

**RENCANA PELAKSANAAN PEMBELAJARAN
SIMULASI MENGAJAR CALON GURU PENGGERAK ANGKATAN 5**

**Disusun oleh:
Dewi Tri Wijayanti, S.Pd.**

Satuan Pendidikan : SMA N 1 Jepon
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/ Genap
Tema :Teks Explanation
Sub Tema : Fenomena Alam
Pembelajaran ke : 1
Alokasi Waktu : 10 menit

A. Tujuan Pembelajaran

Setelah melakukan pengamatan, pengumpulan informasi dan diskusi, peserta didik diharapkan mampu:

- J Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait fenomena alam dengan benar.
- J Menjelaskan gambaran umum, informasi tertentu dan rinci dari beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait fenomena alam dengan benar.

B. Kegiatan Pembelajaran

Kegiatan Pendahuluan: (2 menit)

- J Guru membuka kelas dengan mengucapkan salam, berdoa, mengecek kehadiran dan menanyakan kabar peserta didik.
- J Mengingatkan kembali materi sebelumnya dengan mengajukan pertanyaan.
- J Mengaitkan materi yang akan dipelajari dengan pengalaman peserta didik/ materi sebelumnya.
- J Menyampaikan tujuan pembelajaran.

Kegiatan Inti: (6 menit)

- J Peserta didik mengamati gambar tentang siklus metamorfosis kupu-kupu.
- J Dengan bimbingan guru, peserta didik menanyakan tentang siklus metamorfosis kupu-kupu.
- J Peserta didik membentuk kelompok yang beranggotakan 3 orang.
- J Setiap kelompok berdiskusi mengumpulkan informasi dan menjawab pertanyaan tentang kosa kata, gambaran umum, informasi tertentu, informasi rinci dan struktur teks.
- J Teks dan pertanyaan diberikan secara online melalui tautan.
- J Peserta didik secara berkelompok mempresentasikan hasil diskusi mereka dan ditanggapi oleh peserta didik yang lain.

Kegiatan Penutup: (2 menit)

- J Peserta didik dan guru bersama-sama menyampaikan kesimpulan pembelajaran.
- J Peserta didik melakukan refleksi tentang seberapa jauh pemahaman mereka terhadap materi yang disampaikan.
- J Guru memberikan umpan balik dan penugasan serta menginformasikan pembelajaran di pertemuan yang akan datang.
- J Guru menutup kegiatan pembelajaran dengan berdoa dan mengucapkan salam.

C. Penilaian Pembelajaran

Penilaian Sikap:

Observasi selama kegiatan pembelajaran berlangsung.

Penilaian Pengetahuan:

Tes tertulis online melalui tautan.

Penilaian Keterampilan:

Menceritakan secara sederhana tentang proses metamorfosis dengan bahasa dan kreativitas peserta didik.

Mengetahui,
Kepala SMA N 1 Jepon

Blora, 3 Januari 2022
Guru Mata Pelajaran

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LAMPIRAN

Students' Worksheet

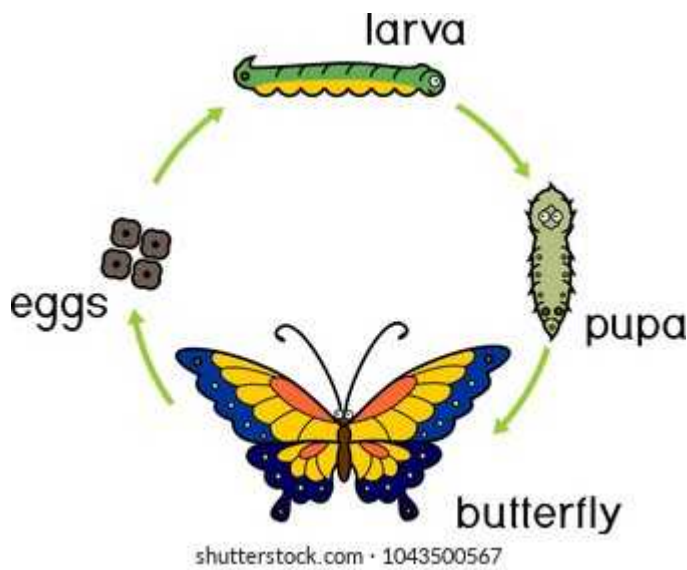
Name :
 Grade : XI/ 2
 Topic : Explanation Text
 Objectives :

After having the instructional process using inquiry based learning, students are able to:

1. Identify the social function, text structure, and language features of an explanation text related to natural phenomena correctly.
2. Explain explicit and implicit meaning of an explanation text related to natural phenomena correctly.

A. Pre -Activity

Look at the picture.



