

RENCANA PELAKSANAAN PEMBELAJARAN

SMP/MTs : SMP Negeri 4 Cibeer
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : VII/ II (Genap)
Waktu : 4 x 40' (dua pertemuan)

Standar Kompetensi :

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar :

10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

I. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat mengungkapkan makna secara lisan dalam monolog pendek sangat sederhana berbentuk deskripsi.

II. Materi pembelajaran

1. *Vocabulary* yang terkait dengan ciri-ciri seseorang, misalnya *tall, black, hair, short nose, cute, fat, dan young*, dan latihannya.
2. *Spelling and pronunciation* dan latihannya
3. *Phrases*, misalnya *long curly hair, short hair, his nose, dan slant eyes*, dan latihannya
4. *Communicative purpose* dari teks deskriptif dan latihannya
5. *Sentences* dan latihannya

Misalnya:

- She has long curly hair
- he is smart and handsome.
- He has slanting eyes.

6. Paragraf dan latihannya

Misalnya

Captain David Sukoco is a pilot. He live in Cisungsang. Lebak regency. He is 35 years old. He is smart and handsome. He is tall and has a strong body. He has short hair. His face is ovale. He has a pointed nose. He has slanting eyes. He flies planes around the world. We admire him

7. Contoh teks monolog deskripsi:

Langkah retorika	Contoh teks
Identification	Captain David Captain David Sukoco is a pilot. He live in Cisungsang, Lebak regency.
Description	He is 35 years old. He is smart and handsome. He is tall and has a strong body. He has short hair. His face is ovale. He has a pointed nose. He has

	slanting eyes. He flies planes around the world. We admire him
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III. Metode Pembelajaran / teknik:

- a. Think, talk and write
- b. game

IV. Langkah-langkah kegiatan Pembelajaran:

- a. Kegiatan pendahuluan untuk pertemuan 1 dan 2
Siswa:
 1. merespon pertanyaan guru agar tercipta suasana kekeluargaan.
 2. merespon pertanyaan guru tentang kehadiran siswa.
 3. memperhatikan tujuan belajar yang hendak dicapai yang disampaikan oleh guru.
 4. merespon pertanyaan guru tentang materi teks deskripsi (*generic structure dan present tense*) yang telah dipelajari sebelumnya dan memperhatikan kaitannya dengan materi yang akan diajarkan.
 5. Membentuk kelompok beranggotakan 4 – 5 siswa.
 6. Memberikan motivasi.

- b. Kegiatan inti
Pertemuan 1:
 - ✓ Eksplorasi
Siswa :
 1. Mengamati pelafalan beberapa kata tentang bagian-bagian tubuh yang telah disiapkan.
 2. Mengucapkan bagian-bagian tubuh dengan benar
 3. Mencari makna kata bagian-bagian tubuh
 4. Membaca teks deskriptif dengan teliti dengan pengucapan yang tepat.
 5. Mencari makna kata dan menterjemahkan frasa dan kalimat dari teks yang dibaca
 6. Menerima kalung *the beauty and the beast*

 - ✓ Elaborasi
 1. Menjawab pertanyaan berdasarkan teks deskripsi secara berpasangan
 2. Mencatat hasil diskusi masing-masing pasangan.
 3. Masing-masing pasangan mempresentasikan hasil kerja dalam kelompok.
 4. Anggota kelompok merespon dan menentukan jawaban terbaik
 5. Menuliskan hasil kerja kelompok.
 6. Bermain sudden death untuk menentukan kelompok mana yang maju lebih dahulu.
 7. Kelompok mempresentasikan jawaban di depan kelas

 - ✓ Konfirmasi
Siswa :
 1. Menerima kalung *the beauty and the beast*
 2. memperhatikan rangkuman dan simpulan tentang hal-hal yang telah diajarkan guru.
 3. memberi komentar tentang hal-hal yang telah dipelajari baik yang telah dipahami, yang belum dipahami maupun hal-hal yang menyenangkan dan yang tidak.
 4. memperhatikan tugas yang diberikan guru untuk memantapkan kompetensi.
 5. memperhatikan harapan-harapan dan nasehat yang disampaikan guru .

V. Sumber dan Media belajar:

- a. Buku teks Scaffolding English For Senior High School Students, Joko Priyana dkk, Pusat Perbukuan Tahun 2008.
- b. Buku teks English In Focus For Grade VII Junior High School, Artono Wardiman dkk, Pusat Perbukuan tahun 2008
- c. Slide Power Point

VI. Tugas Terstruktur

- a. Tugas individu menemukan makna kata secara tertulis dan lisan.

