

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

PJJ/Daring

Satuan Pendidikan : SMA Kristen 2 Tomohon
Mata pelajaran : Bahasa Inggris
Kelas/Semester : XI/1
Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti (KI)

KI 1.

Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2.

Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3.

Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4.

Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

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

4.4 Teks eksposisi analitis

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual

4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator

3.4.1 Menganalisis unsur-unsur eksposisi dari sebuah teks eksposisi analitis

3.4.2 Merinci struktur teks eksposisi analitis

3.4.3 Menelaah unsur kebahasaan dari teks eksposisi analitis

4.4.1.1 Menemukan gambaran umum dari teks analitis

4.4.1.2 Menemukan informasi tertentu pada teks eksposisi analitis

4.4.2.1 Mengidentifikasi generic structure teks eksposisi analisis

4.4.2.2 Membuat teks eksposisi analitis tentang kehidupan remaja

D. Tujuan Pembelajaran

Melalui pendekatan saintifik dengan model problem based learning dan metode diskusi dan presentasi, peserta didik kelas 11 mampu **menganalisis**, **merinci**, dan **menelaah** 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, sehingga terbentuk sikap kerjasama, jujur, bertanggung jawab, dan peduli.

E. Materi Pembelajaran

Faktual

Example of Analytical Exposition

Covid-19 Health Protocol Violators Should Be Sanctioned

Thesis

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

Argument

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.

Reiteration

Therefore, the health protocol violators should be sanctioned because of the reasons given above.

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

Konseptual

- Definition of Analytical Exposition: Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.
- Fungsi Sosial
Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis

Prosedural

- An Analytical Exposition consists of three components:
 1. Thesis: Introducing the topic and indicating the writer's point of view.
 2. Argument: Explaining the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
 3. Reiteration: Restating the writer's point of view / to strengthen the thesis. We can make conclusion in reiteration.
- Unsur Kebahasaan
 - Ungkapan seperti *I believe, I think*
 - Adverbia *first, second, third ...*
 - Kata sambung *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, dan tulisan tangan
- Topik
Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI

Metakognitif

Pengetahuan tentang bagaimana peserta didik menyadari akan cara-cara terbaik untuk mempelajari materi faktual, konseptual, dan prosedural tentang jenis teks eksposisi analitis serta mengaplikasikannya dalam kehidupan sehari-hari sebagai sarana berkomunikasi.

F. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Problem Based Learning (PBL)
- 3) Metode : Diskusi, presentasi

G. Media Pembelajaran

1. Media

- ❖ Lembar kerja
- ❖ Lembar penilaian (google form)
- ❖ Power point presentation
- ❖ Google Classroom
- ❖ Google Meet/Whatsapp/Messenger
- ❖ Youtube.com

2. Alat/Bahan

- ❖ Laptop, LCD projector, smartphone

H. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017

- ❖ Kamus Bahasa Inggris
- ❖ <https://www.mentimeter.com/>
- ❖ <https://www.youtube.com/watch?v=jG-4kBIDAzA>
- ❖ <https://www.contohtext.com/2019/03/contoh-teks-analytical-exposition-about-bullying.html>
- ❖ <https://forms.gle/8c5qcSdK3Z3yIH3P6>
- ❖ <https://forms.gle/wVjx4iSLPqDQqdcX9>
- ❖ Pengalaman peserta didik dan guru

