

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 7)**

Satuan Pendidikan : SMA Negeri Usapimnasi
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/II
 Materi Pokok : *Cause and Effect*
 Alokasi Waktu : 2JP x 2 pertemuan

A. Kompetensi Inti

1. : Menghayati dan mengamalkan ajaran agama yang dianutnya
2. : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. : Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. : mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	IPK
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i>)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Pertemuan 1:</p> <p>3.7.1 Mengidentifikasi struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Menerangkan fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.</p> <p>3.7.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.</p> <p>Pertemuan 2</p> <p>4.7.1 Menggunakan struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat.</p> <p>4.7.2 Menulis teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>4.7.3 Menyajikan dialog yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat.</p>

C. Tujuan Pembelajaran: Melalui *Text Based Language Learning* peserta didik mampu mengembangkan perilaku tanggungjawab, kerjasama dan percaya diri dalam menerapkan dan menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. Materi Pembelajaran

- Tindakan memberi dan meminta informasi terkait hubungan sebab akibat
- Fungsi sosial
Menjelaskan, memberikan alasan, mensyukuri, dsb.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan
 - Kata yang menyatakan hubungan sebab akibat: *because of ..., due to ..., thanks to ...*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.

E. Pendekatan/Metode Pembelajaran:

- Pendekatan : Berbasis Teks
- Model : Text Based Language Learning
- Metode : Diskusi, tanya jawab, presentasi

F. Media, Alat, dan Sumber Belajar

1. Media : Multimodal Texts (Teks Tulis, Teks Lisan)
2. Alat : Spidol, Laptop, LCD, Speaker
3. Sumber Belajar :

- a. Mahrukh Bashir. Bahasa Inggris/Kementerian Pendidikan dan Kebudayaan. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017. Hal 74-79
- b. Internet
<https://www.google.com/search?q=gambar+siswa+sedang+miras&client=firefox-a&rls=org.mozilla:en-US:official&channel=fflb&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjM4KyS9fraAhWBvY8KHfVDEwQsAQIKw&biw=1024&bih=665>

G. Kegiatan Pembelajaran

Pertemuan I: 2 x 45

a. Kegiatan Pendahuluan (10')

- Doa, menyiapkan buku pelajaran, memungut sampah yang masih terlihat.
- Pendidik mengkondisikan suasana belajar yang menyenangkan.
- Pendidik mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
- Pendidik menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.
- Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.
- Pendidik menyampaikan lingkup dan teknik penilaian yang akan digunakan.

b. Kegiatan Inti

1. Menyajikan Informasi
 - Secara berpasangan, peserta didik membaca sebuah percakapan di dalam buku teks (Buku siswa hal 75)
 - Peserta didik berdiskusi terkait isi dari percakapan tersebut.
 - Secara berpasangan, peserta didik membaca dan berdiskusi mengenai materi cause dan effect dalam buku teks (Buku siswa hal 76-78)
 - Peserta didik menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan terkait cause dan effect dengan memberikan sebuah contoh kalimat cause-effect
2. Membentuk kelompok
3. Bekerja dalam kelompok

Dalam kelompok yang terdiri dari 4-5 orang

 - Peserta didik dapat menentukan kalimat cause atau effect dari kalimat yang dicetak tebal
 - Peserta didik menentukan cause dan effect dari kalimat-kalimat yang tersedia
 - Peserta didik membaca beberapa kalimat cause dan menulis kalimat effect berdasarkan cause tersebut, kemudian membentuk sebuah kalimat dari kalimat cause dan effect yang ada.
 - Game
 - Peserta didik dibagi dalam 2 kelompok, kelompok cause dan kelompok effect
 - Setiap anggota dari kelompok cause akan dibagikan kartu berisi kalimat cause dan setiap anggota dari kelompok effect akan dibagikan kartu berisi kalimat effect
 - Setiap peserta didik harus menemukan pasangan dari kalimat cause atau effect selama 10 menit.

