RENCANA PELAKSANAAN PEMBELAJARAN

(SIMULASI MENGAJAR CALON PENGAJAR PRAKTIK)

Satuan Pendidikan   : SMA Negeri 3 Gorontalo
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI/2
Materi Pokok   : Text Explanation
                       " Memberi dan meminta informasi terkait fenomena alam dan
                       fenomena sosial "
Alokasi Waktu   : 10 menit

A. TUJUAN PEMBELAJARAN.

Melalui pendekatan scientific approach, model pembelajaran problem based learning dan genra based approach serta tanya jawab, dan diskusi kelompok diharapkan peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan, menangkap makna teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait fenomena alam dan sosial sesuai dengan konteks penggunaannya, dengan kreatif, aktif, jujur, disiplin, dan tanggung jawab.

B. LANGKAH – LANGKAH PEMBELAJARAN

1. Pendahuluan (2 menit)

- Peserta didik bersama guru saling menyapa, mengecek kehadiran peserta didik, dan berdoa.
- Peserta didik dibimbing untuk menghubungkan pengetahuan sebelumnya dengan materi yang akan dipelajari (Apersepsi)
- Peserta didik diberikan motivasi secara kontekstual sesuai manfaat dan aplikasi explanation teks dalam kehidupan sehari hari.
- Peserta didik diberi penyampaian terkait tujuan pembelajaran yang akan dicapai, cakupan materi dan kegiatan yang akan dilaksanakan dan proses penilaian selama pembelajaran

2. Kegiatan Inti (6 menit)

- Peserta didik dibagi ke dalam beberapa kelompok.
- Peserta didik diberikan beberapa gambar dan beberapa judul teks explantion text tentang 'fenomena alam dan fenomena sosial"
- Peserta didik mencermati gambar dan judul teks kemudian memasangkan gambar dan judul yang berkesesuaian.
- Peserta didik diberikan kesempatan untuk memberikan penjelasan singkat tentang gambar yang sudah dicocokkan
- Peserta didik diberikan 2 teks eksplanasi yang berbeda pada masing-masing kelompok dalam bentuk *puzzle*.
- Peserta didik menyusun potongan *puzzle* tersebut menjadi teks eksplanasi yang utuh.

- Peserta didik berdiskusi menemukan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation pada kedua teks dengan melengkapi tabel yang telah disediakan**.**
- Peserta didik menggali informasi dari sumber buku paket, modul, dan internet
- Setiap kelompok mempresentasikan hasil diskusinya dengan menggunakan tabel dan media sederhana yang telah disediakan dan kelompok lain memberi tanggapan.
- Peserta didik dibimbing dengan memberikan konfirmasi terhadap hasil yang telah dipresentasikan.
- Peserta didik secara individual menjelaskan rangkaian penjelasan terhadap suatu fenomena alam dengan menggunakan media yang mereka buat.

3. *Penutup (2 menit)*

- Peserta didik dan guru menyimpulkan materi
- Peserta didik dan guru melakukan refleksi pembelajaran
- Peserta didik dan guru berdoa

C. PENILAIAN

- Sikap   : Observasi selama Pembelajaran
- Pengetahuan : Penugasan
- Ketrampilan : Praktek

Gorontalo, 25 Desember 2021

Megetahui
Kepala SMAN 3 Gorontalo

Guru Mata Pelajaran

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KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KEMPOTENSI
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.	3.8.1.Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial sesuai dengan konteks penggunaannya
4.8.1.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	4.8.1.1.Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks eksplanation terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

A. **Materi Ajar**

• **Fungsi Sosial**

Explanation text is used to describe or provide reasons of how and why natural/social phenomenon happens.

