

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA Negeri 7 Kota Kediri
 Kelas/ Semester : XI/1
 Tema : How Does It Occur- Explanation text
 Sub Tema : Water Cycle
 Pembelajaran ke : 2
 Alokasi Waktu : 10 menit

A. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran dengan diskusi, tanya jawab, penugasan, presentasi dan analisis, peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks Explanation dalam kehidupan sehari-hari serta mengembangkan sikap jujur, peduli, dan bertanggungjawab, serta dapat mengembangkan kemampuan berpikir kritis, berkomunikasi, berkolaborasi, berkreasi(4C).

B. KEGIATAN PEMBELAJARAN

LANGKAH-LANGKAH PEMBELAJARAN		Alokasi waktu
PENDAHULUAN	<ul style="list-style-type: none"> ❖ Penguatan Pendidikan Karakter, Guru memberi salam pembuka, menanyakan kabar dan berdoa untuk memulai pembelajaran, mengecek kehadiran siswa sebagai wujud sikap disiplin ❖ Apersepsi Mengaitkan materi/<i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/<i>tema/kegiatan</i> sebelumnya, ❖ Motivasi Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Menyarankan untuk berperilaku hidup sehat dan mematuhi protocol kesehatan. ❖ Pemberian Acuan, memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. 	2 “
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Siswa diberikan sebuah teks tentang proses terjadinya pelangi dan mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan, secara berkelompok. ❖ Perwakilan kelompok menyampaikan hasil diskusinya. ❖ Guru membimbing siswa untuk menyimpulkan kembali tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks Explanation. ❖ Siswa memperhatikan gambar tentang Water Cycle yang ditayangkan oleh guru. ❖ Siswa mencari arti kata kunci yang tertera pada gambar. ❖ Masih dalam kelompok, siswa diminta untuk membuat kalimat menggunakan kata-kata tersebut. Secara acak, beberapa siswa menyampaikan hasil kerja kelompoknya. ❖ Masih dalam kelompok, siswa diminta menyusun paragraph berdasarkan gambar Water Cycle. 	6”
PENUTUP	<ul style="list-style-type: none"> ❖ Membimbing peserta didik menyimpulkan materi. 	

	<ul style="list-style-type: none"> ❖ Guru memberi penguatan dari kesimpulan yang diperoleh peserta didik. ❖ Menginformasikan kegiatan pembelajaran pada pertemuan berikutnya. ❖ Menutup pembelajaran dengan membaca hamdalah dan mengucapkan salam. 	2”
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C. PENILAIAN PEMBELAJARAN

- Pengetahuan : Tugas terstruktur.
- Keterampilan : Produk tertulis teks Explanation.

Mengetahui,
Kepala SMAN 7 Kota Kediri

Kediri, 31 Desember 2021
Guru Mata Pelajaran

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Lampiran 1.

Teacher's book

Pre-Writing:

The teacher asks the students to make a group of 4 students to identify the generic structure of a text about rainbow.

