

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMAN 1 Rajagaluh
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI (Sebelas)/ Genap
Materi Pokok	: <i>Explanation Text</i>
Alokasi Waktu	: 1 x 45 menit

A. Kompetensi Inti (KI)

- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahu 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 kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>explanation</i> 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 <i>social function</i> dan <i>generic structure</i> dari teks berbentuk <i>explanation</i> . 3.8.2 Membedakan <i>social function</i> dengan <i>generic structure</i> dari teks berbentuk <i>explanation</i> . 3.8.3 Menentukan <i>social function</i> dan <i>generic structure</i> dari teks berbentuk <i>explanation</i> . 3.8.4 Menganalisis <i>social function</i> dan <i>generic structure</i> dari teks berbentuk <i>explanation</i> .
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>explanation</i> lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	4.8.1 Menemukan main idea tiap paragraph dari teks berbentuk <i>explanation</i> . 4.8.2 Menemukan <i>social function</i> dan <i>generic structure</i> dari teks berbentuk <i>explanation</i> . “Reading”

C. Tujuan Pembelajaran

3.8.1 Dengan menonton sebuah video proses terjadinya hujan, siswa dapat mengidentifikasi <i>social function</i> dan <i>generic structure</i> dari teks berbentuk <i>explanation</i> dengan percaya diri.
3.8.2 Dengan ditampilkan sebuah teks dalam bentuk <i>power point</i> , siswa dapat membedakan <i>social function</i> dan <i>generic structure</i> dari teks berbentuk <i>explanation</i> dengan teliti.
3.8.3 Dengan mengamati teks <i>explanation</i> yang ditampilkan dalam <i>power point</i> , siswa dapat bekerjasama menentukan <i>social function</i> dan <i>generic structure</i> dari teks berbentuk <i>explanation</i> .
3.8.4 Melalui penayanganan contoh teks <i>explanation</i> , siswa dapat menganalisis <i>social function</i> dan <i>generic structure</i> dari teks berbentuk <i>explanation</i> dengan fenomena alam sehingga menambah keimanan dan ketaqwaan kepada tuhan yang maha esa.
4.8.1 Disajikan latihan dalam bentuk <i>arranging sentences into paragraph and paragraphs into a text</i> yang ditampilkan pada <i>power point</i> , kemudian siswa dapat menemukan main idea tiap paragraph dengan baik.
4.8.2 Setelah menyusun paragraph menjadi sebuah teks dengan tepat, siswa dapat menemukan <i>social function</i> dan <i>generic structure</i> dari teks berbentuk <i>explanation</i> dengan cermat.

D. Penguatan Pendidikan Karakter

Melalui proses pembelajaran *explanation text* siswa diharapkan siswa dapat menumbuhkan karakter serta sikap :

- percaya diri,
- teliti,
- kerjasama,
- cermat

E. Materi Pelajaran

- Fungsi Sosial

Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena

- Struktur Teks

Dapat mencakup:

- fenomena
- identitas gejala
- rangkaian penjelasan

- Unsur Kebahasaan

- *Adverbia first, then, following, finally*
- Hubungan sebab-akibat (*if–then, so, as a consequence, since, due to, because of, thanks to*)
- Kalimat pasif, dalam tenses yang *present*
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik

Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI

F. Model, Pendekatan, dan Metode Pembelajaran

Model : *Discovery Learning*

Pendekatan : *Scientific Approach*

Metode : Diskusi, tanya jawab

G. Media/Alat, Bahan, dan Sumber Belajar

Media/Alat : Laptop, HP, Zoom meeting

Bahan : *Power point*, Video youtube link <https://www.youtube.com/watch?v=ncORPosDrJl>

Sumber Belajar : - Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2017. Bahasa Inggris kelas XI. Jakarta. hal. 99.