Discussion

1. What do you think about the picture?
2. What is the picture about?
3. Have you ever wondered how an ugly caterpillar changed into a beautiful butterfly?
4. What kind of text is it?

B. Let's Learn.

How Does Butterfly Metamorphosis Happen?	Text Structure
To grow up, butterflies go through 4 forms, namely the shape of eggs, larvae, pupae, and adult mosquitoes, for less than one month or one full month. This depends on the type of butterfly.
A butterfly starts life as a very small, oval or almost cylindrical egg. Butterfly eggs hatch and will become larvae or caterpillars.
The larva will eat its own eggshell to survive. Then, he will eat the leaves and begin to grow. Caterpillars will change the skin when it gets bigger. When the caterpillar grows	

<p>maximally and has reached its maximum length / weight, it will form itself into a pupa or cocoon.</p> <p>When becoming a cocoon, the pupa undergoes several changes. After about 15 days, the cocoon will turn into a beautiful butterfly.</p> <p>When the butterfly comes out of the cocoon shell, its wings are still small and wet. Then, the butterfly will pump liquid into the wings so that they are strong and wide.</p> <p>After a few hours, the wings of the butterfly will be strong enough to be used to fly.</p>	
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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.

Generic Structure of Explanation Text

-) General statement: stating the phenomenon issues which are to be explained.
-) Sequenced explanation: stating a series of steps which explain the phenomena.

The Characteristics / Language Features of Explanation Text:

- Featuring generic participant; sun, rain, etc
- Using chronological connection; to begin with, next, etc
- Using passive voice pattern
- Using simple present tense

C. READING COMPREHENSION

Activity 1.

Match following words in column A with their definition in column B.

A	B
1. experience	a. the process by which the young forms of some animals, develop into very different adult forms
2. metamorphosis	b. the round, yellow part in the middle of an egg
3. jelly	c. it happens to you, or you feel it
4. embryo	d. a human or an animal that is starting to develop in its mother's uterus a small, black animal that lives in water and will become a frog
5. gill	e. to lose something because it falls off
6. Yolk	f. a sweet food made from fruit that you spread on bread
7. Shell	g. the hard outer covering of some creatures and of eggs, nuts, or seeds
8. Shed	h. a simple roofed structure, typically made of wood or metal
9. tadpole	i. a length of time
10. period	j. the openings on the side of a fish's head that it breathes through

Activity 2

Read the following text and answer the questions correctly.



Frogs experience complicated life cycle. It is called frog metamorphosis. Frogs lay their eggs in wet places. The egg begins as a single cell. Several thousand eggs are sometimes laid at once. It becomes surrounded by a jelly like covering, which protects the egg. The single cell in the egg eventually splits into two. These two splits make four cells, and so on. Eventually there are many cells in the egg. The mass of cells in the egg come to form an embryo. Organs and gills begin to form, and in the meantime, the embryo lives off of its internal yolk.

After 21 day development period, the embryo leaves its jelly shell, and attaches itself to a weed in the water. This quickly becomes a tadpole, a baby frog. The tadpoles grow until they are big enough to break free into the water. The tadpole has a long tail and lives in the water.

After about five weeks, the tadpole begins to change. It starts to grow hind legs, which are followed with forelegs. Behind their heads bulges appear where their front legs are growing. Their tails become smaller. Lungs begin to develop. Now and then, they wiggle to the surface to breathe in air. The tail becomes larger and makes it now possible for the tadpole to swim and catch food.

The tadpole becomes even more froglike. They have shed their skin and lips. Its mouth widens, and it loses its horny jaws. The tail becomes much smaller, and the legs grow.

Eleven weeks after the egg was laid, a fully developed frog with lungs, legs, and no tail emerges from the water. This frog will live on land with occasional swims.

1. What does the passage above tell us about?
2. When does the tadpole swim around and catch food?
3. What will happen to tadpole after lungs fully developed?
4. How long does the tadpole need to grow into a frog?
5. What is the purpose of the text?
6. What is the main idea of paragraph 3?
7. What is the synonym of 'appear' in paragraph 3?
8. What does 'they' in paragraph 2 refer to?
9. What do you think the function of embryo's jelly shell?
10. Mention other animals which undergo the similar processes above?

Activity 3

Tes online melalui tautan office form.

(Soal yang berada ditautan terlampir dibawah ini)

Rain is very important for life. All living beings need water to live, even people and rain brings us the water we need. However, in several places in the world even where you live, rain has become a **menace**. Because of pollution in the air, acid gases from factories, cars and homes, the rain is becoming dangerous for the life of every living creature. This rain is known as 'acid rain'.

