

## Appendix I

**RENCANA PELAKSANAAN PEMBELAJARAN**

**Satuan Pendidikan** : SMAN 2 SINGARAJA  
**Mata Pelajaran** : Bahasa Inggris (Wajib)  
**Kelas /Semester** : XI/ Genap  
**Tahun Pelajaran** : 2018/2019  
**Materi** : Song  
**Alokasi Waktu** : 2JP (2X45 Menit)

**A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya  
 KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.  
 KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.  
 KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)**

No	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
1	3.9 Menafsirkan fungsi sosial dalam unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	3.9.1 Menentukan fungsi sosial sebuah lagu terkait kehidupan remaja dengan benar dan bekerja sama (C3) 3.9.2 Melengkapi unsur kebahasaan dari lirik lagu terkait kehidupan remaja dengan tepat dan bertanggung jawab (C3)
2	4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	4.9.1 Membuat ulasan ( <i>review</i> ) lagu terkait kehidupan remaja dengan benar, kreatif dan percaya diri (P3)

### A. Tujuan Pembelajaran:

1. Melalui kegiatan permainan sederhana 'What time is it, Ms?', peserta didik dapat menentukan fungsi sosial sekurang-kurangnya 3 pernyataan tersirat dan tersurat dari lagu terkait kehidupan remaja dengan benardan bekerja sama.
2. Melalui kegiatan permainan sederhana *continue the song lyric* (sambung lirik lagu), peserta didik dapat melengkapi unsur kebahasaan sekurang-kurangnya 5 kalimat yang sesuaidengan lirik lagu terkait kehidupan remaja secara tepat dan bertanggung jawab.
3. Melalui kegiatan *mandiri*, peserta didik dapat membuat ulasan (*review*) lagu minimal 5 kalimat terkait kehidupan remaja dengan benar, kreatif dan percaya diri.

### B. Materi Pembelajaran

#### 1. Materi Pembelajaran Reguler

<b>Song</b>
<p style="text-align: center;"><b>Social Function of The Song</b></p> <p>There are many social functions of a song. They are:</p> <ol style="list-style-type: none"> <li>1. To inspire the listeners,</li> <li>2. To express feeling of the songwriters,</li> <li>3. To share feeling with others,</li> <li>4. To teach a lesson to the listeners,</li> <li>5. To criticize environment or a condition,</li> <li>6. To amuse or entertain the listeners.</li> </ol>

#### **The Examples of The Song Lyric.**

<b>Count on Me</b> By : Bruno Mars	
If you ever find yourself stuck in the middle of the sea, I'll sail the world to find you If you ever find yourself lost in the dark and you can't see, I'll be the light to guide you Find out what we're made of When we are called to help our friends in need	<b>Verse 1</b>
You can count on me like one two three I'll be there And I know when I need it I can count on you like four three two You'll be there 'Cause that's what friends are supposed to do, oh yeah Whoa, whoa Oh, oh Yeah, yeah	<b>Chorus</b>
If you tossin' and you're turnin' and you just can't fall asleep I'll sing a song Beside you	<b>Verse 2</b>

<p>And if you ever forget how much you really mean to me  Everyday I will remind you  Ooh  Find out what we're made of  When we are called to help our friends in need</p>	
<p>You can count on me like one two three  I'll be there  And I know when I need it I can count on you like four three two  You'll be there  'Cause that's what friends are supposed to do, oh yeah  Oh, oh  Yeah, yeah</p>	<b><i>Chorus</i></b>
<p>You'll always have my shoulder when you cry  I'll never let go  Never say goodbye  You know you can</p>	<b><i>Bridge</i></b>
<p>Count on me like one two three  I'll be there  And I know when I need it I can count on you like four three two  And you'll be there  'Cause that's what friends are supposed to do, oh yeah  Oh, oh  You can count on me 'cause I can count on you</p>	<b><i>Chorus</i></b>

### Language features usually used in songs:

#### 1. Rhyme

Rhyme is a repetition of similar sounds (or the same sound) in two or more words, most often in the final syllables of lines in poems and songs. It is for rendering a pleasing to a poem or song.

#### 2. Informal language

Informal language is language which is common when we speak. It is language use characterized by spontaneous speech in situations. It is also the use of a low dialect or language in preference to a high one. It is also called informal style. It is casual, familiar, and generally colloquial use of language.

## 2. Materipengayaan

Pesertadidik yang mendapatnilaiparipurnadiberikesempatanuntukmenyelesaikansebuah proyek sederhana

Peserta didik diminta membuat video tentang review sederhana dari lagu pilihan.

### 3. Materi remedial

Pesertadidik yang belum mendapat nilai KKM diberikesempatan untuk menyelesaikan sebuah masalah.

Dengan bantuan guru, peserta didik diminta untuk menentukan fungsi sosial dan unsur kebahasaan dari dua buah lagu pilihan terkait kehidupan remaja.

### C. Metode Pembelajaran

1. Pendekatan : Scientific Approach (Mengamati, Menanya, Mengeksplorasi, Mengasosiasi, Mengkomunikasi)
2. Model pembelajaran : Cooperative Learning (Think Pair Share)
3. Metode pembelajaran : Individual work, Group work, Games

### D. Media dan Bahan Ajar

1. Lagu
2. Video lirik lagu
3. Power Point
4. Audio speaker
5. Kertas origami
6. LCD

### E. Sumber Belajar

1. Viva Pakarindo. *Belajar Praktis Bahasa Inggris Mata Pelajaran Wajib Untuk SMA/MA Kelas X Semester 2*. Klaten
2. Lirik lagu Bruno Mars – Count On Me diunduh pada laman <https://genius.com/Bruno-mars-count-on-me-lyrics> pada 27 April 2019
3. Video lagu Count On Me - Bruno Mars diunduh pada <https://www.youtube.com/watch?v=A-OxRox4Wvk> pada 27 April 2019
4. Lagu See You Again – Wiz Khalifa diunduh pada <https://www.youtube.com/watch?v=fZsCg4mz364> pada 27 April 2019
5. Lagu Believe – Shawn Mendez diunduh pada [https://www.youtube.com/watch?v=IZMYO\\_iT-r0](https://www.youtube.com/watch?v=IZMYO_iT-r0) pada 27 April 2019
6. Lagu Something Just Like This – The Chainsmokers & Coldplay diunduh pada <https://www.youtube.com/watch?v=FM7MFYoylVs> pada 27 April 2019
7. Lagu You Raise Me Up – Westlife diunduh pada <https://www.youtube.com/watch?v=Rkkw8RhH9ck> pada 27 April 2019
8. Kamus Bahasa Inggris

### F. Langkah-langkah Pembelajaran

<b>Kegiatan Pendahuluan</b>	<b>Alo kasi Wa ktu</b>
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<p><b>Pemberian Motivasi dan Apersepsi</b></p>	<ol style="list-style-type: none"> <li>1. Peserta didik menjawab salam guru.</li> <li>2. Guru mengecek kehadiran peserta didik.</li> <li>3. Peserta didik menyiapkan diri secara fisik dan psikis untuk belajar melalui permainan “<i>guess the title of the song</i>”</li> <li>4. Dalam permainan ini, peserta didik dalam 4 kelompok besar diminta menebak judul lagu yang diputar oleh guru. Kelompok yang paling banyak menyebutkan judul lagu dari setiap tema mendapat score dari guru. (<b><i>Critical Thinking, Collaboration, Communication</i></b>)</li> <li>5. Peserta didik mendengarkan tujuan pembelajaran dari guru dan gambar tentang manfaat dari mempelajari materi lagu.</li> </ol>	<p>10 menit</p>
<p><b>Kegiatan inti</b></p>		
<p><b>Mengamati</b> (Think)</p>	<ol style="list-style-type: none"> <li>6. Peserta didik, diberikan daftar judul lagu dari lagu yang telah diputar dalam permainan “<i>guess the title of the song</i>”</li> <li>7. Peserta didik diminta mengamati dan memilih satu judul lagu yang disediakan.</li> <li>8. Peserta didik diberikan ‘<i>guided questions</i>’ untuk menjawab pertanyaan mengapa memilih lagu tersebut. (<b><i>Critical Thinking, Creativity</i></b>) *<i>guided questions</i> terlampir</li> </ol>	<p>10 menit</p>
<p><b>Menanya</b> (Pair)</p>	<ol style="list-style-type: none"> <li>9. Peserta didik diminta membentuk kelompok dalam permainan sederhana ‘<i>What time is it, Ms?</i>’ (<b><i>Collaboration</i></b>) *aturan main permainan ‘<i>What time is it, Mr?</i>’ terlampir.</li> <li>10. Peserta didik saling bertanya jawab mengenai lagu yang telah mereka pilih dengan anggota kelompok masing-masing. (<b><i>Communication, Collaboration, Critical Thinking</i></b>)</li> <li>11. Peserta didik dapat menggunakan ‘<i>guided questions</i>’ yang sebelumnya diberikan oleh guru.</li> </ol>	<p>15 menit</p>
<p><b>Mengeksplorasi</b> (Share)</p>	<ol style="list-style-type: none"> <li>12. Peserta didik diminta berdiskusi tentang lagu yang telah dipilih dan alasan memilih lagu tersebut dengan anggota kelompoknya. (<b><i>Collaboration, Communication</i></b>)</li> <li>13. Peserta didik diminta memutuskan satu lagu yang akan di-<i>share</i> dalam diskusi kelas.</li> <li>14. Peserta didik dalam setiap kelompok berbagi informasi tentang lagu yang dipilih dalam diskusi kelas. (<b><i>Collaboration, Communication</i></b>)</li> </ol>	<p>20 menit</p>