H. Langkah –Langkah Pembelajaran

Kegiatan Pembelajaran 1 x 45 menit Synchronous		
SINTAK PEMBELAJARAN	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
PENDAHULUAN		
Apersepsi	<ol style="list-style-type: none">1. Siswa dan guru saling memberi dan menjawab salam serta menyampaikan kabarnya masing-masing.2. Siswa mengisi link absensi <i>google form</i> yang diberikan melalui <i>chat</i> di <i>zoom meeting</i>.3. Siswa berdo'a lebih dahulu dan dipimpin oleh siswa yang masuk <i>zoom</i> lebih awal.4. Siswa mengecek kesiapan belajar serta memeriksa kerapian diri dan bersikap disiplin dalam kegiatan pembelajaran.5. Siswa dan guru melakukan <i>review</i> terkait materi <i>cause</i>	5 Menit

	<i>and effect</i> yang telah dipelajari sebelumnya.	
Motivasi	<p>1. Siswa menelaah dan memahami indikator, tujuan pembelajaran serta pencapaian kompetensi dan manfaat mempelajari <i>explanation text</i> dalam kehidupan sehari-hari.</p>	
KEGIATAN INTI		
Stimulation (Pemberian rangsangan)	<ul style="list-style-type: none"> - Siswa mengamati sebuah video dengan cermat tentang proses siklus air yang diambil dari <i>youtube</i> dengan link : https://www.youtube.com/watch?v=ncORPosDriI 	5 menit
Problem statement (identifikasi masalah)	<ul style="list-style-type: none"> - Siswa dibimbing oleh guru mengidentifikasi masalah dari video yang sudah diamati terkait <i>social function</i> dan <i>generic structure</i> dari <i>explanation text</i>, dengan pertanyaan : <ol style="list-style-type: none"> 1. What does the video tell us about? 2. Where is the process of water cycle happened? 3. How many steps of the water cycle are there? 4. Can you mention part of the process of the water cycle? 5. Can we make a process of the water cycle such as on the video? Hypotesis Question : <ol style="list-style-type: none"> 1. What is the purpose of explanation text? 2. What is the generic structure of explanation text? 	5 menit
Data Collection and Data Processing (Pengumpulan dan Pengolahan Data)	<ul style="list-style-type: none"> - Ditampilkan beberapa kalimat, siswa mencari <i>vocabulary</i> baru dan menemukan maknanya. - Siswa bersama-sama secara bergantian dan percaya diri menyusun kalimat acak menjadi sebuah paragraph lengkap yang disajikan melalui <i>power point</i> oleh guru. - Secara bersama-sama siswa dengan teliti menentukan <i>main idea</i> dari tiap paragraf pada teks berbentuk <i>explanation</i> yang ditampilkan dalam <i>power point</i>. - Siswa kemudian menyusun paragraph tersebut menjadi sebuah teks yang padu. 	10 menit
Verification (Pembuktian)	<ul style="list-style-type: none"> - Siswa menentukan <i>social function</i> dan <i>generic structure</i> dari teks yang ditampilkan dalam <i>power point</i>. - Siswa menjawab beberapa peranyaan terkait <i>social function</i> terkait isi dari teks tersebut dengan cermat. 	10 menit
Generalization (dan Menarik Kesimpulan)	<ul style="list-style-type: none"> - Siswa dibimbing oleh guru melakukan verifikasi dan menarik kesimpulan terkait <i>social function</i> dan <i>generic structure</i> dari teks berbentuk <i>explanation</i>. 	5 menit
PENUTUP		
Kegiatan Refleksi dan Evaluasi	<ul style="list-style-type: none"> ▪ Siswa melakukan evaluasi dengan menjawab beberapa pertanyaan yang disajikan dalam <i>google form</i> (<i>link</i> dikirim melalui <i>chat room</i>) yang dikerjakan nanti setelah KBM berlangsung selama 1 jam. ▪ Siswa menyimak penjelasan guru mengenai penyampaikan kegiatan yang akan dilakukan pada pertemuan berikutnya. ▪ Siswa menutup kegiatan pembelajaran dengan berdo'a. 	5 menit
ALOKASI WAKTU		45 Menit

