

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
SIMULASI MENGAJAR CALON GURU PENGERAK ANGKATAN 5

Satuan Pendidikan : SMA YPPK AGUSTINUS
 Kelas / Semester : XI / Ganjil
 Tema : Considering These Reasons
 Sub Tema : Online Shopping
 Pembelajaran ke : 1
 Alokasi waktu : 10 menit

A. TUJUAN PEMBELAJARAN

Melalui Tanya jawab antara peserta didik dan guru, peserta didik dapat :

- Menentukan fungsi sosial teks Analytical Exposition dengan cermat
- Mengidentifikasi struktur teks Analytical Exposition dengan teliti
- Mengidentifikasi unsur kebahasaan Analytical Exposition dengan cermat
- Membuat teks Analytical Exposition dengan tepat

B. KEGIATAN PEMBELAJARAN

No	Aktifitas peserta didik dan guru	Waktu
1	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> * Guru menyapa peserta didik dengan mengucapkan salam kepada peserta didik. * Guru mengajak peserta didik untuk berdoa terlebih dahulu sebelum memulai kegiatan pembelajaran. * Guru memeriksa kehadiran peserta didik untuk mengetahui kesiapan peserta didik dalam kegiatan pembelajaran. * Guru menyampaikan tujuan pembelajaran. * Peserta didik diminta untuk menuliskan hal-hal apa saja yang ingin mereka ketahui berkaitan dengan materi yang akan dipelajari. 	2 menit
2	<p>Kegiatan Inti</p> <ul style="list-style-type: none"> * Guru memberikan stimulasi kepada peserta didik dengan memberikan pertanyaan-pertanyaan. Example; - What picture comes into your mind when you hear the word ‘shopping?’ - How often do you usually shop? - What items do you usually buy?, etc. • Guru memberikan kesempatan kepada peserta didik untuk menjawab pertanyaan-pertanyaan yang diberikan. • Guru menunjukkan gambar kepada peserta didik dan memberikan kesempatan kepada peserta didik untuk memberikan pendapat mereka terkait gambar yang ditunjukkan. 	6 menit

	<p>Example:</p> <ul style="list-style-type: none"> * Look at the picture and explain what the boys are doing? * Explain why they are doing such an activity? • Guru memberikan kesempatan kepada peserta didik untuk memberikan pendapat mereka. • Guru menjelaskan topik pelajaran tentang analytical exposition text, dimulai dari tujuan penulisan, structure text dan language feature dari text tersebut. * Guru meminta peserta didik untuk melihat contoh text exposisi di lks mereka dan meminta peserta didik untuk menentukan structure textnya. • Setelah menjelaskan bentuk text, guru meminta peserta didik untuk melihat activity 3 di buku lks peserta didik kemudian bersama dengan guru melaftalkan dan mengartikannya. • Guru meminta peserta didik untuk membaca dengan suara yang nyaring dan menjawab pertanyaan-pertanyaan di lks. * Peserta didik menulis teks analytical exposition dengan memilih tema sesuai dengan kemampuan peserta didik. * Guru membimbing dan memantau peserta didik yang kesulitan dalam mengerjakan tugas. 	
3	<p>Kegiatan Penutup :</p> <ul style="list-style-type: none"> • Guru dan peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan * Guru memberikan tugas selanjutnya kepada peserta didik dan dikerjakan secara berkelompok untuk mendiskusikan pertanyaan berikut secara kemudian presentasikan di depan kelas dan menanggapi persentasi dari kelompok lain: <ol style="list-style-type: none"> 1. What is the function of arguments in analytical exposition text? 2. What is the function of facts in analytical exposition text? 3. In your opinion, can the writer discuss two sides of an issue? 4. Should analytical exposition text be objective? Elaborate it! 5. In your opinion, please elaborate how to make a good analytical exposition text! 	2 menit

III. Penilaian Hasil Belajar:

- a. Penilaian Sikap : Observasi
- b. Penilaian Pengetahuan : Tes tertulis
- c. Penilaian Praktek : Menulis

Sorong, 5 Januari 2022

Mengetahui,
Kepala SMA YPPK AGUSTINUS

Guru Bidang Studi

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Lampiran 1 : Rubrik Penilaian

