

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan : SMK Negeri 3 Bogor

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Materi Pokok : Menceritakan pengalaman masa lalu

Fokus Keterampilan: Mendengarkan dan berbicara

Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural 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 procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengelola, menalar, dalam ranah kongkret 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

- 1.1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan dan mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman
- 2.2 Menunjukkan dan mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 2.3 Mengembangkan perilaku tanggungjawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan untuk **menyatakan dan menanyakan tentang kegiatan yang dilakukan di waktu lampau** yang merujuk waktu terjadinya sesuai dengan konteks penggunaannya.
Indikator: Mengidentifikasi kosakata, ungkapan bahasa, pola kalimat dan struktur teks yang digunakan dalam ungkapan bahasa yang menyatakan kegiatan di waktu lampau.
- 4.7 Menyusun teks lisan dan tulis untuk **menyatakan dan menanyakan tentang kegiatan yang dilakukan di waktu lampau** yang merujuk waktu terjadinya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
Indikator: Terampil menyatakan dan menanyakan tentang kegiatan yang dilakukan di waktu lampau yang merujuk waktu terjadinya secara lisan dan tertulis dengan menggunakan struktur teks dan unsur kebahasaan yang tepat dan sesuai konteks.

C. Learning Goal

1. By having discussion, role playing in pairs and in groups, under teacher' guidance, students are able to be active in learning activities, to communicate, to deliver opinion, to answer questions and to practice politely, cooperative, be responsible and showing care.
2. At the end of the lesson, students are able to tell and to ask about events which were done in the past which refers to the time of events and paying attention to the correct social functions, text structure and language elements in appropriate context.

D. Learning Materials

- Expressions usually used to tell and ask about events done in the past time.
 - *I went to Malioboro last holiday*
 - *I didn't swim in the beach when I went to Anyer*
 - *Did you visit Tangkuban Perahu when you in Bandung?*
- Time markers of past tense : *last year, two weeks ago, this morning*

E. Learning Methods

1. Approach : Scientific Approach
2. Method : Problem Based Learning, Presentation, Practice, Production (PPP)
3. Technique : Discussion, group work, role play

F. Media, Aids, and learning source

1. Media : Power point presentation, Lembar Kerja, Lembar Penilaian
2. Aids : Laptop, LCD Proyektor, Speaker
3. Learning Source :
 1. Basic Tactics for Listening
 2. Interchange Intro
 3. English Grammar Use

G. Learning Activities

Meeting 1 (Focused on Listening skill)

Activities	Description	Time Allotment
Pre Activities	<ul style="list-style-type: none">• Greets the students and asks how they are.• Ask the students about their last vacation. "Where did you go on the last holiday? "Whom did you go with?, Did you enjoy it?• Tell the students that they are going to have listening practice about telling about what they did in their weekend or their vacation. At the end of the lesson, they are expected to be able to recognize and comprehend various expressions used to tell about past activities on weekend or vacation.	15 '

