RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : **SMAN 1 Belantikan Raya**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **XI (Sebelas) / 2 (Genap)**
Materi Pokok/Tema : **Explanation Text**
Sub Tema : **Natural Phenomenon**
Pembelajaran ke : **1**
Alokasi Waktu : **10 menit**

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya 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
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	3.8.1. Mengidentifikasi fungsi sosial dari teks explanation lisan dan tulis. 3.8.2. Menjelaskan struktur teks explanation terkait natural phenomena.
4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	4.8.1. Menemukan urutan proses/peristiwa dari suatu fenomena alam

C. Tujuan Pembelajaran

Melalui serangkaian kegiatan pembelajaran dengan pendekatan *genre based learning* peserta didik diharapkan dapat:
1. Mengidentifikasi fungsi sosial teks explanation dengan tepat.
2. Menjelaskan struktur teks explanation terkait natural phenomenon secara rinci dan tepat.
3. Menemukan urutan proses terjadinya suatu fenomena alam dengan tepat.

D. Penguatan Pendidikan Karakter

- Kreatifitas
- Gotong royong
- Kemandirian
- Disiplin

E. Materi Pembelajaran
- Teks explanation
- Social function:
  - To describe why and how a certain phenomenon happens.
- Generic structure:
  - General statement: stating phenomenon to be explained
  - Sequenced explanation: stating a series of steps/process which explains the phenomenon
- Language features
  - Using simple present tense
  - Using technical term and language related to the subject
  Using abstract noun (no visible noun)
  Using Passive voice
  Using Action verbs

F. Pendekatan dan Metode Pembelajaran
Pendekatan   : Genre based approach
Metode   : Text-based teaching

G. Media dan Alat
Media   : gambar, rekaman suara, teks, video pendek
Alat   : papan tulis, smart phone, akses internet

H. Sumber Belajar
1. Kementerian Pendidikan dan Kebudayaan RI. 2017. *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI.* Jakarta: Kemerntiran Pendidikan dan Kebudayaan. Hal. 99 s/d. 109
2. Priyana, Joko., dkk. 2008. *Interlanguae: English for Senior High School Student XII/Language Study Programme.* Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. Hal 26 s/d 41
3. Suwartono. 2019. *Pendalaman Materi Bahasa Inggris. Modul 6: ENGLISH FOR ACADEMIC CONTEXT.* Jakarta: Kementerian Pendidikan dan Kebudayaan. Hal. 55 s/d 70.

I. Langkah – Langkah Pembelajaran

Pertemuan ke-1 Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Peserta didik dan guru saling memberi dan menjawab salam. 2. Peserta didik mempersiapkan alat belajar dan memastikan tidak ada sampah di sekitar tempat duduk mereka. 3. Ketua kelas memimpin doa sebelum pelajaran dimulai kemudian melaporkan jumlah peserta didik yang hadir. 4. Peserta didik menjawab pertanyaan guru secara lisan terkait materi yang akan dipelajari: - Do you know aurora? - Have you learnt how rainbow happens? - As your information, when those texts are written in English, they are called explanation text. - So, do you have any picture in your mind how an explanation looks lie? 5. Peserta didik menyimak penjelasan guru tentang kegiatan yang akan dilakukan. tujuan pembelajaran yang akan dicapai dan penilaian.	2 menit

Pertemuan ke-1 Kegiatan	Deskripsi	Alokasi Waktu
Inti	**Building Knowledge of the Field** • Peserta didik menjodohkan gambar fenomena alam dengan namanya melalui diskusi. (**bahan ajar task 1**) • Peserta didik mencari tahu fenomena alam yang ditampilkan di task 1 dari berbagai sumber kemudian menjelaskan secara singkat tentang apa sebenarnya fenomena tersebut. • Peserta didik mendengarkan rekaman audio (dibacakan oleh guru) penjelasan tentang aurora lalu menjawab pertanyaan benar salah secara individu. (**bahan ajar task 2**) **Modeling of the text** • Peserta didik menyimak sebuah tayangan video, membuat catatan terkait isi video dan menyebutkan tujuan dari dibuatnya video tersebut. • Peserta didik menjawab sejumlah pertanyaan terkait video untuk mengukur pemahaman mereka. (**LKPD 1**) • Peserta didik menganalisis teks tentang aurora untuk menentukan struktur teks tersebut.	7 menit
Penutup	1. Guru dan peserta didik menyimpulkan hasil belajar. 2. Peserta didik dan guru melakukan tanya jawab untuk refleksi 3. Peserta didik menerima reinforcement atas pembelajaran hari ini. 4. Peserta didik menyimak kegiatan belajar pada pertemuan selanjutnya. 5. Guru bersama peserta didik menutup pembelajaran dengan do'a	1 menit

J. Penilaian Pembelajaran

Teknik Penilaian :

- Sikap : Observasi (karakter baik selama mengikuti pembelajaran)
- Pengetahuan : Tes tulis (Mengerjakan *Assesment* berbentuk pilihan ganda)
- Keterampilan : Praktik (Melakukan dialog secara berpasangan)

