

**TUGAS AKHIR MODUL
PENDAHULUAN PEMBELAJARAN**

Nama : Muchamat Chabib
NPM : 1920760032/Bhs. Inggris B

PROGRAM TAHUNAN

Mata Pelajaran : Bahasa Inggris (Wajib)
Satuan Pendidikan : SMA Kesatrian 2 Semarang
Kelas / Semester : XII / Ganjil dan Genap
Tahun Pelajaran : 2020 / 2021

Kompetensi Inti :

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

SMT	KOMPETENSI DASAR	Alokasi Waktu
1	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>May I help you?, What can I do for you? What if ...?</i>) 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan menawarkan jasa, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	6 JP
1	3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri, latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya 4.2 Surat lamaran kerja 4.2.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja 4.2.2 Menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	8 JP
1	3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar /foto /tabel/grafik/ bagan, sesuai dengan konteks penggunaannya 4.3 Teks penyerta gambar (caption) 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk caption terkait gambar/foto/tabel/grafik/bagan 4.3.2 Menyusun teks khusus dalam bentuk teks caption terkait gambar/foto/tabel/grafik/bagan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	10 JP

SMT	KOMPETENSI DASAR	Alokasi Waktu
1	3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya	18 JP
	4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV	
2	3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>if</i> dengan <i>imperative, can, should</i>)	12 JP
	4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	
2	3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya	16 JP
	4.6 Teks prosedur	
	4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips) 4.6.2 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	
2	3.7 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	6 JP
	4.7 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK	

Semarang, 17 Juli 2020

Mengetahui

Kepala SMA Kesatrian 2 Semarang,

Guru Mata Pelajaran,

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Muchamat Chabib, S.Pd, M.Si
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PROGRAM SEMESTER

Tahun Pelajaran : 2020/2021
Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XII / Ganjil
Alokasi Waktu : 2 Jam / Minggu

Materi Pokok / Kompetensi Dasar	Jml JP	JULI				Agustus					September				Oktober				November					Desember				Ket	
		1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4		
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan May I help you?, What can I do for you? What if ...?)	6 JP	X	X	2	2	2																							
3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya	8 JP	X	X				2	2	2	2																			
3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to)	10 JP	X	X								2	2	2	2	2	UTS													
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	18 JP	X	X														2	2	2	2	2	2	2					2	2
Jumlah Jam Efektif	42 JP	X	X	2	2	2	2	2	2	2	2	2	2	2	2		2	2	2	2	2	2	2					2	2
Jumlah Jam Cadangan	0 JP	X	X																										
Jumlah Jam Total Semester Ganjil	42 JP	X	X	2	2	2	2	2	2	2	2	2	2	2	2		2	2	2	2	2	2	2					2	2

PROGRAM SEMESTER

Tahun Pelajaran : 2020/2021
Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XII / Genap
Alokasi Waktu : 2 Jam / Minggu

Materi Pokok / Kompetensi Dasar	Jml JP	Januari					Februari					Maret					April					Mei					Juni					Ket					
		1	2	3	4	5	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4	5	1	2	3	4							
3.5 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	12 JP	X	2	2	2	2	2	2																													
3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)	16 JP	X							2	2			2				2	2	2	2																	
3.7 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	6 JP	X																				2	2	2													
Jumlah Jam Efektif	34 JP	X	2	2	2	2	2	2	2	2		2	2				2	2	2	2		2	2	2		-	-										
Jumlah Jam Cadangan	4 JP	X																								2	2										
Jumlah Jam Total Semester Genap	38 JP	X	2	2	2	2	2	2	2	2		2	2				2	2	2	2		2	2	2		2	2										

Mengetahui

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**Analisis Keterkaitan Ranah Antara SKL, KI, dan KD
Mata Pelajaran: BAHASA INGGRIS**

KOMPETENSI DASAR PENGETAHUAN (KD-3)	KOMPETENSI DASAR KETERAMPILAN (KD-4)	Analisis KD-3	Rekomendasi KD-3	Analisis KD-4	Rekomendasi KD-4	Rekomendasi KD-KD pada Mapel
		Tingkat Dimensi Kognitif dan Bentuk Dimensi Pengetahuan	Kesesuaian Dimensi Kognitif dengan Bentuk Pengetahuan	Bentuk Taksonomi dan Tingkat Taksonomi	Kesetaraan Taksonomi KD-dari KI-3 dg KD dari KI-4	<ul style="list-style-type: none"> Ketercapaian Dimensi Kognitif dan Bentuk Pengetahuan semua KD-3 dalam Mata Pelajaran Ketercapaian Taksonomi semua KD-4 dalam Mata Pelajaran
1	2	3	4	5	6	7
3.7 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	4.7 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK	Tingkat dimensi kognitif adalah menafsirkan (C5), dan bentuk dimensi	Menafsirkan (C5 sesuai dengan pengetahuan prosedural.	KD-3 Bentuk taksonomi adalah Konkret. Tingkat	Menafsirkan (C5) setara dengan Presisi (P3).	KD-3.5 dari mapel Bahasa Inggris sudah memenuhi Dimensi Kognitif tuntutan KI-3 yaitu menafsirkan . Dan Bentuk Pengetahuan juga sudah terpenuhi yaitu prosedural .

