

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA NEGERI 1 SURO

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI (Sebelas) / 1

Alokasi Waktu : 1 x 45 menit

Jenis teks : Report Text

Skill : Writing (Menulis)

Standar Kompetensi:

1. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *report* dalam konteks kehidupan sehari-hari

Kompetensi Dasar

1.1. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk *report*.

Indikator

- Siswa dapat mengidentifikasi struktur dan kebahasaan teks report .
- Siswa dapat menggunakan kalimat simple present dalam membuat sebuah deskripsi.
- Siswa dapat menghasilkan teks berbentuk report

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Menggunakan kalimat simple present dalam membuat sebuah deskripsi.
2. Menghasilkan teks berbentuk report.

3. Menggunakan ungkapan tentang 'report text' dalam kehidupan sehari-hari.

B. Materi Pembelajaran

REPORT TEXT

Social Function/Purpose	Describe the way things are. The things must be representative of their class.
Generic Structure	- General classification Tells what the phenomenon under discussion is - Description Tells what the phenomenon under discussion is like in term of parts, qualities, habits or behaviors, uses/function)
Language Features	- the use of general nouns - the use of present tense - the use of relating verbs - the use of behavioral verbs - the use of technical terms

Contoh :

Report Text

Text Organization	Pandas are extremely rare, bearlike animals that inhabit the snowy regions of central China.	<u>Language Features.</u>
General Classification		1. Technical term ü <i>bear like animals</i>
Description	There are two kinds of pandas – the giant panda and the red panda, also called the lesser panda. The giant panda, with its distinctive black and white markings, is the more familiar of the two. Giant pandas and red pandas belong to their own separate animal family, the Ailuropodidea. Their closest	<u>Description.</u>
ü Parts		1. “Timeless” present tense
ü Qualities		ü belong to
ü Habit/behaviours		2. Relational(linking verbs)

	<p>living relatives are the bears.</p> <p>Most Giant pandas start life at the surprisingly small weight of 4 ounces (104 grams), about the size of a stick of butter. This tiny infant grows into an adult weighing between 180 and 270 pounds (80 and 120 kilograms). Adult giant pandas have coarse black and white fur, small black ears, and large black eye patches that give them their unique appeal.</p>	<p>ü are</p> <p>3. General Participants</p> <p>ü bears</p> <p>4. Quantifiers</p> <p>ü most</p> <p>1. Action verb</p> <p>ü start</p>
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GRAMMATICAL FEATURES IN REPORT TEXT

1. Simple Present Tense

Read the explanation below. Discuss with your friends or teacher if you don't understand.

Report text in general uses **Simple Present Tense** as its main tense. Here is the summary.

A. General pattern

Pattern	Time reference
a. Verb pattern	Every....
(+) S + V1(-s/-es)	Always never
(-) S + do/does not V1	Often occasionally
(?) Do/does + S + V	Sometimes seldom
B. To be pattern	Rarely
(+) S + is/am/are + adjective/adverb/nouns	Ever
(-) S+ is/am/are not + adjective/adverb/nouns	

(?) Is/Am/Are + S + adjective/adverb/nouns	
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B. Function

1. Expressing habitual actions or customs
2. Expressing general truth

C. Examples

1. The desert **is** hot and dry.
2. Camels **live** in the desert.
3. Date tree **grows** well in the desert
4. We aren't Arabian but Indonesian.
5. They **don't go** to Mecca every year
6. **Are** you hungry?
7. **Does Shinta walk** to school everyday ?

D. Special Note

If the subject is third singular person (e.g he, she, it John, Smith, Karen, the earth), we must add a final –s pr –es to the verb.

1. Add –es if the verb ends in ss, sh, ch, x or z

cross – crosses

crush - crushes

catch - catches

mix - mixes

buzz - buzzes

2. If the verb ends in –y preceded by a consonant , change the –y into I and add –es

cry - cries

fry - fries

C. Metode Pembelajaran / Teknik :

3-phase technique

D. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan

- Guru memberikan salam
- Guru mengajak berdoa terlebih dahulu sebelum belajar.
- Guru mengecek kehadiran siswa.
- *Guru memberi apersepsi/ motivasi/ menyampaikan tujuan pembelajaran berdasarkan situasi di kelas*

2. Kegiatan Inti

1. *Presentation*

- Guru menanyakan “*report text*” kepada siswanya.
- Guru membagikan materi pelajaran.

2. *Practice*

- Guru menyuruh beberapa siswa untuk membaca materi ‘*report text*’ yang telah diberikan dan siswa lain mendengarkan.
- Guru dan siswa bertanya jawab terkait materi.

2. *Production*

- Guru menjelaskan “how to write” teks report.
- Guru menyuruh siswa untuk membuat contoh teks report.

Make your own report.

Example :

Piranha fish are the fiercest animals in the world. They live in the fresh water rivers of South America, from Venezuela to Northern Argentina. These fish hunt in groups, called schools. They usually eat other fish smaller than themselves. Sometimes Piranhas will attack and eat each other.(Continue by yourself)

· Guru menyuruh siswa untuk mengumpulkan tugas tersebut.

3. Kegiatan Penutup

1. Guru menanyakan kesulitan siswa atas materi yang telah dibahas.
2. Guru dan siswa membuat kesimpulan atas materi yang telah dibahas.
3. Guru menutup pelajaran dengan berdoa.

E. Sumber Belajar

1. Buku/materi yang relevan.
2. Internet

F. Media Pembelajaran:

1. Papan Tulis
2. Kertas Manila/HVS/Sejenisnya

G. Penilaian

- a. Teknik : Tes Tertulis
- b. Bentuk : esei
- c. Instrumen Penilaian :

Make your own report ...!

H. Pedoman penilaian:

NO	ASPEK	NILAI
1.	Tata bahasa benar, kosakata benar, ejaan benar, tanda baca tepat.	20
2.	Tata bahasa benar, kosakata benar, ejaan benar, tanda baca kurang tepat tetapi tidak mempengaruhi makna.	15
3.	Tata bahasa benar, kosakata benar, ejaan benar, tanda baca kurang tepat dan mempengaruhi makna.	10
4.	Tata bahasa benar, kosakata benar, ejaan benar, tanda baca tidak tepat dan sulit dimengerti.	5
5.	Tata bahasa benar, kosakata benar, ejaan benar, tanda baca tidak tepat dan tulisan tidak berkembang.	0

Skor = 20

Nilai = Skor perolehan / skor x 100

Suro, 16 April 2013

Mengetahui

Kepala Sekolah

Guru Mata pelajaran

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