

## RENCANA PELAKSANAAN PEMBELAJARAN DARING

Sekolah : SMA AL KAMAL	Kelas/Semester : XI / 1	KD : 3.4 dan 4.4
Mata Pelajaran : Bahasa Inggris	Alokasi waktu : 2 X 45 menit	Pertemuan ke : 1
Materi : <i>Analytical Exposition Text</i>		

### A. Tujuan Pembelajaran

Melalui pembelajaran Teks Analytical Exposition dengan pendekatan pembelajaran yang diharapkan adalah students centered berbasis TPACK menggunakan strategi berpartisipasi dalam pembelajaran serta metode diskusi dan tanya jawab dengan model *Problem Based Learning*, peserta didik mampu dan terampil **Mengidentifikasi** (C1) struktur teks, fungsi sosial, unsur kebahasaan sebuah text Analytical Exposition, **Menemukan** (C3) informasi terkait perbedaan fakta dan pendapat, struktur teks, fungsi sosial, unsur kebahasaan yang ada dalam teks Analytical Exposition, serta mampu **Mengembangkan** (P4) isi teks analytical exposition yang telah dibaca menggunakan bahasa sendiri yang dikemas secara baik dan benar terkait isu aktual sesuai dengan konteks penggunaannya dengan rasa percaya diri, disiplin, santun dan tanggung jawab.

### B. Kegiatan Pembelajaran

Media	Alat/Bahan	Sumber Belajar
<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Google Meet</li> <li>• Video Youtube</li> <li>• Whatsapp group</li> <li>• Slide Presentasi (ppt)</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• PC</li> <li>• Smart Phone</li> <li>• Tripod</li> <li>• Speaker or headset</li> <li>• LKPD</li> <li>• Google Form</li> <li>• Video Pembelajaran</li> </ul>	<ul style="list-style-type: none"> <li>• Buku siswa Pathway to English for SMA / MA Grade XI.</li> <li>• Talk Active Grade XI Bahasa Inggris.</li> <li>• <a href="https://www.youtube.com/watch?v=QdAAoPrw7zQ">https://www.youtube.com/watch?v=QdAAoPrw7zQ</a></li> <li>• <a href="https://www.liveworksheets.com/worksheets/en/English_language/Reading_comprehension/Fact_and_Opinion_1_cd1407607mk">https://www.liveworksheets.com/worksheets/en/English_language/Reading_comprehension/Fact_and_Opinion_1_cd1407607mk</a></li> <li>• <a href="https://www.ruangguru.com/blog/mengenal-analytical-exposition-text">https://www.ruangguru.com/blog/mengenal-analytical-exposition-text</a></li> </ul>

