

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Negeri 10 Kota Tangerang
Kelas / Semester : 7 / Genap
Mata Pelajaran : Bahasa Inggris
Tema : Teks Deskriptif
Subtema : *Describing People*
Alokasi Waktu : 2 x 40 menit (Simulasi 10 menit)

A. TUJUAN PEMBELAJARAN

Melalui model pembelajaran *Discovery Learning* peserta didik secara bergotong royong, kritis, dan kreatif dapat:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskripsi lisan sederhana terkait orang dari tayangan video yang disajikan dengan menjawab pertanyaan secara benar.
2. Memahami fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif pendek sederhana terkait orang dengan melengkapi *graphic organizer* secara benar berdasarkan informasi yang terdapat dalam teks.
3. Menerapkan dan menganalisis struktur teks dan unsur kebahasaan dengan menyusun kembali kalimat acak menjadi sebuah teks deskriptif sederhana terkait orang dengan urutan yang logis dan sesuai dengan konteks.
4. Menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan melengkapi pernyataan pada lembar jurnal belajar dengan benar.
5. Membuat atau menyusun kembali teks deskripsi dengan kata-katanya sendiri dan memberikan tambahan deskripsi tentang orang dari teks yang telah dipelajari sehingga memiliki versi yang berbeda tiap individu dengan memperhatikan struktur teks dan unsur kebahasaan yang benar.

B. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan

a. Orientasi

- Guru mengucapkan salam dan bertegur sapa dengan peserta didik
- Guru dan peserta didik berdoa sebelum memulai pembelajaran
- Guru memeriksa kehadiran peserta didik

b. Apersepsi

- Guru mereview kembali pembelajaran pada pertemuan sebelumnya dan mengajukan pertanyaan pemantik terkait teks deskriptif

- Guru menunjukkan gambar dan mengajukan pertanyaan, seperti:
 1. What can you see from the picture?
 2. How many people are there in this picture?
 3. How can you describe one of these people?

c. Motivasi

- Menyampaikan tujuan pembelajaran dan cakupan materi serta tahapan kegiatan
- Memberikan gambaran tentang manfaat mempelajari teks deskripsi dalam kehidupan sehari-hari

2. Kegiatan Inti

a. Pemberian Rangsangan (*Stimulation*)

- Guru memberikan permainan matchmaking sebagai brainstorming (mencocokkan gambar dengan kata sifat yang terdapat dalam *flash cards*).
- Guru membagikan *sticky notes* warna warni, peserta didik menuliskan apa yang telah mereka ketahui tentang mendeskripsikan orang (deskriptif teks) dan menempelkannya dikertas plano yang ditempel di papan tulis.
- Peserta dibagi menjadi beberapa kelompok sesuai dengan kesiapan belajarnya
- Guru menayangkan video tentang deskripsi seseorang dari tautan <https://https://youtu.be/X9Af9DCZ8TU>
- Peserta didik bersama dengan guru melakukan tanya jawab secara lisan terkait informasi tertentu dari teks yang ditayangkan (Lembar Kerja Aktivitas 1)

b. Identifikasi masalah (*Problem Statement*)

- Guru membagikan teks deskriptif pada kelompok dan meminta peserta didik untuk membaca teks tersebut
- Guru membagikan Lembar Kerja Aktivitas 2
- Peserta didik melengkapi *graphic organizer*
- Perwakilan kelompok mendiskusikan dan mempresentasikan hasil kerja kelompoknya

c. Pengumpulan Data (*Data Collection*)

- Tiap kelompok dibagikan satu set beberapa kalimat acak dari teks deskriptif yang berbeda antara satu kelompok dengan kelompok lainnya (differensiasi konten)
- Peserta didik menerima Lembar Kerja Aktivitas 3
- Peserta didik membaca dan memahami isi dari kalimat-kalimat tersebut
- Peserta didik bersama-sama dalam kelompok mengurutkan dengan benar kalimat-kalimat tersebut menjadi sebuah teks deskriptif yang utuh
- Peserta didik menuliskan kosa kata sulit yang mereka temukan dalam kalimat-kalimat tersebut dan menemukan artinya sendiri dari kamus
- Peserta didik mencari dan mengumpulkan informasi tentang fungsi sosial dan struktur teks deskriptif dari bahan bacaan (buku teks pelajaran)

- Peserta didik menentukan struktur teks yang telah mereka susun sesuai dengan struktur teks deskriptif yang telah mereka baca
- Guru mengunjungi tiap kelompok dan memberikan *scaffolding* sesuai dengan kebutuhan tiap kelompok (differensiasi proses)
- Guru melakukan penilaian sikap melalui proses observasi saat peserta didik melakukan kegiatan dalam kelompok

d. Pengolahan Data (*Data Processing*)

