

LESSON PLAN

Descriptive Text “ BUILDING “



ENI NURAENI, S.Pd

SMAIT NURUL FAJRI

TAHUN PELAJARAN 2021/2022

PAKTA INTEGRITAS

Yang bertandatangan di bawah ini:

Nama : Eni Nuraeni, S.Pd
NIM : 201502117522
Prodi/Jurusan : Bahasa Inggris
Universitas : Universitas Tanjung Pura

Menyatakan bahwa

- karya berupa **Modul Materi Pembelajaran kelas 10 & 11** merupakan karya sendiri
- LKPD kelas 10 materi Descriptive Text** semester 1 merupakan karya sendiri
- RPP berjudul Descriptive Text** yang diunggah dalam sistem merupakan karya sendiri
- Orang yang melaksanakan pembelajaran dalam video praktik pembelajaran dengan judul video **Descriptive Text** adalah saya.

Jika dikemudian hari terbukti karya tersebut bukan merupakan karya sendiri, maka saya bersedia diproses secara hukum untuk menerima sanksinya.

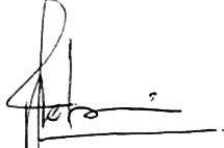
Bekasi, December 2021



(Eni Nuraeni, S.Pd)


LEMBAR PENGESAHAN

Wakasek Kurikulum



(Nur Laily Sa'diyah, S.T)

Guru Bidang Studi



(Eni Nuraeni, S.Pd)

Mengetahui,

Kepala SMA Nurul Fajri



(Yamin, S.Ag)

Islamic spirit : Surah An Nahl ayat 81:

وَاللَّهُ جَعَلَ لَكُمْ مِمَّا خَلَقَ ظِلَالًا وَجَعَلَ لَكُمْ مِنَ
الْجِبَالِ أَكْنَانًا وَجَعَلَ لَكُمْ سَرَابِيلَ تَقِيكُمُ الْحَرَّ
وَسَرَابِيلَ تَقِيكُمُ بِأَسْكُمْ كَذَلِكَ يُتِمُّ نِعْمَتَهُ عَلَيْكُمْ
لَعَلَّكُمْ تُسْلِمُونَ

“Dan Allah menjadikan tempat bernaung bagimu dari apa yang telah Dia ciptakan, Dia menjadikan bagimu tempat-tempat tinggal di gunung-gunung, dan Dia menjadikan pakaian bagimu yang memeliharamu dari panas dan pakaian (baju besi) yang memelihara kamu dalam peperangan. Demikian Allah menyempurnakan nikmat-Nya kepadamu agar kamu berserah diri (kepada-Nya)”.

School : SMAIT Nurul Fajri Bekasi

Subject : English

Class/Semester : X / I

Meeting : 1

Time Alocation : 2 x 45 minutes

Unit : Deskriptive text (Building)

Language Skill : Writing and speaking

Moda Pembelajaran : Daring/ Online

A. Kompetensi Inti:

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan 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

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan , pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.2 to analyse the topic and supporting idea in a paragraph.
4.4 teks deskriptif 4.4.2 menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.4.1. to write the descriptive text in 10 sentences 4.4.2 to speak / present it trough youtube/ Instagram

C. Learning Objective

Using ABCD : **Audience** , **Behaviour**, **Condition**, Degree

1. **The students** will **analysis the topic and supporting sentence in aparagraph** correctly using **problem based learning**
2. **The students** will **write the descriptive text in 10 sentences** correctly using **discussion**
3. **The students** will **speak/present the descriptive text** correctly using **youtube, IG, or FB**

D. Character Building

1. Religious
2. Dicipline
3. Concentration
4. Cooperative

E. Learning approach, model, and method

- Pendekatan : *Scientific Approach*
- Model : - *Problem Based Learning*
- Metode : *discussion, presentasi*