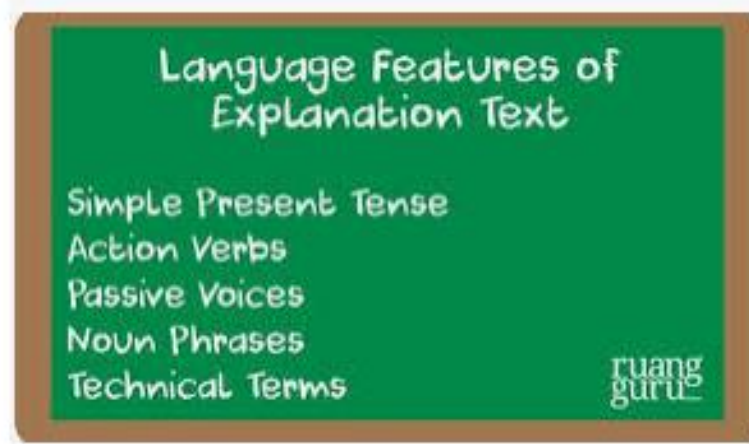
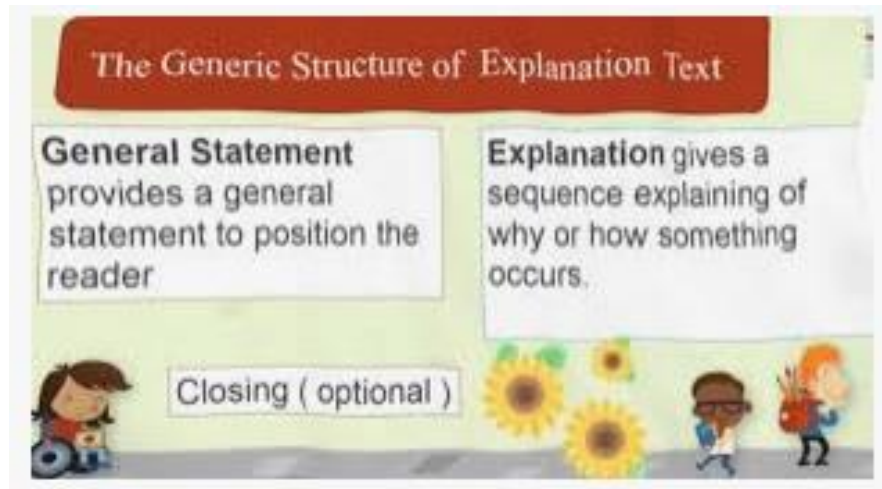
- *Ok, now I have a text telling about how the rainbow occurs.*
- *Make a group of four students to discuss about the generic structure of the text.*
- *The representative of the group, presents the result of the discussion.*

A rainbow is a natural phenomenon caused by the refraction and reflection of light in droplets of water, which results in the appearance of a spectrum of light in the sky. Rainbows appear in the form of a multicolored bow. When caused by water and sun, rainbows appear on the side of the sky that is directly opposite the sun. They can be full circles at times, but to the average observer, only the arc will be visible.

The colors in a rainbow are those found in the color spectrum of white light as it divides. There are 7 main colors that you can see in a rainbow: red, orange, yellow, green, blue, indigo and purple. When the sunlight hits the water droplets, the 7 colors appear. As the sunlight moves from air to water, the colors of light slow down to varying speeds – depending on their frequency. As the violet light enters the raindrop, it bends at a sharp angle. On the right side of the water droplet, some light is passed back into the air, while the rest reflects backwards. Raindrops that are higher in the sky disperse light so that only the red light is visible to the observer's eye. The droplets between red and violet reflect different colors so that an observer sees a full color spectrum.

Sunlight hitting a raindrop in the atmosphere is refracted on the surface of the raindrop and enters the droplet. Once refraction occurs, the light breaks up into seven colors inside the raindrop; it is then reflected to the other side of the raindrop after traveling inside it. When the light in the raindrop refracts, the spectrum forms to make the 7 colors of the rainbow appear. During reflection, the angle (of reflection) is equal to the angle of incidence; this means that reflected light travels along a set path and maintains the difference of the refraction angle. A rainbow is a bunch of raindrops hanging in the atmosphere that divide the sunlight into 7 colors, like a prism.

(<https://www.itapuih.com/2018/11/explanation-how-is-rainbow-formed-dan.html>)

