

APPENDICES



Appendix 1. Instrument of Preparing Lesson Plans for Learning English through Online Learning Platform

INSTRUMENT I
PREPARING LESSON PLANS FOR LEARNING ENGLISH
THROUGH ONLINE LEARNING PLATFORM

Direction. Please complete the questionnaire below for each of the lesson plan.

School's Name	
Class/Semester	
Learning Theme	
Learning Sub-theme	
Time Allocation	

	Aspect	Steps	Answer and Explanation (Please choose Yes or No and explain concisely)
A	Learning Objectives	1. Do you state the learning objective containing the audience (A) ?	a. Yes. Please explain how do you state the learning objective which contain the audience. b. No. Please explain the reason for not including the learning objective which contain the audience.
		2. Do you state the learning objective containing the behaviour (B) ?	a. Yes. Please explain how do you state the learning objective which contain the behaviour. b. Please explain the reason for not including the learning objective which contain the behaviour.

		3. Do you state the learning objective containing the condition (C) ?	<p>a. Yes. Please explain how do you state the learning objective which contain the condition. </p> <p>b. Please explain the reason for not including the learning objective which contain the condition. </p>
		4. Do you state the learning objective containing the degree of attainment (D) ?	<p>a. Yes. Please explain how do you state the learning objective which contain the degree of attainment. </p> <p>b. Please explain the reason for not including the learning objective which contain the degree of attainment. </p>
		5. Do you relate the learning objective to the core competency?	<p>a. Yes. Please explain how do you relate the learning objective to the core competency. </p> <p>b. No. Please explain the reason for not relating the learning objective to the core competency. </p>
		6. Do you relate the learning objective to the basic competency?	<p>a. Yes. Please explain how do you relate the learning objective to the basic competency. </p> <p>b. No. Please explain the reason for not relating the learning objective to the basic competency. </p> <p>c.</p>
B	Learning Materials	7. Do you organize the learning materials based on the learning indicators?	<p>a. Yes. Please explain how do you organize the learning materials based on the learning indicators. </p> <p>b. No. Please explain the reason for not organizing the learning materials based on the learning indicators. </p> <p>d.</p>
		8. Do you arrange the learning materials based on the learning indicators?	<p>a. Yes. Please explain how do you arrange the learning materials based on the learning indicators. </p> <p>b. No. Please explain the reason for not arranging the learning materials based on the learning indicators. </p>
		9. Do you develop the learning	<p>a. Yes. Please explain how do you develop the learning materials into a theme and sub-themes. </p>

		materials into a theme and sub-themes ?	<p>.....</p> <p>b. No. Please explain the reason for not developing the learning materials into a theme and sub-themes.</p> <p>.....</p> <p>.....</p>
C	Learning Activities	10. Do you organize the learning activities based on the learning materials?	<p>a. Yes. Please explain how do you organize the learning activities based on the learning materials.</p> <p>.....</p> <p>.....</p> <p>b. No. Please explain the reason for not organizing the learning activities based on the learning materials.</p> <p>.....</p> <p>.....</p>
		11. Do you organize the learning activities based on the learning methods or techniques?	<p>a. Yes. Please explain how do you organize the learning activities based on the learning methods or techniques.</p> <p>.....</p> <p>.....</p> <p>b. No. Please explain the reason for not organizing the learning activities based on the learning methods or techniques.</p> <p>.....</p> <p>.....</p>
D.	Learning Media and Sources	12. Do you select the learning media based on the learning objectives?	<p>a. Yes. Please explain how do you select the learning media based on the learning objectives.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>b. No. Please explain the reason for not selecting the learning media based on the learning objectives.</p> <p>.....</p> <p>.....</p> <p>.....</p>
		13. Do you select the learning sources based on the learning objectives?	<p>a. Yes. Please explain how do you select the learning sources based on the learning objectives.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>b. No. Please explain the reason for not selecting the learning sources based on the learning objectives.</p> <p>.....</p> <p>.....</p> <p>.....</p>
		14. Do you select the learning	<p>a. Yes. Please explain how do you select the learning media based on the learning materials.</p>

		<p>media based on the learning materials?</p> <p>..... </p> <p>b. No. Please explain the reason for not selecting the learning media based on the learning materials.</p> <p>..... </p>
	<p>15. Do you select the learning sources based on the learning materials</p>	<p>a. Yes. Please explain how do you select the learning sources based on the learning materials.</p> <p>..... </p> <p>b. No. Please explain the reason for not selecting the learning sources based on the learning materials.</p> <p>..... </p>
	<p>16. Do you select the learning media based on the learning methods/ techniques?</p>	<p>a. Yes. Please explain how do you select the learning media based on the learning methods/techniques.</p> <p>..... </p> <p>b. No. Please explain the reason for not selecting the learning media based on the learning methods/techniques.</p> <p>..... </p>
	<p>17. Do you select the learning sources based on the learning methods/ techniques?</p>	<p>a. Yes. Please explain how do you select the learning sources based on the learning methods/techniques.</p> <p>..... </p> <p>b. No. Please explain the reason for not selecting the learning sources based on the learning</p>

			<p>methods/techniques.</p> <p>.....</p> <p>...</p> <p>.....</p> <p>...</p>
E	Learning Assessment	18. Do you select the assessment types based on the learning objectives?	<p>a. Yes. Please explain how do you select the assessment types based on the learning objectives.</p> <p>.....</p> <p>.....</p> <p>b. No. Please explain the reason for not selecting the assessment types based on the learning objectives.</p> <p>.....</p> <p>....</p> <p>.....</p> <p>....</p>
		19. Do you select the assessment techniques based on the learning objectives?	<p>a. Yes. Please explain how do you select the assessment techniques based on the learning objectives.</p> <p>.....</p> <p>.....</p> <p>b. No. Please explain the reason for not selecting the assessment techniques based on the learning objectives.</p> <p>.....</p> <p>....</p> <p>.....</p> <p>....</p>
		20. Do you select the assessment types and techniques suitable for online learning platform?	<p>a. Yes. Please explain how do you select the assessment types and techniques suitable for online learning platform.</p> <p>.....</p> <p>.....</p> <p>b. No. Please explain the reason for not selecting the assessment types and techniques suitable for online learning platform.</p> <p>.....</p> <p>....</p> <p>.....</p> <p>....</p>

**Appendix 2. Instrument of Teacher Difficulties in Preparing Lesson Plans
for Learning English through Online Learning Platform**

**INSTRUMENT II
DIFFICULTIES IN PREPARING LESSON PLANS FOR
LEARNING ENGLISH
THROUGH ONLINE LEARNING PLATFORM**

Direction. Please complete the questionnaire below for each of the lesson plan.

School's Name	
Class/Semester	
Learning Theme	
Learning Sub-theme	
Time Allocation	

	Aspect	Steps	
A	Learning Objectives	1. Do you have problem in stating the learning objective containing the audience (A)?	a. Yes. Please describe clearly and concisely..... b. No.
		2. Do you have problem in stating the learning objective containing the behaviour (B) ?	a. Yes. Please describe clearly and concisely..... b. No.
		3. Do you have problem in stating the learning objective containing the condition (C) ?	a. Yes. Please describe clearly and concisely..... b. No.
		4. Do you have problem in stating the learning objective containing the degree of attainment (D) ?	a. Yes. Please describe clearly and concisely..... b. No.
		5. Do you have problem in relating the learning objective	a. Yes. Please describe clearly and concisely.....

		to the core competency? b. No.
		6. Do you have problem in relating the learning objective to the basic competency?	a. Yes. Please describe clearly and concisely..... b. No.
B	Learning Materials	7. Do you have problem in organizing the learning materials based on the learning indicators?	a. Yes. Please describe clearly and concisely..... b. No.
		8. Do you have problem in arranging the learning materials based on the learning indicators?	a. Yes. Please describe clearly and concisely..... b. No.
		9. Do you have problem in developing the learning materials into a theme and sub-themes ?	a. Yes. Please describe clearly and concisely..... b. No.
C	Learning Activities	10. Do you have problem in organizing the learning activities based on the learning materials?	a. Yes. Please describe clearly and concisely..... b. No.
		11. Do you have problem in organizing the learning activities based on the learning methods or techniques?	a. Yes. Please describe clearly and concisely..... b. No.
D.	Learning Media and Sources	12. Do you have problem in selecting the learning media based on the learning objectives?	a. Yes. Please describe clearly and concisely..... b. No.
		13. Do you have problem in selecting the learning sources based on the learning objectives?	a. Yes. Please describe clearly and concisely..... b. No.
		14. Do you have problem in selecting the learning media based on the learning materials?	a. Yes. Please describe clearly and concisely..... b. No.
		15. Do you have problem in selecting the learning sources based on the learning materials	a. Yes. Please describe clearly and concisely..... b. No.
		16. Do you have problem in selecting the learning media based on the learning methods/ techniques?	a. Yes. Please describe clearly and concisely..... b. No.
		17. Do you have problem in selecting the learning sources based on the learning methods/techniques?	a. Yes. Please describe clearly and concisely..... b. No.
E	Learning	18. Do you have problem in selecting the assessment types	a. Yes. Please describe clearly and concisely.....

	Assessment	based on the learning objectives? b. bNo.
		19. Do you have problem in selecting the assessment techniques based on the learning objectives?	a. Yes. Please describe clearly and concisely..... b. No.
		20. Do you have problem in selecting the assessment types and techniques suitable for online learning platform?	a. Yes. Please describe clearly and concisely..... b. No.



Appendix 3. Results of Expert Judge of Instrument in Preparing Lesson Plans for Learning English through Online Learning Platform (Prof. Dr. Dewa Komang Tantra, M.Sc.)

EXPERT JUDGEMENT SHEET

For: Instrument of Preparing Lesson Plans for EFL Through Online Learning Platform

Judge I: Prof. Dr. Dewa Komang Tantra, M.Sc

No.	Expert Response	
	Agree	Disagree
1.	✓	
2.	✓	
3.	✓	
4.	✓	
5.	✓	
6.	✓	
7.	✓	
8.	✓	
9.	✓	
10.	✓	
11.	✓	
12.	✓	
13.	✓	
14.	✓	
15.	✓	
16.		✓
17.	✓	
18.		✓
19.		✓
20.	✓	

Singaraja, 14 Oktober 2020

Judge I,



Prof. Dr. Dewa Komang Tantra, M.Sc

NIP. 195203131979031001

Appendix 4. Results of Expert Judge of Problems in Preparing Lesson Plans for Learning English through Online Learning Platform (Prof. Dr. Dewa Komang Tantra, M.Sc.)

EXPERT JUDGEMENT SHEET

For: Problems in Preparing Lesson Plans for EFL Through Online Learning Platform

Judge I: Prof. Dr. Dewa Komang Tantra, M.Sc

No.	Expert Response	
	Agree	Disagree
1.	✓	
2.	✓	
3.	✓	
4.	✓	
5.	✓	
6.	✓	
7.	✓	
8.	✓	
9.	✓	
10.	✓	
11.	✓	
12.	✓	
13.	✓	
14.	✓	
15.		✓
16.		✓
17.	✓	
18.	✓	
19.	✓	
20.	✓	

Singaraja, 14 October 2020

Judge I,



Prof. Dr. Dewa Komang Tantra, M.Sc

NIP. 195203131979031001

Appendix 5. Results of Expert Judge of Instrument in Preparing Lesson Plans for Learning English through Online Learning Platform (Luh Gd Rahayu Budiarta, S.Pd., M.Pd.)

EXPERT JUDGEMENT SHEET
For: Instrument of Preparing Lesson Plans for EFL Through Online Learning Platform
Judge II: Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

No.	Expert Response		Suggestion
	Relevant	Irrelevant	
1.	√		
2.	√		
3.	√		
4.	√		
5.	√		
6.	√		
7.	√		
8.	√		
9.	√		
10.	√		
11.	√		
12.	√		
13.	√		
14.	√		
15.	√		
16.	√		
17.	√		
18.	√		
19.	√		
20.	√		

Singaraja, 15 October 2020
 Judge,



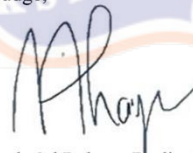
Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
 NIP. 199309192018032001

Appendix 6. Results of Expert Judge of Problems in Preparing Lesson Plans for Learning English through Online Learning Platform (Luh Gd Rahayu Budiarta, S.Pd., M.Pd.)

