

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan: SMA Pradita Dirgantara	Kelas/Semester : X/1
Mata Pelajaran : Bahasa Inggris	Submateri : I believe, I think . . .
Materi Pokok : Analytical Exposition	Silabus : KD 3.4 / 4.4
Alokasi Waktu : 10 menit	Pertemuan ke : -

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A. Tujuan Pembelajaran

Melalui metode pembelajaran *contextual blended learning*, peserta didik **mengkonstruksi** konsep dasar *analytical exposition text* secara bersama-sama sehingga mampu **menjelaskan, menerapkan, dan membuat** *analytical exposition text* sesuai dengan konteks kehidupan sehari-hari sebagai sarana untuk menyampaikan pendapat dan pandangan peserta didik terhadap isu-isu aktual tertentu sehingga peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya, mengembangkan sikap jujur, peduli, dan bertanggungjawab, serta dapat mengembangkan kemampuan berpikir kritis, berkomunikasi, berkolaborasi, berkeaktifitas (4C).

B. Langkah-langkah Pembelajaran

No	Tahap	Kegiatan	Waktu
1	Pendahuluan	a. Guru mengucapkan salam dan memberikan motivasi b. Guru melakukan pengecekan kehadiran siswa (online) c. Guru memandu kegiatan berdoa mengawali pembelajaran d. Guru menyampaikan tujuan pembelajaran, langkah, dan Teknik penilaian	2'
2	Inti	Tahapan Sintak Modelling (melalui gambar/pdf/video singkat) Peserta didik memahami fenomena kehidupan sehari-hari yang terkait dengan isu-isu sosial masyarakat (masalah sampah, daur ulang, fungsi hutan, climate and clean water). Peserta didik disajikan video singkat terkait masalah sampah. https://www.youtube.com/watch?v=nb0pM93tmi8 and https://www.youtube.com/watch?v=HcT3wJJN4zA Asynchronous Questioning Synchronous Peserta didik diberikan beberapa pertanyaan oleh guru. Learning Community Synchronous Peserta didik berdiskusi melalui forum chat/comments terkait pertanyaan dari guru. Guru membimbing peserta didik. Inquiry Synchronous Peserta didik (dengan bimbingan guru) berdiskusi dan mencoba mengemukakan pandangan mereka terkait masalah yang ada dalam kehidupan sehari-hari. Constructivism Synchronous Peserta didik (dengan bimbingan guru) mengkonstruksi <i>analytical exposition text</i> . Reflection Synchronous	50 6'

		<p>Peserta didik diberikan kesempatan untuk bertanya/mereview. Guru memberikan latihan soal kemudian membahas bersama peserta didik.</p> <p>Authentic Assessment Asynchronous Peserta didik menulis teks eksposisi dengan tema <i>pollution</i>.</p>	
3	Penutup	<p>Asynchronous</p> <ol style="list-style-type: none"> Guru melakukan refleksi terkait pembelajaran yang selesai dilakukan. Guru memberikan assignment (terkait cross cultural understanding). Guru menyampaikan materi berikutnya. 	2'

C. Penilaian Hasil Belajar

1. Penilaian Sikap : Jurnal (catatan deskripsi keaktifan siswa selama pembelajaran daring)
2. Penilaian pengetahuan : penugasan
3. Penilaian Keterampilan : writing

Boyolali, Juli 2021

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

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LAMPIRAN 1: BAHAN AJAR

Analytical Exposition: Definition, Generic Structure, Language Features, and Examples

Definition:

Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.

Purposes:

1. To persuade the readers that idea is important matter.
2. To persuade the readers or listeners that there is something that, certainly, needs to get attention
3. To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments

Generic Structures:

1. Thesis (Introduction): Introducing the topic and indicating the writer's position
2. Arguments (Body): Explaining the arguments to support the writer's position
3. Reiteration (Conclusion): Restating the writer's position.

Language Features:

1. Using relational process = Relationships between and among leaders, workers, followers, partners, co-workers, etc. people knowing and caring about people.
2. Using external conjunctions = Enhancing by linking to real world events (Holocaust, the Final Solution, death trains)
3. Using internal conjunction = Elaborating and itemizing steps in an argument (Firstly, secondly, next, finally)
4. Using causal conjunction = the cause of an event, because
5. Using contrastive conjunction = but, nevertheless
6. Using simple present tense = Bruno is quiet boy
7. Focusing on generic human and non-human participants, e.g.: car, pollution, leaded petrol car
8. Using abstract noun, e.g.: policy, government
9. Using relational processes, e.g.: It is important
10. Using modal verbs, e.g.: We must preserve
11. Using modal adverbs, e.g.: Certainly we.
12. Using passive sentence

Example of Analytical Exposition

Should Children Wear Hats at School?