<b>Mengasosiasi</b>	15. Peserta didik dalam permainan 'continue the song lyric' diminta melengkapi lirik lagu selanjutnya. ( <i>Critical Thinking, Communication</i> )	15 menit
<b>Mengkomunikasikan</b>	16. Peserta didik, secara individu diminta membuat ulasan (review) tentang lagu yang telah dibahas pada sebuah kertas origami berwarna yang disediakan oleh guru. ( <i>Critical Thinking, Creativity, Communication</i> ) 17. Peserta didik diminta menempel kertas review di papan tulis.	15 menit
<b>Kegiatan Penutup</b>		
<b>Review Pembelajaran</b>	18. Peserta didik melakukan review pelajaran hari ini. 19. Peserta didik diberitahukan mengenai rencana pembelajaran pada pertemuan berikutnya.	5 menit

### 3. Instrument Penilaian

#### 3.1 Teknik Penilaian

##### a. Penilaian sikap

Penilaian sikap dilakukan selama pembelajaran berlangsung dalam catatan guru. Guru memiliki catatannya sendiri dalam menilai sikap peserta didik berupa catatan harian.

No	Nama	Catatan
1.		
2.		
3.		
4.		
5.		

##### b. Pengetahuan

No.	Indikator	Teknik Penilaian	Instrumen	Contoh	Waktu Pelaksanaan
1.	3.9.1 Menentukan fungsi sosial lagu terkait kehidupan remaja dengan tepat (C3)	Subjective Test (Guided Questions)	Rubric	Lihat lampiran	Saat Pembelajaran berlangsung
	3.9.2 Melengkapi unsur kebahasaan dari lirik lagu terkait kehidupan remaja	Objective Test (Complete the song lyric)	Answer Key	Lihat lampiran	Saat Pembelajaran berlangsung

	dengan tepat (C3)				
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## Scoring rubric for subjective test

Dimensions	Criteria	Score
Content	The topic is clear and the details are related to the topic (song)	3
	The topic is clear but the details are not related to the topic (song)	2
	The topic is not clear and the details are not related to the topic (song)	1
Vocabulary	The text contains effective choice of words.	3
	The text contains few misuses of vocabularies, words, and word forms but do not change the meaning.	2
	The text contains limited range of confusing words and word forms.	1

SCORING GUIDE

$$\text{Final score} = \frac{\text{Total score}}{\text{maximum score (15)}} \times 100$$

## c. Keterampilan

No	Indikator	Teknik	Bentuk Instrumen	Contoh	Waktu Pelaksanaan
1.	4.9.1 Membuat ulasan ( <i>review</i> ) lagu terkait kehidupan remaja secara kreatif (P3)	Written test	Write a song review	Lihat lampiran	Saat pembelajaran berlangsung

## Scoring rubric for writing

Dimensions	Criteria	Score
Content	The topic is clear and the details are related to the topic (song)	3
	The topic is clear but the details are not related to the topic (song)	2
	The topic is not clear and the details are not related to the topic (song)	1
Organization	The paragraph is complete and arranged properly.	3

	The paragraph is complete but not arranged properly.	2
	The paragraph is not complete and arranged properly.	1
Grammar	There are very few grammatical and agreement inaccuracies.	3
	There are few grammatical and agreement inaccuracies but do not affect the meaning.	2
	There are numerous grammatical and agreement inaccuracies.	1
Vocabulary	The paragraph contains effective choice of words.	3
	The paragraph contains few misuses of vocabularies, words, and word forms but do not change the meaning.	2
	The paragraph contains limited range of confusing words and word forms.	1
Mechanics	The paragraph uses correct spelling, punctuation, and capitalization.	3
	The paragraph has occasional errors of spelling, punctuation, and capitalization.	2
	The paragraph has frequent errors of spelling, punctuation, and capitalization.	1

Adapted from Brown (2007)

#### SCORING GUIDE

$$\text{Final score} = \frac{\text{Total score}}{\text{maximum score (15)}} \times 100$$

Mengetahui  
Kepala SMA Negeri 2 Singaraja

Singaraja, 03 Mei 2019  
Guru Mata Pelajaran

Drs. I Made Arya Kartawan, M.Pd  
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## LAMPIRAN

### BAHAN AJAR

#### The list of song that used in a game 'guess the song title'

1. Count On Me by Bruno Mars
2. See You Again by Charlie Puth
3. Believe by Shawn Mendez
4. Something Just Like This by Coldplay
5. You Raise Me up by Westlife

#### Guided questions:

1. What is the theme of the song?
2. Why do you like the song?
3. What can you learn from that song?

#### Expected answers:

1. The theme of the song is friendship
2. I like the song because it tells about friendship/ I like the song because the story is related to my story with my friend/...
3. From that song, I can learn that a friend can help you in every situation and you can count on your friend.

#### 'What time is it?' game

##### How to play 'What time is it?' game:

1. Peserta didik diminta memilih satu dari daftar lagu yang sebelumnya dimainkan dalam permainan tebak judul lagu.
2. Peserta didik, dalam aktifitas kelas, diminta menjawab pertanyaan yang ada dalam daftar 'guided questions' dan menjelaskan alasan mengapa mereka memilih lagu tersebut (**think**)
3. Guru meminta peserta didik berdiri dan menyanyikan salah satu lagu bersama-sama
4. Apabila musik berhenti, peserta didik diminta bertanya 'what time is it, Ms?' kepada guru, kemudian guru menjawab pertanyaan tersebut dengan waktu yang disesuaikan.
5. Jika guru menjawab dengan jawaban 'it's 4 o'clock' maka peserta harus membentuk kelompok yang terdiri dari 4 orang, ketika guru menjawab dengan jawaban 'it's 2 o'clock' maka peserta harus membentuk kelompok yang terdiri dari 2 orang (**pair**) dan seterusnya.
6. Peserta didik diminta saling bertanya tentang lagu yang dipilih oleh peserta didik dalam kelompok tersebut (tahap bertanya)
7. Peserta didik diminta mendiskusikan lagu yang mereka pilih dalam kelompok dan memutuskan satu lagu yang akan diceritakan didepan kelas (**share**)
8. Peserta didik diminta menceritakan lagu yang telah mereka pilih dalam kelompok dalam diskusi kelas (**share**)

<b>Song Lyric</b>
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### Count on Me

Artist : Bruno Mars

If you ever find yourself stuck in the middle of the sea,  
I'll sail the world to find you  
If you ever find yourself lost in the dark and you can't see,  
I'll be the light to guide you

Find out what we're made of  
When we are called to help our friends in need

You can count on me like one two three  
I'll be there  
And I know when I need it I can count on you like four three two  
You'll be there  
'Cause that's what friends are supposed to do, oh yeah

Whoa, whoa Oh, oh Yeah, yeah  
If you tossin' and you're turnin' and you just can't fall asleep  
I'll sing a song beside you  
And if you ever forget how much you really mean to me  
Everyday I will  
Remind you  
Ooh

Find out what we're made of  
When we are called to help our friends in need

You can count on me like one two three  
I'll be there  
And I know when I need it I can count on you like four three two  
You'll be there  
'Cause that's what friends are supposed to do, oh yeah

Oh, oh Yeah, yeah  
You'll always have my shoulder when you cry  
I'll never let go never say goodbye  
You know you can  
Count on me like one two three  
I'll be there  
And I know when I need it I can count on you like four three two  
And you'll be there  
'Cause that's what friends are supposed to do, oh yeah  
Oh, oh You can count on me 'cause I can count on you

**Lirik lagu dalam video:**



Link video : <https://www.youtube.com/watch?v=A-OxRox4Wvk>

### Materi Dalam PowerPoint

The PowerPoint consists of 9 slides:

- Slide 1:** A blue patterned background with a white box containing the text "LET'S SING A SONG".
- Slide 2:** A white background with the text "GUESS THE TITLE OF THE SONG" and five red circles, each containing a different lyric snippet.
- Slide 3:** A white background with the text "SONG 1" and a small image of the song cover for "Wiz Khalifa Feat. Charlie Puth".
- Slide 4:** A dark teal background with six red circles, each containing a lyric snippet: "COUNT ON ME - BRUNO MARS", "FOR YOU AGAIN - CHARLIE PUTH", "REMEMBER - OLIVIA ROSE BEHNE", "SOMETHING ABOUT LIKE THIS - COLETRAY", and "YOU RAISE ME UP - WOODKID".
- Slide 5:** A white background with the text "After you choose the song, please answer these following questions briefly" and three input fields with questions: "What is the theme of the song?", "Why do you like the song?", and "What can you learn from that song?".
- Slide 6:** A white background with the text "Let's Play a Game" and a large quote: "'What time is it, Ms.?'".
- Slide 7:** A white background with the text "Let's Continue The Song Lyric" and a small image of the two boys from the video.
- Slide 8:** A white background with the text "WRITE A REVIEW ABOUT THE SONG 'COUNT ON ME' BY BRUNO MARS AND STICK YOUR PAPER TO THE WHITE BOARD." and several colorful sticky notes.
- Slide 9:** A white background with the text "REVIEW TIME WHAT HAVE WE LEARNED TODAY?" and a circular diagram with "SONG" in the center, surrounded by "THEME OF THE SONG", "REASON OF THE SONG", and "THEME OF THE SONG".

