

**THE ANALYSIS OF ENGLISH LESSON PLAN AND ITS  
IMPLEMENTATION IN ONLINE LEARNING  
AT THE 7<sup>th</sup> GRADE OF SMP AL-IRSYAD AL-ISLAMIYYAH  
PURWOKERTO**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic  
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment  
Requirement for *Sarjana Pendidikan* (S.Pd.) Degree**

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Declare that the thesis I have compiled with the title, “The Analysis of Lesson Plan and Its Implementation in Online Learning” is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the material from other sources and references from work done by other people or institutions have been properly cited.

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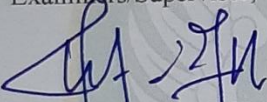
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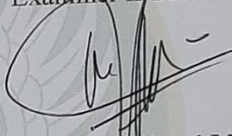
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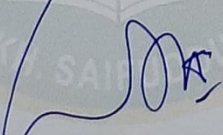
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*Assalamualaikum Warahmatullahi Wabarakatuh*

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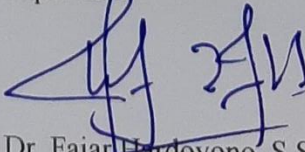
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IMPLEMENTATION IN ONLINE LEARNING  
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*Wassalamu 'alaikum Warahmatullahi Wabarakaatuh*

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## **MOTTO**

*“The best way to get started is to quit talking and being doing.”*

-Walt Disney-



## DEDICATION

I dedicate this thesis to:

*My Beloved Parents, Sarengat Saputra & Puji Hardiyati*

*My Beloved Husband, Yoki Defriantoro*

*My Beloved Son, Senandikanigara Kinantan Defrian*

*My Beloved Brother, Sofyan Putra Hardi Ramadhan*

*Myself*



## PREFACE

First, Alhamdulillahirabbil'alamin, all praises to be Allah the Almighty, the Most Gracious, and the Most Merciful, the creator of all the creations, who has neither beginning nor end. The writer is deeply grateful to Allah SWT., Who has given me His blessing, strength, and guidance in accomplishing this thesis. May the blessing of Allah flow to His last messenger, the Noble Prophet, Muhammad SAW., His family and His companions.

This thesis partially fulfils the requirement for the undergraduate education degree in the Faculty of Tarbiya and Teacher Training of State Islamic of Prof. K.H. Saifuddin Zuhri Purwokerto. However, this thesis will not be completed without individuals and institutions' support, guidance, advice, help, and encouragement. Therefore, the writer would like to express the deepest gratitude and appreciation to:


1. Prof. Dr. H.Suwito, M.Ag., The Dean of Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri Purwokerto.
2. Dr. H. Suparjo, M.A., the I Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
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5. Desi Wijayanti Ma'rufah, M.Pd., as the Coordinator of English Education Study Program of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
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11. My beloved son, Senandikanigara Kinantan Defrian, has always given her smile when I was tired and almost gave up until I got up again to complete this thesis.
12. My beloved brother, Sofyan Putra Hardi Ramadhan who always believed that I could complete my thesis.
13. All my friends of TBI 2016 have shared memories during the years.
14. Everyone who contributed with this thesis that can not be named on this page.

There is no more appropriate sentence with the most profound thanks for all help and supports that the researcher can convey, except thank you and prayers to all the parties who have helped in the completion of the thesis preparations. Hopefully, this thesis will be beneficial for the writer in particular and to readers in general. Aamiin.

Purwokerto, 31<sup>st</sup> of March 2023

I who declare,

  
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**ABSTRACT**

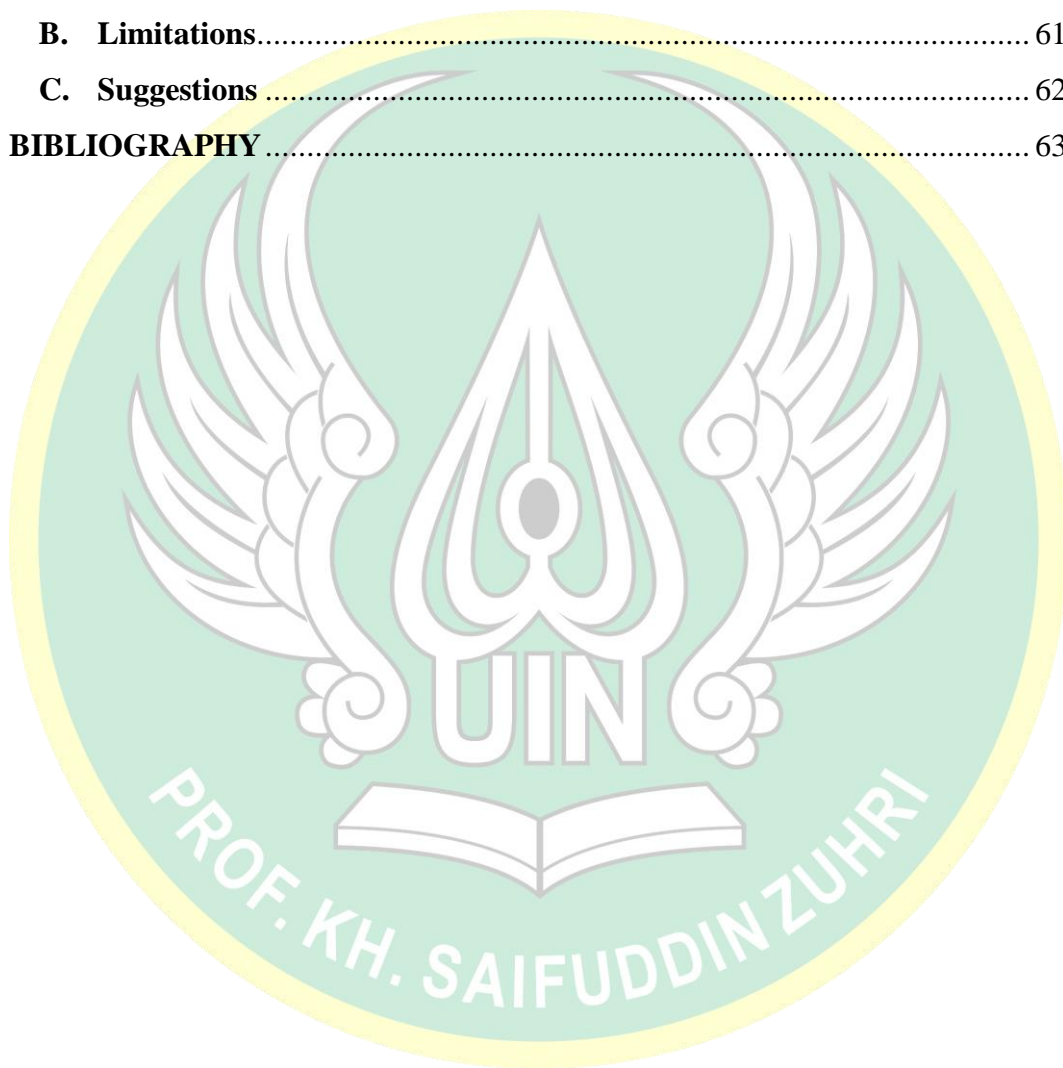
Lesson plan is a series of course plan which provides direction for a teacher of what kind of materials of study to be taught. In the online learning, the lesson plan becomes a crucial element in a teaching and learning process that created by virtual meeting conducted between teacher and students. This research was aimed at analysing lesson plan and describing the implementation in online learning process at 7th grade at SMP Al-irsyad Al-islamiyyah Purwokerto. This research is a qualitative research using observation, interview, and documentation as the data collection techniques. The subject of this research were the teacher of SMP Al-irsyad Al-islamiyyah Purwokerto. The result of this research found that the English lesson plan was prepared well. Nine crucial elements were used in developing English lesson plan. In implementing online learning, the English teacher delivered students by appropriated methods, media, learning materials, class activities, and assessments by using Zoom Meeting and Google Classroom.

**Keyword:** Lesson Plan, Online Learning, Implementation

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

In early 2020, an outbreak called Covid-19 was found in China. The General Directorate for Disease Prevention and Control (2020: 11) stated that coronavirus disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus disease or COVID-19 is an infectious disease caused by a recently discovered coronavirus. It is a zoonosis (it can be transmitted between animals or humans). Most people infected with the COVID-19 virus develop respiratory illness and recover without the need for special treatment. The outbreak first occurred in Wuhan, China, in late December 2019 and began to affect Indonesia in early March. The spread of the virus caused human activities to be restricted to commerce, work and even teaching and learning activities.

The education sector, even in Indonesia, has become one of the sectors most affected by the pandemic. To prevent the spread of the coronavirus, the Minister of Education and Culture, Nadiem Anwar Makarim, has issued Circular No. 4 of 2020 on the implementation of education in the event of an emergency coronavirus. The guidelines include four main points, they are learning at home or distance learning through the Internet to provide meaningful learning experiences for students without being burdened by the requirements to complete all services of the curriculum for education in classroom and graduation. Such as coronavirus awareness, student activities and assignments could be varied among students based on interest and condition, including learning gaps home facilities and product activities must receive qualitative and helpful feedback without giving quantitative ratings<sup>1</sup>. Coronavirus has made the educators or specifically the teachers and the

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<sup>1</sup> Henny Yulia, "Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia". *ETERNAL (English Teaching Journal)*. Vol. 11(1), February 2020, p. 48

students are forced to have the distance learning through the internet or online learning.

Online learning or distance learning is a teaching and learning process that is carried out a distance far through the use of various communication media. It aims to provide education service to students and teacher who cannot attend the face-to-face or regular learning and expand access and facilitate higher education service in education and learning<sup>2</sup>. Basically it is an educational concept which implementing information technology for the process of teaching and learning<sup>3</sup>. Through online learning, the material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teacher<sup>4</sup>.

Furthermore, online learning can offer one effective teaching method, such as practicing with related feedback, personalizing learning paths based on students needs, combining collaborative activities with independent study, and using simulations and games<sup>5</sup>. The application of technology in education exactly will provide the easiness and improve the effectiveness in looking for information that relevant to learning materials. Besides, the use of technology in education provides information about media that facilitate learning activities. By doing online learning, teachers and students can communicate without meeting directly.

One of the factors in achieving goals in teaching and learning activities is the existence of a lesson plan, it is very important to the achievement of the intended target here is the completion of the entire learning material or

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<sup>2</sup> Permendikbud no 109/2013

<sup>3</sup> Henny Yulia, "Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia". *ETERNAL (English Teaching Journal)*. Vol. 11(1), February 2020, p. 53

<sup>4</sup> Suartama, *Online learning Konsep dan Aplikasinya*, Singaraja: Universitas Pendidikan Ganesha, 2014, p. 20

<sup>5</sup> Ghirardini, *Online learning Methodologies: A Guide for Designing and Developing Online learning Courses*, Rome: FAO, 2014, p. 9

material that has been determined by the curriculum<sup>6</sup>. Lesson plan has major influence to achieve the successful teaching and learning process<sup>7</sup>. It helps teachers to certify the classroom instruction aligns with curriculum goals and objectives. Moreover, it allows students to determine their successful learning in the unit or lesson. Lesson are not only given on how and what students learn, but they also influence student attitudes toward language learning. The succesfully teaching process in the class is controlled by the plan of a good lesson plan following the syllabus succeed the standard of the teaching and learning activities. The teacher needs to set the lesson plan structurally to achieve the result as attractive and fun learning as stated by Brewster lesson plan is a clear objective with range activities which produce fun learning<sup>8</sup>. During the pandemic, teachers need to compile the lesson plan based on the situation that forced them to have online learning with the students. This is very challenging for the teacher for they have to adjust with condition of the students, the property and media of learning that teacher and students have, and the support of the parents. In the fact, it is said that online learning has its own weakness and strength. If it is well designed and well implemented, students will have better experience of learning and learn more than a poorly designed learning.

The research comes from the fact that the researcher received from the preliminary research that teachers find it difficult to adjust the situation of the students with the learning. Based on data from Organisation for Economic Co-operation and Development, there is only 34% students in Indonesia that reported of having the computers device at home for studying<sup>9</sup>. It seems not easy to apply the online learning in Indonesia. The researcher thought that it was an issue in educational fields nowadays during the pandemic for lesson

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<sup>6</sup> Burghes and Robinson, *Lesson Study Enhancing Mathematics Teaching and Learning*, Chisester: Bishop Luffa School, 2009

<sup>7</sup> Brown, *Principle of Language Learning and Teaching*, New York: Pearson Education, 2011

<sup>8</sup> J. Brewster, *The Primary English Teacher's Guide*, England: Pearson Education Limited, 2013, p.

<sup>9</sup> Henny Yulia, "Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia", *ETERNAL (English Teaching Journal)*. Vol. 11(1), February 2020, p. 52

plan during the online learning needs more considerations. Determine whether teacher have the good quality of lesson plan with the considerations of online learning or not, it is necessary to analyze the item.

The researcher chooses the place of the research in SMP Al-Irsyad Al-Islamiyyah Purwokerto. This school is an Islamic and language based school that is known as one of good school in Purwokerto. Based on the preliminary research that the researcher did, the researcher found that teachers have to square up the lesson plan based on the condition in online learning. Based on the explanation above, the researcher is interested in analyzing the lesson plan that teachers compiled and used during the activities of online learning. It aims to make the improvement of the lesson plan from the teachers so that students have better experience of online learning. based on the explanations above, the researcher did a research about The Analysis of English Lesson Plan and Its Implementation in Online Learning at 7<sup>th</sup> Grade of SMP Al-Irsyad Al-Islamiyyah Purwokerto.

## **B. Definition of Terms**

### **1. Lesson Plan**

A lesson is a unit where it is a series of lessons that correlate around a particular theme or methodical record of a teacher's views about what he/she will be discussed during the lesson<sup>10</sup>. Lesson plan is an initial step before the learning process take place<sup>11</sup>. The lesson plan is written to how students will move toward to achieve a certain purpose. It's described that teaching behavior will give result in student learning. The lesson plan is to help the teacher in planning the proses of learning especially for English language lesson. In the English language subject, the effective purpose from lesson plan explains what students will be able to do in terms of behavior, using a foreign language, and observation<sup>12</sup>.

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<sup>10</sup> Farrel, *Lesson Planning, in Methodology in Language Teaching*, Cambridge: Cambridge University Press, 2002, p.

<sup>11</sup> Raynesa & Ida, "Lesson Planning in EFL Classroom: A Case Study in Lesson Plan Preparation and Implementation," *WEJ*, 2019, Vol. 3(2), p. 367

<sup>12</sup> Shrum and Glisan, *Teachers' Handbook: Contextualized Language instruction*, Boston: Heinle Cengage Learning, 2010, p.



Lesson plan has nine components that should be prepared by teacher; standard competency and basic competency, objectives, indicators, time allocation, teaching methods, resources, teaching materials, teaching and learning activities, and assesment<sup>13</sup>. In line with it, lesson plan describes in detail of learning process that contains material to be taught, method, time allocation, place as well as students evaluation<sup>14</sup>. By having a lesson plan, a teacher will efficiently able to manage the time, effort, and resources. It helps teacher to determine various of activities, methods and materials to reach the objectives learning and goals. Thus, teacher will be more confident while teaching the learners.

## 2. Online learning

Online learning is a teaching and learning process that created by virtual discussion area. Online learning is an educational concept that uses information technology in the learning process conducted without having to meet directly between teachers and learners<sup>15</sup>. In line with it, online learning is a system or concept by using information technology that helped the teaching and learning process. It can be form electronic devices or computer devices<sup>16</sup>. Besides, online learning is also explained as the activity of learning material delivery through electronic media; internet, intranet/extranet, TV, computer, and CD-ROM<sup>17</sup>. The application of online learning can shorten the learning time and make the cost of studying more economical. Online learning facilitates the learners in sharing information and accessing the learning materials at any time and repeatedly. It also can be the strategy that increases the skills and knowledge of learners<sup>18</sup>. From the explanation of the experts above it can

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<sup>13</sup> Vera Yuli, "Active Learning Strategy Based on Online learning in the Lesson Plan Course," *Proceeding of International Conference On Child-Friendly Education*, Universitas Muhammadiyah Surakarta, April 21<sup>st</sup>-22<sup>nd</sup>, 2018, p. 13

<sup>14</sup> Raynesa & Ida, "Lesson Planning in EFL Classroom...", p. 367

<sup>15</sup> Mukarromah & Wijayanti, "Implementation of the online learning during Covid-19: Between obligations and barriers," *Jurnal Pendidikan Vokasi*, 2021, Vol. 11(1), p. 93

<sup>16</sup> Vera Yuli, "Active Learning Strategy Based on Online learning...", p. 12

<sup>17</sup> Maulina & Bernadhed, "Perencanaan Sistem Informasi Online learning pada SMK Syubbanul wathon Tegalrejo Magelang," *Jurnal Ilmiah Dasi*, 2017, Vol. 18(1), p. 8

<sup>18</sup> Vera Yuli, "Active Learning Strategy Based on Online learning...", p. 15

be concluded that online learning is a teaching and learning system that utilizes electronic media specifically the internet.

### **C. Research Questions**

Based on the background of study, to address the problem the research questions are formulated as follows:

1. How is the availability of the English lesson plan at SMP Al-Irsyad Al-Islamiyyah Purwokerto?
2. How is the implementation of the English lesson plan by the English teacher in the online teaching and learning process at SMP Al-Irsyad Al-Islamiyyah Purwokerto?

### **D. Objectives and Significances of the Study**

1. Objectives of this research
  - a. To analyse the availability of the lesson plan in English subject.
  - b. To analyse the teachers' English lesson plan and its implementation in online learning.
2. Significances of this research
  - a. Theoretical significances
    - 1) The researcher expects this research can be useful to improve the good quality of lesson plan.
    - 2) The researcher expects this research can be used as a reference for further researchers with the similar problem of teachers' lesson plan.
  - b. Practical significances
    - 1) For teachers  
This research can help teacher in improving the quality of lesson plan and use the analysis for future learning activities.
    - 2) For school  
The results of this study can be used as information in the preparation and development of the assessment and evaluation of learning.

3) For reader

As a reference for similar research, in improving the quality of lesson plan instrument in the world of education.

#### **E. Structure of the Study**

To make a logical and systematically discussion of this research, the researcher makes structure of this research. It will be described in this research as follow:

Chapter I contains an introduction which consist of the background of the problem, operational definitions, research questions, objectives and significances of the research, review of relevant studies, literature review, research method and structure of the research.

Chapter II clarifies literature review that includes review of relevant studies, literature review of lesson plan, Online learning, and the previous study.

Chapter III contains about the research method which is consisting of four sub-chapters: type of research, sources data, techniques of data collection, and techniques of data analysis.