EXPERT JUDGEMENT SHEET
For: Problems in Preparing Lesson Plans for EFL Through Online Learning Platform
Judge II: Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

No.	Expert Response		Suggestion
	Relevant	Irrelevant	
1.	√		
2.	√		
3.	√		
4.	√		
5.	√		
6.	√		
7.	√		
8.	√		
9.	√		
10.	√		
11.	√		
12.	√		
13.	√		
14.	√		
15.	√		
16.	√		
17.	√		
18.	√		
19.	√		
20.	√		

Singaraja, 15 October 2020
 Judge,



Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
 NIP. 199309192018032001

Appendix 7. The Results of Preparing Lesson Plan by the Teacher (All Topics)

Aspect	Steps	Answer and Explanation (Congratulation)	Answer and Explanation (Usage of To)	Answer and Explanation (Agreement and Disagreement)	Answer and Explanation (Label)	Answer and Explanation (Procedure Text)
Learning Objectives	1. Do you state the learning objective containing the audience (A)?	Yes. I wrote “peserta didik” for the audience	I wrote “peserta didik” who will be doing the performance and study	Yes. I wrote “peserta didik” who will be doing the performance and study	Yes. I wrote “peserta didik” who will be doing the performance and study	Yes. I wrote “peserta didik” who will be doing the performance and study
	2. Do you state the learning objective containing the behaviour (B) ?	Yes. I wrote “mengidentifikasi and membuat” which students are expected to identify and make expression according to the topic given.	I wrote “menerapkan”. The behavior is taken from operational words. The students are expected to be able to apply the expression after learning	Yes. I wrote “menerapkan and menyusun”. The behavior is taken from operational words. The students are expected to be able to apply and write the expression after learning	Yes. I wrote “mengidentifikasi dan membandingkan”. The behavior is taken from operational words. The students are expected to be able to apply the expression after learning	Yes. I wrote several behavior for a topic namely “mengidentifikasi, menemukan, membedakan, memodifikasi, dan menggunakan”. The operational words are taken from the basic competency and increase one level up.

<p>3. Do you state the learning objective containing the condition (C) ?</p>	<p>No, I do not clearly state the condition because the situation of pandemic and it is not easy to meet the target</p>	<p>I wrote “Melalui pembelajaran ini” The condition have to be done by students in order to achieve the expected behavior change (before learning and after learning)</p>	<p>Yes. I wrote “Setelah mengikuti proses pembelajaran ini” The condition have to be done by students in order to achieve the expected behavior change (before learning and after learning)</p>	<p>Yes. I wrote “Melalui pembelajaran berbasis discovery learning”. This learning uses discovery based learning which have to be done by students in order to achieve the expected behavior change (before learning and after learning)</p>	<p>Yes. I wrote “Melalui pembelajaran berbasis discovery learning dan project based learning menggunakan gambar”. These condition have to be done by students in order to achieve the expected behavior change (before learning and after learning)</p>
<p>4. Do you state the learning objective containing the degree of attainment (D) ?</p>	<p>No, since it is online learning it is hard to measures with degree of attainment</p>	<p>I wrote “dengan tepat” as minimum degree that students must achieve in the learning process. The degree is based on difficulty level of learning material</p>	<p>No. since no face to face learning, it is difficult to meet the target</p>	<p>Yes. I wrote “dengan benar” as minimum degree that students must achieve in the learning process. The degree is based on difficulty level of learning material</p>	<p>Yes. I wrote “dengan benar” as minimum degree that students must achieve in the learning process. The degree is based on difficulty level of learning material</p>
<p>5. Do you relate the learning objective to the core competency?</p>	<p>Yes. Yes of course. The learning objective is relevant to the core competency.</p>	<p>Yes of course. The learning objective is relevant to the core competency.</p>	<p>Yes of course. The learning objective is relevant to the core competency.</p>	<p>Yes of course. The learning objective is relevant to the core competency.</p>	<p>Yes of course. The learning objective is relevant to the core competency.</p>

	6. Do you relate the learning objective to the basic competency?	Yes of course. The learning objective is relevant to the basic competency by developing the minimum competency that students should achieve.	Yes of course. The learning objective is relevant to the basic competency by developing the minimum competency that students should achieve.	Yes of course. The learning objective is relevant to the basic competency by developing the minimum competency that students should achieve.	Yes of course. The learning objective is relevant to the basic competency by developing the minimum competency that students should achieve.	Yes of course. The learning objective is relevant to the basic competency.
Learning Materials	7. Do you organize the learning materials based on the learning indicators?	Yes. The learning materials are well organized based on the learning indicators that have been tailored with students' needs and potential. It contains the principles of relevance, consistency, and adequacy.	The learning materials are well organized based on the learning indicators that have been tailored with students' needs and potential. It contains the principles of relevance, consistency, and adequacy.	Yes. The learning materials are well organized based on the learning indicators that have been tailored with students' needs and potential. It contains the principles of relevance, consistency, and adequacy.	Yes. The learning materials are well organized based on the learning indicators that have been tailored with students' needs and potential. It contains the principles of relevance, consistency, and adequacy.	Yes. The learning materials are well organized based on the learning indicators that have been tailored with students' needs and potential. It has to be innovative, and easily to be found in real life.
	8. Do you arrange the learning materials based on the learning indicators?	Yes. The learning materials have to be in a line with learning indicators. Learning materials should be put in	Yes. The learning materials have to be in a line with learning indicators. Learning materials should be put in	Yes. The learning materials have to be in a line with learning indicators. Learning materials should be put in	Yes. The learning materials have to be in a line with learning indicators. Learning materials should be put in	Yes. The learning materials have to be in a line with learning indicators which should pay attention on the

		required order based on learning indicators from the simpler one to more challenging	required order based on learning indicators from the simpler one to more challenging	required order based on learning indicators from the simpler one to more challenging	required order based on learning indicators from the simpler one to more challenging	principles of relevance, consistency, and adequacy.. Learning materials should be put in required order based on learning indicators from the simpler one to more challenging
	9. Do you develop the learning materials into a theme and sub-themes ?	No, because the learning material has been rich and specific enough to be delivered	No, because the learning material has been rich and specific enough to be delivered	No, because the learning material has been rich and specific enough to be delivered	No, because the learning material has been rich and specific enough to be delivered	Yes, themes that are still broadly developed into sub themes so that the discussion is richer and more specific.
Learning Activities	10. Do you organize the learning activities based on the learning materials?	No because we need face to face explanation	Yes, I organized the learning activities based on the learning materials from the simpler one to harder. And add some challenging activities to avoid boring class	Yes, I organized the learning activities based on the learning materials from the simpler one to harder. And add some challenging activities to avoid boring class	Yes. I organized the learning activities based on the learning materials from the simpler one to harder. And add some challenging activities to avoid boring class	Yes, I organized the learning activities based on the learning materials from the simpler one to harder
	11. Do you organize the learning	No, because it is hard to meet the target on online	Yes. I simplify the learning activities that suits to online	Yes. I simplify the learning activities that suits to online	Yes. I simplify the learning activities that suits to online	Yes. I simplify the learning activities that suits to online

	activities based on the learning methods or techniques?	learning platform	learning platform to avoid over burden to the students but it still in accordance with learning method.	learning platform to avoid over burden to the students but it still in accordance with learning method.	learning platform to avoid over burden to the students but it still in accordance with learning method.	learning platform to avoid over burden to the students but it still in accordance with learning method.
Learning Media and Sources	12. Do you select the learning media based on the learning objectives?	No. since the situation of pandemic force me to choose the online platform and it is difficult to apply it	No. since the situation of pandemic force me to choose the online platform and it is difficult to apply it	No. since the situation of pandemic force me to choose the online platform and it is difficult to apply it	Yes. It is suitable to conduct the topic on Google classroom. Giving explanation and assignment to students like identifying and comparing is possible to do.	No. since the situation of pandemic force me to choose the online platform and it is difficult to apply it
	13. Do you select the learning sources based on the learning objectives?	Yes. The learning sources are provided to assist students to achieve learning objectives	The learning sources are provided to assist students to achieve learning objectives	The learning sources are provided to assist students to achieve learning objectives	Yes. The learning sources are provided to assist students to achieve learning objectives	Yes. The learning sources are provided to assist students to achieve learning objectives
	14. Do you select the learning media based on the learning materials?	Yes. I developed learning materials from books into videos and uploaded on Youtube. Any power points and	Yes. I developed learning materials from books into videos and uploaded on Youtube. Any power points and	Yes. I developed learning materials from books into videos and uploaded on Youtube. Any power points and	Yes. I developed learning materials from books into videos and uploaded on Youtube. Any power points and	Yes. I developed learning materials from books into videos and uploaded on Youtube. Any power points and

		pictures are given which adapted from the books and other sources on internet.	pictures are given which adapted from the books and other sources on internet.	pictures are given which adapted from the books and other sources on internet.	pictures are given which adapted from the books and other sources on internet.	pictures are given which adapted from the books and other sources on internet.
	15. Do you select the learning sources based on the learning materials	Yes, the learning sources are selected based on the learning materials adjust with students' needs and situation	Yes, the learning sources are selected based on the learning materials adjust with students' needs and situation	Yes, the learning sources are selected based on the learning materials adjust with students' needs and situation	Yes, the learning sources are selected based on the learning materials adjust with students' needs and situation	Yes, the learning sources are selected based on the learning materials adjust with students' needs and situation
	16. Do you select the learning media based on the learning methods/ techniques?	No, since no face to face learning. It is hard to suit learning media with learning methods.	No, since no face to face learning. It is hard to suit learning media with learning methods.	No, since no face to face learning. It is hard to suit learning media with learning methods.	No, since no face to face learning. It is hard to suit learning media with learning methods.	No, since no face to face learning. It is hard to suit learning media with learning methods.
	17. Do you select the learning sources based on the learning methods/techniques?	No. It is hard to choose learning sources that suits to learnin methods since it no face to face learning.	It is hard to choose learning sources that suits to learning methods since it no face to face learning.	It is hard to choose learning sources that suits to learning methods since it no face to face learning.	Yes. I selected the activities that relevant to learning sources	Yes, I selected the appropriate learning sources based on learning methods.
Learning	18. Do you select the	No, it is hard to give the appropriate	I cannot selected the assessment	I cannot selected the assessment type	Yes. I selected the assessment type	I selected the assessment type

Assessment	assessment types based on the learning objectives?	assessment since no face to face learning	type based on the learning objectives because it is hard to apply on online learning platform	based on the learning objectives because it is hard to apply on online learning platform	based on the learning objectives that can be measured by using assessment rubric.	based on the learning objectives that can be measured by using assessment rubric.
	19. Do you select the assessment techniques based on the learning objectives?	I cannot choose the appropriate assessment technique since online learning	No, since online learning exist, it is difficult to find appropriate assessment techniques that relevant to learning objectives	No, since online learning exist, it is difficult to find appropriate assessment techniques that relevant to learning objectives	Yes. I develop the learning objectives and make it relevance with the assessment technique.	Yes. I develop the learning objectives and make it relevance with the assessment technique.
	20. Do you select the assessment types and techniques suitable for online learning platform?	No because I still find difficulties in operating it.	No since it no face to face, I still find difficulties in making the suitable assessment for online learning. Besides, the students participants are less than 30 %.	No since it no face to face, I still find difficulties in making the suitable assessment for online learning. Besides, the students participants are less than 30 %.	Yes. I made quiz to check students comprehension	Yes, the assessment technique is relevant to the online learning platform that I used. I synchronized it with rubric assessment that I have made

Appendix 8. The Results of Preparing Lesson Plan

Topic: Congratulation

PREPARING LESSON PLANS FOR LEARNING ENGLISH THROUGH ONLINE LEARNING PLATFORM

Direction. Please complete the questionnaire below for each of the lesson plan.

School's Name	SMP Negeri 1 Abang
Class/Semester	IX/Ganjil
Learning Theme	<i>Congratulation (topik 1)</i>
Learning Sub-theme	
Time Allocation	4 x 40 minutes

	Aspect	Steps	Answer and Explanation (Please choose Yes or No and explain concisely)
A	Learning Objectives	1. Do you state the learning objective containing the audience (A) ?	Yes. I wrote "peserta didik" for the audience
		2. Do you state the learning objective containing the behaviour (B) ?	Yes. I wrote "mengidentifikasi and membuat" which students are expected to identify and make expression according to the topic given"
		3. Do you state the learning objective containing the condition (C) ?	No, I do not clearly state the condition because the situation of pandemic and it is not easy to meet the target
		4. Do you state the learning objective	No, since it is online learning it is hard to measures with degree of attainment

		containing the degree of attainment (D) ?	
		5. Do you relate the learning objective to the core competency ?	Yes. Yes of course. The learning objective is relevant to the core competency.
		6. Do you relate the learning objective to the basic competency ?	Yes of course. The learning objective is relevant to the basic competency by developing the minimum competency that students should achieve.
B	Learning Materials	7. Do you organize the learning materials based on the learning indicators?	Yes. The learning materials are well organized based on the learning indicators that have been tailored with students' needs and potential. It contains the principles of relevance, consistency, and adequacy.
		8. Do you arrange the learning materials based on the learning indicators?	Yes. The learning materials have to be in a line with learning indicators. Learning materials should be put in required order based on learning indicators from the simpler one to more challenging
		9. Do you develop the learning materials into a theme and sub-themes ?	No, because the learning material has been rich and specific enough to be delivered
C	Learning Activities	10. Do you organize the learning activities based on the learning materials?	No because we need face to face explanation
		11. Do you	No, because it is hard to meet the target on

		organize the learning activities based on the learning methods or techniques?	online learning platform
	Learning Media and Sources	12. Do you select the learning media based on the learning objectives?	No. since the situation of pandemic force me to choose the online platform and it is difficult to apply it
		13. Do you select the learning sources based on the learning objectives?	Yes. The learning sources are provided to assist students to achieve learning objectives
		14. Do you select the learning media based on the learning materials?	Yes. I developed learning materials from books into videos and uploaded on Youtube. Any power points and pictures are given which adapted from the books and other sources on internet.
		15. Do you select the learning sources based on the learning materials	Yes, the learning sources are selected based on the learning materials adjust with students' needs and situation
		16. Do you select the learning media based on the learning methods/ techniques?	No, since no face to face learning. It is hard to suit learning media with learning methods.
		17. Do you select the learning sources based on the	No. It is hard to choose learning sources that suits to learnin methods since it no face to face learning.

		learning methods/techniques?	
E	Learning Assessment	18. Do you select the assessment types based on the learning objectives?	No, it is hard to give the appropriate assessment since no face to face learning
		19. Do you select the assessment techniques based on the learning objectives?	I cannot choose the appropriate assessment technique since online learning
		20. Do you select the assessment types and techniques suitable for online learning platform?	No because I still find difficulties in operating it.

