



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)



Sekolah : SMPN 3 CIAWI
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VII/Ganjil
Materi Pokok : Memberi dan meminta informasi nama dan jumlah benda menggunakan have&has
Alokasi Waktu : 2 x 40 menit (1 Pertemuan)
Pertemuan ke- : 3

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

NO.	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
1.	3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik	3.4.1. Mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda. 3.4.2

	<p>sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular).</p>	<p>Mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda.</p> <p>3.4.3. Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda.</p>
<p>2.</p>	<p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.4.1 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda berdasarkan situasi yang dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar.</p> <p>4.4.2 Melakukan percakapan lisan pendek dan sederhana melalui bermain peran (<i>role play</i>) yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda dengan menggunakan fungsi, struktur dan unsur kebahasaan yang tepat.</p>

C. TUJUAN PEMBELAJARAN

Melalui pendekatan *scientific* dengan menggunakan model pembelajaran *presentation practice & production (P3)*, peserta didik diharapkan terampil:

1. Mengidentifikasi fungsi sosial teks interaksi transaksional tulis yang melibatkan tindakan memberi informasi terkait nama dan jumlah benda dengan cara melengkapi kalimat rumpang dengan menggunakan struktur *have & has*.
2. Menyusun kata acak dengan menggunakan struktur *have & has* menjadi kalimat yang tepat untuk melengkapi dialog rumpang dengan benar.
3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda menggunakan struktur *have & has* dengan cara menyusun kalimat acak menjadi dialog dengan benar.
4. Membuat dialog yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda menggunakan struktur *have/has* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan berdasarkan situasi gambar yang diberikan dengan benar.

Sehingga setelah pembelajaran, peserta didik dapat mencapai nilai pengetahuan dengan standar KKM yang ditetapkan dan mengembangkan nilai sikap kerja sama, percaya diri, dan disiplin.

D. LANGKAH-LANGKAHPEMBELAJARAN

Kegiatan Pendahuluan (10 menit)

Sintak	Langkah-langkah Kegiatan	Moda
	<ul style="list-style-type: none">- Guru mengucapkan salam dan menanyakan kabar peserta didik.- Peserta didik diingatkan terkait hal-hal penting yang harus dilakukan sebelum kegiatan pembelajaran dimulai.- Peserta didik diminta untuk berdoa terlebih dahulu sebelum memulai pembelajaran.- Peserta didik diberi motivasi melalui quotation.- Guru melakukan apersepsi dengan menanyakan hal terkait materi pada pertemuan sebelumnya.- Guru menyampaikan tujuan pembelajaran dan cakupan materi.	Zoom meeting

Kegiatan Inti (60 menit)

Sintak	Langkah-langkah Kegiatan	Moda
<p>Presentation</p>	<ol style="list-style-type: none"> 1. Peserta didik diberi rangsangan untuk memusatkan perhatian pada topic materi yang akan dibahas melalui pertanyaan terkait gambar mengenai <i>bedroom</i>. 2. Guru berinteraksi dengan peserta didik dengan meminta untuk menyebutkan benda-benda yang ada pada gambar . 3. Peserta didik diminta untuk menyebutkan dan menunjukkan benda-benda yang dimiliki di <i>bedroom</i> mereka. 4. Melalui gambar, peserta didik menyebutkan benda-benda yang ada pada gambar dengan menggunakan struktur <i>have</i>. 5. Peserta didik diberikan teks monolog sederhana berdasarkan gambar dengan menggunakan struktur <i>have</i>. 6. Melalui gambar, peserta didik menyebutkan benda-benda yang ada pada gambar dengan menggunakan struktur <i>has</i>. 7. Peserta didik diberikan teks monolog sederhana berdasarkan gambar dengan menggunakan struktur <i>has</i>. 8. Peserta didik membaca teks monolog tersebut dengan jelas dan lantang. 9. Peserta didik diberi contoh penggunaan struktur <i>have & has</i> dalam bentuk kalimat. 10. Peserta didik mengidentifikasi fungsi sosial teks interaksi transaksional tulis yang melibatkan tindakan memberi informasi terkait nama dan jumlah benda dengan cara melengkapi kalimat rumpang dengan menggunakan struktur <i>have & has</i>. (LKPD 1) 11. Peserta didik diberikan gambar mengenai <i>bedroom</i>. 12. Peserta didik menjawab pertanyaan secara lisan dengan menggunakan struktur <i>have & has</i> terkait situasi gambar yang 	<p>Zoom meeting</p>

