


**Developing online RPP by implementing STEAM, PPK, TPACK and 4C  
(Critical Thinking, Creativity, Collaboration, Communication) BY FITRI  
SETYA NINGSIH**

	<p align="center"><b>MUHAMMADIYAH JUNIOR HIGH SCHOOL AHMAD DAHLAN METRO</b></p> <p align="center"><b>LESSON PLAN ENGLISH SUBJECT</b></p>	<p><b>Academic year : 2020/2021</b>  <b>Class/ Semester : IX/ I</b>  <b>Time Allocation : 6 lesson hours (3 meetings)</b>  <b>Learning Material : Transactional interaction text that involve passive voice</b></p>
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**A. CORE COMPETENCIES**

KI 1	Appreciate and live up to the teachings of his religion.
KI 2	Appreciate and live honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, self-confidence, in interacting effectively with the social and natural environment within the range of association and existence.
KI 3	Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.
KI 4	Processing, presenting, and reasoning in the realm of the concrete (using, unraveling, assembling, modifying and creating), and the realm of the abstract (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources that are the same in perspective /theory.

**B. BASIC COMPETENCY (KD) and COMPETENCY ACHIEVEMENT INDICATORS (IPK)**

No	BASIC COMPETENCY	COMPETENCY ACHIEVEMENT INDICATORS
	<p><b>Knowledge Competence</b>  <b>3.8 Applying social functions, text structure, and linguistic elements of oral and written transactional interactions involving the act of giving and requesting information related to circumstances / actions / activities / events without needing to mention the perpetrators according to the context of their use. (Pay attention to the linguistic elements of passive voice.)</b></p>	<p>After the learning process, students are expected to be able:</p> <p>3.8.1 Explain the social function, text structure and linguistic elements of the text of oral and written transactional interactions involving passive voice according to the context confidently and responsibly.</p> <p>3.8.2 Identify social functions, text structures and linguistic elements of oral and written transactional interactions involving the passive voice according to the context confidently and responsibly.</p> <p>3.8.3 Describing social functions, text structure and linguistic elements of oral and written transactional interactions involving passive voice according to context confidently and responsibly.</p> <p>3.8.4 Applying social functions, text structure and linguistic elements of oral and written transactional interactions involving passive voice according to context confidently and responsibly.</p>

No	BASIC COMPETENCY	COMPETENCY ACHIEVEMENT INDICATORS
	<b>Skill Competence</b>  <b>4.8 Arranging oral and written transactional interaction texts, very short and simple, involving the act of giving and asking for information related to circumstances / actions / activities / events without needing to mention the perpetrators by paying attention to social functions, text structure, and linguistic elements that are correct and in context. (Pay attention to the linguistic elements of passive voice.)</b>	4.8.1 Ordering or arranging oral and written transactional interaction texts involving passive voice. 4.8.2 Completing oral and written transactional interaction texts involving passive voice. 4.8.3 Capturing the meaning of the text of oral and written transactional interactions involving passive voice. 4.8.4 Delivering oral and written transactional interaction texts involving passive voice. 4.8.5 Arranging oral and written transactional interaction texts involving passive voice.

### C. LEARNING OBJECTIVES for the First Meeting, the Second Meeting, and the Third Meeting

Through **STEAM approach** (Science, Technology, Engineering, Art, Math) and observing **chat on Media Social (WhatsApp)** using **the Project Based Learning model**, students can **apply** social functions, text structures and linguistic elements of transactional interaction text that involve passive voice, can **compose** transactional texts that involve passive voice related to social functions, text structures and linguistic elements and can **make** audio or video of conversation about transactional interaction text that involve passive voice with curiosity, discipline, meticulous, independent, confident during the learning process and able to communicate and cooperate **well** in groups.

### D. LEARNING MATERIAL

#### 1. Reguler Materials

- a. Kind of the text

Written and spoken text in the form of a conversation or description with **Passive Voice**.