c. Kegiatan Penutup

- Pendidik bersama peserta didik: (a) membuat rangkuman/ simpulan pelajaran; (b) melakukan refleksi terhadap kegiatan yang sudah dilaksanakan; dan (c) memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Pendidik menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Berdoa

Pertemuan 2 : 2 x 45 menit

a. Kegiatan Pendahuluan

- Doa, menyiapkan buku pelajaran, memungut sampah yang masih terlihat.
- Pendidik mengondisikan suasana belajar yang menyenangkan.
- Pendidik mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
- Pendidik menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.
- Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan (game)
- Pendidik menyampaikan lingkup dan teknik penilaian yang akan digunakan

b. Kegiatan Inti

1. Menyajikan Informasi
 - Peserta didik mencermati percakapan tentang cause-effect dari olahraga
 - Secara berpasangan, peserta didik berdiskusi dan melengkapi percakapan tersebut
2. Membentuk kelompok
3. Bekerja dalam kelompok
 - Dalam kelompok yang terdiri dari 3 orang, peserta didik membuat sebuah percakapan terkait cause dan effect berdasarkan gambar yang sudah disiapkan
 - Peserta didik berdiskusi dan membuat percakapan terkait gambar tersebut
 - Peserta didik mendemostrasikan percakapan tersebut di depan kelas

c. Kegiatan Penutup

- Guru bersama peserta didik yaitu: (a) membuat rangkuman/ simpulan pelajaran; (b) melakukan refleksi terhadap kegiatan yang sudah dilaksanakan; dan (c) memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Dalam kelompok yang terdiri dari 5 orang, peserta didik membuat tulisan terkait cause dan effect dari suatu perbuatan/kejadian terkait kehidupan remaja.
- Mengharuskan peserta didik menggunakan ungkapan cause dan effect responnya di dalam kelas dan di luar kelas.
- Pendidik menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Materi Pembelajaran

19-1 USING *BECAUSE OF* AND *DUE TO*

(a) <i>Because the weather was cold, we stayed home.</i>	<i>Because</i> introduces an adverb clause; it is followed by a subject and verb, as in (a).
(b) <i>Because of the cold weather, we stayed home.</i> (c) <i>Due to the cold weather, we stayed home.</i>	<i>Because of</i> and <i>due to</i> are phrasal prepositions; they are followed by a noun object, as in (b) and (c).
(d) <i>Due to the fact that the weather was cold, we stayed home.</i>	Sometimes, usually in more formal writing, <i>due to</i> is followed by a noun clause introduced by <i>the fact that</i> .
(e) We stayed home <i>because of the cold weather.</i> We stayed home <i>due to the cold weather.</i> We stayed home <i>due to the fact that the weather was cold.</i>	Like adverb clauses, these phrases can also follow the main clause, as in (e).

Cause and Effect

Cause → The reason or motivate, for an action

Why something happens

Happens first

Example : It rained

Effect → Resulted or conclusion of an action

What happened

Happens due to a cause

Example: I got wet

When we talk about cause, we use the following signals:

Because, the reason for, on account of, bring about, give rise to, created by, contributed to, led to, due to, for this reason, unless

When we talk about an effect, we use the following signal words:

As a result, then, hence, for this reason, therefore, outcome, so, consequently, finally, in other to

Some examples of cause and effect relationship

Sentence	Cause and rather relationship
Sumatran tigers are almost extinct because people kill to many of them	Cause-people killed too many of them Effect-Sumatran tigers almost become extinct
Haze is caused by massive forest burning	Cause-massive forest burning Effect -haze
Since they are in love, they forgive each other's mistake	Cause- they are in love Effect- they forgive each other's mistake
Early man learnt how to grow food, and as a result, their lives became easier	Cause- early man learnt how to grown food Effect-their lives became easier

A Pre-Activity

With a partner, read the conversation given below.



Jane: Hi Ray! What are you doing?

Ray: Hey Jane! I am reading an article on smoking.

Jane: Smoking! Why?

Ray: For presentation in Science class.

