

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Guru Mapel : Arty Evnaka Yuniar
Satuan Pendidikan : SMA Negeri 1 Waled
Kelas : XI
Mata Pelajaran : Bahasa Inggris
Tema : Explanation text
Sub Tema : Natural Phenomenon
Alokasi Waktu : 1 JP

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran dengan menggunakan model pembelajaran task-based learning, peserta didik diharapkan mampu membedakan fungsi sosial struktur teks dan unsur kebahasaan teks eksplanasi serta menangkap makna secara kontekstual teks explanasi lisan dan tulis terkait gejala alam dengan penuh semangat, tanggung jawab, dan kerja keras.

B. Kegiatan Pembelajaran

Kegiatan	Langkah-langkah pembelajaran	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan bukuMenjelaskan tujuan pembelajaran, cakupan materi, dan uraian kegiatan	2'
Inti	<ul style="list-style-type: none">Peserta didik dan guru melakukan brainstorming dengan pertanyaan berikut: <i>"We ask questions all the time. Just now, I asked how you are and whether anyone is absent. When you said Neng is absent, I asked again why she is absent. I asked for your explanation. The questions that start with why and how, requires an explanation."</i> <i>Now, take a look at this picture (Lampiran 2). What is it? Yes, this is the picture of flood happening in Germany. Did you read the news? What other disaster that can cause the similar destruction?</i>Guru meminta peserta didik untuk menggambar table KWL (Lampiran 3)Peserta didik diminta untuk menuliskan apa yang mereka ketahui tentang tsunami (kolom K). kemudian menuliskan pertanyaan tentang tsunami atau hal yang ingin mereka ketahui tentang tsunami (kolom W)Peserta didik mendengarkan rekaman tentang "How Tsunamis Work" (script pada lampiran 1) untuk mengkonfirmasi apa yang mereka tahu tentang tsunami. dan menemukan jawaban pertanyaan yang telah mereka tuliskan. Guru memberikan feedback	2' 2 menit 8 menit

	<ul style="list-style-type: none"> • Untuk kegiatan mendengarkan yang ketiga, peserta didik diminta untuk menuliskan informasi yang mereka dapatkan dari video. • Secara berkelompok, peserta didik melakukan diskusi berdasarkan chart KWL yang telah mereka lengkapi. Guru mengarahkan diskusi • Secara berkelompok, peserta didik diminta untuk mengidentifikasi bagian-bagian penjelasan di video (Explanation structure text). Guru memberikan arahan dengan menampilkan mindmap. • Peserta didik diminta untuk memilih 1 pertanyaan why/how sesuai dengan hasil pengamatan atau pengalamannya • Peserta didik menyusun mindmap sesuai pertanyaan yang telah dipilih dan membuat perencanaan untuk menulis teks. Guru memberikan feedback • Peserta didik mempresentasikan mindmap yang telah dibuat 	
Penutup	<ul style="list-style-type: none"> • Guru bertanya tentang apa yang telah mereka pelajari hari ini • Guru bertanya kepada siswa tentang perasaan mereka selama pembelajaran • Peserta didik diminta untuk mengunjungi TED-Ed.com dan curiosity.com untuk mengetahui video sejenis dan menstimulasi rasa ingin tahu mereka. 	2 menit

C. Penilaian Pembelajaran

	Teknik penilaian	Bentuk penilaian
a. Sikap	Observasi	Lembar observasi
b. Pengetahuan	Tes tulis	Pedoman penskoran
c. Keterampilan	Unjuk kerja	Pedoman penskoran

Mengetahui,
Kepala Sekolah

Cirebon, 18 Juli 2021
Guru Mata Pelajaran

Drs. H. Iman Setiawan, M.Ag
NIP. 196511231995121001

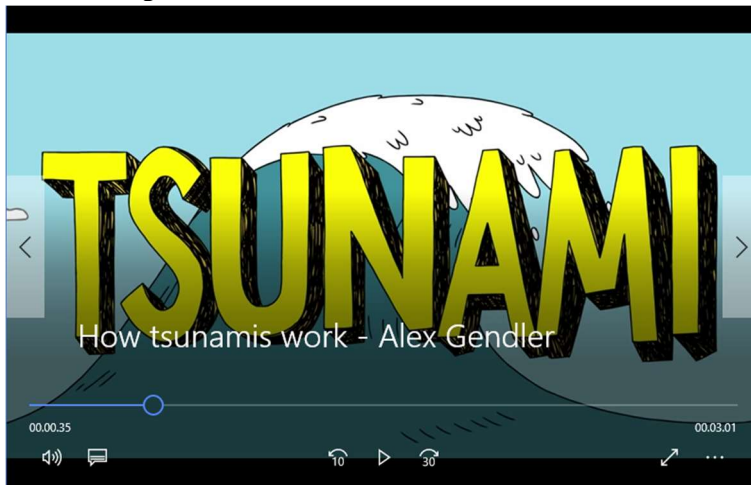
Arty Evnaka Yuniar, S.S
NIP. 198506092020122008