VII. Penilaian

1. PENILAIAN

7.A. WRITING ASSEMBLE TABLE

score	items	ASPECTS
30-26	Excelent to very good Knowledgeable, substantive, thorough development of topic, relevant to assigned topic	CONTENT (0 – 30 points)
25 -16	Good to average Some knowledgeable of topic, adequate range, limited development of topic, mostly relevant to topic, but lacks of details	
15 - 8	Fair to poor Limited knowledgeable of topic, little substance, inadequate development of topic,	
7 - 0	Very poor Does not show knowledge of topic, non substantive, non pertinent, or not enough to evaluate	
20 - 16	Excelent to very good Fluent expression, Ideas clearly stated or supported, succinct, well organized, logical sequencing, cohesive, appropriate register	Organization (0 – 20 points)
15 – 10	Good to average Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing	
9 – 5	Fair to poor Non fluent, ideas confused or disconnected, lacks logical sequencing and development	
4 – 0	Very poor Does not communicate, no organization or not enough to evaluate	
20 - 15	Excelent to very good Sophisticated range, effective words/idiom choice and usage, word form mastery, appropriate register	Vocabulary (20 points)
14 – 10	Good to average Adequate range, occasional errors of word/idiomform choice, usage but meaning not obscured	

9 – 5	Fair to poor Limited range, frequent errors of word/idiom form choice, usage meaning	Grammar (20 points)
4 – 0	Very poor Little knowledge of English vocabulary, idioms, word form or not enough to evaluate	
20 - 16	Excelent to very good No errors, full control of complex structure	
15 – 11	Good to average Almost no errors, Good control of complex structure	
10 – 5	Fair to poor Some/many errors, fail control of complex structure	
4 – 0	Very poor Dominated by errors, no control of complex structure	
10 - 8	Excelent to very good Mastery spelling and punctuation	Mechanism (10 points)
7 – 5	Good to average Few errors in spelling and punctuation	
4 – 3	Fair to poor Fair numbers of spelling and punctuation	
2 - 0	Very poor No control over spelling and punctuation	

7.B. PEDOMAN PENILAIAN

1. Penilaian terdiri dari 5 aspek yaitu : content, organization, vocabulary, Grammar and mechanism
2. Tiap aspek memiliki skor maksimal sebagai berikut:
 - a. Content (C) = 30
 - b. Organization (O) = 20
 - c. Vocabulary (V) = 20
 - d. Grammar (G) = 20
 - e. Mechanism (M) = 10

Nilai Maksimal = 100
3. Nilai siswa = C + O + V + G + M

8.A. SPEAKING ASSEMBLE TABLE

ITEMS AND SCORE INTERPRETATION	SCORE
FLUENCY : 25 POINT	
25 – 21 : Task done very well with little hesitation	
20 – 16 : Task done very well with some hesitation	
15 – 11 : Task done adequately with a few pause	
10 – 6 : Task not done adequately with a lot of hesitation	
5 – 0 : Response completely inadequately	
PRONUNCIATION : 25 POINTS (Intonation, Stress, Pauses, Rhythm)	
25 – 21 : Task done very well with clear pronunciation	
20 – 16 : Task done quite well with a few inaccurate pronunciation	
15 – 11 : Task done adequately well with a few inaccurate pronunciation	
10 – 6 : Task done not adequately with a lot of inaccurate	

pronunciation	
5 – 0 : Task done completely inadequately	
STRUCTURE: 25 POINTS	
25 – 21 : Use correct of structure	
20 – 16 : Use of different structure covered not many mistake	
15 - 11 : Use some mistake, but reasonably understanding possible	
10 – 6 : Structure limited, a lot of mistake	
5 – 0 : Almost incomprehensible	
VOCABULARY : 25 POINTS	
25 – 21 : Wholly appropriate for task	
20 – 16 : Few limitations	
15 - 11 : Sometimes limited	
10 – 6 : Limitation affected task considerably	
5 – 0 : Inadequate for task	

8.B. PEDOMAN PENILAIAN

1. Penilaian terdiri dari 5 aspek yaitu : fluency, pronunciation, structure and Vocabulary
2. Tiap aspek memiliki skor maksimal sebagai berikut:
 - a. Fluency (F) = 25
 - b. Pronunciation (P) = 25
 - c. Structure (S) = 25
 - d. Vocabulary (V) = 25

Nilai Maksimal = 100
3. Nilai siswa = F + P + S + V

Cibeber, 23 february 2015

Mengetahui:
Kepala Sekolah

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