<b>Pendahuluan (15 Menit)</b>	<ul style="list-style-type: none"> <li>❖ Guru melakukan pembukaan dengan memberi salam, memotivasi dan mengkondisikan suasana belajar yang menyenangkan.</li> <li>❖ Guru memeriksa kehadiran peserta didik sekaligus peserta didik menyiapkan diri untuk belajar dan memeriksa kerapihan diri.</li> <li>❖ Guru meminta ketua kelas untuk berdoa sebelum memulai pembelajaran.</li> <li>❖ Guru dan peserta didik bertanya jawab berkaitan dengan pengalamannya sebagai bekal pelajaran terkait pernyataan pendapat dan fakta.</li> <li>❖ Guru menyampaikan kompetensi dasar atau tujuan pembelajaran yang akan dicapai yang ditayangkan melalui power point.</li> </ul>
<b>Kegiatan Inti (35 Menit)</b>	<ul style="list-style-type: none"> <li>❖ Peserta didik menyimak video yang di sajikan guru melalui sharescreen tentang Analytical Exposition Text yang disajikan dalam G-Meet melalui link youtube.</li> <li>❖ Peserta didik menjawab pertanyaan yang diberikan oleh guru mengenai isu yang ada di video: <ul style="list-style-type: none"> <li>• What is the writer's opinion from the Video?</li> <li>• What is Analytical Exposition Text?</li> <li>• What is the generic structure of Analytical Exposition Text?</li> </ul> </li> <li>❖ Peserta didik mengidentifikasi informasi – informasi yang didapat melalui video dengan memberi ceklis pada lembar kerja yang diberikan oleh guru.</li> <li>❖ Peserta didik mengumpulkannya melalui google classroom.</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Peserta didik dibagi menjadi 4 kelompok.</li> <li>❖ Setiap masing – masing kelompok dibagikan lembar kerja (LKPD dalam google classroom).</li> <li>❖ Dengan bimbingan guru, peserta didik berdiskusi untuk menganalisis struktur dari teks, fungsi sosial, serta unsur kebahasaan tersebut.</li> <li>❖ Peserta didik menjawab pertanyaan terkait teks.</li> <li>❖ Peserta didik mampu menemukan informasi kemudian menuliskan dengan benar terkait struktur teks, fungsi sosial serta unsur kebahasaan nya.</li> <li>❖ Peserta didik melampirkan bukti hasil diskusi berupa screenshot lalu kirim ke google classroom.</li> <li>❖ Peserta didik diminta secara berkelompok menyajikan hasil diskusinya melalui Google meet bersama guru.</li> <li>❖ Peserta didik mempresentasikan terkait teks yang telah dikerjakan</li> <li>❖ Guru mengevaluasi hasil yang disampaikan oleh siswa.</li> <li>❖ Peserta didik diberi kesempatan untuk mengemukakan pendapat dan bertanya tentang hasil diskusi atau tentang yang belum dipahami.</li> </ul>
<b>Penutup (10 Menit)</b>	<ul style="list-style-type: none"> <li>❖ Peserta didik diberikan refleksi terhadap proses pembelajaran: <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i></li> <li>❖ Peserta didik dan guru menyimpulkan apa yang dipelajari hari ini <i>“Who can conclude what you have studied during this meeting?”.</i></li> <li>❖ Guru memberikan evaluasi di dalam google classroom.,</li> <li>❖ Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya</li> <li>❖ Menutup kegiatan dengan berdoa.</li> </ul>

### C. Aspek Penilaian

<b>Keterampilan</b>	<b>Sikap</b>	<b>Pengetahuan</b>
Penilaian keterampilan melalui membuat hasil laporan dan membuat Iklan sederhana sebagai implementasi dari <i>Analytical Exposition</i> .	Melalui pengamatan perilaku sikap spiritual dan sikap sosial dalam melakukan diskusi tentang <i>Analytical Exposition text</i> sesuai dengan situasi dan kondisi yang diberikan dalam penilaian sikap (simpati dengan santun, ingin tahu, teliti, percaya diri, bertanggung jawab, serta mampu bekerja sama).	Melalui instrumen tes tertulis sesuai dengan instrumen dan rubrik penilaian pengetahuan.

Jakarta, 16 Juni 2021

Mengetahui :

Guru Mata Pelajaran

Kepala Sekolah

Dani, S. E., M. Pd.

Sysca Yuliaeni Permana, S. Pd.

NIP:

NIP:

## BAHAN AJAR



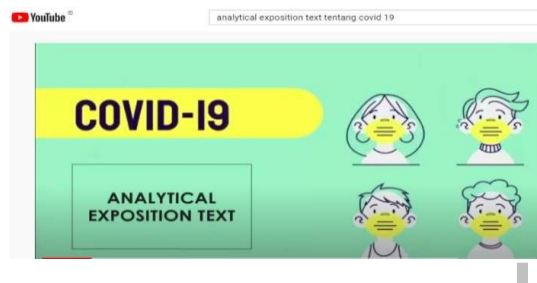
### Learning Materials

#### a. Definition

What is actually Analytical Exposition Text?

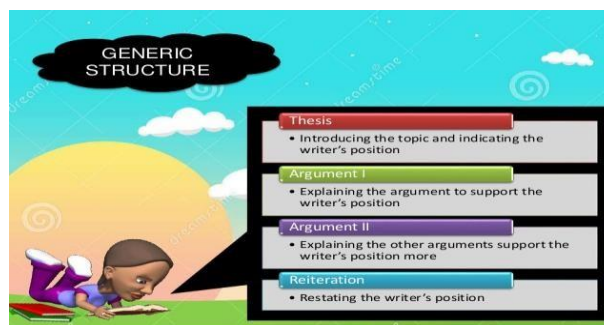
This unit deals with Analytical Exposition texts. Analytical Exposition belongs to argumentative texts. An analytical exposition text is called a persuasive text because its social function is to persuade the readers or listeners that something is a case. (Talk Active Grade 2). Through this type of texts, the writer/speaker elaborates his/her idea about the phenomenon surrounding. His/her purpose is to convince the audience that his/her idea is an important matter.