Peserta didik bersama-sama dalam kelompok dengan bimbingan guru mengolah informasi hasil identifikasi tentang fungsi sosial dan struktur teks deskriptif sebagai bahan presentasi dengan cara:

- Menempelkan kalimat-kalimat yang telah mereka urutkan menjadi satu rangkaian teks deskriptif sesuai dengan urutan yang benar di kertas plano
- Menuliskan fungsi sosial dari teks tersebut dengan menggunakan ejaan dan tanda baca yang benar dan menuliskan struktur teks sesuai dengan urutan struktur teks deskriptif
- Menentukan salah satu anggota kelompok untuk menjadi juru bicara (*speaker*) yang bertugas mempresentasikan hasil kerja kelompoknya
- Berlatih mempresentasikan hasil kerja kelompok
- Menempelkan hasil kerja kelompok di tempat yang telah disediakan di kelas

e. Pembuktian (*Verification*)

- Juru bicara tiap kelompok mempresentasikan hasil kerja kepada pengunjung dari kelompok lain selama 3 menit
- Anggota kelompok lainnya bertugas sebagai pengunjung, berkeliling, menyimak penjelasan dan membandingkan isi dan informasi terkait fungsi sosial dan struktur teks deskriptif dengan hasil kerja kelompok mereka, dengan presentasi kelompok yang mereka kunjungi
- Pengunjung dapat mengajukan pertanyaan, membuat catatan, memberi masukan dan apresiasi hasil kerja kelompok yang dikunjungi

f. Menarik Kesimpulan/Generalisasi (*Generalization*)

Peserta didik dengan bimbingan guru, menyimpulkan hasil observasi mereka dari seluruh kelompok yang mereka kunjungi dengan membandingkan:

- Fungsi sosial dan struktur teks dari beberapa teks deskriptif yang telah mereka pelajari
- Guru memberikam apresiasi terhadap hasil pekerjaan dan penampilan peserta didik
- Peserta didik menyimpulkan hasil belajarnya dengan melengkapi pernyataan pada lembar jurnal belajar siswa
- Peserta didik menjawab beberapa pertanyaan terkait fungsi sosial dan unsur kebahasaan teks deskriptif dari lembar soal yang disediakan oleh guru

3. Kegiatan Penutup

- Peserta didik dipandu oleh guru melakukan refleksi pembelajaran yang telah berlangsung
- Beberapa peserta didik membacakan refleksi dirinya
- Peserta didik dengan bimbingan guru membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilaksanakan
- Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik dalam kelompok
- Peserta didik diberi tugas menulis sebagai pekerjaan rumah, yaitu untuk menyusun kembali teks deskripsi dengan kata-kata mereka sendiri dan membuat tambahan deskripsi pada teks di aktivitas 2 yang telah mereka pelajari sehingga teks deskriptif yang telah dipelajari memiliki versi yang berbeda setiap peserta didik
- Guru menutup pembelajaran

C. PENILAIAN

1. Penilaian Sikap

Penilaian sikap dilakukan pada saat pembelajaran berlangsung dengan observasi

2. Penilaian Pengetahuan

- Penilaian formatif dilaksanakan melalui penilaian hasil lembar kerja di saat pembelajaran dan tes tulis
- Tes Sumatif dilaksanakan setelah seluruh tujuan pembelajaran selesai dan tercapai, berupa tes tulis
- Tes lisan, dilakukan saat pembelajaran berlangsung

3. Penilaian Keterampilan

- Penilaian unjuk Kerja
- Penilaian presentasi

Tangerang, Januari 2022

Mengetahui

Guru Mata Pelajaran

Dra. Hj. Iis Permasih, M.Pd

Siti Fadiah

NIP. 196507221989032006

NIP. 197702092005012008

LAMPIRAN RPP

1. LEMBAR KERJA PESERTA DIDIK

Aktivitas 1

Name :

Class :

Answer the following questions

1. What is the title of the text?
2. What is the purpose of the text?
3. Who is being described?
4. What is described in paragraph 2?
5. What is described in paragraph 3?

Aktivitas 2

Group :

Members :

1.

2.

3.

4.

Class :

Instruction:

Read the text below then complete the *graphic organizer* below using the information from the text.

1. Title :
Social Function :
2. What is the purpose of the text?
Identification
3. Who is being described?

4. How old is he?
Description
5. How tall is he?
6. What is the color of his skin?
7. What is personality trait of him?
8. What is his hobby?

Aktivitas 3

Arrange the sentences below into the correct order to form a descriptive text and Complete the table based on the information from the sentences by answering the questions. Write the generic structure of each part of the text.