Jane: So tell me what you learnt about smoking.

Ray: Did you know that smoking is one of the main causes of sickness in smokers? For example:

1. Smoking weakens the lungs due to which there is a build up of poisonous substances.
2. Smoking causes heart attacks, strokes, ulcers.

Jane: Really? It sounds scary.

Ray: It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these diseases.

Jane: You are right. We have to do it.

Discuss with your partner

- What do you think is happening in the above conversation?
- Do you think smoking is dangerous?
- Do you think it should be banned?

Students' Worksheet

Pertemuan 1

- A. Read the following sentences. Decide if the words in bold are cause or effect. Write cause and effect in the bracket. Then, underline the "signal" word or phrase. Number one has been done for you
1. Early man used weapon **because they needed to find food** (cause)
 2. The glacier began to melt; **therefore, the land bridge between Asia and North America became Flooded** (....)
 3. **Because they wanted to learn about different civilization that are existed,** (....) archeologists studied artifacts.
 4. **Early man slowly started to grow food** (....), and as a result, their lives become easier.
 5. **My sister was very tired** (....) because she stayed because she stayed up past midnight.
- B. Read the sentences and find the cause and effect. The first one has been done for you.
1. The milk spilled all over the floor, so Jane got a mop and clean it up.
Cause : milk spilled
Effect : Jane mop
 2. Siti has planned a trip to her uncle's house because she loves her cousin.
Cause :
Effect :
 3. The green house gases trap the heat in the air, so the earth becomes warmer.
Cause :
Effect :
 4. Because the Sumatran tigers were almost extinct, the Indonesian government declared them as endangered species
Cause :
Effect :
 5. Animals are becoming extinct because humans are moving into their habitats.
Cause :
Effect :
- C. Read the cause; write the effect, then writes the complete sentences using signal words. The first one has been done for you.
1. Cause : It was very windy
Effect : All the flights were cancelled
Sentences : It was very windy, therefore, all the flight were cancelled
 2. Cause : She ate too much.
Effect :
Sentences :
 3. Cause : I run out of money
Effect :
Sentences :
 4. Cause : He is afraid to fly
Effect :
Sentence :

Game

Instructions:

1. Please form 2 groups. One group will be called cause and the other will be called effect.
2. Cause group will get a cause card and effect group will get an effect card.
3. You have to find your cause and effect group respectively.

Cause	Effect
The green house gasses trap the heat in the air	so the earth becomes warmer
Because the Sumatran tigers were almost extinct	the Indonesian government declared them as endangered species
The glacier began to melt	therefore the land bridge between Asia and North America became Flooded
Because I ate too much	I have stomachache
due to which there is a buildup of poisonous substances	Smoking weakens the lungs
Cause by massive burning forest	Haze
Because of her hard work and intelligence	She become success

Thanks to Siti and John effective planning	The event went well
There was a lot of homework and test	as a result most of the students were unhappy and couldn't go anywhere during the weekend

D. Complete the sentences with either because or because of

Directions: Complete the sentences with either *because* or *because of*.

- We postponed our trip because of the bad driving conditions.
- Sue's eyes were red because she had been swimming in a chlorinated pool.
- We can't visit the museum tomorrow _____ it isn't open.
- Jim had to give up jogging _____ his sprained ankle.
- _____ heavy fog at the airport, we had to stay in London an extra day.
- _____ the elevator was broken, we had to walk up six flights of stairs.
- Thousands of Irish people emigrated to the United States _____ the potato famine in Ireland in the mid-19th century.
- The young couple decided not to buy the house _____ its dilapidated condition.



E. Using the ideas given in the parentheses, complete the sentences

Directions: Using the ideas given in parentheses, complete the sentences.

- (Our parents are generous.) Because of our parents' generosity, all of the children in our family have received the best of everything.
- (The traffic was heavy.) We were late to the meeting due to _____
_____.

