

MODUL AJAR DEEP LEARNING

CHAPTER 1: OUR CELEBRATION

A. Identitas Modul

Nama Penyusun	:
Nama Sekolah	:
Tahun Ajaran	:
Fase/Kelas	: VIII/D
Alokasi Waktu	: 14 x 40 menit
Jumlah Pertemuan	: 5 pertemuan

B. Desain Pembelajaran

1. Capaian Pembelajaran:

- o **Menyimak - Berbicara:** Pada akhir Fase D, peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide serta pendapat. Mereka terlibat dalam diskusi, memberikan pendapat, membuat perbandingan, dan menjelaskan jawaban mereka menggunakan struktur kalimat sederhana.
- o **Merencanakan - Memeriksa:** Pada akhir Fase D, peserta didik membaca dan merespon teks familiar untuk mencari dan mengevaluasi ide utama serta informasi spesifik. Mereka mampu melakukan inferensi untuk memahami informasi tersirat.
- o **Menulis - Menyajikan:** Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur. Mereka membuat perencanaan, menulis, dan menyajikan teks informasi dengan menggunakan kalimat sederhana dan majemuk.

2. Tujuan Pembelajaran (ABCD):

- o Setelah berdiskusi dan menyimak contoh (Condition), peserta didik (Audience) mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* (Behavior) dengan tepat (Degree).
- o Melalui kerja kelompok (Condition), peserta didik (Audience) mampu menyusun sebuah draf teks *recount* singkat mengenai pengalaman perayaan hari nasional (Behavior) secara runtut dan kreatif (Degree).

- o Dengan menggunakan draf yang telah disusun (Condition), peserta didik (Audience) mampu mempresentasikan pengalaman tersebut secara lisan di depan kelas (Behavior) dengan pelafalan dan kelancaran yang dapat dipahami (Degree).
3. **Topik Pembelajaran:** Menceritakan Pengalaman Merayakan Hari Nasional (*Recounting a National Celebration*).
4. **Praktik Pedagogis:**
- o **Strategi Pembelajaran:** Menggunakan model *Project-Based Learning* (PjBL) yang dipadukan dengan pendekatan inkuiri kolaboratif. Peserta didik secara berkelompok akan melakukan investigasi sederhana terhadap sebuah peristiwa (misalnya, perayaan Hari Kemerdekaan terakhir di sekolah), kemudian merancang menjadi sebuah proyek akhir berupa presentasi lisan atau digital.
 - o **Langkah-Langkah PjBL:**
 - **Pertemuan 1 (Penalaran Kritis):** Pengenalan topik melalui pertanyaan pemantik. Peserta didik menganalisis contoh teks *recount* dan mengidentifikasi ciri-ciri kebahasaan (*simple past tense, regular/irregular verbs*).
 - **Pertemuan 2 (Kolaborasi):** Peserta didik membentuk kelompok dan mulai merancang proyek. Mereka berdiskusi untuk memilih satu peristiwa perayaan yang akan diangkat dan mengumpulkan "data" (urutan kejadian, perasaan, orang yang terlibat).
 - **Pertemuan 3 (Kreatif & Kolaborasi):** Kelompok menyusun draf narasi *recount* menggunakan *simple past tense* dan *time conjunctions*. Mereka juga merancang format presentasi (misalnya, *storyboard* untuk drama singkat atau *slide* presentasi).
 - **Pertemuan 4 (Kolaborasi):** Latihan presentasi proyek. Setiap kelompok mendapat umpan balik dari kelompok lain dan guru untuk perbaikan.
 - **Pertemuan 5 (Kreatif & Penalaran Kritis):** Presentasi hasil proyek akhir di depan kelas. Sesi refleksi dan penilaian.
5. **Kemitraan Pembelajaran:** Pembelajaran dapat dikaitkan dengan kegiatan ekstrakurikuler **Drama atau Teater Sekolah**. Proyek akhir peserta didik dapat berupa

pementasan drama singkat (*mini drama*) mengenai pengalaman pahlawan atau perayaan hari besar, sesuai dengan saran kegiatan pengayaan pada modul.

6. **Lingkungan Belajar:**

- o **Ruang Fisik:** Pengaturan tempat duduk fleksibel yang mendukung kerja kelompok dan presentasi klasikal. Papan tulis atau dinding kelas dimanfaatkan untuk menempel hasil karya atau *mind map* kelompok.
- o **Ruang Virtual:** Pemanfaatan gawai peserta didik untuk mengakses internet saat mencari informasi terkait pahlawan nasional atau contoh perayaan. Penggunaan proyektor untuk menampilkan materi dan hasil kerja peserta didik.
- o **Budaya Belajar:** Mendorong budaya yang apresiatif, di mana peserta didik berani bertanya, berpendapat, dan memberikan umpan balik konstruktif kepada temannya.

