

LESSON PLAN (RPP)

School : SMA ALFALAKHUSSA'ADAH
Subject : English
Class / Semester : XI / Odd
Main Material : Analytical Exposition Text
Time Allocation : 4 Weeks x 2 Hours of Lessons @ 45 Minutes

A. Core Competencies

- Core Competency 1 : Living and practicing the teachings of the religion they adhere to
- Core Competency 2 : Living and practicing honest, disciplined, polite, caring behavior (mutual cooperation, cooperation, tolerance, peace), responsible, responsive, and pro-active, in interacting effectively in accordance with the development of children in the environment, family, school, society and natural environment around, nation, country, regional area, and international area.
- Core Competency 3 : Understand, apply, analyze and evaluate factual, conceptual, procedural and metacognitive knowledge at technical, specific, detailed and complex levels based on curiosity about science, technology, art, culture and humanities with human insight, nationality, statehood, and civilization related to the causes of phenomena and events, and applying knowledge in specific fields of study according to their talents and interests to solve problems.
- Core Competency 4 : Demonstrate the skills of reasoning, processing, and presenting: effective, creative, productive, critical, independent, collaborative, communicative, and solution, in the realm of concrete and abstract related to the development of what they learn in school, and being able to use appropriate methods with scientific principles.

B. Basic Competencies and Competency Achievement Indicators

No	Basic Competency	Competency Achievement Indicators
1	3.4 <u>to distinguish</u> the social function, text structure, and linguistic elements of several oral and written analytical exposition texts by giving and asking information related to actual issues, according to the context of their use	3.4.1 <u>Analyzing</u> social functions, text structures, and linguistic elements of analytical exposition text related to actual issues, according to the context of their use (C4) 3.4.2 <u>Comparing</u> social functions, text structure, and linguistic elements of analytical exposition text related to actual issues, according to the context of their use (C6) 3.4.3 <u>Concluding by making a resume orally</u> regarding social functions, text structure, and linguistic elements of analytical exposition text related to actual issues, in accordance with the context of its use (C4)
2	Analytical exposition text 4.4.2 <u>compiling</u> a written analytical exposition text, related to actual issues, by taking into account the social function, text structure, and	4.4.2.1 <u>Arranging</u> randomized analytical exposition text (C5) 4.4.2.2 <u>Creating</u> an analytical exposition text related to the actual issue, according to the context of its use

	linguistic elements, true and appropriate to context	(C6) 4.4.2.3 Presenting the exposition text analytical on actual issues, according to context (C6)
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C. Learning Objectives

Through the Inquiry Learning model, students can think critically, thoroughly and creatively in distinguishing social functions, text structures, and linguistic elements of several oral and written analytical exposition texts by providing and requesting information related to actual issues, according to the context of their use, in accordance with the context of their use, then work together, confidently and skillfully in compiling written analytical exposition texts, related to actual issues, by paying attention to social functions, text structure, and linguistic elements, correctly and in context and communicating them.

In summary, the objectives of learning activities using inquiry learning are as follows:

- Analyzing social functions, text structures, and linguistic elements of analytical exposition text related to actual issues, according to the context of their use .
- Comparing social functions, text structure, and linguistic elements of analytical exposition text related to actual issues, according to the context of their use .
- Concluding by making a resume orally regarding social functions, text structure, and linguistic elements of analytical exposition text related to actual issues, in accordance with the context of its use.
- Arranging randomized analytical exposition text .
- Creating an analytical exposition text related to the actual issue, according to the context of its use .
- Presenting the exposition text
analytical on actual issues, according to context .

D. Main Material of Analytical Exposition

Example: You Tube is a significant platform for brands.

E. Learning Methods

1. Learning Approach: Scientific Learning

2. Learning methods:

- Discussion
- Assignment
- Observation
- Questions and answers
- Presentation

3. Inquiry Learning model

F. Learning Media

1. Media

- Video dari Youtube tentang analytical exposition
- WhatsApp group.
- Worksheets or worksheets (students)
- Assessment sheet

2. Tools / Materials

- Paper
- Laptop
- HP

G. Learning Resources

- 2013 Curriculum Support Books for Class XI English Subjects, Ministry of Education and Culture, 2017 Revision
- English Dictionary

- The experiences of students and teachers

H. Steps for Learning Activities

1. First Meeting (2 x 45 Minutes)

Introductory Activity (10 Minutes)

Teacher:

Orientation

- Do the opening with an opening greeting and pray to start learning
- Checking the presence of students as an attitude of discipline
- Prepare students physically and psychologically in starting learning activities.

Apperception

- Linking material / themes / learning activities to be carried out with the experiences of students with previous material / themes / activities
- Recall prerequisite materials by asking.
- Asking questions that are related to the lesson to be carried out.