<p style="text-align: center;">Whilst Activities</p>	<p>Practice 1 (Vocabulary practice): 20 minutes</p> <ul style="list-style-type: none"> • Distribute the worksheet. Show the picture (see attachment 1). Discuss the various things that people do on vacation. Discuss the picture. Elicit that the people are vacation. Discuss what they are doing. Read through the list of phrases. Then have the students repeat the phrases with the correct intonation. Read the instructions. • Have the students categorize the phrases in pairs. Check the answers as a group. <p>Practice 2 (Listening for Key words) 15 minutes</p> <ul style="list-style-type: none"> • Have them to look at practice 2 (see attachment 2). Tell the students that they are going to listen to some people who did not enjoy their weekend. Ask them some typical vacation destinations. • Put on the board a list of vacation places such as beach, mountains, country, and stay at home. • Elicit from the students the types of things that can ruin these vacations. Read the instruction. • Read through the options in the exercise. • Play the recording all the way through. Have the students check their answers. Play the recording again, stopping after each item to elicit the answer. • Play the recording again, and have the students listen for the reason the vacations weren't good. Play the recording stopping after each dialog to elicit the answer. <p>Practice 3: Listening for attitudes (15 minutes)</p> <ul style="list-style-type: none"> • Ask the students how much vacation time people take in their countries. Ask them to recall their last vacation. Have them give a phrase that would indicate whether they liked it or not. • They can choose from the phrase in practice 2. Read the instructions for practice 3 (see attachment 3). • Play the recording all the way through. Then play it again, stopping after each dialog to go over the answers. • Tell the students to listen to the recording again, this time to say why each person did or did not like his or her vacation. (see attachment 6 for the answers) <p>Practice 4 (Listening for identifying vacations): 20 minutes</p> <ul style="list-style-type: none"> • Check that the students understand the pictures are photos of people on vacation (see attachment 4). Have the students, in pairs, discuss the photos. Tell them to decide what the people in each photo are doing and where they might be. Read the instructions. • Play the recording, stopping after each dialog. Have the students say which picture is being described and which words from the dialog gave them the answer. • Put the students in pairs and have them list one positive and one negative aspect of each vacation trip depicted in the pictures. With the whole class, build up a list of positives and negatives on the board and discuss them. 	<p style="text-align: center;">65 ‘</p>
<p style="text-align: center;">Post Activities</p>	<ul style="list-style-type: none"> • Tell them that they have done very well in the listening practices about vacation. • Have them review some expressions of telling past experience. • Tell them that in the next meeting they are going to have speaking practice about telling their vacation. 	<p style="text-align: center;">10 ‘</p>

Meeting 2 (Focused on Speaking skill)

Activities	Description	Time Allotment
Pre	<ul style="list-style-type: none"> • Greets the students and asks how they are. • Ask how they spent their weekend: How was your weekend?, Did you enjoy it? What did you do on your weekend? • Tell the students that they are going to have speaking practice about telling about what they did in their weekend. At the end of the lesson, they are expected to be able to recognize and comprehend various expressions used to tell about past activities on weekend. 	15 ‘
Whilst	<p>Practice 1 (Vocabulary practice-snapshot)</p> <ul style="list-style-type: none"> • Distribute the worksheet and have them look at the snapshot section (see attachment 5). • Discuss the pictures. Elicit that the pictures give information about how American people spend their free-time on the weekend. Discuss what they do in their free time. And then compare with how much time they spend on the pictured activities. <p>Practice 2 (Vocabulary practice-Word Map): 10 minutes</p> <ul style="list-style-type: none"> • Have the students look at the vocabulary practice 2 (see attachment 2). Check whether they understand all the words there. Read the instruction. • Have them compare the answers with their partners. Discuss the correct answers with the class. <p>Practice 3 (Speaking Practice)10 minutes</p> <ul style="list-style-type: none"> • Have the students look at a conversation between two people (see attachment 7). Ask them to predict what they are talking about. What is their relationship: If you see the picture here, what do you predict they are talking about?”, “What do you think they are?” “What is their relationship?”. • Read through the dialog. Then have the students repeat the sentences with the correct intonation. • Discuss the conversation. Ask the some questions about it: Did Nicole enjoy her weekend? How do you know? What did she do on Sunday? How about Michael? What did he do on the weekend? Did he exercise? • Divide the class into 2 groups. Group A read Nicole’s part and group B read Michael’s part: “Group A will read Michael’s sentences and group B will read Susan’s part.” This time, divide the class into boy group and girl group, the boys will read Michael’s part and the girls read Nicole’s part. Monitor their pronunciation and intonation. • Have the students pay attention to expressions used to tell past activities. For example: On Saturday, I cleaned the house and play tennis. I studied on Sunday evening. I didn’t clean the house Did you exercise? 	70 ‘

- Write those expressions on the board. Read them loudly and ask the students to repeat after the teacher.
- Ask the students what kind of tenses that we have to use when we want to tell our past activities.
- Explain the basic pattern of past tense, regular verbs.
- Regular verbs: verb + ed/ed

I
 You studied
 You didn't study
 She worked on Saturday
 She didn't work on Sunday
 He exercised
 He didn't exercise
 We
 They

Practice 4 : 10 minutes

- Ask the students to read the conversation again and find sentences which use simple past tense.
 For example: Nicole cleaned the house.
 Michael didn't the house.
- Have the students look at practice 4 (see attachment 8). Have them write 4 things that they did and 4 things they didn't do last weekend. Compare their work with their partner by asking and answering.
 Example: A: I listened to music last weekend. Did you?
 B: No, but rented a new CD.

