

## RENCANA PELAKSANAAN PEMBELAJARAN

<b>Satuan Pembelajaran</b>	<b>: SMA NEGERI 18 Batam</b>
<b>Kelas/Semester</b>	<b>: X / 1</b>
<b>Topik</b>	<b>: Teks Interaksi Interpersonal dan Transaksional</b>
<b>Sub Topik</b>	<b>: Teks Mengenalkan Diri</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 menit</b>

### A. TUJUAN PEMBELAJARAN

Melalui pendekatan saintifik dengan model pembelajaran *discovery learning* peserta didik dapat menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal dan transaksional baca dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, sesuai dengan konteks penggunaannya. Memahami dan membuat teks interaksi Interpersonal dan transaksional baca dan tulis sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi social dan unsur kebahasaan (pronouns, kosa kata baru, struktur teks, dan struktur paragraph) yang benar dan sesuai konteks diharapkan siswa terlibat aktif, bekerjasama, peduli, dan komunikatif selama proses belajar mengajar.

### B. KEGIATAN PEMBELAJARAN

#### A. Pendahuluan

1. Memberi salam
2. Berdo'a
3. Memberi motivasi
4. Menyampaikan keterkaitan pembelajaran sebelumnya
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan manfaat belajar meminta informasi terkait jati diri

#### II. Kegiatan Inti

1. Kegiatan belajar dimulai dengan memberikan stimulus oleh guru berupa teks interaksi interpersonal dan transaksional;
  - a. Siswa membaca teks dan memahaminya
  - b. Siswa menjawab pertanyaan singkat tentang fungsi social teks tersebut
  - c. Siswa menjawab pertanyaan tentang unsur kebahasaan dalam teks tersebut; penggunaan pronouns, kosakata baru, struktur teks dan struktur paragraph)
  - d. Siswa menjawab pertanyaan pertanyaan singkat dari guru untuk membantu memahami secara keseluruhan teks tersebut.

2. Kegiatan belajar dengan mengidentifikasi masalah oleh guru dengan memberikan kesempatan kepada siswa berdiskusi didalam kelompok mereka untuk memahami pertanyaan yang ada terkait teks tersebut.
3. Kegiatan belajar dengan pengumpulan data dengan masing-masing kelompok untuk bisa menjawab pertanyaan yang diberikan terkait dengan teks.
4. Dari kegiatan pengolahan data tersebut, siswa diharapkan dapat menjawab pertanyaan yang diberikan dengan benar.
5. Kegiatan pembuktian dengan cara siswa mempersentasikan hasil kerja kelompok mereka didepan kelas. Kemudian siswa diberikan kesempatan untuk memberikan tanggapan, kritik dan saran, serta pertanyaan.
6. Kegiatan genelisasi guru menuntun siswa untuk menarik kesimpulan dari teks yang diberikan tentang teks interaksi interpersonal dan transaksional setelah menemukan tafsiran, dan pembuktian secara umum yang telah dipresentasikan dan disetujui oleh kelompok.
7. Kegiatan penutup, guru mengulas kembali materi yang telah dipelajari bersama siswa dan memberikan koreksi jika diperlukan serta rekomendasi dari proses pembelajaran yang telah dilaksanakan.

### **III. Penutup**

1. Guru memberikan umpan balik terkait proses belajar
2. Siswa dan guru menyimpulkan pembelajaran
3. Guru menyampaikan rencana kegiatan pembelajaran minggu depan

## **C. PENILAIAN**

### **I. Sikap**

1. Teknik Penilaian : Observasi
2. Bentuk Instrumen : Lembar observasi yang memuat aspek perilaku aktif, disiplin dan jujur

### **II. Pengetahuan**

1. Teknik Penilaian :
  - a. Tes Tertulis
  - b. Tugas Terstruktur
2. Bentuk :
  - a. Tes tertulis berupa soal pilihan ganda
  - b. Tugas terstruktur;
    - Menulis jawaban singkat (essay)
    - Membuat deskripsi tentang diri sendiri

3. Keterampilan

- a. Teknik Penilaian : Kinerja dan hasil penilaian tes tertulis dan tugas terstruktur.
- b. Bentuk Instrumen : Lembar penilaian dan presentasi; mendeskripsikan diri sendiri didepan kelas.

Mengetahui,

Kepala SMA NEGERI 18 Batam



Yeni Liza, S.Pd

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Batam, 10 April 2021

Guru Mata Pelajaran

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## LAMPIRAN 1 BAHAN AJAR

### TEXT INTERAKSI INTERPERSONAL DAN TRANSAKSIONAL

#### TEXT

#### I. Read the text carefully

##### *A Letter from Saidah*

Assalamu'alaikum Alia,

It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend.

I'm a sixteen-year-old school student from Johor Bahru in Malaysia. Actually I attend an Islamic Boarding school just outside the city but my family live in Kuala Lumpur. My eldest sister is a medical doctor. My younger brother is an elementary school student.

My favorite subject is social sciences. I like history very much; it helps me know more how different countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our mother tongue.

As for hobbies, I'm really into songs and music. My favorite boy band is One Direction. My favorite Malay singer is, of course, Siti Nurhaliza. I also like watching movies, especially comedies. The actor I like best is Tom Cruise.

I'm really into books. I like reading novels and short stories. I like some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books.

I really love to come to Indonesia someday, especially to the magnificent Raja Ampat in Papua. What about you, do you want to visit my country?

Wassalam.

Cheers,  
Saidah

**II. After reading the test, in the chart below, identify the main idea of each paragraph, and then writes the most important details.**

<b>Paragraph</b>	<b>Main Idea</b>	<b>Details</b>
<b>1</b>	Saidah was happy to receive Alia's letter.	Saidah wants to be Alia's pen friend.
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		

**III. Work in your group. Read the questions for your partner to answer.**

- 1) Does Saidah want to be Alia's friend?
- 2) Where is she from?
- 3) Where does Saidah study?
- 4) Tell me about Saidah's family!
- 5) What are Saidah's hobbies?
- 6) Does she have favorite singers? (If yes, who are they?)
- 7) Does she like reading books? Which authors does she like?
- 8) What profession would she like to have later?
- 9) Is she interested in visiting Indonesia? How does she know Indonesia?
- 10) Have you ever written a letter to get a pen pal? When?

**IV. Discuss in your group. Complete the following chart to find out the structure of the letter.**

<b>Parts of the Letter</b>	<b>Purposes</b>	<b>Details</b>
<b>Opening</b>	To start the communication	
<b>Contents</b>		

<b>Closing</b>		
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**V. Discuss in your group and complete the following sentences using the words in the box. Remember to use the correct forms of verbs.**

slip back	(be) into	e-pal
mother tongue	attend	

- 1) Saidah has many favorite writers and books. She frequently saves her pocket money to buy best seller books. She \_\_\_\_\_ really \_\_\_\_\_ reading.
- 2) In her letter, Alia often introduces the beauty of Indonesia to her \_\_\_\_\_. In her emails, she describes many magnificent cultural events and amazing nature that can only be found in Indonesia.
- 3) Alia in her letter wrote that her \_\_\_\_\_ is Batakese, but she can also speak other languages, like Madurese, Indonesia, and English.
- 4) Alia and Saidah become good friends. They hope that someday they can \_\_\_\_\_ a traditional or modern music concert together.
- 5) Alia likes to try to speak in English with her classmates, but just like Saidah, she also sometimes \_\_\_\_\_ into Indonesia.

## GRAMMAR REVIEW

### Pronouns

In self-introduction and also in other communication activities, pronouns are frequently used to prevent unimportant repetition. Pronoun is a word that takes the place of a noun, such as: *I, you, me, it, they, we, she, him, us.*

#### Read the following sentences:

*Alia wants to have many pen pals because Alia likes making friends. Alia's pen pals come from many parts of the world. Caroline introduces Alia to Hannah. Now, Hannah becomes Alia's pen pals. Hannah likes Alia a lot.*

The word Alia is repeated too often and that makes the sentences not interesting. To make the sentences better we can replace Alia with pronouns:

**Alia** wants to have many pen pals because **she** likes making friends. **Her** pen pals come from many parts of the world. Caroline introduces **her** to Hannah. Now Hannah becomes Alia's pen pals. Hannah likes **her** a lot.

There are several types of pronouns; *subjective, objective, possessive adjectives, and possessive pronouns.*

Subjective	Objective	Possessive Adjective	Possessive pronoun
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
We	Us	Our	Ours
They	Them	Their	Theirs
It	It	Its	Its

#### ***Read the text again and underline all pronouns that you can find.***

*Fill in the blanks with the right words.*

#### I. Subjective Pronouns:

- 1) ..... (Me/I) come to Yogyakarta every month.
- 2) ..... (His/He) spends the weekend playing guitar.
- 3) ..... (They/Them) told me that sent e-mail to each other every day.
- 4) ..... (We/Ours) plan to visit Thailand next year.
- 5) ..... (We/It) can climb Bromo Mountain together on July.

## II. Objective Pronouns:

- 1) I am going to introduce ..... (she/her) to one of my pen pals in Malaysia.
- 2) Lolita told ..... (we/me) that she wanted to send a birthday gift to her pen pal in Papua.
- 3) My friends and I have regular meetings with pen pal seekers group. You can join ..... (it/its) anytime.
- 4) He told me that he had many e-pals but he is no longer keep in touch with ..... (theirs/them)
- 5) It is obvious that Marina desperately wants to visit Malang very soon. She talked about ..... (them/it) frequently these days.

## III. Possessive Adjectives:

- 1) I am going to wash ..... (my/me) hand.
- 2) Do you like ..... (you/your) pen pals?
- 3) ..... (He/His) hobby is reading the biography of famous people.
- 4) She is sixteen and ..... (her/she) School is in Minneapolis.
- 5) They run their family business themselves because ..... (they/their) father died last year.

## IV. Possessive Pronouns:

- 1) He is very diligent and loves reading. He always brings book in ..... (he/his) bag.
- 2) ..... (Mine/My) little brother studies in a state vocational school in my region.
- 3) Alice told her pen pal that she admired JK. Rowling and collected \_\_\_\_\_ (her/his) novel.
- 4) My pen pals have the same interest with me, which is about writing. We sometimes send ..... (their/our) piece of writings and often give comments on ..... (it/theirs).
- 5) He told me about his family and I told ..... (my/mine) too.

## REFLECTION

**Ask yourself the following questions to identify how effective your learning process is.**

- 1) Can you write a letter?
- 2) Do you know how to describe yourself?
- 3) Can you write or talk about yourself?

If your answer is ‘no’ to one of the questions, see your teacher and discuss with him/her to help you understand and write or talk about yourself better.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## TEKS INTERAKSI INTERPERSONAL DAN TRANSAKSIONAL

Name :

Class :

### TEXT

#### I. Read the text carefully

*An email from Hannah*



Hello, Alia! Let me introduce myself. My name is Hannah.

I know your name from my friend, Caroline. She told me that you sent her an email telling her that you would like to have more pen pals from the US. I'd really like to be your E-pal. You sound really cool!

I guess I'd better tell you something about myself first. I'm 16 years old and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two half-sisters and I'm the middle child. My father died a few years ago so my mother runs the house and the family business. My father was barista.

I have lots of hobbies. I like music-mostly classical music and folk music – but I don't play an instrument. I like sports, especially tennis and basketball. At school I'm in the basketball team and I spend most of my extra-curricular time playing basketball. I'm into animals very much. My sister and I have three dogs. They need lots of attention as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate, perhaps work for the National Parks Service.

I don't like reading but I love drawing and painting. How about you? Please drop me a line, Alia! Can't wait to hear from you!

Hannah.

#### II. After reading the text, in the chart below, identify the main idea of each paragraph, and then writes the most important details.

Paragraph	Main Idea	Details
1	Hannah introduces herself.	<ul style="list-style-type: none"> <li>- Hannah knew Alia from Caroline</li> <li>- Caroline told Hannah that Alia wanted to have pen pals from USA.</li> </ul>
2		
3		
4		
5		

### III. Read the questions and answer the questions.

- 1) How does Hannah contact Alia? Is there anybody introducing Hannah to Alia?
- 2) Does Hannah want to be Alia's friend?
- 3) Where does Hannah study?
- 4) Tell me about Hannah's family?
- 5) What are Hannah's hobbies?
- 6) Does she like animals? What animals does she have?
- 7) What profession would she like to have after graduating from her school?
- 8) Have you ever written an email to a pen pal? When?

### IV. Complete the following chart to find out the structure of the letter.

Parts of the Email	Purposes	Details
Opening	To start the communication	
Contents		
Closing		

### VOCABULARY EXERCISE

Complete the following sentences using the words in the box. Remember to use the correct forms of verbs.

Sound	(be) into	Half-Sister
Slip back	Run	E-pal

- 1) In the letter to Caroline, Alia wrote: "I like scuba diving. So if some day you must visit Indonesia, I will take you to go scuba diving in Bunaken National Marine Park. The place is amazingly beautiful. Doesn't that \_\_\_\_\_ cool?"
- 2) Hannah and her brother learn how to manage their store every day. Later they want to \_\_\_\_\_ their own business.
- 3) Unlike Saidah who \_\_\_\_\_, \_\_\_\_\_ books, Hannah is more \_\_\_\_\_ animals. She has 3 dogs that need a lot of attention.
- 4) Hannah told Alia that she was very happy when she got a \_\_\_\_\_, a baby girl from her mother's second marriage.
- 5) Alia has many \_\_\_\_\_, those with whom she makes friends by writing them, emails. They live in other countries, so she never meets them.

### PRONOUNS EXERCISE

Complete the following sentences using pronouns.

- 1) Sofia told \_\_\_\_\_ (I/me) that you would like to have more pen pals from Netherlands.
- 2) I have several pen pals from UK. I write to \_\_\_\_\_ (they/them) via email every week.
- 3) Alia often tells Hannah about her rehearsal. \_\_\_\_\_ (She/Her) joins a choir club in her school.
- 4) As for hobbies, we are really into sport and music. So, we can share \_\_\_\_\_ (my/our) experience about football players and songs.
- 5) My friends and I often spend long holiday in our hometowns. \_\_\_\_\_ (They/We) keep in touch via e-mail and WhatsApp.
- 6) The cat licks \_\_\_\_\_ (its/it) fur many times, and it seems to enjoy doing \_\_\_\_\_ (its/ it).
- 7) Hannah said, "This is my favorite book and I want to give it to \_\_\_\_\_ (yours/you). Now it's \_\_\_\_\_ (yours / you)
- 8) Alia was sobbing when \_\_\_\_\_ (she / her) read this line in the novel \_\_\_\_\_ (she/her) got from Saidah: They know the land is not \_\_\_\_\_ (they/theirs) anymore. The landlord told \_\_\_\_\_ (they/them) to leave the land. The two brothers said to themselves." We will work very hard to collect money. Someday \_\_\_\_\_ (we/us) will return to buy his land, and it (its/it) will become \_\_\_\_\_ (our/ours) forever."

- Write and describe about yourself and Present it in from of the class!**

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LAMPIRAN 3 RUBRIK PENILAIAN

**RUBRIK PENILAIAN DISKUSI**

No	Nama Siswa	Aspek Penilaian					Total Nilai
		Sikap	Keaktifan	Wawasan	Kemampuan Mengemukakan Pendapat	Kerjasama	
1							
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## RUBRIK PENILAIAN SIKAP DALAM PROSES BELAJAR MENGAJAR

No	Nama Siswa	Sikap			Total Nilai
		Kerja sama	Peduli	Komunikatif	
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## RUBRIK PENILAIAN MENGARANG

No	Nama Siswa	Aspek Penilaian					Total Nilai
		Ketepatan Isi dengan Tema	Struktur Kalimat	Koherensi antar Kalimat	Kosa Kata dan Ejaan	Tanda Baca	
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## RUBRIK PENILAIAN PRESENTASI

No	Nama Siswa	Aspek Penilaian			Total Nilai
		Pengucapan	Tata Bahasa	Kosa Kata	
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### RUBRIK PENILAIAN SOAL URAIAN

No	Nama Siswa	Aspek Penilaian				Total Nilai
		Ketepatan Isi dengan Tema	Struktur Kalimat	Koherens i antar Kalimat	Kosa Kata dan Ejaan	
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### RUBRIK PENILAIAN SOAL OBJEKTIF

No	Nama Siswa	Aspek Penilaian		Total Nilai
		Benar (+1)	Salah (0)	
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