

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**SIMULASI MENGAJAR  
CALON GURU PENGGERAK**



Nama Penyusun : INDI SHOFI FIKRIA, S.Pd.

Unit Kerja : SMA Negeri 4 Bangkalan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X / 1

**SMA NEGERI 4 BANGKALAN  
TAHUN PELAJARAN 2021/2022**

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**SIMULASI MENGAJAR CALON GURU PENGGERAK**

Sekolah : SMA Negeri 4 Bangkalan  
Mata Pelajaran : Bahasa Inggris  
Materi pokok : Teks Deskriptif / Mengidentifikasi Struktur Teks  
Kelas / Semester : X / Ganjil  
Alokasi Waktu : 10 Menit

**A. Kompetensi Inti (KI)**

KI 3 Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa inginnya 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 dan mampu menggunakan metoda sesuai kaidah keilmuan.

**B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)**

<b>Kompetensi Dasar (KD)</b>	<b>Indikator Pencapaian Kompetensi (IPK)</b>
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.1 Mengidentifikasi struktur teks deskriptif lisan dan tertulis yang terkait dengan tempat wisata dan bangunan bersejarah terkenal 3.4.2 Mengidentifikasi isi teks deskriptif lisan dan tertulis yang terkait dengan tempat wisata dan bangunan bersejarah terkenal

**C. Tujuan Pembelajaran**

Setelah mengikuti pembelajaran pada kompetensi dasar tersebut, peserta didik diharapkan mampu:

1. Mengidentifikasi struktur teks descriptive
2. Mengidentifikasi isi teks descriptive

**D. Materi Pembelajaran**

1. Contoh teks descriptive tentang tempat wisata
2. Struktur teks descriptive

**E. Media, Alat, dan Sumber Belajar**

1. Media : Gambar dan teks descriptive

2. Alat : LCD, Laptop

3. Sumber belajar : Buku Bahasa Inggris SMA Kelas X dari Kementerian Pendidikan dan Kebudayaan dan referensi lain yang relevan.

#### F. Kegiatan Pembelajaran

Kegiatan Awal	<ol style="list-style-type: none"><li>1. Mengucap salam dan menyapa peserta didik</li><li>2. Meminta salah seorang peserta didik untuk memimpin doa</li><li>3. Memeriksa kehadiran peserta didik</li><li>4. Menyampaikan tujuan dan manfaat mempelajari KD teks descriptive</li><li>5. Peserta didik diminta membentuk kelompok dan menyepakati kegiatan yang akan dilakukan</li></ol>	2 menit
Kegiatan Inti	<p>Literasi:</p> <ol style="list-style-type: none"><li>1. Guru merangsang siswa dengan menunjukkan beberapa gambar terkait bangunan bersejarah</li><li>2. Peserta didik membaca dengan cermat teks descriptive terkait bangunan bersejarah terkenal</li></ol> <p>Critical thinking :</p> <ol style="list-style-type: none"><li>3. Peserta didik mengidentifikasi informasi yang terdapat pada teks descriptive</li></ol> <p>Collaboration :</p> <ol style="list-style-type: none"><li>4. Peserta didik mendiskusikan informasi terkait struktur teks descriptive</li></ol> <p>Creativity :</p> <ol style="list-style-type: none"><li>5. Peserta didik menuliskan temuan dalam bentuk laporan sederhana</li></ol> <p>Communication :</p> <ol style="list-style-type: none"><li>6. Peserta didik menyampaikan hasil kerjanya dengan mempresentasikan kepada guru dan teman-temannya</li><li>7. Kelompok yang lain menanggapi hasil diskusi yang dipresentasikan</li><li>8. Guru dan peserta didik membuat kesimpulan hasil diskusi terkait struktur teks yang dibahas</li><li>9. Guru memberikan penguatan pembelajaran dengan mereview materi yang dibahas</li></ol>	7 menit
Kegiatan Penutup	<ol style="list-style-type: none"><li>1. Peserta didik melakukan refleksi terkait kegiatan yang telah dilakukan</li><li>2. Guru memberikan tugas kepada peserta didik untuk mengidentifikasi informasi dan struktur yang terdapat pada</li></ol>	1 menit

	teks descriptive yang telah disiapkan oleh guru dan dikumpulkan pada pertemuan mendatang	
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### G. Penilaian

1. Penilaian sikap : pengamatan / observasi (terlampir)
2. Penilaian pengetahuan : tes tulis dalam bentuk uraian
3. Penilaian keterampilan : speaking tes dari kegiatan membaca dan presentasi

Bangkalan, 17 Juli 2021

Mengetahui,

Kepala SMAN 4 Bangkalan



Dra. Anisa Warda, M.M

NIP. 196203221987112001

Guru Mata Pelajaran,

A handwritten signature in black ink, consisting of a large loop at the top and a horizontal line extending to the right.

Indi Shofi Fikria, S.Pd

NIP. 198606252014072001

Lampiran:

## PENILAIAN

### 1. Penilaian Kompetensi Sikap

Penilaian sikap yang menjadi focus adalah jujur, menghargai, mandiri, kerjasama, kreatif, dan teliti.