3. *(Bill's wife is ill.)* Bill has to do all of the cooking and cleaning because of _____.
4. *(Dr. Robinson has done excellent research on wolves.)* Due to _____, we know much more today about that endangered species than we did even five years ago.
5. *(It was noisy in the next apartment.)* I couldn't get to sleep last night because of _____.
6. *(Circumstances are beyond my control.)* Due to _____, I regret to say that I cannot be present at your daughter's wedding.

Pertemuan 2

A. Game

Instructions

1. Please form 2 groups (Cause group and Effect group)
 2. Cause group will write 10 causes about anything.
 3. Effect group will write 10 effects about anything.
 4. One student from each group comes forward. Cause group please give the cause to the Effect group and effect group, please give the effect to the cause group.
 5. Each of you have 10 minutes
- A. Complete the conversation
- Kalep : Hey man, why you always come late to school?
 Yaklep :, my bike had a trouble with its tire.
 Kalep : What happen with your bike?
 Yaklep : puctured nails, my bike's tire need to be changed
 Kalep : ow, fortunately you can still go to school and follow the test
 Yaklep : Yeah, Malik, he is very kind
 Kalep : Why?
 Yaklep : his ride, I am not coming late to school
 Kalep : Hey man, wat do you think about the test?
 Yaklep : I study hard last night, I can finish my test . What do you think?
 Kalep : your friend, I think so.
- a. As
 - b. Because of
 - c. Due to
 - d. Because
 - e. Thanks to
 - f. Since



B. Create a dialog based on the picture



PENILAIAN RPP 7

Pertemuan 1

1. Jurnal Penilaian Sikap: Religiusitas, tanggung jawab, , percaya diri, kerja sama, komunikatif

Nama Satuan Pendidikan : SMA NEGERI USAPIMNASI
 Kelas/Semester : XI
 Tahun Pelajaran : 2019-2020
 Mata Pelajaran : Bahasa Inggris

No.	Waktu	Nama	Kejadian/Perilaku	Butir Sikap	Pos/Neg	Tindak Lanjut

2. Test pengetahuan lisan: observasi kemampuan peserta didik secara klasikal menjawab pertanyaan lisan selama proses pembelajaran.

3.7.1 Mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat
 Indikator soal : Secara berpasangan, peserta didik mempraktekan sebuah percakapan di dalam buku teks, peserta didik berdiskusi dan menjawab pertanyaan terkait percakapan tersebut.

Suruhan/pertanyaan:

1. Who can tell me what the conversation is about?
2. What is your opinion? Do you agree?
3. Does this conversation show us the effects of smoking?
4. In order the effects to take place, there are causes. Can you tell me why do people smoking?

3.7.2 Menjelaskan struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat
 Indikator soal : Secara berpasangan peserta didik membaca materi terkait sebab akibat, peserta didik dapat memberikan sebuah contoh kalimat sebab akibat

Suruhan /pertanyaan:

Read the material about cause-effect!

Can you give me an example using cause and effect!

Rubrik Observasi Test Lisan Pengetahuan

Nama Siswa	IPK			
	3.7.1 Mengidentifikasi		3.7.2 Menjelaskan	
	Y	T	Y	T

Keterangan: diisi dengan tanda cek (√) **Y:** Ya/Benar/Tepat **T :** Tidak tepat

*Ketercapaian indikator 3.7.1 dan 3.7.2 dilakukan dengan cara menunjuk secara acak siswa dari kelompok pembelajaran lambat sebanyak 5 orang, kelompok pembelajar menengah sebanyak 3 orang, dan dari kelompok pembelajar cepat sebanyak 1 orang. Jika 5 orang dari kelompok pembelajar lambat dapat menjawab pertanyaan dengan tepat, diasumsikan semua kelompok pembelajar telah menguasai 3.7.1.dan 3.7.2

3. Tes Pengetahuan Tertulis

a. Kisi-Kisi Penulisan Soal

Nama Sekolah : SMA NEGERI USAPIMNASI
 Kelas/Program : XI
 Tahun Pelajaran : 2019-2020
 Mata Pelajaran : Bahasa Inggris
 Alokasi Waktu : 10 menit

