

RENCANA PELAKSANAAN PEMBELAJARAN
RPP

UPT SPF SMP NEGERI 42 MAKASSAR



MASA PANDEMI COVID-19

Mata Pelajaran | Bahasa Inggris
Materi Pokok | Information Report Text
Kelas / Semester | IX / Genap

AKHMADI, S.Pd.I.

RENCANA PELAKSANAAN PEMBELAJARAN 1

Satuan Pendidikan | UPT SPF SMP Negeri 42 Makassar

Kelas / Semester | IX / Genap

Mata Pelajaran | Bahasa Inggris

Alokasi Waktu | 2 x 40 Menit

Materi Pokok | Information Report Text; *Aloe Vera*

➤ **Tujuan Pembelajaran**

Melalui bahan ajar berbasis aktivitas, peserta didik akan mengidentifikasi dan menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks report tentang tumbuhan Aloe Vera. Dengan kegiatan ini peserta didik diharapkan terbiasa berfikir kritis dan percaya diri dalam melakukan aktivitas sehari-hari.

➤ **Langkah-Langkah Pembelajaran**

Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan <input checked="" type="checkbox"/> Memberi salam dan berdoa. <input checked="" type="checkbox"/> Mengecek kehadiran peserta didik. <input checked="" type="checkbox"/> Mengaitkan materi dengan pengalaman peserta didik. <input checked="" type="checkbox"/> Mengajukan pertanyaan pendahuluan: <input checked="" type="checkbox"/> <i>Do you ever watch news on TV?</i> <input checked="" type="checkbox"/> Menginformasikan materi yang akan dipelajari <input checked="" type="checkbox"/> Menyampaikan tujuan dan strategi pembelajaran.	10'
Kegiatan Inti <input checked="" type="checkbox"/> Peserta didik duduk berkelompok (4 – 5 orang). <input checked="" type="checkbox"/> Peserta didik menyaksikan tayangan video/gambar. <input checked="" type="checkbox"/> Pendidik menjelaskan materi terkait teks laporan. <input checked="" type="checkbox"/> Pendidik membagikan bacaan teks laporan tentang Aloe Vera <i>activity one</i> . <input checked="" type="checkbox"/> Peserta didik bersama teman kelompok melakukan diskusi dan mencari data yang akurat. <input checked="" type="checkbox"/> Bila terkendala, peserta didik bersama teman kelompok melakukan konfirmasi ke pada guru yang bersangkutan. <input checked="" type="checkbox"/> Peserta didik menuliskan hasil diskusi mereka ke dalam lembar kerja <i>activity one</i> . <input checked="" type="checkbox"/> Peserta didik bersama teman kelompok membaca kembali bacaan teks laporan tentang Aloe Vera. <input checked="" type="checkbox"/> Peserta didik bersama teman kelompok mencari sinonim kata yang sesuai pada lembar kerja <i>activity two</i> . <input checked="" type="checkbox"/> Peserta didik bersama teman kelompok membaca kembali teks laporan tentang Aloe Vera. <input checked="" type="checkbox"/> Peserta didik bersama teman kelompok melengkapi pernyataan pada lembar kerja <i>activity three</i> . <input checked="" type="checkbox"/> Peserta didik mengumpulkan hasil kerja mereka. <input checked="" type="checkbox"/> Pendidik memberikan masukan dan mengapresiasi atas pekerjaan mereka.	60'
Penutup <input checked="" type="checkbox"/> Peserta didik, dengan bimbingan pendidik, membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. <input checked="" type="checkbox"/> Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas. <input checked="" type="checkbox"/> Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik dalam kelompok. <input checked="" type="checkbox"/> Peserta didik diberikan tugas untuk mengecek kemampuan mereka sebagai tugas mandiri dikerjakan di rumah. <input checked="" type="checkbox"/> Pendidik menginformasikan kegiatan yang akan dilaksanakan pada pembelajaran berikutnya.	10'