Lampiran 1

Bahan Ajar

Explanation Text

Video script



Structure

Question in the heading

Introduction that gives a description

Explanation sequence telling how and why

Language Features

Use of technical terms

Words showing how and why

Words showing timeless present tense

Generic terms

In 479 BC Persian soldier besieged the Greek city of Potidea. The tide retreated much farther than usual, leaving a convenient invasion route. But it wasn't the struck of luck. Before they crossed half way, the water return in a wave higher than anyone have ever seen, drowning the attackers. The Potideans believed that they had been saved by Poseidon. But what really saved them was likely the same phenomenon that has destroyed countless others, the tsunami.

Although tsunamis are commonly known as tidal waves, they are actually unrelated to the tidal activity that caused by the gravitational forces of the sun and moon. In many ways, tsunamis are just larger version of regular waves. They have a thrust and a crest and consist not of moving water but the movement of energy through water. The difference is in where this energy comes from. For normal oceans waves, it comes from wind. Because this only affects the surface the waves are limited in size and speed. But tsunamis are caused by energy originating under water.

So how we can protect ourselves against this destructive forces of nature? People in some areas have attempted to stop tsunamis with sea walls, floodgate and channels to

(Conclusion)

divert the water but these are not always effective. In 2011, a tsunami surpassed the flood wall protecting Japan's Fukushima power plant, causing a nuclear disaster in addition to claiming over thousands of lives. Many scientist and policy makers are instead focusing on early detection, monitoring underwater pressure and seismic activity and establishing global communication network for quickly distributing alert. When nature is too powerful to stop, the safest course is to get out of its way.

Lampiran 2



Lampiran 3

KWL Chart for How Tsunamis Work

What you know	What you want to know	What you Learned

Lampiran 4

Penilaian

1. Penilaian sikap

Lembar pengamatan sikap pada kegiatan diskusi/kerja kelompok

No	Sikap yang diamati	Terlihat	Tidak terlihat
1	Partisipasi dalam diskusi		
2	Rasa percaya diri dalam mengemukakan pendapat		
3	Saling menghormati dan menghargai		
4	Tanggung jawab dalam menyelesaikan tugas		

2. Penilaian pengetahuan

Jawaban benar : 1

Jawaban salah : 0

$$\text{TOTAL SCORE} = \frac{\text{Skor yang didapat}}{\text{Skor maksimal}} \times 100$$

3. Lembar penilaian keterampilan

a. Penilaian Unjuk Kerja 1 (Writing Assignment)

Write an explanation based on the question you got from your friend in 300 words. Your work will be graded based on the following set of criteria; number of words, punctuality, originality, content, structure, punctuation, and word choice.

$$\text{TOTAL SCORE} = \frac{\text{ACHIEVED SCORE}}{16} \times 100$$

16

Rubric

Score	Punctuality	Vocabulary	Originality	Content	Structure	Mechanics
	0-2	0-2	0-2	0-4	0-3	0-3
4				Answering the question with complete elaboration		
3		Appropriate word choice, mostly used correctly and in context		Answering the question with some elaboration	Using appropriate structure with very minor and errors.	Mostly correct punctuation, may have minor errors without alteration in meaning
2	Meeting the deadline	Incorrect use of some words but does not stray too	Original work	Answering the question	Has some grammatical errors that may	Some errors in punctuation

		far from overall context		with very little elaboration	alter meanings but still very much comprehensible	shows carelessness in using them
1	Late submission	Many words used incorrectly and alter overall meaning	50% original work	Answering the question with no elaboration	Grammatical errors limit comprehension but meaning still	Many errors seems to come from inability to or lack of knowledge of using them
0	No submission	Incomprehensible	100% copy-paste	Does not answer the question	Very little or no comprehension possible.	No punctuation used

b. Pedoman penskoran unjuk kerja (speaking)

