

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMAS DIPONEGORO	Kelas/Semester : XI / 1	KD : 3.4 dan 4.4.1
TUMPANG	Alokasi Waktu : 2 x 45 menit	Pertemuan ke : 1
Mata Pelajaran : B. INGGRES		
Materi : Analytical Exposition Text		

A, TUJUAN

<ul style="list-style-type: none"> • Menentukan fungsi sosial teks analytical exposition berupa tujuan dengan baik dan benar dengan penuh rasa ingin tahu • Mengidentifikasi struktur teks analytical exposition berupa thesis, arguments, dan reiteration dengan baik dan benar dengan penuh rasa ingin tahu • Menganalisis unsur kebahasaan berupa simple present tense, emotive verbs, relational process, internal conjunction, dan causal conjunction dengan baik dan benar dengan penuh rasa ingin tahu • Menemukan informasi tersurat berdasarkan beberapa teks analytical exposition • Menemukan informasi tersirat berdasarkan beberapa teks analytical exposition
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B, LANGKAH-LANGKAH PEMBELAJARAN

Media : ➤ Worksheet atau lembar kerja (siswa) ➤ Lembar penilaian ➤ LCD Proyektor/ Slide presentasi (ppt)	Alat/Bahan : ➤ Spidol, papan tulis ➤ Laptop & infocus
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PENDAHULUAN	<ul style="list-style-type: none"> • Peserta didik memberi salam, berdoa, menyanyikan lagu nasional (PPK) • Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran 	
KEGIATAN INTI	Kegiatan Literasi	Peserta didik mengobservasi isu aktual yang ditayangkan melalui ppt oleh guru kemudian peserta didik diberi tayangan terkait dengan materi analytical exposition text (fungsi sosial, struktur teks, dan unsur kebahasaan) . untuk membaca dan menulis materi tersebut
	Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan dampak-dampak dari isu actual dan terkait dengan materi analytical exposition text (fungsi sosial, struktur teks, dan unsur kebahasaan) .
	Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam analytical exposition text .
	Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait fungsi sosial, struktur teks, dan unsur kebahasaan analytical exposition text . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan penilaian lisan secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa 	

C, PENILAIAN

- Sikap : Lembar pengamatan,	- Pengetahuan : LK peserta didik,	- Keterampilan: Kinerja dan observasi diskusi
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Mengetahui,
Kepala Sekolah

Tumpang, Juli 2020
Guru Mata Pelajaran

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LAMPIRAN – 1 Materi Pembelajaran

An exposition is used to argue or persuade a case for or against a particular of view. It begins with introduction. It states the problem or the writer's position on the topic. The middle is argument. The last is the conclusion. It might restate the writer's position the conclusion to help the readers make up his/her mind. The function of exposition is to describe, analyse, and explain something. One of expository text is analytical exposition.

An analytical exposition is an essay which analysis an issue or situation. This kind of text elaborates the writer's idea about the phenomenon surrounding. In conclusion, an analytical exposition is a text which evaluates a topic critically, but focuses only on one side of an argument. The argument and point of view have to be supported by facts and relevant information. The thesis statement has to be reiterated in the conclusion.

There are the characteristic of analytical exposition:

1. Social function of analytical exposition

- a. To persuade the reader that the idea is important matter
- b. To analyze a topic and to persuade that the thesis/opinion is correct by developing an argument
- c. To persuade your target readers to look at an issue with your point of view

2. Structure of analytical exposition

The following are the greatest structures of analytical exposition.

a. Thesis (Statement of Position)

It introduces topics and indicates the writer's opinion/position. It states the writer's point of view about the topic discussed.

b. Arguments

This arguments support the thesis. The number of arguments may vary, but each argument is supported by evidence and explanation.

c. Reiteration (Reinforcement of the thesis)

