

RENCANA PELAKSANAAN PEMBELAJARAN

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Topik Pembelajaran : News Item
Mata Pelajaran : Bahasa Inggris
Kelas : XII
Model Pembelajaran : Discovery Learning
Tujuan Pembelajaran : a. Peserta didik dapat memahami kalimat dari teks news item dengan benar.
b. Peserta didik dapat menyusun paragraph acak dari teks news item dengan benar.
c. Peserta didik dapat menyimpulkan isi dari teks news item dengan penuh percaya diri.
d. Peserta didik dapat mempresentasikan teks news item dalam bentuk video dengan benar.

Kompetensi Dasar : 3.31. Menganalisis 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.

Indikator Pencapaian Kompetensi :

- a. Menentukan fungsi social, struktur teks, dan unsur kebahasaan dari teks news item.
- b. Menyimpulkan dan mempresentasikan teks news item.

Alokasi waktu : 10 menit

A. PENDAHULUAN (2 menit)

- Memberikan salam, melihat dan menanyakan kesiapan dan kenyamanan peserta didik untuk belajar
- Memeriksa kebersihan kelas dan sekitarnya
- Menanyakan kehadiran siswa (absensi)
- Mempersilakan ketua kelas untuk memimpin doa
- Memberitahukan tujuan pembelajaran dari materi yang akan dibahas.

B. KEGIATAN INTI (6 menit)

Menstimulasi

- Peserta didik diberikan pertanyaan pemantik :
Have you ever heard about fake news? Or hoax?
How do you deal with it? Or How do you overcome such news?
- Peserta didik diberikan contoh teks news item.
- Peserta didik membaca teks tersebut dan mencocokkan paragraph. (*literation*)
- Peserta didik membuat pertanyaan yang berkaitan dengan teks tersebut. (*critical thinking*)

Identifikasi masalah

- Peserta didik menjawab pertanyaan dari teks tersebut. (*critical thinking*)
- Guru mengarahkan siswa untuk menentukan social function, struktur teks dan unsur kebahasaan dari teks news item.

Pengumpulan data

- Peserta didik melengkapi kalimat rumpang dari worksheet yang diberikan.
- Guru membentuk kelompok diskusi yang terdiri dari 4 orang dalam satu kelompok.
- Peserta didik berdiskusi untuk menyusun paragraph acak dari teks yang diberikan dan setelah tersusun setiap kelompok mendiskusikan 3 pertanyaan yang diberikan. (*colaboration*)

Pembuktian dan generalisasi

- Peserta didik mempresentasikan hasil diskusi kelompoknya. (*communication*)

C. PENUTUP (2 menit)

- Kesimpulan dari peserta didik dan dibantu oleh guru tentang materi news item.
- Siswa melakukan refleksi tentang pelaksanaan pembelajaran:
From all you have learned today, what is the most interesting thing for you and why?
- Penugasan pembuatan video news reader/anchor sesuai dengan teks yang diberikan untuk dikumpulkan pada pertemuan selanjutnya. (*creative*)
- Mengucapkan salam penutup dan berdoa.

Sumber/media pembelajaran:

- www.britishcouncil.org/learnenglishteens
- English forward kelas XII penerbit Erlangga

Jakarta, 21 Desember 2021

Kepala Sekolah

Guru Mata Pelajaran

(.....)

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Reading skills practice: The rise of fake news – text



In December 2016 Edgar M. Welch drove six hours from his home to Washington DC, where he opened fire in a pizzeria with an assault rifle. He had previously read an online news story about the restaurant being the headquarters of a group of child abusers run by Hillary Clinton. He decided to investigate for himself; fortunately, no one was hurt.

The story about Hillary Clinton is one of the most famous examples of the growing phenomenon dubbed 'fake news'. The conspiracy theory about the pizzeria began to appear on websites and social networks in late October, before the US election. This was quickly denounced by publications such as *The New York Times* and *The Washington Post*. However, many people thought that these papers were themselves lying for political ends and instead of disappearing, the fake story snowballed. Tweets from 'Representative Steven Smith of the 15th District of Georgia' claimed that the mainstream media were telling falsehoods. Even though both this name and district were invented, the message was re-tweeted many times. A YouTube refutation of the *New York Times* article got 250,000 hits.