### Materi Pengayaan

**Instruction** : Record a video about review of your favorite English song.  
**Send** your video to your teacher.

**Rubric penilaian (Speaking)**

Aspek Penilaian	Kriteria	Skor
Content	The review is appropriate with the topic.	3
	The review is less appropriate with the topic.	2
	The review is inappropriate with the topic.	1
Pronunciation	The pronunciation is excellent.	3
	The pronunciation is good.	2
	The pronunciation is okay.	1
Fluency	Student speaks very fluently with appropriate pauses.	3
	Student speaks less fluently with less appropriate pauses.	2
	Student doesn't speak fluently with inappropriate pauses.	1
Creativity	Student sets the video creatively	3
	Student sets the video less creatively	2
	Student does not set the video creatively	1
Self Confidence	Students present the review confidently.	3
	Students present the review less confidently.	2
	Students do not present the review confidently.	1

**Materi Remedial**

**Instruction** : Listen two of English songs entitled "Count On Me by Bruno Mars and All of Me by John Legend" then answer these following questions briefly.

1. What are the themes of the songs?
2. Why do the writers write the songs?
3. How do the writer express their feeling through the songs?
4. What are the song about?
5. What can you learn from those songs?

**Expected answers:**

Questions	Count On Me by Bruno Mars	All of Me by John Legend

1. What are the themes of the songs?	Friendship	Love story
2. Why do the writers write the songs?	Because he wants to inspire the listeners. Because he wants to amuse or entertain the listeners.	Because he wants to amuse or entertain the listeners. Because he wants to share feeling with others
3. How do the writer express their feeling through the songs?	The writer feels happy, exciting, ...	The writer feels falling in love
4. What are the song about?	The song is about friendship which is always be there for each other	The song is about someone who really loves his/her couple and want to do everything for his/her couple.
5. What can you learn from those songs?	From that song, I can learn that a friend can help you in every situation and you can count on your friend.	From that song, I can learn that a true love will accept you whoever you are.

## WORKSHEET

**Indikator** :Menentukan fungsi sosial lagu terkait kehidupan remaja dengan tepat (C3)

**Instruction** :Choose one of these songs and answer the questions.

**The list of song that used in a game 'guess the song title'**

1. Count On Me by Bruno Mars
2. See You Again by Charlie Puth
3. Believe by Shawn Mendez
4. Something Just Like This by Coldplay
5. You Raise Me up by Westlife

**Questions:**

1. What is the theme of the song?
2. Why do you like the song?
3. What can you learn from that song?

**Indikator** :Melengkapi unsur kebahasaan dari lirik lagu terkait kehidupan remaja dengan tepat (C3)

**Instruction** : Listen to the song and continue the next lyric.

<b>Song Lyric</b>
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**Count on Me**

Artist : Bruno Mars

If you ever find yourself stuck in the middle of the sea,  
I'll sail the world to find you  
If you ever find yourself lost in the dark and you can't see,  
I'll be the light to guide you

Find out what we're made of  
When we are called to help our friends in need

---

I'll be there  
And I know when I need it I can count on you like four three two

---

'Cause that's what friends are supposed to do, oh yeah

Whoa, whoa  
Oh, oh  
Yeah, yeah

If you tossin' and you're turnin' and you just can't fall asleep

---

And if you ever forget how much you really mean to me  
Everyday I will  
Remind you

Ooh  
Find out what we're made of  
When we are called to help our friends in need

You can count on me like one two three

---

And I know when I need it I can count on you like four three two  
You'll be there

---

Oh, oh  
Yeah, yeah

You'll always have my shoulder when you cry

---

You know you can

Count on me like one two three  
I'll be there

---

And you'll be there  
'Cause that's what friends are supposed to do, oh yeah

Oh, oh

---

**Answer Key:****Song Lyric****Count on Me**

Artist : Bruno Mars

If you ever find yourself stuck in the middle of the sea,  
I'll sail the world to find you  
If you ever find yourself lost in the dark and you can't see,  
I'll be the light to guide you

Find out what we're made of  
When we are called to help our friends in need

**You can count on me like one two three**

I'll be there

And I know when I need it I can count on you like four three two

**You'll be there**

'Cause that's what friends are supposed to do, oh yeah

Whoa, whoa

Oh, oh

Yeah, yeah

If you tossin' and you're turnin' and you just can't fall asleep

**I'll sing a song beside you**

And if you ever forget how much you really mean to me

Everyday I will

Remind you

Ooh

Find out what we're made of

When we are called to help our friends in need

You can count on me like one two three

**I'll be there**

And I know when I need it I can count on you like four three two

You'll be there

**'Cause that's what friends are supposed to do, oh yeah**

Oh, oh

Yeah, yeah

You'll always have my shoulder when you cry

**I'll never let go never say goodbye**

You know you can

Count on me like one two three

I'll be there

**And I know when I need it I can count on you like four three two**  
 And you'll be there  
 'Cause that's what friends are supposed to do, oh yeah

Oh, oh

**You can count on me 'cause I can count on you**

**Indikator** :Membuat ulasan (*review*) lagu terkait kehidupan remaja secara kreatif (P3)

**Instruction** : Write a review about the song 'Count On Me' by Bruno Mars and stick your paper to the white board.

**Papan tulis**

The song 'Count On Me' is telling about a friendship. It tells about someone who has a good

The song tells about a true friendship that you can tell your problem to your friends

**COUNT ON ME**  
**By Bruno Mars**

The song 'Count On Me' is telling about a friendship. It tells about Bruno Mars who has a

The song 'Count On Me' is telling about a best friend forever. A best friend that can help

## Appendix II

**RENCANA PELAKSANAAN PEMBELAJARAN**

**Satuan Pendidikan** : SMA Negeri 3 Singaraja  
**Mata Pelajaran** : Bahasa Inggris (Wajib)  
**Kelas /Semester** : XI/ Genap  
**Tahun Pelajaran** : 2018/2019  
**Materi** : Explanation Text / Listening, Writing, Speaking  
**Alokasi Waktu** : 2JP (2X45 Menit) (Pertemuan 3)

**C. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya  
 KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.  
 KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah  
 KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

**D. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)**

No	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
1	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	3.8.3 Melengkapi teks explanation tulis rumpang terkait gejala alam atau sosial (C3)
2	4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis,	4.8.3 Mempraktekan dialog dengan memberi dan meminta informasi terkait gejala alam atau social

	terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	sesuai dengan konteks penggunaannya (P3) 4.8.4 Mengembangkan informasi dialog menjadi sebuah paragraf terkait gejala alam yang melibatkan fungsi sosial, struktur teks, dan unsur kebahasaan.
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### G. Tujuan Pembelajaran:

1. Melalui kegiatan *listening the audio*, peserta didik dapat melengkapi teks *explanation* tulis rumpang terkait gejala alam atau sosial secara mandiri dan bertanggung jawab.
2. Melalui kegiatan *kelompok berpasangan*, peserta didik dapat mempraktekan dialog dengan memberi dan meminta informasi terkait gejala alam atau social sesuai dengan konteks penggunaannya secara tepat dan percaya diri.
3. Melalui kegiatan mandiri, peserta didik dapat mengembangkan informasi dialog menjadi sebuah paragraf terkait gejala alam yang melibatkan fungsi sosial, struktur teks, dan unsur kebahasaan dengan sesuai dan bertanggung jawab.

### H. Materi Pembelajaran

#### 1. Materi pembelajaran Reguler

##### Explanation Text

##### Social function of explanation text

- An explanation text is a kind of text which tells or explains processes relating to forming of natural or social phenomena or how something works.