Passive Voice Patterns

	ACTIVE	PASSIVE
<b>PRESENT</b>	<u>Rina</u> <u>cooks</u> <u>traditional food</u> . S V1(s) O	<u>Traditional food</u> <u>is</u> <u>cooked by</u> <u>Rina</u> . S TOBE V3 Prep. By O
<b>PAST</b>	<u>Rina</u> <u>cooked</u> <u>traditional food</u> . S V2 O	<u>Traditional food</u> <u>was</u> <u>cooked by</u> <u>Rina</u> . S TOBE V3 Prep. By O
<b>CONTINUOUS</b>	<u>Rina</u> <u>is</u> <u>cooking</u> <u>traditional food</u> . S TOBE V1-ing O	<u>Traditional food</u> <u>is</u> <u>being</u> <u>cooked by</u> <u>Rina</u> . S TOBE BEING V3 Prep. By O
<b>FUTURE</b>	<u>Rina</u> <u>will</u> <u>cook</u> <u>traditional food</u> . S modal will V1 O	<u>Traditional food</u> <u>will</u> <u>be</u> <u>cooked by</u> <u>Rina</u> . S modal will BE V3 Prep. By O
<b>PERFECT</b>	<u>Rina</u> <u>has</u> <u>cooked</u> <u>traditional food</u> . S has/have/had V3 O	<u>Traditional food</u> <u>has</u> <u>been</u> <u>cooked by</u> <u>Rina</u> . S has/have/had BEEN V3 Prep. By O

Social Functions

Describe, explain objectively.

c. Text Structure

- Getting started
- Respond

d. Linguistic Elements

(1) Declarative and interrogative sentences in Passive Voice.

(2) Prepositions by.

(3) Singular and plural nouns with or without a, the, this, those, my, their, and so on.

(4) Speech, word stress, intonation,

(5) Spelling and punctuation

(6) Handwriting.

e. Topic

Cross-culture in the form of handicrafts, food, regional icons and so on, which are very well known which can foster the behavior contained in KI.

## **2. Remedial Material**

Same with regular material.

## **3. Enrichment Materials**

Written and spoken text in the form of a conversation or description with the Passive Voice, which is not included in the regular material.

## **E. LEARNING MEDIA, TOOLS AND MATERIALS, LEARNING RESOURCES**

### **1. MEDIA**

Written and spoken text in the form of a conversation or description with Passive Voice., images presented in Slides on Ms. Power point, Laptop, RUMAH BELAJAR MUHAMMADIYAH SMP MUHAMMADIYAH AHMAD DAHLAN.

### **2. TOOLS AND MATERIALS**

Paper / Notebook, Stationery, and whiteboard.

### **3. LEARNING RESOURCES**

Textbook: Thomas Hong and Gareth Powell. 2019. NEW FRONTIER 3. Indonesia: ASTA.

Mulyono. 2016. English Way 3 for SMP Grade IX. Bogor: Quadra., Exemplary speech and actions of the teacher using every interpersonal / transactional communication act correctly and accurately, Examples of written interactions, Source from the internet.

## **F. LEARNING METHOD**

Discussion, Scientific Approach dalam model pembelajaran Discovery Learning, Project Based Learning, Meaningful Learning Strategy.

## G. LEARNING STEPS

### THE FIRST MEETING

LEARNING STEP & COMPONENT OF INNOVATIVE LEARNING	LEARNING ACTIVITY (All activities here include in implementing implementing STEAM, PPK, TPACK and 4C)	TIME ALLOCATION
	OPENING ACTIVITY	
<b>Preliminary (preparation/ orientation)</b>	Teacher greets the students through a video that is made by Bandicam application to record, uploaded in YouTube and embedded in LMS Rumah Belajar Muhammadiyah at English for 9 <sup>th</sup> Grade. Teacher asks students to pray ( <b>PPK/ RELIGIUS</b> ). Teacher checks students' attendance.	10
<b>Apperception</b>	<p>a. In a video that is made by Bandicam application to record, uploaded in YouTube and embedded in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade, the teacher links learning with material that has been learned in previous meetings by share screen MS. PowerPoint that is recorded through Bandicam. (<b>STEAM/ TECHNOLOGY</b>)</p> <p>b. Providing short stories and integrate Islamic values with material in a video that is made by Bandicam application to record, uploaded in YouTube and embedded in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade to focus students' concentration on the material to be discussed on that day, especially how to communicate well and politely to anyone. (<b>PPK/ RELIGIUS</b>)</p>	
<b>Motivation</b>	<p>c. In a video that is made by Bandicam application to record, uploaded in YouTube and embedded in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade (<b>STEAM/ TECHNOLOGY</b>) also there are:</p> <p>a. Delivering the competencies to be achieved and their benefits in daily life.</p> <p>b. Outline the scope of material and activities to be carried out.</p> <p>c. Delivering the scope and assessment techniques that will be used.</p>	
<b>MAIN ACTIVITY</b>		
<b>Stimulation</b>	<p>a. The teacher shows students a picture of icons and local specialties through videos from YouTube, that is embedded in Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade (<b>STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT</b>)</p> <p>b. The teacher gives questions to students as stimulus in order that student are at home answer patterns (using passive sentence patterns), it is embedded explanation video from teacher in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade and use feature of PAGE as the script of the video in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade, (<b>STEAM/ TECHNOLOGY</b>) for example:  <i>Do you know what this icon is called?</i>  <i>Do you know what this food is called?</i></p>	60

