

ABORTION : PRO AND CONTRA

Good morning Ladies and Gentlemen,

First of all, I would like to thank the organising committee for giving me the opportunity to say a few words at this seminar. In this occasion I'd like to speak about 'Abortion : Pro and Contra'.

As you see, there has been a great deal of discussion on the problem of abortion in this country. The discussion includes : Is abortion legal or illegal? Is abortion morally justified or not? However, in this discussion I would like to talk from different side.

To begin with, let me say that on one hand abortion is one method of birth control. Let's look at the fact about the population problem in a country. When a country faces the problems of population explosion, the government should find methods to solve it. But since no method of contraception is one hundred percent effective and successful, abortion becomes the only way out when prevention fails.

On the other hand, abortion may cause many negative effects for women's health. Women risk their health and lives in bearing the weight of the operation and its consequences. The most common complications are inflammation, interruption of menstrual patterns, infertility, endometriosis, myoma of the uterus, and many other kinds of ovary illnesses.

So far, abortions have become a dilemma for countries with a large number of citizens. On one hand, it can control the birthrate but on the other hand, it brings terrible consequences, especially for women's health.

Answer these questions based on the text above !

1. Why do some people support abortion ?
2. Why are some people against abortion ?
3. Do you agree with abortion ? Why / Why not /
4. What does the text belong to ?
5. Find out the generic structure of the text !

DISCUSSION

Purpose :

To explore various perspectives before coming to an informed decision

To present information and opinions about more than one side of an issue ('for' points and 'against' points)

Generic Structure :

Opening statement presenting the issue

Arguments or evidence for different points of view (pro and cons)

Concluding recommendation

Language Features :

The use of general nouns

e.g. : alcohol, abortion, smoking, cloning, etc.

- The use of relating verbs

e.g. : is, are, etc.

- The use of thinking verbs

e.g. : think, feel, hope, believe, etc.

- The use of additive connectives

e.g. : in addition, furthermore, beside, etc

- The use of contrastive connectives
e.g. : although, even if, nevertheless, etc.
- The use of causal connectives
e.g. : because, because of, etc.
- The use of modalities
e.g. : perhaps, must, should etc

DISCUSSION

STANDART KOMPETENSI :

Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, explanation dan discussion dalam konteks kehidupan sehari – hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar :

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari – hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk : narrative, explanation dan discussion.

Indikator :

- Mengidentifikasi makna kata dalam teks yang dibaca
- Mengidentifikasi makna kalimat dalam teks yang dibaca
- Mengidentifikasi argument yang pro dan kontra dalam teks
- Mengidentifikasi langkah-langkah retorika dari teks
- Mengidentifikasi tujuan komunikasi teks yang dibaca

Pengalaman Belajar :

Siswa dapat :

- Mengidentifikasi makna kata dalam teks yang dibaca
- Mengidentifikasi makna kalimat dalam teks yang dibaca
- Mengidentifikasi argument yang pro dan kontra dalam teks
- Mengidentifikasi langkah-langkah retorika dari teks
- Mengidentifikasi tujuan komunikasi teks yang dibaca

Materi Ajar :

Teks tulis berbentuk discussion.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) DISCUSSION

Mata pelajaran : Bahasa Inggris
Kelas/Semester : XII/1
Tahun Pelajaran : 2009 - 2010
Alokasi Waktu : 2 x 45 menit

Standard Kompetensi :

Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, explanation, dan discussion dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar :

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk : narrative, explanation dan discussion.

Indikator :

1. Mengidentifikasi makna kata dalam teks yang dibaca
2. Mengidentifikasi makna kalimat dalam teks yang dibaca
3. Mengidentifikasi argument yang pro dan kontra dalam teks
4. Mengidentifikasi langkah-langkah retorika dari teks
5. Mengidentifikasi tujuan komunikasi teks yang dibaca

Tujuan Pembelajaran :

1. Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
2. Siswa dapat mengidentifikasi makna kalimat dalam teks yang dibaca
3. Siswa dapat mengidentifikasi argument yang pro dan kontra dalam teks
4. Siswa dapat mengidentifikasi langkah-langkah retorika dari teks
5. Siswa dapat mengidentifikasi tujuan komunikasi teks yang dibaca

Materi Pokok :

Teks tulis berbentuk discussion misalnya :

ABORTION : PRO AND CONTRA

Good morning Ladies and Gentlemen,

First of all, I would like to thank the organising committee for giving me the opportunity to say a few words at this seminar. In this occasion I,d like to speak about 'Abortion : Pro and Contra'.