##### Language features of explanation text

- 1) Focus on generic, non-human participants, or things.
- 2) Use of abstract nouns, for example heat, earthquake, tsunami.
- 3) Use of simple present tense.
- 4) Use of temporal and casual conjunctions
- 5) Use of passive voice
- 6) Use of action verbs to explain cause.
- 7) Use of noun phrase.
- 8) Use of complex sentences.
- 9) Use of technical terms or words chains about a subject.

##### The example of explanation text:

Earthquakes	Title
-------------	-------



An earthquake is a shaking of the ground caused by the sudden breaking and movement of large sections (tectonic plates) of the earth's rocky outermost crust.	General statement
Earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves that make the ground shake. When two blocks of rock or two plates are rubbing against each other, they stick a little. They don't just slide smoothly, the rocks catch on each other. The rocks are still pushing against each other, but not moving. After a while, the rocks break because of all the pressure that's built up. When the rocks break, the earthquake occurs.	A sequenced explanation of stage

#### I. Metode Pembelajaran

4. Pendekatan : Scientific Approach
5. Model pembelajaran : Discovery Learning

#### J. Media

1. Audio, flashcard.

#### K. Sumber Belajar

1. Viva Pakarindo. *Belajar Praktis Bahasa Inggris Mata Pelajaran Waib Untuk SMA/MA Kelas XI Semester 2*. Klaten
2. Kamus Bahasa Inggris

#### L. Langkah-langkah Pembelajaran

<b>Kegiatan Pendahuluan</b>		
<b>Pemberian Rangsangan</b>	20. Peserta didik menjawab salam guru. 21. Peserta didik menyiapkan diri secara fisik dan psikis untuk siap belajar melalui permainan "What Happened and Why?" (Communciation) Peserta didik diberikan sebuah situasi terkait gejala alam dan sosial. Mereka diminta untuk menceritakan proses dari kejadian tersebut. 22. Peserta didik mendengarkan tujuan pembelajaran dari guru dan gambaran tentang manfaat dari mempelajari materi tersebut.	<b>10 Menit</b>
<b>Kegiatan Inti</b>		
<b>Mengamati</b>	1. Peserta didik diberikan teks rumpang lain yang ada lembar kerja siswa halaman 67. 2. Peserta didik diminta mendengarkan sebuah audio yang diputar oleh guru terkait teks rumpang yang ada lembar kerja siswa halaman 67.	<b>70 menit</b>

		3. Peserta didik diminta melengkapi teks rumpang dengan mendengarkan audio yang telah diputar guru selama 3X	
<b>Menanya</b>		4. Peserta didik menanyakan kosa kata yang belum dipahami yang terdapat didalam teks.	
<b>Mengeksplorasi</b>		5. Peserta didik berkerja dalam kelompok berpasangan untuk mempraktekkan dialog mengenai natural disasters. 6. Peserta didik diminta mencari topic dalam dialog tersebut. 7. Dengan arahan guru, peserta didik mencari point-point pembahasan dalam dialog, antara lain: meaning of disaster, the effect of natural disaster, the preparation for natural disaster.	
<b>Mengasosiasi</b>		8. Peserta didik secara mandiri diminta untuk mengembangkan informasi yang ada dalam dialog menjadi sebuah paragraf explanation text.	
<b>Mengkomunikasikan</b>		9. Beberapa peserta didik diminta untuk membacakan hasil teks yang telah dibuat.	
<b>Kegiatan Penutup</b>			
<b>Review Pembelajaran</b>		1. Peserta didik melakukan review pelajaran hari ini. 2. Informasi pertemuan selanjutnya Peserta didik diberitahukan mengenai rencana pembelajaran pada pertemuan berikutnya.	<b>10 Menit</b>

## I. Instrument Penilaian

### 1. Teknik Penilaian

#### 1) Penilaian sikap

Penilaian sikap dilakukan selama pembelajaran berlangsung dalam catatan guru. Guru memiliki catatannya sendiri dalam menilai sikap peserta didik berupa catatan harian.

No	Nama	Catatan
1.		
2.		
3.		

#### 2) Pengetahuan

No	Indikator	Teknik Penilaian	Instrumen	Contoh	Waktu Pelaksanaan
1.	3.8.3 Melengkapi teks explanation tulis rumpang	Subjective Test	Fill in the table	Lihat lampiran	Saat Pembelajaran berlangsung

	terkait gejala alam atau sosial (C3)				
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### 3) Keterampilan

No	Indikator	Teknik	Bentuk Instrumen	Contoh	Waktu Pelaksanaan
1.	4.8.3 Mempraktekan dialog dengan memberi dan meminta informasi terkait gejala alam atau social sesuai dengan konteks penggunaannya (P3)	Subjective test	Do a role play	Lihat Lampiran	Saat pembelajaran berlangsung
	4.8.4 Mengembangkan informasi dialog menjadi sebuah paragraf terkait gejala alam yang melibatkan fungsi sosial, struktur teks, dan unsur kebahasaan. (P3)	Subjective test	Make paragraph	Lihat Lampiran	Saat pembelajaran berlangsung

### 4) Rubrik Penilaian (Tes Tulis)

Dimensions	Criteria	Score
Content	The topic is clear and the details are related to the topic.	3
	The topic is clear but the details are not related to the topic.	2
	The topic is not clear and the details are not related to the topic.	1
Organization	The text is complete and arranged properly.	3
	The text is complete but not arranged properly.	2

	The text is not complete and arranged properly.	1
Grammar	There are very few grammatical and agreement inaccuracies.	3
	There are few grammatical and agreement inaccuracies but do not affect the meaning.	2
	There are numerous grammatical and agreement inaccuracies.	1
Vocabulary	The text contains effective choice of words.	3
	The text contains few misuses of vocabularies, words, and word forms but do not change the meaning.	2
	The text contains limited range of confusing words and word forms.	1
Mechanics	The text uses correct spelling, punctuation, and capitalization.	3
	The text has occasional errors of spelling, punctuation, and capitalization.	2
	The text has frequent errors of spelling, punctuation, and capitalization.	1

Adapted from Brown (2007)

**Scoring Guide :**

$$\text{Total Score} = \frac{\text{Student's score}}{\text{Total Score}} \times 100\% = \frac{\text{Student's score}}{15} \times 100\%$$

***Speaking Scoring Rubric***

<b>Aspek Penilaian</b>	<b>Kriteria</b>	<b>Skor</b>
Pronunciation	The pronunciation is excellent.	3
	The pronunciation is good.	2
	The pronunciation is okay.	1
Fluency	Student speaks very fluently with appropriate pauses.	3
	Student speaks less fluently with less appropriate pauses.	2
	Student doesn't speak fluently with inappropriate pauses.	1
Accuracy	Students use accuracy and variety of sentence structure.	3
	Students miss some sentence structures	2
	but do not obscure the meaning.	1

	Students miss many sentence structures and the meaning is obscured.	
Self Confidence	Students present the dialog confidently.	3
	Students present the dialog less confidently.	2
	Students do not present the dialog confidently.	1

**Scoring Guide :**

$$\text{Total Score} = \frac{\text{Student's score}}{\text{Total Score}} \times 100\% = \frac{\text{Student's score}}{12} \times 100\%$$





## LAMPIRAN 1

### BAHAN AJAR

#### Text For Listening Section

(3.8.3 Melengkapi teks explanation tulis rumpang terkait gejala alam atau sosial)

The water cycle begins when (1) ..... heats water on the earth's surface, from 2) ..... the heat causes the molecules that make up water to move more quickly and rise into the air as 3) ..... This process is called (4) ..... . As water vapor rises, it cools off and condenses to form (5) ..... . When the clouds have become too heavy to hold any more water, precipitation falls (6) ..... . As the precipitation falls back to earth, some of it returns to rivers and other (7) ..... . Some water (8) ..... into the ground.

#### WORKSHEET

**Indikator** : 4.8.3 Mempraktekan dialog dengan memberi dan meminta informasi terkait gejala alam atau social sesuai dengan konteks penggunaannya (P3)

**Instruction** : Do a role play for the dialogue below with your partner.

A: What do you think are the most destructive natural disasters?

B: I think that all natural disasters are destructive. They are wreck havoc on the places they hit and cause damage to property and people. There is a reason that they are called disasters. There's no categorizing them, there's only trying to find ways to help those affected by them.

A: Do natural disasters divide or unite people?

B: I believe that natural disaster unite people more than they divide them. I think that many people are good at heart and when they see others in need they come together to help in whatever way they can. When devastation hits somewhere the world comes together to see what they can do to help ease the burden. For example, I think that Hurricane Sandy is a great example of people coming together to help the East Coast rebuild.

A: What is the best way to prepare for a natural disaster?

B: One of the best ways to prepare for a natural disaster is to listen to the professionals. These are people that have been trained for these kinds of situations. They have been in these situations and know how to help. Listening to them saves lives and time. It is the most important thing you can do when preparing for a natural disaster.