Abang, 28 Maret 2021

Teacher,



(Sri Wigati, S.Pd)

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Appendix 9. The Results in Preparing Lesson Plan

Topic: Agreement and Disagreement

PREPARING LESSON PLANS FOR LEARNING ENGLISH THROUGH ONLINE LEARNING PLATFORM

Direction. Please complete the questionnaire below for each of the lesson plan.

School's Name	SMP Negeri 1 Abang
Class/Semester	IX/Ganjil
Learning Theme	<i>Agreement and disagreement (Topik 3)</i>
Learning Sub-theme	
Time Allocation	4 x 40 minutes

	Aspect	Steps	Answer and Explanation (Please choose Yes or No and explain concisely)
A	Learning Objectives	1. Do you state the learning objective containing the audience (A) ?	Yes. I wrote "peserta didik" who will be doing the performance and study
		2. Do you state the learning objective containing the behaviour (B) ?	Yes. I wrote "menerapkan and menyusun". The behavior is taken from operational words. The students are expected to be able to apply and write the expression after learning
		3. Do you state the learning objective containing the condition (C) ?	Yes. I wrote "Setelah mengikuti proses pembelajaran ini" The condition have to be done by students in order to achieve the expected behavior change (before learning and after learning)
		4. Do you state the learning objective	No. since no face to face learning, it is difficult to meet the target

		containing the degree of attainment (D) ?	
		5. Do you relate the learning objective to the core competency ?	Yes of course. The learning objective is relevant to the core competency.
		6. Do you relate the learning objective to the basic competency ?	Yes of course. The learning objective is relevant to the basic competency by developing the minimum competency that students should achieve.
B	Learning Materials	7. Do you organize the learning materials based on the learning indicators?	Yes. The learning materials are well organized based on the learning indicators that have been tailored with students' needs and potential. It contains the principles of relevance, consistency, and adequacy.
		8. Do you arrange the learning materials based on the learning indicators?	Yes. The learning materials have to be in a line with learning indicators. Learning materials should be put in required order based on learning indicators from the simpler one to more challenging
		9. Do you develop the learning materials into a theme and sub-themes ?	No, because the learning material has been rich and specific enough to be delivered
C	Learning Activities	10. Do you organize the learning activities based on the learning materials?	Yes, I organized the learning activities based on the learning materials from the simpler one to harder. And add some challenging activities to avoid boring class
		11. Do you	

		organize the learning activities based on the learning methods or techniques?	Yes. I simplify the learning activities that suits to online learning platform to avoid over burden to the students but it still in accordance with learning method.
	Learning Media and Sources	12. Do you select the learning media based on the learning objectives?	No. since the situation of pandemic force me to choose the online platform and it is difficult to apply it
		13. Do you select the learning sources based on the learning objectives?	The learning sources are provided to assist students to achieve learning objectives
		14. Do you select the learning media based on the learning materials?	Yes. I developed learning materials from books into videos and uploaded on Youtube. Any power points and pictures are given which adapted from the books and other sources on internet.
		15. Do you select the learning sources based on the learning materials	Yes, the learning sources are selected based on the learning materials adjust with students' needs and situation
		16. Do you select the learning media based on the learning methods/ techniques?	No, since no face to face learning. It is hard to suit learning media with learning methods.
		17. Do you select the learning sources based on the	It is hard to choose learning sources that suits to learning methods since it no face to face learning.

		learning methods/techniques?	
E	Learning Assessment	18. Do you select the assessment types based on the learning objectives?	I cannot selected the assessment type based on the learning objectives because it is hard to apply on online learning platform
		19. Do you select the assessment techniques based on the learning objectives?	No, since online learning exist, it is difficult to find appropriate assessment techniques that relevant to learning objectives
		20. Do you select the assessment types and techniques suitable for online learning platform?	No since it no face to face, I still find difficulties in making the suitable assessment for online learning. Besides, the students participants are less than 30 %.

Abang, 28 Maret 2021

Teacher,



(Sri Wigati, S.Pd)

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Appendix 10. The Results in Preparing Lesson Plan

Topic: Label

PREPARING LESSON PLANS FOR LEARNING ENGLISH THROUGH ONLINE LEARNING PLATFORM

Direction. Please complete the questionnaire below for each of the lesson plan.

School's Name	SMP Negeri 1 Abang
Class/Semester	IX/Ganjil
Learning Theme	<i>Label (Topik 4)</i>
Learning Sub-theme	-
Time Allocation	6 x 40 minutes

	Aspect	Steps	Answer and Explanation (Please choose Yes or No and explain concisely)
A	Learning Objectives	1. Do you state the learning objective containing the audience (A) ?	Yes. I wrote "peserta didik" who will be doing the performance and study
		2. Do you state the learning objective containing the behaviour (B) ?	Yes. I wrote "mengidentifikasi dan membandingkan". The behavior is taken from operational words. The students are expected to be able to apply the expression after learning
		3. Do you state the learning objective containing the condition (C) ?	Yes. I wrote "Melalui pembelajaran berbasis discovery learning". This learning uses discovery based learning which have to be done by students in order to achieve the expected behavior change (before learning and after learning)
		4. Do you state	Yes. I wrote "dengan benar" as minimum

		the learning objective containing the degree of attainment (D) ?	degree that students must achieve in the learning process. The degree is based on difficulty level of learning material
		5. Do you relate the learning objective to the core competency ?	Yes of course. The learning objective is relevant to the core competency.
		6. Do you relate the learning objective to the basic competency ?	Yes of course. The learning objective is relevant to the basic competency by developing the minimum competency that students should achieve.
B	Learning Materials	7. Do you organize the learning materials based on the learning indicators?	Yes. The learning materials are well organized based on the learning indicators that have been tailored with students' needs and potential. It contains the principles of relevance, consistency, and adequacy.
		8. Do you arrange the learning materials based on the learning indicators?	Yes. The learning materials have to be in a line with learning indicators. Learning materials should be put in required order based on learning indicators from the simpler one to more challenging
		9. Do you develop the learning materials into a theme and sub-themes ?	No, because the learning material has been rich and specific enough to be delivered
C	Learning Activities	10. Do you organize the learning activities based on the learning	Yes, I organized the learning activities based on the learning materials from the simpler one to harder. And add some challenging activities to avoid boring class

		materials?	
		11. Do you organize the learning activities based on the learning methods or techniques?	Yes. I simplify the learning activities that suits to online learning platform to avoid over burden to the students but it still in accordance with learning method.
	Learning Media and Sources	12. Do you select the learning media based on the learning objectives?	No. since the situation of pandemic force me to choose the online platform and it is difficult to apply it
		13. Do you select the learning sources based on the learning objectives?	The learning sources are provided to assist students to achieve learning objectives
		14. Do you select the learning media based on the learning materials?	Yes. I developed learning materials from books into videos and uploaded on Youtube. Any power points and pictures are given which adapted from the books and other sources on internet.
		15. Do you select the learning sources based on the learning materials	Yes, the learning sources are selected based on the learning materials adjust with students' needs and situation
		16. Do you select the learning media based on the learning methods/ techniques?	No, since no face to face learning. It is hard to suit learning media with learning methods.
		17. Do you select the learning	It is hard to choose learning sources that suits to learning methods since it no face to face learning.

		sources based on the learning methods/techniques?	
E	Learning Assessment	18. Do you select the assessment types based on the learning objectives?	I cannot selected the assessment type based on the learning objectives because it is hard to apply on online learning platform
		19. Do you select the assessment techniques based on the learning objectives?	No, since online learning exist, it is difficult to find appropriate assessment techniques that relevant to learning objectives
		20. Do you select the assessment types and techniques suitable for online learning platform?	No since it no face to face, I still find difficulties in making the suitable assessment for online learning. Besides, the students participants are less than 30 %.

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Teacher,

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Appendix 11. The Results in Preparing Lesson Plan

Topic: Procedure Text

PREPARING LESSON PLANS FOR LEARNING ENGLISH THROUGH ONLINE LEARNING PLATFORM

Direction. Please complete the questionnaire below for each of the lesson plan.

School's Name	SMP Negeri 1 Abang
Class/Semester	IX/Ganjil
Learning Theme	Procedure text (Topik 5)
Learning Sub-theme	Short Bread and Greek
Time Allocation	8 x 40 minutes

	Aspect	Steps	Answer and Explanation (Please choose Yes or No and explain concisely)
A	Learning Objectives	1. Do you state the learning objective containing the audience (A) ?	Yes. I wrote "peserta didik" who will be doing the performance and study
		2. Do you state the learning objective containing the behaviour (B) ?	Yes. I wrote several behavior for a topic namely "mengidentifikasi, menemukan, membedakan, memodifikasi, dan menggunakan". The operational words are taken from the basic competency and increase one level up.
		3. Do you state the learning objective containing the condition (C) ?	Yes. I wrote "Melalui pembelajaran berbasis discovery learning dan project based learning menggunakan gambar". These condition have to be done by students in order to achieve the expected behavior change (before learning and after learning)
		4. Do you state	Yes. I wrote "dengan benar" as minimum


		the learning objective containing the degree of attainment (D) ?	degree that students must achieve in the learning process. The degree is based on difficulty level of learning material
		5. Do you relate the learning objective to the core competency ?	Yes of course. The learning objective is relevant to the core competency.
		6. Do you relate the learning objective to the basic competency ?	Yes of course. The learning objective is relevant to the basic competency.
B	Learning Materials	7. Do you organize the learning materials based on the learning indicators?	Yes. The learning materials are well organized based on the learning indicators that have been tailored with students' needs and potential. It has to be innovative, and easily to be found in real life.
		8. Do you arrange the learning materials based on the learning indicators?	Yes. The learning materials have to be in a line with learning indicators which should pay attention on the principles of relevance, consistency, and adequacy.. Learning materials should be put in required order based on learning indicators from the simpler one to more challenging
		9. Do you develop the learning materials into a theme and sub-themes ?	Yes, themes that are still broadly developed into sub themes so that the discussion is richer and more specific.
C	Learning Activities	10. Do you organize the learning activities based on the learning	Yes, I organized the learning activities based on the learning materials from the simpler one to harder

		materials?	
		11. Do you organize the learning activities based on the learning methods or techniques?	Yes. I simplify the learning activities that suits to online learning platform to avoid over burden to the students but it still in accordance with learning method.
	Learning Media and Sources	12. Do you select the learning media based on the learning objectives?	No. since the situation of pandemic force me to choose the online platform and it is difficult to apply it
		13. Do you select the learning sources based on the learning objectives?	Yes. The learning sources are provided to assist students to achieve learning objectives
		14. Do you select the learning media based on the learning materials?	Yes. I developed learning materials from books into videos and uploaded on Youtube. Any power points and pictures are given which adapted from the books and other sources on internet.
		15. Do you select the learning sources based on the learning materials	Yes, the learning sources are selected based on the learning materials adjust with students' needs and situation
		16. Do you select the learning media based on the learning methods/ techniques?	No, since no face to face learning. It is hard to suit learning media with learning methods.
		17. Do you select the learning	Yes, I selected the appropriate learning sources based on learning methods.

		sources based on the learning methods/techniques?	
E	Learning Assessment	18. Do you select the assessment types based on the learning objectives?	I selected the assessment type based on the learning objectives that can be measured by using assessment rubric.
		19. Do you select the assessment techniques based on the learning objectives?	Yes. I develop the learning objectives and make it relevance with the assessment technique.
		20. Do you select the assessment types and techniques suitable for online learning platform?	Yes, the assessment technique is relevant to the online learning platform that I used. I synchronized it with rubric assessment that I have made

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Appendix 12. The Difficulties Found in Preparing Lesson Plan

Topic: Congratulation

DIFFICULTIES IN PREPARING LESSON PLANS FOR LEARNING ENGLISH THROUGH ONLINE LEARNING PLATFORM

Direction. Please complete the questionnaire below for each of the lesson plan.

