

**THE COMPATIBILITY OF STUDENTS' SUMMATIVE ASSESSMENT
WITH THE ENGLISH LESSON PLAN OF 7TH GRADE OF SMP NEGERI
IN KARANGPUCUNG CILACAP REGENCY**



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 of Requirements for Sarjana Pendidikan(S.Pd.) Degree**

by

Putri Eka Septiani
Student number, 1817404080

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2023**

STATEMENT OF ORIGINALITY

Here with I,

Name : Putri Eka Septiani

Student Number/S.N : 1817404080

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, “**The Compatibility Of Students’ Summative Assessment With The English Lesson Plan Of 7th Grade Of Smp Negeri In Karangpucung Cilacap Regency**” 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 materials from other sources and references from work done by other people or institutions have been properly cited.

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Putri Eka Septiani

S.N. 1817404080

APPROVAL SHEET

This thesis, entitled

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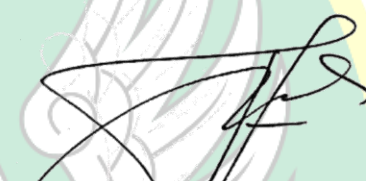
Written by Putri Eka Septiani (Student Number. 1817404080) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 12 January 2023 and declared qualified for achieving Sarjana Pendidikan (S.Pd.) Degree by the examiners.

Purwokerto, January, 27th 2023

Examiner I/Head of Examiners / Supervisor,

Examiner II/ Secretary,


Yulian Purnama, M.Hum.
NIP. 197607102008011030


Agus Husein As-Sabiq, M.Pd
NIP. 198711082020121006

The Main Examiner


Desi Wijavanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Legalized by:
The Head of Education Department,


Dr. Maria Ulpah, M.Si.
NIP. 198011152005012004

OFFICIAL NOTE OF SUPERVISOR

Purwokerto, 20 December 2022

To :
The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
in
Purwokerto

Assalamu'alaikum Wr.Wb.

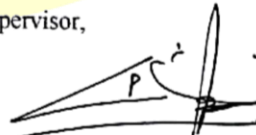
After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name : Putri Eka Septiani
Student Number : 1817404080
Department : Education
Study Program : English Education
Faculty : Tarbiyah and Teacher Training
Title : The Compatibility of Students' Assessment Based on the English Lesson Plan of 7th Grade in SMP Negeri in Karangpucung Cilacap Regency

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Supervisor,


Yulian Purnama, S.Ed. M.Hum
NIP. 197607102008011030

MOTTO

“Don’t live for other people’s expectations and don’t care about other people’s stares. Have faith in yourself.”

-Hoshi

“Happiness means living life with gratitude.”

-Mashiho



DEDICATIONS

This thesis is dedicated to:

My beloved father (Bapak Susanto alm) and my beloved mother (Ibu Sri almh)

My beloved brother (Widodo Hidayat)

All of my family

All of people whom always give support and their prayers

Myself who has fight so far



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Finally, the researcher hopes that this research could give advantages to the reader. The researcher realized that this research is far from being perfect. Therefore the researcher openly accepts criticism and suggestions of this research for better result.

Purwokerto, January 7, 2023
I Who Declare



Putri Eka Septiani
S.N. 1817404080



PROF. KH. SAIFUDDIN ZUHRI

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PUTRI EKA SEPTIANI

SN. 1817404080

**English Education Study Program
State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto**

ABSTRACT

Abstract: Assessment is one of the important parts of the learning process. This study will focus on summative assessment in the form of final semester examinations. The purpose of this research is to analyze the compatibility of 7th grade students' final semester examinations with the English lesson plan from SMP Negeri 2 Karangpucung and SMP Negeri 3 Karangpucung. This research used descriptive qualitative technique. The data collection technique was documentation. The objects of this research are 7th grade students' final semester examinations question of 2021/2022 and English lesson plan. The results of the research have several findings in analyzing the compatibility of final semester examination with the English lesson plan. The compatibility of the final semester examination questions with the material contained in the lesson plans used by SMP Negeri 2 Karangpucung and SMP Negeri 3 Karangpucung teachers, both are in the average category. It is because there are twenty-nine questions which is compatible with the materials that includes in the lesson plan that is used by SMP Negeri 2 Karangpucung teacher and eleven questions are incompatible. Whereas, there are twenty-three questions which is compatible with the materials that includes in the lesson plan that is used by SMP Negeri 3 Karangpucung teacher and seventeen questions are incompatible.

Keyword: *Compatibility, Final Semester Examination, English Lesson Plan*

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LIST OF ABBREVIATION

The Terms	Stands For	In English
DEPDIKNAS	: Departemen Pendidikan Nasional	Ministry of National Education
KEMENDIKBUD	: Kementrian Pendidikan dan Kebudayaan	Ministry of Education and Culture
MGMP	: Musyawarah Guru Mata Pelajaran	Subject Teacher Consultation
Permendikbud	: Peraturan Menteri Pendidikan dan Kebudayaan	The Regulation of Ministry of Education and Culture
PP	: Peraturan Pemerintah	Government Regulations
RPP	: Rencana Pelaksanaan Pembelajaran	Lesson Plan
UAS	: Ulangan Akhir Semester	Final Semester Examination



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CHAPTER I INTRODUCTION

A. Background of the Study

According to Hidayat and Aisyah in Nasution, planning, implementation and evaluation are the main things that must be considered in education.¹ In the term of education assessment is evaluation of students' learning process and abilities. Assessment can provide continuous feedback for students' improvement.² Monitoring the learning process, evaluating the outcomes, and continuously identifying students' needs were all included in the assessment of student learning. The usefulness of assessment showed how it influences instruction, fosters learning, and updates students on their development.³ Therefore, assessment is one of the important parts of the learning process; it is because assessment can determine the quality of learning activity. This is also supported by the opinion of Sani and Aningtiyas in Nasution who stated that the right assessment would reflect student's learning process.⁴

The assessment itself must be made in accordance with the lesson plans that used by the teacher, in order that the teaching materials with the assessment materials to be carried out are appropriate. Srihidayati et.al., stated that lesson plan is one of the important aspects that must be considered by teachers to achieves learning success.⁵ Kunandar in Zendrato also explained that lesson plan is a plan that describes the

¹ Hambali Alman Nasution. "Inspection And Processing Techniques Of Assessment Results In Learning". *Jurnal Tarbiyah* Vol. 27. No. 2. 2020. P. 94

² Yulia Indahri. "National Assessment as a Choice of Evaluation to National Education System". *Jurnal Masalah-Masalah Sosial*. Vol. 12, No. 2 2021. P. 200

³ Asifa Dhaerul Janah, Desi Wijayanti Ma'rufah, Maulana Mualim. "The Use of Interactive Formative Assessment in An Efl Class Through The Comment Column of Google Classroom". *Tarling: Journal of Langauge Education*. Vol. 6. No. 1. 2022. P. 23

⁴ Hambali Alman Nasution. "Inspection And Processing Techniques Of Assessment Results In Learning". *Jurnal Tarbiyah* Vol. 27. No. 2. 2020. P. 94

⁵ Srihidayati, Desi Wijayanti Ma'rufah And Khainur Jannah. "Teachers' Difficulties In Lesson Planning: Designing And Implementing". *The 62nd TEFLIN International Conference*. 2015. P. 257

procedures and organization of learning to achieve a basic competency set out in the Content Standards and described in the syllabus.⁶ In this study, the researcher limits the assessment that will be examined. This research will focus on summative assessment. According to Ahmed et al., summative assessment is the process of recording students' achievement in a certain point, on a numerical scale, which aims to look back and see how students can achieve the goal.⁷ In this case, the selected summative assessment is in the form of final semester exam questions.

The final semester exam is one of the activities carried out to measure student learning achievement. With final semester exams, students and teachers can find out how the results of the learning they have done so that learning improvements can be made for the next semester. In accordance with the Ministry of Education and Culture in 2013 which stated that the coverage of the end-of-semester exam includes all indicators that represent all basic competencies in that period.⁸ Sopiah, et al., also explained that one of the requirements for good quality questions is that the questions must be valid, reliable, and fair.⁹

From the results of previous studies, Asri stated that most of the aspect for the final examination were appropriate, but there are some question that not appropriate yet to be include in final examination. In other hand, Asri also stated that designing final examination should be accordance with the lesson plan that is used by the teacher.¹⁰ Rusmawan also explained that the final examination question for English subject requirement of a good test are 55% with total 50 questions. Some of those

⁶ Juniriang Zendrato. "Tingkat Penerapan Rencana Pelaksanaan Pembelajaran dalam Pelaksanaan Pembelajaran Di Kelas Suatu Studi Kasus di SMA Dian Harapan Jakarta". *Scholaria*, Vol. 6 No. 2. 2016. P. 59

⁷ Fasih Ahmed, et al. "Exploring variation in summative assessment: language teachers' knowledge of students' formative assessment and its effect on the summative assessment". *Bulletin of education and research*. Vol. 41. No. 2. 2019. P. 111

⁸ Kemendikbud 2013

⁹ Aik Sopiah, et al. "Kualitas Soal Penilaian Akhir Semester (PAS) Buatan Guru Mata Pelajaran Kimia Kelas X IPASMANegeri Di Kabupaten Seruyan Pada Semester Ganjil Tahun Ajaran 2018/2019". *Jurnal Ilmiah Kanderang Tingang*. Vol. 10. No. 02. 2019. P. 114

¹⁰ Dian Purwaning Asri. *An Analysis Of Final Examination Designed By The English Teacher At Eight Grade Of Smp Al-Irsyad Kota Jambi*. Jambi: UIN Sutha. 2021.

questions have met the criteria for content validity and have compatibility to the syllabus and curriculums indicators. Sahara and Lubis showed that the compatibility of the question with lesson plan is quite good. But, there is some question that didn't in accordance with the lesson plan.

Based on the previous studies above, they only explained about the appropriation of final examination questions with the lesson plan. In this study, the case that will be discussed is the compatibility of the 7th grade final exam questions with the lesson plan. This research was conducted in two state junior high schools in Karangpucung sub-district. The site is chosen because according to the preliminary research that has been done, there are incompatibilities between the final examinations questions with the English lesson plan that used by the teacher. The teachers stated that there were 10-15% of the questions that were not included in the materials which is contained in the lesson plan. In addition, there has not been study that discusses about this matter before.

B. Conceptual Definition

The conceptual definition of key terms is very important to provide guidance for the research to be carried out. Related to the study, there are two key terms that can guide the development of this study. Those are:

1. Assessment

Assessment is a process to find out the students' abilities after the learning process. This is supported by the theory of Kumano in Indahri, assessment is a process of collecting data that shows the progress of learning.¹¹ Juhairiyah also stated that assessment is the whole process of measurement (data and information collection), processing, interpretation, and consideration to decide the level of learning outcomes to achieve predetermined learning objectives.¹²

¹¹ Yulia Indahri. "National Assessment as a Choice of Evaluation to National Education System". *Jurnal Masalah-Masalah Sosial*. Vol. 12, No. 2 2021. P. 199

¹² Hambali Alman Nasution. "Inspection And Processing Techniques Of Assessment Results In Learning". *Jurnal Tarbiyah* Vol. 27. No. 2. 2020. P. 94

2. Lesson Plan

Lesson plan is one of the important aspects that helps teachers in the learning process so that teacher can achieves successful learning. Anggriani and Indihadi stated that lesson plan is a planned learning made by the teacher consciously and directed that is used as a guide for educators in carrying out the process of learning activity in the classroom so that learning objectives can be achieved.¹³ Permendiknas No. 41 of 2007 states, "Lesson plan (RPP) is a plan that describes the procedures and organization of learning to achieve a basic competency set out in the standard content and has been described in the syllabus."¹⁴

C. Research Questions

Based on the background of the study that has been explained, the research questions in this study are:

1. Is the final semester examination question compatible to the lesson plan that is used by the teacher?
2. How is the compatibility of final semester examination questions to the lesson plan that is used by the teacher?

D. Objectives and Significances of the Study

1. The objectives of this study

The objectives of this study are:

- a. To find out whether the final semester examination question is compatible to the lesson plan used by the teacher.
- b. To analyze the compatibility of final semester examination questions to the lesson plan used by the teacher.

¹³ Anggriani, W., & Indihadi, D. "Analisis rencana pelaksanaan pembelajaran dalam pembelajaarn menulis narasi di SD". *Pedadidaktika*, Vol. 1. No. 5. 2018.

¹⁴ Depdiknas. Permendiknas RI No. 41 Tahun 2007a tentang Standar Proses. Jakarta: Depdiknas. 2007.

2. The Significant of the Study

a. Theoretical Significances

Theoretically, this research is expected to provide benefits in becoming input for the teaching and learning process, especially in teaching English. This research is also expected to provide an overview that provides benefits for future researchers who want to study the same case. This research becomes useful information and a useful reference for further research.

b. Practical Significances

1) For Teacher

This study is expected to be used as material for consideration and evaluation for English teachers in designing final semester examination which is compatible with the lesson plan.

2) For Students

Students are able to work on question if the final semester examination questions are in accordance with the lesson plan.

3) For the Other Researchers

a) Researchers have more references that can be used for further research.

b) Researchers are able to do further research related to previous research.

E. Structure of The Research

To make systematic study, it is necessary to classify the structure of this study. The structure of this study will explain as follows:

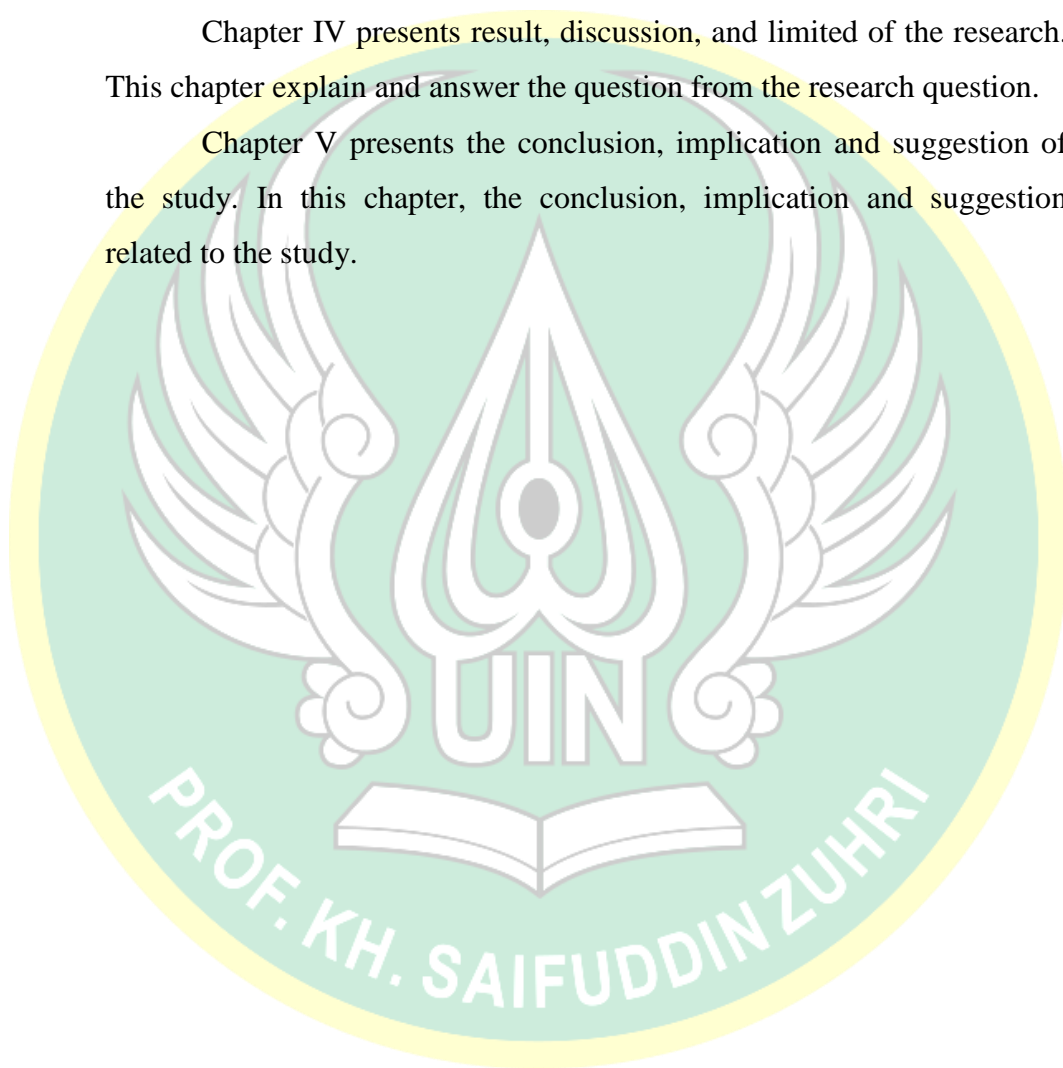
Chapter I presents an introduction. It has eight sub-sections, those are background of the study, conceptual definition, research question, objectives and significances of the research, review of relevant studies, literature review, study method and structure of the research.

Chapter II presents the theories of the assessment accordance with English lesson plan, which are consists of thwo subsections, those are assessment and lesson plan.

Chapter III presents the study method. This chapter consists of the type of the study, object and subject of the study, techniques of data collection, and data analysis technique.

Chapter IV presents result, discussion, and limited of the research. This chapter explain and answer the question from the research question.

Chapter V presents the conclusion, implication and suggestion of the study. In this chapter, the conclusion, implication and suggestion related to the study.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Assessment

a. Definition of Assessment

Ardiana and As-Sabiq stated that assessment is one of the things which are included in classroom activities. It is also an important process that requires successful learning and measurement of achievement.¹⁵ According to Vero and Chukwuemeka, in order to help teachers and students modify their respective efforts, assessment is the systematic process of gathering, recording, interpreting, and applying information regarding students' responses to a learning task.¹⁶ Brown also stated that on the other hand, assessment is an ongoing process that covers a much wider range. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance.¹⁷

Cross in Resmini also argues that the assessment is a program that is carried out continuously to determine the success of the learning that has been carried out.¹⁸ Dwityantini and Suwastini also argue that assessment is a process to measure students' abilities through documentation as supporting evidence.¹⁹

¹⁵ Aulia Putri Ardian and Agus Husein As Sabiq. "Hots-Based Analysis on English Reading Comprehension Formative Assessment". *Tarling: Journal of Language Education*. Vol. 4, No. 1. 2020. P. 20

¹⁶ Vero and Alexander Chukwuemeka. "Formative and Summative Assessment: Trends and Practices in Basic Education". *Journal of Education and Practice*. Vol.10. No.27. 2019. P. 39

¹⁷H. Douglas Brown. *Language Assessment: Principal and Classroom Practice*. California: San Francisco. 2003. P. 4

¹⁸ Novi Resmini. *Penilaian Dalam Pembelajaran Bahasa Indonesiadi Sekolah Dasar*. Universitas Pendidikan Indonesia.

¹⁹ Kadek Erlita Dwiyaniti and Ni Komang Arie Suwastini. "Assessment For Writing Skills In Online Learning". *Lingua Scientia*. Vol. 28. No. 1. 2021. P. 9

Based on some of the definitions above, it can be concluded that assessment is a process of collecting data to measure students' learning abilities.

b. The Purpose of Assessment

According to Resmini in general, the objectives of the assessment are:

- 1) To assess learning in class
- 2) To improve learning and the quality of student learning and not just determine the score. Therefore, assessment is a strategy of gathering and analyzing information that is used as the basis for making decisions related to all aspects of learning.²⁰

Waseso also believes that there are several objectives of the assessment, namely:

- 1) determine the progress of children's achievement development;
- 2) make decisions about placements and promotions;
- 3) diagnosing learning and teacher problems
- 4) help as a basis for reports to parents;
- 5) assist students with assessing their progress, and
- 6) Identify students with special needs.²¹

On the other hand, Dwiyanti and Suwastini stated that assessments are used to measure how well students have mastered a subject based on their capacity to apply their learning to real-world issues. As a result, the assessment needs to be genuine and relevant to daily life.²² Based on the purpose of assessment above, it can be concluded that assessment is used to find out the quality of the learning process.

²⁰ Novi Resmini. *Penilaian Dalam Pembelajaran Bahasa Indonesiadi Sekolah Dasar*. Universitas Pendidikan Indonesia.

²¹ Ikhsan Waseso. *Hakekat Evaluasi dan Asesmen*. P.16 - 17

²² Kadek Erlita Dwiyanti and Ni Komang Arie Suwastini. "Assessment For Writing Skills In Online Learning". *Lingua Scientia*. Vol. 28. No. 1. 2021. P. 9

c. The Kinds of Assessment

Brown divided the various assessments into four types, which we shall now discuss: time and period, formality, referenced, and purpose.²³

1) Date and time

a) Formative assessment

Formative assessment is the assessment that done during the learning process. During teaching and learning, formative assessment happens frequently. At the elementary level, formative assessment involves a variety of techniques, such as conversations in the classroom and tests intended to produce feedback on student performance. This is done so that educators can modify their instruction and student learning based on student's needs.²⁴ William in Ahmed et al., stated that Formative assessment is defined as the frequent, interactive assessment of students' progress and understanding to identify learning needs and to adjust teaching appropriately.²⁵

Formative assessment commonly allows two-ways interaction between teacher and student. Lane in Vero and Chukwuemeka also stated that it involves the teacher using a communicative process to finding out what students know and do not know, and continually monitoring student progress during learning.²⁶ Dolin and Evan in Dwiyanti and Suwasini also stated that formative assessment is used to help teacher in

²³ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*. (kota: Longman, 2010), hlm. 6

²⁴ Vero and Alexander Chukwuemeka. "Formative and Summative Assessment: Trends and Practices in Basic Education". *Journal of Education and Practice*. Vol.10. No.27. 2019. P. 41

²⁵ Fasih Ahmed, et al. "Exploring variation in summative assessment: language teachers' knowledge od students' formative assessment and its effect on the summative assessment". *Bulletin of education and research*. Vol. 41. No. 2. 2019. P. 111

²⁶ Vero and Alexander Chukwuemeka. "Formative and Summative Assessment: Trends and Practices in Basic Education". *Journal of Education and Practice*. Vol.10. No.27. 2019. P. 42

monitoring students' progress in the learning process to report this to the parents.²⁷

According to Dolin and Evans, giving feedback is the act of commenting on a service, a procedure, or an occasion in order to improve learning. While teachers use the feedback from formative tasks to identify what students are having difficulty with and properly alter instruction, both teachers and students are involved in decisions regarding the next steps in learning.²⁸

b) Summative Assessment

Different from formative assessment, summative assessment is assessment that done in the end of the learning unit. Summative assessment is the reflection of what they have learned in the whole semester. Ahmed, et al., stated that the summative assessment is the process of recording the students' achievement to a given point, on a numerical scale, which aims to look back and take a stock of how students have achieved the objectives.²⁹

According to Brown, summative assessment often takes place at the conclusion of a course or instructional unit and tries to measure or summarize what a student has learned.³⁰ It is accordance with Vero and Chukwuemeka statement which is stated that at the conclusion of an academic term, year, or at a predetermined periodic time, summative evaluations are often used to assess the efficacy of educational programs and

²⁷ Kadek Erlita Dwiyantri and Ni Komang Arie Suwastini. "Assessment For Writing Skills In Online Learning". *Lingua Scientia*. Vol. 28. No. 1. 2021. P. 9

²⁸ Vero and Alexander Chukwuemeka. "Formative and Summative Assessment: Trends and Practices in Basic Education". *Journal of Education and Practice*. Vol.10. No.27. 2019. P. 42

²⁹ Fasih Ahmed, et al. "Exploring variation in summative assessment: language teachers' knowledge of students' formative assessment and its effect on the summative assessment". *Bulletin of education and research*. Vol. 41. No. 2. 2019. P. 111

³⁰ H. Douglas Brown. *Language Assessment: Principal and Classroom Practice*. California: San Francisco. 2003. P. 6

services. Summative evaluations in elementary school are additional methods for assessing the success of programs, objectives for school improvement, and curricular alignment.³¹

According to Dolin and Evan statement in Dwiyanti and Suwastini which stated that final projects or standardized test is the form of summative assessment.³² It is also accordance with Brown which stated that quizzes, periodic review tests, midterm exams, etc. are the brunch of summative assessment, also with final examination.³³ Final examination as summative assessment is one of important part in assessing activity. Final semester examination is a testing activity carrid out by teachers in schools to determine the level of progress of the students and assessment of learning outcomes carried out at the end of the semester.³⁴ Final semester exam is one of the activities carried out to measure student learning achievement. With Final semester exam, students and teachers can find out how the results of the learning they have done so that learning improvements can be made for the next semester. In accordance with the Ministry of Education and Culture in 2013 which stated that the coverage of the end-of-semester exam includes all indicators that represent all basic competencies in that period.³⁵ Sopiah, et al., also explained

³¹ Vero and Alexander Chukwuemeka. "Formative and Summative Assessment: Trends and Practices in Basic Education". *Journal of Education and Practice*. Vol.10. No.27. 2019. P. 41

³² Kadek Erlita Dwiyanti and Ni Komang Arie Suwastini. "Assessment For Writing Skills In Online Learning". *Lingua Scientia*. Vol. 28. No. 1. 2021. P. 9

³³ H. Douglas Brown. *Language Assessment: Principal and Classroom Practice*. California: San Francisco. 2003. P. 6

³⁴ Devi Dwi Kurniawan. "Analisis Butir Soal Ujian Akhir Semester Matematika Dengan Teori Respon Butir". *BRILIANT: Jurnal Riset dan Konseptual*. Vol 4. No. 2. 2019. P. 2016

³⁵ Ministry of Education and Culture 2013

that one of the requirements for good quality questions is that the questions must be valid, reliable, and fair.³⁶

2) Formality

a) Informal evaluation

Starting with incidental, impromptu comments and reactions, mentoring, and other impromptu feedback to the students, informal assessment can take many different shapes. A simple example of informal evaluation is telling a pupil who has completed their assignment properly, "Good job!"

b) Formal evaluation

Formal evaluation is an activity or process created especially to draw from a pool of abilities and knowledge. Journal or portfolio is examples of formal assessment.

c) Self-evaluation. Self-assessment is the process through which students evaluate their own performance on a topic or piece of coursework. The creativity of students will

When taking a test that is norm-referenced, each test-score taker's is integrated in relation to a mean, median, and percentile score. This allows students who are creative to gauge how much of the material they were given they have understood. The purpose of this type of test is to rank the test-takers along a mathematical continuum. The TOEFL is an illustration of a non-referenced assessment.