Fake news stories can be hard to control for several reasons. Many people mistrust established news sources and others just don't read them, so the debunking of a fake story by a serious newspaper or TV channel has limited effect. In addition, the internet is very hard to police. When users are caught misusing one media platform, they simply go to another one or start up a website themselves.

There are also various reasons why people create fake news. Some have political motives, to belittle or incriminate their opponents. Other websites, like *The Onion*, deliberately publish fake news as satire – humorous comment on society and current affairs. Another group is in it for the profit: many people clicking on entertaining fake news stories can bring in a lot of advertising revenue. One man running fake news sites from Los Angeles said he was making up to US\$ 30,000 a month in this way. There are also those, like the small-town teenagers in Macedonia who wrote fake news stories about Donald Trump, who seem to be motivated partly by money and partly by boredom.

So, what can we do to stop fake news spreading? First, make sure that the websites you read are legitimate, for example by looking carefully at the domain name and the About Us section. Check the sources of any quotes or figures given in the story. Remember that amazing stories about famous people will be covered by the mainstream media if they are true. Only share stories you know are true and let your friends know, tactfully, when they unknowingly share fake news. Together we can turn around the post-truth world!

1. Check your understanding: matching

Match the headings with the correct paragraph and write a–f next to the numbers 1–6.

- | | | | |
|--------|-------------|----|--------------------------------------|
| 1..... | Paragraph 1 | a. | Why fake news is hard to stop |
| 2..... | Paragraph 2 | b. | How we can try and control fake news |
| 3..... | Paragraph 3 | c. | Motives for creating fake news |
| 4..... | Paragraph 4 | d. | The financial rewards of fake news |
| 5..... | Paragraph 5 | e. | An example of a fake news story |
| 6..... | Not used | f. | How a fake news story can grow |

2. Check your understanding: multiple choice

Circle the best answer to these questions.

- Why did Elgar Welch go to the pizzeria?
 - He was trying to commit robbery.
 - He hated all supporters of Hillary Clinton.
 - He was working as a private investigator and investigating a crime.
 - He had become concerned after reading an untrue news story.
- Why did many people not believe *The Washington Post* and *The New York Times* when they denounced the pizzeria story?
 - They checked the facts and found that the articles were incorrect.
 - They didn't trust anybody.
 - They thought the newspapers had a political agenda.
 - They thought the newspapers had not researched the story carefully enough.
- Who is Steven Smith?
 - a local politician from Georgia
 - a journalist on *The New York Times*
 - a member of the US House of Representatives
 - a fictitious person, created to attack the media
- Which reason for the difficulty of controlling fake news stories is not given in the article?
 - Many people don't read the mainstream media.
 - Online media platforms don't check stories before publishing them.
 - People are sceptical of the mainstream media.
 - Fake news stories can easily switch to other websites and platforms if caught.
- Which type of motivation for the creation of fake news is not given?

- a. It's a way of making money from people who pay to read the stories.
 - b. It's a way of commenting on current affairs.
 - c. It's a way of attacking your political opponents.
 - d. It's a form of entertainment.
6. How does the author feel about stopping fake news spreading?
- a. cautiously optimistic
 - b. doubtful
 - c. positive
 - d. pessimistic

Complete the sentences with a word or phrase from the box.

claimed	conspiracy theories	denounces	liar
truth	falsehood	false	fake

1. I know you're lying to me. Just tell me the _____!
2. Let's play a game. I tell you a fact and you have to tell me whether it's true or _____.
3. After John F Kennedy's assassination, there were lots of _____ about who killed him and why.
4. Many people prefer to wear _____ fur instead of clothes made from real animal fur.
5. The newspaper article is of great importance. It _____ human rights abuses all over the world.
6. She accused him of telling a _____.
7. I swear that's the truth! Are you saying I'm a _____?
8. The website _____ that the government has been lying to us, but it didn't present much real evidence.