School's Name	SMP Negeri 1 Abang
Class/Semester	IX/Ganjil
Learning Theme	<i>Congratulation</i>
Learning Sub-theme	-
Time Allocation	4 x 40 minutes

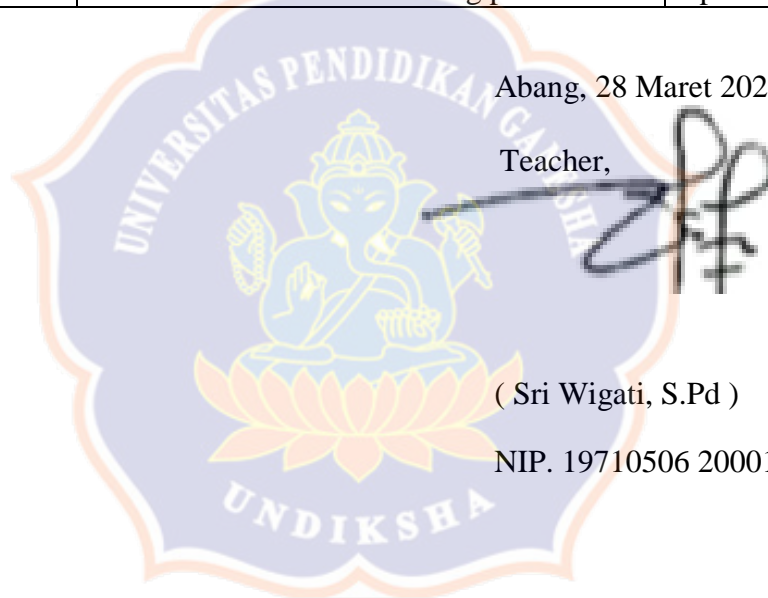
	Aspect	Steps	
A	Learning Objectives	1. Do you have problem in stating the learning objective containing the audience (A)?	b. No.
		2. Do you have problem in stating the learning objective containing the behaviour (B) ?	b. No.
		3. Do you have problem in stating the learning objective containing the condition (C) ?	I do not clearly state the condition because the situation of pandemic and it is not easy to meet the target
		4. Do you have problem in stating the learning objective containing the degree of attainment (D) ?	Since it is online learning it is hard to measures with degree of attainment

		5. Do you have problem in relating the learning objective to the core competency?	b. No.
		6. Do you have problem in relating the learning objective to the basic competency?	b. No.
B	Learning Materials	7. Do you have problem in organizing the learning materials based on the learning indicators?	b. No.
		8. Do you have problem in arranging the learning materials based on the learning indicators?	b. No.
		9. Do you have problem in developing the learning materials into a theme and sub-themes ?	yes, because the learning material has been rich and specific enough to be delivered
C	Learning Activities	10. Do you have problem in organizing the learning activities based on the learning materials?	because we need face to face explanation
		11. Do you have problem in organizing the learning activities based on the learning methods or techniques?	because it is hard to meet the target on online learning platform
	Learning Media and Sources	12. Do you have problem in selecting the learning media based on the learning objectives?	since the situation of pandemic force me to choose the online platform and it is difficult to apply it
		13. Do you have problem in selecting the learning sources based on the learning objectives?	No
		14. Do you have problem in selecting the learning media based on the learning materials?	b. No.
		15. Do you have problem in selecting the learning sources based on the learning materials	b. No.
		16. Do you have problem in selecting the learning media based on the learning methods/ techniques?	since no face to face learning. It is hard to suit learning media with learning methods.
		17. Do you have problem in selecting the learning sources based on the learning methods/techniques?	It is hard to choose learning sources that suits

			to learnin methods since it no face to face learning.
E	Learning Assessment	18. Do you have problem in selecting the assessment types based on the learning objectives?	No, it is hard to give the appropriate assessment since no face to face learning
		19. Do you have problem in selecting the assessment techniques based on the learning objectives?	I cannot choose the appropriate assessment technique since online learning
		20. Do you have problem in selecting the assessment types and techniques suitable for online learning platform?	because I still find difficulties in operating it.

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Teacher,



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Appendix 13. The Difficulties Found in Preparing Lesson Plan

Topic: Agreement and Disagreement

DIFFICULTIES IN PREPARING LESSON PLANS FOR LEARNING ENGLISH THROUGH ONLINE LEARNING PLATFORM

Direction. Please complete the questionnaire below for each of the lesson plan.

School's Name	SMP Negeri 1 Abang
Class/Semester	IX/Ganjil
Learning Theme	<i>Agreement and disagreement</i>
Learning Sub-theme	
Time Allocation	4 x 40 minutes

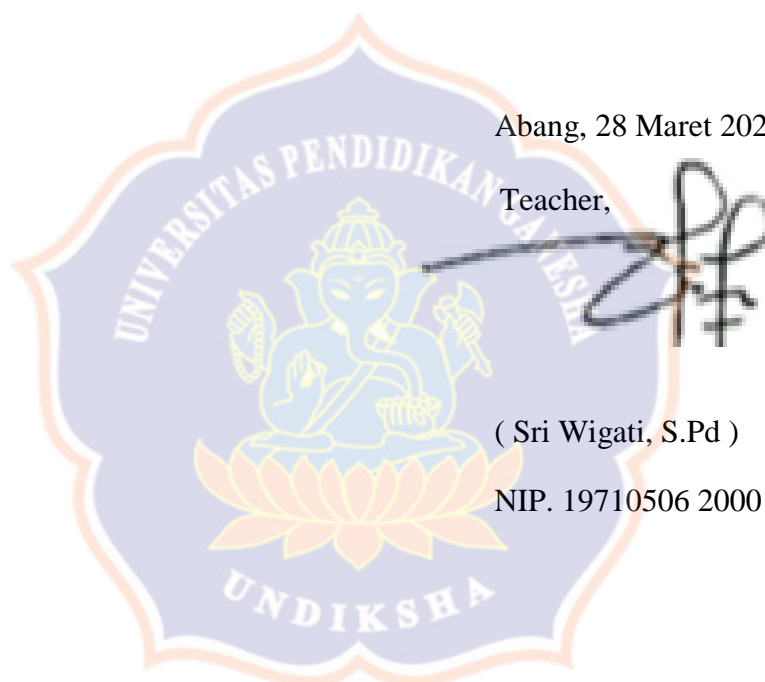
	Aspect	Steps	
A	Learning Objectives	1. Do you have problem in stating the learning objective containing the audience (A)?	b. No.
		2. Do you have problem in stating the learning objective containing the behaviour (B) ?	b. No.
		3. Do you have problem in stating the learning objective containing the condition (C) ?	No
		4. Do you have problem in stating the learning objective containing the degree of attainment (D) ?	since no face to face learning, it is difficult to meet the target. It is hard to connect and know students' needs and potential
		5. Do you have problem in relating the	

		learning objective to the core competency?	b. No.
		6. Do you have problem in relating the learning objective to the basic competency?	b. No.
B	Learning Materials	7. Do you have problem in organizing the learning materials based on the learning indicators?	b. No.
		8. Do you have problem in arranging the learning materials based on the learning indicators?	b. No.
		9. Do you have problem in developing the learning materials into a theme and sub-themes ?	because the learning material has been rich and specific enough to be delivered
C	Learning Activities	10. Do you have problem in organizing the learning activities based on the learning materials?	No
		11. Do you have problem in organizing the learning activities based on the learning methods or techniques?	No
	Learning Media and Sources	12. Do you have problem in selecting the learning media based on the learning objectives?	since the situation of pandemic force me to choose the online platform and it is difficult to apply it
		13. Do you have problem in selecting the learning sources based on the learning objectives?	No
		14. Do you have problem in selecting the learning media based on the learning materials?	b. No.
		15. Do you have problem in selecting the learning sources based on the learning materials	b. No.
		16. Do you have problem in selecting the learning media based on the learning methods/ techniques?	since no face to face learning. It is hard to suit learning media with learning methods.
		17. Do you have problem in selecting the learning sources based on the learning methods/techniques?	It is hard to choose learning sources that suits to learnin methods since it

			no face to face learning.
E	Learning Assessment	18. Do you have problem in selecting the assessment types based on the learning objectives?	it is hard to give the appropriate assessment since no face to face learning
		19. Do you have problem in selecting the assessment techniques based on the learning objectives?	I cannot choose the appropriate assessment technique since online learning
		20. Do you have problem in selecting the assessment types and techniques suitable for online learning platform?	because I still find difficulties in operating it.

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Appendix 14. The Difficulties Found in Preparing Lesson Plan

Topic: Label

DIFFICULTIES IN PREPARING LESSON PLANS FOR LEARNING ENGLISH THROUGH ONLINE LEARNING PLATFORM

Direction. Please complete the questionnaire below for each of the lesson plan.

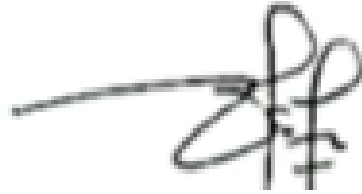
School's Name	SMP Negeri 1 Abang
Class/Semester	IX/Ganjil
Learning Theme	<i>Label</i>
Learning Sub-theme	-
Time Allocation	6 x 40 minutes

	Aspect	Steps	
A	Learning Objectives	1. Do you have problem in stating the learning objective containing the audience (A)?	b. No.
		2. Do you have problem in stating the learning objective containing the behaviour (B) ?	b. No.
		3. Do you have problem in stating the learning objective containing the condition (C) ?	b. No.
		4. Do you have problem in stating the learning objective containing the degree of attainment (D) ?	b. No.
		5. Do you have problem in relating the learning objective to the core competency?	b. No.
		6. Do you have problem in relating the learning objective to the basic competency?	b. No.

B	Learning Materials	7. Do you have problem in organizing the learning materials based on the learning indicators?	b. No.
		8. Do you have problem in arranging the learning materials based on the learning indicators?	b. No.
		9. Do you have problem in developing the learning materials into a theme and sub-themes ?	yes, because the learning material has been rich and specific enough to be delivered
C	Learning Activities	10. Do you have problem in organizing the learning activities based on the learning materials?	b. No.
		11. Do you have problem in organizing the learning activities based on the learning methods or techniques?	b. No.
	Learning Media and Sources	12. Do you have problem in selecting the learning media based on the learning objectives?	b. No.
		13. Do you have problem in selecting the learning sources based on the learning objectives?	b. No.
		14. Do you have problem in selecting the learning media based on the learning materials?	b. No.
		15. Do you have problem in selecting the learning sources based on the learning materials	b. No.
		16. Do you have problem in selecting the learning media based on the learning methods/ techniques?	No, since no face to face learning. It is hard to suit learning media with learning methods.
		17. Do you have problem in selecting the learning sources based on the learning methods/techniques?	b. No.
E	Learning Assessment	18. Do you have problem in selecting the assessment types based on the learning objectives?	b. No.
		19. Do you have problem in selecting the assessment techniques based on the learning objectives?	b. No.
		20. Do you have problem in selecting the assessment types and techniques suitable for online learning platform?	b. No.

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Appendix 15. The Difficulties Found in Preparing Lesson Plan

Topic: Procedure Text

DIFFICULTIES IN PREPARING LESSON PLANS FOR LEARNING ENGLISH THROUGH ONLINE LEARNING PLATFORM

Direction. Please complete the questionnaire below for each of the lesson plan.

School's Name	SMP Negeri 1 Abang
Class/Semester	IX/Ganjil
Learning Theme	Procedure Text
Learning Sub-theme	Short Bread and Greek
Time Allocation	8 x 40 minutes

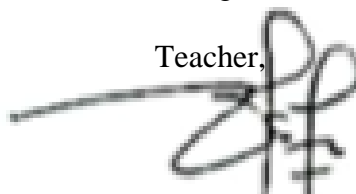
	Aspect	Steps	
A	Learning Objectives	1. Do you have problem in stating the learning objective containing the audience (A)?	b. No
		2. Do you have problem in stating the learning objective containing the behaviour (B) ?	b. No.
		3. Do you have problem in stating the learning objective containing the condition (C) ?	b. No.
		4. Do you have problem in stating the learning objective containing the degree of attainment (D) ?	b. No.
		5. Do you have problem in relating the learning objective to the core competency?	b. No.
		6. Do you have problem in relating the learning objective to the basic competency?	b. No.