3) Referenced

a) Norm-referenced assessment.

Norm-referenced assessment means each test-taker's score is integrated in relation to a mean, median and percentile score. This kind of test aims to place the test-takers along a

³⁶ Aik Sopiah, et al. "Kualitas Soal Penilaian Akhir Semester (PAS) Buatan Guru Mata Pelajaran Kimia Kelas X IPA SMA Negeri Di Kabupaten Seruyan Pada Semester Ganjil Tahun Ajaran 2018/2019". *Jurnal Ilmiah Kanderang Tingang*. Vol. 10. No. 02. 2019. P. 114

mathematical continuum rank in order. The example of nonreferenced assessment is TOEFL.

b) Evaluation in accordance with criteria

The purpose of this evaluation is to provide the test-takers with feedback. The illustration is assessment in the classroom.

4) Purposes

a) Achieving a goal test

Achievement tests are intimately connected to certain topics, units, or even the entire curriculum. This is only available when a course has covered the pertinent course goals and is restricted to specific curriculum topics covered within a specific time range. It measures how much has been learnt during second-language training, much like the progress test. It tries to gauge students' proficiency within a certain lesson, unit, or even the entire curriculum. Examples include the quiz, midterm exam, and final exam.

b) Diagnostic examination.

A diagnostic test tries to identify linguistic skills that students need to acquire or that should be covered in a course. Prior to the instructions, it is meant to diagnose any learning issues. Therefore, identifying the root of learning challenges is the first goal before creating a corrective action plan. A pre-test is an illustration of a diagnostic test. A diagnostic language test aims to pinpoint a student's unique strengths and limitations when learning a foreign language. It might include the same kinds of test questions as the accomplishment or proficiency test.

c) Test of placement

The purpose of a placement exam is to gather data that will be used to classify or shortlist students at the start of a course based on their language proficiency. It seeks to assign a

student to a specific level, section, language curriculum, or institution. In conclusion, a placement exam is a test that is administered prior to the start of a course to assess the students' aptitude so that they can be divided into various groups based on their aptitude. Without a placement test, it may be challenging to classify students according to the extent of their abilities. Placement tests play an important role within institutions.

d) Test of proficiency

Regardless of prior language instruction, the goal of a proficiency test is to gauge a person's level of proficiency in a language. The proficiency test's content is determined by a list of requirements for candidates to meet in order to pass the test, which measures candidates' overall English proficiency.

d. Good assessment criteria

Before compiling test questions, the question maker must determine the exam material/material to be tested. Criteria for repeat/examination materials should meet the following two basic criteria:

1) The information being tested must be appropriate and must help students attain the competency goals. According to competency targets in the syllabus or curriculum, this can reveal who or which students have attained a particular level of knowledge. It can also reveal what and how much material students have learned. Based on the science of educational measurement, exams whose materials do not match the competency targets to be achieved not only do not provide enough information about student learning outcomes, but do not generate feedback for improving the teaching and learning process.

- 2) Through the evaluation of the outcomes of the teaching and learning process, test materials or exams should generate information or data that can serve as a foundation for the development of school standards, regional standards, or national standards. By paying attention to the materials/testing materials/examinations that have been determined above, they can be used as a reference in the preparation of questions.³⁷

e. Question Writing Rules

In preparing written test questions, the question writer must pay attention to the rules for compiling questions which can be seen in terms of material, construction, and language. In addition, the questions that are made should require high reasoning. Jawarah argues, this can be done, among others, by:

- 1) Identify material that can measure the behavior of understanding, applying, analyzing, synthesizing or evaluating. Memory behavior is also needed but its position is as a first step before students can measure the behavior mentioned above;
- 2) Get into the habit of writing questions measuring critical
- 3) thinking skills and measuring problem solving skills; and
- 4) Presents basic questions (stimulant) on each question, for example in the form of illustrations/reading materials such as cases, examples, tables and so on.³⁸

As for writing questions, both in the form of multiple choice or essays, it is necessary to pay attention to the rules used as guidelines in writing questions. According to Umar in Putri, the rules for writing questions include:

³⁷ Depdiknas. 2008. Panduan Penulisan Butir Soal. Jakarta: Direktorat Pembinaan Sekolah Menengah Atas.

³⁸ Jawarah. "Upaya Meningkatkan Kompetensi Guru Kelas Tinggi Dalam Penulisan Soal Pilihan Ganda Melalui Pendampingan Berbasis KKG Semester Dua Tahun 2016/2017 di SD Negeri 31 Mataram". *Jurnal Ilmiah Mandala Education*. Vol. 3, No. 1. 2017. P. 88

- a) Questions must be in accordance with the indicators
- b) Must meet the rules of writing questions
- c) Questions using the appropriate language
- d) Clear and communicative language.³⁹

In addition, Supratna is of the opinion regarding the rules for writing questions in the form of multiple choices, including:

- a) questions must be in accordance with the indicator
- b) the distracters should work
- c) Each question must be formulated firmly and clearly
- d) The subject matter does not give clues to the correct answer.
- e) The subject matter should not contain statements that are double negative.
- f) The answer choices must be homogeneous and logical in terms of material.
- g) The length of the formulation of the answer choices must be relatively the same.
- h) Answer choices in the form of numbers or time must be arranged based on the order of the number or chronological value of the time.
- i) Pictures, graphs, tables, diagrams, and the like contained in the questions must be clear and functional.
- j) The formulation of the main questions does not use expressions or words that have uncertain meanings such as: preferably, generally, sometimes.
- k) Items should not depend on the answers to previous questions.
- l) The language used must be communicative, so that the statements are easily understood by the learners/students.

³⁹Irnanda Susanti Putri. Analysis of Conformity of Teacher-Made Question Items with Rpp on Protista and Biodiversity Material at Sman 1 Trumon Tengah, South Aceh. (Banda Aceh: 2018). P. 19-20.

- m) Do not use the local language if the questions will be used for other regions or nationally.
- n) The answer choices do not repeat words/phrases that are not a unified understanding. Place the word/phrase in the subject matter.⁴⁰

Jawarah also explained that in writing multiple choice questions one must pay attention to the following rules:

- a) Questions must be in accordance with the indicators.
- b) The answer choices must be homogeneous and logical in terms of material.
- c) Each question must have one correct or most correct answer.⁴¹

2. Lesson Plan

a. Definition of Lesson Plan

According to Permendiknas No. 41 of 2007 states, "Lesson plan (RPP) is a plan that describes the procedures and organization of learning to achieve a basic competency set out in the standard content and has been described in the syllabus."⁴² Nirwana also stated that the Lesson Plan is a plan that describes the procedures, and organization of learning to achieve a defined basic competency.⁴³ Ernawati and Safitri stated that the lesson plan is a lesson plan developed in detail referring to the syllabus, textbooks, and teacher manuals.⁴⁴

⁴⁰ Sumarna Supratna, *Panduan Penulisan Tes Tertulis*, (Bandung: PT Remaja Rosdakarya, 2006). P. 78.

⁴¹ Jawarah. "Upaya Meningkatkan Kompetensi Guru Kelas Tinggi Dalam Penulisan Soal Pilihan Ganda Melalui Pendampingan Berbasis KKG Semester Dua Tahun 2016/2017 di SD Negeri 31 Mataram". *Jurnal Ilmiah Mandala Education*. Vol. 3, No. 1. 2017. P. 88

⁴² Depdiknas. *Permendiknas RI No. 41 Tahun 2007a tentang Standar Proses*. Jakarta: Depdiknas. 2007.

⁴³ Nirwana. "Upaya Peningkatan Kemampuan Guru Dalam Mempersiapkan RPP Di TK Al Mustafa Kota Jambi". *Jurnal Literasiologi*. Vol. 1. No. 20. 2019. P. 73

⁴⁴ Ernawati and Rini Safitri. "Analisis Kesulitan Guru Dalam Merancang Rencana Pelaksanaan Pembelajaran Mata Pelajaran Fisika Berdasarkan Kurikulum 2013 Di Kota Banda

From some of the statements above, it can be concluded that the lesson plan is a plan made by the teacher so that the teaching and learning process can be well structured.

b. The Purpose of the Lesson Plan

Kunandar in Zentrato (2016) stated that The lesson plan's purpose is to serve as a guide for teachers as they carry out teaching and learning activities so that they are more focused and efficient. Thus, the preparations performed by the teacher prior to teaching encompass a variety of things, including written preparation, the creation of mental and emotional conditions, a productive learning atmosphere, and persuading pupils to participate actively.⁴⁵

Mawardi also stated that the function of the lesson plain is as a guide for teachers in carrying out the learning process. In addition, lesson plan also help the teachers to achieve learning objectives in accordance with the curriculum.⁴⁶

c. The Component of Lesson Plan

According to Government Regulation (PP) No. 19 of 2005 article 20 states that the design of the learning process involves a syllabus and learning implementation plan that includes, at a minimum, the learning objectives, learning materials, learning techniques, learning resources and assessment of learning outcomes.

Meanwhile, according to Permendikbud No. 22 of 2016 the components of lesson plan are following⁴⁷:

Aceh". *Jurnal Pendidikan Sains Indonesia (Indonesian Journal of Science Education)* Vol.5, No.2. 2017. P. 50

⁴⁵ Juniriang Zentrato. "Tingkat Penerapan Rencana Pelaksanaan Pembelajaran dalam Pelaksanaan Pembelajaran Di Kelas Suatu Studi Kasus di SMA Dian Harapan Jakarta". *Scholaria*, Vol. 6 No. 2. 2016. P. 60

⁴⁶ Mawardi. "Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran". *Jurnal Ilmiah DIDAKTIKA*. Vol. 20, No. 1. 2019 P. 75

⁴⁷ Permendikbud Nomor 22 tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah

- 1) School identity in the form of the name of education unit. According to Permendikbud no.6 of 2019, education unit is an educational service group that provides education in formal, non-formal and informal way at every level and type of education.⁴⁸
- 2) Subject identity,
- 3) Class/Semester
- 4) Major content. Major content or
- 5) Time allocation. The allocation of time is determining according to the need for achieving basic competence or KD (kompetensi dasar) and learning load by considering the number of lesson hours that is available in the syllabus and basic competence that must be achieved.
- 6) Learning objectives. Learning objectives formulated based on basic competences. It is using operational verbs that can be observed and measured. Learning objectives also covers attitudes, knowledge and skills.
- 7) Basic competencies or kompetensi dasar (KD). Basic competence is the minimum ability that must be achieved by students in the form of knowledge, skills and attitudes that indicate that students have mastered the core competencies that have been determined.
- 8) Indicators of competency achievement. The elaboration of basic competencies in the form of behaviors that can be tested or observed to determine the achievement of basic competencies that become the reference for evaluating a subject is what indicators of competency achievement are. The indicators

⁴⁸ Permendikbud Nomor 6 tahun 2019 tentang Pedoman Organisasi Dan Tata Kerja Satuan Pendidikan Dasar Dan Menengah

developed must reach a minimum level of basic competency and may exceed that minimum level.⁴⁹

9) Learning materials.

Learning materials are materials used to achieve learning objectives. Learning materials are developed by referring to the main materials in the syllabus. Learning materials should contain relevant facts, concepts, principles and procedures, and be written in the form of points that are in accordance with the formulation of indicators of competency achievement.

Material requirements include: a) valid, proven truth; b) significant, important and necessary for students; c) useful, both in academically and non-academically; d) decent, not too easy nor too difficult; e) attract interest, generate students' motivation.

10) Learning method. In order for pupils to gain basic competency, teachers employ a variety of learning techniques to foster a learning environment and learning process that is tailored to each student's needs.

11) Learning media. It can be in the form of learning process aids to deliver subject matter.

12) Learning resources can be in the form of books, print and electronic media, natural surroundings or other relevant learning resources.⁵⁰

13) The learning steps are carried out through the preliminary, core and closing stages.

a) Preliminary or opening class is the process to build a conducive classroom atmosphere in order that the students' attention is focused on the lesson that must be learned.

⁴⁹ Ratih Mauliandri, Maimunah, Yenita Roza. "Kesesuaian Alat Evaluasi Dengan Indikator Pencapaian Kompetensi Dan Kompetensi Dasar Pada RPP Matematika". *Jurnal Cendekia: Jurnal Pendidikan Matematika*. Vol. 5. No. 1. 2021. P. 804

⁵⁰ Mawardi. "Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran". *Jurnal Ilmiah DIDAKTIKA*. Vol. 20, No. 1. 2019. P. 76

Monica and Hadiwinarto also stated that preliminary is the ability of teachers to prepare mentally and attract the students' attention before entering the lesson. Students also can be focused on what will be learned and students also have high motivation to following the learning process until it is finished with enthusiasm.

- b) Core stage is the stage to delivering the subject materials.
- c) Closing stage is an activity carried out by teacher to end the lesson by interacting between the teacher and students before the learning hours run out.⁵¹

14) Assessment of the learning outcomes.⁵²

To find out the level of competency achievement, the teacher can carry out an assessment through tests and non-tests. Tests include oral and written tests (description, multiple choice, short answer, filling in, matching, true-false), and action tests which include: performance, assignments (projects) and works (products). Non-test assessments include assessments of attitudes, interests, motivation, self-assessment, portfolio, life skills. Action tests and non-test assessments are carried out through observation (observation).⁵³

B. Review of Relevant Studies

Based on several sources related to this study, there are journals and previous study related to the topic of this study. The following are the comparison of the results of previous studies.

The research entitled “An Analysis of Final Examination Designed by the English Teacher at Eight Grade of Smp Al-Irsyad Kota Jambi” by Dian

⁵¹ Shella Monica and Hadiwinarto. “Pengaruh Keterampilan Membuka Dan Menutup Pembelajaran Terhadap Keaktifan Belajar Siswa Di Sekolah Menengah Kejuruan (Smk) Negeri 1 Lubuklinggau”. *Jurnal Ad-Man-Pend*. Vol. 3. No. 2. 2020. P. 16-18

⁵² Mawardi. “Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran”. *Jurnal Ilmiah DIDAKTIKA*. Vol. 20, No. 1. 2019. P. 76

⁵³ Khaerudin. “Administrasi, Analisis Butir, Dan Kaidah Penulisan Tes”. *Jurnal Madaniyah*. Vol. 1 Edisi XII. 2017. P. 98.

Purwaning Asri. In this study the researcher focused on the design of the instrument of the test that the Teacher has design. And it is based on the syllabus and curriculum 2013. If the teachers make a good design of the instrument of test, then students can answer correctly and get a good research plant qualitative research with the title. This study conclude that most of the aspect for the final examination were appropriate, but there are some question that not appropriate yet to be include in final examination. The similarity of this study is the researcher analysis final examination and use qualitative method.⁵⁴

The research entitled “Analisis Butir Soal Ujian Akhir Semester Mata Pelajaran Bahasa Inggris Kelas VII SMPN 2 Tegalsiwalan” by Putu Ngurah Rusmawan. This study was done by descriptive quantitative method. The result of this study showed that the final examination question for English subject requirement of a good test are 55% with total 50 questions. The similarity of this study is the researcher analysis final examination and the difference is thi study used descriptive quantitative method.⁵⁵

The research entitled “Analisis Kesesuaian Soal Dalam Rencana Pelaksanaan Pembelajaran (RPP) Guru Bahasa Indsonesia Kelas X Dengan Kompetensi Dasar Pada Kurikulum 2013” by Fitri Sahara and Malan Lubis. This study was done by descriptive quantitative method. The result of this study showed that the compatibility of the question with lesson plan is quite good. But, there is some question that didn’t in accordance with the lesson plan. The similarity of this study is the researcher analysis final examination and the difference is this study used descriptive quantitative method.⁵⁶

According to the previous studies above, it showed that there are some questions that are not appropriate and also not compatible with the lesson

⁵⁴ Dian Purwaning Asri. *An Analysis Of Final Examination Designed By The English Teacher At Eight Grade Of Smp Al-Irsyad Kota Jambi*. Jambi: UIN Sutha. 2021.

⁵⁵ Putu Ngurah Rusmawan. “Analisis Butir Soal Ujian Akhir Semester Mata Pelajaran Bahasa Inggris Kelas VII SMPN 2 Tegalsiwalan”. *Linguista*, Vol.2, No.1. 2018.

⁵⁶ Fitri Sahara and Malan Lubis. “Analisis Kesesuaian Soal Dalam Rencana Pelaksanaan Pembelajaran (RPP) Guru Bahasa Indsonesia Kelas X Dengan Kompetensi Dasar Pada Kurikulum 2013”. *Jurnal Basastra*. Vol. 7. No. 3. 2018

plan. Some questions should not be including in the final examinations questions. Those studies have similarity with this study. Those studies were also analyzing about the final examination questions. However, there is the difference between the previous studies with this study. This study analyzes the compatibility of final examination questions based on teachers' lesson plans.



CHAPTER III METHODOLOGY

A. Type of the Study

In this research, the researcher used descriptive qualitative method. Kim et al. stated that qualitative research method produces data that describes the ‘who, what and where of an event or experience’ from a subjective perspective.⁵⁷ The subject in this study is 7th grade students final examination questions and English lesson plan that is compiled by the teachers. This study is very important to be carried out as an evaluation to determine the compatibility between students’ final examination questions with English lesson plan that is used by the teachers.

B. Object and Subject of the Study

The object in this study is the compatibility of 7th grade students final examination questions 2021/2022 with English lesson plan that is used by the teachers. The subjects in this study are 7th grade students’ final examination questions 2021/2022 that were compiled by MGMP (Musyawarah Guru Mata Pelajaran) and English lesson plans that have been obtained from two State Junior High Schools in Karangpucung, Cilacap Regency.

C. Research Location

In this study, researcher took the location of the research at two state junior high school in Karangpucung, Cilacap Regency, Central Java. Those are; SMP Negeri 2 Karangpucung and SMP Negeri 3 Karangpucung. The researcher chose to undertake the research on the premises on the basis of the following reasons:

1. The researcher chooses Junior High School at Karangpucung, Cilacap Regency as the research was because English lessons in Junior High School as Basic English or the beginning of learning English.

⁵⁷ Kim et al. “Characteristic of Qualitative Descriptive Studies: A Systematic Review”. *Research in Nursing & Health*. Vol. 40. 2017. P. 23-42

2. Final examination is one thing that needs to be considered because it is one of the things that affect students report books.
3. The compatibility between final examinations questions with English lesson plan also need to be studied in order to avoid many discrepancies between those things.
4. The research in the theme as stated on the title has not been done in the state junior high school in Karangpucung.

D. Data Collection Technique

Sugiyono stated that obtaining data and information in the form of books, archives, records, written numbers and images in the form of reports and information that might help research is known as documentation.⁵⁸ Data is gathered through documentation, which then be examined. The primary data sources in this study are 7th grade final semester examination questions and English lesson plans.

This study collected the final examination questions and also the English lesson plan from the teachers that teach 7th grade students in SMP Negeri 2 Karangpucung and SMP Negeri 3 Karangpucung.

E. Data Analysis Technique

This study used content analysis to analyze the data collection. According to Stone in Arafat, Content analysis is a research technique for making reference to the introduction of certain characteristics in a text systematically and objectively. Krippendorff also stated that content analysis as a research technique for making replicable and valid data inferences with due regard to the context. As a research technique, content analysis includes specific procedures for processing scientific data.⁵⁹

In this study, the analysis of the students' final examination questions with the lesson plans would be carried out by expert judgment, namely Devi

⁵⁸ Sugiyono *Metode Penelitian Kombinasi (Mix Methods)*. (Bandung: Alfabeta, 2015). P. 239.

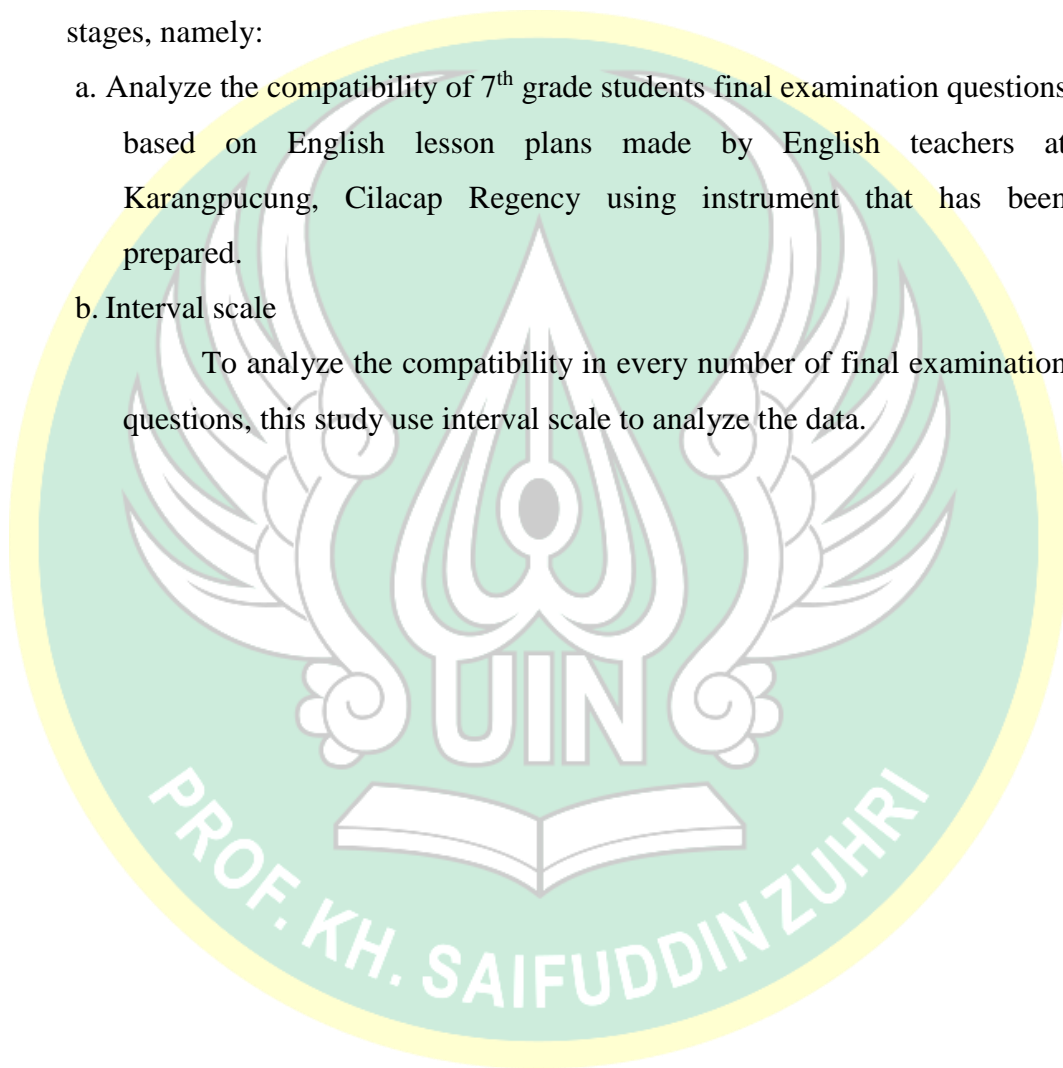
⁵⁹ Gusti Yasser Arafat. "Membongkar Isi Pesan dan Media dengan Content Analysis". *Jurnal Alhadharah*. Vol. 17. No. 33. 2018. P.33

Pratama Purnawinata, S.Pd., who has experience in teaching English since 2006. The expert judgment using an analysis instrument in the form of a checklist list that had been validated previously. The data analyzed were 7th grade students' final examinations document and English lesson plans which is taken from two junior high schools in Karangpucung, Cilacap Regency.

The data analysis technique in this study was carried out in two stages, namely:

- a. Analyze the compatibility of 7th grade students final examination questions based on English lesson plans made by English teachers at Karangpucung, Cilacap Regency using instrument that has been prepared.
- b. Interval scale

To analyze the compatibility in every number of final examination questions, this study use interval scale to analyze the data.



CHAPTER IV FINDING AND DISCUSSION

A. Findings

The results of this research were obtained by analyzing the compatibility of the items for the material contained in the lesson plans made by teachers from two state junior high schools in Karangpucung, Cilacap. The results of this analysis were obtained with the help of expert judgment.