A: How does one prepare for a natural disaster ?

B: Once again, listen to officials but also be sure you have supplies. Have food and water but also have a backpack ready to go with all of your essentials. If you have to evacuate the backpack will be your best friend. There really isn't any other way to prepare for a natural disaster other than having those things ready to go.

A: What are your must-have items?

B: I think the only must have items for me would be a few family pictures. Everything else is material and can be replaced, but memories like the ones in the picture can't be. So, If I had the opportunity, I would grab those pictures because

they are important to me. But, in the long run, the only thing you really need is yourself; your life is the one thing that can be replaced.

**Indikator** : 4.8.4 Mengembangkan informasi dialog menjadi sebuah paragraf terkait gejala alam yang melibatkan fungsi sosial, struktur teks, dan unsur kebahasaan. (P3)

**Instruction** : Make an explanation text about natural disasters. Identify the information that you are going to explain from the dialogue.

Answer Key Listening:

1. The sun
2. Oceans, lakes, rivers and streams
3. A gas
4. Evaporation
5. Clouds
6. In the form of rain
7. Water sources
8. Soaks



## Appendix III

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMA N 4 Singaraja  
 Mata Pelajaran : Bahasa Inggris Peminatan  
 Kelas/Semester : XI/ Genap  
 Materi Pokok : Songs  
 Alokasi Waktu : 2 x pertemuan (4 x 45 menit)

**A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerja sama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Pasangan Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.10 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA	3.10.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK
4.10 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA	4.10.1 Menjelaskan isi lagu terkait fungsi sosial dan unsur kebahasaan lirik lagu SMA/MA/SMK/MAK

**C. Tujuan Pembelajaran**

Melalui pendekatan saintifik dengan menggunakan model Discovery Learning, peserta didik dapat **mengidentifikasi** dan **menjelaskan** fungsi sosial, struktur teks,

dan unsur kebahasaan lirik lagu terkait kehidupan remaja yang benar dan sesuai konteks dengan berpikir secara kritis, kreatif, kolaboratif dan komunikatif.

#### D. Materi Pembelajaran

##### Materi Reguler

Faktual

- Lirik lagu terkait kehidupan remaja

Konseptual:

- Fungsi Sosial
  - Memahami pesan moral lagu dan menghargai lagu sebagai karya seni
- Unsur Kebahasaan
  - Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.
  - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
  - Ucapan, tekanan kata, intonasi
  - Ejaan dan tanda baca.
  - Tulisan tangan
- Topik
- Berbagai hal terkait dengan kehidupan siswa sebagai remaja dan siswa SMA, dengan memberikan keteladanan dan inspirasi untuk berperilaku tanggung jawab, disiplin, cinta damai, kerja sama.

##### Materi Remedial

- Lirik lagu lainnya yang terkait dengan kehidupan remaja.

##### Materi Pengayaan

- Video lagu yang terkait dengan kehidupan remaja untuk ditafsirkan

#### E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning
- 3) Metode : Tanya jawab, diskusi kelas, diskusi kelompok

#### F. Media/Alat dan Bahan Pembelajaran

1. **Media/Alat** : LCD, speaker, slide PowerPoint
2. **Bahan** : Beberapa video dan lirik lagu terkait kehidupan remaja

#### G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Modul Pengayaan Bahasa Inggris SMA Kelas X, CV Grahadi
- ❖ Internet

#### H. Langkah-Langkah Pembelajaran

##### Pertemuan Pertama (2 JP)

##### **Indikator Pencapaian Kompetensi (IPK):**



3.10.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

Kegiatan	Nilai Karakter	Alokasi waktu
<p><b>Kegiatan Pendahuluan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik memberikan salam kepada guru.</li> <li>2. Peserta didik diarahkan oleh guru memeriksa kebersihan kelas.</li> <li>3. Peserta didik berdoa.</li> <li>4. Peserta didik menyanyikan lagu wajib nasional.</li> <li>5. Peserta didik merespon pertanyaan terkait dengan kehadiran peserta didik dan keadaan kelas.</li> <li>6. Peserta didik dan guru membaca buku bacaan (program literasi tingkat sekolah).</li> <li>7. Peserta didik dibimbing oleh guru menyampaikan informasi yang diperoleh dari membaca secara lisan.</li> <li>8. Peserta didik dibimbing oleh guru merespon pertanyaan tentang materi sebelumnya (re-calling).</li> <li>9. Peserta didik mengamati dan memahami video klip sebuah lagu (Memberi Stimulus).</li> <li>10. Peserta didik merespon pertanyaan (fungsi sosial, isi video, dsb.) yang diberikan oleh guru terkait video yang telah ditayangkan.</li> <li>11. Peserta didik menerima informasi tentang IPK, tujuan pembelajaran, kegiatan evaluasi yang dilakukan, serta materi yang akan dipelajari terkait ungkapan-ungkapan dalam memperkenalkan diri.</li> </ol>	<p>Peduli lingkungan</p> <p>Nasionalisme</p> <p>Gemar membaca</p> <p>Komunikatif</p>	<p><b>15 menit</b></p>
<p><b>Kegiatan Inti</b></p> <p>Mengidentifikasi</p> <ol style="list-style-type: none"> <li>1. Peserta didik mendengarkan rekaman lagu dan melengkapi lirik rumpang lagu.</li> <li>2. Peserta didik mengartikan kata sulit yang ditemukan</li> <li>3. Peserta didik dibagi menjadi beberapa kelompok kecil untuk melakukan diskusi.</li> <li>4. Setiap kelompok kecil diberikan beberapa video klip lagu lainnya, peserta didik</li> </ol>	<p>Bekerja sama</p>	<p><b>85 menit</b></p>

<p><b>mengidentifikasi</b> fungsi sosial dan unsur kebahasaan lirik lagu.</p> <p>5. Peserta didik kembali mencari kata-kata sulit yang terdapat dalam lagu.</p> <p>Mengolah Data</p> <p>6. Peserta didik membuat ringkasan tentang hal-hal yang sudah didiskusikan.</p> <p>7. Peserta didik diberikan kuis terkait lirik lagu tentang kehidupan remaja</p>	Mandiri	
<p><b>Kegiatan Penutup</b></p> <p>1. Guru memberikan umpan balik terhadap proses pembelajaran dan hasil belajar siswa.</p> <p>2. Peserta didik dibimbing oleh guru mereview materi dan hasil pembelajaran.</p> <p>3. Peserta didik dan guru mengapresiasi hasil belajar/hasil kerja peserta didik.</p>		<b>5 menit</b>

### Pertemuan Kedua (2 JP)

#### **Indikator Pencapaian Kompetensi (IPK):**

- 4.10.1 Menjelaskan isi lagu terkait fungsi sosial dan unsur kebahasaan lirik lagu SMA/ MA/ SMK/ MAK

<b>Kegiatan</b>	<b>Nilai Karakter</b>	<b>Alokasi waktu</b>
<p><b>Kegiatan Pendahuluan</b></p> <p>1. Peserta didik memberikan salam kepada guru.</p> <p>2. Peserta didik diarahkan oleh guru memeriksa kebersihan kelas.</p> <p>3. Peserta didik berdoa.</p> <p>4. Peserta didik menyanyikan lagu wajib nasional.</p> <p>5. Peserta didik merespon pertanyaan terkait dengan kehadiran peserta didik dan keadaan kelas.</p> <p>6. Peserta didik dan guru membaca buku bacaan (program literasi tingkat sekolah).</p> <p>7. Peserta didik dibimbing oleh guru menyampaikan informasi yang diperoleh dari membaca secara lisan.</p> <p>8. Peserta didik dibimbing oleh guru merespon pertanyaan tentang materi sebelumnya (re-calling).</p> <p>9. Peserta didik menerima informasi tentang IPK, tujuan pembelajaran, kegiatan</p>	<p>Peduli lingkungan</p> <p>Nasionalisme</p> <p>Gemar membaca</p> <p>Komunikatif</p>	<b>15 menit</b>



evaluasi yang dilakukan, serta materi yang akan dipelajari terkait ungkapan-ungkapan dalam memperkenalkan diri.		
<b>Kegiatan Inti</b> 1. Peserta didik mempresentasikan sebuah lagu yang dipilih sendiri dan <b>menjelaskan</b> isi lagu terkait fungsi sosial dan unsur kebahasaan lirik lagu remaja secara mandiri.	Mandiri	<b>85 menit</b>
<b>Kegiatan Penutup</b> 1. Guru memberikan umpan balik terhadap proses pembelajaran dan hasil belajar siswa. 2. Peserta didik dibimbing oleh guru mereview materi dan hasil pembelajaran. 3. Peserta didik dan guru mengapresiasi hasil belajar/hasil kerja peserta didik.		<b>5 menit</b>