<p>Practice</p> <p>Produce</p>	<p>diberikan.</p> <p>13. Peserta didik menyusun kata acak dengan menggunakan struktur <i>have & has</i> menjadi kalimat yang tepat untuk melengkapi dialog rumpang dengan benar. (LKPD 2)</p> <p>14. Peserta didik diberikan contoh dialog utuh dengan struktur <i>opening, content, dan closing</i>.</p> <p>15. Secara berpasangan, peserta didik diminta untuk mempraktekan dari contoh dialog yang diberikan</p> <p>16. Peserta didik menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda menggunakan struktur <i>have & has</i> dengan cara menyusun kalimat acak menjadi dialog dengan benar. (LKPD 3)</p> <p>17. Peserta didik mendiskusikan bagian <i>opening, content, dan closing</i> dari teks dialog.</p> <p>18. Peserta didik mempraktekan dialog secara berpasangan</p> <p>19. Peserta didik membuat dialog yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda menggunakan struktur <i>have/has</i> dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan berdasarkan situasi gambar yang diberikan dengan benar. (LKPD 4)</p> <p>20. Peserta didik mengirimkan dialog yang telah dibuat dalam bentuk photo melalui WAG.</p> <p>21. Guru menampilkan hasil dialog dari peserta didik dalam PPT.</p> <p>22. Peserta didik melakukan <i>role play</i> berdasarkan dialog yang telah mereka buat. (EVALUATION)</p> <p>23. Peserta didik diberi masukan terkait penampilan dalam</p>	
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	mempraktekan dialog.	
	24. Peserta didik diberi kesempatan untuk menanyakan terkait materi yang belum mereka pahami	

Kegiatan Penutup 10 menit

Sintak	Langkah-langkah Kegiatan	Moda
	<ul style="list-style-type: none"> - Peserta didik dibimbing oleh guru untuk menyimpulkan hasil pembelajaran yang telah mereka lakukan. - Peserta didik melakukan refleksi dengan menjawab beberapa pertanyaan: <ul style="list-style-type: none"> - <i>Which part of the activity do you like the most? Why?</i> - <i>What are the difficulties in this lesson?</i> - Guru menyampaikan rencana materi untuk pertemuan berikutnya. - Guru dan peserta didik menutup pertemuan dengan mengucapkan salam dan doa. 	Zoom meeting

E. PENILAIAN

Jenis penilaian	Tehnik	Bentuk	Instrumen
Sikap	Obsrvasi	Descripsi	Jurnal
Pengetahuan	Tes tulis	Essay	Lembar soal
Keterampilan	Tes praktek	Menyusun dan melakukan kegiatan bermain peran	Rubrik

F. PROGRAM TINDAK LANJUT

1. Remedial

Peserta didik yang belum mencapai KKM (72) diberi tugas untuk menyusun kata acak dengan menggunakan struktur have & has menjadi kalimat yang tepat untuk melengkapi dialog rumpang.

2. Pengayaan

Bagi peserta didik yang mempunyai nilai di atas 72 diberi pengayaan berupa tugas mandiri untuk membuat dialog secara berpasangan dengan melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda menggunakan struktur have/has

dengan konteks yang berbeda dengan yang sudah dibuat. Kemudian mengirimkannya ke guru melalui WAG.

Mengetahui
Kepala SMPN 3 CIAWI

Tasikmalaya, November 2020
Guru Mata Pelajaran

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NIP.

BAHAN AJAR

Pendahuluan

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic materi yang akan dibahas melalui gambar mengenai *bedroom*.
 - *Where are you now? Are you at home?*
 - *Do you have a favourite spot at your home?*
 - *Where is it?*
 - *How about this picture? Is it one of your favourite spot?*
 - *What can you see in this bedroom?*
 - *What do you have in your bedroom?*



- Guru berinteraksi dengan peserta didik dengan meminta untuk menyebutkan benda-benda yang ada pada gambar

My Bedroom



Bedroom vocabulary

1. BED
2. PILLOWS
3. BLANKET
4. DESK
5. CHAIR
6. PHOTOS
7. CURTAIN
8. DOLL
9. MIRROR
10. TABLE LAMP

- Melalui gambar, peserta didik menyebutkan benda-benda yang ada pada gambar dengan menggunakan struktur *have*



- Peserta didik diberikan teks monolog sederhana berdasarkan gambar dengan menggunakan struktur *have*

MY BEDROOM

Hello my friend, my name is Melissa. This is my bedroom. I **have** a small bedroom, but there are many objects in my bedroom. I **have** a bed, I **have** three pillows, a blanket, and a doll on it. I **have** a desk to study. I **have** a lamp and two books on it. I **have** a chair. I **have** a big bookshelf. To make my bedroom more beautiful, I **have** a pink curtain.