Motivation

- Provide an overview of the benefits of learning the lessons that will be learned in everyday life.
- If the material on this theme / project is done well and really it is well mastered, then students are expected to be able to explain the material:
- Understanding Analytical Exposition Text and the context of its use
- Delivering learning objectives at the meeting that took place
- Asking questions

Reference

- Tells the subject matter that will be discussed at the meeting at that time.
- Informs about core competencies, basic competencies, indicators, and KKM at the meeting that took place
- Division of study groups
- Explain the mechanism for implementing learning experiences in accordance with the learning steps.

Core Activity (70 Minutes)

Learning Model Syntax	Learning Activities
Stimulation (stimulation / giving stimulation)	<p><u>LITERATION ACTIVITIES</u></p> <p>Students are given motivation or stimulation to focus on the topic of the understanding of the Analytical Exposition Text and the context of its use by:</p> <p>Viewing (without or with tools) Display relevant TEXT / PPT.</p> <p>Observe</p> <ul style="list-style-type: none"> • Understanding Analytical Exposition Text material worksheet and the context in which it is used. • Providing examples of material Understanding Analytical Exposition Text and the context of its use to be developed by students, from interactive media, etc. <p>Reading (done at home before learning activities take place). Read material from textbooks or other supporting books, from the internet / materials related to Understanding Analytical Exposition Texts and the context of their use.</p> <p>Hear Providing material on Understanding Analytical Exposition Text and the context of its use by the teacher.</p> <p>Listen An introduction to the activity in an outline / global description of the subject matter regarding the material: Understanding Analytical Exposition Text and the context of its use to train sincerity, thoroughness, seeking information.</p>
Problem statement (question/ identification problem)	<p><u>CRITICAL THINKING</u></p> <p>The teacher provides the opportunity for students to identify as many questions as possible related to the text presented and will be answered through learning activities, for example:</p> <p>Asks questions about the material: Understanding Analytical Exposition Text and the context of its use</p>

1. First Meeting (2 x 45 Minutes)

	<p>what is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to formulate questions to form critical thoughts necessary for intelligent life and lifelong learning.</p>
<p>Data collection (collection data)</p>	<p><u>LITERATION ACTIVITIES</u> Learners collect relevant information to answer questions that have been identified through the activity: Observing objects / events Observe carefully the material on the Understanding of Analytical Exposition Text and its use context which is being studied in the form of pictures / videos / presentation slides that are presented and try to interpret it. Read sources other than textbooks Seek and read various references from various sources in order to increase knowledge and understanding of the material Understanding Analytical Exposition Text and the context of its use that is being studied. Activities Compile a list of questions for things that cannot be understood from observing and reading activities that will be asked to the teacher related to the material Understanding Analytical Exposition Text and the context of its use being studied. Interviews / questions and answers with resource persons Asking questions related to the material Understanding Analytical Exposition Text and the context of its use that has been compiled in a list of questions to the teacher. <u>COLLABORATION.</u> Students are formed into several groups to: Discuss Students and teachers jointly discuss examples in textbooks regarding the material Understanding Analytical Exposition Text and the context of its use. Gather information Record all information about the material for Understanding Analytical Exposition Text and the context of its use that has been obtained in a notebook with neat writing and using good and correct Indonesian. Representing Learners communicate orally or present material Understanding Analytical Exposition Text and the context of its use in accordance with their understanding. Exchange of information about the material: Understanding Analytical Exposition Text and the context of its use With an active response by students from other groups in order to obtain new knowledge that can be used as material for later group discussions, using the scientific method contained in student handbooks or on worksheets provided carefully to develop a thorough, honest, polite attitude, respect the opinions of others, the ability to communicate, apply the ability to collect information in various ways that are learned, develop learning habits and lifelong learning.</p>
<p>Data processing (processing Data)</p>	<p><u>COLLABORATION and CRITICAL THINKING</u> Students in their groups discuss processing the observed data by: Discuss data from the Material: Understanding Analytical Exposition Text and the context of its use. Processing information from the Understanding Analytical Exposition Text material and the context of its use, with the help of questions on the worksheet. Students work on several questions regarding the material Understanding Exposition Text</p>
<p>Verification (proof)</p>	<p><u>CRITICAL THINKING</u> Students discuss the results of their observations and verify the results of their observations with data or theories in the source book through activities: - Adding breadth and depth to information processing that is looking for solutions from various sources that have different opinions to those that are conflicting to develop honesty, thoroughness, discipline, obedience to rules, hard work, the ability</p>

1. First Meeting (2 x 45 Minutes)

to apply procedures and the ability to think inductively and deductively in prove about the material:
-Understanding Analytical Exposition Text and the context of its use among others, by: Students and teachers jointly discuss the answers to questions that have been worked on by students.

Generalization

COMMUNICATION

- The teacher asks the group to present the results of their discussion in a polite and orderly manner
- The teacher provides the opportunity for other groups to give opinions or rebuttals in a polite, orderly and manner to be responsible

CREATIVITY

Summarize the important points that have emerged in the learning activities that have just been carried out in the form of:

A written observation report on the material:

Understanding Analytical Exposition Text and the context of its use

Answering questions about the material Understanding Analytical Exposition Texts and the context of their use contained in the student handbooks or worksheets that have been provided.

