RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAS Islam Khairul Imam
Kelas / Semester   : XII / 1
Tema   : *News Item Text*
Sub Tema   : *"Jakarta refutes ministry findings on school clusters".*
Pembelajaran ke   1
Alokasi Waktu   : 2 x 45 Menit

A. Tujuan Pembelajaran
  ▪ Dengan model *Problem Based Learning*, siswa mampu menyusun teks *news items* lisan dan tulisan, dalam bentuk berita sederhana dengan percaya diri.

B.   Kegiatan Pembelajaran

Kegiatan Awal

Apersepsi:
  1) Guru mengucapkan salam dan berdoa.
  2) Guru mengechek kehadiran siswa.
  3) Guru memotivasi siswa.
  4) Guru menyampaikan tujuan pembelajaran.

Kegiatan Inti

Fase1: Mengorientasi siswa pada masalah (*Problem orientation*) / *Pre-reading Activity*
  1) Siswa mengamati sebuah situasi yang disajikan.
  2) Siswa menganalisis permasalahan yang terdapat dalam situasi yang diberikan.
  3) Siswa memperhatikan beberapa informasi yang disampaikan guru.
  4) Siswa mengajukan beberapa pertanyaan kepada guru.

Fase 2: Mengorganisasi siswa untuk memecahkan masalah (*Colaborative problem solving*) /While-reading Activity
  1) Siswa membentuk kelompok kecil (maksimal 4 orang).
  2) Siswa membaca sebuah teks *news item* dengan seksama
  3) Siswa mengidentifikasi masalah dengan *5W+1H (identify the problems)*.
  4) Siswa mendefinisikan unsur kebahasaan yang terdapat dalam teks *news item.*

Fase 3: Mendorong investigasi secara individu dan berkelompok (*Investigation*)
  1) Siswa mendapatkan *reading task* tentang " *Jakarta refutes ministry findings on school clusters ...."*
  2) Siswa mengumpulkan informasi terkait teks tentang "*Jakarta refutes ministry findings on school cluster....*"

3) Siswa membuat catatan-catatan penting dalam menyelesaikan masalah terkait teks *news item.*

Fase 4: Mengembangkan dan menyajikan artefak dan hasil karya (*Creating*) / *Post-reading Activity*

1) Siswa menyusun teks *news item* berdasarkan kejadian nyata dan terkini secara berkelompok.
2) Siswa menyajikan dan mengargumentasikan hasil kelompok masing-masing.

Kegiatan Akhir

Fase 5: Melakukan refleksi dan evaluasi

1. Siswa menyimpulkan pengertian teks *news item.*
2. Siswa menyimpulkan unsur-unsur kebahasaan yang terdapat pada teks *news item.*
3. Siswa menerima tugas lanjutan untuk diselesaikan dirumah masing- masing secara individu.

C. Penilaian.
   1. Pengetahuan: Tes (terlampir)
   2. Keterampilan: Unjuk Kerja (terlampir)

LEMBAR KERJA PESERTA DIDIK (LKPD)

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D. Tujuan Pembelajaran
  ▪ Dengan model *Problem Based Learning*, siswa mampu menyusun teks *news items* lisan dan tulisan, dalam bentuk berita sederhana dengan percaya diri.

Task 1.
Do it with your group, read the text carefully then answer the following question correctly.

Jakarta refutes ministry findings on school clusters
Jakarta Friday, September 24, 2021

The Jakarta Education Agency refuted on Friday the findings of a survey by the Education, Culture, Research and Technology Ministry, which flagged 25 COVID-19 infection clusters during the city's in-class learning trials. As virus cases across Indonesia appear to be slowing, the government has instructed regional administrations to start providing the option of at-school learning amid concerns about learning loss and a general yearning to return to normalcy. Trial runs have started all across the country, yielding promising results early on – until the ministry dropped bombshell that surprised the capital's administrators.

Main events:
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Background event:
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Source:
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Rubrik penilaian aspek pengetahuan

Problem solving /score	3	2	1
Statement	Complete and clear. Reasoning is sound and includes appropriate evidence.	Partially. some of the explanation is not clear or is only partial	No. Explanation is not clear or is missing.

(adopted from Brookhart, 2010)

Sumber pustaka:
Brookhart, S., M., (2010). *How to assess higher-order thinking skills in your classroom.* Alexandria, Virginia US

A. Penilaian keterampilan (Writing)

Task 2.

Please write a recent news about Covid 19, entertainment, or natural events in your city/town.

Rubrik writing.

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$Score = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$