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Revisi	
Tanggal berlaku	4 November 2020
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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMK Negeri 1 Purwojati
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/ Genap
Kompetensi Keahlian	: Semua Kompetensi Keahlian
Materi Pokok	: Analytical ExpositionText/ Teks eksposisi analitis
Alokasi Waktu	: 10 Menit
Pertemuan Ke-	: 1

Kompetensi Inti		
3.	Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.	
4.	<p>Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris.</p> <p>Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.</p> <p>Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.</p> <p>Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.</p>	
Tujuan Pembelajaran	KD 1	IPK 1
<ul style="list-style-type: none"> • Setelah kegiatan diskusi, peserta didik dapat menjabarkan fungsi, struktur teks dan unsur bahasanya dengan mengedepankan kerjasama, tanggung jawab, ketelitian dan rasa ingin tahu (sikap) • Setelah mendapatk 	1.1 (<i>Mapel Pend. Agama dan PPKn</i>)	1.1.1 (<i>Mapel Pend. Agama dan PPKn</i>)
	KD 2	IPK 2
	2.1 (<i>Mapel Pend. Agama dan PPKn</i>)	2.1.1 (<i>Mapel Pend. Agama dan PPKn</i>)
	KD 3	IPK 3
	3.22 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>eksposisi analitis</i> tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	3.22.1 Menyebutkan fungsi social, struktur teks dan unsur kebahasaan dalam teks eksposisi analitis
	KD 4	IPK 4
4.22 Menyusun teks <i>eksposisi analitis</i> tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.22.1 siswa dapat menyusun teks tulis tentang ekposisi analitis	

<p>an dan menjabarkan fungsi, struktur teks dan unsur bahasa teks eksposisi analitis, peserta didik menyusun teks tulis eksposisi analitis dengan mengedepankan kerjasama, rasa tanggungjawab, ketelitian dan rasa ingin tahu</p>		
<p>Materi Pelajaran Fungsi teks eksposisi analitis, struktur teks dan unsur bahasa</p>	<p>Analytical Exposition Text/ Teks eksposisi analitis</p>	
<p>Model / Metode Pembelajaran: Scientific Produk : Teks eksposisi analitis tulis</p>	<p>Langkah-langkah Kegiatan Pembelajaran 1.Kegiatan Pendahuluan a. Guru memulai pelajaran dengan menyapa dan memberi salam kepada peserta didik b. Guru mengajak peserta didik berdoa sebelum memulai pelajaran c. Guru memeriksa kehadiran Peserta didik d. Guru memberikan kegiatan apersepsi tentang kata benda Ving atau gerund e. Guru menyampaikan materi dan tujuan pembelajaran dan teknik penilaian f. Peserta di minta untuk mengemukakan apa yang mereka ketahui mengenai materi teks eksposisi analitis</p>	
<p>Media, Alat dan Sumber Belajar: 1. Media : Gambar 2. Alat : Spidol, papan tulis 3. Sumber belajar : Modul Bahasa Inggris kelas XI semester 2, Pathway to English page 180- 208 Erlangga, Kamus Bahasa Inggris-Indonesia</p>	<p>2. Kegiatan Inti a. Peserta didik di minta untuk mengamati gambar (mengamati) b. Peserta didik bertanya jawab dengan guru mengenai gambar dan aktivitas yang ada dalam gambar (menanya) c. Peserta didik bersama dengan guru membahas hasil tanya jawab (mengumpulkan informasi) d. Peserta didik bersama guru membuat kesimpulan mengenai fungsi dan struktur teks eksposisi analitis (mengasosiasi) e. Peserta didik yang ditunjuk di persilakan mengkomunikasikan hasil diskusi di depan kelas (mengkomunikasikan) f. Guru mereview dan memberikan komentar dan kesimpulan (mengkomunikasikan)</p>	