Attached below is a video on Analytical Exposition text. Open the video file and study the content. Having viewed the video, can you outline Analytical Exposition Text in a few sentences?



[Link: <https://www.youtube.com/watch?v=QdAAoPrw7zQ>]

#### b. Generic Structures



An Analytical Exposition consists of three components:

1. Thesis: an introductory statement that presents the author's point of view and previews the argument that will follow – in some texts, the opening statement may be 'attention grabbing'.

2. Arguments: 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 to convince the audience.
3. Reiteration: a conclusion that sums up the arguments and reinforces the author's point of view.

**c. Social Function**

An Analytical Exposition is to persuade the readers or listeners to look at an issue with your perspective.

**d. Language Features**

Analytical Exposition has its characteristics;



1. Using relational process
2. Using internal conjunction
  - Internal conjunctions divided into four;
    - a. *addition : besides, in addition, further.*
    - b. *Comparisons : but, vice versa, meanwhile, on the other hand.*
    - c. *Time : second, then, then, next.*
    - d. *Cause-effect : consequence, as a result, so, the result.*
3. Using causal conjunction
4. Using Simple Present Tense
5. Using compound and complex sentence
6. Use word that link argument, such as firstly, secondly, and reasoning through causal conjunction, such as in addition, furthermore, however, therefore.
7. Words that express writer's feeling or idea

Having studied the video content, just put √ in the checklist below when the information is mentioned.

NO	INFORMATION	T	F
1	An analytical exposition text is meant by the writer/speaker to convince the audience that his/her idea is an important issue.	√	
2	An analytical exposition ends with recommendations		√
3	Hypothesis is central in analytical exposition text.	√	
4	To introduce arguments in analytical expositions, connectors such on the other hand, however, and the like are often used	√	
5	To introduce a conclusion in analytical expositions, words/phrases such as in short, to sum up, and the like are frequently used.	√	
6	An analytical exposition generally comprises 3 parts.	√	
7	-In some conditions, cars can be good for us if we want to go to a far destination. But, in the other hand, cars become not good for human health caused by the carbon dioxide emissions. What can we do now is, starting using public transportation rather than private transportation? So, we have to know how to use cars wisely for our life is a good argument for an analytical exposition text.	√	
8	Analytical expositions typically use the simple present tense	√	
9	Arguments in analytical expositions may be more than one	√	
10	As its name suggests, analytical exposition has a purpose to criticize the unpleasant conditions.		√

### Tips!

Before proceeding with tasks, you may find this section valuable. In your attempt to produce effective analytical exposition texts you can try the following:

- *Thesis*  
Thesis should be formulated in such a “straight to the point” way.
- *Paragraphs that follow*  
All the things mentioned in the clusters of ideas should support the thesis stated at the beginning.
- *Style*  
Insert quotations. This will help you convince the audience. For this, you have to read a lot in order to support your arguments with data, facts or even authoritative sources.
- *Re-read*  
Re-read your analytical text when you have finished. Make sure you have included relevant strong supporting ideas and quality language. Avoid thinking that longer texts are better than shorter ones.

## Warming UP

### Fact or Opinion 1

A **fact** is something that is true or can be proven.

An **opinion** is your feelings or how someone else feels about a particular topic.

