

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAN 1 Munjungan
Kelas/ Semester : XI/ 2
Mapel : BAHASA INGGRIS
Materi : Explanation Texts (Natural Phenomena)
Alokasi Waktu : 10 menit

A. Kompetensi Inti

KI 1: menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong), kerjasama (toleransi, damai), santun, responsif dan proaktif serta menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan masyarakat dan lingkungan alam serta dalam menempatkan diri sebagai cerminan bangsa di dunia.

KI 3: memahami, menerapkan, menganalisis, dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan mengkognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang studi tertentu sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: mengolah, menalar, mempresentasikan, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dan apa yang dipelajarinya di sekolah secara mandiri dan bertindak efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar and Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa explanation text. 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. mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan explanation text tentang fenomena alam 3.8.2. menemukan informasi detail dari explanation text tentang fenomena alam.
4.8. menangkap makna kontekstual terkait fungsi sosial, struktur teks dan fungsi, struktur teks dan unsur kebahasaan explanation text lisan dan tulis yang berkaitan dengan gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.	4.8.1. Menuliskan explanation text fenomena alam dengan menggunakan kata – kata fenomena alam 4.8.2. Menyajikan teks eksplanasi tentang fenomena alam secara lisan

C. 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

D. Materi Pembelajaran

- **Faktual**

Explanation text dalam konteks fenomena alam

- **Konseptual/ prinsip**

Fungsi sosial untuk menjelaskan bagaimana atau mengapa hujan terjadi

Struktur umum:

- ❖ Pernyataan umum: Hujan sebagai isu teks
- ❖ Penjelasan berurutan: menyatakan serangkaian langkah yang menjelaskan fenomena
 - Matahari memanaskan air permukaan bumi dan menyebabkan air permukaan menguap.
 - Uap air naik ke awan
 - Awan bergerak karena angin dan bergerak sampai memenuhi suhu dingin
 - Uap air mengembun menjadi tetesan air
 - Tetesan tumbuh sehingga berat dan jatuh ke bumi sebagai presipitasi yang dapat berupa hujan atau salju.
- ❖ Kebahasaan teks eksplanasi:
 - Penggunaan simple present tense: digunakan untuk menyatakan fakta/ kebenaran umum tindakan kebiasaan, atau tindakan yang terjadi pada waktu sekarang
contoh: Rain **is** the primary source of fresh water for the most areas of the world. It **is** also providing suitable conditions for diverse ecosystems. In addition, rain water **is** also for hydroelectric power as well as plants and crop irrigation. Rain **provides** us life. However, how **does** rain **happen**?
 - The using of Action Verb: it is a verb which shows an action
Example: The concept of the water cycle involves the sun heating the Earth's surface water like ocean/sea, lake, river, and the other and causing the surface water to **evaporate**. The water vapour then **rises** into the cloud. Cloud **moving** because of the wind and **move** until meet the cold temperature. After meeting the cold temperature, the water vapour **condenses** into liquid droplets. The droplets **grow** until they are heavy and **fall** to the earth (ocean/sea, lake, river, and the other).
 - The using of Passive Voice: it used when we want to emphasize the action (the verb) and the object of a sentence rather than subject.
Example: When the droplets fall in, it **is called** rain. The rain can be in the form of rain or snow. However, not all rain reaches the surface. Some evaporates while falling through dry air. This **is called virga**, a phenomenon which **is often seen** in hot, dry desert regions.
 - The using of Noun Phrase: it is a phrase which relates with noun
Example: Rain **is** the primary source of **fresh water** for the most areas of the world. It is also providing suitable conditions for **diverse ecosystems**. In addition, rain water is also for **hydroelectric power** as well as plants and **crop irrigation**. Rain provides us life. However, how does rain happen?

- The using of Technical Term: it is an essential part of all technical and scientific writing

Example: In addition, rain water is also for **hydroelectric power** as well as plants and crop irrigation.

