



RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XII/Ganjil

Materi Pokok : Kalimat Pengandaian diikuti perintah dan saran
Alokasi Waktu : 4 x 45 menit

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *if* dengan *imperative, can, should*)
- 3.5.1 Menentukan fungsi sosial beberapa teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya
- 3.5.2 Menentukan struktur beberapa teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya
- 4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
- 4.5.1 Membuat teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya
- 4.5.2 Membuat teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya

Tujuan

Melalui kegiatan pembelajaran dengan menggunakan metode *discovery learning & project based learning*, murid dapat memahami dan menentukan fungsi sosial, struktur teks dan ciri kebahasaan, serta membuat teks berisi tindakan memberi dan meminta informasi terkait teks pengandaian diikuti perintah/saran sesuai konteks. Selain itu, secara tidak langsung, murid dapat mengembangkan kemampuan bernalar kritis, berkolaborasi, berkomunikasi dan berkreasi, serta secara bertahap mengembangkan kemandirian belajarnya.

Metode Pembelajaran

Discovery learning & Project Based Learning

Media, Alat dan Bahan Pembelajaran

Papan tulis/LCD, Gambar, lembar kerja siswa, Video Materi (<https://www.youtube.com/watch?v=T4z8sBelqEk>)

Penilaian

- Pengetahuan: Quiz; Melengkapi kalimat pengandaian rumpang yang diberikan.
- Keterampilan: Teknik Presentasi; Mempresentasikan teks berisi informasi terkait pengandaian diikuti perintah/saran)
- Sikap yang diamati: bernalar kritis, berkolaborasi, berkomunikasi dan berkreasi, serta kemandirian belajar dari hasil kuesioner siswa.

Materi, Lembar kerja dan rubrik penilaian terlampir.

Kegiatan Pembelajaran

1. Pendahuluan: Berdoa, mengecek kehadiran, menyiapkan murid secara psikis dan fisik untuk mengikuti pembelajaran dan apersepsi.

Pertemuan 1

2. Inti
 - Stimulasi: murid menyimak video yang disajikan dan contoh-contoh teks pengandaian.
 - Identifikasi masalah: siswa mengidentifikasi ciri-ciri dari teks pengandaian (fungsi sosial, struktur dan unsur kebahasaan) berdasarkan informasi yang didapat dari video yang disimak.
 - Pengumpulan data: murid menemukan informasi terkait ciri-ciri teks pengandaian dari hasil analisis contoh teks yang diberikan serta materi yang disajikan dalam video.
 - Pengolahan data: murid membandingkan ciri teks yang ditemukan dari hasil analisis dengan informasi yang ada dalam buku teks dan sumber lain.
 - Pembuktian: melalui diskusi kelas, murid membandingkan hasil temuannya dengan temuan teman.
 - Menarik kesimpulan: dengan bimbingan guru, murid menyimpulkan materi yang telah dikaji.

Pertemuan 2, 3 & 4

- Menentukan Pertanyaan: murid bekerja secara berpasangan menemukan masalah yang ditemui di lingkungan asrama dan sekolah dan mengidentifikasi kemungkinan penyebab masalah.
 - Membuat Perencanaan: murid menyusun rencana penyelesaian masalah dan kemungkinan-kemungkinan yang muncul dari proyek/cara penyelesaian yang dipilih.
 - Menyusun Jadwal: murid menyusun jadwal pelaksanaan proyek yang direncanakan.
 - Memonitor Perkembangan Proyek: murid melaporkan perkembangan proyek yang dilakukan dalam bentuk mind map perkembangan proyek yang dilakukan atau paparan catatan perkembangan proyek.
 - Menguji Hasil: murid menyusun laporan hasil dan mendiskusikan dengan guru dan teman.
 - Evaluasi Pengalaman Belajar: murid memaparkan laporan dan saling memberikan umpan balik dan tanggapan.
3. Penutup: Murid merefleksikan pengalaman belajarnya dan memberikan umpan balik terhadap kegiatan pembelajaran yang telah diikuti.

Mengetahui,
Kepala SMAN Taruna Nala Jawa Timur

Malang, 29 Oktober 2020
Guru Mata Pelajaran,

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Teks (bahan identifikasi)

TEXT 1

Christine and Margaret are friends. They are both busy because the work and study! But on Wednesday they meet for coffee.

"What are you going to do this weekend?" asks Margaret. "Well, I have a big project to finish for my design class. But if I can finish it by Friday, I'll do something fun as a treat," says Christine.

"That sounds great!" replies Margaret. "I think the ballet is coming to town. If it isn't too expensive, I'm going to buy tickets. Would you like to come?"

"Well, I don't really like ballet very much. If you want to go to the ballet in the evening, let's do something in the morning," says Christine.

"All right. If you have the energy, let's go swimming!" suggests Margaret.

"That sounds great! If I don't call you on Friday, send me an email at work," agrees Christine. "And if I don't answer, call me again. And if I don't pick up... oh, let's just make plans now! I'm too busy to plan later!"

Sumber: <https://www.really-learn-english.com/english-short-stories-english-conditionals-2.html>

TEXT 2

Mystery of the Red Truck
By Sally Nicholls, a local reporter

It has been confirmed that late on the night of the sixth of July, a large red truck ran into the bakery on Maryland Street. After an initial investigation by police, it is now clear that the truck had no driver at all. The locals are asking a simple question: "Where was the driver?" If the police want to solve this mystery, they will need the CCTV footage from the street. One of the locals said: "We're all quite worried about a truck with no driver. This truck has never been seen in the neighborhood before. If we'd seen that truck before, we'd solve this mystery now." Many locals share the same concerns. They want to know what's happening in their town.