➤ **Penilaian Pembelajaran (Assesment for Learning)**

<input checked="" type="checkbox"/> Sikap	Mengamati kegiatan peserta didik pada saat pembelajaran berlangsung.
<input checked="" type="checkbox"/> Pengetahuan	+ Peserta didik dapat menunjukkan fungsi sosial, struktur teks, dan unsur kebahasaan teks laporan. + Peserta didik dapat menggunakan unsur kebahasaan teks laporan.
<input checked="" type="checkbox"/> Keterampilan	Menampilkan hasil karya terkait teks laporan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

Mengetahui,
Kepala Sekolah

Makassar, 2021
Guru Mata Pelajaran

Drs. Basri
NIP. 19661231.198911.1.016

Akhmadi, S.Pd.I.
WA. +62 813-5500-4582

LEMBAR KERJA PESERTA DIDIK

❖ Activity One

Read the text about Aloe vera below, then complete the following table with the information from the text.

Aloe vera

Aloe vera is a herb with succulent leaves that are arranged in a rosette. The leaves are grey to green and sometimes have white spots on their surfaces. They have sharp, pinkish spines along their edges and are the source of the colourless gel found in many commercial and medicinal products. Aloe vera has yellow, tube-like flowers that cluster on a stem.

A. Beauty and cosmetics
The gel from the leaves of Aloe vera is a common ingredient in many beauty products as it hydrates and soothes hair and skin.

B. Food and drink
The gel from the leaves of Aloe vera is consumed as a juice or tonic that helps aid digestion.

C. Health
The Aloe vera gel has been used traditionally on the skin to treat psoriasis, burns, and sores caused by the Herpes simplex virus.
Research has shown that when taken orally, aloe gel can regulate blood glucose levels and cholesterol levels, but care should be taken when taking Aloe products.

The green outer layer of Aloe vera leaves secrete a bitter, yellow fluid that has traditionally been used as a laxative. However, research has shown that this could interact negatively with other medicines and herbal remedies, so should be taken with care and avoided by children and pregnant or breastfeeding women.

<https://www.kew.org/plants/aloe-vera>

No.	Point of view	Information
1.	Name of plants	
2.	The colour of leaves	
3.	The look of Aloe vera spikes	
4.	The appearance of Aloe vera that cluster on a stem	
5.	The advantages of Aloe vera products for daily life	

❖ Activity Two

To enrich your vocabulary, please read back Aloe Vera text. Then match the following words/phrase on the left column to the correct answer on the right column. You can use pen or colorful highlighter. Number one is given as example.

Find the synonym of the following words by using the colored lines.

1.	Avoided	○		○	Profitable
2.	Cluster	○		○	Expecting
3.	Commercial	○		○	Plants
4.	Common	○		○	Cures
5.	Consume	○		○	Evaded
6.	Pregnant	○		○	Conventionally
7.	Remedies	○		○	Eat Up
8.	Herbs	○		○	Usual
9.	Traditionally	○		○	External
10.	Surface	○		○	Group

❖ Activity Three

After reading the text about Aloe vera. Complete the following statements using your own words

The	writer's	intention	to	write	the	text	is/are
.....							
.....							
.....							
What	I	learn	from	the	text	is/are	
.....							
.....							
.....							

RENCANA PELAKSANAAN PEMBELAJARAN 2

Satuan Pendidikan | UPT SPF SMP Negeri 42 Makassar

Kelas / Semester | IX / Genap

Mata Pelajaran | Bahasa Inggris

Alokasi Waktu | 2 x 40 Menit

Materi Pokok | Information Report Text; *Guava* and *Soursop*

➤ **Tujuan Pembelajaran**

Melalui bahan ajar berbasis aktivitas, peserta didik akan mengidentifikasi dan membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dua teks laporan tentang pohon jambu dan pohon sirsak. Dengan kegiatan ini peserta didik diharapkan terbiasa berfikir kritis dan percaya diri dalam melakukan aktivitas sehari-hari.