Discussion

Where do you get your news from?
 Do you follow mainstream news media?
 Do you think fake news is a problem?

Lembar Penilaian Keterampilan
 Berbahasa Inggris

No	Nama siswa	Aspek penilaian				Total skor	Kompeten/ belum kompeten
		Content (4)	Fluency (4)	Performance (4)	Grammar (4)		
1							
2							
3							

Rubrik penilaian ketrampilan

A. Content : Isi/Pesan

- 1. Very good (4) = pesan tersampaikan sesuai permintaan
- 2. Good (3) = pesan tersampaikan dengan sedikit perubahan
- 3. Fair (2) = pesan kurang sesuai dengan permintaan
- 4. Poor (1) = pesan yang disampaikan berbeda dengan permintaan

B. Fluency : kelancaran

- 1. Very good (4) = pesan disampaikan lancar
- 2. Good (3) = pesan disampaikan dengan sedikit (1-5) hambatan
- 3. Fair (2) = pesan disampaikan dengan terbata-bata
- 4. Poor (1) = pesan dibacakan

C. Performance : Penampilan

- 1. Very good (4) = sikap dan postur tubuh yang sesuai, suara jelas dan lantang, dan dapat menarik perhatian penonton
- 2. Good (3) = sikap dan postur tubuh cukup baik, suara jelas, kurang menarik
- 3. Fair (2) = sikap dan postur kurang baik, suara kurang jelas
- 4. Poor (1) = sikap dan postur tubuh kurang baik, suara pelan dan tidak jelas

D. Grammar : Tata bahasa baik dan benar

- 1. Very good (4) = diucapkan dengan tata bahasa yang benar
- 2. Good (3) = sedikit kesalahan tata bahasa
- 3. Fair (2) = tata bahasa kurang tepat
- 4. Poor (1) = banyak kesalahan tata bahasa

Nilai Akhir keterampilan:

Content + Fluency + Performance + Grammar

= Nilai Akhir

Keterangan: 12 - 16 = Kompeten

5 - 11 = Belum kompeten

Lembar penilaian aspek sikap

No	Nama siswa	Jujur (1-4)	Percaya diri (1-4)	Kerjasama (1-4)	Tanggung jawab (1-4)	Santun/ peduli (1-4)	Nilai rata-rata

Rubrik Penskoran Sikap

Keterangan:

a. Rubrik penilaian Sikap Jujur:

- 1. Tidak menyontek dalam mengerjakan ujian/ulangan
- 2. Tidak menjadi plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas
- 3. Mengemukakan perasaan terhadap sesuatu apa adanya
- 4. Mengakui kesalahan atau kekurangan yang dimiliki

b. Rubrik penilaian Percaya Diri:

- 1. Mampu melakukan presentasi di depan umum
- 2. Berani bertanya
- 3. Mengemukakan pendapat
- 4. Menjawab pertanyaan

c. Rubrik penilaian Kerja Sama:

- 1. Terlibat aktif dalam bekerja kelompok
- 2. Kesiapan melakukan tugas sesuai kesepakatan

3. Bersedia membantu orang lain dalam satu kelompok yang mengalami kesulitan
4. Rela berkorban untuk teman lain

d. Rubrik penilaian Tanggung Jawab:

1. Melaksanakan tugas individu dengan baik
2. Menerima resiko dari tindakan yang dilakukan
3. Mengembalikan barang yang dipinjam
4. Meminta maaf atas kesalahan yang dilakukan

e. Rubrik penilaian Santun:

1. Baik budibahasanya (sopan ucapannya)
2. Menggunakan ungkapan yang tepat
3. Mengekspresikan wajah yang cerah
4. Berperilaku sopan

Kategori nilai sikap:

- Sangat baik apabila memperoleh nilai rata-rata akhir 4
- Baik apabila memperoleh nilai rata-rata akhir 3
- Cukup apabila memperoleh nilai rata-rata akhir 2
- Kurang apabila memperoleh nilai rata-rata akhir 1