Score	Pronunciation and Intonation	Opening	Comprehension	Structure	Fluency
	0-3	0-2	0-3	0-3	1-3
3	Pronunciation and intonation are correct with very minor errors		Includes all the details and impromptu development	Grammar is used appropriately	Very fluent with limited number of pauses
2	Some pronunciation and intonation errors occurs	Engaging opening	Elaboration limited to what is stated in the writing	Some grammar errors	Fluent with some pauses and fillers
1	Errors exist throughout the presentation with but some correct occurs as well	Opening exists with no engagement between audience and the presentation delivered	Elimination of some important details	Errors are persistent in the overall presentation	Fluency limited to memorization
0	No correct	No opening	No elaboration	No correct grammar use	-

TOTAL SCORE = $\frac{\text{ACHIEVED SCORE}}{\text{TOTAL SCORE}} \times 100$

Lampiran 6

Soal tes tulis

Read the text. Then answer the question

Quite different from storm surges are the giant sea waves called tsunamis, which derive their name from the Japanese expression for "high water in a harbor." These waves are also referred to by the general public as tidal waves, although they have relatively little to do with tides. Scientists often refer to them as seismic sea waves, far more appropriate in that they do result from undersea seismic activity.

Tsunamis are caused when the sea bottom suddenly moves, during an underwater earthquake or volcano. for example, and the water above the moving earth is suddenly displaced. This sudden shift of water sets off a series of waves. These waves can travel great distances at speeds close to 700 kilometers per hour. In the open ocean, tsunamis have little noticeable amplitude, often no more than one or two meters. It is when they hit the shallow waters near the coast that they increase in height, possibly up to 40 meters.

Tsunamis often occur in the Pacific because the Pacific is an area of heavy seismic activity. Two areas of the Pacific well accustomed to the threat of tsunamis are Japan and Hawaii. Because the seismic activity that causes tsunamis in Japan often occurs on the ocean bottom quite close to the islands, the tsunamis that hit Japan often come with little warning and can therefore prove disastrous. Most of the tsunamis that hit the Hawaiian Islands, however, originate thousands of miles away near the coast of Alaska, so these tsunamis have a much greater distance to travel and the inhabitants of Hawaii generally have time for warning of their imminent arrival.

Tsunamis are certainly not limited to Japan and Hawaii. In 1755, Europe experienced a calamitous tsunami, when movement along the fault lines near the Azores caused a massive tsunami to sweep onto the Portuguese coast and flood the heavily populated area around Lisbon. The greatest tsunami on record occurred on the other side of the world in 1883 when the Krakatoa volcano underwent a massive explosion, sending waves more than 30 meters high onto nearby Indonesian islands; the tsunami from this volcano actually traveled around the world and was witnessed as far away as the English Channel.

1. According to the passage, all of the following are true about tidal waves EXCEPT that
 - A. they are the same as tsunamis
 - B. they are caused by sudden changes in high and tides
 - C. this terminology is not used by the scientific community
 - D. they refer to the same phenomenon as seismic sea Waves
2. The word "displaced" in line 7 is closest in meaning to
 - A. located
 - B. not pleased
 - C. filtered
 - D. moved
3. It can be inferred from the passage that tsunamis
 - A. cause severe damage in the middle of the ocean
 - B. generally reach heights greater than 40 meters
 - C. are far more dangerous on the coast than in the open ocean
 - D. are often identified by ships on the the ocean

4. A main difference between tsunamis in Japan and in Hawaii is that tsunamis in Japan are more likely to
 - A. arrive without warning
 - B. come from greater distances
 - C. be less of a problem
 - D. originate in Alaska
5. The possessive "their" in line 18 refers to
 - A. the Hawaiian Islands
 - B. thousands Of
 - C. these tsunamis
 - D. the inhabitants of Hawaii
6. A "calamitous" tsunami, in line 20, is one that is
 - A. expected
 - B. extremely calm
 - C. at fault
 - D. disastrous
7. From the expression "on record" in line 22, it can be inferred that the tsunami that accompanied the Krakatoa volcano
 - A. occurred before efficient records were kept
 - B. was not as strong as the tsunami in
 - C. was filmed as it was happening
 - D. might not be the greatest tsunami
8. The passage suggests that the tsunami resulting from the Krakatoa volcano
 - A. caused volcanic explosions in the English Channel
 - B. was far more destructive close to the source than far away
 - C. was unobserved outside of the Indonesian islands
 - D. resulted in little damage