1. Analysis the compatibility of 7th grade final semester examination with the lesson plan used by the teacher.

The compatibility of the 7th grade final semester test items with the teacher's lesson plan can be determined from the presence or absence of the item to be measured by the material presented through the lesson plan used by the teacher. The results of the analysis of the compatibility of the final semester test items with the lesson plan used by the teacher are as follows.

Table 1
The Results of the Compatibility of the Final Semester Examination Questions with the English Lesson Plans For 7th Grade of SMP Negeri 2 Karangpucung

Rated aspect	Learning materials	Analysis Results		Question Number
		In accordance	It is not in accordance with	
Compatibility of the items with the lesson plan	Lesson plan Meeting 1. Describe objects	√	-	8
	Lesson plan Meeting 2. Describe objects	√	-	9
	Lesson plan Meeting 3.	√	-	10, 12

Identify object description text			
Lesson plan Meeting 4. Describe human	√	-	4, 5, 6
Lesson plan Meeting 5. Describe human	√	-	23
Lesson plan Meeting 6. Describe human	√	-	29, 35
Lesson plan Meeting 7. Identify human description text	√	-	7, 21, 30, 31, 34, 36
Lesson plan Meeting 8. Complete the gap text related to the descriptive text	√	-	14, 15, 16
Lesson plan Meeting 9. Describe animals	√	-	1, 2
Lesson plan Meeting 10. Identify animal description text	√	-	3, 11
Lesson plan Meeting 11. Interpreting song lyrics related to the life of junior high school	√	-	17, 37

	youth			
	Lesson plan Meeting 12. Identify the content of song lyrics related to the life of junior high school youth	√	-	18, 19, 38, 39
Amount	-	-	-	29 number

Based on table 1 above, the results of the compatibility analysis of 7th grade final semester examination with the English lesson plans used by SMP Negeri 2 Karangpucung teachers showed that from 40 questions tested, there are 29 questions, namely numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 23, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40 are in accordance to the material contained in the lesson plans. While the other 11 questions, namely questions number 13, 20, 22, 24, 25, 26, 27, 28, 32, 33, 40 are not in accordance with the material contained in the lesson plan. On the other hand, the results of the analysis of the compatibility of the final semester examination with the English lesson plan from SMP Negeri 3 Karangpucung, Cilacap can be seen from the table below.

Table 2

The results of the compatibility of the final semester test questions with the English lesson plans for grade 7 SMP Negeri 03 Karangpucung

Rated aspect	Learning materials	Analysis Results		Question Number
		In accordance	It is not in accordance with	
	Lesson plan Meeting 1. Giving and asking for information about	√	-	13

Compatibility of the items with the lesson plan	expressions to describe objects			
	Lesson plan Meeting 2. Giving and asking for information about expressions to describe animals	-	√	-
	Lesson plan Meeting 3. Understanding descriptive text about idol figures	√	-	14, 15, 16
	Lesson plan Meeting 4. Describes humans (have/has/is/am/ar e and describes body, hair, face and overall look)	√	-	5, 6, 23, 29, 35
	Lesson plan Meeting 5. Describe objects (size, shape, color, materials)	√	-	9, 12, 22
	Lesson plan Meeting 6. Describe animals	√	-	1, 2, 11
	Lesson plan Meeting 7. Complete the gap text related to the descriptive text	√	-	14, 15, 16
	Lesson plan Meeting 8. Understanding song lyrics related to the life of junior high school youth	√	-	20, 40
	Lesson plan Meeting 9. Finding the main ideas from song lyrics related to the life of junior high school youth	-	√	-

	Lesson plan Meeting 10. Interpreting song lyrics related to the life of junior high school youth	√	-	17, 37
	Lesson plan Meeting 11. Identifying the content of song lyrics related to the life of junior high school youth	√	-	18, 19, 38, 39
Amount	-	-	-	23 number

Based on table 1 above, the results of the compatibility analysis of 7th grade final semester examination with the English lesson plans used by SMP Negeri 3 Karangpucung teachers showed that from 40 questions tested, there are 23 questions, namely numbers 1, 2, 5, 6, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 29, 35, 37, 38, 39, 40 which is accordance to the material contained in the lesson plan. Meanwhile, there are 17 questions were numbers 3, 4, 7, 8, 10, 21, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 36 are not in accordance with the material contained in the lesson plan. In addition, there were two materials which did not include any final exam questions for 7th grade.

The percentage diagram of the compatibility of the 7th grade final semester test questions with the material contained in the English lesson plan can be seen in the following figure (in percent units).

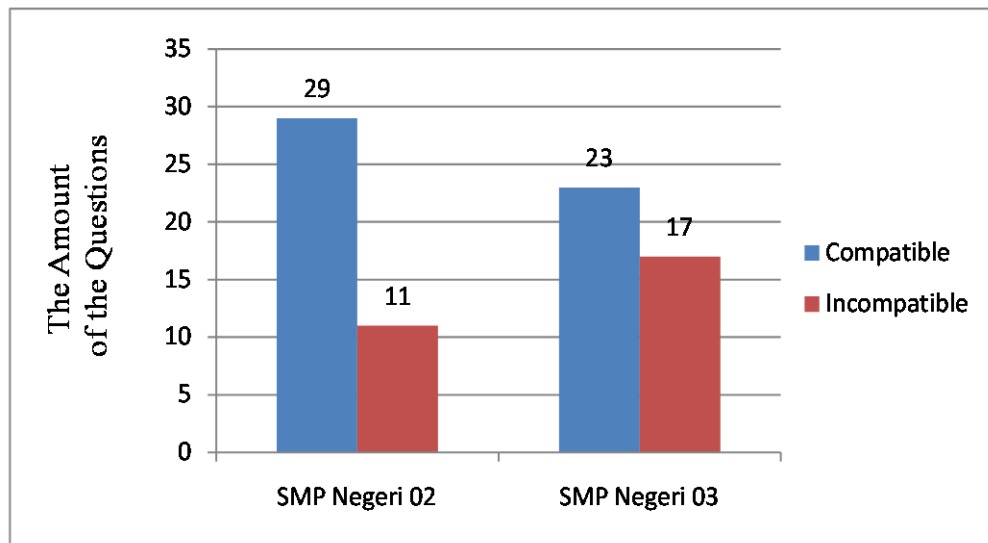


Figure 1.1 Results of the Compatibility Analysis of 7th Grade Final Semester Examination with English Lesson Plans

Based on Figure 1.1, the results of the compatibility analysis of 7th grade final semester examination items with the English lesson plan used by SMP Negeri 2 Karangpucung teachers showed that there are 29 questions of 40 questions which compatible. This shows that the material contained in the lesson plan is able to include at least one item and is included in the average category. Even so, there were 11 questions that were not covered in the lesson plans used by teachers from SMP Negeri 2 Karangpucung, Cilacap.

Whereas, the results of the compatibility analysis of 7th grade final semester examination items with the English lesson plan used by SMP Negeri 3 Karangpucung teacher showed that there are only 23 questions of a total of 40 questions which is compatible. This shows that almost half of the 7th grade 2021/2022 final semester exam questions are not in accordance with the material contained in the lesson plan used by the teacher. In addition, from the results of the analysis above, it was also found that there were 17 questions which incompatible with the material that contained in the lesson plan. In addition, there were two materials which did not include any final exam questions for 7th grade.

From the results of the analysis above, it can be seen between the 7th grade final semester examination questions with the lesson plan used by SMP Negeri 2 Karangpucung are compatible. Meanwhile, seen between the 7th grade final semester examinations questions with the lesson plan used by SMP Negeri 3 Karangpucung also declared compatible.

2. Analysis of the compatibility scale of 7th grade final semester examination items with the lesson plan used by the teacher.

Final semester examination is an important process in evaluating learning outcomes for one semester. The questions tested during the final semester test must be in accordance with the syllabus and also the material presented in the lesson plan used by the teacher. The compatibility of the grade 7 final semester test items with the lesson plan used by the teacher can be analyzed using an interval scale which can be seen in the following table.

Table 3

**The Results of Interval Scale of the compatibility of
UAS (Final Semester Examination) Problem towards English
Lesson Plan of SMP Negeri 2 Karangpucung**

Put a check mark (√) in the analysis results column for the appropriate question number.

Rated aspect	Learning materials	Question Number	Scale			
			1	2	3	4
Compatibility of the items with the	Lesson plan Meeting 1. Describe objects	8				√
	Lesson plan Meeting 2. Describe objects	9				√
	Lesson plan Meeting 3. Identify object	10				√
		12				√

lesson plan	description text					
	Lesson plan Meeting 4. Describe human	4				√
		5				√
		6				√
	Lesson plan Meeting 5. Describe human	23				√
	Lesson plan Meeting 6. Describe human	29				√
		35				√
		7				√
	Lesson plan Meeting 7. Identify human description text	21			√	
		30			√	
		31				√
		34				√
		36				√
	Lesson plan Meeting 8. Complete the gap text related to the descriptive text	14		√		
		15		√		
		16		√		
	Lesson plan Meeting 9. Describe animals	1				√
		2				√
	Lesson plan Meeting 10. Identify animal description text	3				√
		11				√
	Lesson plan Meeting 11. Interpreting song lyrics related to the life of junior high school youth	17				√
		37			√	
	Lesson plan Meeting 12. Identify the content of song lyrics related to the life of junior	18				√
		19			√	
		38				√
		39			√	

	high school youth					
Amount	-	29		3	5	21

(Source: Hasil Analisis Data dalam Irananda S. Putri, 2018)

Information:

1. Very inappropriate;
2. Inappropriate;
3. Appropriate;
4. Very appropriate

The results of the data analysis in the table above show that of the 29 questions that are in accordance with the lesson plans used by the teachers of SMP Negeri 2 Karangpucung, there are 21 questions that included into the very appropriate category (scale 4), namely questions number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 17, 18, 23, 29, 31, 34, 35, 36, 38. 5 questions included into the appropriate category (scale 3) namely questions number 19, 21, 30, 37, and 39. Meanwhile there are 3 questions that fall into the inappropriate category (scale 2), namely questions number 14, 15 and 16. Meanwhile the results of the analysis of the compatibility interval scale of test items the end of the semester with the lesson plans used by SMP Negeri 3 Karangpucung teachers in the table below.

Table 4
The Results of Interval Scale of the Compatibility of
UAS (Final Semester Examination) Problem Towards of English
Lesson Plan of SMP Negeri 3 Karangpucung
 Put a check mark (√) in the analysis results column for the
 appropriate question number.

Rated aspect	Learning materials	Question Number	Scale			
			1	2	3	4
	Lesson plan Meeting 1. Giving and asking for	13				√

Compatibility of the items with the lesson plan	information about expressions to describe objects					
	Lesson plan Meeting 2. Giving and asking for information about expressions to describe animals	-				
	Lesson plan Meeting 3. Understanding descriptive text about idol figures	14		√		
		15		√		
		16		√		
	Lesson plan Meeting 4. Describes humans (have/has/is/am/are and describes body, hair, face and overall look)	5				√
		6				√
		23				√
		29				√
		35				√
	Lesson plan Meeting 5. Describe objects (size, shape, color, materials)	9				√
		12				√
		22				√
	Lesson plan Meeting 6. Describe animals	1				√
		2				√
		11				√
	Lesson plan Meeting 7. Complete the gap text related to the descriptive text	14			√	
		15			√	
		16			√	
	Lesson plan Meeting 8.	20			√	

Understanding song lyrics related to the life of junior high school youth	40			√	
Lesson plan Meeting 9. Finding the main ideas from song lyrics related to the life of junior high school youth	-				
Lesson plan Meeting 10. Interpreting song lyrics related to the life of junior high school youth	17				√
Lesson plan Meeting 11. Identifying the content of song lyrics related to the life of junior high school youth	37			√	
	18				√
	19			√	
	38				√
	39			√	
Amount	-	23	3	8	15

(Source: Hasil Analisis Data dalam Irananda S. Putri, 2018)

Information:

1. Very inappropriate;
2. Inappropriate;
3. Appropriate;
4. Very appropriate

The results of the data analysis in the table above show that of the 23 questions that are in accordance with the lesson plans used by SMP Negeri 03 Karangpucung teachers, there are 15 questions that included into the very appropriate category (scale 4), namely questions number 1, 2, 5, 6, 9, 11, 12, 13, 17, 18, 22, 23, 29, 35, 38. 8 questions included into the appropriate category (scale 3), namely questions number 14, 15, 16, 19,

20, 37, 39, 40. Meanwhile there were 3 questions which were in the inappropriate category (scale 2), namely questions number 14, 15 and 16.

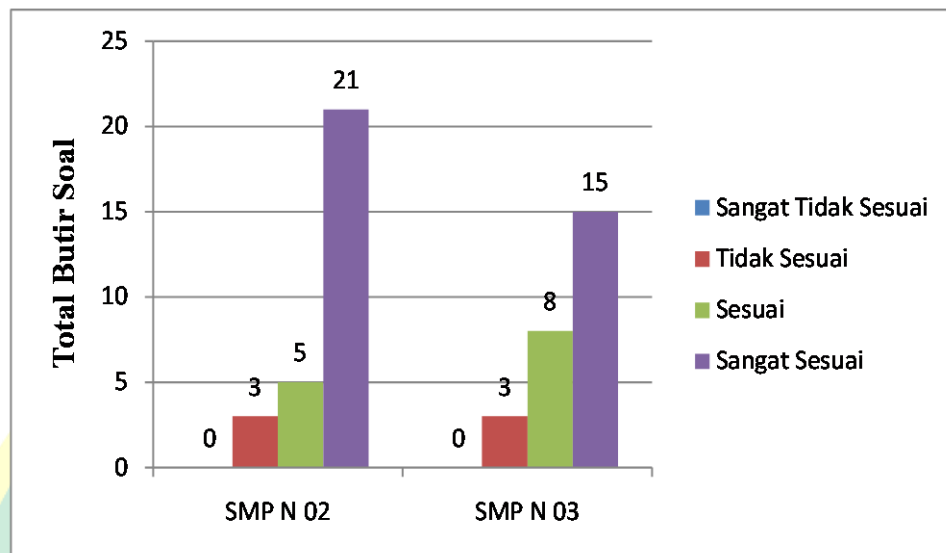


Figure 1.2 Results of Interval Scale Analysis of 7th Grade Final Semester Examination Items with English Lesson Plans.

Based on the diagram above, it can be seen that of the 29 questions in accordance with the lesson plans used by teachers from SMP Negeri 2 Karangpucung there are 21 questions which are in the very appropriate category. Meanwhile, 5 questions tested were in the appropriate category and 3 questions were in the inappropriate category. Meanwhile, of the 23 items that were in accordance with the lesson plan used by teachers from SMP Negeri 03 Karangpucung, there were 15 questions that were in the very appropriate category, 8 of the questions were in the appropriate category and 3 questions were in the inappropriate category.

B. Discussion

Final examination as a summative assessment is one of the important parts in assessing activity. Final semester exam is one of the activities carried out to measure student learning achievement. With the Final semester exam, students and teachers can find out how the results of the learning they have done so that learning improvements can be made for the next semester.

Sopiah, et al., explained that one of the requirements for good quality questions is that the questions must be valid, reliable, and fair.⁶⁰

1. Analysis of the compatibility of grade final semester examinations with the lesson plan used by the teacher.

Lesson plan is an important aspect in the ongoing learning. This is of course in line with the function of the lesson plan, namely as a guide for teachers in carrying out learning. This is clarified by the theory put forward by Mawardi which is stated that the function of the lesson plan is as a guide for teachers in carrying out the learning process. In addition, the lesson plan also helps teachers to achieve learning objectives in accordance with the curriculum.⁶¹ In addition, lesson plan is also one of the important aspects that must be considered when writing final exam questions. The end of semester test questions that are tested must be in accordance with the material and indicators contained in the lesson plan used by the teacher for one semester. In accordance with the Ministry of Education and Culture in 2013 which stated that the coverage of the final semester examination includes all indicators that represent all basic competencies in that period.⁶²

Based on the results of the analysis in table 1.1, it shows that the compatibility of the final semester test questions for grade 7 with the lesson plan used by SMP Negeri 2 Karangpucung where of 40 questions are tested, 29 questions are appropriate, while 11 questions are not listed in the material contained in the lesson plan. Even so, this shows that the question is included in the average category, which is in accordance with the material contained in the lesson plan.

While the results of the analysis in table 2.1 show that the compatibility of the 7th grade final semester examination with the lesson

⁶⁰Aik Sopiah, et al. "Kualitas Soal Penilaian Akhir Semester (PAS) Buatan Guru Mata Pelajaran Kimia Kelas X IPA SMA Negeri Di Kabupaten Seruyan Pada Semester Ganjil Tahun Ajaran 2018/2019". *Jurnal Ilmiah Kanderang Tingang*. Vol. 10, No. 02. 2019. P. 114

⁶¹ Mawardi. "Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran". *Jurnal Ilmiah DIDAKTIKA*. Vol. 20, No. 1. 2019 P. 75

⁶² Ministry of Education and Culture 2013

plan used by SMP Negeri 3 Karangpucung only where of the 40 questions tested, there were 23 questions that were appropriate and 17 questions are not listed in the material contained in the lesson plan. In addition, the results of the analysis also show that there are two materials that do not cover a single item from the 7th grade 2021/2022 final semester examination questions. This shows that the compatibility of the 7th grade final semester examination with the lesson plans used by SMP Negeri 3 Karangpucung teachers is in the average category. This proves that the final examination questions have been written in accordance with the materials in the lesson plan. This is in accordance with Jawarah's opinion which states that in preparing written test questions, the question writer must pay attention to the rules for preparing the questions from a material standpoint.⁶³

Most of the final exam questions for grade 7 for the 2021/2022 school year are sufficient in accordance with the lesson plans used by SMP Negeri 2 Karangpucung and SMP Negeri 3 Karangpucung. However, the distribution of questions for each material contained in the lesson plan is not evenly distributed. There are still many questions that are not listed in the existing material. Each question should represent each material contained in the lesson plan. This is in accordance with Nurul Septian's opinion that the criteria for good questions are that basic competencies must represent several questions and the number of questions must be evenly distributed for each basic competency which has been formulated in the form of indicators.⁶⁴

⁶³Jawahar. "Upaya Meningkatkan Kompetensi Guru Kelas Tinggi Dalam Penulisan Soal Pilihan Ganda Melalui Pendampingan Berbasis KKG Semester Dua Tahun 2016/2017 di SD Negeri 31 Mataram". *Jurnal Ilmiah Mandala Education*. Vol. 3, No. 1. 2017. P. 88

⁶⁴Nurul Septiana, "Analisis Butir Soal Ulangan Akhir Semester (UAS) Biologi Tahun Pelajaran 2015/2016 Kelas X dan XI di MAN Sampit", *Jurnal EduSains*, Vol. 04, No.02. 2016. P.118.

2. Analysis of the compatibility scale of 7th grade final semester examination questions with the lesson plan used by the teacher.

Analysis regarding the compatibility of the items against the lesson plan is very important to determine whether the questions are suitable for testing or not. This is in accordance with statement by Putri, which stated that analyzing the compatibility of the questions with the lesson plan is very important because that way you can know the quality of a question.⁶⁵ In addition, the use of item analysis can also help test users in evaluating published tests, support writing effective item items, and increase item validity and reliability.⁶⁶

Conformity of the items for the final semester examination questions with the lesson plan used by the teacher includes a) questions according to indicators, b) material asked according to competence c) homogeneous and logical answer choices, d) has only one answer key. This is in accordance with Jawarah statement, which is stated that in writing questions, one must pay attention to the following rules; The compatibility of the questions with the material can be seen through the compatibility of the questions with the indicators. In addition, the answer choices must be homogeneous and logical in terms of the material; each question must also have one correct or the most correct answer.⁶⁷

Based on the results of the analysis in table 3.1, it shows that of the 29 questions from 7th grade final semester examination questions in 2021/2022 which were declared in accordance with the lesson plans used by SMP Negeri 2 Karangpucung teachers, 21 questions were included in the very appropriate category. This means that the 21 questions are in accordance with the rules of writing questions. For example, the following

⁶⁵ Irnanda Susanti Putri. *Analisis Kesesuaian Butir Soal Buatan Guru Dengan Lesson plan Pada Materi Protista Dan Keanekaragaman Hayati Di Sman 1 Trumon Tengah Aceh Selatan*. (Banda Aceh: 2018). P. 58

⁶⁶ Depdiknas. 2008. *Panduan Analisis Butir Soal*. Jakarta: Dirjen Manajemen Pendidikan Dasar dan Menengah

⁶⁷ Jawarah. "Upaya Meningkatkan Kompetensi Guru Kelas Tinggi Dalam Penulisan Soal Pilihan Ganda Melalui Pendampingan Berbasis KKG Semester Dua Tahun 2016/2017 di SD Negeri 31 Mataram". *Jurnal Ilmiah Mandala Education*. Vol. 3, No. 1. 2017. P. 88

example is contained in the material "Describing Humans" namely question number 29 is "What does Aldo look like: a) He is fat and wears glasses; b) He is short with curly hair; c) He is tall with wavy hair; d) He is fat and short". The questions are in accordance with the indicators because the material and behavioral aspects asked are in accordance with what is to be measured. The question also has homogeneous and logical answers and only has one answer key. While 5 questions were include in the appropriate category. Like question number 39 in the material "identifying the contents of song lyrics related to the life of junior high school youth" namely "If you go out and play when it's raining, you will probably get: a) tired; b) angry; c) old d) sick". The question is included in the appropriate category because it meets the rules for writing questions. While the other 3 questions fall into the inappropriate category because they are considered not to meet the rules for writing questions.

While the results of the analysis in table 4.1 show that of the 23 final semester examination questions which are in accordance with the lesson plans used by the teachers of SMP Negeri 3 Karangpucung, there are 15 questions which were include the very appropriate category. For example, in the material "Describing objects (size, shape, color, materials)", namely question number 12, namely "What are they? (questions accompanied by pictures): a) This large tropical fruit has spiky and tough skin; b) This exotic fruit has spiky skin and strong aroma; c) These large spiky fruits are known as the king of fruit; d) These tropical hairy fruits are sweet, fresh and delicious". The questions are in accordance with the indicators because the material and behavioral aspects asked are in accordance with what is to be measured. The question also has homogeneous and logical answers and only has one answer key.

In addition, the results of the analysis also showed that there were 8 questions that were in the appropriate category and 3 questions that were in the inappropriate category. Examples of questions that included into the less appropriate category are found in the material "understanding

descriptive text about idol figures" namely question number 14, which is a question in the form of a dialogue as follows "Amir: Do you know Leonel Messi?; Harun: Sure I know. He (14) ... from Argentina. Now, he plays for PSG in France; complete the dialogue above: a) gets; b) lives; c) comes; d) plays". This question is considered to be in the inappropriate category because the material and behavioral aspects asked are not in accordance with what is to be measured. However, these questions have homogeneous and logical answers and only have one answer key.

Based on the overall results of the analysis, the test questions for 7th final semester examination questions for the 2021/2022 school year that were tested sufficiently met the criteria for good questions. This is evidenced by the amount of conformity of the questions with the lesson plan which reached more than twenty questions. In addition, the compatibility of the questions on the final semester examination with the lesson plan used by the teacher also proves that more than half of the questions stated as compatible were in appropriate category. This shows that the questions tested are quite in accordance with the lesson plans used by teachers from both SMP Negeri 2 Karangpucung and SMP Negeri 3 Karangpucung. As explained by the Ministry of National Education that the criteria for good questions are the compatibility of the material being tested and the competency targets achieved through the material being taught. This can provide information about who or which students have reached a certain level of knowledge required according to competency targets in the syllabus or curriculum and can provide information about what and how much material students have learned.⁶⁸ Nofiana also believes that the items tested in the final semester test must be in accordance with the material taught at school, and the content of the

⁶⁸ Depdiknas. Panduan Penulisan Butir Soal. Jakarta: Direktorat Pembinaan Sekolah Menengah Atas. 2008

material being asked is in accordance with the level of education and development of students.⁶⁹



⁶⁹Mufida Nofiana. "Kualitas Penulisan Butir Soal Ujian Nasional Biologitahun 2014/2015 Ditinjau Dari Aspek Teoritik". *Saintifika*. Vol. 17. No. 1. 2015. P.10

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of the compatibility analysis of final semester test questions for 7th grade for the 2021/2022 academic year with the lesson plans used by teachers of SMP Negeri 2 Karangpucung and SMP Negeri 3 Karangpucung, it can be concluded as follows.

The results of this study can be concluded that between the final semester examinations questions with the English lesson plan that used by both SMP Negeri 2 Karangpucung and SMP Negeri 3 Karangpucung teachers were declared compatible. The compatibility of the final semester examination questions with the material contained in the lesson plan used by SMP Negeri 2 Karangpucung and SMP Negeri 3 Karangpucung teachers, both are in the average category. The results of compatibility of the questions with the lesson plans from SMP Negeri 2 Karangpucung showed that from 40 questions tested there were 29 questions that were compatible. Which is there are 21 questions were in the very appropriate category, 5 questions were included in appropriate category and 3 questions included into the inappropriate category. Meanwhile, 11 questions were not in compatible with the material in the lesson plan.

