

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 9 Kerinci  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI (MIPA 1 & 2, IIS) / Ganjil  
 Materi Pokok : Teks Eksposisi Analitis  
 Alokasi Waktu : 2 Minggu x 2 Jam Pelajaran @30 Menit

### A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Menganalisis unsur-unsur eksposisi dari sebuah kalimat</li> <li>• Memahami struktur teks eksposisi analitis</li> <li>• Memahami unsur kebahasaan dari teks eksposisi analitis</li> </ul>
4.4 Teks eksposisi analitis	<ul style="list-style-type: none"> <li>• Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak</li> <li>• Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> <li>• Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya</li> </ul>
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual	
4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	

### B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur eksposisi dari sebuah kalimat
- Memahami struktur teks eksposisi analitis
- Memahami unsur kebahasaan dari teks eksposisi analitis
- Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak
- Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar
- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

### C. Materi Pembelajaran

- Fungsi Sosial  
Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis
- Struktur Teks  
Dapat mencakup
  - Pendapat/pandangan
  - Argumentasi secara analitis
  - Kesimpulan
- Unsur Kebahasaan
  - Ungkapan seperti *I believe, I think*
  - Adverbial *first, second, third ...*
  - Kata sambung *Therefore, consequently, based on the arguments*
  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik

Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI

#### D. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

#### E. Media Pembelajaran

##### 1. Media

- ❖ Google Formulir, Google Classroom, Whats Up.

##### 2. Alat/Bahan

- ❖ Laptop & Handphone Android

#### F. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ <https://brainly.co.id/tugas/6359545#readmore>
- ❖ <https://www.itapuih.com/>
- ❖ <https://kampuninggris.id>

#### G. Langkah – langkah Pembelajaran:

- ❖ Pendahuluan :
  - ✓ Guru memberikan link untuk absensi siswa dalam bentuk google formulir, dengan limit waktu 1 jam sebelum jadwal pembelajaran, siswa sudah mengisi formulir absen,
  - ✓ Memberikan salam ( Greeting ). Berdoa.
  - ✓ Memeriksa kehadiran siswa.
- ❖ Kegiatan Inti:
  - ✓ Guru menyuguhkan materi Teks Eksposisi Analitik Google Classroom masing-masing kelas dan mengirim LKPD.
  - ✓ Siswa membaca materi dengan cermat dan mengejakan LKPD.
- ❖ Penutup:
  - ✓ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.
  - ✓ Peserta didik dan guru mengucapkan salam.

#### H. Penilaian

1. Penilaian Sikap : Observasi dan Penilaian Diri.
2. Penilaian Pengetahuan : Tujuan Komunikatif, Keruntutan Teks, Pilihan kosakata dan Tata Bahasa.
3. Penilaian Keterampilan : Kemampuan Presentasi dan Rubrik Unjuk Kerja.

#### I. Penilaian Hasil Belajar

- Lembar Kerja Siswa:
  - <https://classroom.google.com/c/MTE4NDIwOTM0NjMz/a/MTc1NTc2MDA2OTc0/details>
  - <https://classroom.google.com/c/MTE4NDIwOTM0NjMz/a/MTUwODc2NTM0Njgw/details>
  - <https://classroom.google.com/c/MTE4NDIwOTM0NjIy/a/MTc1NTc2MDA2OTM1/details>
  - <https://classroom.google.com/c/MTE4NDIwOTM0NjMz/a/MTc1NTc2MDA2OTc0/details>

