RENCANA PELAKSANAAN PEMBELAJARAN

I. Identitas

Satuan Pendidikan : SMA
Kelas/semester : XII/I (2012)
Mata Perlajaran : Bahasa Inggris
Pertemuan :
Alokasi Waktu : 2 x 45 menit

II. Standar Kompetensi (3.) :Berbicara

Mengungkap kan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

III. Kompetensi Dasar (3.2)

3.2 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat,lancar dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur :mengakui kesalahan, berjanji, menyalahkan, menuduh, mengungkapkan keingintahuan dan hasrat, dan menyatakan berbagai sikap

IV. Indikator

1. Mengidentifikasi ungkapan-ungkapan menyuruh orang berjanji
2. Mengidentifikasi ungkapan-ungkapan menawarkan janji
3. Menggunakan ungkapan-ungkapan menyuruh berjanji
4. Menggunakan ungkapan-ungkapan menawarkan orang berjanji

V. Tujuan Pembelajaran

1. Siswa dapat menggunakan ungkapan-ungkapan menyuruh orang berjanji dalam konteks kehidupan sehari hari dengan baik
2. Siswa dapat menggunakan ungkapan-ungkapan menawarkan orang berjanji dalam konteks kehidupan sehari hari dengan baik

VI. Materi Pembelajaran

1. Expression Asking for a Promise
   - Promise me that you will ….
   - Do you promise …
   - I want you to promise that you'll …
   - Do you swear that you ….
   - Is that a promise
2. Expression Offering a promise — Response
   - I promise I'll … — Thank you
   - I promise you that … — OK

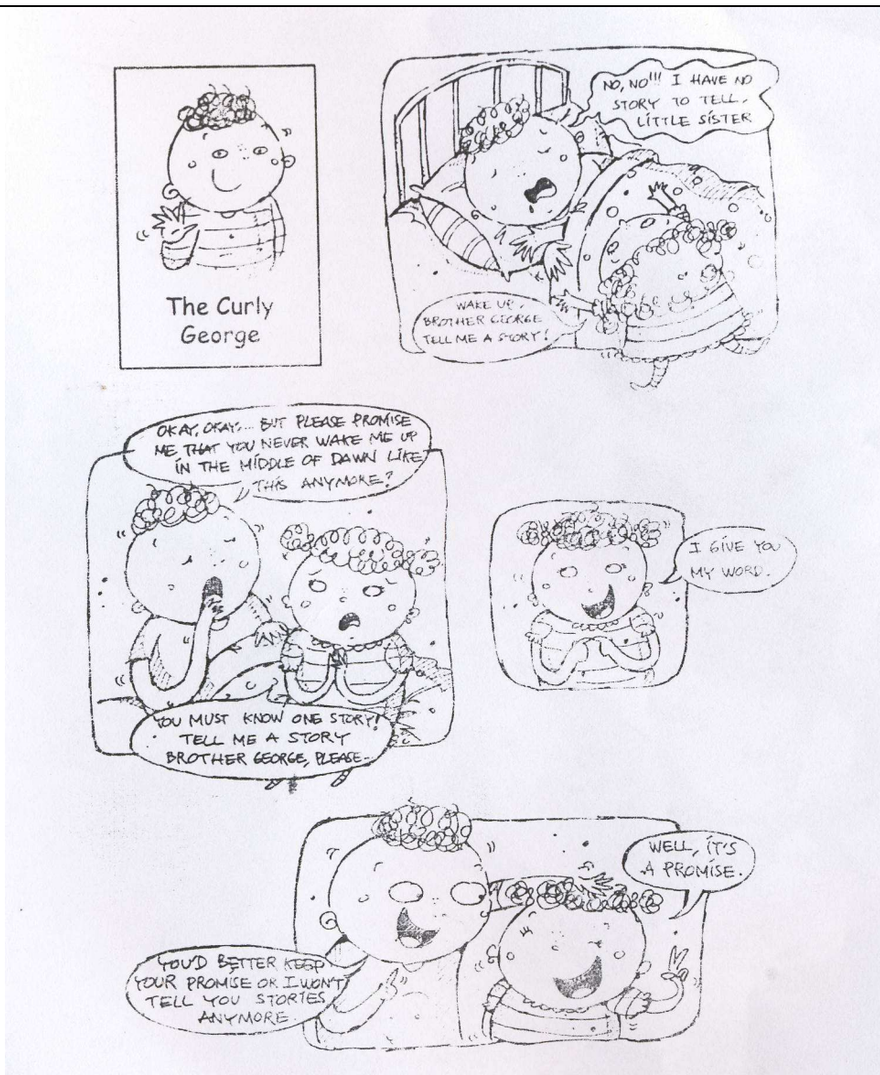
- I promise you to … Really?
- I swear that … OK. I'll wait
- You have my work on it
- It's a promise
- I assure you that you …