<p><b>Problem Statement</b></p>	<p><i>It is called by ....</i>  <i>What this food is made of?</i>  <i>It is made by ....</i></p> <p>c. The teacher states the problems that must be answered, namely the social function, text structure, and linguistic elements of the passive voice. That is in embedded explanation video from teacher in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade.</p>	
<p><b>Data Collection Method</b></p>	<p><b>Collecting Information</b></p> <p>a. The teacher asks students chat together via chat forum feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade. One of the chats was as exemplified at the beginning, since most of the students came from out of Metro city and that student tells about original case in every city in Lampung <b>(STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT)</b></p> <p>b. The teacher asks students to observe the conversational text in chat forum feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade that use passive sentence patterns, namely verbs with the prefix di- that has topic about origin, icon of the city, and traditional food and drink of a city. Showing that Indonesia has many culture and habit so as the facilitator, teacher invite the students to preserve and keep the culture. This is still in forum feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade. <b>(PPK/ NASIONALIS)</b></p> <p>c. In forum feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade, the teacher direct students to interpret it into English, then students observe and identify the passive sentence using TOBE and Verb 3. <b>(STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT)</b></p> <p>d. The teacher directs students make conclusions with the teacher direction that such sentence patterns are called passive sentences. It is still in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade. <b>(STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT)</b></p> <p>e. Before practicing using passive sentences, students make active sentences guided by the teacher with topics related to the focus of learning to make something procedures and operating a tool related to making traditional food and an icon that is typical of an area. Using MS. Excel and displayed, the left hand column for the active sentence and the right side for the passive sentence with different tenses. In this meeting, we focus on present tense and past tense. It embed Google form in PAGE feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade. <b>(STEAM / TECHNOLOGY &amp; ENGINEERING &amp; MATH)</b></p> <p>f. Students observe and make notes in their books as interesting as possible to make it easier to study each one more carefully and they have to submit their note as evidence by taking a picture and submit</p>	

	<p>it in submission part that have been available, that is in assignment feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade. <b>(STEAM / ART &amp; PPK/ INDEPENDENT)</b></p> <p>g. Students change active to passive sentences from example sentences in the form of active sentences given by the teacher. It is in Quiz feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade and there are feedback that have been adjusted. <b>(STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT)</b></p>	
<b>Data Processing</b>	<p><b>Associating</b></p> <p>a. The students practice making passive sentences and asking and answering questions related to describing something with the passive voice by paying attention to the structure of the text, and linguistic elements and according to the context carefully. It is in Quiz feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade and there are feedback that have been adjusted. <b>(PPK/ MUTUAL COOPERATION)</b></p>	
<b>Verification</b>	<p>b. Students confidently display the result of note of it that has been made with the teacher as a facilitator who provides feedback on students work or performance. That is in assignment feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade <b>(PPK/ INTEGRITY)</b></p>	
<b>Generalization</b>	<p>h. The teacher gives feedback toward the result of student's work manually one by one by checking in the students' submission. <b>(STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT)</b></p> <p>a. The teacher ask students write note important things that is obtained from feedback.</p>	
<b>CLOSING ACTIVITY</b>		
	<p>In Page feature of CLOSING ACTIVITY in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade, there are:</p> <p>a. The teacher reflects on the learning process.</p> <p>b. The teacher conveys a plan of learning activities for the next meeting, it is passive voice of continuous, future and perfect tense by using video again. <b>(STEAM / TECHNOLOGY)</b></p> <p>c. Provide individual unstructured assignments by having students begin practicing using passive sentences inside and outside the classroom.</p>	10