<p>3. Kegiatan Penutup</p> <p>a. Peserta didik dan guru melakukan refleksi tentang pembelajaran pada pertemuan ini dan mengkaitkan materi dengan kehidupan sehari-hari</p> <p>b. Guru memberikan tugas lembar kerja siswa untuk dikerjakan di rumah</p> <p>c. Guru menunjuk salah satu peserta didik untuk memimpin doa</p> <p>d. Mengucapkan salam penutup</p>		
Penilaian		
Aspek	Teknik Penilaian	Instrumen Penilaian
<p>Sikap</p> <p>Kerjasama, tanggungjawab, ketelitian dan rasa ingin tahu</p>	Observasi	Lembar Observasi
<p>Pengetahuan</p> <p>Membaca teks eksposisi analitis tertulis dan menjawab pertanyaan</p>	Tes Tertulis	Uraian, Norma/Pedoman Penilaian, Kunci Jawaban
<p>Keterampilan</p> <p>Menyusun teks tulis eksposisi analitis</p>	Kinerja/Unjuk Kerja	Rubrik Penilaian, Pedoman Penilaian

Mengetahui,
Kepala Sekolah

Purwojati, 5 Januari 2022
Guru Mata Pelajaran

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Lampiran-lampiran

1. Bahan Ajar
2. Lembar Kerja Peserta Didik (LKPD)
3. Media Pembelajaran
4. Instrumen Penilaian/Evaluasi

LAMPIRAN BAHAN AJAR

ANALYTICAL EXPOSITION

Base Competency:

3.22 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu faktual, sesuai dengan konteks penggunaannya	4.22 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
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Purpose:

1. Setelah mempelajari teks analytical exposition, siswa dapat menganalisis teks dan unsur kebahasaan dengan memberi dan meminta informasi terkait teks factual
2. Setelah mempelajari teks analytical exposition, siswa dapat menangkap makna teks eksposisi analitis dengan memberi dan meminta informasi terkait isi teks
3. Setelah mempelajari teks analytical exposition, siswa dapat menyusun teks analytical exposition tulis terkait isu actual dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan dengan benar

Definition:

Analytical Exposition is a text that presents arguments on one side of an issue.

(Menyajikan pendapat dari satu sisi/ pihak/ persepsi)

The purpose of an analytical exposition text:

The purpose of an analytical exposition text is to persuade the reader or listener that something is the case by presenting one side of an argument, analysis or explanation, some examples of analytical exposition texts are spoken arguments, editorials and legal defenses.

(Membujuk pembaca/ pendengar bahwa sesuatu itu adalah masalah disertai dengan bukti/ contoh untuk menguatkan pendapat penulis)

The steps of constructing an exposition are:

1. **An introductory Statement** that gives the author's point of view and previews the argument that will follow in some text, the opening statement may be attention grabbing

- The author's point of view is called the thesis of the argument and this is given in the introduction
- The introduction can include a preview of the argument that will follow in the next section of the text
- A question or emotional statement can be used to get audience attention

(Pernyataan penulis bahwa sesuatu itu adalah masalah dan pernyataan yang menunjukkan sikap penulis berada dipihak positif atau negative terhadap masalah tersebut)

2. **A series of arguments** that aim to convince the audience, pictures might also be used to help persuade the audience

- A new paragraph is used for each new argument
- Each new paragraph begins with a topic sentence that introduces a new argument
- After the topic sentence comes details that support the argument
- Emotive words are used to persuade the audience into believing the author

(Membujuk pembaca atau pendengar dengan meyakinkan dengan argument, contoh dan bukti agar punya sikap/ pendapat yang sama dengan penulis)

3. **A conclusion/ Reiteration** that sums up the arguments and reinforces the author's point of view

- The authors restate his/ her thesis (point of view)
- A summary of what has been stated in the section above may be included here.

(Pernyataan kembali atau kesimpulan sikap/ pendapat penulis terhadap suatu permasalahan setelah memberikan bukti, contoh, dan argument untuk meyakinkan pembaca atau pendengar)

The language features:

- Use simple present tense
- Use modality; **should, would, may**
- Use emotive words
- **Use evaluating words;**
 - it is clear that ...
 - I think that
 - It is obvious that
 - it is true that ...
 - it is undeniable that ...
 - it is unavoidable that
 - it is believed that
 - there is no doubt that
 - I strongly believe that
 - I think that
 - I conclude that
- **Use words that link argument;**
 - Firstly
 - Secondly
 - Furthermore
 - Therefore
 - However
 - On the other hand, etc.
- Complex and compound sentences

LAMPIRAN LEMBAR KERJA SISWA

Task 1 - Read the text carefully then write the text structure in the brackets

Social and Economic leaders should not always have high formal education. That formal education is important for people has been known to all. However, whether people will be good social and economic leader does not always depend on their formal education. It is believed that experience is also an important contribution to success. (.....)