Rubrik Penilaian

Penilaian Sikap

Instrumen Penilaian Observasi

Kelas/Semester : XI / 1
Tahun Pelajaran : 2021/2022

No	Nama Siswa	Aspek sikap yang dinilai (1-4)				Jumlah skor	Nilai
		Komunikasi (4)	Kolaborasi (3)	Kemandirian (2)	Kreatifitas (1)		
1	Alfana Ayr						
2	Alissa Apono						
3	Ananias Magabلو						
4	Angelica Sali						
5	Anggelina Isir						
6	ect						
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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:

$$\text{Nilai} = \frac{\text{Perolehan skor}}{\text{Skor maximal}} \times \text{Banyaknya aspek (4)}$$

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 multiple choice

No	Aspek	Skor Maksimum
1	Jawaban benar	1
2	Jawaban benar	1
3	Jawaban benar	1
4	Jawaban benar	1
5	Jawaban benar	1
6	Jawaban benar	1
7	Jawaban benar	1
8	Jawaban benar	1
9	Jawaban benar	1
10	Jawaban benar	1

Penilaian Ketrampilan menulis

Nama :

Kelas :

No	Criteria ti be assessed	Low performance (0-5)	Good Performance(6-7)	Very good Performance(8-10)	Score
1	Content	Illogical Ideas	Logical Ideas with Irrelevant supporting ideas	Logical opinions with relevant supporting ideas	
2	Grammar	Make many grammatical mistakes that negatively affect communication	Make several grammatical errors that do not interfere with communication	Few minor grammatical errors that do not interfere communication	
3	Vocabulary	Basic vocabulary, less precise	Developed vocabulary	Purposefully chosen vocabulary	
				Total score 100	

Lampiran 2 : Soal-Soal Multiple choices

Read The text carefully before you do your test!

Name :

Class :

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defense. Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small things. They look after things like collecting rubbish, otherwise everyone would have disease. Thus for the reason above, we can conclude that the three levels of the government are necessary.

1. What kind of text is this?

A. Analytical Exposition

- B. Report
- C. Hortatory Exposition
- D. Explanation Text
- E. Descriptive text

2. Who is responsible for defense?

A. Federal government

- B. State Government
- C. Federal and State Government
- D. Federal and Local Government
- E. Local Government

3. The litter management is the responsibility of

- A. all governments
- B. Australia
- C. Federal government
- D. State government
- E. Local government**

Text 2

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen

and applied carefully so that they don't affect the ecological balance and environment. Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

4. Which of the following is not directly affected by pesticides used?

- A. Plants
- B. Ecology
- C. Animals.
- D. Environment.

E. Human Beings

5. What can you say about paragraph two and four?

- A. The fourth paragraph supports the idea stated in paragraph two.
- B. Both paragraphs tell about the disadvantages of using pesticides.**
- C. Both paragraphs tell about how pesticides affect the quality of farm products.
- D. The statement in paragraph is contrary to the statement in paragraph four.
- E. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.

6. One of the disadvantages of using chemical pesticides is ...

- A. killing fish and bees.**
- B. increasing crops productivity.
- C. creating balanced ecosystem.
- D. causing the pests to become inactive
- E. helping reduce pollutants in the environment.

7. Secondly, pests can gradually become resistant to pesticides. (paragraph 3). The word resistant in the sentence above means ...

- A. weak
- B. fragile
- C. damage
- D. unaffected**
- E. unbalanced

Text 3

As we all know, cars create pollution, and cause a lot of road deaths and other accidents. Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

8. What type of the text above?

- A. Narrative.
- B. Report.
- C. Analytical.**
- D. Explanation.
- E. Description.

9. What one of the diseases caused by pollution?

- A. HIV / AIDS

B. Bronchitis

- C. Liver
- D. Fever
- E. Cholera

9. What tense is mostly used in the text?

- A. Past tense
 - B. Simple present tense**
 - C. Simple perfect tense
 - D. Present continuous tense
 - E. Past continuous tense
10. We usually call the last paragraph as.....
- A. Resolution
 - B. Reiteration
 - C. Conclusion**
 - D. Recommendation
 - E. Twist