

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA Negeri 1 Padangan
Kelas / Semester	: XI/Genap
Tema	: Teks Explanasi
Sub Tema	: Informasi terkait gejala alam pendek dan sederhana
Pembelajaran ke	: 1
Alokasi waktu	: 10 menit

A. TUJUAN PEMBELAJARAN

1. Melalui Kegiatan tayangan video, siswa mampu menganalisis fungsi sosial, struktur dan unsur kebahasaan teks explanasi dalam memberi dan meminta informasi terkait gejala alam pendek dan sederhana dengan baik dan benar
2. Melalui diskusi secara berkelompok siswa dapat bekerjasama menyusun teks explanasi dalam bentuk poster terkait gejala alam pendek dan sederhana

B. KEGIATAN PEMBELAJARAN

NO	KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pertemuan I			
1.	Pendahuluan	<ol style="list-style-type: none">a. Pembukaan dengan salam dan berdoab. Guru mengecek kehadiran siswac. Guru membangun apersepsi dengan menanyakan materi sebelumnya yang terkait dengan materi yang akan dibahas sekarangd. Guru menyampaikan tujuan pembelajaran	2 Menit
2.	Inti	<p>Mengamati dan Menanya</p> <ol style="list-style-type: none">a. Guru menunjukkan kepada siswa video tentang gempa bumib. Siswa bertanya jawab dengan guru tentang videoc. Siswa menganalisis fungsi social, struktur teks dan unsur kebahasaan teks expalantion terkait dengan gejala alam pendek dan sederhana <p>Mengumpulkan Informasi</p> <ol style="list-style-type: none">a. Guru memberikan informasi pembelajaran teks explanation terkait gejala alam pendek dan sederhana melalui slide power pointb. Siswa menuliskan beberapa hal yang bisa digunakan sebagai supporting detail untuk mengembangkan teks explanation <p>Mengasosiasi</p> <ol style="list-style-type: none">a. Guru membagi siswa secara berkelompokb. Guru meminta siswa memilih salah satu topic yang disediakan untuk membuat teks explanation terkait gejala alam pendek dan sederhanac. Guru membimbing siswa untuk membuat outline dari topik yang telah dipilih tentang gejala alam pendek dan sederhanad. Guru membimbing siswa untuk menyusun teks expalanation terkait gejala alam pendek dan sederhana dalam bentuk poster	6 Menit

		<p>Mengkomunikasikan</p> <p>a. Guru membimbing siswa menyampaikan hasil diskusi kelompok tentang teks explanation terkait gejala alam pendek dan sederhana dalam bentuk poster</p> <p>b. Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok</p>	
3	Penutup	<p>a. Memberikan umpan balik terhadap proses dan hasil pembelajaran;</p> <p>b. Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual untuk mengerjakan task 4</p> <p>c. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p>	2 Menit
	Media/Alat dan bahan sumber belajar	<p>Media Pembelajaran</p> <p>1. Media</p> <ul style="list-style-type: none"> ❖ Worksheet atau lembar kerja (siswa) ❖ Lembar penilaian ❖ PPT <p>2. Alat/Bahan</p> <ul style="list-style-type: none"> ❖ Penggaris, spidol, papan tulis ❖ Laptop & infocus <p>Sumber Belajar</p> <ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016 ❖ Kamus Bahasa Inggris ❖ https://youtu.be/hlePrsXTGxQ 	

C. PENILAIAN PEMBELAJARAN

- a. Penilaian Sikap
- b. Penilaian Pengetahuan
- c. Penilaian Keterampilan

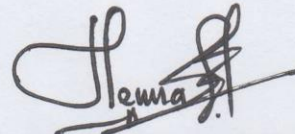
Mengetahui
Kepala SMA Negeri 1 Padangan



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Padangan, 3 Januari 2021

Guru Mata Pelajaran



Erna Sulistiana, S.Pd.

Lampiran 1

EXPLANATION TEXT



Getting the General Picture of Explanation Texts

Task 1 Read the text and answer the questions below!

<i>Introduction</i>	Have you ever wondered how earthquake areformed?
<i>General Statement</i>	Earthquakes is being the most deadly natural hazards strike without any prior warning leaving catastrophe in their wakewith terrible loss of human lives aswell as economic loss.
<i>Explanation Sequence 1</i>	Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time (earth science 2001).
<i>Explanation Sequence 2</i>	Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shock. The vibrations from a large earthquake last for few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage.
<i>Explanation Sequence 3</i>	Large earthquakes are known to take down buildings and cause death and injury (Richter 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damageeach year.
<i>Closing atau Concluding Statement</i>	Earthquakes are dreaded by everyone.

Answer the questions below.

1. What does the text mostly talk about?
2. What is paragraph 1 about?
3. What do paragraph 2 and 3 discuss on?
4. What does paragraph 4 tell us about?
5. What does the writer write the text for?