## THE SECOND MEETING

LEARNING STEP & COMPONENT OF INNOVATIVE LEARNING	LEARNING ACTIVITY (All activities here include in implementing implementing STEAM, PPK, TPACK and 4C)	TIME ALLOCATION
	OPENING ACTIVITY	
<b>Preliminary (preparation/ orientation)</b>	Teacher greets the students through a video that is made by Bandicam application to record, uploaded in YouTube and embedded in LMS Rumah Belajar Muhammadiyah at English for 9 <sup>th</sup> Grade. Teacher asks	10

	students to pray ( <b>PPK/ RELIGIUS</b> ). Teacher checks students' attendance.	
<b>Apperception</b>	<p>d. In a video that is made by Bandicam application to record, uploaded in YouTube and embedded in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade, the teacher links learning with material that has been learned in previous meetings by share screen MS. PowerPoint that is recorded through Bandicam. (<b>STEAM/ TECHNOLOGY</b>)</p> <p>e. Providing short stories and integrate Islamic values with material in a video that is made by Bandicam application to record, uploaded in YouTube and embedded in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade to focus students' concentration on the material to be discussed on that day, especially how to communicate well and politely to anyone. (<b>PPK/ RELIGIUS</b>)</p>	
<b>Motivation</b>	<p>In a video that is made by Bandicam application to record, uploaded in YouTube and embedded in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade (<b>STEAM/ TECHNOLOGY</b>) also there are:</p> <p>a. Delivering the competencies to be achieved and their benefits in daily life.</p> <p>b. Outline the scope of material and activities to be carried out.</p> <p>c. Delivering the scope and assessment techniques that will be used.</p>	
<b>MAIN ACTIVITY</b>		
<b>Stimulation</b>	<p>a. The teacher shows students a picture of icons and local specialties through videos from YouTube, that is embedded in Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade (<b>STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT</b>)</p> <p>b. The teacher gives questions to students as stimulus in order that student are at home answer patterns (using passive sentence patterns), it is embedded explanation video from teacher in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade and use feature of PAGE as the script of the video in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade, (<b>STEAM/ TECHNOLOGY</b>) for example:  <i>Do you know what this icon is called?</i>  <i>Do you know what this food is called?</i>  <i>It is called by ....</i>  <i>What this food is made of?</i>  <i>It is made by ....</i></p>	60
<b>Problem Statement</b>	<p>c. The teacher states the problems that must be answered, namely the social function, text structure, and linguistic elements of the passive voice. That is in embedded explanation video from teacher in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade.</p>	
<b>Data Collection Method</b>	<p><b>Collecting Information</b></p> <p>a. The teacher asks students chat together via chat forum feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade. One of the chats was as exemplified at the beginning, since most of the students</p>	