I. Penilaian

1. Sikap Spiritual dan Sosial

- Teknik : Observasi
- Bentuk Instrumen : *Check list*
- Waktu Pelaksanaan: Pada saat KBM

2. Pengetahuan

- Teknik : Tertulis
- Bentuk Instrumen : Pilihan ganda
- Waktu Pelaksanaan: Setelah pembelajaran usai

3. Keterampilan

- Teknik : Praktek
- Bentuk Instrumen : Menyusun kalimat menjadi paragraph dan text
- Waktu Pelaksanaan: Pada saat KBM berlangsung

J. Pembelajaran Remedial

1) Kegiatan

- Dilakasankan setelah melakukan penilaian akhir pada KD tersebut.
- Remedial teaching dilaksanakan jika 75 % siswa yang belum KKM
- Tes perbaikan dan pemberian tugas berkaitan dengan materi *explanation text*.

2) Sasaran

- Siswa yang belum mencapai KKM

3) Waktu dan tempat

- Waktu pelaksanaan setelah pembelajaran
- Tempat dengan menggunakan fasilitas LMS *WhatsApp* dan *Google Classroom*

4) Target

- Peningkatan nilai, 100% siswa mencapai KKM

K. Pembelajaran Pengayaan

1. Kegiatan

- Dilakasankan setelah melakukan penilaian akhir pada KD tersebut.
- Mengerjakan soal-soal yang dibuat oleh guru dengan tingkat kesulitan lebih tinggi

2. Sasaran

- Siswa yang nilainya diatas KKM

3. Waktu dan tempat

- Waktu pelaksanaan setelah pembelajaran
- Tempat dengan menggunakan fasilitas LMS *WhatsApp* dan *Google Classroom*

4. Target

- Peningkatan kemampuan siswa dalam mengerjakan soal
- Peningkatan pengetahuan siswa

Mengetahui,
Kepala Sekolah,

Rajagaluh, Januari 2021
Guru Mata Pelajaran

Drs. Enjen Jaenal Alim, M.Pd

Peru Derisburman, S.Pd

Lampiran :

1. a. Rubrik Penilaian Sikap dan Sosial

Materi : *Explanation Text*

Kelas : XI IPS 3

NO.	NAMA SISWA	SIKAP														
		DISIPLIN			AKTIF			PERCAYA DIRI			BEKERJASAMA			TELITI		
		c	B	BS	c	B	BS	c	B	BS	c	B	BS	c	B	BS
1																
2																
3																
4																
5																

Keterangan :

C = Cukup

B = Baik

BS = Baik Sekali

b. Penilaian Keaktifan dalam proses pembelajaran

Materi : *Explanation Text*

Kelas : XI IPS 3

NO.	NAMA SISWA	JUMLAH KEAKTIFAN (Bintang)	NILAI
1			
2			
3			
4			

Note :

Keaktifan siswa ditandai dengan bintang dalam menanggapi : pertanyaan, jawaban, penyampaian ide pada tiap kegiatan task 1 – 5.

Keterangan Nilai:

C = Cukup, apabila jumlah bintang 1-2

B = Baik , apabila jumlah bintang 3-5

BS = Baik Sekali, apabila jumlah bintang lebih dari 5

2. Rubrik Penilaian Keterampilan (Menyusun Kalimat)

Materi : *Explanation Text*

Kelas : XI IPS 3

Susunan Paragraph	Indicators	Score
Paragraph 1	Dapat menentukan semua urutan kalimat secara tepat	5
	Terdapat salah satu urutan kalimat salah	4
	Terdapat dua urutan kalimat salah	3
	Terdapat tiga urutan kalimat salah	2
	Terdapat empat urutan kalimat salah	1
Paragraph 2	Dapat menentukan semua urutan kalimat secara tepat	4
	Terdapat salah satu urutan kalimat salah	3
	Terdapat dua urutan kalimat salah	2
	Terdapat tiga urutan kalimat salah	1
Paragraph 3	Dapat menentukan semua urutan kalimat secara tepat	3
	Terdapat salah satu urutan kalimat salah	2
	Terdapat dua urutan kalimat salah	1

Keterangan :

- Total nilai betul semua = 100

- Total nilai = Jumlah Score X 100 = 100

3. Rubrik Penilaian Pengetahuan

How do Seasons Happen?