I. Kegiatan Pembelajaran

3.4.1 Menganalisis unsur-unsur eksposisi dari teks eksposisi analitis

3.4.2 Merinci struktur teks eksposisi analitis

3.4.3 Menelaah unsur kebahasaan dari teks eksposisi analitis

SINTAKS MODEL PBL	KEGIATAN PENDAHULUAN (10 menit)	NILAI SIKAP
	<ol style="list-style-type: none"> 1. Guru dan peserta didik mengakses google classroom dan google meet. 2. Peserta didik memberi salam kepada guru. 3. Kelas dibuka dengan doa bersama. 4. Guru mengadakan roll-call mengecek kehadiran peserta didik. 5. Guru menyampaikan indikator dan tujuan pembelajaran. 6. Guru menggunakan aplikasi mentimeter.com untuk mengetahui mood belajar peserta didik. 7. Guru menampilkan sebuah video yang berisi English Speech dari tokoh yang dikenal peserta didik. 8. Guru memberitahukan skenario pembelajaran yang akan dilakukan. 	<p>Sopan Santun Religius</p> <p>TIK</p> <p>Literasi Digital</p>
SINTAKS MODEL PBL	KEGIATAN INTI (70 menit)	NILAI SIKAP
<p>Orientasi</p> <p>Mengorganisasi</p> <p>Membimbing penyelidikan</p> <p>Mengembangkan dan menyajikan</p> <p>Menganalisis dan mengevaluasi</p>	<ol style="list-style-type: none"> 1. Guru memberi apersepsi dengan menampilkan beberapa gambar terkait materi yang akan diajarkan. 2. Guru menyampaikan materi analytical exposition dengan menggunakan power point presentation. 3. Peserta didik dikelompokkan berempat/berlima secara majemuk menurut kemampuan dan jenis kelamin. 4. Peserta didik menggunakan aplikasi Whatsapp/Messenger untuk berdiskusi. 5. Peserta didik saling berbagi tugas di dalam kelompok. 6. Guru menuntun peserta didik yang sementara berdiskusi di dalam kelompok. 7. Peserta didik diberikan sebuah teks analytical exposition berjudul "The Dangerous Effects of Bullying among The Students" untuk dibaca dalam kelompok. 8. Peserta didik menggarisbawahi gagasan/ide serta fakta yang terdapat dalam sebuah analytical exposition text. (LKPD 1) 9. Peserta didik mengisi rubrik identifikasi struktur teks analytical exposition text. (LKPD 2) 10. Peserta didik menjawab pertanyaan terkait unsur kebahasaan analytical exposition text yang terdapat pada teks. (LKPD 3) 11. Kembali dengan google meet, masing-masing kelompok mengutus wakilnya untuk menyampaikan hasil diskusi. 12. Guru dan peserta didik membahas hasil temuan secara bersama-sama. 13. Guru memberikan konfirmasi dan elaborasi terkait temuan peserta didik dalam diskusi kelompok. 14. Peserta didik membuat kesimpulan tentang poin-poin penting materi pembelajaran melalui arahan guru. 15. Peserta didik mengerjakan uji kompetensi. (google form) 	<p>Berpikir Kritis</p> <p>Kemandirian</p> <p>TIK</p> <p>Tanggung Jawab</p> <p>Literasi</p> <p>Kerjasama</p> <p>Kreatif</p> <p>Komunikasi</p> <p>Berpikir Kritis</p> <p>Kemandirian</p>
SINTAKS MODEL PBL	KEGIATAN PENUTUP (10 menit)	NILAI SIKAP
	<ol style="list-style-type: none"> 1. Peserta didik membuat refleksi pembelajaran dengan bimbingan guru. 2. Guru menyampaikan rencana pembelajaran pada pertemuan berikut. 3. Kelas ditutup dengan berdoa bersama. 4. Peserta didik memberi salam untuk berpisah dengan guru. 5. Peserta didik meninggalkan google classroom. 	<p>Jujur Responsif Religius Sopan Santun</p>

J. Penilaian Hasil Belajar

1. Teknik Penilaian:
 - a. Penilaian Sikap : Observasi
 - b. Penilaian Pengetahuan : Tes Tertulis
2. Bentuk Penilaian:
 - a. Penilaian Pengetahuan: LKPD, Uji Kompetensi
3. Instrumen Penilaian (terlampir)

K. Program Tindak Lanjut

1. Remedial
 - Peserta didik yang belum mencapai KKM (75) pada Uji Kompetensi diberi tugas untuk mengerjakan di rumah LKPD 1 dengan teks yang berbeda dan diperbolehkan untuk menggunakan bantuan dalam mengerjakan. Pada pertemuan berikut yang terjadwal, guru melakukan tes ulang untuk mengetahui kemajuan belajar dan kompetensi peserta didik bersangkutan mengenai teks eksposisi analitis.
2. Pengayaan
 - Bagi peserta didik mempunyai nilai di atas 75 diberi pengayaan berupa tugas mandiri untuk menemukan dan mengorganisir teks eksposisi analitis dari media cetak dan dijadikan sebuah kliping.

