

# RENCANA PELAKSANAAN PEMBELAJARAN



Satuan Pendidikan : SMAN 6 Kediri  
Kelas/Semester : XI (Sebelas) / II (Dua)  
Tema : Teks Eksplanasi  
Sub Tema : Memberi dan menerima informasi mengenai fenomena alam  
Alokasi Waktu : 10 menit

## TUJUAN PEMBELAJARAN

Peserta didik mampu menyimpulkan berbagai informasi dari teks eksplanasi tentang fenomena alam.

## KEGIATAN PEMBELAJARAN

### 1. Kegiatan Pendahuluan (2 Menit)

- Guru mengucapkan Salam dan memimpin doa.
- Guru menyampaikan tujuan pembelajaran, penilaian pembelajaran dan garis besar materi.
- Guru memberikan apersepsi materi teks eksplanasi.

### 2. Kegiatan Inti (6 Menit)

- Peserta didik melakukan pengamatan pada teks eksplanasi yang diberikan.
- Peserta didik membuat daftar kosakata sulit yang ditemukan dari teks.
- Secara berkelompok, peserta didik berdiskusi untuk menemukan makna kosakata sulit yang ditemukan.
- Peserta didik mempelajari pertanyaan yang diberikan dari teks eksplanasi mengenai fenomena alam.
- Secara berkelompok, peserta didik berdiskusi untuk menyimpulkan berbagai informasi dari teks eksplanasi mengenai fenomena alam.
- Peserta didik menyampaikan hasil diskusinya untuk dilakukan pembahasan dikelas bersama-sama dengan guru

### 3. Kegiatan Penutup (2 menit)

- Peserta Didik diajak merefleksikan kegiatan pembelajaran.
- Guru merangkum dan menyimpulkan proses pembelajaran.
- Guru menutup pembelajaran dan mengucapkan Salam.

## PENILAIAN PEMBELAJARAN

- Sikap** : Observasi (Spiritual dan Sosial)
- Pengetahuan** : Tugas
- Keterampilan** : Portofolio

Mengetahui,  
Kepala SMA Negeri 6 Kediri

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Kediri, 05 Januari 2022

Guru Mata Pelajaran

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**Lampiran 1 (LKPD)**

**A. Read the following text quickly!**

A glacier is a huge mass of ice that moves slowly over land. The term “glacier” comes from the French word *glace*, which means ice. Glaciers are often called “rivers of ice.”

Glaciers begin forming in places where more snow piles up each year than melts. Soon after falling, the snow begins to compress, or become denser and tightly packed. It slowly changes from light, fluffy crystals to hard, round ice pellets. New snow falls and buries this granular snow. The hard snow becomes even more compressed. It becomes a dense, grainy ice called *firn*. The process of snow compacting into glacial *firn* is called *firnification*.

As years go by, layers of *firn* build on top of each other. When the ice grows thick enough—about 50 meters (160 feet)—the *firn* grains fuse into a huge mass of solid ice. The glacier begins to move under its own weight. The glacier is so heavy and exerts so much pressure that the *firn* and snow melt without any increase in temperature. The meltwater makes the bottom of the heavy glacier slicker and more able to spread across the landscape.

Sourced from <https://www.nationalgeographic.org/encyclopedia/glacier/>

**B. After reading the text above, make a list of difficult words!**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

**C. From the list of those difficult words, discuss with friends in group to find out the meaning!**

1. .... = .....
2. .... = .....
3. .... = .....
4. .... = .....
5. .... = .....
6. .... = .....
7. .... = .....
8. .... = .....
9. .... = .....
10. .... = .....

**D. Now, study the following questions carefully!**

1. How does *firn* form?
2. How can *firn* grains fuse into a huge mass of solid ice?
3. What is implied about the size about ice in glacier formation?
4. What can we conclude about the way glaciers move?

**E. In a group, read the text again to find out the answer from those questions!**

1. How does firm form?

.....  
.....

2. How can firm grains fuse into a huge mass of solid ice?

.....  
.....

3. What is implied about the size about ice in glacier formation?

.....  
.....

4. What can we conclude about the way glaciers move?

.....  
.....

**F. Discuss the answers in class presentation!**

**Lampiran 2**

**Rubrik Penilaian Sikap Spiritual**

**Lembar Penilaian Sikap - Observasi pada Kegiatan Pembelajaran**

Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/II  
Topik/Subtopik : Teks Eksplanasi- Memberi dan menerima informasi mengenai fenomena alam  
Indikator : Peserta didik menunjukkan perilaku jujur, syukur, dan khidmat dalam kegiatan pembelajaran.

No	Nama Siswa	Jujur	Syukur	Khidmat	Keterangan
1					
2					
....					

Kolom Aspek perilaku diisi dengan angka yang sesuai dengan kriteria berikut.

4 = sangat baik

3 = baik

2 = cukup

1 = kurang

## Rubrik Penilaian Sikap Sosial

### Lembar Penilaian Sikap - Observasi pada Kegiatan Diskusi

Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/II  
Topik/Subtopik : Teks Eksplanasi- Memberi dan menerima informasi mengenai fenomena alam  
Indikator : Peserta didik menunjukkan perilaku kerja sama, santun, toleran, responsif dan proaktif serta bijaksana sebagai wujud kemampuan memecahkan masalah dan membuat keputusan.

No	Nama Siswa	Kerja sama	Rasa Ingin Tahu	Komunikatif	Keterangan
1					
2					
....					

Kolom Aspek perilaku diisi dengan angka yang sesuai dengan kriteria berikut.

4 = sangat baik

3 = baik

2 = cukup

1 = kurang

## Rubrik Penilaian Soal Esai

No	Soal	Kemungkinan Jawaban	Rentang Nilai
1	How does firn form?	The hard, round ice pellets become more compressed after being buried with the new snow	0-3
2	How can firn grains fuse into a huge mass of solid ice?	When the ice grows thick enough making it larger and heavier	0-3
3	What is implied about the size about ice in glacier formation?	The size of ice increase resulting from the accumulation of firn layers toward each other is dominant factor determining the formation of glacier, the faster it grows the sooner the galcier forms	0-7
4	What can we conclude about the way glaciers move?	The size of the glacier, the pressure of the glacier and the meltwater in the bottom of the heavy glacier are contributing factors in the way glaciers move	0-7
Nilai Maksimal			20