VII. Metode Pembelajaran

Collaborative learning dan Penugasan unjuk kerja

VIII. Kegiatan Pembelajaran

NO	KEGIATAN PEMBELAJARAN	WAKTU
1	**Kegiatan Pendahuluan** ➢ Greeting ➢ Praying ➢ check students attendance ➢ Motivating students to speak English by asking them questions such as; - Review the last lesson that related to the coming topic ➢ Teacher introduce learning objective to students	15 menit
2	**Kegiatan Inti** ➢ Teacher writes the topic of the lesson on the white board ➢ Teacher asks some question related to the topic such as ; - Have you ever made any promise to your friends? - When do you make promise ? - What did you say to make promise? ➢ Students respond teacher's questions based on their experience ➢ Students are divided into group of two/pairs. ➢ Teacher distributes a model of dialogue about Asking for a Promise to students	70 menit

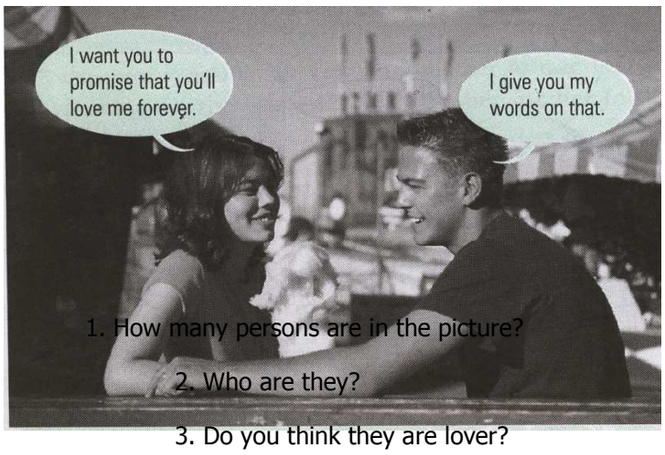


- Students acts the dialogue in pair
- Discuss about the dialog given
- Students indentify the expression of Asking for a Promise and Offering promise in the dialogue
- Students listen to teacher explanation about expressing and responding the expression of Asking for a Promise and Offering promise

Asking for a Promise

- Promise me that you will ….
- Do you promise …
- I want you to promise that you'll …
- Do you swear that you ….
- Is that a promise

Offering a promise	**Response**
• I promise I'll …	* Thank you
• I promise you that …	* OK
• I promise you to …	* Really?