On the other hand, the results of compatibility of the questions with the lesson plans from SMP Negeri 3 Karangpucung reached showed that from 40 questions tested, 23 questions were compatible. Which is there are 15 questions were in the very appropriate category, 8 questions were included in appropriate category and 3 questions included into the inappropriate category. Meanwhile, 17 other questions were not in accordance with the material in the lesson plan. In addition, there were two materials which did not cover even one question. From the data above, it can be concluded that the compatibility of 7th grade final semester examinations questions with the

lesson plans used by both SMP Negeri 2 and SMP Negeri 3 Karangpucung is still far from the very good category. This should be concern because the questions that will be tested should be made in accordance with the materials that contained in the lesson plans used by the teachers.

B. Suggestions

Based on the conclusions and results of the research above, the suggestions that can be conveyed by researchers are:

1. It is better to review the compatibility of the final semester test questions with the RPP used by the teacher before being tested on students.
2. Analysis of the compatibility of artificial items in this study is still limited to their compatibility with the material contained in the lesson plans. In further research, an analysis of the compatibility of the items from other aspects contained in the lesson plan can be carried out.
3. Future research can conduct a thorough analysis of the items both in terms of qualitative and quantitative.

C. Limitations of the Study

The researcher necessary limited the problem in order to focus on this study. This research was conducted to describe the compatibility of the 7th grade students' final examination questions based on the teacher lesson plan that is used by the teacher in two state junior high school. In order for research more focused and not widespread from the discussion in question, in this thesis the research limits it on the scope of research as follows:

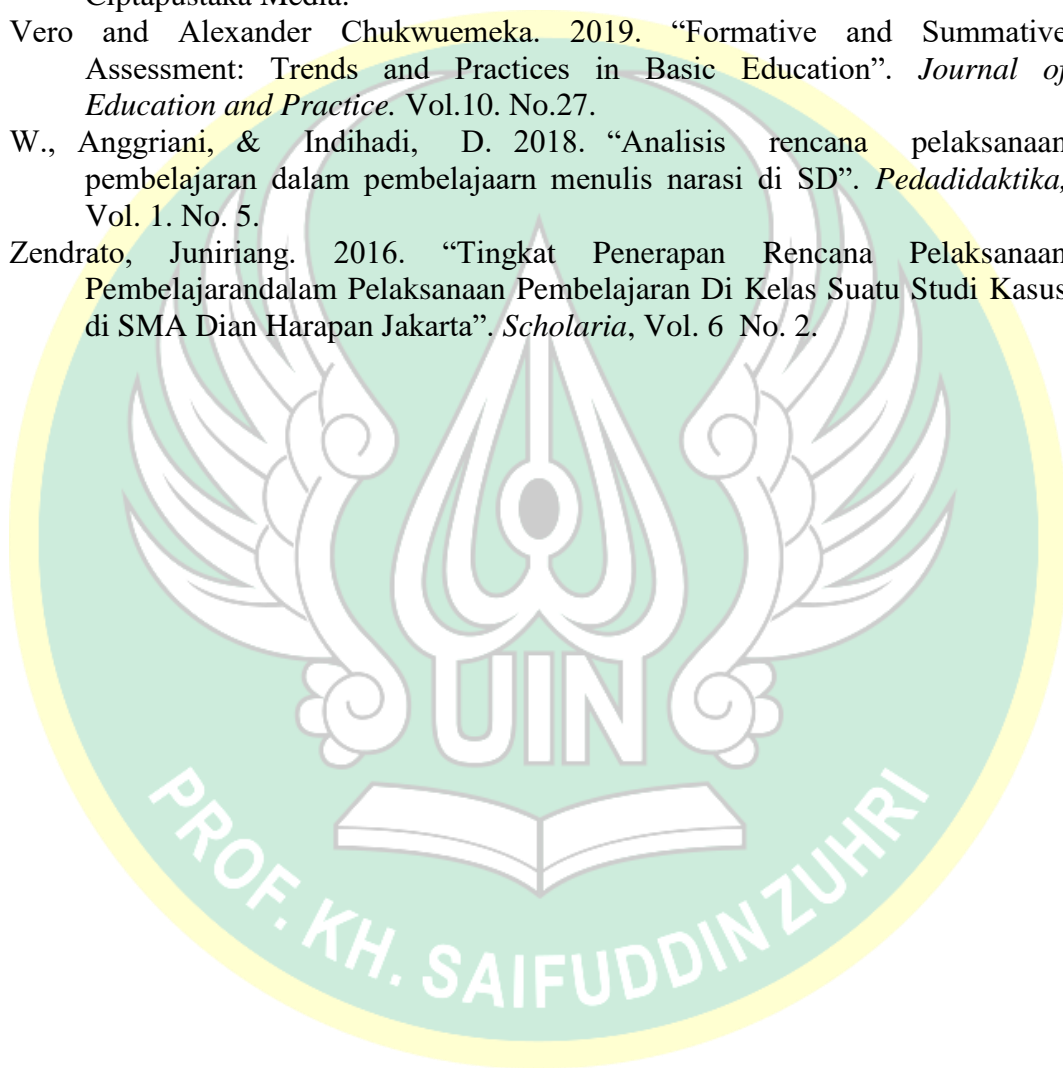
1. The research focused only on the summative assessment in the form of final examinations questions.
2. The research focused only on the compatibility between final examinations questions for 7th grade students and English lesson plan that is used by the teacher from SMP Negeri 2 Karangpucung and SMP Negeri 3 Karangpucung.

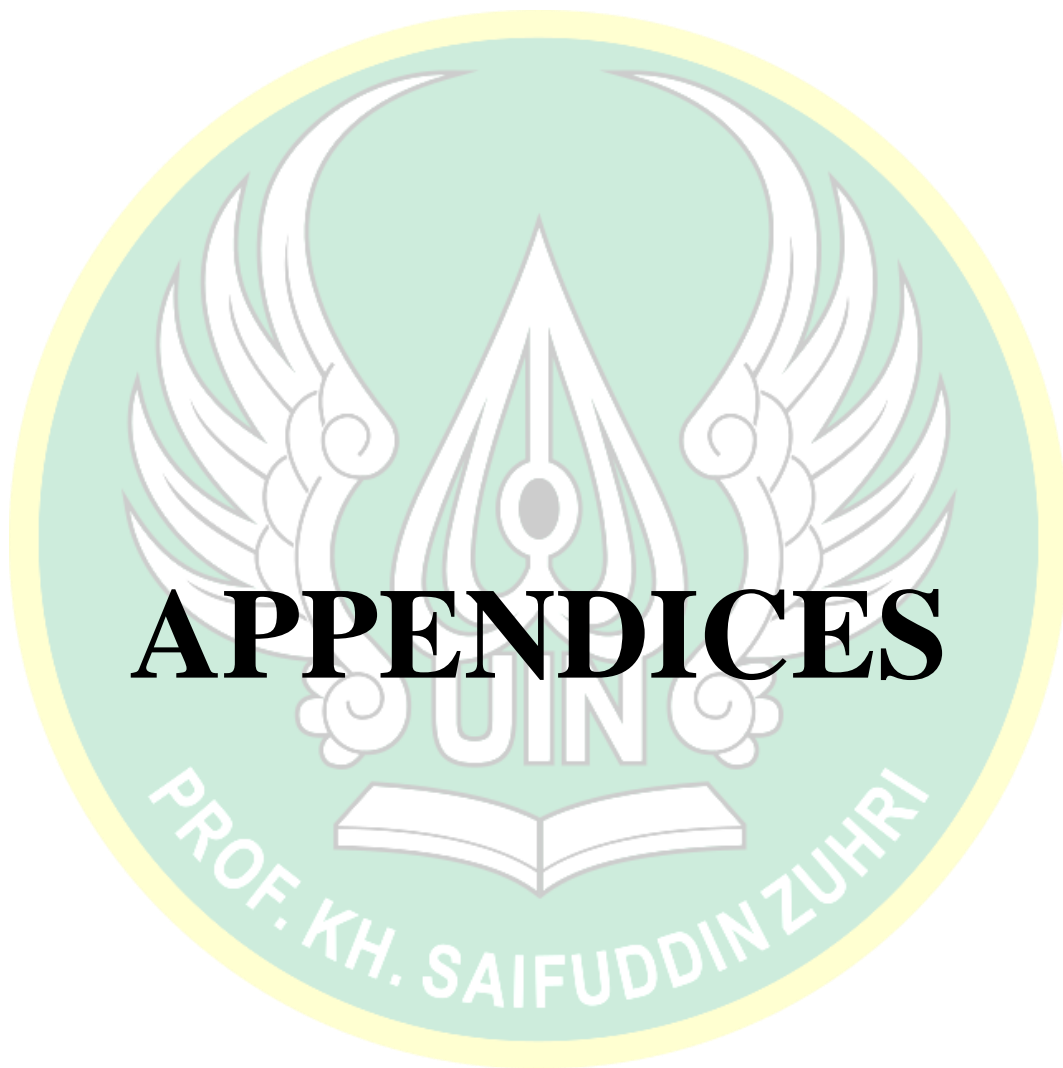
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Appendix 1
Instrument Analysis

Table 1.

Instrument Analysis

**Study Format of the Compatibility of the 7th Grade Final Semester
Examination Questions with the English Lesson Plans of SMP Negeri 2
Karangpucung**

Put a check mark (√) in the analysis results column and the appropriate question number.

Rated aspect	Learning materials	Analysis Results		Question Number
		In accordance	It is not in accordance with	
Compatibility of the items with the lesson plan	Lesson plan Meeting 1. Describe objects			
	Lesson plan Meeting 2. Describe objects			
	Lesson plan Meeting 3. Identify object description text			
	Lesson plan Meeting 4. Describe human			
	Lesson plan Meeting 5. Describe human			
	Lesson plan Meeting 6.			

	Describe human			
	Lesson plan Meeting 7. Identify human description text			
	Lesson plan Meeting 8. Complete the gap text related to the descriptive text			
	Lesson plan Meeting 9. Describe animals			
	Lesson plan Meeting 10. Identify animal description text			
	Lesson plan Meeting 11. Interpreting song lyrics related to the life of junior high school youth			
	Lesson plan Meeting 12. Identify the content of song lyrics related to the life of junior high school youth			
Amount	-			

(Source: Hasil Analisis Data dalam Irananda S. Putri, 2018)

Table 2.
Instrument Analysis
Study Format of the Compatibility of the 7th Grade Final Semester
Examination Questions with the English Lesson Plans of SMP Negeri 3
Karangpucung

Put a check mark (√) in the analysis results column and the appropriate question number.

Rated aspect	Learning materials	Analysis Results		Question Number
		In accordance	It is not in accordance with	
Compatibility of the items with the lesson plan	Lesson plan Meeting 1. Giving and asking for information about expressions to describe objects			
	Lesson plan Meeting 2. Giving and asking for information about expressions to describe animals			
	Lesson plan Meeting 3. Understanding descriptive text about idol figures			
	Lesson plan Meeting 4. Describes humans (have/has/is/am/are and describes body, hair, face and overall look)			
	Lesson plan Meeting 5. Describe objects (size, shape, color, materials)			
	Lesson plan			

	Meeting 6. Describe animals			
	Lesson plan Meeting 7. Complete the gap text related to the descriptive text			
	Lesson plan Meeting 8. Understanding song lyrics related to the life of junior high school youth			
	Lesson plan Meeting 9. Finding the main ideas from song lyrics related to the life of junior high school youth			
	Lesson plan Meeting 10. Interpreting song lyrics related to the life of junior high school youth			
	Lesson plan Meeting 11. Identifying the content of song lyrics related to the life of junior high school youth			
Amount	-			

(Source: Hasil Analisis Data dalam Irananda S. Putri, 2018)

Table 3
Analysis Instruments
Interval Scale Study Format
UAS (Final Semester Examination) Problem Towards
Lesson Plan of SMP Negeri 2 Karangpucung
 Put a check mark (√) in the analysis results column for the
 appropriate question number.

Rated aspect	Learning materials	Question Number	Scale			
			1	2	3	4
Compatibility of the items with the lesson plan	Lesson plan Meeting 1. Describe objects					
	Lesson plan Meeting 2. Describe objects					
	Lesson plan Meeting 3. Identify object description text					
	Lesson plan Meeting 4. Describe human					
	Lesson plan Meeting 5. Describe human					
	Lesson plan Meeting 6. Describe human					
	Lesson plan Meeting 7. Identify human description text					

Lesson plan Meeting 8. Complete the gap text related to the descriptive text					
Lesson plan Meeting 9. Describe animals					
Lesson plan Meeting 10. Identify animal description text					
Lesson plan Meeting 11. Interpreting song lyrics related to the life of junior high school youth					
Lesson plan Meeting 12. Identify the content of song lyrics related to the life of junior high school youth					
Amount	-				

Information:

1. Very inappropriate;
2. Inappropriate;
3. Appropriate;
4. Very appropriate

Table 4.
Analysis Instruments
Interval Scale Study Format
UAS (Final Semester Examination) Problem Towards
Lesson Plan of SMP Negeri 3 Karangpucung

Put a check mark (√) in the analysis results column for the appropriate question number.

Rated aspect	Learning materials	Question Number	Scale			
			1	2	3	4
Compatibility of the items with the lesson plan	Lesson plan Meeting 1. Giving and asking for information about expressions to describe objects					
	Lesson plan Meeting 2. Giving and asking for information about expressions to describe animals					
	Lesson plan Meeting 3. Understanding descriptive text about idol figures					
	Lesson plan Meeting 4. Describes humans (have/has/is/am/are and describes body, hair, face and overall look)					

Lesson plan Meeting 5. Describe objects (size, shape, color, materials)					
Lesson plan Meeting 6. Describe animals					
Lesson plan Meeting 7. Complete the gap text related to the descriptive text					
Lesson plan Meeting 8. Understanding song lyrics related to the life of junior high school youth					
Lesson plan Meeting 9. Finding the main ideas from song lyrics related to the life of junior high school youth					
Lesson plan Meeting 10. Interpreting song lyrics related to the life of junior high school youth					

	Lesson plan Meeting 11. Identifying the content of song lyrics related to the life of junior high school youth					
Amount	-					

Information:

1. Very inappropriate;
2. Inappropriate;
3. Appropriate;
4. Very appropriate



Appendix 2

The Table of Analysis Results

1. SMP Negeri 2 Karangpucung

Table 1

The Results of the Compatibility of the Final Semester Examination Questions with the English Lesson Plans for 7th Grade of SMP Negeri 2 Karangpucung

Rated aspect	Learning materials	Analysis Results		Question Number
		In accordance	It is not in accordance with	
Compatibility of the items with the lesson plan	Lesson plan Meeting 1. Describe objects	√	-	8
	Lesson plan Meeting 2. Describe objects	√	-	9
	Lesson plan Meeting 3. Identify object description text	√	-	10, 12
	Lesson plan Meeting 4. Describe human	√	-	4, 5, 6
	Lesson plan Meeting 5. Describe human	√	-	23
	Lesson plan Meeting 6. Describe human	√	-	29, 35
	Lesson plan Meeting 7. Identify	√	-	7, 21, 30, 31, 34, 36

	human description text			
	Lesson plan Meeting 8. Complete the gap text related to the descriptive text	√	-	14, 15, 16
	Lesson plan Meeting 9. Describe animals	√	-	1, 2
	Lesson plan Meeting 10. Identify animal description text	√	-	3, 11
	Lesson plan Meeting 11. Interpreting song lyrics related to the life of junior high school youth	√	-	17, 37
	Lesson plan Meeting 12. Identify the content of song lyrics related to the life of junior high school youth	√	-	18, 19, 38, 39
Amount	-	-	-	29 number

Table 3
The Results of Interval Scale Study Format of
UAS (Final Semester Examination) Problem Towards
Lesson Plan of SMP Negeri 2 Karangpucung

Put a check mark (√) in the analysis results column for the appropriate question number.

Rated aspect	Learning materials	Question Number	Scale					
			1	2	3	4	5	
Compatibility of the items with the lesson plan	Lesson plan Meeting 1. Describe objects	8				√		
	Lesson plan Meeting 2. Describe objects	9				√		
	Lesson plan Meeting 3. Identify object description text	10				√		
		12				√		
	Lesson plan Meeting 4. Describe human		4				√	
			5				√	
			6				√	
	Lesson plan Meeting 5. Describe human	23				√		
	Lesson plan Meeting 6. Describe human		29				√	
			35				√	
		7				√		
	Lesson plan Meeting 7. Identify human description text		21			√		
			30			√		
			31				√	
			34				√	
			36				√	
Lesson plan	14		√					

Meeting 8. Complete the gap text related to the descriptive text	15		√			
	16		√			
Lesson plan Meeting 9. Describe animals	1				√	
	2				√	
Lesson plan Meeting 10. Identify animal description text	3				√	
	11				√	
Lesson plan Meeting 11. Interpreting song lyrics related to the life of junior high school youth	17				√	
	37			√		
Lesson plan Meeting 12. Identify the content of song lyrics related to the life of junior high school youth	18				√	
	19			√		
	38				√	
	39			√		
Amount	-	29	3	5	21	

2. SMP Negeri 3 Karangpucung

Table 2

The results of the compatibility of the final semester test questions with the English lesson plans for grade 7 SMP Negeri 03 Karangpucung

Rated aspect	Learning materials	Analysis Results		Question Number
		In accordance	It is not in accordance with	
Compatibility of the items	Lesson plan Meeting 1. Giving and asking for information about expressions to describe objects	√	-	13
	Lesson plan Meeting 2. Giving	-	√	-

with the lesson plan	and asking for information about expressions to describe animals			
	Lesson plan Meeting 3. Understanding descriptive text about idol figures	√	-	14, 15, 16
	Lesson plan Meeting 4. Describes humans (have/has/is/am/are and describes body, hair, face and overall look)	√	-	5, 6, 23, 29, 35
	Lesson plan Meeting 5. Describe objects (size, shape, color, materials)	√	-	9, 12, 22
	Lesson plan Meeting 6. Describe animals	√	-	1, 2, 11
	Lesson plan Meeting 7. Complete the gap text related to the descriptive text	√	-	14, 15, 16
	Lesson plan Meeting 8. Understanding song lyrics related to the life of junior high school youth	√	-	20, 40
	Lesson plan Meeting 9. Finding the main ideas from song lyrics related to the life of junior high school youth	-	√	-
	Lesson plan Meeting 10. Interpreting song lyrics related to the	√	-	17, 37

	life of junior high school youth			
	Lesson plan Meeting 11. Identifying the content of song lyrics related to the life of junior high school youth	√	-	18, 19, 38, 39
Amount	-	-	-	23number

Table 4. 1

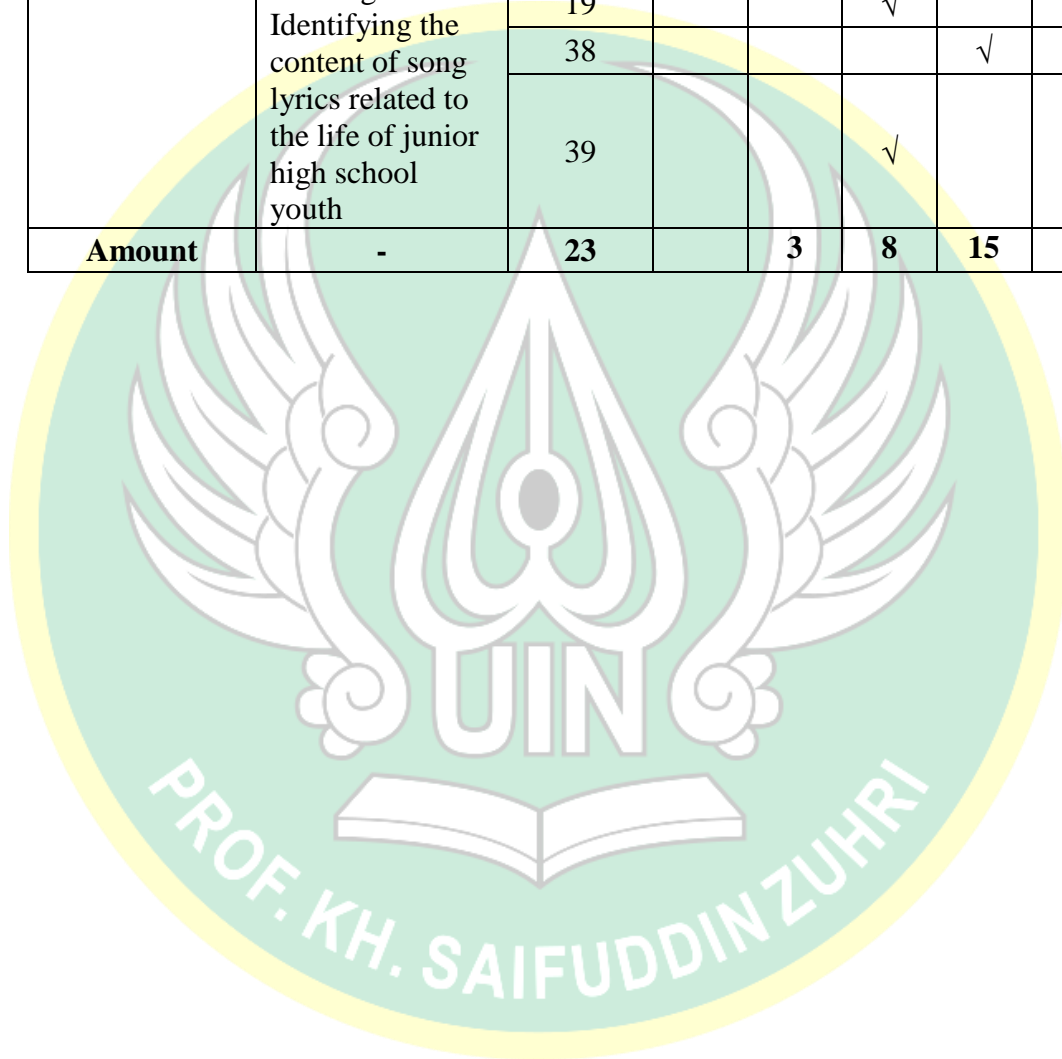
The Results of Interval Scale Study Format of UAS (Final Semester Examination) Problem Towards Lesson Plan of SMP Negeri 3 Karangpucung

Put a check mark (√) in the analysis results column for the appropriate question number.

Rated aspect	Learning materials	Question Number	Scale				
			1	2	3	4	5
Compatibility of the items with the lesson plan	Lesson plan Meeting 1. Giving and asking for information about expressions to describe objects	13				√	
	Lesson plan Meeting 2. Giving and asking for information about expressions to describe animals	-					
	Lesson plan Meeting 3.	14		√			
		15		√			

Understanding descriptive text about idol figures	16		√			
Lesson plan Meeting 4. Describes humans (have/has/is/am/are and describes body, hair, face and overall look)	5				√	
	6				√	
	23				√	
	29				√	
	35				√	
Lesson plan Meeting 5. Describe objects (size, shape, color, materials)	9				√	
	12				√	
	22				√	
Lesson plan Meeting 6. Describe animals	1				√	
	2				√	
	11				√	
Lesson plan Meeting 7. Complete the gap text related to the descriptive text	14			√		
	15			√		
	16			√		
Lesson plan Meeting 8. Understanding song lyrics related to the life of junior high school youth	20				√	
	40				√	
Lesson plan Meeting 9. Finding the main ideas from song lyrics related to the life of junior high school youth	-					

	Lesson plan Meeting 10.	17				√	
	Interpreting song lyrics related to the life of junior high school youth	37			√		
	Lesson plan Meeting 11.	18				√	
	Identifying the content of song lyrics related to the life of junior high school youth	19			√		
		38				√	
		39			√		
Amount	-	23		3	8	15	



Appendix 3

7th Grade Final Semester Examinations Questions

MUSYAWARAH GURU MATA PELAJARAN
MGMP – BAHASA INGGRIS
SMP KABUPATEN CILACAP

PENILAIAN AKHIR TAHUN
SEKOLAH MENENGAH PERTAMA (SMP)
TAHUN PELAJARAN 2021 / 2022
KURIKULUM 2013

DOKUMEN NEGARA
SANGAT RAHASIA

Mata Pelajaran : Bahasa Inggris
Kelas : VII (Tujuh)
Hari / tanggal : Rabu, 8 Juni 2022
Waktu : 07.30 – 09.30 (120 menit)

PETUNJUK UMUM :

- Tulislah terlebih dahulu nomor peserta Anda pada lembar jawaban yang telah disediakan.
- Periksalah soal-soal sebelum Anda menjawabnya. Laporkan kepada Pengawas PAT kalau terdapat tulisan yang kurang jelas, rusak, atau jumlah soal kurang.
- Jumlah soal sebanyak 40 butir, terdiri atas pilihan ganda. Semua harus di jawab.
- Dahulukan mengerjakan soal-soal yang Anda anggap mudah.
- Kerjakan pada lembar jawaban yang disediakan, dengan menggunakan bolpoint / pulpen yang bertinta biru atau hitam.
- Apabila ada jawaban yang akan diperbaiki, coretlah dengan dua garis lurus mendatar pada abjad yang hendak diperbaiki, kemudian berilah tanda silang (X) pada abjad yang Anda anggap benar.
Contoh : Pilihan semula : a X c d
Dibetulkan : a = X = X d
- Periksalah pekerjaan Anda sebelum diserahkan kepada Pengawas.

CHOOSE THE CORRECT ANSWER BY CROSSING a, b, c OR d ON YOUR WORKSHEET!

Dialogue for questions 1 to 3

Dewi : Diana, do you have a pet?

Diana : Yes, I do. I have a cat.

Dewi : I love cat. What does it look like?

Diana : It has white fur with some black spots and long tail. It is very playful.

