

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA NEGERI 1 TIBAWA
Mata pelajaran : BAHASA INGGRIS
Kelas/Semester : XI/ GANJIL
Materi Pokok : ANALISIS EKSPOSISI
Alokasi Waktu : 1 X 10 Menit

A. Tujuan Pembelajaran

Setelah melalui model *Discovery Learning* dan metode diskusi kelompok peserta didik diharapkan mampu 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.

B. Kegiatan Pembelajaran

| TAHAP PEMBELAJARAN | KEGIATAN PEMBELAJARAN | ALOKASI WAKTU |
|-----------------------------------|--|---------------|
| A. Kegiatan Pendahuluan | | 1 |
| Pendahuluan (persiapan/orientasi) | 1. Melakukan pembukaan dengan mengucapkan salam dan menanyakan kondisi peserta didik 2. Meminta seorang siswa untuk memimpin doa sebagai tanda rasa syukur kepada TYME sebelum memulai pembelajaran 3. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin dan meminta mereka mengisi link absen. | |
| Apersepsi | 1. Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik | |
| Motivasi | 1. Guru menyampaikan materi pelajaran yang akan dibahas 2. Guru menyampaikan tujuan pembelajaran. | |
| B. Kegiatan Inti | | 7 |
| | Stimulation 1. Guru memberikan rasangan kepada peserta didik untuk mengamati text bacaan analytical exposition (Materi dibagikan melalui whatsapp group dan google classroom. 2. Peserta didik mampu menjawab secara lisan pertanyaan terkait teks a) To whom is the text targeted? b) Why the text is written? | |
| | Problem statement CRITICAL THINKING 1. Peserta didik untuk mengamati fungsi social, struktur teks dan unsur kebahasaan dari analytical exposition. 2. Guru menjelaskan fungsi social dan struktur teks dan unsur kebahasaan dari analytical exposition. 3. Guru memberi kesempatan kepada peserta didik untuk bertanya selama penjelasan sementara disampaikan | |

| | | |
|--|--|----------|
| | <p>Data collection (Pengumpulan Data)</p> <ol style="list-style-type: none"> 1. Guru membagi peserta didik dalam kelompok (breakout room, melalui zoom) untuk mengerjakan LKPD yang sudah diberikan. 2. Peserta didik dibagi dalam 5 kelompok 3. Siswa secara berkelompok menganalisis fungsi social, struktur teks dan unsur kebahasaan dari analytical exposition. | |
| | <p>Verification</p> <ol style="list-style-type: none"> 1. Peserta didik membagikan hasil kerja mereka melalui link https://padlet.com/maudiajingga/wajib11 2. Peserta didik mengamati/membaca hasil kerja kelompok lain. | |
| | <p>Generalization</p> <p>COMUNICATION Peserta didik menyampaikan hasil diskusi tentang fungsi sosial, struktur teks dan unsur kebahasaan berupa kesimpulan.</p> <p>CREATIVITY Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran terkait fungsi sosial, struktur teks dan unsur kebahasaan.</p> | |
| C. Kegiatan Penutup | | 2 |
| <ol style="list-style-type: none"> 1) Siswa menjawab kuiz sederhana terkait dengan fungsi social, struktur teks dan unsur kebahasaan dari analytical exposition. 2) Guru memberikan umpan balik pembelajaran dengan memberikan tugas untuk mencari contoh teks analytical exposition di internet. 3) Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya. 4) Berdoa sebelum mengakhiri pelajaran yang dipimpin oleh seorang siswa. | | |

C. Penilaian

a. Jenis/teknik Penilaian:

1. Sikap

- Penilaian sikap dilakukan dengan cara mencatat sikap siswa yang menonjol baik positif maupun negatif.

2. Pengetahuan

- Tertulis berbentuk essay

b. Bentuk Instrumen dan Pedoman Penskoran (Terlampir)

Mengetahui
Kepala Sekolah

Tibawa, Januari 2021
Guru Mata Pelajaran

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LAMPIRAN 1

TITIN PIPII, M.Pd
NIP. 19820727 201001 2 006

1. Penilaian Kompetensi Sikap

- a) Sikap yang menjadi fokus penilaian adalah religious, disiplin, mandiri gotong royong, bertanggungjawab, santun.
- b) Jurnal Penilaian Sikap:

| No | Hari dan tanggal | Nama Peserta Didik | Kelas | Kejadian/prilaku | Butir sikap | Kategori | | Tindak lanjut |
|----|------------------|--------------------|-------|------------------|-------------|----------|---|---------------|
| | | | | | | + | - | |
| 1. | | | | | | | | |
| 2. | | | | | | | | |
| 3. | | | | | | | | |
| 4. | | | | | | | | |
| 5. | | | | | | | | |

Catatan: Hasil penilaian sikap dalam jurnal akan direkap dalam satu semester dan diserahkan ke wali kelas, untuk dipertimbangkan dalam penilaian sikap dalam rapor (menunjang penilaian sikap dari guru PAI dan guru PPKN).

