



RENCANA PELAKSANAAN PEMBELAJARAN (Daring/luring)

TUJUAN PEMBELAJARAN

Melalui pembelajaran daring menggunakan classroom peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan dari filling form dan membuat serta mengisi formulir

KEGIATAN PEMBELAJARAN

Guru melakukan kegiatan pembelajaran dengan pendekatan pembelajaran Saintifik dan model pembelajaran yang sesuai dalam setiap KD agar tujuan pembelajaran yang diharapkan dapat dicapai.

IDENTITAS SEKOLAH

Nama Sekolah
SMAN 2 Karawang
Mata pelajaran
Bahasa dan Sastra Inggris
Materi Pokok
Filling out forms
Kelas/ Semester
X/1
Alokasi waktu
2 x 45 menit (3 pertemuan)

METODE, MEDIA PEMBELAJARAN

Metode Pembelajaran : discovery learning, Problem Based Learning (PBL)
Media/sumber belajar : Internet, powerpoint, youtube, whatsapp, geogoleform, dan classroom, Leptop, handpone, Buku pembelajaran B.Inggris, Worksheet.

PENILAIAN

Penilaian sikap, Terbiasa berdo'a dan mengucapkan salam pada saat awal dan akhir kegiatan, rasa ingin tahu, tanggung jawab dan kedisiplinan.

Penilaian Pengetahuan, Adapun penilaian pembelajaran yang dilakukan meliputi berupa tes tertulis, Portofolio dan penilaian harian

Penilaian Keterampilan, melakukan kelompok, tanya jawab, praktek percakapan

REFLEKSI DAN KONFIRMASI

Merefleksi kegiatan pembelajaran. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdo'a.

A. PENDAHULUAN

1. Menyampaikan tujuan pembelajaran pertemuan hari ini.
2. Absen kehadiran peserta didik melalui *GoggleForm* di <http://forms.gle/DbcCtu9Ha5nB613k8>

B. INTI

PERTEMUAN 1

- Menjelaskan materi lewat classroom dengan aplikasi power point
- Siswa menyimak penjelasan guru melalui media pembelajaran tayangan powerpoint tentang kata filling form (Saintifik-mengamati)
- Guru bertanya kepada peserta didik melalui online tentang manfaat/hikmah mempelajari materi yang telah dipelajari
- Peserta didik mengajukan pertanyaan ungkapan pendapat dan menyatakan pikiran yang tidak dipahami
- Melakukan *searching*, *browsing* dan *surfing* informasi tentang tutorial membuat formulir
- Peserta didik mendemonstrasikan melalui vicom dengan kreatif
- Peserta didik membuat hasil laporan softcopy vicom di kirim ke classroom/e-mail tugassmanda@gmail.com

PERTEMUAN 2

- Peserta didik secara individu mengerjakan soal – soal Daily assessment 1 halaman 15-17
- Guru memberikan latihan soal dan mendengarkan jenis data dan informasi nasabah bank, persahaan, instansi dengan soal rumpang
- Hasil laporan peserta didik di kiirim ke classroom secara privasi
- Memberikan penghargaan kepada peserta didik yang memiliki kinerja baik dan memberikan tugas remedial kepada peserta didik yang memiliki kinerja kurang baik



Mengajar,
Kepala SMA N 2 Karawang

Drs. HELMI LISTIANI, S.Pd
03121987031016

Karawang, Juli 2021
Guru Mata Pelajaran

HELMI LISTIANI, S.Pd
NIP. -

A. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soedarmono	75	75	50	75	275	68,75	C
2	

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1

		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

a. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar	5	4	
		Lancar	4	3	
		Cukup lancar	3	2	

		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

PENILAIAN HARIAN 1
Sastra dan bahasa Inggris (tema : Filling out forms)

A. Choose the correct answer by crossing A, B, C, D or E!

1. Which of the following statements is not about forms?
 - A. Mostly forms ask personal detail of the writer.
 - B. Forms can be distributed by email or display as a web-page.
 - C. Most forms have the same basic elements - permanent text and blanks.
 - D. Forms always needed to be signed and dated.**
 - E. Forms collect information.
2. Most forms use capital letters because. . . .
 - A. they are easier to write
 - B. they have no difference
 - C. they can be used by many people
 - D. they have many different types of letters
 - E. they are easier to read**
3. A purchase order form usually contains. . . .
 - A. types, quantities, and prices of orders**
 - B. personal details and interests
 - C. full name, account number, and checks
 - D. contact name, number of people, and booking date
 - E. title, author, and publication year
4. When we want to be a customer of a magazine so that we can get it weekly, we should fill out a. . . .
 - A. subscription form**
 - B. registration form
 - C. questionnaire
 - D. medical form
 - E. depositing form
5. The abbreviation of asking about gender is. . . .
 - A. M.I
 - B. M/F**
 - C. MM/DD/YY
 - D. DD/MM/YY
 - E. DOB
6. After completing a form, we should. . . .
 - A. copy it
 - B. fold it
 - C. always sign it
 - D. always save it
 - E. always double-check it**

This text is for questions 7 to 10.