As you see, there has been a great deal of discussion on the problem of abortion in this country. The discussion includes : Is abortion legal or illegal? Is abortion morally justified or not? However, in this discussion I would like to talk from different side.

To begin with, let me say that on one hand abortion is one method of birth control. Let's look at the fact about the population problem in a country. When a country faces the problems of population explosion, the goverment should find methods to solve it. But since no method of contraception is one hundred percent effective and succesful, abortion becomes the only way out when prevention fails.

On the other hand, abortion may cause many negative effects for women's health. Women risk their health and lives in bearing the weight of the operation and its consequences. The most common complications are inflammation, interruption of menstrual patterns,infertility, endometriosis, myoma of the uterus, and many other kinds of ovary illnesses.

So far, abortions have becomes a dilemma for countries with a large number of citizens. On one hand, it can control the birthrate but on the other hand, it brings terrible consequences, especially for women's health.

Metode Pembelajaran/Teknik :

Three-phase technic

Langkah-langkah kegiatan :

1.Kegiatan awal (10 ')

- Salam
- Presensi siswa
- Menyampaikan Kompetensi Dasar yang akan dibahas
- Apersepsi (guru menayangkan gambar yang berhubungan dengan topik yang akan dibahas.

2.Kegiatan Inti (70')

- Siswa membaca teks discussion yang ditampilkan melalui proyektor
- Dengan bimbingan guru/tanya jawab, siswa merespon wacana dan menjawab pertanyaan yang disampaikan oleh guru seperti pertanyaan berikut :

1. Why do some people support abortion ?
2. Why do some people againts abortion ?

3. Do you agree with abortion ? Why / Why not /
4. What does the text belong to ?
5. Find out the generic structure of the text (issue, argument for, argument against and conclusion.
6. Explain the communication purpose of the text of Abortion !

KUNCI JAWABAN ABORTION

1. Because according to them abortion is one method of birth control
2. Because they think that abortion may cause many negative effects for women's health.
3. It depends on its situation. If it can cause danger for women's health, abortion can be conducted. (depend on the students' creativity)
4. The text belongs to discussion text.
5. Issue : paragraph 1 and 2
Argument for : paragraph 3
Argument against : paragraph 4
Conclusion : paragraph 5
6. To present information and opinions about more than one side of Abortion.

- Siswa membaca dan menjawab soal penilaian.

3. Kegiatan Akhir (10')

- Siswa membuat kesimpulan dari teks yang dibaca Abortion dan The Controversy of Harnessing Solar Energy
- Guru memberi tugas kepada siswa membuat teks discussion sesuai ide masing-masing.

Sumber/Bahan/Alat

- Buku Look Ahead 3
- VCD/LCD
- Script dari Look Ahead 3

Penilaian

- Teknik : Tertulis, Tugas
- Bentuk: Menjawab pertanyaan, menulis teks

Bentuk Penilaian :

Discussion Teks :

The Controversy of Harnessing Solar Energy

We often hear about solar cars, solarheating, and solar batteries. But will solar energy ever be a major source of energy for society?

Solar energy is cheaper than other fuels because we can get an abundant source from the sun. In sunny desert areas, 50% of the sun’s radiation that reacheds the ground could be used to produce electricity for bussinesses and industry, to provide heat, light, and hot water for homes. Experimental solar ponds can also producehot water to drive generator.

Unfortunately, we can’t yet power our homes entirely on sunlight. Solar energy can nly be used effectively in bright light. Its greates potential, therefore vis in hot countries that have clear skies for most of the year. But, unfortunately most houses are not always in the sunniest part of the world. Moreover, in order to harness solar power solar cells are needed to convert sunlight directly into electricity. Solar cells are very cheap to run, but relatively expensive to buy and many people can’t afford them.