## I. Penilaian Hasil Pembelajaran

### 1. Teknik Penilaian

- a. Penilaian Sikap : Self-assessment
- b. Penilaian Pengetahuan : Tes Lisan
- c. Penilaian Keterampilan : Praktik

### 2. Bentuk Penilaian

- a. Observasi : Lembar self-assessment
- b. Tes Lisan : Kuis
- c. Praktik : Mempresentasikan lagu dan maknanya

### 3. Instrumen Penilaian

(terlampir)

## J. Lampiran Pendukung RPP

1. Materi Pembelajaran
2. Penilaian Sikap
3. Penilaian Pengetahuan
4. Penilaian Keterampilan

## Lampiran 1 Materi Pembelajaran

### Contoh Lagu

#### WHEN I GROW UP (JENNIFER O'CONNOR)

When I grow up  
 I'll be the hero  
 Of my story book  
 I'll start at zero  
 And rise and fall  
 And rise and fall again  
 My head, my heart  
 I'll fly into the wind

When I grow up  
 The sun will greet me  
 And every day  
 I'll meet it completely  
 I'll catch each wave and swim until I'm tired  
 I'll practice every move, so inspired

When I grow up I'll be good and strong  
 I'll create a world where I belong

When I grow up

When I grow up  
 I'll be who I want to  
 I'll take every turn

With purpose and see through  
 The ups and downs

The hills, the starry skies

The beautiful beginning and reprise

When I grow up


## Lampiran 2 Penilaian Sikap


### a. Format Lembar Self-assessment

**Student Self-Assessment & Reflections**

Name \_\_\_\_\_ Class \_\_\_\_\_

<p>Give a brief description of the project or activity you have completed.</p>	<p>What did you like about this project or activity? What were you able to do well?</p>
<p>What did you not like about this project or activity? What problems did you have? Why?</p>	<p>What did you learn about yourself? Strengths, interests, preferences, and needs.</p>


 Developed by the Indiana Secondary Transition Resource Center
 


 CENTER ON COMMUNITY LIVING AND CAREERS  
INDIANA UNIVERSITY  
Indiana Institute on Disability and Community

Catatan: Hasil penilaian sikap akan direkap dalam satu semester dan diserahkan ke wali kelas, untuk dipertimbangkan dalam penilaian sikap dalam rapor (menunjang penilaian sikap dari guru PAI dan guru PPKN).

### Lampiran 3 Penilaian Pengetahuan

#### a. Kisi-Kisi Penilaian Pengetahuan

KD/IPK	Materi	Kelas/ Smt	Indikator Butir Soal	Level Kognitif	Bentuk Soal	No. Soal
3.10.2 Mengidentifikasi fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	Fungsi sosial, struktur teks, dan unsur kebahasaan lirik lagu terkait kehidupan remaja	XI/2	Disajikan sebuah lagu, peserta didik dapat menentukan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja	II (C3)	Kuis	1 2 3 4 5 6 7 8 9 10

**b. Soal**

1. What does the first verse of the song talk about? Say it in one sentence.
2. In your opinion, what does “You can be the King Kong banging on your chest” mean?
3. Why does the writer mention some kinds of occupation?
4. What the verse mean? Say it in one sentence.  
*You can beat the world*  
*You can beat the war*  
*You can talk to God, go banging on His door*
5. Which verse is repeated in the song? Why?
6. What is “gonna” ? Can you find the synonym of “gonna”?
7. In general, what is the song about?
8. What is your opinion about the song?
9. How do you feel when you are listening to this song?
10. What is the moral value of the song?

**c. Pedoman Penilaian**

**Pedoman Penskoran**

No	Uraian Jawaban	Skor
<b>Uraian Terstruktur</b>		
1	Jawaban lengkap	5
2	Jawaban kurang lengkap	3
3	Jawaban tidak lengkap	1
4	Tidak menjawab	0
<b>Isian</b>		
1	Jawaban benar	2
2	Jawaban salah/tidak menjawab	0
<b>Total Skor</b>		<b><u>(10 x skor uraian jawaban)</u></b> <b>5</b>

**Keterangan:**

- (1) Remedial : Siswa yang memperoleh nilai di bawah KKM (75) diberikan remedial dalam bentuk bimbingan individual dengan memberikan pertanyaan terkait lagu remaja.
- (2) Pengayaan : Siswa yang memperoleh nilai latihan di atas KKM (75) diberikan pengayaan dalam bentuk mereview lagu-lagu barat lainnya.

## Lampiran 4 Penilaian Keterampilan

### a. Soal

Please sing a song and tell us the meaning!

### b. Pedoman Penilaian

Rubrik Penilaian Speaking (Bernyanyi)

#### **LANGUAGE CRITERIA \*\*\*\***

<b>Accent:</b> Performer(s) emulate a native-like accent.	1 2 3 4 5
<b>Correctness:</b> Performer(s) sing the lyrics accurately.	1 2 3 4 5
<b>Pronunciation:</b> Performer(s) pronounce words with clarity.	1 2 3 4 5

Complete this section for original pieces ONLY:

<b>Creative originality:</b> Piece is non-derivative (doesn't obviously sound exactly like an existing song)	1 2 3 4 5
<b>Language choices:</b> Lyrics are syntactically and grammatically correct, while allowing for colloquial expressions and artistic language use.	1 2 3 4 5

\* for entries in this category, language judge must also complete the "Complete this Section For Original Pieces Only" subsection. Entries in this category are only competing against other original songs

\*\* Judges will have access to these in advance of the competition.

\*\*\* as recorded by official timekeeper

Nilai Tertinggi : 100

Nilai Terendah : 20

Kategori :  
 Sekor 91-100 = A (excellent)  
 Sekor 81-90 = B (very good)  
 Sekor 71-80 = C (good)  
 Sekor 60-70 = D (fair)  
 Sekor < 60 = E (need improvement)



## Appendix IV

The results of checklist for assessment planning by certified English teacher at SMA N 2 Singaraja

No	Statement	Observation					Notes
		5	4	3	2	1	
1	The formulation of learning objectives are based on K-13 curriculum		✓				the lesson plan designed based on K-13 curriculum which emphasizing on 3 skill that is cognitive, affective, psychomotor using operational verb
2	The formulation of learning objectives are considered based on students' characteristic	✓					The formulation of learning objective designed for adolescence learner
3	The formulation of learning objective In accord with the characteristics of authentic language assessment		✓				The task is close to the student real life which also assess their cognitive, affective and psychomotor skill.
4	The standard of authentic language assessment is based on Bloom's Taxonomy	✓					Teacher used C3 level of cognitive
5	The standard of authentic language assessment contains relevant domain of learning (cognitive, affective, psychomotor)		✓				The assessment contains relevant domains of learning such as cognitive, affective, and psychomotor.

6	The design of authentic task relate to the real life problems	✓					The design of authentic task reflect to the adolescence real life problem.
7	The design of authentic tasks in accord with the learning objectives	✓					The authentic task contains some things mentioned in the learning objectives
8	The assessment criteria in accord with the learning objectives	✓					The assessment criteria contains 3 aspect of assessment (cognitive, affective, psychomotor)
9	The assessment criteria considered students' characteristics	✓					The teacher is using popular song that close with adolescence real life
10	The assessment rubrics in accord with learning objectives		✓				The assessment rubric reflect the things mentioned in learning objectives
11	The assessment rubrics use appropriate holistic and/or analytical rubrics	✓					Teacher use appropriate holistic rubric in assessment section
12	The assessment rubrics assess several relevant aspects		✓				There are some aspects assessed that is content, organization, grammar, vocabulary, and mechanics.
13	The assessment rubrics use descriptors for each aspect	✓					Each statement of the assessment rubrics in lesson plan is using descriptor to

							determine students achievement level.
14	The assessment rubrics criteria determine student's achievement level					✓	The assessment rubrics on the lesson plan determine student's achievement because the descriptor will determine student's achievement level.

Table 3.3 Instrument for research question number 3,

No	Statement	Observation					Notes
		5	4	3	2	1	
1	The teacher assess the student in process		✓				Assessment done when the student work individually, but in a group discussion, the lesson is dominated by a smart student therefore no all team member can participate on the discussion section.
2	Giving Feedback to the students	✓					feedback given directly and at the end of the class session. The teacher also gives the opportunity to the others student who wants to add their opinions
3	Use authentic context in assessing the students		✓				The assessment conducted in the authentic context

							for example the teacher assess the students cognitive and psychomotor skill but during the learning process the teacher is rarely assessing students affective skill.
4	The availability of assessment tools		✓				The assessment tools used by the teacher is taking a note for affective skill and for cognitive and psychomotor skill the teacher used written test.
5	Time allocation for work and assessment		✓				The teacher is balancing the time allocation for work and assessment in the lesson plan, but in the learning process the students frequently need extra time for doing the task.