**Directions:** Read each sentence and select fact or opinion to answer the questions.

1. We had a great time at the basketball game yesterday.

fact          opinion

2. Whales are a mammal.

fact          opinion

3. The sun is the closest star to Earth.

fact          opinion

4. Saturday is my favorite day of the week.

fact          opinion

5. Dogs are the best pets ever.

fact          opinion

6. Seventy-five percent of the Earth is covered in water.

fact          opinion

7. Giraffes are the tallest mammals.

Fact          opinion

8. Swimming is my favorite sport.

fact          opinion



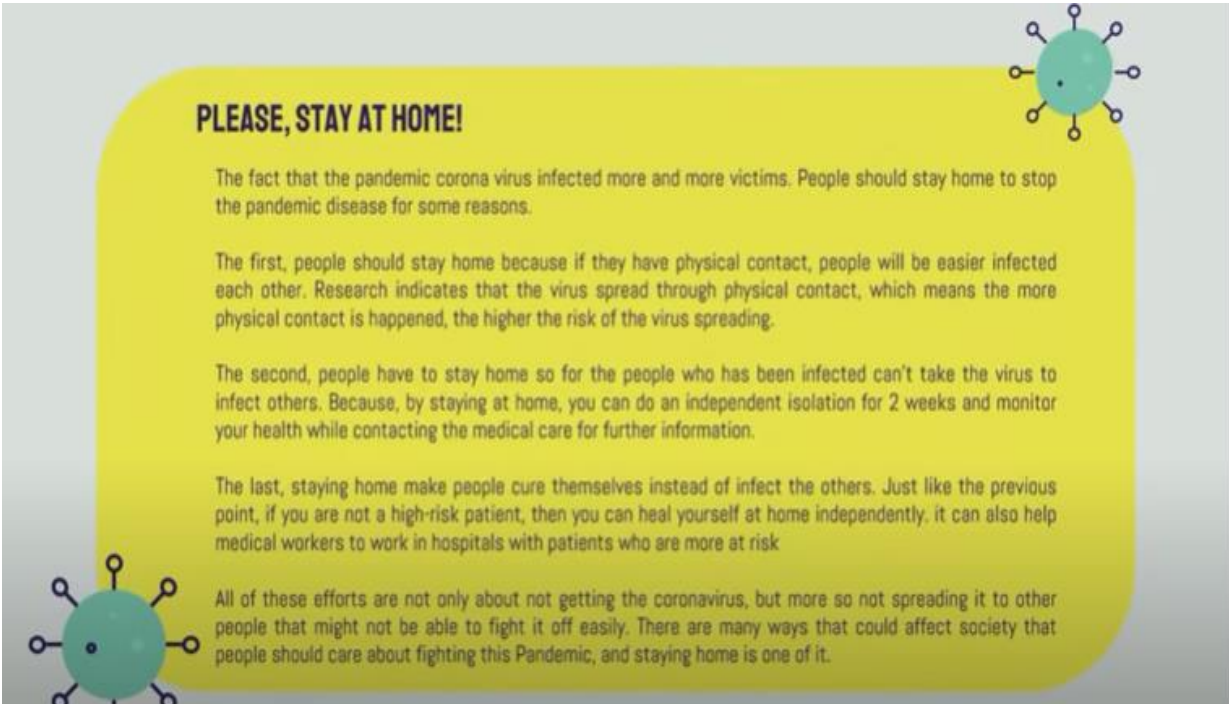
## Lembar Kerja Peserta Didik

**Name** : .....  
**Class** : XI IPA / IPS  
**Topic** : Let's Write an Analytical Exposition  
**Skill** : Writing and Speaking  
**Indikator** :

- **Mengidentifikasi** (C1) struktur teks, fungsi sosial, unsur kebahasaan beberapa teks Analytical Exposition lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.
- **Menemukan** (C3) informasi terkait struktur teks, fungsi sosial, unsur kebahasaan yang ada dalam teks Analytical Exposition.
- **Mengembangkan** (P4) isi teks analytical exposition yang telah dibaca menggunakan bahasa sendiri yang dikemas secara baik dan benar terkait isu aktual sesuai dengan konteks penggunaannya

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**Read the following text carefully. How is this text organized and please add necessary signs for language features? Discuss and answer the simple questions with your group.**



**PLEASE, STAY AT HOME!**

The fact that the pandemic corona virus infected more and more victims. People should stay home to stop the pandemic disease for some reasons.

The first, people should stay home because if they have physical contact, people will be easier infected each other. Research indicates that the virus spread through physical contact, which means the more physical contact is happened, the higher the risk of the virus spreading.