B. **Struktur Teks**
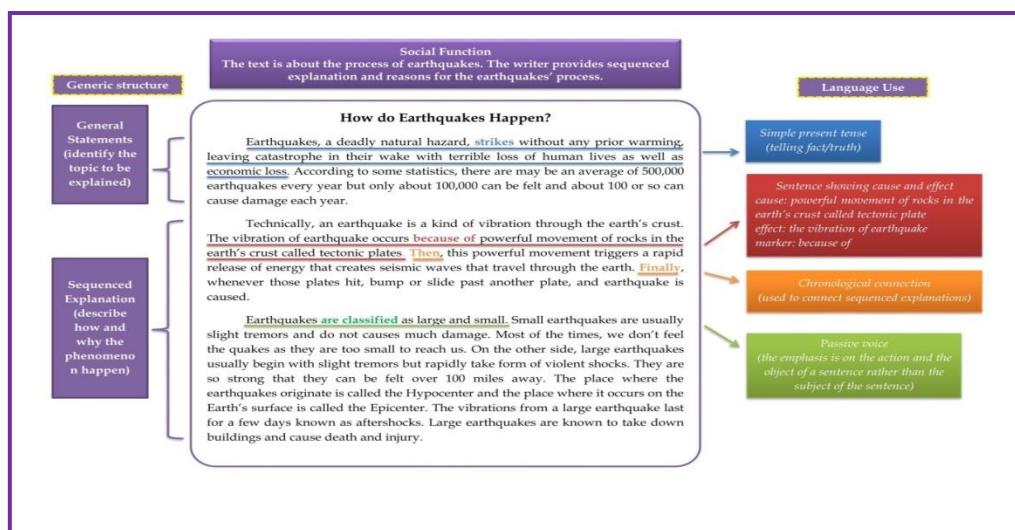
C. Unsur Kebahasaan

- ✓ The use of simple present tense
- ✓ Adverbia/chronological connection such as *first, then, following, finally*
- ✓ Hubungan sebab-akibat (*if-then, so, as a consequence, since, due to, because of, thanks to)*
- ✓ Kalimat pasif dalam *present tense*

LEMBAR KERJA PESERTA DIDIK

- Activity 1

Match the pictures with title of text and decided it into natural phenomenan or social phenomenon!
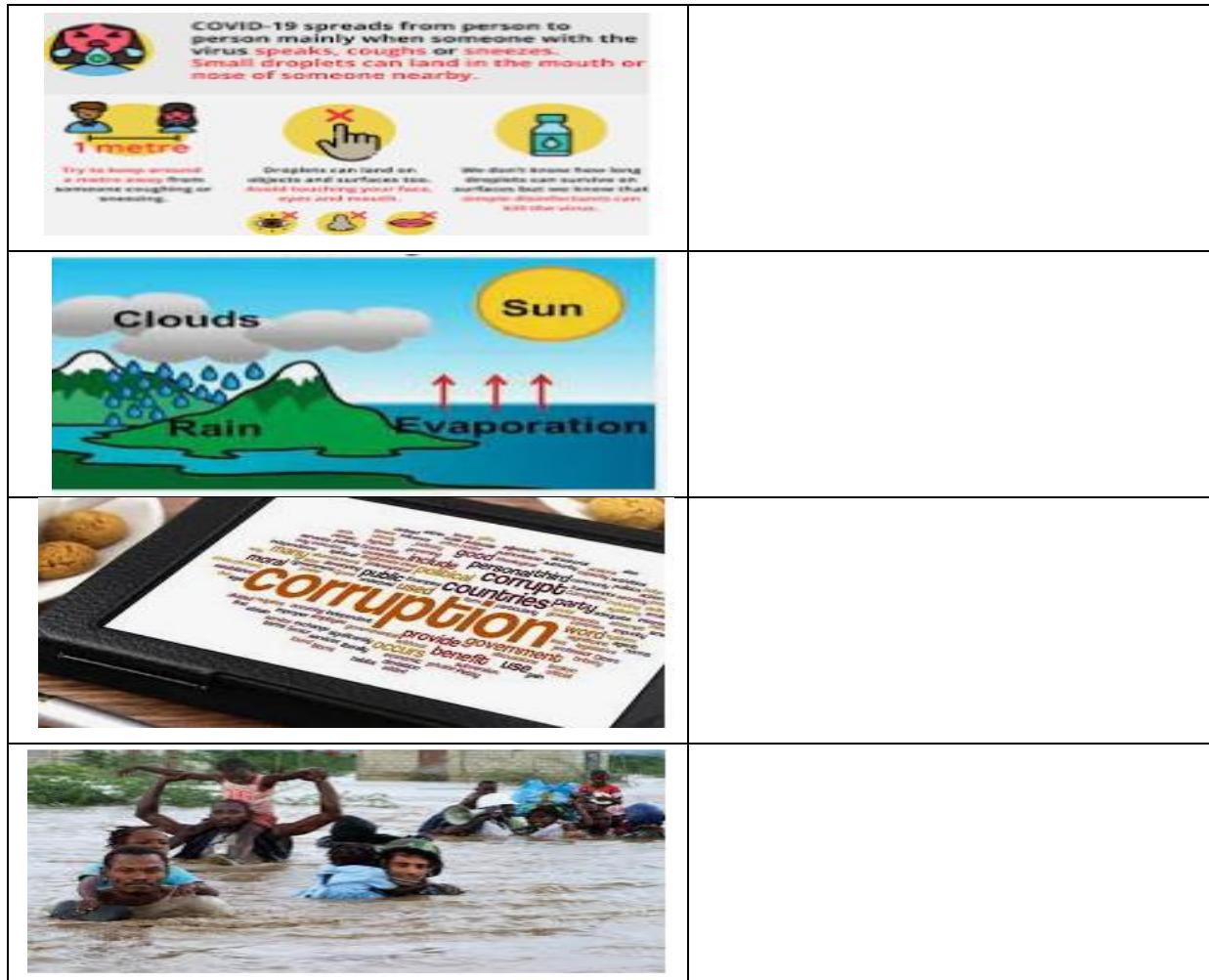
How Does Rain Happen?	Social Phenomenon
How does COVID-19 spread?	Natural Phenomenon
HOW Does Corruption Occur ?	Social Phenomenon
How does the flood happend ?	Natural Phenomenon

