

LESSON PLAN (RPP)

Sekolah : SMA Darma Bangsa
Mata Pelajaran : English
Kelas/Semester : XII/I
Materi Pokok : News Item Text
Alokasi Waktu : 3 Weeks x 2 Hour of Lesson @45 Minutes

A. Core Competencies

- CC-1 and CC-2: Live and practice the teachings of religion. To live and practice honest, disciplined, polite, caring behavior (mutual cooperation, cooperation, tolerant, peaceful), responsible, responsive, and pro-active in interacting effectively in accordance with the development of students in the environment, families, schools, communities and the environment, nations, countries, regional regions, and international regions".
- CC 3: Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on its curiosity about science, technology, art, culture, and humanities with humanitarian, national, state, and civilization insights related to the causes of phenomena and events, and apply procedural knowledge to specific areas of study in accordance with their talents and interests to solve problems
- CC4: Processing, presenting, and studying in concrete realms and abstract realms related to the development of what it learns in schools independently, acting effectively and creatively, and being able to use methods according to scientific rules

B. Basic Competencies and Competency Achievement Indicators

Basic Competencies	Indicators
3.4 Distinguish news item text, text structure, and linguistic elements of some spoken and written news item text by giving and requesting information related to simple news from newspaper/radio/TV, according to the context of its use	3.4.1 Analyzing social functions, text structures, and linguistic elements of news item text related to actual issues, according to the context of their use (C4) 3.4.2 Comparing social functions, text structure, and linguistic elements of news item text related to actual issues, according to the context of their use (C6) 3.4.3 Concluding by making a resume orally regarding social functions, text structure, and linguistic elements of news item text related to actual issues, in accordance with the context of its use (C4)
4.4 Capture contextual meanings related to News Item Text, text structure, and language elements of oral and written news items, in the form of simple newspaper/radio/TV news	4.4.2.1 Arranging randomized news item text (C5) 4.4.2.2 Creating an news item text related to the actual issue, according to the context of its use (C6) 4.4.2.3 Presenting the news item text on actual issues, according to context and trying to be news caster (C6)

C. Learning Objectives

In the learning process, students are expected to be able to think critically, thoroughly and creatively in distinguishing social functions, text structures, and linguistic elements of several oral and written news item texts by providing and requesting information related to actual issues, according to the context of their use, in accordance with the context of their use, then work together, confidently and skillfully in compiling written news item texts, related to actual issues, by paying attention to social functions, text structure, and linguistic elements, correctly and in context and communicating them.

In summary, the objectives of learning activities using inquiry learning are as follows:

1. Analyzing social functions, text structures, and linguistic elements of news item text related to actual issues, according to the context of their use .
2. Comparing social functions, text structure, and linguistic elements of news item text related to actual issues, according to the context of their use .
3. Concluding by making a resume orally regarding social functions, text structure, and linguistic elements of analytical exposition text related to actual issues, in accordance with the context of its use.
4. Arranging randomized news item text .
5. Creating an news item text related to the actual issue, according to the context of its use .
6. Presenting news item text on actual issues, according to context and practicing to be news caster.

D. Learning Materials

- Text News Item

Provide up-to-date information

- Text structure

May include

- Title (Headlines)
- Newsworthy opening paragraph
- Background events in the form of a series of paragraphs detailing the contents of the opening paragraph.
- Excerpts

- Linguistic elements

- Past tense, Present Perfect Tense, Future Tense
- Passive Sentences
- Direct and Indirect Sentences
- Word (Article)
- Direct and indirect speech or quotes
- Fore word (Prepositions)
- Singular and plural Nominal Sentences
- Speech, word pressure, intonation, spelling, punctuation, and handwriting

- Topics

Interesting and worthy events, events, activities become news that can foster behavior that is included in CC.