Chapter IV discuss finding of the research which are consist of two sub-chapters those are: general description about SMP Al-Irsyad Al-Islamiyyah Purwokerto and the last is the finding of the research itself.

Chapter V contains conclusion, suggestions, and closing words.

## CHAPTER II LITERATURE REVIEW

### A. Lesson Plan

#### 1. The Definition of Lesson Plan

As the main element of educational development, teaching is a crucial process of education that should be known. In the teaching process, the teacher delivers knowledge to learners, guides and facilitates a lesson, enables learners to learn, and prepares the condition for the lesson<sup>19</sup>. An effective teacher has a mindset of positive expectation for students' achievement, knowing how to create lesson plans, become deliver the materials and classroom manager during the learning activity<sup>20</sup>.

Lesson is a unit where it is a series of lessons that correlate around a particular theme or methodical record of a teacher's views about what he/she will be discussed during the lesson<sup>21</sup>. Meanwhile, planning is a systematic process of determining what to teach, how to prepare, and how students should learn. In the planning process, the teacher has a crucial role in deciding what strategy and content should be in the lesson plan. In other words, lesson plan or RPP (Rencana Pelaksanaan Pembelajaran) becomes the teachers' responsibility. Based on the Ministry of National Education Regulation Number 41 Year 2007, every teacher in every institution have to create the lesson plan<sup>22</sup>.

Here are several definitions of the lesson plans that have been proposed. A lesson plan envisaged as a blue print which is formulated comprehensively before teaching. It can be used by teachers to organize

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<sup>19</sup> Brown, *Principle of Language Learning and Teaching*, New York: Pearson Edition, 2000, p. 7

<sup>20</sup>Cicek & Tok, "Effective Use of Lesson Plans to Enhance Education in US and Turkish Kindergarten thru 12th Grade Public School System: A Comparative Study," *International Journal of Teaching and Education*, 2014, Vol. 2(2), p. 11

<sup>21</sup> Farrel, *Planning in Methodology in Language Teaching*, Cambridge: Cambridge University Press, 2002, p.

<sup>22</sup> BSNP, *Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 41 Tahun 2007, tentang Standar Isi untuk Program Paket A, Program Paket B, dan Program Paket C*, Jakarta

the process of teaching and learning<sup>23</sup>. Lesson plan is explained as well-organized planning of a lesson for estimating or projecting what will be done by teachers toward the students in learning process during the classroom activities<sup>24</sup>. In addition, lesson plan is a series of course plan which provides direction for a teacher of what kind of materials of study to be taught and how to teach them<sup>25</sup>. It refers to the teacher's frameworks to cover the materials to be learned by students and how the materials are applied during the teaching and learning activities. In line with that, Harmer pointed out that a lesson plan as a teaching preparation developed based on the teacher's thought about what will be suitable for the students and on what the curriculum or the syllabus expects them to do<sup>26</sup>.

The lesson plan is written to how students will move toward to achieve a certain purpose. It's described that teaching behavior will give result in student learning. The lesson plan is to help the teacher in planning the proses of learning especially for English language lesson. In the English language subject, the effective purpose from lesson plan explains what students will be able to do in terms of behavior, using a foreign language, and observation<sup>27</sup>. To sum up, it concluded that a lesson plan is a sequence of linked lessons which are prepared by a teacher that contains a detailed description of a syllabus to conduct standards of teaching competency based on the curriculum.

## 2. The Function of Lesson Plan

A lesson plan has an important role in supporting the teaching and learning activities in the classroom. By having a good lesson plan,

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<sup>23</sup>Ichsan, Lies, & Suharsono, "Lesson Plans and Their Implementation in the Classroom (A Case Study of Two Teachers)," *International Conference on Education and Science (ICONS)*, 2017, p. 236

<sup>24</sup> Musingafi, Mhute, Zebron, & Kaseke, "Planning to Teach: Interrogating the Link among the Curricula, the Syllabi, Schemes, and Lesson Plans in the Teaching Process," *Journal of Education and Practice*, 2015, Vol. 6(9), p. 58

<sup>25</sup>Spratt, Pulverness, & Williams, *The TKT course*, Cambridge: Cambridge University Press, 2005

<sup>26</sup> Harmer, *How to Teach English*, New York: Pearson education Limited, 2007

<sup>27</sup>Shrum and Glisan, *Teachers' Handbook: Contextualized Language instruction*, Boston: Heinle Cengage Learning, 2010

teachers will be easy to manage the classroom activity because it contains procedures on how to begin, proceed and end the class<sup>28</sup>. In line with that, teachers and students find out the lesson not meaningful and not interesting without a lesson plan<sup>29</sup>. The bad conditions are the students undermined to learn English. If teachers do not think what they are going to do, it means they do something useless. Those are the reasons why lesson plan is essential.

According to the Minister of National Regulation Number 65 Year 2013 about the Standard Process every teacher must develop lesson plan completely and systematically so that teaching-learning can be administered interactively, fun, challenging and can encourage students to participate actively as well as can give sufficient space for their creativity and autonomy based on their interest innates and also their physical and psychological development. It means that the teacher must be develop the lesson plan systematically based on students' interest, ability, and so forth as well as to encourage students to be active and creative in their learning activities. In this regard, teachers as the manager of the classroom is required to be able to create the lesson plan systematically in order to develop interactive and effective learning based on students' interests and abilities. It also able to encourage students to be more active and creative in participating in their learning activities.

As the reinforcement, developing a lesson plan is necessary to make an effective teaching and learning process<sup>30</sup>. In other words, it should enable students to learn effectively during the teaching and learning process so that they are able to gain specific competencies after the activities. Providing an appropriate teaching quality towards language learning also is necessary, so that the students can obtain language skills quality as well. Additionally, there are two functions of lesson plan. First,

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<sup>28</sup> Ichsán, Lies, & Suharsono, "Lesson Plans and Their Implementation...", p. 237

<sup>29</sup> Harmer, *How to Teach English*, New York: Pearson education Limited, 2007

<sup>30</sup> Richard & Bohlke, *Creating effective language lessons*, Cambridge University Press, 2011, p. 35

to determine the framework of lesson, to determine a framework for the lesson in order to ease a teacher in preparing what materials are suitable for students and managing the teaching and learning process in the classroom. The second function is to guide a teacher on what to do, especially if the teacher is confused or forgets the flow of the lesson. Therefore, it becomes a meaningful effort if a teacher spends energy and time to create and develop lesson plans in order to achieve learning activities quality<sup>31</sup>.

### 3. The Components of Lesson Plan

Before starting to design the lesson plan, it is important for the teacher to understand the components that consist in the lesson plan. The components help teacher in construct the lesson plan effectively and can achieve the teaching and learning goals. Specifically, as determined by the Decree of the Minister of Education No. 103 at 2014 the lesson plan components of the 2013 Curriculum, are: identification of subjects, time allocation, standard competence, basic competence, competence of indicator achievement, learning materials, learning activities, assessments, teaching-learning media, and resources<sup>32</sup>.

#### 1) Identification of subject

The identification of subject is important to find out the identity of the lesson plan to which subject the lesson plan is.

#### 2) Time Allocation

According to the Ministry of National Education Regulation Number 41 Year 2007 about the Standard Process, time allocation is based on the need to achieve basic competency and learning load. It can be said as the time allocated for conveying during the teaching and learning process in order to achieve the basic competence determined

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2000 <sup>31</sup> Graves, *Designing language courses: A guide for teachers*, Boston: Henle & Heinle,

<sup>32</sup> Permendikbud no 109/2013

### 3) Standard Competence

Standard competence is the level of ability to achieve graduate competency standard that must be passed by students at each grade level or program which is the basis for developing basic competence. Standard competence divided into two, spiritual and social attitudes.<sup>33</sup>

### 4) Basic competence

Basic competence is the ability to achieve standard competence that students must acquire through learning. Basic competence contain a number of abilities that students must master in certain subjects as reference for compiling competency indicators in a lesson. Basic competence contains attitude, knowledge, and skills that are based on standard competence that must be mastered by students.

### 5) Indicator of Standard Competence Achievement

The indicators of standard competence achievement are developed from basic competency and standard competency. They developed for basic competence in all main competences 1, 2, 3, and 4. The operational verbs used are suitable with the competences that want to be measured. The indicators of standard competence achievement are in line with attitude (affective), knowledge (cognitive), and skill (psychomotor) aspect.

### 6) Material

The materials are selected based on the objectives. The extent of instructional materials is suitable with the characteristic of the students (including fast and slow learners, high-motivated and less-motivated learners). The students have different ability should be given the different learning service. The possibility of the materials can be achieved in time allocated.

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<sup>33</sup> Permendikbud no 24/2016



#### 7) Teaching Activity

Teaching activity has to provide some steps: pre-, whilst, and post and to use the scientific approach (observing, questioning, exploring, associating, and communicating). Teaching activity selected can ease the students to comprehend the materials. Each learning stage has to show the steps and proportional time should be given for each, for example: 5-10% of time is for introduction, 70-80% is for the main lesson, and 10-15% is for closing.

#### 8) Assessment

The authentic assessments are in line with knowledge (cognitive), skill (psychomotor), and attitude (affective) aspects. Kinds of authentic assessment: performance assessment, project assessment, portfolio, and written assessment. For example, writing test is to measure the comprehension of material, performance test is to measure performance skill, and the scale of attitude is to measure attitude.

#### 9) Resource

The resource selected can be used to achieve the objective or the competence which has been set, for example: book, “When English Rings The Bell”, module, audio visual, and others. It is selected enables students to comprehend the material and is described in detail and is suitable with scientific approach. The resource selected is suitable with the level of cognitive development, affective characteristics, and psychometric skill of the students.

### **4. The Principles in Developing Lesson Plan**

Referring to the Ministry of National Education Regulation Number 41 Year 2007 about the Standard Process, there are some crucial principles in developing systematic and good lesson plan. They are:

- 1) Concern learners’ differences such as gender, prior ability, intellectual level, interest, motivation of learning, aptitude, potential, social ability, emotion, learning style, special needs, learning speed,

cultural background, norms, values, and learners' environment. It is necessary to do by the teacher to developing a lesson plan, considering many aspects based on the students' differences and backgrounds so that produce appropriate and suitable lesson plans for students.

- 2) Increase students' activity in participating during learning activities. The teaching and learning process puts the student at the center by increasing motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm for learning. In this regard, teachers are required to make their students actively participate by trying to apply useful learning methods. So, in developing a lesson plan, a teacher should consider this principle.
- 3) Encouraging students' interest in a culture of reading and writing. Teachers must consider this principle to ensure that reading and writing culture is such a rare skill to be reckoned towards the teacher or student.
- 4) Provide feedback give a response to the students; draft a program that contains positive feedback, empowerment, enrichment, and evaluation. Therefore, after carry out teaching and learning activities, teachers responsible for providing feedback and responding to assignments or efforts made by students.
- 5) Be relevant and cohesive. The lesson plan is prepared by considering relevance and alignment between standards of competency, basic of competency, materials, teaching and learning activities, indicators of competency achievement, assessment, and resources. They are all integrated into the learning experience. The lesson plan is also arranged by accommodating thematic teaching-learning, integration across subjects, aspects of learning, and diversity of culture. It can be proposed that the teachers have to make sure that the lesson plans created and developed must be relevant and coherent in the lesson

plan components that contain the standard of competency, basic competence, materials, and related to cultural diversity.

- 6) Using information and communication technology according to the situation and conditions. It can be said, in developing lesson plans, teachers can apply information technology and communication media; the internet, newspapers, and other resources in teaching instructions as an effort to attract students' attention and interest during teaching and learning activities<sup>34</sup>.

As the reinforcement, there are some steps in developing a systematic English lesson plan by the teacher, they are:

- 1) Teachers have to analyze students' needs and establish specific objectives that are related to the student's context.
- 2) Link the specific objectives with the general curriculum products in order to know the contexts to use the texts of the genre from these outcomes.
- 3) Find out and select what students' learnt in order to reach the objectives determined.
- 4) Sequence the syllabus components into an effective development of teaching and learning.
- 5) Plan the way to observe students' progress during the lessons and assess students' achievement of the specific objectives at the end of the program.
- 6) Report students' achievement of the general curriculum products<sup>35</sup>.

However, it has not been completed since it can be supported by the use of technology and communication tools as media language learning. It also needs to convey feedback and responses by the teacher on the students' tasks or efforts in participating during teaching and learning

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<sup>34</sup> BSNP, *Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 41 Tahun 2007, tentang Standar Isi untuk Program Paket A, Program Paket B, dan Program Paket C*, Jakarta

<sup>35</sup> Arif Hidayatullah, "An Analysis on Lesson Plan Made by English Teacher at the Seventh Grade Students of SMP Muhammadiyah 1 Kartasura in Academic Year 2015/2016," *A Thesis*, IAIN Surakarta, 2016, p. 24

activities that take place. Lesson plan can be good if it is developed well by doing a combination of techniques, activities, and materials without ignoring the perfect balance for the class<sup>36</sup>. It can be concluded that in producing and developing a good lesson plan, a procedure mixture, learning activities, and materials are needed.

## 5. The Steps in Developing Lesson Plan

A lesson plan is one of the crucial elements in teaching and learning activities in order to help the teacher facilitates and conveys information or knowledge to students. It can produce an interaction between the teacher and students run well during the learning process. By having a good lesson plan, it helps the teacher to organize and manage the teaching material according to the basic competence<sup>37</sup>.

Several steps in developing a lesson plan that can be conducted by a teacher. *First*, fill out column of identity. *Second*, set the time allocation required for the meeting. *Third*, decide the standard of competency and basic competence as well as indicators to be used which are available on the syllabus. *Fourth*, determine the concept of learning objectives based on competency standards, basic competencies and indicators that have been determined. *Fifth*, identify the material standards according to the main material that writes it down in the syllabus. *Sixth*, choose the teaching methods that will be applied to students in the class. *Seventh*, conceptualize steps of teaching activity that contain pre-teaching, while-teaching, and post-teaching. *Eighth*, List the resources to be used. *Ninth*, compile or create a rubric assessment, observation sheets, sample questions, and techniques of scoring<sup>38</sup>.

All the steps mentioned above must be carried out by the teacher to create a coherent and systematic lesson plan and all its elements write them down clearly so that students assimilate lessons easily in order to acquire well-organized concepts of knowledge and skills.

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<sup>36</sup> Arif Hidayatullah, "An Analysis on Lesson Plan...", p. 24

<sup>37</sup> Ichsan, Lies, & Suharsono, "Lesson Plans ....", p. 237

<sup>38</sup> Arif Hidayatullah, "An Analysis on Lesson Plan...", p. 25

## B. Online Learning

### 1. The Definition of Online Learning

Online learning is the activities of a learning process conducted through internet technology<sup>39</sup>. Putranti in Priyono et al. pointed out that online learning is considered to be quite effective because it helps the teacher to build virtual classrooms in accordance with the conditions of learning in the classroom<sup>40</sup>. Online learning can combine all educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics<sup>41</sup>. Online learning is often understood as a form of web-based learning that can be accessed from the intranet on the local network or the internet<sup>42</sup>. It is a form of information technology applied in the field of education that contains cyberspace form<sup>43</sup>.

Online learning is an information and communication technology to enable students to learn whenever and wherever<sup>44</sup>. Learning with online learning increases the effectiveness and flexibility of learning. The materials for learning can be accessed anytime, anywhere and do not need to take a long time. It also can be enriched the learning materials from several sources which can be quickly updated. Through online learning, material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped

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<sup>39</sup> Vera Yuli, "Active Learning Strategy Based on Online learning in the Lesson Plan Course," *Proceeding of International Conference On Child-Friendly Education*, Universitas Muhammadiyah Surakarta, April 21<sup>st</sup>-22<sup>nd</sup>, 2018, p. 12

<sup>40</sup> Priyono, Mas'udah, & Lutfi, "Implementation of Online Learning during the Covid-19 Pandemic on Madura Island, Indonesia," *International Journal of Learning, Teaching and Educational Research*, Vol. 19 (8), 2020, p. 233-254

<sup>41</sup> Naidu, *Online learning: A Guide Book of principles, Procedures, and Practices Revised Edition*, New Delhi: Commonwealth Educational Media Center for Asia, 2006, p. 1

<sup>42</sup> Nisa, "Pengaruh Pembelajaran Online learning Terhadap Hasil Belajar Mata Kuliah Statistics Mahasiswa Tadris Bahasa Inggris Fakultas Tarbiyah IAIN Walisongo," *Jurnal PHENOMENON*, 2012, Vol. 2(1)

<sup>43</sup> Hanum, "Keefektifan Online learning Sebagai Media Pembelajaran (Studi Evaluasi Model Pembelajaran Online learning SMK Telkom Sandhy Putra Purwokerto)," *Jurnal Pendidikan Vokasi*, 2013, Vol. 3(1)

<sup>44</sup> Dahiya, "An Online learning System For Agricultural Education," *Indian Research Journal of Extension Education*, 2016, Vol. 12(3), p. 133

with a variety of supporting learning resources including multimedia that can be supported by teachers<sup>45</sup>.

Online learning is such a learning by distance using computer technology and the internet<sup>46</sup>. The term online learning is often referred to as distance learning where the implementation of an education system separated educators from students, who are separated due to distance and time factors<sup>47</sup>. Online learning is an abbreviation of electronic learning which is one of the new ways in the teaching and learning process and uses electronic media specifically the internet as a learning system<sup>48</sup>. In this regard, learning activity is conveyed through an electronic computer device containing learning materials to suit the student's needs<sup>49</sup>.

Based on the explanation from the experts above it can be concluded that online learning is a teaching and learning system that utilizes electronic media specifically the internet. This model of learning system makes it easy for teachers and students because learning can be carried out anytime and anywhere.

## **2. The Characteristic of Online learning**

There are four characteristics of online learning which are explained as follows:

- a. The attractiveness of students to learning material does not depend on the instructor/learner, because students construct their own knowledge through teaching materials delivered through the web site interface.
- b. Sources of knowledge are everywhere and can be easily accessed by everyone. This is due to the globalized nature of the Internet media and can be accessed by anyone who is connected to it.

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<sup>45</sup> Suartama, *Online learning Konsep dan Aplikasinya*, Singaraja: Universitas Pendidikan Ganesha, 2014, p. 20

<sup>46</sup> Vera Yuli, "Active Learning Strategy Based on Online learning...", p. 12

<sup>47</sup> Mukarromah & Wijayanti, "Implementation of the online learning during Covid-19: Between obligations and barriers," *Jurnal Pendidikan Vokasi*, 2021, Vol. 11(1), p. 93

<sup>48</sup> Indrakusuma & Putri, *Online learning: Teori dan Desain*, Tulungagung: STKIP PGRI Tulungagung, 2016, p. 2

<sup>49</sup> Kamarga, *Sistem Online learning*, Jakarta: Salemba Empat, 2002

- c. Learners/educational institutions function as mediators/mentors.
- d. Obtained from a restructuring of education system policies, curriculum and management that can support the application of Information and Communication Technology for education optimally<sup>50</sup>.