Seasons come to us regularly. We have probably notice that it gets warmer in summer or dry season while it get colder in the winter or wet season. However do we know how these seasons change?

Season happen and change every year. This happens because the Earth tilts back and forth as it goes around the Sun. During the summer, the Earth tilts toward the sun. it makes half of the Earth hotter. This condition is what we call summer. During the other half of the year, the Earth tilts away from the Sun. As a result, it makes that half of the Earth cooler. This cool condition is then what we call winter.

The different parts of the world have the same season at different times. In the northern half of the world, winter happens during the months of December, January, and February. The regions are such North America and Europe. In the other land, the southern half of the world have winter during the months of June, July, and August. The regions are like South America and Australia.

How does this difference happen? The same season happens at different times because the top and bottom halves of the Earth tilt away from the Sun at different times.

1. What kind of text is it?
a. Recount
b. Report
c. Explanation
d. Narrative
e. Review
2. Seasons happen due to the influence of the
a. **sun**
b. moon
c. earth
d. air
e. wind
3. The Earth becomes cooler because....
a. the Earth is in the cooling state
b. **the Earth tilts away from the sun**
c. the Earth tilts towards the sun
d. there are many snow on earth
e. the Earth is entering the winter session
4. December, January, and February indicate the happening of Season in north.
a. dry
b. rain
c. spring
d. autumn
e. winter
5. There are parts region that have the different season. It is caused by....
a. the different rate of Earth tilting
b. the Sun exposure
c. the rate of air
d. the wind speed
e. the constellation
6. Which one is correct?
a. general statement - paragraphs 1 and 2, explanations – paragraph 2 and 3, conclusions – paragraphs 4
b. general statement - paragraphs 1, explanations – paragraphs 2 and 4, conclusion – paragraph 3

- c. general statement - paragraph 1, explanations – paragraphs 2 and 3, conclusion – paragraphs 4
 - d. general statement - paragraph 1, explanations – paragraphs 2, conclusion – paragraph 3 and 4
 - e. general statement - paragraph 1 and 2, explanations – paragraph 3, conclusion – paragraphs 4
7. What is the purpose of the text above ?
- a. To entertain the readers with the text
 - b. To persuade the readers to do something
 - c. **To explain the readers how the season happen**
 - d. To describe the season in the world
 - e. To tell the readers that there is somthing important to be informed.
8. The underline paragraph above belongs to
- a. Generla statements
 - b. Thesis
 - c. **Sequence of explanantion**
 - d. Conclution
 - e. Reiteration
9. Main idea of the third paragraph is
- a. **The difference season at different place and time.**
 - b. winter happens during the months of December, January, and Febuary
 - c. The regions are like South America and Australia
 - d. In the other land, the southern half of the world have winter during the months of June, July, and August.
 - e. In the northern half of the world season.
10. Which of the following paragraph belongs to conclusion?
- a. **Tsunami always brings great damage. Most of the damage is caused by the huge mass of water behind the initial wave front, as the height of the sea keeps rising fast and floods powerfully into the coastal area.**
 - b. The term —tsunamii|| comes from the Japanese which means harbor (—tsu||) and wave (—nami||). A tsunami is a series of waves generated when water in a lake or a sea is rapidly displaced on a massive scale. A tsunami can be generated when the sea floor abruptly deforms and vertically displaces the overlying water. Such large vertical movements of the earth's crust can occur at plate boundaries.
 - c. Seduction of earthquakes are particularly effective in generating tsunami, and occur where denser oceanic plates slip under continental plates.
 - d. As the displaced water mass moves under the influence of gravity to regain its equilibrium, it radiates across the ocean like ripples on a pond.
 - e. A tsunami can be generated when the sea floor abruptly deforms and vertically displaces the overlying water. Such large vertical movements of the earth's crust can occur at plate boundaries.