F. LEARNING ACTIVITY

Activity	Description of Activity	Learning Activity of Students	Value of PPK, Literasi, 4C, HOTS, TPACK	Allocation of Time
Opening Activity	<p>Orientation</p> <ul style="list-style-type: none"> • Teacher greets students • Teacher leads the students to open the lesson by saying basmalah • Teacher check students' readiness • Teachers ask the students to the fill attendance list in google form <p>Motivation</p>	<ul style="list-style-type: none"> • Students respond teacher's greeting • Students say basmalah together • Students prepare to begin learning • The student fill attendance list in google form • Students listen 	<p>Religious</p> <p>Dicipline</p> <p>TPACK</p> <p>Analogy learning</p>	<p>5 minutes</p>

	<ul style="list-style-type: none"> Teacher gives motivation about practice English learning in daily live <p>Learning objective</p> <ul style="list-style-type: none"> Teacher gives information about learning objective and material that will be learned <p>Apperception</p> <ul style="list-style-type: none"> Teacher asks the students the last lesson using quizziz 	<p>to teacher motivation</p> <ul style="list-style-type: none"> Students know the learning objective and material that will be learned The students have game quizziz 	TPACK	
<p>Main Activity</p> <p>Syntax Learning</p> <p>Phase 1</p> <p>Student orientation on the problem</p> <p>Phase 2</p> <p>Organizing students to learn</p>	<p>Observing</p> <ul style="list-style-type: none"> Teacher plays the video about How to write a paragraph & singular and plural The teacher checks the students' comprehension 	<ul style="list-style-type: none"> Students watch and observe the video The students answer the question 	<p>4C- communication</p> <p>Critical thinking</p> <p>TPACK</p> <p>HOTS</p> <p>Critical thinking</p> <p>Concentration</p>	30 minutes

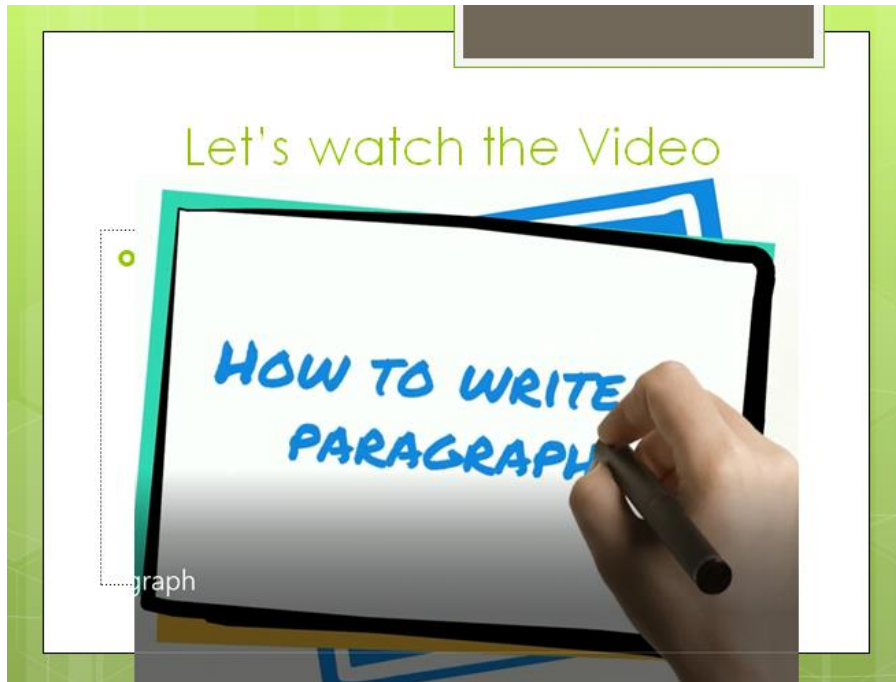
<p>Phase 3 Guiding the inquiry</p>	<p>about singular plural</p> <p>Questioning</p> <ul style="list-style-type: none"> • Teacher asks about how to make a paragraph • Teacher explains a paragraph and the topic and supporting sentence & how to make a paragraph using linking verb “ have/ has & to be “ 	<ul style="list-style-type: none"> • The students answer the question • Students pay attention • Students understand teacher’s explanation 	<p>HOTS Critical Thinking</p>	
<p>Phase 4 Develop and present the result</p>	<ul style="list-style-type: none"> • The teacher asks the students to create a sentence to make a paragraph • Teacher gives the students a assignment and gives the instruction (to write the paragraph) 	<p>Student makes a sentence to become a paragraph</p> <ul style="list-style-type: none"> • The student listen the instruction 	<p>HOTS problem solving</p>	