Ask questions about things that have not been understood, or the teacher throws some questions to students regarding the Understanding Analytical Exposition Text material and the context of its use that will be finished learning

Complete the competency test for the Understanding Analytical Exposition Text material and the context of its use in the student handbook or on the worksheet that has been provided individually to check students' mastery of the subject matter.

Note: During the learning of the Understanding of Analytical Exposition Text and the context of its use, the teacher observes students' attitudes in learning which include attitudes: nationalism, discipline, self-confidence, honest behavior, toughness in dealing with responsibility problems, curiosity, caring for the environment

Closing Activity (10 Minutes)

- ❖ Students collect the assignments they have worked on through WhatsApp
- ❖ The teacher and students conclude the learning material that has been given.
- ❖ The teacher closes the lesson with prayer together and greetings.

1. Second Meeting (2 x 45 Minutes)

Introductory Activity (10 Minutes)

Teacher:

Orientation

- Do the opening with an opening greeting and pray to start learning
- Checking the presence of students as an attitude of discipline
- Prepare students physically and psychologically in starting learning activities.

Apperpeption

- Linking material / themes / learning activities to be carried out with the experiences of students with previous material / themes / activities
- Recall prerequisite materials by asking.
- Asking questions that are related to the lesson to be carried out.

Motivation

- Provide an overview of the benefits of learning the lessons that will be learned in everyday life.
- If the material on this theme / project is done well and really it is well mastered, then students are expected to be able to explain the material:
- Understanding Analytical Exposition Text and the context of its use
- Delivering learning objectives at the meeting that took place
- Asking questions

Reference

1. Second Meeting (2 x 45 Minutes)

- Tells the subject matter that will be discussed at the meeting at that time.
- Informs about core competencies, basic competencies, indicators, and KKM at the meeting that took place
- Division of study groups
- Explain the mechanism for implementing learning experiences in accordance with the learning steps.

Core Activity (70 Minutes)

Learning Model Syntax	Learning Activities
Stimulation (stimulation / giving stimulation)	<p><u>LITERATION ACTIVITIES</u></p> <p>Students are given motivation or stimulation to focus on the topic of material The elements of exposition of a sentence by:</p> <p>-Viewing (without or with tools) Display relevant text / PPT.</p> <p>-Observe Material worksheet The exposition elements of a sentence. Providing material examples of exposition elements from a sentence so that students can develop it, from interactive media, etc.</p> <p>-Reading (done at home before learning activities take place). Read material from textbooks or other supporting books, from the internet / material related to the exposition elements of a sentence.</p> <p>-Hear Giving material exposition elements of a sentence by the teacher.</p> <p>- Listen An introduction to the activity in an outline / global description of the subject matter regarding the material: The elements of the exposition of a sentence to train sincerity, thoroughness, seeking information.</p>
Problem statement (question/ identification problem)	<p><u>CRITICAL THINKING</u></p> <p>The teacher provides the opportunity for students to identify as many questions as possible related to the text presented and will be answered through learning activities, for example:</p> <p>-Asks questions about the material: The elements of the exposition of a sentence what is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to formulate questions to form critical thoughts necessary for intelligent life and lifelong learning.</p>
Data collection (collection data)	<p><u>LITERATION ACTIVITIES</u></p> <p>Learners collect relevant information to answer questions that have been identified through the activity:</p> <p>Observing objects / events Observe carefully the material on the Understanding of Analytical Exposition Text and its use context which is being studied in the form of pictures / videos / presentation slides that are presented and try to interpret it.</p> <p>Read sources other than textbooks Seek and read various references from various sources in order to increase knowledge and understanding of the material Understanding Analytical Exposition Text and the context of its use that is being studied.</p> <p>Activities Compile a list of questions for things that cannot be understood from observing and reading activities that will be asked to the teacher related to the material Understanding Analytical Exposition Text and the context of its use being studied.</p> <p>Interviews / questions and answers with resource persons Asking questions related to the material Understanding Analytical Exposition Text and the context of its use that has been compiled in a list of questions to the teacher.</p> <p><u>COLLABORATION.</u></p> <p>Students are formed into several groups to:</p>