The second, people have to stay home so for the people who has been infected can't take the virus to infect others. Because, by staying at home, you can do an independent isolation for 2 weeks and monitor your health while contacting the medical care for further information.

The last, staying home make people cure themselves instead of infect the others. Just like the previous point, if you are not a high-risk patient, then you can heal yourself at home independently. it can also help medical workers to work in hospitals with patients who are more at risk

All of these efforts are not only about not getting the coronavirus, but more so not spreading it to other people that might not be able to fight it off easily. There are many ways that could affect society that people should care about fighting this Pandemic, and staying home is one of it.

1. What is the title of the passage above?
2. Why people must stay at home in pandemic?
3. How long do infected people doing self-isolate?
4. What should a person infected do during self-isolation to recover?
5. Is the corona virus very dangerous? Explain clearly.

**Rewrite the passage into good structure of Analytical Exposition Text**

<b>Generic Structure</b>	<b>Explanation</b>
Thesis	
A Series of Arguments	
Reiteration	

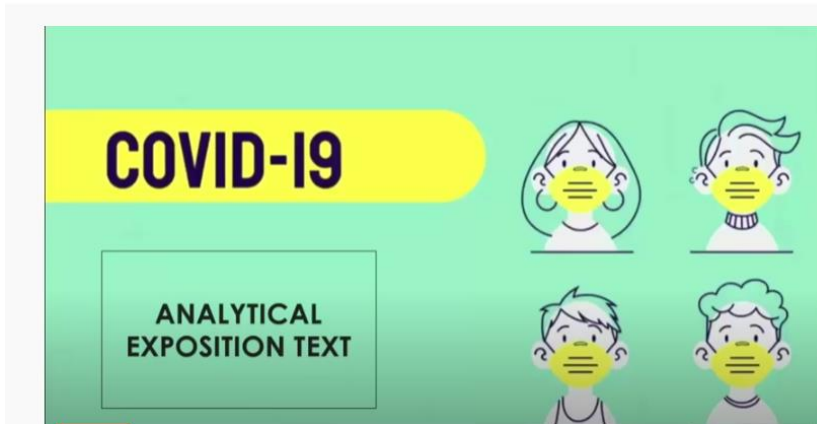
**After you read and do the exercise on the text, retell the contents of the text using your own language in front of your friends.**



## Media Pembelajaran



analytical exposition text tentang covid 19



[Link: <https://www.youtube.com/watch?v=QdAAoPrw7zQ>]

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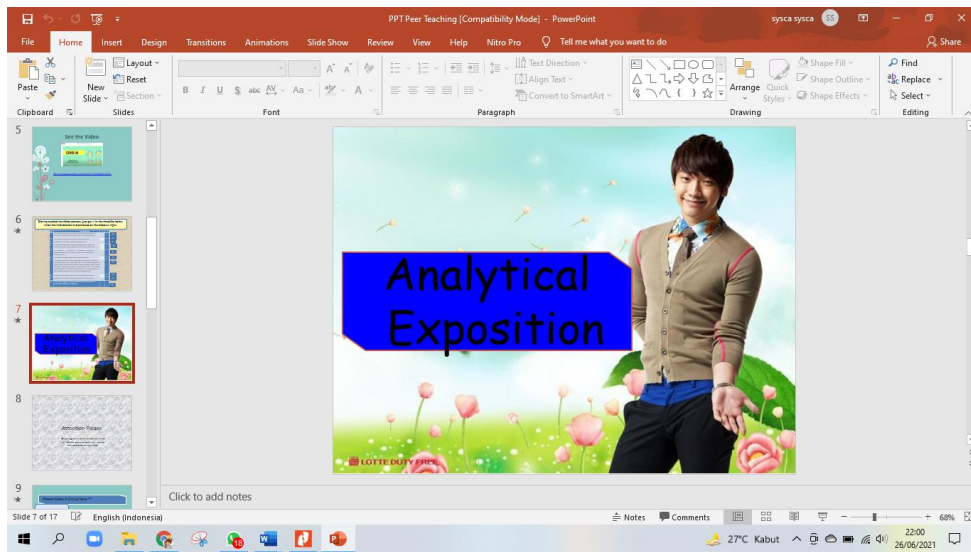
Fact      opinion