It is true that formal education gives benefits to leaders-to-be, but thinks they have got from education are not necessarily applicable in the society where they later become leaders. In fact, at schools and universities people only learn theories, while in society people do learn actual lives through their experience. This experience, then often creates good social and economic leaders. They are actually born from what they have learned in society. (.....)

To take some examples of good social and economic leaders, we can mention some figures. The late Adam Malik was appointed Indonesian vice president not because of his formal education- he just finished a certain level of elementary school- but because of his capacity acquired from his autodidactic learning. The late Hamka was another leader born from his own way of learning. He also became a well-known religious and literary man also because of his good reputation in his formal education, but through his real learning in society he turned out to be a distinguished expert in Physics.(.....)

It is clear, then, through formal education people only learn how to learn, not how to live. Although formal education is necessary, it is not the only way leading people to be social and economic leaders. (.....)

Answer the questions

1. What is the thesis of the above text?
2. What are the arguments that the writer uses to support the thesis?
3. How does the writer conclude his/ her text?
4. What words are used to begin the conclusion?
5. Is the conclusion support the thesis?
6. Find sentences that have cause and effect relationship in the text above!
7. Give title for the text above!

Task 2 Write the thesis of the following text

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Japanese researchers have counted blinking rates of office workers who spend an average of three hours a day at a computer under different conditions. They blink 22 times a minute when relaxed, ten times while reading a book, and seven while reading a text on computer screen, more blinks give more moisture to the eyes, thus reducing strain.

It is undeniable that working long hours at a computer can cause eyestrain

Task 3 Write your own conclusion/ reiteration

Many parents think that violence on television causes children to be violent and to do violent things.

The first reason is that there is a lot of violence on television today. Some people have counted the violent actions each hour on TV is about 10 per hour. The most violent shows on TV are children's cartoon TV shows that are especially for children. Cartoons have an average of 18 violent actions per hour! So, let think about this. By the time a child is twelve, he or she will see a total of about 8000 murders and 100.000 other violent actions on television. That is a lot of violence! Parents are worried that all this violence will make their children become more violent. That all this violence will make their children want to be violent

The second reason that parents are worried about violence on TV is that children like to imitate things that people do. it's simple. Children learn by imitating adults and, like it or not. Children from two or five years old may not know the difference between something on TV and real life.

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LAMPIRAN MEDIA PEMBELAJARAN



LAMPIRAN PENILAIAN

A. PENILAIAN SIKAP

Penilaian Sikap

No	Nama Siswa/ Kelompok	Kerjasama				Tanggung jawab				Teliti				Rasa ingin tahu				Nilai Akhir
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.	ADE TRIANTO																	
2.	AGUS MISBAHUDIN																	
3.	ALIE MUTHOHAR																	
4.	ANEKE PUTRI GISTI																	
5.	ARIF FATUR RAHMAN																	
6.	DIANA NOVITA SARI																	
7.	EKA SUCIANINGSIH																	
8.	ERIS ABY ERLANGGA																	
9.	FAQIH AGENG PRIAMBODO																	
10.	FATIH NUR ROHMAN																	

Rubrik Penilaian

Peserta didik memperoleh skor:

- 4 = jika empat indikator terlihat
- 3 = jika tiga indikator terlihat
- 2 = jika dua indikator terlihat
- 1 = jika satu indikator terlihat

Indikator Penilaian Sikap:

1. Kerjasama

- a. Aktif dalam kegiatan diskusi kelompok
- b. Tidak mendominasi kegiatan kelompok
- c. Tidak melakukan kegiatan lain selain tugas kelompok
- d. Tidak membuat kondisi kelompok menjadi kondusif

2. Tanggung Jawab

- a. Mengerjakan tugas tepat waktu
- b. Peran serta aktif dalam kegiatan diskusi kelompok
- c. Mengajukan usul pemecahan masalah
- d. Mengerjakan tugas sesuai yang ditugaskan