➤ **Langkah-Langkah Pembelajaran**

Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan <input checked="" type="checkbox"/> Memberi salam dan berdoa. <input checked="" type="checkbox"/> Mengecek kehadiran peserta didik. <input checked="" type="checkbox"/> Mengaitkan materi dengan pengalaman peserta didik. <input checked="" type="checkbox"/> Mengajukan pertanyaan pendahuluan: <input checked="" type="checkbox"/> <i>Do you still remember our last meeting?</i> <input checked="" type="checkbox"/> Menginformasikan materi yang akan dipelajari <input checked="" type="checkbox"/> Menyampaikan tujuan dan strategi pembelajaran.	10'
Kegiatan Inti <input checked="" type="checkbox"/> Peserta didik duduk berkelompok (4 – 5 orang). <input checked="" type="checkbox"/> Peserta didik menyaksikan tayangan video/gambar. <input checked="" type="checkbox"/> Pendidik menjelaskan materi terkait teks laporan. <input checked="" type="checkbox"/> Pendidik membagikan dua teks laporan. <input checked="" type="checkbox"/> Peserta didik bersama teman kelompok membaca dua teks laporan dan berlatih menjawab soal-soal pada lembar kerja <i>activity one</i> . <input checked="" type="checkbox"/> Peserta didik bersama teman kelompok akan menemukan persamaan dan perbedaan pada dua teks laporan pada lembar kerja <i>activity two</i> . <input checked="" type="checkbox"/> Perwakilan tiap kelompok membacakan hasil kerja mereka. <input checked="" type="checkbox"/> Pendidik memberikan masukan dan mengapresiasi atas pekerjaan mereka.	60'
Penutup <input checked="" type="checkbox"/> Peserta didik, dengan bimbingan pendidik, membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. <input checked="" type="checkbox"/> Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas. <input checked="" type="checkbox"/> Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik dalam kelompok. <input checked="" type="checkbox"/> Peserta didik diberikan tugas untuk mengecek kemampuan mereka sebagai tugas mandiri dikerjakan di rumah. <input checked="" type="checkbox"/> Pendidik menginformasikan kegiatan yang akan dilaksanakan pada pembelajaran berikutnya.	10'

➤ **Penilaian Pembelajaran (Assesment for Learning)**

<input checked="" type="checkbox"/> Sikap	Mengamati kegiatan peserta didik pada saat pembelajaran berlangsung.
<input checked="" type="checkbox"/> Pengetahuan	+ Peserta didik dapat menunjukkan fungsi sosial, struktur teks, dan unsur kebahasaan teks laporan. + Peserta didik dapat menyimpulkan persamaan dan perbedaan dua teks laporan.
<input checked="" type="checkbox"/> Keterampilan	Menampilkan hasil karya terkait teks laporan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

Mengetahui,
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LEMBAR KERJA PESERTA DIDIK

❖ Activity One

You will read two Report texts, and answer the questions based on each of these texts.

