English language Learning Scenario

Name of school : MTsN 6 Cianjur   Class/semester : IX/2
Subject   : English   Period   : 2020/2021
Material/Topic   : Narrative text
Time allocation : 2 hours

OBJECTIVE:
Students can comprehend the contain of the text (Cinderella story) by stating setting, characters, conflict, plot (rising action, climax, falling action), and resolution of the story, and they tell it by their own words in the form of video

KOMPETENSI INTI
KI 1 : Menghargai dan menghormati ajaran agama yang dianutnya.
KI 2 : Menghargai dan menghayati prilaku jujur, disiplin, tanggungjawab,peduli,(toleransi, gotongroyong) santunpercaya diri dalam berinteraksi secara efektif dalam lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.
KI 3   : Memahami pengetahuan (factual , konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata
 KI 4   : Membaca, mengolah, menyaji dalam ranah konkrit (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak Menulis,membaca,menghitung menggambar dan mengarang) sesuai dengan dipelajari di sekolah.

A. **Standard Competence and Indicators**

No.	Standard Competency	Indicators

1	4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana,terkait fairy tales	4.7.1. Students can be able to comprehend the contain of the text (Cinderella story) by stating the setting, characters, conflict, plot (rising action, climax, falling action), and resolution of the story 4.7.2. Students can be able to tell the story by their own words well and record it in the video.

B. Leaning Materials

Narrative text; Cinderella story (social function, generic structure, contents, and retelling the story by making the video using students' words)

C. Learning Model   : ICT based -Learning model

D. Teaching-learning Media   : ICT tools (laptop, Mobile phone, Google Class room, Google Form, Video) and online dictionary

E. Teaching-learning sources   :

1. http://www.bsd.pendidikan.id/data/2013/kelas_9smp/guru/Kelas_09_SMP_Bahasa_Inggris_Think_Globally_Act_Locally_Guru.pdf

2. https://id.video.search.yahoo.com/yhs/search?fr=yhs-elm-001&ei=UTF-8&hsimp=yhs-001&hspart=elm&param1=1&param2=f%3D4%26b%3DChrome%26cc%3Did%26pa

F. Learning Activities.

Opening

The teacher checks students' attendance list in the google form, and he says salam in the Google classroom forum, after that he tells the objectives of the teaching-learning.

Main Activity

1. Through Google Classroom or WhatsApp group, teacher shares the video of Cinderella story in the form of link) (see the links in the teaching learning sources)
2. Students watch the video to comprehend the story, they can consult the online dictionary or turning the subtitle
3. Students identify setting, characters, conflict, plot (rising action, climax, falling action), and resolution of the story. (the templete was provided)
4. Students fill the provided templete to explain setting, characters, conflict, plot (rising action, climax, falling action), and resolution of the story by their own words
5. Students submit their work to Google Classroom and teacher evaluates them
6. Through Google Classroom forum or WhatsApp group, teacher makes some groups of students to practice the Cinderella story that they have made in the templete
7. Each group practices the story until all of students comprehend the story and speak fluently (it can be done in the students forum or in the Whatsup group). Each group can devide the characters of the story until they can practice it well
8. Each group has to make a video that shows his practice (as a homework for each group)
9. Each group submits his work through Google Classroom or WhatsApp group and teacher assess it.

Closure

Confirmation, Conclusion, and Reflection.

G. ASSESSMENT:
1. Character building: having a plan in doing something and appreciating different opinion.
2. Knowledge: Filling the templete containing the social funtion, setting, characters, conflict, plot (rising action, climax, falling action), and resolution of the story
3. Listening skills: listening the video of cinderella story to fill the templete containing the social funtion, setting, characters, conflict, plot (rising action, climax, falling action), and resolution of the story

4. Speaking   skill: Pronunciation, intonation, fluency and accuracy
5. Writing skill   : content, grammar and originality (it can be seen in their templete)
6. ICT language skills   : Making Video of Cinderella story by their own words (Integrated skills)

Cianjur,   April 2021

Head Master   Teacher

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The Templete of Cinderella story

No	The Generic Stucture	Explanation
1	The social function of story	
2	The setting	
3	The characters	
4	The conflict,	
5	The plot (rising action, climax, falling action)	
6	The resolution of the story	

Rubric for the templete

No.	Uraian	Skor
0 sd 100	The right answer, correct grammar, appropiate words and suitable sentences	100
	The right answer, incorrect grammar, appropiate words and suitable sentences	90
	The right answer, incorrect grammar, unappropiate words and suitable sentences	80
	The right answer, incorrect grammar, unappropiate words and incorrect sentences	70-60
	No answer	0

Rubric for Video

No.	Uraian	Skor
0 sd 100	The right content, suitabe image, enough length of the story and good fluency	100
	The right content, suitable image, enough length of the story, and enough fluency	90
	The right content, unsuitable image, enough length of the story and enough fluency	80-70
	The right content, unsuitable image, unenough length of the story and low fluency	60
	No video	0

INSTRUMEN

1. Fill the provided templete well
2. *Make your own video of Cinderella story (a group's homework)*