

## Rencana Pelaksanaan Pembelajaran (RPP)

**Sekolah** : SMP Sinarmas World Academy  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/ Semester** : 8 / I  
**Topik** : Asking and Giving Opinion  
**Aspek** : Speaking and Writing  
**Alokasi Waktu** : 2 X 40 menit (Daring)

### A. Kompetensi Inti, Kompetensi Dasar, dan Indikator

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar 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.

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
KD 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks	1. Menyebutkan fungsi sosial, struktur teks, unsur kebahasaan teks <i>asking and response for opinion</i> (C1) 2. Menjelaskan fungsi sosial, struktur teks, unsur kebahasaan teks <i>asking and response for opinion</i> (C2) 3. Mengaplikasikan fungsi sosial,

penggunaannya	struktur teks, unsur kebahasaan teks <i>asking and response for opinion</i> (C3)
KD 4. 1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ol style="list-style-type: none"> <li>1. Melengkapi teks <i>asking and response for opinion</i> dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks (P3)</li> <li>2. Menulis daftar pendapat berdasarkan gambar beserta responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks (P4)</li> <li>3. Menyusun dialog berdasarkan daftar yang telah dibuat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks (P4)</li> </ol>

## B. Tujuan Pembelajaran

Dengan Problem-Based Learning, Peserta didik diharapkan dapat **menyebutkan, menjelaskan, menentukan, dan menelaah** fungsi sosial, struktur teks, unsur kebahasaan teks *asking and response for opinion* serta **melengkapi, menulis, dan menyusun** teks *asking and response for opinion* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks berbasis HOTS (*High Order Thinking*) dan TPACK (*Technological Pedagogical Content Knowledge*) dengan literasi membaca dan menulis secara **religious, disiplin, penuh rasa ingin tahu, mandiri, dan kreatif**.

## C. Materi Pembelajaran

Materi pembelajaran yang digunakan dalam proses belajar mengajar adalah sebagai berikut;

1. What is "Asking and Giving Opinion"?
2. Social function of giving opinion

3. Generic structure of giving opinion
4. Language Features: simple present tense by using verbal sentence, adverbs

<b>Asking for Opinion</b>	<b>Giving Opinion</b>
What do you think of ...?	I'm convinced that ....
What are your views?	I think ....
What is your opinion about...?	In my opinion, ....
Is it right what I've done?	I consider that ....
What about ...?	I reckon ....
How about ...?	I feel ...
Do you have an idea ...?	I personally feel ...
Do you agree with ...?	I'm sorry, I don't agree to your opinion but I think ...
What's your reaction to that?	My reaction is that we should ...

## FUNCTIONAL LANGUAGE

### giving opinions

As far as I'm concerned ...  
 In my opinion ... In my view ...  
 From my point of view ...  
 The way I see it is (that) ...  
 To my mind ...  
 Well, I reckon (that) ...  
 I (strongly) believe (that) ...  
 I (honestly) think (that) ...  
 I (really) feel (that) ...  
 Personally speaking, I believe ...  
 As for me, I reckon ...

### asking opinions

What do you think/reckon?  
 Do you see what I'm getting at?  
 Do you know/see what I mean?  
 Do you agree with me?  
 Would you go along with that?  
 Would you agree with me that ...?  
 What are your thoughts on that?  
 Don't you think (that) ... ?

### agreeing

I (totally) agree with you/that.  
 I couldn't agree more.  
 I'd go along with that.  
 I feel the same.  
 You're absolutely right.  
 Absolutely/Definitely/Exactly.  
 No doubt about it.  
 That's a good point / I see your point.  
 I see where you're coming from.

### disagreeing

I'm afraid I disagree.  
 I don't agree with you/that.  
 I'd be inclined to disagree.  
 That's not the way I see it.  
 I don't think so / I don't feel the same

### partly agreeing

I see your point but ...  
 I kind of agree with you/that.  
 I agree with you to an extent, however, ...  
 You make a good point, but ...

