

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Kurikulum 2013 (Permendikbud no.37 tahun 2018)

Sekolah : SMAN 1 Bengkulu Utara
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/Genap
 Materi Pokok : Explanation text
 Pertemuan ke : 1
 Alokasi Waktu : 10 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menentukan fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks **Recycling**
- Menjawab pertanyaan terkait dengan teks bacaan berbentuk eksplanasi yang diberikan.

B. Metode Pembelajaran, Media/alat, Bahan dan Sumber Belajar

Metode Pembelajaran : JIGSAW
 Media : Lembar penilaian, Lembar Observasi.
 Bahan : Spidol, papan tulis, Gambar
 Sumber : Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, Tahun 2017

C. Kegiatan Pembelajaran

TAHAP KEGIATAN	LANGKAH-LANGKAH PEMBELAJARAN	
Kegiatan Pendahuluan (1 Menit)	<ul style="list-style-type: none"> • Memberi salam dan mengajak peserta didik untuk mengawali kegiatan dengan berdoa dan mengisi daftar kehadiran, • Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai • Apersepsi dan motivasi tentang pentingnya mempunyai keterampilan bahasa Inggris di era global dan menyampaikan keterkaitan dengan pelajaran lainnya. • Guru menyampaikan materi yang akan dipelajari yaitu tentang teks eksplanasi (Explanation Text) 	
Kegiatan Inti (9 Menit)	<ul style="list-style-type: none"> • Guru membagi Peserta didik dalam kelompok yang terdiri 4 orang siswa. • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, dan menyusun teks dalam bentuk potongan paragraph menjadi sebuah artikel (Explanation text). • Peserta didik menentukan susunan teks, fungsi sosial dan ciri kebahasaan terkait bacaan teks Explanation secara tepat dan benar. • Kelompok menempelkan potongan kertas di papan tulis dan menjelaskan susunan teks tersebut. • Peserta didik menuliskan pengetahuan tentang susunan teks, fungsi sosial dan ciri kebahasaan di buku catatan lalu membacakan hasilnya di depan kelas dan diberi komentar oleh kelompok lainnya secara bergiliran • Guru memberi kesempatan untuk bertanya pada peserta didik tentang hal-hal yang belum dipahami dalam menentukan susunan teks, fungsi sosial dan ciri kebahasaan teks Explanation. 	Kegiatan Literasi Critical Thinking Colaboration Communication Creativity
Kegiatan penutup (0 Menit)	<ul style="list-style-type: none"> • Guru dan peserta didik membuat rangkuman dan simpulan tentang materi teks Explanation. • Kegiatan ditutup dengan doa dan salam. 	

D. Penilaian Pembelajaran

1. Penilaian Sikap

- Teknik : Pengamatan Sikap
- Bentuk : Observasi
- Aspek yang dinilai : Rasa ingin tahu, disiplin, menghargai waktu, menghargai pendapat, jujur, kerjasama, Tanggung Jawab.

No	Nama Siswa	Aspek yang dinilai						Jumlah Skor	Skor Sikap	Kode Nilai
		Tanggung Jawab	Kerjasama	Jujur	Rasa Ingin Tahu	Disiplin	Menghargai Pendapat			
1	Leni . A	80	85	90	95	85	89	524	87	SB

Catatan:

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (D)

2. Penilaian Pengetahuan

- Teknik : Tes tertulis
- Bentuk : Hasil Test (Pilihan Ganda)
- Instrumen : Terlampir

3. Penilaian Keterampilan

- Teknik : Tertulis/ Penampilan
- Bentuk : Penugasan (uraian)
- Instrumen : Terlampir

E. Pembelajaran Remedial dan pengayaan

Remedial dilakukan jika nilai tidak mencapai KKM (kurang dari 75). Remedial dilakukan dengan tes tertulis kembali dengan materi yang sama. Remedial dilakukan sebanyak dua kali. Apabila belum mencapai ketuntasan maka peserta didik akan diberikan tugas.

