



MODUL AJAR KURIKULUM MERDEKA

Nama Sekolah : _____
Nama penyusun : _____
NIK : _____
Mata pelajaran : Bahasa Inggris
Fase D, Kelas / Semester : VIII (Delapan) / I (Ganjil)

MODUL AJAR KURIKULUM MERDEKA

BAHASA INGGRIS FASE D KELAS VIII

INFORMASI UMUM

A. IDENTITAS MODUL

Penyusun	:	
Instansi	:	SMP
Tahun Penyusunan	:	Tahun 20...
Jenjang Sekolah	:	SMP/MTs
Mata Pelajaran	:	Bahasa Inggris
Fase / Kelas	:	D / VIII
Chapter 1	:	Celebrating Independence Day
Alokasi Waktu	:	7 Pertemuan atau setara 21 JP (3 x 40 menit)

B. KOMPETENSI AWAL

Capaian Pembelajaran

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen Menyimak – Berbicara

- Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

Elemen Membaca - Memirsa

- Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik

dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

Elemen Menulis - Mempresentasikan

- Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Mereka juga menyertakan informasi dasar dan detail, dan memvariasikan konstruksi kalimat mereka dalam tulisan mereka. Peserta didik mengungkapkan ide-ide dalam bentuk sekarang, masa depan, dan masa lalu. Mereka menggunakan penanda waktu, kata keterangan frekuensi dan konjungsi umum untuk menghubungkan ide. Upaya mereka untuk mengeja kata-kata baru didasarkan pada hubungan bunyi-huruf Bahasa Inggris yang diketahui dan mereka menggunakan tanda baca dan kapitalisasi dengan konsisten.

C. PROFIL PELAJAR PANCASILA

- (1) Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia, (2) berkebinekaan global, (3) bergotong royong, (4) kreatif, (5) bernalar kritis, dan (6) mandiri.

D. SARANA DAN PRASARANA

- Gawai, laptop/komputer, akses internet, buku teks, papan tulis/white board, lembar kerja, handout materi, infokus/proyektor/pointer dan referensi yang mendukung.

E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. MODEL PEMBELAJARAN

- Model pembelajaran tatap muka,

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN



Learning objectives

Upon completion of Chapter 1, the students should be able to:

1. Talk about personal experiences in the past;
2. Identify specific information about personal experiences; and
3. Write the main events of personal experiences.

B. PEMAHAMAN BERMAKNA

Unit 1 The Champion of Panjat Pinang

- **Function** : Talk about personal experiences in the past
- **Language features** : Past tense, regular and irregular past verbs
- **Listening and Viewing** : Listen to conversations of experiences of independence day celebration
- **Speaking** : Ask and give information about experiences of independence day celebration

Unit 2 Going to a Parade

- **Function** : Identify specific information about personal experiences
- **Language features** : Past tense, the use of time connectives
- **Listening and Viewing** : Listen to conversations of experiences of independence day celebration
- **Reading** : Read recount texts for specific information

Unit 3 Independence Day at SMP Merdeka

- **Function** : Sequence main events of personal experiences Write a congratulation card for one's achievement
- **Language features** : Formal and informal expressions to congratulate others
- **Reading** : Read a dialogue and a congratulations card
- **Writing** : Write a congratulations card

C. PERTANYAAN PEMANTIK

- Apa yang kamu lakukan untuk merayakan hari kemerdekaan?

D. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran Unit 1. The Champion of Panjat Pinang

Kegiatan Pendahuluan

- ☐ Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik.

Guru dapat menggunakan bahasa Inggris atau bahasa Indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter 1.

Bahasa guru

“Good morning, everyone.”

“My name is [Teacher’s full name]. You can call me [Teacher’s name].”

“I’m from [Teacher’s origin].”

“I’m your English teacher. You will learn English with me for this academic year.”

“In this chapter, we will learn about some personal experiences about participating in the Independence Day celebration.”

“We will learn some specific information and identify the sequence of the main events.”

“We will also learn to write a card to express personal feelings to congratulate others.”

Kegiatan Inti



Section 1 – Say What You Know

- ☐ Guru mengarahkan peserta didik untuk melihat Picture 1.1.

Bahasa guru

“Let’s have a look at Picture 1.1.”

- ☐ Guru meminta peserta didik untuk mengidentifikasi hal-hal yang berkaitan dengan gambar tersebut.

Bahasa guru

“What is the name of the game?”

“When do the games happen?”

- ☐ Guru dapat menggali kemampuan berpikir kritis peserta didik melalui beberapa pertanyaan. Guru dapat mengajak peserta didik untuk mengingat pengalaman mereka.

Bahasa guru

“Have you ever played the games in the pictures?”

Jika jawaban peserta didik pernah mengikuti perlombaan tersebut, maka guru dapat mengelaborasi lebih lanjut pengalaman tersebut.

Bahasa guru

“Could you tell us about it/your experience participate in the game?”

Namun, jika mereka belum pernah melakukannya, maka guru dapat menanyakan perihal pendapat mereka.

Bahasa guru

"What do you think about that game?"

"Did you find it is fun/interesting?"

- Dalam kegiatan ini, peserta didik dapat menjawab dengan bahasa Inggris atau bahasa Indonesia. Kemudian, guru dapat memberikan bantuan/bimbingan untuk mengembangkan kemampuan peserta didik menggunakan Bahasa Inggris secara bertahap.

Bahasa guru

"You can use Indonesian if you have difficulties in using English."



Section 2 - Listening

- Guru mengajak peserta didik untuk mengamati beberapa gambar permainan yang biasa dilombakan pada perayaan Hari Kemerdekaan Republik Indonesia worksheet pada Worksheet 1.1.

Bahasa guru

"Let's have a look at the following pictures."

"What pictures are they?"

- Guru meminta peserta didik untuk memberi nama permainan yang sesuai pada setiap gambar tersebut.

Bahasa guru

"There are many games held in celebrating Independence day."

"The followings are the common games that are held in that day."

"Can you give the name to the games below?"

"Please, give the name to every game on Worksheet 1.1."

- Guru mengajak peserta didik untuk membandingkan jawaban mereka dengan teman sekelasnya.

Jawaban Worksheet 1.1



- Guru memperdengarkan Audio 1.1 tentang percakapan Galang dengan ayahnya. Bila tidak tersedia alat pemutar audio, guru dapat membacakan transkripnya untuk peserta didik.

Bahasa guru

“Listen to the audio. In the audio you will hear Galang and his father talking about his father’s experiences joining Independence day celebration.”

“Please listen carefully, I will read the dialogue for you (twice).”

Audio 1.1 Script

Galang : Assalamu’alaikum.

Pak Rahmansyah : Wa’alaikum salam. How was your school, son?

Galang : It was good, Dad. Today, our school celebrated Independence Day and we had some games like marble and spoon race, sack race, and tug of war.

Pak Rahmansyah : That sounds fun!

Galang : Yes, absolutely. I won the marble and spoon race.

Pak Rahmansyah : Nice. Congratulations!

Galang : Thank you, Dad. By the way, what game did you join when celebrating independence day?

Pak Rahmansyah : Panjat Pinang. My team got many prizes from climbing the Pinang tree!

Galang : Wow! Amazing.

- Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks. Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik.

Bahasa guru

“Now, listen again carefully and read the text.”

- Guru mengajak peserta didik untuk mendengarkan dan menyimak kembali Audio 1.1.

Bahasa guru

“Let’s listen again to the dialog. You will hear some information about the games played in Independence day. Then, try to complete Worksheet 1.2.”

- Guru membicarakan isi audio dan isi teks. Beberapa pertanyaan alternatif yang dapat ditanyakan kepada peserta didik adalah:

a. Siapa yang berbicara pada dialog tersebut?

Bahasa guru

“Who are the speakers in the dialog?”

b. Lomba apa yang Galang juarai?

Bahasa guru

“What game did Galang win?”

c. Lomba apa saja yang pernah diikuti oleh ayah Galang?

Bahasa guru

“What games did Galang’s father ever join?”

“What game did Galang’s father join at that time?”

d. Lomba apa yang dijuarai oleh ayah Galang?

Bahasa guru

“What game did he (Galang’s father) win at that time?”

- Guru menampilkan Worksheet 1.2 dan meminta peserta didik untuk mengerjakannya.

Bahasa guru

“Circle the events mentioned in the dialogue between Pak Rahmansyah and Galang.”

Jawaban Worksheet 1.2

1. Tandem race
2. Panjat pinang
3. Sack race
4. Tug of war
5. Carnaval
6. The national flag hoisting ceremony



Section 3 – Listening

- Guru memperdengarkan Audio 1.2 tentang pengalaman ayah Galang mengikuti lomba panjat pinang. Bila tidak tersedia alat pemutar audio, guru dapat memperdengarkan audio langsung kepada peserta didik dengan membacakan transkripnya.

Bahasa guru

“Listen to the Audio 1.2. In the audio you will hear Galang and his father talking about his father’s experiences participating in Panjat pinang in the Independence Day celebration.”

Audio 1.2 Script

Galang : Dad, please tell me more about the Panjat Pinang.

Pak Rahmansyah : At that time, the committee put a lot of prizes like sarong, groceries, radio, TV, and even a bike on the top of the tree.

Galang : Wow! It's really hard to climb the tree, isn't it?

Pak Rahmansyah : Yes, it is. The tree was full of grease.

Galang : Did you get to the top of the tree?

Pak Rahmansyah : At first, I didn't. Many climbers also failed to climb up because the tree was slippery. That was the funniest part, though.

Galang : Did you give up?

Pak Rahmansyah : No, we never gave up.

Galang : So, what did you do then?

Pak Rahmansyah : First, we made a human ladder and wiped off the grease bit by bit.

Galang : Then, what?

Pak Rahmansyah : One of us finally got to the top and threw the prizes to the ground.

- Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks dan meminta peserta didik untuk menyimak strategi ayah Galang ketika berhasil memenangkan lomba panjat pinang.

Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik.

Bahasa guru

"Now, listen again the audio 1.2. You may read the dialog (comic) to check the words you hear. Please, pay attention to the strategy used by Galang's father."

"To check your understanding, please work on Worksheets 1.3 and Worksheets 1.4."

- Guru menampilkan Worksheet 1.3 dan Worksheet 1.4. Kemudian, guru meminta peserta didik untuk mengerjakan kedua worksheet tersebut.
- Setelah selesai mengerjakan, peserta didik mengumpulkan worksheet dan guru menyampaikan hasilnya secara bergantian.
- Kemudian, guru dan peserta didik bersama-sama mendiskusikan hasilnya.

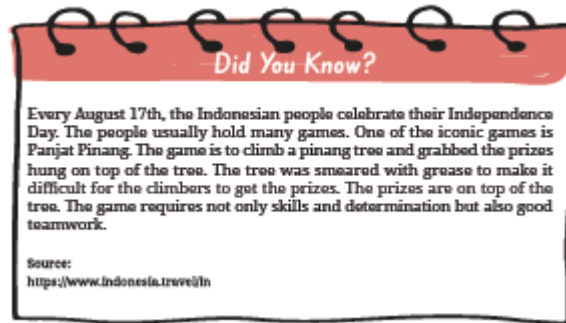
Jawaban Worksheet 1.3

1. made a human ladder.
2. wiped off the grease.
3. climbed to the top.
4. grabbed the prizes.
5. threw the prizes to the ground.