E. Learning Methods

- 1) Approach: Scientific

F. Learning Model: Discovery learning, Problem Based Learning (PBL)

Method: Question answer, interview, discussion and role playing

G. Learning Media

1. Media

- Worksheet or worksheet (student)
- Assessment sheet
- News Paper
- Online News

2. Tools/Materials

- HP
- Laptops

H. Learning Resources

- Curriculum Supporting Book 2013 English Subjects Class XII, Ministry of Education, Revision 2016
- English Dictionary
- Experience students and teachers
- You Tube

I. Learning Step

1. First Meeting 1 (2 x 45 Minutes)	
Introductory Activities (15 Minutes)	
Teacher:	
Orientation	
<ul style="list-style-type: none">• Make an opening with the opening greeting, give thanks to Lord YME and pray to begin the learning• Checking the presence of students as a disciplined attitude• Prepare physical and psychic students in starting learning activities.	
Apperpeption	
<ul style="list-style-type: none">• Linking material / themes / learning activities to be carried out with the experiences of students with previous material / themes / activities• Recall prerequisite materials by asking.• Asking questions that are related to the lesson to be carried out.	
Motivation	
<ul style="list-style-type: none">• Provide an overview of the benefits of learning the lessons that will be learned in everyday life.• If the material on this theme / project is done well and really it is well mastered, then students are expected to be able to explain the material: Understanding News Item Text and the context of its use Delivering learning objectives at the meeting that took place	

- Asking questions
- Provide an overview of the benefits of learning the lessons that will be learned in everyday life.

Reference

- Tells the subject matter that will be discussed at the meeting at that time.
- Informs about core competencies, basic competencies, indicators, and KKM at the meeting that took place
- Division of study groups
- Explain the mechanism for implementing learning experiences in accordance with the learning steps.

Core Activity (60 Minutes)

Learning Model Syntax	Learning Activities
Stimulation (stimulation / giving stimulation)	<p><u>LITERATION ACTIVITIES</u></p> <p>Students are motivated or stimulated to focus on the topic of News Item Text material by:</p> <p>→ Viewing (without or with tools) Display relevant TEXT / PPT.</p> <p>→ Observe</p> <ul style="list-style-type: none"> • Understanding news item Text material worksheet and the context in which it is used. • Providing examples of material Understanding news item Text and the context of its use to be developed by students, from interactive media, etc. <p>→ Reading (done at home before learning activities take place). Read material from textbooks or other supporting books, from the internet / You Tube materials related to Understanding news item Texts and the context of their use.</p> <p>→ Hear Providing material on Understanding News Item Text and the context of its use by the teacher.</p> <p>→ Listen An introduction to the activity in an outline / global description of the subject matter regarding the material:</p> <p>→ Understanding News Item Text and the context of its use to train sincerity, thoroughness, seeking information.</p>
Problem statement (question/ identification problem)	<p><u>CRITICAL THINKING</u></p> <p>The teacher provides the opportunity for students to identify as many questions as possible related to the text presented and will be answered through learning activities, for example:</p> <p>→ Asks questions about the material: Understanding News Item Text and the context of its use what is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to formulate questions to form critical thoughts necessary for intelligent life and lifelong learning.</p>
Data collection	<p><u>LITERATION ACTIVITIES</u></p> <p>Learners collect relevant information to answer questions that have been identified through the activity:</p>

