

## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Negeri 7 Metro  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII/2  
Topik : Teks Deskriptif  
Memberi dan Menerima informasi dengan mendeskripsikan orang  
Skill : Writing  
Alokasi Waktu : 2 x 40 menit

Tujuan Pembelajaran : Di akhir pembelajaran siswa dapat membuat teks deskriptif tentang orang tertentu.

Skenario Pembelajaran :

**Pendahuluan** : **BKOF (Building Knowledge of the Field) 5'**

- Guru membuka pelajaran dengan mengucapkan salam, berdoa , mengecek kehadiran dan memberi motivasi dengan melakukan tebak gambar yang ada di dalam amplop.
- Siswa fokus mendengarkan dan memperhatikan deskripsi yang diberikan kepada siswa tentang gambar yang ada di amplop, kemudian siswa menebak.

**Kegiatan Inti** :

- **MOT (Modelling of Text) 20'**
- Guru memberikan contoh tentang mendeskripsikan orang tertentu.
- Menjelaskan fungsi sosial, struktur teks, unsur kebahasaan yang digunakan dalam teks deskriptif.
- **JCOT (Joint Construction of Text) 30'**
- Guru membuat grup, masing-masing grup terdiri dari 4 peserta didik.
- Guru meminta ketua dari masing-masing grup untuk maju ke depan, untuk mengambil amplop yang sudah disediakan oleh guru, isi amplop tersebut tidak boleh diketahui oleh grup lain karena grup lain disuruh menebak gambar yang ada didalamnya.
- peserta didik di dalam grup membuat teks deskriptif berdasarkan gambar yang mereka dapat.

- Setelah selesai, secara bergantian, masing – masing grup mempresentasikan hasil dari diskusi mereka, dan grup lain menebak.
- Kemudian masing-masing grup menempelkan hasil kerja mereka di majalah dinding kelas.
- **ICOT (Independent Construction of Text) 20'**
- Guru meminta siswa untuk membuat teks deskriptif secara individu, yaitu mendeskripsikan salah satu anggota keluarganya.

## Penutup

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- Membahas manfaat pembelajaran yang baru diselesaikan.
- Membahas kesulitan apa yang dihadapi dalam pembelajaran teks deskriptif
- Mengkoordinasikan tugas rumah, yaitu menempelkan foto salah satu anggota keluarga di samping hasil deskripsi mereka di buku latihan.
- Menyampaikan topik dan kegiatan rencana pembelajaran untuk pertemuan berikutnya
- Guru menutup pelajaran dengan mengucapkan salam.

## PENILAIAN

### Instrumen Penilaian

- Produce the descriptive text based on the picture given. Do it in your group.





**2. Describe one of your family members (your Mom, Dad, brother, sister, grandfather or grandmother ). Do it individually !**

**Rubric and Scoring System**

**A. Rubric**

Aspect	Criteria	Score
Content	<p><b>Excellent to very good:</b>                      - Excellent of the subject considerable variety of ideas to argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.</p>	20-17
	<p><b>Good to average:</b>                      - Adequate treatment of topic; some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail..</p>	16-12
	<p><b>Fair to poor:</b>                      - Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail..</p>	8-11
	<p><b>Very poor:</b>                      - Inadequate treatment of the topic; no variety of ideas or argument; content irrelevant or very restricted; almost no useful detail.</p>	7-5
	<p><b>Inadequate :</b>                      - Fails to address to the task with any effectiveness.</p>	4-0

Language	- <b>Excellent to very good.</b> Confident of handling of appropriate structures, hardly any errors agreements. Tense, number, word order, articles, pronouns, prepositions; meaning never obscured.	30-24
	- <b>Good to average.</b> Acceptable grammar but problems with more complex structures; mostly appropriate structures; some errors of agreement. Tense, number, word order, pronouns, prepositions; meaning something obscured.	23-18
	- <b>Fair to poor.</b> Insufficient range of structures with control only shown in simple constructions; frequent of error agreement. Tense, number, word order, articles, pronouns, prepositions; meaning often obscured..	17-10
	- <b>Very poor,</b> Major problems with structures-even simple ones; frequent errors of negation, agreement. Tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured..	9-6
	- <b>Inadequate</b> Fails to address this aspect of the task with any effectiveness.	5-0
Organization	- <b>Excellent to very good.</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).	20-18
	- <b>Good to average.</b> Uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion).	17-14
	- <b>Fair to poor.</b> Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).	13-10
	- <b>Very poor,</b> Lacks fluent expression, ideas difficult to follow; little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not used (cohesion)..	9-7
	- <b>Inadequate</b> Fails to address this aspect of the task with any effectiveness.	4-0
Vocabulary	- <b>Excellent to very good.</b> Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.	20-18
	- <b>Good to average.</b> Adequate range of vocabulary; occasional mistake in word/idiom choice and usage; register not always appropriate.	17-14
	- <b>Fair to poor.</b> limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.	13-10
	- <b>Very poor.</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register.	9-7
Mechanic	<b>Excellent.</b> Demonstrates full command of spelling, punctuation, capitalization, and lay out.	10-8

	<b>Good.</b> Occasional errors in spelling, punctuation, capitalization, layout.	7-5
	<b>Fair</b> Frequent errors in spelling, punctuation, capitalization, layout.	4-2
	<b>Poor.</b> Fails to address this aspect of the task with effectiveness.	1-0

## B. Scoring System

1. Content (score 1) :  $\frac{\text{Amount of score obtained}}{\text{The highest score}} \times 100$
  2. Language (score 2) :  $\frac{\text{Amount of score obtained}}{\text{The highest score}} \times 100$
  3. Organization (score 3) :  $\frac{\text{Amount of score obtained}}{\text{The highest score}} \times 100$
  4. Vocabulary (score 4) :  $\frac{\text{Amount of score obtained}}{\text{The highest score}} \times 100$
  5. Mechanic (score 5) :  $\frac{\text{Amount of score obtained}}{\text{The highest score}} \times 100$
- Final score :  $S1 + S2 + S3 + S4 + S5$

Mengetahui  
Kepala UPTDSMPN 7 Metro

Guru Mata Pelajaran

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