

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA Negeri 3 Painan
Kelas / Semester	: XI / I
Tema	: Explanation Text
Sub Tema	: Fenomena Alam
Pembelajaran ke	: 1
Alokasi Waktu	: 2 x 45 menit

A. Tujuan Pembelajaran

Melalui pendekatan Saintifik dan model pembelajaran *Discovery Learning (DL)* peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya serta Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI dengan tanggung jawab, disiplin, dan kerja sama selama proses pembelajaran dan bersikap jujur, percaya diri serta pantang menyerah serta menanamkan nilai budaya dan nilai religiositas.

B. Kegiatan Pembelajaran

Indikator Pencapaian Kompetensi

- 3.3.1 Menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya
- 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanantion lisan dan tulis, dalam bentuk manual terkait gejala alam atau sosial

1. Kegiatan Pendahuluan

- 1) Pendidik menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.
- 2) Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks explanation dalam kehidupan sehari-hari, misalnya bagaimana proses terjadinya hujan, bagaimana terbentuknya awan, dll.
- 3) Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- 4) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan Inti

- 1) Pemberian rangsangan:
Menayangkan video (berbahasa Inggris, dilengkapi english subtitle) tentang “ Water cycle”.
- 2) Identifikasi Masalah
Dengan arahan guru, peserta didik mengamati fungsi sosial, struktur dan unsur kebahasaan dan kosa kata baru yang digunakan dalam penjelasan Water cycle.
- 3) Pengumpulan data
Peserta didik mengumpulkan informasi dengan mendiskusikan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation dan mencari pada buku sumber atau Youtube.

- 4) Pengolahan Data
 - a. Peserta didik mengolah informasi yang sudah dikumpulkan dari hasil kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
 - b. Peserta didik mengerjakan beberapa soal mengenai teks explanantion
- 5) Pembuktian
 - a. Pendidik meminta salah satu kelompok untuk mempresentasikan hasil diskusinya tentang kegiatan yang dilakukan di depan kelas, kemudian kelompok lain menanggapi dan bertanya.
 - b. Peserta didik dan pendidik secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
- 6) Kesimpulan
 - a. Peserta didik dibimbing oleh pendidik untuk menarik kesimpulan dari hasil diskusi mereka tentang perumusan fungsi sosial, struktur teks dan unsur kebahasaan teks explanantion.
 - b. Peserta didik mengerjakan latihan yang diberikan pendidik secara individual.

3. Kegiatan Penutup

- 1) Peserta didik dengan bimbingan pendidik membuat kesimpulan fungsi sosial dan unsur kebahasaan teks explanantion.
- 2) Pendidik menginformasikan capaian kompetensi
- 3) Pendidik memberikan tugas kepada siswa dan memberitahukan pembelajaran berikutnya
- 4) Pendidik meminta peserta didik untuk merapikan kembali tempat duduk dan memungut sampah yang ada
- 5) Pendidik mengajak peserta didik untuk bersyukur dan mengakhiri pelajaran dengan salam.

C. PENILAIAN PEMBELAJARAN

1. Teknik Penilaian:
 - a. Penilaian Sikap : Observasi/pengamatan
 - b. Penilaian Pengetahuan : Tes Tertulis
 - c. Penilaian Keterampilan : Unjuk Kerja/Praktik, Proyek, Portofolio
2. Bentuk Penilaian:
 - a. Observasi : Jurnal guru
 - b. Tes tertulis : uraian dan lembar kerja
 - c. Unjuk kerja :Praktik/Pedoman Penskoran
 - d. Proyek :Produk/Pedoman Penskoran
 - e. Portofolio :E-Portofolio
3. Instrumen Penilaian (terlampir)

Painan, Juni 2021

Guru Bahasa Inggris

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LAMPIRAN 1 : MATERI AJAR

EXPLANATION TEXT

Explanation adalah teks yang berisi tentang proses-proses yang berhubungan dengan fenomena-fenomena alam, soisal, ilmu pengetahuan, budaya dan lainnya yang biasanya berasal dari pertanyaan penulis terkait why dan how terhadap suatu fenomena yang ada.