3. Teliti

- a. Melakukan eksperimen dengan kehati-hatian
- b. Melakukan eksperimen dengan akurat sesuai prosedur
- c. Melakukan eksperimen dengan benar sesuai prosedur
- d. Melakukan eksperimen dengan data yang sesuai

4. Rasa ingin tahu

- a. Melakukan pencarian informasi secara cepat dari berbagai sumber
- b. Melakukan pencarian informasi secara akurat dari berbagai sumber
- c. Melakukan pencarian informasi secara cepat dari satu sumber
- d. Melakukan pencarian informasi hanya dari satu sumber

Nilai akhir sikap diperoleh berdasarkan modus (skor yang sering muncul) dari keempat aspek sikap di atas.

Kategori nilai sikap:

- Sangat baik : apabila memperoleh nilai akhir 4
- Baik : apabila memperoleh nilai akhir 3
- Cukup : apabila memperoleh nilai akhir 2
- Kurang : apabila memperoleh nilai akhir 1

B. PENILAIAN PENGETAHUAN

Cheating

(THESIS)

I believe that cheating during a test is disadvantageous. Why do I say so?

(A series of arguments)

First, Cheating makes students lazy to study. If once, a student cheats from a friend and gets a good score, he/ she will do it again and again. So, it makes the student lazy to study and depend on the others.

Second, Cheating makes the students less confident. Although a student has prepared himself/ herself for the tests, he/ she will at last cheat again because he/ she has not enough confidence with his/ her own efforts

Third, cheating is self-deceiving. Though a student gets a good score, he/ she doesn't deserve to be proud and satisfied and deep in his/ her hearth he/ she admits that it is not his/ her own achievement

Finally, cheating harms others. The students who do not cheat during the test will probably get lower scores than those who cheat because the latter cheat from many friends' answer sheet

(Reiteration)

For the reasons above, it is obvious that cheating habits should be stopped. It is very harmful to the nation's character building

Questions

1. What is the thesis of the text above?
2. How many arguments does the writer write to support his/ her thesis?
3. What are the main ideas of paragraph 2, 3, 4 and 5?
4. How many sentences support the main idea of paragraph 2?
5. Mention the linking words that the writer uses at the beginning of his/ her arguments!
6. What evaluative words can you identify from the concluding paragraph?
7. Write the text structure of the above text!
8. What type of text is it?

Rubrik Penilaian Uraian/Pengetahuan

No.	Uraian	Skor
1	Jika jawaban benar, lengkap dan sesuai	4
2	Jika jawaban sebagian benar	3
3	Jika jawaban tidak lengkap	2
4	Jika jawaban salah	1

Pedoman penskoran

Nilai = Rerata Skor Pencapaian: 3,2 X 100

PENILAIAN KETRAMPILAN

Write your own analytical exposition by choosing one topic then use the draft bellow!

Topic Number 1

I think That alcoholic drink must be banned
 Firstly, alcoholic drink is harmful to our health.

 Secondly, alcoholic drink gives people strong motivation to commit crimes

There is no doubt that alcoholic drink must be banned

Topic Number 2

I personally think that illegal logging must be stopped
 First, it will reduce the country's income.

 Next, illegal loggings generate natural disasters.

 It is unavoidable that illegal loggings must be stopped

Topic Number 3

I think school hours should/ should not be reduced

Topic Number 4

I think students should/ should not be given homework

Topic Number 5

I think students should/ should not get physical education at school

Format Penilaian Keterampilan

No.	Nama Siswa	Aspek Keterampilan Yang Dinilai				Jml Skor	Nilai
		Isi	Struktur	Pilihan kata	Kerapian		

Rubrik Penilaian Keterampilan

No.	Uraian	Skor
1	Jika isi, struktur, pilihan kata benar dan tulisan rapi	4
2	Jika isi, struktur, pilihan kata sebagian benar dan tulisan agak rapi	3
3	Jika isi, struktur dan pilihan kata tidak benar dan tulisan kurang rapi	2
4	Jika isi, struktur, pilihan kata salah dan tulisan tidak rapi	1

Pedoman penskoran

Nilai = Rerata Skor Pencapaian: $3,2 \times 100$