LAMPIRAN 2

2. Penilaian Kompetensi Pengetahuan

a. Kisi – Kisi Soal

| No | IPK | Materi | Indikator Soal | Bentuk Soal | Nomor Soal |
|----|---|------------------------------|--|-------------|------------|
| | 3.4.1. Menganalisis fungsi sosial, dari teks analytical exposition. | Analytical exposition | 1. Disajikan sebuah teks analitis eksposisi, siswa dapat menganalisis fungsi sosial, teks tersebut dengan tepat. | Essay | 1 |
| | 3.4.2. Menganalisis struktur teks dari teks analytical exposition. | | 2. Disajikan sebuah teks analitis eksposisi siswa dapat menganalisis struktur teks dari teks dengan tepat. | Essay | 2 |
| | 3.4.3. Menganalisis unsur kebahasaan dari teks analytical exposition. | | 3. Disajikan sebuah teks analitis eksposisi siswa dapat menganalisis unsur kebahasaan dari teks dengan tepat. | Essay | 3 |

b. Instrumen penilaian/ Skor penilaian

| No | Instrumen Penilaian | Skor |
|----|---|------|
| | <p>Text 1</p> <p>Recycling is important in today's world if we want to leave this planet for our future generations. It is good for the environment, since we are making new products from the old products which are of no use to us. There are many reasons why it's important to recycle as much as possible.</p> <p>Making new products out of recycled materials reduces the need to consume precious resources. So recycling helps protect raw materials and protect natural habitats for the future.</p> <p>Using recycling materials in the manufacturing process uses considerably less energy than that required for producing new products from raw materials.</p> <p>Recycling reduces the need for extracting (mining, quarrying and logging), refining and processing raw materials all of which create substantial air and water pollution. As recycling saves energy, it also reduces greenhouse gas emissions, which helps to tackle climate change.</p> <p>There are over 1,500 landfill sites in the UK and, in 2001, these sites produced a quarter of the UK's emissions of methane, a powerful greenhouse gas that is released as the biodegradable waste (such as food and paper) decomposes. Existing landfill sites are filling up fast and there is very limited space for new ones.</p> <p>A massive reduction in the amount of waste we send to landfill is required if we are to avoid the heavy fines and the landfill taxes that are being imposed by Central Government on councils that exceed their landfill allowances. Increases in your Council Tax or service cuts in other areas would be the only way of paying these penalties.</p> <p>Text 2.</p> <p>Nowadays, fast food is considered as a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However, is fast food good for health?</p> <p>Fast food has its popularity in the 1940s. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940s, oddly it started the rise in obesity and cancer during that same time period.</p> <p>Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.</p> <p>It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.</p> <p>So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.</p> <p>Text 3.</p> <p>Nowadays, like it or not, the way people think is influenced by social media. People can get different benefit.</p> <p>Social media is very beneficial for business. Salespersons tend to advertise their</p> | |

| No | Instrumen Penilaian | Skor | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------|---|-----------------|--|--|--------|--------|--------|--|--|--|-------------------|--|--|--------|--------|--------|--------|--|--|-----------|--|--|-------------|--|--|---------------|
| 1. 2. 3. | <p>product through social networks. They do not have to spend a lot of money to promote their product on printed ads on radio or television commercials. In social media, it is free to advertise. The only cost is energy and time and a little money to reload your cell phone. Through Facebook, Twitter, WA, online shopping media or any other social site, you can lower your marketing cost by a significant amount.</p> <p>For society, social media has also brought about important effects. Social campaigns, such as sanitation, healthcare, are effectively transformed for the whole society. Pictures, detailed information and videos might be enclosed, as part of the campaign, so people can easily follow the ideas.</p> <p>In conclusion, social media is not something that people should put aside. In fact, it has a lot of benefit for the society.</p> <p>Analysed the social function from each text</p> <p>Analyse the generic structure of the text.</p> <p>Analyse the language feature of the text.</p> <table border="1" data-bbox="358 821 1292 1108"> <thead> <tr> <th colspan="3">SOCIAL FUNCTION</th> </tr> <tr> <th>TEXT 1</th> <th>TEXT 2</th> <th>TEXT 3</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <table border="1" data-bbox="358 1182 1362 1862"> <thead> <tr> <th colspan="3">GENERIC STRUCTURE</th> </tr> <tr> <th>TEXT 1</th> <th>TEXT 2</th> <th>TEXT 3</th> </tr> </thead> <tbody> <tr> <td>Thesis</td> <td> </td> <td> </td> </tr> <tr> <td>Arguments</td> <td> </td> <td> </td> </tr> <tr> <td>Reiteration</td> <td> </td> <td> </td> </tr> </tbody> </table> | SOCIAL FUNCTION | | | TEXT 1 | TEXT 2 | TEXT 3 | | | | GENERIC STRUCTURE | | | TEXT 1 | TEXT 2 | TEXT 3 | Thesis | | | Arguments | | | Reiteration | | | 5 15 30 |
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| No | Instrumen Penilaian | | | Skor |
|----|------------------------------|---------------|---------------|------|
| | LANGUAGE FEATURES | | | |
| | TEXT 1 | TEXT 2 | TEXT 3 | |
| | Mental Verbs | | | |
| | Simple present tense | | | |
| | Conjunctive relations | | | |
| | Causal conjunctions | | | |
| | Expert opinion | | | |