The four characteristics above are what distinguish online learning from conventional learning activities. In online learning, students' comprehension of learning material no longer depends on the teacher/student, because students process their own knowledge through teaching materials delivered through the online learning application interface. In online learning too, sources of knowledge are scattered everywhere and can be easily accessed by everyone.

### **3. The Benefits of Online learning**

Online learning can impact a new learning atmosphere that usually only happened face-to-face directly between teacher and learners. Students will be more comfortable and not feel burdened because online learning is more often conducted in relaxed and unhurried conditions, but still in the regulations. Learning by using electronic or online systems will make learners more active and participate in learning activities. The teacher does not have to convey learning material a directly face-to-face, but can use online-based applications outside the school environment<sup>51</sup>.

Online learning has benefit to make the learning process more effective in increasing the quality of learning, because the learning process is not only fixated at one time and in the classroom only<sup>52</sup>. Another benefit proposed by Soekarwati in Vera is that online learning can provide the learning instruction and teaching materials which is structured and scheduled through internet so that they can be accessed by

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<sup>50</sup> Indrakusuma & Putri, "Online learning: Teori dan Desain", *A thesis*, Tulungagung: STKIP PGRI Tulungagung, 2016, p. 5

<sup>51</sup> Vera Yuli, "Active Learning Strategy Based on Online learning...", p. 13

<sup>52</sup> Nadziroh, "Analisa Efektifitas Sistem Pembelajaran Berbasis Online learning," *Jurnal Ilmu Komputer dan Desain Komunikasi Visual (JIKDISKOMVIS)*, 2017, Vol. 2(1)

the teacher and learners each other on how far the learning material is learned<sup>53</sup>. In other words, online learning helps teachers and students in looking for teaching and learning materials which are not within the limit of a course. By applying online learning, the process development of knowledge does not only happen in the classroom but with help of computer equipment and networks so that students can be actively involved in teaching and learning activities.

According to Indrakusuma and Putri there are three benefits of Online learning which are explained as follows:

- 1) Cost efficiency, online learning is able to provide cost efficiencies for the administration of its implementation, efficiency in the provision of facilities and also physical facilities to be able to learn as well as cost efficiency for expenditures namely transportation costs and needs.
- 2) Flexible, the online learning gives flexibility in choosing the time and place to be able to access the trip.
- 3) Learn to be independent, online learning provides opportunities for students to independently hold the entire procession in the learning process<sup>54</sup>.

#### **4. The Advantages and Disadvantages of Online learning**

Every learning method has advantages and disadvantages in its application. Likewise, with the implementation of online learning, there are several advantages and disadvantages. The advantages can be a reference and guide in assisting teachers in achieving the goals and objectives of teaching and learning activities. Meanwhile, the disadvantages can be the limits that the teacher knows so that they can be improved in the future.

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<sup>53</sup> Vera Yuli, "Active Learning Strategy Based on Online learning...", p. 13

<sup>54</sup> Indrakusuma & Putri, "Online learning: Teori dan Desain...", p. 6



There are advantages from the application of online learning, they are:

- a. Easier to absorb, meaning that in learning online learning can use multimedia facilities in the form of an image, text, animation, sound, and also video.
- b. Much more cost-effective, meaning that in learning Online learning does not need an instructor, there is also no need for a minimum audience, it can be anywhere, and so on.
- c. Much more concise, meaning that in learning Online learning does not contain much class formalities, directly into a subject, subjects as needed.
- d. Available 24 hours per day, meaning that mastery in the material depends on the enthusiasm and also the absorption of students, can be monitored, can be tested by e-test<sup>55</sup>.

Meanwhile, the disadvantages are also found in online learning activities. They are explained as follows:

- a. Lack of an interaction between teacher and student or even between students themselves.
- b. This tendency can ignore the academic aspects or also social aspects and also otherwise make the growth of business or commercial aspects.
- c. The teaching and learning process tends towards training rather than education itself.
- d. The change in the role of the teacher from initially mastering conventional learning techniques is now also required to be able to know learning techniques using ICT (information, communication, and technology).
- e. Not all internet facilities are available at all places.
- f. Lack of a human resource that understands the internet.
- g. Lack of mastery in computer language.

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<sup>55</sup> Indrakusuma & Putri, "Online learning: Teori dan Desain...", p. 7

- h. Access to an adequate computer can be a problem for students themselves.
- i. Students may be frustrated if they cannot access graphics, images, and videos due to inadequate equipment (software and hardware).
- j. Availability of an infrastructure that can be fulfilled.
- k. The information varies in quality and accuracy so guidelines and feature questions are needed.
- l. Students can feel isolated<sup>56</sup>.

### C. Review of Relevant Studies

Based on several sources related to this study, there are some previous studies that presented by the researcher. They are as follows:

1. A thesis entitled “The Analysis of Teacher’s Lesson Plan and Its Implementation in the Classroom”, a qualitative research at Faculty of Tarbiyah and Teacher Training UIN Ar-Raniry Banda Aceh 2018/2019 written by Dedek Riski Maulani (150203121). This study aimed to find out the suitability of lesson plan that the teacher has planned during the teaching and learning process. The similarity of the research is discuss about lesson plan and also use qualitative method. The difference of the study is this research is held in offline classroom and the researcher’s research is in online classroom. The result of the study is the teachers not develop the lesson plan based on the curriculum.<sup>57</sup>
2. A thesis entitled “An Analysis on Lesson Plan Made by English Teacher at the Seventh Grade Students of SMP Muhammadiyah 1 Kartasura in the Academic Year of 2015/2016” written by Arif Hidayatullah (123221046) Faculty of Tarbiyah and Teachers Training IAIN Surakarta 2015/2016. This study aimed to find out the good quality of lesson plan made by the teacher. The similarity of the research is lesson plan as the aspect. The difference of the study is this research is held in offline classroom and the

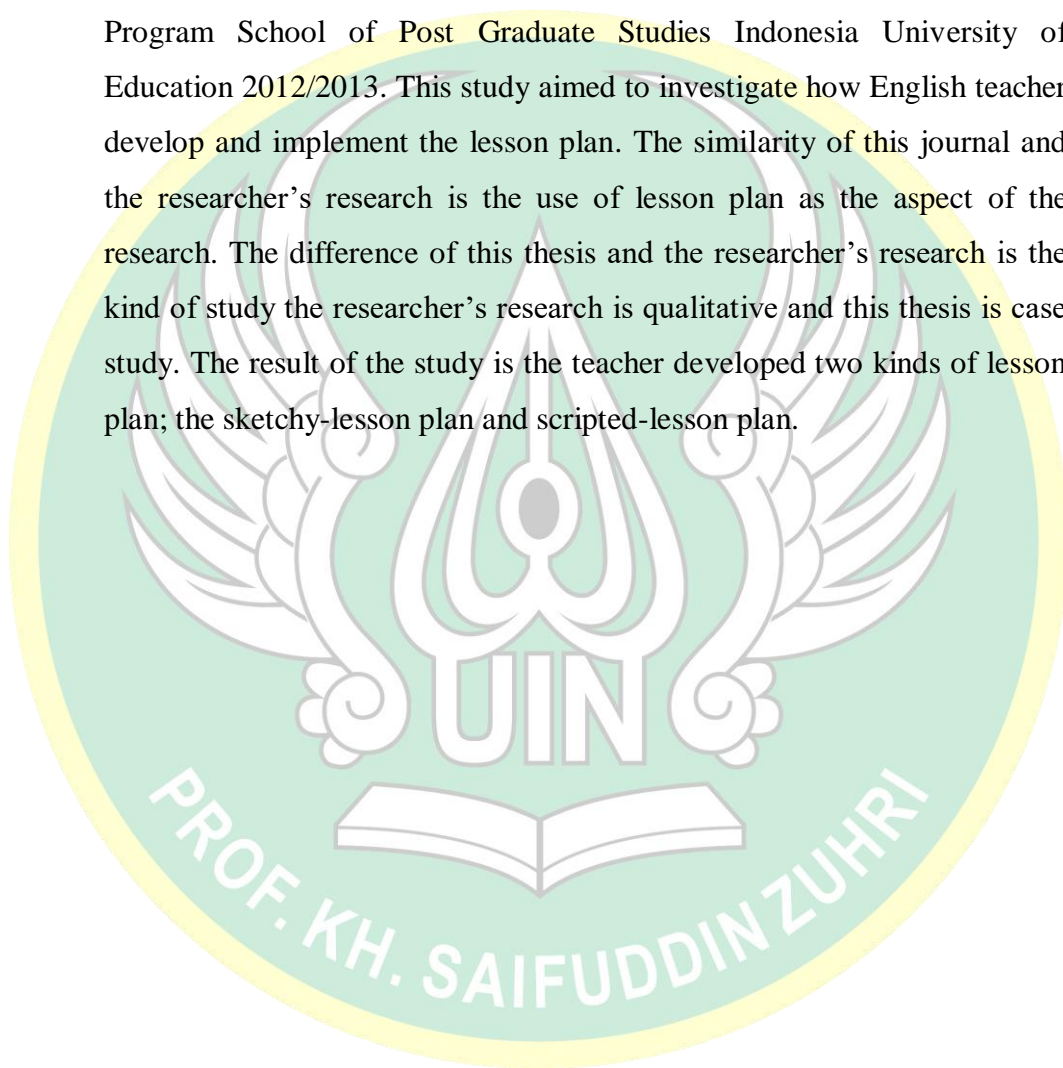
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<sup>56</sup> Indrakusuma & Putri, “Online learning:Teori dan Desain...”, p. 7

<sup>57</sup> Hidayatullah, Arif. “An Analysis on Lesson Plan Made by English Teacher at the Seventh Grade Students of SMP Muhammadiyah 1 Kartasura in Academic Year 2015/2016.” A Thesis. IAIN Surakarta

researcher's research is in online classroom. The result of the study is the lesson plan that made by teacher generally met the standard determined by KTSP, standard of content, and standard of process.

3. A thesis entitled "Lesson Planning: The Development and Implementation in the Teaching of English", a case study in a Senior High School in Cianjur, West Java written by Badriah (1006940) English education Program School of Post Graduate Studies Indonesia University of Education 2012/2013. This study aimed to investigate how English teacher develop and implement the lesson plan. The similarity of this journal and the researcher's research is the use of lesson plan as the aspect of the research. The difference of this thesis and the researcher's research is the kind of study the researcher's research is qualitative and this thesis is case study. The result of the study is the teacher developed two kinds of lesson plan; the sketchy-lesson plan and scripted-lesson plan.



## CHAPTER III

### RESEARCH METHOD

This chapter will be presented the description of the research methodology to find out the answers to the research questions as stated previously. It covers the type of research, the setting of research, the subject and object of research, the technique of data collection, and the technique of data analysis.

#### **A. Type of the Research**

This research will be conducted at SMP Al-Irsyad Al-Islamiyyah Purwokerto. This study was carried out using a descriptive study with qualitative method to analyze the lesson plan and its implementation in online learning activities. Qualitative research is a research procedure that uses descriptive data in the form of written or oral words from people or actors that can be observed<sup>58</sup>. In addition, descriptive research is research that aims to describe existing phenomena, which occur now and in the past<sup>59</sup>.

#### **B. Setting of the Research**

This research was conducted at SMP Al-Irsyad Al-Islamiyyah Purwokerto located at Jl. Prof. Dr. Suharso, Arcawinangun, Purwokerto Timur District, Banyumas Regency, Central Java.

#### **C. Subject and Object of the Research**

##### **1. Subject of the Research**

The subject of the research is defined as a person, a thing or a micro-organism that can be the information or resource of the data collection needed for the research<sup>60</sup>. The subject of this research was an English teacher named Ustadzah W and the lesson plan developed by the teacher. The teacher was chosen for several reasons; she always prepared and developed the lesson plan for seventh-grade students of SMP Al-Irsyad Al-Islamiyyah Purwokerto, is responsible for the online learning

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<sup>58</sup> Fitrah & Luthfiyah, *Metodologi Penelitian: Penelitian Kualitatif, Tindakan Kelas & Studi Kasus*, Sukabumi: Cv Jejak, 2017, p. 44

<sup>59</sup> Fitrah & Luthfiyah, *Metodologi Penelitian....*, p. 36

<sup>60</sup> Agung & Zarah, *Metode Penelitian Kuantitatif*, Yogyakarta: Pandiva Buku, 2016, p. 58

process and skilled understanding the whole process of online learning, as well as based on her willingness to take part in this research.

## 2. Object of the Research

The object of research stated as scientific purposes to obtain data with a specific goal and function about something objective, valid, and reliable to determined variables<sup>61</sup>. Therefore, the research object in this study is the analysis of the lesson plan and its implementation in online learning which was conducted at SMP Al-Irsyad Al-Islamiyyah Purwokerto. It decided to be the object of this study because the lesson plan becomes a crucial element in the online learning process during the pandemic.

### D. Technique of Data Collection

In this research, observation, interview, and documentation are needed to collect the data of the research.

#### 1. Observation

Observation is proposed as a basic method for obtaining data in qualitative research and is aimed at gaining an understanding of complex interactions in natural settings<sup>62</sup>. Observation is the way to gain the data which are see the situation and phenomenon that occur on the research<sup>63</sup>. The observation is conducted to see te implementation of lesson plan in the teaching and learning activities. In this study, the researcher filled out a checklist of the lesson plan that contains nine items following as; standard of competency and basic competence, objectives, indicators, time allocation, teaching activity, materials, teaching methods, resources, and assessment. Furthermore, these nine items were examined and reviewed whether the teacher conveys the learning English appropriately in accordance with the lesson plans made previously. It also shows the

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<sup>61</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: CV Alfabeta, 2016

<sup>62</sup> Ary et al, *Intoduction to Research in Education*, Canada: Thompson Wadsworth, 2010, p. 431

<sup>63</sup> Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, Yogyakarta:Graha Ilmu, 2006, p. 239

deficiencies encountered after observing and assessing the lesson plan based on the nine items.

## 2. Interview

Interview methods draw on something people are accustomed to participating in, even if not typically in formal settings<sup>64</sup>. In line with it, an interview is defined as a dialogue carried out by the interviewer to get the information through questions and answers from the interviewee<sup>65</sup>. In this research, the researcher conducted interviews with an English teacher in seventh grade at SMP Al-Irsyad Al-Islamiyyah Purwokerto. The researcher got information related to the research by asking some questions for the English teacher to obtain information about the lesson plan that is used to teach English at SMP Al-Irsyad Al-Islamiyyah Purwokerto.

## 3. Documentation

In addition to observations and interviews to support research data, documentation is also needed. Documentation is proposed as events that have passed either in the form of writing, drawing or monumental work produced by someone. It can also be in the form of more credible valid data such as audio recordings, field notes, or pictures. In this study, the lesson plan and syllabus of English lesson in SMP Al-Irsyad Al-Islamiyyah Purwokerto are needed as the documentation.

## E. Technique of Data Analysis

After the researcher collected the data by observation, interview and documentation, the researcher analyse the data as follows; the researcher analyse the lesson plan developed by the English teacher in SMP Al-Irsyad Al-Islamiyyah Purwokerto. Then, the researcher examines the lesson plan based on nine aspects. They are (1) identification of subject, (2) standard

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<sup>64</sup> Leavy, "Research Design: Quantitative, Qualitative, Mix method, Art-Based, and Community-Based Participatory Research Approaches". (New York: The Guildford Press, 2017) page 139.

<sup>65</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, p. 155

compence, (3) basic competence, (4) time allocation, (5) competence of indicator achivement, (6) learning materials, (7) learning activities, (8) assesment, and (9) teaching-learning media and resources. The data presentation and research findings will discuss in chapter four in which all the non-numerical data will report in form of words, descriptions, and categorizations by the researcher. In presenting the data analysis, the researcher presented tables of teacher observation. Then, the discussion will analyse the lesson plan reviewed together with its deficiencies is explain in this section.



## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter will be presented the finding and discussions that consist of the analyzed of the English lesson plan's content and component and its implementation in online learning.

#### A. Analyzing the Lesson Plans

In observing and analyzing the lesson plans, the English teacher in seventh grade gave the lesson plans that she made herself complete this study. In the first lesson plan, the material taught about Expression of Attention and Checking Understanding. Meanwhile the second lesson plan was contained of Asking and Giving Opinion. The English teacher developed the lesson plans as follows:

**Table 4.1**  
**Checklist Table of the First Lesson Plan**

No	Components	Available	Not available
1	Standard of competency & basic competence	√	
2	Indicators, The indicator achievement in accordance with KD	√	
3	Objective, The objective in accordance with the indicator	√	
4	Time allocation	√	
5	Teaching activity, Contains introduction, main activity, and closing	√	
6	Materials, The material that was taught in	√	



	accordance with the purposes		
7	Teaching methods	√	
8	Resources	√	
9	Assessment, The assessment in accordance with knowledge aspect, skill, and attitude	√	

Based on the checklist table on the first English lesson plan, it can be seen that there were nine components of an English lesson plan. Those components were completely arranged by the teacher to form a lesson plan. They were elaborated as; standard of competency & basic competence was available written by the teacher in accordance with the syllabus and curriculum. Indicators was available to measured students' achievements. Objectives was available to know the goals or aims of the teaching and learning process. Time allocation was available to guided the teacher in managing and organizing the class activity.

It was also attached teaching activity that contains of introduction, main activity, and closing the class activity. Materials was available prepared by the teacher and delivered to the students. Teaching methods was used to attract and stimulated the students' learning motivation. Resources were written by the teacher by mentioning several references from the learning material used. There were also assessments created by the teacher to determine and measure the level of students' understanding of the material that has been delivered.

**Table 4.2**

**The First Lesson Plan Observation Result**

No	Observed Activities	Appropriate	Not Appropriate
1	The appropriate method was used	√	

2	The appropriate media and learning tools		√
3	The appropriate learning materials	√	
4	Introduction activity	√	
5	Main Activity		√
6	Closing Activity	√	
7	The appropriate assessment	√	

From the table of the first lesson plan observation results above, it was found that there were class activities that were realized appropriately and not appropriate. In the first observation, the teacher used the communicative learning method according to the English lesson plan. In this case, the learning method can be said to be appropriate because the teacher interacted with students to build a lively classroom atmosphere. In addition, the teacher implemented the English lesson plan appropriately by presenting learning material that has been prepared before. Teaching activities were also run well enough when the teacher opened and closed the online class according to the English lesson plan that has been written. The teacher was able to stimulate students' learning motivation, which was proved by their enthusiasm during the learning process.