<p>Text 1</p> <p align="center">Guava</p> <p>Guava is a plant in the myrtle family (Myrtaceae) genus <i>Psidium</i>. It is native to Mexico and Central America, Northern South America, parts of the Caribbean and some parts of North Africa and also some parts of India. The guava tree is not big. It is about 33 feet with spreading branches. The bark is smooth with green or reddish-brown color. The plants branches are close to the ground. Its young twigs are soft. It has hard dark elliptic leaves. It is about 2-6 inches long and 1-2 inches wide. The flowers are white, with five petals and numerous stamens. Guava fruit, usually 2 to 4 inches long, is round or oval depending on the species. Varying between species, the skin can be any thickness, it is usually green when unripe, but become yellow or maroon when ripe. The flesh of Guava fruit is sweet or sour. The color of the flesh may be white, pink, yellow or red, with seed in the central park of the flesh. The seeds are numerous but small. In some good varieties, they are edible. Actual seed counts have ranged from 112 to 535. Guava fruit is rich with vitamins A and C, omega-3 and omega-6, gutty acids and high levels of dietary fiber. http://demiurфина.blogspot.com/2016/03/Report-text-guava.html</p>	<p>Text 2</p> <p align="center">Soursop</p> <p>Soursop is the fruit of <i>Annona muricata</i>, a broadleaf, flowering, evergreen tree native to Mexico, Cuba, Central America, the Caribbean islands of Hispaniola and Puerto Rico, and northern South America, primarily Colombia, Brazil, Peru, Ecuador, Venezuela. Soursop is also produced in all tropical parts of Africa, especially in Eastern Nigeria, The Plateau and The Democratic Republic of Congo, Southeast Asia and the Pacific. It is in the same genus, <i>Annona</i>, as cherimoya and is in the Annonaceae family. The flavor has been described as a combination of strawberry and pineapple, with sour citrus flavor notes contrasting with an underlying creamy flavour reminiscent of coconut or banana. Soursop is widely promoted (sometimes as "graviola") as an alternative cancer treatment. There is, however, no medical evidence that it is effective. The plant is grown for its 20–30 cm (7.9–11.8 in) long, prickly, green fruit, which can have a mass of up to 6.8 kg (15 lb), making it probably the second biggest annona after the junglesop. The flesh of the fruit consists of an edible, white pulp, some fiber, and a core of indigestible, black seeds. The species is the only member of its genus suitable for processing and preservation. The pulp is also used to make fruit nectar, smoothies, fruit juice drinks, as well as candies, sorbets, and ice cream flavorings. (Source: Wikipedia)</p>
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Vocabulary list:

Text 1			Text 2		
No.	English	Indonesian	No.	English	Indonesian
1.	<i>edible</i>	bisa dimakan	1.	<i>a mass</i>	Berat
2.	<i>fiber</i>	serat	2.	<i>alternative</i>	Pengganti
3.	<i>ground</i>	tanah	3.	<i>flavor</i>	Rasa
4.	<i>native</i>	asli	4.	<i>grown</i>	Tumbuh
5.	<i>north</i>	utara	5.	<i>native</i>	Asli
6.	<i>plant</i>	tumbuhan	6.	<i>preservation</i>	Pengawetan
7.	<i>stamens</i>	benang sari	7.	<i>sour</i>	Asam
8.	<i>the seed</i>	biji	8.	<i>the flesh</i>	Daging buah
9.	<i>unripe</i>	belum matang	9.	<i>treatment</i>	Pengobatan
10.	<i>varying</i>	berbeda	10.	<i>widely</i>	Secara luas

✓ Questions Text 1

- What is the text about?
- How is the plant?
- Where is the plant originally from?
- What is the writer's intention to write the text?
- In your opinion, what is the writer's profession?

✓ Questions Text 2

- What is the text about?
- How is the plant?
- Where is the plant originally from?

- d) What is the writer's intention to write the text?
- e) In your opinion, what is the writer's profession?

❖ Activity Two

Find the similarities and differences between the two texts above by transferring your answers to the observation table.

OBSERVING THE REPORT TEXT			
No.	The point of view	Statements	
		Text 1	Text 2
1.	The Topic		
2.	The characteristics of the plant		
3.	The originality of the plant		
4.	The writer's intention to write the text		
5.	The writer's profession/ job		

RENCANA PELAKSANAAN PEMBELAJARAN 3

Satuan Pendidikan | UPT SPF SMP Negeri 42 Makassar

Kelas / Semester | IX / Genap

Mata Pelajaran | Bahasa Inggris

Alokasi Waktu | 2 x 40 Menit

Materi Pokok | Information Report Text; *Rabbits*

➤ **Tujuan Pembelajaran**

Melalui bahan ajar berbasis aktivitas, peserta didik akan menulis ulang teks laporan pendek, sederhana dan berterima dengan bahasa sendiri. Sehingga peserta didik akan terbiasa berfikir kritis dan percaya diri dalam melakukan kegiatan sehari-hari.