Some evaporates while falling through dry air. This is called **virga**, a phenomenon which is often seen in hot, dry desert regions.

- **Prosedural**

Langkah – langkah atau proses bagaimana fenomena alam terjadi

- **Metakognitif**

Membuat teks eksplanasi tentang fenomena alam

E. Metode pembelajaran

1. Pendekatan pembelajaran : pendekatan STEAM
2. Model pembelajaran : pembelajaran penemuan.
3. Metode pembelajaran : observasi, tanya jawab, diskusi

F. KEGIATAN PEMBELAJARAN

NO	KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pertemuan I			
1.	Pendahuluan	a. Pembukaan dengan salam dan berdoa b. Guru mengecek kehadiran siswa c. Guru membangun apersepsi dengan menanyakan materi sebelumnya yang terkait dengan materi yang akan dibahas sekarang d. Guru menyampaikan tujuan pembelajaran	2 Menit

2.	Inti	<p>Mengamati dan Menanya</p> <ol style="list-style-type: none"> Guru menunjukkan kepada siswa video tentang proses terjadinya hujan. Siswa bertanya jawab dengan guru tentang video Siswa menganalisis fungsi social, struktur teks dan unsur kebahasaan teks explanation terkait dengan gejala alam pendek dan sederhana <p>Mengumpulkan Informasi</p> <ol style="list-style-type: none"> Guru memberikan informasi pembelajaran teks explanation terkait gejala alam pendek dan sederhana melalui slide power point Siswa menuliskan beberapa hal yang bisa digunakan sebagai supporting detail untuk mengembangkan teks explanation <p>Mengasosiasi</p> <ol style="list-style-type: none"> Guru membagi siswa secara berkelompok Guru meminta siswa memilih salah satu topic yang disediakan untuk membuat teks explanation terkait gejala alam pendek dan sederhana Guru membimbing siswa untuk membuat outline dari topik yang telah dipilih tentang gejala alam pendek dan sederhana Guru membimbing siswa untuk menyusun teks explanation 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 1.</p> <p>Media</p> <ul style="list-style-type: none"> ❖ Worksheet atau lembar kerja (siswa) ❖ Lembar penilaian ❖ PPT, Video contoh dari explanation text (proses terjadinya hujan) <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 	

G. PENILAIAN PEMBELAJARAN

- ❖ Jenis dan penilaian (terlampir)
 1. Penilaian Pengetahuan : tes tertulis
 2. Penilaian Ketrampilan : Hasil dan unjuk kerja
 3. Penilaian Sikap : presentasi
- ❖ Assessment Instrument (terlampir)
 1. Penilaian pengetahuan : tes tertulis
 2. Penilaian ketrampilan : hasil dan unjuk kerja
 3. Penilaian sikap : presentasi