Practice 5 (Pronunciation Practice): 10 minutes

- Tell the students that they are going to practice saying the ending –ed/d .
- There are three ways to pronounce the ending –ed/d
 /t/ : watched
 /d/ : played
 /id/ : invited
- Have them look at practice 5 (see attachment 9). Have the students listen to you pronouncing some words and notice the pronunciation of d and ed of those words.
- Say the words in part 2 and ask them to write the words in the right column: /t/, /d/, or /id/.
- Discuss the answers.

Practice 6 (Past tense of irregular verbs) : 10 minutes

- Write these two sentences on the board:
 A: Did you see any movies this weekend?
 B: Yes, I did. I saw "Finding Nemo."
- Ask them to notice the change of the verbs in the example. Explain about irregular verbs.
- Ask them to complete the chart in practice 6 (see attachment 10). With the present tense form or past tense form of the verb. Compare their answers with their partner.
- Discuss the answers

	<p>Practice 7 (Speaking) : 10 minutes</p> <ul style="list-style-type: none"> • Ask the students to do practice 7 (see attachment 11). Have them complete the conversations with verb forms. • Discuss the answers. Then practice with their partner. <p>Practice 8 (Speaking): 15 minutes</p> <ul style="list-style-type: none"> • Have them work in pairs and look at the questions listed in practice 8 (see attachment 12). • Have the students repeat each question after you with the correct stress and intonation. • Ask them to choose eight questions to ask their partner. Then take turns asking questions as in the example. Tell them to pay attention to the forms of the verb. • Go around the class to monitor their practice and help them if they find any difficulty. <p>C. Production: 30 minutes</p> <ul style="list-style-type: none"> • Tell the students that they are going to interview their new partner about their activities on the last weekend. And their partner will ask them too. Therefore they have to prepare 10 questions for that. • Give them time to write their own questions. Then put them in pairs to interview each other. • The students report the result of their interview in front of the class. 	
Post	<ul style="list-style-type: none"> • Tell them that they have done very well in describing past activities. • Have them review the order of adjectives in describing things • Assign the students to write their own activities on the weekend which was unusual. • Inform the students about the topic for the next meeting. 	10 ‘

G. Learning Assessment

1. Technique : Test and Non test

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian
1.	<p>Sikap</p> <p>a. Siswa terlibat aktif dan menunjukkan kesungguhan dalam proses pembelajaran di setiap tahapan</p> <p>b. Siswa menunjukkan kesantunan dan menghargai dalam berkomunikasi dan bekerjasama dengan teman</p> <p>c. Siswa mau bekerjasama dengan teman</p>	Pengamatan	Selama pembelajaran dan saat diskusi

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian
	dalam kelompok dalam menyelesaikan tugas.		
2	<p>Pengetahuan</p> <p>a. Siswa dapat menjawab pertanyaan-pertanyaan tentang isi bacaan dengan benar</p> <p>b. Siswa dapat menceritakan kembali ide utama dari isi teks bacaan</p>	Tes tertulis (Lembar Kerja)	Tes terintegrasi dalam kegiatan inti pembelajaran
3	<p>Keterampilan</p> <p>a. Siswa terampil menerapkan berbagai teknik membaca dalam memahami isi teks bacaan serta dalam menjawab pertanyaan-pertanyaan mengenai isi teks bacaan</p> <p>b. Siswa terampil menulis deskripsi sederhana tentang tempat wisata</p>	<p>Tes tertulis (menjawab pertanyaan essay)</p> <p>Tes tertulis (menulis essay)</p>	Tes terintegrasi dalam kegiatan inti pembelajaran

