

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMAS Muhammadiyah 3 Genteng
Kelas / Semester	: XI / Genap
Tema	: <b>Teks Explanasi</b>
Sub Tema	: Fenomena Alam
Pembelajaran ke	: 1
Alokasi waktu	: 10 menit

### A. TUJUAN PEMBELAJARAN

Melalui kegiatan pembelajaran menggunakan model *Genre Based Approach (GBA)* dalam siklus tulis (*written cycle*), peserta didik dapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* mengenai fenomena alam yang terkandung dalam teks yang dibaca (KD 3.8) dengan cara kerjasama, disiplin, dan menghargai pendapat orang lain.

### B. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan
Pendahuluan	Guru mengucapkan salam, berdoa, menyiapkan peserta didik dan motivasi, apersepsi, menyampaikan tujuan, dan menjelaskan garis besar kegiatan.
Kegiatan Inti	<p><b><i>Building Knowledge of the Field (BKOF)</i></b> Peserta didik diminta untuk membaca dan mengamati contoh teks <i>explanation</i> tentang fenomena alam yang disiapkan (<b>Literasi &amp; Critical Thinking</b>)</p> <p><b><i>Modeling of the Text (MOT)</i></b> Peserta didik menguatkan pemahaman materi, berupa fungsi sosial, struktur dan unsur kebahasaan teks tertulis dan mencoba menganalisis teks yang ada. (<b>Critical Thinking</b>)</p> <p><b><i>Join Construction of the Text (JCOT)</i></b></p> <ol style="list-style-type: none"><li>1. Peserta didik <b>berkelompok 2</b> orang merespon pertanyaan berdasarkan teks yang telah diberikan dengan panduan guru.</li><li>2. Peserta didik <b>berkelompok 2</b> orang membuat teks <i>explanation</i> dengan panduan guru (<b>Collaboration</b>)</li></ol> <p><b><i>Independen Construction of the Text (ICOT)</i></b></p> <ol style="list-style-type: none"><li>1. Peserta didik berkelompok 2, <b>membuat teks explanation secara mandiri</b> dan dikumpulkan serta dipresentasikan.</li><li>2. Guru menukar teks antar kelompok, dan memberikan pertanyaan umum terkait teks tersebut dan harus dijawab kelompok lain. (<b>Creativity &amp; Communication</b>)</li></ol>
Penutup	Peserta didik bersama guru <b>menyimpulkan</b> pembelajaran, peserta didik melakukan <b>refleksi</b> atas apa yang belum dipahami, guru melakukan <b>umpam balik</b> , menyampaikan <b>informasi pembelajaran yang akan datang</b> , menutup pertemuan dengan <b>berdo'a</b> .

### C. PENILAIAN PEMBELAJARAN

- (1) Penilaian Sikap : Observasi dan hasilnya dicatat dalam **Jurnal Sikap**
- (2) Penilaian Pengetahuan : Tes Tulis dan Penugasan
- (3) Penilaian Keterampilan : Kinerja/presentasi.



Genteng, 21 Mei 2021

Guru Mata Pelajaran

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## **LEMBAR KERJA PESERTA DIDIK**

### **TEMA EXPLANATION TEXT**

<b>Satuan Pendidikan</b>	<b>: SMA Muhammadiyah 3 Genteng</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Program</b>	<b>: XI</b>
<b>Semester</b>	<b>: Genap</b>
<b>Tahun Pelajaran</b>	<b>: 2020/2021</b>

#### **Kompetensi Dasar dan Indikator:**

- 3.8 Struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya
- 3.8.1 Menjelaskan keterkaitan makna antar bagian-bagian dalam teks explanation tentang rincian proses
- 3.8.2 Menjelaskan aspek-aspek fungsi sosial teks explanation tentang fungsi
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI"
- 4.8.1 menganalisis aspek-aspek fungsi sosial teks explanation tentang sikap/nilai yang diusung

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### **A. EXPLANATION TEXT**

#### **3.1 Definition of Explanation Text**

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say ‘why’ and ‘how’ of the forming of the phenomena. It is often found in science, geography and history text books.

#### **3.2 Social/Language Function of Explanation Text**

The social function of Explanation text is to explain the audience *how* and *why* something works or happens.