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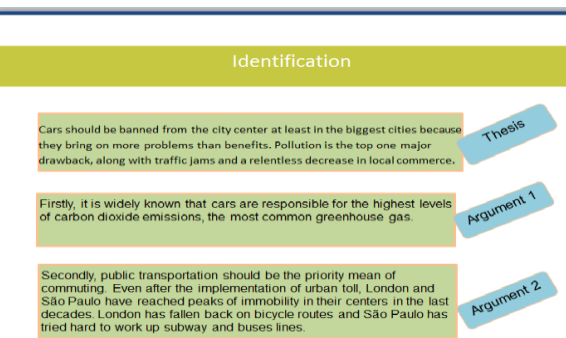
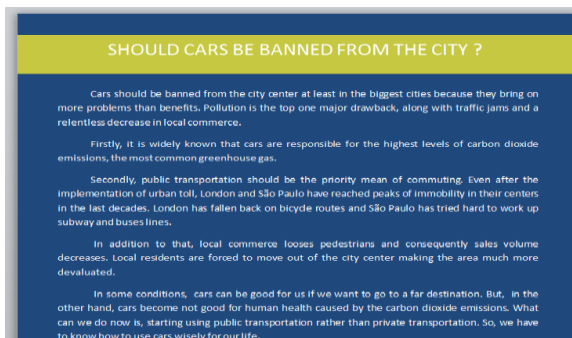
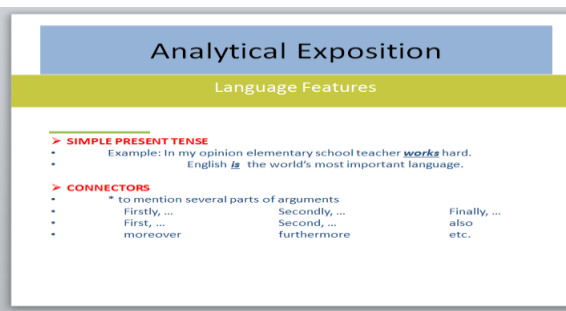
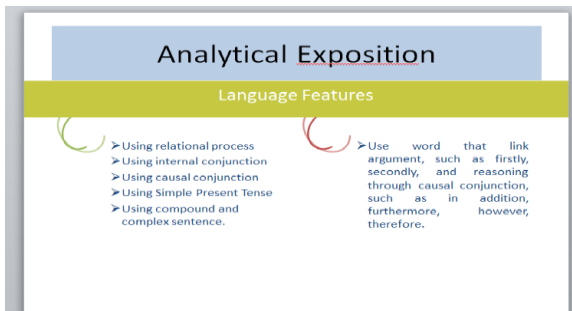
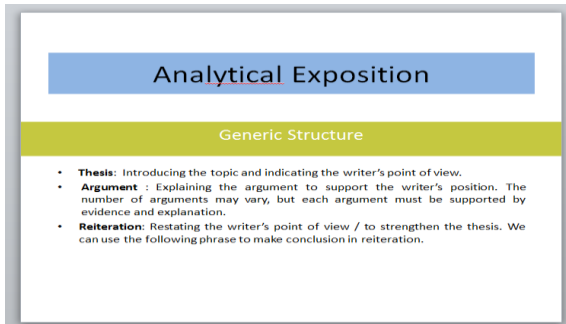
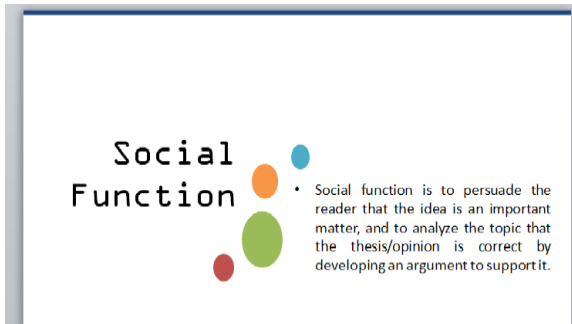
Mengetahui  
Kepala Sekolah SMA N 9 KRC

Guru Mata Pelajaran

HUSNI M.Pd  
NIP: 19711010 200701 1 015

DUKA WULANDARI, S.S

# BAHAN AJAR ANALYTICAL EXPOSITION TEXT



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## LEMBAR KERJA PESERTA DIDIK

(Pertemuan ke 1)

### LEARNING ENGLISH



Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, “the song stuck in my head” Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample.

Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don’t have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas, even revolution.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

#### Exercise I:

Please answer the question correctly!

1. The type of the text above?
2. What is the communicative purpose of the text?
3. The generic structures of the text are ....?
4. What is the text about ....?
5. Based on the text, Based on the text, how many reasons to use songs in language learning
6. “They provide variety and fun, and encourage harmony within oneself and within one group.”  
The underlined word refers to ....
7. Which paragraph is called arguments?
8. Usually we call as the last paragraph?
9. What tense is mostly used in the text?
10. What conclusions learning through music and song?

Mid Semester Test



PEMERINTAHAN PROVINSI JAMBI  
DINAS PENDIDIKAN  
SMA NEGERI 9 KERINCI

Alamat: Jln. Dapri Muaro Langkat, Tapia

Kode Pos: 37175

ULANGAN MATERI  
ANALYTICAL EXPOSITION TEXT

KELAS : XI MIPA 1

**Smoking in Restaurant**

Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.  
Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.  
Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.  
Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.  
Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

Answer the following questions based on the text!

1. Why smoking in restaurant must be avoided?
2. What is the topic of the text?
3. What is the purpose of the text?
4. What is the main idea of paragraph fourth?
5. What is the restating writer's point of view from the text?

**PENGOLAHAN NILAI SISWA**

No.	Last Name	First Name	Latihan	Ujian Semester
1	12	Anto	70	72
2	Adi	Ary	80	85
3	tri Fransastia	Defid	72	77
4	Mulya sari	Desi	70	70
5	Saputra	Dirgahayu	-	40
6	Tha	Duwi	83	70
7	daus	Fir	70	73
8	Leo candra	Gusti	70	75
9	Ani	Li	83	80
10	Olivia	Melsi	70	75
11	Ramadani	Parhan	70	77
12	Saputra	Redial	74	70
13	Oktavia	Resti	-	73
14	Saputra	Riyan	70	75
15	Nazira	Sintia	76	70
16	Olivia	Suci	-	75
17	Reja parnita	Suci	73	70
18	putra	Tegar	-	73
19	yusuf	teuku	73	70