1. Second Meeting (2 x 45 Minutes)

	<p>Discuss Students and teachers jointly discuss examples in textbooks regarding the material Understanding Analytical Exposition Text and the context of its use.</p> <p>Gather information Record all information about the material for Understanding Analytical Exposition Text and the context of its use that has been obtained in a notebook with neat writing and using good and correct Indonesian.</p> <p>Representing Learners communicate orally or present material Understanding Analytical Exposition Text and the context of its use in accordance with their understanding.</p> <p>Exchange of information about the material: Understanding Analytical Exposition Text and the context of its use With an active response by students from other groups in order to obtain new knowledge that can be used as material for later group discussions, using the scientific method contained in student handbooks or on worksheets provided carefully to develop a thorough, honest, polite attitude, respect the opinions of others, the ability to communicate, apply the ability to collect information in various ways that are learned, develop learning habits and lifelong learning.</p>	
Data processing (processing Data)	<p><u>COLLABORATION and CRITICAL THINKING</u></p> <p>Students in their groups discuss processing the observed data by: Discuss data from the Material: Understanding Analytical Exposition Text and the context of its use. Processing information from the Understanding Analytical Exposition Text material and the context of its use, with the help of questions on the worksheet. Students work on several questions regarding the material Understanding Exposition Text</p>	
Verification (proof)	<p><u>CRITICAL THINKING</u></p> <p>Students discuss the results of their observations and verify the results of their observations with data or theories in the source book through activities: - Adding breadth and depth to information processing that is looking for solutions from various sources that have different opinions to those that are conflicting to develop honesty, thoroughness, discipline, obedience to rules, hard work, the ability to apply procedures and the ability to think inductively and deductively in prove about the material: -Understanding Analytical Exposition Text and the context of its use among others, by: Students and teachers jointly discuss the answers to questions that have been worked on by students.</p>	
Generalization	<p><u>COMMUNICATION</u></p> <ul style="list-style-type: none">- The teacher asks the group to present the results of their discussion in a polite and orderly manner- The teacher provides the opportunity for other groups to give opinions or rebuttals in a polite, orderly and manner to be responsible <p><u>CREATIVITY</u></p> <p>Summarize the important points that have emerged in the learning activities that have just been carried out in the form of: A written observation report on the material: Understanding Analytical Exposition Text and the context of its use Answering questions about the material Understanding Analytical Exposition Texts and the context of their use contained in the student handbooks or worksheets that have been provided. Ask questions about things that have not been understood, or the teacher throws some questions to students regarding the Understanding Analytical Exposition Text material and the context of its use that will be finished learning</p>	

1. Second Meeting (2 x 45 Minutes)

Complete the competency test for the Understanding Analytical Exposition Text material and the context of its use in the student handbook or on the worksheet that has been provided individually to check students' mastery of the subject matter.

Note: During the learning of the Understanding of Analytical Exposition Text and the context of its use, the teacher observes students' attitudes in learning which include attitudes: nationalism, discipline, self-confidence, honest behavior, toughness in dealing with responsibility problems, curiosity, caring for the environment

Closing Activity (5 Minutes)

- ❖ Learners :
 - Make a resume with teacher guidance about the important points that appear in learning activities about the material The elements of the exposition of a sentence that was just done.
 - Schedule homework for the subject matter The elements of the exposition of a sentence that has just been completed.
 - Schedule material or project / product / portfolio / performance assignments that must be studied at the next meeting outside of school hours or at home.
- ❖ Teacher:
 - Checking student work sent via Group whatsapp
 - Give awards for subject matter The elements of the exposition of a sentence to groups that have good performance and cooperation.
 - The teacher closes the lesson with prayer together and greetings.

1. Third Meeting (2 x 45 Minutes)

Introductory Activity (10 Minutes)

Teacher:

Orientation

- Do the opening with an opening greeting and pray to start learning
- Checking the presence of students as an attitude of discipline
- Prepare students physically and psychologically in starting learning activities.

Apperpeption

- Linking material / themes / learning activities to be carried out with the experiences of students with previous material / themes / activities
- Recall prerequisite materials by asking.
- Asking questions that are related to the lesson to be carried out.

Motivation

- Provide an overview of the benefits of learning the lessons that will be learned in everyday life.
- If the material on this theme / project is done well and really it is well mastered, then students are expected to be able to explain the material:
- Understanding Analytical Exposition Text and the context of its use
- Delivering learning objectives at the meeting that took place
- Asking questions

Reference

- Tells the subject matter that will be discussed at the meeting at that time.
- Informs about core competencies, basic competencies, indicators, and KKM at the meeting that took place
- Division of study groups
- Explain the mechanism for implementing learning experiences in accordance with the learning steps.

Core Activity (70 Minutes)

Learning Model Syntax	Learning Activities
Stimulation (stimulation / giving stimulation)	<p><u>LITERATION ACTIVITIES</u></p> <p>Students are given motivation or stimulation to focus on the topic of the understanding of the Analytical Exposition Text and the context of its use by:</p> <p style="padding-left: 40px;">Viewing (without or with tools)</p> <p>Display relevant TEXT / PPT.</p> <p style="padding-left: 40px;">Observe</p>