Meanwhile, in the main activity, there was an obstacle caused by the teacher's device that cannot present the learning material. It was a video containing asking for attention and checking understanding material. In this regard, it can be said that the learning tools and media were not prepared properly and the main activity was not realized well either. However, the teacher was able to prepare the student assignments for evaluating the level of student understanding of the lessons that have been given before.

**Table 4.3**  
**Checklist Table of the Second Lesson Plan**

No	Components	Available	Not available
1	Standard of competency & basic competence	√	
2	Indicators, The indicator achievement in accordance with KD	√	
3	Objective, The objective in accordance with the indicator	√	
4	Time allocation	√	
5	Teaching activity, Contains introduction, main activity, and closing	√	
6	Materials, The material that was taught in accordance with the purposes	√	
7	Teaching methods	√	
8	Resources	√	
9	Assessment, The assessment in accordance with knowledge aspect, skill, and attitude	√	

Based on the checklist table on the second English lesson plan, it can be said that the result was the same as the checklist table on the first

English lesson plan. Nine components that arranged by the teacher to form a lesson plan. They were elaborated as; standard of competency & basic competence was available written by the teacher in accordance with the syllabus and curriculum. Indicators was available to measured students' achievements. Objectives was available to know the goals or aims of the teaching and learning process. Time allocation was available to guided the teacher in managing and organizing the class activity.

It was also attached teaching activity that contains of introduction, main activity, and closing the class activity. Materials was available prepared by the teacher and delivered to the students. Teaching methods was used to attract and stimulated the students' learning motivation. Resources were written by the teacher by mentioning several references from the learning material used. There were also assessments created by the teacher to determine and measure the level of students' understanding of the material that has been delivered.

**Table 4.4**  
**The First Lesson Plan Observation Result**

No	Observed Activities	Appropriate	Not Appropriate
1	The appropriate method was used	√	
2	The appropriate media and learning tools	√	
3	The appropriate learning materials	√	
4	Introduction activity	√	
5	Main Activity	√	
6	Closing Activity	√	
7	The appropriate assessment	√	

The table above can be elaborated that the teacher was able to implement English lesson plans appropriately. All observed activities can be seen as the appropriate list in accordance with the English lesson plan developed by the teacher before. In this regard, the teacher maintained a communicative learning method with students through face-to-face interaction with their computer screens. The teacher was able to open the online class and conveyed the learning material properly, it was supported by well-prepared media and learning tools. This was an evaluation of the previous online meeting where there was an obstacle with media and learning tools that did not work. Therefore, at this online meeting, the learning activity can run well in accordance with the English lesson plan that has been written. It was started from the introduction, main activity, and closing the online class. Assessments were also prepared by the teacher through multiple choices that delivered on Google Classroom which can be accessed by students.

Based on the lesson plans developed by the English teacher above, there were available nine components applied in the lesson plans. They were elaborated as follows:

### 1. Identification of subject

Lesson plan 1

#### **RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah	: SMP Al Irsyad Al Islamiyyah Purwokerto
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/Gasal
Materi Pokok	: <b>BAB 1 (It's English Time)</b>
Alokasi Waktu	: 2 X 45 menit/1 pertemuan

Lesson plan 2

#### **RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah	: SMP Al Irsyad Al Islamiyyah Purwokerto
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/Gasal
Materi Pokok	: <b>BAB 1 (It's English Time)</b>
Alokasi Waktu	: 2 X 45 menit/1 pertemuan

Based on the observation, the identification of subject are written in Bahasa Indonesia. In lesson plan 1 and lesson plan 2 were attached the school names, subjects, classes, learning materials and time allocations used during online meetings. This part needed to be in a lesson plan. The aim was to find out which lesson plans are used for which school institutions, what grades, what material it contains, and the time allocation needed by the teacher. It was suitable with *Peraturan Menteri Pendidikan Nasional Republik Indonesia* no. 14 at 2007.

## 2. Standard of Competency

Lesson plan 1

### A. Kompetensi Inti (KI)

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Lesson plan 2

### A. Kompetensi Inti (KI)

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Based on the observation and analyse, the standard of competence applied in lesson plan 1 and lesson plan 2 were good enough

by the syllabus and curriculum. In the classroom, the teacher did not mention it to students, but the teacher used the standard competencies to be guided the learning activities. The lesson plans that she made would always be guided by the syllabus and also the applicable curriculum. This made the teaching and learning activities structured and went well. Students will also ease to recognise the learning material they receive. As stated by the teacher in the interview,

“All the components that I have compiled in the lesson plan are guided by the syllabus and applicable curriculum. This is a must because it has been regulated in the syllabus and curriculum. In this regard, students can easily understand what they will learn and the purpose of studying it.”

### **3. Basic competence**

Lesson plan 1

#### **B. Kompetensi Dasar**

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.

Lesson plan 2

#### **B. Kompetensi Dasar**

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.

From the lesson plan 1 and lesson plan 2 above, it can be seen that the standard of competency and basic competencies are frameworks that contain descriptions of programs that can be developed by teachers in a structured manner. In each lesson, standards of competency and basic competencies have been determined by curriculum developers. The teacher only needs to follow the standards of competency in order to develop them into a program in teaching and learning activities. In line

with the Minister of National Education Regulation Number 14 Year 2007, standard of competency is the minimum competency qualifications of students that elaborate the knowledge, attitudes, and skills that will be achieved each class and/or semester in certain subjects or competencies that must be submitted by students in certain subjects<sup>66</sup>. Meanwhile, as stated in Minister of National Education Regulation Number 14 Year 2007, basic competence is defined as several competencies that should be mastered by learners in order to a certain subject as a basis for establishing indicators of competency<sup>67</sup>.

#### 4. Indicators

Lesson plan 1

##### C. Indikator

3.1.1 Siswa mampu mengidentifikasi struktur teks dan unsur kebahasaan yang menyatakan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.

3.1.2 Siswa mampu menyebutkan ungkapan-ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya.

Lesson plan 2

##### C. Indikator

3.1.1 Siswa mampu mengidentifikasi struktur teks dan unsur kebahasaan yang menyatakan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.

3.1.2 Siswa mampu menyebutkan ungkapan-ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya.

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<sup>66</sup> BSNP, *Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 14 Tahun 2007, tentang Standar Isi untuk Program Paket A, Program Paket B, dan Program Paket C*, Jakarta

<sup>67</sup> BSNP, *Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 14 Tahun 2007, tentang Standar Isi untuk Program Paket A, Program Paket B, dan Program Paket C*, Jakarta



In the lesson plan, indicators become one of the crucial components. Indicator elaborated as behaviour or performance which can be measured and observed to show the achievement of certain basic competence. In other words, an indicator of competence achievement is when students are able to perform their basic competence and it can be measured and observed through assessment execution; cognitive, psychomotor and affective<sup>68</sup>.

Based on the lesson plans developed by the teacher, there were no found problems in the indicators. In the lesson plan 1 and lesson plan 2 clearly mentioned the indicators. The teacher arranged the indicators utilising operational verbs which can be measured and observed in accordance with the Standard of Process of the Minister of National Education Regulation Number 41 Year 2007. In this regard, the teacher used the indicators to focus on what students will be able to do and what they should do with that. As stated by the teacher in the interview,

“In preparing the lesson plans, the things that need to be considered are indicators. Because indicators can be a guide for the teacher to know what students should achieve. The indicators are arranged based on the syllabus and curriculum. However, in developing online learning lesson plans, the indicators might be different from the conventional lesson plans or face-to-face learning. It adjusts to the students' conditions.”

In line with that, learning indicator is one of the crucial aspects in a lesson plan that is formulated to measure the students' achievements in the teaching and learning process<sup>69</sup>. The indicator should be use in active verb, a verb that explain an observable acticon in which a learner will engage. The example of action verbs are following as; explain, spell, identify, list, climb, and so on<sup>70</sup>.

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<sup>68</sup> Arif Hidayatullah, “An Analysis on Lesson Plan Made by English Teacher at the Seventh Grade Students of SMP Muhammadiyah 1 Kartasura in Academic Year 2015/2016,” *A Thesis*, IAIN Surakarta, 2016, p. 69

<sup>69</sup> Avita & Lies, “An Analysis of Learning Activities and Learning Indicators in Curriculum 2013 Lesson Plans,” *Jurnal Unesa*, 2015, p. 2

<sup>70</sup> Sri Damayanti, “Relevancy the Components of the English Lesson Plan”, *English Journal*, 2018, Vol.12 (2), p. 71

## 5. Time Allocation

Lesson plan 1

### RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Al Irsyad Al Islamiyyah Purwokerto  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : VII/Gasal  
Materi Pokok : **BAB 1 (It's English Time)**  
Alokasi Waktu : 2 X 45 menit/1 pertemuan

Lesson plan 2

### RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Al Irsyad Al Islamiyyah Purwokerto  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : VII/Gasal  
Materi Pokok : **BAB 1 (It's English Time)**  
Alokasi Waktu : 2 X 45 menit/1 pertemuan

Time allocation is needed to achieve basic competence and the learning process. The teaching and learning activity is conducted to reach the basic competence utilized in the time allocation. Based on the data findings from the observation and analysis of lesson plan 1 and lesson plan 2, the time allocation for the seventh grade in SMP Al-Irsyad Purwokerto is 2x 45 minutes for one meeting. It can be concluded that the teacher is correct accordance in determining the time allocation. The time allocation that has been attached to the lesson plan with its implementation in the field is 90 minutes for one meeting. In line with the Regulation of the Minister of National Education Number 14 Year 2007 concerning Content Standard where the time allocation is determined for junior high school level is 2 x 45 minutes per one-hour meeting<sup>71</sup>.

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<sup>71</sup> BSNP, *Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 14 Tahun 2007, tentang Standar Isi untuk Program Paket A, Program Paket B, dan Program Paket C*, Jakarta

“The allocation of time between face-to-face learning and distance learning is actually not too different. It's just that according to the situation and conditions, it can end according to the schedule or earlier and also longer. Sometimes, the available time is not enough to teach all the materials. As much as possible, I manage my time according to the schedule so that it will not interfere with the other lesson schedules.”

According to the interview, the English teacher said that during online learning the time allocation that applies is actually the same as face-to-face allocation time learning. However, it can often end sooner or longer depending on the situation and conditions. Therefore, the teacher tried to be disciplined at the time specified in the lesson plan. This was also to keep other lesson time from being disturbed. As stated in a study, all the activities planned in the lesson plan can not be implemented in the real learning process. The reason is the conditions in the teaching and learning processes. Some students are good at understanding the materials, but some of them are lower at understanding the materials<sup>72</sup>.

## 6. Teaching Activity

Lesson plan 1

### H. Langkah-langkah Kegiatan Pembelajaran Materi: Meminta perhatian serta responnya

Kegiatan		Alokasi Waktu
Guru	Siswa	
<b>PENDAHULUAN</b>		<b>15 MENIT</b>
Memberi salam	Menjawab salam guru pada Google Meet	
Berdoa	Berdoa	
Mengungkapkan rasa senang (bersyukur) dapat bertemu kembali dalam pelajaran bahasa Inggris untuk meningkatkan	Diharapkan merasa senang dan bersyukur.	

<sup>72</sup> Raynesa & Ida, “Lesson Planning in EFL Classroom..., p. 372

kemampuan.		
Mengecek kehadiran siswa	Menjawab pertanyaan guru tentang kehadiran siswa di Google Meet dan GCR	
<b>INTI</b>		<b>65 Menit</b>
<b>Guru</b>	<b>Siswa</b>	
Guru memberikan sebuah gambar terkait materi	Tanya jawab di pada Google Meet ataupun kolom chat	
Guru memperlihatkan video penjelasan sang guru terkait materinya	Siswa memperhatikan penjelasan video dari guru.	
Guru menjelaskan apa yang ditanyakan Siswa	Menanyakan arti beberapa kata yang masih dirasa sulit di kolom chat	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa melengkapi kalimat berdasar percakapan yang ada di kolom diskusi	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa diberikan kesempatan untuk open mic dan menjelaskan apa yang sudah dipelajari di bab ini di	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa diberi kesempatan untuk open mic menyebutkan bagian mana yang paling disukai	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa diberikan kesempatan untuk open mic menjelaskan kesulitan yang dihadapi	
<b>PENUTUP</b>		<b>10 Menit</b>
<b>Guru</b>	<b>Siswa</b>	

Guru merefleksikan hasil pembelajaran dengan memberi beberapa pertanyaan terkait materi	Siswa menjawab pertanyaan terkait refleksi materi pembelajaran melalui Google Meet ataupun kolom chat	
Mengungkapkan syukur, terima kasih dan rasa senang	Mengikuti guru mengungkapkan syukur, terima kasih dan rasa senang.	
Penutup dan salam	Menjawab salam	

Lesson plan 2

**H. Langkah-langkah Kegiatan Pembelajaran**  
**Materi: Meminta pendapat serta responnya**

Kegiatan		Alokasi Waktu
Guru	Siswa	
<b>PENDAHULUAN</b>		<b>15 MENIT</b>
Memberi salam	Menjawab salam guru di kolom komentar GCR	
Berdoa	Berdoa	
Mengungkapkan rasa senang (bersyukur) dapat bertemu kembali dalam pelajaran bahasa Inggris untuk meningkatkan kemampuan.	Diharapkan merasa senang dan bersyukur.	
Mengecek kehadiran siswa	Menjawab pertanyaan guru tentang kehadiran siswa di kolom komentar GCR	
<b>INTI</b>		<b>65 Menit</b>
Guru menanyakan pendapat siswa tentang cuaca hari ini terkait materi	Tanya jawab di kolom diskusi GCR.	
Guru memperlihatkan video penjelasan sang guru terkait materinya	Siswa memperhatikan penjelasan video dari guru.	
Guru menjelaskan apa yang ditanyakan	Menanyakan arti beberapa kata yang masih dirasa sulit	

Siswa	di kolom komentar GCR.	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa melengkapi kalimat berdasar percakapan yang ada di kolom diskusi GCR.	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa diberikan kesempatan untuk open mic dan menjelaskan apa yang sudah dipelajari di bab ini di	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa diberi kesempatan untuk open mic menyebutkan bagian mana yang paling disukai	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa diberikan kesempatan untuk open mic menjelaskan kesulitan yang dihadapi	
<b>PENUTUP</b>		<b>10 Menit</b>
<b>Guru</b>	<b>Siswa</b>	
Guru merefleksikan hasil pembelajaran dengan memberi beberapa pertanyaan terkait materi	Siswa menjawab pertanyaan terkait refleksi materi pembelajaran di kolom komentar GCR.	
Mengungkapkan syukur, terima kasih dan rasa senang	Mengikuti guru mengungkapkan syukur, terima kasih dan rasa senang.	
Penutup dan salam	Menjawab salam di kolom komentar GCR.	

According to the observation, it was found that online learning activities went well enough with the lesson plans developed by the teacher. In the lesson plan 1 and lesson plan 2 were clearly mentioned what activities the teacher did during online class learning. It mentioned the introduction stage where the teacher started the class by calling the students one by one to know the students' presence. The teacher also conducted a small talk or brainstorming to stimulate the students' interest

in the online learning process. As the main activity, the teacher shared the screen with students with images and videos that related to the learning materials. Visual media was used by the teacher to attract the students' enthusiasm. It was proved by their cooperation and participation during the online learning process. Hereafter, the teacher started to explain the learning material and conducted a question-answer section. Students also practised a simple conversation according to the video material being studied. Before the class ended, the teacher reviewed the learning material that has been given to students. Feedback was also given by the teacher so that the students feel cared for and more enthusiastic about learning. The teacher informed the students to access their Google Classroom for further activities, namely doing assignments.

“I am conducting the teaching activities in accordance with the lesson plan. There are introduction, main activity, and closing, so that online learning is more directed and coherent. In this regard, the indicators and learning objectives can be achieved.”

As stated by the teacher in the interview, the teacher conducted the introduction stage, main activities, and closing. It was done for the teaching and learning activities to run well related to underwritten the lesson plan, which known the lesson plan has function as a teacher's guide in carrying out teaching and learning activities. In line with Sofiyah, the stages of teaching activity divided into three. *First*, the introduction is held to create students' motivation and attract their attention to participate in learning. *Second*, the main activity aims to achieve basic competence which is carried out systematically by carrying out the stages of exploration, elaboration, and confirmation phase. *Third*, closing or post teaching is conducted by the teacher to conclude the materials, doing assessment, and giving feedback towards students<sup>73</sup>. It was supported by Reiser and Dick in Sri Damayanti, the crucial

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<sup>73</sup> Sofiyah, “An Analysis of the Lesson Plan on Teaching Reading Comprehension at SMPN 03 Maja,” *A thesis*, UIN SMH Banten, 2021, p. 31

instructional activities by learning domain are knowledge, presenting information, providing practice, and giving feedback<sup>74</sup>.

However, during the implementation of online learning process, there were still some obstacles encountered. Based on the results of the interview, this is due to several things, as follows, the unstable connection, the difficulty in conditioning students because they could not organise directly or face-to-face, and it took quite a long time to organize students in online learning. As explained by the teacher,

“The main activity in the online learning lesson plan is not optimally caused by an unstable network, whereas face-to-face learning can be maximized in main activities and is more measurable in time. Managing and organising large numbers of students with long-distance learning in which extra effort is needed because sometimes some do not pay attention, some are distracted by their home conditions, and some are left behind due to the constrained signal conditions.”

## 7. Learning Materials

Lesson plan 1

### E. Materi Pembelajaran

#### Observasi gambar dan video



**Durasi: 1 menit**

**Script:**

In the classroom

Teacher : **Excuse me. Attention, please.**

Student : Yes, ma'am.

Teacher : Students, we have learned about simple past tense. **Is everything clear?**

Student : Not yet ma'am.

Teacher : Which part that you don't understand?

Student : I am confuse about verb used in simple past tense

<sup>74</sup>Sri Damayanti, “Relevancy the Components of the English Lesson Plan”, *English Journal*, 2018, Vol.12 (2), p. 72



	ma'am.
Teacher	:Ok, simple past tense uses past simple. There are two kinds of past simple. Those are regular and irregular.
Student	:Ma'am, I don't understand about irregular verb. What is the formula?
Teacher	:Actually there is no formula for irregular verb. It has to be memorized. Now, <b>Is there anything more that you don't understand?</b>
Student	:No, ma'am. Thank you.