Pengayaan diberikan kepada peserta didik yang telah mencapai nilai minimum. Bentuk pengayaan dan remedial berupa belajar mandiri, belajar kelompok atau tutor teman sebaya yang kemudian di uji kembali

Mengetahui,
Kepala Sekolah

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Lampiran 1: Materi Pembelajaran

EXPLANATION TEXT

Definisi Explanation Text

Dalam bahasa Indonesia, *explanation text* biasa diartikan sebagai teks eksplanasi. Deskripsi dari eksplanasi dapat diartikan sebagai penjelasan atau menjelaskan. Untuk itu, *explanation text* merupakan teks untuk memberikan sebuah penjelasan secara jelas. Biasanya, *explanation text* berisi penjelasan mengenai **fenomena sosial, alam, atau budaya**. Tujuan dari menulis teks ini adalah untuk memberi tahu pembaca tentang bagaimana sesuatu bekerja atau mengapa sesuatu terjadi.

Struktur Explanation Text

1. General statement (Pernyataan Umum)

Memberikan pengenalan terhadap topik seperti penjelasan seputar informasi-informasi umum.

2. Explanation (penjelasan)

Pada bagian paragraph ini berisikan pernyataan yang menjelaskan bagaimana atau mengapa sesuatu terjadi. Dalam paragraf ini menceritakan koneksi seperti sebab dan akibat atau urutan temporal suatu peristiwa atau kejadian.

3. Closing (penutup)

Berisi paragraf atau kalimat penutup yang kuat yang menyatukan pernyataan umum dan penjelasan sebelumnya. Bagian penutup ini bersifat optional, terkadang tidak semua artikel *explanation text* memiliki *closing*

Ciri Kebahasaan Explanation Text

- Menggunakan simpel present tenses
- Menggunakan abstract noun (kata benda yang nampak)
- Menggunakan Passive voice
- Menggunakan Action verbs
- Focus on generic human and generic non-human Participants.
- Time Conjunctions.

Contoh Explanation Text

(General Statement)

Lightning is a natural phenomenon that usually appears in the rainy season when the sky gives rise to a momentary flash of blinding light. A few moments later, followed by a thunderous sound called thunder. This difference in time of appearance is due to the difference between the speed of sound and the speed of light.

(Explanation)

Lightning occurs because there's a potential difference between the cloud and the earth or with other clouds. The process of the occurrence of charge on the cloud because it moves continuously regularly, and during its movement it will interact with other clouds so that negative charges will gather on one side (up or down), while positive charges gather on the opposite side.

If the potential difference between the cloud and the earth is large enough, there will be a discharge of negative charges (electrons) from the cloud to the earth or vice versa to reach equilibrium. In this discharge process, the medium through which electrons pass is air. When electrons are able to penetrate the air insulation threshold, a sound explosion occurs.

(Closing)

Lightning is more common in the rainy season, because in that condition, the air contains a higher moisture content so that the insulation power drops and the current flows more easily. Because there are negatively charged clouds and positively charged clouds, lightning can also occur between clouds of different charges.

Lampiran 2:

LEMBAR KERJA PESERTA DIDIK (LKPD)

Satuan Pendidikan : SMAN 1 BENGKULU UTARA
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester: : XI/ GENAP
Materi : Explanation text

GROUP MEMBERS:

1. _____
2. _____
3. _____
4. _____

Kegiatan 1: Amati dan Bacalah potongan explanation text yang diberikan bersama kelompok belajar.

Kegiatan 2: Susunlah potongan teks yang diberikan menjadi sebuah artikel explanation text yang baik.

Kegiatan 2: Berdasarkan Teks tersebut tentukan generic struktur dan ciri kebahasaan dari teks tersebut.

SUSUNAN TEXT

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

GENERIC STRUCTURE OF EXPLANATION TEXT

1.

2.

3.

LANGUAGE FEATURES OF EXPLANATION TEXT

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Potongan Text

Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process reclaims the original material and uses it in new products.