Jawaban Worksheet 1.4

1. Pak Rahmansyah did not participate in Panjat Pinang.

2. A TV was one of the prizes on the Pinang tree. (✓)
 3. Pak Rahmansyah never fell down during Panjat Pinang game.
 4. Pak Rahmansyah's team made a strategy to win the Panjat Pinang game. (✓)
 5. Pak Rahmansyah's team used a human ladder to support the climber. (✓)
- Guru dapat menjelaskan permainan panjat pinang di hari perayaan kemerdekaan Indonesia dalam Bahasa Indonesia. Guru juga dapat menyampaikan nilai-nilai yang terkandung dalam permainan ini. Salah satunya adalah gotong royong dan kerja sama tim.



Section 4 – Language Focus

- Recounting means talking about past experiences. Most of the time we include details of what happened in the past when recounting. At school, teachers also ask students to recount their past experiences. For example, they ask the students to recount their last holiday experiences or their activities on the last Independence Day.
- To recount these past experiences, we need to use Past Simple verbs. The Past Simple verbs are usually formed by adding 'd', 'ed', or 'ied' to the base verb. Look at the following examples:
- celebrate + *d* → **celebrated**
 - participate + *d* → **participated**
 - try + [change the 'y' to 'i'] + ed → **tried**
- We call these **regular** verbs.
- Many other verbs, however, are **irregular**. These irregular verbs do not really follow any rules. They need to be learned. See the following examples:
- win → **won**
 - make → **made**
 - hold → **held**
- Have a look at the following examples taken from the previous dialogues.

Table 1.1 Past tense verbs

Regular verbs	Irregular verbs
I participated in a tandem race, tug of war, Panjat Pinang, and sack race.	Today, our school held many games and competitions to celebrate Independence Day.
I jumped up onto my friends' shoulders.	I won the marble and spoon race competition today.

- Guru mengajak peserta didik untuk melihat kembali teks dialog pada Section 2 dan Section 3.
Bahasa guru
"Now, let's have a look once again at sections 2 and 3."
- Guru meminta peserta didik untuk mengidentifikasi dan mengklasifikasi kata kerja pada dialog tersebut. Pada bagian ini, guru dapat meminta peserta didik untuk bekerja dalam kelompok yang terdiri atas 4 orang atau disesuaikan dengan konteks kelas.
Bahasa guru
"Let's find the verbs."
"Let's group the verbs into irregular and regular."
"Write your result in the table."
- Sebagai kegiatan lanjutan, guru dapat meminta peserta didik/kelompok mempresentasikan hasil temuannya. Kemudian, guru dapat memimpin diskusi kelas dan selanjutnya dapat mengukur tingkat ketercapaian pemahaman peserta didik.

Contoh Jawaban Worksheet 1.5

Regular	Irregular
participated	was
jumped	held
grabbed	won
...	...



Section 5 – Fun Time: Bingo

- Guru meminta peserta didik membuat kelompok yang terdiri atas 4 orang. Kemudian meminta masing-masing kelompok menyediakan 1 lembar kertas kemudian membuat 9 kotak pada selembar kertas yang sudah mereka siapkan.
- Guru meminta masing-masing anggota kelompok untuk menyiapkan 1 kata kerja dalam bentuk lampau baik regular atau irregular. Kemudian, perwakilan kelompok diminta menuliskan kata kerja tersebut ke papan tulis.
- Guru meminta masing-masing kelompok mengambil 9 kata kerja secara acak dan menuliskannya pada kotak yang sudah mereka buat sebelumnya.

- Guru meminta masing-masing perwakilan kelompok secara bergiliran menyebutkan 1 kata kerja di papan tulis dengan suara lantang.
- Guru meminta kepada kelompok yang lain untuk menyimak kata kerja yang dibacakan dan memberikan tanda silang pada kata kerja yang mereka tuliskan di kertas jika kata tersebut disebutkan oleh kelompok yang lain.
- Guru meminta kelompok yang lebih dulu mendapatkan hasil kata yang disilang membentuk garis lurus (horisontal, vertikal, diagonal) menyebutkan kata “BINGO”. Kelompok yang lebih dulu berhasil dinobatkan sebagai juara.
- Jika memungkinkan, guru dapat mengadopsi permainan ini dan menyajikannya dalam format digital dan interaktif.



Section 6 – Speaking

- Guru meminta peserta didik untuk membaca dan mempelajari ungkapan-ungkapan yang digunakan dalam menanyakan pengalaman seseorang.
- Pada bagian ini, guru dapat mencontohkan terlebih dahulu cara mengucapkan ungkapan tersebut, kemudian peserta didik melatihnya dengan membaca nyaring.
- Sebagai kegiatan lanjutan, guru juga dapat meminta peserta didiknya untuk berlatih secara berpasangan.

Bahasa guru

“Practice with your friend using the expressions in comic strip 1.3.”

- Guru meminta peserta didik untuk berlatih saling bertanya jawab menggunakan pola kalimat/pertanyaan pada Comic Strip 1.3.
- Guru meminta peserta didik untuk menjawab pertanyaan yang diberikan berdasarkan pengalaman pribadi yang dialami.

Bahasa guru

“Practice with your desk mate by using the expressions in comic strip 1.3 and respond the questions based on your own experiences.”



Section 7 – Your Turn: Speaking

- Guru meminta peserta didik untuk membuat kelompok yang terdiri atas 4 orang. Kepada masing-masing kelompok diberikan 4 buah kartu berisi petunjuk yang akan digunakan peserta didik untuk menjawab pertanyaan dari penanya.
- Guru meminta masing-masing anggota kelompok mengambil satu kartu dan meminta peserta didik untuk saling bertanya menggunakan ungkapan yang ada di Section 6 dan menjawab pertanyaan tersebut berdasarkan petunjuk dari kartu yang mereka miliki.
- Guru meminta peserta didik untuk menuliskan hasil jawaban dari temannya pada Worksheet 1.6.

Contoh Jawaban Worksheet 1.6

Questions	Name: Rima	Name: Anto
What do you remember about the Independence day celebration?	I remember there were many traditional games.	The national flag is every where.
What game did you join during the Independence Day celebration last year?	I remember there were many traditional games.	The national flag is every where.
Did you win the game?	Unfortunately, I came second	Yes, I won the game.
What did you do to win the game?	I chew as fast as I can.	I run instead of jumped.



Section 8 - Enrichment

- ☐ Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi alat perekam pada telepon pintar bila memungkinkan.
- ☐ Guru meminta peserta didik untuk melakukan wawancara kepada dua orang peserta didik dari kelas lain.
- ☐ Peserta didik bisa saling membantu merekam kegiatannya menggunakan alat perekam pada telepon pintar bila memungkinkan.

Kegiatan Penutup

- ☐ Menyimpulkan pembelajaran bahwa Dengan meminta siswa untuk mengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.
- ☐ Guru Bersama siswa menutup kegiatan dengan doa dan salam.

Kegiatan Pembelajaran Unit 2. Going to a Parade

Kegiatan Pendahuluan

- ☐ Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik.

Guru dapat menggunakan bahasa Inggris atau bahasa Indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter 1.

Bahasa guru

"Good morning, everyone."

"My name is [Teacher's full name]. You can call me [Teacher's name]."

"I'm from [Teacher's origin]."

"I'm your English teacher. You will learn English with me for this academic year."

"In this chapter, we will learn about some personal experiences about participating in the Independence Day celebration."

"We will learn some specific information and identify the sequence of the main events."

"We will also learn to write a card to express personal feelings to congratulate others."

Kegiatan Inti



Section 1 – Say What You Know



Picture 1.2. Independence Day's events

- Guru mengarahkan peserta didik untuk melihat Picture 1.2.

Bahasa guru

"Let's have a look at the Picture 1.2."

- Guru meminta peserta didik untuk mengidentifikasi hal-hal yang berkaitan dengan Picture 1.2 tersebut.

Bahasa guru

"Which events have you participated in?"

"What do you remember about those events?"

- Kemudian, guru dapat mengajak peserta didik untuk mengingat pengalaman mereka.

Bahasa guru

"What events did you remember most on Independence day? Why?"



Section 2 – Listening

- Guru memperdengarkan Audio 1.3 yang berisikan percakapan antara Galang dan teman-temannya tentang kegiatan perayaan Hari Kemerdekaan di sekolah mereka. Bila tidak tersedia alat pemutar audio, guru dapat memperdengarkan audio langsung kepada peserta didik dengan membacakan transkripnya.

Bahasa guru

“Listen to the Audio 1.3. In the audio you will hear Galang and his friends talking about the independence day celebration at school.”

- Dalam percakapan ini ditemukan ungkapan ‘came first’ dan ‘came second’. Guru dapat menjelaskan bahwa ungkapan tersebut bermakna sama dengan juara pertama (*came first*) dan juara kedua (*came second*). Ungkapan tersebut biasa ditujukan untuk menerangkan urutan siapa yang lebih cepat dalam suatu perlombaan.
- Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks dan meminta peserta didik untuk menyimak perlombaan apa saja yang diikuti oleh Galang dan teman-teman.
Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik.

Bahasa guru

“Now, listen again and read the text.”

“Pay attention to the games or events Galang and his friends take part in.”

- Guru menyajikan Worksheet 1.7. Guru meminta peserta didik untuk membaca dengan teliti setiap pernyataan.
- Dalam kegiatan ini, guru dapat menyesuaikan dengan keadaan kelas. Jika tidak memungkinkan untuk kegiatan individu, maka guru dapat meminta peserta didik untuk bekerja secara berpasangan dengan teman sebangku.

Jawaban Worksheet 1.7

1. False
2. True
3. True
4. False
5. False
6. True
7. False
8. False



Section 3 – Reading

- Guru meminta peserta didik untuk mengamati gambar beberapa pawai pada Worksheet 1.8. Kemudian, peserta didik diminta untuk memasang gambar dengan kata/frase yang tepat.
- Pada bagian ini, guru dapat mengelaborasi lebih pengetahuan dan keterampilan recounting mereka melalui pertanyaan-pertanyaan yang berhubungan dengan topik bahasan.

Bahasa guru

“How about in your hometown or school?”

“Did your school or your home town hold a parade?”

“What parade did you ever watch?”

“What parade did you ever join?”

Jawaban Worksheet 1.8

1. Decorated bicycles parade.
2. Indonesian heroes’ costumes parade.
3. Traditional music instruments parade.

- Guru meminta peserta didik untuk membaca teks tentang cerita masa kecil Andre ketika dia menonton pawai.
- Guru membantu peserta didik untuk lebih memahami isi teks terutama tentang kata-kata yang masih asing bagi peserta didik dengan memberikan kesempatan untuk berdiskusi.

Bahasa guru

“Let’s read Andre’s experience in watching a parade.”

“Does anyone know the meaning of ‘attractive?’”

- Guru meminta peserta didik untuk mengerjakan Worksheet 1.9 secara berpasangan.
- Pada Worksheet 1.9 ini, peserta didik diminta untuk mengidentifikasi minimal 4 kegiatan yang peserta pawai lakukan pada acara tersebut. Kemudian, menuliskan hasil identifikasinya dalam bentuk mindmap seperti ditampilkan di Buku Siswa. Jika dibutuhkan, peserta didik dapat menambahkan *bubble* sendiri.