- Fungsi Sosial
Fungsi sosial teks ex[planation adalah untuk menerangkan proses-proses yang terjadi dalam pembentukan atau kegiatan yang terkait dengan fenomena-fenomena alam, sosial, ilmu pengetahuan, budaya, dan lainnya yang bertujuan menjelaskan.
- Struktur Text Dari Explanation Text
 - General statement: berisi tentang penjelasan umum tentang fenomena yang akan dibahas, bisa berupa pengenalan fenomena tersebut atau penjelasannya.
 - Sequenced of explanation: berisi tentang penjelasan proses mengapa fenomena tersebut bisa terjadi atau tercipta.
 - Closing: berisi tentang langkah akhir yang dijelaskan pada bagian sequenced of explanation.
- Ciri Kebahasaan
 - Menggunakan simpel present tense
 - Menggunakan abstract noun (kata benda yang tidak memiliki wujud)
 - Menggunakan passive voice
 - Menggunakan action verb

Contoh teks Explanation

The water cycle

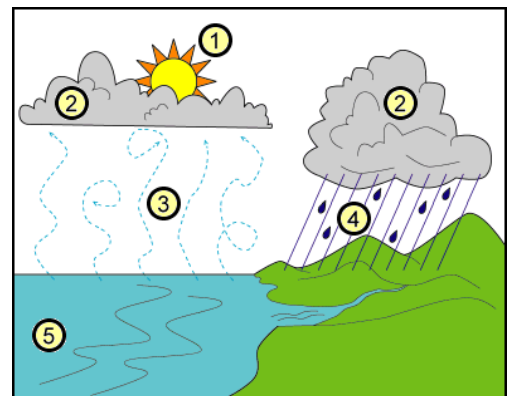
The water cycle is also known as the hydrological cycle. There is the same amount of water on the Earth now as there was when the Earth began. The water cycle is how the earth's water recycles itself. The cycle includes [precipitation](#), [evaporation](#), [condensation](#), and [transpiration](#). Earth's water keeps changing from liquid water to vapour and then back again. This cycle happens because of the sun's heat and gravity.

How does the Water Cycle work?

1. First of all, water molecules from lakes, rivers, streams, reservoirs, and the sea get heated up by the sun and then turn into vapour that rises into the air.
2. Next, these water molecules form into clouds, this is because a process called condensation occurs.
3. When the air and the water cool, they form drops of water which then fall to the earth as rain. If they are frozen, they become snow or sleet.
4. Once the water reaches the ground, it can flow across the land until it reaches rivers, lakes, streams, or the sea.

It can also sink into the ground and flow because of gravity through gaps in rock, gravel and sand. Because of this, it reaches these bodies of water too.

1. Now the cycle begins again, when water is evaporated once more.



LAMPIRAN 2 : PENILAIAN

A. Penilaian Sikap

Lembar Observasi Penilaian Sikap

No	Nama	Aspek penilain			Nilai	Prediket	Deskripsi Dalam Rapor
		Jujur	Disiplin	Kerjasama			
1							
2							
3	Dst....						

Pedoman penilaian Sikap :

Sikap yang dinilai

- Jujur, dengan aspek penilaian :
 - Tidak menyalin hasil kerja kelompok lain.
 - Tidak menyalin pekerjaan rumah teman
- Disiplin, dengan aspek penilaian :
 - Sudah hadir dalam kelas saat guru memasuki ruangan
 - Meminta izin ketika mau keluar kelas.
- Kerja sama, dengan aspek penilaian :
 - Aktif diskusi dalam kelompok
 - Terlibat saat presentasi hasil diskusi

Pedoman rubrik penskoran

Skor	Kriteria	Nilai	Prediket
4	Selalu	91 - 100	Sangat Baik (SB)
3	Sering	81 - 90	Baik (B)
2	Kadang-kadang	75 - 80	Cukup (C)
1	Tidak pernah	< 75	Kurang (K)

Jurnal

Kelas :

No	Hari/Tgl	Nama	Kejadian/Perilaku	Butir Sikap	Pos/Neg	Tindak Lanjut
1.						
2.						
3.						
4.						

11.	Dst....					
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B. Penilaian Pengetahuan

Kisi-Kisi Penilaian Pengetahuan

KD/IPK	Materi Pembelajaran	Kelas/ Semester	LOTS/ MOTS/ HOTS	Bentuk Soal	Nomor Soal
1	2	3	4	5	6
3.3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XII, sesuai dengan konteks penggunaannya	Teks Explanation	XI/1	HOTS	Pilihan Ganda	1

Pedoman Penilaian Pengetahuan :

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor total}} \times 100 \%$$

Lampiran Penilaian Pengetahuan

Bentuk Instrumen : Tes Tertulis (Uraian)

Nama :

Kls :

Jawab soal berikut ini dengan tepat dan jelas

No	Soal	Jawaban
	Text for question 1 & 2 Once a memory is created, it must be stored (no matter how briefly). Many experts think there are three ways we store memories: first, in the sensory stage; then in short-term memory; and ultimately, for some memories, in long-term memory. Because there is no need for us to maintain everything in our brain, the different stages of human memory function as a sort of filter that helps to protect us from the flood of information that we're confronted with on a daily basis. The creation of a memory begins with its perception. The registration of information during perception occurs in the brief sensory stage that usually lasts only a fraction of a second. It's your sensory memory that	1.D 2. A

allows a perception such as a visual pattern, a sound, or a touch to linger for a brief moment after the stimulation is over. After the first flicker, the sensation is stored in short-term memory. Short-term memory has a fairly limited capacity; it can hold about seven items for no more than 20 or 30 seconds at a time.