Keterangan :

Bobot soal tiap nomor = 10

Total nilai = Betul x 10

**LEMBAR KERJA PESERTA DIDIK
-LKPD-**

EXPLANATION TEXT

By :
Peru Derisburman, S.Pd.

LEMBAR KERJA PESERTA DIDIK (LKPD)

Sekolah : SMA Negeri 1 Rajagaluh
Kelas : XI (Sebelas)
Materi : Explanation text
Alokasi Waktu : 1 x 45 menit

Nama Anggota Kelompok	
1.
2.
3.
4.
5.
Kelas :	
.....	

Kompetensi Dasar
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>explanation</i> 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
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>explanation</i> lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

Indikator Pencapaian Kompetensi

- 3.8.1 Mengidentifikasi *social function* dan *generic structure* dari teks berbentuk *explanation*.
 - 3.8.2 Membedakan *social function* dan *generic structure* dari teks berbentuk *explanation*.
 - 3.8.3 Menentukan *social function* dan *generic structure* dari teks berbentuk *explanation*.
 - 3.8.4 Menganalisis *social function* dan *generic structure* dari teks berbentuk *explanation*.
-
- 4.8.3 Menemukan main idea tiap paragraph dari teks berbentuk *explanation*.
 - 4.8.4 Menemukan *social function* dan *generic structure* dari teks berbentuk *explanation*.

Tujuan Pembelajaran

1. Dengan menonton sebuah video proses terjadinya hujan, siswa dapat mengidentifikasi *social function* dari teks berbentuk *explanation* dengan percaya diri.
2. Dengan ditampilkannya sebuah teks pada *power point*, siswa dapat membedakan *social function* dan *generic structure* dari teks berbentuk *explanation* dengan teliti.
3. Dengan mengamati teks *explanation* yang ditampilkan dalam *power point*, siswa dapat bekerjasama menentukan *social function* dan *generic structure* dari teks berbentuk *explanation*.
4. Melalui penayanganan contoh teks *explanation*, siswa dapat menganalisis *social function* dan *generic structure* dari teks berbentuk *explanation* dengan fenomena alam sehingga menambah keimanan dan ketaqwaan kepada tuhan yang maha esa.
5. Disajikan latihan dalam bentuk *arranging sentences into paragraph and paragraphs into a text* yang ditampilkan pada *power point*, kemudia siswa dapat menemukan main idea tiap paragraph dengan baik.
6. Setelah menyusun paragraph menjadi sebuah teks dengan tepat, siswa dapat menemukan *social function* dan *generic structure* dari teks berbentuk *explanation* dengan cermat.

Task 1

To know the definition of explanation text, you have to watch the video and read the texts which are provided below and answer the questions.

Video 1



The Water Cycle | The Dr. Binocs Show | Learn Videos For Kids

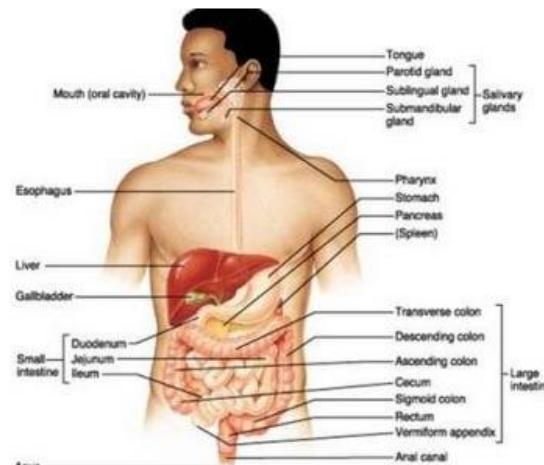
Adopted from : <https://www.youtube.com/watch?v=ncORPosDrjI>

Questions :

1. What does the video tell us about?
2. Where is the process of water cycle happened?
3. How many steps of the water cycle are there?
4. Can you mention part of the process of the water cycle?
5. Can we make a process of the water cycle such as on the video?

Text 1

How is Food Digested?