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	<p>→ Observing objects / events Observe carefully the material on the Understanding of News Item Text and its use context which is being studied in the form of videos / presentation slides that are presented and try to interpret it.</p> <p>→ Read sources other than textbooks Seek and read various references from various sources in order to increase knowledge and understanding of the material Understanding News Item Text and the context of its use that is being studied.</p> <p>→ Activities Compile a list of questions for things that cannot be understood from observing and reading activities that will be asked to the teacher related to the material Understanding News Item Text and the context of its use being studied.</p> <p>→ Interviews / questions and answers with resource persons Asking questions related to the material Understanding News Item Text and the context of its use that has been compiled in a list of questions to the teacher.</p> <p><u>COLLABORATION</u></p> <p>→ Discuss Students and teachers jointly discuss examples in textbooks regarding the material Understanding News Item Text and the context of its use.</p> <p>→ Gather information Record all information about the material for Understanding News Item Text and the context of its use that has been obtained in a notebook with neat writing and using good and correct Indonesian.</p> <p>→ Representing Learners communicate orally or present material Understanding News Item Text and the context of its use in accordance with their understanding.</p> <p>→ Exchange of information about the material: Understanding News Item Text and the context of its use With an active response by students from other groups in order to obtain new knowledge that can be used as material for later group discussions, using the scientific method contained in student handbooks or on worksheets provided carefully to develop a thorough, honest, polite attitude, respect the opinions of others, the ability to communicate, apply the ability to collect information in various ways that are learned, develop learning habits and lifelong learning.</p>
(processing Data)	<p><u>COLLABORATION and CRITICAL THINKING</u></p> <p>Students in their groups discuss processing the observed data by:</p> <p>→ Discuss data from the Material: Understanding News Item Text and the context of its use.</p> <p>Discuss data from the Material:</p> <p>→ Processing information from the Understanding News Item Text material and the context of its use, with the help of questions on the worksheet.</p> <p>→ Students work on several questions regarding the material Understanding News Item Text</p>
Verification	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Students in their groups discuss processing the observed data by:</p> <p>→</p> <p>Adding breadth and depth to the processing of information that seeks solutions from various sources that have different opinions to the contrary to develop honest, conscientious, disciplined, rule-abiding, hard work, ability to apply inductive and deductive thinking procedures and abilities in proving about the material:</p>

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	<p>News Item Text</p> <p>Provide up-to-date information among others: Students and teachers jointly discuss the answers to questions that have been done by students.</p>
Generalization	<p>COMMUNICATION</p> <p>The students then conclude:</p> <p>→ The teacher asks the group to present the results of their discussion in a polite and orderly manner (zoom application)</p> <p>- The teacher provides the opportunity for other groups to give opinions or rebuttals in a polite, orderly and manner to be responsible</p> <p>CREATIVITY</p> <p>→ Summarize the important points that have emerged in the learning activities that have just been carried out in the form of:</p> <p>A written observation report on the material:</p> <p>Understanding News Item Text and the context of its use</p> <p>→ Answering questions about the material Understanding News Item Texts and the context of their use contained in the student handbooks or worksheets that have been provided.</p> <p>→ Ask questions about things that have not been understood, or the teacher throws some questions to students regarding the Understanding News Item Text material and the context of its use that will be finished learning</p> <p>→ complete the competency test for the Understanding News Item Text material and the context of its use in the student handbook or on the worksheet that has been provided individually to check students' mastery of the subject matter.</p>
<p>Note: During the learning of the Understanding of News Item Text and the context of its use, the teacher observes students' attitudes in learning which include attitudes: nationalism, discipline, self-confidence, honest behavior, toughness in dealing with responsibility problems, curiosity, caring for the environment</p>	
<p>Closing Activities (15 Minutes)</p>	
<p>Students :</p> <ul style="list-style-type: none"> • Create a resume (CREATIVITY) with teacher guidance on important points that appear in learning activities about news item text material that has just been done and collected in the google class room. • Set up homework for recently completed News Item Text subject matter. • To list the materials or tasks of projects/products/portfolios/rallies that the bride and groom must attend at the next meeting outside of school hours or at home. <p>Teacher:</p> <ul style="list-style-type: none"> • Students who finish doing project/product/portfolio/show work tasks are properly parafed and given a sequence number, for task assessment in Google Class Room • Give awards for Text News Item subject matter to groups that have good performance and cooperation. 	

<p>2. Second Meeting-2 (2 x 45 Minutes)</p>	
<p>Introductory Activities (15 Minutes)</p>	
<p>Teacher:</p> <p>Orientation</p> <ul style="list-style-type: none"> • Make an opening with the opening greeting, give thanks to Lord YME and pray to begin the learning • Checking the presence of students as a disciplined attitude 	

- Prepare physical and psychic students in starting learning activities.

Apperception

- Linking material / themes / learning activities to be carried out with the experiences of students with previous material / themes / activities
- Recall prerequisite materials by asking.
- Asking questions that are related to the lesson to be carried out.