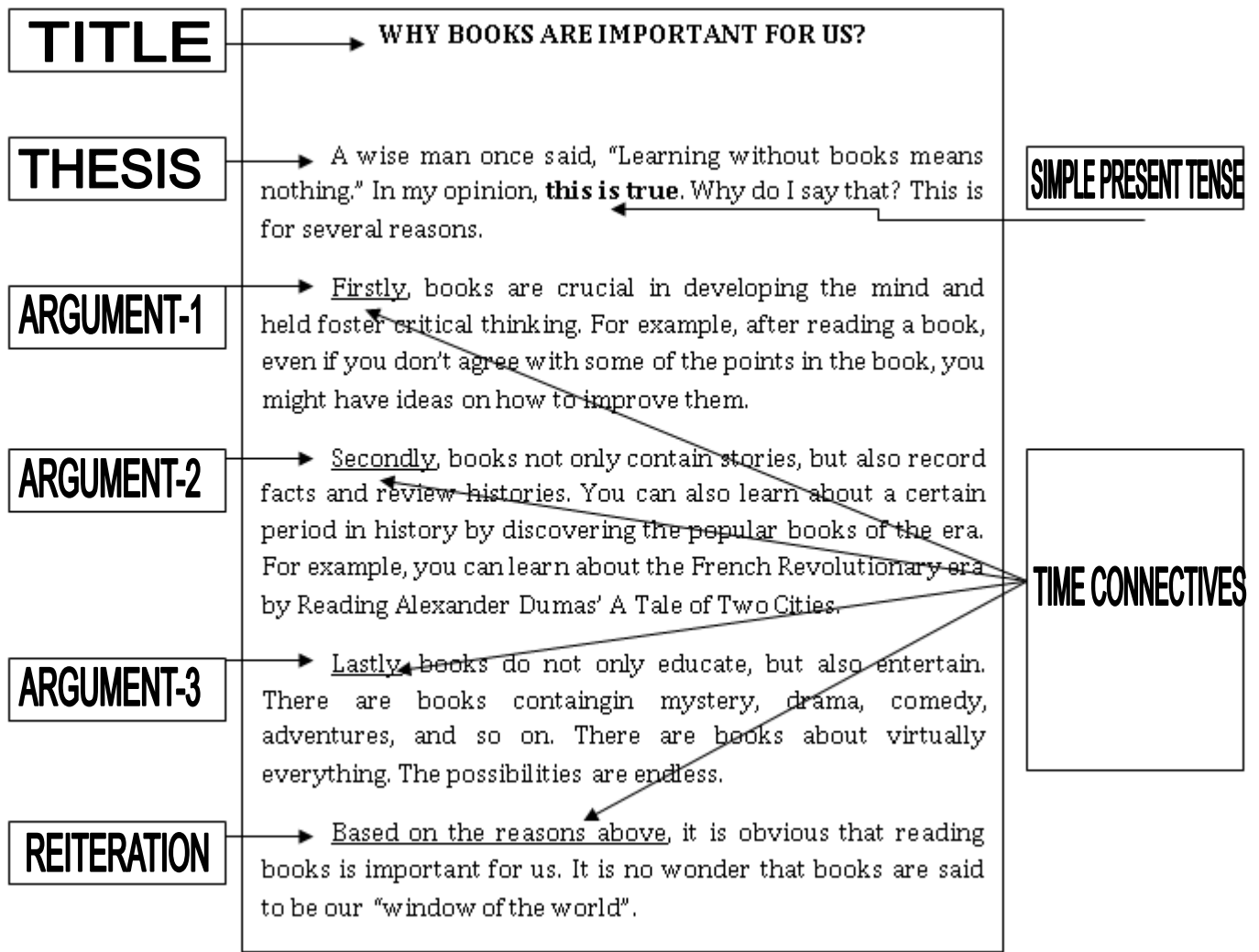
It restates the point of view of the writers/to strengthen the thesis. We can also use the following gambits to make conclusion in reiteration.

3. Language feature of analytical exposition

The following are language features of analytical exposition.

- a. Focus on generic human or non-human participants
- b. Expressions of stating opinion
- c. Simple present tense
- d. Time connectives
- e. Use of emotive words, for example: terrible; critical; amazed; disgusting to persuade the readers
- f. Use of mental verbs, for example: think; decide; consider; believe
- g. Use of persuasive techniques, such as generalizations to support the arguments, evidence and facts, and exaggerations to make things better or worse

Example of Analytical exposition



REMEMBER:

Introduces topic and indicates the writer's position. The writer also outlines the main arguments to be presented

THESIS

Shows a set of arguments that support the thesis

SET of ARGUMENTS

In this stage, the writer restates his/her point of view or draws a conclusion based on the arguments

REITERATION

Lampiran - 2 media pembelajaran dan LKPD

"Why Is It Important?"



ANALYTICAL EXPOSITION TEXT

THINK POSITIVE

austinbenefits.com



DAILY PROPHET

EXCLUSIVE REGULARS EXPERTS SECTION

Menemukan informasi tersirat berdasarkan beberapa teks analytical exposition dalam bentuk lisan maupun tulisan

Menemukan informasi tersirat berdasarkan beberapa teks analytical exposition

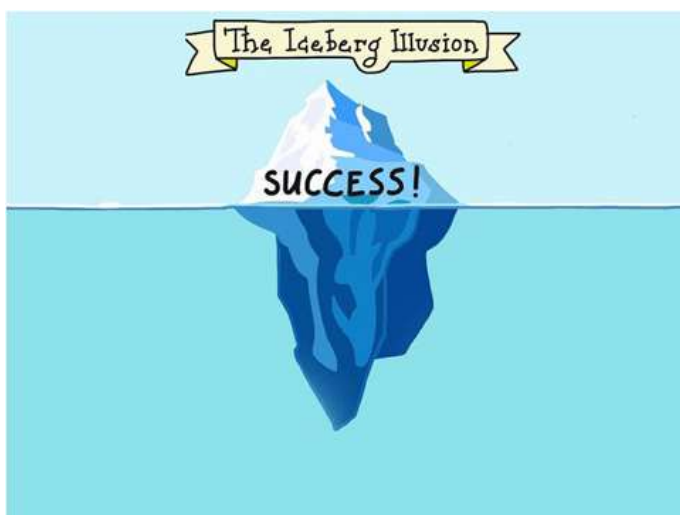
Menemukan padanan kata atau frasa sesuai dengan konteks teks analytical exposition

Menyusun kerangka teks analytical exposition dengan tema 'stop bullying' secara berkelompok dengan benar

Menyusun sebuah teks analytical exposition

What will we learn?

The Iceberg Illusion



SUCCESS!