The food we ate is broken down and used by our bodies. This breaking down of food is called digestion.

You may have heard your stomach gurgling after you have eaten. The stomach, teeth, tongue and intestines all help to digest food.

When you chew your food, digestion begins. The food is pushed by the tongue to the trapdoor at the back of the throat called the esophagus. It then moves to the stomach. Where digestive juice makes it smaller. In the small intestine. The goodness is ‘soaked up’. Finally water is taken out in the large intestine.

The goodness that is left can now be carried around the body by the blood to be used for energy, repair and growth.

Source : <https://www.kuliahbahasainggris.com/explanation-text/>

Questions :

1. What does the text tell us about?
2. Where was the process of food digesting happened?
3. How many steps of process food digesting are there?
4. Can you explain the process of food digesting?
5. Can we make a process of food digesting?

After watching video and reading the text please make a resume about the definition of explanation Text based on your understanding.

.....
.....
.....

Task 2

To know the generic structure of the text, you have task to arrange the sentences into a good paragraph, and paragraphs into a good text. Here are your challenges :

1. The text tells us about “How does Rainbow Happen”
2. There are three matching tables, your task is to arrange the sentence into a good order into a paragraph.
3. After arranging each of sentence into a good paragraph, your last task is to arrange the paragraph into a good text of “How does Rainbow Happen”

Paragraph A

Arrange

Sentence

1	The colors that have been separated then separate again into very small portions.
2	There is more light separated from each other in the droplets. Finally those colors form a light curve called rainbow.
3	Rainbow happen to begin when the sunlight passing through the raindrops.
4	The light is deflected to the center of the droplets.
5	The white light is separated from each other into a spectrum of colors.

Please rewrite the sentence below into a good paragraph :

.....
.....
.....
.....
.....
.....

Paragraph B

Arrange	Sentence
1	When the sun is shining and the light passing through water droplets, we can see a reflection because of a wide variety of colors.
2	The light passes and reflect like a light passing through a prism mirror.
3	Rainbow often appears after the rain stops.
4	Rainbow consists of a big bow spectrum and happens from water droplets which reflected parallel because of the light of the sun.

Please rewrite the sentence below into a good paragraph :

.....
.....
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.....
.....

Paragraph C

Arrange	Sentence
1	It makes our distance with rainbow constant; in other word we could never approach the rainbow.
2	Because rainbow created involving distance with water droplets, the rainbow always move to follow the movement of anyone who seen it.
3	On the ground, we only see a maximum of a half circle rainbow.

Please rewrite the sentence below into a good paragraph :

.....
.....
.....
.....

After matching the sentences into a good paragraph, now please arrange the paragraphs into a good text.

Arrange	Paragraph
1	Matching Table A
2	Matching Table B
3	Matching Table C

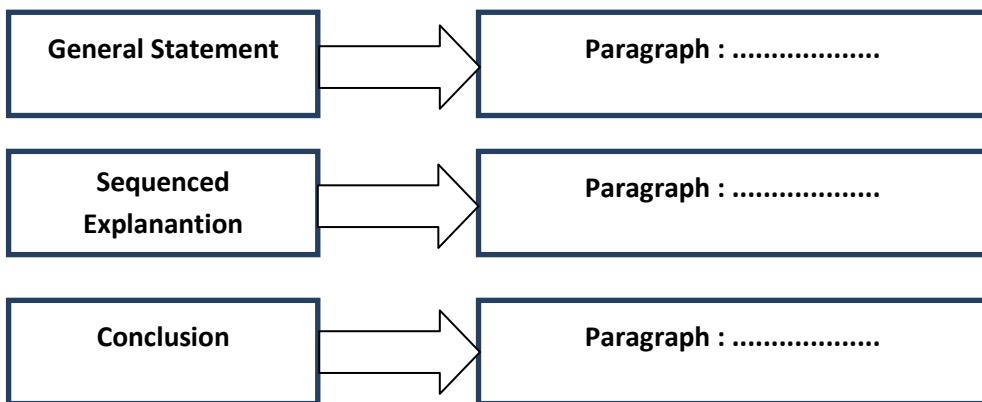
Rerite your paragraph below .