Bahasa guru

“Please open Worksheet 1.9.”

“In pairs, you have to identify at least 4 activities done by people in the parade based on Andre’s story.”

Contoh Jawaban Worksheet 1.9

1. People dressed up uniquely.
2. Singing the 'Hari Merdeka' song.
3. Playing traditional instruments.
4. decorate bicycles.

- Guru meminta peserta didik untuk mengerjakan Worksheet 1.10. Kegiatan ini ditujukan untuk memberikan peserta didik pemahaman yang lebih mendalam terhadap isi bacaan.

Jawaban Worksheet 1.10

1. Because he loved to see a parade.
2. A mini Indonesian lag.
3. The people dressed uniquely.
4. angklung, suling, and rebana.
5. He was too shy to join the parade.



Section 4 – Viewing

- Guru meminta peserta didik untuk membaca teks tentang cerita masa kecil Andre ketika dia menonton pawai.
- Guru membantu peserta didik untuk lebih memahami isi teks terutama tentang kata-kata yang masih asing bagi peserta didik dengan memberikan kesempatan untuk berdiskusi.

Bahasa guru

“Let’s read Andre’s experience in watching a parade.”

“Does anyone know the meaning of ‘attractive?’”

- Guru meminta peserta didik untuk mengerjakan Worksheet 1.9 secara berpasangan.
- Pada Worksheet 1.9 ini, peserta didik diminta untuk mengidentifikasi minimal 4 kegiatan yang peserta pawai lakukan pada acara tersebut. Kemudian, menuliskan hasil identifikasinya dalam bentuk mindmap seperti ditampilkan di Buku Siswa. Jika dibutuhkan, peserta didik dapat menambahkan *bubble* sendiri.

Bahasa guru

“Please open Worksheet 1.9.”

“In pairs, you have to identify at least 4 activities done by people in the parade based on Andre’s story.”

Contoh Jawaban Worksheet 1.9

1. People dressed up uniquely.
 2. Singing the 'Hari Merdeka' song.
 3. Playing traditional instruments.
 4. decorate bicycles.
- ☐ Guru meminta peserta didik untuk mengerjakan Worksheet 1.10. Kegiatan ini ditujukan untuk memberikan peserta didik pemahaman yang lebih mendalam terhadap isi bacaan.

Jawaban Worksheet 1.10

1. Because he loved to see a parade.
2. A mini Indonesian lag.
3. The people dressed uniquely.
4. angklung, suling, and rebana.
5. He was too shy to join the parade.



Section 4 – Viewing

- ☐ Guru meminta peserta didik untuk membaca teks tentang pawai yang diselenggarakan oleh SMP Merdeka.
- ☐ Pada Worksheet 1.11, guru mengajak peserta didik untuk mengamati dan mengidentifikasi gambar rangkaian kegiatan pawai SMP Merdeka.
- ☐ Guru meminta peserta didik untuk menjodohkan gambar dengan paragraf yang sesuai pada teks di bagian a.

Jawaban Worksheet 1.11

Picture 1: Paragraph 2

Picture 2: Paragraph 1

Picture 3: Paragraph 4

Picture 4: Paragraph 3

- ☐ Peserta didik diminta untuk menuliskan sebanyak mungkin kosakata yang mereka ketahui terkait gambar pada Worksheet 1.12. Untuk membantu identifikasi, peserta didik dapat menggunakan bantuan pertanyaan yang disediakan.
- ☐ Pada kegiatan di Worksheet 1.12 ini, guru dapat membuat kegiatan ini menjadi kegiatan individu, berpasangan atau berkelompok disesuaikan dengan tingkat kemampuan peserta didik. Diharapkan agar semua peserta didik mendapat kesempatan untuk berkontribusi.

Jawaban Worksheet 1.12

1. Participants: SMP Merdeka's students, villagers Actions: marched

Place: village

Objects: posters

2. Participants: Galang, Andre, Monita, and Pipit

Actions: lined up, marched, dressed up in costumes

Place: school

Objects: posters

3. Participants: SMP Merdeka's students, Galang, headmaster

Actions: smile, laugh

Place: school

Objects: doorprizes, stage

4. Participants: teachers, SMP Merdeka's students

Actions: drink, selie

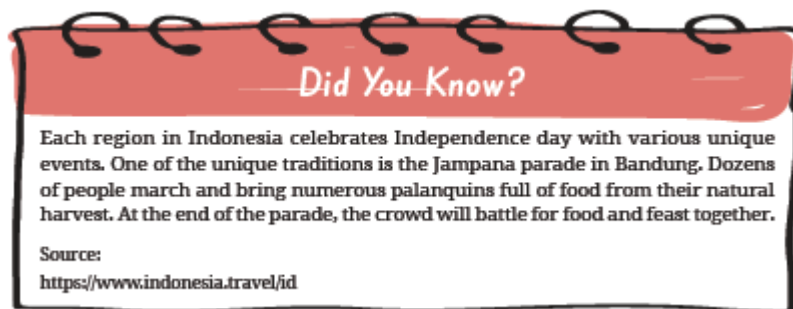
Place: rest post

Objects: drinks, coupon

- Guru meminta peserta didik untuk mengerjakan Part d.

Jawaban Worksheet 1.13

1. True
2. False
3. True
4. True
5. False



Section 5 - Language Focus

Setelah menyelesaikan pembahasan bagian *language focus* ini, guru meminta peserta didik untuk berlatih mengidentifikasi *time connectors* pada teks di Section 4 dengan cara memberikan *highlight* atau garis bawah pada kata yang dianggap *time connectors*.



Section 6 – Fun Time: Picture the Past

- Pada kegiatan ini, peserta didik diminta untuk membentuk kelompok yang terdiri atas 4 orang. Setiap anggota kelompok diminta untuk menyiapkan 1 lembar kertas, kemudian mereka diminta untuk membuat sebuah gambar yang menunjukkan suatu kegiatan yang mereka lakukan di masa lalu. Kemudian menyerahkan gambarnya kepada teman kelompok di sampingnya.
- Guru meminta masing-masing anggota kelompok yang menerima gambar dari teman sebelahnya untuk menuliskan 1 kalimat lampau yang menjelaskan aksi dari gambar tersebut. Setelah selesai mereka kembali menggeser kertas bergambar tersebut kepada teman yang lain dan mereka melakukan hal yang sama.
- Ketika semua anggota kelompok sudah menuliskan kalimat mereka pada masing-masing kertas, guru meminta peserta didik untuk membandingkan gambar dengan tulisan yang dibuat oleh temannya tersebut dan berdiskusi kalimat mana yang sesuai.



Section 7 – Your Turn: Reading

- *Section Your Turn* ini adalah bagian dari asesmen.
- Guru meminta peserta didik untuk membaca *blog* Monita yang menceritakan pengalamannya mengikuti pawai yang diadakan oleh sekolah.

Bahasa guru

“Let’s read Monita’s story about her experiences in joining a parade.”

- Guru meminta peserta didik untuk mengidentifikasi time connectors pada teks tersebut dan memberikan highlight pada kata yang dimaksud.

Bahasa guru

“Identify and highlight the time connectors in the text.”

- Guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait teks.

Bahasa guru

“Please answer the following questions based on the text.”

Jawaban Worksheet 1.14

1. She joined a school parade.
2. Prepared her costume.
3. Because of the rain
4. A student from another class

5. Because she wore a Cut Nyak Dien costume.

6. In the beginning, After I dressed up, and Finally.

7. [Accept any reasonable and acceptable answer]

- ☐ Guru meminta peserta didik untuk mengidentifikasi time connectors.
- ☐ Guru meminta peserta didik menuliskan hasil temuan mereka dengan mengklasifikasikannya dan melengkapinya sesuai yang diminta pada Worksheet 1.15

Bahasa guru

"Let's have read the text once again and identify the time connectors."

"Complete Worksheet 1.15 below."

Jawaban Worksheet 1.15

Parts	Time Connectives	Sentence in the Paragraph
Beginning	In the beginning	In the beginning, we prepared our costumes.
Middle	After I dressed up	After I dressed up, I went around the school with all the students. During the parade, we sang the 'Hari Merdeka' song.
Ending	Finally	Finally, after the rain stopped, we gathered back at the schoolyard.



Section 8 - Enrichment

- ☐ Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi alat perekam pada telepon pintar bila memungkinkan.
- ☐ Guru meminta peserta didik untuk mencari hal unik pada perayaan kemerdekaan dan merekamnya. Peserta didik diminta untuk menceritakannya dengan menggunakan *time connectors* yang sesuai dan memasang cerita tersebut di laman sosial media mereka.

Kegiatan Penutup

- ☐ Menyimpulkan pembelajaran bahwa Dengan meminta siswa untuk mengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.
- ☐ Guru Bersama siswa menutup kegiatan dengan doa dan salam.

Kegiatan Pembelajaran Unit 3. Independence Day at SMP Merdeka

Kegiatan Pendahuluan

- Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik.

Guru dapat menggunakan bahasa Inggris atau bahasa Indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter 1.

Bahasa guru

“Good morning, everyone.”

“My name is [Teacher’s full name]. You can call me [Teacher’s name].”

“I’m from [Teacher’s origin].”

“I’m your English teacher. You will learn English with me for this academic year.”

“In this chapter, we will learn about some personal experiences about participating in the Independence Day celebration.”

“We will learn some specific information and identify the sequence of the main events.”

“We will also learn to write a card to express personal feelings to congratulate others.”

Kegiatan Inti



Section 1 – Say What You Know

- Guru mengajak peserta didik untuk mengamati Picture 1.4.



Picture 1.4 Independence Day Celebration

- Guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait Picture 1.4 dan mendiskusikan hasilnya.

Bahasa guru

“Let’s take a look at Picture 1.4.”

“Let’s discuss the picture.”

“What can you say about the picture?”

“Do you have any memorable moments/events in the Independence Day celebration?”

“Could you share the story of your memorable moment/event in the Independence Day celebration?”

- Dalam kegiatan ini, peserta didik boleh menjawab dengan bahasa Inggris atau bahasa Indonesia.

Bahasa guru

"You can use Indonesian if you have difficulties in using English."



Section 2 – Reading

- Guru meminta peserta didik membaca teks cerita Monita tentang perayaan hari kemerdekaan di sekolahnya.

Bahasa guru

"Students, please read Monita's story about the independence day celebration in SMP Merdeka."

- Guru membantu peserta didik jika peserta didik kesulitan memahami teks dengan memberikan penjelasan lebih lanjut.

Bahasa guru

"How do you find the story?"

"Do you understand it?"

"Is there any question?"

"Which part that is still difficult for you?"

- Setelah membaca teks, guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait teks yang dibaca.

Bahasa guru

"After reading the text, please answer the questions related to the text."

Jawaban Worksheet 1.16

1. b. Independence Day celebration in Monita's school.
2. a. The whole students
3. c. 5
4. c. Galang
5. b. Monita
6. b. She felt delighted.



Section 3 – Language Focus

- Guru menjelaskan tentang struktur *recount text* berdasarkan tabel 1.3.

Bahasa guru

“Let’s learn about recount text. Let’s see table 1.3.”

