

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 1 Kotabaru
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/1
Materi Pokok : ***Analytical Exposition***
Alokasi Waktu : 2 x 45 menit

A. TUJUAN PEMBELAJARAN

1. Siswa mampu mengenali fungsi sosial, struktur teks dan unsur kebahasaan teks *Analytical Exposition*
2. Siswa mampu membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks *Analytical Exposition*

B. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan Awal (10 Menit)

- Salam pembuka dan berdoa
- Memeriksa kehadiran dan kesiapan siswa
- Mengkaitkan materi pembelajaran dengan pengalaman dan pengetahuan siswa
- Menyampaikan Tujuan Pembelajaran

2. Kegiatan Inti (50 Menit)

- Siswa mengamati struktur dan unsur kebahasaan teks *Analytical Exposition*
- Siswa mendiskusikan materi pembelajaran dengan kelompok/pasangan
- Guru memfasilitasi siswa untuk bertanya lebih lanjut mengenai hal-hal yang belum dipahami tentang fungsi sosial, struktur dan unsur kebahasaan dari teks *Analytical Exposition*
- Melakukan kegiatan reinforcement/penguatan pembelajaran

3. Kegiatan Penutup (30 Menit)

- Melakukan assesment/penilaian
- Menyimpulkan dan mengulas (review) hasil kegiatan belajar
- Menutup kegiatan pembelajaran dengan salam dan doa.

C. PENILAIAN (ASSESSMENT)

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis
- c. Penilaian Keterampilan : Unjuk Kerja/Praktik,

2. Bentuk Penilaian:

- a. Observasi : Jurnal guru
- b. Tes tertulis : Uraian dan lembar kerja
- c. Unjuk kerja : Praktik/Pedoman Penskoran

Kotabaru, Juli 2021
Guru Mata Pelajar

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LAMPIRAN 1

1. MATERI PEMBELAJARAN

- Fungsi Sosial
Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis
- Struktur Teks
Dapat mencakup
 - Pendapat/pandangan (thesis)
 - Argumentasi secara analitis
 - Kesimpulan (reiteration)
- Unsur Kebahasaan
 - Ungkapan pendapat (*Mental Verb*) seperti *I believe, I think*
 - Adverbia *Conjunctive Relation* seperti *first, second, third ...*
 - Kata sambung *Causative Conjunction* *Therefore, consequently, based on the arguments*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their, dsb.*
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca

Text 1 . The Strucutre of Analytical Exposition

Text Organization	<u>Banning of motorbikes is necessary in housing areas.</u>	Language Features
Introduction (Thesis statement)	Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.	Mental verbs I think I believe
Argument 1 + elaboration	First of all , I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently , long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	Conjunctive relations First of all Secondly Causal conjunctions Consequently
Argument 2 + elaboration	Secondly , according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	Generic reference Accidents

	of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).	
Argument 3 + elaboration	Furthermore , motorbikes create so much noise. There is "vroom vroom" noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging . The moment their babies fall asleep, one or another motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults (Fields, 1993).	Children Parents Expert opinion Expert Research show
Argument 4 + elaboration	Finally , motorbikes are responsible for horrible accidents . In some cases, there are deaths. Motorbike riders go so fast that they are unable to stop on time thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).	Present tense Are responsible Go so fast Are known
Conclusion (Reiteration of thesis statement)	In conclusion , from the arguments above, I strongly believe that motorbikes should be banned from housing areas.	

(Source : Buku Bahasa Inggris Kelas XI. 2017. Kementrian Pendidikan dan Kebudayaan)

LAMPIRAN 2 : PENILAIAN

A. INSTRUMEN PENILAIAN

Kompetensi Dasar	IPK	Materi	Indikator Soal	Bentuk Soal
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	3.4.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis.	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat (pandangan) - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbial <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<p>Disajikan sebuah teks berbentuk Analytical Exposition, peserta didik dapat mengidentifikasi:</p> <ul style="list-style-type: none"> • Fungsi sosial • Struktur teks • Unsur kebahasaan 	Tertulis (essay)
	3.4.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis.	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbial <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<p>Disajikan dua buah teks, berbentuk analytical exposition dan text genre lain, peserta didik dapat membedakan</p> <ul style="list-style-type: none"> • Fungsi sosial • Struktur teks • Unsur kebahasaan 	Tertulis (essay)