	• I swear that … * OK. I'll wait • You have my word on it * You should better keep your promise • It's a promise • I assure you that you … • I give you my word ➢ Show a picture to the students and ask some questions about the picture :  1. How many persons are in the picture? 2. Who are they? 3. Do you think they are lover? 4. What does the girl want the man to do? 5. What does the boy's response? ➢ Teacher gives situation and asks students to complete the dialog based on the situation . The situation ; The "piket" didn't clean the classroom on time They were late . So the teacher lost much time in her/his teaching and learning process. Teacher : This morning you were late. I want you to promise …… anymore Students : Sorry for that Mom, We ……you that We …….to clean the classroom next time Teacher : OK. …… ➢ Teacher asks students to act the complete dialog in front of the class ➢ Review and conclude the lesson	
3.	**Kegiatan Penutup** ➢ Give enrichment home work ➢ Close the class	5 minutes

IX. Penilaian Hasil Belajar

a. Kognitif : -

b. Psikomotor : Kemampuan siswa menggunakan ungkapan Asking for a Promise and Offering Promise dalam percakapan sehari-hari

Soal 1. work in pair and create short dialogue using Asking for a Promise and Offering Promise based on the situation given:

a. You see an interesting vacancy in a classified advertisement in your friend's news paper. You are interested in the job but your father doesn't allow you to apply for the job and your father want you to focus on your study. Make promise to your father not to forget your study

b. You belong to a famous school band, but your mother worries if it will disturb your study. Express your promise to convince her that you'll manage your time well

2. Perform the dialog in front of the class

c. Afektif : Sikap Siswa dalam belajar dan mempersiapkan percakapan dengan berpasangan

X. Sumber Belajar

1. Buku Look A Head Kelas XII
2. Buku Interlanguage Kelas XII
3. Buku PR Bahasa Inggris Kel XII

Mengetahui	Biaro, Juni 2012
Kepala SMA Neg I Ampek Angkek	**Guru Mata Pelajaran**
Silfa Dusun,SPd.MPd	**Syahdinur,SPd**
196306191986012002	**196306191986012002**

LEMBARAN PENGAMATAN SPEAKING

1. Penilaian Psikomotor

NO	NAME	CATEGORIES			SCORE
		FLUENCY	ACCURACY	PRONOUN	
	Percentage	40	30	30	100
1					
2					
3					
4					
5					
6					
...					
...					
...					

2. Penilaian Afektif

NO	NAME	KEAKTIFAN	KESERIUSAN	KOMUNIKASI	KERJA SAMA	SCORE
1						
2						
3						
....						

Pedoman:

4 = selalu

3 = biasanya

2 = kadang-kadang

1 = jarang

score = $\frac{\text{nilai score yang diperoleh siswa}}{\text{Jumlah score tertinggi}}$ x 100%

Keterangan ;

85 – 100 = A 60 – 74 = C

75 – 84 = B > 59 = K

LESSON PLAN

School : SMA N I Ampek Angkek

Subject : English

Theme : Water Cycle

Grade/ Semester : XII / I(Year 2012-2013)

Time allotment : 2 x 45’ (two meeting)

A. Standard Competence

To express meanings in written functional texts and short simple essays in the form of explanation to interact with the surrounding environment

B. Basic Competence

The students are able to make simple explanation text.

C. Indicators

1. The students are able to construct sentences by using adverbial clause.
2. The students are able to write an explanation text.

D. Goals

At the end of the lesson, the students are expected to be able to write simple explanation with the correct sentence construction and generic structure.

1. **E. Material**
2. Grammar : - *Conjunction that show cause/effect relationship*

– *Simple Present Tense*

– *Passive Voice*

1. The generic structure of an explanation text:
    1. A general statement
    2. Explanation
    3. Closing
2. Related vocabularies / technical terms
3. An example of explanation text.
4. **F. Class Activity**
    1. *Pre activity (10’)*
        1. Greeting: *Good morning students! How are you today?*
        2. Checking the students’ attendance
        3. Checking their readiness: *Are you ready to have the English lesson?*
        4. Introducing the topic: water cycle
        5. Distributing the worksheets.
            1. Stating the goals of the lesson.
            2. Asking the students to do Task 1 as brainstorming.
            3. *Main activity (75’)*
                1. **a. Model Paragraph**

1) Giving an example of the short explanation text.

2) Asking the students to read and comprehend the text in Task 2.

3) Explaining the generic structure and language features of the explanation text.

4) Giving chances to the students to ask questions.