Acid rain is caused by a chemical reaction that begins when compounds like sulfur dioxide and nitrogen oxide are released into the air. These substances can rise very high into the atmosphere, where they mix and react with water, oxygen and other chemicals to form more acidic pollutants, known as acid rain. Sulfur dioxide and nitrogen oxide dissolve very easily in water and can be carried very far by the wind. As a result, the two compounds can travel long distances where they become part of the rain, sleet, snow, and fog that we experience on certain days.

Human activities are the main cause of acid rain. Over the past few decades, humans have released so many different chemicals into the air that they have changed the mix of gases in the atmosphere. Power plants release the majority of sulfur dioxide and much of the nitrogen oxides when they burn fossil fuels, such as coal, to produce electricity. In addition, the exhaust from cars, trucks, and buses release nitrogen oxide and sulfur dioxide into the air. These pollutants cause acid rain.

1. When sulfur dioxide and nitrogen oxide rise into the atmosphere, they will
 - A. mix into one
 - B. disappear
 - C. mix and react with the water, oxygen and other chemicals
 - D. be carried very far by the wind
 - E. form dark cloud
2. From the text we can conclude that
 - A. acid rains happen because of physical and chemicals reactions
 - B. it takes a very long time before acid rains occur
 - C. most of sulfur dioxide is resulted from the power plan activities
 - D. the compounds of sulfur dioxide and nitrogen dioxide cannot travel far
 - E. sulfur dioxide and nitrogen oxide are dissolved hardly in water
3. "However, in several places in the world even where you live, rain has become a **menace**." (paragraph 1)

The bold word above means

 - A. cause
 - B. threat
 - C. impact
 - D. benefit
 - E. disadvantage

A natural disaster is a terrible accident, e.g. a great flood, a big fire or an earthquake. It usually causes great suffering and loss of a large sum of money. The casualties are injured or died. Some people are homeless and need medical care.

Floods occur when the water of rivers, lakes, or streams overflow their banks and pour onto the surrounding land. Floods are caused by many different things. Often heavy rainstorms that last for a brief can cause a flood. But not all heavy storms are followed by flooding. If the surrounding land is flat and can absorb the water, no flooding will occur. If, however, the land is hard and rocky, heavy rain cannot be absorbed. Where the banks are low, a river may overflow and flood adjacent lowland.

In many part of the world floods are caused by tropical storms called hurricanes or typhoons. They bring destructive winds of high speed, torrents of rain, and flooding. When a flood occurs, the destruction to surrounding land can be severe. Whole villages and towns are sometimes swept away by water pouring swiftly over the land. Railroad track blocked and uprooted from their beds. Highways are washed away.

When a building caught fire, the firemen pitched in to help battle the blaze. Before the pumps were invented people formed bucket brigades to fight fires. Standing side by side, they formed a human chain from the fire to nearby well or river. They passed buckets of water from to hand to be poured on the flames.

The damage of the fire did depend a great deal on where it happened. In the country or a small village, only a single house might burn down. But in crowded cities, fire often destroys whole blocks and neighborhoods before being controlled.

4. Flood is more likely to happen when
 - A. heavy rainstorms happen on flat land
 - B. rainstorms happen on hard rocky land
 - C. heavy rainstorms happen on forest land
 - D. the water of the rivers overflow into absorbing land
 - E. banks of the river are adjacent to lowland
5. Hurricanes or typhoons usually cause great destruction because they...
 - A. bring destruction winds and torrential rains
 - B. are heavy enough to cause flood
 - C. are heavy storms
 - D. are hard winds
 - E. are tropical storms

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.

6. 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

7. 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.

8. "Human body is made up of countless millions of cells." (Paragraph 1)

The underlined phrase means

- A. produced
- B. managed
- C. arranged
- D. completed
- E. constructed

Biodiesel is a clean burning substitute for petroleum based diesel fuel. Biodiesel is made of vegetable oil.

To make or manufacture Biodiesel, you must first start with raw materials. The raw materials needed in the production of Biodiesel are a small amount of methanol and a ready supply of vegetable product. One of the most common vegetables used in the production of Biodiesel is corn, although depending on the geographic location of the manufacturing facility many other plants are used as well (rapeseed, soybeans, flaxseed, etc.). The first step is to use the raw vegetable product to make vegetable oil. Vegetable oil by itself will not be what you need to power a car, from here it has to be processed into Biodiesel.

The process for converting vegetable oil into Biodiesel is sometimes called ester interchange. To complete this process the vegetable oil has to be combined with a smaller amount of methanol and then put in the presence of a small quantity of an alkaline catalyst (for example, 5% to 1% sodium hydroxide). Vegetable oil is made up of so-called triglycerides, which is a compound of the trivalent alcohol glycerin with three fatty acids. The goal of ester interchange is to separate the glycerin molecule from the three fatty acids and replace it with three methanol molecules. This process then yields roughly 90% Biodiesel and 10% of a glycerin byproduct. The glycerin byproduct can be used in a number of other chemical processes for different industries.