➤ **Langkah-Langkah Pembelajaran**

Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan <input checked="" type="checkbox"/> Memberi salam dan berdoa. <input checked="" type="checkbox"/> Mengecek kehadiran peserta didik. <input checked="" type="checkbox"/> Mengaitkan materi dengan pengalaman peserta didik. <input checked="" type="checkbox"/> Mengajukan pertanyaan pendahuluan: <input checked="" type="checkbox"/> <i>Do you still remember our last meeting?</i> <input checked="" type="checkbox"/> Menginformasikan materi yang akan dipelajari <input checked="" type="checkbox"/> Menyampaikan tujuan dan strategi pembelajaran.	10'
Kegiatan Inti <input checked="" type="checkbox"/> Peserta didik duduk berkelompok (4 – 5 orang). <input checked="" type="checkbox"/> Pendidik membagikan lembar kerja <i>activity one</i> . <input checked="" type="checkbox"/> Pendidik menjelaskan langkah-langkah dalam pengisian lembar kerja. <input checked="" type="checkbox"/> Peserta didik bersama teman kelompok mencari makna kata pada kamus. <input checked="" type="checkbox"/> Peserta didik bersama teman kelompok menuliskan informasi dengan menggunakan bahasa sendiri sedikitnya 5 kalimat pada lembar kerja <i>activity two</i> . <input checked="" type="checkbox"/> Pendidik menjelaskan materi terkait teks laporan. <input checked="" type="checkbox"/> Pendidik membagikan lembar kerja <i>activity three</i> . <input checked="" type="checkbox"/> Peserta didik bersama teman kelompok mengisi tabel analisis terkait teks laporan tentang "Neighbourhood" pada lembar kerja <i>activity three</i> . <input checked="" type="checkbox"/> Peserta didik menampilkan hasil kerja mereka kedepan teman kelompok yang lain. <input checked="" type="checkbox"/> Pendidik memberikan masukan dan mengapresiasi atas pekerjaan mereka.	60'
Penutup <input checked="" type="checkbox"/> Peserta didik, dengan bimbingan pendidik, membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. <input checked="" type="checkbox"/> Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas. <input checked="" type="checkbox"/> Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik dalam kelompok. <input checked="" type="checkbox"/> Peserta didik diberikan tugas untuk mengecek kemampuan mereka sebagai tugas mandiri dikerjakan di rumah. <input checked="" type="checkbox"/> Pendidik menginformasikan kegiatan yang akan dilaksanakan pada pembelajaran berikutnya.	10'

➤ **Penilaian Pembelajaran (Assesment for Learning)**

<input checked="" type="checkbox"/> Sikap	Mengamati kegiatan peserta didik pada saat pembelajaran berlangsung.
<input checked="" type="checkbox"/> Pengetahuan	+ Peserta didik dapat melengkapi teks rumpang berbentuk laporan. + Peserta didik dapat menulis ulang teks laporan sangat pendek dan sederhana.
<input checked="" type="checkbox"/> Keterampilan	Menampilkan hasil karya terkait teks laporan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

Mengetahui,
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Makassar, 2021
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LEMBAR KERJA PESERTA DIDIK

❖ Activity One

Please match the words/phrase in the left column with the meanings on the right columns. Write down your answers in a notebook using colorful highlighter.

No.	English		Indonesian
1.	dig		gigi
2.	herbivore		liar
3.	teeth		divaksinasi
4.	wild		gurun
5.	vaccinated		mamalia
6.	desert		melahirkan
7.	mammals		penyakit
8.	gave birth		mencegah
9.	a disease		herbivora
10.	prevent		menggali

Complete the following text using the word/ frase you have learned.