7. **Pemanfaatan Digital:** Peserta didik menggunakan gawai dan internet untuk riset sederhana. Guru menggunakan laptop, proyektor, dan *speaker* untuk menyajikan materi audio-visual (contoh dialog atau video perayaan). Hasil proyek dapat dibuat dalam format digital (misal: presentasi *slide*, video singkat).

C. **Pengalaman Belajar**

1. **Kegiatan Awal (15 Menit):**

- o Guru membuka pelajaran dengan salam dan doa bersama.
- o **Bernalar Kritis.** Guru menampilkan sebuah gambar perayaan (misal: upacara bendera) dan mengajukan pertanyaan pemantik seperti: "*What can you see in this picture? Have you ever participated in a celebration like this? When was it?*". Hal ini untuk mengaktifkan pengetahuan awal siswa tentang kegiatan di masa lampau.
- o Guru menyampaikan tujuan pembelajaran dan gambaran umum proyek yang akan dikerjakan, menekankan pentingnya kolaborasi dan kreativitas.

2. **Kegiatan Inti (65 Menit per pertemuan, diadaptasi):**

- o **a. Memahami (Prinsip: Bermakna):**
 - Peserta didik menyimak sebuah audio atau membaca teks singkat tentang pengalaman seseorang merayakan Hari Kemerdekaan.

- Secara klasikal, peserta didik mengidentifikasi kata-kata kerja yang menunjukkan kegiatan di masa lampau. Guru memperkenalkan konsep *Simple Past Tense* dan perbedaan *regular/irregular verbs*. Pembelajaran ini menjadi bermakna karena langsung dikaitkan dengan konteks cerita yang relevan bagi peserta didik.
- o **b. Mengaplikasi (Prinsip: Menggembirakan):**
 - Peserta didik bekerja dalam kelompok (Kolaborasi) untuk memulai proyek mereka. Mereka memilih satu tema perayaan (misal: Hari Kartini atau Hari Pahlawan).
 - Mereka berdiskusi untuk mengingat dan menyusun urutan kejadian (*events*) secara kronologis. Proses ini dibuat menyenangkan seperti sesi *brainstorming* di mana semua ide diterima.
 - (Kreativitas) Kelompok mulai menulis draf cerita mereka dalam paragraf sederhana dan merancang bagaimana cerita itu akan dipresentasikan.
- o **c. Merefleksi (Prinsip: Berkesadaran):**
 - Setiap kelompok mempresentasikan draf atau hasil akhirnya.
 - Setelah presentasi, guru memandu sesi refleksi dengan pertanyaan: "*What have you learnt today?*" dan "*What was the most challenging part of making this story?*".
 - Peserta didik didorong untuk sadar akan proses belajar mereka, mengidentifikasi kesulitan yang dihadapi, dan cara mengatasinya, sebagaimana tertuang dalam lembar refleksi peserta didik.

3. Kegiatan Penutup (10 Menit):

- o **Kolaborasi & Bernalar Kritis:** Guru bersama peserta didik merangkum poin-poin kunci yang telah dipelajari hari itu. Guru memberikan umpan balik umum terhadap kinerja kelompok, mengapresiasi usaha kolaboratif dan ide-ide kreatif yang muncul.
- o Guru menginformasikan agenda untuk pertemuan berikutnya dan menutup pelajaran dengan doa dan salam.

D. Asesmen Pembelajaran

1. Asesmen Awal (Diagnostik)

- o **Tujuan:** Mengukur pengetahuan awal siswa tentang kosakata terkait perayaan dan penggunaan kata kerja bentuk lampau secara informal.
- o **Jenis/Bentuk:** Pertanyaan singkat lisan atau tulisan.
- o **Instrumen:**
 1. What did you do last Sunday?
 - *Jawaban yang diharapkan: I played football / I went to my grandma's house.*
 2. Did you eat breakfast this morning?
 - *Jawaban yang diharapkan: Yes, I did. / No, I didn't.*
 3. Look at this picture (a birthday party). What celebration is it?
 - *Jawaban yang diharapkan: Birthday party.*
 4. Name one activity you do on Independence Day!
 - *Jawaban yang diharapkan: Flag ceremony / competitions.*
 5. What is the past form of the verb 'go'?
 - *Jawaban yang diharapkan: went.*

