

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan pendidikan : SMA N 1 Binjai  
Kelas/ Semester : XI/1  
Tema : Teks Eksposisi Analitis (Analytical Exposition text)  
Sub Tema : Struktur teks Eksposisi (generic Structure of Analytical text)  
Pembelajaran ke : 1  
Alokasi waktu : 10 menit

### **A. Tujuan Pembelajaran**

Melalui proses pembelajaran, peserta didik mampu memahami dan mengidentifikasi fungsi sosial serta struktur teks dari sebuah teks Eksposisi Analitis

### **B. Kegiatan Pembelajaran**

#### **I. Kegiatan Awal**

1. Guru memberi salam dan menyapa peserta didik
2. Guru mengecek kehadiran peserta didik
3. Guru mengajak peserta didik untuk berdoa
4. Guru memberikan apersepsi dan motivasi kepada peserta didik
5. Guru memperkenalkan topik materi serta menjelaskan tujuan pembelajaran
6. Guru mempersiapkan siswa untuk belajar

#### **II. Kegiatan Inti**

1. Guru menampilkan gambar untuk memperkenalkan topik materi yang akan dibahas.
2. Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan seputar gambar yang disajikan berkaitan dengan materi yang akan dibahas.
3. Guru menjelaskan materi seputar teks eksposisi analitis kepada siswa.
4. Guru meminta peserta didik untuk membentuk kelompok diskusi.
5. Guru membagikan potongan- potongan paragraph dari teks eksposisi analitis kepada setiap kelompok.
6. Guru meminta setiap kelompok untuk menyusun potongan- potongan paragraf menjadi satu kesatuan membentuk satu teks eksposisi analitis yang utuh serta menentukan struktur teks dari teks yang telah disusun tersebut.
7. Guru membahas hasil diskusi kelompok peserta didik secara bersama- sama.

### III. Kegiatan Penutup

1. Guru bersama sama dengan peserta didik menyimpulkan materi tentang teks eksposisi analitis.
2. Guru mengajak peserta didik merefleksikan pembelajaran yang telah dilakukan.
3. Guru memberikan motivasi dan menyampaikan materi yang akan dibahas pada pertemuan berikutnya.
4. Guru memberikan tugas mandiri kepada peserta didik.
5. Guru member salam serta menutup kelas.

### C. Penilaian Pembelajaran

- a. Teknik penilaian pengetahuan : tes tertulis dan tes pilihan ganda
- b. Teknik penilaian keterampilan : portofolio
- c. Teknik penilaian sikap : observasi

Binjai, Januari 2022

Calon Guru Penggerak

Hertanto Rejeki Sitohang, S.Pd

## LEMBAR KERJA PESERTA DIDIK (LKPD)

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: XI/Genap

Materi Pokok: *Analytical Exposition Texts*

Penyusun: Hertanto Rejeki Sitohang, S.Pd

Aktifitas Siswa

### A. read the text carefully

#### Learning English

Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then **if a man wants to catch a global goal, he has to master English.**

Everyone recognize that **English is an international language.** English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.

Besides usage in daily interaction, **English is also used as a key to open doors leading to scientific and technical knowledge.** No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technology will include many countries in economic, social and politics development.

Finally, the most easily seen in the importance of learning English is that **most top requirement in filling job opportunities is the ability using English;** active or passive. Job applicants who master English are more favorable than ones who do not.

The above facts prove that **everybody needs to learn English if he likes to greet the global era.**

**find out the generic structure of the text**

this table will lead to find the generic structure of the text

|                               |  |
|-------------------------------|--|
| <b>Thesis</b>                 |  |
| <b>1st Argument</b>           |  |
| <b>2nd Argument</b>           |  |
| <b>3rd Argument</b>           |  |
| <b>reiteration/conclusion</b> |  |

### **Formative test**

#### Text 1

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defense. Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small thins. They look after things like collecting rubbish, otherwise everyone would have disease. Thus for the reason above, we can conclude that the three levels of the government are necessary.

1. What kind of text is this?
  - a. Analytical Exposition
  - b. Report
  - c. Hortatory Exposition
  - d. Descriptive
  - e. Narrative
2. Who is responsible for defense?
  - a. State government
  - b. Local government
  - c. Federal government
  - d. State and local government

- e. Federal and state government
- 3. The litter management is the responsibility of....
  - a. All governments
  - b. Australia
  - c. Federal government
  - d. State government
  - e. Local government

## Text 2

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm products.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect nontarget plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pests in agriculture and livestock.

1. Which of the following is not directly affected by pesticides used?
  - A. Plants
  - B. Ecology
  - C. Animals.
  - D. Environment.
  - E. Human Beings
  
2. What can you say about paragraphs two and four?
  - A. The fourth paragraph supports the idea stated in paragraph two.
  - B. Both paragraphs tell about the disadvantages of using pesticides.
  - C. Both paragraphs tell about how pesticides affect the quality of farm products.

- D. The statement in paragraph two is contrary to the statement in paragraph four.
- E. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.

3. One of the disadvantages of using chemical pesticides is ...

- A. killing fish and bees.
- B. increasing crops productivity.
- C. creating a balanced ecosystem.
- D. causing the pests to become inactive
- E. helping reduce pollutants in the environment.

4. Secondly, pests can gradually become resistant to pesticides. (paragraph 3)

The word `resistant` in the sentence above means ...

- A. weak
- B. fragile
- C. damage
- D. unaffected
- E. unbalanced

5. The text above mainly discusses ...

- A. The importance to manage pest control.
- B. The soil roles on pesticides effects.
- C. Pesticide effects on the environment.
- D. Pest immunity towards the chemicals.
- E. The importance of ecological balance.

## INSTRUMEN NILAI SIKAP

Nama Siswa :

Kelas :

Materi Pokok :

Pertemuan ke :

| NO | Aspek Prilaku yang Dinilai | Diskripsi                |                   |                          |                         |
|----|----------------------------|--------------------------|-------------------|--------------------------|-------------------------|
|    |                            | A                        | B                 | C                        | D                       |
| 1  | Jujur                      | Sangat jujur             | Jujur             | Kurang jujur             | Tidak jujur             |
| 2  | Disiplin                   | Sangat disiplin          | Disiplin          | Kurang disiplin          | Tidak disiplin          |
| 3  | Tanggung Jawab             | Sangat tanggung jawab    | Tanggung jawab    | Kurang tanggung jawab    | Tidak tanggung jawab    |
| 4  | Kerjasama                  | Sangat mampu bekerjasama | mampu bekerjasama | Kurang mampu bekerjasama | Tidak mampu bekerjasama |

Keterangan :

1. Lingkari deskripsi penilaian sesuai dengan prilaku siswa yang diamati
2. Rata – rata nilai yang di dapatkan siswa jika mendapatkan nilai:  
A = SangatBaik  
B = Baik  
C = Kurang Baik  
D = Tidak Baik