- Setelah memandu peserta didik dalam mempelajari struktur, guru meminta peserta didik untuk melihat kembali teks pada Section 2.

Bahasa guru

“Let’s have a look once again to the text in section 2.”

“Based on the recount text structure we’ve learned previously, fill in the table with the text in section 2.”

“As we can see, Monita’s story has a structure. The goal of this activity is to help you understand the structure of the text.”

- Pada bagian ini, guru dapat membantu mengingatkan struktur teks kepada peserta didik.

Bahasa guru

“Don’t forget the structure of the text.”

Jawaban Worksheet 1.17

Structure and Description	Text in Unit 3 Section 2
Orientation Sets a context for understanding the events that follow; provides background information about who, where, when, etc.	Today, my school held an Independence Day celebration event. It welcomed students from every grade to participate in many fun games, such as tug of war, krupuk race, sack race, tandem race, and the marble in spoon race. Many students participated, which made all the games so exciting.
Record of events Events recounted in chronological order	Event 1 In the beginning, I participated in the marble-in-spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.
	Event 2 The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But finally, he came second. It was so sad that he couldn’t finish first. Meanwhile, Pipit participated in a tandem race with our friends. Her team came third. It was not too bad.

	Event 3 The last game was the krupuk race. Once again I met Galang in the final. The fun part was I finished first and he finished after me. I finished my krupuk with three or four bites.
Comment Evaluates the significance of the event.	It was a joyful day at my school. Everyone put a smile on their faces. I was delighted. At the end of the event, my class was announced as the grand champion of the whole competition.



Section 4 – Writing

- Guru meminta peserta didik untuk mengamati Picture 1.5 pada Section 4.



Picture 1.5. Sack Race

- Guru dapat membantu peserta didik memahami gambar-gambar tersebut dengan membuka kegiatan tanya jawab untuk mengelaborasi pemahaman mereka.
- Peserta didik diminta untuk menjawab pertanyaan yang tersedia sebagai sarana untuk mengelaborasi ide *orientation* dan mengembangkan ide melalui beberapa pertanyaan pemandu.

Bahasa guru

“Who was involved in the sack race?”

“Where and when did it take place?”

Jawaban Worksheet 1.18

1. Monita, Pipit, Sinta, Ibu Posma, dan Ibu Ida Ayu.
2. Galang’s village.
3. On August 17th/the Independence Day celebration.

- Peserta didik diminta untuk menuliskan 2 atau 3 kalimat berdasarkan jawaban mereka pada bagian a.
- Guru dapat sambil membantu memeriksa tulisan peserta didik.
- Guru meminta peserta didik untuk mengembangkan dan menuliskan bagian *orientation*.

Jawaban Worksheet 1.19

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

- ☐ Guru meminta peserta didik untuk mengamati 5 buah gambar yang diberikan.
- ☐ Guru dapat membantu peserta didik memahami gambar-gambar tersebut dengan membuka kegiatan tanya jawab untuk mengelaborasi pemahaman mereka.

Bahasa guru

"Let's take a look to the following pictures."

"What do you see in the pictures?"

"Let's rearrange the pictures into correct order"

Jawaban Worksheet 1.20

1. Get ready
2. Put on
3. Jump
4. Cheer
5. Reach

- ☐ Guru meminta peserta didik untuk membuka Worksheet 1.21 dan mengerjakannya.
- ☐ Guru meminta peserta didik untuk menuliskan kalimat yang sesuai dengan bantuan gambar yang sudah disusun sebelumnya pada Worksheet 1.21.

Bahasa guru

"After arranging the pictures, now it's time for you to write the sentences related to each picture."

Jawaban Worksheet 1.21

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.



Section 5 – Your Turn: Writing

- ☐ Guru meminta peserta didik untuk merencanakan konsep tulisan mereka dengan mengisi peta pikiran (mindmap) yang disediakan.

Bahasa guru

'We celebrate Independence day every year. I believe you have joined or seen the Independence Day celebration in your school/town. Can you share your experience? What was the game that you participated in? How was the game run? Who was the winner? How did you feel about participating in that game?'

- Guru meminta peserta didik untuk mengembangkan ide tulisan mereka sesuai dengan peta pikiran di Part a.

Bahasa guru

"Let's start develop the story. Think about the Indonesian's independence test. To help you, please refer and write your answer on Worksheet 1.23."

- Peserta didik diberikan keleluasaan kreatifitas dalam mendesain tampilan dan isi dari teks tersebut.
- Guru meminta peserta didik untuk menuangkan hasil pengembangan ide tulisan mereka di Worksheet 1.23 ke dalam bentuk tulisan utuh di Worksheet 1.24.

Jawaban Worksheet 1.22/1.23/1.24

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.



Section 6 – Fun Time

- Pada kegiatan ini, peserta didik diminta untuk membentuk kelompok yang terdiri atas 4 orang.
- Setiap anggota kelompok diminta untuk menyiapkan 10 nama tempat wisata di Indonesia yang mereka ketahui, dimulai dengan tempat wisata yang terdekat dengan lokasi tempat tinggal mereka.
- Masing-masing anggota kelompok mencoba menebak tempat wisata yang dimaksud dengan menyampaikan beberapa pertanyaan 'Yes / No Questions'.

Bahasa guru

"Is it in Bandung?"

"Is it the name of the mountain?"

"Can we swim there?"

- Setiap anggota kelompok memegang 1 tempat wisata favoritnya, sedangkan 3 anggota yang lain berusaha menebaknya.
- Anggota kelompok yang berhasil menebak paling cepat menjadi pemenangnya.
- Anggota yang berhasil menebak berganti peran menjadi yang ditanya.

Bahasa guru

"Let's have fun. Study the rules first. Then let's play once you understand."



Section 7 – Enrichment: Creating a Comic

- ☐ Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi seperti telepon pintar bila memungkinkan.
- ☐ Guru meminta peserta didik untuk mencari situasi nyata di lingkungan sekolah tentang perayaan Hari Kemerdekaan.
- ☐ Dari situasi nyata tersebut, peserta didik diminta untuk membuat komik baik dalam bentuk digital maupun manual sesuai dengan kemampuan dan ketersediaan alat yang dimiliki peserta didik.
Peserta didik dapat memanfaatkan aplikasi apa saja untuk membuat komik tersebut.

Bahasa guru

‘You have learned about how to write a recount text. Now, it is the time for us to write your ideas in the form of digital comics.’

Kegiatan Penutup

- ☐ Menyimpulkan pembelajaran bahwa Dengan meminta siswa untuk mengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.
- ☐ Guru Bersama siswa menutup kegiatan dengan doa dan salam.

E. REFLEKSI



Reflection

Think about your learning, then fill out the following sheet.

LEARNING REFLECTION

Grade/Chapter: 8/1

Name:

Date:

What I liked doing most:

.....

.....

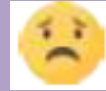
What I didn't like or found difficult:

.....

.....

How I worked:

• on my own	• with commitment	• with difficulty
• with the help of the teacher	• without much commitment	• without difficulty
• with the help of the other student		

NOW I CAN			
connect and sequence events in an imaginative story			
explain characters' actions, feelings, and behavior in an imaginative story			
retell and rewrite an imaginative story			

If you ticked 😐 or 😞 you need to revise these parts.

I shared with my family:

.....

My Parent's Signature

.....



Teacher Reflection

Setelah melakukan pembelajaran, guru melakukan refleksi atas pembelajaran dengan mengisi lembar refleksi guru yang tersedia.

Teacher Reflection Sheet

Date: _____ Chapter/Unit: _____ Class: _____

1 – I did very well! 2 – I did OK! 3 – I must do better!

Pedagogical Skills	Rating	Notes
Lesson Preparation is always up to date		
Create a learner-centered learning environment		

Activities are age and developmentally-appropriate		
Activities promote further curiosity		
Use variety of resources to introduce themes/topics		
Provide a massive amount of English exposure		
Lesson structure	Rating	Notes
The learning objective is clear		
Inform the learning intention/objective		
Inform the success criteria of the lesson		
Provide hook activity (brainstorming)		
Provide relevant assessment		
Engagement with learners and learning atmosphere	Rating	Notes
Use the appropriate tone of voice		
Always friendly, caring, and positive		
Always friendly, caring, and positive		
Interact on learners' level		
Focus on positive behavior		
Encourage learners' talents and strengths		
What else went well?		
What could have made this lesson even more effective?		

Adapted from <https://www.twinkl.co.id/resource> and <https://www.liveworksheets.com/er1340466cm>

F. ASESMEN / PENILAIAN

Kriteria Penilaian

- Penilaian proses berupa catatan/deskripsi kerja saat diskusi kelompok.
- Penilaian Akhir Sekor nilai 10-100

Rubrik Penilaian

1. Sikap

- Apakah aku sudah melakukan pembelajaran secara tanggung jawab ?
- Apakah aku sudah mengumpulkan tugas secara tepat waktu ?
- Apakah aku sudah mencantumkan sumber referensi dalam karyaku ?
- Apakah aku sudah mampu berkolaborasi dengan baik bersama teman-temanku ?

Tabel Jurnal Pengembangan Sikap

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
----	---------	------------	------------------	-------------

1				
2				
3				
4				

Jurnal Penilaian Sikap Spiritual

Nama Sekolah : SMP

Kelas/Semester : VIII/I

Tahun Pelajaran : 20.../20....

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1	26/09/2022	Nusaybah	Tidak mengikuti sholat dzuhur berjamaah di sekolah	Ketaqwaan
2				
3				
4				

Jurnal Penilaian Sikap Sosial

Nama Sekolah : SMP

Kelas/Semester : VIII/I

Tahun Pelajaran : 20.../20...

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1	26/09/2022	Nusaybah	Membantu seorang teman yang kesulitan menyeberang jalan depan sekolah	Kepedulian
2				
3				
4				

Jurnal Penilaian Sikap

Nama Sekolah : SMP

Kelas/Semester : VIII/I

Tahun Pelajaran : 20.../20....

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap	Ket
1	26/09/2022	Nusaybah	Membantu seorang teman yang kesulitan menyeberang jalan depan sekolah	Ketaqwaan	
2					
3					
4					

Lembar Penilaian Diri Siswa (Likert Scale)

Nama Teman yang dinilai :

Nama penilai :

Kelas/Semester : VIII/I

Berikan tanda ceklis (√) pada kolom 'Ya' atau 'Tidak' sesuai dengan keadaan sebenarnya.

No	Pernyataan	Skor			
		1	2	3	4
1.	Saya berdoa sebelum melakukan kegiatan				
2.	Saya melaksanakan ibadah sholat tepat waktu				
3.	Saya berani mengakui kesalahan jika memang bersalah				
4.	Saya mengumpulkan tugas sesuai jadwal yang diberikan				
5.	Saya mengembalikan barang yang saya pinjam dalam kondisi baik				
6.	Saya meminta maaf jika melakukan kesalahan				
7.	Saya datang ke sekolah tepat waktu				

Keterangan:

1 = sangat jarang

2 = jarang

3 = sering

4 = selalu

Lembar Penilaian Diri Siswa (Likert Scale)

Nama :

Kelas :

Semester :

Berilah tanda centang (✓) pada kolom “Ya” atau “Tidak” sesuai dengan keadaan sebenarnya

No	Pernyataan	Skor			
		1	2	3	4
1.	Teman saya berkata jujur kepada orang lain				
2.	Teman saya mengerjakan ulangan dengan jujur				
3.	Teman saya mentaati tata-tertib sekolah				
4.					
5.					