<p>Phase 5 Analyze and evaluate the problem-solving process</p>	<ul style="list-style-type: none"> • Teacher makes 4 groups(it consist of 4 students) by using zoom (breakout room) <p>Exploring</p> <ul style="list-style-type: none"> • Teacher guides and control students' activity of collecting information during discussing <p>Associating</p> <ul style="list-style-type: none"> • Teacher guides and control the students' activity of process discussing <p>Communicating</p> <ul style="list-style-type: none"> • Teacher asks the leader of group to present the result of answering question • Teacher give opportunity to other students to give opinion about their presentation 	<ul style="list-style-type: none"> • Students enter the break out room in zoom based on their group • Students discuss to solve the problem to write 10 sentences to continue the text • The students look for some information to solve problem • Some Students present their discussion result • The students listen 	<p>Collaboration</p> <p>Communication</p>	
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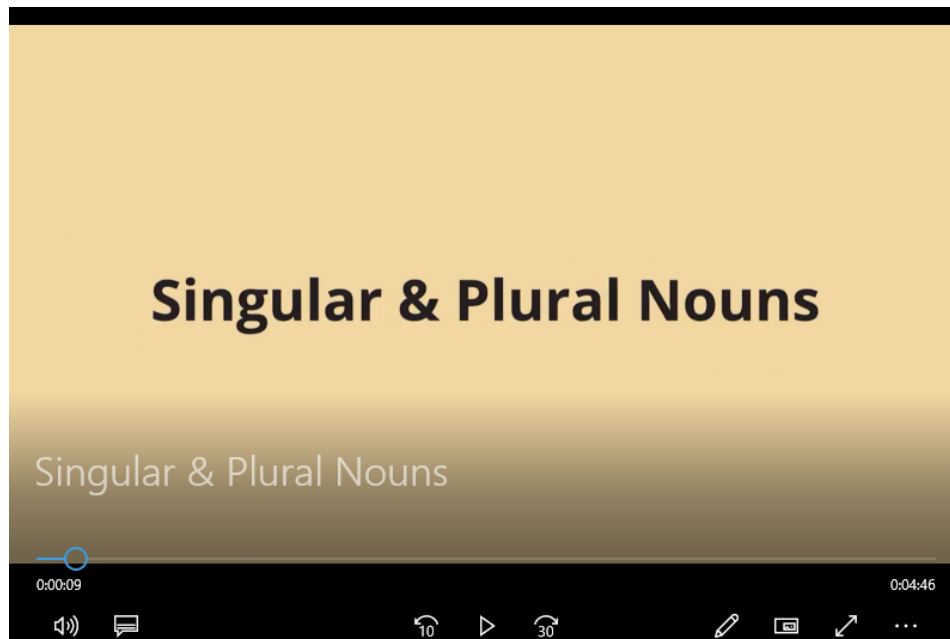
	<p>student to close activity.</p>	<p>teacher's greeting to close activity.</p>		
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G. LEARNING MATERIAL

MATERI AJAR



SINGULAR & PLURAL Video



(It is taken from <https://www.youtube.com/watch?v=LiYxv0vudmc>)

Singular and Plural

1. For the plural form of most nouns, add **s**.

- bottle – bottles
- cup – cups
- pencil – pencils
- desk – desks
- sticker – stickers
- window – windows
- Boy – Boys
- Toy - toys