**Ungkapan-ungkapan untuk meminta perhatian:**

- a. *Excuse me. Attention, please. Yes, please. Alright., No problem*
- b. *Can you hear me ?, Yes Miss/Sir/Ma'am*
- c. *Can you give your attention to me, please?, Yes Miss/Sir/Ma'am*
- d. *Listen to me, please !, Yes Miss/Sir/Ma'am*
- e. *Excuse me, please look at me, attention please !, No problem*
- f. *Attention, please! Yes Miss/Sir/Ma'am*
- g. *Pay attention now! Yes Miss/Sir/Ma'am*
- h. *Look over here. Yes Miss/Sir/Ma'am*
- i. *Look at me. Yes Miss/Sir/Ma'am*
- j. *Can I have your attention, please? Yes Miss/Sir/Ma'am*
- k. *Try to concentrate now. Yes Miss/Sir/Ma'am*
- l. *Don't look out of the window. Eyes to the front, please. Yes Miss/Sir/Ma'am*
- m. *Everyone, please look at the blackboard. Yes Miss/Sir/Ma'am*
- n. *Let's look at the sentences on the board. Yes Miss/Sir/Ma'am*

**Ungkapan-ungkapan untuk mengecek pemahaman:**

<b>Expression</b>	<b>Respon</b>
<i>Is everything clear?</i>	<i>Yes, Ma'am/ No, /</i>
<i>Do you understand everything?</i>	<i>Not yet</i>
<i>Is there anything you don't understand</i>	<i>Miss/Sir/Ma'am</i>
<i>Do you know the meaning of the word ... ?</i>	<i>Yes, I hear you</i>
<i>Are there any words you don't know</i>	<i>No, I didn't get it</i>
<i>Are there any strange words or expressions?</i>	
<i>Are there any phrases you don't know the meaning of?</i>	
<i>Are there any questions on this text?</i>	
<i>Is there anything else you would like to ask about?</i>	

*Are there any words you're unfamiliar with?  
Has anybody got anything to ask about this text?*

Lesson plan 2

**E. Materi Pembelajaran**

**Observasi gambar dan video**



**Durasi: 1 menit**  
**Script:**  
 How can I ask and give opinion?  
 What's your opinion of meeting people online?  
 In my opinion, it is awesome.  
 How do you feel about meeting people online?  
 I feel meeting people here is very fun.  
 What do you think about meeting people online?  
 I think it is cool.  
 What do you think about meeting people online?  
 From my point of view, it is risky.

**Ungkapan meminta pendapat dan responnya:**

<i>Expression</i>	<i>Respon</i>
<ul style="list-style-type: none"> <li>• <i>What do you think....?</i></li> <li>• <i>What is your opinion about....?</i></li> <li>• <i>How do you feel about?</i></li> <li>• <i>What's your view?</i></li> <li>• <i>How do you see the situation?</i></li> </ul>	Neutral opinion: "I think..." "I feel that..." "In my opinion..." "As far as I am concerned..." "As I see it..."

	<p>“In my view...”</p> <p>“I tend to think that...”</p> <p>Strong opinion:</p> <p>“I am absolutely convinced that...”</p> <p>“I am sure that...”</p> <p>“I am strongly believe that...”</p> <p>“I have no doubt that...”</p>
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Learning material is an important component in the continuity of the teaching and learning process. Learning materials contain theories that are relevant to the topics, facts, and principles mentioned in the learning objectives. It can be said that in arranging learning materials, teachers must develop the relevant topic, unsure, or principles in accordance with learning objectives. It helped the teacher to convey material that is coherent with the scope of the topic being discussed. The learning materials developed in the lesson plans also helped the teacher in achieving the indicators and learning objectives.

According to the observation and analysis of the two online learning lesson plans developed by the English teacher, in the materials in lesson plan 1 and lesson plann 2 were in accordance with the learning objectives. The first material of the lesson plan was about the expression of asking for attention and checking understanding. Meanwhile, the material of the second lesson plan was asking and giving opinions. The first material was prepared based on the learning objectives containing social functions, text structures, and linguistic elements of interaction regarding the expression of asking for attention and checking understanding. In the lesson plan, the teacher developed learning materials in the form of pictures and videos of asking-for-attention conversations. It also contained examples of expressions asking for attention and expression to check understanding. Meanwhile, the second

material was arranged based on the same learning objectives as the first material, but different topic. In the second lesson plan, the material was in the form of a video containing a conversation about asking for and responding to opinions. It also contained examples of expressions of asking for and responding to opinions.

“I usually adapt the material to the learning objectives. I prepare the learning material before teaching it to the class so that I have mastered it first. The material that I take comes from books that I read or I look for some references from the internet.”

As explained by the teacher above, in the implementation of online learning, the teacher conveyed the learning material according to what is written in the lesson plan. The teacher prepared the learning materials before teaching the class. It could be by reading related books to the learning material or looking for the material on the internet. Reading relevant or coherent material or considering the learning material is an activity that teachers should do in preparing a lesson plan<sup>75</sup>. There are two general requirements for selections materials; must have a clear connection to established educational objectives and address the need of the students for whom they are intended<sup>76</sup>.

## 8. Resources

Lesson plan 1

### G. Media, Alat, dan Sumber Pembelajaran

- Media : Youtube, gambar
- Alat/Bahan : laptop, speaker
- Sumber Belajar:

Link you tube: <https://www.youtube.com/watch?v=jHp25EUafCY>

Link g-meet: <https://www.youtube.com/watch?v=FBLMn0jZbcI>

Lesson plan 2

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<sup>75</sup> Raynesa & Ida, “Lesson Planning in EFL Classroom...”, p. 371

<sup>76</sup> Sri Damayanti, “Relevancy the Components of the English Lesson Plan”, *English Journal*, 2018, Vol.12 (2), p. 72

## G. Media, Alat, dan Sumber Pembelajaran

- Media : Youtube
- Alat/Bahan : Laptop, speaker
- Sumber Belajar: BUPENA English Book, Interactive English Book, [www.esl.lab.com](http://www.esl.lab.com), Link youtube: <https://www.youtube.com/watch?v=FBLMn0jZbcI>

Resources are formed based on standard competencies and basic competencies, learning materials, teaching activities, and achievement indicators of competency. The resources can be in the form of tools and media used such as books, computers, videos, the internet, magazines, radio, and others. According to the observation, the resources listed in the lesson plan 1 and lesson plan 2 were in the form of books, laptops, speakers, google meet links and YouTube links. The teacher adjusted the resources toward online learning conditions where computers or smartphones are the main components. Learning materials were taken from student handbooks and also the internet; YouTube. It was chosen because besides being practical, YouTube can be accessed by anyone, anytime and anywhere. Students can access learning videos at any time if they still did not understand the material presented by the teacher. As stated in the interview,

“I prefer to use video on Youtube and share the link in my online class. The students can repeat the video if they are still confuse and can pause the certain part to write or read the materials.”

There are various electronic media and their efficacy in spreading educational messages to Indonesian families in all corners of the country will have a big impact on them if the media is used properly to realize the idea of a learning society. In line with that, as a media, youtube helps students to get materials with the convenience to repeat the video material which has an interesting visual whenever they want. Youtube's role in teaching during the Covid-19 pandemic helps the

teacher to be more creative in teaching and learning activities although the teacher and the students were in the different place<sup>77</sup>. Resource selected should be suitable for the level of cognitive development, affective characteristics, and psychometric skill of the students<sup>78</sup>.

## 9. Assessments

Lesson plan 1

### I. Penilaian

Pengetahuan/Keterampilan	: Tes
Sikap	: Jujur, religi, sopan, mandiri
Bentuk Instrumen	: Penilaian melalui google form
Instrumen	: Soal dan kunci terlampir

#### Soal dan Kunci

**CHOOSE THE BEST ANSWER A,B,C OR D OF THE QUESTIONS BELOW.**

Teacher	: Can I have your attention, please?
Students	: ..... (1)
Teacher	: We are going to have an outing to Jatim Park II
Students	: Hurray!
Teacher	: Listen to me, please
Students	: Yes, ma'am
Teacher	: ..... (2) So, I want you bring a raincoat or umbrella with you
The students are very noisy. They are too excited.	
Teacher	: Excuse me, class!
Students	: Yes, ma'am
Teacher	: .....(3)
Students	: We do, ma'am
Teacher	: ..... (4)
Students	: An umbrella and a raincoat
Teacher	: Good

1. ....  
A. No, you can't  
B. Alright

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<sup>77</sup> A Mutoharoh,A Zumrotul 'Ulya, Euis Nawangsari, SR Fatin, M Mualim, The Use of Youtube As A Medium for Teaching English Writing Skill During Covid-19 Pandemic, *Tarling: Journal of Language Education*, 2021, Vol. 5 (2), p. 139

<sup>78</sup> Dedek Riski Maulani, "The Analysis of Teacher's Lesson Plan and Its Implementation in the Classroom," *A thesis*, UIN Ar-Raniry Banda Aceh, 2019, p. 15

- C. I don't believe it  
D. Are you kidding?
2. ....  
A. We are going to go on a sunny day  
B. Malang is sunny at this time of year  
C. We are going to go in the dry season  
D. It rains a lot in Malang at this time of the year
3. ....  
A. What do you do?  
B. Do you follow me?  
C. Are you alright?  
D. What are we doing?
4. ....  
A. What should you bring to Jatim Park II?  
B. What can we do at Jatim Park II?  
C. When are we going to Jatim Park II?  
D. Why are we going to Jatim Park II?
5. Teacher : .... Are we all ready to learn English?  
Students : Yes, ma'am  
A. What do you think  
B. Do you understand  
C. Attention, please  
D. I think so
- Dina is helping Rara doing her homework  
Dina : This enzyme helps our body digest food  
Rara : Mmmm, I don't get it  
Dina : ..... (6)  
Rara : Well, I'm not sure I know what you mean  
Dina : ..... (7)  
Rara : Yes, please
6. ....  
A. Can you tell me once again?  
B. Do you know what I'm talking about?  
C. What do you mean?  
D. Do you believe it?
7. ....  
A. Do you ask me?  
B. Can you help me?

- C. Do you want me to repeat my explanation?  
D. Do you need any help?
8. Teacher : Do you know what I am talking about?  
Tio : .....
- A. I think is good  
B. No, you can't  
C. I know what you're talking about  
D. It is a good idea
9. Nina : You had read the novel, do you understand the story?  
Nino : Yes, I do. The story is very interesting  
The underline sentence is the expression of.....
- A. Asking opinion  
B. Checking understand  
C. Getting attention  
D. Showing appreciation
10. Ilham : ..... Can you repeat again?  
Sita : Sorry I spoke too fast, Mr. Zainal gave us mathematic homework
- A. I'm with you  
B. I don't understand what you are saying  
C. I see what you mean  
D. I hear what are you saying

**KUNCI:**

- |      |      |      |       |
|------|------|------|-------|
| 1. B | 4. A | 7. C | 10. B |
| 2. D | 5. C | 8. C |       |
| 3. B | 6. B | 9. B |       |

Lesson plan 2

**I. Penilaian**

Pengetahuan/Keterampilan : Tes  
Sikap : Jujur, religi, sopan, mandiri  
Bentuk Instrumen : Penilaian melalui google form  
Instrumen : Soal dan kunci terlampir



### Soal dan Kunci

#### CHOOSE THE BEST ANSWER A,B,C OR D OF THE QUESTIONS BELOW

1. Zain : We'll have a long holiday next month. What are you going to do?  
Sam : ...  
Zain : I hope you have a nice trip.  
A. I am thinking of going to Bali  
B. Sorry, I can't tell you  
C. It's not your business  
D. I don't know what to do
2. Ani : What do you think about the film?  
Bela : I think ...  
A. it is really nice  
B. thank you  
C. you forget it  
D. let's go
3. Desta: Look at my drawing.  
Bona: Wow, That's .... You are good at drawing.  
A. Wonderful  
B. Disgusting  
C. so ugly  
D. plain
4. Ana : Do you understand what I mean?  
Tomy : ... . Tell me once more, please.  
A. No kidding  
B. Yes, of course  
C. I understand. Thanks  
D. I'm sorry I don't understand
5. Teacher: ... . class? I will explain the material  
Student: Yes, ma'am  
A. No one pays attention to me  
B. Can I have your attention?  
C. Please go out  
D. No attention
6. *"I think you are beautiful with it.*  
"The italic expression is the expression of...  
A. Showing appreciation  
B. Asking opinion  
C. Giving opinion

D. Giving invitation

7. “What do you think about my new hairstyle?  
Am I beautiful with it?  
”The underline expression is the expression of...
- A. Giving opinion
  - B. Asking opinion
  - C. Giving invitation
  - D. Showing appreciation
8. Atilla : we will have a long holiday in the next semester, what are you going to do?  
Atalla : .....
- Atilla : I do hope you have a nice trip there.
- A. I don't know
  - B. I am thinking of going to Kiluan Beach
  - C. I am Busy
  - D. I don't think so
9. Indri : Look at the Views. What do you think about the river?  
Indra : I Think ... .
- A. I can Do Nothing
  - B. Yes. Just so so
  - C. Yes, of course
  - D. It is amazing
10. Wito : I've Problem with my mobile Phone. What's your Idea?  
Santo : ...
- A. It sounds great
  - B. How A pity you are
  - C. I Think you should buy the new one
  - D. That's not my Business

KUNCI:

- |      |      |      |       |
|------|------|------|-------|
| 1. A | 4. D | 7. B | 10. C |
| 2. A | 5. B | 8. B |       |
| 3. A | 6. A | 9. D |       |

Based on the observation and analysis of lesson plan 1 and lesson plan 2, it can be seen that the teacher attached a complete assessment rubric; there were assessments of students' knowledge, skills and attitudes, instruments of assessment, scoring of evaluation, and key answer determination. The assessment of knowledge, skills and attitudes was carried out by the teacher by observing the students during online classes. The instruments developed by the teacher were also appropriate with the objective learning and cover all indicators established. It also attached the key answer to ease the teacher in correcting the students' answer. The teacher uploaded the assignment on Google Classroom and mentioned it at the end of the class. It contained multiple-choice practice questions related to the material that has been delivered. Giving assignments is also intended to measure students' ability to understand the material. The deadline for the assignment is attached in order for students able to be disciplined even in online learning activities.

“I give the assessment at the end of the online learning activity and tell the students to check Google Classroom for English subjects because I just uploaded the assessment there. It can be the measure to the students in understanding the learning material. I usually arranged the assessments in accordance with the learning objectives and learning materials.”

Assessments help teachers to find out whether students understand the material presented or not. Technically, the teacher conducted the assessment at the end of the teaching and learning activities by creating an instrument based on the material that had been presented. It was conducted to evaluate student learning outcomes using a rubric containing several determined indicators. In line with Dick and Reiser in Sri Damayanti, the criteria of assessments tool in lesson plan are measure the objective should be match with the material, match with students' grades, and reliable<sup>79</sup>.

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<sup>79</sup>Sri Damayanti, “Relevancy the Components of the English Lesson Plan”, *English Journal*, 2018, Vol.12 (2), p. 72

## B. Classroom Activity

The online classroom observations were undertaken in May 2022 on Google Meet and Google Classroom. The online learning students consist of 28 students of VII-A and are handled by an English teacher named Ustadzah W. The link for the online learning class was prepared and shared by the teacher to the students whom she would teach. It was usually shared approximately 2 hours before the class began in order to avoid the forgotten by students towards the time of the English classroom. This is also done so that the students can prepare themselves before the start of the lesson.

In the first observation, when students joined Google Meet, Ustadzah W asked them to turn their cameras and microphone on. The teacher greeted them one by one as she was waiting for other students to join in the online learning meeting. Ustadzah W did a greeting and brainstorming with the students to get their attention and make sure that they were ready for English class. The teacher started the class when the online meeting was completely filled by seventh-grade A students. Ustadzah W greeted "*Assalamu'alaikum Warahmatullahi Wabarakaatuh*" and students responded the greeting. Then the students recited prayer or said *bismillah* guided by the teacher. Ustadzah W asked how they were doing or had a small talk about the activities carried out that day.

The teacher started to present a picture by did share the screen on Google Meet. The teacher asked the students to pay attention to their computer screens and make observations of the picture. The picture displayed is an image related to the topic of learning material. This is done so that students can be interested and guess what they will learn that day. The teacher started to explain what the students will learn two weeks ahead. The students were given an explanation of learning objectives at this meeting. This is done for students to understand what they will encounter and learn at each English learning meeting.

In the main activity, the teacher directed the students to watch a video that consist of dialogues related to the topic of learning material. However, in

the middle of the process, it turned out that the learning videos that had been prepared could not be played. There were unexpected problems caused by the teacher's device and an unsupported internet connection. As an alternative, the teacher decided to practice the conversations contained in the video content manually. The conversation that the teacher practised in front of the students was about the material of asking for attention and checking understanding. Ustadzah W recited each dialogue with a clear intonation so that the students were easy to understand the expressions. Then, explanations of the contents of the conversation in the video were also conveyed in detail to the students.

Students were allowed to practice some expressions of asking for attention. Ustadzah W asked one of the students to turn on the microphone and mentioned how to express asking for attention according to the specified situation. Meanwhile, other students paid attention and waited their turn to be asked by the teacher. If there were students who answer incorrectly, the teacher provided opportunities for other students to volunteer to answer the correct expressions. Ustadzah W involved students in online learning activities so that students participated actively and understood the learning that was given. As stated by Ustadzah W in the interview, the interactions that occur in online learning greatly affected the level of student understanding.

In the learning process, Ustadzah W asked students to point out some questions that they did not understand. All students must be ensured that they can mention the various expressions of asking for attention and checking understanding along with their responses. At this meeting there were no students who asked questions, to make sure that they followed the lesson well, Ustadzah W asked several students to tell what they liked and did not like during the lesson. The average of students was enthusiastic about learning which was supported by pictures and practised the conversations related to the topic. However, they showed disappointment when they could not see the video that was supposed to be playing. It is undeniable that visual learning media is a crucial thing that can affect students' interest and understanding.

Before the online class ended, Ustadzah W reviewed the material that had been conveyed. The students did not need to be asked, they volunteered to present the learning points they had gotten. This was easy because they were previously asked to practise the expression of asking for attention and checking understanding. Ustadzah W also told students to check Google Classroom for English subjects because the assignment had just been uploaded. Students were asked to answer the multiple choice that consist of questions about asking for attention and checking understanding. Students could work on it flexibly but still within the specified deadline. Eventually, Ustadzah W ended the class by reciting *Hamdallah*, prayer, and said *Wassalamu'alaikum Warahmatullahi Wabarakatuh*.