- Melalui gambar, peserta didik menyebutkan benda-benda yang ada pada gambar dengan menggunakan struktur *has*

Rio' Bedroom



- Peserta didik diberikan teks monolog sederhana berdasarkan gambar dengan menggunakan struktur *has*

RIO'S BEDROOM

Hello my friend, this is Rio's bedroom. Look! It is very tidy. He **has** a bed, he **has** three pillows and a blanket on it. He **has** a blue carpet. He **has** a desk and a chair to study. He **has** a bookshelf, there are many books in it. He **has** some pictures on the wall. He has blue curtains. He also **has** some plants to make his bedroom looks so fresh.

- Peserta didik diberi contoh penggunaan struktur have & has dalam bentuk kalimat

Example of the sentences by using *have & has*.



I **have** a clock



You **have** two blankets





We **have** three dolls



They **have** a lamp



She **has** a mirror



He **has** a desk



Diana **has** two plants



- Peserta didik mengidentifikasi fungsi sosial teks interaksi transaksional tulis yang melibatkan tindakan memberi informasi terkait nama dan jumlah benda dengan cara melengkapi kalimat rumpang dengan menggunakan struktur *have & has*.

Fill in the blanks by using *have* or *has* !

Example:

I have two dolls.

1. David _____ a table lamp.
2. She _____ three pictures.
3. I _____ blanket on the bed.
4. Amanda _____ a photo.
5. John _____ a bookshelf.
6. He _____ a carpet in the bedroom.
7. They _____ two pillows on the bed.
8. Maria and Renata _____ a desk.
9. You _____ a table lamp.
10. We _____ a clock.

- Peserta didik diberikan gambar mengenai bedroom
Look at the picture below! Then, answer the questions orally!

Clara's bedroom



- Peserta didik menjawab pertanyaan secara lisan dengan menggunakan struktur have & has terkait situasi gambar yang diberikan
 1. Does Clara have a lamp?
 2. Does she have a pillow?
 3. Does she have a television?
 4. Does she have a photo?
 5. How many windows does Clara have?
 6. What does she have?
- Peserta didik menyusun kata acak dengan menggunakan struktur have/has menjadi kalimat yang tepat untuk melengkapi dialog rumpang dengan benar.

Rearrange the jumbled words below into a good sentence to complete the dialogue!

1. Brian: What do you have in your bedroom?
 Clara: _____ (have – I – pillows)
 Brian: How many pillows do you have?
 Clara: _____ (I – two – have – pillows)
 Brian: Do you have a teddy bear?
 Clara: _____ (do – I - yes)



2. Mark: _____? (What - do - have - you - bedroom - your - in)

Bella: I have a big mirror

Mark: _____? (Have - you - a - do - clock)

Bella: No, I don't

Mark: How many photos do you have?

Bella: _____ (photos - I - three - have)



3. Joe: What does Billy have in the bedroom?

Luna: _____ (He - bookshelf - has - a)

Joe : Does he have some books?

Luna: _____ (does - yes - he)

Joe : How many fiction books does he have?

Luna: _____ (has - seven - he - books - fiction)



4. Ali: _____? (Fira - does - what - have - bedroom - in - the)

Ella: She has a pink carpet

Ali: Does she have a bookshelf?

Ella: _____ (No - doesn't - she)

Ali: _____ (many - how - table lamps - have - does - she)

Ella: She has two table lamps



5. Ben: What does Ali have in the bedroom?

Jane: _____ (a - desk - he - has)

Ben: _____ (how - chairs - many - does - have - he)

Jane: He has one chair

Ben: Does he have a table lamp?

Jane: _____ (No - doesn't - he)



- Peserta didik diberikan contoh dialog utuh dengan struktur *opening*, *content*, dan *closing*.



(Ben is at Arya's new bedroom)

Arya : Welcome to new my new bedroom, Ben.

Ben : Wow... You **have** a comfortable bedroom.

What do you **have** in this bedroom?

Arya : Thanks, Ben. I will show you some objects in my bedroom.

I **have** a desk. There are books, a laptop, and a table lamp.

Ben : How many books do you **have**, Ben?

Arya : I only **have** five books

Ben : Do you **have** a photo?

Arya : Yes, I do. Look! That is my photo.

Ben : That's nice.

Arya : Thanks, Ben. By the way, let's play video game!