Task 2 Answer these questions below based on the text given correctly.

Tsunami

Tsunami occurs when major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises, from the ocean floor up to the land.

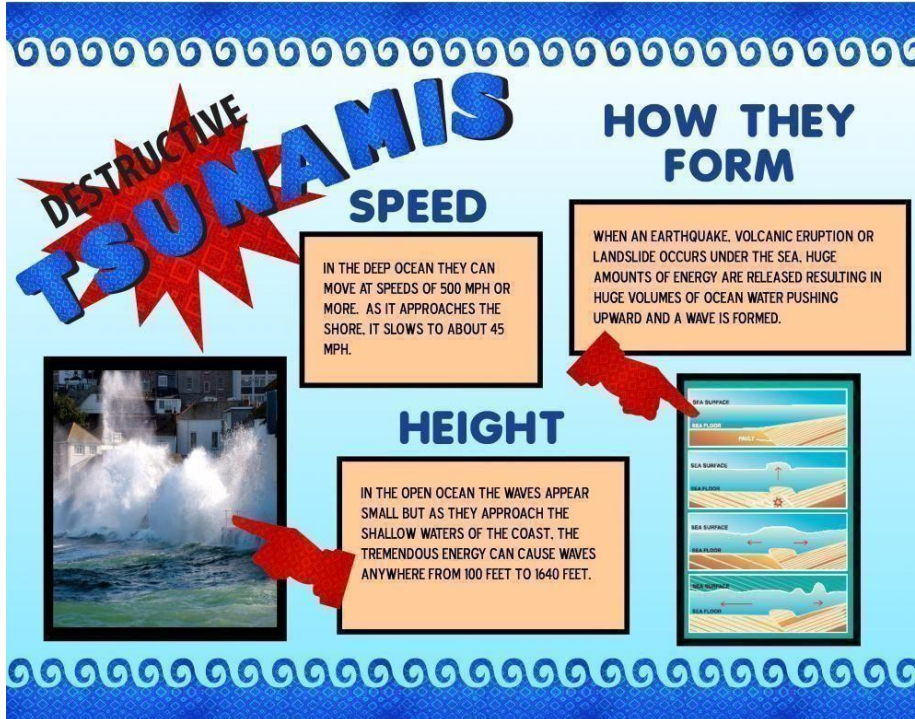
A tsunami washes ashore with often disastrous effects such as severe flooding, loss of lives due to drowning and damage to property. A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast traveling wave grows very large.

1. Tsunami happens because
2. What are the impacts of tsunami ?
3. Mention the disturbance of tsunami!
4. From second paragraph we know that
5. The text mostly tells us about

Task 3 Look closely at the following reading text and colored boxes. To help you check your understanding of explanation texts structure, please add the necessary signs (e.g. colors and arrows) to refer to the parts in more details.

Structure	How volcanoes are formed	Language feature
Introduction	Have you ever wondered how volcanoes are formed?	
Opening Statement	A volcano is a vent or an opening on the earth's surface which allows molten rock called magma, volcanic ash and gas to escape out onto its surface	
Explanation Sequence 1	Volcanoes are formed whenever there is a crack in the crust of the earth. A tube –like passage connects a chamber of magma (molten rock) at the centre of the earth to the earth's crust.	
Explanation Sequence 2	When the pressure builds up in the chamber, the magma, gases and ash are pushed up through to the top of the tube on the earth's surface known as vent.	
Explanation Sequence 3	The red-hot magma that escapes to flow over the Earth's surface is called lava which, when cools, forms into rocks.	
Conclusion	In fact, the mountain we see today are nothing but solidified lava from previously erupted volcanoes	

Task 4 Below is an academic poster, i.e. a graphic and textual method of presenting information. An effective academic poster balances the content (information) and the layout (how the information is presented). Now, study the academic poster and answer the questions that follow.



Answer the following questions below!

1. Does the picture help your understanding of the content?
2. Explain How the tsunami form?
3. How about the speed and height when tsunami come?
4. Can you explain what is mean of destructive tsunami?
5. What is the solution to prevent from tsunami's?