L. LAMPIRAN MATERI, LKPD, RUBRIK PENILAIAN, UJI KOMPETENSI, REFLEKSI, LAMPIRAN LAINNYA. (Terlampir)

Mengetahui:
Kepala Sekolah,

Dra. Stephanny Lefina Wuwungan
NIP: 196401021991032003

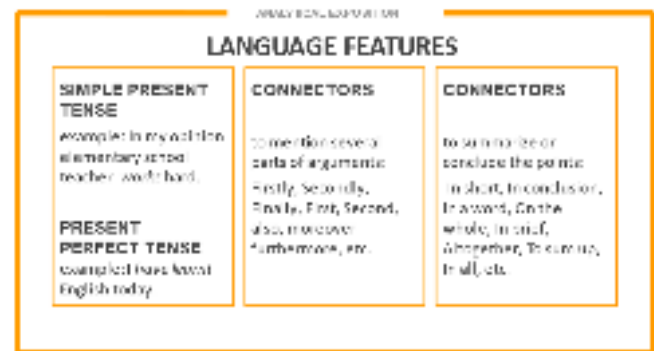
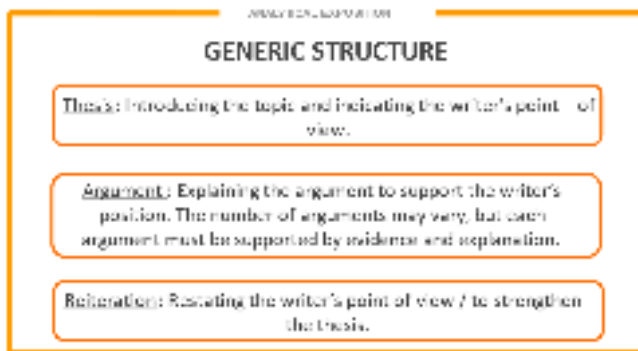
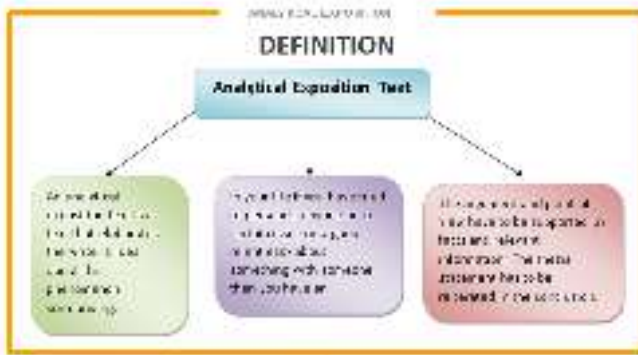
Tomohon, Juli 2021

Guru Mata Pelajaran,

Emmor H.N. Sujadi, SS

LAMPIRAN

1. MATERI AJAR



The Dangerous Effects of Bullying among The Students

THESIS
Bullying is a social phenomenon where people are being victimized. The way that people deal with the problem of bullying is not the same. Some people are bullies, some are victims, and some are bystanders. Bullying can be physical, verbal, or psychological. It can be done by one person or a group of people. Bullying can have serious effects on the victim's mental and physical health.

ARGUMENT 1
Bullying can lead to physical and psychological problems. Victims may experience stress, anxiety, depression, and low self-esteem. They may also have difficulty concentrating in school and may be at risk of dropping out of school.

ARGUMENT 2
Bullying can lead to social isolation. Victims may be excluded from social activities and may have difficulty making friends. They may also experience social stigma and may be at risk of being ostracized by their peers.

ARGUMENT 3
Bullying can lead to academic problems. Victims may have difficulty concentrating in school and may be at risk of dropping out of school. They may also experience lower grades and may be at risk of not completing their education.

The Dangerous Effects of Bullying among The Students

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ARGUMENT 3
Bullying can lead to academic problems. Victims may have difficulty concentrating in school and may be at risk of dropping out of school. They may also experience lower grades and may be at risk of not completing their education.

CONCLUSION
Bullying is a serious problem that affects many students. It can have serious effects on their mental and physical health. We need to take action to prevent bullying and to help victims. We should create a safe and supportive environment for all students.

LAMPIRAN

2. LEMBAR KERJA PESERTA DIDIK (LKPD) 1

- Read the text carefully, and then underline the main ideas of each paragraph.

The Dangerous Effects of Bullying among The Students

Bullying in educational settings remains a commonplace everyday experience. The acts of bullying include a wide range of malicious behaviors, including physical violence, threats, verbal mockery, ostracism, and rumors spread toward vulnerable targets and typically repeated. Bullying among students is very dangerous. It can affect not only the students who get bullied but also the bullies, the witness of bullying, and the school itself as an educational institution.