Text 1

Besides that, she is also nice and friendly person. I feel so lucky to have a silly and funny best friend like her.
She has a good self-confidence, that's why being a silly person and watched by all her fiends is not a big deal.
She is a slim and short girl. Her skin's color is light brown. She looks cute with her little nose and baby face, that's why she has a sweet smile. Her hair is a bit curly and short
Among of all my classmates, I have one silliest friend. Her name is Ayina Windasar. All the students of my class call her Ayi.
Her favorite food are cake and apple. Her hobby is drawing Her drawing looks so fabulous to me.

Adapted from: <https://englishadmin.com/2019/09/>

Text 2

Mia's skin color is bright brown. She has black eyes. Her hair is black and short. She is quite short that makes her looks like an elementary student. She also has cute and sweet face.
She is really kind to all people. She also can make friend with every single students easily. She is one of the smartest and most diligent students in my class. When I find some difficulties at any subject, she always helps me.
One of my closest classmates is Miana Tolinda. I and my friends usually call her Mia. She has two siblings, one older brother and one younger sister. She lives in Sumberingin, Trenggalek.
Her hobby is dancing. She likes to dance traditional and modern dancing. Her favorite food and drink are pizza and orange juice. She doesn't like chocolate and shrimp because she has allergic to both foods

Adapted from: <https://englishadmin.com/2019/09/>

Text 3

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Andiko is best my classmate. We go to school together. Andiko comes from an educated family. His father is a school principal and his mother is also a teacher.

Andiko has a well-built body.

He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder

He takes part in all sports, scout, trekking and mountaineering activities.

Adapted from: <https://englishadmin.com/2019/09/>

Lembar Kerja Aktivitas 3

Title :
Social function :
.....
1. Who is being described?
2. What is her name?
.....
3. What does she look like?
4. What is she like?
5. What is her favorite food and hobby?

Title :
Social function :
.....
1. Who is being described?
2. What is his name?
.....

3. What does he look like?
4. What is he like?
5. What is his favorite food and hobby?

Lembar Jurnal Belajar Peserta Didik

Complete the statements below

1. I know that I'm now learning about
.....
.....
.....
2. I know that the function of descriptive text is
.....
.....
.....
3. I know that the structure of descriptive text consists of
.....
.....
.....
.....
4. I know that the language features of descriptive text are
.....
.....
.....
.....

2. BAHAN BACAAN

Teks Aktivitas 2



Barack Obama was the president of United States. He is an African-American. He was born on 4 August 1961 in Honolulu, USA.

Obama is quite tall, 183 cm. He has oval face, baldheaded, pointed nose and black skin. His face looks patient and strong. He always keep smiles when he gives speech.

He is the first blackman who become the president of United States. He is known as a smart and wise man. He is a loving husband for his wife, and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smile a lot.

Obama's hobby is having sport. He likes playing golf in his spare time. Obama also loves blogging. He writes on his twitter quite often.

Penjelasan Tentang Teks Deskriptif

Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Purpose of Descriptive text

- To describe person, thing or place in specific
- To describe a particular person, thing or place.

Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

Identification: (contains about the introduction of a person, place, animal or object will be described.)

Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Language Feature of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....

3. INSTRUMEN PENILAIAN

a. Penilaian Sikap

Lembar Observasi Guru

No	Nama Siswa	Nilai

Rubrik Penilaian Sikap

Nilai	Deskripsi
SB	Sangat Baik dalam bekerja sama dalam kelompok, kritis, dan kreatif dalam mengemukakan ide
B	Baik dalam bekerja sama dalam kelompok, kritis dan kreatif dalam mengemukakan ide
C	Cukup baik dalam bekerja sama dalam kelompok, kritis dan kreatif dalam mengemukakan ide
K	Kurang baik dalam bekerja sama dalam kelompok, kritis dan kreatif dalam mengemukakan ide

b. **Penilaian Pengetahuan Tes Formatif**, berupa Problem Set terintegrasi dalam Lembar kerja peserta didik **Tes Sumatif**, berupa ulangan harian yang diberikan setelah tujuan pembelajaran diajarkan

c. Penilaian Keterampilan

Penilaian Presentasi

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topik jelas, menggunakan slide presentasi yang menarik