#### **3.3 Generic Structure of Explanation Text**

The followings are the structure of Hortatory Exposition text.

- a. General statement: states the phenomenon issues which are to be explained.
- b. Sequenced explanation: states a series of steps which explain the phenomena.
- c. Concluding statement

#### **3.4 Language Features of Explanation Text**

Some language features that you can follow to make a Hortatory Exposition Text are as follow:

1. Using passive voice.
2. Using Simple Present Tense.
3. Using technical terms.
4. Using the words that show cause and effect.
5. Using abstract nouns.
6. Using action verbs.
7. Using noun phrases.

**Look at the model below that explains how a rainbow occurs and making paper from woodchip.**

### A rainbow

A rainbow is a meteorological phenomenon that is caused by reflection, refraction and dispersion of light in water droplets resulting in a spectrum of light appearing in the sky. It takes the form of a multicoloured arc. Rainbows caused by sunlight always appear in the section of sky directly opposite the sun.

Rainbows can be full circles; however, the average observer sees only an arc formed by illuminated droplets above the ground, and centred on a line from the sun to the observer's eye.

In a primary rainbow, the arc shows red on the outer part and violet on the inner side. This rainbow is caused by light being refracted when entering a droplet of water, then reflected inside on the back of the droplet and refracted again when leaving it.

In a double rainbow, a second arc is seen outside the primary arc, and has the order of its colors reversed, with red on the inner side of the arc.

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### Making Paper from Woodchips

Woodchipping is a process used to obtain pulp and paper products from forest trees. The woodchipping process begins when the trees are cut down in a selected area of the forest called a coupe.

Next the tops and branches of the trees are cut out and then the logs are taken to the mill. At the mill the bark of the logs is removed and the logs are taken to a chipper which cuts them into small pieces called woodchips. The woodchips are then screened to remove dirt and other impurities. At this stage they are either exported in this form or changed into pulp by chemicals and heat. The pulp is then bleached and the water content is removed.

Finally the pulp is rolled out to make paper.

#### **Kegiatan Siswa:**

1. Bacalah materi diatas, lalu baca dan amatilah contoh teks yang telah disiapkan!
2. Untuk menguatkan pemahaman materi ini, mari kita diskusikan fungsi sosial, struktur dan unsur kebahasaannya serta mencoba menganalisis aspek-aspek fungsi sosial teks *explanation* tentang sikap-nilai yang diusung.
3. Setelah langkah 1 & 2, silakan anda **berkelompok** 2 orang merespon pertanyaan berdasarkan teks yang telah diberikan dan membuat teks *explanation* dengan panduan guru.
4. Setelah anda mampu menyusun teks eksplanasi dengan panduan guru, selanjutnya anda membuat teks *explanation* secara mandiri dan dikumpulkan dan dipresentasikan.

## Lampiran 2

### 1. Penilaian Sikap

Jurnal Penilaian Sikap Peserta Didik

No.	Nama	Hasil Pengamatan	Aspek		
			Disiplin	Bekerja Sama	Menghargai Pendapat Orang Lain
1.					
2.					
3.					

### 2. Penilaian Pengetahuan

Uraian Soal

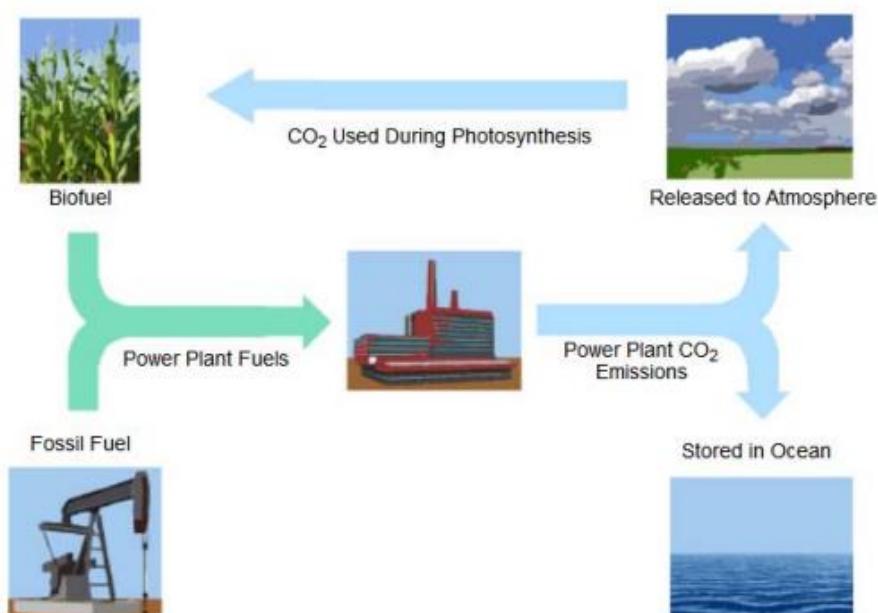
This text Is for Questions Number 1 to 3