1. **b. Comprehension Questions and Language Based Exercises**

1) Asking the students to do Task 3 in worksheet.

2) Reviewing about Simple present tense

3) Asking the students to discuss and practice using simple present tense.

4) Asking the students to do Task 4 and Task 5 in worksheet.

5) Discussing the answer of the questions together with the students.

Post activity (5')

1. Summarizing the lesson
2. Giving chances to ask questions dealing with the material
3. Praising what the students did, for example: *You've done well today!*
4. Giving homework: *Make an outline of an explanation!(Task 6)*
5. Doing reflection, for example:

- *Is this too difficult for you?*
- *Is there any idea for the next meeting?*

1. Closing the lesson: *Thank you for your attention, and see you!*
2. **G. Technique**

Guided Writing

1. **H. Evaluation**
    1. Students' performance in oral composition
    2. Students' worksheet / writing
2. **I. Media**
    1. Worksheet
    2. Whiteboard
    3. Boardmarker

Mengetahui	Biaro, Juni 2012
Kepala SMA N I Ampek Angkek	**Guru Mata Pelajaran**
Dra. Silfa Dusun, MPd **19651111 198903 2 001**	**Syahdinur,SPd** **196306191986012002**

Task 1

1. What makes water from seas, lakes, rivers and wet soils evaporate?
2. What is the term for the process?
3. Do plants also release water into the atmosphere?
4. What is the term for the process?
5. Where does the water vapour go?

Task 2

Read the following text.

Evaporation

Solar energy evaporates exposed water from seas, lakes, rivers, and wet soils; the majority of this evaporation takes place over the seas. Water is also released into the atmosphere by the plants through photosynthesis. During this process, known as evaporation, water vapour rises into the atmosphere.

Clouds form when air becomes saturated with water vapour. The two major types of cloud formation are stratified or layered grey cloud called stratus, and billowing white or dark grey cloud called cumulus. Nimbostratus clouds and cumulonimbus clouds are the two cloud types that are associated with rainy weather, nimbostratus clouds will bring steady rain, and cumulonimbus clouds will bring stormy weather.

Precipitation as rain or hail ensures that water return to Earth's surface in a fresh form. Some of this rain, however, falls into the sea and is not accessible to human. When rain falls, it either washes downhill slopes or seeps underground; when snow and hail melt, this water also sink into the ground.

Rain fall also replenishes river water supplies, as does by underground water. Snow fall may consolidate into glaciers, and ice sheets which, when they melt, release their water into the ground, into the stream or into the seas.

Taken from *Geographic's Pocket World Reference*, 2007

Explanation Text

The text above is an explanation text. An explanation text explains the processes involved in the formation or workings of natural or sociocultural phenomena. The explanation sequence contains a sequenced explanation of why or how something occurs.

Social function

To give an account of how something works or reasons for some phenomena. (how does it work? Why is it so?)

Generic structure

- General statement

- A sequence explanation of why or how something occurs. (5W1H)

Linguistic features of explanation

- General and abstract noun

- Action verbs

- Simple present tense
- Passive form
- Conjunction time and cause
- Cause and effect relationship
- Noun phrases
- Adverbial phrases
- Complex sentences
- Technical terms

Task 1

Work in groups of four. Discuss the answers to these questions.

1. Why does the majority of evaporation take place over seas?

Answer: ……

1. How do clouds form?

Answer: ……

1. How much major types of cloud formation are there?

Answer: ……

1. What types of clouds are associated with rainy weather?

Answer: ……

1. What will bring continuous rain?

Answer: ……

1. What makes it certain that their water return to Earth's surface in a fresh form?

Answer: ……

Simple Present Tense

Simple present tense used to express about facts that happen in our environment. Beside that simple present tense used to express about daily activities.

(+) $S + V1_{(s/es)} + O$

(–) S + do/does + not + V1 + O

(?) Do/Does + S + V1 + O ?

Example :

The rain falls down to the earth.

The rain does not fall dawn on summer.