B	Learning Materials	7. Do you have problem in organizing the learning materials based on the learning indicators?	b. No.
		8. Do you have problem in arranging the learning materials based on the learning indicators?	b. No.
		9. Do you have problem in developing the learning materials into a theme and sub-themes ?	b. No.
C	Learning Activities	10. Do you have problem in organizing the learning activities based on the learning materials?	b. No.
		11. Do you have problem in organizing the learning activities based on the learning methods or techniques?	b. No.
	Learning Media and Sources	12. Do you have problem in selecting the learning media based on the learning objectives?	b. Yes. since the situation of pandemic force me to choose the online platform and it is difficult to apply it
		13. Do you have problem in selecting the learning sources based on the learning objectives?	No
		14. Do you have problem in selecting the learning media based on the learning materials?	b. No.
		15. Do you have problem in selecting the learning sources based on the learning materials	b. No.
		16. Do you have problem in selecting the learning media based on the learning methods/ techniques?	Yes. since no face to face learning. It is hard to suit learning media with learning methods.
		17. Do you have problem in selecting the learning sources based on the learning methods/techniques?	b. No.
E	Learning Assessment	18. Do you have problem in selecting the assessment types based on the learning objectives?	b. No.
		19. Do you have problem in selecting the assessment techniques based on the learning objectives?	b. No.
		20. Do you have problem in selecting the	b. No.

		assessment types and techniques suitable for online learning platform?	
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Teacher,



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Appendix 16. Lesson Plan Topic 1 (Congratulation)

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 1 Abang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/I
Materi	: <i>Congratulation</i>
Alokasi Waktu	: 2 x 40 menit

I. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
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 dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif 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.
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.

II. KOMPETENSI DASAR

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapi, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

III. INDIKATOR

- 3.1.1 Menggunakan *adjective* dengan konteks penggunaannya.
- 3.1.2 Menerapkan penggunaan kata *wish* and *hope* sesuai konteks penggunaannya
- 3.1.3 Menggunakan ungkapan-ungkapan yang menyatakan harapan atau doa
- 3.1.4 Menggunakan ungkapan-ungkapan untuk menyatakan ucapan selamat atas suatu kebahagiaan dan prestasi,
- 4.1.1 Menulis percakapan yang memuat ungkapan-ungkapan untuk menyatakan harapan atau doa (*expressions of hopes*) dan ucapan selamat atas suatu kebahagiaan dan prestasi (*expressions of congratulation*) sesuai dengan konteks penggunaan yang tepat

IV. TUJUAN PEMBELAJARAN

Melalui pembelajaran ini peserta didik mampu mengidentifikasi dan membuat ungkapan ucapan selamat kepada temannya berdasarkan fungsi sosial , struktur teks dan unsur kebahasaan dalam ungkapan selamat.

V. MATERI PEMBELAJARAN

1. Topik

Prestasi dan kebahagiaan yang dapat menumbuhkan perilaku yang termuat di KI

2. Fungsi Sosial

Menjaga hubungan interpersonal dengan guru dan teman.

3. Struktur Teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

4. Unsur Kebahasaan

- Ungkapan a.l. *Congratulations, I hope so, I wish you luck*; dll.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

VI. METODE PEMBELAJARAN

1. Pendekatan : Pendekatan Saintifik (Mengamati, Menanya, Mengeksplorasi, Menalar, Mengkomunikasikan).

2. Metode : Discovery Learning (Pembelajaran Penemuan).

3. Teknik : Diskusi, Penugasan.

VII. MEDIA PEMBELAJARAN DAN SUMBER BELAJAR

1. Media : Google Classroom, Youtube

2. Alat/Bahan : Handphone dan Laptop

3. Sumber Belajar : Buku Bahasa Inggris, Kemendikbud, Tahun 2017

IX. LANGKAH-LANGKAH PEMBELAJARAN

LANGKAH KEGIATAN	AKTIVITAS	DURASI
Kegiatan Awal	<p>a. Guru mengkondisikan kegiatan pembelajaran melalui WA grup , menghimbau siswa untuk dapat mengikuti kegiatan pembelajaran di Google classroom dengan baik melalui absensi.</p> <p>b. Guru dan siswa berdoa sebelum pelajaran dimulai.</p> <p>c. Guru memotivasi peserta didik dengan memberikan pertanyaan-pertanyaan membahas topik dan menyatakan tujuan pembelajaran yang dilakukan.</p>	10 menit
Kegiatan Inti	<p>a. Mengamati</p> <ul style="list-style-type: none"> • Siswa dimotivasi untuk melihat tayangan video terkait materi “Congratulation“ (ucapan selamat) yang diunggah di google clasroom <p>b. Menanya</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan peserta didik untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami dengan bertanya mengenai video yang disajikan. <p>c. Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa diberi kesempatan untuk membaca sajian materi pembelajaran pada <i>Google Classroom</i>. Guru memberikan pertanyaan sebagai bahan diskusi di <i>Google Classroom</i>. <p>d. Menalar</p> <ul style="list-style-type: none"> • Siswa diberi kesempatan untuk mencatat hal hal penting yang ada dalam tayangan video pembelajaran. <p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mengidentifikasi dan membuat ungkapan 	60 menit

	congratulation melalui latihan tugas yang diberikan oleh guru	
Kegiatan Penutup	a. Siswa dengan bimbingan guru membuat kesimpulan pembelajaran yang telah dilakukan. b. Siswa menceritakan perasaan mereka tentang pelajaran tersebut. c. Guru memberikan apresiasi atas partisipasi peserta didik untuk kegiatan pembelajaran d. Siswa diberikan tugas sebagai tindak lanjut kegiatan pembelajaran. e. Kegiatan pembelajaran diakhiri dengan doa bersama	10 menit

X. PENILAIAN

- a. Sikap : Bertanggung jawab dan disiplin
- b. Pengetahuan dan Keterampilan:
- Bentuk : Lembar Kerja
 - Instrumen : Terlampir

XI. RUBRIK PENILAIAN

Kriteria	Skor	Deskripsi
Luar Biasa	100-85	<ul style="list-style-type: none"> • Idenya sangat jelas dan kreatif. • Isi sangat lengkap dan semuanya relevan dengan ide. • Semua informasi diikat bersama dalam urutan yang sangat baik dan diatur secara logis. • Menggunakan tenses yang tepat dan efektif, menggunakan kata yang sesuai, dan kata ganti, preposisi, dan artikel yang digunakan sangat baik. • Tata bahasa, ejaan, tanda baca, kapitalisasi benar. Tidak ada kesalahan dalam teks.

Baik	84-70	<ul style="list-style-type: none"> • Idenya jelas dan kreatif. • Isi lengkap dan beberapa di antaranya relevan dengan gagasan. • Sebagian besar informasi diikat bersama dalam urutan yang baik dan diatur secara logis. • Kalimat sesuai dengan struktur bahasanya, menggunakan kata yang sesuai, dan kata ganti, preposisi dan artikel yang digunakan sudah baik • Termasuk 2-4 kesalahan tata bahasa, salah eja, kesalahan tanda baca, dll.
Rata-rata	69-55	<ul style="list-style-type: none"> • Ide jelas tapi kurang kreatif. • Isi kurang lengkap, namun ada yang mendukung gagasan pokok. • Beberapa informasi diikat menjadi satu dan kadang-kadang diatur secara tidak logis. • Penggunaan kalimat yang kurang tepat dan efektif ditemukan kesalahan struktur bahasa, penggunaan kata, artikel, kata ganti, preposisi tidak tepat. • Termasuk 5-6 kesalahan tata bahasa, salah eja, kesalahan tanda baca, dll.
Kurang Baik	54-40	<ul style="list-style-type: none"> • Idenya cukup jelas tapi monoton • Isi tidak lengkap dan kurang dari 2 relevan dengan gagasan. • Sedikit informasi yang diikat dan diatur secara tidak logis. • Menggunakan kalimat yang kurang tepat dan efektif, banyak ditemukan kesalahan struktur bahasa, penggunaan kata, artikel, kata ganti, preposisi tidak tepat.

		<ul style="list-style-type: none"> • Termasuk 7-9 dari kesalahan tata bahasa, salah ejaan, kesalahan tanda baca, dll.
Sangat Kurang Baik	39-20	<ul style="list-style-type: none"> • Idenya tidak jelas dan terlalu gamblang. • Isinya tidak lengkap dan tidak ada satupun yang relevan dengan idenya. • Informasi tidak terikat satu sama lain dan tidak diatur secara tidak logis. • Penggunaan yang tidak tepat dan efektif, ditemukan kesalahan struktur bahasa, penggunaan kata, artikel, kata ganti, dan preposisi tidak tepat. • Berisi lebih dari 10 kesalahan tata bahasa, salah eja, kesalahan tanda baca, dll.



Lampiran I: Penilaian Penegetahuan

Worksheet I

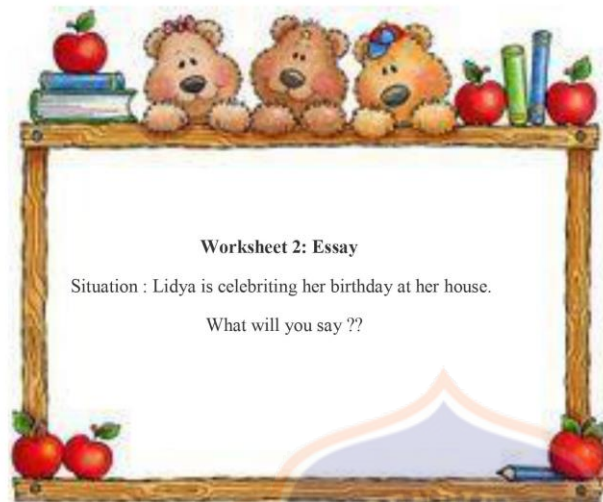
Choose the best answer !

1. The following sentence are expression of congratulation, except....
 - a. I congratulate you on yoursuccess
 - b. Nicework
 - c. How poor youare
 - d. That's great
2. Look at the picture and choose the best wish.....



- a. Have a great school day myfriend
 - b. Have a nicetrip!
 - C Congratulations on your graduation. I happy foryou
 - d. What a wonderful birthday
3. Dika : I won the competitionyesterday
Hendri : Really? That's very great. Please accept my warmest congratulations Dika :
Hendri : You are welcome
 - a. Thanks for sayingso
 - b. I hope you sayso
 - c. Oh, don't mentionit
 - d. That's verygreat
 4. Siti has just got the first prize in the "Singing Competition " to celebrate Indonesia Independenceday.
Beni congratulates her.
What does Beni say to congratulate Siti?
Beni : "....."
Siti : " Thankyou."
 - A. Sure, Goodluck.
 - B. Congratulate toSiti
 - C. Congratulations,Siti.

Lampiran II: Penilaian Keterampilan

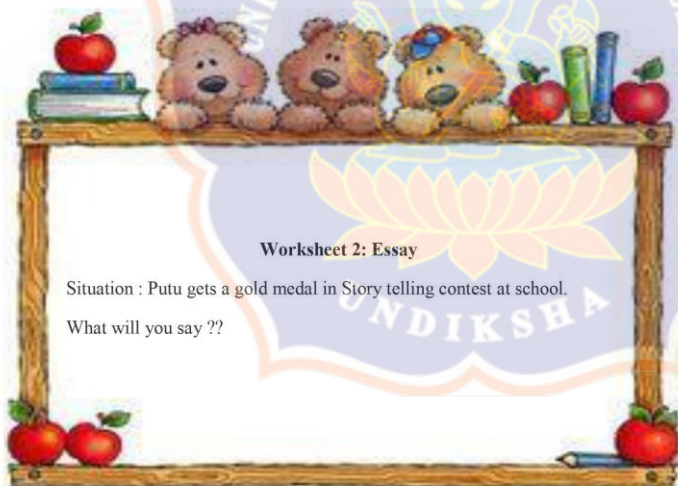


Worksheet 2: Essay

Situation : Lidya is celebriting her birthday at her house.

What will you say ??

This worksheet is framed by a wooden border. At the top, there are three teddy bears, a stack of books, and two red apples. At the bottom corners, there are more red apples and a blue pencil.



Worksheet 2: Essay

Situation : Putu gets a gold medal in Story telling contest at school.

What will you say ??

This worksheet is framed by a wooden border, similar to the one above. It features three teddy bears, books, and apples. A large, semi-transparent watermark of the Universitas Pendidikan Ganesha logo is overlaid on the page, featuring a central figure and the text 'UNIVERSITAS PENDIDIKAN GANESHA' and 'UNDIKSHA'.

Appendix 17. Lesson Plan Topic 2 (Agreement and Disagreement)

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 1 Abang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/I
Topik	: <i>Agreement and Disagreement</i>
Alokasi Waktu	: 4 x 40 menit

I. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
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 dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metekognitif 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.
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.

II. KOMPETENSI DASAR

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *to, in order to, so that (dis)agreement*).