8. Swimming is my favorite sport.

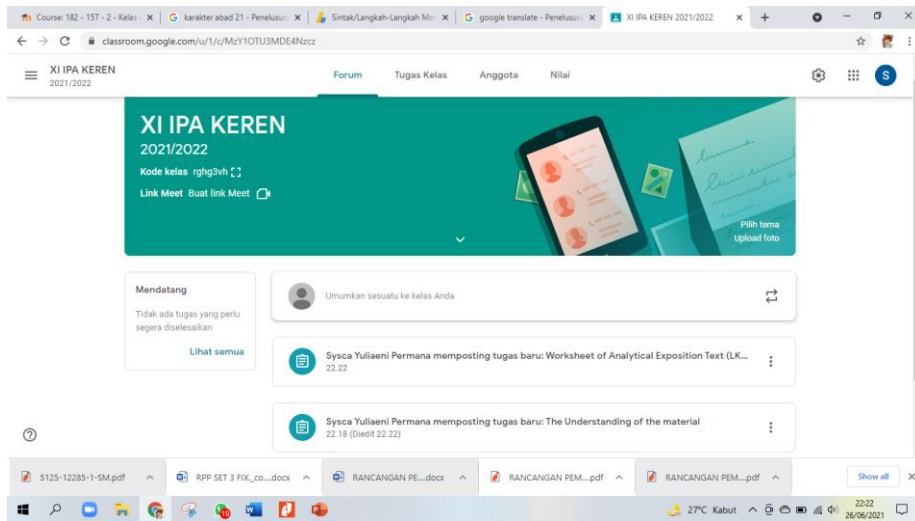
fact      opinion



[https://www.liveworksheets.com/worksheets/en/English\\_language/Reading\\_comprehension/Fact\\_and\\_Opinion\\_1\\_cd1407607mk](https://www.liveworksheets.com/worksheets/en/English_language/Reading_comprehension/Fact_and_Opinion_1_cd1407607mk)



(Power Point Slide)



( <https://classroom.google.com/u/1/c/MzY1OTU3MDE4Nzcz> )

## INSTRUMEN EVALUASI

### I. Read carefully and choose the correct answer between A, B, C, D, or E

#### 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.

1. Smoking in the restaurants must be avoided because.....
  - a. **All answers are correct**
  - b. It's dangerous to the smokers
  - c. It is impolite
  - d. It can cause heart and lung disease
  - e. It is harmful to others
2. We have many reasons to say that smoking must be avoided. The word reasons mean.....
  - a. Point of view
  - b. **Argument**
  - c. Reinforcement
  - d. Statement
  - e. Conclusion
3. What is the purpose of the text?
  - a. **To argue about smoking to the readers**
  - b. To tell a story to the readers
  - c. To inform to the readers
  - d. To persuade the readers
  - e. To describe to the readers
4. The synonym of the word **dangerous** in the text is.....
  - a. Impolite
  - b. Health risk
  - c. Disease
  - d. Rude
  - e. **Harmful**
5. "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. Arguments
  - b. Topic sentence
  - c. Supporting details
  - d. **Thesis**
  - e. Reiteration

## Dust Bin

To improve comfort and cleanliness at our school, a number of dust bins should be increased. When we look at classrooms, school corridors and school yard, there are paper mineral water cups, straws, and napkins here and there. The condition of uncleanliness and discomfort really hinders learning and teaching environment. Litters thrown carelessly cause disease, especially empty plastic cup or glasses. They can be filled out with water coming from the rain. This can be placed for dengue mosquitoes to spread out. Besides, these rubbishes can **deteriorate** the scene. Well painted wall and green school yard do not mean anything litters are scattered everywhere.

Anyway, I notice that most of the students in our school have responsibilities for the school environment. They put their litters on the proper places. But some are not diligent enough to find the dust bins. The numbers of dust binds in our schools are not enough. More dust bins should be put beside each of steps, outside of the classrooms, and some more also the corridors. Probably one dust bin should be in every ten meters. So, when students want to throw away their litters, they can find the dust bins easily.

When school is equipped with sufficient dust bins, we do not have problems of freak and discomfort any more. Our school will be very clean and become a nice place to study.

