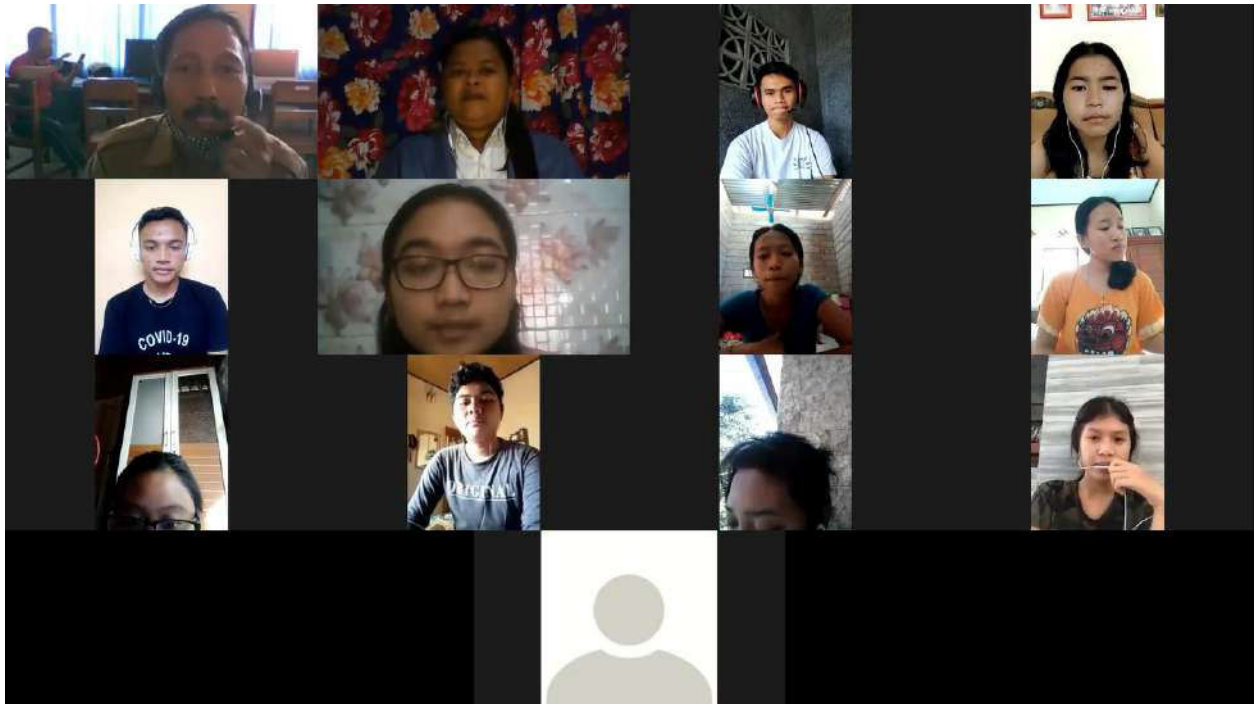
Dialogue 1

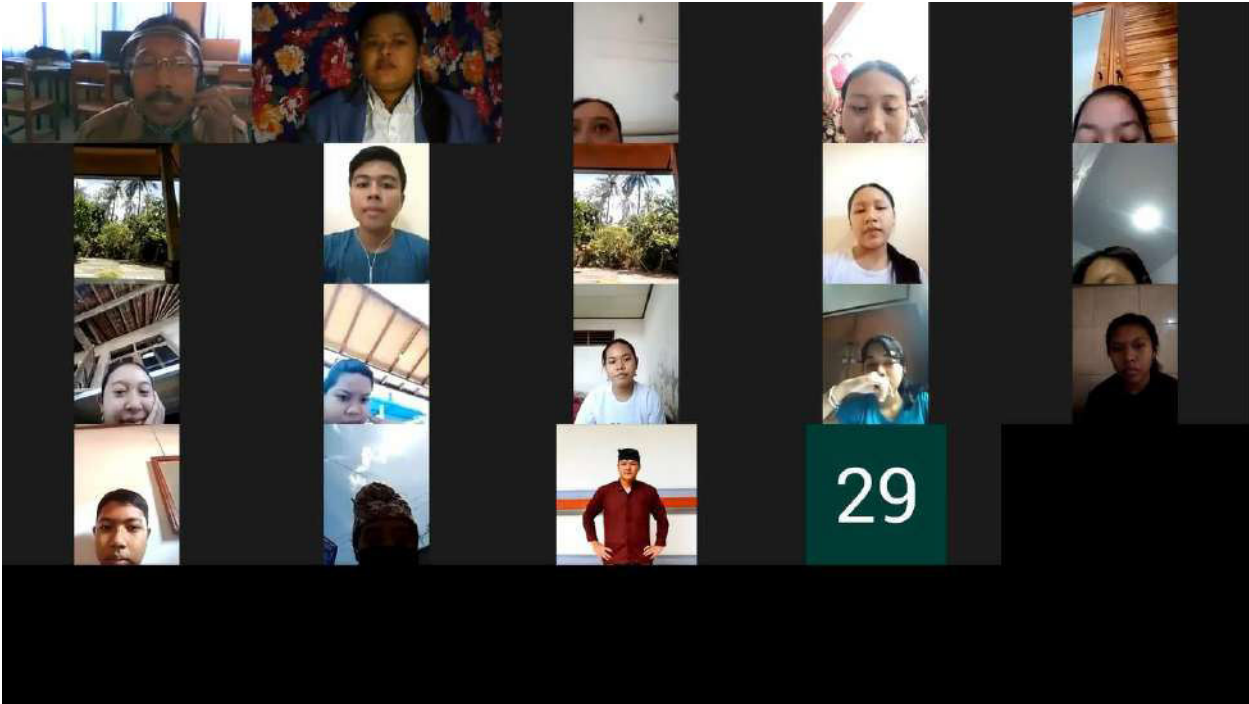
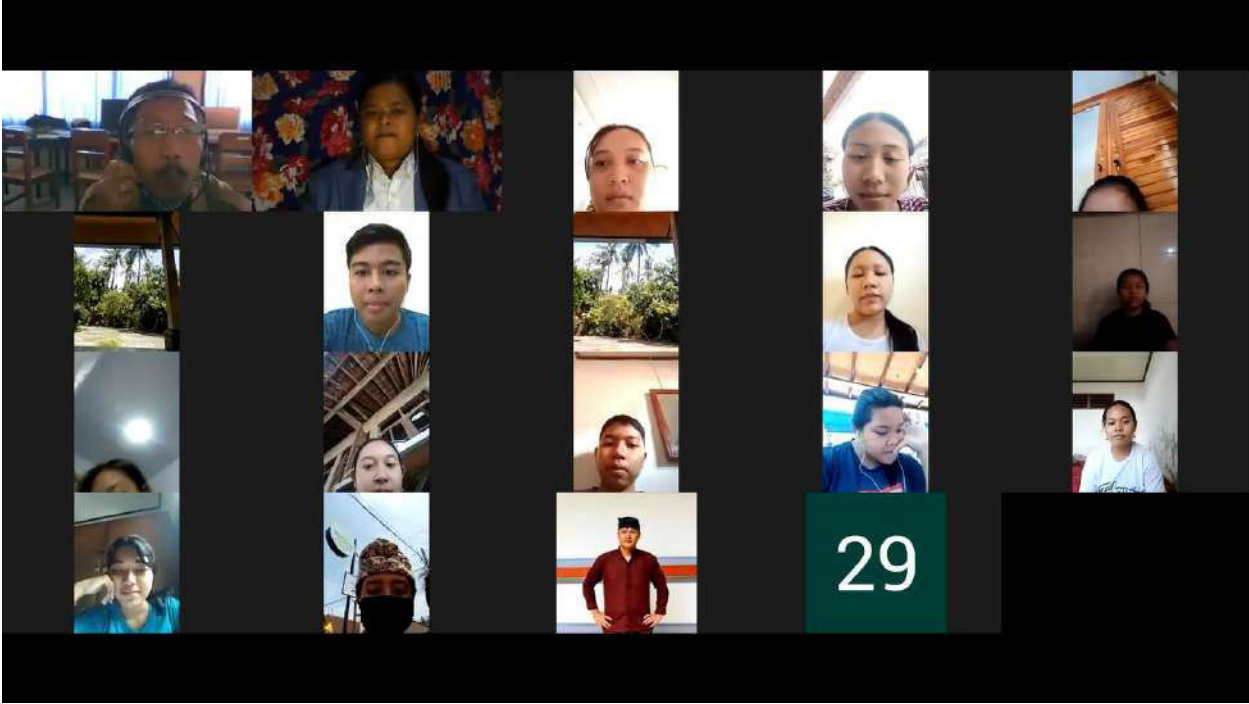
- Sarah : Where are you going, Anis?
- Anis : I'm going to the canteen. I want to meet **Adit** there
- Sarah : What would you like to say to him?
- Anis : I would like to say about our **project**
- Sarah : Are you going to tell **Anita** about this?
- Anis : Of course, I'm going to meet her after school. Do you want me to get you something to eat?
- Sarah : Well, would you like to buy me a bottle of mineral water and **fried rice**?
- Anis : Of course. By the way, what would **Mrs. Dwi** like to do today?
- Sarah : Maybe she would like to go to the library
- Anis : Alright, I am going to meet her later
- Sarah : Good luck