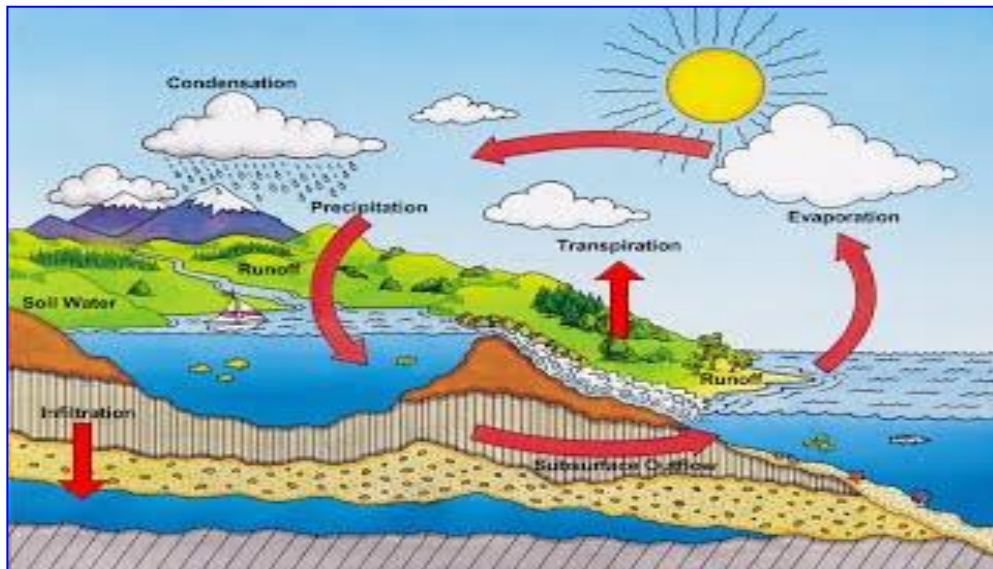


The teacher reminds the students about the text structure and also the language features

Whilst Writing

The teacher presents a picture about water cycle.

- *What is your opinion about the weather today?*
- *What season is this actually?*
- *How many seasons are there in Indonesia?*
- *What will happen if there's no rain for a long time?*
- *Do you know the water cycle?*
- *Here is the picture of water cycle.*



The teacher asks the students to observe the picture.

There are some key words in the picture telling about the water cycle.

The teacher asks the students to find the meaning of the words, and construct a sentence using the word, in a group of **4 students**.

The representative of the group has to present the result of the discussion.

After the presentation, each group has to construct a paragraph (s) about water cycle using their own words.

Closing

- ❖ The teacher and the students summarize their activity today.
- ❖ The teacher asks the students to find another example of an explanation text and identify the text structure, for the next meeting.

Scoring criteria

Maximum Score = 20

$$\text{Score} = \frac{\sum \text{score}}{20} \times 10$$

Key answer

The students' work may be different one another. It is flexible. To give the score, teacher uses the scoring criteria

Criteria (score)	Excellent (4)	Good (3)	Fair (2)	Poor(1)
General statement	Well-developed or definition of the problem	Introductory paragraph states the problem, but does not explain using details.	Introduction states the definition but lacks detail.	Definition is unclear, or not related to the topic.
Main Points Body paragraphs	At least three main points are well developed with supporting details.	At least three main points are present but may lack detail and development in one or two.	At least three or more main points, but all lack development.	Less than three main points, with poor development of ideas.
Organization	Logical, compelling progression of ideas in essay; clear structure which enhances and showcases the central idea or theme and moves the reader through the text	Overall, the paper is logically developed. Progression of ideas in essay makes sense and moves the reader easily through the text.	Progression of ideas in essay is awkward, yet moves the reader through the text without too much confusion.	Events seem strung together in a loose or random fashion; there is no identifiable internal structure and readers have trouble following the writer's line of thought.
Work Cited	Source material is smoothly integrated into the text. All sources are accurately documented in the desired format both in the text and on the Works Cited page	Source material is used. All sources are accurately documented, but a few are not in the desired format. Some sources lack credibility.	Source material is accurately documented, but many are not in the desired format or lack credibility.	Lacks sources and/or sources are not accurately documented. Format is incorrect for all sources.
Mechanics Sentence structure; punctuation, and capitalization	Sentence structure is correct. Punctuation and capitalization are correct.	Sentence structure is generally correct. Some awkward sentences do appear. There are one or two errors in punctuation and/or capitalization.	Work contains structural weaknesses and grammatical errors. There are three or four errors in punctuation and/or capitalization.	Work contains multiple incorrect sentence structures. There are four or more errors in punctuation and/or capitalization.