2. For nouns that end in **ch,sh, x, s,** or **ss** sounds, add **es**.

- box – boxes
- tax - taxes
- watch – watches (jam tangan)
- moss – mosses (lumut)
- glass - glasses
- bus – buses
- pitch – pitches (nada)
- wish – wishes

3. For nouns ending in **f** or **fe**, change f to **ves**.

- wolf – wolves
- wife – wives
- leaf – leaves
- knife – knives
- elf – elves (peri)
- loaf – loaves
- shelf – shelves
- half – halves
- thief - thieves

EXCEPT / kecuali

roof – roofs belief – beliefs chef – chefs chief – chiefs

4. Some nouns have different plural forms.

(irregular noun = kata berbeda)

- child – children
 - chick - chicken
 - woman – women
 - man – men
 - mouse – mice
 - goose – geese
 - Tooth – teeth
 - Foot - feet
 - Person – people
 - Cactus – cacti
 - Fungus - fungi
 - Syllabus – syllabi
 - Focus - foci
 - Diagnosis – diagnoses
 - Analysis – analyses
 - Criterion – criteria
 - Phenomenon - phenomena
 - Datum – data
- 5. Nouns ending in **y** after consonant – change to **ies**
- baby – babies
 - spy - spies
 - city - cities
 - daisy – daisies (bunga aster)
 - puppy – puppies (baby of dog)

6. nouns ending in vowel **o** , change to **oes**

- potato – potatoes
- buffalo – buffaloes
- tomato – tomatoes

except/ kecuali

7. A few nouns have *the same* singular and plural forms.

- sheep – sheep
- deer – deer
- series – series
- species – species
- *fish – fish*
- aircraft – aircraft

Paragraph

A paragraph is a group of sentence that has a main idea.

It consists of

- **Topic sentence/ ide pokok/ gagasan utama (deductive/inductive)**
- **Supporting sentences / kalimat penjelas**

LANGUAGE FEATURE

- using “to be” and verb “have/ has “

a. Tobe : is am , are

In my school, there **are** many teachers. They **are** very humble and kind.

b. Have / has

- I, you, we , they = have

- She , he ,it = has

Main library **has** beautiful design and It **has** many colorful walls and many comfortable

The classes **have** many chairs and tables.

H. MEDIA, EQUIPMENT DAN SOURCE

➤ Media :

- ▲ Slide of powerpoint
- ▲ *Worksheet/ LKDP*
- ▲ Rubrik penilaian Writing & speaking

➤ Equipment :

- ▲ Laptop , projector, soundsystem

➤ Source :

- ▲ Yudhistira.2016.*Interactive English I*.Jakarta
- ▲ Contextual English. Platinum
- ▲ Pathway to English, Erlangga publisher
- ▲ Internet <https://www.youtube.com/watch?v=LiYxv0vudmc>)

LEARNING MEDIA (SLIDES OF POWER POINT)