The children and teenagers who get bullied might experience several mental problems, such as depression, anxiety, increased feeling of sadness and loneliness, changes in sleep pattern, and loss of interest in particular activities that they used to enjoy. These problems may be carried away until they grow to be an adult. Besides, physical violence in bullying can lead to physical injuries.

The academic achievements of the victims will also get the impact. A UCLA study of 2.300 students in eleven middle schools in Los Angeles found that a high level of bullying was associated with lower grades across three years of middle schools. Students who were rated as the most bullied performed significantly worse academically than their peers.

Victims, however, are not the only ones who suffer from bullying. While victims often fare the worst on a variety of measures, pure bullies also experience difficulties. They are at increased risk of some mental health problems and are likely to encounter difficulty maintaining positive relationships as adults. More significantly, bullies are considerably more likely to behave roughly, get into fights, be engaged into vandalism, abuse alcohol and drugs, as well as being convicted of crimes.

Students who witness bullying have a big tendency to feel insecure when they are at school. They are also more likely to have mental problems such as depression, anxiety feeling, and traumatic feeling from witnessing the incident. Moreover, they are also at high risk of using drugs and alcohol to relieve their stress.

Ultimately, the school, where the act of bullying happens also can get the impacts. It makes the students feel insecure and creates a non-conducive school environment, which leads to ineffective teaching and learning activities. Furthermore, it makes morality education and spirit of learning at the school need to be questioned.

Based on several facts above, it is obvious that bullying among students is very dangerous. It can cause a physical and mental health problem, quality declining in academic performance due to the ineffective teaching and learning activities, and makes people doubt the role of the school in educating the students.

<https://www.contohtext.com/2019/03/contoh-teks-analytical-exposition-about-bullying.html>

- After reading the text, answer these questions.
 1. What is the writer trying to elaborate?
 2. What is the first paragraph about?
 3. What is the second paragraph about?
 4. What is the third paragraph about?
 5. What is the main idea of fifth paragraph?
 6. What info did you find in sixth paragraph?
 7. Can you draw a conclusion based on the text?

LAMPIRAN

3. LEMBAR KERJA PESERTA DIDIK (LKPD) 2

The Dangerous Effects of Bullying among The Students

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<https://www.contohtext.com/2019/03/contoh-teks-analytical-exposition-about-bullying.html>

Read the text “The Dangerous Effects of Bullying among The Students” and complete this table with the right answer.

Structure Identifications	
Thesis
Argument(s)
Reiteration

LAMPIRAN

4. LEMBAR KERJA PESERTA DIDIK (LKPD) 3

The Dangerous Effects of Bullying among The Students

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<https://www.contohtext.com/2019/03/contoh-teks-analytical-exposition-about-bullying.html>

➤ **Find the synonym of the underlined words.**

- | | |
|-----------------|------------------|
| 1. Remains | <i>Last</i> |
| 2. Affect | <i>Influence</i> |
| 3. Bullied | <i>Threaten</i> |
| 4. Carried away | <i>Discard</i> |
| 5. Performed | <i>Behave</i> |
| 6. Fare | <i>Turn out</i> |
| 7. Experience | <i>Encounter</i> |
| 8. Behave | <i>Act</i> |
| 9. Witness | <i>See</i> |
| 10. Leads | <i>Manage</i> |

LAMPIRAN

5. UJI KOMPETENSI

Bisa juga ditemukan pada link berikut: <https://forms.gle/8c5qcSdK3Z3yJH3P6>

Answer the following questions.

The text below is for questions number 1 to 5.

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, "the song stuck in my head" Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample.

Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don't have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas, even revolution. Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

1. The type of the text above is
A. **analytical exposition**
B. hortatory exposition
C. narrative
D. discussion
E. explanation
2. What is the communicative purpose of the text?
A. To tell the reader about the songs
B. To entertain the reader with the songs
C. To show the reader the use of songs
D. To explain above the songs
E. **To persuade the reader to use songs in learning language**
3. The generic structures of the text are
A. Thesis - arguments - recommendation
B. General statement - sequential explanation
C. Newsworthy events - background events - sources
D. **Thesis - arguments - reiteration**
E. General statement - arguments
4. What is the text about
A. learning songs
B. very enjoyable music
C. the phenomenon
D. music listeners
E. **using songs in language learning**
5. Based on the text, there are ... reason for using songs in learning language.
A.6 **B.4** C. 5 D. 3 E.2

The text below is for questions number 6 to 10.