Lampiran 2

Penilaian Hasil Belajar

Aspek	Teknik	Instrumen
Sikap	Observasi	Format Pengamatan Sikap
Pengetahuan	Tugas dan Tes tertulis	Format Penilaian Pengetahuan
Keterampilan	Kinerja Praktik	Format Penilaian writing

1. Penilaian Sikap Rubrik Penilaian Sikap

RUBRIK PENILAIAN SIKAP			
No	Aspek yang Dinilai	Kriteria	Score
1	Kemandirian	Selalu mandiri	45
		Kurang mandiri	35
		Tidak mandiri	20
2	Kejujuran	Selalu jujur	45
		Kurang jujur	35
		Tidak jujur	20
3	Percaya Diri	Selalu percaya diri	45
		Kurang percaya diri	35
		Tidak percaya diri	20
4	Komunikatif	Selalu komunikatif	45
		Kurang komunikatif	35
		Tidak komunikatif	20

Total Nilai = $\frac{\text{Skor perolehan}}{\text{Skor maksimum}} \times 100$

No	Nama Siswa	Aspek Yang Dinilai				Nilai Total
		Mandiri	Jujur	Percaya Diri	Komunikatif	
1.	Adelia Intan Rahayu					
2.	Adji Dwi Kuncoro					
3.	Ahmad Abidin Firmansyah					
4.	Ahmad Hisyam Marzuq					
5.	Anggi Nur Kholifah					
6.	Anita Dewi Agustin					
7.	Bintang Putra Nagari					
8.	Choirun Nisa Al Izzati					
9.	Cindy Paramitha					
10	Dimas Putra Yudha Tama					
11	Dwi Syalma Rahimawati					
12	Elys Sang Abdi Putri					
13	Fara Anantasya Marena					
14	Fitri Nabila Vembriana Putri Martianata					
15	Illonazuhra Cheryl Callula					
16	Indah Suliandini					
17	Jastin Satrio Aji					
18	Jofan Setyo Alfaurizki					
19	Laily Ula Radhwa					
20	Listya Murtiyanti					
21	M. Adam Maulana					
22	Mita Sari					
23	Mochamad Diva Arif Arizal					
24	Moh. Abib Setiawan					
25	Muhammad Farhan Naufal					
26	Nadya Khairunnisa Hendrawan					
27	Nanik Maryana					
28	Naqsa Izra Firdaussy					
29	Nayla Miranda					
30	Oktafia Rusdiyanti					
31	Putri Tania Rahmasari					

32	Rizky Fitriana					
33	Satrio Teguh Pambudi					
34	Satrya Bima Sena					
35	Siska Galuh Aprilia					
36	Yuliana Dwi Yanti					

2. Penilaian Pengetahuan

a. Rubrik Penilaian Pengetahuan

RUBRIK PENILAIAN PENGETAHUAN			
No	Aspek yang Dinilai	Kriteria	Score
1	Organization	Use the correct text organization and with elaborated idea	45
		Use the correct text organization but has not elaborated the idea	35
		Doesn't use the correct text organization	20
2	Grammar	Under 5 Mistakes	45
		6 until 10 mistakes	35
		Too many mistakes	20
3	Vocabulary	Purposefully chosen vocabulary	45
		Developed vocabulary	35
		Basic Vocabulary, less precise	20
4	Mechanic	Effective use of capitalization, punctuation, and spelling	45
		Mostly effective use of mechanics; errors do not detract from meaning	35
		Some errors with spelling and punctuation	20
5	Tidiness & Deadline	Write neatly, clear font, submit the work in/on time	45
		Write quite neatly, quite clear font, submit late three days from the deadline	35
		Write awkwardly, unreadable, submit late more than 3 days from the deadline	20

Total Nilai = $\frac{\text{Skor perolehan}}{\text{Skor maksimum}} \times 100$

No	Nama Siswa	Aspek Yang Dinilai					Nilai Total
		Organization	Grammar	Vocabulary	Mechanic	Tidiness Deadline	
1.	Adelia Intan Rahayu						
2.	Adji Dwi Kuncoro						
3.	Ahmad Abidin Firmansyah						
4.	Ahmad Hisyam Marzuq						
5.	Anggi Nur Kholifah						
6	Anita Dewi Agustin						
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9	Cindy Paramitha						
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36	Yuliana Dwi Yanti						

3. Penilaian Keterampilan/ Proyek

WRITING RUBRIC ASSESSMENT

Name of group :

Class/Number :/

No	Criteria to be assessed	Low Performance 8	Good Performance 9	Very Good Performance 10	Score
1.	Text Organization	Doesn't use the correct text organization	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2.	Sentence formation	Use simple sentences	begins to vary simple sentences and compound sentences	Use simple sentences, compound sentences and complex sentences correctly	
3.	Grammar	Too many mistakes	6 until 10 mistakes	Under 5 Mistakes	
4.	Vocabulary	Basic Vocabulary, less precise	Developed vocabulary	Purposefully chosen vocabulary	
5.	Mechanic	Some errors with spelling and punctuation	Mostly effective use of mechanics; errors do not detract from meaning	Effective use of capitalization, punctuation, and spelling	
6.	Tidiness and deadline	Write awkwardly, Unreadable, submit late more than 3 days from the deadline	Write quite neatly, quite clear font, submit late three days from the deadline	Write neatly, clear font, submit the work in/on time	
	Total score				
	Final Score = $\frac{\text{Total score}}{\text{Maximum score}} \times 100$				