Materi pembelajaran selengkapnya dapat dilihat pada link di bawah ini:

[Asking and Giving Opinion by Using Problem-Based Learning](#)

#### D. Pendekatan dan Model Pembelajaran

##### Learning Approach:

Siswa akan belajar dengan menggunakan pendekatan Problem-Based Learning.

##### Learning Method:

Pembelajaran akan menggunakan tahapan:

1. Orientasi terhadap masalah

2. Organisasi belajar
3. Penyelidikan individual maupun kelompok
4. Pengembangan dan penyajian hasil masalah
5. Analisis dan evaluasi proses penyelesaian masalah

**TPACK:**

1. Google Meet, Google Slide, Google Doc, audio-visual learning materials (Technology)
2. Discussion, presentation (Pedagogy)
3. Asking and Giving Permission, Simple Present Tense, Adverbs (Content)

**HOTS:**

1. Siswa akan menulis dialog mereka sendiri
2. Siswa akan melakukan internet research untuk mencari fakta tentang covid-19
3. Siswa akan memberikan argumentasi terhadap pendapat mereka

**E. Langkah Pembelajaran**

<p>Pendahuluan (5 menit)</p>	<ul style="list-style-type: none"> <li>- Salah satu siswa memimpin doa dan mengambil absensi</li> <li>- Siswa memimpin peregangan tubuh</li> <li>- Guru membangun apersepsi dengan menanyakan kebiasaan mereka yang berubah selama pandemi</li> <li>- Guru menjelaskan tujuan dan kegiatan pembelajaran</li> </ul>
<p>Kegiatan Inti (65 minutes)</p>	<p><b>Orientasi terhadap masalah</b></p> <ul style="list-style-type: none"> <li>- Siswa menonton video tentang “covid-19 varian India” dan guru meminta siswa menyusun kalimat tentang pertanyaan yang muncul di benak mereka atau opini apa yang bisa menjadi inspirasi dari video tersebut. Contoh:             <ul style="list-style-type: none"> <li>- "While watching the video, think of some questions and opinions related to the video”.</li> </ul> </li> <li>- Siswa mendiskusikan video dengan mengemukakan pertanyaan dan ide mereka dengan menggunakan pola</li> </ul>

“think-pair-share” (Masing-masing siswa berpikir sejenak tentang pertanyaan mereka - siswa berpasangan untuk saling bertanya dan memberikan pendapat [menggunakan WA call/ video call] - siswa menyampaikan hasil diskusi ke seluruh kelas

### **Organisasi belajar**

- Siswa membentuk kelompok yang terdiri dari 2 orang
- Siswa mempraktekkan penggunaan “sentence starter” tentang asking and giving opinion

Example:

*What do you think about ....*

*What is your opinion about ....*

*I think ....*

*According to me ....*

- Siswa dan guru membahas penggunaan simple present tense dan adverbs dalam meminta dan memberikan pendapat.

### **Penyelidikan individual maupun kelompok**

- Siswa bekerja sama untuk mencari informasi dan fakta tentang Covid-19
- Siswa menulis fakta dan pendapat dengan menggunakan aplikasi “padlet”

### **Pengembangan dan penyajian hasil masalah**

- Siswa membuat naskah dialog dialog berisi “asking and giving opinion” berkaitan dengan Covid-19.
- Siswa mempraktekkan dialog yang mereka buat di depan teman-teman sekelas.