Dewi : Wow, I can imagine how adorable it is.

- What is the purpose of the dialog above?
a. to describe someone's pet
b. to describe the writer's cat
c. to tell the story of a cat
d. to tell how to buy a cat
- Diana loves cat because it is
a. long
b. white
c. clean
d. playful
- "It is very playful"
The underlined word refers to
a. fur
b. tail
c. pet
d. cat

The following text is for questions 4 to 7

Maudy Ayunda is a famous artist from Indonesia. Her full name is Ayunda Raza Maudya. She is a singer and actress. She was born in Jakarta on December 19th 1994.

Maudy is a good-looking girl. She has thin lips, oval face, and short black hair. She has a very nice smile, an innocent look, and very friendly to people. Her hobbies are singing, swimming, writing, and playing musical instrument. She can play piano and guitar. She likes to create a song using guitar and piano.

b.inggris. 7. smp. clp

2

- The text is written to describe
a. a good-looking girl
X one of the most popular artists
c. a wonderful and smart student
d. world's most talented singer
- Based on the text, we know that Maudy is a
a. weird and lazy actress
b. wonderful but lazy star
c. popular but weird artist
X talented and beautiful singer
- Which of the following statement is true according to the text?
a. Maudy has long, black and curly hair.
b. Maudy is a very popular pianist.
c. Maudy is a multitalented artist.
d. Maudy has an uninnocent look.
- Her hobbies are singing, swimming, writing, and playing musical instrument"
The underlined word refers to
a. singer's
b. actress'
c. Maudy's
d. artist's

The following dialogue is for questions 8 to 10


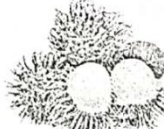
Erwin : Do you like eating fruits and vegetables?

David : Yes, I do.

Erwin : What are your favorite fruit and vegetables?

David : Banana and spinach, what about you?

Erwin : I like papaya and lettuce. But, I think I like all fruits and vegetables because they are very good for our body. They contain so many vitamins.

- What do the boys talk about?
a. Fruit and vegetables.
b. Favorite food and drink.
c. Banana and spinach.
d. Papaya and lettuce.
- Why does Erwin like papaya and lettuce? Because they are
a. lack of vitamins
b. good for health
c. easy to find
d. favorite fruit
- "... because they are very good for our body."
The underlined word refers to
a. Erwin and David.
b. fruits and vegetables.
c. Banana and spinach.
d. Papaya and lettuce.
- What are they?

a. They are large birds and kept for their eggs or meat.
b. They are fluffy animals with short tails and long ears.
c. They are very cute pets. They love fish very much.
d. They are pet animals and kept for keeping house.
- What are they?

a. These large tropical fruit has spiky and tough skin.
b. These exotic fruit has spiky skin and strong aroma.
c. These large spiky fruit are known as the king of fruit.
d. These tropical hairy fruit are sweet, fresh and delicious.

b.inggris. 7. smp. clp

5

27. "They are lined up in front of and behind each building" (Last paragraph)
The underlined word refers to
- a. buildings
 - b. flowers
 - c. fields
 - d. trees

28.



- Based on the picture, what does your cat usually do?
- a. It usually sleeps on the sofa.
 - b. It likes chasing mouse.
 - c. It always eats meat.
 - d. It loves to catch fish.

The following text is for questions 29 to 31.

I have a best friend. His name is Aldo. Aldo is my classmate. He is tall and a bit fat. He has curly hair. He wears a pair of glasses. His hobby is reading and playing games on PlayStation. When we have spare time, we usually play PS together. We usually play it in the afternoon after school. Aldo is the same age as I am. He is thirteen years old. Most of my friends like Aldo because he is a nice boy. He is polite and helpful.

29. What does Aldo look like?
- a. He is fat and wears glasses.
 - b. He is short with curly hair.
 - c. He is tall with wavy hair.
 - d. He is fat and short.
30. From the text, we know that the writer ...
- a. goes to different school with Aldo
 - b. does not like playing PlayStation
 - c. knows Aldo so well
 - d. is older than Aldo
31. "We usually play it in the afternoon after school."
The underlined word refers to ...
- a. The writer and his friends
 - b. The writer and Aldo
 - c. The writer's friends.
 - d. Aldo's classmates
32. Arrange these jumbled words to be a good sentence.
Machine - on - take a nap - the - my cat - washing - likes to
- 1 2 3 4 5 6 7
- The correct arrangement is ...
- a. 5-7-3-2-4-6-1
 - b. 5-7-3-2-4-1-6
 - c. 4-5-7-3-2-6-1
 - d. 4-5-6-7-3-2-1

33. Arrange these jumbled sentences to be a good paragraph
- (1) It's between the sofa and the TV.
 - (2) We also keep the TV remote on it.
 - (3) We have a coffee table in the living room.
 - (4) We put drinks and snacks on it.
 - (5) It's a wooden table but has a glass top so it is easy to keep clean.
- a. 3-1-5-4-2
 - b. 3-1-2-4-5
 - c. 5-1-4-3-2
 - d. 5-1-2-4-3

The following text is for questions 34 to 36.

Salfa and Salna are twins. They always want to look the same. They like to dress alike. So people are always confused. Their teachers and friends are too. But, I am not. I know the differences between both of them. Salfa has a mole under her left ear and Salna has one under her right ear. Once more, Salna is a left handed girl. They do everything together. They study in the same classroom and they sit next to the each other at the same desk. They play badminton and tennis. They like the sports because they can play it together as a team.

34. Why does the writer write the text above?
- a. To describe Salfa and Salna.
 - b. To describe the writer's sisters.
 - c. To inform badminton and tennis.
 - d. To tell the differences of the sisters.

b.inggris. 7. smp. clp

6

35. Salfa is the girl who
- a. has a mole near her right ear
 - b. hold racket with her right hand
 - c. use her left hand to hold racket
 - d. likes to play football and tennis
36. "I know the differences between both of them." (Paragraph 1)
The underlined word refers to
- a. the teachers
 - b. the students
 - c. the people
 - d. the twins

The following song lyric is for questions 37 to 40.

Rain, rain, go away Come again another day My daddy wants to play Rain, rain go away Rain, rain, go away Come again another day My brother wants to play Rain, rain, go away	Rain, rain, go away Come again another day My mommy wants to play Rain, rain, go away Rain, rain, go away Come again another day My sister wants to play Rain, rain, go away
---	---

37. What will the writer probably do when the rain stops?
- a. Play with her family.
 - b. Play in the rain.
 - c. Wait for the rain.
 - d. Come another day.
38. What does the writer want to say?
- a. He wants to see the rain.
 - b. Can't go out when raining.
 - c. He likes rainbow in the rain.
 - d. Can't stay at home when raining.
39. If you go out and play when raining, you will probably get
- a. tired
 - b. angry
 - c. old
 - d. sick
40. "Come again another day"
The underline word means
- a. every
 - b. each
 - c. next
 - d. all

==74==

Appendix 4
English Lesson Plan

1. English Lesson Plan of SMP Negeri 2 Karangpucung
RPP BLENDED LEARNING 1
KD. 3.4 DAN 4.4

Nama Satuan Pendidikan	: SMP Negeri 2 Karangpucung.
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Tahun Pelajaran	: 2021/2022
Materi Pokok	: Deskripsi Benda
Alokasi Waktu	: 2 Pertemuan (4 x 40 menit)

1. Tujuan Pembelajaran	: 1. Setelah mengikuti kegiatan pembelajaran, siswa dapat: <ol style="list-style-type: none"> a. mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat benda. b. mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat benda. c. mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat benda. 2. Setelah mengamati gambar yang diberikan, siswa dapat: <ol style="list-style-type: none"> a. melengkapi teka teki silang dengan benar. b. mendeskripsikan gambar tersebut dengan percaya diri.
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2. Kegiatan Pembelajaran	:
--------------------------	---

1) SYNCHRONOUS : (40-60 MENIT) / TATAP MUKA TERBATAS

- a. Kegiatan Awal (5 menit) :
- 1) Siswa menjawab salam dan berdoa.
 - 2) Bertegur sapa dan bersyukur atas kesehatan.
 - 3) Membuat kelompok diskusi (4-5 siswa) dengan *games*
 - 4) Mengamati gambar yang diberikan.
 - 5) Memahami tujuan pembelajaran dan manfaat pembelajaran.
 - 6) Membuat kesepakatan kelas.
 - 7) Memahami rencana kegiatan pembelajaran dan penilaian.
- b. Kegiatan Inti (20 menit) :
- 1) Siswa dalam kelompok membuat minimal satu pertanyaan berdasarkan gambar.
 - 2) Siswa menjawab pertanyaan kelompok lain.
 - 3) Siswa mengisi teka teki silang.
 - 4) Siswa mengumpulkan jawaban hasil diskusi kelompok.
 - 5) Siswa menuliskan jawaban di papan tulis secara bergiliran tiap kelompok untuk didiskusikan.
 - 6) Guru memberikan feedback.
(Guru berperan mengarahkan siswa menggunakan bahasa Inggris sesering mungkin dalam setiap kegiatan dan mengarahkan pada materi pembelajaran)
- c. Kegiatan Akhir (5 menit) :
- 1) Siswa membuat kesimpulan
 - 2) Memahami tugas pertemuan berikutnya.
 - 3) Mengungkapkan apresiasi, doa penutup dan salam.

2) ASYNCHRONOUS : (100-120 MENIT) / WA, Telegram, Google classroom

- a. Kegiatan Awal (15 menit) :
- 1) Siswa membaca petunjuk kegiatan *asynchronous*.
 - 2) Berkonsultasi dengan guru secara daring.
 - 3) Memahami tujuan pembelajaran, manfaat pembelajaran, kesepakatan kelas, rencana kegiatan pembelajaran dan penilaian.
 - 4) Siswa mengamati gambar yang diberikan.

- b. Kegiatan Inti (70 menit)
- 1) Siswa berkonsultasi dengan guru secara daring untuk memahami petunjuk setiap latihan dalam kegiatan *asynchronous*.
 - 2) Menjawab pertanyaan.
 - 3) Mempelajari gambar.
 - 4) Melengkapi rumpang kalimat berdasarkan gambar.
 - 5) Diskusi persiapan presentasi kelompok melalui chat.
 - 6) Tugas: membuat video presentasi kelompok.
- c. Kegiatan Akhir (15 menit)
- 1) Membuat refleksi pembelajaran
 - 2) Membuat kesimpulan.
 - 3) Memahami materi/kegiatan pertemuan berikutnya.
 - 4) Memberi apresiasi, doa penutup dan salam.

Model Pembelajaran : Discovery Learning

Media, alat dan bahan : Gambar, HP dan LKS.

: <https://crosswordlabs.com/view/describing-things-8>

Sumber

3. Penilaian	:	Sikap	Pengetahuan	Keterampilan
a. Jenis	:	Percaya diri	Tes Tulis	ilan
b. Bentuk	:	Pengamatan	Teka Teki	Praktik
c. Instrumen	:	Lembar pengamatan	Terlampir	Presentasi Terlampir

Mengetahui;
Kepala SMP Negeri 2 Karangpucung

Cilacap, 09 Januari 2022
Guru Mata Pelajaran,

Dra.Melania Dwiyani H,M.Pd
NIP. 19660930 199702 2 001

Eka Nurma Apriyanto,S.Pd
NIP. -

RPP BLENDED LEARNING 2

KD. 3.4 DAN 4.4

Nama Satuan Pendidikan	: SMP Negeri 2 Karangpucung.
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Tahun Pelajaran	: 2021/2022
Materi Pokok	: Deskripsi benda
Alokasi Waktu	: 2 Pertemuan (4 x 40 menit)
d. Tujuan Pembelajaran	: <ol style="list-style-type: none"> 2. Setelah mengikuti kegiatan pembelajaran, siswa dapat: <ol style="list-style-type: none"> 4. mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat benda. 5. mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat benda. 6. mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat benda. 3. Setelah mengamati gambar yang diberikan, siswa dapat: <ol style="list-style-type: none"> c. Dengan diperdengarkan sebuah teks, siswa dapat menentukan rincian informasi dengan benar. d. Dengan memilih salah satu tempat favorit di sekolah, secara berpasangan siswa dapat bermain peran mendeskripsikannya dengan percaya diri.
e. Kegiatan Pembelajaran	: <p>3) SYNCHRONOUS : (40-60 MENIT) / TATAP MUKA TERBATAS</p> <ol style="list-style-type: none"> d. Kegiatan Awal : (5 menit) <ol style="list-style-type: none"> 8) Siswa menjawab salam dan berdoa. 9) Bertegur sapa dan bersyukur atas kesehatan. 10) Membaca rumpang teks yang diberikan. 11) Memahami tujuan pembelajaran dan manfaat pembelajaran. 12) Membuat kesepakatan kelas. 13) Memahami rencana kegiatan pembelajaran dan penilaian.

- e. Kegiatan Inti (20 menit) :
- 7) Siswa membaca kembali rumpang teks yang diberikan secara berpasangan.
 - 8) Tanya jawab rumpang teks (dengan guru, teman, konsultasi dengan kamus, memanfaatkan google translate, dsb)
 - 9) Mendengarkan guru membaca teks tersebut dengan seksama.
 - 10) Melengkapi rumpang teks berdasarkan teks yang diperdengarkan guru.
 - 11) Menuliskan jawaban di papan tulis.
 - 12) Tanya jawab isi teks.
 - 13) Menjawab pertanyaan berdasarkan teks.
 - 14) Mengumpulkan hasil diskusi berpasangan.
 - 15) Menulis jawaban di papan tulis.
 - 16) Guru memberikan feedback.
(Guru berperan mengarahkan siswa menggunakan bahasa Inggris sesering mungkin dalam setiap kegiatan dan mengarahkan pada materi pembelajaran)
- f. Kegiatan Akhir (5 menit) :
- 4) Siswa membuat kesimpulan
 - 5) Memahami tugas pertemuan berikutnya.
 - 6) Mengungkapkan apresiasi, doa penutup dan salam.

4) ASYNCHRONOUS : (100-120 MENIT) / WA, Telegram, Google classroom

- d. Kegiatan Awal (15 menit)
- 5) Siswa membaca petunjuk kegiatan *asynchronous*.
 - 6) Berkonsultasi dengan guru secara daring.
 - 7) Memahami tujuan pembelajaran, manfaat pembelajaran, kesepakatan kelas, rencana kegiatan pembelajaran dan penilaian.
- e. Kegiatan Inti (70 menit)
- 7) Siswa membaca rumpang dialog dengan seksama.
 - 8) Mendengarkan rekaman suara/video guru membacakan teks dialog tersebut.
 - 9) Melengkapi rumpang dialog.
 - 10) Memahami isi dialog.
 - 11) Melengkapi rumpang dialog berdasarkan dua tempat favorit di sekolah menurut siswa untuk dideskripsikan.
 - 12) Menentukan salah satu tempat favorit sebagai tema dialog yang akan dipraktikkan.
 - 13) Diskusi persiapan praktik dialog berpasangan melalui chat.
 - 14) Tugas: membuat video praktik dialog berpasangan.

- f. Kegiatan Akhir (15 menit)
- 5) Membuat refleksi pembelajaran
 - 6) Membuat kesimpulan.
 - 7) Memahami materi/kegiatan pertemuan berikutnya.
 - 8) Meminta siswa dalam kelompok untuk berbagi tugas membawa buku gambar dan alat pewarna.
 - 9) Memberi apresiasi, doa penutup dan salam.

Model Pembelajaran : Discovery Learning

Media, alat dan bahan : Gambar, HP dan LKS.

Sumber : <https://crosswordlabs.com/view/describing-things-8>

f. Penilaian	:	Sikap	Pengetahuan	Keterampilan
a. Jenis	:	Santun	Tes Tulis	Kinerja
b. Bentuk	:	Pengamatan	Soal berdasarkan teks	Bermain peran
c. Instrumen	:	Lembar pengamatan	Terlampir	Terlampir

Mengetahui;
Kepala SMP Negeri 2 Karangpucung

Cilacap, 09 Januari 2022
Guru Mata Pelajaran,

Dra.Melania Dwiyani H,M.Pd
NIP. 19660930 199702 2 001

Eka Nurma Apriyanto,S.Pd
NIP. -

RPP BLENDED LEARNING 3

KD. 3.4 DAN 4.4

Nama Satuan Pendidikan	:	SMP Negeri 2 Karangpucung.
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/2
Tahun Pelajaran	:	2021/2022
Materi Pokok	:	Deskripsi benda
Alokasi Waktu	:	2 Pertemuan (4 x 40 menit)

-
1. Tujuan Pembelajaran : 10) Setelah mengikuti kegiatan pembelajaran, siswa dapat:
- d. mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat benda.
 - e. mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat benda.
 - f. mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat benda.
- 11) Dengan berdiskusi kelompok, siswa dapat menggambar kelas impiannya dengan baik.
-

2. Kegiatan Pembelajaran :
- e. SYNCHRONOUS : (40-60 MENIT) / TATAP MUKA TERBATAS**
- 5) Kegiatan Awal (5 menit) :
- g. Siswa menjawab salam dan berdoa.
 - h. Bertegur sapa dan bersyukur atas kesehatan.
 - i. Mempelajari gambar yang diberikan.
 - j. Memahami tujuan pembelajaran dan manfaat pembelajaran.
 - k. Membuat kesepakatan kelas.
 - l. Memahami rencana kegiatan pembelajaran dan penilaian.
- 6) Kegiatan Inti (20 menit) :
- 14) Siswa membuat kelompok.
 - 15) Mengamati kembali gambar yang diberikan dengan seksama.
 - 16) Menjawab pertanyaan berdasarkan teks (Siswa diarahkan untuk bersyukur memiliki kelas yang lebih baik dan menumbuhkan semangat untuk belajar lebih giat)
 - 17) Mengungkapkan kelas impiannya.
 - 18) Mencari contoh kelas impiannya di internet (jika mempunyai akses)
 - 19) Menggambar kelas impian.
 - 20) Memajang gambar kelas impiannya di kelas.
 - 21) Saling memberikan tanggapan positif.
- 7) Kegiatan Akhir (5 menit) :
- 1) Siswa memahami kesimpulan untuk selalu bersyukur atas apa yang dimiliki dan menumbuhkan semangat giat belajar.
 - 2) Memahami tugas pertemuan berikutnya.
 - 3) Mengungkapkan apresiasi, doa penutup dan salam.
-

- f. ASYNCHRONOUS : (100-120 MENIT) / WA, Telegram, Google classroom**
- S**

- 8) Kegiatan Awal (15 menit)
- 1) Siswa membaca petunjuk kegiatan *asynchronous*.
 - 2) Berkonsultasi dengan guru secara daring.
 - 3) Memahami tujuan pembelajaran, manfaat pembelajaran, kesepakatan kelas, rencana kegiatan pembelajaran dan penilaian.
- 9) Kegiatan Inti (70 menit)
- 1) Siswa membaca teks dengan seksama.
 - 2) Memahami isi teks.
 - 3) Menjawab pertanyaan berdasarkan teks melalui tautan padlet yang dibagikan guru.

Bagi siswa yang terkendala HP atau jaringan internet dapat menulis jawaban pada lembar jawab dan dikumpulkan pada jadwal kelas tatap muka atau sesuai kesepakatan.

- 10) Kegiatan Akhir (15 menit)
- 1) Membuat refleksi pembelajaran
 - 2) Membuat kesimpulan.
 - 3) Memahami materi/kegiatan pertemuan berikutnya.
 - 4) Memberi apresiasi, doa penutup dan salam.

Model Pembelajaran : Discovery Learning

Media, alat dan bahan : Gambar, HP dan LKS.

Sumber : <https://mediaindonesia.com/nusantara/391261/>

3. Penilaian	:	Sikap	Pengetahuan	Keterampilan	
a. Jenis	:	Kerjasama	Tes Tulis	Kinerja	
b. Bentuk	:	Pengamatan	Pilihan ganda	Menggambar	kelas
c. Instrumen	:	Lembar pengamatan	Terlampir	impian	
				Terlampir	

Mengetahui;
Kepala SMP Negeri 2 Karangpucung

Cilacap, 09 Januari 2022
Guru Mata Pelajaran,

Dra.Melania Dwiyani H,M.Pd
NIP. 19660930 199702 2 001

Eka Nurma Apriyanto,S.Pd
NIP. -

RPP BLENDED LEARNING 4

KD. 3.4 DAN 4.4

Nama Satuan Pendidikan	: SMP Negeri 2 Karangpuucung.
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Tahun Pelajaran	: 2021/2022
Materi Pokok	: Deskripsi orang
Alokasi Waktu	: 2 Pertemuan (4 x 40 menit)
4. Tujuan Pembelajaran	: <ol style="list-style-type: none"> 12) Setelah mengikuti kegiatan pembelajaran, siswa dapat: <ol style="list-style-type: none"> g. mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang. h. mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang. i. mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang. 5. Dengan berdiskusi kelompok, siswa dapat mendeskripsikan sifat seseorang dengan baik. 6. Setelah mengikuti kegiatan pembelajaran, siswa dapat menyusun teks deskriptif tulis, sangat pendek dan sederhana, terkait orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
7. Kegiatan Pembelajaran	: <p>g. SYNCHRONOUS : (40-60 MENIT) / TATAP MUKA TERBATAS</p> <p>8) Kegiatan Awal (5 menit)</p> <ol style="list-style-type: none"> m. Siswa menjawab salam dan berdoa. n. Bertegur sapa dan bersyukur atas kesehatan. o. Mempelajari sebuah gambar. p. Memahami tujuan pembelajaran dan manfaat pembelajaran. q. Membuat kesepakatan kelas. r. Memahami rencana kegiatan pembelajaran dan penilaian.

- 9) Kegiatan Inti : 22) Siswa mengamati kembali gambar dengan seksama.
(20 menit) 23) Menjawab pertanyaan berdasarkan gambar.
24) Menerima kertas kosong berukuran sekitar 8 x 10cm
25) Menuliskan nama salah satu teman baik di bagian atas tengah kertas.
26) Menuliskan tiga sampai lima sifat baik di bawah namanya.
27) Maju bergiliran ke depan kelas untuk memperkenalkan nama sahabat dan sifat baiknya (separuh kelas).
28) Menuliskan satu sampai tiga sifat jelek sahabat di balik kertas kosong
29) Maju bergiliran ke depan kelas untuk memperkenalkan sifat jelek sahabat (tanpa mengucapkan namanya).
- 10) Kegiatan Akhir : 4) Siswa memahami kesimpulan untuk mempertahankan sifat baik
(5 menit) dan menghilangkan sifat yang tidak baik dalam membina hubungan baik dengan teman.
5) Memahami tugas pertemuan berikutnya.
6) Mengungkapkan apresiasi, doa penutup dan salam.

h. ASYNCHRONOUS : (100-120 MENIT) / WA, Telegram, Google classroom

- 11) Kegiatan Awal : g. Siswa membaca petunjuk kegiatan *asynchronous*.
(15 menit) h. Berkonsultasi dengan guru secara daring.
i. Memahami tujuan pembelajaran, manfaat pembelajaran, kesepakatan kelas, rencana kegiatan pembelajaran dan penilaian.
- 12) Kegiatan Inti : 17) Siswa membaca teks dengan seksama.
(70 menit) 18) Memahami isi teks.
19) Menjawab pertanyaan berdasarkan teks melalui tautan padlet yang dibagikan guru.
Bagi siswa yang terkendala HP atau jaringan internet dapat menulis jawaban pada lembar jawab dan dikumpulkan pada jadwal kelas tatap muka atau sesuai kesepakatan.
- 13) Kegiatan Akhir : 1) Membuat refleksi pembelajaran
(15 menit) 2) Membuat kesimpulan.
3) Memahami materi/kegiatan pertemuan berikutnya.
4) Memberi apresiasi, doa penutup dan salam.

Model Pembelajaran : Discovery Learning

Media, alat dan bahan : Gambar, HP dan LKS.