RABBITS

Rabbits are small ... (1) that can be found naturally in South Africa, Sumatra, Japan and Europe. Rabbits are also often found in ... (2) areas in the Middle East where rabbits inhabiting the greener parts of the desert to search the foods and water in order to survive. Rabbit is an ... (3) that its main food is grass, but it also eats nuts and fruit or vegetables. Rabbits ... (4) burrows into the ground to hide food, and also ... (5) to a baby and raise them. Nowadays, the rabbit is a popular pet especially for young kids because of their calmness. Rabbits can eat grass all day long. The grass is not only good for them, but also helps to keep their ... (6). Their teeth grow constantly and if the rabbits can't gnaw at certain things, then their teeth can grow very long which causes pain and even death. Rabbits live an average of about 8 years if as pets, but many ... (7) rabbits do not live long. Because rabbits are prey of other animals. Rabbits are also vulnerable to myxomatosis, ... (8) that causes rabbit tumor pet rabbits should be ... (9) every month to a year to ... (10) the disease.

<http://www.carabelajarbahasainggrisoke.com/2014/10/Report-text-about-rabbit-dan-terjemahanna.html>

❖ Activity Two

Please read the complete text again. Re-Write the information using your own words, at least 5 sentences.

Rabbits

.....

.....

.....

.....

.....

❖ Activity Three

Read the text below, and use a table of analysis similar to the one you have read in Bahan Bacaan to analyse the text.

Neighbourhood

A neighbourhood is a social community within a city, town, or village. A neighbourhood is made up of families who live near each other as neighbours. There is a lot of face-to-face interaction among them. Neighbourhoods have many benefits for the members. A strong and closely related neighbourhood is a safe environment for the children to grow up. Mothers and girls can also learn certain skills, like cooking and knitting from each other, with little or no money. There are many enjoyable neighbourhood activities, too, like sports and celebrations. Neighbourhoods also protect the families from crimes.

MAIN IDEA	
Definition	
DETAILED FACTS	
Elements	
Characteristics	
Functions	

RENCANA PELAKSANAAN PEMBELAJARAN 4

Satuan Pendidikan | UPT SPF SMP Negeri 42 Makassar

Kelas / Semester | IX / Genap

Mata Pelajaran | Bahasa Inggris

Alokasi Waktu | 2 x 40 Menit

Materi Pokok | Information Report Text; *Koi Fish and School*

➤ **Tujuan Pembelajaran**

Melalui bahan ajar berbasis aktivitas, peserta didik akan menyusun teks laporan pendek, sederhana dan berterima dengan bahasa sendiri. Sehingga peserta didik akan terbiasa berfikir kritis dan percaya diri dalam melakukan kegiatan sehari-hari.

➤ **Langkah-Langkah Pembelajaran**

Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan <input checked="" type="checkbox"/> Memberi salam dan berdoa. <input checked="" type="checkbox"/> Mengecek kehadiran peserta didik. <input checked="" type="checkbox"/> Mengaitkan materi dengan pengalaman peserta didik. <input checked="" type="checkbox"/> Mengajukan pertanyaan pendahuluan: <input checked="" type="checkbox"/> <i>Do you still remember our last meeting?</i> <input checked="" type="checkbox"/> Menginformasikan materi yang akan dipelajari <input checked="" type="checkbox"/> Menyampaikan tujuan dan strategi pembelajaran.	10'
Kegiatan Inti <input checked="" type="checkbox"/> Peserta didik duduk berkelompok (4 – 5 orang). <input checked="" type="checkbox"/> Pendidik membagikan bacaan berupa teks laporan tentang “Koi Fish”. <input checked="" type="checkbox"/> Peserta didik mengikuti pendidik membacakan teks laporan. <input checked="" type="checkbox"/> Peserta didik bersama teman kelompok berlatih menjawab soal-soal pada lembar kerja <i>activity one</i> . <input checked="" type="checkbox"/> Peserta didik membuat paragraf tentang “Koi Fish” berdasarkan jawaban pada soal latihan yang telah dikerjakan pada lembar kerja <i>activity one</i> . <input checked="" type="checkbox"/> Peserta didik bersma teman kelompok menuliskan hasil tulisan paragraf paling sedikit 5 kalimat ke dalam lembar kerja <i>activity two</i> . <input checked="" type="checkbox"/> Pendidik menjelaskan materi terkait teks laporan. <input checked="" type="checkbox"/> Pendidik membagikan teks bacaan terkait teks laporan tentang “School”. <input checked="" type="checkbox"/> Peserta didik menulis kembali dan memberikan tanda baca pada lembar kerja <i>activity three</i> . <input checked="" type="checkbox"/> Peserta didik membacakan hasil kerja mereka. <input checked="" type="checkbox"/> Pendidik memberikan masukan dan mengapresiasi atas pekerjaan mereka.	60'
Penutup <input checked="" type="checkbox"/> Peserta didik, dengan bimbingan pendidik, membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. <input checked="" type="checkbox"/> Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas. <input checked="" type="checkbox"/> Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik dalam kelompok. <input checked="" type="checkbox"/> Peserta didik diberikan tugas untuk mengecek kemampuan mereka sebagai tugas mandiri dikerjakan di rumah. <input checked="" type="checkbox"/> Pendidik menginformasikan kegiatan yang akan dilaksanakan pada pembelajaran berikutnya.	10'