### **Analisis dan evaluasi proses penyelesaian masalah**

	<ul style="list-style-type: none"><li>- Siswa dan guru mendiskusikan pesan dan pelajaran yang bisa diambil dari hasil diskusi</li><li>- Siswa mengerjakan lembar kerja untuk memberikan pendapat berdasarkan stimulus yang diberikan</li></ul>
Penutup (10 minutes)	<ul style="list-style-type: none"><li>- Siswa melakukan refleksi pembelajaran dengan menyampaikan hal-hal positif dan hal-hal yang harus mereka perbaiki ketika belajar atau bekerja dalam kelompok.</li><li>- Siswa menulis refleksi pada aplikasi padlet</li></ul>

## F. Penilaian

### LKPD 1

**Write responses to the pictures below by giving opinions in the space provided. Each response should consist of 3 sentences minimum.**



1. \_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_





3. \_\_\_\_\_  
\_\_\_\_\_



4. \_\_\_\_\_  
\_\_\_\_\_

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ul>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ul>

7-8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</li> </ol>
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## LKPD 2

**Penilaian Keterampilan ( Digunakan dalam presentasi pada tahapan problem-based learning)**

### Worksheet 1

**Write a dialogue to express asking and giving opinions related to the chosen problem!**

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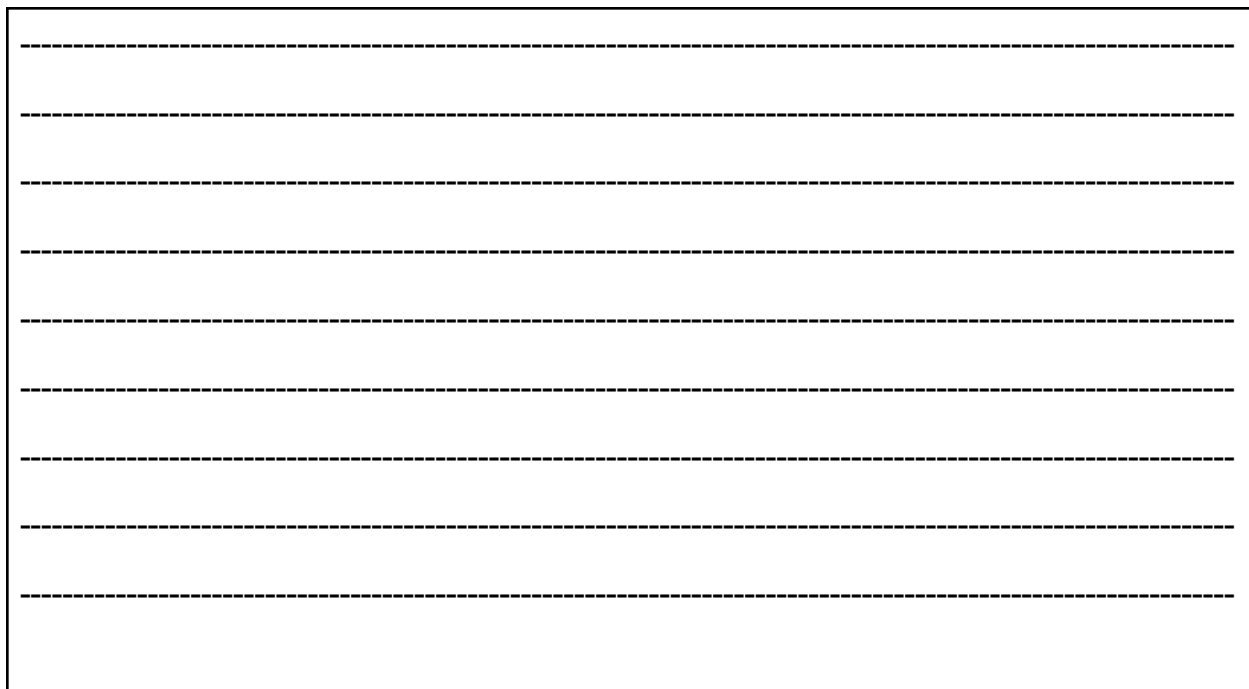
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**Rubrik Pembuatan Dialog**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention</li> <li>ii. organizes opinions and ideas with a <b>minimal degree of coherence and logic</b></li> <li>iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may <b>not always be suitable</b> to the context and intention.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes <b>adequate</b> use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas with <b>some degree of coherence and logic</b></li> <li>iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes <b>competent</b> use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other</li> <li>iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b></li> <li>ii. <b>effectively</b> organizes opinions and ideas in a <b>sustained, coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way</li> <li>iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.</li> </ul>

**LKPD 3****Penilaian Sikap**

Penilaian sikap di bawah ini untuk mengobservasi sikap religius, disiplin, rasa ingin tahu, mandiri, dan kreatif dari siswa.