Motivation

- Provide an overview of the benefits of learning the lessons that will be learned in everyday life.
- If the material on this theme / project is done well and really it is well mastered, then students are expected to be able to explain the material:
Understanding News Item Text and the context of its use
Delivering learning objectives at the meeting that took place
- Asking questions
- Provide an overview of the benefits of learning the lessons that will be learned in everyday life.

Reference

- Tells the subject matter that will be discussed at the meeting at that time.
- Informs about core competencies, basic competencies, indicators, and KKM at the meeting that took place
- Division of study groups
- Explain the mechanism for implementing learning experiences in accordance with the learning steps.

Core Activity (60 Minutes)

Learning Model Syntax	Learning Activities
Stimulation	<p><u>LITERATION ACTIVITIES</u></p> <p>Students are motivated or stimulated to focus on the topic of direct indirect speech in News Item Text material by:</p> <p>→ Viewing (without or using tool) Display relevant picture/text/video from You Tube</p> <p>→ Observe</p> <ul style="list-style-type: none"> • Work sheet of direct indirect speech in news item text as news caster • Providing material examples of direct indirect speech from a sentence so that students can develop it, from interactive media, etc. <p>→ Reading</p> <p>Read material from textbooks or other supporting books, from the internet / material related to the direct indirect speech of a sentence in news item.</p> <p>→ Writing</p> <p>Write resume of direct indirect speech in news item.</p> <p>→ Hearing</p> <p>Giving material of direct indirect speech.</p> <p>→ Listening</p> <p>An introduction to the activity in an outline / global description of the subject matter regarding the material: The direct indirect speech of a sentence in news item. to train sincerity, thoroughness, seeking information.</p>
Problem statements	<p><u>CRITICAL THINKING</u></p> <p>→ The teacher provides the opportunity for students to identify as many questions as possible related to the text presented and will be answered through learning activities, for example: -Asks questions about the material: direct indirect speech of a sentence in news item. what is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to formulate questions to form critical thoughts necessary for intelligent life and lifelong learning.</p>

Data collection	<p><u>LITERATION ACTIVITIES</u></p> <p>Learners collect relevant information to answer questions that have been identified through the activity:</p> <ul style="list-style-type: none"> → Observing objects / events <p>Observe carefully the material on the Understanding of direct indirect speech in news item Text and its use context which is being studied in the form of pictures / videos / presentation slides that are presented and try to interpret it.</p> → Read sources other than textbooks <p>Seek and read various references from various sources in order to increase knowledge and understanding of the material Understanding direct indirect speech in news item Text and the context of its use that is being studied.</p> → Activities <p>Compile a list of questions for things that cannot be understood from observing and reading activities that will be asked to the teacher related to the material Understanding direct indirect speech in news item Text and the context of its use being studied.</p> → Interviews / questions and answers with resource persons <p>Asking questions related to the material Understanding direct indirect speech in news item Text and the context of its use that has been compiled in a list of questions to the teacher.</p> <p><u>COLLABORATION</u></p> <p>Students are formed into several groups to in google class room or Whats App group:</p> <ul style="list-style-type: none"> → Didcuss <p>Teacher and students discuss together about direct indirect speech in News Item</p> → Gather information <p>Record all information about the material for Understanding direct indirect speech in news item Text and the context of its use that has been obtained in a notebook with neat writing and using good and correct.</p> → Representing <p>Learners communicate orally or present material Understanding direct indirect in news item Text and the context of its use in accordance with their understanding</p> → Exchange of information about the material: <p>Direct indirect speech in news item text</p> <p>Understanding direct indirect speech in news item Text and the context of its use. With an active response by students from other groups in order to obtain new knowledge that can be used as material for later group discussions, using the scientific method contained in student handbooks or on worksheets provided carefully to develop a thorough, honest, polite attitude , respect the opinions of others, the ability to communicate, apply the ability to collect information in various ways that are learned, develop learning habits and lifelong learning.</p>
Data processing	<p><u>COLLABORATION and CRITICAL THINKING</u></p> <p>Students in their groups discuss processing the observed data by:</p> <ul style="list-style-type: none"> → Discuss data from the Material: <p><i>Direct indirect speech in news item text</i></p> → Processing information from the Understanding direct indirect in news item Text material and the context of its use, with the help of questions on the worksheet. → Students work on several questions regarding the material Understanding direct indirect speech in news item
Verification	<p><u>CRITICAL THINKING</u></p> <p>Students discuss the results of their observations and verify the results of their observations with data or theories in the source book through activities:</p>