The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again.

In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process. Paper products that can be recycled include cardboard containers, wrapping paper, and office paper.

Experts estimate the average office worker generates about 5 kg of wastepaper per month. In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process. Every ton of paper that is recycled saves about 1.4 cu m (about 50 cu ft) of landfill space. One ton of recycled paper saves 17 pulpwood trees (trees used to produce paper).

Format Penilaian Keterampilan

No	Nama Siswa	Aspek yang dinilai							Jumlah	Nilai
		Kesesuaian tugas/isi	Kesesuaian langkah retorika	Ketepatan Waktu Mengerjakan	Fluency	Accuracy	Pronunciation	Intonation		
1	Leni	80	85	90	95	85	89	80	604	86
2										

Keterangan Untuk Penilaian Keterampilan

1. Kesesuaian tugas/isi	60	Mengabaikan atau kurang memahami tugas; minim pembahasan; informasi dan interpretasi tidak relevan.
	70	Tidak bisa menanggapi tugas; pembahasan tidak lengkap dan tidak konsisten; informasi sering tidak relevan/tidak tepat; interpretasi tidak konsisten dengan fakta.
	80	Kurang mampu menanggapi tugas; pembahasan dapat diterima tapi kadang tidak konsisten; informasi kadang tidak relevan/tidak tepat; interpretasi kadang tidak konsisten dengan fakta.
	90	Mampu menanggapi tugas; pembahasan mampu; informasi umumnya relevan dan tepat; interpretasi umumnya mendukung.

	100	Menanggapi tugas dengan sempurna; pembahasan sempurna; informasi relevan dan tepat; interpretasi sangat kuat dan mendukung.
2. Kesesuaian langkah retorika	60	Tidak bisa dipahami sama sekali, mangabaikan bentuk teks khusus, tidak ada penataan teks.
	70	Komunikasi tidak efektif, maksud tidak jelas, tidak mengikuti bentuk teks khusus, penataan dan urutan ungkapan antar bagian teks tidak jelas.
	80	Komunikasi kadang cukup efektif, konsisten bentuk teks khusus kadang terabaikan, penataan ungkapan kadang sulit diikuti, hubungan antar bagian teks kadang tidak jelas.
	90	Komunikasi cukup efektif, umumnya konsisten dengan bentuk teks khusus, organisasi dan urutan ungkapan umumnya tertata dengan baik dan teratur, hubungan antar bagian teks umumnya jelas
	100	Komunikasi efektif, sangat konsisten dengan bentuk teks khusus, ungkapan tertata dengan baik dan teratur, hubungan antar bagian teks jelas
3. Ketepatan Waktu Mengerjakan	60	Lebih 20 menit dari waktu yang diberikan
	70	Lebih 15 menit dari waktu yang diberikan
	80	Lebih 10 menit dari waktu yang diberikan
	90	Lebih 5 menit dari waktu yang diberikan
	100	Sesuai waktu yang diberikan

Keterangan Untuk Keterampilan Berbicara BAHASA INGGRIS

1. Fluency	70	Bila terjadi hesitasi
	80	Lancar, tetapi masih ada hesitasi
	90	Lancar
	100	Sangat lancar
2. Accuracy	70	Semua ucapan tidak dapat dipahami
	80	Sebagian kecil ucapan sudah dapat dipahami
	90	Sebagian besar ucapan sudah dapat dipahami
	100	Semua ucapan dapat dipahami
3. Pronunciation	70	Hampir semua ucapan tidak benar
	80	Sebagian kecil ucapan sudah benar
	90	Sebagian besar ucapan benar
	100	Semua ucapan benar
4. Intonation	70	Tekanan/irama semua kata salah
	80	Tekanan/irama sebagian kecil kata benar
	90	Tekanan/irama sebagian besar kata benar
	100	Tekanan/irama semua kata, frasa, kalimat benar

Lampiran 3: Penilaian Pengetahuan

Choose the best answer for the following questions by circle **a, b, c, d** or **e**.