<b>No.</b>	<b>Hari / tanggal</b>	<b>Nama Peserta Didik</b>	<b>Catatan Perilaku</b>	<b>Butir sikap religius, disiplin, rasa ingin tahu, mandiri, dan kreatif dari siswa.</b>	<b>Tindak Lanjut</b>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

## G. Media dan Sumber Pembelajaran

Bahan ajar yang digunakan dalam proses belajar mengajar adalah sebagai berikut;

1. Presentasi Google Slide terkait laporan informasi dan pendekatan Inquiry-Based Learning
2. Video tentang covid-19
  - Asking and Giving Permission by Using Project-Based Learning
3. Lembar kerja dan rubrik yang terkait dengan “Asking and giving opinions”
4. Google Doc
5. Google Meet
6. Whats Up Call
7. Padlet

## H. Lampiran

- Halaman Presentasi

# Asking and Giving Opinion by Using Problem-Based Learning

**Ahmad Putera**

- Problem Orientation
- Learning Organization
- Individual or Group Research
  - Data Processing
  - Presentation
  - Evaluation

Think of some questions and opinions while watching the video!



- Stimulation
- Problem Statement
- Data Collection
- Data Processing
- Verification
- Generalization



## Think - Pair - Share



### Example of a dialogue for asking and giving opinion

Trevor: Have you heard about our school's plan to ban smartphones in the school?

Matt : Yeah

Trevor: What do you think about it?

Matt : Well, I think that's fair enough.

Trevor: why do you think so?

Matt : you see... Smartphones have caused so much trouble in our class. Remember yesterday's history class? Our teacher got very angry because was interrupt by smartphone ringing many times. This may happen again and again.

Trevor: Eh... Yea...

Matt : Another thing is... Smartphones have caused a kind of stupid competition.

Trevor: what do you mean?

Matt : you know, Everyone seems to compete to have the latest model.

Trevor: Yes, I feel that too.

Matt : So it's a good idea if the school doesn't allow students to use their smartphone in the school.



### Example of a dialogue for asking and giving opinion

## Asking for and giving opinion

**Mrs. Susan** : What's your opinion on studying abroad?

**Tom** : In my opinion, it is a great opportunity!

**Mrs. Susan** : Very good. What's your view on this Lisa?

**Lisa** : Well, I think it's not a good idea especially for girls.

**Mrs. Susan** : Good. Any body has another opinion?

**Dony** : Yes, I have. I strongly believe that going abroad is a great idea!

**Mrs. Susan** : Good. All your answers are correct.

**Students** : Thank you.



### How often

- ✓ Never
- ✓ Sometimes
- ✓ Often
- ✓ Usually
- ✓ Generally
- ✓ Occasionally
- ✓ Seldom
- ✓ Rarely
- ✓ Normally
- ✓ Frequently
- ✓ Hardly ever
- ✓ Always

### When

- ✓ Last year
- ✓ Last month
- ✓ Today
- ✓ Tomorrow
- ✓ Last week
- ✓ Later
- ✓ Soon
- ✓ Now
- ✓ Yesterday
- ✓ Tonight
- ✓ Already
- ✓ Then

### Where

- ✓ Towards
- ✓ There
- ✓ Inside
- ✓ Here
- ✓ Back
- ✓ Far
- ✓ Above
- ✓ Abroad
- ✓ Behind
- ✓ Away
- ✓ Outside
- ✓ Downstairs
- ✓ Nearby
- ✓ Indoor
- ✓ In
- ✓ Out
- ✓ Elsewhere
- ✓ Anywhere

