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Perencanaan Pembelajaran Bahasa Inggris

Identitas

Judul : This is My World (Chapter IV)

Kelas : VII

Alokasi Waktu : 1 Pertemuan (1 JP)

Dimensi Profil Lulusan : -

Desain Pembelajaran

Tujuan Pembelajaran :

1. Identify information in a simple descriptive text about their surroundings,
2. Understand the use of there is and there are, and
3. Answer questions based on the text they read.

Topik : Describing My Surroundings

Praktis Pedagogis : Reading comprehension, Answer questions, Identifying vocabulary, and Practicing the use of there is/there are

Lingkungan Pembelajaran : Ruang Kelas

Asesmen Pembelajaran

Rencana Asesmen Pembelajaran

Asesmen Awal	Asesmen Proses	Asesmen Akhir
The initial assessment is conducted at the beginning of the lesson by showing students a picture of a classroom and asking simple	The process assessment is carried out during the learning activities, especially while students are reading the text. Students are asked	The final assessment is conducted through an individual task. Students are given a short descriptive text and asked to answer several

questions such as “What do you see?”. This activity aims to identify students’ prior knowledge and vocabulary related to their surroundings.	to identify information from the text and answer comprehension questions such as “What is the text about?”, “Is there a whiteboard?”, and “How many chairs are there?”. During this stage, the teacher observes students’ participation, understanding, and ability to respond to the questions.	comprehension questions based on the text. This assessment aims to measure students’ understanding of the text, their ability to identify specific information, and their mastery of vocabulary related to describing their surroundings.
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Ketercapaian Tujuan Pembelajaran

1. Mengidentifikasi Informasi Teks

Aspek	Mulai Berkembang (MB)	Berkembang Sesuai Harapan (BSH)	Sangat Berkembang (SB)
Pemahaman teks	Memahami sedikit informasi	Memahami sebagian besar	Memahami seluruh isi teks

2. Menjawab Pertanyaan

Aspek	MB	BSH	SB
Ketepatan jawaban	Banyak salah	Cukup tepat	Tepat dan lengkap

3. Kosakata

Aspek	MB	BSH	SB
Penguasaan kosakata	Sangat terbatas	Cukup	Baik dan tepat

Pengalaman Belajar

- Pendidik menghadirkan situasi nyata yang dekat dengan kehidupan murid
 - Menghadirkan konteks nyata dengan menunjukkan kondisi kelas secara langsung/melalui gambar/video tentang lingkungan sekitar (classroom). Berikan pertanyaan pemandu, seperti:
 - What can you see in your classroom?
 - Is there a whiteboard in your classroom?
 - How many chairs are there?
 - Is your classroom clean and comfortable?
- Murid melakukan kegiatan “Look and Say” sebagai asesmen awal, berikut panduan pelaksanaan:

- a. Tampilkan gambar/kondisi kelas contoh: classroom, chairs, tables, whiteboard, door, windows).
- b. Ajukan pertanyaan: what can you see? Murid menjawab dengan menyebutkan benda yang mereka lihat/menggunakan pola sederhana: There is a...../There are.....
- c. Berikan pertanyaan pemantik kepada beberapa murid yang menjawab, seperti: why do you say that?/can you mention more things?

Warming Up

Kegiatan warming up dilakukan untuk menarik perhatian siswa dan mengaktifkan pengetahuan awal mereka. Guru dapat menampilkan gambar sebuah ruangan seperti kelas atau kamar, lalu menanyakan kepada siswa benda apa saja yang mereka lihat di dalam gambar tersebut. Siswa menyebutkan kosakata sederhana seperti table, chair, door, dan window. Setelah itu, guru dapat mengajukan pertanyaan ringan seperti “Do you have this in your classroom?” untuk membuat siswa lebih terlibat sebelum masuk ke kegiatan membaca.