	<p>→ Adding breadth and depth to information processing that is looking for solutions from various sources that have different opinions to those that are conflicting to develop honesty, thoroughness, discipline, obedience to rules, hard work, the ability to apply procedures and the ability to think inductively and deductively in prove about the material:</p> <p>-Understanding direct indirect speech Text and the context of its use among others, by: Students and teachers jointly discuss the answers to questions that have been worked on by students.</p>
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Generalization	<p><u>COMMUNICATION</u></p> <p>→ The teacher asks the group to present the results of their discussion in a polite and orderly manner</p> <p>- The teacher provides the opportunity for other groups to give opinions or rebuttals in a polite, orderly and manner to be responsible.</p> <p><u>CREATIVITY</u></p> <p>→ Summarize the important points that have emerged in the learning activities that have just been carried out in the form of:</p> <p>A written observation report on the material:</p> <p>Understanding direct indirect speech in news item Text and the context of its use</p> <p>Answering questions about the material Understanding direct indirect speech in news item and the context of their use contained in the student handbooks or worksheets that have been provided.</p> <p>→ Ask questions about things that have not been understood, or the teacher throws some questions to students regarding the Understanding direct indirect speech in news item Text material and the context of its use that will be finished learning</p> <p>→ Complete the competency test for the Understanding direct indirect speech in news item Text material and the context of its use in the student handbook or on the worksheet that has been provided individually to check students' mastery of the subject matter.</p>
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Note: During the learning of the Understanding of direct indirect speech in news item Text and the context of its use, the teacher observes students' attitudes in learning which include attitudes: nationalism, discipline, self-confidence, honest behavior, toughness in dealing with responsibility problems, curiosity, caring for the environment

Closing Activities (15 Minutes)

<p>Students :</p> <ul style="list-style-type: none"> ● Making resume (CREATIVITY) with the teacher guidance about the important points that appear in learning activities about the material direct indirect speech in news item text that was just done. ● Schedule homework for the subject matter direct indirect speech that has just been completed. ● Schedule material or project / product / portfolio / performance assignments that must be studied at the next meeting outside of school hours or at home by google classroom. <p>Teacher :</p> <ul style="list-style-type: none"> ● Checking student work sent in google class room/zoom chat ● Give awards for subject matter of the direct indirect speech to groups that have good performance and cooperation. ● Give appreciation for the students and close the meeting by zoom class.

3. Third Meeting (2 x 45 Minutes)

Introductory Activities (15 Minutes) by Zoom Class

Teacher:	
Orientation	
<ul style="list-style-type: none"> • Make an opening with the opening greeting, give thanks to Lord YME and pray to begin the learning • Checking the presence of students as a disciplined attitude • Prepare physical and psychic students in starting learning activities. 	
Apperpeption	
<ul style="list-style-type: none"> • Linking material / themes / learning activities to be carried out with the experiences of students with previous material / themes / activities • Recall prerequisite materials by asking. • Asking questions that are related to the lesson to be carried out. 	
Motivation	
<ul style="list-style-type: none"> • Provide an overview of the benefits of learning the lessons that will be learned in everyday life. • If the material on this theme / project is done well and really it is well mastered, then students are expected to be able to explain the material: Understanding News Item Text and the context of its use Delivering learning objectives at the meeting that took place • Asking questions • Provide an overview of the benefits of learning the lessons that will be learned in everyday life. Especially, this is for practicing to be news caster. 	
Reference	
<ul style="list-style-type: none"> • Tells the subject matter that will be discussed at the meeting at that time. • Informs about core competencies, basic competencies, indicators, and KKM at the meeting that took place • Work individually • Explain the mechanism for implementing learning experiences in accordance with the learning steps. And how to be news caster in practicing in zoom class. 	