	<p>came from out of Metro city and that student tells about original case in every city in Lampung <b>(STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT)</b></p> <p>b. The teacher asks students to observe the conversational text in chat forum feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade that use passive sentence patterns, namely verbs with the prefix di- that has topic about origin, icon of the city, and traditional food and drink of a city. Showing that Indonesia has many culture and habit so as the facilitator, teacher invite the students to preserve and keep the culture. This is still in forum feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade. <b>(PPK/ NASIONALIS)</b></p> <p>c. In forum feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade, the teacher direct students to interpret it into English, then students observe and identify the passive sentence using TOBE and Verb 3. <b>(STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT)</b></p> <p>d. The teacher directs students make conclusions with the teacher direction that such sentence patterns are called passive sentences. It is still in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade. <b>(STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT)</b></p> <p>e. Before practicing using passive sentences, students make active sentences guided by the teacher with topics related to the focus of learning to make something procedures and operating a tool related to making traditional food and an icon that is typical of an area. Using MS. Excel and displayed, the left hand column for the active sentence and the right side for the passive sentence with different tenses. In this meeting, we focus on continuous, future, and perfect. It embed Google form in PAGE feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade. <b>(STEAM / TECHNOLOGY &amp; ENGINEERING &amp; MATH)</b></p> <p>f. Students observe and make notes in their books as interesting as possible to make it easier to study each one more carefully and they have to submit their note as evidence by taking a picture and submit it in submission part that have been available, that is in assignment feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade. <b>(STEAM / ART &amp; PPK/ INDEPENDENT)</b></p> <p>g. Students change active to passive sentences from example sentences in the form of active sentences given by the teacher. It is in Quiz feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade and there are feedback that have been adjusted. <b>(STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT)</b></p>	
<b>Data Processing</b>	<p><b>Associating</b></p> <p>a. The students practice making passive sentences and asking and answering questions related to describing something with the passive</p>	



	voice by paying attention to the structure of the text, and linguistic elements and according to the context carefully. It is in Quiz feature in LMS Rumah Belajar Muhammadiyah at English for 9 <sup>th</sup> Grade and there are feedback that have been adjusted. <b>(PPK/ MUTUAL COOPERATION)</b>	
<b>Verification</b>	a. Students confidently display the result of note of it that has been made with the teacher as a facilitator who provides feedback on students work or performance. That is in assignment feature in LMS Rumah Belajar Muhammadiyah at English for 9 <sup>th</sup> Grade <b>(PPK/ INTEGRITY)</b>	
<b>Generalization</b>	a. The teacher gives feedback toward the result of student's work manually one by one by checking in the students' submission. <b>(STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT)</b> b. The teacher ask students write note important things that is obtained from feedback.	
<b>CLOSING ACTIVITY</b>		
	In Page feature of CLOSING ACTIVITY in LMS Rumah Belajar Muhammadiyah at English for 9 <sup>th</sup> Grade, there are: a. The teacher reflects on the learning process. b. The teacher conveys a plan of learning activities for the next meeting, it is passive voice of continuous, future and perfect tense by using video again. <b>(STEAM / TECHNOLOGY)</b> c. Provide individual unstructured assignments by having students begin practicing using passive sentences inside and outside the classroom.	10

### THE THIRD MEETING

LEARNING STEP & COMPONENT OF INNOVATIVE LEARNING	LEARNING ACTIVITY	TIME ALLOCATION
	OPENING ACTIVITY	
Preliminary (preparation/orientation)	Teacher greets the students through GOOGLE MEET that the link to join is embedded in LMS Rumah Belajar Muhammadiyah at English for 9 <sup>th</sup> Grade. Teacher asks students to pray <b>(PPK/ RELIGIUS)</b> . Teacher checks students' attendance.	10
Apperception	a. In Google meet the teacher links learning with material that has been learned in previous meetings by share screen MS. PowerPoint that is recorded through Bandicam. <b>(STEAM/ TECHNOLOGY)</b> b. Providing short stories and integrate Islamic values with material in Google meet to focus students' concentration on the material to be discussed on that day, especially how to communicate well and politely to anyone. <b>(PPK/ RELIGIUS)</b>	
Motivation	In Google meet <b>(STEAM/ TECHNOLOGY)</b> also the teacher: a. Delivering the competencies to be achieved and their benefits in daily life. b. Outline the scope of material and activities to be carried out. <b>“REVIEW MATERIALS OF PASSIVE VOICE”</b>	