Needless to say, solar energy is a useful and non-pollution source of energy. Unfortunately, solarcells, the main device to harness the sun’s energy are still very expensive.

Answer these question based on the teks above !

- 1. What is the purpose of the teks ?
- 2. What is the content of the ‘issue’?
- 3. What does the ‘argument for the point’ consist of ?
- 4. What does the ‘argument against the point’ consist of ?
- 5. What is the content of the ‘conclusion’ ?

KUNCI JAWABAN THE CONTROVERSY OF HARNESSING SOLAR ENERGY :

NO	JAWABAN	SKOR
1	To present information and opinions about more than one side of the contoversty of harnessing solar energy	8
2	We often hear about solar cars, solar heating, and solar batteries. But will solar energy ever be a major source of energy for society	8
3	Solar energy is cheaper tahn other fossil fuels because we can get an abundant source from the sun.	8
4	Unfortunately, we can’t yet power our homes entirely on sunlight.	4

5	Needless to say, solar energy is a useful and non-pollution source of energy. Unfortunately, solar cells, the main devise to harness the sun’s energy are still very expensive	12
	Total Skor	40

PEDOMAN PENILAIAN

SKOR	NILAI		SKOR	NILAI
1	2,5		21	52,5
2	5		22	55
3	7,5		23	57,5
4	10		24	60
5	12,5		25	62,5
6	15		26	65
7	17,5		27	67,5
8	20		28	70
9	22,5		29	72,5
10	25		30	75
11	27,5		31	77,5
12	30		32	80
13	32,5		33	82,5
14	35		34	85
15	37,5		35	87,5
16	40		36	90
17	42,5		37	92,5
18	45		38	95
19	47,5		39	97,5
20	50		40	100

Mengetahui
Kepala Sekolah

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) REVIEW

Mata pelajaran : Bahasa Inggris
Kelas/Semester : XII / 2
Tahun Pelajaran : 2009 - 2010
Alokasi Waktu : 2 x 45 menit

Standart Kompetensi :

Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative dan review dalam konteks kehidupan sehari - hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar :

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative dan review

Indikator :

1. Merespon wacana berbentuk review
2. Mengidentifikasi generic structure wacana review
3. Mengidentifikasi tujuan wacana berbentuk review

Tujuan Pembelajaran :

1. Siswa dapat merespon wacana berbentuk review
2. Siswa dapat mengidentifikasi generic structure wacana review
3. Siswa dapat mengidentifikasi tujuan wacana berbentuk review

Materi Pokok

Teks tulis berbentuk review, misalnya :

JurassicPark Part II is a motion picture about an island populated with real dinosaurs. Releaed in 1997, this science fiction adventure is the sequel to the boxoffocie hit Jurassic Opark (1993) in which a scientist built a dinosaur theme park on remote islan. Although those dinosaurs were destroyed, there were ome left on another island.

Dr. Sarah Harding (played by Julianne Moore) and Dr. Ian Malcon (Jeff Goldblum) travel to the island to observe the dinosaura and try to prevent Roland Tembo (Pete Postlethwaite) from rounding the beasts up and taking them to a theme park in the United State. The weather turns bad, the dinosaurs become violent, and one of the angry beast makes its way to Los Angeles, California.

Metode Pembelajaran /Teknik :

Three – phase technique

Langkah – langkah Kegiatan :

1.Kegiatan awal (10')

- Salam
- Presensi siswa
- Siswa menjawab secara lisan pertanyaan yang berkaitan dengan review

2.Kegiatan Inti (70')

- Secara klasikal siswa merespon wacana yang baru saja mereka dengar dan lengkapi dengan menyatakan kesesuaian pernyataan dengan teks.
- Secara berpasangan siswa membaca kembali teks review yang baru saja mereka dengarkan dengan memperhatikan generic structurenya.
- Siswa mengidentifikasi generic structure teks review.
- Siswa merespon wacana dengan menjawab pertanyaan yang berkaitan dengan teks review termasuk menentukan tujuan.

3.Kegiatan Akhir (10')

- Siswa membuat kesimpulan mengenai karakteristik teks review.