1. Third Meeting (2 x 45 Minutes)

	<ul style="list-style-type: none"> • Understanding Analytical Exposition Text material worksheet and the context in which it is used. • Providing examples of material Understanding Analytical Exposition Text and the context of its use to be developed by students, from interactive media, etc. <p>Reading (done at home before learning activities take place). Read material from textbooks or other supporting books, from the internet / materials related to Understanding Analytical Exposition Texts and the context of their use.</p> <p>Hear Providing material on Understanding Analytical Exposition Text and the context of its use by the teacher.</p> <p>Listen An introduction to the activity in an outline / global description of the subject matter regarding the material: Understanding Analytical Exposition Text and the context of its use to train sincerity, thoroughness, seeking information.</p>	
<p>Problem statement (question/ identification problem)</p>	<p><u>CRITICAL THINKING</u> The teacher provides the opportunity for students to identify as many questions as possible related to the text presented and will be answered through learning activities, for example: Asks questions about the material: Understanding Analytical Exposition Text and the context of its use what is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to formulate questions to form critical thoughts necessary for intelligent life and lifelong learning.</p>	
<p>Data collection (collection data)</p>	<p><u>LITERATION ACTIVITIES</u> Learners collect relevant information to answer questions that have been identified through the activity: Observing objects / events Observe carefully the material on the Understanding of Analytical Exposition Text and its use context which is being studied in the form of pictures / videos / presentation slides that are presented and try to interpret it. Read sources other than textbooks Seek and read various references from various sources in order to increase knowledge and understanding of the material Understanding Analytical Exposition Text and the context of its use that is being studied. Activities Compile a list of questions for things that cannot be understood from observing and reading activities that will be asked to the teacher related to the material Understanding Analytical Exposition Text and the context of its use being studied. Interviews / questions and answers with resource persons Asking questions related to the material Understanding Analytical Exposition Text and the context of its use that has been compiled in a list of questions to the teacher. <u>COLLABORATION.</u> Students are formed into several groups to: Discuss Students and teachers jointly discuss examples in textbooks regarding the material Understanding Analytical Exposition Text and the context of its use. Gather information Record all information about the material for Understanding Analytical Exposition Text and the context of its use that has been obtained in a notebook with neat writing and using good and correct Indonesian. Representing Learners communicate orally or present material Understanding Analytical Exposition Text and the context of its use in accordance with their understanding. Exchange of information about the material:</p>	

1. Third Meeting (2 x 45 Minutes)

Understanding Analytical Exposition Text and the context of its use
 With an active response by students from other groups in order to obtain new knowledge that can be used as material for later group discussions, using the scientific method contained in student handbooks or on worksheets provided carefully to develop a thorough, honest, polite attitude, respect the opinions of others, the ability to communicate, apply the ability to collect information in various ways that are learned, develop learning habits and lifelong learning.

Data processing (processing Data)
COLLABORATION and CRITICAL THINKING
 Students in their groups discuss processing the observed data by:
 Discuss data from the Material:
 Understanding Analytical Exposition Text and the context of its use.
 Processing information from the Understanding Analytical Exposition Text material and the context of its use, with the help of questions on the worksheet.
 Students work on several questions regarding the material Understanding Exposition Text

Verification (proof)
CRITICAL THINKING
 Students discuss the results of their observations and verify the results of their observations with data or theories in the source book through activities:
 - Adding breadth and depth to information processing that is looking for solutions from various sources that have different opinions to those that are conflicting to develop honesty, thoroughness, discipline, obedience to rules, hard work, the ability to apply procedures and the ability to think inductively and deductively in prove about the material:
 -Understanding Analytical Exposition Text and the context of its use among others, by: Students and teachers jointly discuss the answers to questions that have been worked on by students.

Generalization
COMMUNICATION
 - The teacher asks the group to present the results of their discussion in a polite and orderly manner
 - The teacher provides the opportunity for other groups to give opinions or rebuttals in a polite, orderly and manner to be responsible
CREATIVITY
 Summarize the important points that have emerged in the learning activities that have just been carried out in the form of:
 A written observation report on the material:
 Understanding Analytical Exposition Text and the context of its use
 Answering questions about the material Understanding Analytical Exposition Texts and the context of their use contained in the student handbooks or worksheets that have been provided.
 Ask questions about things that have not been understood, or the teacher throws some questions to students regarding the Understanding Analytical Exposition Text material and the context of its use that will be finished learning
 Complete the competency test for the Understanding Analytical Exposition Text material and the context of its use in the student handbook or on the worksheet that has been provided individually to check students' mastery of the subject matter.
 ❖

Note: During the learning of the Understanding of Analytical Exposition Text and the context of its use, the teacher observes students' attitudes in learning which include attitudes: nationalism, discipline, self-confidence, honest behavior, toughness in dealing with responsibility problems, curiosity, caring for the environment

Closing Activity (10 Minutes)

- ❖ Students collect the assignments they have worked on through WhatsApp
- ❖ The teacher and students conclude the learning material that has been given.

1. Third Meeting (2 x 45 Minutes)

- ❖ The teacher closes the lesson with prayer together and greetings.

I. Assessment of Learning Outcomes

1. Assessment Techniques

- a. Knowledge: Written test
- b. Skills: Creating Analytical Exposition text
- c. Attitude: Observation / observation of group work

2. Assessment Instruments

- a. Knowledge: Brief entries and descriptions
- b. Skills: Writing assessment rubric
- c. Attitude: Observation sheet

J. Follow-up program

a. Enrichment

For students who have reached the learning target before the allocated time ends, enrichment activities need to be provided. Students are given enrichment in the form of an independent task to find information, an analytical text, and analyze generic structures. Then the students collect the assignment via WhatsApp.

b. Remedy

For students who have not reached the learning target (KKM 70) at the time allocated, remedial activities need to be given. Students are given the task of looking for an analytical text analysis then analyzing the objectives, generic structures, reading topics and students briefly telling the contents of the analytical exposition text. Students collect assignments and voice notes via WhatsApp.