YOUR ACTIVITIES IN THIS MATERIAL

- ANSWERING AND QUESTIONING
- COLLECTING THE INFORMATION RELATED WITH ANALYTICAL EXPOSITION FROM PPT AND HANDBOOK
- PROCESSING INFORMATION THROUGH LKPD IN A GROUP
- VERIFYING YOUR WORK
- PRESENTING YOUR WRITTEN WORK

DAILY PROPHET

EXCLUSIVE REGULARS EXPERTS SECTION

Melalui proses pembelajaran peserta didik memperoleh pengalaman belajar sebagai berikut:

- Menentukan fungsi sosial jenis-jenis teks eksposisi analitis.
- Mengidentifikasi struktur jenis-jenis teks eksposisi analitis
- Menganalisis unsur kebahasaan jenis-jenis teks eksposisi analitis
- Menyimpulkan isi teks analytical exposition sesuai dengan konteks penggunaannya

What will we learn?

Observe these pictures!



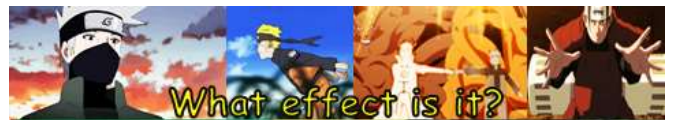
Observe these pictures!



What effect is it?



Observe these videos!



What is your opinion about that event?



What effect is it?



An analytical exposition text, also called a persuasive text is a form of essay or argumentative text designed to persuade the reader or listener that something in the case (good, bad, necessary, harmful, beneficial) by presenting arguments to analyze or explain 'how' and 'why'



Introduces topic and indicates the writer's position. The writer also outlines the main arguments to be presented

THESIS

Shows a set of arguments that support the thesis

SET of ARGUMENTS

In this stage, the writer restates his/her point of view or draws a conclusion based on the arguments

REITERATION



Language features of Analytical Exposition



SIMPLE PRESENT TENSE

Most analytical exposition use simple present tense to promote the fact and habit.



CASUAL CONJUNCTIONS

Consequently, therefore, based on the arguments.



TIME CONNECTIVES

To help the readers know the structured view such as: First, Firstly; second, secondly; finally.



USE OF MENTAL VERBS

Such as: think, decide, believe,

SIMPLE PRESENT TEST REVIEW

1. The train ... at seven o'clock every morning. (leave / leaves)
2. My father usually ... a cup of coffee every morning. (drink / drinks)
3. Reni ... English here twice a week. (study / studies)
4. Mr and Mrs Dhika ... to their hometown once a month. (go / goes)
5. The children always ... their lunch at twelve o'clock. (eat / eats)

6. This cat ... a mouse every night. (catch / catches)
7. The postmen ... the packages every weekend. (bring / brings)
8. The girls ... the bicycles every Monday morning. (ride / rides)
9. The boy ... the newspaper in front of the gate every morning. (put / puts)
10. Many drivers ... nice cars for online taxi. (drive / drives)



Why Is It Important?



Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu factual.
- 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

Indicator

Melalui proses pembelajaran peserta didik memperoleh pengalaman belajar sebagai berikut:

- Menentukan fungsi sosial jenis-jenis teks eksposisi analitis.
- Mengidentifikasi struktur jenis-jenis teks eksposisi analitis
- Menganalisis unsur kebahasaan jenis-jenis teks eksposisi analitis
- Menyimpulkan isi teks analytical exposition sesuai dengan konteks penggunaannya Mengungkapkan rencana masa depan dalam bentuk kapsul waktu (time capsule)
- Menemukan informasi tersurat berdasarkan beberapa teks analytical exposition dalam bentuk lisan maupun tulisan
- Menemukan informasi tersirat berdasarkan beberapa teks analytical exposition
- Menemukan padanan kata atau frasa sesuai dengan konteks teks analytical exposition
- Menyusun kerangka teks analytical exposition dengan tema 'stop bullying' secara berkelompok dengan benar
- Menyusun sebuah teks analytical exposition

Tujuan Pembelajaran

- Dengan diberikan bahan kajian tentang teks analytical exposition dalam bentuk PPT, peserta didik mampu menentukan fungsi sosial teks analytical exposition berupa tujuan dengan baik dan benar dengan penuh rasa ingin tahu.
- Dengan diberikan berbagai contoh teks analytical exposition, peserta didik mampu merinci struktur teks analytical exposition berupa thesis, arguments, dan reiteration dengan baik dan benar dengan penuh rasa ingin tahu.
- Dengan diberikan berbagai contoh teks analytical exposition, peserta didik mampu menganalisis unsur kebahasaan berupa simple present tense, emotive verbs, relational process, internal conjunction, dan causal conjunction dengan baik dan benar dengan penuh rasa ingin tahu.
- Dengan bimbingan guru dan melalui LKPD, peserta didik mampu menyimpulkan isi teks analytical exposition sesuai dengan konteks penggunaannya dengan baik dan benar secara responsif.
- Dengan berkelompok, peserta didik mampu menemukan informasi tersurat berdasarkan beberapa teks analytical exposition dalam bentuk lisan maupun tulisan dengan baik dan benar dengan responsif.
- Dengan berkelompok, peserta didik mampu menemukan informasi tersirat berdasarkan beberapa teks analytical exposition dengan baik dan benar dengan responsif.
- Dengan berkelompok, peserta didik mampu menemukan padanan kata atau frasa sesuai dengan konteks teks analytical exposition dengan baik dan benar dengan responsif.
- Dengan berkelompok, peserta didik mampu menyusun kerangka teks analytical exposition dengan tema 'stop bullying' dengan benar sesuai dengan konteks penggunaannya dengan baik dan benar secara kreatif.
- Dengan berkelompok, peserta didik mampu menyusun sebuah teks analytical exposition dengan tema 'stop bullying' dengan benar sesuai dengan konteks penggunaannya dengan baik dan benar secara kreatif.
- Dengan berkelompok, peserta didik mampu menciptakan poster berdasarkan teks analytical exposition mengenai bullying mempresentasikan/menyampaikan teks analytical exposition secara lisan dengan benar sesuai dengan konteks penggunaannya dengan baik dan benar secara kreatif.