In the second observation, the teacher shared a link for Google Meeting towards students the way she did in the previous meeting. The students joined the class one by one. Ustadzah W greeted the students while waiting for the others until the class was full. It became a teacher's challenge to manage the students in long-distance learning. The reason was the teacher could not directly control the students, they only controlled through a computer screen. Based on the results of observations and interviews, Ustadzah W would make sure her students join the class according to the schedule. There were one to two students who were late to join. In this regard, Ustadzah W would contact them by calling via telephone. It happened because of the possibility that students forget the class schedule that has been determined, or because there were unexpected obstacles. Therefore, Ustadzah W must clearly know the students' reasons.

The teacher started the online class by greeting students and mentioning that *before we get into the material, let's open our meeting by reciting basmallah together*. Thereafter, Ustadzah W called the students one by one to know their presence. She conducted brainstorming by *tepuk semangat* which aimed to attract students' enthusiasm and interest to take part in the online class. When the teacher shouted "*tepuk semangat*", the students

answered "*Se-Ma-Ngat Semangat!*" while clapping their hands. Hereafter, Ustadzah W reassured students that they are ready to start learning.

As the main activity, Ustadzah W started to share the screen and present an image. Students were asked to deliver their opinion about the picture shown. They turned on the microphone and answered simultaneously. Ustadzah W asked students to share their opinions in turn so that they could be heard clearly. Some students thought that the picture displayed was about a person who was thinking. Meanwhile, other students claimed that the image showed an expression of confusion. Hereafter, Ustadzah W directed students to watch a video to answer all their guesses.

A video played by the teacher contained a conversation about someone asking some of their friends for opinions. It is about how they feel when they meet people online. Those thought they would be very happy and excited, but those also thought that meeting people online was very risky. When the video finished playing, the students were asked about the conclusions they could get from the video. One to two students volunteered themselves to convey their opinions. Ustadzah W did not doubt to provide feedback about the courage of the students with "*good job!*" or "*you are great!*". Additionally, Ustadzah W explained they would learn about expressions of asking and giving opinions in this meeting.

The students were given examples of expressions of asking and giving opinions. In this case, students were expected to be able to achieve the learning objectives of understanding and practising asking and giving opinion. During the lesson, some students were seen taking note of the important points conveyed by the teacher. After presenting the material, Ustadzah W assigned 4 students to pair up with each other and made a simple conversation about asking and giving opinion on the situation they submitted. The first couple presented their opinion on a friend's birthday party and got the response it was fun and happy. Whereas the second pair delivered their opinions on math tests and got responses that math exams were difficult and they needed to study

harder. They showed it without any problem, however, they were still need to be guided for the vocabulary they did not know.

Before the class ended, Ustadzah W asked students to give some questions about the material which they did not understand. The question and answer activity took place briefly, it was followed by questions from the teacher regarding the likes and dislikes during the lesson at this meeting. Some students claimed that video became their favourites during online learning. It was because the students could get more fun and exciting learning references besides books and explanations from the teacher. Meanwhile, they claimed that there was nothing they didn't like in this meeting. It concluded that the students were more enthusiastic and interested in this meeting by providing them with visual media.

Ustadzah W ensured her students understand the learning material that has been delivered by reviewing the expressions of asking and giving opinions. Students were able to mention the points that have been delivered by the teacher. Hereafter, Ustadzah W told them to check their Google classroom for English subjects. There was an assignment that must be completed by a specified deadline, but in the process, students were allowed to be flexible. The class ended, Ustadzah W and the students did not forget to recite *Hamdalah* and prayer.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the finding and discussion presented in the previous chapters, it was found that the analysis of the lesson plan and its implementation in online learning has been conducted in the 7th grade at SMP Al-Irsyad Purwokerto. Generally, the English lesson plans contain nine components developed by an English teacher of 7th grade in SMP Al-Irsyad Purwokerto were appropriate and prepared well. Those nine components were standard of competency and basic competence, indicators, objectives, time allocation, teaching activity, materials, teaching methods, resources, and assessments.

In the implementation of the lesson plans during the online learning, it was elaborated from the observation result that several aspects were appropriate. They were the appropriate method, the appropriate media and learning tools, the appropriate learning materials, the introduction activity, the main activity, the closing activity, and the appropriate assessments. However, there were found some obstacles that affected the implementation of lesson plans during online learning. It is caused by the unstable connection or signal, the limitations of allocation time, and the difficulty in organising students in long-distance learning.

#### B. Limitations

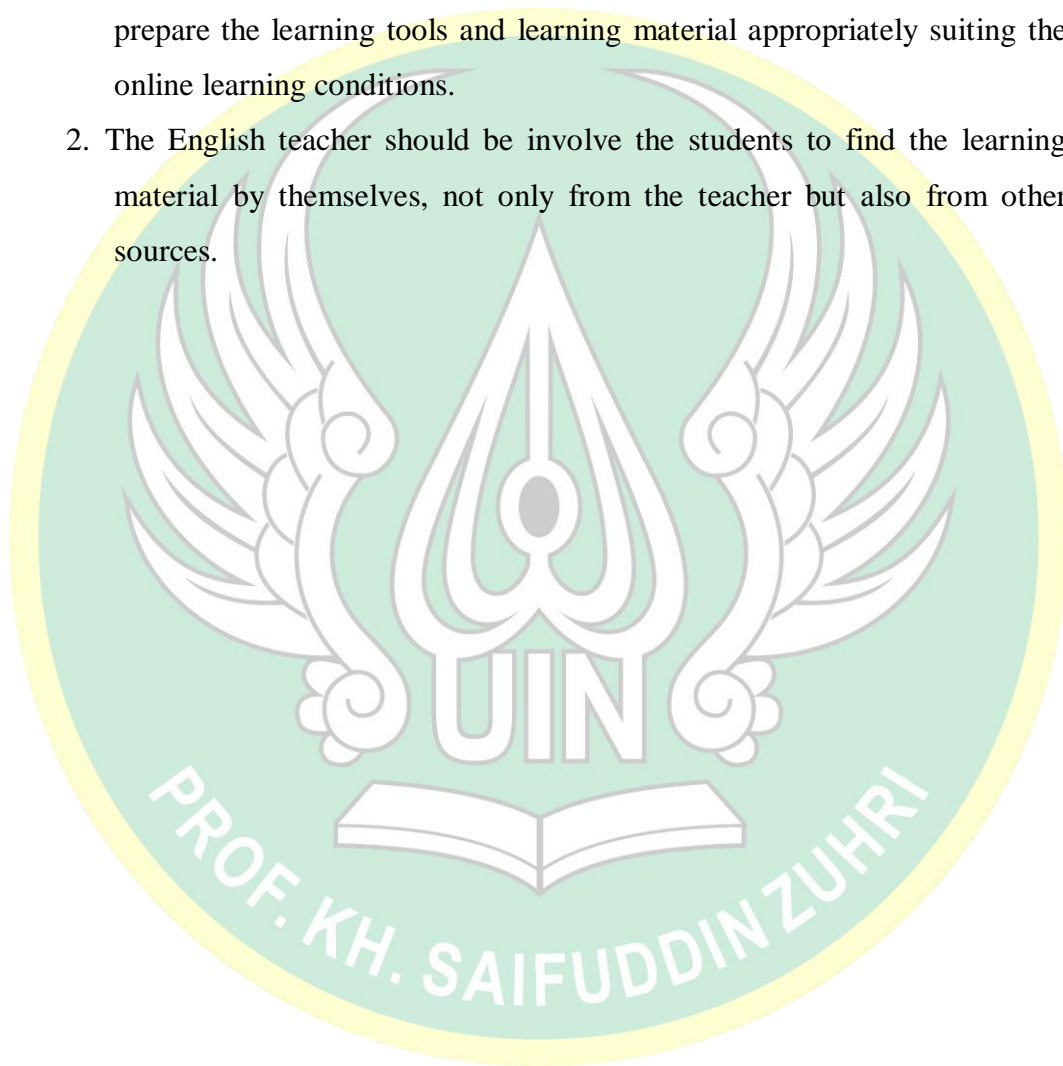
Every study has limitations, and so does this study. The study focuses on the analysis of the lesson plan and its implementation in online learning to the 7th grade in SMP Al-Irsyad Purwokerto. Here are the limitations:

1. This study only focuses on the analysis of lesson plan components and their implementation in online learning activities. So there is no discussion of how to overcome the obstacles found in online learning activities.
2. This study only conducted interviews with an English teacher to complete the observation data.

### **C. Suggestions**

The results of analysis of lesson plan and its implementation in online learning to the 7th grade in SMP Al-Irsyad Purwokerto was good. However, based on the finding and the discussion above, there are several suggestions offered as follows:

1. The English teacher suggested to utilize the time effectively so that can prepare the learning tools and learning material appropriately suiting the online learning conditions.
2. The English teacher should be involve the students to find the learning material by themselves, not only from the teacher but also from other sources.



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# **APPENDICES**

## **Appendix 1**

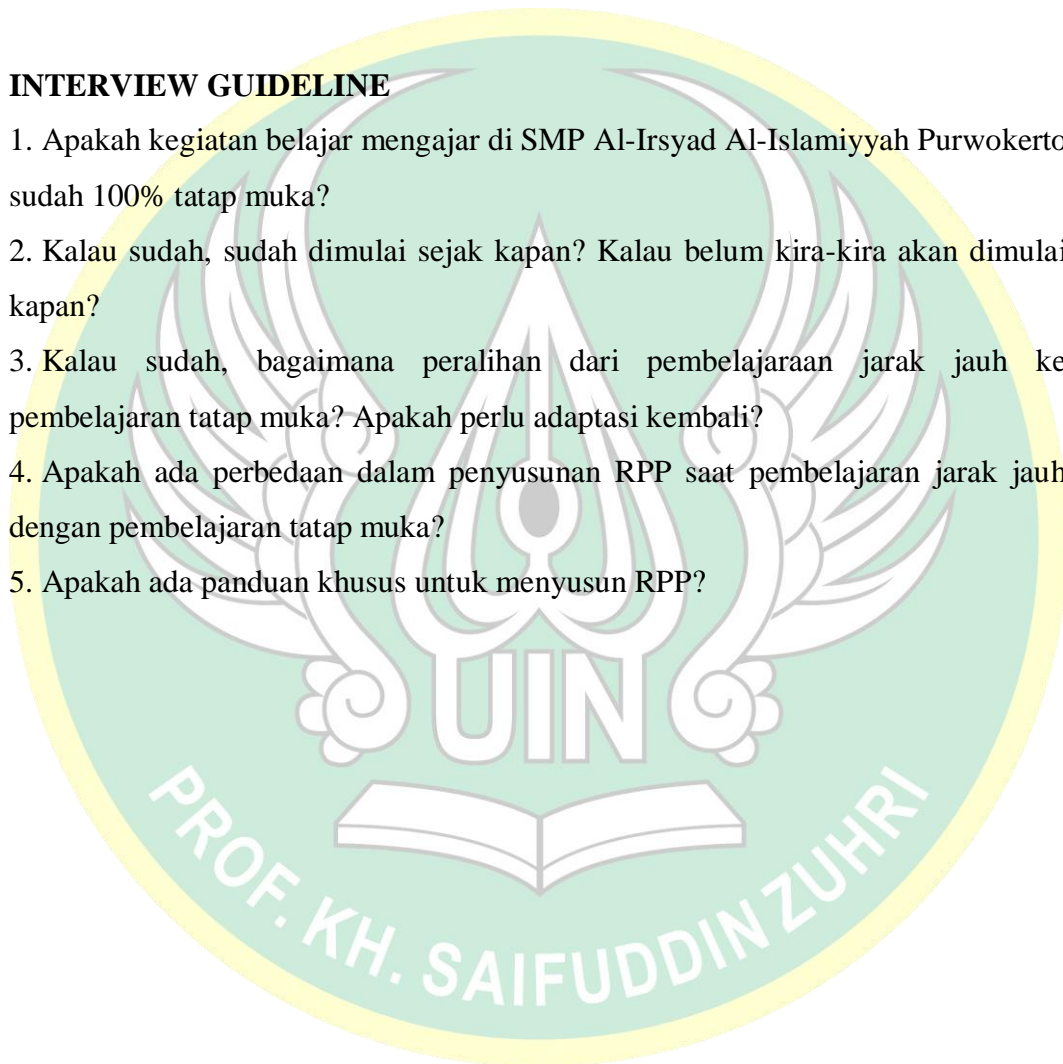
### **The Interview and Documentation Guideline**

#### **THE DOCUMENTATION GUIDELINE**

1. RPP kelas 7 di SMP Al-irsyad Al-Islamiyyah Purwokerto
2. Dokumen sylabus kurikulum 2013 untuk kelas 7

#### **INTERVIEW GUIDELINE**

1. Apakah kegiatan belajar mengajar di SMP Al-Irsyad Al-Islamiyyah Purwokerto sudah 100% tatap muka?
2. Kalau sudah, sudah dimulai sejak kapan? Kalau belum kira-kira akan dimulai kapan?
3. Kalau sudah, bagaimana peralihan dari pembelajaran jarak jauh ke pembelajaran tatap muka? Apakah perlu adaptasi kembali?
4. Apakah ada perbedaan dalam penyusunan RPP saat pembelajaran jarak jauh dengan pembelajaran tatap muka?
5. Apakah ada panduan khusus untuk menyusun RPP?





**Appendix 2**  
**Result of Interview**

**1. Apakah kegiatan belajar mengajar di SMP Al-Irsyad Al-Islamiyyah Purwokerto sudah 100% tatap muka?**

Jawaban: per tanggal 1 April 2022 sudah ptm 100%

**2. Kalau sudah, sudah dimulai sejak kapan? Kalau belum kira-kira akan dimulai kapan?**

Jawaban: sudah dimulai

**3. Kalau sudah, bagaimana peralihan dari pembelajaran jarak jauh ke pembelajaran tatap muka? Apakah perlu adaptasi kembali?**

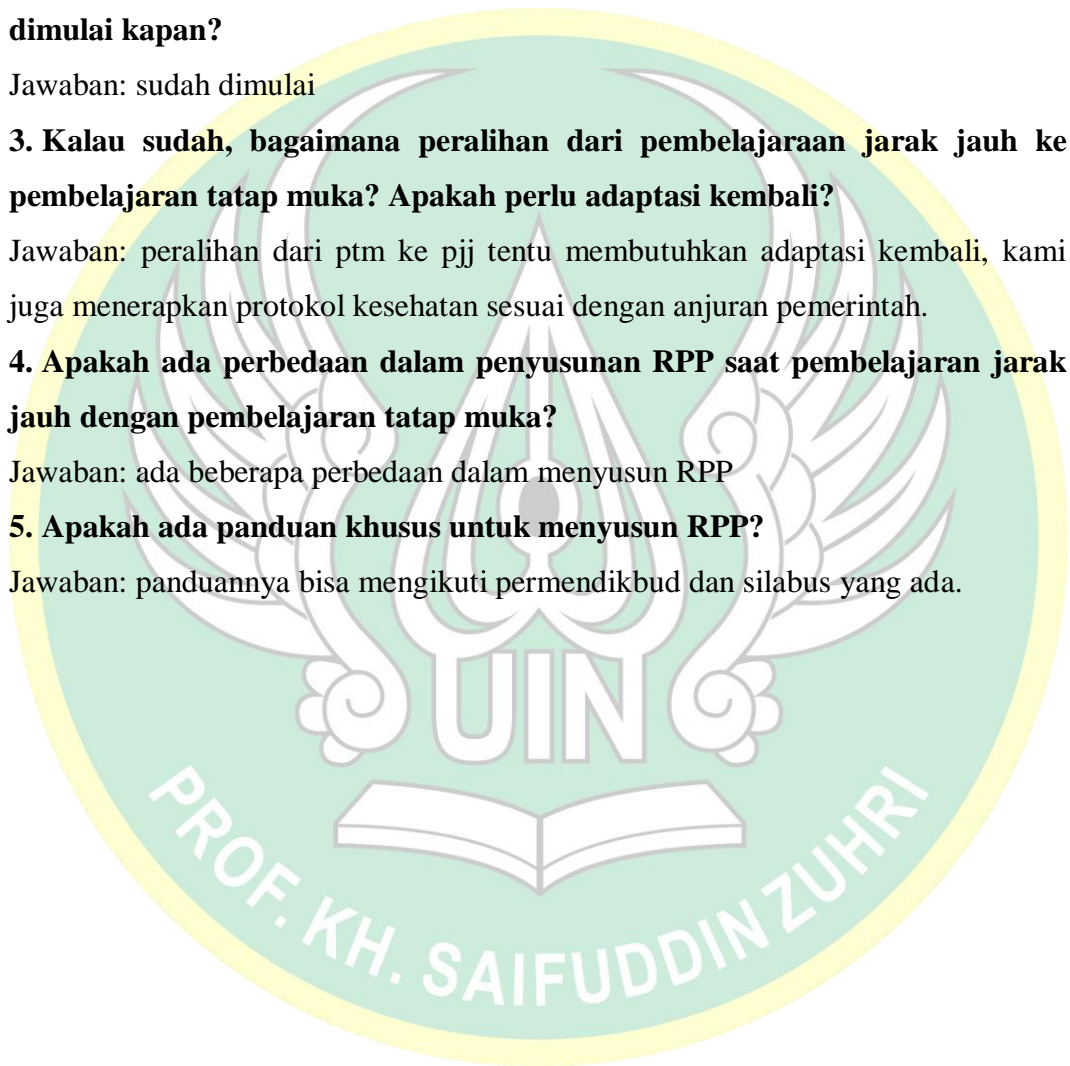
Jawaban: peralihan dari ptm ke pjj tentu membutuhkan adaptasi kembali, kami juga menerapkan protokol kesehatan sesuai dengan anjuran pemerintah.

**4. Apakah ada perbedaan dalam penyusunan RPP saat pembelajaran jarak jauh dengan pembelajaran tatap muka?**

Jawaban: ada beberapa perbedaan dalam menyusun RPP

**5. Apakah ada panduan khusus untuk menyusun RPP?**

Jawaban: panduannya bisa mengikuti permendikbud dan silabus yang ada.



## Appendix 3

### Lesson Plans

#### The First Lesson Plan

#### RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP Al Irsyad Al Islamiyyah Purwokerto
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/Gasal
Materi Pokok	: <b>BAB 1 (It's English Time)</b>
Alokasi Waktu	: 2 X 45 menit/1 pertemuan

#### A. Kompetensi Inti (KI)

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

#### B. Kompetensi Dasar

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.

#### C. Indikator

3.1.1 Siswa mampu mengidentifikasi struktur teks dan unsur kebahasaan yang menyatakan ungkapan meminta perhatian dan mengecek pemahaman, sesuai dengan konteks penggunaannya

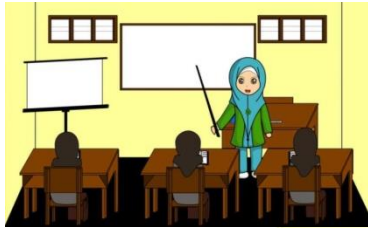
3.1.2 Siswa mampu menyebutkan ungkapan-ungkapan meminta perhatian, dan mengecek pemahaman serta responnya.

