

## RENCANA PELAKSANAAN PEMBELAJARAN

|                   |                           |
|-------------------|---------------------------|
| Satuan Pendidikan | : SMA Negeri 4 Palembang  |
| Kelas/Semester    | : XI/Gazal                |
| Tema              | : Teks Eksposisi Analitis |
| Sub Tema          | : Isu aktual              |
| Pembelajaran ke   | : 1                       |
| Alokasi waktu     | : 10 menit                |

| <b>Kompetensi Dasar Pengetahuan</b>  | <b>Kompetensi Dasar Keterampilan</b>   |
|--|--|
| 3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis (persuasive atau argumentatif) dengan memberi dan meminta informasi, menyampaikan pendapat/pikiran terkait isu aktual, sesuai dengan konteks penggunaannya. | 4.1 Teks eskposisi analitis (persuasive atau argumentatif)<br>4.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis (persuasive atau argumentatif) terkait isu aktual.<br>4.1.2 Menyusun teks eksposisi analitis lisan dan tulis (persuasive atau argumentatif) dengan memberi dan meminta informasi, menyampaikan pendapat/pikiran terkait isu aktual, sesuai dengan konteks penggunaannya. |

### A. Tujuan Pembelajaran

Dengan pendekatan saintifik dan model pembelajaran discovery learning, peserta didik dapat:

1. mengidentifikasi fungsi sosial dalam teks eksposisi analitis terkait isu aktual,
2. mengidentifikasi struktur teks/bagian dalam eksposisi analitis terkait isu aktual,

### B. Kegiatan Pembelajaran

| <b>No</b> | <b>Kegiatan</b> | <b>Sintak Model</b> | <b>Uraian Kegiatan</b>   | <b>Karakter</b> | <b>Waktu</b> |
|-----------|-----------------|---------------------|--|-----------------|--------------|
| 1         | Pendahuluan     |                     | a. Menyapa peserta didik dan menanyakan kabar peserta didik/mengucapkan syukur pada Tuhan atas anugerahNya bisa mengikuti KBM.<br>b. Mengecek kehadiran peserta didik sebelum memulai KBM.<br>c. Memberikan pertanyaan pada peserta didik tentang kegunaan dari gambar yang diberikan. | Religiositas    | 3 Menit      |

|   |               |   |   |   |         |
|---|---------------|---|---|---|---------|
|   |               |   | d. Menyampaikan kompetensi yang akan dipelajari pada peserta didik.   |   |         |
| 2 | Kegiatan Inti | <p><b>Stimulation</b></p> <p><b>Problem Statement</b></p> <p><b>Data Collecting</b></p> <p><b>Data Processing</b></p> <p><b>Verification</b></p> <p><b>Generalization</b></p> | <p>a. Peserta didik memperhatikan teks bacaan pada LKPD yang telah dibagikan</p> <p>b. Peserta didik diajak berpikir untuk mengidentifikasi jenis teks bacaan</p> <p>c. Peserta didik mengidentifikasi fungsi sosial dalam teks bacaan</p> <p>d. Peserta didik mengidentifikasi struktur teks bacaan</p> <p>e. Peserta didik menuliskan fungsi social dan struktur teks bacaan</p> <p>f. Peserta didik mengkomunikasikan fungsi sosial dan struktur teks bacaan eksposisi analitis</p> <p>g. Peserta didik menuliskan kembali hasil dari komunikasi dalam mengidentifikasi fungsi sosial dan struktur teks bacaan eksposisi analitis.</p> <p>h. Peserta didik menuliskan hasil dari indentifikasi fungsi sosial dan struktur teks bacaan eksposisi analitis</p> | <p>Kemandirian</p> <p>Berfikir Kritis, Kolaborasi.</p> <p>Integritas</p> <p>Kreatif</p> <p>Komunikasi</p> <p>Komunikasi</p> <p>Komunikasi</p> | 5 Menit |
| 3 | Penutup       |   | <p>a. Guru bersama peserta didik menyimpulkan kegiatan pembelajaran</p> <p>b. Guru memberikan umpan balik hasil pekerjaan peserta didik</p>   | <p>Religiositas, Kemandirian</p>  | 2 Menit |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | <p>c. Guru memberi evaluasi</p> <p>d. Guru memberi tugas dalam menemukan 1 teks bacaan eksposisi analitis</p> <p>e. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya, yaitu unsur kebahasaan dalam teks bacaan eksposisi analitis</p> <p>f. Guru menutup pembelajaran dengan mengucapkan syukur pada Tuhan.</p> |  |  |
|--|--|--|---|--|--|

### C. Penilaian Pembelajaran

1. Penilaian Sikap :

Teknik : Observasi

Bentuk : Jurnal Observasi (Jurnal)

#### Jurnal Penilaian Sikap

| No | Waktu | Nama | Kejadian/<br>Perilaku | Butir<br>Sikap | Pos/<br>Neg | Tindak<br>lanjut |
|----|-------|------|-----------------------|----------------|-------------|------------------|
|    |       |      |                       |                |             |                  |
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2. Penilaian Pengetahuan :

Teknik : Tes Tertulis, Penugasan

Bentuk : Uraian & Pilihan Ganda

#### Kisi-kisi Soal

| Tujuan Pembelajaran | Materi Pembelajaran | Indikator Soal | Teknik Penilaian | Bentuk Instrumen | Nomor Soal |
|---------------------|---------------------|----------------|------------------|------------------|------------|
|---------------------|---------------------|----------------|------------------|------------------|------------|

|                          |                         |  |              |               |   |
|--------------------------|-------------------------|--|--------------|---------------|---|
| Menuliskan fungsi sosial | Teks Eksposisi Analitis | Peserta didik dapat menuliskan fungsi sosial | Tes Tertulis | Uraian        | 1 |
| Menuliskan struktur teks |                         | Peserta didik dapat menuliskan struktur teks | Tes Tertulis | Uraian        | 2 |
| Menuliskan fungsi sosial |                         | Peserta didik dapat menuliskan struktur teks | Tes Tertulis | Pilihan Ganda | 1 |
| Menuliskan struktur teks |                         | Peserta didik dapat menuliskan struktur teks | Tes Tertulis | Pilihan Ganda | 2 |

Soal :

1. Tuliskan fungsi sosial dari teks eksposisi analitis.
2. Tuliskan struktur teks dari teks eksposisi analitis.

| No | Kunci  | Skor |
|----|--|------|
| 1. | Kegunaan telepon seluler sangat penting baik untuk bisnis hingga hal-hal yang mendesak.          | 25   |
| 2. | Argumentasi kedua dalam kegunaan telepon seluler adalah dalam hal melalukan bisnis dengan klien. | 25   |
| 3. | To persuade an impact of online lesson on children's eyes.                                       | 25   |
| 4. | They have more time to do out door activities.   | 25   |
|    | Total  | 100  |

$$\text{Nilai} : \frac{\text{JumlahSkoryangDiperoleh}}{\text{JumlahSkorMaksimal}} \times 100$$

3. Penilaian Keterampilan :

Teknik : Portofolio

Bentuk : Hasil Penilaian Pengetahuan

| No | Aspek yang dinilai                      | Skor |
|----|---|------|
| 1. | Pengumpulan Hasil Penilaian Pengetahuan | 100  |

|             |     |
|-------------|-----|
| Jumlah Skor | 100 |
|-------------|-----|

Palembang, 16 Juli 2021

Mengetahui,  
Kepala Sekolah

Guru Mata Pelajaran,

Drs. H. Damri, M.M., M.Pd.  
NIP. 1963120219900021002

Rudi Anton Simanjuntak, M.Pd.  
NIP. 197707172008011003

## STUDENTS' WORKSHEET

Name/class : .....

Competency : Teks Eksposisi Analitis

Date : .....

- I. Look at the following picture. Then, write down meaningful uses of the picture. Look at the example!



|                         |
|-------------------------|
| <i>It's for a game.</i> |
|                         |
|                         |
|                         |
|                         |

- II. Study the following reading text. Then, write *T* if the statements are true or *F* if they are false. Write down the supported sentence from the reading text. Look at the example on number 3!

I strongly believe that mobile phones are necessary. My reasons for this belief are that these phones are convenient for business people who travel a lot, and they are handy for emergencies.

To begin with, mobile phones are necessary in the case of emergencies. For instance, if you fall down a set of stairs in a building and are badly injured and can't reach a pay phone, it is handy to have one to use. Or, if your car breaks down in the middle of the night in a strange neighbourhood, it would be dangerous to leave it in search of a public phone booth.

My other main reason is that mobile phones are convenient for business people. For example, if you are out of the state or even overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People can't stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. You can even send faxes or messages and use the internet with your mobile.

In conclusion, I believe that mobile phones have now become a necessary part of everyday life. Instant communication will ensure that information can be passed on with a simple press of a button. Whether this is to do with business or personal information or emergencies, it goes to show that they are necessary in the new millennium.

01. ( ) The main idea of the text above is to show the use hand phone only on travelling.  
 (.....)
02. ( ) The second argument people use hand phone is to do business with their client.  
 (.....)

03. (F) The conclusion in using hand phone tends to one thing to get information when people need it.  
(Supported idea: Whether this is to do with business or personal information or emergencies, it goes to show that hand phones are necessary in the new millennium.)

III. Study the social function and generic structures of analytical exposition below!

**Genre**

**Analytical Exposition**

**Social function:** to persuade the reader or listener that something is the case.

**Generic structure:**

• **Thesis**

**Position:** introduces a topic and indicates the writer's position.

**Preview:** outlines the main arguments to be presented.

• **Arguments**

**Point:** restates main arguments outlined in a preview.

**Elaboration:** develops and supports each point/argument.

• **Conclusion:** restates the writer's position.

IV. Study the text below. Then, choose one of the best options by crossing (X) it!

The coronavirus pandemic is remaking the way children learn, and it could have an impact on their eyes.

With schools shifting to online lessons at home, children are spending more time in front of computer screens, and many parents are relaxing screen-time rules for TV and video games to keep kids occupied while social distancing. In the midst of the crisis, many children are spending less time playing outdoors.

This combination – more screen time and less outdoor time – may actually harm children's vision and put them at higher risk of developing myopia, or nearsightedness. That can lead to serious eye problems in the future, including some potentially blinding diseases.

Some studies now suggest that spending time outdoors may be able to slow the onset and progression of nearsightedness.

Although there is no consensus on how much time children need to spend outside or the importance of the light intensity they are exposed to, it is possible that more outdoor time can help to balance out more closeup work.

Parents can help by carefully managing their children's screen time to support educational use while limiting cartoons and video games. They can also encourage more outdoors activities while maintaining social distancing.

Having clear rules, setting limits on screen time and parents' communication style have been associated with less screen time among children. Parental modeling also influences how much time children spend watching TV.

As we plan the future of education in the age of COVID-19, schools and policymakers must consider children's vision needs while designing new initiatives. Schools, teachers and parents can work together to incorporate eye health strategies and protect children as they learn online.

01. What is the main idea from the reading text above?

- A. To warn children's less time playing outdoors
- B. To persuade an impact of online lesson on children's eyes
- C. To have video games for kids at home during coronavirus pandemic
- D. To do consensus on children's activities at home
- E. To minimize parents' communication style with their kids

02. What is one of the reasons which minimizes bad children's vision?

- A. They have more time to do online lessons at home.
- B. Their parents let them have more time to play video games.
- C. Their parents permit them to have more screen time.
- D. They have more time to do out door activities.
- E. They spend more time to watch TV at home.





### Format Penilaian Pengetahuan

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### Portofolio Pengumpulan Hasil Keterampilan

| No | Nama Siswa | Pengumpulan Hasil Pengetahuan | Ket |
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