How Does Rainbow Happen?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Task 3

Based on the text “ How does Rainbow Happend?”, please determine the generic structure of the text. by completing the graphic below.



Please write the purpose generic structures of explanation text based on the activity that have you done before.

Generic Structure	Purpose
General Statement
Sequenced Explanation
Conclusion

Explanation Text

Media
Pembelajaran
Kelas XI (Sebelas)

Created by :
Peru Derisburman, S.Pd.

Kompetensi Dasar

- 3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* 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.
- 4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

Indikator Pencapaian Kompetensi

- 3.8.1 Mengidentifikasi *social function* dan *generic structure* dari teks berbentuk *explanation*.
3.8.2 Membedakan *social function* dan *generic structure* dari teks berbentuk *explanation*.
3.8.3 Menentukan *social function* dan *generic structure* dari teks berbentuk *explanation*.
3.8.4. Menganalisis *social function* dan *generic structure* dari teks berbentuk *explanation*.
- 4.8.1 Menerapkan *social function* dan *generic structure* dari teks berbentuk *explanation*.
4.8.2 Menunjukkan *social function* dan *generic structure* dari teks berbentuk *explanation*.

Tujuan Pembelajaran

1. Dengan menonton sebuah video proses terjadinya hujan, siswa dapat mengidentifikasi *social function* dan *generic structure* dari teks berbentuk *explanation* dengan percaya diri.
2. Dengan ditampilkannya sebuah teks dalam bentuk PPT , siswa dapat membedakan *social function* dan *generic structure* dari teks berbentuk *explanation* dengan teliti.
3. Dengan mengamati teks *explanation* yang ditampilkan dalam PPT, siswa dapat bekerjasama menentukan *social function* dan *generic structure* dari teks berbentuk *explanation*.
4. Melalui penayanganan contoh teks *explanation*, siswa dapat menganalisis *social function* dan *generic structure* dari teks berbentuk *explanation* dengan fenomena alam sehingga menambah keimanan dan ketaqwaan kepada tuhan yang maha esa.
5. Disajikan beberapa latihan *arranging paragraphs* dalam PPT, siswa dapat menerapkan *social function* dan *generic structure* dari teks berbentuk *explanation* dengan teliti.
6. Setelah menyusun paragraph dengan tepat, siswa dapat menunjukkan *social function* dan *generic structure* dari teks berbentuk *explanation* dengan cermat.

Watch the video below :



The Water Cycle | The Dr. Binocs Show | Learn Videos For Kids
Adapted from :
<https://www.youtube.com/watch?v=neQRPoqDrI>

Answer the Questions :

1. What does the video tell us about?
2. Where is the process of water cycle happened?
3. How many steps of the water cycle are there?
4. Please mention the process of the water cycle.
5. Can we make a process of the water cycle such as on the video?

Hipotesis

What is the purpose of explanation text?

.....

What is the generic structure of explanation text?

.....

Arranging the Sentence into a paragraph

How does Rainbow Happen?

1

Paragraph A

2

Paragraph B

3

Paragraph C

Paragraph A.

Please match the left colum with the right colum to arrange the sentences into a good order.

1

The colors that have been separated then separate again into very small portions.

2

There is more light separated from each other in the droplets. Finally those colors form a light curve called rainbow.

3

Rainbow happen to begin when the sunlight passing through the raindrops.

4

The light is deflected to the center of the droplets.

5

The white light is separated from each other into a spectrum of colors.

The result:

Rainbow happen to begin when the sunlight passing through the raindrops. The light is deflected to the center of the droplets. The white light is separated from each other into a spectrum of colors. The colors that have been separated, then separate again into very small portions. There is more light separated from each other in the droplets. Finally those colors form a light curve called rainbow.

Paragraph B.

Please match the left colum with the right colum to arrange the sentences into a good order.

1

When the sun is shining and the light passing through water droplets, we can see a reflection because of a wide variety of colors.