Opening

Content

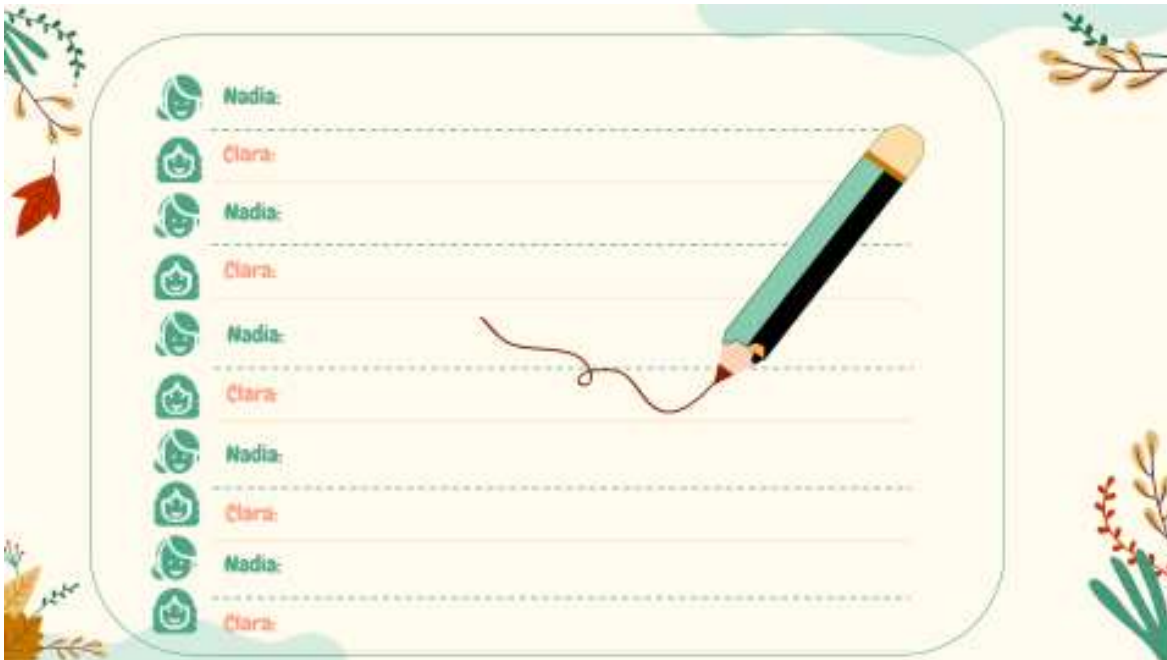
Closing

- Peserta didik menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda menggunakan struktur have & has dengan cara menyusun kalimat acak menjadi dialog dengan benar.

Arrange the jumbled sentences into a good dialogue!



Nadia	Clara
<ul style="list-style-type: none"> - By the way, let's do our homework now, Clara! - Yes, I do. I have a black table lamp. How about you? Do you have a table lamp too? - Hi, Clara! Welcome to my house. Let's do the homework at my bedroom. - Sure, look at here! I have a large desk. - On my desk, I have five books, some pencils and a computer. 	<ul style="list-style-type: none"> - How about table lamp? Do you have it? - Ok. Let's do it. - Wow beautiful! No, I don't have a table lamp. - Wow. What do you have on your desk? - Ok Nadia. But, do you have a desk to do our homework?



- Peserta didik mendiskusikan bagian *opening*, *content*, dan *closing* dari teks dialog
- Peserta didik mempraktekan dialog secara berpasangan

Nadia: Hi, Clara! Welcome to my house. Let's do the homework at my bedroom.

Opening

Clara: Ok Nadia. But, do you have a desk to do our homework?

Nadia: Sure, look at here! I have a large desk.

Clara: Wow.. What do you have on your desk?

Nadia: On my desk, I have five books, some pencils and a computer.

Clara: How about table lamp? Do you have it?

Nadia: Yes, I do. I have a black table lamp.

How about you? Do you have a table lamp too?

Clara: Wow beautiful! No, I don't have a table lamp.

Nadia: By the way, let's do our homework now, Clara!

Clara: Ok. Let's do it.

Content

Closing

- Peserta didik membuat dialog yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda menggunakan struktur *have & has* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan berdasarkan situasi gambar yang diberikan dengan benar.

1. Choose one of the pictures below!
2. Make a short dialogue related to the picture chosen!
3. Then, practice it with your partner!

Situation for those three pictures:

Student A: You are at your friend's bedroom. Then ask her/him about what does she/he have.

Student B: You are at your bedroom. Then, tell your friend what you have in your bedroom!

Picture 1



Picture 2



Picture 3



- Peserta didik melakukan *role play* berdasarkan dialog yang telah mereka buat.

Evaluation

Praktik (Speaking test)

Perform your dialog that you have made!

LKPD

TASK 1

Fill in the blanks by using *have* or *has*!

Example:

I have two dolls.

1. David _____ a table lamp.
2. She _____ three pictures.
3. I _____ blanket on the bed.
4. Amanda _____ a photo.
5. I _____ a bookshelf.
6. He _____ a carpet in the bedroom.
7. They _____ two pillows on the bed.
8. Maria and Renata _____ a desk.
9. You _____ a table lamp.
10. We _____ a clock.