#### FOSSIL FUELS

Many power plants burn carbon-based fuel and emit carbon dioxide ( $\text{CO}_2$ ).  $\text{CO}_2$  released into the atmosphere has a negative impact on global climate. Engineers have used different strategies to reduce the amount of  $\text{CO}_2$  released into the atmosphere.

One such strategy is to burn biofuels instead of fossil fuels. While fossil fuels come from long-dead organism, biofuel comes from plants that lived and died recently.

Another strategy involves trapping a portion of the  $\text{CO}_2$  emitted by power plants and storing it deep underground or in the ocean. This strategy is called carbon capture and storage.



Questions:

1. “Using biofuels does not have the same effect on atmospheric levels of CO<sub>2</sub> as using fossil fuels.” Do you agree with this statement? explain why?
2. Despite the advantages of biofuels for the environment, fossil fuels are still widely used. The following table 1.1 compares the energy and CO<sub>2</sub> released when petroleum and ethanol are burned. Petroleum is a fossil fuel, while ethanol is a biofuel.

Table 1.1

Fuel Source	Energy Released (kJ of energy/g of fuel)	Carbon Dioxide Released (mg of CO <sub>2</sub> /kJ) of energy produced by the fuel
Petroleum	43.6	78
Ethanol	27.3	59

According to the table 1.1, why might someone prefer using petroleum instead of ethanol, even if their cost is the same?

3. According to the table 1.1, what is an environmental advantage of using ethanol instead of petroleum?

Kunci jawaban & Rubrik Penilaian

No.	Uraian Jawaban	Skor Maksimal
1	Yes, I do, because plants used for biofuels absorb CO <sub>2</sub> from the atmosphere as they grow	20
2	People might prefer using petroleum over ethanol because it releases more energy for the same cost.	20
3	That ethanol has an environmental advantage over petroleum because it releases less carbon dioxide.	20
<b>Total Skor</b>		<b>60</b>

$$\text{Nilai yang diperoleh} = \frac{\text{skor yang diperoleh}}{60} \times 100$$

### 3. Penilaian Keterampilan

1. Rubrik Penskoran Penilaian Presentasi

No	Aspek yang Dinilai	Skor			
		4	3	2	1
1	Kesesuaian materi				
2	Kesesuaian respon dengan pertanyaan				
3	Kesesuaian penggunaan tata bahasa				
4	Pelafalan				

## 2. Rubrik Penilaian Praktik

No.	Indikator	Rubrik
1.	Kesesuaian materi	4. Materi yang dipresentasikan lengkap dan sesuai 3. Materi yang dipresentasikan sesuai tetapi tidak lengkap 2. Materi yang dipresentasikan tidak sesuai 1. Tidak menyampaikan materi
2.	Kesesuaian respon dengan pertanyaan	4. Sesuai dan jawaban benar 3. Sesuai namun jawaban belum benar 2. Tidak sesuai dan jawaban salah 1. Tidak menjawab
3.	Kesesuaian penggunaan tata bahasa	4. Menggunakan bahasa yang baik dan benar 3. Menggunakan bahasa yang baik namun belum benar 2. Menggunakan bahasa campuran 1. Tidak menjelaskan
4.	Pelafalan	4. Dapat didengar dengan baik dan jelas 3. Dapat didengar tetapi kurang jelas 2. Dapat didegar tetapi tidak jelas 1. Tidak dapat didengar