

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)



Nama Satuan Pendidikan : SMAN 1 Pemalang  
Mata Pelajaran : Bahasa dan Sastra Inggris  
Kelas/Program/Semester : XII/IPA/1  
Materi Pokok : Hubungan Sebab Akibat  
(So..that..., such..that..)  
Pertemuan ke-/Alokasi Waktu : 1 / 2 X (@45 menit)

### A. Kompetensi Dasar

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *such ... that; so ... that*)
- 4.1 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran melalui *problem based learning*, peserta didik dapat mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks terkait hubungan sebab akibat ( *Such...that..., so..that..*)

### C. Kegiatan Pembelajaran

1. Pendahuluan ( 10 menit)
  - Guru mengucapkan salam, berdoa bersama siswa, melakukan presensi, menyampaikan tujuan pembelajaran, dan melakukan apersepsi.
  - Siswa menyiapkan diri untuk mengikuti pembelajaran.
2. Inti (70 menit)
  - a) Peserta didik mengerjakan pre test materi *so..that..., such..that...* dengan cara menjodohkan *pernyataan A dan B*
  - b) Peserta didik membahas hasil pretes perihal materi *so..that., dan such..that..* dengan pendampingan guru.
  - c) Secara berkelompok, peserta didik mengidentifikasi contoh lain dari guru terkait struktur teks dengan hubungan sebab akibat (*so..that, such..that..*)
  - d) Peserta didik dalam kelompok menyimpulkan hasil diskusi kelompok
  - e) Peserta didik mempresentasikan hasil diskusi kelompok.
3. Penutup ( 10 menit)
  - Guru bersama siswa menyimpulkan pembelajaran pada pertemuan ini melalui tanya jawab.
  - Guru memberikan tugas pada siswa untuk persiapan pertemuan selanjutnya.
  - Memeberikan motivasi belajar pada siswa.

### D. Penilaian

1. Jenis Penilaian : Tes Tertulis ( 45 Minutes)
2. Bentuk Penilaian : Tes Praktik ( Peserta didik membuat 5 kalimat menggunakan *so..that* dan kemudian mengubah dengan *such ....that....* berdasar gambar)

Pemalang , 4 Januari 2022

Mengetahui  
Kepala SMAN 1 Pemalang

Guru Mata Pelajaran



Harjono, S.Pd., M.Si.  
NIP. 19620106 198803 1 006

Sri Harningsih, M.Pd  
NIP.19760416 200312 2 003

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

## Lampiran Rencana Pelaksanaan Pembelajaran

### Materi So...That..., dan Such...That...

#### Soal Pre Test

Match the following causes with the effects!

- |  |                               |
|--|-------------------------------|
| 1. The movie was so great that....       | A. Many boys like her         |
| 2. My back aches so badly that...        | B. My wallet is empty now     |
|  | C. I can't lift anything now  |
| 3. It was such windy weather that        | D. We laughed at his jokes    |
| 4. Mr. Hilman is such a funny man that.. | E. I watched it several times |
| 5. Sarah is so beautiful that....        | F. We couldn't go sailing     |

Observe the following sentences! Identify the use of *So...That..., and Such...That....*

- 1) The movie was so great that I watched it several times.
- 2) My back aches so bad badly that I can't lift anything now.
- 3) I spend so much money that my wallet is empty now.
- 4) It was so windy that we couldn't go sailing.
- 5) Mr. Hilman is so funny that we laughed at his jokes
- 6) Sarah is so beautiful that many boys like her.
- 7) It is such an amazing performance that we will never forget it.
- 8) Mathematic is such a difficult lesson that many students are confused
- 9) Music is such an interesting subject that the students enjoy it
- 10) Budi is a friendly boy that he has many friends.

#### Material

##### So..That.....and “Such....That.....”

So ..that and such ..that are correlative conjunctions. They express cause and effect. Correlative conjunctions are those conjunctions which are in the forms of pair of words. In other words, correlative conjunction is a paired conjunction that links balanced words, phrases, and clauses.

##### 1. So...that....

It expresses a cause and effect.

Structure:

+ Adjective/Adverb+ that+Result
Example: I was so hungry that I couldn't stand anymore. Cause : I was hungry Effect : couldn't stand anymore.

##### 2. Such...that....

It also expresses a cause and effect.

Structure:

ch + Adjective/Adverb+ that+ Result
-------------------------------------

Example: It was such a beautiful song that I have listened to it many times.

Cause : It was a beautiful song.

Effect : I have listened to it many times

The following are the similarities and differences of *so..that* and *such..that*.

Similarities	Differences
Functions: <ol style="list-style-type: none"><li>1. To show a fact ( it is usually with a result or consequence)</li><li>2. To show extreme feelings or an opinion about something</li></ol>	Structure: <ul style="list-style-type: none"><li>❖ So with adjectives and adverbs example: Rifki knocked the door so loudly that everyone came out of their room.</li><li>❖ Such with nouns ( put adjectives before the noun) Example: Mr. Firman had such a long speech that the audience were sleepy.</li></ul>

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### Post Test On So...That., Such..That....

Complete the following sentences using “so” or “such”!

1. Mr. Tono has ....much money that he can buy a big house.
2. We never discuss ...a hard topic that we can't understand anything.
3. The song is .....cool that many listeners request it on the radio.
4. The book costs Rp 300000. I don't know why our teacher asked us to buy...expensive book.
5. The stars were....fantastic that we watch them all night.
6. Bella's body is....fat that she can't sit down.
7. The sun was....hot yesterday that some students got fainted.
8. Ali is ...a handsome boy that all the girls want to get his photo.
9. I was ....amazed to watch the performance that I didn't want to go home.
10. Wilona is.....a careless student that she often gets trouble.

Combine the two sentences using “so..That” or “such... that..”

1. The weather is hot. We need much water.
2. The zoo was crowded. We couldn't enjoy it.
3. Nanda is kind and friendly person. His parents love him very much.
4. Diving is a good experience. I want to do it again.
5. Indonesia has beautiful resorts. Many tourists spend their vacation here.

Translate into a good English! ( Choose 5 numbers that you like)

1. Dia gadis yg begitu sempurna sehingga setiap orang tdk bosan memandangi wajahnya.
2. Anwar adalah mahasiswa yang cerdas di fakultas teknik sehingga dia memperoleh beasiswa studi lanjut di universitas ternama di Jepang.
3. Burung Cendrawasih mempunyai bulu yang begitu menakjubkan sehingga burung ini merupakan salah satu satwa yang dilindungi pemerintah.
4. Komodo memiliki gigitan yang sangat mematikan sehingga korbannya langsung mati.
5. Terowongan Casablanca begitu menakutkan sehingga banyak orang enggan melewatinya.
6. Ini adalah masalah yang begitu berat bagi Nunung sehingga dia merasa sangat terpukul.
7. Maudy, Rosa dan Isyana merupakan penyanyi muda yang sangat berbakat sehingga lagu-lagu mereka laku keras di pasaran.
8. Malam yang begitu seram sehingga tak seorangpun keluar rumah.
9. Indonesia mempunyai tempat pariwisata yang begitu menakjubkan sehingga banyak wisatawan berkunjung ke negeri ini.