TASK 2

Rearrange the jumbled words below into a good sentence to complete the dialogue!

1. Brian: What do you have in your bedroom?
Clara: _____ (have – I – pillows)
Brian: How many pillows do you have?
Clara: _____ (I – two – have – pillows)
Brian: Do you have a teddy bear?
Clara: _____ (do – I - yes)



2. Mark: _____? (What - do – have – you – bedroom – your – in)
Bella: I have a big mirror
Mark: _____? (Have – you – a – do – clock)
Bella: No, I don't
Mark: How many photos do you have?
Bella: _____ (photos – I – three – have)



3. Joe: What does Billy have in the bedroom?
Luna: _____ (He – bookshelf – has - a)
Joe : Does he have some books?
Luna: _____ (does – yes - he)
Joe : How many fiction books does he have?
Luna: _____ (has – seven – he – books - fiction)



4. Ali: _____? (Fira – does – what – have – bedroom – in – the)
Ella: She has a pink carpet
Ali: Does she have a bookshelf?
Ella: _____ (No – doesn't - she)
Ali: _____ (many – how – table lamp – have – does – she)
Ella: She has one table lamp



5. Ben: What does Ali have in the bedroom?

Jane: _____ (a – desk – he – has)

Ben: _____ (how – chairs – many – does – have – he)

Jane: He has one chair

Ben: Does he have a table lamp?

Jane: _____ (No – doesn't - he)

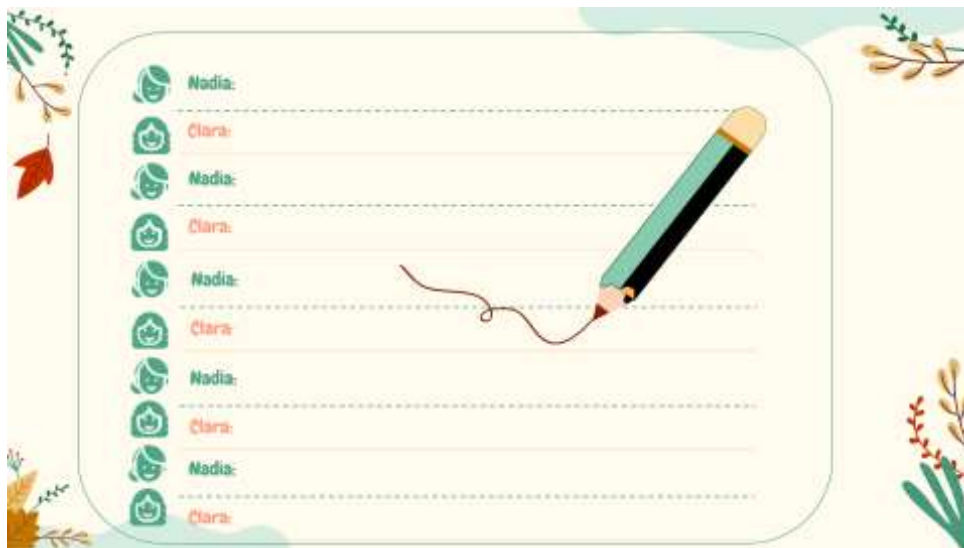


TASK 3

Arrange the jumbled sentences into a good dialogue!



Nadia	Clara
<ul style="list-style-type: none">- By the way, let's do our homework now, Clara!.- Yes, I do. I have a black table lamp. How about you? Do you have a table lamp too?.- Hi, Clara! Welcome to my house. Let's do the homework at my bedroom.- Sure, look at here! I have a large desk.- On my desk, I have five books, some pencils and a computer.	<ul style="list-style-type: none">- How about table lamp? Do you have it?- Ok. Let's do it!- Wow beautiful! No, I don't have a table lamp.- Wow. What do you have on your desk?- Ok Nadia. But, do you have a desk to do our homework?.



TASK 4

1. Choose one of the pictures below!
2. Make a short dialogue related to the picture chosen!
3. Then, practice it with your partner!

Situation:

Student A: You are at your friend's bedroom. Then ask her/him about what does she/he have.

Student B: You are at your bedroom. Then, tell your friend what you have in your bedroom!