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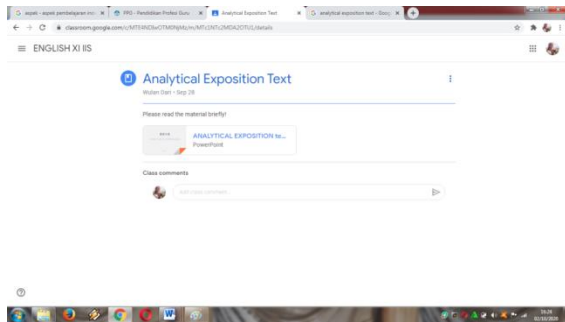
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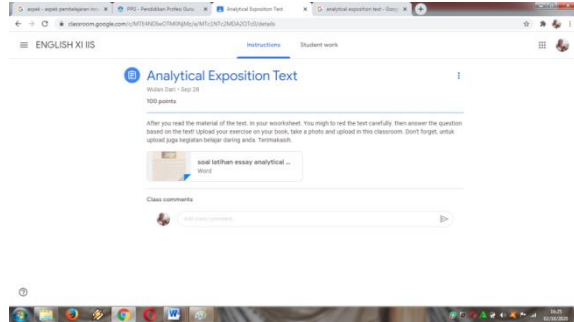
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# DOKUMENTASI KEGIATAN BELAJAR DARING

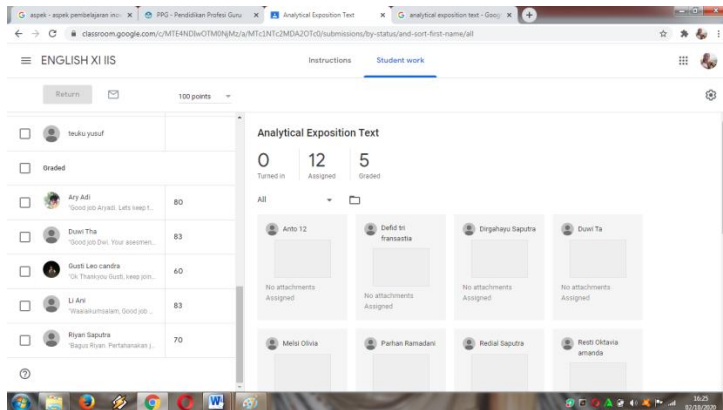
## MEDIA BELAJAR



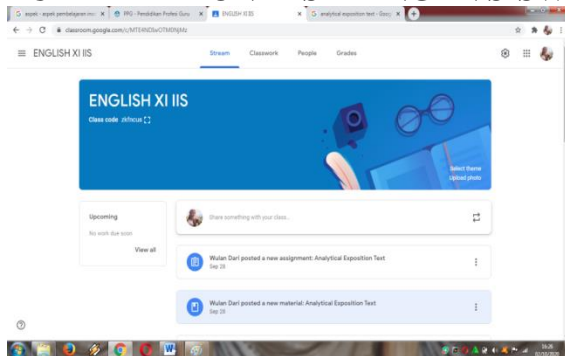
## LEMBAR KERJA SISWA

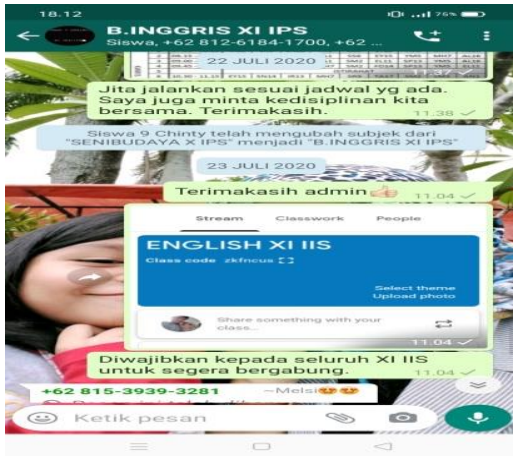


## BUKTI TUGAS SISWA DAN PENGOLAHAN NILAI

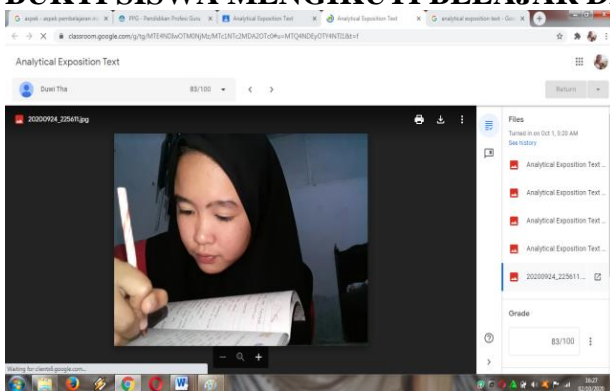


## BUKTI TERKONEKSI DENGAN SISWA





## BUKTI SISWA MENGIKUTI BELAJAR DARING



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