4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. INDIKATOR

3.2.1 Mengidentifikasi ungkapan *agreement* dan *disagreement* dari gambar

3.2.2 Membedakan ungkapan *agreement* dan *disagreement* dari gambar

3.2.3 Menuliskan ungkapan *agreement* dan *disagreement* dari gambar

3.2.4 Mengidentifikasi ungkapan *agreement* and *disagreement* dengan pengucapan yang benar dan tepat dari teks percakapan singkat,

4.2.1 Menyusun teks percakapan singkat berdasarkan situasi pada gambar yang telah disediakan oleh Guru

4.2.2 Mendemonstrasikan percakapan singkat yang memuat ungkapan *agreement* dan *disagreement*

IV. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik dapat:

- Menerapkan teks persetujuan/ketidaksetujuan melakukan suatu tindakan/kegiatan.
- Menyusun teks persetujuan/ketidaksetujuan melakukan suatu tindakan/kegiatan.

V. MATERI PEMBELAJARAN

1. Topik

Tindakan dan kegiatan siswa di sekolah, rumah, dan lingkungan sekitar yang dapat menumbuhkan perilaku yang termuat di KI

2. Fungsi Sosial

Membuat rencana, menunjukkan kesungguhan, mengarahkan.

3. Struktur Teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

4. Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dengan modal: *will, be going to*.
- Ungkapan persetujuan: *I agree. That's a good idea. I don't think it's a good idea.*
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

VI. METODE PEMBELAJARAN

1. Pendekatan : Pendekatan Saintifik (Mengamati, Menanya, Mengeksplorasi, Menalar, Mengkomunikasikan).
2. Metode : Discovery Learning (Pembelajaran Penemuan).
3. Teknik : Diskusi, Penugasan.

VII. MEDIA PEMBELAJARAN DAN SUMBER BELAJAR

1. Media : WhatsApp, Google Classroom, Video
2. Alat/Bahan : Handphone dan Laptop
3. Sumber Belajar :

https://drive.google.com/file/d/1P5da_D7wZRjQwCsGW5USWfy9TapwQRTS/view?usp=drivesdk

IX. LANGKAH-LANGKAH PEMBELAJARAN

LANGKAH KEGIATAN	AKTIVITAS	DURASI
Kegiatan Awal	a. Guru menanyakan kondisi siswa. b. Guru dan siswa berdoa sebelum pelajaran dimulai. c. Guru memeriksa kehadiran dan kesiapan siswa. d. Guru Memberikan leading questions terkait materi yang akan dipelajari; e. Guru menjelaskan tujuan pembelajaran dan menyampaikan rencana penilaian.	10 menit
Kegiatan Inti	<p>a. Mengamati</p> <ul style="list-style-type: none"> Guru menyajikan powerpoints tentang materi <i>agreement</i> dan <i>disagreement</i>. <p>b. Menanya</p> <ul style="list-style-type: none"> Guru memberi pertanyaan dan umpan balik tentang power points yang telah ditonton Guru dan siswa mendiskusikan kata-kata sulit yang ditemukan siswa. Siswa diberikan pertanyaan-pertanyaan yang berhubungan dengan video yang diberikan.. Guru menjelaskan jawaban siswa. <p>c. Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mengidentifikasi dan mengelompokkan kalimat yang menyatakan <i>agreement</i> dan <i>disagreement</i>. <p>d. Menalar</p> <ul style="list-style-type: none"> Siswa menuliskan dan melafalkan kalimat yang menyatakan <i>agreement</i> dan <i>disagreement</i>. Link: https://drive.google.com/file/d/1rh1Tpmp1Ea1pAjY1QKUyerebqZ-UdNBc/view?usp=drivesdk Siswa menerapkan penggunaan <i>agreement</i> dan 	60 menit

	<p>disagreement (<i>lamp.3 http://gg.gg/PH3_Agree_Soal Pengetahuan</i>)</p> <p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyusun kalimat tentang agreement atau disagreement terhadap suatu situasi kemudian menuliskan pendapatnya dan mengirimkan hasilnya kepada guru secara online (<i>lamp. 4 Soal Keterampilan</i>) 	
Kegiatan Penutup	<p>a. Guru dan siswa menyimpulkan materi dan melakukan refleksi pembelajaran.</p> <p>b. Siswa menceritakan perasaan mereka tentang pelajaran tersebut.</p> <p>c. Guru memberikan tindak lanjut.</p> <p>d. Guru menginformasikan materi pembelajaran yang akan datang</p> <p>e. Kegiatan pembelajaran diakhiri dengan doa bersama</p>	10 menit

X. PENILAIAN

Penilaian	Teknik	Bentuk	Instrumen	Waktu
Sikap	Observasi	Jurnal	Terlampir	Selama pembelajaran
Pengetahuan	Tes tertulis	Quiz	Terlampir	Selama/setelah pembelajaran
Keterampilan	Unjuk kerja	Lisan	Terlampir	Setelah pembelajaran

XI. RUBRIK PENILAIAN

1. Rubrik Sikap (Spiritual dan Sosial)

No.	Waktu	Nama Siswa	Catatan Perilaku	Butir Sikap	Tanda tangan	Tindak lanjut
1						
2						
Dst.						

2. Rubrik Pengetahuan

No.	KD	IPK	Materi Pokok	Indikator Soal	Level	Bentuk Soal	No. Soal
1	3.2 4.2	Menerapkan ungkapan menyatakan <i>Agreement/di sagreement</i>	<i>Agreement/di sagreement</i>	Disajikan dialog rumpang, peserta didik dapat melengkapinya dengan ungkapan <i>agreement/disagreement</i> dengan tepat	L2	PG	1-10

3. Rubrik Keterampilan

No.	KD	IPK	Materi Pokok	Indikator Soal	Level	Bentuk Soal	Nomor Soal
1	4.1.	Siswa dapat menyusun ungkapan yang menyatakan <i>Agreement/disagreement</i>	<i>Agreement/di disagreement</i>	Disajikan situasi siswa dapat menyusun ungkapan <i>Agreement/di disagreement</i> situasi tersebut	L3	Lisan	1

3.1 Rubrik Penilaian Keterampilan (Praktik/Kinerja/Project)

KRITERIA	Deskripsi	Rentang Skor	Skor Perolehan
Mendeskripsikan secara lisan	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai	(89 – 100)	...
	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	(76-88)	...
	Sesekali melihat teks, kosa kata terbatas tapi lancar	(61-75)	...
	Membaca script, kosa kata terbatas, dan tidak lancar	(0-60)	...
	JUMLAH		...
Menulis Teks	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	(89 – 100)	...

Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat	(76-88)	...
Fungsi sosial tercapai, struktur dan unsur kebahasaan kurang tepat	(61-75)	...
Fungsi sosial, Penggunaan kata, kalimat, dan struktur tidak sesuai	(0-60)	...
JUMLAH		...

Nilai Akhir = Nilai perolehan : Total Skor x 100

Mengetahui

Kepala Satuan Pendidikan



I Gusti Bagus Putra, S.Pd

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Abang, 05 Agustus 2020

Guru Mata Pelajaran

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NIP. 19710506 200012 2 004



LAMPIRAN I

SOAL PENILAIAN PENGETAHUAN

1. Edo: The government plans to raise the water bill next month.

Rita: ____ It will increase the number of poor people.

The suitable expression to complete the dialogue is ...

- A. I agree with you
- B. I totally disagree
- C. I don't disagree
- D. I agree

2. Ratna: Dian, I think Riri is responsible for this matter.

Dian: Well, I don't know.

From the dialogue, we may assume that ...

- A. Dian agrees with Ratna
- B. Dian disagrees with Ratna
- C. Dian has no idea about the case
- D. Dian cannot accept the fact

3. Mother: You know that Mira always takes sleeping lately to solve her problems.

Father: That's wrong. It can be dangerous for her life if she doesn't change her bad habit.

The underlined expression expresses ...

- A. Sympathy
- B. Possibility
- C. Agreement
- D. Disagreement

4. Windy: Is Bandung Mall near here?

Mia: Yes, it is.

Jack: _____ it's about 100 kilometers from here.

Windy: Oh, really?.

The suitable expression to complete the dialogue is ...

- A. I disagree with you
- B. I quite agree
- C. I think so too
- D. It certainly is

5. Maya: So, where will we go?

Nury: How about the beach?

Jane: _____. We have visited a lot of beaches this year.

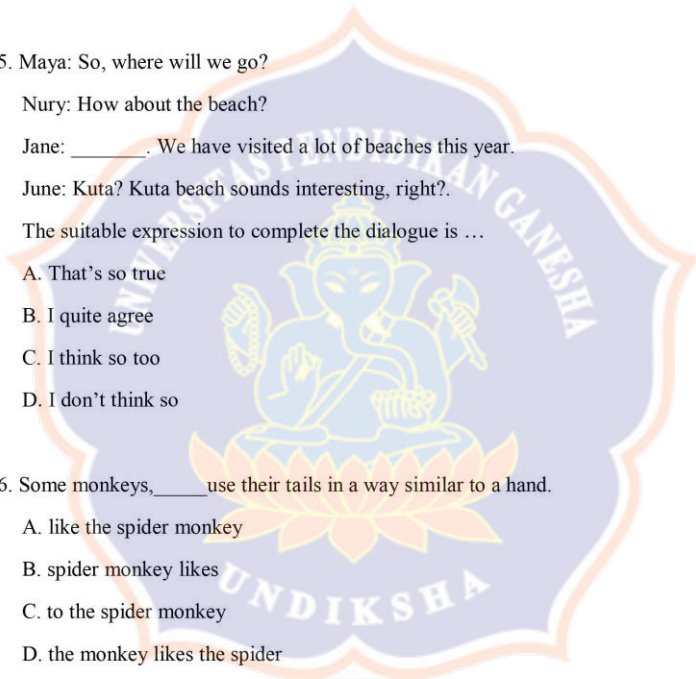
June: Kuta? Kuta beach sounds interesting, right?.

The suitable expression to complete the dialogue is ...

- A. That's so true
- B. I quite agree
- C. I think so too
- D. I don't think so

6. Some monkeys, _____ use their tails in a way similar to a hand.

- A. like the spider monkey
- B. spider monkey likes
- C. to the spider monkey
- D. the monkey likes the spider



7. Your friend says, " Let us go out tonight" and you think it's a good idea. You say:

- A. Yes, I agree
- B. Yes, I am agreeing
- C. No, I am not
- D. I doubt so

8. Someone says, "It's hot today" and you disagree. You say:

- A. Yes, I agree
- B. Yes, I am not
- C. No, I do not agree
- D. I think so

9. Your friend is talking about a movie you both saw and says it was fantastic. You agree and say:

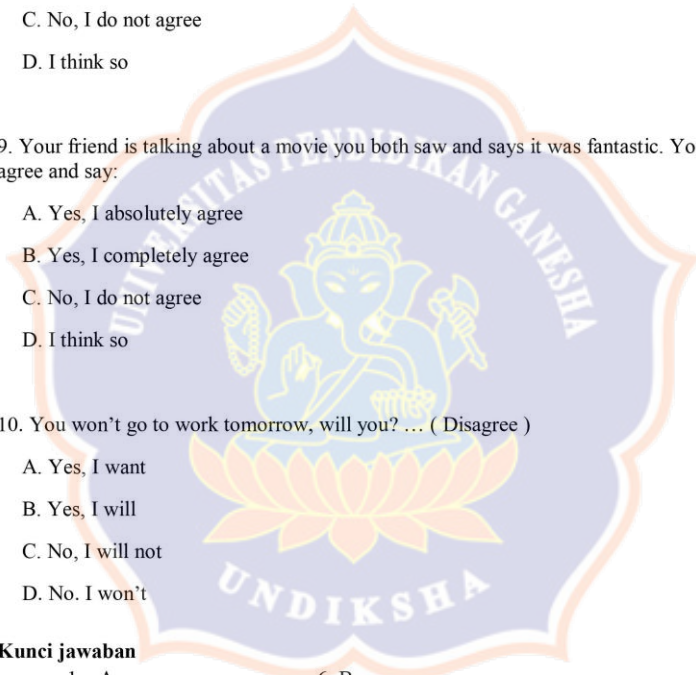
- A. Yes, I absolutely agree
- B. Yes, I completely agree
- C. No, I do not agree
- D. I think so

10. You won't go to work tomorrow, will you? ... (Disagree)

- A. Yes, I want
- B. Yes, I will
- C. No, I will not
- D. No. I won't

Kunci jawaban

- | | |
|------|-------|
| 1. A | 6. B |
| 2. A | 7. A |
| 3. C | 8. D |
| 4. A | 9. D |
| 5. C | 10. A |



LAMPIRAN II

Soal Keterampilan :

- Choose 10 pictures and write meaningful opinion stating your agreement/disagreement of the situation, write it and send to your teacher.