A**Introduction**

Observe these pictures and videos on the slides! Then fill the table in group! Then Share your ideas in the table!

No	Point of discussion	Picture - 1	Picture - 2	Picture - 3	Picture - 4
1	In what event do you usually enjoy these performances?				
2	Where can you find these performances?				
3	Do you think those performances have positive or negative impact?				
4	What are the effects (choose the positives or negatives) of these performances against our environment?				
5	Do you think those performances are good becoming an annual event?				

PERTEMUAN - 1**Activity 1: Your Opinion**

Now give your arguments about “Battle Of Sound System Festival” in a group! State your position whether you agree or not!

Carnival becomes an event which is held every year. People held the carnival to celebrate the freedom day. In some villages or hamlets, they also hold the carnival to celebrate the thanksgiving day. Usually, the thanks giving day is celebrated in ‘Sura’ month (1st month in javanease year). So, they can held carnival at least twice a year. Nowadays, many people prefer to use very big speakers in carnival rather than to promote the nationalism or culture. They prepare big truck to carry the set of big speakers. They play DJ music, and dance in front of the speakers. They also play the lightining and of course the event will be held until late of night. Sometimes, they call this event as “Battle of Sound System”. In my opinion, the kind of this carnival is(state your opinion here). This is for several reasons.

Firstly,

Secondly,

Lastly,

Based on the reasons above,

(give your conclusion)



Activity 2: Vocabulary

Write the meanings of words below!

1. Carnival
2. Freedom day
3. Hamlet
4. Held
5. Thansgiving
6. Nowadays
7. Carry
8. Lightining
9. Late of night
10. Battle



Activity 3: Part of Analytical Exposition Text

Discuss the following questions with your group!

1. What is an analytical exposition text?
2. What is the purpose of the text?
3. What are the parts of the text?
4. How can you organize an anlyticalexposition text?
5. How can you support your argument in the text?



Activity 4: Cloze Text

Read the following paragraphs

1. First, littering can cause pollution. Littering can cause soil pollution. Th smell bad of rubbish can cause air pollution. Littering at public facilities makes the the place dirty. The place will be not good to see, especially tourist destination.
2. From reasons above, we knw that bad habits of littering and throwing rubbish in the river will affect on our reasons on our environment and our health.

3. Second, throwing rubbish in the river can cause flood. I believe people know about it, but they still do that bad habit because they have no place to throw their rubbish. However, people should be aware that throwwing rubbish into the river is very dangerous, especially for the environment.
4. There are still many people who do not want to live healthily. I think littering and throwing rubbish into the river are two bad habit of people around us. Do you know taht those habits can cause a big problem one day? Here are some reasons why those bad habits are harmful in our life..
5. Finally, those bad habit can affect on our health. If we live in a dirty area, we will be easy to get sick. Floods caused by the rubbish can make our environment unhealthy too. Consequently we cannot consume clean water and live in a clean and safe area.

Do the following instructions!

1. Arrange those paragraphs into a good analytical exposition!
2. Mention the writer's opinion stated in the text!
3. Mention the main idea of each parapgraph in the text!
4. What is your opinion about the issue above?
5. What is your opinion about giving fine about littering in our environment? Support with your reaasons!
6. Label the following features of the text next to the passage. Identify which paragraph belongs to:
 - a. Thesis
 - b. Arguments
 - c. Reiteration
7. Mention the conjunctions found in the text!
8. Mention the time connectives used in the text!

PERTEMUAN - 2



Activity 5: Structure

We use simple present tense in analytical exposition about “Why Students Should Stop Cheating”. Complete the following sentences with suitable verb! Give your reason!

1. Corruption with small practices of dishonesty in daily life. (Begin – Begins – Begun)
2. The pressure to pass tests many students to cheat during tests. (Lead – Leads – Led)
3. First, by cheating, students to use their own intelligence. (Fail – Fails – Failed)
4. They their actual abilities due to anxiety and fear of failure. (Underestimate – Underestimates – underestimated)
5. Cheating students from understanding their abilities and potentials. (keep – keeps – kept)
6. Second, cheating on other students to dependency. (direct – directs – directed)
7. Finally, if students cheating, they will be led into the habit of doing anything to get what they want. (continue – continues – continued)
8. This habit corruption. (start – starts – started)
9. It ... lead to bigger forms. (can – cans – could)
10. In conclusion, cheating a bad habit. (are – is – was)



Activity 6: Conjunction

Fill in the blanks with the suitable connectors!

because finally

thus

although

consequently

but

hence

I think there is too much homework for students to cope with nowadays. As the saying goes “all work, no play makes Jack a dull boy.” That is why the policy of giving homework needs to be reconsidered.

It is important that all students have a balanced school life. The students must have time to study, play and relax. It is unfair if they are loaded with so much homework (1) _____ it is equally important for them to set aside

sufficient time for relaxing. I do agree it is important to have homework like English and math, (2) _____ I do not think it is essential to have homework all the time.