Mengetahui
Kepala SMA Alfalakhussa'adah

Pakuan Ratu, 23 September 2020
Guru Mata Pelajaran

EDI SUGIANTO, S.Pd., M.Si
NIP:

INDRA WATI, S.Pd
NIP:

Attachment

Text 1

What has one billion users and doubles as the second largest search engine on the Internet? The answer is YouTube. This search engine has been an incredible tool for most businesses. Unfortunately, not many businesses make use of it. I want to share why YouTube is such a significant platform for your brand. It is said that YouTube is the second largest search engine, while its parent company Google is the first. Do you know what it means? It means Google gives search engine priority to YouTube videos. Try to search for a “how to” on Google, then the results come back with several videos related to the “how to”. The videos may have even been the first results on the page even though some of these videos date back several years, to 2011 and before!

Even without relying on Google, your chance of getting discovered on YouTube alone is very high. By using the right keywords for your videos (actual phrases that your customers will use to locate your content), you can increase the odds of discovery.

Furthermore, you can use YouTube to keep the audience’s attention. Ultimately, you can turn your audience from leads into customers by building trust. Consequently, you need to also provide something valuable to your audience so that they remain interested in what you have to say. That value could be a how-to, a product demo, or a freebie found on your site.

Based on the arguments above, I believe that YouTube is beneficial to promote and expand your businesses. So, what are you waiting for? Make one now.

Adopted from: <https://kickofflabs.com/blog/you-should-be-on-youtube-heres-why/> (March 15, 2019)

A. Core materials

Material that will be learnt in the first chapter is analytical exposition.

B. Basic Competence

- ❖ Distinguish social functions, text structures, and linguistic elements to oral and written transactional interaction texts that involve the act of giving and asking for actual information related to analytical exposition text in accordance with the context of their use.
- ❖ Analytical Exposition
 1. Responding the contextual meaning related to social functions, text structures, and linguistic elements of some analytical exposition texts, in accordance with the context of their use.
 2. Composing social functions, text structures, and linguistic elements to oral and written transactional interaction texts that involve the act of giving and asking for information related to analytical exposition texts in accordance with the context of their use.

C. Learning Objectives

- ❖ To distinguish social functions, text structures, and linguistic elements some analytical exposition texts, in accordance with the context of their use.
- ❖ To identify social functions, text structures, and linguistic elements some analytical exposition texts, in accordance with the context of their use.
- ❖ To explain social functions, text structures, and linguistic elements some analytical exposition texts, in accordance with the context of their use.
- ❖ To determine the contextual meaning related to social functions, text structures, and linguistic elements of some analytical exposition text, in accordance with the context of their use.
- ❖ To determine the general description of analytical exposition.
- ❖ To compose an analytical exposition.

D. Act it Out

Part 1

You will discuss the Generic Structures of an analytical exposition text, with your friend. Then, Complete the following table to help you identify the structure of the text.

Read and identify the structure of the following text.

BANNING OF MOTORBIKES IS NECESSARY IN THE HOUSING AREAS

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.

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).

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 of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).

Furthermore, motorbikes create so much noise. There is “Vroom Vroom” noise everywhere. It is extremely difficult to sleep for parents with infants find it extremely challenging. The moment their babies fall asleep, one or other motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Experts are of opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults (field, 1993).

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 a time a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (field, 1993).

In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas.

Complete the following table to help you identify the structure of the text.

Element	Main Topic	Supporting Details
Thesis		
1st Argument		
2nd Argument		
3rd Argument		
4th Argument		
Reiteration/Conclusion		

Task 2

Name :
Class :

MULTIPLE CHOISE

A. Choose A,B,C, or D for the correct answer!

1. What is the tittle of the text above?
 - a. Banning of motorbikes
 - b. Should of motorbikes riders
 - c. Banning of car
 - d. Banning of smoke

2. Where is the motorbikes should be banned?
 - a. In the yard
 - b. In the school
 - c. In the housing areas
 - d. In the hospital

3. What is the impact of this text,except?
 - a. Many air pollution
 - b. Diseases
 - c. Accidents
 - d. Good for healthy

4. What is the diseases of the motorbikes in the text above?
 - a. Bleed fed
 - b. Bronchitis
 - c. Sleepy
 - d. Dizzy

5. The motorbikes In the housing area makes.....
 - a. Noise
 - b. Silent
 - c. Happy
 - d. Nervous

B. Answer the following question based on the insructions given!

- 1) Why the motorbikes banned in the housing areas?
- 2) What is the diseases for motorbikes in housing areas?
- 3) What is the sollution of this cases?
- 4) Why the motorbikes is the extremely cases?
- 5) Make the reflection about the analytical Exposition text?