EXPRESSING AGREEMENT

Basic Competence :

- 3.2 Applying the social functions, generic structure and language feature of written and spoken interpersonal interactional text involving expression of asking and giving information related to intention, purpose and agreement of doing something based on the contextual (pay attention to the use of to, in order to, so that, (dis) agreement.
- 4.2 Writing spoken and written interpersonal interaction text, shortly and simply, involving the expression of asking and giving information related to intention, purpose and agreement of doing something, also respond it by paying attention to the correct social function, generic structure and language feature of the text based on the context.





Appendix 18. Lesson Plan Topic 3 (Label)

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 1 Abang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/I
Topik	: <i>Label</i>
Alokasi Waktu	: 6 x 40 menit

I. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
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 dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metekognitif 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.
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.

II. KOMPETENSI DASAR

- 3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk label, dengan meminta dan memberi informasi terkait obat/makanan/minuman, sesuai dengan konteks penggunaannya
- 4.3 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk label pendek dan sederhana, terkait obat/makanan/minuman.

III. INDIKATOR

- 3.3.1 Mengidentifikasi dengan tepat struktur teks yang menyatakan tentang teks label obat/makanan/minuman
- 3.3.2 Mengidentifikasi dengan unsur kebahasaan teks yang menyatakan tentang teks label obat/makanan/minuman
- 4.3.1 Menyusun teks lisan berbentuk label obat/makanan/minuman, sangat pendek dan sederhana

IV. TUJUAN PEMBELAJARAN

Melalui pembelajaran berbasis discovery based learning, peserta didik dapat mengidentifikasi informasi umum dari beragam gambar, membandingkan, memberikan penjelasan singkat, dan membuat kesimpulan dengan menggunakan bahasa yang benar, santun dengan penuh tanggung jawab.

V. MATERI PEMBELAJARAN

1. Topik

Informasi tentang obat/makanan/minuman yang dapat menumbuhkan perilaku yang termuat di KI

2. Fungsi Sosial

Memilih obat/makanan/minuman yang sehat dan aman, menghindari efek negatif, dan mendapatkan hasil terbaik.

3. Struktur Teks

Dapat mencakup, nama asli dan nama dagang obat, deskripsi, volume, bahan, cara menggunakan, cara menyimpan, tanggal kadaluarsa

4. Unsur Kebahasaan

- Istilah khusus terkait dengan produk.
- Kalimat imperatif
- Tata bahasa: frasa nominal untuk menyebut benda, cara menyebut jumlah/ukuran
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

VI. METODE PEMBELAJARAN

1. Pendekatan : Pendekatan Saintifik (Mengamati, Menanya, Mengeksplorasi, Menalar, Mengkomunikasikan).
2. Metode : Discovery Learning (Pembelajaran Penemuan).
3. Teknik : Diskusi, Penugasan.

VII. MEDIA PEMBELAJARAN DAN SUMBER BELAJAR

1. Media : Google Classroom, Video
2. Alat/Bahan : Handphone dan Laptop
3. Sumber Belajar : Buku Bahasa Inggris Think Globally Act Locally, tahun 2018

IX. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN 1

LANGKAH KEGIATAN	AKTIVITAS	DURASI
Kegiatan Awal	<p>a. Guru menanyakan kondisi siswa.</p> <p>b. Guru dan siswa berdoa sebelum pelajaran dimulai.</p> <p>c. Guru memeriksa kehadiran dan kesiapan siswa.</p> <p>d. Guru memotivasi peserta didik dengan memberikan pertanyaan-pertanyaan membahas topik dan menyatakan tujuan pembelajaran yang dilakukan.</p>	10 menit
Kegiatan Inti	<p>a. Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan beberapa gambar pada lembar kerja 1 yang diunggah pada google clasroom • Siswa mencatat beberapa hal penting dalam gambar, seperti: satuan berat pada benda cair ataupun padat, kosakata baru (kata benda, sifat,dst.) <p>b. Menanya</p> <ul style="list-style-type: none"> • Guru dan siswa mendiskusikan kata-kata sulit yang ditemukan siswa pada kolom komentar • Siswa diberikan pertanyaan-pertanyaan yang berhubungan dengan materi yang diberikan.. • Guru menjelaskan jawaban siswa. <p>c. Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari arti kata / rujukan menggunakan kamus (buku ataupun online) <p>d. Menalar</p> <ul style="list-style-type: none"> • Siswa menjawab pertanyaan A,B dan C. <p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mengunggah hasil kerja di Google 	60 menit

	<p>classroom, siswa yang lain saling memberi umpan balik</p> <ul style="list-style-type: none"> • Siswa merevisi hasil kerja yang telah dibuat berdasarkan umpan balik dari teman sekelas dan guru 	
Kegiatan Penutup	<p>a. Siswa dengan bimbingan guru membuat kesimpulan pembelajaran yang telah dilakukan.</p> <p>b. Siswa menceritakan perasaan mereka tentang pelajaran tersebut.</p> <p>c. Siswa mengerjakan tugas sebagai tindak lanjut kegiatan pembelajaran.</p> <p>d. Kegiatan pembelajaran diakhiri dengan doa bersama</p>	10 menit

PERTEMUAN 2

LANGKAH KEGIATAN	AKTIVITAS	DURASI
Kegiatan Awal	<p>a. Guru menanyakan kondisi siswa.</p> <p>b. Guru dan siswa berdoa sebelum pelajaran dimulai.</p> <p>c. Guru memeriksa kehadiran dan kesiapan siswa.</p> <p>d. Guru memotivasi peserta didik dengan memberikan pertanyaan-pertanyaan membahas topik dan menyatakan tujuan pembelajaran yang dilakukan.</p>	10 menit
Kegiatan Inti	<p>a. Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan beberapa gambar pada lembar kerja 2 yang di unggah pada google classroom • Siswa mencatat beberapa hal penting dalam gambar, seperti: satuan berat pada benda cair ataupun padat, kosakata baru (kata benda, sifat, dst.) <p>b. Menanya</p>	60 menit

	<ul style="list-style-type: none"> • Guru dan siswa mendiskusikan kata-kata sulit yang ditemukan siswa. • Siswa diberikan pertanyaan-pertanyaan yang berhubungan dengan materi yang diberikan. • Guru menjelaskan jawaban siswa. <p>c. Mengeksplorasi</p> <ul style="list-style-type: none"> • mencari arti kata / rujukan menggunakan kamus (buku ataupun online) <p>d. Menalar</p> <ul style="list-style-type: none"> • Siswa menjawab pertanyaan D. <p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mengunggah hasil kerja di Google classroom. Siswa saling memberi umpan balik • Siswa merevisi hasil kerja yang telah dibuat berdasarkan umpan balik dari teman sekelas dan guru 	
Kegiatan Penutup	<p>a. Peserta didik dengan bimbingan guru membuat kesimpulan pembelajaran yang telah dilakukan.</p> <p>b. Siswa menceritakan perasaan mereka tentang pelajaran tersebut.</p> <p>c. Siswa diberikan tugas sebagai tindak lanjut kegiatan pembelajaran.</p> <p>d. Kegiatan pembelajaran diakhiri dengan doa bersama</p>	10 menit

PERTEMUAN 3

LANGKAH KEGIATAN	AKTIVITAS	DURASI
Kegiatan Awal	<p>a. Guru menanyakan kondisi siswa.</p> <p>b. Guru dan siswa berdoa sebelum pelajaran dimulai.</p> <p>c. Guru memeriksa kehadiran dan kesiapan siswa.</p>	10 menit

	d. Guru memotivasi peserta didik dengan memberikan pertanyaan-pertanyaan membahas topik dan menyatakan tujuan pembelajaran yang dilakukan.	
Kegiatan Inti	<p>a. Mengamati</p> <ul style="list-style-type: none"> • Siswa mencari contoh label makanan, obat-obatan dalam kehidupan sehari-hari • Siswa mengamati beberapa label secara individu • Siswa mencatat beberapa hal penting dalam gambar, seperti: satuan berat pada benda cair ataupun padat, kosakata baru (kata benda, sifat, dst.) <p>b. Menanya</p> <ul style="list-style-type: none"> • Guru dan siswa mendiskusikan kata-kata sulit yang ditemukan siswa. • Siswa diberikan pertanyaan-pertanyaan yang berhubungan dengan materi yang diberikan.. • Guru menjelaskan jawaban siswa. <p>c. Mengeksplorasi</p> <ul style="list-style-type: none"> • mencari arti kata / rujukan menggunakan kamus (buku ataupun online) <p>d. Menalar</p> <ul style="list-style-type: none"> • Guru mengunggah latihan pada google classroom • Siswa menjawab latihan E, F dan G. <p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mengunggah hasil kerja di google classroom, siswa saling memberi umpan balik • Siswa merevisi hasil kerja yang telah dibuat berdasarkan umpan balik dari teman sekelas dan guru 	60 menit

	<ul style="list-style-type: none"> Siswa mengunggah hasil kerja bagian G di laman social media sekolah. 	
Kegiatan Penutup	<ol style="list-style-type: none"> Siswa dengan bimbingan guru membuat kesimpulan pembelajaran yang telah dilakukan. Siswa menceritakan perasaan mereka tentang pelajaran tersebut. Siswa diberikan tugas sebagai tindak lanjut kegiatan pembelajaran. Kegiatan pembelajaran diakhiri dengan doa bersama 	10 menit

X. PENILAIAN

- a. Sikap : Keaktifan dan kerjasama peserta didik
b. Pengetahuan : Bentuk : Lembar kerja
Instrumen : Terlampir

XI. RUBRIK PENILAIAN

KRITERIA	Deskripsi	Rentang Skor	Skor Perolehan
Mendeskripsikan secara lisan	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai	(89 – 100)	...
	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	(76-88)	...
	Sesekali melihat teks, kosa kata terbatas tapi lancar	(61-75)	...
	Membaca script, kosa kata terbatas, dan tidak lancar	(0-60)	...

	JUMLAH		...
Menulis Teks	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	(89 – 100)	...
	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat	(76-88)	...
	Fungsi sosial tercapai, struktur dan unsur kebahasaan kurang tepat	(61-75)	...
	Fungsi sosial, Penggunaan kata, kalimat, dan struktur tidak sesuai	(0-60)	...
	JUMLAH		...

Nilai Akhir = Nilai perolehan : Total Skor x 100



Anti

Food labels

Discuss!



A

1. How many calories are in this meal?
2. How much fat is in this meal?
3. How much saturated fat is in this meal?

B

1. How many calories are in this meal?
2. How much fat is in this meal?
3. How much saturated fat is in this meal?

SERVES 2 - HALF PIZZA PROVIDES				
CALS	SUGAR	FAT	SAT FAT	SALT
495	9.0g	18.3g	9.2g	2.00g
25%	10%	26%	46%	33%
OF YOUR GUIDELINE DAILY AMOUNT				

Per pack provides...

286	2g	8g	3.6g	1.5g
Calories	Sugar	Fat	Saturates	Salt
14%	2.2%	11%	18%	25%
of your guideline daily amount				

C

1. How many calories are in this meal?
2. How much fat is in this meal?
3. How much saturated fat is in this meal?

Discuss!



SERVES 2 - HALF PIZZA PROVIDES

CALS	SUGAR	FAT	SATFAT	SALT
495	9.0g	18.3g	9.2g	2.00g
25%	10%	26%	46%	33%

OF YOUR GUIDELINE DAILY AMOUNT

Per pack provides...

286	2g	8g	3.6g	1.5g
Calories	Sugar	Fat	Saturates	Salt
14%	2.2%	11%	18%	25%

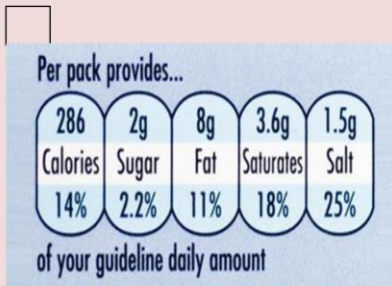
of your guideline daily amount

D

1. Which of these meals has more calories?
2. Which of these meals has less sugar?
3. Which of these meals has more saturated fat?
4. Which of these meals has less salt?
5. Which of these meals do you think is healthier? Why?



Individualshare



E

1. Which of these meals has more calories?
2. Which of these meals has less sugar,
3. Which of these meals has more saturated fat?
4. Which of these meals has less salt?
5. Which of these meals do you think is healthier? Why?



F

1. Which of these meals has more calories?
2. Which of these meals has less sugar?
3. Which of these meals has more saturated fat?
4. Which of these meals has less salt?
5. Which of these meals do you think is healthier? Give your reason.

Appendix 19. Lesson Plan Topic 4 (Procedure Text)

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 1 Abang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/I
Topik	: <i>Short Bread and Greek (Procedure Text)</i>
Alokasi Waktu	: 8 x 40 menit

I. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
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 dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metekognitif 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.
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.

II. KOMPETENSI DASAR

3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.