6. What is the writer's intention? To ....readers to do something good.
  - a. Explain
  - b. Attract**
  - c. Entertain
  - d. Inform
  - e. Describe
7. According to the writer, more dust bins..... in every ten meters.
  - a. Should be placed**
  - b. Are not required
  - c. Should be painted
  - d. Are unnecessary
  - e. Should be decorated
8. What is the writer's argument on a sufficient number of dust bins?
  - a. They can serve janitor's energy
  - b. They make school environment neat
  - c. Students can throw garbage away easily**
  - d. Students are asked to clean them
  - e. They can prevent litters
9. What is the writer's suggestion?
  - a. To hire more gardeners
  - b. To use dustbins efficiently
  - c. Students are asked to give more dustbins
  - d. To buy more dustbins**
  - e. To ask parents to give more dustbins
10. Besides, these rubbish can deteriorate the scene .(*Paragraph 2*). What is the **Antonym** of underlined word....
  - a. Destroy
  - b. Improve
  - c. Minimize
  - d. Reduce
  - e. Worsen**

# INSTRUMENT PENILAIAN

## LEMBAR PENGAMATAN PENILAIAN SIKAP

**Rubrik:**

**Indikator sikap aktif dalam pembelajaran:**

1. Kurang baik *jika* menunjukkan sama sekali tidak ambil bagian dalam pembelajaran
2. Cukup *jika* menunjukkan ada sedikit usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten
3. Baik *jika* menunjukkan sudah ada usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten
4. Sangat baik *jika* menunjukkan sudah ambil bagian dalam menyelesaikan tugas kelompok secara terus menerus dan ajeg/konsisten

**Indikator sikap bekerjasama dalam kegiatan kelompok.**

1. Kurang baik *jika* sama sekali tidak berusaha untuk bekerjasama dalam kegiatan kelompok.
2. Cukup *jika* menunjukkan ada sedikit usaha untuk bekerjasama dalam kegiatan kelompok tetapi masih belum ajeg/konsisten.
3. Baik *jika* menunjukkan sudah ada usaha untuk bekerjasama dalam kegiatan kelompok tetapi masih belum ajeg/konsisten.
4. Sangat baik *jika* menunjukkan adanya usaha bekerjasama dalam kegiatan kelompok secara terus menerus dan ajeg/konsisten.

**Indikator sikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.**

1. Kurang baik *jika* sama sekali tidak bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.
2. Cukup *jika* menunjukkan ada sedikit usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif tetapi masuih belum ajeg/konsisten
3. Baik *jika* menunjukkan sudah ada usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif tetapi masuih belum ajeg/konsisten.
4. Sangat baik *jika* menunjukkan sudah ada usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif secara terus menerus dan ajeg/konsisten.

**Indikator Pencapaian:**

- a. Menampilkan perilaku disiplin dalam pembelajaran
- b. Indikator sikap disiplin tersebut adalah:
  1. Melaksanakan tugas yang diberikan guru dengan penuh tanggung jawab selama pelaksanaan pembelajaran.
  2. Tidak menyalahkan orang lain untuk kesalahan yang diperbuat selama proses pembelajaran
  3. Menerima resiko dari tindakan yang ia lakukan selama proses pembelajaran.
  4. Mengikuti pembelajaran daring dengan sepenuh hati tidak melakukan aktifitas diluar pembelajaran.

Bubuhkan tanda (√) pada kolom-kolom sesuai hasil pengamatan.

Kelas : XI IPA

No	Nama Siswa	SIKAP																															
		Tanggung Jawab				Jujur				Peduli				Kerjasama				Santun				Percaya diri				Disiplin							
		K	C	B	S	K	C	B	S	K	C	B	S	K	C	B	S	K	C	B	S	K	C	B	S	K	C	B	S				
R	K	A	B	R	K	A	B	R	K	A	B	R	K	A	B	R	K	A	B	R	K	A	B	R	K	A	B	R	K	A	B		
		25	50	75	100	25	50	75	100	25	50	75	100	25	50	75	100	25	50	75	100	25	50	75	100	25	50	75	100	25	50	75	100
1																																	
2																																	
3																																	
4																																	
5																																	