Sumber/Bahan/Alat

- Buku Look Ahead 3
- Script dari Look Ahead 3
- VCD / LCD

Penilaian

- Teknis : Tertulis
- Bentuk : Melengkapi teks review

Bentuk Penilaian :

FILM REVIEW

Title : Brownies (A bite of sweet cake, a bit of love story)
Genre : Drama
Director : Hanung Bramantyo

Year : 2004
Duration : 2 hours
Stras : Marcella Zalianty, Bucek Depp and Arie U. Kuncoro

Review the “ Brownies “ film based on your own idea ! And please complete the chart below !

Orientation (Background onformation on the movie you are going to review )	..... ..... .....
Interpretative Recount (Summary of the movie )	..... ..... .....
Evaluation (Concluding statement : judgment, opinion or recomendation. It can consist of more than one paragraph )	..... ..... .....
Evaluative Summation (Final opinion : the appraisal or the punchline of the film being critized)	

KUNCI JAWABAN

FILM REVIEW

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Genre : Drama
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Year : 2004
Duration : 2 hours
Stras : Marcella Zalianty, Bucek Depp and Arie U. Kuncoro

KUNCI JAWABAN

NO		JAWABAN	SKOR
1	Orientation	Another Indonesian romantic drama feature film by a young and talented director, Hanung Bramantyo, will soon be releaed this year. Fans of Marcella Zalianty, Bucek Depp and Arie U Kuncoro will be able to see their idols acting in a movie titled Brownies. The film is produced by Sinem Art, which also produced ‘Mengejar Matahari’ The theme is simple; it’s about love. Love with its bittersweet story becomes the highlight that enriches the movie plot. The reason is quite obvious : A love theme always attracts more people to come to the cinema	8
2	Interpretative Recount	Mel (Marcella Zalianty), a copywriter in an advertising agency, has a life that’s focused on her job. Although Mel is engaged to Joe (Phillips Yusup), Didi (renia) – her close friend-, question if Joe is really mel’s kind of guy.	5
3	Evaluation	Later in the story, mel finds out that Joe has been going out with another girl all this time. Then, Mel, meets Are (Bucek Depp), a young artist who write, owns a bookstore, and make brownies! Are even has a small brownies shop that Mel loves to visit. Are’s artistic attitude and Joe’s betrayal have clearly affected Mel’s life.	4
4	Evaluative Summation	Brownies is the first Indonesian movie that was shot using Panasonic High Definition cameras, which results in a film that looksas if it’s recorded on standard celluloid film, while reducing production cost.	3
	TOTAL SKOR		20

PEDOMAN PENILAIAN

SKOR	NILAI	SKOR	NILAI
1	5	11	55
2	10	12	60
3	15	13	65
4	20	14	70
5	25	15	75
6	30	16	80
7	35	17	85
8	40	18	90
9	45	19	95
10	50	20	100

Mengetahui
Kepala Sekolah

Gondang, Januari 2010
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) HORTATORY EXPOSITION

Mata pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Tahun Pelajaran : 2008 - 2009
Alokasi Waktu : 2 x 45 menit

Standard Kompetensi :

Memahami makna teks monolog / esei berbetuk, spoof dan hortatory exposition secara akurat, alncar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar :

Memahami dan merespon makna teks monolog / esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk : hortatory exposition.

Indikator :

1. Mengidentifikasi makna dalam teks : hortatory exposition
2. Mengidentifikasi langkah-langkah retorika dalam wacana : hortatory exposition
3. Siswa mengidentifikasi ciri-ciri kebahasaan teks hortatory exposition

Tujuan pembelajaran :

1. Siswa dapat mengidentifikasi makna dalam teks : hortatory exposition
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana : hortatory exposition
3. Siswa dapat mengidentifikasi ciri-ciri kebahasaan teks hortatory exposition

Materi Pokok :

Teks monolog / esei berbentuk hortatory exposition, misalnya:

Is it important to know what your kids are watching? Of course yes. Television can expose things you have tried to protect them from, especially violence, pornography, consumerism etc.

A study demontrated that spending too much timeon watching Tv during the day or at bedtime often causes bedtime disruption, stress, and short of sleep duration.

Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood and the possibility of being aggressive.