Picture 1



Picture 2



Picture 3



EXPECTED ANSWER

TASK 1

Rubrik penilaian

JAWABAN	POIN
1. Has	10
2. Has	10
3. Have	10
4. Has	10
5. Has	10
6. Has	10
7. Have	10
8. Have	10
9. Have	10
10. Have	10
TOTAL SKOR	100

PEDOMAN PENILAIAN

Skor maksimal = 100

Skor minimal = 0

Nilai akhir siswa = Skor yang diperoleh

TASK 2

Rubrik penilaian

JAWABAN	POIN
1. I have pillows.	10
I have two pillows.	10
Yes, I do.	10
2. What do you have in your bedroom?	10
Do you have a clock?	10
I have three photos	10
3. He has a bookshelf.	10
Yes, he does.	10
He has seven fiction books.	10
4. What does Fira have in the bedroom?	10
No, she doesn't.	10
How many table lamps does she have?	10
5. He has a desk.	10
How many chairs does he have?	10
No, he doesn't.	10
TOTAL SKOR	150

PEDOMAN PENILAIAN

Skor maksimal = 100

Skor minimal = 0

Nilai akhir siswa = $\frac{\text{Skor yang diperoleh} \times 2}{3}$

TASK 3

JAWABAN	POIN
1. Nadia: Hi, Clara! Welcome to my house. Let's do the homework at my bedroom.	10
2. Clara: Ok Nadia. But, do you have a desk to do our homework?	10
3. Nadia: Sure, look at here! I have a large desk.	10
4. Clara: Wow... What do you have on your desk?	10
5. Nadia: On my desk, I have five books, some pencils and a computer.	10
6. Clara: How about table lamp? Do you have it?	10
7. Nadia: Yes, I do. I have a black table lamp. How about you? Do you have a table lamp too?	10
8. Clara: Wow beautiful! No, I don't have a table lamp.	10
9. Nadia: By the way, let's do our homework now, Clara!	10
10. Clara: Ok. Let's do it.	10
TOTAL SKOR	100

PEDOMAN PENILAIAN

Skor maksimal = 100

Skor minimal = 0

Nilai akhir siswa = Skor yang diperoleh

TASK 4

Expected dialogue : Sesuai jawaban peserta didik

Rubrik Penilaian Writing Skill

Aspect of writing	Score	Criteria
Content	5	Provide complete element (opening, content, and closing) and easy to understand.
	4	Provide almost complete element (opening, content, and closing) and easy to understand.
	3	Provide fairly complete element (opening, content, and closing) and fairly easy to understand.
	2	Provide quite complete element (opening, content, and closing) and quite easy to understand.
	1	Not complete and difficult to understand
Organization	5	Well organized and utilize effective use of transitional words/phrases.
	4	Fairly well organize and utilize effective use of transitional words/phrases.
	3	Loosely organized but main ideas clear, logical but incomplete transitional words/phrases.
	2	Ideas disconnected, lack transitional words/phrases.
	1	Lack organization, and does not utilize any transitional words/phrases.
Grammar	5	No errors in the use of grammar.
	4	Almost no errors in the use of grammar.
	3	Some errors in the use of grammar.
	2	Many errors in the use of grammar.
	1	No mastery of grammar, dominated by errors in the use of grammar.
Vocabulary	5	Very effective choice of words and words form.
	4	Effective choice of words and words forms.

	3	Adequate choice of words but some misuse of vocabulary and words forms.
	2	Limited range, confused use of words and words forms.
	1	Very limited range, very poor knowledge of words and words forms.
Mechanic	5	Well organized and utilize punctuation: periods, commas, semi colons, quotation, and marks and initial capital letter.
	4	Well organized and utilize punctuation: periods, commas, semi colons, quotation, and marks.
	3	Occasional errors of punctuation: periods, commas, semicolons, quotation, and marks.
	2	Frequent errors of punctuation: periods, commas, semicolons, quotation, and marks.
	1	No mastery of convention, dominated by errors of punctuation: periods, commas, semi colons, quotation, and marks and initial capital letter.

PEDOMAN PENILAIAN

Skor maksimal = 100

Skor minimal = 4

Nilai akhir siswa = Total skor maksimal x 4 = Skor yang diperoleh

$$25 \times 4 = 100$$

Rubrik Penilaian Speaking Skill

Aspek yang dinilai	Kriteria
1. Fluency	16-20 Sangat lancar
	11-15 Lancar
	6-10 Lancar namun terjadi hesitasi
	1-5 Sering terjadi hesitasi
2. Accuracy	16-20 Menggunakan struktur kalimat dan ungkapan yang benar
	11-15 Terdapat sedikit kesalahan dalam struktur atau ungkapan
	6-10 Terdapat kesalahan dalam struktur atau ungkapan
	1-5 Terdapat lebih dari 3 kesalahan dalam struktur dan ungkapan
3. Pronunciation	16-20 Semua pengucapan benar
	11-15 Terdapat sedikit kesalahan dalam pengucapan
	6-10 Terdapat kesalahan dalam pengucapan
	1-5 Terdapat banyak kesalahan dalam pengucapan
4. Intonation	16-20 Menggunakan tekanan/Irama dengan benar
	11-15 Terdapat sedikit kesalahan dalam tekanan
	6-10 Terdapat kesalahan dalam tekanan/irama
	1-5 Terdapat banyak kesalahan dalam pengucapan
5. Interaction	16-20 Terjadi interaksi antar pembicara dengan sangat baik
	11-15 Terjadi interaksi antar pembicara dengan baik
	6-10 Interaksi antar pembicara sedikit terlihat
	1-5 Interaksi antar pembicara sangat sedikit