2. Bentuk Instrumen, instrumen dan Pedoman Penilaian:

a. Nontes

Bentuk instrumen : Lembar Pengamatan Penilaian Sikap

Instrumen Penilaian:

LEMBAR PENGAMATAN PENILAIAN SIKAP

Mata Pelajaran : Bahasa Inggris
Kelas : X / 2
Tahun Pelajaran : 2013 / 2014
Waktu Pengamatan : Pada saat pembelajaran berlangsung

Indikator :

- a. Siswa terlibat **aktif dan menunjukkan kesungguhan** dalam proses pembelajaran di setiap tahapan.
 - Sangat Baik (SB) / Membudaya : jika siswa sudah mampu terlibat aktif dan bersungguh-sungguh dalam setiap kegiatan pembelajaran **secara terus menerus dan konsisten**
 - **Baik (B)** : Mulai berkembang : jika siswa sudah mampu terlibat aktif dan bersungguh-sungguh dalam setiap kegiatan pembelajaran tetapi **belum konsisten**
 - **Kurang Baik (KB)** / **Belum terlihat** :) jika siswa **belum menunjukkan** usaha untuk mau terlibat aktif dan bersungguh-sungguh dalam kegiatan pembelajaran

- b. Siswa menunjukkan **kesantunan dan menghargai** dalam berkomunikasi dan bekerjasama dengan teman.
 - **Sangat Baik (SB)** jika siswa sudah mampu menunjukkan kesantunan dan menghargai dalam berkomunikasi dengan teman **secara terus menerus dan konsisten**
 - **Baik (B)** jika siswa sudah mampu menunjukkan kesantunan dan menghargai dalam berkomunikasi dengan teman **tetapi belum konsisten**
 - **Kurang Baik (KB)** jika siswa **belum menunjukkan** kesantunan dan menghargai dalam berkomunikasi dengan teman

- c. Siswa menunjukkan **sikap bekerjasama** dalam kegiatan berpasangan atau kelompok.
 - **Sangat Baik (SB)** jika siswa sudah mampu menunjukan sikap bekerjasama dalam kegiatan berpasangan atau kelompok **secara terus menerus dan konsisten**
 - **Baik (B)** jika siswa sudah mampu menunjukkan sikap bekerjasama dalam kegiatan berpasangan atau kelompok **tetapi belum konsisten**
 - **Kurang Baik (KB)** jika siswa **belum menunjukkan** sikap bekerjasama dalam kegiatan berpasangan atau kelompok

Beri tanda (v) pada kolom yang sesuai hasil pengamatan.

No	Nama Siswa	Sikap yang dinilai								
		Keaktifan			Kesantunan			Bekerjasama		
		SB	B	KB	SB	B	KB	SB	B	KB

Pedoman Penskoran :

- Sangat Baik (SB) = 3
- Baik (B) = 2
- Kurang Baik = 1
- Skor Sikap maksimum = 9
- Skor sikap minimum = 3

Attachment

Listening Part

Attachment 1:

Practice 1 (kinds of feelings)



Put these expressions in the chart. Then add your own expressions to each list.

Not bad
I had a wonderful time!
Very disappointing
Nothing special
Awful
It was all right

So-so
Terrific
Fantastic
Pretty boring
Really great
Terrible

Liked it a lot

.....
.....
.....
.....
.....

It was OK

.....
.....
.....
.....
.....

Didn't enjoy it

.....
.....
.....
.....
.....

Attachment 2:

Practice 2

These people didn't have a good vacation. What did they do?

Listen and check the correct answer.

1. went away
 stayed home
2. went to Hawaii
 went to Okinawa
3. went away
 stayed home
4. invited relatives to stay
 visited relatives
5. went to the beach
 went to the country
6. went skiing
 stayed home
7. stayed home
 went to the beach
8. went to Las Vegas
 went to Los Angeles

Attachment 3:

Practice 3

People are talking about their vacations. Did they enjoy them?

Listen and check () Yes or No.