B. BENTUK PENILAIAN

1. Jenis/Teknik penilaian

No	Aspek	Teknik	Bentuk Instrumen
1.	Sikap	a. Observasi kegiatan diskusi kelompok dan presentasi	<ul style="list-style-type: none"> - Lembar Observasi - Penilaian Diri - Penilaian antar Peserta Didik
2.	Pengetahuan	1. Tes Tertulis	- Soal Uraian
3.	Keterampilan	Praktik	- Rubrik Penilaian Kinerja Praktik

2. Remedial dan Pengayaan

No	Aspek	Teknik
1.	Remedial	a. Pembelajaran remedial dilakukan bagi peserta didik yang capaian KD nya belum tuntas b. Tahapan pembelajaran remedial dilaksanakan melalui remedial <i>teaching</i> (klasikal), atau tutor sebaya, atau tugas dan diakhiri dengan tes. c. Tes remedial, dilakukan sebanyak 3 kali dan apabila setelah 3 kali tes remedial belum mencapai ketuntasan, maka remedial dilakukan dalam bentuk tugas tanpa tes tertulis kembali.
2.	Pengayaan	a. Bagi peserta didik yang sudah mencapai nilai ketuntasan diberikan pembelajaran pengayaan sebagai berikut: <ul style="list-style-type: none"> - Siswa yang mencapai nilai $n(\text{ketuntasan}) < n < n(\text{maksimum})$ diberikan materi masih dalam cakupan KD dengan pendalaman sebagai pengetahuan tambahan - Siswa yang mencapai nilai $n > n(\text{maksimum})$ diberikan materi melebihi cakupan KD dengan pendalaman sebagai pengetahuan tambahan.

C. RUBRIK PENILAIAN

1) Rubrik Penilaian Tes Lisan

JAWABAN	Kreteria	SKOR
1. The social function, struktur teks, unsur kebahasaan.	Tepat	3
2. The social function, struktur teks, unsur kebahasaan.	Kurang tepat	2
3. Other then 1 and 2	Tidak tepat	1

$$\text{Nilai} = \frac{\text{Perolehan skor}}{\text{Skor maksimal}} \times 100 = \dots$$

2) Rubrik Penilaian Tes Tulis

JAWABAN	Kreteria	SKOR
1. The paragraph, main topic and supporting detail	Sangat Tepat Keduanya	20
2. The paragraph, main topic and supporting detail	Tepat Salah Satunya	15
3. The paragraph, main topic and supporting detail	Kurang Tepat Keduanya	10
4. The paragraph, main topic and supporting detail	Tidak Tepat	5

$$\text{Nilai} = \frac{\text{Perolehan skor}}{\text{Skor maksimal}} \times 100 = \dots$$

3) Penilaian Sikap

1. Jurnal Guru

NO	HARI/TGL/ JAM KE	NAMA	PRILAKU/ KEJADIAN	BUTIR SIKAP	POS/NEG	TINDAK LANJUT

2. Penilaian Diri (*Self Reflection*)

Complete the statement!

1. The most interesting thing I learned in this chapter was ...
2. The part I enjoyed most was
3. I would like to find more about
4. The hardest part in this chapter was ...
5. I need to work harder at

Statement	Definitely	Yes	Maybe	No	Not at all
The text was easy to understand					
I know how to write an exposition text					
I can write an exposition text					
My plant to overcome the difficulties of this chapter :					

LAMPIRAN 3 : SOAL EVALUASI

I. Answer the following questions correctly!

COVID-19 health protocol violators should be sanctioned

COVID-19 health protocol violators should be sanctioned. As we know, the number of people infected with the corona virus is still increasing in our country, but some people still ignore the health protocol by not wearing mask and keeping their distance.

Firstly, the violators will continue to ignore the health protocol suggested by the government if they aren't sanctioned. By being sanctioned, they will feel deterred and ashamed so that in the future they will obey the rules given.

Secondly, by sanctioning the violators, they will understand responsibility. Not only does it prevent us from being infected by the virus, but adhering to health protocols also keep others safe. We may not feel infected, but at least we prevent bad things by continuing to keep distance and wearing masks. That way, we will fulfill our responsibilities to ourselves and others.

Lastly, giving sanctions to the violators will make them more aware of the danger of COVID-19. It is said that WHO declared COVID-19 a pandemic, which means that this virus is very dangerous, so it is best to continue to maintain health and avoid COVID-19.