Adopted from Marhaeni, Dantes, & Paramartha, (2018)

## Appendix V

The results of checklist for assessment planning by certified English teacher at SMA N 3 Singaraja

No	Statement	Observation					Notes
		5	4	3	2	1	
1	The formulation of learning objectives are based on K-13 curriculum		✓				the lesson plan designed based on K-13 curriculum which emphasizing on 3 skill that is cognitive, affective, psychomotor and using operational verb
2	The formulation of learning objectives are considered based on students' characteristic	✓					The formulation of learning objective designed for adolescence learner
3	The formulation of learning objective In accord with the characteristics of authentic language assessment	✓					The task is close to the student real life which also assess their cognitive, affective and psychomotor skill.
4	The standard of authentic language assessment is based on Bloom's Taxonomy		✓				Teacher used C3 level of cognitive
5	The standard of authentic language assessment contains relevant domain of learning (cognitive, affective, psychomotor)		✓				The assessment contains relevant domains of learning such as cognitive, affective, and psychomotor.



6	The design of authentic task relate to the real life problems	✓					The design of authentic task reflect to the adolescence real life problem.
7	The design of authentic tasks in accord with the learning objectives	✓					The authentic task contains some things mentioned in the learning objectives
8	The assessment criteria in accord with the learning objectives	✓					The assessment criteria contains 3 aspect of assessment (cognitive, affective, psychomotor) and refers to the learning objective.
9	The assessment criteria considered students' characteristics		✓				The assessment criteria used by the teacher close to the students (adolescence) real life problem.
10	The assessment rubrics in accord with learning objectives	✓					The assessment rubric used, in line with the learning objectives such as the teacher assess students based on what stated using 3 aspect that is: cognitive, affective, psychomotor.
11	The assessment rubrics use appropriate holistic and/or analytical rubrics			✓			Teacher use appropriate holistic rubric in assessment section and need to improve.



12	The assessment rubrics assess several relevant aspects	✓					There are some aspects assessed that is content, organization, grammar, vocabulary, and mechanics.
13	The assessment rubrics use descriptors for each aspect	✓					Each statement of the assessment rubrics in lesson plan is using descriptor to determine students achievement level.
14	The assessment rubrics criteria determine student's achievement level			✓			The assessment rubrics on the lesson plan already determine student's achievement because the descriptor will determine student's achievement level.

Table 3.3 Instrument for research question number 3,

No	Statement	Observation					Notes
		5	4	3	2	1	
1	The teacher assess the student in process	✓					The teacher assess students individually, and in a group during the process of the learning
2	Giving Feedback to the students	✓					Student's question answered directly by the teacher and at the end of the class session and

							also the teacher gives the opportunity to the student who wants to add their opinion
3	Use authentic context in assessing the students		✓				The teacher assess the students cognitive and psychomotor skill but during the learning process the teacher is rarely assessing students affective skill.
4	The availability of assessment tools		✓				The assessment tools used by the teacher is taking a note for affective skill and for cognitive and psychomotor skill the teacher used written test to test student comprehension
5	Time allocation for work and assessment		✓				The teacher is focusing on work only and do not maximalist the time for doing assessment at the end of the lesson

Adopted from Marhaeni, Dantes, & Paramartha, (2018)

## Appendix VI

The results of checklist for assessment planning by certified English teacher at SMA N 4 Singaraja

No	Statement	Observation					Notes
		5	4	3	2	1	
1	The formulation of learning objectives are based on K-13 curriculum		✓				the lesson plan designed based on K-13 curriculum using operational verb but there is no affective skill in learning objective
2	The formulation of learning objectives are considered based on students' characteristic	✓					The formulation of learning objective designed for adolescence learner
3	The formulation of learning objective In accord with the characteristics of authentic language assessment	✓					The task is close to the student real life which also assess their cognitive, affective and psychomotor skill.
4	The standard of authentic language assessment is based on Bloom's Taxonomy		✓				Teacher used C3 level of cognitive
5	The standard of authentic language assessment contains relevant domain of learning (cognitive, affective, psychomotor)	✓					The assessment contains relevant domains of learning such as cognitive, affective, and psychomotor.
6	The design of authentic task relate to the real life problems	✓					The design of authentic task reflect to the adolescence real life problem.
7	The design of authentic tasks in accord with the learning objectives	✓					The authentic task contains some things mentioned in the learning objectives
8	The assessment criteria in accord with the learning objectives	✓					The assessment criteria contains 3 aspect of

						assessment (cognitive, affective, psychomotor)
9	The assessment criteria considered students' characteristics	✓				The teacher using popular song that close with adolescence real life
10	The assessment rubrics in accord with learning objectives	✓				The assessment rubric reflect the things mentioned in learning objectives
11	The assessment rubrics use appropriate holistic and/or analytical rubrics		✓			Teacher use appropriate holistic rubric in assessment section but there is no criteria of each number.
12	The assessment rubrics assess several relevant aspects	✓				There are some aspects assessed that is accent, correctness, pronunciation, creative/originality and language choice.
13	The assessment rubrics use descriptors for each aspect	✓				Each statement of the assessment rubrics in lesson plan is using descriptor to determine students achievement level.
14	The assessment rubrics criteria determine student's achievement level	✓				The assessment rubrics determine student's achievement level. The teacher used self-assessment format so, every student should have different opinion in answering the questions given.

Table 3.3 Instrument for research question number 3,

No	Statement	Observation					Notes
		5	4	3	2	1	
1	The teacher assess the student in process		✓				The teacher assesses students individually, and in a group during the process of the learning
2	Giving Feedback to the students	✓					Student's question is answered directly by the teacher and at the end of the class session. The teacher also gives the opportunity to the student who wants to add their opinions
3	Use authentic context in assessing the students	✓					The assessment conducted in the authentic context for example the teacher assesses the students through cognitive, psychomotor and affective skill assessment.
4	The availability of assessment tools	✓					the assessment tools used by the teacher is different in each aspect. in affective skill the used self-reflection, in cognitive skill the teacher gave task related to the material and in psychomotor skill the teacher used checklist.
5	Time allocation for work and assessment		✓				Work and assessment run smoothly in classroom.



## Appendix VII

The results of interview guide for research questions number 1

Identity : I Nyoman Oka, S.Pd

Subject : English

Theme of subject : Song

Class : XI

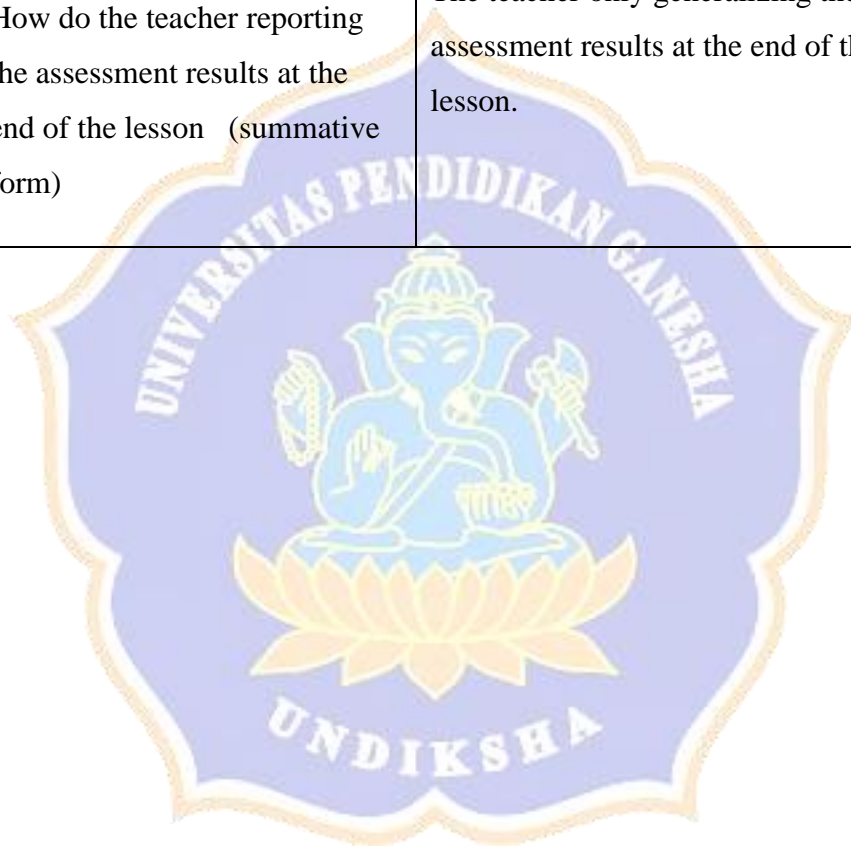
No	Question of interview	Notes
1.	What are the reasons of using performance Assessment ?	The teacher need to know the real situation of the students itself by using performance assessment. It can be individual or in an group.
2.	What are the reasons of using portfolios Assessment ?	The teacher do not use portfolio because time for doing this assessment is quite long. Teacher usually use written test.
3.	What are the reasons of using Self-Assessment ?	The teacher used this assessment focusing to build their confidence to the subject they learnt.
4.	What are the reasons of using Teacher Observation Assessment ?	This assessment usually used by the teacher to assess affective skill of the students. The teacher will observe the real condition in classroom.
5.	What are the reason of using product assessment ?	The teacher need to know the how the students learn from the subject given
6.	What are the reason of using Project assessment.	Sometimes it is needed to give student chance to express their idea from the task given by the teacher.