Withdrawal Slip	
Date: <u>APRIL 3, 2017</u>	Account Number: <u>891-273201</u>
Signature: <u><i>Ray</i></u>	Name: <u>BAY NASH</u>
The Gash Bank Amesville, Ohio 45711	Amount : <u>\$120.000</u>
Approved by: Kate May	

7. What institution issued this form?
 - A. A bank.**
 - B. A school.
 - C. Kate May.
 - D. Kate May.
 - E. A company.

14. A. cheque
B. **cash**
C. money
D. checking account
E. saving account
15. A. receptionist
B. secretary
C. officer
D. **bank clerk**
E. Librarian
16. Woman : What should I fill in this box?
Man : You are female, so you should write F.
Woman : Thank you.
What information does the woman not understand about?
A. **Gender.**
B. Marital status.
C. Email.
D. Qualification.
E. Postal code.
17. Man : The museum is free. You don't have to pay.
Woman : Really? I'm glad to hear it.
Man : But you should obey all the regulation.
Woman : Of course.
Why does the woman feel glad?
A. She must obey the regulation of the museum.
B. She will enter the museum with the man.
C. She got a ticket to enter the museum.
D. She really wants to visit the museum.
E. **She doesn't need to pay to enter the museum.**

This text is for questions 18 to 20

Raya Library Membership Application Form	
Resident/Visitor (cross as applicable)	
MR/MRS/MS <u>Dedy Mahendra</u>	Sumame: <u>Dedy</u>
ADDRESS <u>Flamboyan Street No. 93. Palembang</u>	
TELEPHONE NO. <u>(0711) 99238102</u>	
MOBILE NO, <u>0819273829831</u>	
EMAIL ADDRESS <u>dedymahendra@yess.co.id</u>	
DATE OF BIRTH OF (if under 18") <u>9 June 2004</u>	
I hereby apply to borrow books (printed and audio) from the Raya Library at the current charge.	
I agree to:	
1. Pay the required charge for books kept beyond the due return date,	
2. Pay for any item which may be damaged or lost whilst issued to me.	
3. Borrow only 2 new books and 4 others at any one time	
4. Abide by the rules as laid down by the staff.	
SIGNED <u>Dady</u>	
DATED <u>June 27, 2020</u>	

18. How old is the applicant when he is filling out the form?
A. Fifteen.
B. **Sixteen.**
C. Seventeen.
D. Eighteen
E. Nineteen
19. Based on the form, Dedy should pay when. . . .
A. he borrows a book
B. he wants to borrow more than 3 books

- C. he wants to be a librarian
 - D. he loses the book he borrowed
 - E. he can't go to the library
20. "Abide by the rules as laid down by the staff."
The underlined phrase has similar in meaning to...
- A. obey
 - B. ignore
 - C. leave
 - D. read
 - E. disagree

Listening Comprehension

Listen and complete the following monologues!

“Too Tiny For Tea”

Marty McKay was already five years old, but he was still the baby of the family.

“Can 1)_____?” Marty asked his mother. She drank her tea from a beautiful cup and stirred it with a silver spoon.

“No, Marty. You’re too young to drink tea.”

“But, why?” Marty asked.

“Because your fingers are too tiny to hold the cup. And tea is too hot for you, baby.”

“I’m not a baby,” Marty said. “I’m five and a half.”

Marty went out to the yard. His brother Ralph was playing basketball.

“Can I play too?” Marty asked. Ralph bounced the ball up and down under Marty’s nose and then threw it into the basket.

“No Marty, 2)_____.”

“But, why?” Marty asked.

“Because the basket is too high for you to reach. And the ball is too big for your tiny baby hands,” Ralph said.

“I’m not a baby,” Marty said. “I’m five and three quarters.”

Marty went into the kitchen. His sister Jane was getting ready to ride her bicycle to the candy store.

“Can I go to the store to buy candy?” Marty asked Jane. He could feel the wind in his hair and the candy on his tongue.

“No, you’re too young to go to the store,” Jane said.

“3)_____?” Marty asked.

“Because the store is too far for you to ride to. And your baby bike is too slow.”

“I’m not a baby,” Marty said. “I’m nearly six.”

“Six?” Jane laughed. “You just turned five!”

Marty sat on the grass and watched his sister ride away on her bike. He started to cry. Marty’s father was washing the car. He heard a tiny cry and went to find out what was wrong.

“Why are you crying?” Marty’s father asked.

“Because 4)_____ I wish I weren’t the youngest one.”

“Be careful what you wish for,” his father said.

Just then, Marty’s mother came out to bring Marty’s dad his tea. She patted her belly and smiled.

“We’re going to have another baby,” his mother said.

“And that means you’re going to be a big brother,” his father said.

“But, I’m too tiny to be a big brother,” Marty said. “5)_____!”

Too Tiny for Tea is a useful story for practising the adverb “too”.

Written and read by: Tara Benwell