Text 1 for question 1 – 4

Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process reclaims the original material and uses it in new products.

In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process.

Paper products that can be recycled include cardboard containers, wrapping paper, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again.

Experts estimate the average office worker generates about 5 kg of wastepaper per month. Every ton of paper that is recycled saves about 1.4 cum (about 50 cuft) of landfill space. One ton of recycled paper saves 17 pulpwood trees (trees used to produce paper).

1. The following things can be recycled, EXCEPT....
 - A. Precious metals
 - B. Broken glass
 - C. Old newspapers
 - D. Plastic spoons
 - E. Fresh vegetables and fruits
2. Which of the following is NOT the benefit of recycling?
 - A. It costs much money for the process of recycling
 - B. It costs less to make new products
 - C. It requires less energy
 - D. It can reduce pollution
 - E. It reduces the demand for high-pollution alternatives
3. What is the third step of recycling paper products?
 - A. Collect and search for contaminants such as plastic bags and aluminium foil
 - B. Mix the paper with hot water in a blender which turns it into pulp
 - C. Screen and filter the pulp to remove smaller contaminants
 - D. Put the pulp to a large vat to separate the ink from the paper fibres
 - E. Mix the pulp with new wood fibres to be made into paper again
4. We can make use of the ink after being separated from the paper fibres by doing the followings, EXCEPT....
 - A. Skim it off
 - B. Dry it
 - C. Reuse as ink
 - D. Burn as boiler fuel
 - E. Mix it with the pulp

Text 2 for question 5 – 8

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

5. What is the text about?
 - A. The digestive system
 - B. The digestive juice
 - C. The method of the digestive system
 - D. The process of intestine work
 - E. The food substances

6. How can we swallow the food easily?
 - A. The food changes into acids absorbed by the villi.
 - B. The food must be digested first through the process.
 - C. The food is directly swallowed through esophagus into the stomach.
 - D. The food is mixed with the juices secreted by the cells in the stomach.
 - E. The food we take must be changed into substances carried in the blood to the places.

7. From the text above, we imply that
 - A. a good process of digestive system will help our body becoming healthier.
 - B. no one concerned with the process of digestive system for their health.
 - C. the digestive system is needed if we are eating the food instantly.
 - D. every body must conduct the processes of digestive system well.
 - E. the better we digest the food we eat, the healthier we will be.

8. "Human body is made up of countless millions of cells." (Paragraph 1) The phrase "made up" means
 - A. produced
 - B. managed
 - C. arranged
 - D. completed
 - E. constructed

Text 3 for question 9 – 10

Have you ever wondered how people get chocolate from? In this article we'll enter the amazing world of chocolate so you can understand exactly what you're eating.

Chocolate starts with a tree called the cacao tree. This tree grows in equatorial regions, especially in places such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pine apple. Inside the fruit are the tree's seeds, also known as cocoa beans.

The beans are fermented for about a week, dried in the sun and then shipped to the chocolate maker. The chocolate maker starts by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavor, so they are often sorted and blended to produce a distinctive mix. Next, the roasted beans are winnowed.

Winnowing removes the meat nib of the cacao bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it a liquid. The liquid is called chocolate liquor. It tastes bitter. All seeds contain some amount of fat, and cacao beans are not different. However, cacao beans are half fat, which is why the ground nibs form liquid. It's pure bitter chocolate.

9. The third paragraph focuses on ...
- A. the process of producing chocolate
 - B. how to produce the cocoa flavor
 - C. where chocolate comes from
 - D. the chocolate liquor
 - E. the cacao fruit

10. The text is about ...
- A. the cacao tree
 - B. the cacao beans
 - C. the raw chocolate
 - D. the making of chocolate
 - E. the flavour of chocolate

CATATAN:

KEY ANSWER

1.E 2.E 3.C 4.E 5.A 6.B 7.A 8.E 9.A 10.D

Pedoman penilaian: Setiap soal memiliki bobot 10.