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School : SMA Kesatrian 2 Semarang
 Subject : English
 Grade/Semester : XII / 1
 Core Materials : Song
 Time Allotment : 2 x 45 minutes X (1st meeting) online learning

A. Learning Objectives

In the end of this online learning:

Individually the students **identify** the meanings of some topic-related vocabulary from a song in youtube (**integrated ICT (Information and Communication Technology)**) correctly, through the teacher’s guidance, the students **apply** the words from the songs in the different contexts appropriately and individually the students could retell what’s the song about and the last In pairs, the students **compose (HOTS)** a short text based on the song’s lyrics

B. Learning Media, Tools and Sources

1. Media : Google classroom, whatsapp, Google form
2. Tools : Smartphone and laptop with internet connection
3. Sources :
 - Video Clip “Firework” <https://www.youtube.com/watch?v=QGJuMBdaqIw>, retrieved on 15 September 2020.
 - Song’s Lyrics “Firework” <https://www.azlyrics.com/lyrics/katyperry/firework.html>, retrieved on 15 September 2020
4. Discovery learning model

C. Learning Activities

Activities	Details activities
PRE- ACTIVITIES	<ul style="list-style-type: none"> • Using whatsapp group, teacher greets the students and asks them to pray before teaching learning activity and fill the attendance list on google form. (appreciating student’s dicipline) PPK • Teacher reminds the students to always follow health protocol for covid 19 and frequently wash hands with running water, not to stay close to others, and wear mask by the time they go out of the house. • Students listen to the teacher's apperception about previous lessons and relate them to their experiences for the next lesson. (Communication-4C) • Students ask the teacher some questions regarding the previous material (4C-Collaboration Scientific - Asking) • Teacher conveys what will be discussed and learning objectives.
WHILST- ACTIVITIES	<ul style="list-style-type: none"> • The teacher opens a discussion by asking the students what songs can affect their moods and the song’s element which plays the role. • The teacher shows the students Video Clip (TPACK) “Firework” https://www.youtube.com/watch?v=QGJuMBdaqIw, retrieved on 20 September 2018 on GC, ask them to analyze the content of the song. And • The students are allowed to ask any question dealing with vocabularies, grammatical structure, and pronunciation found in the song using forum chat in GC. • Teacher answers questions from students and ask them to focus on what they will study today. • Teacher gives the students some blank lyric to be filled. • Students will upload their answer in Goole classrooms task. • Teacher evaluates students and give an encouraging feedback . • The students create (HOTS) short summary about the song
POST- ACTIVITIES	<p>Before closing the teacher do the reflection about the topic and summarize it. The teacher could ask the students:</p> <ul style="list-style-type: none"> • What are you learning today? • What is the best part which you like best from the topic? • Is it difficult topic to understand? (communicate) <p>Students analyze the strenght and weakness of the teaching learning activity. (Critical Thinking and Communication-4C)</p>

D. Assessments

- Behavior assessments: observing attendance sheet, the way students chat during online communication using forum on GC or Whatsapp.
- Knowledge assessment : Written test on GC Task.
- Skill assessments : Creating short summary, written on apiece of paper then it’ll be sent to google classroom or WhatsApp.group in image form

Mengetahui
 Kepala SMA kesatrian 2 Semarang,

Semarang, 17 Juli 2020
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School : SMA Kesatrian 2 Semarang
 Subject : English
 Grade/Semester : XII / 1
 Core Materials : Song
 Time Allotment : 2 x 45 minutes X (2nd meeting) online learning

E. Learning Objectives

In the end of this online learning:

Individually the students **identify** the meanings of some topic-related vocabulary from a song in youtube (**integrated ICT (Information and Communication Technology)**) correctly, through the teacher's guidance, the students **apply** the words from the songs in the different contexts appropriately and individually the students could retell what's the song about and the last In pairs, the students **compose (HOTS)** a short text based on the song's lyrics

F. Learning Media, Tools and Sources

5. Media : Google classroom, whatsapp, Google form
6. Tools : Smartphone and laptop with internet connection
7. Sources :
 - <https://www.youtube.com/watch?v=0MLDkBDqo4E> video music Count On Me covered by Connie Talbot,
 - <https://www.youtube.com/watch?v=erdzTZDeqE> video music (instrument of Count On Me covered by Connie Talbot
 - <http://www.songlyrics.com/bruno-mars/count-on-me->
8. Discovery learning model,