“Good Luck”

Task 3

Rearrange the text below into a good text

Number 1 English is the most used language in the world. There are more than 50 English speaking countries, where English is either the official or the primary language. It is also used as the common language in science, economy, politics, tourism, and entertainment. Learning English is important because it unlocks many opportunities and knowledge.
Number 2 The benefits of English in early childhood are: 1. Brain booster 2. Better reading skill 3. Higher academic score 4. Greater confidence 5. Family bonding 6. Higher opportunities
Number 3 The key to learn English for kids is make it fun! Create casual learning environment. Develop engaging activities such as playing music, watching kids cartoon or movie, singing English songs, or playing games. If kids have positive experience in learning, they are eager to learn more about English.
Number 4 When is the best time for kids to start learning English? The answer is the earlier the better. Why? Kids have the best learning period called Golden Age which allows them to learn language quickly. Their brains are like sponge. They can quickly absorb anything especially if it is related to language used in daily communication.

Answer the questions below based on your arrangement text

1. Your answer:
.....

2. What is the topic of the text?
.....

3. What is the purpose of the text?
.....

4. Identify the generic structures of the text above?
.....

Task 4

In this part, you will write an analytical exposition. Here are the procedures to write it:

- 1. Choose one of the issues below:**
 - a. Why Owning a Home is Important*
 - b. The Importance of English*
 - c. Start saving up now!*
 - d. The dangerous of smoking*
 - e. Cars should be banned in the city*
 - f. The Unhealthy fast food*

- 2. Draw a map concept.**

- 3. Develop each topic sentence with supporting arguments.**

- 4. Write it in a good order**

Write your text



Self Reflection

Before I studied this chapter	I have already known about I didn't understand
I was studying this chapter	I have some difficulties in And I overcome them by
After I have studied this chapter	I think

B. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soedarmono	75	75	50	75	275	68,75	C
2	

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

- 100 = Sangat Baik
- 75 = Baik
- 50 = Cukup
- 25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$

4. Kode nilai / predikat :

- 75,01 – 100,00 = Sangat Baik (SB)
- 50,01 – 75,00 = Baik (B)
- 25,01 – 50,00 = Cukup (C)
- 00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)
 50,01 – 75,00 = Baik (B)
 25,01 – 50,00 = Cukup (C)
 00,00 – 25,00 = Kurang (K)

5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- Penilaian Teman Sebaya

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...
 Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :
 75,01 – 100,00 = Sangat Baik (SB)
 50,01 – 75,00 = Baik (B)
 25,01 – 50,00 = Cukup (C)
 00,00 – 25,00 = Kurang (K)

- Penilaian Jurnal (Lihat lampiran)

2. Penilaian Pengetahuan

Task 1

LEMBAR PENILAIAN READING ALOUD						
	Nama siswa	: _____				
	Kelas	: _____				
	ASPEK	SKOR				TOTAL
		50	60	70	80	
	1. Fluency					
	2. Accuracy					
	3. Pronunciation					
	4. Intonation					

Keterangan untuk :	
1. Fluency	50 : Bila terjadi hesitasi
	60 : Lancar, tetapi masih ada hesitasi
	70 : Lancar
	80 : Sangat lancar
2. Accuracy	50 : Semua ucapan tidak dapat dipahami
	60 : Sebagian kecil ucapan sudah dapat dipahami
	70 : Sebagian besar ucapan sudah dapat dipahami
	80 : Semua ucapan dapat dipahami
3. Pronunciation	50 : Hampir semua ucapan tidak benar
	60 : Sebagian kecil ucapan sudah benar
	70 : Sebagian besar ucapan benar
	80 : Semua ucapan benar
4. Intonation	50 : Tekanan/irama semua kata salah
	60 : Tekanan/irama sebagian kecil kata benar
	70 : Tekanan/irama sebagian besar kata benar
	80 : Tekanan/irama semua kata, frasa, kalimat benar

Task 2: Jawaban benar 10 x10 poin = 100

Task 3

- berkelompok dapat menyusun teks dengan benar dan tepat : 25
- berkelompok dapat menyusun teks dengan hampir benar dan tepat (terdapat satu kesalahan menyusun): 20
- berkelompok dapat menyusun teks dengan hampir benar dan tepat (terdapat dua kesalahan menyusun): 15
- berkelompok dapat menyusun teks dengan hampir benar dan tepat (terdapat tiga kesalahan menyusun): 10

Jawaban benar 3x 25 poin =75

3. PENILAIAN KETERAMPILAN

Rubrik penilaian kegiatan menulis (produk/karya tulis)

LEMBAR PENILAIAN WRITING						
Pelajaran : _____						
Kelas : _____						
No	Nama Siswa	ASPEK				SKOR TOTAL
		1. Kesesuaian tugas / isi (sejauh mana tulisan mencapai tujuan)	2. Kesesuaian langkah retorika (sejauh mana penataantulisan m'hitungkan pembaca)	3. Kesesuaian bahasa (sejauh mana bahasa digunakan sesuai dengan konteks komunikasi)	4. Kelayakan bentuk (sejauh mana tulisan memenuhi aturan-aturan bentuk spelling, kerapian, dll)	
		(17-30)	(15-25)	(15-25)	(11-20)	(100)