Questions form	Statement form
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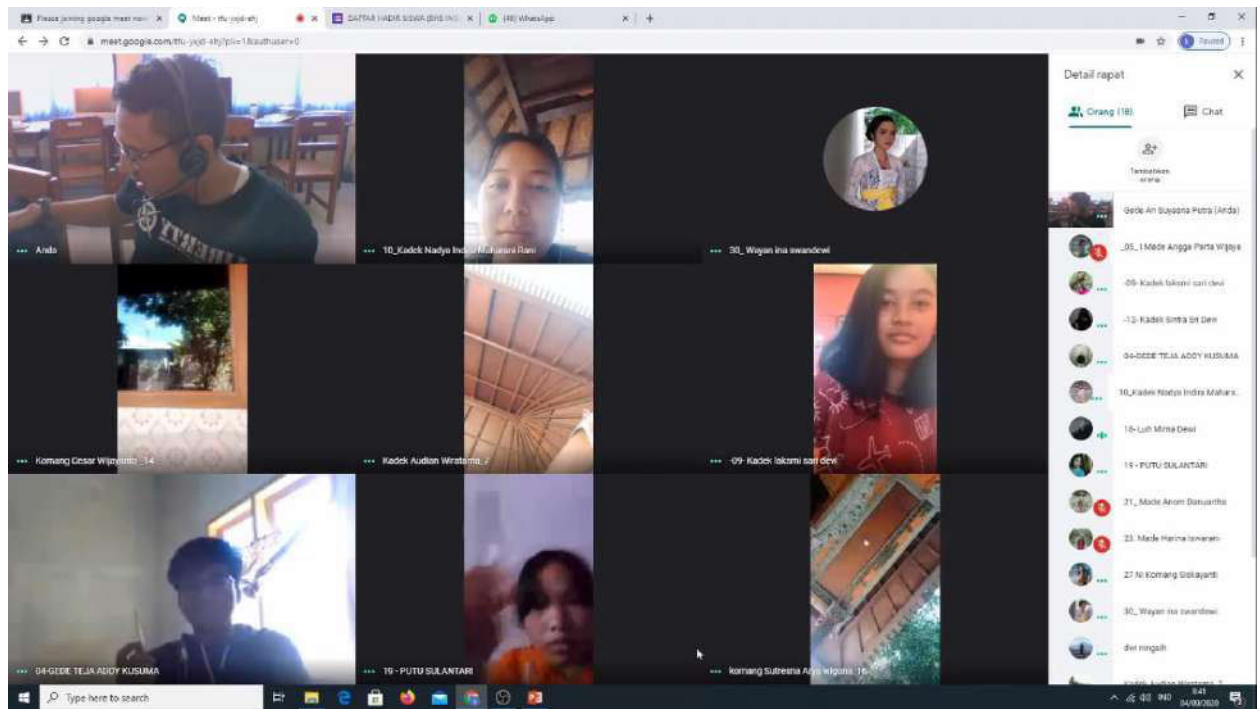
Page 2 of 2 980 words Accessibility: Investigate 124%