Moreover, I don't agree that every student has the same amount of work (3) _____ they are in the same class. In my opinion, homework should be given in accordance with students' academic capabilities.

(4) _____, I do think that the amount of homework should increase when the students reach universities. (5) _____, appeal to the school administration to review the policy on homework for students who are still below tertiary education level.

Reread the text in activity 3. Then answer the following questions.

1. Give a suitable title for the text.

2. What point does the writer make at the beginning of the paragraph?

3. What does the writer do to support his/her argument?

4. “...it is equally important for them to set aside...” What does the word “them” refer to?

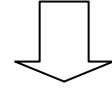
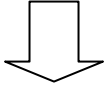
5. “all work, no play makes Jack a dull boy.” What does “dull” mean?

6. Do you agree with the writer's idea of the saying that “all work, no play makes Jack a dull boy”? Why or why not?



REVIEW

PART OF TEXT	TEXT	LANGUAGE FEATURES
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	<p style="text-align: center;">WHY BOOKS ARE IMPORTANT FOR US?</p>	
	<p>A wise man once said, "Learning without books means nothing." In my opinion, this is true. Why do I say that? This is for several reasons.</p>	
	<p><u>Firstly</u>, books are crucial in developing the mind and help foster critical thinking. For example, after reading a book, even if you don't agree with some of the points in the book, you might have ideas on how to improve them.</p>	<div style="border: 1px solid black; width: 100%; height: 150px;"></div>
	<p><u>Secondly</u>, books not only contain stories, but also record facts and review histories. You can also learn about a certain period in history by discovering the popular books of the era. For example, you can learn about the French Revolutionary era by Reading Alexander Dumas' A Tale of Two Cities.</p>	
	<p><u>Lastly</u>, books do not only educate, but also entertain. There are books containing mystery, drama, comedy, adventures, and so on. There are books about virtually everything. The possibilities are endless.</p>	
	<p><u>Based on the reasons above</u>, it is obvious that reading books is important for us. It is no wonder that books are said to be our "window of the world".</p>	

Write down the topic sentences below!	
Paragraph - 1	
Paragraph - 2	
Paragraph - 3	
Paragraph - 4	
Paragraph - 5	



Activity 7: Structure

After watching the video about “Recycling, Reusing, and Reducing” read the following text.

The Importance of Recycling

Recycling is a process where waste or used products are reproduced into new products. There is a lot of waste around us. Do you know that recycling can help preserve the environment? In my opinion, recycling is very important for our life and environment. There are some reasons why recycling is important?

First, recycling can save our earth, recycling a material can help preserve the environment. For example, recycling the paper can result in paper production without additional tree falling. By recycling more paper and selling it to consumer, more papers can be used without further damaging the forest than its current rate of tree falling.

Second, recycling can save energy. Recycling a material takes less energy than to produce an item from virgin materials. For example, an aluminium product uses both the aluminium and the huge amount of energy to produce it from raw ore. Thus by recycling an item made of aluminium, we can reuse the metal again and also on the huge energy which helps preserve the environment.

Third, recycling helps mitigate global warming and reduce pollution. One of the biggest benefits of recycling is saving energy. Energy saving results in less emission of carbon or greenhouse gases which are by-product created by energy production, which are detrimental and harmful to the environment if released to the atmosphere.

Finally, recycling can save our money. Recycled products usually cost less. Using existing material and a lot less energy, recycled product can be sold for a fraction of the same item created using virgin materials. Apart from that, selling waste for recycling purposes converts garbage into useful trash.

In conclusion, recycling has many benefits for our environment and life. If the waste is not recycled, it will take generations to break down or decompose.

Write down the topic sentences below!

Paragraph - 1	
Paragraph - 2	
Paragraph - 3	
Paragraph - 4	
Paragraph - 5	
Paragraph - 6	
Paragraph - 7	

Questions:

1. What is the topic above?
2. What is the purpose of the text?
3. What do you know about recycling?
4. Recycling has benefits for environment. Mention them!
5. Recycling can save our money. What does it mean?

Choose the correct answer!

Nowadays, people use the internet for communicating with others. Many of them share their feelings, ideas, opinions, and problems in social media. In fact, when people share problems on social media actually they embarrass themselves and really annoy others.

Those who share problems on social networks really irritate other people. Social networks are not the place for sharing personal problems. Reading someone's personal problems on the internet is really a nuisance.

Besides, one who shares problems on social media only shames himself. Other people who read about them will think that he has a miserable life. It will be bad if those who read the status are his boss or co-workers.

In my opinion, no wonder that sharing problems in social media results in embarrassing themselves and annoying the readers. They will not get the solution for their problems. Personal problems shared on the social media only show their negative side.

1. What is the text mainly about?
 - a. The drawbacks of using internet
 - b. The negative impact of using social media
 - c. The recommendation not to use social media
 - d. The controversy of sharing problems on social media
 - e. The negative side of sharing problems on social media
2. The last paragraph mainly tells about ...
 - a. The use of a diary for sharing problem
 - b. The writer's opinion about social media
 - c. The weakness of sharing problems on the internet
 - d. The promotion of sharing problems on social media
 - e. The conclusion of the writer's arguments
3. As stated in the second paragraph, people sharing their problems on social media make other people ...
 - a. Puzzled
 - b. Worried
 - c. Annoyed
 - d. Shocked
 - e. Interested
4. The main purpose of writing the text is to ...
 - a. Describe the internet connectivity on computers for communication
 - b. Present two points of view about using the internet appropriately
 - c. To convince the reader that
 - d. Tell the readers to use the internet in communication
 - e. Explain how to utilize the internet appropriately

5. From the text above it can be inferred that ...
 - a. Social media always provides the way through for the problems.
 - b. In spite of embarrassing, the problems shared in social media are solved.
 - c. No matter if netizens share their problems on social media.
 - d. The writer thinks sharing problems on social media will add the problems
 - e. Mostly, people love reading someone's problem and miserable life on social media.