PEDOMAN PENILAIAN

Skor maksimal = 100

Nilai akhir siswa = Total skor maksimal x 5 = Skor yang diperoleh

$$20 \times 5 = 100$$

Pedoman Penilaian

Rubrik Penilaian Sikap

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

No	Nama Peserta Didik	Sikap			Keterangan
		Kerjasama	Percaya Diri	Disiplin	

Keterangan Penskoran :

- 4 = apabila selalu konsisten menunjukkan sikap sesuai aspek sikap
- 3 = apabila sering konsisten menunjukkan sikap sesuai aspek sikap dan kadang-kadang tidak sesuai aspek sikap
- 2 = apabila kadang-kadang konsisten menunjukkan sikap sesuai aspek sikap dan sering tidak sesuai aspek sikap
- 1 = apabila tidak pernah konsisten menunjukkan sikap sesuai aspek sikap

Petunjuk Penskoran :

Skor akhir menggunakan skala 1 sampai 4

Perhitungan skor akhir menggunakan rumus :

$$\frac{\text{Skor diperoleh}}{\text{Skor Maksimal}} \times 4 = \text{skor akhir}$$

Peserta didik memperoleh nilai adalah :

- Sangat Baik (A)** : apabila memperoleh skor : $3,33 < \text{skor} \leq 4,00$
- Baik (B)** : apabila memperoleh skor : $2,33 < \text{skor} \leq 3,33$
- Cukup (C)** : apabila memperoleh skor : $1,33 < \text{skor} \leq 2,33$
- Kurang (D)** : apabila memperoleh skor: $\text{skor} \leq 1,33$

MEDIA PEMBELAJARAN

Media: Gambar yang ditampilkan dalam bentuk PPT.

Peserta didik diberi rangsangan untuk memusatkan perhatian pada topic materi yang akan dibahas melalui gambar mengenai *bedroom*.



HERE ARE VOCABULARY THINGS IN THE BEDROOM

BED
PILLOW
BLANKET
DESK
CHAIR

PHOTO
CURTAIN
DOLL
MIRROR
TABLE LAMP

My Bedroom



I have a bed
I have three pillows
I have a blanket
I have a doll
I have a desk



MY BEDROOM

Hello my friend, my name is Melissa. This is my bedroom. I have a small bedroom, but there are many objects in my bedroom. I have a bed, I have three pillows, a blanket, and a doll on it. I have a desk to study. I have a lamp and two books on it. I have a chair. I have a big bookshelf. To make my bedroom more beautiful, I have a pink curtain.

Rio's Bedroom



He has a bed
He has three pillows
He has a blanket
He has a blue carpet
He has a desk



RIO'S BEDROOM

Hello my friend, this is Rio's bedroom. Look! It is very tidy. He has a bed, he has three pillows and a blanket on it. He has a blue carpet. he has a desk and a chair to study. He has a bookshelf, there are many books in it. He has some pictures on the wall. He has blue curtains. He also has some plants to make his bedroom looks so fresh.

Let's take a look!



I **have** a clock



You **have** two blankets



We **have** three dolls



They **have** a lamp



Let's take a look!



She **has** a mirror



He **has** a desk



Diana **has** two plants



Fill in the blanks by using *have* or *has*!

1. David has a table lamp.
2. She has three pictures.
3. I have a blanket on the bed.
4. Amanda has a photo.
5. John has a bookshelf.

Fill in the blanks by using *have* or *has*!


6. He has a carpet in the bedroom.
7. They have two pillows on the bed.
8. Maria and Renata have a desk.
9. You have a table lamp.
10. We have a clock.

Clara's Bedroom

- Does Clara have a lamp?
- Does she have a pillow?
- Does she have a television?
- Does she have a photo?
- How many windows does she have?
- What does she have?




Rearrange the jumbled words below into a good sentence to complete the dialogue!

 Brian: What do you have in your bedroom?

 Clara: _____ (have – I – pillows)

 Brian: How many pillows do you have?

 Clara: _____ (I – two – have – pillows)

 Brian: Do you have a teddy bear?