#### D. Tujuan Pembelajaran

1. Melalui kegiatan pembelajaran daring dengan menggunakan aplikasi berbasis TIK dengan model discovery learning peserta didik diharapkan mampu memahami fungsi sosial, struktur teks, unsur kebahasaan terkait dengan Expression of Attention and Understanding dengan rasa tanggung jawab serta memiliki sikap responsif (berpikir kritis) dan proaktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik.

## E. Materi Pembelajaran

### Observasi gambar dan video



**Durasi: 1 menit**

#### **Script:**

In the classroom

Teacher : **Excuse me. Attention, please.**

Student : Yes, ma'am.

Teacher : Students, we have learned about simple past tense. **Is everything clear?**

Student : Not yet ma'am.

Teacher : Which part that you don't understand?

Student : I am confuse about verb used in simple past tense ma'am.

Teacher : Ok, simple past tense uses past simple. There are two kinds of past simple. Those are regular and irregular.

Student : Ma'am, I don't understand about irregular verb. What is the formula?

Teacher : Actually there is no formula for irregular verb. It has to be memorized. Now, **Is there anything more that you don't understand?**

Student : No, ma'am. Thank you.

#### **(a) Ungkapan-ungkapan untuk meminta perhatian:**

- o. Excuse me. Attention, please. Yes, please. Alright., No problem*
- p. Can you hear me ?, Yes Miss/Sir/Ma'am*
- q. Can you give your attention to me, please?, Yes Miss/Sir/Ma'am*
- r. Listen to me, please !, Yes Miss/Sir/Ma'am*
- s. Excuse me, please look at me, attention please !, No problem*
- t. Attention, please! Yes Miss/Sir/Ma'am*
- u. Pay attention now! Yes Miss/Sir/Ma'am*
- v. Look over here. Yes Miss/Sir/Ma'am*
- w. Look at me. Yes Miss/Sir/Ma'am*
- x. Can I have your attention, please? Yes Miss/Sir/Ma'am*
- y. Try to concentrate now. Yes Miss/Sir/Ma'am*
- z. Don't look out of the window. Eyes to the front, please. Yes Miss/Sir/Ma'am*

- |     |   |
|-----|---|
| aa. | <i>Everyone, please look at the blackboard. Yes Miss/Sir/Ma'am</i>  |
| bb. | <i>Let's look at the sentences on the board. Yes Miss/Sir/Ma'am</i> |

**(b) Ungkapan-ungkapan untuk mengecek pemahaman:**

<b>Expression</b>	<b>Respon</b>
<i>Is everything clear?</i>	<i>Yes, Ma'am/ No,/ Not yet</i>
<i>Do you understand everything?</i>	<i>Miss/Sir/Ma'am</i>
<i>Is there anything you don't understand</i>	<i>Yes, I hear you</i>
<i>Do you know the meaning of the word ... ?</i>	<i>No, I didn't get it</i>
<i>Are there any words you don't know</i>	
<i>Are there any strange words or expressions?</i>	
<i>Are there any phrases you don't know the meaning of?</i>	
<i>Are there any questions on this text?</i>	
<i>Is there anything else you would like to ask about?</i>	
<i>Are there any words you're unfamiliar with?</i>	
<i>Has anybody got anything to ask about this text?</i>	

**F. Metode Pembelajaran**

- Metode Pembelajaran : Communicative Learning

**G. Media, Alat, dan Sumber Pembelajaran**

- Media : Youtube, gambar
- Alat/Bahan : laptop, speaker
- Sumber Belajar:

Link you tube: <https://www.youtube.com/watch?v=jHp25EUafCY>

Link g-meet: <https://www.youtube.com/watch?v=FBLMn0jZbcI>

**H. Langkah-langkah Kegiatan Pembelajaran**

**Materi: Meminta perhatian serta responnya**

<b>Kegiatan</b>		<b>Alokasi Waktu</b>
<b>Guru</b>	<b>Siswa</b>	
<b>PENDAHULUAN</b>		<b>15 MENIT</b>
1. Memberi salam	Menjawab salam guru pada Google Meet	
2. Berdoa	Berdoa	

3. Mengungkapkan rasa senang (bersyukur) dapat bertemu kembali dalam pelajaran bahasa Inggris untuk meningkatkan kemampuan.	Diharapkan merasa senang dan bersyukur.	
4. Mengecek kehadiran siswa	Menjawab pertanyaan guru tentang kehadiran siswa di Google Meet dan GCR	
<b>INTI</b>		<b>65 Menit</b>
<b>Guru</b>	<b>Siswa</b>	
Guru memberikan sebuah gambar terkait materi	Tanya jawab di pada Google Meet ataupun kolom chat	
Guru memperlihatkan video penjelasan sang guru terkait materinya	Siswa memperhatikan penjelasan video dari guru.	
Guru menjelaskan apa yang ditanyakan Siswa	Menanyakan arti beberapa kata yang masih dirasa sulit di kolom chat	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa melengkapi kalimat berdasar percakapan yang ada di kolom diskusi	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa diberikan kesempatan untuk open mic dan menjelaskan apa yang sudah dipelajari di bab ini di	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa diberi kesempatan untuk open mic menyebutkan bagian mana yang paling disukai	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa diberikan kesempatan untuk open mic menjelaskan kesulitan yang dihadapi	
<b>PENUTUP</b>		<b>10 Menit</b>
<b>Guru</b>	<b>Siswa</b>	
Guru merefleksikan hasil pembelajaran dengan memberi beberapa pertanyaan terkait materi	Siswa menjawab pertanyaan terkait refleksi materi pembelajaran melalui Google Meet ataupun kolom chat	
Mengungkapkan syukur, terima kasih dan rasa	Mengikuti guru mengungkapkan syukur,	

senang	terima kasih dan rasa senang.	
Penutup dan salam	Menjawab salam	

### I. Penilaian

Pengetahuan/Keterampilan	: Tes
Sikap	: Jujur, religi, sopan, mandiri
Bentuk Instrumen	: Penilaian melalui google form
Instrumen	: Soal dan kunci terlampir

#### Soal dan Kunci

### CHOOSE THE BEST ANSWER A,B,C OR D OF THE QUESTIONS BELOW.

Teacher : Can I have your attention, please?  
 Students : ..... (1)  
 Teacher : We are going to have an outing to Jatim Park II  
 Students : Hurray!  
 Teacher : Listen to me, please  
 Students : Yes, ma'am  
 Teacher : ..... (2) So, I want you bring a raincoat or umbrella with you  
 The students are very noisy. They are too excited.  
 Teacher : Excuse me, class!  
 Students : Yes, ma'am  
 Teacher : .....(3)  
 Students : We do, ma'am  
 Teacher : ..... (4)  
 Students : An umbrella and a raincoat  
 Teacher : Good

- .....  
 A. No, you can't  
 B. Alright  
 C. I don't believe it  
 D. Are you kidding?
- .....  
 A. We are going to go on a sunny day  
 B. Malang is sunny at this time of year  
 C. We are going to go in the dry season  
 D. It rains a lot in Malang at this time of the year
- .....  
 A. What do you do?  
 B. Do you follow me?  
 C. Are you alright?  
 D. What are we doing?

4. ....
- A. What should you bring to Jatim Park II?
  - B. What can we do at Jatim Park II?
  - C. When are we going to Jatim Park II?
  - D. Why are we going to Jatim Park II?
5. Teacher : .... Are we all ready to learn English?  
Students : Yes, ma'am
- A. What do you think
  - B. Do you understand
  - C. Attention, please
  - D. I think so

Dina is helping Rara doing her homework

Dina : This enzyme helps our body digest food

Rara : Mmmm, I don't get it

Dina : ..... (6)

Rara : Well, I'm not sure I know what you mean

Dina : ..... (7)

Rara : Yes, please

6. ....
- A. Can you tell me once again?
  - B. Do you know what I'm talking about?
  - C. What do you mean?
  - D. Do you believe it?
7. ....
- A. Do you ask me?
  - B. Can you help me?
  - C. Do you want me to repeat my explanation?
  - D. Do you need any help?
8. Teacher : Do you know what I am talking about?  
Tio : .....
- A. I think is good
  - B. No, you can't
  - C. I know what you're talking about
  - D. It is a good idea

9. Nina : You had read the novel, do you understand the story?  
Nino : Yes, I do. The story is very interesting  
The underline sentence is the expression of.....
- A. Asking opinion
  - B. Checking understand
  - C. Getting attention

D. Showing appreciation

10. Ilham : ..... Can you repeat again?  
Sita : Sorry I spoke too fast, Mr. Zainal gave us mathematic homework  
A. I'm with you  
B. I don't understand what you are saying  
C. I see what you mean  
D. I hear what are you saying

KUNCI:			
1. B	4. A	7. C	10. B
2. D	5. C	8. C	
3. B	6. B	9. B	

J. Rubric Penilaian

Pilihan Ganda	Skor
Setiap jawaban yang benar	1
Setiap jawaban yang salah	0

NA = Jumlah benar x 10

Kepala Sekolah

Sudrajat, S.Sos

Purwokerto, 10 Mei 2022  
Guru Bahasa Inggris

W S.Pd

2) The Second Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : SMP Al Irsyad Al Islamiyah Purwokerto  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : VII/Gasal  
Materi Pokok : **BAB 1 (It's English Time)**  
Alokasi Waktu : 2 X 45 menit/1 pertemuan

**A. Kompetensi Inti (KI)**



KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

## **B. Kompetensi Dasar**

**3.1** Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.

## **C. Indikator**

3.1.1 Siswa mampu mengidentifikasi struktur teks dan unsur kebahasaan yang menyatakan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.

3.1.2 Siswa mampu menyebutkan ungkapan-ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya.

## **D. Tujuan Pembelajaran**

1. Melalui kegiatan pembelajaran daring dengan menggunakan aplikasi berbasis TIK dengan model discovery learning peserta didik diharapkan mampu memahami fungsi sosial, struktur teks, unsur kebahasaan terkait dengan Asking and Giving Opinion dengan rasa tanggung jawab serta memiliki sikap responsif (berpikir kritis) dan proaktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik.

## **E. Materi**

## Observasi gambar dan video



**Durasi: 1 menit**

### Script:

How can I ask and give opinion?

What's your opinion of meeting people online?

In my opinion, it is awesome.

How do you feel about meeting people online?

I feel meeting people here is very fun.

What do you think about meeting people online?

I think it is cool.

What do you think about meeting people online?

From my point of view, it is risky.

### Ungkapan meminta pendapat dan responnya:

<i>Expression</i>	<i>Respon</i>
<ul style="list-style-type: none"> <li>• <i>What do you think....?</i></li> <li>• <i>What is your opinion about....?</i></li> <li>• <i>How do you feel about?</i></li> <li>• <i>What's your view?</i></li> <li>• <i>How do you see the situation?</i></li> </ul>	<p>Neutral opinion:</p> <p>"I think..."</p> <p>"I feel that..."</p> <p>"In my opinion..."</p> <p>"As far as I am concerned..."</p> <p>"As I see it..."</p> <p>"In my view..."</p> <p>"I tend to think that..."</p> <p>Strong opinion:</p> <p>"I am absolutely convinced that..."</p> <p>"I am sure that..."</p>

	“I am strongly believe that...” “I have no doubt that...”
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#### F. Metode Pembelajaran

- Metode Pembelajaran : Communicative Learning

#### G. Media, Alat, dan Sumber Pembelajaran

- Media : Youtube
- Alat/Bahan : Laptop, speaker
- Sumber Belajar: BUPENA English Book, Interactive English Book, [www.esl.lab.com](http://www.esl.lab.com), Link youtube: <https://www.youtube.com/watch?v=FBLMn0jZbcI>

#### H. Langkah-langkah Kegiatan Pembelajaran

**Materi: Meminta pendapat serta responnya**

Kegiatan		Alokasi Waktu
Guru	Siswa	
<b>PENDAHULUAN</b>		<b>15 MENIT</b>
Memberi salam	Menjawab salam guru di kolom komentar GCR	
Berdoa	Berdoa	
Mengungkapkan rasa senang (bersyukur) dapat bertemu kembali dalam pelajaran bahasa Inggris untuk meningkatkan kemampuan.	Diharapkan merasa senang dan bersyukur.	
Mengecek kehadiran siswa	Menjawab pertanyaan guru tentang kehadiran siswa di kolom komentar GCR	
<b>INTI</b>		<b>65 Menit</b>
Guru menanyakan pendapat siswa tentang cuaca hari ini terkait materi	Tanya jawab di kolom diskusi GCR.	
Guru memperlihatkan video penjelasan sang	Siswa memperhatikan penjelasan video dari guru.	

guru terkait materinya		
Guru menjelaskan apa yang ditanyakan Siswa	Menanyakan arti beberapa kata yang masih dirasa sulit di kolom komentar GCR.	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa melengkapi kalimat berdasar percakapan yang ada di kolom diskusi GCR.	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa diberikan kesempatan untuk open mic dan menjelaskan apa yang sudah dipelajari di bab ini di	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa diberi kesempatan untuk open mic menyebutkan bagian mana yang paling disukai	
Guru memberikan pendampingan kepada Siswa mengenai kegiatan yang dilakukan	Siswa diberikan kesempatan untuk open mic menjelaskan kesulitan yang dihadapi	
<b>PENUTUP</b>		<b>10 Menit</b>
<b>Guru</b>	<b>Siswa</b>	
Guru merefleksikan hasil pembelajaran dengan memberi beberapa pertanyaan terkait materi	Siswa menjawab pertanyaan terkait refleksi materi pembelajaran di kolom komentar GCR.	
Mengungkapkan syukur, terima kasih dan rasa senang	Mengikuti guru mengungkapkan syukur, terima kasih dan rasa senang.	
Penutup dan salam	Menjawab salam di kolom komentar GCR.	

### I. Penilaian

Pengetahuan/Keterampilan	: Tes
Sikap	: Jujur, religi, sopan, mandiri
Bentuk Instrumen	: Penilaian melalui google form
Instrumen	: Soal dan kunci terlampir

### Soal dan Kunci

**CHOOSE THE BEST ANSWER A,B,C OR D OF THE QUESTIONS BELOW.**

1. Zain : We'll have a long holiday next month. What are you going to do?  
Sam : ...  
Zain : I hope you have a nice trip.
- A. I am thinking of going to Bali  
B. Sorry, I can't tell you  
C. It's not your business  
D. I don't know what to do
2. Ani : What do you think about the film?  
Bela : I think ...
- A. it is really nice  
B. thank you  
C. you forget it  
D. let's go
3. Desta: Look at my drawing.  
Bona: Wow, That's ... .You are good at drawing.
- A. Wonderful  
B. Disgusting  
C. so ugly  
D. plain
4. Ana : Do you understand what I mean?  
Tomy : ... . Tell me once more, please.
- A. No kidding  
B. Yes, of course  
C. I understand. Thanks  
D. I'm sorry I don't understand
5. Teacher: ... . class? I will explain the material.  
Student: Yes, ma'am
- A. No one pays attention to me  
B. Can I have your attention?  
C. Please go out  
D. No attention
6. *"I think you are beautiful with it.*  
*"The italic expression is the expression of...*
- A. Showing appreciation  
B. Asking opinion  
C. Giving opinion  
D. Giving invitation

7. “What do you think about my new hairstyle?  
Am I beautiful with it?  
”The underline expression is the expression of...
- Giving opinion
  - Asking opinion
  - Giving invitation
  - Showing appreciation
8. Atilla : we will have a long holiday in the next semester, what are you going to do?  
Atalla : ...  
Atilla : I do hope you have a nice trip there.
- I don't know
  - I am thinking of going to Kiluan Beach.
  - I am Busy
  - I don't think so
9. Indri : Look at the Views. What do you think about the river?  
Indra : I Think ...
- I can Do Nothing
  - Yes. Just so so
  - Yes, of course
  - It is amazing
10. Wito : I've Problem with my mobile Phone. What's your Idea?  
Santo : ...
- It sounds great
  - How A pity you are.
  - I Think you should buy the new one.
  - That's not my Business

**KUNCI:**

- |      |      |      |       |
|------|------|------|-------|
| 1. A | 4. D | 7. B | 10. C |
| 2. A | 5. B | 8. B |       |
| 3. A | 6. A | 9. D |       |

#### J. Rubric Penilaian

Pilihan Ganda	Skor
Setiap jawaban yang benar	1
Setiap jawaban yang salah	0

NA = Jumlah benar x 10

Kepala Sekolah

Purwokerto, 17 May 2022  
Guru Bahasa Inggris

Sudrajat, S.Sos  
NIP.

W.S.Pd  
NIP.