9. What is the text about?

- A. The process of making Biodiesel.
- B. The use of the Biodiesel.
- C. The advantage of using the Biodiesel.
- D. The benefit of producing the Biodiesel.
- E. The development of the Biodiesel product.

10. According to the text, one of the advantages in using biodiesel is...

- A. it is cheap.
- B. it only uses vegetable oil.
- C. it uses replaceable materials.
- D. it can be done in small industry.
- E. it gives less pollution than petroleum.

D. SPEAKING COMPREHENSION

Activity 4

Retell the butterfly metamorphosis in your version. Record it in a video then upload it in youtube. Send the link to your teacher via WhatsApp.

Answer Key and Scoring Rubric

Reading Comprehension

Activity 1

- 1. c
- 2. a
- 3. f
- 4. d

- 5. j
- 6. b
- 7. g
- 8. h
- 9. e
- 10. i

Activity 2

1. The life cycle of frogs/ frog’s metamorphosis
2. When the tail becomes larger
3. It will live mostly on land
4. It is about eleven weeks
5. To tell the reader to tell how and why things occur in scientific and technical fields
6. The process happens after five weeks to the time when the tadpole can swim and catch for food
7. Emerge
8. The tadpoles
9. To protect the eggs or to keep the eggs intact in place
10. Butterfly, mosquito, cicada, bug

Activity 3

- | | |
|------|-------|
| 1) C | 6) A |
| 2) A | 7) B |
| 3) A | 8) E |
| 4) D | 9) A |
| 5) A | 10) E |

Activity 4

Based on the students’ answer

Pedoman Penskoran

Activity 1

Nomor Soal	Bobot Soal	Kriteria			Skor
		0	5	10	
1	10				
2	10				
3	10				
4	10				
5	10				
6	10				
7	10				
8	10				
9	10				
10	10				
Jumlah skor maksimal	100				

Nilai tugas = $\frac{\text{Jumlah skor perolehan}}{\text{Jumlah skor maksimal}} \times 100$

Activity 2

Nomor Soal	Bobot Soal	Kriteria			Skor
		0	5	10	
1	10				

2	10				
3	10				
4	10				
5	10				
6	10				
7	10				
8	10				
9	10				
10	10				
Jumlah skor maksimal	100				

Nilai tugas = $\frac{\text{Jumlah skor perolehan}}{\text{Jumlah skor maksimal}} \times 100$

Activity 3

Nomor Soal	Bobot Soal	Kriteria			Skor
		0	5	10	
1	10				
2	10				
3	10				
4	10				
5	10				
6	10				
7	10				
8	10				
9	10				
10	10				
Jumlah skor maksimal	100				

Nilai tugas = $\frac{\text{Jumlah skor perolehan}}{\text{Jumlah skor maksimal}} \times 100$

Activity 4

Rubik Penilaian Speaking

No	Nama	Aspek Penilaian				Skor Total	Keterangan
		Fluency	Intonation	Clarity	Stress		
1	Reysa						
2							
3							
dst							

Kriteria skor speaking

	Fluency (kelancaran)	Intonation	Clarity	Stress
bobot Skor	5	5	5	5

5	Sangat lancar	Sangat sempurna	Sangat jelas	Sangat tepat
4	Lancar	Ada beberapa kesalahan tapi tidak mengganggu makna	Jelas	Tepat
3	cukup lancar	Ada beberapa kesalahan dan mengganggu makna	Cukup jelas	Cukup tepat
2	kurang lancar	Banyak kesalahan dan mengganggu makna	Kurang jelas	Kurang tepat
1	tidak lancar	Terlalu banyak kesalahan sehingga sulit dipahami	Tidak jelas	Tidak tepat

Penilaian :

Nilai total : (skor maksimal x bobot) x aspek penilaian

LEMBAR PENILAIAN SIKAP

Mata Pelajaran : Bahasa Inggris
 Kelas : XI
 Materi : Explanation Text

No	Nama	Sikap				Jml Skor	Nilai
		disiplin	Kerja sama	responsif	tanggung jawab		
1	Reysa	3	3	3	3	12	4
2							
3							
4							
5							

Keterangan:

pengisian skor 4

4 = 100

Sangat baik

3 = 75 Baik

2 = 50 Cukup

1 = 25 Kurang

Nilai = jumlah skor : 3 Selanjutnya disesuaikan dengan keterangan