Core Activities (60 Minutes)

Learning Model Syntax	Learning Activities
Stimulation	<p><u>LITERATION ACTIVITIES</u></p> <p>Students are motivated or stimulated to focus on the topic of news caster material by:</p> <p>→ Viewing (without or with tools) Display of video in You Tube</p> <p>→ Observe</p> <ul style="list-style-type: none"> • Providing example of video from You Tube about news caster and news item text <p>→ Reading Read material from text books or other supporting books, from the internet / news paper materials related to Understanding news item Texts and the context of their use.</p> <p>→ Writing Write the resume about news item text</p> <p>→ Hear Teacher gives example of video how to be news caster.</p> <p>→ Listen An introduction to the activity in an outline / global description of the subject matter regarding the material: <i>News caster</i></p>
Problem statement	<p><u>CRITICAL THINKING</u></p> <p>→ Asks questions about the material: Understanding about news caster the context of its use what is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions) to</p>

	<p>develop creativity, curiosity, the ability to formulate questions to form critical thoughts necessary for intelligent life and lifelong learning.</p>
<p>Data collection</p>	<p><u>LITERATION ACTIVITIES</u></p> <p>Learners collect relevant information to answer questions that have been identified through the activity:</p> <ul style="list-style-type: none"> → Observing objects / events <p>Observe carefully the material on the Understanding of how to be news caster and its use context which is being studied in the form of pictures / videos / presentation slides that are presented and try to interpret it.</p> → Read sources other than textbooks <p>Seek and read various references from various sources in order to increase knowledge and understanding of the material Understanding how to be news caster and the context of its use that is being studied.</p> → Activities <p>Compile a list of questions for things that cannot be understood from observing and reading activities that will be asked to the teacher related to the material Understanding how to be news caster and the context of its use being studied.</p> → Interviews / questions and answers with resource persons <p>Asking questions related to the material Understanding how to be news caster and the context of its use that has been compiled in a list of questions to the teacher.</p> <p><u>COLLABORATION</u></p> <ul style="list-style-type: none"> → Discuss <p>Teacher and students discuss together how to be news caster.</p> → Gather Information <p>Record all information about the material for how to be news caster.</p> → Represent <p>Learners communicate orally or present material Understanding how to be news caster and the context of its use in accordance with their understanding.</p> → Exchange of information about the material: <p><i>How to be news caster</i></p>
<p>Data processing</p>	<p><u>COLLABORATION and CRITICAL THINKING</u></p> <p>Students with others discuss processing the observed data by:</p> <ul style="list-style-type: none"> → Discuss <p><i>How to be news caster</i></p> → Processing information from the Understanding about news caster. → Students prepare the evaluation for their friends' performance.
<p>Verification</p>	<p><u>CRITICAL THINKING</u></p> <p>Students discuss the results of their observations and verify the results of their observations with data or theories in the source book through activities:</p> <ul style="list-style-type: none"> → Adding breadth and depth to information processing that is looking for solutions from various sources that have different opinions to those that are conflicting to develop honesty, thoroughness, discipline, obedience to rules, hard work, the ability to apply procedures and the ability to think inductively and deductively in prove about the material:

	<i>News caster</i>
Generalization	<p>COMMUNICATION</p> <p>Students discuss and make conclusion:</p> <p>→ Teacher asks the student to present their performance as news caster.</p> <p>→ The others student who haven't perform yet pay attention and analyze their friends' performance.</p> <p>CREATIVITY</p> <p>→ Summarize the important points that have emerged in the learning activities that have just been carried out in the form of: A written observation report on the material: News Caster</p> <p>→ Ask questions about things that have not been understood, or the teacher throws some questions to students regarding the news caster and news item text material and the context of its use that will be finished learning</p>

Note: During the learning of the Understanding of news item text and the context of its use, the teacher observes students' attitudes in learning which include attitudes: nationalism, discipline, self-confidence, honest behavior, toughness in dealing with responsibility problems, curiosity, caring for the environment

Closing Activities (15 Minutes)

Students:

- Making resume (CREATIVITY) with the teacher guidance about the important points that appear in learning activities about in news item text that was just done.
- Schedule material or project / product / portfolio / performance assignments that must be studied at the next meeting outside of school hours or at home by google classroom.