Bayat, 3 Januari 2022

Mengetahui,
Kepala SMAN 1 Belantikan Raya

Guru Mata Pelajaran,

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LAMPIRAN

1. **Penilaian Sikap**
   Bentuk Instrumen : Lembar observasi

No	Waktu	Nama Peserta Didik	Catatan Perilaku	Butir Sikap	keterangan	TTD	Tindak Lanjut
1	3 Jan 2022	Didik Arifin	Tidak berdoa sebelum melaksanakan pembelajaran	Ketaqwaan	Spiritual		Pembinaan
2	5 Jan 2022	Solimah	Menolong kawan yang kesulitan belajar	Kepedulian	Sosial		Lanjutkan
3							
4							

2. **Penilaian Pengetahuan**
   Bentuk Instrumen : Tes tulis (assessment A)

No	Nama Peserta didik	Nilai

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{10} \times 100$$

Jawaban benar = poin 1
Jawban salah = poin 0

3. **Penilaian Keterampilan**
   Transforming written text of explanation into a graphic organizer.

   Scoring rubric of graphic organizer

Content	Grammar	Lay out
• Point 4: content is complete and correct • Point 3: content is complete but there is a little mistake • Point 2: content is not complet and there are mistakes • Point 1: content is less and there are many mistakes	• Point 4: all sentences are simple in form and grammatically correct • Point 3: some sentences are too long but grammatically correct • Point 2: long sentences and some grammar are wrong • Point 1: the sentences are grammatically wrong and unorganized	• Point 4: fit with the information and design aestethically • Point 3: quite easy to understand and well designed • Point 2: designed is not good, hard to understand • Point 1: very hard to understand and low standard design

A. Multiple Choice
Answer the following questions by choosing the best options.

A rainbow is a meteorological phenomenon that is caused by reflection, refraction and dispersion of light in water droplets resulting in a spectrum of light appearing in the sky. It takes the form of a multicolored circular arc. A rainbow is an optical illusion—it does not actually exist in a specific spot in the sky. The appearance of a rainbow depends on where you're standing and where the sun (or other source of light) is shining. The most familiar type rainbow is produced when sunlight strikes raindrops in front of a viewer at a precise angle (42 degrees). Rainbows can also be viewed around fog, sea spray, or waterfalls.

Rainbows are the result of the refraction and reflection of light. Both refraction and reflection are phenomena that involve a change in a wave's direction. A refracted wave may appear "bent", while a reflected wave might seem to "bounce back" from a surface or other wave front.

Light entering a water droplet is refracted. It is then reflected by the back of the droplet. As this reflected light leaves the droplet, it is refracted again, at multiple angles. This process separated white light into a spectrum of colors. The colors that have been separated, then separate again into the very small portions. There is more light separated from each other in the droplets. Then there are more curved and finally those color form a light curve called a rainbow.

The radius of a rainbow is determined by the water droplets' refractive index. A refractive index is the measure of how much a ray of light refracts (bends) as it passes from one medium to another—from air to water, for example. A droplet with a high refractive index will help produce a rainbow with a smaller radius. Saltwater has a higher refractive index than freshwater, for instance, so rainbows formed by sea spray will be smaller than rainbows formed by rain.

1. What is the function of the text above written?
    a. To explain to the readers how a rainbow is formed.
    b. To describe the beauty of rainbow to the readers.
    c. To inform the readers about the elements of rainbow.
    d. To entertain the reader with the story of rainbow.

2. We can possibly find rainbow here, except ....
    a. Around fog
    b. In the deep sea
    c. When there is sea spray
    d. Around the waterfall

3. "Light entering a water <u>droplet</u> is refracted." Paragraph 3
   What does the underlined word mean?
    a. A large amount of liquid
    b. A small drop of liquid
    c. The drop of chemical liquid
    d. Spray of water

4. What is the difference between the result of refraction and reflection of wave?
    a. A refracted wave may appear "bent", while a reflected wave might seem to "bounce back" from a surface or other wave front.
    b. A refracted wave may appear "bouncing back" fro a surface, while a reflected wave might seem to "bent".
    c. Wave that is refracted gets longer and thicker, while wave that is reflected gets shorter and thinner.

d. There are no specific difference between both process.

5. What happen to the rainbow if the water-spray has low refractive index?
   a. It has bigger radius
   b. It has smaller radius
   c. It has more colors
   d. It stays in a very short time

6. What should you get after reading the text above?
   a. Idea on how to make rainbow
   b. Inspiration to do good deeds
   c. Information on how rainbow is happened
   d. Knowledge about the history of rainbow

7. The colors that ..., then separate again into the very small portions
   a. have been separated
   b. has been separated
   c. been separated
   d. separated
   e. is separated

8. The radius of a rainbow ... by the water droplets' refractive index.
   a. determines
   b. determined
   c. is determined
   d. are determined
   e. is determining

9. The most familiar type rainbow ... when sunlight strikes raindrops in front of a viewer at a precise angle
   a. is produced
   b. are produced
   c. has been produced
   d. have been produced
   e. was produced

10. The movements of the formations have been likened to kind of a dance or ballet.
    What does the sentence above mean?
    a. The formation is known as ballet form.
    b. The formation just looks like a dance or ballet.
    c. The dance or ballet is inspired by the formation.
    d. The movement of ballet creates the formation.
    e. The ballet formation is likened by the dance movement.

B. Skill production test
Find an explanation text about aurora and then create a graphic organizer based on it.