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

Rubrik Penilaian memparafrase

Aspek yang Dinilai	Kriteria Penilaian			
	0	1	2	3
1. Ketepatan menggunakan sinonim	jika tidak terdapat kata yang diubah	terdapat kata yang berubah tetapi tidak kreatif	terdapat kata yang berubah, dan kreatif	terdapat kata yang berubah, dan sangat kreatif
2. Ketepatan mengubah kalimat	jika tidak terdapat kalimat yang diubah	kalimat yang diubah efektif, tetapi kurang variatif	kalimat yang diubah efektif, dan variatif	kalimat yang diubah efektif, dan sangat variatif
3. Ketepatan mengubah jenis paragraf berdasarkan letak kalimat utamanya	letak kalimat utama tidak berubah	letak kalimat utama berubah, tetapi belum terdapat kohesi dan koherensi	letak kalimat utama berubah, tetapi hanya terdapat kohesi saja atau koherensi saja	letak kalimat utama berubah, terdapat kohesi dan koherensi

d. Lembar Refleksi diri kegiatan kelompok

Beri tanda centang (V) pada pernyataan yang sesuai dengan keadaanmu

Yang dilakukan	Selalu	Sering	Jarang	Belum
Mendengarkan ide atau pendapat orang lain				
Menyampaikan ide				
Merespon positif saat diminta untuk berkontribusi				
Fokus menyelesaikan tugas				

Panduan Refleksi

1. Apakah yang kupelajari agar kegiatan berkelompok dapat berjalan dengan baik?
2. Apakah yang akan ditingkatkan dalam kegiatan berkelompok selanjutnya?

Lembar Refleksi terkait proses pembelajaran

1. Hal baru yang saya pelajari kali ini adalah
2. Aktivitas pembelajaran yang paling saya sukai
3. Aktivitas yang sulit untuk saya
4. Yang perlu saya tingkatkan lagi dalam kegiatan pembelajaran selanjutnya ...

Kunci Jawaban

Activity 2

1. Title : Barrack Obama
Social Function
2. What is the purpose of the text? To describe about physical features, personality, and hobbies of Barrack Obama
Identification
3. Who is being described? Barrack Obama
4. How old is he? He is sixty one years old
Description
5. How tall is he? His tall is about 183 cm
6. What is the color of his skin? The color of his hair is black
7. What is personality trait of him? He is smart and wise. He is also friendly.
8. What is his hobby? His hobby is having sports

Aktivitas 3

Arrange the sentences below into the correct order to form a descriptive text and Complete the table based on the information from the sentences by answering the questions. Write the generic structure of each part of the text.

Text 1

Among of all my classmates, I have one silliest friend. Her name is Ayina Windasar. All the students of my class call her Ayi.
She is a slim and short girl. Her skin's color is light brown. She looks cute with her little nose and baby face, that's why she has a sweet smile. Her hair is a bit curly and short
She has a good self-confidence, that's why being a silly person and watched by all her fiends is not a big deal.
Besides that, she is also nice and friendly person. I feel so lucky to have a silly and funny best friend like her
Her favorite food are cake and apple. Her hobby is drawing . Her drawing looks so fabulous to me.

Taken from: <https://englishadmin.com/2019/09/>

Text 2

One of my closest classmates is Miana Tolinda. I and my friends usually call her Mia. She has two siblings, one older brother and one younger sister. She lives in Sumberingin, Trenggalek.
Mia's skin color is bright brown. She has black eyes. Her hair is black and short. She is quite short that makes her looks like an elementary student. She also has cute and sweet face.
She is really kind to all people. She also can make friend with every single students easily. She is one of the smartest and most diligent students in my class. When I find some difficulties at any subject, she always helps me.
Her hobby is dancing. She likes to dance traditional and modern dancing. Her favorite food and drink are pizza and orange juice. She doesn't like chocolate and shrimp because she has allergic to both foods

Text 3

Andiko is best my classmate. We go to school together. Andiko comes from an educated family. His father is a school principal and his mother is also a teacher.
Andiko has a well-built body.
He takes part in all sports, scout, trekking and mountaineering activities.
He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. He has a good heart. He is truthful, honest and obedient.
He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder

Text 1

Title : My silliest friend
Social function : to describe about the writer's silliest friend.
Identification
<ol style="list-style-type: none">1. Who is being described? The writer's silliest friend2. What is her name? Her name is Ayina Windasar
Description
<ol style="list-style-type: none">3. What does she look like? She is slim and short girl. Her skin's color is light brown4. What is she like? She has a good self-confidence, nice and friendly.5. What is her favorite food and hobby? Her favorite food are cake and apple. Her hobby is drawing.

Text 2

Title : My closest classmates
Social function : to describe the writer's closest classmates
Identification
<ol style="list-style-type: none">1. Who is being described? The writer closest2. What is her name? Miana Tolinda
Description
<ol style="list-style-type: none">3. What does she look like? Mia's skin color is bright brown. She has black eyes. Her hair is black and short. She is short and has cute and sweet face.4. What is she like? She is kind and friendly. She also smart and diligent student.5. What is her favorite food and hobby? Her favorite food is pizza dan her hobby is dancing.