Jurnal penilaian sikap:

No	Hari dan Tanggal	Nama Peserta Didik	Kelas	Kejadian/Perilaku	Butir Sikap	Kategori		Tindak Lanjut
						+	-	
1								
2								
3								
dst								

Catatan:

Hasil penilaian sikap dalam jurnal akan direkap dalam satu semester dan diserahkan ke wali kelas untuk dijadikan pertimbangan dalam penentuan nilai sikap pada rapor (menunjang penilai sikap dari guru PAI dan guru PKN)

### 2. Penilaian Kompetensi Pengetahuan

Teknik : tertulis

Bentuk : uraian singkat

Aspek Pengetahuan	Deskripsi	skor	Skor maks
Aspek Pokok-pokok isi dan struktur	1) Menuliskan pokok isi dan struktur: orientasi, rangkaian peristiwa, dan reorientasi dengan runtut dan lengkap	4	4
	2) Menuliskan pokok isi dan struktur : orientasi, rangkaian peristiwa, dan reorientasi kurang runtut, tapi lengkap	3	
	3) Menuliskan pokok isi lengkap namun struktur tidak lengkap atau sebaliknya:	2	
	4) Menuliskan pokok isi dan struktur tidak tepat dan tidak lengkap	1	

**Nilai Akhir= (skor perolehan/skor maksimal) X100**

### 3. Penilaian Kompetensi Keterampilan

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan	Lafal dapat	ada masalah dalam	Sulit dimengerti	Hampir selalu



1							
2							
3							
Dst							

Penilaian membaca dan presentasi:

Rumus perhitungan nilai siswa sebagai berikut:

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Keterangan:

Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari Aspek ke-1 sampai ke-5

## DESCRIPTIVE TEXT

### Materi:

#### **Definition of Descriptive Text:**

Descriptive Text is a text that describes what kind of person or an object described, good shape, properties, and other numbers

In a broad sense, description, as explained by Kane (2000: 352), is defined like in the following sentence:

Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

So, it can be said that the descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

#### **Generic Structure of Descriptive Text:**

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

# Identification: (contains about the introduction of a person, place, animal or object will be described.)

# Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

#### **Purpose of Descriptive text:**

- To describe person, thing or place in specific
- To describe a particular person, thing or place.

#### **Language Feature of Descriptive Text:**

- Specific participant: has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....)

Sumber: <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>



## Descriptive text and its generic structures:

### 1. Teks descriptive: Prambanan Temple



#### ***Identification:***

For anyone who likes history, Prambanan temple is the historical tourism place that should be visited.

The location is in Yogyakarta, around 10 minutes from Adisucipto Airport. Spending Rp. 40.000,- we can explore around it all the day we want to enjoy the beauty, take some pictures and learn historical thing about it.

#### ***Description :***

Prambanan temple is the biggest Hindu temple site in Asia. The building was completed in the mid-9th century during the regime of Sanjaya Dynasty. The history explains that Rakai Pikatan is the one who initiated the building of that giant temple. The original name of Prambanan temple is Shivagrha because the temple was built to dedicate to the God of Shiva.

Equal with Borobudur temple, the Prambanan temple at every main building recognizes the three world hierarchy which spanned from the lower world to the holiest place. At the first level of the building symbolizes the lowest realm of the world. It is called Bhurloka or the world in which human being are still bound by their desire, lust, sins, and unholy way of life or stupidity. The middle level is Bhuvārloka, that is the world of enlighten where human learn to see the truth or living in the holy way. The top level is Svarloka or the highest and the holiest world. This is the place for people who already get the perfection of life.

Sumber: <https://helferphoto.com/23-contoh-descriptive-text-lengkap-beserta-strukturnya-pengertian-ciri-ciri-dan-tujuan/>

The main idea of the text above:

1. Prambanan temple is located in Yogyakarta.
2. Prambanan temple is the biggest Hindu temple site in Asia
3. Prambanan temple at every main building recognizes the three world hierarchy which spanned from the lower world to the holiest place

Instrumen Penilaian Pengetahuan:

Read the text carefully and answer the following questions:

1. When was the Borobudur temple built?
2. Mention three levels of Borobudur temple?
3. What can we see in the second level of Borobudur Temple?
4. Identify the generic structures of the text below!

Borobudur Temple (historical place)



Borobudur temple is a very famous Buddhist temple. It is one of the greatest Buddhist monuments in the world. Built in the 8th and 9th centuries by Syailendra Dynasty, the temple consists of ten floors. It symbolizes the ten floors of Bodhisattvas (ten level to achieve perfection).

Borobudur Temple also can be divided into three levels. Those are Kamadatu, Rupadatu, and Arupadatu. Kamadatu symbolize the lowest level of human. Here people still tied to the law of karma. Here we can see Karma Wibangga Reliefs.

The second level is Rupadatu Level or the level of face. It symbolizes people that starting to search for illumination. At this level, we can see Lalitavistara, the relief about Budha. There are also other reliefs and story at this level.

The last one is Arupadatu level or the level without face. It symbolizes the perfection. It is the circle floors at the temple where we can see the many stupas.

Answer Key:

1. When was the Borobudur temple built? It was built in the 8th and 9th centuries
2. Mention three levels of Borobudur temple? Those are Kamadatu, Rupadatu, and Arupadatu
3. What can we see in the second level of Borobudur Temple? we can see Lalitavistara, the relief about Budha
4. Identify the generic structures of the text below!

Identification:

Borobudur temple is a very famous Buddhist temple. It is one of the greatest Buddhist monuments in the world. Built in the 8th and 9th centuries by Syailendra Dynasty, the temple consists of ten floors. It symbolizes the ten floors of Bodhisattvas (ten level to achieve perfection).

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