Teacher:

- Give score for students' performance appearance when they become news casters in zoom class.
- Ask the students to upload their performance in their You Tube Account.
- Give big appreciation for the students who performed and ask the student to pray and close the class meeting in zoom class.

G. Assessment of Learning Outcomes Sikap

Observational assessments based on observations of the attitudes and behaviors of daily learners, both related to the learning process and in general. Direct observation is made by the teacher. Here's an example of an attitude assessment instrument

No	Name of students	Assessed Aspects of Behavior				Number of Scores	Attitud e acore	Score code
		TW	H	R	D			
1	Adinda	75	75	50	75	275	68,75	C
2	

Expalanatiom :

- TW: Team work
- H: Honest
- R: Responsible
- D: Discipline

Note:

- Aspects of behavior are assessed by criteria:
 - 100 = Very Good
 - 75 = Good
 - 50 = Enough
 - 25 = Low
- Maximal Score = the number of attitudes assessed multiplied by the number of criteria = $100 \times 4 = 400$
- Attitude score = number of scores divided by the number of attitudes assessed = $275 : 4 = 68,75$
- Score Code / predicate:
 - 75,01 – 100,00 = Very Good
 - 50,01 – 75,00 = Good
 - 25,01 – 50,00 = Enough
 - 00,00 – 25,00 = Low
- The above format can be changed according to the aspect of the behavior you want to be assessed

Self-Assessment

As the learning center shifts from teacher to learner, students are given the opportunity to assess their own abilities. But in order for the assessment to remain objective, then the teacher should explain in advance the purpose of this self-assessment, determine the competency to be assessed, then determine the assessment criteria to be used, and formulate the format of the assessment So, in short the format of the assessment is prepared by the teacher first. Here's an example of a rating format:

No	Questions	Yes	No	Total Score	Attitude Score	Score Code
1	During the discussion, I participated in proposing ideas.	50		250	62,50	C
2	When we discuss, each member gets a chance to speak.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Note :

- Score Yes= 100 and No = 50
- Maximal Score = the number of attitudes assessed multiplied by the number of criteria = $100 \times 4 = 400$
- Attitude score = number of scores divided by the number of attitudes assessed = $275 : 4 = 68,75$
- Score Code / predicate:
 - 75,01 – 100,00 = Very Good
 - 50,01 – 75,00 = Good
 - 25,01 – 50,00 = Enough
 - 00,00 – 25,00 = Low
- The above format can be changed according to the aspect of the behavior you want to be assessed

Peer Assessment

This assessment is done by asking the learner to rate his or her own friend. Similarly, the assessment should be that the teacher has explained the purpose and purpose of the assessment, created the assessment criteria, and also determined the format of the assessment. Here's an example of peer assessment format:

Observed name : ...

Observers:...

No	Questions	Ye	No	Total Score	Attitude Score	Score Code
1	Want to accept a friend's opinion.	100		450	90,00	VG
2	Provide solutions to problems.	100				
3	Impose their own opinions on group members.		100			
4	Angry at being criticised.	100				
5	...		50			

Note :

- Score Yes = 100 dan No = 50 Positive questions, Then negative question, Yes = 50 and no = 100
- Maximal Score = the number of attitudes assessed multiplied by the number of criteria = $100 \times 4 = 400$
- Attitude score = number of scores divided by the number of attitudes assessed = $275 : 4 = 68,75$

4. Score Code / predicate:
 75,01 – 100,00 = Very Good
 50,01 – 75,00 = Good
 25,01 – 50,00 = Enough
 00,00 – 25,00 = Low

1. Cognitive Score

Cognitive Aspect Assessment Table

No	Assessed Aspects	Criteria	Score 1-5	Score 1-4	
1	Goal Communicative	Very understanding	5	4	
		Understanding	4	3	
		Enough	3	2	
		Low	Hardly understand	2	1
		Not understanding		1	
2	Prosecution Text	Very Good structure text	5	4	
		Good Structure text	4	3	
		Good enough structure text	3	2	
		Good structure	Almost	2	1
		Bad structure text		1	
3	Vocabulary Option	Very Variative	5	4	
		Variative	4	3	
		Good Enough	3	2	
		Variative Enough	Almost	2	1
		Not variative		1	
4	Language option	Very good	5	4	
		Good	4	3	
		Good enough	3	2	
		Good language	Almost	2	1
		Bad language		1	