- Activity 2.

  Arrange the puzzle into a good order and read the texts !

Arrange these puzzles into a good order!

TEXT 1

How does Corruption Occur?

Many people believe that the act of corruption can be found in almost all institutions. Some people tend to feel more sceptical and consider corruption as, sadly, a part of our culture, while some others believe that corruption is not embedded in our social value and therefore it must be eradicated. "Corruption" in the wider sense includes bribery, extortion, fraud, deception, collusion, cartels, abuse of power, embezzlement, trading in influence and money laundering. Corruption commonly occurs in the infrastructure, construction and engineering sectors especially during the planning and design phases of those projects. Do you know how does corruption in these phases happen? The following paragraphs will explain it to you.

At first, corrupt practices during the planning and design phases are usually done by all parties involved in these phases such as the project owner, government departments responsible for issuing planning permission and other approvals, the architect, design consultants, and a bidder. The corrupt practice is started when the project owner bribe a government in order to obtain approval for a design which does not meet relevant building regulations, or to obtain planning permission for the project.

A government official then asks for bribes as a condition of his approval of the project. The bribes can be in form of shares in the project owner; a share in the profits of the project owner; a share in the profits of construction from the contractor; or the use of his own companies to provide construction services or supplies to the project owner.

After that, a bidder may bribe a representative of the project owner or consulting engineer to specify a design which improperly favours that bidder over the others. For example, a certain technology which is only owned by the bidder may be specified, even though other technologies may be cheaper. As a consequence those bidders who do not own the specified technology being disqualified in the pre-qualification list or being rejected directly since they are considered as non-compliant at tender stage.

By doing those corrupt acts, all parties mentioned above value themselves or their institutions without considering the result of the projects they will build and it will be horrible for our future.

Answer these following questions!

1. What does the text tell about?
2. In your opinion, what makes someone intend to do corruption?
3. What do you think about the best solution for preventing corruption?

Text 2.

Volcano Eruption

Do you know what a volcano is? I guess you all know volcano is a mountain with magma inside it. Most volcanoes are formed on land, but there are some volcanoes that are on the ocean floor. You know the famous volcanoes in Indonesia, right? Yes, there are Mount Merapi and Mount Krakatau. Mount Merapi was erupt in October 2010 and Mount Krakatau was erupt in 1883. The eruptions are really massive and destructive. Do you want to know how is the volcano erupting? Well, let me explain to you.

At first, the eruption begins when pressure on a magma chamber inside the volcano forces magma up through the conduit and out the volcano's vents. Then, when the magma chamber has been completely filled, the pressure is getting higher. Finally, the magma reaches up to the surface. When magma reaches earth's surface it is called lava. It may pour out in gentle streams called lava flows or erupt violently into the air. Rocks ripped loose from the inside of the volcano or torn apart by the gas. may be shot into the air with the lava. The lava destroys everything in its path because it is very hot. The big rocks can destroy anything because the sizes are super big. The thick black smoke can burn everything slowly and it's suffocating.

There's no doubt that volcano eruption is really dangerous. Many people were dead because of it. A big number of people had to abandon their homes and land forever. Even the whole world's climate was changed for a while as a result of an eruption. But volcano eruptions bring good effects too, because after a long time it can make the land fertile.

Activity 3.