Therefore, the health protocol violators should be sanctioned. Sanction will make them aware of the danger of this corona virus so that people will realize the important of doing health protocol. By doing health protocol, It will decrease the infection of COVID-19 because virus can't spread and infected us easily. But, ignorance people will make the virus spread out widely.

(Adapted from : <https://www.kompas.com/skola/read/2020/12/14/201042169/contoh-analytical-exposition-text-dan-strukturnya?page=all>)

1. What is the social function of the text above?
2. Can you mention the conjunctive relations of the text above?
3. Can you mention the causal conjunction of the text above?
4. Complete the following table based on the text above!

Element	Paragraph	Main Topic	Supporting Detail
Thesis
Argument 1
Argument 2
Argument 3
Reiteration/ Conclusion

II. Work in pairs.

1. Read the following texts and decide which one is the **analytical exposition text**!
2. Provide the reasons of your answer!

Text 1.

As we know, the number of people infected with coronavirus is increasing in our country, but there's an enormous amount of people who ignore wearing a mask. I believe that wearing a mask is important during Coronavirus or Covid-19. Here's why.

First, your mask protects those around you. Coronavirus spreads mainly through respiratory droplets like coughing, sneezing, singing, talking. These droplets can then land on the person who's around you and they may breathe the droplets in. Mask could prevent your respiratory droplets from reaching others. When worn over the mouth and nose, a mask reduces the spray of droplets.

Second, a mask offers protection to you. The best protection is achieved by wearing a mask like this: It is worn consistently and appropriately; It is made from several layers; The mask is comfortable enough to wear without adjusting it; It stays during talking and moving.

You should wear a mask even you are feeling well. Because people with coronavirus who never develop symptoms or are not yet showing symptoms can still spread the virus to other people. So, wearing a mask could protect you and others.

Text 2

Bung Hatta is one of "The Proclamators" of Indonesia Independence. Born with full name Mohammad Hatta on 12 August 1902 at Fort de Kock, West Sumatra, Dutch East Indies, and Bung Hatta played important roles in Indonesian strive for Independence. He is well-educated person that strive not with physical power but used intelligent instead.

After the independence day of Indonesia, Mohammad Hatta became the first vice president of the country and became prime minister later on. He continued to build the country with his efforts and thoughts.

Bung Hatta died at the age 77 on 14 March 1980 at Jakarta, Indonesia. He was buried at Tanah Kusir public cemetery at Jakarta. To honor his name and Soekarno as the independence proclamators, Indonesia's biggest airport at Cengkareng is named Soekarno-Hatta.

Indicators	TEXT 1	TEXT 2
Genre
Structure
Language Features

Kunci Jawaban

I. Answer the following questions correctly!

1. Stating opinion that health protocol violators should be sanctioned
2. Firstly, Secondly, Lastly
3. So (paragraph 4), therefore, because (paragraph 5)
- 4.

Element	Paragraph	Main Topic	Supporting Detail
Thesis	1	COVID-19 health protocol violators should be sanctioned	the number of people infected with the corona virus is still increasing
Argument 1	2	the violators will continue to ignore the health protocol if they aren't sanctioned	By being sanctioned, they will feel deterred and ashamed
Argument 2	3	by sanctioning the violators, they will understand responsibility	<ul style="list-style-type: none"> - adhering to health protocols also keep others safe - we prevent bad things by continuing to keep distance and wearing masks
Argument 3	4	giving sanctions to the violators will make them more aware of the danger of COVID-19	<ul style="list-style-type: none"> - It is said that WHO declared COVID-19 a pandemic - it is best to continue to maintain health and avoid COVID-19
Reiteration/ Conclusion	5	the health protocol violators should be sanctioned	<ul style="list-style-type: none"> - sanction will make them aware of the danger of this corona virus - doing health protocol will decrease the infection of COVID-19

II. Work in pairs

Indicators	TEXT 1	TEXT 2
Genre	Analytical Exposition	Biography (Recount)
Structure	<ol style="list-style-type: none"> 1. Thesis 2. Arguments 3. Conclusion (Reiteration) 	<ol style="list-style-type: none"> 1. Orientation 2. Events 3. Reorientation
Language Features	<ol style="list-style-type: none"> 1. Using mental Verb (paragraph 1) "I believe" 2. Using Conjunctive Relation such as First, Second 3. Using Causative Conjunction "Because" in the last paragraph 	<ol style="list-style-type: none"> 1. Human participant (Bung Hatta) 2. Using conjunction "After" 3. Using Time Signal "On ..." 4. Telling series events