Keterangan:

1 = sangat jarang

2 = jarang

3 = sering

4 = selalu

Penilaian Diri Selama Kegiatan Diskusi Kelompok

Nama :

Kelas :

Petunjuk:

1. Bacalah setiap pernyataan berikut dan berilah tanda centang (✓) pada kolom “ya” atau “tidak” sesuai keadaan kalian selama proses diskusi.

2. Kumpulkan format penilaian diri kepada bapak/ ibu guru kalian setelah diisi dengan lengkap.

No	Pernyataan	Ya	Tidak
Selama proses diskusi saya :			
1.	Aktif mengemukakan ide		
2.	Mendengarkan rekan lain yang sedang berpendapat		
3.	Sibuk mengerjakan tugas sendiri		
4.	Tidak bertanya karena takut ditertawakan		
5.	Aktif mengajukan pertanyaan		
6.	Melaksanakan kesepakatan kelompok meskipun tidak sesuai dengan pendapat sendiri		

Penilaian Antarteman Selama Kegiatan Diskusi Kelompok

Nama Teman 1 :

Nama Teman 2 :

1. Bacalah setiap pernyataan berikut dan berilah tanda centang (✓) pada kolom sesuai keadaan teman kalian selama proses diskusi.
2. Kumpulkan format penilaian diri kepada bapak/ ibu guru kalian setelah diisi dengan lengkap.

No	Pernyataan	Teman 1	Teman 2
1.	Teman saya aktif mengemukakan ide selama diskusi		
2.	Teman saya mendengarkan pendapat rekan lainnya		
3.	Teman saya mengerjakan tugas kelompok sesuai pembagian tugas yang disepakati bersama		
4.	Teman saya aktif membantu rekan lain yang mengalami kesulitan mengerjakan tugas		
5.	Teman saya menertawakan pendapat rekan lainnya pada saat diskusi kelompok		
6.	dst		

Diagnostic Assessment Rubric

Date: _____ Class: _____ Chapter/Unit: _____

Students	S/he can answer simple questions independently	S/he can answer simple questions with the help of the teacher	S/he can answer simple questions with the help of peers	S/he cannot provide any answer to the teacher's questions
1. Haidar				
2. Halwa				
3. Nusaybah				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
dst.				
Comment: 				

Marking Rubric for Speaking

Berikut ini salah satu contoh rubrik yang dapat digunakan di sekolah. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

Criteria	5-Excellent	4-Good	3-Fair	2-Poor	1-Bad
Grammar	Shows an excellent degree of control of simple grammatical forms.	Shows a good degree of control of simple grammatical forms.	Shows sufficient control of simple grammatical forms.	Shows poor control of simple grammatical forms.	Shows only limited control of a few grammatical forms.
Vocabulary	Uses a wide range of well-chosen vocabulary.	Uses a good range of relatively well-chosen vocabulary.	Uses an adequate range of vocabulary.	Uses basic vocabulary with some words clearly lacking.	Uses vocabulary that doesn't match the task.
Pronunciation	Pronunciation is excellent; highly intelligible.	Pronunciation is good; mostly intelligible.	Pronunciation is sufficient; reasonably intelligible.	Pronunciation is okay; often unintelligible.	Pronunciation is lacking; hard to understand.
Fluency	Maintains simple exchanges; with few to no hesitations.	Maintains simple exchanges; few hesitations.	Maintains simple exchanges despite some difficulty; some hesitations.	Has considerable difficulty maintaining simple exchanges; hesitant with some sentences left uncompleted.	Has considerable difficulty maintaining simple exchanges; hesitant and strained except for memorized phrases.

Date: _____ Class: _____ Chapter/Unit: _____

Students	Grammar	Vocabulary	Pronunciation	Fluency	Score _____/20 points
1. Haidar					
2. Halwa					
3. Nusaybah					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

11.					
12.					
13.					
14.					
15.					
Dst.					
Comment: 					

Marking Rubric for Writing

Berikut ini salah satu contoh rubrik yang dapat digunakan di sekolah.

Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

4	Student text meets the criterion as described in the rubric, at the highest level
3	Student text shows strong evidence of a criterion as described in the rubric, but not at the top standard
2	Student text shows evidence of a criterion as described in the rubric, but it is weak
1	Student text shows little or no evidence of a criterion as described in the rubric

Student's name: _____ Class: _____

Generic structure: Recount

1.	The first part of the text contains an orientation; background information about what, when, where, who, and why.	1	2	3	4
----	---	---	---	---	---

2.	The middle part contains records of events chronologically.	1	2	3	4
3.	The last part contains a comment to evaluate the signiicance of the event	1	2	3	4
Content					
4.	The text uses vocabularies relevant to the idea of the text.	1	2	3	4
Communication					
5.	The text uses past tense and time connectives (connectors).	1	2	3	4
Written features					
6.	The text uses good sentence construction and conjunction.	1	2	3	4
7.	The text uses good spelling and punctuation.	1	2	3	4
8.	The text has good grammar accuracy (i.e. tenses, subject-verb agreement).	1	2	3	4
$Total\ Score = \frac{Sum\ of\ score}{32}$					
Notes:					

G. KEGIATAN PENGAYAAN DAN REMEDIAL



Remedial

1. Guru melakukan analisa dari hasil pembahasan releksasi peserta didik dan dari hasil penilaian untuk menentukan remedial teaching.
2. Guru dapat meminta dan menunjukkan peserta didik untuk melakukan *independent remedial learning*.

Bahasa guru

“On the parts that you are still confused, you can relearn and redo the activity.”

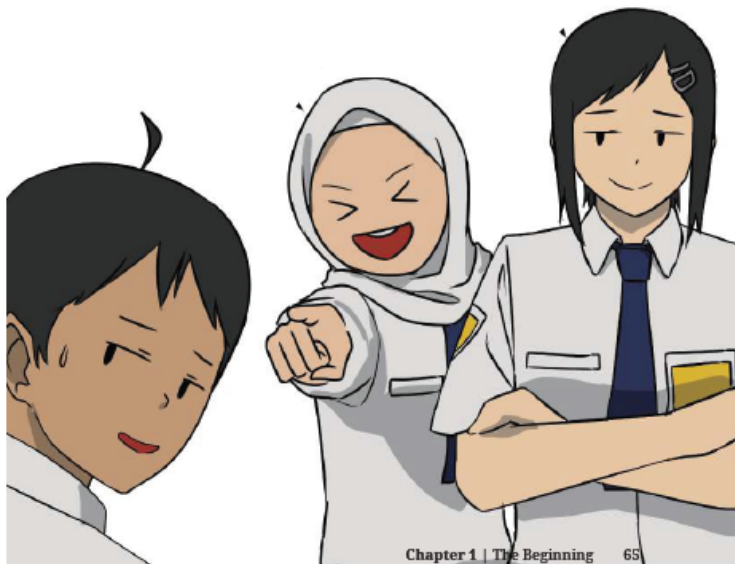


Section 7 - Enrichment: Creating a comic

Unit 3. Independence Day at SMP Merdeka

Work in a group of four. Create a comic telling about the independence day events at your school. You can create digital comics. You can create your comic using ONE of the two options:

1. You can draw manually. Then, you can color them using colored pencils or markers.
2. You can draw your comic using a digital app. Share your comic with the class.



LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK

LEMBAR KERJA PESERTA DIDIK (LKPD)



Unit 1. The Champion of Panjat Pinang

Nama :

Kelas :

Petunjuk!



Section 1 - Say What You Know

Unit 1. The Champion of Panjat Pinang

Look at Picture 1.1 and answer the questions.



Picture 1.1

1. Can you name the game?
2. When does the game usually happen?
3. What do you think about that game?
4. Have you ever participated in that game?



Section 2 - Listening

Unit 1. The Champion of Panjat Pinang

- a. Match the games and the pictures. Number one has been done for you.

Sack race	Panjat pinang
Tandem race	Tug of war
Kerupuk race	Marble in spoon race



Worksheet 1.1

- b Listen to Audio 1.1. Galang and his father are talking about the Independence Day celebration. See the **Word Box**.



Word Box

celebrate (base form) - celebrated (past form): merayakan
 hold (base form) - held (past form): mengadakan
 win (base form) - won (past form): memenangkan / menjuarai
 amazing: luar biasa
 congratulation: (ucapan) selamat
 during: selama (sesuatu sedang berlangsung)



- c Listen again to Audio 1.1. Circle the words related to the Independence Day celebration mentioned in the dialogue. One has been done for you.

Kerupuk race	Tandem race	Sack race
Marble in spoon race	Panjat Pinang	Parade
Tug of war	The national flag hoisting ceremony	

Worksheet 1.2



Section 3 - Listening

Unit 1. The Champion of Panjat Pinang

- a. Listen to Audio 1.2. Galang's father is talking about his past experience in participating in Panjat Pinang. See the Word Box.



Word Box

grab (base form) - grabbed (past form): meraih, mengambil

committee: panitia

grease: minyak gemuk, oli

groceries: bahan makanan

ladder: tangga

teamwork: kerja sama tim

slippery: licin

Dad, please tell me more about the Panjat Pinang.

At that time, the committee put a lot of prizes like sarong, groceries, radio, TV, and even a bike on the top of the tree.

Wow! It's really hard to climb the tree, isn't it?

Yes, it is. The tree was full of grease.



- b. Listen again to Audio 1.2. Identify and arrange the strategy to win the Panjat Pinang by giving numbers 1 to 5 to the boxes. Number one has been done for you.



Worksheet 1.3

- c. Based on Audio 1.2, give a check (✓) for the correct statements below.

1. Pak Rahmansyah did not participate in *Panjat Pinang*. [...]
2. A TV was one of the prizes on the *Pinang* tree. [...]
3. Pak Rahmansyah never fell down during *Panjat Pinang* game. [...]
4. Pak Rahmansyah's team made a strategy to win the *Panjat Pinang* game. [...]
5. Pak Rahmansyah's team used a human ladder to support the climber. [...]

Worksheet 1.4

Did you know?

Every August 17th, the Indonesian people celebrate their Independence Day. The people usually hold many games. One of the iconic games is Panjat Pinang. The goal of the game is to climb a pinang tree and grab the prizes hung on top of the tree. The tree is smeared with grease to make it difficult for the climbers to get the prizes. The prizes are on top of the tree. The game requires not only skills and determination but also good teamwork.

Source: <https://www.indonesia.travel/en>



Section 4 - Language Focus

Unit 1. The Champion of Panjat Pinang

Recounting means talking about past experiences. Most of the time we include details of what happened in the past when recounting. At school, teachers also ask students to recount their past experiences. For example, they ask the students to recount their last holiday experiences or their activities on the last Independence Day.

To recount these past experiences, we need to use Past Simple verbs. The Past Simple verbs are usually formed by adding 'd', 'ed', or 'ied' to the base verb. Look at the following examples:

celebrate + d → **celebrated**
 participate + d → **participated**
 try + [change the 'y' to 'i'] + ed → **tried**

We call these **regular verbs**.