2. Asesmen Proses (Formatif)

- o **Tujuan:** Memantau pemahaman siswa terhadap konsep *recount text* dan *simple past tense* serta kemajuan proyek kelompok.
- o **Jenis/Bentuk:** Uraian singkat dan observasi kerja kelompok.
- o **Instrumen:**
 1. What is the main purpose of a recount text?
 - *Jawaban yang diharapkan: To retell or tell about past experiences or events in chronological order.*
 2. Explain the difference between a regular and an irregular verb, and give one example for each!
 - *Jawaban yang diharapkan: A regular verb forms its past tense by adding -ed (e.g., watch-watched), while an irregular verb has a special form that must be memorized (e.g., eat-ate).*

3. Arrange these sentences into a good order: (a) After that, we had many fun competitions. (b) Last August, my school celebrated Independence Day. (c) First, we had a flag ceremony in the schoolyard.

▪ *Jawaban yang diharapkan: b - c - a.*

4. What are the three main structures of a recount text?

▪ *Jawaban yang diharapkan: Orientation, Events, and Re-orientation.*

5. Change the verb in the bracket into the correct simple past form:
"Yesterday, I (see) a parade on the street. It (be) very crowded."

▪ *Jawaban yang diharapkan: saw, was.*

2. Asesmen Akhir (Sumatif)

- o **Tujuan:** Mengukur pencapaian tujuan pembelajaran secara keseluruhan setelah menyelesaikan proyek.
- o **Jenis/Bentuk:** Pilihan ganda dan penilaian presentasi proyek (menggunakan rubrik).

- o **Instrumen (Contoh Pilihan Ganda):**

1. My friends and I ... part in the tug-of-war competition last week. a. take b. took c. takes d. is taking

▪ **Jawaban: B**

2. "Its goal is to entertain or informing the reader about a past event." This sentence describes the purpose of... a. Narrative Text b. Descriptive Text c. Recount Text d. Procedure Text

▪ **Jawaban: C**

3. We sang the national anthem, and ... the principal gave a speech. a. before b. then c. during d. because

▪ **Jawaban: B**

4. Which of the following is an irregular verb? a. Visited b. Played c. Studied d. Became

▪ **Jawaban: D**

5. The part of a recount text that tells who was involved, what happened, and where the event took place is called... a. Events b. Re-orientation c. Coda d. Orientation

▪ **Jawaban: D**

PENGAYAAN DAN REMEDIAL

Unit 1: Celebrating Independence Day

- Work in group four. Discuss the activities that you did on last independence Day. Write about it in a chronological order. Then, present the result of your discussion in front of the class.

Unit 2: Commemorating Kartini's Day

- What do you usually do to commemorate Kartini's Day? Plan a fun and meaningful activity to celebrate it with your friends. Brainstorm the idea and discuss how would you do it. The activity can be done at school or off-school.

Unit 3: Honoring National Heroes

- Work in group of 4–5 people to perform a mini drama about a national hero. Discuss with your friends which hero's story you would like to adapt. Perform the drama in front of the class.

REFLEKSI

A. Refleksi Guru

1. Apakah pembelajaran yang dilakukan sudah sesuai dengan apa yang saya rencanakan?
2. Bagian rencana pembelajaran manakah yang sulit dilakukan?
3. Apa yang dapat saya lakukan untuk mengatasi hal tersebut?
4. Berapa persen peserta didik yang berhasil mencapai tujuan pembelajaran?
5. Apa kesulitan yang dialami oleh peserta didik yang belum mencapai tujuan pembelajaran?
6. Apa yang akan saya lakukan untuk membantu mereka?

B. Refleksi Peserta Didik

In this chapter, I have learned how to

- Talk about last experiences;
- Identify specific information about past experiences; and

- Use simple past tense.

However, while learning the chapter, I experienced some difficulties in these materials:

I overcome those difficulties by _____

LAMPIRAN

Lampiran 1: LKPD dan Audio

Sesuai dengan Worksheet dan Audio pada setiap unit.

Lampiran 2: Bahan Bacaan Guru

A. Regular Vs. Irregular Verbs

a) Regular Verb

REGULAR VERBS, seperti namanya, adalah kata kerja reguler atau biasa. Kata kerja ini mudah diprediksi dan bentuk *simple past* serta *past participle*-nya cukup diberi akhiran -ed pada infinitif untuk membentuk kata kerja reguler tersebut.