Important information is gradually transferred from short-term memory into long-term memory. The more the information is repeated or used, the more likely it is to eventually end up in long-term memory, or to be “retained”.

Unlike sensory and short-term memory, which are limited and decay rapidly, long-term memory can store unlimited amounts of information indefinitely.

People tend to more easily store material on subjects that they already know something about, since the information has more meaning to them and can be mentally connected to related information that is already stored in their long-term memory. That’s why someone who has an average memory may be able to remember a greater depth of information about one particular subject.

1. The text is about
 - A. How human brain works
 - B. How the long-term memory occurs
 - C. How to protect our memory from being lost
 - D. How to store information in our memory
 - E. How to maintain everything in our brain
2. According to the text,
 - A. Not all information in short-term memory is stored in long-term memory
 - B. The process of transfer from short-term to long-term memory is very fast
 - C. The process of transfer from short-term to long-term memory is no more than 20 seconds
 - D. Short-term memory have unlimited capacity
 - E. The perception of information happens after the creation of memory

Text for question 3 to 6

HOUSE HUSBANDS’ HEART RISK

Most people assume that life in the rat race is bad for your health. But reversing the traditional gender roles, being a house husband is a stressful business, according to the latest research by American scientists. By giving up their jobs in order to become house husbands, men increase their risk of heart attack or coronary disease by as much as 82%, according to research based on 10 year study of 2.500 people in Boston, USA.

According to Dr Elaine Eaker, the key to the problem is that some men became stressed about performing a role not traditionally assign to them by society. Men who stay at home tend not to have the same levels of support from friends and family as women do the same.

Jack O’Sullivan, of the Father’s Direct group, was quoted as saying: “Society expects the main career should be a woman and society is structured around that. Day care is called *mother and toddler groups* and some men feel awkward about belonging to those groups.

Professor Gary Cooper, a psychologist at the University of Manchester, said many men tend to underestimate the task of caring for a family. He said “Most men think being a house husband involves putting on a bit of washing, taking the kids to school and then putting their feet up with a cup of coffee.

	<p>They are crazy. Most men are not used to performing a variety of activities simultaneously (the kind of multi-tasking which is second nature to most women).” It is estimated that men have taken over the main homemaker’s role in one in seven homes, as increasing numbers of women become the main breadwinner. The study also found that women in high-powered jobs were more likely to develop heart disease than those in more junior positions.</p>	
	<p>3. The main idea of the first paragraph is</p> <p>A. People living in the rat-race tend to have heart attacks B. The research on house-husbands health involved 2500 people C. Scientists did some research on the people’s health living in Boston D. House husbands have understandable reasons why they gave up their jobs E. The result of the research showed that house husbands tend to have heart attacks</p>	
	<p>4. “Some men became stressed about performing a role not traditionally assign to them by society.” (Paragraph 2). The statement above is the result of research done by</p> <p>A. A psychologist D. An American scientist B. Jack O’Sullivan E. Professor Gary Cooper C. Dr Elaine Eaker</p>	
	<p>5. The purpose of the text is</p> <p>A. To describe what a house husband is B. To persuade readers not to become a house husband C. To report the result of a research carried on by Dr Elain Eaker D. To explain to readers why house husbands are subjects to heart attack E. To inform readers that 82% of house husbands suffer from heart attacks</p>	

C. Rubrik Penilaian Keterampilan

KRITERI A	KURANG (45-60)	CUKUP (61-75)	BAIK (76-88)	SANGAT BAIK (89 – 100)
Bertanya-jawab	Kalimat kurang bisa dipahami	Kalimat jelas namun ada beberapa unsur bahasa yang belum tepat	Kalimat jelas dengan struktur dan unsur bahasa yang yang sederhana	Kalimat dengan struktur sesuai dan unsur bahasa yang tepat serta pengucapan lancar
Presentasi	Membaca teks, kosa kata terbatas, dan tidak lancar	Sesekali melihat teks, kosa kata terbatas tapi lancar	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai