

Satuan Pendidikan : SMA Insan Cendekia Alkausar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/ 1 (2019-2020)
Materi Pokok : Teks Eksplanasi (KD 3.5, 4.5, 3.7, 4.7, 3.8, 4.8)
Topik : Things You Wonder
Alokasi Waktu : 16 X 45'
Guru Mata Pelajaran : Nurpatricia Kusworini, M. A.
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A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku a. jujur, b. disiplin, c. santun, d. peduli (gotong royong, kerjasama, toleran, damai), e. bertanggung jawab, f. responsif, dan g. pro-aktif, Dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang a. ilmu pengetahuan, b. teknologi, c. seni, d. budaya, dan e. Humaniora. Dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara: a. efektif, b. kreatif, c. produktif, d. kritis, e. mandiri, f. kolaboratif, g. komunikatif, dan h. solutif, Dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	IPK
3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	Pertemuan 1 <i>Reading</i> <ul style="list-style-type: none"> • Menemukan informasi utama dalam sebuah teks eksplanasi • Menyusun ulang informasi utama dari teks ke dalam bentuk diagram yang sesuai
4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	Pertemuan 2 <ul style="list-style-type: none"> • Mengevaluasi konten diagram berdasarkan informasi utama dalam teks
3.5 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan	Pertemuan 3 <i>Reading (Intensive)</i> <ul style="list-style-type: none"> • Menebak makna kata berdasarkan konteks

<p>memberi dan meminta informasi terkait keadaan /tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)</p> <p>4.5. menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>3.7 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 because of ..., due to ..., thanks to ...)</p> <p>4.7 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</p>	<p>Pertemuan 4-6</p> <p><i>Menulis</i></p> <ul style="list-style-type: none"> • Menyusun pertanyaan untuk dijadikan acuan riset sederhana • Mencari informasi terkait pertanyaan yang ditentukan sendiri • Menyusun kerangka teks dalam draft berbentuk diagram • Mengubah informasi dalam draft awal menjadi draft teks <p><i>Focus-on-form</i></p> <ul style="list-style-type: none"> • Mengenali hubungan kausalitas (cause and effect) dalam teks dengan menemukan kata penghubung pembentuk maknanya • Menggunakan kata penghubung kausal dalam teks lisan dan tulis yang disusun <p><i>Information Literacy</i></p> <ul style="list-style-type: none"> • Menyusun reference untuk sumber-sumber yang digunakan <p>Pertemuan 7</p> <p><i>Focus-on-form</i></p> <ul style="list-style-type: none"> • Mengenali bentuk grammatika yang banyak digunakan dalam teks (passive voice) • Menggunakan bentuk passive voice dalam teks lisan sendiri <p>Pertemuan 8</p> <p><i>Listening-Speaking</i></p> <ul style="list-style-type: none"> • Menyusun presentasi menggunakan teks yang sudah dibuat • Mempresentasikan teks secara lisan • Menyampaikan pertanyaan dan meminta klarifikasi terhadap isi presentasi
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C. Tujuan Pembelajaran

Melalui pembelajaran berbasis *task* yang **memaparkan teks eksplanasi**, peserta didik dapat **membedakan** dan **menangkap makna**, serta **menyusun** teks eksplanasi lisan dan tulis terkait gejala alam dan sosial yang tercakup dalam mata pelajaran lain di kelas XI, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan (passive voice dan cause-effect relationships) secara benar dan sesuai konteks dengan kreatif dan mandiri, serta dapat bekerjasama.

D. Materi Pembelajaran

Teks Eksplanasi
Cause-Effects relationships
Passive Voice

E. Metode Pembelajaran

Task-based language teaching

F. Media/alat, Bahan, dan Sumber Belajar

1. Media: Microsoft Office
2. Sumber Belajar: Thesaurus, Kamus Indonesia-Inggris, Intermediate Grammar Games (Jill Hadfield, 2003)

G. Kegiatan Pembelajaran

Kegiatan	Alokasi Waktu
Pertemuan 1	
Kegiatan Pendahuluan a. Peserta didik bersiap untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan buku catatan b. Lead in: "What's your favorite snack? Let's do a quick survey. Who don't like chocolate? Have you ever wondered how they make chocolate? Where do we get chocolate from?" c. T asks students to list more questions about chocolate on the board.	10'
Kegiatan Inti d. T distributes copies of 'How do we make chocolate?' (Appendix 1) and asks the students to find the answer to the questions the class have during lead-in in the text. e. T leads classroom discussion on the answer to the questions. f. T then sits the students in pairs. Ask them if they were to change the text into another form, what would it be and why. Guidance questions can include: 'What does the text describe?', 'If you were to use graph tools in the Microsoft Office, what kind of graph does the text could be represented?'. Let the students discuss for a few minutes. g. Provide each pair with a blank sheet of paper. Ask them to draw a diagram of process that represents the text. h. Collect the finished diagram	60'
Kegiatan Penutup i. Teacher asks the students to write their personal learning record in their learning journal.	10'
Pertemuan 2	
Kegiatan Pendahuluan a. Peserta didik bersiap untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan buku catatan. b. Lead in: Invite the students to share their learning from the previous class. 'Would anyone share what they learned in the previous meeting?'	5'
Kegiatan Inti a. Distribute the submitted diagrams randomly to each pair. Ask them to check the diagram using the checklist provided (Appendix 2). b. Encourage them to add to the checklist any other criteria they think useful to make the diagram more informative and reader-friendly and share it with the class. c. Encourage classroom discussion of what represents a good diagram, why we create diagrams, and the many uses of diagram. d. Pairs return the diagram along with the checklist to the pairs they checked. e. Each pair then check their own diagram and feedback note in the checklist. f. Diagrams are returned for marking.	25'
Kegiatan Penutup g. Teacher asks the students to write their personal learning record in their learning journal.	10'
Pertemuan 3	
Kegiatan Pendahuluan a. Peserta didik bersiap untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan buku catatan. b. Lead in: Invite the students to share their learning from the previous class. 'Would anyone share what they learned in the previous meeting?'	10'

<p>Kegiatan Inti</p> <p>c. Return back to the chocolate text (Appendix 1). List several mid-frequency words from the text on the board. Ask the students to look into the text in pairs and discuss their meaning by using context clues instead of using dictionary.</p> <p>d. Conduct classrom discussion by inviting students to share their results and how they get there.</p> <p>e. Provide feedback.</p> <p>f. <i>Assessment</i>: Provide a different text (Appendix 3) with highlighted mid-frequency and low-frequency words. Ask the students to work individually and figure out the meaning using context clues.</p> <p>g. Provide feedback.</p>	60'
<p>Kegiatan Penutup</p> <p>a. Teacher asks the students to write their personal learning record in their learning journal.</p>	10'
Pertemuan 4-6	5X40'
<p>Kegiatan Pendahuluan</p> <p>a. Peserta didik bersiap untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan buku catatan.</p> <p>b. Lead in: Invite students to answer general knowledge questions that start with 'why' and 'how' such as 'Does anyone know why the sky is blue?' and so on.</p> <p>c. Explain that this week's focus is on reading and writing and this involves a bit of researching.</p>	10'
<p>d. Ask the students to think of other questions that start with 'why' and 'how'. Allow about 10-15' for this. Encourage them to tap into their curiosity of the word around them.</p> <p>e. Ask the students to write the questions in small pieces of paper and collect them.</p> <p>f. Distribute the questions at random. The question they get will be the focus of their research.</p> <p>g. Confirm each question of its possibility to answer.</p> <p>h. Notice the structure of their questions.</p> <p>i. Discuss how they need to construct a 'wh-' questions. Diagram in Appendix 4 can be used to help.</p> <p>j. Ask them to check their questions and make necessary changes if they find mistakes.</p>	70'
<p>k. Take the students to the library and do a library research for their questions. Explanation on how to use reference and finding information using key words may be necessary.</p> <p>l. Ask the students to write information they find in the following grid (Appendix 5) to record their references as well.</p> <p>m. Provide prompt feedback when necessary.</p>	2X40'
<p>n. Ask the students to summarize the information they find two paragraphs. The first paragraph should act as the introduction and the second consists of the explanation that answer the questions.</p> <p>o. Provide prompt feedback when necessary.</p>	1X40'
<p>p. Discuss the cohesive devices they find problematic, which may include those showing cause-effect relationships. Encourage the students to use them in their text.</p> <p>q. Ask the students to create an accompanying process diagram of their text. This can be done with the help of word processors.</p>	2X40'
Pertemuan 7	2X40'
<p>Kegiatan Pendahuluan</p> <p>a. Peserta didik bersiap untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan buku catatan.</p> <p>b. Lead in: What are the differences between Bahasa Indonesia and English do you know?</p>	10'
<p>Kegiatan Inti</p> <p>c. Ask the students to go back to chocolate text (Appendix 1) and supplement it with another text from different genre. Ask them to work in pairs to highlight the verbs in each sentence in both texts.</p> <p>d. Ask the students to find the differences and why these differences occur.</p>	60'


e. Encourage a classroom discussion on this problem. f. Provide feedback and confirmation during discussion. g. Elicit the structure of passive sentence from the students. h. <i>Practice</i> : use a present passive game from Intermediate Grammar Game book (Hadfield, 2003) i. Provide prompt feedback.	
Kegiatan Penutup k. Teacher asks the students to write their personal learning record in their learning journal.	10'
Pertemuan 8	2X40'
Kegiatan Pendahuluan a. Peserta didik bersiap untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan buku catatan. b. Lead in: Now you are ready with your text and now you need to tell others what you know	5'
Kegiatan Inti c. Devide the students into two groups. Ask one group to paste their diagram on the walls. d. Ask the other group to go around and and look at the diagram and ask their friends to tell what the diagram is about. Encourage them to get as much information as possible. Remind them that at the end of the class, they will need to pick one most interesting explanation and write about it. e. Change roles. Repeat. f. <i>Assessment</i> : Ask the students to write one explanation that they find it most interesting or answering their own question.	65'
Kegiatan Penutup g. Teacher asks the students to write their personal learning record in their learning journal.	10'

H. Teknik penilaian

NO.	Dimensi	Teknik	Bentuk Instrumen	Keterangan
1.	Sikap	Observasi	Jurnal guru	Appendix 6
2.	Pengetahuan	Tes tulis	LKPD dan PH	Terlampir
3.	Ketrampilan	Produk Tulisan dan lisan	Rubrik dan Pedoman Penskoran	Terlampir

Appendix 1

How Chocolate is Made



The journey from cocoa tree to chocolate bar is not complex, but it requires several steps. This guide shows how bean to bar chocolate is made, looking at every step of the chocolate making process.

The process begins with harvesting. Ripe cocoa pods are harvested twice a year. The harvest times vary from region to region, but the process of turning it into chocolate begins immediately. The pods are cut open using a machete and the white pulp containing the cocoa beans is scooped out.

The pods and pulp are then placed into large wooden containers, where the pulp is allowed to ferment for five to seven days. During the process, the beans are turned to help them ferment more evenly. This is the first stage in developing the flavor of the chocolate.

After fermentation, the next step in the process is to dry the beans. This is usually done by spreading them out into a single layer in the sun. In some places, such as Indonesia and Papua New Guinea the wet climate makes it impossible to dry the beans in the sun. Instead beans are placed next to open wood fires that help dry the beans and infuse them with the aroma of wood smoke.

The next step in the process is roasting. This is done by the chocolate maker rather than the farmer. Most chocolate is made in cooler climates, like Europe or North America. The process and equipment used to roast the beans vary considerably from chocolate maker to chocolate maker. Some use standard ovens, others have specially made systems designed to rotate the beans and roast as evenly and accurately as possible.

The roasted cocoa beans have a thin, papery shell around them which needs to be removed, so at this point in the process, the beans are cracked open and the shell is removed in a process called winnowing. The lighter shells are blown away with fans, leaving behind pieces of pure cocoa bean, known as “nibs”.

After that, the cocoa nibs are ground with stone rollers until they become a paste known as cocoa mass or cocoa liquor. This pure, unrefined form of chocolate from the grinding process contains both cocoa solids (the chocolatey part!) and cocoa butter (the natural fat present in the bean). It’s during this process that sugar, milk powder (for milk chocolate) and other flavorings are added to the chocolate.

Great chocolate should have a shiny finish and a good “snap” – that clean clicking sound when you break a piece off. These are created by tempering, the controlled process of raising, lowering and raising the temperature of the chocolate to form exactly the right kind of crystals. If you were to let the untempered chocolate cool naturally, the chocolate would be soft and crumbly and would not melt evenly on the tongue.

The final step in making a finished chocolate bar is pouring it into a mould. The melted chocolate is simply poured into plastic bar-shaped moulds.

Appendix 2

Examine your friends’ diagram and put check [✓] in each suitable statement based on what you observe.

- the diagram has all the stages
- the diagram is clear and concise
- illustration and colors help the readers understand the diagram better
- there stages are in correct order
- the font and writing is easy to read

Other note

Examine your friends' diagram and put check [v] in each suitable statement based on what you observe.

- the diagram has all the stages
- the diagram is clear and concise
- illustration and colors help the readers understand the diagram better
- these stages are in correct order
- the font and writing is easy to read

Other note

Examine your friends' diagram and put check [v] in each suitable statement based on what you observe.

- the diagram has all the stages
- the diagram is clear and concise
- illustration and colors help the readers understand the diagram better
- these stages are in correct order
- the font and writing is easy to read

Other note

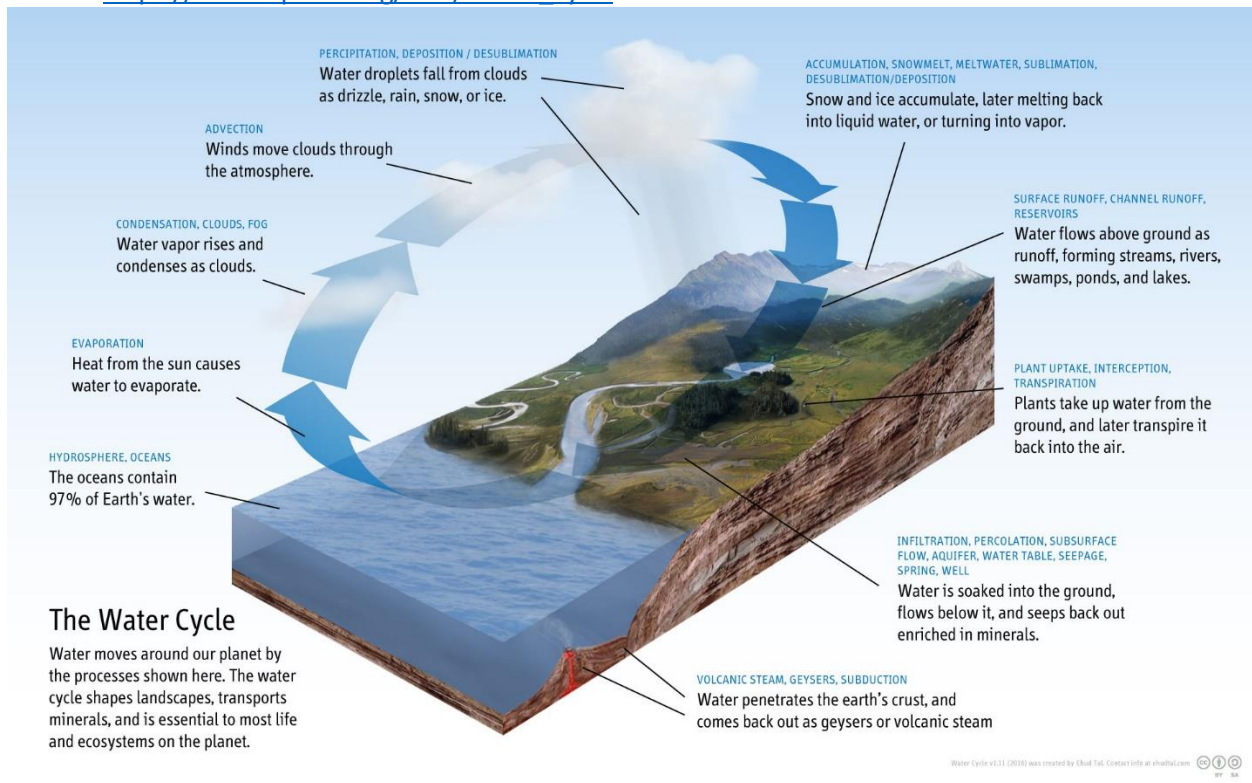
Appendix 3

The water cycle, also known as the hydrologic cycle or the hydrological cycle, describes the continuous movement of water on, above and below the surface of the Earth. The mass of water on Earth remains fairly constant over time but the partitioning of the water into the major reservoirs of ice, fresh water, saline water and atmospheric water is variable depending on a wide range of climatic variables. The water moves from one reservoir to another, such as from river to ocean, or from the ocean to the atmosphere, by the physical processes of evaporation, condensation, precipitation, infiltration, surface runoff, and subsurface flow. In doing so, the water goes through different forms: liquid, solid (ice) and vapor.

The water cycle involves the exchange of energy, which leads to temperature changes. When water evaporates, it takes up energy from its surroundings and cools the environment. When it condenses, it releases energy and warms the environment. These heat exchanges influence climate.

The evaporative phase of the cycle purifies water which then replenishes the land with freshwater. The flow of liquid water and ice transports minerals across the globe. It is also involved in reshaping the geological features of the Earth, through processes including erosion and sedimentation. The water cycle is also essential for the maintenance of most life and ecosystems on the planet.

Source: https://en.wikipedia.org/wiki/Water_cycle



Source: By Ehud Tal - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=47658638>

Appendix 4

Question	Pattern	Types	Examples
Yes/No	Aux + S + V (+ O)	<ul style="list-style-type: none"> • simple present • present progressive • simple past • simple future • present perfect • modals 	<ul style="list-style-type: none"> • Do you ski? • Are you driving? • Did the children go to bed? • Will he pass the test? • Have they left yet? • Can I help you?
Wh- (who, what, where, when, why, how, which, whose)	Wh- + Aux + S + V	<ul style="list-style-type: none"> • simple present • present progressive • simple past • simple future • present perfect • modals 	<ul style="list-style-type: none"> • What do you mean? • When are we getting together? • How did they get here? • Where will she go? • Why have they left? • Which one should I choose?

Source: <https://blog.esllibrary.com/2017/06/15/question-formation-in-english/>

Appendix 5

When researching for information, it is helpful to use the following grid.

Reference	Note
Write the author, title, date of publication and access, page, publisher, and place of publication here.	

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Appendix 6

1.1 Penilaian Kompetensi Sikap

- a. Sikap yang menjadi fokus penilaian adalah jujur, disiplin, jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif
- b. Jurnal Penilaian Sikap:

No	Hari dan tanggal	Nama Peserta Didik	Kelas	Kejadian/prilaku	Butir sikap	Kategori		Tindak lanjut
						+	-	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								

9.								
10.								

Catatan: Hasil penilaian sikap dalam jurnal akan direkap dalam satu semester dan diserahkan ke wali kelas, untuk dipertimbangkan dalam penilaian sikap dalam rapor (menunjang penilaian sikap dari guru PAI dan guru PPKN).