ENGLISH LEARNING

CLASS : X AKHWAT

MATERIAL : DESCRIPTIVE TEXT

THEMA : BUILDING

SKILL : WRITING & SPEAKING

Mrs. ENI NURAENI, SPd

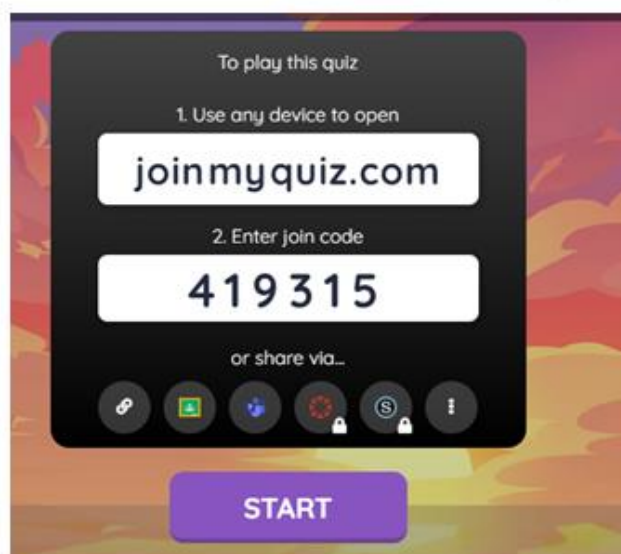
Analogy : Learn = baby growth

The learning objective

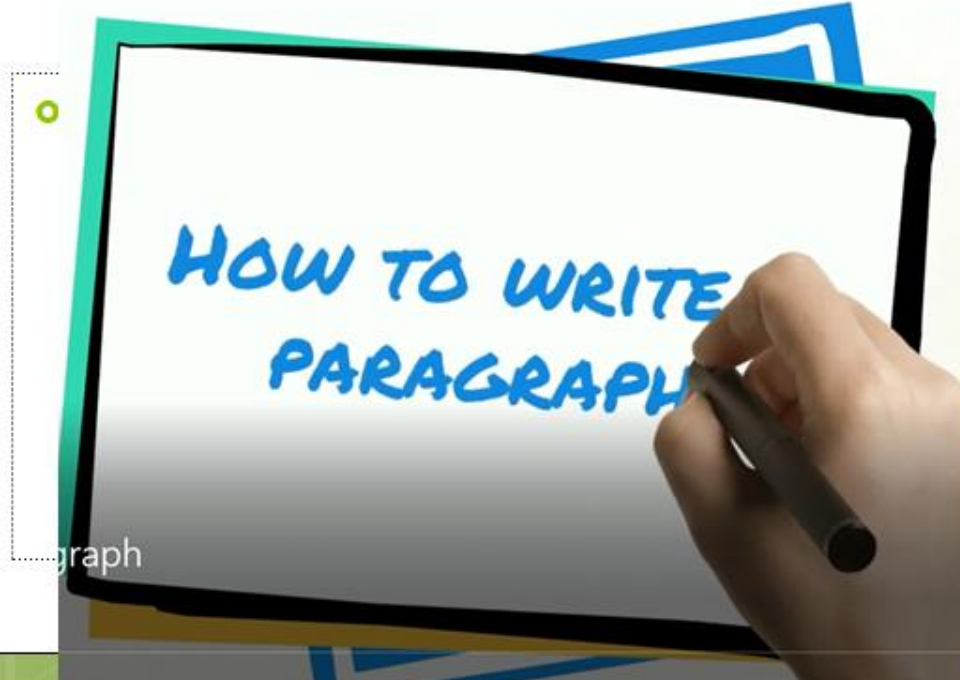
The students are able to write a descriptive text about the school and present it in youtube correctly.

APERSEPSI

- ASKING LAST LESSON USING QUIZZIZ



Let's watch the Video



How many paragraph is in this text?
How do you make a paragraph?

My class

This is my class. My class is big. The size is 7x9 m. There are 25 students in my class. They are all very nice and good students.

My class has complete equipment. There are 26 comfortable chairs and tables. They are made from premium plastic. It also has 3 whiteboards, a projector, a sound system, a screen of projector, a cupboard, a book locker, 2 Ac and beautiful curtains.

Paragraph

A paragraph is a group of sentence that has a main idea.

It consists of

- **Topic sentence/ ide pokok/ gagasan utama (deductive/inductive)**
- **Supporting sentences / kalimat penjelas**

Example

- My class is very **comfortable**. It has 2 AC and many curtains. They make the class coolly and comfortly to study.
- **Word “ Comfortable “** is described by **2 Ac and many curtains.**

LANGUAGE FEATURE

S= SUBJECT + **PREDICATE** (VERB/ TOBE –is, am, are)

- o using “**to be**” and verb “have/ has “

a. Tobe : is am , are

In my school, there **are** many teachers. (there = ada/ terdapat)

They **are** very humble and kind.

b. Have / has

- o I, you, we , they = have

- o She , he , it = has

Main library (*it*) **has** beautiful design and It **has** many colorful walls and many books. it is very comfortable

The classes **have** many chairs and tables.

c. Consist

The class consists 25 tables and chairs.