G. Learning Activities

Activities	Details activities
PRE- ACTIVITIES	<ul style="list-style-type: none"> • Using whatsapp group, teacher greets the students and asks them to pray before teaching learning activity and fill the attendance list on google form. (appreciating student's discipline) PPK • Teacher reminds the students to always follow health protocol for covid 19 and frequently wash hands with running water, not to stay close to others, and wear mask by the time they go out of the house. • Students listen to the teacher's apperception about previous lessons and relate them to their experiences for the next lesson. (Communication-4C) • Students ask the teacher some questions regarding the previous material (4C-Collaboration Scientific - Asking) • Teacher conveys what will be discussed and learning objectives.
WHILST- ACTIVITIES	<ul style="list-style-type: none"> • Students are divided into several groups in GC Forum • Students analyze the video which its title is "Count on me" https://youtu.be/0MLDkBDqo4E • Students are guided by teacher to get and ask information about the video in GC forum. • Students (in groups) complete the lyrics of the song "Count on me" • Students (in groups) find the meaning of the song entitled "Count on me" TASK 2 wa. group • Students convey the meaning of the song entitled "Count On Me" in google meet • Students in groups sing the song "Count On Me" TASK 3 http://www.songlyrics.com/bruno-mars / count-on-me lyrics / # 6qkLdx1sfVlrOjzZ.99 and being recorded and the video will be uploaded in their social media and tag #smakesatrian2
POST- ACTIVITIES	<p>Before closing the teacher do the reflection about the topic and summarize it. The teacher could ask the students:</p> <ul style="list-style-type: none"> • What are you learning today? • What is the best part which you like best from the topic? • Is it difficult topic to understand? (communicate) <p>Students analyze the strenght and weakness of the teaching learning activity. (Critical Thinking and Communication-4C)</p>

H. Assessments

- Behavior assessments: observing attendance sheet, the way students chat during online communication using forum on GC or Whatsapp.
- Knowledge assessment : Written test on GC Task.
- Skill assessments : Creating short summary, written on apiece of paper then it'll be sent to google classroom or WhatsApp.group in image form

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Muchamat Chabib, S.Pd, M.Si
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School : SMA Kesatrian 2 Semarang
 Subject : English
 Grade/Semester : XII / 1
 Core Materials : Song
 Time Allotment : 2 x 45 minutes X (2nd meeting) online learning

I. Learning Objectives

In the end of this online learning:

Individually the students **identify** the meanings of some topic-related vocabulary from a song in youtube (**integrated ICT (Information and Communication Technology)**) correctly, through the teacher's guidance, the students **apply** the words from the songs in the different contexts appropriately and individually the students could retell what's the song about and the last In pairs, the students **compose (HOTS)** a short text based on the song's lyrics

J. Learning Media, Tools and Sources

9. Media : Google classroom, whatsapp, Google form

10. Tools : Smartphone and laptop with internet connection

11. Sources :

- <https://www.youtube.com/watch?v=0MLDkBDqo4E> video music Count On Me covered by Connie Talbot,
- <https://www.youtube.com/watch?v=erdzTZDeqdE> video music (instrument of Count On Me covered by Connie Talbot
- <http://www.songlyrics.com/bruno-mars/count-on-me->

12. Discovery learning model,

K. Learning Activities

Activities	Details activities
PRE- ACTIVITIES	<ul style="list-style-type: none"> • Using whatsapp group, teacher greets the students and asks them to pray before teaching learning activity and fill the attendance list on google form. (appreciating student's discipline) PPK • Teacher reminds the students to always follow health protocol for covid 19 and frequently wash hands with running water, not to stay close to others, and wear mask by the time they go out of the house. • Students listen to the teacher's apperception about previous lessons and relate them to their experiences for the next lesson. (Communication-4C) • Students ask the teacher some questions regarding the previous material (4C-Collaboration Scientific - Asking) • Teacher conveys what will be discussed and learning objectives.
WHILST- ACTIVITIES	<ul style="list-style-type: none"> • Students are allowed to share his video of singing the song together to other group wa. Group • Students and teacher determine the best and creative video then the video will be uploded in schoo; instagram. • Students are given time to ask and review the last two meetings in Google meet (4C critical thinking) • Students do the test about the song and vocabularies dealing with the 2 songs before. GC task. • Students send their work in GC
POST- ACTIVITIES	<p>Before closing the teacher do the reflection about the topic and summarize it. The teacher could remind the students to:</p> <ul style="list-style-type: none"> • Pray before doing the test • Do the task carefully • Submit it on time • Ask the teacher if they don't understand about the test <p>(Communication-4C)</p>

L. Assessments

- Behavior assessments: observing attendance sheet, the way students chat during online communication using forum on GC or Whatsapp.
- Knowledge assessment : Written test on GC Task.
- Skill assessments : Creating short summary, written on apiece of paper then it'll be sent to google classroom or WhatsApp.group in image form

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