I believe that you should always wear a hat at school when you are playing outside, to stop you from getting sunburn.

Argument 1:

Firstly, if you don't wear a hat, you will get sunburn and the sunburn is painful.

Argument 2:

Secondly, sunburn could lead to skin cancer. Sunburn can lead to health problems later in life. Many older people suffer from skin cancer which can kill them.

Reinforcement of position statement:

In my opinion all school students should wear hats.

(Taken from: <http://sangpemimpikelihood.blogspot.com/>)

LAMPIRAN 2: INSTRUMEN PENILAIAN

A. Jurnal Penilaian Sikap (Deskriptif)

- Penilaian sikap spiritual

NO	NAMA SISWA	DESKRIPSI KEAKTIFAN		
		Taat beribadah dan bersyukur	Beda sebelum dan sesudah kegiatan	Toleransi
1	.....	.....	.....	.....
2	.....	.....	.....	.....
	Dst			

- Penilaian sikap sosial

NO	NAMA SISWA	DESKRIPSI KEAKTIFAN		
		Disiplin	Tanggung jawab	Santun
1	.....	.....	.....	.....
2	.....	.....	.....	.....
	Dst			

B. Penilaian Pengetahuan

Penilaian pengetahuan dilakukan secara mandiri oleh peserta didik. Guru menganalisis soal namun hanya digunakan untuk evaluasi pembelajaran, bukan sebagai penilaian.

No	Nama Siswa	Skor	Prosentase pemahaman	Tindakan
1			Bahas kembali
2				Selesai dibahas
dst				

$$\text{Prosentase pemahaman siswa (P)} = \frac{\text{Skor}}{\text{Total skor}} \times 100\%$$

Tindakan = Jika $P > 75\%$, selesai dibahas; $P \leq 75\%$, perlu dibahas kembali

C. Penilaian Keterampilan

Elaborate on the following main ideas as an analytical exposition text. Work with a partner.

1. Types of Pollution
2. AirPollution
3. WaterPollution

4. SoilPollution

Rubrik Penilaian

Aspect	Criteria	Score
Content	Excellent to very good: knowledgeable – substantive – etc.	30 – 27
	Good to average: some knowledge of subject – adequate range – etc.	26 - 22
	Fair to poor: limited knowledge of subject – little substance – etc.	21 - 17
	Very poor: does not show knowledge of subject – not substantive – etc.	16 – 13
Organization	Excellent to very good: fluent expression – ideas clearly stated – etc.	20 – 18
	Good to average: somewhat choppy – loosely organized but main ideas stand out – etc.	17 – 14
	Fair to poor: non fluent – ideas confused or disconnected – etc.	13 – 10
	Very poor: does not communicate – no organization – etc.	9 – 7
Vocabulary	Excellent to very good: sophisticated range – effective word/ idiom choices and usage – etc	20 – 18
	Good to average: adequate range – occasional errors of word/ idiom form, choice, usage but meaning not obscured.	17 – 14
	Fair to poor: limited range – frequent errors of word/ idiom form, choice, usage – etc.	13 – 10
	Very poor: essentially translation – little knowledge of English vocabulary.	9 – 7
Language use	Excellent to very good: effective complex constructions – etc.	25 – 22
	Good to average: effective but simple constructions – etc.	21 – 19
	Fair to poor: major problems in simple/ complex constructions – etc.	17 – 11
	Very poor: virtually no mastery of sentence construction rules – etc.	10 – 5

Mechanics	Excellent to very good: demonstrates mastery of convention – etc.	5
	Good to average: occasional errors of spelling, punctuation – etc.	4
	Fair to poor: frequent errors of spelling, punctuation, capitalization – etc.	3
	Very poor: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.	2

(adapted from: <http://eprints.umpo.ac.id/2498/8/LAMPIRAN.pdf>)

Skor maksimal = 100

$$\text{Skor} = \frac{\text{Total skor}}{100} \times 100$$