No	IPK	Materi	Indikator Soal	Jumlah Soal	Bentuk Soal
1.	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat	Cause and effect	Disajikan beberapa kalimat, peserta didik dapat:		
			1. Menentukan cause atau effect dari kalimat yang tercetak tebal	4	Essay
			2. Menentukan cause dan effect	4	
		Disajikan kalimat beberapa kalimat sebab, peserta didik dapat:			
			1. Menggabungkan kalimat sebab dan akibat tersebut dalam sebuah kalimat dengan menggunakan salah satu 'cause & effect signal word'	3	Essay
			Disajikan beberapa kalimat rumpang, peserta didik dapat mengisi bagian rumpang dengan signal word yang tepat (because, because of and due to)	11	Isian

Butir Soal:

F. Read the following sentences. Decide if the words in bold are cause or effect. Write cause and effect in the bracket. Then, underline the "signal" word or phrase.

6. Early man used weapon because **they needed to find food** (Cause)
7. The glacier began to melt; therefore, **the land bridge between Asia and North America became Flooded** (.....)
8. **Because they wanted to learn about different about different civilization that are existed**, (.....) archeologists studied artifacts.
9. **Early man slowly started to grow food** (.....), and as a result, their lives become easier.
10. **My sister was very tired** (.....) because she stayed because she stayed up past midnight.

G. Read the sentences and find the cause and effect. The first one has been done for you.

6. The milk spilled all over the floor, so Jane got a mop and clean it up.
 Cause : milk spilled
 Effect : Jane mop
7. Siti has planned a trip to her uncle's house because she loves her cousin.
 Cause :
 Effect :
8. The green house gases trap the heat in the air, so the earth becomes warmer.
 Cause :
 Effect :
9. Because the Sumatran tigers were almost extinct, the Indonesian government declared them as endangered species
 Cause :
 Effect :

10. Animals are becoming extinct because humans are moving into their habitats.

Cause :

Effect :

H. Read the clause; write the effect, then write the complete sentences using signal words. The first one has been done for you.

1. Cause : It was very windy

Effect : All the flights were cancelled

Sentences : It was very windy, therefore, all the flights were cancelled

2. Cause : She ate too much.

Effect :

Sentences :

3. Cause : I run out of money

Effect :

Sentences :

4. Cause : He is afraid to fly

Effect :

Sentence :

I. Complete the sentences with either because or because of

Directions: Complete the sentences with either because or because of.

1. We postponed our trip because of the bad driving conditions.

2. Sue's eyes were red because she had been swimming in a chlorinated pool.

3. We can't visit the museum tomorrow _____ it isn't open.

4. Jim had to give up jogging _____ his sprained ankle.

5. _____ heavy fog at the airport, we had to stay in London an extra day.

6. _____ the elevator was broken, we had to walk up six flights of stairs.

7. Thousands of Irish people emigrated to the United States _____ the potato famine in Ireland in the mid-19th century.

8. The young couple decided not to buy the house _____ its dilapidated condition.



J. Using the ideas given in the parentheses, complete the sentences

Directions: Using the ideas given in parentheses, complete the sentences.

1. (*Our parents are generous.*) Because of our parents' generosity, all of the children in our family have received the best of everything.

2. (*The traffic was heavy.*) We were late to the meeting due to _____
_____.

3. (*Bill's wife is ill.*) Bill has to do all of the cooking and cleaning because of _____.
4. (*Dr. Robinson has done excellent research on wolves.*) Due to _____, we know much more today about that endangered species than we did even five years ago.
5. (*It was noisy in the next apartment.*) I couldn't get to sleep last night because of _____.
6. (*Circumstances are beyond my control.*) Due to _____, I regret to say that I cannot be present at your daughter's wedding.