➤ **Penilaian Pembelajaran (Assesment for Learning)**

<input checked="" type="checkbox"/> Sikap	Mengamati kegiatan peserta didik pada saat pembelajaran berlangsung.
<input checked="" type="checkbox"/> Pengetahuan	+ Peserta didik dapat membaca teks laporan. + Peserta didik dapat membuat teks laporan.
<input checked="" type="checkbox"/> Keterampilan	Menampilkan hasil karya terkait teks laporan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

Mengetahui,
Kepala Sekolah

Makassar, 2021
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LEMBAR KERJA PESERTA DIDIK

❖ Activity One

Read the following text to start the lesson, then answer the questions.

Koi Fish

Koi fish is a species of carp fish with a unique color and pattern. They are originated from Eastern Asia. The name "Koi" is a Japanese word which means carp fish. Mostly, they are kept by humans in an outdoor ponds to beautify the garden. Their body formed a curve in the middle which make it looks chubby, and it is similar to the other species of carp fish. They have three pairs of fin located on the bottom of their body and a long fin on top of their body. Their tail is flat and it is spread vertically. Their eyes are located on each side of the head. Their mouth is wide with thick lips around it. They can form an o-shape when they open their mouth. Their skin are covered with large and colorful scales. Some of them have more than two color on their body such as white scales with black and orange spots or white scales with black and red spots. They can grow up to the size of 80 cm with the maximum weight of 14 kg. It is recorded that they can live up to 20 years.

<http://britishcourse.com/contoh-Report-text-koi-fish.php>

Vocabulary list:

No.	English	Indonesian
1.	<i>a curve</i>	<i>sebuah lengkungan</i>
2.	<i>beautify</i>	<i>memperindah</i>
3.	<i>carp fish</i>	<i>ikan mas</i>
4.	<i>Fin</i>	<i>sirip</i>
5.	<i>Grow</i>	<i>tumbuh</i>
6.	<i>originated</i>	<i>asal</i>
7.	<i>scales</i>	<i>sisik</i>
8.	<i>shape</i>	<i>bentuk</i>
9.	<i>species</i>	<i>spesies/ jenis</i>
10.	<i>spread</i>	<i>menyebar</i>

Questions:

- a. What is the text about?
- b. Where are the carp fish orginated from?
- c. How is their body?
- d. How can they grow up?
- e. What probably makes people interested to keep the Koi Fish?

❖ Activity Two

Make a simple paragraph about Koi Fish based on your answer, at least 5 sentences.

Koi Fish

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❖ Activity Three

Here is the paragraph about school. But they are written without any punctuation. Re-write them in good sentences.

school

a school is a place where students go to learn today children in most countries must go to school for a number of years teachers help them to learn a school is headed by a principal or a headmaster at school students can learn skills and knowledge that are useful for the life now and in the future in most countries students learn basic subjects—science, music, geography, history, and languages they also learn extracurricular activities in indonesia, religion is a compulsory subject with their teachers and their friends students also learn to be good people who can differentiate between right and wrong and between acceptable and unacceptable behaviour