**Appendix 4**  
**Observation Field Notes**

Researcher : Non Participant  
 Date : Thursday, 12<sup>th</sup> May 2022  
 Grade : 7th Grade of SMP Al-Irsyad Al-Islamiyyah Purwokerto  
 Teacher : Ustadzah W, S.Pd  
 Topic : Asking for Attention and Checking Understanding

Tanggal	Hasil
Kamis, 12 May 2022	<ul style="list-style-type: none"> <li>• Guru membagikan link zoom meeting kepada siswa dua jam sebelum kelas dimulai.</li> <li>• Siswa bergabung ke kelas online dengan mengaktifkan kamera dan mic sesuai arahan guru.</li> <li>• Guru menyapa murid dan melakukan absensi serta brainstorming sebelum memulai materi pembelajaran.</li> <li>• Guru mempresentasikan gambar yang berkaitan dengan materi pembelajaran pada layar zoom dan meminta siswa memerhatikannya.</li> <li>• Siswa disajikan sebuah video namun ditengah prosesnya video tidak dapat diputar dikarenakan ada kendala pada perangkat guru dan koneksi yang tidak mendukung.</li> <li>• Guru menyampaikan dan menjelaskan isi video yang berisi percakapan berkaitan dengan materi pembelajaran secara lisan.</li> <li>• Siswa diberi kesempatan untuk mempraktikkan beberapa ekspresi asking for attention and checking understanding.</li> <li>• Guru memberikan kesempatan pada siswa untuk bertanya tentang materi yang belum mereka pahami.</li> <li>• Guru melakukan review materi sebelum mengakhiri kelas.</li> </ul>



Researcher : Non Participant  
 Date : Monday, 16<sup>th</sup> May 2022  
 Grade : 7th Grade of SMP Al-Irsyad Al-Islamiyyah Purwokerto  
 Teacher : Ustadzah W, S.Pd  
 Topic : Asking and Giving Opinion

Tanggal	Hasil
Senin, 16 Mei 2022	<ul style="list-style-type: none"> <li>• Siswa join melalui link yang dibagikan guru 2 jam sebelum kelas dimulai.</li> <li>• Guru menyapa dan melakukan interaksi pada siswa sembari menunggu siswa lainnya bergabung pada zoom.</li> <li>• Guru membuka kelas dan melakukan absensi</li> <li>• Siswa diajak untuk melakukan braistorming melalui tepuk semangat untuk menstimulasi sebelum dimulainya kelas</li> <li>• Guru melakukan share screen dan bertanya kepada siswa terkait gambar tersebut</li> <li>• Beberapa siswa tampak antusias menjawab gambar yang terkait dengan materi pembelajaran tersebut</li> <li>• Guru menyajikan sebuah video percakapan tentang asking and giving opinion</li> <li>• Setelah video selesai, siswa diminta untuk menyimpulkan isi dari video tersebut</li> <li>• Terdapat satu hingga dua siswa yang secara sukarela menyampaikan opininya, guru pun memberi apresiasi</li> <li>• Guru meminta 4 siswa untuk saling berpasangan dan mempresentasikan sebuah percakapan berisi asking and giving opinion</li> <li>• Sebelum mengakhiri kelas, guru meminta siswa untuk bertanya materi yang belum mereka pahami</li> <li>• Guru mereview materi pada pertemuan ini dan menutup kelas online.</li> </ul>

## Appendix 6

### Certificate of Research Evidence



مدرسة الإرشاد الإسلامية المتوسطة  
YAYASAN AL IRSYAD AL ISLAMIYYAH  
SEKOLAH MENENGAH PERTAMA  
AL IRSYAD AL ISLAMIYYAH PURWOKERTO

Jalan Prof. Dr. Soeharso Purwokerto 53113 Telp.: (0281) 638185 Fax.: (0281) 643250  
Website: www.smpalirsyadpwt.sch.id • E-mail: info@smpalirsyadpwt.sch.id

#### **SURAT KETERANGAN**

No. 528/10307/L-E.4/IV-2023

Yang bertanda tangan di bawah ini:

Nama : **Eko Suwardi, S.Pd.**  
NIP : **2010.11.1.0144**  
Jabatan : Kepala SMP Al Irsyad Al Islamiyyah Purwokerto  
Kecamatan Purwokerto Timur Kabupaten Banyumas  
Propinsi Jawa Tengah

menerangkan dengan sesungguhnya bahwa:

1. Nama : **RETI NURFELLA SAPUTRI**  
2. NIM : 1617404040  
3. Prodi : Tadris Bahasa Inggris  
4. Instansi : UIN Profesor Kiai Haji Saifuddin Zuhri

telah melakukan observasi pada tanggal 9 Mei – 25 Juni 2022 di SMP Al Irsyad Al Islamiyyah Purwokerto.

Demikian surat keterangan ini untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 4 April 2023  
Kepala Sekolah

**Eko Suwardi, S.Pd.**  
NIP. 2010.11.1.0144

**Appendix 5**  
**Syllabus**  
**SILABUS**

**Satuan Pendidikan** : SMP  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VII/ 1-2 (Ganjil & Genap)  
**Tahun Pelajaran** : 2021-2022

**Standar Kompetensi (KI)**

- KI-1 dan KI-2** : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang	<ul style="list-style-type: none"> <li>Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman</li> <li>Struktur Teks</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> </ul>	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata	12	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> <li>• Unsur Kebahasaan</li> <li>- Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so.</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi ungkapan yang digunakan untuk menghargai kinerja</li> <li>• Mengidentifikasi ungkapan yang digunakan untuk meminta dan mengungkapkan pendapat dalam bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>yang benar</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> </ul>		<p>When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</p> <ul style="list-style-type: none"> <li>❖ Alevizos, Kathryn &amp; Suzanne Gaynor. 2018. Gold Experience Students' Book. Pearson.</li> <li>❖ Situs Link: <a href="http://www.PearsonEnglishPortal.com">www.PearsonEnglishPortal.com</a></li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan	<ul style="list-style-type: none"> <li>• Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Melakukan tindak tutur ungkapan meminta perhatian, mengecek pemahaman dalam bahasa Inggris dengan percaya diri</li> <li>• Melakukan tindak tutur ungkapan menghargai kinerja dalam bahasa Inggris dengan percaya diri</li> <li>• Melakukan percakapan interpersonal dengan menggunakan ungkapan</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>			<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		mengajukan pendapat melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri					
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i> )	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya .</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Menentukan tujuan komunikatif teks memaparkan kemauan, melakukan suatu tindakan</li> <li>• Mengidentifikasi struktur teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan</li> <li>• Mengidentifikasi unsur kebahasaan dalam teks</li> <li>• Mengidentifikasi ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Alevizos, Kathryn &amp; Suzanne Gaynor. 2018. Gold Experience Students' Book. Pearson.</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	ejaan, tanda baca, dan tulisan tangan	baik sesuai dengan struktur teks dan unsur kebahasaan		masing untuk melakukan tindakan-tindakan tertentu		❖ Situs Link: <a href="http://www.PearsonEnglishPortal.com">www.PearsonEnglishPortal.com</a>	
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Topik Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan kemampuan dan kemauan, melakukan suatu tindakan dalam bentuk tulisan</li> <li>• Menggunakan ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>
3.3 Menerapkan	• Fungsi sosial	• Menentukan tujuan	• Religius	- Menyimak,	12 JP	❖ Buku	• Lisan

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i> )	<p>Menyuruh, melarang, dan menghimbau.</p> <ul style="list-style-type: none"> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan keharusan, larangan, himbauan dengan modal <i>must, (don't) have to..., should,</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> </ul> </li> </ul> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• Topik Interaksi antara peserta didik dan guru di dalam dan</li> </ul>	<p>komunikatif teks ungkapan keharusan, larangan dan himbauan</p> <ul style="list-style-type: none"> <li>• Mengidentifikasi struktur teks ungkapan keharusan, larangan dan himbauan</li> <li>• Mengidentifikasi unsur kebahasaan dalam teks</li> <li>• Mengidentifikasi ungkapan keharusan, larangan dan himbauan dari orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu</li> <li>- Memaparkan hasil temuannya dalam bentuk teks pendek</li> </ul>		<p>Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</p> <ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan,		<ul style="list-style-type: none"> <li>• Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks mengungkapkan keharusan, larangan dan himbauan dalam bentuk tulisan</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>				<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI	<ul style="list-style-type: none"> <li>Menggunakan ungkapan keharusan, larangan dan himbauan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.</li> </ul>		<p>tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</p> <ul style="list-style-type: none"> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>Struktur teks <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>Unsur Kebahasaan <ul style="list-style-type: none"> <li>Ungkapan a.1 <i>let's ..., can you ..., would you like ..., may I, please.</i></li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this,</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan yang digunakan untuk menyuruh dalam bahasa Inggris</li> <li>Mengidentifikasi ungkapan yang digunakan untuk mengajak</li> <li>Mengidentifikasi ungkapan yang digunakan untuk meminta ijin dalam bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>Alevizos, Kathryn &amp; Suzanne Gaynor.</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> </ul>
4.4 Menyusun teks interaksi interpersonal lisan		<ul style="list-style-type: none"> <li>Melakukan tindak tutur menyuruh dalam bahasa</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong</li> </ul>				<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p><i>those, my, their,</i> dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>inggris dengan percaya diri</p> <ul style="list-style-type: none"> <li>• Melakukan tindak tutur ungkapan mengajak dalam bahasa inggris dengan percaya diri</li> <li>• Melakukan percakapan interpersonal dengan menggunakan ungkapan meminta ijin melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri</li> </ul>	<p>royong</p> <ul style="list-style-type: none"> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>lain yang serupa</p> <ul style="list-style-type: none"> <li>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>		<p>2018. Gold Experience Students' Book. Pearson.</p> <ul style="list-style-type: none"> <li>❖ Situs Link: <a href="http://www.PearsonEnglishPortal.com">www.PearsonEnglishPortal.com</a></li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<p>an</p> <ul style="list-style-type: none"> <li>• Unjukkerja</li> </ul>
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>• Struktur Teks Teks <i>greeting card</i> dapat mencakup <ul style="list-style-type: none"> <li>- Identifikasi (nama peristiwa, hari istimewa) bersifat khusus</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi perbedaan dan persamaan dari beberapa greeting card untuk hari spesial tertentu</li> <li>• Mengidentifikasi ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar</li> <li>• Mengidentifikasi</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu</li> <li>- Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII,</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
spesial, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>- Ungkapan khusus yang relevan</li> <li>- Gambar, hiasan, komposisi warna</li> </ul>	perbedaan dan persamaan dari beberapa greeting card untuk event lain		tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain		Kemendikbud, Revisi Tahun 2017 ❖ Alevizos, Kathryn & Suzanne Gaynor. 2018. <i>Gold Experience Students' Book</i> . Pearson. ❖ Situs Link: <a href="http://www.PearsonEnglishPortal.com">www.PearsonEnglishPortal.com</a> ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	
4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan               <ul style="list-style-type: none"> <li>- Ungkapan a.l. <i>Congratulations. Well done. Good job.</i>, dll.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Membuat greeting card terkait hari istimewa yang relevan dengan peserta didik saat itu.</li> <li>• Menyajikan penilaian dari hasil identifikasi perbedaan dan persamaan greeting card</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	- Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat <i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu. - Melakukan refleksi tentang proses dan hasil belajarnya			<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	<ul style="list-style-type: none"> <li>• Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi kalimat menanyakan dan menyebutkan keberadaan orang, benda, binatang di</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> </ul>	- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)	<p>sebagainya.</p> <ul style="list-style-type: none"> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dengan <i>There is/are</i></li> <li>- Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>.</li> <li>- Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat</li> </ul>	<p>rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>• Mengidentifikasi keberadaan orang, benda, binatang dan jumlahnya dari teks pendek tentang situasi suatu tempat</li> <li>• Mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> </ul>	<ul style="list-style-type: none"> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</li> <li>- Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> <li>- Membuat teks pendek untuk mendeskripsikan rumah masing-</li> </ul>		<p>Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</p> <ul style="list-style-type: none"> <li>❖ Alevizos, Kathryn &amp; Suzanne Gaynor. 2018. Gold Experience Students' Book. Pearson.</li> <li>❖ Situs Link: <a href="http://www.Pears onEnglishPortal.com">www.Pears onEnglishPortal.com</a></li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<p>rja</p> <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan		<ul style="list-style-type: none"> <li>• Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> <li>• Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>				

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
unsur kebahasaan yang benar dan sesuai konteks	menumbuhkan perilaku yang termuat di KI	yang benar <ul style="list-style-type: none"> <li>• Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks</li> </ul>		masing dan sekitarnya dengan menyebutkan keberaaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar <ul style="list-style-type: none"> <li>- Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjelaskan, mendeskripsikan</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> <li>• Mengidentifikasi kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>• Mengidentifikasi kegiatan rutin yang</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan</li> </ul>	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikb	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)	<p><i>Simple Present Tense.</i></p> <ul style="list-style-type: none"> <li>- Adverbia: <i>always, often, sometimes, never, usually, every</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>	<p>biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah</p> <ul style="list-style-type: none"> <li>• Mengidentifikasi informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya</li> </ul>		<p>tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> <li>- Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>- Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah</li> <li>- Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya</li> </ul>		<p>ud, Revisi Tahun 2017</p> <ul style="list-style-type: none"> <li>❖ Alevizos, Kathryn &amp; Suzanne Gaynor. 2018. Gold Experience Students' Book. Pearson.</li> <li>❖ Situs Link: <a href="http://www.PearsonEnglishPortal.com">www.PearsonEnglishPortal.com</a></li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	
4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum,	<ul style="list-style-type: none"> <li>• Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Membuat teks-teks pendek dan sederhana tentang tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya</li> <li>• Melakukan percakapan tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>			<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks				dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya			
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjelaskan, mendeskripsikan</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam <i>Present Continuous Tense</i></li> <li>- Adverbia: <i>now</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Menyebutkan kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</li> <li>• Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi</li> <li>• Menyebutkan tindakan, kegiatan yang sedang dilakukan oleh</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Alevizos,</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)	<ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>	<p>anggota keluarga mereka dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>• Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)</li> </ul>		<p>sedang terjadi</p> <ul style="list-style-type: none"> <li>- Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka</li> <li>- Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)</li> <li>- Membuat teks pendek berdasarkan tampilan visual lainnya</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>Kathryn &amp; Suzanne Gaynor. 2018. Gold Experience Students' Book. Pearson.</p> <ul style="list-style-type: none"> <li>❖ Situs Link: <a href="http://www.PearsonEnglishPortal.com">www.PearsonEnglishPortal.com</a></li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	
4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan	<ul style="list-style-type: none"> <li>• Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>			<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
yang benar dan sesuai konteks							
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i> )	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat perbandingan positif, komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ..., the most ...</i></li> <li>- Perbandingan jumlah: <i>more, fewer, less</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Membandingkan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>• Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.</li> <li>• Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>• Mengajukan pertanyaan dan jawaban terkait perbandingan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>- Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.</li> <li>- Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Alevizos, Kathryn &amp; Suzanne Gaynor. 2018. Gold Experience Students' Book. Pearson.</li> <li>❖ Situs Link: <a href="http://www.PearsonEnglishPortal.com">www.PearsonEnglishPortal.com</a></li> <li>❖ Kamus</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>
4.9 Menyusun teks interaksi	<ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi,</li> </ul>	<ul style="list-style-type: none"> <li>• Membuat beberapa</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> </ul>	<ul style="list-style-type: none"> <li>- Bertanya jawab untuk</li> </ul>		<ul style="list-style-type: none"> <li>❖ Kamus</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</p> <ul style="list-style-type: none"> <li>• Mengajukan pertanyaan dan jawaban tentang teks masing-masing dengan teman-temannya</li> </ul>	<ul style="list-style-type: none"> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</p> <ul style="list-style-type: none"> <li>- Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>Bahasa Inggris</p> <ul style="list-style-type: none"> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis	<ul style="list-style-type: none"> <li>• Fungsi sosial Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau.</li> <li>• Struktur teks</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi beberapa kejadian, kegiatan yang terjadi di masa lampau melalui teks-teks pendek dan sederhana</li> <li>• Melengkapi kalimat</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	<ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none"> <li>• Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami</li> </ul>	<p>diri</p> <ul style="list-style-type: none"> <li>• Kerja sama</li> </ul>	<p>lampau</p> <ul style="list-style-type: none"> <li>- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>- Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami</li> <li>- Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab</li> </ul>		<p>English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</p> <ul style="list-style-type: none"> <li>❖ Alevizos, Kathryn &amp; Suzanne Gaynor. 2018. Gold Experience Students' Book. Pearson.</li> <li>❖ Situs Link: <a href="http://www.PearsonEnglishPortal.com">www.PearsonEnglishPortal.com</a></li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>
4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan		<ul style="list-style-type: none"> <li>• Membuat teks-teks pendek dan sederhana tentang beberapa peristiwa atau kegiatan di waktu lampau yang pernah dialami</li> <li>• Mempresentasikan, teks masing-masing</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> </ul>				

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar	<ul style="list-style-type: none"> <li>• Kerja sama</li> </ul>	<p>tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman	<ul style="list-style-type: none"> <li>• Fungsi sosial Melaporkan, mengambil teladan, membanggakan</li> <li>• Struktur teks Dapat mencakup <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi teks recount tentang pengalaman pribadi seseorang</li> <li>• Menceritakan kejadian, kegiatan yang dialami secara kronologis</li> <li>• Menggunakan bagan alir untuk mempelajari alur cerita</li> <li>• Melengkapi</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang</li> <li>- Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis</li> <li>- Menggunakan bagan alir untuk</li> </ul>	20 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikb	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>deklaratif dan interogatif dalam <i>Simple Past tense</i></p> <ul style="list-style-type: none"> <li>- Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya.</li> <li>- Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Peristiwa, pengalaman yang terjadi di sekolah,</li> </ul>	<p>ringkasan pengalaman dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none"> <li>• Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru</li> <li>• Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau</li> <li>• Mempresentasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>mempelajari alur cerita</p> <ul style="list-style-type: none"> <li>- Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan.</li> <li>- Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>- Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara</li> </ul>		<p>ud, Revisi Tahun 2017</p> <ul style="list-style-type: none"> <li>❖ Alevizos, Kathryn &amp; Suzanne Gaynor. 2018. <i>Gold Experience Students' Book</i>. Pearson.</li> <li>❖ Situs Link: <a href="http://www.PearsonEnglishPortal.com">www.PearsonEnglishPortal.com</a></li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>
<p>4.11. Teks recount</p> <p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman</p>							

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
pribadi di waktu lampau ( <i>personal recount</i> ), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI			lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya			
3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan ( <i>notice</i> ), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan.</li> <li>• Struktur text Dapat mencakup: <ul style="list-style-type: none"> <li>- Judul atau tujuan pengumuman</li> <li>- Informasi rinci yang diumumkan</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Membaca dengan suara lantang setiap pengumuman/pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>• Menemukan perbedaan dan persamaan dari beberapa pengumuman/pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dengan suara lantang setiap pengumuman/pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/pemberitahuan pendek dan sederhana, dengan menggunakan</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Alevizos, Kathryn &amp; Suzanne Gaynor.</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>4.12. Teks pesan singkat dan pengumuman/pemberitahuan (notice)</p> <p>4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana,</p>	<ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI</li> <li>• Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik.</li> </ul>	<ul style="list-style-type: none"> <li>• Mempresentasikan hasil analisis tentang perbedaan dan persamaan dari beberapa pengumuman/pemberitahuan pendek dan sederhana secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>• Membuat pengumuman/pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>tabel analisis</p> <ul style="list-style-type: none"> <li>- Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Membuat pengumuman/pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>2018. Gold Experience Students' Book. Pearson.</p> <ul style="list-style-type: none"> <li>❖ Situs Link: <a href="http://www.PearsonEnglishPortal.com">www.PearsonEnglishPortal.com</a></li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks							
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.</li> </ul>	<ul style="list-style-type: none"> <li>• Menirukan lirik lagu terkait kehidupan remaja SMP/MTs secara lisan</li> <li>• Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</li> <li>• Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Alevizos, Kathryn &amp; Suzanne Gaynor. 2018. Gold Experience Students'</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs							<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
						Book. Pearson. ❖ Situs Link: <a href="http://www.PearsonEnglishPortal.com">www.PearsonEnglishPortal.com</a> ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	

Purwokerto, ... Juli 2021

Guru Mata Pelajaran 1

W, S.Pd.

Guru Mata Pelajaran 2

Ayuni Dwi Pangesti, S.Pd.

Mengetahui,  
Kepala Sekolah

Eko Suwardi, S.Pd.