Smoking in Restaurant

Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

6. These statements are according to the text, EXCEPT

 - A. It is harmful to others
 - B. It is impolite
 - C. It's dangerous to the smokers
 - D. It can cause hearth and lung disease
 - E. It can make someone rich**

7. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to.....

 - A. description
 - B. narration
 - C. anecdote
 - D. procedure
 - E. analytical exposition**

8. What is the purpose of the text?

 - A. To inform the readers
 - B. To persuade the readers**
 - C. To describe the readers
 - D. To tell a story to the readers
 - E. To argue about smoking to the readers

9. The synonym of the word dangerous in the text is.....

 - A. rude
 - B. impolite
 - C. health risk
 - D. harmful**
 - E. disease

10. Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.
The sentence above characterize as..... of the text.

 - A. thesis**
 - B. arguments
 - C. reiteration
 - D. topic sentence
 - E. supporting details

Kunci Jawaban

- 1. A 2. E 3. D 4. E 5. A**
6. E 7. E 8. B 9. D 10. A

LAMPIRAN

6. Rubrik Penilaian

Penilaian Sikap

Instrumen Penilaian Observasi

Kelas/Semester : ...
Tahun Pelajaran : ...
Periode Pengamatan : tanggal ... s.d. ...

No.	Nama Siswa	Aspek Sikap yang Dinilai (1 - 4)				Jumlah Skor	Nilai
		Komunikasi	Kolaborasi	Kemandirian	Kreatifitas		
1.	Hendrik Noffi	4	3	3	2	12	3
2.	dst.						
3.							
4.							
5.							

Keterangan :

- skor 4 apabila selalu melakukan perilaku yang diamati
- skor 3 apabila sering melakukan perilaku yang diamati
- skor 2 apabila kadang-kadang melakukan perilaku yang diamati
- skor 1 apabila tidak pernah melakukan perilaku yang diamati

Rumus Nilai:

Perolehan Skor

Nilai = ----- x Banyaknya Aspek (4)
Skor Maksimal

Kategori nilai sikap:

Sangat Baik : apabila memperoleh nilai akhir 4

Baik : apabila memperoleh nilai akhir 3

Cukup : apabila memperoleh nilai akhir 2

Kurang : apabila memperoleh nilai akhir 1

Penilaian Pengetahuan

Tes Tertulis

<https://forms.gle/8c5qcSdK3Z3yIH3P6>

Tes Uraian

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang	Struktur teks yang	2	1

		digunakan kurang runtut	digunakan hampir tidak runtut		
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

Penilaian Keterampilan

Penilaian Presentasi

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)	2	
2.	Isi presentasi (kedalaman, logika)	2	
3.	Koherensi dan kelancaran berbahasa	2	
4.	Bahasa:		
	Ucapan	2	
	Tata bahasa	2	
	Perbendaharaan kata	2	
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)	2	
Skor yang dicapai			
Skor maksimum		14	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

LAMPIRAN

7. LEMBAR REFLEKSI PESERTA DIDIK

<https://forms.gle/wVjx4iSLPqDQqdcX9>

Complete the following statements to show your learning development.

- The materials I have learned are ...
- In my opinion, the most difficult part in this unit is ...
- It is difficult for me because ...
- The other problem(s) I face in this unit is/are ...
- The effort(s) I do to solve the problem is/are ...
- The support(s) which I need to solve the problem is/are ...

8. LEMBAR REFLEKSI GURU

Date: _____

Class: _____

<p>1. What worked well today?</p> <hr/> <hr/> <hr/> <hr/>
<p>2. What did not go as planned today?</p> <hr/> <hr/> <hr/> <hr/>
<p>3. What will I do next?</p> <hr/> <hr/> <hr/> <hr/>

LAMPIRAN

9. VIDEO APERSEPSI

<https://www.youtube.com/watch?v=jG-4kBIDaZA>



The image shows a YouTube video player interface. The video content features Selena Gomez speaking into a microphone, wearing a red blazer. The video has English subtitles overlaid at the bottom, which read: "that it's such an honour to be here, it is,". The video player includes standard controls such as play/pause, volume, and a progress bar showing 0:35 / 7:35. The channel name "ENGLISH SPEECHES" is visible in the top right corner of the video frame. Below the video player, the video title is "ENGLISH SPEECH | SELENA GOMEZ: Trust Yourself (English Subtitles)".

#EnglishSpeeches #EnglishSubtitles #LearnEnglish
ENGLISH SPEECH | SELENA GOMEZ: Trust Yourself (English Subtitles)