Sumber	:	https://wallpapersafari.com/best-friends-forever-wallpapers/		
8. Penilaian	:	Sikap	Pengetahuan	Keterampilan
7) Jenis	:	Kreatif	Tes lisan	Produk
8) Bentuk	:	Pengamatan	Sahabat	Gambar Best friend
9) Instrumen	:	Lembar pengamatan	Terlampir	Terlampir

Mengetahui;
Kepala SMP Negeri 2 Karangpucung

Cilacap, 09 Januari 2022
Guru Mata Pelajaran,

Dra.Melania Dwiyani H,M.Pd
NIP. 19660930 199702 2 001

Eka Nurma Apriyanto,S.Pd
NIP. -

RPP BLENDED LEARNING 5

KD. 3.4 DAN 4.4

Nama Satuan Pendidikan	:	SMP Negeri 2 Karangpucung.
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/2
Tahun Pelajaran	:	2021/2022
Materi Pokok	:	Deskripsi orang
Alokasi Waktu	:	2 Pertemuan (4 x 40 menit)

-
- 15) Tujuan Pembelajaran : 9. Setelah mengikuti kegiatan pembelajaran, siswa dapat:
- 13) mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang.
 - 14) mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang.
 - 15) mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang.
10. Dengan diperdengarkan sebuah monolog, siswa dapat melengkapi rumpang teks dengan benar.
11. Menyusun teks deskriptif tulis, sangat pendek dan sederhana, terkait orang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
-

16) Kegiatan Pembelajaran :

i. SYNCHRONOUS : (40-60 MENIT) / TATAP MUKA TERBATAS

- 11) Kegiatan Awal : s. Siswa menjawab salam dan berdoa.
 (5 menit) t. Bertegur sapa dan bersyukur atas kesehatan.
 u. Mempelajari sebuah gambar.
 v. Memahami tujuan pembelajaran dan manfaat pembelajaran.
 w. Membuat kesepakatan kelas.
 x. Memahami rencana kegiatan pembelajaran dan penilaian.
- 12) Kegiatan Inti : 1) Siswa mengamati kembali gambar dengan seksama.
 (20 menit) 2) Menyimak guru membacakan monolog.
 3) Mengisi teks rumpang berdasarkan monolog tersebut.
 4) Menuliskan jawaban di papan tulis secara bergantian per kalimat.
 5) Tanya jawab isi teks.
 6) Menjawab pertanyaan berdasarkan teks.
- 13) Kegiatan Akhir : j. Siswa memahami kesimpulan tentang menghargai perbedaan,
 (5 menit) saling menghormati dan menyayangi sesama makhluk ciptaan Tuhan.
 k. Memahami tugas pertemuan berikutnya.
 l. Mengungkapkan apresiasi, doa penutup dan salam.
-

j. ASYNCHRONOUS : (100-120 MENIT) / WA, Telegram, Google classroom

S

20)Kegiatan Awal (15 menit)	30)Siswa membaca petunjuk kegiatan <i>asynchronous</i> .
21)Kegiatan Inti (70 menit)	<p>31)Berkonsultasi dengan guru secara daring.</p> <p>32)Memahami tujuan pembelajaran, manfaat pembelajaran, kesepakatan kelas, rencana kegiatan pembelajaran dan penilaian.</p> <p>7) Siswa memilih salah satu guru favorit.</p> <p>8) Meminta izin kepada guru tersebut untuk mendeskripsikannya.</p> <p>9) Meminta izin berfoto bersama, dicetak dan ditempel di lembar jawab. Diberi hiasan jika perlu.</p> <p>10) Mendeskripsikannya sesuai contoh disesuaikan dengan ciri fisik guru tersebut.</p> <p>11) Mencari informasi guru tersebut mengajar mata pelajaran apa dan kelas berapa.</p> <p>12) Menerjemahkan semua kata yang diperlukan dan memastikan semua benar.</p> <p>13) Memperlihatkan hasil karya kepada guru tersebut sebelum dipresentasikan dan dipajang di kelas.</p> <p>14) Membuat video monolog mendeskripsikan seorang guru favorit.</p> <p>15) Mengumpulkan kertas kerja pada jam tatap muka. Bagi siswa yang terkendala HP atau jaringan internet dapat menulis jawaban pada lembar jawab dan dikumpulkan pada jadwal kelas tatap muka atau sesuai kesepakatan.</p>
22)Kegiatan Akhir (15 menit)	<p>14)Membuat refleksi pembelajaran</p> <p>15)Membuat kesimpulan.</p> <p>16)Memahami materi/kegiatan pertemuan berikutnya.</p> <p>17)Memberi apresiasi, doa penutup dan salam.</p>
Model Pembelajaran	: Discovery Learning
Media, alat dan bahan	: Gambar, HP dan LKS.
Sumber	: https://m.facebook.com/photo.php?fbid=980525835304418&id=10000410331721&set=pb.10000410331721.-2207520000.&source=42

17)Penilaian	: Sikap	Pengetahuan	Keterampilan
5) Jenis	: Peduli sosial	Tes tulis	Praktik
6) Bentuk	: Pengamatan	Melengkapi	Monolog
7) Instrumen	: Lembar pengamatan	Terlampir	Terlampir

Mengetahui;
Kepala SMP Negeri 2 Karangpucung

Cilacap, 09 Januari 2022
Guru Mata Pelajaran,

Dra.Melania Dwiyani H,M.Pd
NIP. 19660930 199702 2 001

Eka Nurma Apriyanto,S.Pd
NIP. -

RPP BLENDED LEARNING 6

KD. 3.4 DAN 4.4

Nama Satuan Pendidikan : SMP Negeri 2 Karangpucung.
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Tahun Pelajaran : 2021/2022
Materi Pokok : Deskripsi orang
Alokasi Waktu : 2 Pertemuan (4 x 40 menit)

7. Tujuan Pembelajaran : 3. Setelah mengikuti kegiatan pembelajaran, siswa dapat:
- d. mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang.
 - e. mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang.
 - f. mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang.
4. Dengan diperdengarkan sebuah teks descriptive tentang seseorang, siswa dapat mengisi rumpang teks dengan benar.

8. Kegiatan Pembelajaran :

- k. SYNCHRONOUS : (40-60 MENIT) / TATAP MUKA TERBATAS**
- 14) Kegiatan Awal : (5 menit)**
- y. Siswa menjawab salam dan berdoa.
 - z. Bertegur sapa dan bersyukur atas kesehatan.
 - aa. Mempelajari gambar yang diberikan.
 - bb. Memahami tujuan pembelajaran dan manfaat pembelajaran.
 - cc. Membuat kesepakatan kelas.
 - dd. Memahami rencana kegiatan pembelajaran dan penilaian.
- 15) Kegiatan Inti : (20 menit)**
- 33) Siswa membuat kelompok.
 - 34) Mengamati kembali gambar yang diberikan dengan seksama.
 - 35) Mengisi *mind map*.
 - 36) Menuliskan *mind map* di papan tulis.
 - 37) Saling memberikan tanggapan positif.
 - 38) Mendengarkan guru membaca sebuah teks tentang guru favorit.
 - 39) Melengkapi teks rumpang berdasarkan teks yang dibacakan dalam 3 kali pengulangan.
 - 40) Mengumpulkan jawaban.
- 16) Kegiatan Akhir : (5 menit)**
- 23) Siswa memahami kesimpulan bahwa setiap siswa memiliki guru favorit tetapi tetap harus menghormati dan menyayangi semua guru di sekolah.
 - 24) Memahami tugas pertemuan berikutnya.
 - 25) Mengungkapkan apresiasi, doa penutup dan salam.
-
- l. ASYNCHRONOUS : (100-120 MENIT) / WA, Telegram, Google classroom**
- 10) Kegiatan Awal : (15 menit)**
- m. Siswa membaca petunjuk kegiatan *asynchronous*.
 - n. Berkonsultasi dengan guru secara daring.
 - o. Memahami tujuan pembelajaran, manfaat pembelajaran, kesepakatan kelas, rencana kegiatan pembelajaran dan penilaian.
- 11) Kegiatan Inti : (70 menit)**
- 18) Siswa membaca teks dengan seksama.
 - 19) Berdiskusi untuk memahami isi teks.
 - 20) Menjawab pertanyaan berdasarkan teks melalui tautan padlet yang dibagikan guru.
 - 21) Berkonsultasi dengan guru apabila ada kesulitan.
Bagi siswa yang terkendala HP atau jaringan internet dapat menulis jawaban pada lembar jawab dan dikumpulkan pada jadwal kelas tatap muka atau sesuai kesepakatan.

12) Kegiatan Akhir (15 menit)	18)Membuat refleksi pembelajaran 19)Membuat kesimpulan. 20)Memahami materi/kegiatan pertemuan berikutnya. 21)Memberi apresiasi, doa penutup dan salam.
Model Pembelajaran	: Discovery Learning
Media, alat dan bahan	: Gambar, HP dan LKS.
Sumber	: https://whatistheurl.com/my-favorite-teacher/
9. Penilaian	: Sikap Pengetahuan Keterampilan
16) Jenis	: Kerjasama Tes Tulis Kinerja
17) Bentuk	: Pengamatan Pilihan Ganda Menggambar kelas
18) Instrumen	: Lembar Terlampir impian pengamatan Terlampir

Mengetahui;
Kepala SMP Negeri 2 Karangpucung

Cilacap, 09 Januari 2022
Guru Mata Pelajaran,

Dra.Melania Dwiyani H,M.Pd
NIP. 19660930 199702 2 001

Eka Nurma Apriyanto,S.Pd
NIP. -

RPP BLENDED LEARNING 7

KD. 3.4 DAN 4.4

Nama Satuan Pendidikan	: SMP Negeri 2 Karangpucung.
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Tahun Pelajaran	: 2021/2022
Materi Pokok	: Deskripsi benda
Alokasi Waktu	: 2 Pertemuan (4 x 40 menit)

-
- 13) Tujuan Pembelajaran : 22) Setelah mengikuti kegiatan pembelajaran, siswa dapat:
12. mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat binatang.
 13. mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat binatang.
 14. mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat binatang.
- 14) Pada akhir pembelajaran, siswa dapat melukis seekor binatang kesayangan dengan baik.
-

15) Kegiatan Pembelajaran :

m. SYNCHRONOUS : (40-60 MENIT) / TATAP MUKA TERBATAS

- 17) Kegiatan Awal : 1) Siswa menjawab salam dan berdoa.
(5 menit) 2) Bertegur sapa dan bersyukur atas kesehatan.
3) Mempelajari sebuah gambar.
4) Memahami tujuan pembelajaran dan manfaat pembelajaran.
5) Membuat kesepakatan kelas.
6) Memahami rencana kegiatan pembelajaran dan penilaian.
- 18) Kegiatan Inti : ee. Siswa mengamati kembali gambar dengan seksama.
(20 menit) ff. Menjawab pertanyaan berdasarkan gambar.
gg. Menerima kertas kosong berukuran sekitar 8 x 10cm
hh. Menuliskan nama salah satu teman baik di bagian atas tengah kertas.
ii. Menuliskan tiga sampai lima sifat baik di bawah namanya.
jj. Maju bergiliran ke depan kelas untuk memperkenalkan nama sahabat dan sifat baiknya (separuh kelas).
kk. Menuliskan satu sampai tiga sifat jelek sahabat di balik kertas kosong
ll. Maju bergiliran ke depan kelas untuk memperkenalkan sifat jelek sahabat (tanpa mengucapkan namanya).
- 19) Kegiatan Akhir : 41) Siswa memahami kesimpulan untuk mempertahankan sifat baik dan menghilangkan sifat yang tidak baik dalam membina hubungan baik dengan teman.
(5 menit) 42) Memahami tugas pertemuan berikutnya.
43) Mengungkapkan apresiasi, doa penutup dan salam.
-

n. ASYNCHRONOUS : (100-120 MENIT) / WA, Telegram, Google classroom

S

- 16) Kegiatan Awal (15 menit)
- 7) Siswa membaca petunjuk kegiatan *asynchronous*.
 8) Berkonsultasi dengan guru secara daring.
 9) Memahami tujuan pembelajaran, manfaat pembelajaran, kesepakatan kelas, rencana kegiatan pembelajaran dan penilaian.

- 17) Kegiatan Inti (70 menit)
- p. Siswa membaca teks dengan seksama.
 q. Memahami isi teks.
 r. Menjawab pertanyaan berdasarkan teks melalui tautan padlet yang dibagikan guru.
 Bagi siswa yang terkendala HP atau jaringan internet dapat menulis jawaban pada lembar jawab dan dikumpulkan pada jadwal kelas tatap muka atau sesuai kesepakatan.

- 18) Kegiatan Akhir (15 menit)
- 26) Membuat refleksi pembelajaran
 27) Membuat kesimpulan.
 28) Memahami materi/kegiatan pertemuan berikutnya.
 29) Memberi apresiasi, doa penutup dan salam.

Model Pembelajaran : Discovery Learning

Media, alat dan bahan : Gambar, HP dan LKS.

Sumber : <https://wallpapersafari.com/best-friends-forever-wallpapers/>

16) Penilaian	:	Sikap	Pengetahuan	Keterampilan
22) Jenis	:	Kreatif	Tes lisan	Produk
23) Bentuk	:	Pengamatan	Sahabat	Gambar Best friend
24) Instrumen	:	Lembar pengamatan	Terlampir	Terlampir

Mengetahui;
 Kepala SMP Negeri 2 Karangpucung

Cilacap, 09 Januari 2022
 Guru Mata Pelajaran,

Dra.Melania Dwiyani H,M.Pd
 NIP. 19660930 199702 2 001

Eka Nurma Apriyanto,S.Pd
 NIP. -

RPP BLENDED LEARNING 8

KD. 3.4 DAN 4.4

Nama Satuan Pendidikan	: SMP Negeri 2 Karangpucung.
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Tahun Pelajaran	: 2021/2022
Materi Pokok	: Deskripsi benda
Alokasi Waktu	: 2 Pertemuan (4 x 40 menit)
17) Tujuan Pembelajaran	: <ol style="list-style-type: none"> 23) Setelah mengikuti kegiatan pembelajaran, siswa dapat: <ol style="list-style-type: none"> 15. mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat benda. 16. mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat benda. 17. mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat benda. 18) Di akhir kegiatan pembelajaran, siswa mampu menyusun teks deskriptif lisan, sangat pendek dan sederhana terkait binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar dan sesuai konteks.
19) Kegiatan Pembelajaran	: <ol style="list-style-type: none"> a. SYNCHRONOUS : (40-60 MENIT) / TATAP MUKA TERBATAS 20) Kegiatan Awal (5 menit) : <ol style="list-style-type: none"> 7) Siswa menjawab salam dan berdoa. 8) Bertegur sapa dan bersyukur atas kesehatan. 9) Mempelajari sebuah gambar. 10) Memahami tujuan pembelajaran dan manfaat pembelajaran. 11) Membuat kesepakatan kelas. 12) Memahami rencana kegiatan pembelajaran dan penilaian.

- 21) Kegiatan Inti : mm. Menyimak guru membacakan dialog.
(20 menit) nn. Mengisi teks rumpang berdasarkan dialog tersebut.
oo. Menuliskan jawaban di papan tulis secara bergantian.
pp. Tanya jawab tentang dialog.
qq. Menjawab pertanyaan berdasarkan dialog.
- 22) Kegiatan Akhir : 44) Siswa memahami kesimpulan tentang menyayangi
(5 menit) binatang.
45) Memahami tugas pertemuan berikutnya.
46) Mengungkapkan apresiasi, doa penutup dan salam.

p. ASYNCHRONOUS : (100-120 MENIT) / WA, Telegram, Google classroom

- 19) Kegiatan Awal : 10) Siswa membaca petunjuk kegiatan *asynchronous*.
(15 menit) 11) Berkonsultasi dengan guru secara daring.
12) Memahami tujuan pembelajaran, manfaat pembelajaran, kesepakatan kelas, rencana kegiatan pembelajaran dan penilaian.
- 20) Kegiatan Inti : s. Siswa membaca dialog dengan seksama.
(70 menit) t. Melengkapi dialog rumpang bersama pasangan sesuai dengan binatang kesayangan yang dimiliki (jenis binatang, jumlah, warna dan sifatnya)
u. Berkonsultasi dengan guru tentang jenis binatang, jumlah, warna dan sifatnya sesuai dengan binatang kesayangan yang dimiliki masing-masing.
v. Praktik dialog berpasangan.
w. Membuat video dialog berpasangan.
x. Mengumpulkan kertas kerja dan video pada jam tatap muka.
Bagi siswa yang terkendala HP atau jaringan internet dapat praktik langsung dan mengumpulkan lembar kerja pada jadwal kelas tatap muka atau sesuai kesepakatan.
- 21) Kegiatan Akhir : 30) Membuat refleksi pembelajaran
(15 menit) 31) Membuat kesimpulan.
32) Memahami materi/kegiatan pertemuan berikutnya.
33) Memberi apresiasi, doa penutup dan salam.
- Model Pembelajaran : Discovery Learning
- Media, alat dan bahan : Gambar, HP dan LKS.

Sumber : <https://radioedukasi.kemdikbud.go.id/detail-audio/3214/18-i-have-a-cute-rabbit-.html>

20) Penilaian	: Sikap	Pengetahuan	Keterampilan
25) Jenis	: Peduli sosial	Tes tulis	Praktik
26) Bentuk	: Pengamatan	Melengkapi	Monolog
27) Instrumen	: Lembar pengamatan	Terlampir	Terlampir

Mengetahui;
Kepala SMP Negeri 2 Karangpucung

Cilacap, 09 Januari 2022
Guru Mata Pelajaran,

Dra.Melania Dwiyani H,M.Pd
NIP. 19660930 199702 2 001

Eka Nurma Apriyanto,S.Pd
NIP. -

RPP BLENDED LEARNING 9

KD. 3.4 DAN 4.4

Nama Satuan Pendidikan	: SMP Negeri 2 Karangpucung.
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Tahun Pelajaran	: 2021/2022
Materi Pokok	: Deskripsi Binatang
Alokasi Waktu	: 2 Pertemuan (4 x 40 menit)

-
- 21) Tujuan Pembelajaran : 24) Setelah mengikuti kegiatan pembelajaran, siswa dapat:
18. mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat binatang.
 19. mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat binatang.
 20. mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat binatang.
-

22) Kegiatan Pembelajaran :

q. SYNCHRONOUS : (40-60 MENIT) / TATAP MUKA TERBATAS

23) Kegiatan Awal
(5 menit)

- 13) Siswa menjawab salam dan berdoa.
- 14) Bertegur sapa dan bersyukur atas kesehatan.
- 15) Mempelajari gambar yang diberikan.
- 16) Memahami tujuan pembelajaran dan manfaat pembelajaran.
- 17) Membuat kesepakatan kelas.
- 18) Memahami rencana kegiatan pembelajaran dan penilaian.

24) Kegiatan Inti
(20 menit)

- rr. Siswa membuat kelompok.
- ss. Mengamati kembali gambar yang diberikan dengan seksama.
- tt. Mengisi *mind map*.
- uu. Menuliskan *mind map* di papan tulis.
- vv. Saling memberikan tanggapan positif.
- ww. Mendengarkan guru membaca sebuah teks tentang guru favorit.
- xx. Melengkapi teks rumpang berdasarkan teks yang dibacakan dalam 3 kali pengulangan.
- yy. Mengumpulkan jawaban.

- 25) Kegiatan Akhir : 47) Siswa memahami kesimpulan bahwa setiap siswa memiliki guru favorit tetapi tetap harus menghormati dan menyayangi semua guru di sekolah.
(5 menit) 48) Memahami tugas pertemuan berikutnya.
49) Mengungkapkan apresiasi, doa penutup dan salam.

r. ASYNCHRONOUS : (100-120 MENIT) / WA, Telegram, Google classroom

- 22) Kegiatan Awal : 13) Siswa membaca petunjuk kegiatan *asynchronous*.
(15 menit) 14) Berkonsultasi dengan guru secara daring.
15) Memahami tujuan pembelajaran, manfaat pembelajaran, kesepakatan kelas, rencana kegiatan pembelajaran dan penilaian.
- 23) Kegiatan Inti : y. Siswa membaca teks dengan seksama.
(70 menit) z. Berdiskusi untuk memahami isi teks.
aa. Menjawab pertanyaan berdasarkan teks melalui tautan padlet yang dibagikan guru.
bb. Berkonsultasi dengan guru apabila ada kesulitan. Bagi siswa yang terkendala HP atau jaringan internet dapat menulis jawaban pada lembar jawab dan dikumpulkan pada jadwal kelas tatap muka atau sesuai kesepakatan.
- 24) Kegiatan Akhir : 34) Membuat refleksi pembelajaran
(15 menit) 35) Membuat kesimpulan.
36) Memahami materi/kegiatan pertemuan berikutnya.
37) Memberi apresiasi, doa penutup dan salam.

Model Pembelajaran : Discovery Learning

Media, alat dan bahan : Gambar, HP dan LKS.

Sumber : <https://whatistheurl.com/my-favorite-teacher/>

23) Penilaian	:	Sikap	Pengetahuan	Keterampilan
28) Jenis	:	Kerjasama	Tes Tulis	Kinerja
29) Bentuk	:	Pengamatan	Jawaban singkat	Menggambar
30) Instrumen	:	Lembar pengamatan	Terlampir	kelas impian Terlampir

Mengetahui;
Kepala SMP Negeri 2 Karangpucung

Cilacap, 09 Januari 2022
Guru Mata Pelajaran,

Dra.Melania Dwiyani H,M.Pd
NIP. 19660930 199702 2 001

Eka Nurma Apriyanto,S.Pd
NIP. -

RPP BLENDED LEARNING 9

KD. 3.4 DAN 4.4

Nama Satuan Pendidikan	: SMP Negeri 2 Karangpucung.
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Tahun Pelajaran	: 2021/2022
Materi Pokok	: Deskripsi Binatang
Alokasi Waktu	: 2 Pertemuan (4 x 40 menit)
25) Tujuan Pembelajaran	: Dengan disajikan contoh teks tentang deskripsi benda, orang dan binatang kesayangan, siswa dapat menyusun sebuah teks deskriptif tulis, sangat pendek dan sederhana, terkait kelas, sahabat, atau binatang kesayangan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
26) Kegiatan Pembelajaran	: 21. SYNCHRONOUS : (40-60 MENIT) / TATAP MUKA TERBATAS 19) Kegiatan Awal (5 menit) : s. Siswa menjawab salam dan berdoa. t. Bertegur sapa dan bersyukur atas kesehatan. u. Mempelajari gambar yang diberikan. v. Memahami tujuan pembelajaran dan manfaat pembelajaran. w. Membuat kesepakatan kelas. x. Memahami rencana kegiatan pembelajaran dan penilaian.

- 20) Kegiatan Inti (20 menit) : 26) Siswa membuat kelompok.
27) Mengamati kembali gambar yang diberikan dengan seksama.
28) Mengisi *mind map*.
29) Menuliskan *mind map* di papan tulis.
30) Saling memberikan tanggapan positif.
31) Mendengarkan guru membaca sebuah teks tentang guru favorit.
32) Melengkapi teks rumpang berdasarkan teks yang dibacakan dalam 3 kali pengulangan.
33) Mengumpulkan jawaban.
- 21) Kegiatan Akhir (5 menit) : zz. Siswa memahami kesimpulan bahwa setiap siswa memiliki guru favorit tetapi tetap harus menghormati dan menyayangi semua guru di sekolah.
aaa. Memahami tugas pertemuan berikutnya.
bbb. Mengungkapkan apresiasi, doa penutup dan salam.
-
- 22. ASYNCHRONOUS : (100-120 MENIT) / WA, Telegram, Google classroom**
- 16) Kegiatan Awal (15 menit) cc. Siswa membaca petunjuk kegiatan *asynchronous*.
dd. Berkonsultasi dengan guru secara daring.
ee. Memahami tujuan pembelajaran, manfaat pembelajaran, kesepakatan kelas, rencana kegiatan pembelajaran dan penilaian.
- 17) Kegiatan Inti (70 menit) 38) Siswa membaca teks dengan seksama.
39) Berdiskusi untuk memahami isi teks.
40) Menjawab pertanyaan berdasarkan teks melalui tautan padlet yang dibagikan guru.
41) Berkonsultasi dengan guru apabila ada kesulitan. Bagi siswa yang terkendala HP atau jaringan internet dapat menulis jawaban pada lembar jawab dan dikumpulkan pada jadwal kelas tatap muka atau sesuai kesepakatan.
- 18) Kegiatan Akhir (15 menit) 50) Membuat refleksi pembelajaran
51) Membuat kesimpulan.
52) Memahami materi/kegiatan pertemuan berikutnya.
53) Memberi apresiasi, doa penutup dan salam.
- Model Pembelajaran : Discovery Learning

Media, alat dan bahan	: Gambar, HP dan LKS.		
Sumber	: https://whatistheurl.com/my-favorite-teacher/		
27) Penilaian	: Sikap	Pengetahuan	Keterampilan
25) Jenis	: Kerjasama	Tes Tulis	Kinerja
26) Bentuk	: Pengamatan	Jawaban singkat	Menggambar
27) Instrumen	: Lembar pengamatan	Terlampir	kelas impian Terlampir

Mengetahui;
Kepala SMP Negeri 2 Karangpucung

Cilacap, 09 Januari 2022
Guru Mata Pelajaran,

Dra. Melania Dwiyani H.M.Pd
NIP. 19660930 199702 2 001

Eka Nurma Apriyanto, S.Pd
NIP. -

RPP BLENDED LEARNING 13

KD. 3.5 DAN 4.5

Nama Satuan Pendidikan	: SMP Negeri 2 Karangpucung.
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Tahun Pelajaran	: 2021/2022
Materi Pokok	: Lirik lagu terkait dengan kehidupan remaja SMP.
Alokasi Waktu	: 2 Pertemuan (4 x 40 menit)

-
- 24) Tujuan Pembelajaran : 28) Setelah mengikuti kegiatan pembelajaran, siswa dapat menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu *I Love You, Daddy* dengan benar.
- 25) Di akhir kegiatan pembelajaran, siswa mampu menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu *I Love You, Daddy* dengan benar.
-

26) Kegiatan Pembelajaran :

23. SYNCHRONOUS : (40-60 MENIT) / TATAP MUKA TERBATAS

- y. Kegiatan Awal : 34) Siswa menjawab salam dan berdoa.
(5 menit) 35) Bertegur sapa dan bersyukur atas kesehatan.
36) Mempelajari sebuah gambar.
37) Memahami tujuan pembelajaran dan manfaat pembelajaran.
38) Membuat kesepakatan kelas.
39) Memahami rencana kegiatan pembelajaran dan penilaian.
- z. Kegiatan Inti : 19) Siswa membentuk kelompok diskusi (4 siswa)
(20 menit) 20) Menyimak lagu *I Love You, Daddy* dengan seksama.
21) Membaca rumpang lirik lagu *I Love You, Daddy* dengan seksama.
22) Tanya jawab berdasarkan lagu dan lirik rumpang.
23) Menyimak kembali lagu *I Love You, Daddy* dengan seksama dan mengisi rumpang lirik tersebut.
24) Mendiskusikan isi lagu.
25) Menuliskan jawaban di papan tulis secara bergantian.
- aa. Kegiatan Akhir : ccc. Siswa memahami kesimpulan lagu dari judulnya
(5 menit) sebagai ungkapan rasa sayang terhadap seorang ayah.
ddd. Memahami tugas pertemuan berikutnya.
eee. Mengungkapkan apresiasi, doa penutup dan salam.