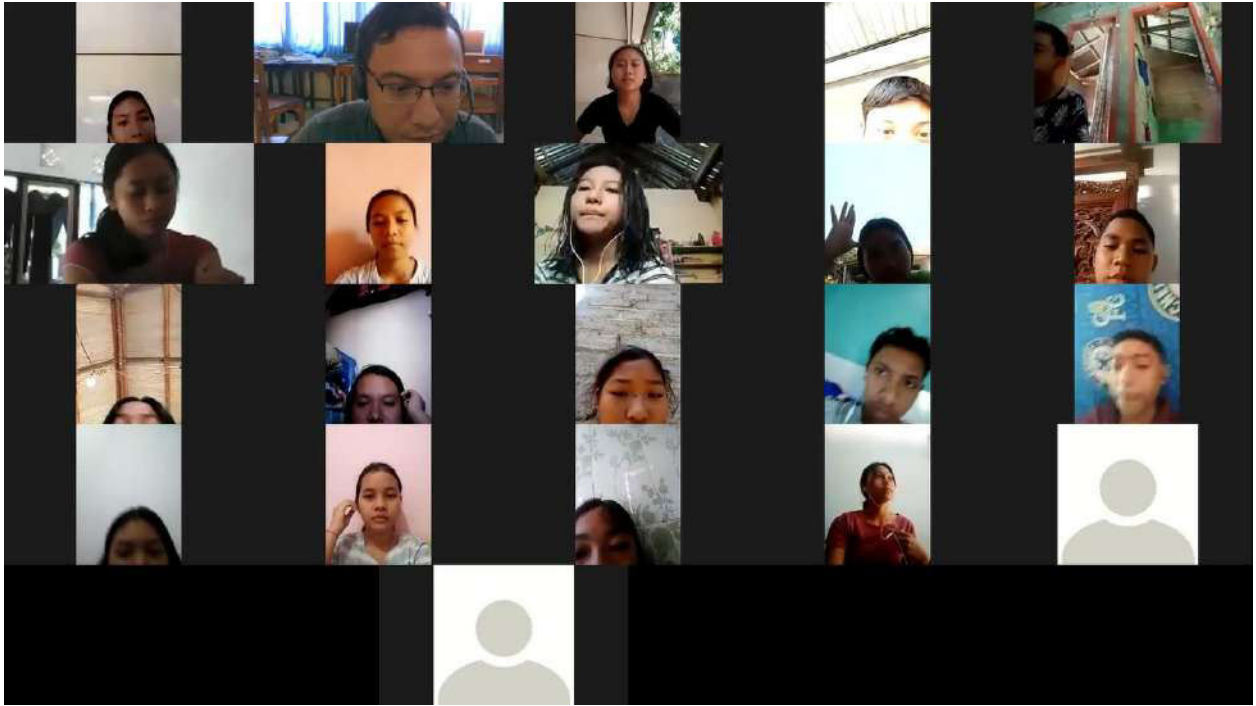
Pak sutarsa





Pak Ari





The image shows a screenshot of a Microsoft PowerPoint presentation titled "BROCHURE". The interface includes a ribbon with tabs for Home, Insert, Design, Transitions, Animations, Slide Show, Review, and Help. The main slide content is as follows:

- Apperception**
- When you promote a product or service to public, What should you make?
- Brochure**

The slide features a large graphic of a brochure with the text "BAHASA INGGRIS" and "XII". The bottom right corner of the slide includes the text "PT Penerbit Intan Pasuruan".

The left sidebar shows a navigation pane with the following slides:

1. Apperception
2. What is brochure?
3. Structure of Brochure
4. Identify the Structure of Brochure

The status bar at the bottom indicates "Slide 1 of 6", "English (United States)", and "11:36".



CAUSAL EFFECT (SUCH...THAT...OR SUCH...THAT...) - PowerPoint

such...that...

Such (*adjective + noun*) that result

...

Jun Akizaki
The Power of PowerPoint - thepppp.com

Click to add notes

Slide 8 of 104 English (United States)

Notes Comments

The screenshot shows a PowerPoint presentation window. The title bar reads 'CAUSAL EFFECT (SUCH...THAT...OR SUCH...THAT...) - PowerPoint'. The ribbon includes 'Home', 'Insert', 'Design', 'Transitions', 'Animations', 'Slide Show', 'Review', and 'View'. The main slide area contains the text 'such...that...' followed by 'Such (*adjective + noun*) that result' and three dots. Below that is the name 'Jun Akizaki' and the website 'The Power of PowerPoint - thepppp.com'. A video feed overlay on the right side of the window shows a grid of participants, similar to the one in the top image. The status bar at the bottom indicates 'Slide 8 of 104 English (United States)' and 'Notes Comments'.