	c. Delivering the scope and assessment techniques that will be used.	
<b>MAIN ACTIVITY</b>		
<b>Starts With the Essential Question &amp; Critical Thinking</b>	<p>a. The teacher shows students a picture of icons and local specialties through videos from YouTube (<b>STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT</b>) that is embedded in Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade.</p> <p>b. The teacher gives questions to students as stimulus in order that student are at home answer patterns (using passive sentence patterns), it is embedded explanation video from teacher in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade and use feature of PAGE as the script of the video in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade, for example:  <i>Do you know what this icon is called?</i>  <i>Do you know what this food is called?</i>  <i>It is called by ....</i>  <i>What this food is made of?</i>  <i>It is made by ....</i></p> <p>c. The teacher states the problems that must be answered, namely the social function, text structure, and linguistic elements of the passive voice. That is in embedded explanation video from teacher in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade.</p>	60
<b>Design a Plan for the Project &amp; Collaboration</b>	<p><b>Collecting Information</b></p> <p>a. The teacher asks students chat together via chat forum feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade. One of the chats was as exemplified at the beginning, since most of the students came from out of Metro city and that student tells about original case in every city in Lampung (<b>STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT</b>)</p> <p>b. The teacher asks students to observe the conversational text in chat forum feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade that use passive sentence patterns, namely verbs with the prefix di- that has topic about origin, icon of the city, and traditional food and drink of a city. Showing that Indonesia has many culture and habit so as the facilitator, teacher invite the students to preserve and keep the culture. This is still in forum feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade. (<b>PPK/ NASIONALIS</b>)</p> <p>c. In forum feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade, the teacher direct students to interpret it into English, then students observe and identify the passive sentence using TOBE and Verb 3. (<b>STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT</b>)</p> <p>d. The teacher directs students make conclusions with the teacher direction that such sentence patterns are called passive sentences. It is still in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup></p>	
<b>Creates a Schedule, Monitor the Students and the Progress of the Project &amp; Communication</b>		

	<p>Grade. <b>(STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT)</b></p> <p>e. Before practicing using passive sentences, students make active sentences guided by the teacher with topics related to the focus of learning to make something procedures and operating a tool related to making traditional food and an icon that is typical of an area. Using MS. Excel and displayed, the left hand column for the active sentence and the right side for the passive sentence with different tenses. In this meeting, we focus on <b>ALL TENSES</b>. It embed Google form in PAGE feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade. <b>(STEAM / TECHNOLOGY &amp; ENGINEERING &amp; MATH)</b></p> <p>f. Students observe and make notes in their books as interesting as possible to make it easier to study each one more carefully and they have to submit their note as evidence by taking a picture and submit it in submission part that have been available, that is in assignment feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade. <b>(STEAM / ART &amp; PPK/ INDEPENDENT)</b></p> <p>g. Students change active to passive sentences from example sentences in the form of active sentences given by the teacher. It is in Quiz feature in LMS Rumah Belajar Muhammadiyah at English for 9<sup>th</sup> Grade and there are feedback that have been adjusted. <b>(STEAM/ TECHNOLOGY &amp; LITERACY ACTIVITY &amp; ICT)</b></p>	
<b>Assess the Outcome &amp; Creativity</b>	a. In pairs, students practice making passive sentences and asking and answering questions related to describing something with the passive voice by paying attention to the structure of the text, and linguistic elements and according to the context carefully. <b>(PPK/ MUTUAL COOPERATION)</b>	
<b>Assess the Outcome &amp; Creativity</b>	<b>b. Students confidently display the result of note and record of example in the form of video conversation or audio recorder of it that has been made with the teacher as a facilitator who provides feedback on students work or performance. It will be submitted in Quiz feature in LMS Rumah Belajar Muhammadiyah. (PPK/ INTEGRITY)</b>	
	c. Students note important things obtained from feedback.	
<b>CLOSING ACTIVITY</b>		
<b>Evaluate the Experiences</b>	<p>a. The teacher reflects on the learning process that has been carried out together with the students.</p> <p>b. The teacher conveys a plan of learning activities for the next meeting, namely a video call with sources familiar to the students. <b>(STEAM / TECHNOLOGY)</b></p> <p>c. Provide individual unstructured assignments by having students begin practicing using passive sentences inside and outside the classroom.</p>	10

1. **PENILAIAN SIKAP** = Observation
2. **PENILAIAN PENGETAHUAN** : in the form of multiple choice written tests & written descriptions, oral tests / observations of question and answer discussions and conversations as well as assignments
3. **PENILAIAN KETERAMPILAN**= performance and the product of recorder.