24. ASYNCHRONOUS : (100-120 MENIT) / WA, Telegram, Google classroom

- 54) Kegiatan Awal : 28) Siswa membaca petunjuk kegiatan *asynchronous*.
(15 menit) 29) Berkonsultasi dengan guru secara daring.
30) Memahami tujuan pembelajaran, manfaat pembelajaran, kesepakatan kelas, rencana kegiatan pembelajaran dan penilaian.

55)Kegiatan Inti
(70 menit)

19)Siswa membaca lirik lagu *I Love You, Daddy* dengan seksama.

20)Menyimak lagu *I Love You, Daddy* dengan seksama.

21)Mengerjakan tugas dalam bentuk pilihan. Pilihlah salah satu tugas sesuai kemampuan siswa, sebagai berikut:

ff. Menuliskan lirik dan makna lagu tersebut dalam sebuah lembar jawab.

gg. Menyanyikan lagu *I Love You, Daddy* dalam bentuk rekaman suara.

hh. Menyanyikan lagu *I Love You, Daddy* dalam bentuk rekaman video karaoke.

ii. Menyanyikan lagu *I Love You, Daddy* dalam bentuk rekaman video dengan memainkan alat music sendiri/orang lain.

jj. Menyanyikan lagu *I Love You, Daddy* dalam bentuk rekaman video dalam grup (band, akapela, dll.)

22)Mengirimkan tugas secara online atau saat tatap muka.

56)Kegiatan Akhir
(15 menit)

42)Membuat refleksi pembelajaran

43)Membuat kesimpulan bahwa mengungkapkan rasa cinta terhadap ayah (orang tua) dapat dengan berbagai cara contohnya lagu atau dengan belajar dengan sungguh-sungguh agar berhasil maksimal.

44)Memahami materi/kegiatan pertemuan berikutnya.

45)Memberi apresiasi, doa penutup dan salam.

Model Pembelajaran : Discovery Learning

Media, alat dan bahan : Gambar, HP dan LKS.

Sumber : https://www.youtube.com/watch?v=Awuk7_c6XNs

27) Penilaian		Sikap	Pengetahuan	Keterampilan
31)Jenis	:	Kreatif	Tes tulis	Tugas
32)Bentuk	:	Pengamatan	Melengkapi lirik	Menyanyi/menu
33)Instrumen	:	Lembar pengamatan	Terlampir	lis makna Terlampir

Mengetahui;
Kepala SMP Negeri 2 Karangpucung

Cilacap, 09 Januari 2022
Guru Mata Pelajaran,

Dra.Melania Dwiyani H,M.Pd
NIP. 19660930 199702 2 001

Eka Nurma Apriyanto,S.Pd
NIP. -

RPP BLENDED LEARNING 14

KD. 3.4 DAN 4.4

Nama Satuan Pendidikan	: SMP Negeri 2 Karangpucung.
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Tahun Pelajaran	: 2021/2022
Materi Pokok	: Lirik lagu terkait dengan kehidupan remaja SMP
Alokasi Waktu	: 2 Pertemuan (4 x 40 menit)
28) Tujuan Pembelajaran	: 29)Setelah mengikuti kegiatan pembelajaran, siswa dapat menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu <i>I Love You, Daddy</i> dengan benar. 29)Di akhir kegiatan pembelajaran, siswa mampu menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu <i>I Love You, Daddy</i> dengan benar.
30) Kegiatan Pembelajaran	: .
25. SYNCHRONOUS	: (40-60 MENIT) / TATAP MUKA TERBATAS
bb. Kegiatan Awal (5 menit)	: 40) Siswa menjawab salam dan berdoa. 41) Bertegur sapa dan bersyukur atas kesehatan. 42) Memahami tujuan pembelajaran dan manfaat pembelajaran. 43) Membuat kesepakatan kelas. 44) Memahami rencana kegiatan pembelajaran dan penilaian.

- cc. Kegiatan Inti : 26) Mengumpulkan tugas pertemuan sebelumnya.
(20 menit) 27) Menyimak lagu *I Love You, Daddy*, atau meminta salah satu/beberapa siswa menyanyi, atau menampilkan rekaman video karya siswa dalam menyanyikan lagu tersebut.
28) Meminta beberapa siswa menyampaikan isi lagu tersebut secara bergantian.
29) Menyimak lagu dan bernyanyi bersama. (Bisa didokumentasikan dalam bentuk video)
- dd. Kegiatan Akhir : fff. Siswa memahami kesimpulan bahwa fungsi sosial lagu adalah mengembangkan nilai-nilai kehidupan dan karakter yang positif contohnya adalah kebersamaan dan ungkapan rasa cinta pada ayah/orang tua.
(5 menit) ggg. Memahami tugas pertemuan berikutnya.
hhh. Mengungkapkan apresiasi, doa penutup dan salam.

26. ASYNCHRONOUS : (100-120 MENIT) / WA, Telegram, Google classroom

- 57) Kegiatan Awal : 31) Siswa membaca petunjuk kegiatan *asynchronous*.
(15 menit) 32) Berkonsultasi dengan guru secara daring.
33) Memahami tujuan pembelajaran, manfaat pembelajaran, kesepakatan kelas, rencana kegiatan pembelajaran dan penilaian.
- 58) Kegiatan Inti : 23) Siswa membaca lirik dengan seksama.
(70 menit) 24) Berdiskusi untuk memahami isi lagu.
25) Menjawab pertanyaan berdasarkan lirik lagu.
26) Berkonsultasi dengan guru apabila ada kesulitan.
Bagi siswa yang terkendala HP atau jaringan internet dapat menulis jawaban pada lembar jawab dan dikumpulkan pada jadwal kelas tatap muka atau sesuai kesepakatan.
- 59) Kegiatan Akhir : kk. Membuat refleksi pembelajaran
(15 menit) ll. Membuat kesimpulan.
mm. Memahami materi/kegiatan pertemuan berikutnya.
nn. Memberi apresiasi, doa penutup dan salam.

Model Pembelajaran : Discovery Learning
 Media, alat dan bahan : Gambar, HP dan LKS.
 Sumber : <https://iterjemahanliriklagu.blogspot.com/2016/12/i-love-you-daddy-ricardo-friends.html>

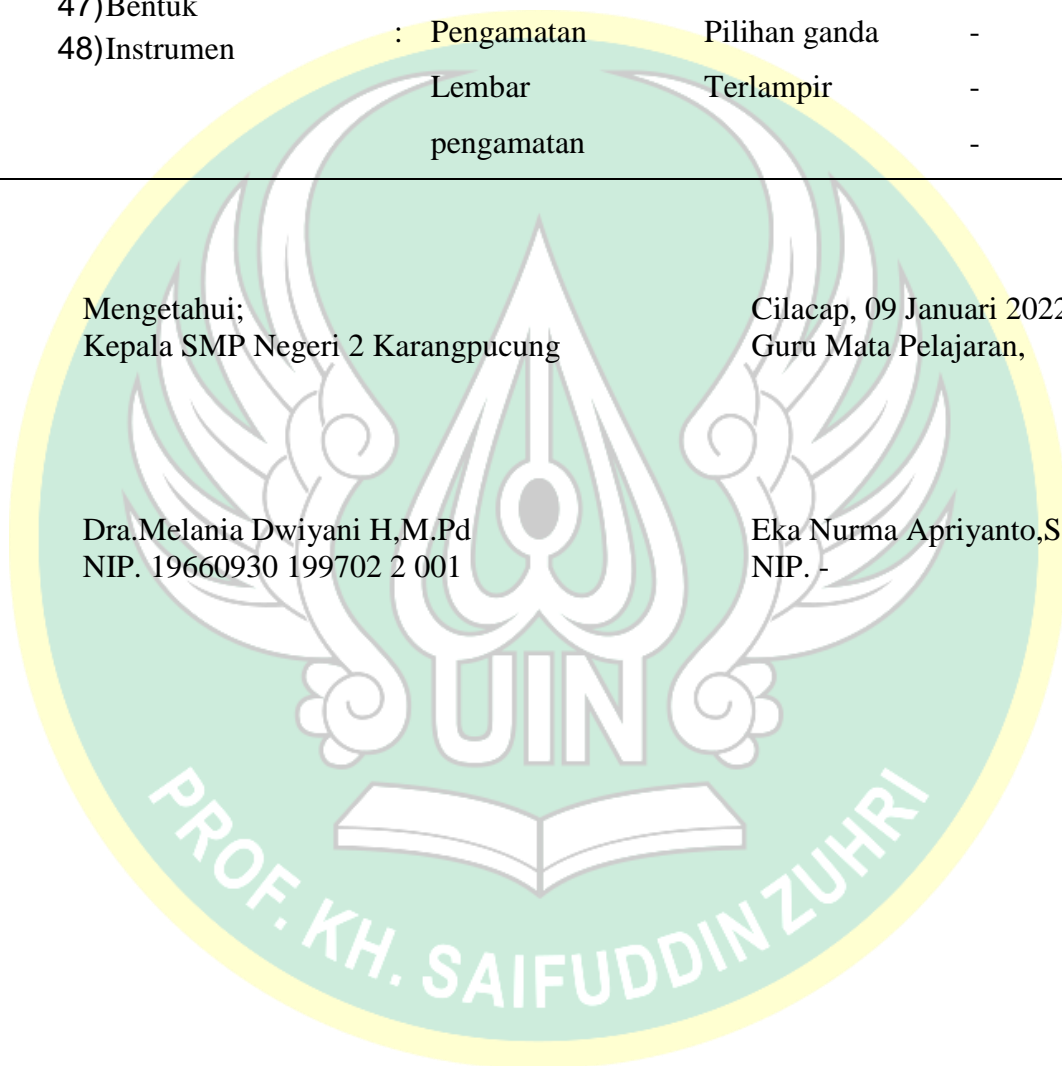
31) Penilaian	Sikap	Pengetahuan	Keterampilan
46) Jenis	: Mandiri	Tes tulis	n
47) Bentuk	: Pengamatan	Pilihan ganda	-
48) Instrumen	: Lembar pengamatan	Terlampir	-

Mengetahui;
 Kepala SMP Negeri 2 Karangpucung

Cilacap, 09 Januari 2022
 Guru Mata Pelajaran,

Dra.Melania Dwiyani H,M.Pd
 NIP. 19660930 199702 2 001

Eka Nurma Apriyanto,S.Pd
 NIP. -



2. English Lesson Plan of SMP Negeri 3 Karangpucung

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CHAPTER 5 PERTEMUAN 1	
<p>Satuan Pendidikan : SMP</p> <p>Mata Pelajaran : Bahasa Inggris</p> <p>Kelas Smt No. : VII / 2 / 3.6 - 4.6 / 2020</p> <p>KD Thn</p> <p>Materi Pokok : Ask for and give information related to qualities of people, animals and things</p> <p>Alokasi Waktu : 1 Pertemuan (2 JP)</p> <p>Tahun Pelajaran : 2020/2021</p> <p>Tujuan Pembelajaran : Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik diharapkan dapat:</p> <p>1. Menemukan focus yang dibicarakan dalam masing-masing ungkapan meminta dan memberi informasi.</p> <p>2. menuliskan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait Ungkapan qualities of things in order to identify, to criticize or praise them.</p> <p>Materi Pembelajaran Kegiatan Pembelajaran : Teks Interaksi Transaksional – Memberi dan meminta informasi tentang benda, binatang dll</p> <p>a. Kegiatan Awal (10 menit)</p> <p>1) Guru memberi salam (greeting).</p> <p>2) Guru mengajak peserta didik untuk berdoa bersama dalam Bahasa Inggris.</p> <p>3) Guru memeriksa kehadiran peserta didik dan menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</p> <p>4) Guru memberi motivasi belajar dan mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.</p> <p>5) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai, serta menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.</p> <p>b. Kegiatan Inti (60 menit)</p> <p>1) Peserta didik mengamati video tentang yang diberikan guru dan ask and give information.</p> <p>2) Peserta didik menanyakan berbagai hal terkait fungsi sosial, struktur, dan unsur kebahasaan dalam teks tersebut melalui diskusi di chatroom dengan bimbingan guru.</p> <p>3) Peserta didik mengunduh Lembar Kerja Peserta Didik (LKPD) dan mengerjakannya.</p> <p>4) Peserta didik menampilkan hasilnya ke grup kelas untuk mendapatkan umpan balik dari teman dan guru.</p>	<p>c. Kegiatan Penutup (10 menit)</p> <p>1) Peserta didik bersama guru menyimpulkan kegiatan pembelajaran dan manfaatnya.</p> <p>2) Guru melakukan penilaian dan memberikan umpan balik/feedback terhadap proses dan hasil pembelajaran (perbaikan/pengayaan).</p> <p>3) Peserta didik memperhatikan informasi tentang rencana KBM untuk pertemuan berikutnya.</p> <p>4) Peserta didik dan guru mengucapkan salam perpisahan.</p> <p>Model Pembelajaran : Saintifik (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, Mengomunikasikan)</p> <p>Media, Alat, dan Bahan : 1) Aplikasi WA/Telegram.</p> <p>2) Video pembelajaran tentang ask and give information dan gambar-gambar.</p> <p>3) HP/Laptop.</p> <p>Sumber : 1) Vidio : https://youtu.be/xUgJBq0B19U tentang memberi dan meminta informasi</p> <p>2) Wachidah, Siti, dkk. 2018. Bahasa Inggris When english ring bell (SMP/MTS Kelas VII). Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <p>Penilaian : a. Sikap : Keaktifan, kepercayaan diri, dan kepedulian peserta didik selama kegiatan pembelajaran.</p> <p>b. Pengetahuan dan Keterampilan : 1) Jenis: Tes Tulis.</p> <p>2) Instrumen: Soal, lembar jawab, dan kunci jawaban terlampir.</p> <p>Mengetahui Kepala</p> <p>..... NIP.</p> <p>Guru Mata Pelajaran, NIP.</p>

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CHAPTER 5 PERTEMUAN 2

Satuan Pendidikan	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas/Smt No. KD Tm	: VII / 2 / 3.6 - 4.6 / 2020
Materi Pokok	: Ask for and give information related to qualities of people, animals and things
Alokasi Waktu	: 1 Pertemuan (2 JP)
Tahun Pelajaran	: 2020/2021
Tujuan Pembelajaran	: Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik diharapkan dapat: 1. Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan binatang 2. menuliskan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait Ungkapan qualities of animals - in order to identify, to criticize or praise them.
Materi Pembelajaran	: Teks Interaksi Transaksional = Memberi dan meminta informasi tentang benda, binatang dll
Kegiatan Pembelajaran	
a. Kegiatan Awal (10 menit)	: 1) Guru memberi salam (greeting). 2) Guru mengajak peserta didik untuk berdoa bersama dalam Bahasa Inggris. 3) Guru memeriksa kehadiran peserta didik dan menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. 4) Guru memberi motivasi belajar dan mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. 5) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai, serta menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.
b. Kegiatan Inti (60 menit)	: 1) Peserta didik mengamati video tentang yang diberikan guru dan ask and give information. 2) Peserta didik menanyakan berbagai hal terkait fungsi sosial, struktur, dan unsur kebahasaan dalam teks tersebut melalui diskusi di chatroom dengan bimbingan guru. 3) Peserta didik mengunduh Lembar Kerja Peserta Didik (LKPD) dan mengerjakannya. 4) Peserta didik menampilkan hasilnya ke grup kelas untuk mendapatkan

	: umpan balik dari teman dan guru.
c. Kegiatan Penutup (10 menit)	: 1) Peserta didik bersama guru menyimpulkan kegiatan pembelajaran dan manfaatnya. 2) Guru melakukan penilaian dan memberikan umpan balik/feedback terhadap proses dan hasil pembelajaran (perbaikan/pengayaan). 3) Peserta didik memperhatikan informasi tentang rencana KBM untuk pertemuan berikutnya. 4) Peserta didik dan guru mengucapkan salam perpisahan.
Model Pembelajaran	: Saintifik (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, Mengomunikasikan)
Media, Alat, dan Bahan	: 1) Aplikasi WA/Telegram. 2) Video pembelajaran tentang ask and give information dan gambar-gambar. 3) HP/Laptop.
Sumber	: 1) Vidio : https://youtu.be/5YBRu5JFHuw tentang binatang 2) Wachidah, Siti, dkk. 2018. Bahasa Inggris When english ring bell (SMP/MTS Kelas VII). Jakarta: Kementerian Pendidikan dan Kebudayaan.
Penilaian	
a. Sikap	: Keaktifan, kepercayaan diri, dan kepedulian peserta didik selama kegiatan pembelajaran.
b. Pengetahuan dan Keterampilan	: 1) Jenis: Tes Tulis. 2) Instrumen: Soal, lembar jawab, dan kunci jawaban terlampir.

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Guru Mata Pelajaran,

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CHAPTER 5 PERTEMUAN 3

Satuan Pendidikan : SMP
 Mata Pelajaran : Bahasa Inggris
 Kelas/Smt/No : VII / 2 / 3, 6, 4, 6 / 2020
 KD/Thn :
 Materi Pokok : Ask for and give information related to qualities of people, animals and things
 Alokasi Waktu : 1 Pertemuan (2 JP)
 Tahun Pelajaran : 2020-2021
 Tujuan Pembelajaran : Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik diharapkan dapat:
 1. Menyusun dialog ungkapan meminta dan memberi informasi.
 2. Memahami teks deskriptif tentang seorang tokoh idola.
 Materi Pembelajaran : Teks Interaksi Transaksional – Memberi dan meminta informasi tentang benda, binatang dll
 Kegiatan Pembelajaran :
 a. Kegiatan Awal (10 menit)
 1) Guru memberi salam (greeting).
 2) Guru mengajak peserta didik untuk berdoa bersama dalam Bahasa Inggris.
 3) Guru memeriksa kehadiran peserta didik dan menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
 4) Guru memberi motivasi belajar dan mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
 5) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai, serta menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.
 b. Kegiatan Inti (60 menit)
 1) Peserta didik mengamati video tentang yang diberikan guru dan ask and give information.
 2) Peserta didik menanyakan berbagai hal terkait fungsi sosial, struktur, dan unsur kebahasaan dalam teks tersebut melalui diskusi di chatroom dengan bimbingan guru.
 3) Peserta didik mengunduh Lembar Kerja Peserta Didik (LKPD) dan mengerjakannya.
 4) Peserta didik menampilkan hasilnya ke grup kelas untuk mendapatkan umpan balik dari teman dan guru.
 c. Kegiatan Penutup (10 menit)
 1) Peserta didik bersama guru menyimpulkan kegiatan pembelajaran dan manfaatnya.
 2) Guru melakukan penilaian dan memberikan umpan balik/feedback

terhadap proses dan hasil pembelajaran (perbaikan/pengayaan).
 3) Peserta didik memperhatikan informasi tentang rencana KBM untuk pertemuan berikutnya.
 4) Peserta didik dan guru mengucapkan salam perpisahan.
 Model Pembelajaran : Saintifik (Mengamati, Menanya, Mengumpulkan Informasi, Mengasosiasi, Mengomunikasikan)
 Media, Alat, dan Bahan : 1) Aplikasi WA/Telegram.
 2) Video pembelajaran tentang ask and give information dan gambar-gambar.
 3) HP/Laptop.
 Sumber : 1) Video : <https://youtu.be/CkwcvcqEO3E>
 2) Wachidah, Siti, dkk. 2018. Bahasa Inggris When english ring bell (SMP/MTS Kelas VII). Jakarta: Kementerian Pendidikan dan Kebudayaan.
 Penilaian :
 a. Sikap : Keaktifan, kepercayaan diri, dan kepedulian peserta didik selama kegiatan pembelajaran.
 b. Pengetahuan dan Keterampilan : 1) Jenis: Tes Tulis.
 2) Instrumen: Soal, lembar jawab, dan kunci jawaban terlampir.

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**RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KD-3.4 Pertemuan 1
(KBM 6)**

Nama Satuan Pendidikan	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas Semester No. KD	: VII (Tujuh) : 2
Materi Pokok	: Memberi dan meminta informasi terkait deskripsi orang, binatang, dan benda (Teks Deskriptif)
Alokasi Waktu	: 1 Pertemuan (2 x 40 menit)
1. Tujuan Pembelajaran	: Peserta Didik (PD) memahami tata cara mendeskripsikan orang
2. Materi Pembelajaran	: <ul style="list-style-type: none"> ➢ Have, has, is, am, are. ➢ Describing body, hair, face and look overall
3. Kegiatan Pembelajaran	: <p>Guru:</p> <ol style="list-style-type: none"> 1. Menyapa kelas, mengajak berdo'a bersama dan melakukan presenst online. 2. Mencatat siswa yang belum "hadir" di WAG kelas. 3. Guru lalu mengucapkan terima kasih pada siswa yang sudah hadir. <p>Peserta Didik:</p> <ol style="list-style-type: none"> 1. Mengirim emoticon senyum sebagai tanda kehadiran; 2. Membantu guru menearikan teman yang masih offline agar mengikuti kegiatan pembelajaran. 3. Memberikan respon terhadap permintaan guru.
b. Kegiatan Inti 60 Menit Mode: Hadir bersamaan (Synchronous) dan mandiri (asynchronous)	: <p>Guru:</p> <ol style="list-style-type: none"> 1. Menjelaskan bahwa pada sesi ini akan belajar mengenai cara mendeskripsian seseorang. 2. Memberikan beberapa kosakata yang akan dipakai. 3. Membagikan video tentang how to describe a person. 4. Membagi kelompok siswa, mengajukan pertanyaan diskusi. 5. Guru bersiaga untuk menjawab pertanyaan kelompok. 6. Mempersilakan siswa untuk presentasi kelompok. <p>Peserta Didik:</p> <ol style="list-style-type: none"> 1. Berdiskusi dalam kelompok. Bertanya kalau kurang jelas. 2. Membuat WA group kelompok untuk diskusi tugas.. 3. Bertanya kepada guru jika kurang Jelas.
c. Kegiatan Akhir 10 Menit Mode: Hadir bersamaan (Synchronous) dan mandiri (asynchronous)	: <p>Guru:</p> <ol style="list-style-type: none"> 1. Mengapresiasi kerja keras dan hasil karya siswa. 2. Mengevaluasi secara umum, meminta siswa menceritakan hasil refleksi diri terhadap tugas yang diberikan. 3. Berdoa untuk mengakhiri pembelajaran, salam penutup. <p>Siswa:</p> <ol style="list-style-type: none"> 1. Menyimak, mengajukan/menjawab pertanyaan guru.