b. Rubrik Penilaian Pengetahuan
Rubrik penilaian pengetahuan

No	Aspek yang dinilai	Criteria	Skor
	Jawaban	Benar	1
		Salah	0

Nilai : $\frac{\text{Skor perolehan}}{\text{Jumlah skor}} \times 100$

Contoh : $\frac{7}{8} \times 100 = 90$

No.	Aspek Yang Dinilai	Kriteria	Skor
	Menentukan kemungkinan akibat dari kalimat sebab , menggabungkan kalimat sebab dan akibat tersebut dalam sebuah kalimat dengan menggunakan salah satu 'cause & effect signal word' dan menentukan signal word yang tepat untuk mengisi rumpang	Contextually Correct	4
		Comprehensible with a little error	3
		Obvious translation from Indonesian that is difficult to follow	2
		Fail to communicate the idea	1

Nilai = $\frac{\text{skor perolehan}}{\text{jumlah skor}} \times 100$

Contoh: $\frac{14}{16} \times 100 = 87,5$

Pertemuan 2

1. Jurnal Penilaian Sikap: Religiusitas , tanggung jawab, peduli lingkungan, percaya diri, kemandirian, komunikatif

Nama Satuan Pendidikan : SMA NEGERI USAPIMNASI
Kelas/Semester : XI/II
Tahun Pelajaran : 2019-2020
Mata Pelajaran : Bahasa Inggris

No.	Waktu	Nama	Kejadian/Perilaku	Butir Sikap	Pos/Neg	Tindak Lanjut

2. **Test keterampilan lisan:** Observasi kemampuan peserta didik secara klasikal menjawab pertanyaan lisan selama proses pembelajaran untuk mengases kemampuan menggunakan struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat

4.7.1 Menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat

Indikator soal: Peserta didik membaca sebuah percakapan dan melengkapi percakapan tersebut dengan ungkapan cause dan effect.

Suruhan : Complete the cause-effect transactional conversation using signals words like because, due to, so, therefore, the reason for, etc.

Rubrik Observasi Test Lisan Keterampilan

Nama	IPK	
	4.7.1 Menggunakan ...	
	Y	T
Adi		
Aulia		
Budi		
dst.		

Keterangan: diisi dengan tanda cek (√) Y: Ya/Benar/Tepat T : Tidak tepat

*Ketercapaian indikator 4.3.7, dilakukan dengan cara menunjuk secara acak siswa dari kelompok pembelajar lambat sebanyak 6 orang, kelompok pembelajar menengah sebanyak 4 orang, dan dari kelompok pembelajar cepat sebanyak 2 orang. Jika 6 orang dari kelompok pembelajar lambat dapat menjawab pertanyaan dengan tepat, diasumsikan semua kelompok pembelajar telah menguasai indikator 4.7.

3. Penilaian Keterampilan: Unjuk Kerja

Nama Sekolah : SMA NEGERI USAPIMNASI
 Kelas/Program : XI
 Tahun Pelajaran : 2019-2020
 Mata Pelajaran : Bahasa Inggris
 Alokasi Waktu : 45 menit

No	IPK	Materi	Indikator Soal	Level Kognitif	Jumlah Soal	Bentuk Soal
1.	4.7.2 Menyusun sebuah percakapan sederhana terkait cause dan effect dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.7.3 Mendemonstrasikan percakapan singkat terkait cause dan effect dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Cause and effect	Disajikan beberapa gambar, dalam kelompok, peserta didik dapat : Menyusun dan mendemonstrasikan teks interaksi transaksional lisan dan tulis sederhana yang melibatkan tindakan memberi dan meminta informasi terkait cause dan effect berdasarkan gambar tersebut dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Penalaran (C6)	1	Uraian