K : Kurang

C: Cukup

B: Baik

SB : Baik Sekali

**LEMBAR PENILAIAN PENGETAHUAN TERTULIS**  
(*Bentuk Uraian*)

Topik : Teks Analytical Exposition Tulis dan Lisan

Indikator : **Mengidentifikasi** (C1) struktur teks, fungsi sosial, unsur kebahasaan beberapa teks Analytical Exposition lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

**Soal Tes Uraian Pertama :**

1. What is the title of the passage above?
2. Why people must stay at home in pandemic?
3. How long do infected people doing self-isolate?
4. What should a person infected do during self-isolation to recover?
5. Is the corona virus very dangerous? Explain clearly.

**Kunci Jawaban Soal Uraian dan Pedoman Penskoran**

Alternatif jawaban	Penyelesaian	Skor
1	Please, stay at home!	2
2	To stop the pandemic diseases (Covid 19)	2
3	For two weeks	2
4	Monitoring health and Contacting the Medical care	2
5	Yes, it is. Because it can attack anywhere in our body to make the illness, and it can be killed	2
<b>Jumlah</b>		<b>10</b>

$$\text{Nilai} = \frac{\text{Jumlah skor yang diperoleh}}{5} \times 10$$

**Indikator : Menemukan (C3)** informasi terkait struktur teks, fungsi sosial, unsur kebahasaan yang ada dalam teks Analytical Exposition.

**Soal Tes Uraian Kedua : Determining the Generic Structure of Text.**

1. Thesis
2. Arguments
3. Reiteration

**Rubrik Penilaian:**

Alternatif jawaban	Penyelesaian	Skor
<b>1</b>		<b>2</b>
<b>2</b>		<b>5</b>
<b>3</b>		<b>3</b>
<b>Jumlah</b>		<b>10</b>

**Rubrik untuk penilaian keterampilan menulis**

Aspek yang dinilai	Kriteria	SKOR
<b>Kesesuaian isi dengan generic structure</b>	100 % isi sesuai	5
	80 % isi sesuai	4
	60 % isi sesuai	3
	40 % isi sesuai	2
	20 % isi sesuai	1
<b>Pilihan kata</b>	100 % pilihan kata tepat	5
	80 % pilihan kata tepat	4
	60 % pilihan kata tepat	3
	40 % pilihan kata tepat	2
	20 % pilihan kata tepat	1
<b>Keterpaduan kalimat</b>	100 % kalimat terpadu dan runtut	5
	80 % kalimat terpadu dan runtut	4
	60 % kalimat terpadu dan runtut	3
	40 % kalimat terpadu dan runtut	2
	20 % kalimat terpadu dan runtut	1
<b>Penulisan kosa kata</b>	100 % penulisan kosa kata tepat	5
	80 % penulisan kosa kata tepat	4
	60 % penulisan kosa kata tepat	3
	40 % penulisan kosa kata tepat	2
	20 % penulisan kosa kata tepat	1
<b>Originalitas penulisan</b>	100 % tulisan hasil pemikiran sendiri	5
	80 % tulisan hasil pemikiran sendiri	4
	60 % tulisan hasil pemikiran sendiri	3
	40 % tulisan hasil pemikiran sendiri	2
	20 % tulisan hasil pemikiran sendiri	1

Pedoman penskoran :

$$NA = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

## Instrumen Evaluasi Siswa

Objective Test (Tes Evaluasi) : 10 Soal Pilihan Ganda

Satu jawaban benar bernilai	= 10
Skor tertinggi/Total Skor	= 100
Skor terendah	= 0
Skor pelolehan/siswa	= Jumlah jawaban benar x 10

## Penilaian Keterampilan

### Penilaian Presentasi/Monolog

Indikator :

**Mengembangkan** (P4) isi teks analytical exposition yang telah dibaca menggunakan bahasa sendiri yang dikemas secara baik dan benar terkait isu aktual sesuai dengan konteks penggunaannya

Nama : \_\_\_\_\_

Kelas: XI IPA

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata Bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
<b>Skor yang dicapai</b>			
<b>Skor maksimum</b>		<b>10</b>	

#### **Keterangan:**

Baik mendapat skor 2

Kurang baik mendapat skor 1

## Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

## Remedial

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.