2

The light passes and reflect like a light passing through a prism mirror.

3

Rainbow often appears after the rain stops.

4

Rainbow consists of a big bow spectrum and happens from water droplets which reflected parallel because of the light of the sun.

The result:

Rainbow often appears after the rain stops. Rainbow consists of a big bow spectrum and happens from water droplets which reflected parallel because of the light of the sun. When the sun is shining and the light passing through water droplets, we can see a reflection because of a wide variety of colors. The light passes and reflect like a light passing through a prism mirror.

Paragraph C.

Please match the left column with the right column to arrange the sentences into a good order.

- 1
- 2
- 3

It makes our distance with rainbow constant, in other word we could never approach the rainbow.

Because rainbow created involving distance with water droplets, the rainbow always move to follow the movement of anyone who seen it.

On the ground, we only see a maximum of a half circle rainbow.

The result:

On the ground, we only see a maximum of a half circle rainbow. Because rainbow created involving distance with water droplets, the rainbow always move to follow the movement of anyone who seen it. It makes our distance with rainbow constant, in other word we could never approach the rainbow.

After Completing the Text, please determine the generic structure of it.

How Does Rainbow Happen?

Rainbow often appears after the rain stops. Rainbow consists of a big bow spectrum and happens from water droplets which reflected parallel because of the light of the sun. When the sun is shining and the light passing through water droplets, we can see a reflection because of a wide variety of colors. The light passes and reflect like a light passing through a prism mirror.

Rainbow happen to begin when the sunlight passing through the raindrops. The light is deflected to the center of the droplets. The white light is separated from each other into a spectrum of colors. The colors that have been separated, then separate again into very small portions. There is more light separated from each other in the droplets. Finally those colors form a light curve called rainbow.

On the ground, we only see a maximum of a half circle rainbow. Because rainbow created involving distance with water droplets, the rainbow always move to follow the movement of anyone who seen it. It makes our distance with rainbow constant, in other word we could never approach the rainbow.

General Statement

Sequenced Explanation

Conclusion

Resume : Social Function and Generic Structure of explanation text.

Social Function of the text :

.....

Generic Structure	Purpose
General Statement
Sequenced Explanation
Conclusion

**Thanks for
your nice attention**



QUIZ Draf

Explanation Text

▷ 0 drama

✉ K - Pengembangan profesional • 🗃 English

Pertanyaan 1

Atur



What is the purpose of explanation text?

— Pilihan jawaban —

- to entertain the readers with an imaginary story.
- to tell the readers about the process that relate with natural phenomenon.
- to inform the readers about a newsworthy event.
- to describe something in general

30 Detik

Tandai topik



Pertanyaan 2

Atur



Here are the generic structures of explanation text, except.

— Pilihan jawaban —

General Statement

Sequenced explanation

Conclusion

Suggestions

⌚ 30 Detik

↗ Tandai topik



Pertanyaan 3

Atur



The best title of the explanation text is.....

— Pilihan jawaban —

How to make a kite?

How is food digested?

Cars should be banned in the city.

Tips to lose weight

⌚ 30 Detik

↗ Tandai topik



Pertanyaan 4

Atur



"We all know that tsunamis are a series of destructive waves and powerful. Tsunami is the deadliest wave because the wave speed is incredibly fast. But do you know how a tsunami can happens?"

The best position of the paragraph above is belong to

— Pilihan jawaban —

General statement

Conclusion

Sequenced explanation

Orientation

⌚ 30 Detik

↗ Tandai topik



Pertanyaan 5

Atur



"The egg that laid by a butterfly will hatch in 3-5 days. Then it becomes larva. The larva will walk to the edge of the leaf of host plant and start eating it. Most of the larva eat its empty egg shell as a first food. The outer skin of the larva does not stretch following its growth, but it become very tight when larva will change its skin. Larva change its skin (molting) for about 4-6 times during its life."

The best position of paragraph above is belong to

— Pilihan jawaban —

- General statement
- Conclusion

- Sequenced explanation
- Orientation

30 Detik

Tandai topik