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioned above, protect your children with the following tips:

- 1. Limit television viewing to 1-2 hours each day.*
- 2. Do not allow your children to have a TV set in their bedrooms.*
- 3. Review the rating of TV shows that your children watch.*
- 4. Watch television with your children and discuss what is happening in the show.*

Metode Pembelajaran /Teknik :

Three – phase technique

Langkah – langkah Kegiatan :

1. Kegiatan Awal (10')

- Salam
- Presensi Siswa
- Tanya jawab mengenai segi positif dan negatif tentang TV

2. Kegiatan Inti (75')

- Siswa membaca teks hortatory exposition dan menjawab pertanyaan.
- Siswa membaca kembali teks hortatory exposition tersebut dan mengubah paragraph kelima dengan pendapatnya.
- Siswa membaca teks hortatory exposition dan menggarisbawahi pernyataan subjektif.
- Siswa membaca kembali teks hortatory exposition dan memperhatikan teks organisasinya.
- Siswa mencari kata-kata kesamaan dan ketidaksamaan dari teks yang dibaca.
- Siswa menentukan benar dan salah dari kalimat pernyataan dalam teks.

3. Kegiatan Akhir (5')

- Siswa menyimpulkan ciri-ciri teks hortatory exposition (tujuan, organisasi teks, dan ciri-ciri kebahasaan)
- Guru memberi tugas kepada siswa untuk mencari teks hortatory exposition

Sumber / Bahan / Alat

- Buku Look Ahead 2
- LKS
- VCD / LCD

Penilaian :

- Teknis : Tugas
- Bentuk : Latihan tertulis

Bentuk Penilaian :

Find the synonym and the anthonym of the list of words taken from the teks in the box below !

No	Word	Paragraph	Synonym	Antonym
1	Important	1	.....	.....
2	Violence	1	.....	.....
3	Spend	2	.....	.....
4	Casuse	2	.....	.....
5	Early	3	.....	.....
6	Aggresive	3	.....	.....
7	Overweight	4	.....	.....
8	Inactive	4	.....	.....
9	Allow	5	.....	.....
10	Limit	5	.....	.....

Decide whether the statement is true (T) or (F) based on the teks!

1. Television may help parents expose their children to violence, pornography and consumerism (T / F).
2. Knowing what TV programs the kids are watching may help parents prevent them from the show of violence, pornography and consumerism (T / F).
3. Bedtime disruption is one of the indirect effect of the lack time spent on watching TV programs (T / F).
4. Too much watching TV may cause truncated duration of sleeep (T / F).
5. In some studies, some scientist have discovered that there is a relationship between obesity and too much watching TV (T / F).
6. Kids can be active if they are let watch TV a lot (T / F).
7. It is highly recommended that parents place a TV set in the children’s bedroom (T / F).
8. It is very important that parents know the TV programs watched by their children (T / F).
9. According to some experts, children should not be allowed to watch TV more than two hours in a day (T / F).
10. Being aggressive is one of the negative impacts resulted from watching TV too much (T / F).

KUNCI JAWABAN

Part 1

NO	WORD	PARAGRAPH	SYNONYM	ANTONYM	SKOR
1	Important	1	Significant	Trivial	1
2	Violence	1	Brutality	Peacefulness	1
3	Spend	2	Buy	Save	1
4	Cause	2	Reason	Effect	1
5	Early	3	Beforehand	Tardy	1
6	Aggresive	3	Hostile	Mild	1
7	Overweight	4	Obese	Skinny	1
8	Inactive	4	Sluggish	Energetic	1
9	Allow	5	Permit	Prohibit	1
10	Limit	5	Restrict	Deregulate	1

Part 2

NO	JAWABAN	SKOR
1	F	1
2	T	1
3	F	1
4	T	1
5	T	1
6	F	1
7	F	1
8	T	1
9	T	1
10	T	1

PEDOMAN PENILAIAN

Part 1

NO	SKOR	NILAI
1	1	5
2	1	5
3	1	5
4	1	5
5	1	5
6	1	5
7	1	5
8	1	5
9	1	5
10	1	5
TOTAL SKOR	10	50

Part 2

NO	SKOR	NILAI
1	1	5
2	1	5
3	1	5
4	1	5
5	1	5
6	1	5
7	1	5
8	1	5
9	1	5
10	1	5
TOTAL SKOR	10	50

Mengetahui
Kepala Sekolah

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Gondang, Januari 2009
Guru Mata Pelajaran