PERTEMUAN - 3



Activity 8: Structure

Choose one of the following pictures. Use the picture chosen as your topic then create an outline of analytical exposition.

1. Smoking is bad habit.
2. Smartphone for kids who are under 10 years old is not allowed.
3. Keep our beach clean.
4. Bullying must be stopped in our environment.
5. Studying English is important.
6. Using smartphone during school time is needed by students.
7. Having boyfriend or girlfriend is not good for students.
8. Using tumbler to replace plastic bottle for drinking is good.
9. Consuming junk food is a treat for our health.

OUTLINE	
Title	
Thesis	
Supporting sentence	
Argument - 1	
Supporting sentence	
Supporting sentence	
Argument - 2	
Supporting sentence	
Supporting sentence	
Argument - 3	

Supporting sentence	
Supporting sentence	
Reiteration	
Supporting sentence	

Develop your outline into 250-word analytical exposition text!

LAMPIRAN - 3 LEMBAR OBERVASI PESERTA DIDIK

Lembar Observasi Sikap

Kelas :

Group	Nama Siswa	Skor			Nilai
		Rasa ingin tahu	Responsive	Kreatif	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

Group	Nama Siswa	Skor			Nilai
		Rasa ingin tahu	Responsive	Kreatif	
26.					
27.					
28.					
29.					
30.					
31.					
32.					
33.					
34.					
35.					
36.					

a. Rubrik/ Pedoman Penskoran:

Rasa ingin tahu

- 4 : Sangat ingin tahu terhadap materi yang dipelajari
- 3 : Ingin tahu terhadap materi yang dipelajari
- 2 : Cukup ingin tahu terhadap materi yang dipelajari
- 1 : Kurang ingin tahu terhadap materi yang dipelajari

Responsif

- 4 : Selalu aktif dalam kegiatan belajar
- 3 : Aktif dalam kegiatan belajar
- 2 : Cukup aktif dalam kegiatan belajar
- 1 : Kurang aktif dalam kegiatan belajar

Kreatif

- 4 : Sangat kreatif dalam menyampaikan ide
- 3 : Kreatif dalam menyampaikan ide
- 2 : Cukup kreatif dalam menyampaikan ide
- 1 : Kurang kreatif dalam menyampaikan ide

b. Pedoman Penilaian

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 3$$

$$\text{Nilai} = \frac{\dots\dots\dots}{8} \times 3$$

LEMBAR PENGAMATAN KERJA KELOMPOK

KELOMPOK - 1

NO	NAMA	ASPEK			
		KERJA SAMA	MEMBERIKAN PENDAPAT	MEMBANTU ANGGOTA KELOMPOK	KETUNTASAN TUGAS

KELOMPOK - 2

NO	NAMA	ASPEK			
		KERJA SAMA	MEMBERIKAN PENDAPAT	MEMBANTU ANGGOTA KELOMPOK	KETUNTASAN TUGAS

KELOMPOK - 3

NO	NAMA	ASPEK			
		KERJA SAMA	MEMBERIKAN PENDAPAT	MEMBANTU ANGGOTA KELOMPOK	KETUNTASAN TUGAS

KELOMPOK - 4

NO	NAMA	ASPEK			
		KERJA SAMA	MEMBERIKAN PENDAPAT	MEMBANTU ANGGOTA KELOMPOK	KETUNTASAN TUGAS

KELOMPOK - 5

NO	NAMA	ASPEK			
		KERJA SAMA	MEMBERIKAN PENDAPAT	MEMBANTU ANGGOTA KELOMPOK	KETUNTASAN TUGAS

NO	NAMA	ASPEK			
		KERJA SAMA	MEMBERIKAN PENDAPAT	MEMBANTU ANGGOTA KELOMPOK	KETUNTASAN TUGAS

KELOMPOK - 6

NO	NAMA	ASPEK			
		KERJA SAMA	MEMBERIKAN PENDAPAT	MEMBANTU ANGGOTA KELOMPOK	KETUNTASAN TUGAS

KELOMPOK - 7

NO	NAMA	ASPEK			
		KERJA SAMA	MEMBERIKAN PENDAPAT	MEMBANTU ANGGOTA KELOMPOK	KETUNTASAN TUGAS

KELOMPOK - 8

NO	NAMA	ASPEK			
		KERJA SAMA	MEMBERIKAN PENDAPAT	MEMBANTU ANGGOTA KELOMPOK	KETUNTASAN TUGAS

KELOMPOK - 9

NO	NAMA	ASPEK			
		KERJA SAMA	MEMBERIKAN PENDAPAT	MEMBANTU ANGGOTA KELOMPOK	KETUNTASAN TUGAS

TES FORMATIF SMAS DIPONEGORO TUMPANG TAHUN PELAJARAN 2018/2019

Mata Pelajaran : Bahasa Inggris Inti
Kelas / Program : X BHS/1PA/1PS

Hari / Tanggal :
Waktu :

Choose the correct answer!

The text is for number 1-5.