Brainstorming

Kegiatan brainstorming bertujuan untuk membantu siswa menghubungkan pengalaman mereka dengan materi yang akan dipelajari. Guru dapat menuliskan judul “My World” di papan tulis, lalu meminta siswa menyebutkan hal-hal yang ada di sekitar mereka, seperti tempat (classroom, bedroom, school) dan benda-benda di dalamnya. Semua jawaban siswa ditulis di papan sebagai daftar kosakata. Kegiatan ini membantu siswa mengenali topik bacaan dan mempermudah mereka dalam memahami teks yang akan dibaca.

4 Application for Teaching

1. Padlet

Digunakan di awal dan akhir pembelajaran, yang memiliki fungsi untuk brainstorming & writing. Siswa bisa menulis jawaban (what do you see?) dan

posting kalimat (there is/there are). (<https://padlet.com/novasaputri026/projek-mengajar-awh2mykovot8v0dy>)

2. Diffit

Berfungsi untuk reading text yang digunakan pada saat while-reading. Di pakai guru untuk generate teks sesuai level siswa dan bisa langsung dapat soal.

3. Liveworksheet

Berfungsi untuk latihan readding, digunakan setelah membaca teks. Siswa mengerjakan comprehension questions, true/false, dan vocabulary match.

4. Quizizz (wayground)

Berfungsi untuk evaluasi atau game quiz yang digunakan di akhir pembelajaran dalam bentuk pilihan ganda dan kuis cepat.

LESSON PLAN

Identitas

Name	: Nova Sapitri
Mata Pelajaran	: Bahasa Inggris
Kelas	: VII
Chapter	: IV- This is My World
Topik	: Describing My Surroundings
Fokus	: Reading skills
Alokasi Waktu	: 1 Pertemuan (1 JP)

Tujuan Pembelajaran

Setelah pembelajaran, siswa mampu:

1. Mengidentifikasi informasi dalam teks deskriptif sederhana tentang lingkungan sekitar.
2. Memahami penggunaan *there is* dan *there are*.
3. Menjawab pertanyaan berdasarkan teks yang dibaca.

Kegiatan Pembelajaran

→ Pendahuluan (Pre-Reading) - 5 menit

- Guru menunjukkan gambar kelas/kamar
- Guru bertanya: "What do you see? And Is it big or small?"
- Guru mengenalkan beberapa kosakata (chair, table, classroom, etc...)

→ Kegiatan Inti (While-Reading) - 10 menit

a. Reading Activity (5 menit)

Siswa membaca teks pendek: "This is my classroom. The classroom big and clean. There are many chairs and tables."

b. Comprehension (5 menit)

Siswa menjawab pertanyaan: "What is the text about?, Is the classroom big or small?, and What things are in the classroom?."

→ Penutup (Post-Reading) - 5 menit

- Guru dan siswa membahas jawaban bersama
- Siswa membuat 1 kalimat sederhana: “My classroom is.....”
- Guru memberikan kesimpulan singkat

Assesmen

- Awal: Tanya jawab dan vocabulary
- Proses: Jawaban pertanyaan teks
- Akhir: Kalimat sederhana yang di buat siswa

Media

- Gambar (classroom)
- Teks pendek (dari buku Chapter IV)
- Lembar kerja siswa (LKPD)

CHAPTER IV : This My World
TOPIC : Describing My Surroundings

A. Pre-Reading

Look at your classroom! Answer the questions:

1. What things can you see in your classroom?
2. Is there a whiteboard in your classroom?
3. How many chairs are there?

B. While-Reading

Read the text carefully!

This is my classroom. There are many chairs and tables. There is a whiteboard in front of the class. There is a teacher's desk. There are two windows and one door. My classroom is clean and comfortable.

Task 1: Answer the questions

1. What is the text about?
2. Are there many chairs?
3. Is there a whiteboard?
4. How many windows are there?
5. Is the classroom clean?

Task 2: True or False

Write T (True) or F (False)

1. ...There is no whiteboard
2. ...There are many chairs
3. ...There are three doors
4. ...The classroom is comfortable
5. ...There is a teacher's desk

Task 3: Vocabulary Match

Match the words with their meanings!

Word	Meaning
Chair	Pintu
Whiteboard	Kursi

Window	Jendela
Door	Papan tulis

C. Post-Reading

Task 4: Write 3 sentences about your classroom!

Use: There is/ There are

1.