Write the difference between text 1 and text 2 related to the social function, generic structure and language use !
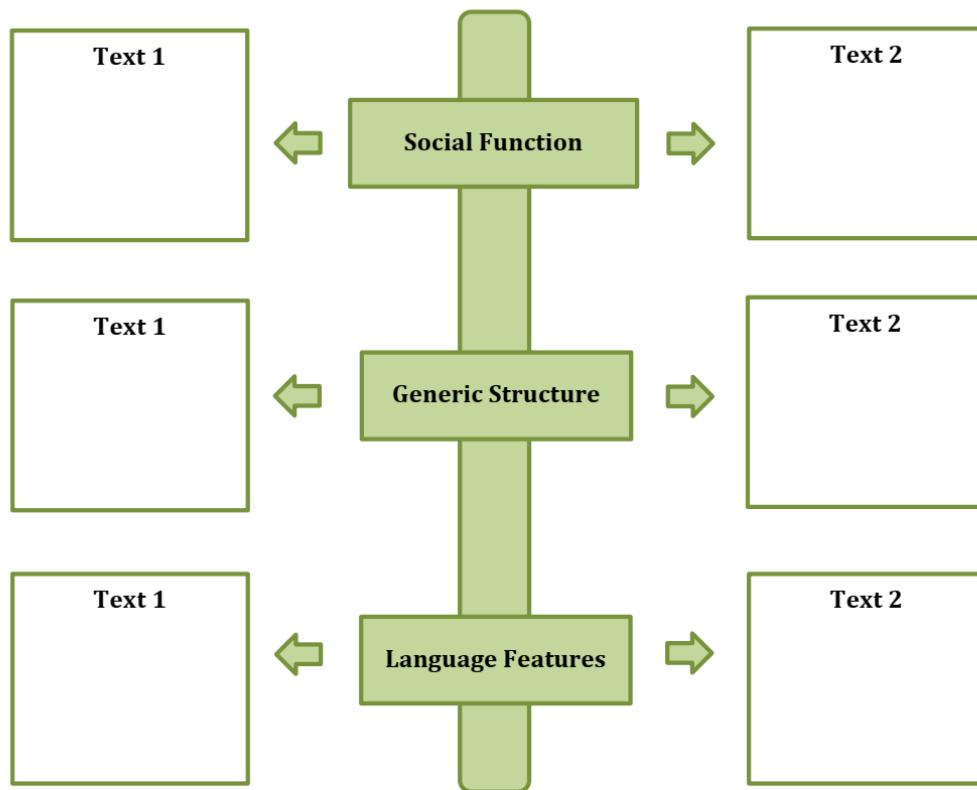
Text 1	⬅ Social Function ➡	Text 2
Text 1	⬅ Generic Structure ➡	Text 2
Text 1	⬅ Language Features ➡	Text 2

Write down the conclusion about the differences here!

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1. Penilaian Kompetensi Sikap

a. Sikap yang menjadi fokus penilaian adalah kreatif, aktif, jujur, disiplin, dan tanggung jawab

b. Jurnal Penilaian Sikap:

No	Hari dan tanggal	Nama Peserta Didik	Kelas	Kejadian/ prilaku	Butir sikap	Kategori		Tindak lanjut
						+	-	
1.								
2.								
3.								
4.								
5.								

2. Penilaian Pengetahuan

3.8.1 Penilaian Pengetahuan untuk kemampuan membandingkan

- Teknik   : Tulis
- Bentuk   : Objektif
- Kriteria penilaian kemampuan membandingkan
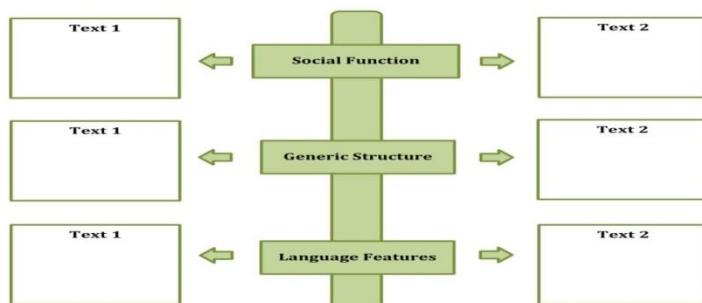
4.8.1.1 Penilaian Keterampilan untuk kemampuan menangkap makna

- Teknik   : Praktek

- Bentuk   : Objektif

- Kriteria penilaian kemampuan menangkap makna

Write down the conclusion about the differences here!