 Clara: _____ (do – I – yes)



Rearrange the jumbled words below into a good sentence to complete the dialogue!

Mark: _____? (What - do - have - you - bedroom - your - in)

Bella: I have a big mirror

Mark: _____? (Have - you - a - do - clock)

Bella: No, I don't

Mark: How many photos do you have?

Bella: _____ (photos - I - three - have)



Rearrange the jumbled words below into a good sentence to complete the dialogue!

Joe: What does Billy have in the bedroom?

Luna: _____ (he - bookshelf - has - a)

Joe: Does he have some books?

Luna: _____ (does - yes - he)

Joe: How many fiction books does he have?

Luna: _____ (has - seven - he - books - fiction)



Rearrange the jumbled words below into a good sentence to complete the dialogue!

Ali: _____ (Fira - does - what - have - bedroom - in - the?)

Ella: She has a pink carpet

Ali: Does she have a bookshelf?

Ella: _____ (no - doesn't - she)

Ali: _____ (many - how - table lamps - have - does - she)

Ella: She has two table lamps



Rearrange the jumbled words below into a good sentence to complete the dialogue!



Ben: What does Ali have in the bedroom?



Jane: _____ (a- desk - he - has)



Ben: _____?(how - chairs - many - does - have - he)



Jane: He has one chair



Ben: Does he have a table lamp?



Jane: _____ (no - doesn't he)



Example of the dialogue

(Ben is at Arya's new bedroom)

Arya : Welcome to my new bedroom, Ben.

Ben : Wow.. you have a comfortable bedroom.

What do you have in this bedroom?

Arya : Thanks, Ben. I will show you some objects in my bedroom.

I have a desk. There are books, a laptop, and a table lamp.

Ben : Do you have a photo?

Arya : Yes, I do. Look! That is a photo.

Ben : That's nice.

Arya : Thanks, Ben. By the way, let's play the video game!



Example of the dialogue

(Ben is at Arya's new bedroom)

Arya : Welcome to my bedroom, Ben.

Ben : Wow.. you have a comfortable bedroom.

What do you have in this bedroom?

Arya : Thanks, Ben. I will show you some objects in my bedroom.

I have a desk. There are books, a laptop, and a table lamp.

Ben : Do you have a photo?

Arya : Yes, I do. Look! That is a photo.

Ben : That's nice.

Thanks, Ben. By the way, let's play the video game!

OPENING

CONTENT

CLOSING

Arrange the jumbled sentences into a good dialogue!

Nadia

- ✓ By the way, let's do our homework now, Clara!
- ✓ Yes, I do. I have a black table lamp.
How about you? Do you have a table lamp too?
- ✓ Hi, Clara! Welcome to my house.
Let's do the homework at my bedroom.
- ✓ Sure, look at here! I have a large desk.
- ✓ On my desk, I have five books, some pencils and a computer.

Clara

- How about table lamp? Do you have it?
- OK. Let's do it.
- Wow beautiful! No, I don't have a table lamp.
- Wow. What do you have on your desk?
- Ok Nadia. But, do you have a desk to do our homework?



Nadia: _____

Clara: _____

Nadia: _____

Clara: _____

Nadia: _____

Clara: _____

Nadia: _____

Clara: _____

Nadia: _____

Clara: _____

Nadia: Hi, Clara! Welcome to my house. Let's do the homework at my bedroom.

Clara: Ok Nadia. But, do you have a desk to do our homework?

Nadia: Sure, look at here! I have a large desk.

Clara: Wow. What do you have on your desk?

Nadia: On my desk, I have five books, some pencils and a computer.

Clara: How about table lamp? Do you have it?

Nadia: Yes, I do. I have a black table lamp. How about you? Do you have a table lamp too?

Clara: Wow beautiful! No, I don't have a table lamp.

Nadia: By the way, let's do our homework now, Clara!

Clara: OK. Let's do it.

Let's Practice the dialogue !

Nadia: Hi, Clara! Welcome to my house.
Let's do the homework at my bedroom.

Clara: Ok Nadia. But, do you have a desk to do our homework?

Nadia: Sure, look at here! I have a large desk.

Clara: Wow.. What do you have on your desk?

Nadia: On my desk, I have five books, some pencils and a computer.

Clara: How about table lamp? Do you have it?

Nadia: Yes, I do. I have a black table lamp.
How about you? Do you have a table lamp too ?

Clara: Wow beautiful! No, I don't have a table lamp.

Nadia: By the way, let's do our homework now, Clara!

Clara: Ok. Let's do it.

OPENING

CONTENT

CLOSING

Choose one of the pictures below!



Make a short dialogue related to the picture chosen!
Then, practice it with your partner!