Many other verbs, however, are **irregular**. These irregular verbs do not really follow any rules. They need to be learned. See the following examples:

win → **won**
 make → **made**
 hold → **held**

Have a look at the following examples taken from the previous dialogues.

Table 1.1 Past tense verbs

Regular verbs	Irregular verbs
I participated in a tandem race, tug of war, Panjat Pinang, and sack race.	Today, our school held many games and competitions to celebrate Independence Day.
I jumped up onto my friends' shoulders	I won the marble in spoon race competition today.

Now read the dialogue in sections 2 and 3. Identify the regular verbs and irregular verbs. Then write the words on Worksheet 1.5.

Regular	Irregular

Worksheet 1.5



Section 5 - Fun Time: Bingo

Unit 1. The Champion of Panjat Pinang

Preparation

Make a group of four.
 Each group prepares a blank paper.
 Each group draws a grid with nine boxes on the paper.

Steps to play the game:

- Create a list of regular and irregular verbs on the board.
 - Each member of the group mentions a past form verb (regular or irregular)
 - One student from each group writes the words on the board.
- Complete the box with the verbs.
 - Every group chooses nine words from the board.
 - Every group writes the nine words in the grid.

3. Say BINGO

- Every group takes turns to say a verb to the class.
- Each group should check if they have the verb or not.
- If the verb is on the box, cross the verb.
- When the crosses make a line (vertical, horizontal, or diagonal), say BINGO!

went	studied	stayed
came	fed	swam
took	visited	played



Section 6 - Speaking

Unit 1. The Champion of Panjat Pinang

- We ask and give information about activities or events in the past. Learn how to ask and respond to the questions using the expressions in Comic Strip 1.3.





Comic strip 1.3

- b. Work in pairs. Practice asking the questions and respond based on your own experiences.



Section 7 - Your Turn: Speaking

Unit 1. The Champion of Panjat Pinang

Preparation

Clue cards:

Game: Sack Race Result: Win Strategy: Combined jump and fast walking	Game: Kerupuk Race Result: Win Strategy: Took a big bite
Game: Tug of War Result: Win Strategy: Pulled the rope as hard as possible	Game: Tandem Race Result: Win Strategy: Synchronized the walk

Steps:

1. Make a group of four. Each group will have one deck of clue cards.
2. In each group, shuffle the clue cards and each member shall take one card.

3. Look at the card and make a question based on the clue on the card.
- Take turns and ask questions based on the expressions in Section 6.
 - Write your friends' answers on Worksheet 1.6.

Questions	Name: ...	Name: ...	Name: ...	Name: ...
What do you remember about the Independence Day celebration?				
What game/s did you participate in during the Independence Day celebration last year?				
Did you win the game?				
What did you do to win the game?				

Worksheet 1.6



Section 8 - Enrichment

Unit 1. The Champion of Panjat Pinang

Interview two students from other classes. Ask about their participation in the Independence Day celebration. Use the questions you learned in this chapter. Videotape the interview or simply write the answers in your notebook.

LEMBAR KERJA PESERTA DIDIK (LKPD)



Unit 2. Going to a Parade

Nama :

Kelas :

Petunjuk!



Section 1 - Say What You Know

Unit 2. Going to a Parade

Look at the following pictures.



Picture 1.2. Independence Day's events

1. Which events have you participated in?
2. Tell your friends about your participation in the events.



Section 2 - Listening

Unit 2. Going to a Parade

- a. Listen to Audio 1.3. Galang and his friends are talking about their activities in celebrating Independence Day. See the Word Box.



Word Box

be choked (base form)/was/were choked (past form): tersedak
 march (base form)/marched (past form): berbaris
 costume: kostum
 awesome: luar biasa
 shy: malu
 neighborhood: lingkungan sekitar

The day after the independence day celebration



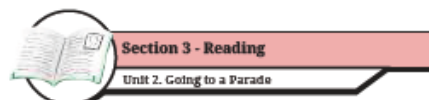


Comic strip 1.4

- b. Listen again to Audio 1.3 and read the sentences below. Circle (T) if they are true or (F) if they are false based on the dialogue. Number one has been done for you.

1. Galang came second at the marble in spoon race competition. T **F**
2. Monita won the Krupuk race competition in the Independence Day celebration. T **F**
3. Monita almost got choked in the Krupuk race. T **F**
4. Galang and Andre joined more than two competitions in the Independence Day celebration last year. T **F**
5. Pipit thought that the Independence Day celebration was boring. T **F**
6. Pipit loves watching a parade. T **F**
7. Monita was too shy to join a parade. T **F**
8. Monita invites Andre and Pipit to join the school parade next week. T **F**

Worksheet 1.7



- a. The following are pictures of the parade to celebrate Independence Day. Match the pictures with the name of the parade. See the Word Box.



Word Box

attractive: menarik
 chance: peluang
 hometown: kampung halaman
 local: daerah setempat



Indonesian heroes' costumes parade



Decorated bicycles parade



Traditional music instruments parade

Worksheet 1.8

- b. Read Andre's story about his experiences in watching a parade.

[Home](#)
[Profile](#)
[Discover](#)

A

A Parade in My Hometown

When I was a child, I always waited for Independence Day. My father used to ask me to watch a parade together. We saw it from our front yard. I remember how attractive the parade was.

In the first line of the parade, I saw the people **dressed up** uniquely. Some people wore Indonesian heroes' costumes. Some others dressed like local ghosts. They were scary but they were funny, too.

Next, I remembered that a lot of people **marched in** the second line. They waved a mini Indonesian flag. They walked around the village and sang the 'Hari Merdeka' song. Their singing was accompanied by traditional instruments like *angklung*, *suling*, and *rebana*.

At last, I also saw that many children rode their bicycles in the parade. They decorated their bicycles creatively.

I always wanted to join the parade but I was too shy. Luckily, I have the chance to join a parade at my school next week. I am really looking forward to it.

- c. Work in pairs. Write people's activities in the parade based on Andre's story. You may add the bubble.

People's activities in the parade

Worksheet 1.9

d. Based on the text from the previous page, answer the following questions.

1. Why did Andre always wait for Independence Day?
2. What did the people do during the parade?
3. What did the people wear in the parade?
4. What musical instruments did they use during the parade?
5. Why did not Andre join the parade?

Worksheet 1.10



Section 4 - Viewing

Unit 2. Going to a Parade

a. Read the text below.

SMP Merdeka's School Parade

On August 17th, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed up like the Indonesian freedom fighters during the Independence war. Some of them brought guns, spiked bamboos, swords, and many more. They also wore many red and white attributes making the event more patriotic.

In the beginning, as instructed, all participants lined up and started to march. Then, they marched along the decided route passing some villages near SMP Merdeka. The villagers were very excited to watch the parade pass their houses. Many of them stood along the street welcoming and cheering the parade.

Not so long after, the parade reached the rest post. It was the place for participants to draw a door prize coupon and have some drinks. After drawing a coupon, they continued to parade to their school as the final destination.

After returning to school, all participants took some rest while waiting for the door prize announcement. Finally, the headmaster announced the winner. There were ten students who got the door prize and Galang was one of them. Everyone felt happy with the events.

b. The following are the photos of SMP Merdeka's School Parade. Match the picture with a suitable paragraph.

Picture	Paragraph
	
	
	



Worksheet 1.11

- c. Identify what happened in each picture. Use the questions in the box to help you. Number one has been done for you.

Questions!

Who was in the picture?
What did they do?
Where were they?
What objects were there?

1 Participants : Galang, Andre, Monita, and Pipit
Actions : lined up, marched, dressed up in costumes
Place : school
Objects : posters

2 Participants :
Actions :
Place :
Objects :

3 Participants :
Actions :
Place :
Objects :

4 Participants :
Actions :
Place :
Objects :

Worksheet 1.12

- d. Read the sentences below. Circle (T) if they are true or (F) if they are false based on the text.

1. School parade was one of the Independence Day celebration events in SMP Merdeka. (T) (F)
2. Galang and his friends watched the school parade excitedly. (T) (F)
3. The parade's participants wore red and white attributes. (T) (F)
4. The villagers were happy to watch the parade. (T) (F)
5. Galang was the only door prize winner in the parade. (T) (F)

Worksheet 1.13

Did you know?

Each region in Indonesia celebrates Independence Day with various unique events. One of the unique traditions is the Jampara parade in Bandung. Dozens of people march and bring numerous palanquins full of food from their natural harvest. At the end of the parade, the crowd will battle for food and feast together.

Source:

<https://www.indonesia.travel/id>



Section 5 - Language Focus

Unit 2. Going to a Parade

When we are telling a story about our past experiences or past events, we often use words to show a sequence, such as

First

Next

After
School

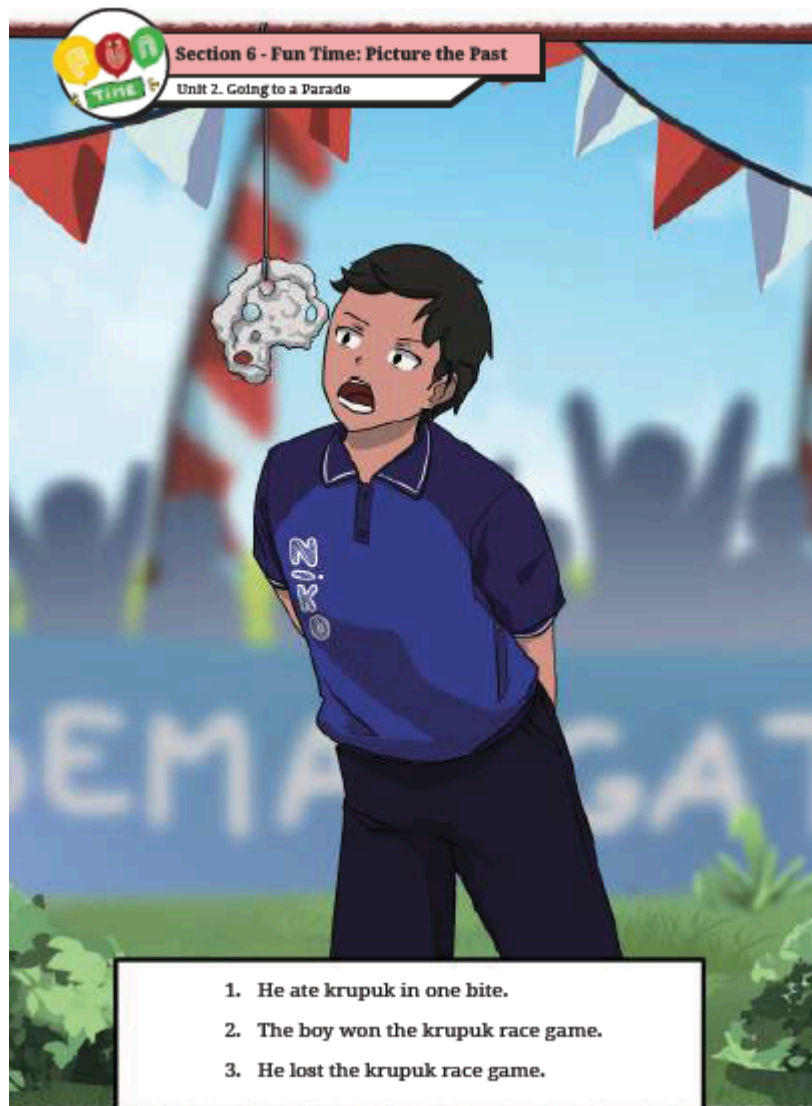
Finally

They are called **time connectives**. They are used to connect one past event to another past event. The time connectives can help the readers or listeners understand a set of related events in a story easily. They tell when a story started, when some new events happened, and when the story ended.