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) REPORT

Mata pelajaran : Bahasa Inggris
Kelas/Semester : XI/1
Tahun Pelajaran : 2008 - 2009
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi :

Memahami makna teks fungsional pendek dan esei sederhana berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari – hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar :

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari – hari dan untuk mengakses ilmu pengetahuan.

Indikator :

1. Mengidentifikasi makna kata dalam teks yang dibaca.
2. Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan.
3. Mengidentifikasi langkah – langkah retorika dari teks.
4. Mengidentifikasi tujuan komunikasi teks yang dibaca

Tujuan Pembelajaran :

1. Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca.
2. Siswa dapat mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan.
3. Siswa dapat mengidentifikasi langkah – langkah retorika dari teks.
4. Siswa dapat mengidentifikasi tujuan komunikasi teks yang dibaca.

Materi Pokok

Teks monolog berbentuk report, misalnya :

TORNADO

A tornado is a powerful, twisting wind storm. It is one of the most destructive storms on earth. A tornado is also called a waterspout.

A tornado is along cloud which comes down from the sky. It is shaped a funnel and consists of wind which whirls around and around extremely fast. In fact, the wind can reach a speed of morethan 900 km per hour.

Most tornadoes form a long a front (boundary) between cool, dry air and warm, humid air. Weather scientists are unable to know exactly when tornadoes will occur. Fortunately, the tornado is not usually very big and it does not last long.

Metode Pembelajaran / Teknik :

Three-phase technique

Langkah – langkah Kegiatan :

1.Kegiatan Awal (10')

- Salam
- Presensi siswa
- Mengulas materi sebelumnya

2.Kegiatan Inti (75')

- Siswa mendapat penjelasan mengenai teks monolog report (definisi dan organisasi teks)
- Siswa membaca teks monolog report
 - Siswa mengidentifikasi teks monolog report
 - Siswa menjawab pertanyaan
 - Siswa melengkapi teks monolog report

3.Kegiatan Akhir (5')

- Siswa membuat kesimpulan mengenai karakteristik teks monolog report dan mengerjakan tugas melengkapi kalimat-kalimat rumpang

Sumber / Bahan / Alat :

- Buku Look Ahead 2
- Script dari Look Ahead 2
- Laptop / LCD

Penilaian :

- Teknik : Quis
- Bentuk : Menjawab pertanyaan lisan dan melengkapi kalimat

Bentuk Penilaian :

Complete the missing word with the suitable words provided!

fluids	sea-livings	thickness	nostril	indeed
length	fish	paddles	external	smooth

Whales are.....1....mammals. They therefore breathe air but can not survive on land. Some species are very large.....2.....and the blue whale, which can exceed 30 meters in.....3....., is the largest animal to have lived on earth. Superficially, the

whale looks rather like a.....4...., but there are important differences in its.....5.....structure; its tail consist of a pair of broad, flat horizontal.....6..... (the tail of fish is vertical), and it has a single.....7.....on the top of its large, broad head. The skin is8.....and shiny and beneath it lies a layer of fat (bluber). It can be up to 30 meters in.....9.....and serves to conserve heat and body.....10.....

KUNCI JAWABAN

NO	JAWABAN	SKOR
1	Sea-living	1
2	Indeed	1
3	Length	1
4	Fish	1
5	External	1
6	Paddles	1
7	Nostril	1
8	Smooth	1
9	Thickness	1
10	Fluids	1

PEDOMAN PENILAIAN

NO	SKOR	NILAI
1	1	10
2	1	10
3	1	10
4	1	10
5	1	10
6	1	10
7	1	10
8	1	10
9	1	10
10	1	10
TOTAL SKOR	10	100

Mengetahui
Kepala Sekolah

Gondang, Juli 2008
Guru Mata Pelajaran

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) narrative

Mata pelajaran : Bahasa Inggris
Kelas/Semester : X / 2
Tahun Pelajaran : 2007 - 2008
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi :

Memahami makna dalam teks tulis monolog/esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari – hari dan mengakses ilmu pengetahuan populer.