ANNOUNCEMENT

To: X Grade of Social Class

The standard score for Economics is 70. The students who get score below for midterm test, it please do the remedial test. Those who get score more than it, please do the enrichment test. Both of remedial and enrichment test sheet can be gotten in photocopy room. The deadline is on August, 17th Monday 2018 on my desk. Put the remedial test in pink map and blue one for the enrichment test.

Ana Sihatul, S.Pd

1. What is the purpose of the text?
 - a To inform the date of midterm test
 - b To inform what to do after receiving the result of Economics midterm-test
 - c To inform the standard score for Economics
 - d To inform the deadline of remedial and enrichment test.
 - e To inform where the students can get the remedial and enrichment test sheet
2. To whom is the announcement?
 - a The students in X grade
 - b All of SMADITA students
 - c The students of Social X grade
 - d The students who get less than 70 for Economics
 - e The students who get more than 70 for Economics
3. When must the students submit their work?
 - a On August, 17th Monday 2018
 - b On photocopy room
 - c On Mrs Ana's desk
 - d In pink map
 - e In blue map
4. 'Those who get score more than it, please do the enrichment test.' (L.3)
The underlined word refers to ...
 - a The students
 - b The standard score
 - c Midterm test

- d Remedial test
- e Enrichment test

5. The statement that corrects is ...
- a The students who get score below 70 for Economics must do enrichment test.
 - b The students who get score above 70 for Economics must do remedial test.
 - c The students can get the remedial test sheet in pink map.
 - d The students can submit the enrichment test in blue map.
 - e The students may submit their work after 17th Monday 2018.

This text is for number 6-8.

ANNOUNCEMENT

The students are prohibited riding in a motorcycle between boy and girl. They are also forbidden riding a motorcycle for three persons or more. Wear the safety items when riding motorcycle and turn on the machine outside the school area.

6. What do the students have not to do after reading the announcement?
- a Riding in a motorcycle between boy and girl
 - b Wear safety items when riding motorcycle
 - c Turn on the machine outside the school area.
 - d Riding motorcycle
 - e Read the announcement
7. Who does announce the announcement?
- a The teacher
 - b The captain of the class
 - c The gardener
 - d The canteen official
 - e The parents
8. What may do by the students after reading the announcement?
- a. Turn on the machine inside the school area.
 - b. Riding in a motorcycle between boy and girl
 - c. Wearing not helmet when riding motorcycle
 - d. Riding a motorcycle for more than two persons
 - e. Riding a motorcycle for maximally two persons

This announcement is for number 9 - 12.

ANNOUNCEMENT

Registration is now opened for the 2018 new OSIS SMADITA member. It is intended for students in X grade. The training and education program will be held in Al-Mubarak Roudlotul Nur Ihsan Islamic boarding school, Wates from 27th – 29th of July. Come to OSIS SMADITA office at the school time for registration.

For more information, please contact Adhelia at 0858-4036-3746.

Be the next leader!

9. What is the announcement about?
- a. The recruitment for new OSIS SMADITA member.

- b. The training and education for OSIS SMADITA.
- c. The graduation of OSIS SMADITA
- d. The national event held by OSIS SMADITA
- e. Camping activity in Al-Mubarak Roudlotul Nur Ihsan Islamic boarding school

10. Who does hold this event?

- a. SMADITA teacher
- b. OSIS SMADITA 2017
- c. Al-Mubarak Roudlotul Nur Ihsan Islamic boarding school
- d. Adhellia
- e. The leader of OSIS SMADITA

11. Who can register for this event?

- a. The SMADITA 2018 intake of X grade
- b. All students of SMADITA
- c. The students of Al-Mubarak Roudlotul Nur Ihsan Islamic boarding school
- d. The parents
- e. OSIS SMADITA only

12. What does the audience do if they want to ask something related with the registration?

- a. Asking the teacher
- b. Asking the student of Al-Mubarak Roudlotul Nur Ihsan Islamic boarding school
- c. Browsing the internet
- d. Contacting Adhellia
- e. Asking friend

This incomplete text is for number 13 -15.

ANNOUNCEMENT

To: All Students

Our school will (13)... a seminar about 'SMADITA ASEAN SCHOOL READY FOR ASEAN COMMUNITY ERA'. It will be held:

Date : Monday, September 1st, 2018

Time : 08.00 – 13.00

Place : Multimedia Hall

(14)... : **Najamuddin Khairur Rijal**

ASEAN Study Center of Muhmmadiya

University of Malang

This seminar is (15) ..., so all students must participate in this event.