### How

- ✓ Secretly
- ✓ Fast
- ✓ Well
- ✓ Quickly
- ✓ Easily
- ✓ Slowly
- ✓ Lowly
- ✓ Accidentally
- ✓ Weetly
- ✓ Emotely
- ✓ Badly
- ✓ Carefully
- ✓ Closely
- ✓ Quietly
- ✓ Specifically
- ✓ Cheerfully
- ✓ Strongly
- ✓ Beautifully
- ✓ Worriedly
- ✓ Wishfully
- ✓ Grimly
- ✓ Eagerly

### How much

- ✓ Fully
- ✓ Almost
- ✓ Rather
- ✓ Extremely
- ✓ Entirely
- ✓ Too
- ✓ Fairly
- ✓ Enormously
- ✓ Very
- ✓ Just
- ✓ Barely
- ✓ Enough
- ✓ Deeply
- ✓ Completely
- ✓ Very
- ✓ Quite
- ✓ A good deal
- ✓ A lot
- ✓ A few
- ✓ Lots
- ✓ Little
- ✓ Much
- ✓ Nothing
- ✓ Some
- ✓ Many

## Habits

I always drink coffee at work.  
He goes to bed at 11 p.m.  
They often eat lunch at school.

## Future plans/schedules

The train arrives at 3 p.m.  
We fly to Paris on Monday.  
Classes begin next week.

## General facts/truths

The sun rises in the east.  
Earth is not flat.  
Water boils at 100 degrees C.

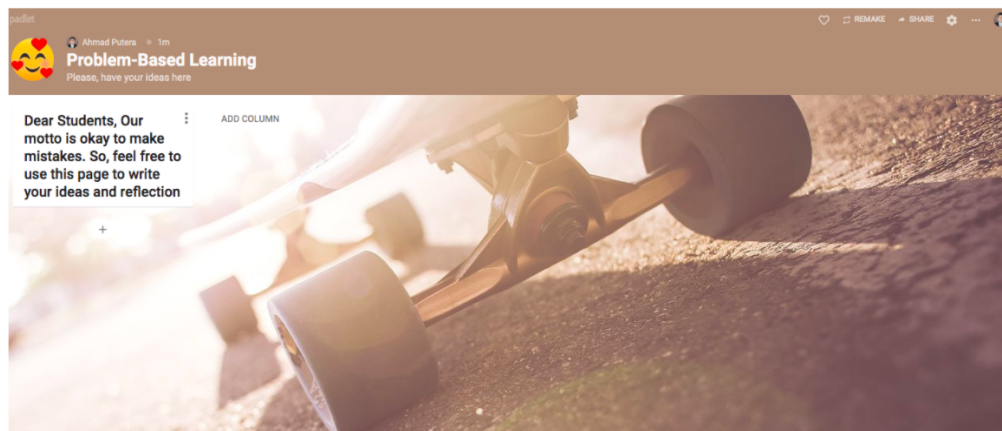
## Present facts/truths

I live in Washington, D.C.  
She is eighty years old.  
He works at Microsoft.

Achievement level	Level descriptor
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1-2	The student: <ol style="list-style-type: none"> <li>i. makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention</li> <li>ii. organizes opinions and ideas with a <b>minimal degree of coherence and logic</b></li> <li>iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may <b>not always be suitable</b> to the context and intention.</li> </ol>
3-4	The student: <ol style="list-style-type: none"> <li>i. makes <b>adequate</b> use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas with <b>some degree of coherence and logic</b></li> <li>iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ol>
5-6	The student: <ol style="list-style-type: none"> <li>i. makes <b>competent</b> use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other</li> <li>iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ol>
7-8	The student: <ol style="list-style-type: none"> <li>i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b></li> <li>ii. <b>effectively</b> organizes opinions and ideas in a <b>sustained, coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way</li> <li>iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.</li> </ol>



## Padlet Links



<https://padlet.com/ahmadputera9/dj13gahmq62g5qt5>