Mengungkap makna dalam teks monolog / esei sederhana secara akurat, lancar dan berterima berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari – hari dan mengakses ilmu pengetahuan populer.

Kompetensi dasar :

Memahami dan merespon makna dan langkah-langkah retorika teks tulis monolog/esei secara akurat, lancar dan berterima dalam teks berbentuk : narrative, descriptive dan news item.

Mengungkapkan makna dan langkah – langkah retorika secara akurat, lancar dan berterima menggunakan ragam bahasa tulis dalam teks berbentuk : narrative, descriptive dan news item.

Indikator :

1. Mengidentifikasi makna dalam teks narrative
2. Mengidentifikasi langkah-langkah retorika dalam teks
3. Mencari kalimat passive dalam teks
4. Menulis teks berbentuk narrative

Tujuan Pembelajaran :

1. Siswa dapat mengidentifikasi makna dalam teks narrative
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam teks
3. Siswa dapat mencari kalimat passive dalam teks
4. Siswa dapat menulis teks berbentuk narrative

Materi Pokok :

Teks tulis monolog / esei sederhana berbentuk narrative

The Three Sheiks and Queen of Arabia

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have dinner, and asked them for something to eat.

The first gave her some leftover food; the second gave her some unappetizing camel's tail; and the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheiks' camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered her servants to give each one exactly what they had given her the evening before.

Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her.

"Without question, Hakim is the most generous of you," she announced her choice to the sheiks. "So it is Hakim I will marry."

Pembelajaran / Teknik :

Three-phase technique

Langkah – langkah Kegiatan :

1.Kegiatan Awal (10')

- Salam
- Presensi siswa
- Siswa mereview kembali ciri-ciri teks tulis narrative

2.Kegiatan Inti (70')

- Siswa membaca teks narrative
- Siswa mengidentifikasi bagian-bagian teks narrative
- Siswa menyebutkan generic structure teks narrative
- Siswa menjawab pertanyaan mengenai teks
- Siswa mencari kalimat-kalimat passive dalam teks

3.Kegiatan Akhir (10')

- Siswa menyimpulkan aspek kebahasaan suatu teks narrative

Sumber / Bahan / Alat :

- Buku Look Ahead 1

- Script dari Look Ahead 1
- VCD / LCD

Penilaian :

- Teknik : Tugas
- Bentuk : Menjawab pertanyaan dan menulis teks narrative

Bentuk Penilaian :

Answer the question based on the teks The Three Sheiks and The Queen of Arabia!

1. Find the teks organisation of the teks above !
2. Why do you think queen Maura come to the sheiks’s camp at dinner time?
3. Did the third sheik give her some sort of food ? What was it ?
4. Why do you think queen Maura invited the three sheiks for dinner at her palace ?
5. What sort of food did queen Maura offer to three sheiks ?
6. Why was Hakim given delicious food ?
7. Find some passive sentences from the teks !

KUNCI JAWABAN

NO	JAWABAN	SKOR
1	Title : The three sheiks and queen of Arabia Orientation : par 1 and 2 Complication : par 3 and 4 Resolution : par 5 Re-orientation: par 6	5
2	To make her disguise unknown and to know how kind the sheiks were from the food they would give her.	3
3	Yes, he did. The most tender and tasty meat.	1
4	To know more about them.	1
5	The same kinds of food the sheiks gave her the night before.	3

6	Because Hakim gave her delicious food the night before.	3
7	Her list <u>was reduced</u> to just three sheiks The third sheik who <u>was called</u> Hakim offered her some tender and tasty meat.	4
TOTAL SKOR		20

PEDOMAN PENILAIAN :

SKOR	NILAI	SKOR	NILAI
1	5	11	55
2	10	12	60
3	15	13	65
4	20	14	70
5	25	15	75
6	30	16	80
7	35	17	85
8	40	18	90
9	45	19	95
10	50	20	100

Mengetahui
Kepala Sekolah

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