Rubrik Penilaian Keterampilan

Kriteria	Skor	Indikator
Comprehension	5	Understands everything, no adjustments in speed or vocabulary are needed
	4	Understands nearly everything at normal speed, though occasional repetition may be necessary
	3	Understands fairly well at slower-than-normal speed with some repetition
	2	Obviously has trouble understanding, frequent adjustments in speed and vocabulary are necessary
	1	Understands only very general conversational subjects at slow speed with frequent repetition
Pronunciation	5	Speaks with few (if any) traces of 'foreign accent'
	4	Pronunciation understandable, but one is always conscious of a definite 'accent'
	3	'Foreign accent' necessitates concentrated listening and leads to occasional misunderstanding. Words and sentence must sometimes be repeated
	2	Many serious errors in pronunciation (e.g., still sounds like steel, laws sounds like loss), word accent (words are frequently accented on the wrong syllable), and sentence pitch (statements have the 'melody' of questions, etc.). Frequent repetitions are required
	1	Very hard to understand because of sound, accent, pitch difficulties
Grammar and word order	5	Uses English with few (if any) noticeable errors of grammar or word-order
	4	In general uses 'good English', but with occasional grammatical or word-order errors which do not, however, obscure meaning (e.g., 'I am needing more English', 'he gave to me the letter'.)
	3	Meaning occasionally obscured by grammatical and/or word-order errors
	2	Grammatical usage and word-order definitely unsatisfactory, frequently needs to rephrase constructions and/or restricts himself to basic, structural patterns (e.g., uses the simple present tense where he should use past or future)
	1	Errors of grammar and word-order make comprehension quite difficult.
Vocabulary	5	Use of vocabulary and 'idioms' is virtually that of a native speaker of English
	4	Rarely has trouble expressing himself with appropriate vocabulary and 'idioms'
	3	Sometimes uses inappropriate terms and/or round-about language because of inadequate vocabulary
	2	Frequently uses the wrong words, speech limited to simple vocabulary
	1	Misuse of words and very limited vocabulary make comprehension quite difficult
General speed of speech and sentence length	5	Speech speed and sentence length are those of a native speaker
	4	Speed of speech seems to be slightly effected by language problems

	3	Both speed of speech and length of utterance are apparently affected by language difficulties and limitations or by native language habits
	2	Speed of speech and length of utterance seem strongly affected by language difficulties and limitations or by native language habits
	1	Speed of speech and length of utterance are so far from normal as to make conversation quite difficult

$$\text{Nilai} = \frac{\text{skor perolehan}}{\text{jumlah skor}} \times 100$$

$$\text{Contoh: } \frac{20}{25} \times 100 = 80$$

Petunjuk

1. Amati perilaku 2 orang temanmu selama mengikuti kegiatan kelompok.
2. Isilah kolom yang tersedia dengan tanda cek (√) jika temanmu menunjukkan perilaku yang sesuai dengan pernyataan untuk indikator yang kamu amati atau tanda strip (-) jika temanmu tidak menunjukkan perilaku tersebut.
3. Serahkan hasil pengamatan kepada bapak/ibu guru.

DAFTAR CHECK LIST PENILAIAN ANTAR TEMAN

Nama Teman :
 1..... 2.....
 Nama Penilai :
 Kelas/Semester :

No.	Pertanyaan/Indikator Pengamatan	Teman 1	Teman 2
1	Teman saya mengajukan pertanyaan dengan sopan.		
2	Teman saya mengerjakan kegiatan sesuai pembagian tugas dalam kelompok .		
3	Teman saya mengemukakan ide untuk menyelesaikan masalah.		
4	Teman saya memaksa kelompok untuk menerima usulnya.		
5	Teman saya menyela pembicaraan teman kelompok.		
6	Teman saya menjawab pertanyaan yang diajukan teman lain.		
7	Teman saya menertawakan pendapat teman yang aneh.		
8	Teman saya melaksanakan kesepakatan kelompok meskipun tidak sesuai dengan pendapatnya.		

RENCANA REMIDIAL DAN PENGAYAAN RPP 7

A. Remedial

- Peserta didik membaca kembali rangkuman materi pembelajaran.
- Peserta didik menulis dialog singkat berdasarkan situasi yang diberikan.
- Peserta didik mendemonstrasikan dialog yang disusun tanpa melihat teks.

B. Pengayaan

Peserta didik menulis sebuah paragraf terkait sebab-akibat dari kenakalan remaja