- Bila kata kerja berakhiran -e, maka cukup tambahkan -d.
- Bila kata kerja berakhiran -y, maka hilangkan -y dan gantikan dengan -ied.
- Bila kata kerja berakhiran dengan huruf vokal dan konsonan, konsonan tersebut digandakan dan ditambahi dengan -ed.

Berikut beberapa contoh *regular verbs*.

<i>Verb</i>	<i>Simple past</i>	<i>Past participle</i>
<i>Hug</i>	<i>Hugged</i>	<i>Hugged</i>
<i>Toss</i>	<i>Tossed</i>	<i>Tossed</i>
<i>Race</i>	<i>Raced</i>	<i>Raced</i>
<i>Dry</i>	<i>Dried</i>	<i>Dried</i>
<i>Fry</i>	<i>Fried</i>	<i>Fried</i>
<i>Cry</i>	<i>Cried</i>	<i>Cried</i>

<i>Study</i>	<i>Studied</i>	<i>Studied</i>
<i>Call</i>	<i>Called</i>	<i>Called</i>
<i>Visit</i>	<i>Visited</i>	<i>Visited</i>
<i>Wish</i>	<i>Wished</i>	<i>Wished</i>
<i>Serve</i>	<i>Served</i>	<i>Served</i>
<i>Show</i>	<i>Showed</i>	<i>Showed</i>
<i>Dance</i>	<i>Danced</i>	<i>Danced</i>
<i>Watch</i>	<i>Watched</i>	<i>Watched</i>
<i>Learn</i>	<i>Learned</i>	<i>Learned</i>
<i>Fill</i>	<i>Filled</i>	<i>Filled</i>
<i>Want</i>	<i>Wanted</i>	<i>Wanted</i>
<i>Close</i>	<i>Closed</i>	<i>Closed</i>
<i>Believe</i>	<i>Believed</i>	<i>Believed</i>
<i>Trust</i>	<i>Trusted</i>	<i>Trusted</i>
<i>Hope</i>	<i>Hoped</i>	<i>Hoped</i>

b) Irregular Verbs

IRREGULAR VERBS adalah berlawanan dari *regular verbs*, yakni kata kerja yang tidak beraturan. Ciri-cirinya adalah tidak mudah diprediksi dan tidak memiliki akhiran -ed di belakang infinitifnya. Bentuk *simple past* dan *past participle*-nya harus dipelajari dan dihafalkan agar dapat menggunakannya dengan lancar dalam berbagai struktur kalimat Bahasa Inggris.

Berikut beberapa contoh *irregular verbs*.

<i>Verb</i>	<i>Simple past</i>	<i>Past participle</i>
<i>Go</i>	<i>Went</i>	<i>Went</i>
<i>Become</i>	<i>Became</i>	<i>Became</i>
<i>Buy</i>	<i>Bought</i>	<i>Bought</i>
<i>Bring</i>	<i>Brought</i>	<i>Brought</i>
<i>Cut</i>	<i>Cut</i>	<i>Cut</i>
<i>Put</i>	<i>Put</i>	<i>Put</i>
<i>Take</i>	<i>Took</i>	<i>Taken</i>
<i>Give</i>	<i>Gave</i>	<i>Given</i>

<i>Know</i>	<i>Knew</i>	<i>Known</i>
<i>Hide</i>	<i>Hid</i>	<i>Hidden</i>
<i>Say</i>	<i>Said</i>	<i>Said</i>
<i>See</i>	<i>Saw</i>	<i>Seen</i>
<i>Sit</i>	<i>Sat</i>	<i>Sat</i>
<i>Drink</i>	<i>Drunk</i>	<i>Drank</i>
<i>Run</i>	<i>Ran</i>	<i>Run</i>
<i>Wake</i>	<i>Woke</i>	<i>Woken</i> (bisa juga <i>wake</i>)
<i>Keep</i>	<i>Kept</i>	<i>Kept</i>
<i>Speak</i>	<i>Spoke</i>	<i>Spoken</i>
<i>Stand</i>	<i>Stood</i>	<i>Stood</i>
<i>Read</i>	<i>Read</i>	<i>Read</i>
<i>Teach</i>	<i>Taught</i>	<i>Taught</i>
<i>Sing</i>	<i>Sang</i>	<i>Sung</i>
<i>Eat</i>	<i>Ate</i>	<i>Eaten</i>
<i>Do</i>	<i>Did</i>	<i>Done</i>