Thank you

Ibnu Cholil, S.Pd

13. Fill the blank for number 13!

- a. Make
- b. Create
- c. Commemorate
- d. Celebrate
- e. Hold

14. Fill the blank for number 14!

- a. Teacher
- b. Invitee
- c. Trainee
- d. Employer
- e. Speaker

15. Fill the blank for number 15!

- a. Reasonable
- b. Free
- c. Available
- d. Expensive
- e. Affordable

KISI-KISI PENULISAN SOAL TES FORMATIF
SMA DIPONEGORO TUMPANG TAHUN PELAJARAN 2019/2020

Jenis Sekolah : SMA SWASTA DIPONEGORO TUMPANG

Program : XI BHS / MIPA / IPS

Mata Pelajaran : BAHASA INGGRIS INTI

Kurikulum : K13

Alokasi Waktu : 45 menit

Jumlah Soal : 15

Penyusun : Yusakh Andriana Safii, S.Pd

Bentuk Soal : Pilihan Ganda

No.		Kompetensi Dasar	Materi	IPK	Indikator Soal	Level kognitif	Nomor Soal	KUNCI
1	3.6	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.	Chapter 3: You Are Invited (Formal Invitation)	3.6.1	Menentukan fungsi sosial jenis-jenis teks pengumuman	C - 3 Mengaplikasikan	1,2,	A,C
2	4.5.1	Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement).	Chapter 3: You Are Invited (Formal Invitation)	4.5.1.1	Menyimpulkan isi teks pengumuman sesuai dengan konteks penggunaannya	C-5 Mengevaluasi	3,4,8,9, 10,14,15	B,E,B,A,B
3	3.6	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.	Chapter 3: You Are Invited (Formal Invitation)	3.6.3	Mengidentifikasi unsur kebahasaan (<i>nomina singular dan plural, ucapan, tekanan kata, intonasi, ejaan tanda baca, dan tulisan tangan</i>) jenis-jenis undangan resmi.	C-4 Menganalisis	5	B,A
4	3.6	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan	Chapter 3: You Are Invited	3.6.2	Merinci struktur jenis-jenis teks pengumuman	C-4 Menganalisa	6	C

		sekolah/tempat kerja sesuai dengan konteks penggunaannya				baik dan benar.			
5	3.6	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.	Chapter 3: You Are Invited	3.6.2	Merinci struktur jenis-jenis teks pengumuman	Disediakan 1 teks pengumuman rumpang, peserta didik mampu mengidentifikasi pengirim sesuai konteks dengan baik dan benar	C-4 Mengidentifikasi	7	D
6	4.5.2	Menyusun teks khusus dalam bentuk pemberitahuan (announcement) lisan dan tulis, pendek dan sederhana dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Chapter 3: You Are Invited	4.5.2.1	Merumuskan struktur teks pengumuman sesuai dengan konteks penggunaannya	Disediakan 1 teks pengumuman, peserta didik mampu mengidentifikasi struktur teks sesuai konteks dengan baik dan benar	C-6 Mengkreasi	11,12	B,A
7	4.5.2	Menyusun teks khusus dalam bentuk pemberitahuan (announcement) lisan dan tulis, pendek dan sederhana dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Chapter 3: You Are Invited	4.5.2.2	Menggunakan unsur kebahasaan undangan teks resmi sesuai dengan konteks penggunaannya	Disediakan 1 teks rumpang pengumuman, peserta didik mampu menyusun teks tersebut sesuai konteks dengan baik dan benar	C-6 Mengkreasi	13	D

SCORING: $\frac{\text{JUMLAH JAWABAN BETUL}}{\text{JUMLAH SOAL}} \times 100 = \text{NILAI}$

Create announcements based on situations given!

1. SMADITA will celebrate 'Bulan Bahasa' event to celebrate 'Youth Pledge' day. All students have to wear traditional costume. Make your own date, place, and specific activity on your announcement!
2. The students of automotive will held exhibition, they will open free service for motorcycle. Make your own date, and place for your announcement!
3. The entrepreneur class held 'Business Plan' the competition with the theme 'technofood' to celebrate Word Food Day. Create your place, the deadline of submitting, and the day of presentation.
4. The concert of PUSAKATA held by OSIS SMADITA to celebrate the anniversary of SMADITA is cancelled because it has another schedule. As substitution, OSIS SMADITA will invite Nissa SABYAN. Create your place, and the date of event on your announcement.
5. Your classmate is hospitalized. Your chief of class asks the class to visit him/her. He also inform to donate some money for your sick friend.

**KISI-KISI PENULISAN SOAL TES KETRAMPILAN
SMA DIPONEGORO TUMPANG TAHUN PELAJARAN 2019/2020**

Jenis Sekolah : SMA SWASTA DIPONEGORO TUMPANG
Program : XI BHS / MIPA / IPS
Mata Pelajaran : BAHASA INGGRIS INTI
Kurikulum : K13

Alokasi Waktu : 15 menit
Jumlah Soal : 15
Penyusun : Yusakh Andriana Safii, S.Pd
Bentuk Soal : Pilihan Ganda

No.		Kompetensi Dasar	Materi	IPK	Indikator Soal	Level kognitif	
1	4.5.2	Menyusun teks khusus dalam bentuk pemberitahuan (announcement) lisan dan tulis, pendek dan sederhana dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Chapter 3: You Are Invited (Formal Invitation)	4.5.2.3	Menyusun teks pengumuman menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai dengan konteks penggunaannya	Disediakan 6 situasi, peserta didik diminta untuk membuat 2 undangan resmi secara berkelompok dengan baik dan benar	C – 6 Mengkreasi

RUBRIK PENILAIAN

1	Fungsi sosial jelas, struktur teks lengkap, unsur kebahasaan sesuai dengan aturan	100
2	Fungsi sosial jelas, struktur teks lengkap, unsur kebahasaan kurang sesuai dengan aturan	90
3	Fungsi sosial jelas, struktur teks kurang lengkap, unsur kebahasaan kurang sesuai dengan aturan	80
4	Fungsi sosial kurang jelas, struktur teks kurang lengkap, unsur kebahasaan kurang sesuai dengan aturan	70
5	Fungsi sosial tidak jelas, struktur teks kurang lengkap, unsur kebahasaan tidak sesuai dengan aturan	> 70