IDENTIFY THE TOPIC & SUPPORTING SENTENCE EACH PARAGRAPH!

My class

This is my class. My class is big. The size is 7x9 m. There are 25 students in my class. They are all very nice and good students.

My class has complete equipment. There are 26 comfortable chairs and tables. They are made from premium plastic. It also has 3 whiteboards, a projector, a sound system, a screen of projector, a cupboard, a book locker, 2 Ac and beautiful curtains.



**Make a paragraph
based on the
picture using
tobe , adjective
or verb" have/has !**

This is my library.

....

Discussion TASK

- Make a group consist of 4 students using break out room in zoom meeting
- The students are given a text ,
- The students are asked to make a paragraph (continue the text using their own words)

Write 2 paragraphs using 5 sentences in every paragraphs!

My School

This is my school. My School is SIT (integrated Islamic School) Nurul Fairi. It is located in Telaga Asih street no 55 B Telaga Asih West Cikarang. It is a big and beautiful school.

Nurul Fairi is the best school in West Cikarang. It gets score A for akreditasi in level Elementary (SD), Junior high (SMP), and senior high school (SMA). Besides, it has many professional teachers. They are graduated from State University. They are expert in their subject

Presentation

- Group 1
- Group 2
- Group 3
- Group 4

SPEAKING ASSIGNMENT

1. Make a presentation about my school (discussion result) & upload in [youtube](#) / IG
2. Share the link in WAG
3. It is collected maximal 12 Desember
4. It is taken as PAS practice Score

RUBRIK PENILAIAN SPEAKING

NO	ASPEK YANG DINILAI	MUTU CAPAIAN KINERJA / PERFORMA			SKOR	NILAI	
		3	2	1			
	Kuantitatif:	3	2	1			
1	Vocabulary	Sangat tepat dalam penggunaan kosa kata (<i>appropriate vocabulary</i>)	Cukup dalam penggunaan kosa kata (<i>appropriate vocabulary</i>)	Kurang tepat dalam penggunaan kosa kata (<i>appropriate vocabulary</i>)			
2	Accuracy (grammar)	Sangat tepat dalam penggunaan tata bahasa (<i>Present tense, singular plural</i>)	Cukup tepat dalam penggunaan tata bahasa (<i>Present tense, singular plural</i>)	Kurang tepat dalam penggunaan tata bahasa (<i>Present tense, singular plural</i>)			
3	Pronouniation	Pengucapan <i>kata</i> .. kalimat menggunakan aksen native speaker	Pengucapan <i>kata</i> .. kalimat menggunakan aksen contoh guru	Pengucapan <i>kata</i> .. kalimat menggunakan aksen siswa /lokal			
4	Fluency	Sangat lancar dalam penyampaian teks	Cukup lancar dalam penyampaian teks	Tidak lancar dalam penyampaian teks			
5	Self Confidence (Percaya Diri)	Tidak melihat teks sama sekali	Sekali melihat teks	Sering melihat text			
		Score : <u>score siswa</u> X bobot soal					
		Score maksimal (15)					

CONCLUSION ?

✓ A paragraph is ..

REFLECTION

STUDENTS REFLECTION

Name : _____

Before I studied this chapter,	I didn't understand
When I was studying this chapter,	I had difficulties

	And I overcome the difficulties by

After studying this chapter,	I know.....

I. LEMBAR KERJA PESERTA DIDIK /LKPD

LEMBAR KERJA PESERTA DIDIK (STUDENT WORKSHEET)

A. WRITING

a. Write the paragraph

1. Learning objective :

The students will write the descriptive text in 10 sentences correctly using discussion

2. Activity learning

Teacher ask the give students a assignment and gives the instruction (to write the paragraph)

3. LKPD

Students work sheet

Group Name : _____

Members : _____

Write 2 the paragraphs using writing 5 sentences(your own sentences)

My School

This is my school. My School is SIT (integrated Islamic School) Nurul Fajri. It is located in Telaga Asih street no 55 B Telaga Asih West Cikarang. It is a big and beautiful school.