A witness at the crime scene told police: "There was a loud noise coming from the truck while it was going towards the building and its speed... it was unbelievable. If it had been going slower, I would've had a chance to see the driver. But all I saw was the truck speeding into the bakery as fast as it could."

The police have already spoken with eleven other residents but no one knows any further details about the incident. Superintendent Amanda Slippers remarked: "This is a tough case. The truck license plate belongs to this town, but nobody has seen it here. According to the town records, the owner of the truck moved away from here years ago. No one knows where to. If we located the owner, we'd probably solve this mystery."

If a truck moves, then it has a driver. Well, maybe we should change this basic assumption on account of this mysterious red truck.

Sumber: <https://www.photocopiables.com/resources/conditional-clauses-reading-text>

MIXED CONDITIONALS

WRITE THE VERBS IN BRACKETS IN THE CORRECT FORM

				
If you(not/ water) the plants, they will die.	I will help you if you (tell) me your address.	Mom won't take you to the park if you (not stop) crying.	You lose weight if you (go) walking every day	If you have gone skating, you (meet) Thomas.
				
If Michael (go) to the park, he must have met Sarah.	If you (feel) badly, you could come again.	Paul will buy a house if he (have) some more money.	Sue always (carry) an umbrella if it rains.	Don't run too fast if you (not want) to fall.
				
Brush your teeth if you (not want) to have problems.	If you..... (forget) to put petrol, you 'll have to push your car.	Bob won't be so fat if he (not eat) so much.	If she (love) him, they would get married.	You won't pass the driving test if you (not keep) calm.

Project Instructions:

1. Work in pairs.
2. Observe your environment (in dormitory or school) and analyze a problem to solve.
3. Find a brilliant and innovative solution for the case you have found. Your solution must answer the problem accurately and give impacts for you, school, and community.
4. Identify the reasons or causes of that problem and analyze any probabilities that may appear as you apply your chosen solution (use 'conditional sentence' to explain this)
5. Make a project for the solution you purpose. This must be things that you can do to help your school/community to handle the problems. You can create a product to respond to the problem given.
6. Consult to your teacher for every progress you make.
7. Prepare for the presentation → you can be as creatively as you can in presenting your project. You can have poster presentation, project display or others. While presenting, don't forget to use 'conditional sentence' construction.
8. You have 10 minutes for presenting your project and answering some questions dealing with your project.
9. When you do not present, give feedback for your friends' work.

Possible Cause →

- ✓ If the school had, the condition would have ...
- ✓ If
- ✓ If
- ✓ If

Problem → Description of the problem and current condition:
.....
.....

Possible Solution →

- ✓ If I develop, it will ...
- ✓ If
- ✓ If
- ✓ If

REFLEKSI PEMBELAJARAN

- The most difficult task in this learning activity is....

- It is difficult for me because....

- The difficulties that I have while finishing this learning activity are ...

- The efforts to solve my learning problem are ...

- The learning assistance that I need is ...

I can _____

How do you feel about the "I can" statement?

😊 I get it!! 😐 I kind of get it!! 😞 I don't get it!!

SCORING RUBRICS

	1-30	31-65	66-96	score
Project impact	No evidence of student, classroom or community impact	Some evidence for student, classroom or community impact	Strong evidence the project made a difference; students can discuss the impact; students can discuss the impact or provide data.	
Creativity and Innovation	The project shows no creativity or innovative thinking	The project shows some creativity or innovative thinking	The project shows strong creativity or innovative thinking in the development of products, processes or ideas	
Research/ problem-solving	The project demonstrates no research/ problem solving thinking by students to make informed decisions	The project demonstrates some research/ problem solving thinking by students to make informed decisions	The project demonstrates intentional research/ problem solving/ critical thinking by students to make informed decisions	
Productivity/technology	The project uses expected technology to create one or more products; students practice ethical, safe and legal behavior while using technology	The project uses innovative technology or a variety of expected technologies to create one or more products; students practice ethical, safe and legal behavior while using technology.	The project uses innovative technology and uses a variety of expected technologies to create one or more products for various purposes and audiences to support the learning; students practice ethical, safe, and legal behavior while using technology.	
Design and enhancement	No/few props/visuals are present.	Prop and visuals are displayed and have some relations to the content.	Exhibit is visually appealing, show evidence of students' own work and is helpful in communicating project idea/result.	
Verbal presentation	Student does not speak pretty well with no eye contact and no enthusiasm; student does not summarize the project or respond to questions	Student speaks with some pauses with eye contact; student summarizes the project and gives some responds to questions	Student speaks articulately with good eye contact and enthusiasm; student accurately summarizes the project and effectively responds to questions about the research and its importance	

Pengamatan Sikap

Nama Siswa:

No	Deskripsi Sikap	Menunjukkan Sikap		Catatan
		Ya	Tidak	
1	Siswa dapat memahami dan mengikuti instruksi serta penjelasan yang diberikan			
2	Siswa dapat mengidentifikasi permasalahan yang diberikan dan menemukan ide solusi atas masalah yang diberikan			
3	Siswa dapat bekerjasama dengan teman			
4	Siswa dapat mengomunikasikan ide baik pada teman maupun guru			
5	Siswa dapat menghargai guru dan teman			