Does the rain fall down everyday?

Task 2

Complete the sentences. Use the words in parentheses. Use simple present tense. Pay special attention to singular and plural and to the spelling of final -s/-es.

1. The students (ask, often) often ask questions in class.
2. Pablo (study, usually) _____ at the library every evening.
3. Olga (bite) _____ her fingernails when she is nervous.
4. Dona (cash) _____ a check at the bank once a week.
5. Sometimes I (worry) _____ about my grades at school. Sonya (worry, not) _____ about her grades. She (study) _____ hard.
6. Ms. Jones and Mr. Anderson (teach) _____ at the local high school.

Ms. Jones (teach) _____ math.

1. Birds (fly) _____ . They (have) _____ wings.
2. A bird (fly) _____. It (have) _____ wings.
3. Jason (do, always) _____ his homework. He (go, not) _____ to bed until his homework is finished.

10. Mr. Cook (say, always) his homework is finished hello to his neighbor in the morning.

11. Rima (pay, always) _____ attention in class. She (answer) _____ questions. She (listen) _____ to the teacher. She (ask) _____ questions.

12. Sam (enjoy) _____ cooking. He (try, often) _____ new recipes. He (like) _____ to have company for dinner. He (invite) _____ me to dinner once a month. When I arrive, I (go) _____ to the kitchen and (watch) _____ him cook. He usually (have) _____ three or four pots on the stove. He (watch) _____ the pots carefully. He (make) _____ a big mess in the kitchen when he cooks. After dinner, he (wash) _____ all the dishes and (clean) _____ the kitchen. I (cook, never) _____. It (be) _____ too much trouble. But my friend Sam (love) _____ to cook.

Task 3

Complete the question and answers with the words in parentheses. Use the simple present of the verbs.

A: (you, study) _____ a lot?

B: I (study) _____ at least three hours every night. My roommate (study) _____ at least five hours. He's very serious about his education. How about you? (you, spend) _____ a lot of time studying?

A: No, I don't. I (spend) _____ as little time as possible. I (like, not) _____ to study.

B: Then why (you, be) _____ a student?

A: My parents (want) _____ me to go to school. I (want, not) _____ to be here.

B: In that case, I (think) _____ that you should drop out of school and find a job until you decide what you want to do with your life.

Task 4

Work in groups of four. Explain how and why something can occur.

Title: ……

1. General Statement

……
……
……

1. Explanation

……
……
……
……
……
……
……

……

1. Closing

……
……
……

Task 5

Make a good explanation text based on the outline above.

ANSWER KEY

Task 1

1. Solar energy
2. Evaporation
3. Yes, they do
4. Photosynthesis

5. The atmosphere

Task 3

1. The majority of evaporation takes place over seas because the surface of the sea gets more solar energy.
2. Clouds form when air becomes saturated with water vapor.
3. They are two major types.
4. Nimbostratus clouds and cumulonimbus clouds are the two cloud types that are associated with rainy weather.
5. Nimbostratus clouds will bring continuous rain.
6. Precipitation as rain or hail.

Task 4

1. often ask
2. usually studies
3. bites
4. cashes
5. am worry, is not worry, studies
6. teach, teaches
7. fly, have
8. flies, has
9. always does, does not go

10. always says

11. always pays, answers, listens, asks

12. enjoys, often tries, likes, invites, go, watch, has, watches, makes, washes, cleans, never cook, is, loves

Task 5

A: Do you a lot?

B: I study at least three hours every night. My roommate studies at least five hours. He's very serious about his education. How about you? Do you spend to study a lot of time studying?

B: Then why do you become a student?

A: My parents want me to go to school. I do not want to be here.

B: In that case, I think that you should drop out of school and find a job until you decide what you want to do with your life.

Kepala SMA N I Ampek Angkek	**Guru Mata Pelajaran**
Dra. Silfa Dusun, MPd	**Syahdinur,SPd**
19651111 198903 2 001	**196306191986012002**