Nurul Fajri is the best school in West Cikarang. It gets score A for akreditasi in level Elementary (SD), Junior high (SMP), and senior high school (SMA). Besides, it has many professional teachers. They are graduated from State University. They are expert in their subject

Write 10 sentences above in 2 paragraphs below !

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

4. Rubrik penilaian

RUBRIK PENILAIAN WRITING

NO	ASPEK YANG DINILAI	MUTU CAPAIAN KINERJA / PERFORMA			SKOR	NILAI	
		3	2	1			
	Kuantitatif:						
1	Vocabulary	Sangat tepat dalam penggunaan kosa kata <i>(appropriate vocab, spelling)</i>	Cukup dalam penggunaan kosa kata <i>(appropriate vocab, spelling)</i>	Kurang tepat dalam penggunaan kosa kata <i>(appropriate vocab, spelling)</i>			
2	Grammar/ language feature	Sangat tepat dalam penggunaan tata bahasa <i>(present tense, noun – singular/ plural form)</i>	Cukup tepat dalam penggunaan tata bahasa <i>present tense, noun – singular/ plural form)</i>	Kurang tepat dalam penggunaan tata bahasa\ <i>present tense, noun – singular/ plural form)</i>			
3	Content (isi)	Sangat berkaitan dengan topic <i>(topic and supporting sentence)</i>	Cukup berkaitan dengan topic <i>(topic and supporting sentence)</i>	Kurang berkaitan dengan topic <i>(topic and supporting sentence)</i>			
4	Generic structure	Sangat tepat dalam structure paragraph <i>(topic and supporting sentence)</i>	Sangat tepat dalam structure paragraph <i>(topic and supporting sentence)</i>	Sangat tepat dalam structure paragraph <i>(topic and supporting sentence)</i>			
1	Kerja sama	Sangat baik dalam bekerja sama menyelesaikan tugas	Cukup baik dalam bekerja sama menyelesaikan tugas	Kurang baik dalam bekerja sama menyelesaikan tugas			
		Score : <u>score siswa</u> X bobot soal					
		Score maksimal (15)					

B. SPEAKING

1. Learning objective :

The students will speak/present the descriptive text (my school) correctly using youtube, IG, or FB

2. Activity learning

Teacher gives instruction **speaking assignment / presentation** trough youtube

3. Rubrik Penilaian

RUBRIK PENILAIAN SPEAKING

NO	ASPEK YANG DINILAI	MUTU CAPAIAN KINERJA / PERFORMA			SKOR	NILAI	
		3	2	1			
	Kuantitatif:						
1	Vocabulary	Sangat tepat dalam penggunaan kosa kata (<i>appropriate vocababulary</i>)	Cukup dalam penggunaan kosa kata (<i>appropriate vocababulary</i>)	Kurang tepat dalam penggunaan kosa kata (<i>appropriate vocababulary</i>)			
2	Accurancy (grammar)	Sangat tepat dalam penggunaan tata bahasa (<i>Present tense, singular plural</i>)	Cukup tepat dalam penggunaan tata bahasa (<i>Present tense, singular plural</i>)	Kurang tepat dalam penggunaan tata bahasa (<i>Present tense, singular plural</i>)			
3	Pronouniation	Pengucapan kata . kalimat menggunakan aksen native speaker	Pengucapan kata . kalimat menggunakan aksen contoh guru	Pengucapan kata . kalimat menggunakan aksen siswa / lokal			
4	Fluency	Sangat lancar dalam penyampaian teks	Cukup lancar dalam penyampaian teks	Tidak lancar dalam penyampaian teks			
5	Self Confidence (Percaya Diri)	Tidak melihat teks sama sekali	Sesekali melihat teks	Sering melihat text			
		Score : <u>score siswa</u> X bobot soal					
		Score maksimal (15)					