## The results of interview for research questions number 4

No	Questions	Notes
1	What steps are used in analyzing the assessment results	For cognitive aspect, the teacher follows the rules given by the school to analyze the assessment results.
2	How do the teacher scoring the assessment results	The score depends on the material and use rubric to assess the students. The score must achieved the minimum standard applied by the school, if less than the standard, the teacher need to give remedial to the student.
3	How do the teacher weighting the assessment results	The teacher weighting the assessment results by divide every question given.
4	How do the teacher analyzing the assessment result quantitatively	The teacher is looking at standard given by the school.
5	How do the teacher analyzing the assessment result qualitatively	The results of the assessment analyzed by generalizing all of students work and the teacher are not have right to give score qualitatively. The score must be achieved the minimum standard of that is applied in the school.
6	What criteria's are used in reporting the assessment results	The teacher used cognitive score as a reference to report assessment results.
7	How do the teacher reporting assessment results quantitatively	The teacher only sent the score quantitatively and processed through the curriculum used in the school.

8	How do the teacher reporting assessment results qualitatively	The system of the K-13 curriculum limits the teacher to give more comment. The teacher only gives the quantitative score.
9	How do the teacher reporting the assessment results during the lesson.(formative form)	The teacher do not allowed to report the assessment process because there is no format to reporting it.
10	How do the teacher reporting the assessment results at the end of the lesson (summative form)	The teacher only generalizing the assessment results at the end of the lesson.



## Appendix VIII

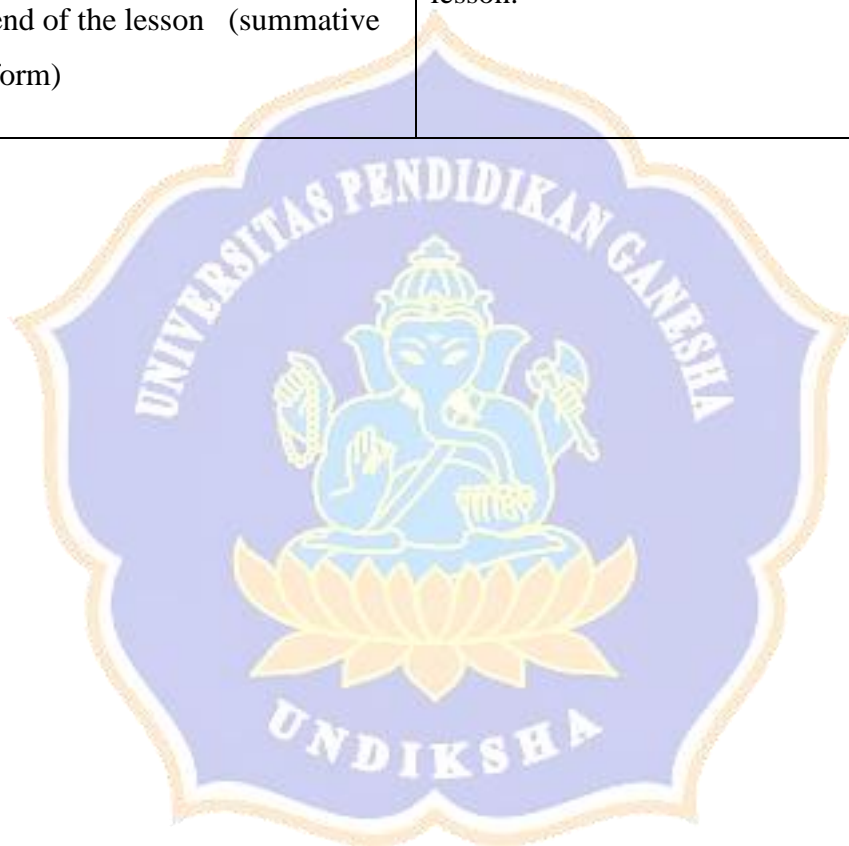
The Results of interview for research questions number 1 by teacher 3.

No	Question of interview	Notes
1.	What are the reasons of using performance Assessment ?	The first reason is performance assessment is rules from the government that must be followed by the teacher. The second reason is students should have opportunities to perform in front of the class.
2.	What are the reasons of using portfolios Assessment ?	The teacher do not use portfolios because time for doing this assessment is quite long.
3.	What are the reasons of using Self-Assessment ?	Mostly teacher using this assessment for affective skill which focusing on the attitude of the students when they are in discussion section
4.	What are the reasons of using Teacher Observation Assessment ?	The teacher need to observe how the class goes. The process of the discussion and the lesson plan applied or not
5.	What are the reason of using product assessment ?	The teacher need to know the how the students learn from the subject given
6.	What are the reason of using Project assessment.	Sometimes it is needed to give student chance to express their idea from the task given by the teacher.

## The Results of Interview for research questions number 4

No	Questions	Notes
1	What steps are used in analyzing the assessment results	First we need to know the topic, for example if the material is about retelling or narrative text. How to assess the student is based on their pronunciation and their expression.
2	How do the teacher scoring the assessment results	The score is depends on the material and using rubric to assess the students.
3	How do the teacher weighting the assessment results	The more creative students and the more complex sentences they tell, the more high score they will get.
4	How do the teacher analyzing the assessment result quantitatively	The teacher is looking for the optimum results in every skill
5	How do the teacher analyzing the assessment result qualitatively	The results of the assessment analyzed by generalizing all of students work and the teacher are not have right to give score qualitatively
6	What criteria's are used in reporting the assessment results	The teacher used cognitive score as a reference to report assessment results.
7	How do the teacher reporting assessment results quantitatively	The teacher only sent the score quantitatively and processed through the curriculum used in the school.
8	How do the teacher reporting assessment results qualitatively	The system of the K-13 curriculum limits the teacher to give more

		comment. The teacher only gives the quantitative score.
9	How do the teacher reporting the assessment results during the lesson.(formative form)	Untuk penilaian proses tidak diminta untuk dimasukkan ke raport. Kecuali sikap.
10	How do the teacher reporting the assessment results at the end of the lesson (summative form)	The teacher only generalizing the assessment results at the end of the lesson.



## Appendix IX

The results of interview for research questions number 1 by teacher 3.

No	Question of interview	Notes
1.	What are the reasons of using performance Assessment ?	The first reason is performance assessment is rules from the government that must be followed by the teacher. The second reason is students should have opportunities to perform in front of the class.
2.	What are the reasons of using portfolios Assessment ?	The teacher do not use portfolios because time for doing this assessment is quite long.
3.	What are the reasons of using Self-Assessment ?	Mostly teacher using this assessment for affective skill which focusing on the attitude of the students when they are in discussion section
4.	What are the reasons of using Teacher Observation Assessment ?	The teacher need to observe how the class goes. The process of the discussion and the lesson plan applied or not
5.	What are the reason of using product assessment ?	The teacher need to know the how the students learn from the subject given
6.	What are the reason of using Project assessment.	Sometimes it is needed to give student chance to express their idea from the task given by the teacher.



## The results of interview for research questions number 4

No	Questions	Notes
1	What steps are used in analyzing the assessment results	First we need to know the topic, for example if the material is about retelling or narrative text. How to assess the student is based on their pronunciation and their expression.
2	How do the teacher scoring the assessment results	The score is depends on the material and using rubric to assess the students.
3	How do the teacher weighting the assessment results	The more creative students and the more complex sentences they tell the higher score they will get.
4	How do the teacher analyzing the assessment result quantitatively	The teacher is looking for the optimum results in every skill
5	How do the teacher analyzing the assessment result qualitatively	The results of the assessment analyzed by generalizing all of students work and the teacher are not have right to give score qualitatively
6	What criteria's are used in reporting the assessment results	The teacher used cognitive score as a reference to report assessment results.
7	How do the teacher reporting assessment results quantitatively	The teacher only sent the score quantitatively and processed through the curriculum used in the school.
8	How do the teacher reporting assessment results qualitatively	The system of the K-13 curriculum limits the teacher to give more

		comment. The teacher only gives the quantitative score.
9	How do the teacher reporting the assessment results during the lesson.(formative form)	The system only need the teacher to fill the cognitive score that have been accumulated in 1 semester. .
10	How do the teacher reporting the assessment results at the end of the lesson (summative form)	The teacher only generalizing the assessment results at the end of the lesson.



## Appendix X

## Documentation in SMA 2 Singaraja







## Documentation in SMA 3 Singaraja