2. Skill Assessment

a. Presentation/Monologue Assessment

Learner name: _____

Class: _____

No.	Assessed Aspects	Good	Good enough
1.	Organization presentation (introduction, content, conclusion)		

2.	Presentation content (depth, logic)		
3.	Coherence and smooth language		
4.	Language:		
	Speech		
	Language manner		
	Vocabulary		
5.	Presentation (gaze, facial expressions, body language)		
Scores achieved			
Maximum SCORE		10	

Note:

Very good get score 2

Good enough get score 1

Rubric for Performance Assessment

ACTIVITIES	CRITERIA		
	LIMITED	SATISFIED	PROFICIENT
Do observation	It's unclear what it's doing.	Some activities are clear and detailed	All activities are clear and detailed
Role Play	Read scripts, limited vocabulary, and not smooth	Current and vocabulary and sentences evolve, and there is a transition	Smoothly achieve News Item Text, complete structure and linguistic elements according to
Simulation	Social functions are not achieved, expressions and elements of language are not precise	Social function is poorly achieved, expression and language unsure is not appropriate	Social functions achieved, expression and precise language unsure
Presentasi	Not smooth, less obvious topics, and not using presentation slides	Smooth, clear topics, and using presentation slides but less interesting Very smooth, clear topic, using interesting presentation slides g	Very smooth, clear topic, using interesting presentation slides
Do monologue	Reading text, social functions are poorly achieved, expressions and linguistic elements are not precise, and not smooth	Reading text, social functions are poorly achieved, expressions and linguistic elements are not precise, and not smooth	Smoothly achieve News Item Text, complete structure and corresponding linguistic elements, evolving sentences, and no transition

note:

Proficient get score 3

Satisfied get score 2

Limited get score 1

Portofolio

Subject : English

Sampel : Writing

Name : _____

Class : _____

No	Basic Competencies	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Language	Vocabulary	Completeness of ideas	Sistematic	
1.		30/7					

	Writing News Item Text	10/8 ... dst					
2.	Making resency book	1/9 30/9 ... dst					

(Speaking Skill)

No	Assessed Aspects	Kriteria		Skor 1-5	Skor 1-4
1	<i>(pronunciation)</i>	Almost perfect		5	4
		There were some errors and not disturbing the meaning of		4	3
		There were some errors and disturbing the meaning of		3	2
		Lots of mistakes and disturbing Meaning	Almost all wrong and Interfere with Meaning	2	1
		Too much errors and disturbing the meaning of		1	
2	<i>(intonation)</i>	Almost perfect		5	4
		There were some errors and not disturbing the meaning of		4	3
		There were some errors and disturbing the meaning of		3	2
		Lots of mistakes and disturbing Meaning	Almost all wrong and Interfere with Meaning	2	1
		Too much errors and disturbing the meaning of		1	
3	<i>(fluency)</i>	Very Fluent		5	4
		Fluent		4	3
		Fluent enough		3	2
		Not smooth	Too bad	2	1
		Not fluent		1	
4	<i>(accuracy)</i>	Very good		5	4
		Good		4	3
		Good enough		3	2
		Not good	Too bad	2	1
		Wrong		1	

SCORE

No.	Letter	Number range
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1.	Very Good (A)	86-100
2.	Good (B)	71-85
3.	Good Enough (C)	56-70
4.	Bad (D)	≤ 55

2. Enrichment

For students who have reached the learning target of 77 before the allocated time expires, enrichment activities are needed.

3. Enrichment

For students who have not reached the learning target of 77 at the allocated time, remedial activities are needed

Noted,
SMA Principal,

Iwan Sutanto, M. Pd

Bandar Lampung, July 2020

Subject Teacher,

Karlina, S.Pd.