B. Recount Text

a) Definition of Recount Text

Literally, recount mean “to tell.” So recount text can be interpreted as “Text that tells”. If we refer to the information in school books (Read: Junior High School / Senior High School), a recount text is a text that tells the reader about one story, action, or activity. Its goal is to entertain or informing the reader. But Inside Recount Text, there is no complication just like in Narrative Text.

b) Generic Structure of Recount Text

- Orientation: tells who was involved, what happened, where the events took place, and when it happened.
- Events: tell what happened in chronological sequence.
- Re-orientation: consists of optional-closure of events/ending.

c) Purpose of Recount Text

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both)

In a simple word, the purpose of recount text is to retell past experience

d) Language Feature of Recount Text

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on the specific participant, e.g. I (the writer)
- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed

C. Simple Past Tense

a) Definisi dari simple past tense

Simple past tense, terkadang disebut *preterite*, digunakan untuk membicarakan **kejadian yang sudah selesai** di waktu **belum sekarang**. *Simple past* adalah bentuk dasar dari *past tense* dalam bahasa Inggris. Kejadian dapat terjadi belum lama di masa lalu atau sudah lama di masa lalu, dan durasi kejadian itu tidak penting.

Contoh

- John Cabot **sailed** to America in 1498.
- My father **died** last year.
- He **lived** in Fiji in 1976.
- We **crossed** the Channel yesterday.

b) Membentuk Simple Past Tense

Pola dari simple past tense untuk kata kerja beraturan

Positif		
Subjek	+ kata kerja (verb) + ed	
I	skipped.	

Negatif		
Subjek	+ did not	+ infinitive tanpa to
They	didn't	go.
Pertanyaan		
Did	+ subjek	+ infinitive tanpa to
Did	she	arrive?
Pertanyaan negatif		
Did not	+ subjek	+ infinitive tanpa to
Didn't	you	play?

D. Time Conjunction

When, after, before, until, since, while, once, as and *as soon as* are subordinating conjunctions which can be used to connect an action or an event to a point in time.

action/event	conjunction	time
<i>She was in a bad car accident</i>	when	<i>she was young.</i>
<i>We can't play loud music</i>	after	<i>everyone has gone to bed.</i>
<i>Brush your teeth</i>	before	<i>you go to bed!</i>
<i>I'll wait with you</i>	until	<i>the bus comes.</i>
<i>I've been very busy</i>	since	<i>I started my new job.</i>
<i>No one left the cinema</i>	while	<i>the movie was on.</i>
<i>I'll call you</i>	once	<i>I arrive.</i>
<i>We always have an ice cream</i>	as soon as	<i>we get to the beach.</i>
<i>I bumped into her</i>	as	<i>I came out of the bank.</i>

a) Before, after and until

We use *before* and *after* to talk about the order of events in the past or future.

With *before* and *after*, either the main clause or the subordinate clause can come first:

[event 1]*She'll pick you up* **before** [event 2]*she comes here*. **After** [event 1]*she comes here*, [event 2]*she'll pick you up*. *Until* as a time conjunction means up to a time in the past or future. In the case of *until*, the main clause usually comes first:

- *I'm going to wait **until** the January sales start to buy a new jacket.*

b) While

We use *while* to show that actions or events happen at the same time in the past, present or future:

- *Can you wait in the car **while** I run into the shop?*
- *They were talking **while** the teacher was explaining the activity.*

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Lampiran 3: Glosarium

Unit 1 Celebrating Independence Day	Unit 2 Commemorating Kartini's Day	Unit 3 Honoring National Heroes
Balance: keseimbangan Delighted: bahagia	Commemorate: memperingati Compose: menyusun	Amazed: terpesona Amazing: luar biasa

Gasped in awe: terpesona	Gorgeous: menawan	Brave: berani
Independence: kemerdekaan	Impressive: menakjubkan	Bravery: keberanian
Memorable: berkesan	Memorable: berkesan	Effort: usaha
Opponent: lawan	Nervousness: kegugupan	Empowering: memberdayakan
Patriotic: patriotik	Overcome: mengatasi	Entertaining: menghibur
Proud: bangga	Sequence: urutan	Interesting: menarik
Solemn: serius		Journey: perjalanan
Stumbles: tersandung		Portray: menggambarkan
Upbeat: ceria		Progresses: berkembang
Celebration: perayaan		Proud: bangga
		Roamed: berkeliaran
		Sacrifice(n): pengorbanan
		Sacrifice(v): berkorban
		Troop: pasukan