Table 1.2 contains some other useful time connectives.

Beginning	Middle	Ending
• In the beginning • First/Firstly • First of all	• Then • After that • Later • Next • Second/Secondly • Third/Thirdly • After • Before • Furthermore • Not so long after	• Finally • At last • At the end • By the end • In the end • Afterward • Lastly

Now, find the time connectives in the text about SMP Merdeka's School Parade (section 4). Highlight the connectives.



Picture 1.3 The krupuk race

Picture the Past

Preparation

- Make a group of four
- Prepare a piece of paper in each group
- Draw four boxes.

Steps:

1. Each group member takes turns to draw a picture of their past action in the boxes.
2. Pass the paper to another group.
3. Have the group write a sentence under each picture to make a sequence of experiences.
4. Return the paper to the group.
5. Show the pictures and read the sentences to the class.



Section 7 - Your Turn: Reading

Unit 2. Going to a Parade

- a. Read Monita's Blog below and answer the questions.

Blog Book Home Profile Discover **M**

A School Parade

Hi, readers.

How did you celebrate your Independence Day? I celebrated it by joining a school parade. We had so much fun before and during the parade. Let me tell you how it went.

In the beginning, we prepared our costumes. Every class had to choose one student to dress as an Indonesian hero. I was chosen as the class representative. I dressed as Cut Nyak Dien. Other students wore red and white clothes.

After I dressed up, I went around the school with all the students. During the parade, we sang the 'Hari Merdeka' song. There was a marching band following us. Suddenly, it started to rain. We ran back to our classroom.

Finally, after the rain stopped, we gathered back at the schoolyard. The headmaster announced the winner of the best costume. A student from the other class won. He dressed up as Tuanku Imam Bonjol.

The school parade was fun and made us remember our national heroes. I was so proud. I could not wait to join this again next year.

- b. Answer the following questions based on the text.
 1. How did Monita celebrate her Independence Day?
 2. What did Monita do before the parade?
 3. Why did they run back to their class in the middle of the parade?
 4. Who won the best costume in the parade?
 5. Why did Monita not wear red and white clothes?
 6. Can you identify the time connectives in the text? Highlight them.

7. In a costume competition, what are the possible criteria for scoring the contestants? Explain your reasons.

Worksheet 1.14

- c. Complete the table by finding the time connectives in the text. After finding a connective, write the sentence that follows it. Number 1 has been done for you.

Parts	Time connectives	Sentences in the paragraph
Beginning	In the beginning	In the beginning, we prepared our costumes.
Middle		
Ending		

Worksheet 1.19



Section 8 - Enrichment

Unit 2. Going to a Parade

Find a video of a unique parade celebrating a country's independence day. Retell the activities in that parade. Don't forget to use time connectives that you have learned in this unit to retell the story.

You may post it on your social media.



51

English for Nusantara untuk SMP/MTs Kelas VIII

51

LEMBAR KERJA PESERTA DIDIK (LKPD)



Unit 3. Independence Day at SMP Merdeka

Nama :

Kelas :

Petunjuk!



Section 1 - Say What You Know

Unit 3. Independence Day at SMP Merdeka

Let's talk about these pictures.



Picture 1.4. Independence Day Celebration

Answer the following questions based on the picture above.

1. Have you ever participated in / watched the events in the picture?
2. Do you have any memorable moments/events in the Independence Day celebration?
3. Could you share the story of your memorable moment/event in the Independence Day celebration?



Section 2 - Reading

Unit 3. Independence Day at SMP Merdeka

- a. Read Monita's story about the Independence Day celebration in SMP Merdeka.



Word Box

feel (base form)/felt (past form): terjatuh
lead (base form)/led (past form): memimpin, posisi terdepan
beat (base form)/beat (past form): mengalahkan

delighted: senang sekali, puas
tight: ketat
steady: tidak goyah, stabil
hilarious: sangat lucu/lucu sekali



Today, my school held an Independence Day celebration event. It welcomed students from every grade to participate in many fun games, such as tug of war, *krupuk* race, sack race, tandem race, and the marble in spoon race. Many students participated, which made all the games so exciting.

In the beginning, I participated in the marble-in-spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.

The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But finally, he came second. It was so sad that he couldn't finish first. Meanwhile, Pipit participated in a tandem race with our friends. Her team came third. It was not too bad.

The last game was the *krupuk* race. Once again I met Galang in the final. The fun part was I finished first and he finished after me. I finished my *krupuk* with three or four bites.

It was a joyful day at my school. Everyone put a smile on their faces. I was delighted. At the end of the event, my class was announced as the grand champion of the whole competition.

- b. Choose the best answer for the following questions based on the text. Number one has been done for you.

1. What was the story about?
 - a. Independence Day celebration in Indonesia.
 - b. Independence Day celebration in Monita's school. ✓
 - c. Independence Day celebration in Monita's hometown.
2. Who could be the participant in the fun games?
 - a. The whole students
 - b. The teachers
 - c. 7 graders

3. How many fun games were being competed in the event?
 - a. 3
 - b. 4
 - c. 5
4. Who was the winner of the marble-in-spoon race?
 - a. Andre
 - b. Monita
 - c. Galang
5. Who was the winner of the last game?
 - a. Andre
 - b. Monita
 - c. Galang
6. How did Monita feel about the event?
 - a. She felt excited.
 - b. She felt delighted.
 - c. She felt embarrassed.



Section 3 - Language Focus

Unit 3. Independence Day at SMP Merdeka

As we have already learned, a recount text tells about a series of past events. The structure of the recount text is available in Table 1.3.

Table 1.3 Structure of the recount text

Structure	Description
Orientation	Sets a context for understanding the events that follow; provides background information about who, where, when, etc.
Record of events	Tells events recounted in chronological order
Comment	Evaluates the significance of the event.

Based on the explanation above, we can find out the structure of the text in Unit 2, section 4 as an example.

On August 17th, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed like the Indonesian freedom fighters during the Independence war. Some of them brought guns, spiked bamboos, swords, and many more. They also wore many red and white attributes making the event more patriotic.

Orientation

In the beginning, as instructed, all participants lined up and started to march. Then, they marched along the decided route passing some villages near SMP Merdeka. The villagers were very excited to watch the parade passing their houses. Many of them stood along the street welcoming and cheering the parade.

Record of Events

Not so long after, the parade reached the rest post. It was the place for participants to draw a door prizes coupon and have some drinks. After drawing a coupon, they continued to parade to their school as the final destination.

After returning to school, all participants took some rest while waiting for the door prizes announcement. Finally, the headmaster announced the winner. There were ten students who got the door prize and Galang was one of them.

Everyone felt happy with the events.

Record of
Events

Comment



- a. Study the example below. Now, look at the text in Section 2. Can you fill in the table with the structure of the recount text?

The following is the text taken from Unit 2 Section 4. Pay attention to the structure of the text below.

Structure and Description	Text in Unit 2 Section 4
Orientation Sets a context for understanding the events that follow; provides background information about who, where, when, etc.	On August 17th, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed like the Indonesian freedom fighters during the Independence war. Some of them brought guns, spiked bamboos, swords, and many more. They also wore many red and white attributes making the event more patriotic.

Record of events Events recounted in chronological order	Event 1 In the beginning, as instructed, all participants lined up and started to march. Then, they marched along the decided route passing some villages near SMP Merdeka. The villagers were very excited to watch the parade passing their houses. Many of them stood along the street welcoming and cheering the parade. Event 2 Not so long after, the parade reached the rest post. It was the place for participants to draw a door prizes coupon and have some drinks. After drawing a coupon, they continued to parade to their school as the final destination. Event 3 After returning to school, all participants took some rest while waiting for the door prizes announcement. Finally, the headmaster announced the winner. There were ten students who got the door prize and Galang was one of them.
Comment Evaluates the significance of the event.	Everyone felt happy with the events.

Now, your turn to practice.

Structure and Description	Text in Unit 3 Section 2
Orientation Sets a context for understanding the events that follow; provides background information about who, where, when, etc.	
Record of events Events recounted in chronological order	Event 1 Event 2 Event 3
Comment Evaluates the significance of the event.	

Worksheet 1.17



Section 4 - Writing

Unit 3. Independence Day at SMP Merdeka

We need to follow the text structure to write a good text. The following worksheets are made based on the structure of the recount text. They can guide you in learning how to write a good recount.

- a. Study the following picture and answer the questions to help you to write the orientation of the text.



Picture 1.9. Sack race

1. Who were the sack race participants?
2. Where did the sack race take place?
3. When did the sack race take place?

Worksheet 1.18

- b. Write a suitable orientation based on your answer in part a.

.....

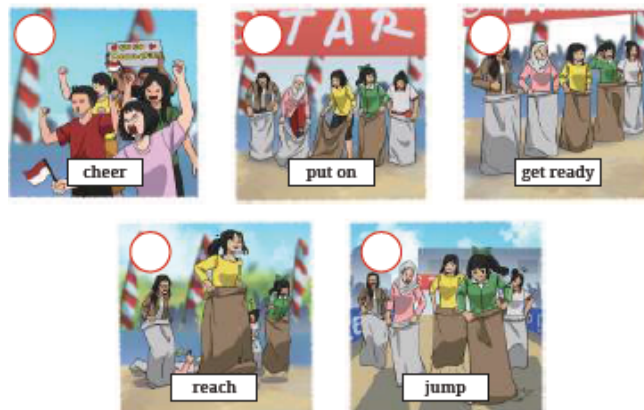
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Worksheet 1.19

- c. Rearrange the pictures of a sack race by giving numbers 1 to 5.



Worksheet 1.20

- d. Write the sentences based on the correct sequence of a sack race. Number one has been done for you.
1. Monita, Pipit, Sinta, Ibu Posma, and Ibu Komang walked to the starting line.
 2. They put on.....
 3. They.....
 4.
 5.

Worksheet 1.21

Did you know?

One of the histories of the red and white color of the Indonesian flag is associated with Majapahit's flag. It has the same colorway that is red and white stripes. The red color represents courage and the white color is for honesty. Nowadays, those meaningful colors are used as attributes or symbols in various organizations in Indonesia and even as Indonesian football national team costumes.

Source:

<https://www.britannica.com/topic/flag-of-Indonesia>

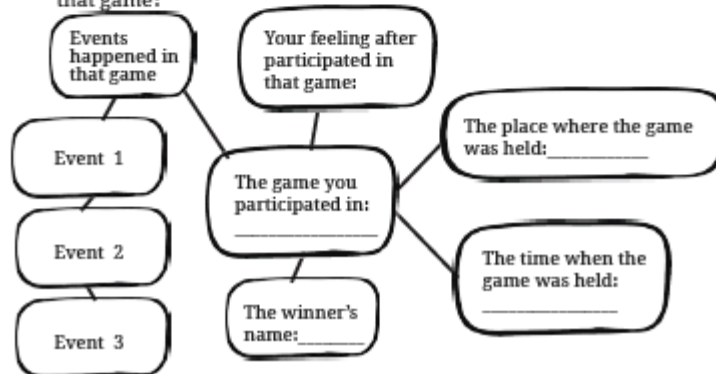


Section 5 - Your Turn: Writing

Unit 3. Independence Day at SMP Merdeka

a. Planning and Brainstorming

Think about the Independence Day celebration in your school/town. What was the game that you participated in? How was the game run? Who was the winner? How did you feel about participating in that game?