	: 2. Menceritakan hasil refleksi diri.
4. Model Pembelajaran	: Saintifik, Communicative learning.
5. Media, alat dan bahan	: <ul style="list-style-type: none"> ➢ HP, aplikasi WA, Video Player ➢ Aplikasi web meeting (Zoom, Google Meet,, Facebook, dll).
6. Sumber	: <ul style="list-style-type: none"> ➢ Buku siswa: Siti Wachidah dkk. 2016. <i>When English Rings a Bell</i>. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. ➢ https://www.youtube.com/watch?v=kfl_Py0fUVIq
7. Penilaian	: <ol style="list-style-type: none"> 1. Jenis Teknik : Tes Tertulis (Bisa menggunakan google/office form untuk mengumpulkan jawaban secara kolektif) 2. Bentuk : Essay, Pilihan Ganda 3. Rubrik : Penilaian sikap

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Guru Mata Pelajaran,.....
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KD-3.4 Pertemuan 2
(KBM 7)

Nama Satuan Pendidikan	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester/No. KD	: VII (Tujuh) / 1
Materi Pokok	: Memberi dan meminta informasi terkait deskripsi orang, binatang, dan benda (Teks Deskriptif)
Alokasi Waktu	: 1 Pertemuan (2 x 40 menit)
1. Tujuan Pembelajaran	: Peserta Didik (PD) dapat memahami tata cara mendeskripsikan benda.
2. Materi Pembelajaran	: Size, Shape, Colour, Materials.
3. Kegiatan Pembelajaran	: Guru: a. Kegiatan Awal 10 Menit Mode: Hadir bersamaan (Synchronous) dan mandiri (asynchronous) 1. Menyapa kelas, mengajak berdo'a bersama dan melakukan presensi online. 2. Mencatat siswa yang belum "hadir" di WAG kelas. 3. Guru lalu mengucapkan terima kasih pada siswa yang sudah hadir. Peserta Didik: 1. Mengirim emoticon senyum sebagai tanda kehadiran; 2. Membantu guru mencari teman yang masih offline agar mengikuti kegiatan pembelajaran. 3. Memberikan respon terhadap permintaan guru. b. Kegiatan Inti 60 Menit Mode: Hadir bersamaan (Synchronous) dan mandiri (asynchronous) Guru: 1. Menjelaskan bahwa pada sesi ini akan belajar mengenai cara mendeskripsikan benda. 2. Memberikan beberapa kosakata yang akan dipakai. 3. Membagikan video penjelasan how to describe a thing. 4. Membagi kelompok siswa, memberi materi diskusi. 5. Guru bersiaga untuk menjawab pertanyaan kelompok. Peserta Didik: 1. Berdiskusi dalam kelompok: Bertanya kalau kurang jelas. 2. Membuat WA group kelompok untuk diskusi tugas.. 3. Bertanya kepada guru jika kurang Jelas. c. Kegiatan Akhir 10 Menit Mode: Hadir bersamaan (Synchronous) dan mandiri (asynchronous) Guru: 1. Mengapresiasi kerja keras dan hasil karya siswa. 2. Mengevaluasi secara umum hasil diskusi. 3. Berdoa untuk mengakhiri pembelajaran, salam penutup. Peserta Didik: 1. Menyimak, mengajukan/menjawab pertanyaan guru. 2. Menceritakan hasil diskusi.
4. Model Pembelajaran	: Saintifik, Communicative learning.
5. Media, alat dan bahan	: > HP, aplikasi WA, Video Player

6. Sumber	: > Aplikasi web meeting (Zoom, Google Meet., Facebook, dll). > Buku siswa: Siti Wachidah dkk. 2016. When English Rings a Bell. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud > https://www.youtube.com/watch?v=WkWyPMD5CyU
7. Penilaian	: Tes Tertulis (google/office form untuk mengumpulkan jawaban) Essay, Pilihan Ganda Penilaian sikap
a. Jenis Teknik	
b. Bentuk	
c. Rubrik	

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Guru Mata Pelajaran,

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KD-3.4 Pertemuan 4 (KBM 9)

Nama Satuan Pendidikan	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester/No. KD	: VII (Tujuh) / 1
Materi Pokok	: Memberi dan meminta informasi terkait deskripsi orang, binatang, dan benda (Teks Deskriptif)
Alokasi Waktu	: 1 Pertemuan (2 x 40 menit)
1. Tujuan Pembelajaran	: Peserta Didik (PD) dapat memahami tata cara mendeskripsikan binatang
2. Materi Pembelajaran	: Describing Lions, Bats and Sharks (Simple Present Tense)
3. Kegiatan Pembelajaran	: GURU: a. Kegiatan Awal 10 Menit Mode: Hadir bersamaan (Synchronous) dan mandiri (asynchronous) 1. Menyapa kelas, mengajak berdoa bersama, presensi online. 2. Mencatat siswa yang belum "hadir" di WAG kelas. 3. Mengucapkan terima kasih pada siswa yang sudah hadir. Peserta Didik: 1. Mengirim emoticon senyum sebagai tanda kehadiran; 2. Membantu guru mencari teman yang masih offline agar mengikuti kegiatan pembelajaran. 3. Memberikan respon terhadap permintaan guru. b. Kegiatan Inti 60 Menit Mode: Hadir bersamaan (Synchronous) dan mandiri (asynchronous) GURU: 1. Menjelaskan bahwa pada sesi ini akan belajar mengenai cara mendeskripsikan hewan. 2. Memberikan beberapa kosakata yang akan dipakai. 3. Membagikan video tentang describing animals. 4. Membagi kelompok siswa, membagikan teks dialog rumpang. 5. Guru bersedia untuk menjawab pertanyaan kelompok. 6. Mempersilakan siswa untuk presentasi kelompok. Peserta Didik: 1. Berdiskusi dalam kelompok. Bertanya kalau kurang jelas. 2. Membuat WA group kelompok untuk diskusi tugas.. Bertanya kepada guru jika kurang Jelas. c. Kegiatan Akhir Guru: 1. Mengapresiasi kerja keras dan hasil karya siswa. 2. Mendiskusikan hasil pekerjaan kelompok (kalimat rumpang) 3. Berdoa untuk mengakhiri pembelajaran, salam penutup. Peserta Didik: 1. Menyimak, mengajukan/menjawab pertanyaan guru. 2. Menceritakan hasil diskusi kelompok.
4. Model Pembelajaran	: Saintifik, Communicative learning.

5. Media, alat dan bahan	: <ul style="list-style-type: none"> ➤ HP, aplikasi WA, Video Player ➤ Aplikasi web meeting (Zoom, Google Meet,, Facebook, dll).
6. Sumber	: <ul style="list-style-type: none"> ➤ Buku siswa: Siti Wachidah dkk. 2016. <i>When English Rings a Bell</i>. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. ➤ https://www.youtube.com/watch?v=5JyCB5V2bQ
7. Penilaian	: a. Jenis/Teknik : Tes Tertulis (Bisa menggunakan google/office form untuk mengumpulkan jawaban secara kolektif) b. Bentuk : Essay, Pilihan Ganda c. Rubrik : Penilaian sikap

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KD-3.4 Pertemuan 6
(KBM 11)

Nama Satuan Pendidikan	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas Semester No. KD	: VII (Tujuh) 1
Materi Pokok	: Memberi dan meminta informasi terkait deskripsi orang, binatang, dan benda (Teks Deskriptif)
Alokasi Waktu	: 1 Pertemuan (2 x 40 menit)
1. Tujuan Pembelajaran	: Peserta Didik (PD) dapat memahami tata cara mendeskripsikan orang, binatang, dan benda
2. Materi Pembelajaran	: Remidi dan Pengayaan
3. Kegiatan Pembelajaran	: <p>GURU:</p> <p>a. Kegiatan Awal 10 Menit Mode: Hadir bersamaan (Synchronous) dan mandiri (asynchronous)</p> <ol style="list-style-type: none"> 1. Menyapa kelas, mengajak berdo'a bersama, presensi online. 2. Mencatat siswa yang belum "hadir" di WAG kelas. 3. Mengucapkan terima kasih pada siswa yang sudah hadir. <p>Peserta Didik:</p> <ol style="list-style-type: none"> 1. Mengirim emoticon senyum sebagai tanda kehadiran; 2. Membantu guru mencari teman yang masih offline agar mengikuti kegiatan pembelajaran. 3. Memberikan respon terhadap permintaan guru. <p>b. Kegiatan Inti 60 Menit Mode: Hadir bersamaan (Synchronous) dan mandiri (asynchronous)</p> <p>GURU:</p> <ol style="list-style-type: none"> 1. Menjelaskan bahwa pada sesi ini akan ada dua kelompok berbeda. 2. Memberikan link soal/materi untuk peserta didik. 3. Memandu dua grup berbeda secara bersama sama. <p>Peserta Didik:</p> <ol style="list-style-type: none"> 1. Peserta didik yang Remidi mempelajari ulang materi yang sudah diberikan dan mengerjakan soal remidi. 2. Peserta didik yang mengikuti kegiatan pengayaan mempelajari materi yang lebih kompleks. 3. Bertanya kepada guru jika kurang Jelas. <p>c. Kegiatan Akhir</p> <p>Guru:</p> <ol style="list-style-type: none"> 1. Mengapresiasi kerja keras dan hasil karya siswa. 2. Memberikan evaluasi umum tentang tugas yang dikerjakan siswa, dan minta beberapa siswa untuk menceritakan hasil refleksi diri terhadap tugas yang dilakukan. 3. Berdoa untuk mengakhiri pembelajaran, salam penutup. <p>Peserta Didik:</p> <ol style="list-style-type: none"> 1. Menyimak, mengajukan/menjawab pertanyaan guru. 2. Menceritakan pengalaman belajar materi KD 3.7 dan 4.7
4. Model Pembelajaran	: Saintifik, Communicative learning.
5. Media, alat dan bahan	: > HP, aplikasi WA, Video Player

6. Sumber	: <ul style="list-style-type: none"> > Aplikasi web meeting (Zoom, Google Meet., Facebook, dll). > Buku siswa: Siti Wachidah dkk. 2016. When English Rings a Bell. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.
7. Penilaian	: <ul style="list-style-type: none"> a. Jenis Teknik b. Bentuk c. Rubrik Tes Tertulis (Bisa menggunakan google/office form untuk mengumpulkan jawaban secara kolektif) Essay, Pilihan Ganda Penilaian sikap

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KE-1

Nama Satuan Pendidikan	: SMP.....
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester No. KD	: VII (Tujuh) 2.3.8.4.8
Materi Pokok	: Kata kata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
Alokasi Waktu	: 1 Pertemuan (90 menit)
1. Tujuan Pembelajaran	: Melalui pembelajaran di Whatsapp Group, Google Meeting, Zoom Meeting, ataupun tatap muka, Siswa mampu 1. menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 2. Terampil menangkap makna lirik lagu terkait kehidupan remaja dengan tepat sehingga memiliki kemampuan memecahkan masalah. 3. Mengembangkan nilai-nilai kehidupan dan karakter yang positif
4. Materi Pembelajaran	: • Buku Teks wajib Bahasa Inggris <i>When English Rings a Bell</i> Kelas VII halaman 177-183 • Sumber lain yang mendukung
5. Kegiatan Pembelajaran	: 1) Guru dan peserta didik saling menyapa di WAG maupun luring. 2) Guru mengajak PD berdo'a bersama. 3) Guru menyiapkan psiktis peserta didik untuk mengikuti kegiatan brlajar mengajar.. 4) Guru mengingatkan peserta didik untuk tetap melakukan protocol kesehatan yang ditetapkan pemerintah agar dapat memutus rantai penyebaran Covid 19. 5) Guru menyampaikan tujuan pembelajaran
a. Kegiatan Awal	
b. Kegiatan Inti	: 1) Dengan bimbingan guru, peserta didik menyimak video lagu <i>Good morning</i> , dan menirukannya. 2) Dengan bimbingan guru, peserta didik menyebutkan pesan lagu <i>Good morning</i> . 3) Dengan bimbingan guru, peserta didik menyimak video lagu, <i>Mother How are you today</i> dan menirukannya 4) Dengan bimbingan guru, peserta didik memahami lirik lagu <i>Mother How are you today</i> . 5) Dengan bimbingan guru, peserta didik menemukan gagasan utama dari lirik lagu <i>Mother How are you today</i> . 6) Dengan bimbingan guru, peserta didik mengidentifikasi fungsi social lirik lagu <i>Mother How are you today</i> .

	: 7) Dengan bimbingan guru, peserta didik menyebutkan pesan lagu <i>Mother How are you today</i> .
c. Kegiatan Akhir	: 1) Dengan bimbingan guru, peserta didik melakukan refleksi pembelajaran baik yang melalui WAG maupun luring. 2) Guru mengingatkan peserta didik untuk tetap melakukan protocol kesehatan yang ditetapkan pemerintah agar dapat memutus rantat penyebaran Covid 19. 3) Guru mengucapkan terima kasih dan mengungkapkan harapan untuk belajar bersama lagi pada pertemuan selanjutnya 4) Guru mengakhiri pembelajaran dengan mengajak berdo'a bersama.
6. Model Pembelajaran	: Saintifik, Communicative learning.
7. Media, alat dan bahan	: ➤ Audio player (MP3/Android/CD Player) ➤ Aplikasi web meeting seperti: Zoom, Google Meet, Cisco, dan sejenisnya.
8. Sumber	: ➤ Buku Teks wajib Bahasa Inggris <i>When English Rings a Bell</i> Kelas VII halaman 2 dan 89 ➤ https://www.youtube.com/watch?v=ld_3w77UkI <i>Good morning Song</i> . ➤ https://www.youtube.com/watch?v=9aiZntSdBtQ <i>Mother How are you today</i> .
9. Penilaian	
a. Pengetahuan	: Tes Tertulis, https://forms.gle/tva9xMbTQONATpE139
b. Keterampilan	: Menirukan lirik lagu, per kelompok, WAG.
c. Sikap	: Mengamati keaktifan siswa dalam belajar tentang lirik lagu.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KE- 2

Nama Satuan Pendidikan	: SMP.....
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester/No. KD	: VII (Tujuh) / 2/ 3.8, 4.8
Materi Pokok	: Kosakata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
Alokasi Waktu	: 1 Pertemuan (90 menit)
1. Tujuan Pembelajaran	: Melalui pembelajaran di Whatsapp Group, Google Meeting, Zoom Meeting, ataupun tatap muka, Siswa mampu: 1. menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 2. Terampil menangkap makna lirik lagu terkait kehidupan remaja dengan tepat sehingga memiliki kemampuan memecahkan masalah. 3. Mengembangkan nilai-nilai kehidupan dan karakter yang positif
4. Materi Pembelajaran	: Lirik lagu Ben (Michael Jackson)
5. Kegiatan Pembelajaran	
a. Kegiatan Awal	: 1) Guru dan peserta didik saling menyapa di WAG maupun luring. 2) Guru mengajak PD berdoa bersama. 3) Guru menyiapkan psikis peserta didik untuk mengikuti kegiatan belajar mengajar. 4) Guru mengingatkan peserta didik untuk tetap melakukan protocol kesehatan yang ditetapkan pemerintah agar dapat memutus rantai penyebaran Covid 19. 5) Guru menyampaikan tujuan pembelajaran
b. Kegiatan Inti	: 1) Dengan bimbingan guru, peserta didik menyimak video lagu Ben dan menrikannya. 2) Dengan bimbingan guru, peserta didik memahami lirik lagu Ben Dengan bimbingan guru, peserta didik menemukan gagasan utama dari lirik lagu Ben 3) Dengan bimbingan guru, peserta didik mengidentifikasi fungsi social lirik lagu Ben
c. Kegiatan Akhir	: 1) Dengan bimbingan guru, peserta didik melakukan refleksi pembelajaran baik yang melalui WAG maupun luring. 2) Guru mengingatkan peserta didik untuk tetap melakukan protocol kesehatan yang ditetapkan pemerintah agar dapat memutus rantai penyebaran Covid 19. 3) Guru mengucapkan terima kasih dan mengungkapkan harapan untuk belajar bersama lagi pada pertemuan selanjutnya 4) Guru mengakhiri pembelajaran dengan mengajak berdoa

6. Model Pembelajaran	: bersama.
7. Media, alat dan bahan	: Saintifik, Communicative learning ➤ Audio player (MP3/Android/CD Player) ➤ Aplikasi web meeting seperti: Zoom, Google Meet, Cisco, dan sejenisnya.
8. Sumber	: ➤ https://www.youtube.com/watch?v=g40WC'BadJXRd Ben (Michael Jackson).
9. Penilaian	
a. Pengetahuan	: -
b. Keterampilan	: Menirukan lirik lagu, per kelompok, WAG.
c. Sikap	: Mengamati keaktifan siswa dalam belajar tentang lirik lagu.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KE- 3

Nama Satuan Pendidikan	: SMP.....
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester/No. KD	: VII (Djuhri) / 2 / 3.8, 4.8
Materi Pokok	: Kosakata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan lirik lagu terkait kehidupan remaja SMP/MTs
Alokasi Waktu	: 1 Pertemuan (90 menit)
1. Tujuan Pembelajaran	: Melalui pembelajaran di Whatsapp Group, Google Meeting, Zoom Meeting, ataupun tatap muka, Siswa mampu: 1. menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 2. Terampil menangkap makna lirik lagu terkait kehidupan remaja dengan tepat sehingga memiliki kemampuan memecahkan masalah. 3. Mengembangkan nilai-nilai kehidupan dan karakter yang positif
4. Materi Pembelajaran	: Lirik lagu Count On Me (Bruno Mars)
5. Kegiatan Pembelajaran	: a. Kegiatan Awal 1) Guru dan peserta didik saling menyapa di WAG maupun luring. 2) Guru mengajak PD berdoa bersama. 3) Guru menyiapkan psikis peserta didik untuk mengikuti kegiatan belajar mengajar.. 4) Guru mengingatkan peserta didik untuk tetap melakukan protocol kesehatan yang ditetapkan pemerintah agar dapat memutus rantai penyebaran Covid 19. 5) Guru menyampaikan tujuan pembelajaran b. Kegiatan Inti 1) Dengan bimbingan guru, peserta didik menyimak video lagu Count On Me, dan menirukannya. 2) Dengan bimbingan guru, peserta didik memahami lirik lagu Count On Me 3) Dengan bimbingan guru, peserta didik menemukan gagasan utama dari lirik lagu Count On Me 4) Dengan bimbingan guru, peserta didik mengidentifikasi fungsi sosial lirik lagu Count On Me c. Kegiatan Akhir 1) Dengan bimbingan guru, peserta didik melakukan refleksi pembelajaran baik yang melalui WAG maupun luring. 2) Guru mengingatkan peserta didik untuk tetap melakukan protocol kesehatan yang ditetapkan pemerintah agar dapat memutus rantai penyebaran Covid 19. 3) Guru mengucapkan terima kasih dan mengungkapkan harapan

6. Model Pembelajaran	: Sainifik, Communicative learning.
7. Media, alat dan bahan	: ➢ Audio player (MP3/Android/CD Player, PC) ➢ Aplikasi PJJ, WAG, web meeting (Zoom, Google Meet)
8. Sumber	: ➢ https://www.youtube.com/watch?v=6k8cpUkKK4c Count On Me (Bruno Mars)
9. Penilaian	: a. Pengetahuan : Tes Tertulis (Menggunakan Google Form) Pilihan Ganda b. Keterampilan : Menirukan lirik lagu, per kelompok, WAG. c. Sikap : Mengamati keaktifan siswa dalam belajar tentang lirik lagu.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KE- 4

Nama Satuan Pendidikan	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester/No. KD	: VII (Tujuh) /2/ 3.8, 4.8
Materi Pokok	: Kosakata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan lirik lagu terkait kehidupan remaja SMP/MTs
Alokasi Waktu	: 1 Pertemuan (90 menit)
1. Tujuan Pembelajaran	Melalui pembelajaran di Whatsapp Group, Google Meeting, Zoom Meeting, ataupun tatap muka, Siswa mampu: 1. menganalisis fungsi sosial lirik lagu terkait kehidupan remaja SMP/MTs lagu terkait kehidupan remaja SMP/MTs 2. menganalisis unsur kebahasaan teks lirik lagu terkait kehidupan remaja SMP/MTs membandingkan fungsi sosial beberapa lirik lagu terkait kehidupan remaja SMP/MTs, dan 3. menangkap makna secara kontekstual terkait dengan fungsi sosial beberapa lirik lagu terkait kehidupan remaja SMP/MTs
4. Materi Pembelajaran	: Kosakata dan tata bahasa dalam Lirik Lagu the Ballad of Lisa the Lemur: Ucapan, tekanan kata, intonasi, ejaan, tanda baca dalam Lirik Lagu the Ballad of Lisa the Lemur:
5. Kegiatan Pembelajaran	1) Guru dan peserta didik saling menyapa di WAG maupun luring. 2) Guru mengajak PD berdo'a bersama. 3) Guru menyiapkan psikis peserta didik untuk mengikuti kegiatan belajar mengajar. 4) Guru mengingatkan peserta didik untuk tetap melakukan protocol kesehatan yang ditetapkan pemerintah agar dapat memutus rantai penyebaran Covid 19. 5) Guru menyampaikan tujuan pembelajaran
a. Kegiatan Awal	
b. Kegiatan Inti	1) Dengan bimbingan guru, peserta didik menyimak video the Ballad of Lisa the Lemur dan menirukannya 2) Dengan bimbingan guru, peserta didik memahami lirik lagu the Ballad of Lisa the Lemur: 3) Dengan bimbingan guru, peserta didik menemukan gagasan utama dari lirik lagu the Ballad of Lisa the Lemur: 4) Dengan bimbingan guru, peserta didik mengidentifikasi fungsi sosial lirik lagu the Ballad of Lisa the Lemur: 5) - Dengan bimbingan guru, peserta didik Menyebutkan pesan yang terkait dengan bagian-bagian tertentu

c. Kegiatan Akhir	: 1) Dengan bimbingan guru, peserta didik melakukan refleksi pembelajaran baik yang melalui WAG maupun luring 2) Guru mengingatkan peserta didik untuk tetap melakukan protocol kesehatan yang ditetapkan pemerintah agar dapat memutus rantai penyebaran Covid 19. 3) Guru mengucapkan terima kasih dan mengungkapkan harapan untuk belajar bersama lagi pada pertemuan selanjutnya 4) Guru mengakhiri pembelajaran dengan mengajak berdoa bersama
6. Model Pembelajaran	: Saintifik, Communicative learning.
7. Media, alat dan bahan	: > Audio player (MP3/Android/CD Player/PC) > Aplikasi PJJ, WAG, web meeting, seperti Zoom, Google Meet..
8. Sumber	: http://learnenglishkids.britishcouncil.org/en/songs/the-ballad-of-lisa-the-lemur
9. Penilaian	: a. Pengetahuan b. Keterampilan c. Sikap
	: Salinlah lirik lagu the Ballad of Lisa the Lemur, tulis 5 kosakata baru dan pesan moral lagu tersebut. Mengamati keaktifan siswa dalam belajar tentang lirik lagu.

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Appendix 5

Surat Izin Observasi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.1452/Un.19/D.FTIK/PP.05.3/07/2022 25 Juli 2022
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

Kepada
Yth. Kepala SMP Negeri 02 Karangpucung
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Putri Eka Septiani
2. NIM : 1817404080
3. Semester : 8 (Delapan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2021/2022

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Guru Bahasa Inggris kelas 7
2. Tempat / Lokasi : SMP Negeri 02 Karangpucung
3. Tanggal Observasi : 28-07-2022 s.d 04-08-2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.1454/Un.19/D.FTIK/PP.05.3/07/2022 25 Juli 2022
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

Kepada
Yth. Kepala SMP Negeri 03 Karangpucung
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Putri Eka Septiani
2. NIM : 1817404080
3. Semester : 8 (Delapan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2021/2022

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Guru Bahasa Inggris kelas 7
2. Tempat / Lokasi : SMP Negeri 03 Karangpucung
3. Tanggal Observasi : 01-08-2022 s.d 08-08-2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Appendix 6

Surat Keterangan Observasi Pendahuluan



PEMERINTAH KABUPATEN CILACAP
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 KARANGPUCUNG
Jl. Abdi Praja Tayem Telp (0280) 6263249 Email : smpn2karangpucung@yahoo.co.id.
CILACAP

Kode Pos 53255

SURAT KETERANGAN
Nomor : 420 / 019 / S.40 / 15

Yang bertanda tangan di bawah ini :

Nama : **KASMIYANA SULISTIOWATI, S.Pd.Mat., M.Pd.**
NIP. : 19850304 200903 2 009
Pangkat/gol.ruang : Penata Tk.I/IIId
Jabatan : Kepala Sekolah
Unit kerja : SMP Negeri 2 Karangpucung

Menerangkan dengan sesungguhnya bahwa :

Nama : **PUTRI EKA SEPTIANI**
Tempat/tanggal lahir : Cilacap, 17 September 2000
NIM : 1817404080
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Universitas : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri

Adalah benar – benar telah melaksanakan Kegiatan Observasi yang dilaksanakan pada tanggal 28 Juli 2022 s.d 04 Agustus 2022 di SMP Negeri 2 Karangpucung Kabupaten Cilacap.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya dan untuk dapat dipergunakan sebagaimana mestinya.

Karangpucung, 06 Januari 2023

Kepala SMP Negeri 2 Karangpucung

KASMIYANA SULISTIOWATI, S.Pd.Mat., M.Pd.
NIP. 19850304 200903 2 009



PEMERINTAH KABUPATEN CILACAP
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 SATU ATAP KARANGPUCUNG
Alamat: Jln. Rejasari, Gumungtelu, Kecamatan Karangpucung Kode Pos 53255

SURAT KETERANGAN

Nomor : 014.002/SKT/SMP-III/VIII/2022

Yang bertanda tangan dibawah ini :

Nama : Suranto, S.Pd
NIP : 19670911 199201 1 001
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 3 Satu Atap Karangpucung

Menerangkan bahwa sesungguhnya bahwa:

Nama : Putri Eka Septiani
Tempat/Tgl lahir : Cilacap, 17 September 2000
NIM : 1817404080
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Universitas : Universitas Islam Negeri Prof.K.H Saifudin Zuhri

Adalah benar-benar telah melaksanakan kegiatan observasi yang dilaksanakan pada tanggal 28 Juli 2022 di SMPN 3 Satu Atap Karangpucung Kabupaten Cilacap.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Karangpucung, 2 Agustus 2022

Kepala Sekolah

Suranto, S.Pd
NIP. 19670911 199201 1 001

BIOGRAPHY

A. Identitas Diri

1. Nama Lengkap : Putri Eka Septiani
2. NIM : 1817404080
3. Tempat/Tgl.Lahir: Cilacap, 17 September 2000
4. Alamat Rumah : Cijati, RT 01/03 Kec. Karangpucung, Kab. Cilacap
5. Nama Ayah : Susanto
6. Nama Ibu : Sri Suketi

B. Riwayat Pendidikan

1. Pendidikan Formal
 - a. SD/MI, tahun lulus : SD Negeri 04 Karangpucung, 2012
 - b. SMP/MTs, tahun lulus : SMP Negeri 1 Karangpucung, 2015
 - c. SMA/MA, tahun lulus : MAN 2 Cilacap, 2018
 - d. S1, tahun masuk : UIN Prof. K.H. Saifuddin Zuhri
Purwokerto, 2018

C. Pengalaman Organisasi

1. HMJ Tadris Bahasa Inggris periode tahun 2020
2. EASA of UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Purwokerto, 7 Januari 2023



Putri Eka Septiani