PEDOMAN dan RUBRIK PENILAIAN

KRITERIA	SKOR	(Writing Competence)	DESKRIPSI
1. Kesesuaian tugas / isi (sejauh mana tulisan mencapai tujuan)	30-27	<input type="checkbox"/> Excellent to very good:	Menanggapi tugas dengan sempurna; pembahasan sempurna; informasi relevan dan tepat; interpretasi sangat kuat dan mendukung.
(17-30)	26-24	<input type="checkbox"/> Good:	Mampu menanggapi tugas; pembahasan mampu; informasi umumnya relevan dan tepat; interpretasi umumnya mendukung.
	23-21	<input type="checkbox"/> Fair:	Kurang mampu menanggapi tugas; pembahasan dapat diterima tapi kadang tidak konsisten; informasi kadang tidak relevan/tidak tepat; interpretasi kadang tidak konsisten dengan fakta.
	20-18	<input type="checkbox"/> Inadequate:	Tidak bisa menanggapi tugas; pembahasan tidak lengkap dan tidak konsisten; informasi sering tidak relevan/tidak tepat; interpretasi tidak konsisten dengan fakta.
	17-0	<input type="checkbox"/> Inacceptable:	Mengabaikan atau kurang memahami tugas; minim pembahasan; informasi dan interpretasi tidak relevan.

KRITERIA	SKOR	DESKRIPSI
2. Kesesuaian langkah retorika (sejauh mana penataan tulisan m'hitungkan pembaca)	25-23	<input type="checkbox"/> Excellent to very good : Komunikasi efektif, sangat konsisten dengan bentuk teks khusus, ungkapan tertata dengan baik dan teratur, hubungan antar bagian teks jelas
(15-25)	22-20	<input type="checkbox"/> Good : Komunikasi cukup efektif, umumnya konsisten dengan bentuk teks khusus, organisasi dan urutan ungkapan umumnya tertata dengan baik dan teratur, hubungan antar bagian teks umumnya jelas
	19-18	<input type="checkbox"/> Fair : Komunikasi kadang cukup efektif, konsisten bentuk teks khusus kadang terabaikan, penataan ungkapan kadang sulit diikuti, hubungan antar bagian teks kadang tidak jelas
	17-16	<input type="checkbox"/> Inadequate : Komunikasi tidak efektif, maksud tidak jelas, tidak mengikuti bentuk teks khusus, penataan dan urutan ungkapan antar bagian teks tidak jelas.
	15-0	<input type="checkbox"/> Inacceptable : Tidak bisa dipahami sama sekali, mangabaikan bentuk teks khusus, tidak ada penataan teks.

KRITERIA	SKOR	DESKRIPSI
3. Kesesuaian bahasa (sejauh mana bahasa digunakan sesuai dengan konteks komunikasi)	25-23	<input type="checkbox"/> Excellent to very good : Bahasa yang digunakan sangat sesuai dengan bentuk teks yang diberikan dan konteks komunikasi
(15-25)	22-20	<input type="checkbox"/> Good : Umumnya bahasa yang digunakan sesuai dengan bentuk teks yang diberikan dan konteks komunikasi
	19-18	<input type="checkbox"/> Fair : Bahasa yang digunakan tidak konsisten dengan bentuk teks yang diberikan dan konteks komunikasi
	17-16	<input type="checkbox"/> Inadequate : Bahasa yang digunakan tidak sesuai dengan bentuk teks yang diberikan dan konteks komunikasi
	15-0	<input type="checkbox"/> Inacceptable : Bahasa yang digunakan sangat buruk

KRITERIA	SKOR	DESKRIPSI
4.Kelayakan bentuk (sejauh mana tulisan memenuhi aturan-aturan bentuk spelling, kerapian, dll) (11-20)	20-18	<input type="checkbox"/> Excellent to very good : Layout, spelling, verb conjunction, punctuation, accents, agreements, capitalization, dan neatness sangat memenuhi aturan-aturan teks (genre)
	17-16	<input type="checkbox"/> Good : Layout, spelling, verb conjunction, punctuation, accents, agreements, capitalization, dan neatness umumnya memenuhi aturan-aturan teks (genre)
	15-14	<input type="checkbox"/> Fair : Layout, spelling, verb conjunction, punctuation, accents, agreements, capitalization, dan neatness sebagian memenuhi aturan-aturan teks (genre)
	13-12	<input type="checkbox"/> Inadequate : Layout, spelling, verb conjunction, punctuation, accents, agreements, capitalization, dan neatness umumnya tidak memenuhi aturan-aturan teks (genre)
	11-0	<input type="checkbox"/> Inacceptable : Layout, spelling, verb conjunction, punctuation, accents, agreements, capitalization, dan neatness tidak memenuhi aturan-aturan teks (genre)