Worksheet 1.22

b. Outlining and Drafting

Make an outline of your story using the following structure:

Structure and Description	Your story
Orientation <i>Sets a context for understanding the events that follow; provides background information about who, where, when, etc.</i>	
Record of events <i>Events recounted in chronological order</i>	Event 1 Event 2 Event 3
Comment <i>Evaluates the significance of the event.</i>	

Worksheet 1.23

c. Writing and Editing

Write your recount based on the outline you have made previously.

=====

Worksheet 1.24



Section 6 - Fun Time

Unit 3. Independence Day at SMP Merdeka

Let's have fun. Here are the rules of the game.

- Work in a group of four.
- Each member prepares 10 names of famous tourist sites around Indonesia, start with the nearest ones in your area.
- Do the 'Guessing Game' in the group by asking '10 Yes or No Questions'. The examples are 'Is it in Bandung?', 'Is it the name of a mountain?', or 'Can we swim there?'.
- One person holds his chosen famous tourist site.
- The other three people ask questions and guess. The winner is the one who can guess correctly and fast.
- When one question has been guessed then there is a change of role. A new person asks the question.



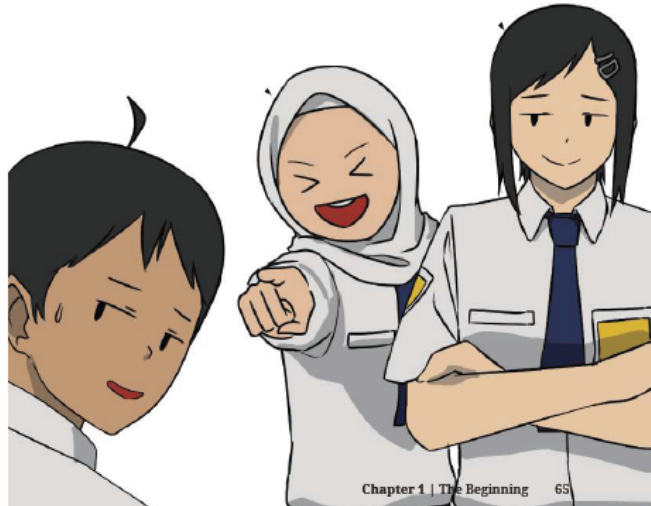
Section 7 - Enrichment: Creating a comic

Unit 3. Independence Day at SMP Merdeka

Work in a group of four. Create a comic telling about the independence day events at your school. You can create digital comics. You can create your comic using ONE of the two options:

1. You can draw manually. Then, you can color them using colored pencils or markers.
2. You can draw your comic using a digital app.

Share your comic with the class.



Chapter 1 | The Beginning 65

B. BAHAN BACAAN GURU & PESERTA DIDIK

- Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII.
- Buku Panduan Siswa English for Nusantara untuk SMP/MTs Kelas VIII.

C. GLOSARIUM

GLOSSARIUM

- acclaim** pengakuan (verb)
- according to** menurut (adverb)
- advertisement** iklan (noun)
- a glance** melirik sekilas (noun)
- agree** setuju (verb)
- amazing** luar biasa
- announce (base form)/announced (past form)** mengumumkan
- annual** tiap tahun (adjective)
- anti-littering** anti membuang sampah sembarangan (noun)
- apparently** nyatanya (adverb)

approve (base form)/approved (past form) menyetujui (verb)
arrogant sombong
association keterkaitan/ hubungan (noun)
a solid minute satu menit (noun)
at all sama sekali (adverb)
at last akhirnya
attached melekat (verb)
attractive menarik
awesome luar biasa
back then dahulu (adverb)
be choked (base form)/was/were choked (past form) tersedak
beat (base form)/beat (past form) mengalahkan
beauty kecantikan (noun)
beauty care perawatan kecantikan (noun)
begin (base form)/began (past form) mulai
behavior change perubahan perilaku (noun)
bleed (base form)/bleeding (present participle form) berdarah (verb)
bookshelf rak buku
brave berani
brownish kecoklatan (adjective)
by the way ngomong-ngomong (adverb)
burrow liang/ sarang
calm (base form)/calmed (past form) menenangkan, tenang
campaigns kampanye (noun)
care (base form)/cared (past form) peduli
carefully dengan hati-hati
chance peluang
celebrate (base form)/celebrated (past form) merayakan
chance peluang
clean up (base form)/cleaned up (past form) membersihkan (verb)
clear jelas (adjective)
clogged tersumbat (verb)
cold dingin
collect (base form)/collected (past form) mengumpulkan (verb)
come forward maju ke depan

come out (base form)/came out (past form) datang (verb)
committee panitia
community groups kelompok-kelompok masyarakat (noun)
conceal menyembunyikan, menutupi (verb)
congratulation (ucapan) selamat
container tempat makan
contributor penyumbang (noun) **core** pokok/ inti (noun)
costume kostum
cover lapis
decay membusuk (verb)
decide (base form)/decided (past form) memutuskan (verb)
defenders Pemain bertahan (noun)
delighted senang sekali, puas
dent penyok (verb)
different berbeda
disgruntled bersungut-sungut
drain mengering (verb)
drive (base form)/drove (past form) mendorong (verb)
during selama (sesuatu sedang berlangsung)
effectiveness efektivitas (noun)
elderly people orang tua (noun)
embrace merangkul (verb)
environment lingkungan
evolution evolusi/perkembangan (noun)
exclaim (base form)/exclaimed (past form) berseru
extract (base form)/extracted (past form) menarik, mencabut (verb)
feel (base form)/felt (past form) terjatuh
ferocious ganas
firefighters petugas pemadam kebakaran (noun)
flatbed truck mobil pickup (noun)
flood banjir (noun)
food packaging kemasan makanan
forest hutan
forwards Pemain penyerang (noun)
friendly ramah

ull penuh
goalkeeper Penjaga gawang (noun)
gobble (base form)/gobbled (past form) melahap
government departments departemen-departemen pemerintahan (noun)
grab (base form)/grabbed (past form) meraih, mengambil
gracefully dengan anggunnya
grease minyak gemuk, oli
great besar/ hebat
greet (base form)/greeted (past form) menyapa
groceries bahan makanan
growing yang semakin bertambah (adjective)
growl (base form)/growled (past form) menggeram
grown-up dewasa
gutters selokan/ parit (noun)
harmonious berharmoni
hatch (base form)/hatched (past form) menetas
hear (base form)/heard (past form) mendengar hilarious: sangat lucu / lucu sekali
hefty kuat
hide (base form)/hid (past form) bersembunyi
hiking mendaki
hold (base form)/held (past form) mengadakan
hometown kampung halaman
honest jujur
humming bersenandung (verb)
hungry lapar
in chorus berbicara bersamaan
initially awalnya/ mulanya (adverb)
intently dengan teliti (adverb)
invest (base form)/invested (past form) menginvestasikan
just the way we are apa adanya (adverb)
kick (base form)/kicked (past form) tendangan line garis (noun)
ladder tangga
land (base form)/landed (past form) mendarat
lead (base form)/led (past form) memimpin, posisi terdepan
leap (base form)/leapt (past form) melompat

leaving meninggalkan
litter mengotori/ membuang sampah sembarangan (verb)
local daerah setempat
local councils pemerintahan daerah (noun)
look larger terlihat lebih besar
look smaller terlihat lebih kecil
makeup tata rias wajah (noun)
march (base form)/marched (past form) berbaris
matter masalah
maybe mungkin (adverb)
mean jahat
megaphones alat pengeras suara (noun)
midfielders Gelandang (noun)
mind your own business jangan ikut campur
move backward mundur ke belakang
movement gerakan (noun)
nearby town kota terdekat (noun)
neighborhood ingkungan sekitar
nervous gelisah
news berita/ kabar
nice baik
no laws tidak ada cacat (noun)
no longer tidak lagi
nostril lubang hidung (noun)
notice (base form)/noticed (past form) melihat (verb)
once upon a time pada suatu hari
one of the causes salah satu penyebab (noun)
orderly sesuai urutan
overplayed sering dimainkan (adjective)
paddle (base form)/paddled (past form) mendayung
parasite parasit (noun)
peaceful damai
perfect sempurna (adjective)
pick up (base form)/picked up (past form) memungut (verb)
plastic straw sedotan plastik (noun)

plastic waste sampah plastik
pleased senang
pliers tang (noun)
politely dengan sopan
pond kolam
prepare siapkan
prettify mempercantik (verb)
prevention pencegahan (noun)
problem permasalahan (noun)
proudly dengan bangga
provided disediakan
quiet tenang
rain heavily hujan deras (noun)
rainwater air hujan (noun)
reality kenyataan (noun)
realize (base form)/realized (past form) menyadari (verb)
receive menerima
record (base form)/recorded (past form) merekam (verb)
recyclable dapat didaur ulang
reduce (base form)/reduced (past form) mengurangi (verb)
relection bayangan
reminding mengingatkan
reply (base form)/replied (past form) menjawab/ jawab
river sungai (noun)
rubber boat perahu karet (noun)
rude kasar
sad sedih
savings tabungan (noun)
scanning pemindaian (noun)
scratch menggores/guratan (verb)
see (base form)/saw (past form) melihat
serious serius
shake (base form)/shook (past form) menggoyangkan
shame malu
share berbagi (verb)

sharp tajam
show up (base form)/showed up (past form) datang (verb)
shy malu, malu-malu, pemalu
slippery licin
slowly secara perlahan
sly licik
smoother lebih halus
sniff (base form)/sniffed (past form) mengendus
soldiers tentara (noun)
someday suatu hari nanti (adverb)
sort menyortir
steady tidak goyah, stabil
strength kekuatan (noun)
striking menyolok
suddenly tiba-tiba
teamwork kerja sama
teenage years masa remaja (noun)
the last spot tempat terakhir
throw into membuang (verb)
tight ketat
timidly takut
tired lelah
tirelessly tanpa lelah (adverb)
tosser pembuang sampah sembarangan (noun)
trash sampah (noun)
trash can tempat sampah
ugly buruk rupa
underwater terendam air (adverb)
upset jengkel
urgency urgensi (noun)
vanished menghilang (adjective)
viral tersebar (adjective)
volunteers sukarelawan (noun)
wait (base form)/waited (past form) menunggu
wander (base form)/wandered (past form) berjalan-jalan

warm hangat

waste membuang

weak lemah

wear memakai (verb)

win (base form)/won (past form) memenangkan/menjuarai

wings sayap

wobble (base form)/wobbled (past form) berjalan gemetar dan tidak stabil

wonder (base form)/wondered (past form) heran/bertanya-tanya

wrinkled berkerut (adjective)

D. DAFTAR PUSTAKA

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