J. EVALUATION INSTRUMEN

Evaluation instrument consist of

1. Kisi – kisi
2. Deskripsi soal
3. Kunci jawaban
4. Rubric penilaian

KISI –KISI PAS (PRACTICE)
MATA PELAJARAN : BAHASA INGGRIS
KELAS 10 -3 AKHWAT / SEMESTER GANJIL
MATERI DESCRIPTIVE TEXT

No	Kompetensi yang di uji	Lingkup materi	Materi	Level kognitif	Indikator soal	Bentuk Tes	Media
	KD 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	Descriptive text	Building	L3	Siswa mampu mendeskripsikan Sekolah SIT Nurul FAjri (my school)	Lisan/ speaking	Youtub e, IG FB
	2. DESKRIPSI SOAL : Siswa mendeskripsikan SIT Nurul Fajri (my school). 3.KUNCI JAWABAN Sesuai dengan pemaparan siswa dalam mendecripsikan sekolahku / my school						

RUBRIK PENILAIAN SPEAKING

NO	ASPEK YANG DINILAI	MUTU CAPAIAN KINERJA / PERFORMA			SKOR	NILAI	
		3	2	1			
	Kuantitatif:						
1	Vocabulary	Sangat tepat dalam penggunaan kosa kata \((appropriate vocababulary)	Cukup dalam penggunaan kosa kata \((appropriate vocababulary)	Kurang tepat dalam penggunaan kosa kata \((appropriate vocababulary)			
2	Accurancy (grammar)	Sangat tepat dalam penggunaan tata bahasa \((Present tense, singular plural)	Cukup tepat dalam penggunaan tata bahasa \((Present tense, singular plural)	Kurang tepat dalam penggunaan tata bahasa \((Present tense, singular plural)			
3	Pronouniation	Pengucapan kata . kalimat menggunakan aksen native speaker	Pengucapan kata . kalimat menggunakan aksen contoh guru	Pengucapan kata . kalimat menggunakan aksen siswa / lokal			
4	Fluency	Sangat lancar dalam penyampaian teks	Cukup lancar dalam penyampaian teks	Tidak lancar dalam penyampaian teks			
1	Kerja sama	Sangat baik dalam bekerja sama menyelesaikan tugas	Cukup baik dalam bekerja sama menyelesaikan tugas	Kurang baik dalam bekerja sama menyelesaikan tugas			
		Score : <u>score siswa</u> X bobot soal					
		Score maksimal (15)					

PENILAIAN SIKAP - OBSERVASI PADA KEGIATAN DISKUSI

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 10 – 3 Akhwat /Ganjil

Topik/Subtopik : Descriptive Text (Skill writing)

Indikator : Peserta didik menunjukkan perilaku kerja sama, santun, toleran, responsif dan proaktif serta bijaksana sebagai wujud kemampuan memecahkan masalah dan membuat keputusan.

No	Nama Siswa	Kerja sama	Rasa Ingin Tahu	Santun	Komunikatif	Keterangan
1						
2						
3						
4						
5						
6						
7						
8						

Kolom Aspek perilaku diisi dengan angka yang sesuai dengan kriteria berikut.

4 = sangat baik 3 = baik 2 = cukup 1 = kurang

- The teacher give reflection to the students about the learning in closing activity

STUDENTS REFLECTION

Name : _____

Before I studied this chapter,	I didn't understand
When I was studying this chapter,	I had difficulties And I overcome the difficulties by
After studying this chapter,	I know.....

K. REMEDIAL AND ENRICHMENT

a. Remedial

❖ Remedial will be done when the students don't get score KKM. There are 2 kinds of remedial :

1. Remedial teaching. It will be done when above 51 % of students get under KKM
2. Remedial learning. It will be done when under 49 % students get under KKM

b. Enrichment

It will be done when the students get the best score of evaluation. They can do peer-learning . They can be guidance to other students.



Yamin,S.Ag

Bekasi,6 December 2021

Teacher

Eni Nuraeni, S.Pd