Known by,  
Headmaster of SMP Muhammadiyah  
Ahmad Dahlan Metro

Metro, 24 September 2020  
English teacher

**ALI MUSYafa, S.Ag., M.M.**  
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# ATTACHMENT

## 1. Type / assessment technique

### - Written test and performance test

The assessment process takes place during the learning process which starts from observing, questioning, exploring, associating and communicating activities.

### Attitude:

#### - Observation, self-assessment, peers

(Student performance is assessed by the teacher, students themselves and their friends using a checklist or rating scale accompanied by a rubric.

#### - Journal, inside and outside the classroom, in the form of educator notes.

The teacher observes and records student behavior which includes attitudes and skills

### Knowledge:

Students' knowledge of text structure and linguistic elements was evaluated using oral / written test.

### Skills:

Performance / Practice, journal.

## 2. Scoring guidelines

### Rubric

#### a. Aspect Attitude

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Jujur	5: always be honest 4: often be honest 3: be honest sometimes 2: rarely honest 1: never be honest	
2.	Bertanggung jawab	5: always the responsibility 4: often responsibility 3: sometimes responsibility 2: rarely responsibility 1: never responsibility	
3.	Kerjasama	5: always cooperation 4: frequent cooperation 3: sometimes cooperation 2: rarely cooperation 1: never cooperation	

4	Disiplin	5: always be disciplined 4: often disciplined 3: sometimes discipline 2: rarely disciplined 1: never discipline	
5	Percaya diri	5: always be confident 4: often confident 3: be confident sometimes 2: rarely self-disciplined discipline 1: never trust yourself	

## I Assessment

### 1. Type / Assessment Technique

- **Attitudes (through the rubric of observing attitudes during learning)**
- **Knowledge: written test**
- **Skills: draft skills, projects.**

### 2. Bentuk instrumen

Instrumen penilaian sikap

No	Nama	Sikap				Keterangan
		Tanggungjawab	Peduli	Kerjasama	Cintadamai	
1.						
2.						
3.						
4.						

#### Information:

The attitude assessment scale is made in the range of 1 to 5

1 = very lacking; 4 = consistent;

2 = lack of consistency; 5 = always consistent.

3 = start consistent;

#### Knowledge Assessment

1. Write the passive sentence found in the given text and in the chat at Muhammadiyah Learning Center Later.
2. Explain what language elements are found in the passive sentence
3. Explain the difference between the passive and active sentences.

#### Skills assessment

1. Students display about the information they get from the text.
2. Students submit written assignments

### RUBRIC WRITING ASSESSMENT

No.	Names	Aspect to Score		
		Complexity	Organization	Neatness
1.	....			
2.	....			
3.	....			
4.	....			
5.	....			
6.				
7.				
8.				

#### Scoring Criteria:

No.	Aspects	Criteria	Score
1.	Complexity	Highly complex	5
		Complex	4
		Fairly complex	3
		Simple	2
		Very Simple	1
2.	Organization	Highly organized	5
		Organized	4
		Fairly organized	3
		Less organized	2
		Disorganized	1
3.	Neatness	Highly neat	5
		Neat	4
		Fairly neat	3

		Less neat	2
		Messy	1
<b>TOTAL SCORE = (SCORE x 20)/3</b>			

## SPEAKING

### Instructions:

With your family, please practice the conversation you have composed during the writing session. You should memorize all your parts and may not glance at your notes at all.

### RUBRIK PENILAIAN SPEAKING

No.	Names/Groups	Aspect to Score			
		Pronunciation and Intonation	Fluency	Accuracy	Content
1.					
2.					
3.					
4.					
5.					

### Scoring Criteria:

No.	Aspects	Criteria	Score
1.	Pronunciation and Intonation	Excellent	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1
2.	Fluency	Highly fluent	5
		Fluent	4
		Fairly fluent	3
		Less fluent	2
		Influent	1
3.	Accuracy	Highly accurate	5
		Accurate	4
		Fairly accurate	3
		Less accurate	2



		Inaccurate	1
4.	Content	Highly elaborate	5
		Elaborate	4
		Fairly elaborate	3
		Less elaborate	2
		Unelaborated	1

**FINAL SCORE = TOTAL SCORE x5**