Mengetahui
Kepala SMA Negeri 1 Munjungan

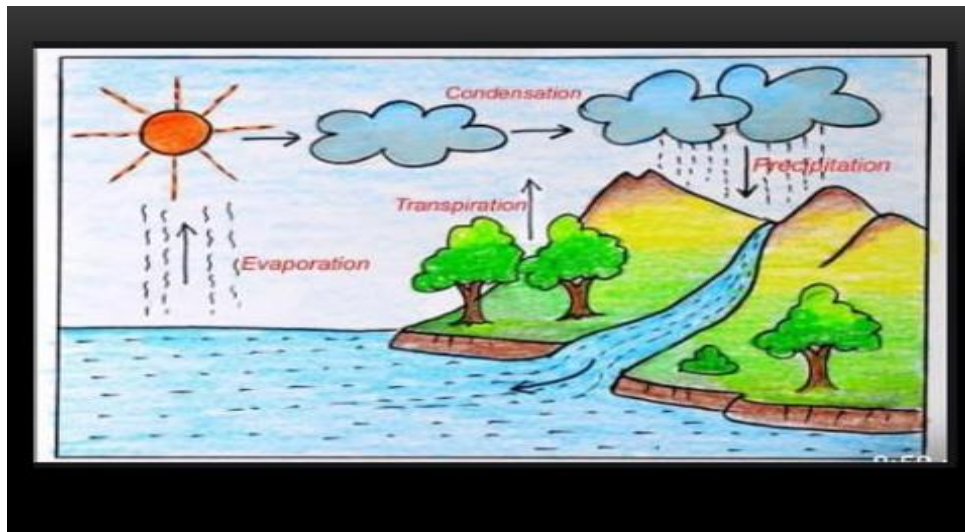
Padangan, 3 Januari 2021

Guru Mata Pelajaran

LEIF SULAIMAN, S.Pd., M.Pd.
NIP. 19670403 199802 1 004

EFGIANA DEWINGSIH,S.S.

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 fasttraveling 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	

Lampiran 3

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

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

No	Nama Siswa	Aspek Yang Dinilai				Nilai Total
		Mandiri	Jujur	Percaya Diri	Komunikatif	
1.	Adelia Intan Rahayu					
2.	Adhitya andrista					
3.	Ahmad Abidin F					
4.	Dealova Anggun					
5.	Dela puspita					
6.	Dio capirosi					
7.	Bintang Sanjaya					
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					
15	Gagas andrian					
16	Indah Suliandini					
17	Jastin Satrio Aji					
18	Jeni Khairunnisa					
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					
27	Nanik Maryana					
28	Naqsa Izra Firdaussy					
29	Nayla Miranda					
30	Oktafia Rusdiyanti					

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

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

No	Nama Siswa	Aspek Yang Dinilai					Nilai Total
		Organization	Grammar	Vocabulary	Mechanic	Tidiness Deadline	
1.	Adelia Intan Rahayu						
2.	Adhitya andrista						
3.	Ahmad Abidin F						
4.	Dealova Anggun						
5.	Dela puspita						
6	Dio capiroso						
7	Bintang Sanjaya						
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						
15	Gagas andrian						
16	Indah Suliandini						
17	Jastin Satrio Aji						
18	Jeni Khairunnisa						
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						
27	Nanik Maryana						
28	Naqsa Izra Firdausy						
29	Nayla Miranda						
30	Oktafia Rusdiyanti						

penilaian Rubric

1. Essay Score

No.	Questions	Wheight Question	Scoring Criteria					Final Score
			0	5	10	15	20	
1.	What is the function of the first paragraph?	25						
2.	Write down the examples of passive voice sentences from the text above!	15						
3.	Find the simple present tense!	15						
4.	Find the conjunction of cause and effect!	15						
5.	What is the conclusion of the text above?	30						
Maximum Score = 100								

2. True False Score

Uraian	Skor
Right answer, right evidence	2
Right answer, wrong evidence	1
Wrong answer, right evidence	1
Wrong answer, wrong evidence	0
No answer	0

3. sikap

Students' Name	Discipline	Confidence	Cooperative	Mark	Conversion

4 = if four indicators are visible

3 = if three indicators are visible

2 = if two indicators are visible

1 = if one indicator is visible

Discipline Attitude assessment rubric:

1. Not cheating in doing exams / tests

2. Do not become plagiarism (take / copy other people's work without mentioning the source) in doing each task

3. Express feelings about something as it is

4. Acknowledging mistakes or deficiencies

Confidence assessment rubric:

1. Able to make public presentations
2. Dare to ask
3. Express opinions
4. Answering questions

Cooperation assessment rubric:

1. Be actively involved in group work
2. Willingness to perform tasks according to agreement
3. Willing to help others in a group who are experiencing difficulties
4. Willing to sacrifice for another friend

Responsibility assessment rubric:

1. Carry out individual tasks properly
2. Accepting the risk of the actions taken
3. Return the borrowed goods
4. Apologize for mistakes made

Attitude value categories:

- Very good if you get a final score of 4
- Good if you get a final score of 3
- Enough if you get a final score of 2
- Less if you get a final score of 1