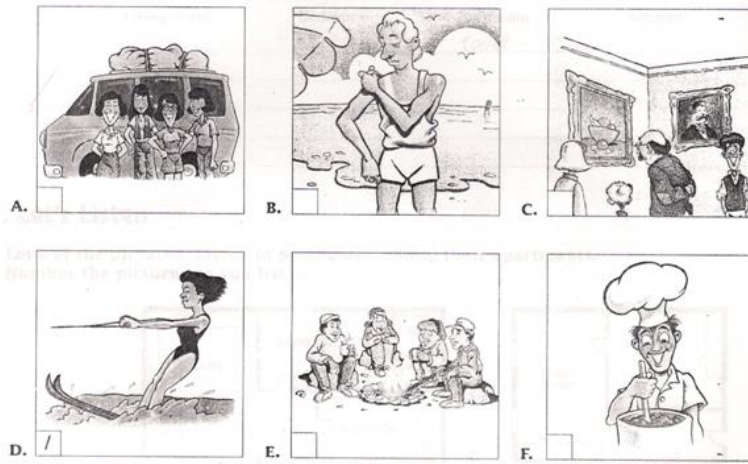
	Yes	No		Yes	No
1.	5.	.....	.....
2.	6.	.....	.....
3.	7.	.....	.....
4.	8.	.....	.....

Attachment 4:

Practice 4

Look at the pictures. Listen to people talking about their vacations.

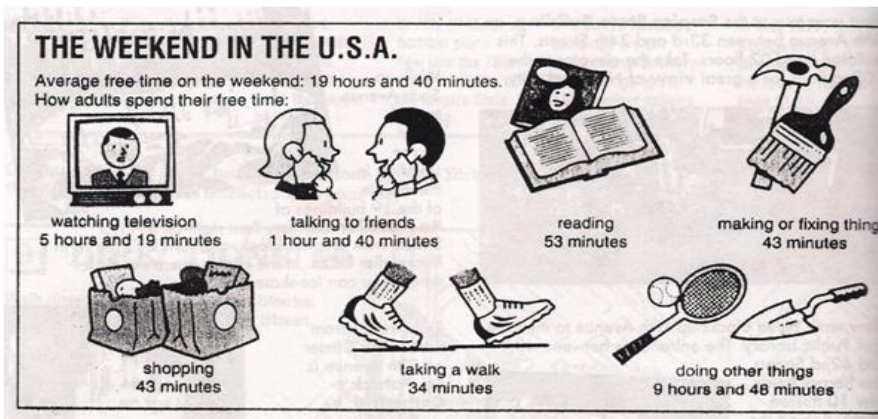
Number the pictures as you listen.



Speaking Part

Attachment 5

Practice 1



Attachment 6:

Practice 2 (Word Map)

Add these activities to the word map. Then add two activities to each category.

Fixing things

Shopping

Talking to friends

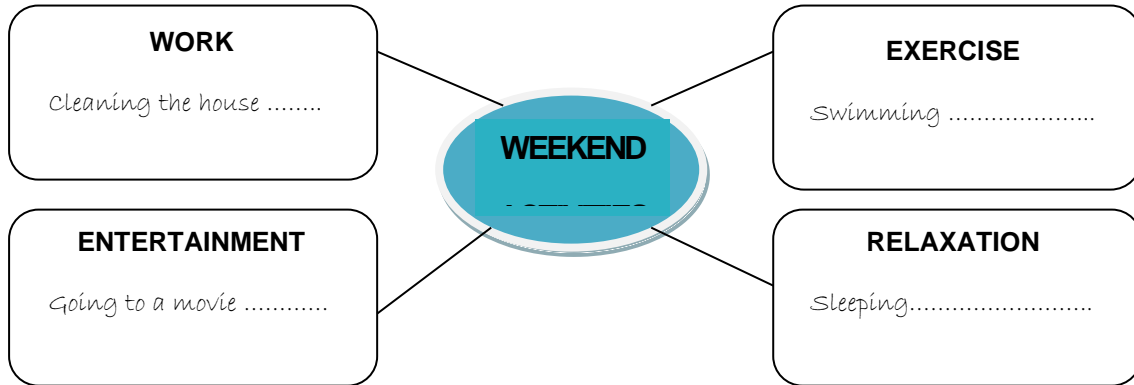
making things

taking a walk

watching television

reading

fishing



Attachment 7:

A model dialog

Listen and practice

Michael : *Hi, Nicole. Did you have a good weekend?*

Nicole : *Yes, I did. But I feel tired today.*

Michael : *Really? Why?*

Nicole : *Well, on Saturday I cleaned the house and played tennis. Then on Sunday I hiked in the country.*

Michael : *And I bet you studied, too.*

Nicole : *Yeah. I studied on Sunday evening. What about you?*

Michael : *Well, I didn't clean the house and I didn't study. I stayed in bed and watched TV.*

Nicole : *That sounds like fun, but did you exercise?*

Michael : *Sort of. I played golf on my computer.*

Attachment 8:

Practice 4

Pair works. Write four things you did and four things you didn't do last weekend. Then compare with a partner. Use these or other expressions.

Things I did last weekend

.....

Things I didn't do last weekend

.....

Attachment 9:

Practice 5 (Pronunciation)

1. Listen and practice. Notice the pronunciation of d and ed.

/t/	/d/	/ɪd/
Watched	played	invited
.....
.....
.....

2. Listen to these words. Add them to the lists above.

Started	missed	attended	asked	loved	washed
Fixed	walked	opened	listened	skated	hated

Attachment 10:

Practice 6 (Grammar Focus)

Present	past	Present	Past
.....	blew	put	.....
Buy	.....	Read	.....
.....	Came	.....	ran
.....	Did	say	.....
Draw	.....	.....	saw
Drink	.....	Sing	.....
.....	Drove	sit	.....
.....	Ate	.....	slept
.....	Felt	stand	.....
Find	.....	Swim	.....
Get	.....	.....	took
.....	Gave	teach	.....
Go	.....	.....	tell
Have	.....	Think	.....
.....	Knew	.....	wore
.....	Made	write	.....
Meet	.....	

Attachment 11:

Practice 7 (Speaking)

1. A: So, you A good weekend?
B: Yes, I I a great weekend.
2. A: you To a restaurant last night?
B: No, I I Dinner at home.
3. A: You The newspaper this morning?
B: Yes, I I The newspaper before work
4. A: You Breakfast this morning?
B: Yes, I I toast and tea.

Attachment 12:

Practice 8

Pair work. Choose eight questions to ask your partner. Then take turns asking questions as in the example. Pay attention to the forms of the verbs.

- | | |
|--------------------------------------|--------------------------------------|
| Did you read any books last weekend? | Did you go shopping? |
| Did you write any letters? | Did you buy any clothes? |
| Did you do any work? | Did you see any friends? |
| Did you exercise? | Did you see any movies? |
| Did you swim? | Did you meet any interesting people? |

Answer key

Listening Part

Practice 1:

Liked it a lot

I had a wonderful time
Terrific
Fantastic
Really great

It was OK

Not bad
Nothing special
It was all right
So-so

Didn't enjoy it

Very disappointing
Awful
Pretty boring
Terrible

Practice 2.a:

- | | |
|----------------------|------------------------|
| 1. Stayed home | 5. Went to the country |
| 2. Went to Hawaii | 6. Went skiing |
| 3. Stayed home | 7. Stayed home |
| 4. Visited relatives | 8. Went to Las Vegas |

Practice 2.b (Listening for the reasons)

1. stayed home and watched TV
2. too much rain
3. stayed at home and helped father fix car
4. argued with brother
5. boring and noisy birds
6. broke leg
7. stayed at home and studied
8. lost money

Practice 3.a:

- | | |
|--------|--------|
| 1. No | 5. Yes |
| 2. Yes | 6. No |
| 3. No | 7. Yes |
| 4. No | 8. Yes |

Practice 3.b (listening for the reasons)

1. terrible weather
2. nice people
3. no snow
4. too crowded
5. swam everyday and learned how to windsurf

6. awful food and hotel
7. fantastic shopping and wonderful people
8. too short

Practice 4

- | | |
|------|------|
| A. 6 | D. 1 |
| B. 4 | E. 2 |
| C. 3 | F. 5 |