III. INDIKATOR

3.4.1 Mengidentifikasi unsur kebahasaan (*imperative, sequence words and adverb of manner*) dari *procedure text*.

3.4.2 Menyebutkan unsur kebahasaan (*imperative, sequence words and adverb of manner*) dari *procedure text*

3.4.3 Mengidentifikasi fungsi sosial dari *procedure text*

4.4.1 Menyusun *procedure text* sederhana dari beberapa kalimat acak

4.4.2 Menentukan *generic structure* dari *procedure text* yang akan disusun

IV. TUJUAN PEMBELAJARAN

Melalui pembelajaran berbasis *discovery* dan *project based learning* menggunakan gambar, peserta didik dapat mengidentifikasi struktur teks dan kalimat imperatif, menemukan makna tersirat, membedakan, memodifikasi teks dan memberikan penjelasan singkat, dengan menggunakan bahasa yang benar, sikap disiplin, kerjasama dan tanggung jawab.

V. MATERI PEMBELAJARAN

1. Topik

Resep makanan/minuman, manual peralatan yang terkait dengan kehidupan siswa yang dapat menumbuhkan perilaku yang termuat di KI

2. Fungsi Sosial

Mendapatkan hasil terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan, dan pemborosan.

3. Struktur Teks

Dapat mencakup:

- Nama makanan, minuman,
- Alat, mesin, bahan, apparatus yang diperlukan,
- Cara memasak, menggunakan dalam bentuk langkah-langkah kerja secara berurutan

4. Unsur Kebahasaan

- Kosa kata khusus terkait dengan produk,
- Frasa nominal untuk menyebut benda
- Kata sambung *first, next, then, finally*.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

VI. METODE PEMBELAJARAN

1. Pendekatan : Pendekatan Saintifik (Mengamati, Menanya, Mengeksplorasi, Menalar, Mengkomunikasikan).
2. Metode : Discovery Learning dan Project-Based Learning
3. Teknik : Diskusi, Penugasan.

VII. MEDIA PEMBELAJARAN DAN SUMBER BELAJAR

1. Media : WhatsApp Group, Google Classroom, Video
2. Alat/Bahan : Handphone dan Laptop
3. Sumber Belajar : Buku Bahasa Inggris Think Globally Act Locally, tahun 2018

IX. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN 1

LANGKAH KEGIATAN	AKTIVITAS	DURASI
Kegiatan Awal	<p>a. Guru menanyakan kondisi siswa.</p> <p>b. Guru dan siswa berdoa sebelum pelajaran dimulai.</p> <p>c. Guru memeriksa kehadiran dan kesiapan siswa.</p> <p>d. Guru memotivasi peserta didik dengan memberikan pertanyaan-pertanyaan membahas topik dan menyatakan tujuan pembelajaran yang dilakukan.</p>	10 menit
Kegiatan Inti	<p>a. Mengamati</p> <ul style="list-style-type: none"> Siswa menonton video pembelajaran tentang teks prosedur. <p>Link: https://drive.google.com/file/d/1jmaVZkun_fitPI8T_FfcNbyB-dbXtm8/view?usp=drivesdk</p> <ul style="list-style-type: none"> Siswa mencatat beberapa hal penting dalam video, seperti: struktur teks, bentuk kalimat, kosakata. <p>b. Menanya</p> <ul style="list-style-type: none"> Guru dan siswa mendiskusikan kata-kata sulit yang ditemukan siswa. Siswa diberikan pertanyaan-pertanyaan yang berhubungan dengan materi yang diberikan. Guru menjelaskan jawaban siswa. <p>c. Mengeksplorasi</p> <ul style="list-style-type: none"> mencari arti kata / rujukan menggunakan kamus (buku ataupun online) 	60 menit

	<p>d. Menalar</p> <ul style="list-style-type: none"> Siswa mencari referensi dari berbagai sumber yang relevan. <p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menghubungkan informasi yang ada untuk membuat kesimpulan sementara 	
Kegiatan Penutup	<p>a. Siswa dengan bimbingan guru membuat kesimpulan pembelajaran yang telah dilakukan.</p> <p>b. Siswa menceritakan perasaan mereka tentang pelajaran tersebut.</p> <p>c. Siswa mengerjakan tugas yang diberikan.</p> <p>d. Kegiatan pembelajaran diakhiri dengan doa bersama</p>	10 menit

PERTEMUAN 2

LANGKAH KEGIATAN	AKTIVITAS	DURASI
Kegiatan Awal	<p>a. Guru menanyakan kondisi siswa.</p> <p>b. Guru dan siswa berdoa sebelum pelajaran dimulai.</p> <p>c. Guru memeriksa kehadiran dan kesiapan siswa.</p> <p>d. Guru memotivasi peserta didik dengan memberikan pertanyaan-pertanyaan membahas topik dan menyatakan tujuan pembelajaran yang dilakukan.</p>	10 menit
Kegiatan Inti	<p>a. Mengamati</p> <ul style="list-style-type: none"> Siswa menonton video pembelajaran tentang teks prosedur. 	60 menit

	<p>Link: https://drive.google.com/file/d/1jmaVZkunLfttPI8T_FFfcNbyB-dbXtm8/view?usp=drivesdk</p> <ul style="list-style-type: none"> Siswa mencatat beberapa hal penting dalam video, seperti: struktur teks, bentuk kalimat, kosakata. <p>b. Menanya</p> <ul style="list-style-type: none"> Guru dan siswa mendiskusikan kata-kata sulit yang ditemukan siswa. Siswa diberikan pertanyaan-pertanyaan yang berhubungan dengan materi yang diberikan. Guru menjelaskan jawaban siswa. <p>c. Mengeksplorasi</p> <ul style="list-style-type: none"> mencari arti kata / rujukan menggunakan kamus (buku ataupun online) <p>d. Menalar</p> <ul style="list-style-type: none"> Siswa mencari referensi dari berbagai sumber yang relevan. <p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menghubungkan informasi yang ada untuk membuat kesimpulan sementara 	
Kegiatan Penutup	<p>a. Siswa dengan bimbingan guru membuat kesimpulan pembelajaran yang telah dilakukan.</p> <p>b. Siswa menceritakan perasaan mereka tentang pelajaran tersebut.</p> <p>c. Siswa mengerjakan tugas yang diberikan.</p> <p>d. Kegiatan pembelajaran diakhiri dengan doa bersama</p>	10 menit

PERTEMUAN 3

LANGKAH KEGIATAN	AKTIVITAS	DURASI
Kegiatan Awal	a. Guru menanyakan kondisi siswa. b. Guru dan siswa berdoa sebelum pelajaran dimulai. c. Guru memeriksa kehadiran dan kesiapan siswa. d. Guru memotivasi peserta didik dengan memberikan pertanyaan-pertanyaan membahas topik dan menyatakan tujuan pembelajaran yang dilakukan.	10 menit
Kegiatan Inti	<p>a. Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan penjelasan Guru • Siswa mencatat beberapa hal penting dalam penjelasan yang diberikan <p>b. Menanya</p> <ul style="list-style-type: none"> • Guru dan siswa mendiskusikan kata-kata sulit yang ditemukan siswa. • Siswa diberikan pertanyaan-pertanyaan yang berhubungan dengan materi yang diberikan.. • Guru menjelaskan jawaban siswa. <p>c. Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari resep masakan / jajanan khas Bali dan menulis bahan, langkah-langkah membuatnya <p>d. Menalar</p> <ul style="list-style-type: none"> • Siswa menulis deskripsi resep masakan secara detail <p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mengunggah hasil kerja di Whats App group, saling memberi umpan balik • Siswa merevisi hasil kerja yang telah dibuat berdasarkan umpan balik dari teman sekelas dan guru 	60 menit

Kegiatan Penutup	<p>a. Peserta didik dengan bimbingan guru membuat kesimpulan pembelajaran yang telah dilakukan.</p> <p>b. Siswa menceritakan perasaan mereka tentang pelajaran tersebut.</p> <p>c. Siswa mengerjakan tugas yang diberikan dalam bentuk google form dan guru mengevaluasinya.</p> <p>d. Kegiatan pembelajaran diakhiri dengan doa bersama</p>	10 menit
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PERTEMUAN 4

LANGKAH KEGIATAN	AKTIVITAS	DURASI
Kegiatan Awal	<p>a. Guru menanyakan kondisi siswa.</p> <p>b. Guru dan siswa berdoa sebelum pelajaran dimulai.</p> <p>c. Guru memeriksa kehadiran dan kesiapan siswa.</p> <p>d. Guru memotivasi peserta didik dengan memberikan pertanyaan-pertanyaan membahas topik dan menyatakan tujuan pembelajaran yang dilakukan.</p>	10 menit
Kegiatan Inti	<p>a. Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan penjelasan Guru • Siswa mencatat beberapa hal penting dalam penjelasan yang diberikan <p>b. Menanya</p> <ul style="list-style-type: none"> • Guru dan siswa mendiskusikan kata-kata sulit yang ditemukan siswa. • Siswa diberikan pertanyaan-pertanyaan yang berhubungan dengan materi yang diberikan.. • Guru menjelaskan jawaban siswa. <p>c. Mengeksplorasi</p> <ul style="list-style-type: none"> • mencari arti kata / rujukan menggunakan kamus (buku ataupun online) <p>d. Menalar</p>	60 menit

	<ul style="list-style-type: none"> Siswa merevisi hasil kerja yang telah dibuat berdasarkan umpan balik dari teman sekelas dan guru. <p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mengunggah hasil kerja di laman sosial media sekolah. 	
Kegiatan Penutup	<p>a. Siswa dengan bimbingan guru membuat kesimpulan pembelajaran yang telah dilakukan.</p> <p>b. Siswa menceritakan perasaan mereka tentang pelajaran tersebut.</p> <p>c. Siswa diberikan tugas sebagai tindak lanjut kegiatan pembelajaran.</p> <p>d. Kegiatan pembelajaran diakhiri dengan doa bersama</p>	10 menit

X. PENILAIAN

- a. Pengetahuan : Menjawab pertanyaan tentang teks prosedur tentang sebuah resep masakan atau minuman
- b. Keterampilan : Mendemonstrasikan pembuatan makanan atau minuman
- c. Sikap : Menunjukkan rasa syukur, kerjasama, disiplin dan tanggung jawab


XI. RUBRIK PENILAIAN

KRITERIA	Deskripsi	Rentang Skor	Skor Perolehan
Mendeskripsikan secara lisan	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai	(89 – 100)	...

	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	(76-88)	...
	Sesekali melihat teks, kosa kata terbatas tapi lancar	(61-75)	...
	Membaca script, kosa kata terbatas, dan tidak lancar	(0-60)	...
	JUMLAH		...
Menulis Teks	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	(89 – 100)	...
	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat	(76-88)	...
	Fungsi sosial tercapai, struktur dan unsur kebahasaan kurang tepat	(61-75)	...
	Fungsi sosial, Penggunaan kata, kalimat, dan struktur tidak sesuai	(0-60)	...
	JUMLAH		...

Nilai Akhir = Nilai perolehan : Total Skor x 100

Mengetahui
Kepala Satuan Pendidikan




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Lampiran 1.

A. These are the recipes from the cookbook, but the instructions form are in wrong order. Please revise it.

<p>SHORTBREAD</p>  <p>Ingredients: 150g plain flour 100g butter or margarine 50g</p> <p>Method:</p> <ol style="list-style-type: none"> A. Put it on the baking tray. B. Put the flour, sugar and butter into the bowl. C. Remove from oven and let it cool down. D. Rub together firmly until it is mixed well. E. Bake it for 10 – 15 minutes or until it is golden brown. F. Place the dough on a floured work surface and roll out to form a flat circle. G. Place the baking tray into a hot oven. H. Preheat oven to 170°C. 	<p>GREEK SALAD</p>  <p>Ingredients: 250g cherry tomatoes 1 medium onion 1 medium cucumber 150g Feta cheese 3 tablespoons of olive oil 1 tablespoon of vinegar</p> <p>Method:</p> <ol style="list-style-type: none"> A. Mix oil, vinegar, garlic, salt and pepper, pour it over the vegetables. B. Add crushed feta cheese on top. Your salad is ready to serve. C. Cut tomatoes in halves, peel and dice cucumber and slice the onion and place them in a bowl.
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Shortbread

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Greek Salad

1. _____
2. _____
3. _____dst

B. Now answer these questions: (individual)

1. For which recipe do you have to use oven?
2. For which one do you not have to cook anything?
3. Where do you use more ingredients?
4. Which one will take more time to do? Give your short reason.
5. Which of the recipes is healthier? Why?

C. Observe the texts 1 and 2, discuss the questions: (Groups)

1. What do red words mean to?
2. What do black bold words purpose for?
3. What kind of the texts are they?
4. Where can you find similar texts from?

D. With your partner find out one similar simple text as above which you possibly modify to demonstrate. Make a collage of your text and your picture demonstrating it. Don't forget to give comment for your own work. Is it hard or easy to do? Are you satisfying with the result or not? Why?