RUBRIK PENILAIAN LEMBAR KERJA PESERTA DIDIK

A. Writing

	Excellent (5) (90—100)	Very Good (4) (85—89)	Fair (3) (75—84)	Needs Improvement (2) (70—74)	Poor (1) (65—69)

Content	Contextually correct, Almost error-free, and Genuine effort to write like a native speaker.	Comprehensible, generally correct and Occasional error	Frequent errors that confuse reader and require guessing at meaning, Obvious translation from English that is, and difficult to follow	Errors interfere with comprehensibility	Most clauses contain errors, Many phrases are incomprehensible, Fails to communicate main ideas.
Vocabulary	Writer uses vivid words and phrases that linger in the reader's mind, and the choice and placement of the words seems	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the meaning	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the meaning

	accurate, natural and not forced.		inaccurate ly or seem overdone.		
Structure	All sentences are well-construct ed with varied structure.	All sentences are well-construct ed with varied structure.	Most sentences are well-construct ed with varied structure.	Most sentences are well-construct ed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Grammar, Spelling, Capitalization, & Punctuation	There are no errors in grammar, spelling, capitalization, and punctuation. Rubric is attached to essay. Essay is completed on time.	There are no errors in grammar, spelling, capitalization, and punctuation. Rubric is attached to essay. Essay is completed on time.	There are some errors; however, these errors do not distract the reader. Rubric is attached to essay. Essay is completed on time.	There are errors that distract the reader. Rubric is attached to essay. Essay is completed on time.	There are serious errors that interfere with the reader's understanding of the essay. Rubric is not attached to essay. Essay is completed on time.

B. Speaking

	Excellent (5) (90—100)	Very Good (4) (85—89)	Fair (3) (75—84)	Needs Improvement (2) (70—74)	Poor (1) (65—69)
Pronunciation	Phonetically correct, almost error-free, awareness of accent, and tries hard to sound like native speaker.	Comprehensible, generally correct, and occasional error (Easy to understand, mostly right, and sometimes wrong)	Frequent errors that confuse listener and require guessing at meaning (A lot of mistakes that make it hard to understand what is being said.)	Many errors that interfere with comprehensibility (Many mistakes that make it hard to understand.)	Most utterances contain errors, many utterances are incomprehensible, and little communication.
Vocabulary	Very good, wide range, appropriate uses appropriate and new words and expressions. (Very good, covers a lot of ground, and uses both old and new	Good, appropriate vocabulary, generally good response. (Good, used the right words, and a good answer overall.)	Vocabulary is just adequate to respond, no attempt to vary expressions, and basic. (Just enough vocabulary to respond, no effort to use different	Inadequate vocabulary or incorrect use of lexical items. (Lack of vocabulary or using words in the wrong way.)	Does not complete responses, responses one or two words in length, and vocabulary repeated. (Doesn't finish answers, gives answers that are only one

	words and phrases.)		expressions, and basic.)		or two words long, and uses the same words over and over.)
Response	Almost always responds appropriately to questions/statements.	Almost always responds appropriately to questions/statements.	Frequently responds appropriately to questions/statements	Sometimes responds appropriately to questions/statements.	Rarely responds appropriately to questions/statements.
Grammar	Accuracy & variety of grammatical structures	Some errors in grammatical structures possibly caused by a attempt to include a variety.	Frequent grammatical errors that do not obscure meaning; a little variety in structures	Frequent grammatical errors even in simple structures that at times obscure meaning.	Frequent grammatical errors even in simple structures; meaning is obscured.
Details	Excellent level of description; additional details beyond the	Good level of description; all required information included	Adequate description; some additional details	Description lacks some critical details that make it difficult for the listener	Description is so lacking that the listener cannot understand

	required		should be provided	to understand	
Fluency	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

C. Cara penilaian

No.	Nama Peserta didik	Perolehan Skor					Jumlah Skor Perolehan
		Aspek ke-2	Aspek-3	Aspek-4	Aspek-5		
1.							
2.							
3.							

....		...	.. .	.. .	.. .	.. .	
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Ø Rumus perhitungan nilai peserta didik sebagai berikut:

Jumlah skor yang diperoleh peserta didik X 100 =

Skor maksimal/ideal

D. Rubrik Penilaian Sikap pada saat bekerja kelompok

No	SIKAP YANG DIAMATI	Terlihat	Tidak Terlihat
1	Kerjasama		
2	Ketertiban		
3	Kepedulian		
4	Tanggung Jawab		

Ø Beri Tanda: V

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