

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan Pendidikan** : SMP 1 Kudus  
**Kelas / Semester** : 7/2  
**Topik** : Teks Deskriptif  
**Sub Topik** : Memberi dan menerima informasi dengan mendeskripsikan orang  
**Alokasi Waktu** : 2 x 40 menit (10 menit simulasi)

### A. TUJUAN PEMBELAJARAN

Setelah melakukan kegiatan pembelajaran dengan metode Genre Based Approach, peserta didik dapat:

1. menjelaskan tujuan komunikatif teks deskriptif tentang orang
2. menjelaskan struktur teks deskriptif tentang orang
3. mengidentifikasi kata sifat berkaitan dengan deskripsi fisik dan karakter orang
4. menyebutkan gambaran umum dari teks deskriptif tentang orang
5. menyebutkan informasi eksplisit teks deskriptif tentang orang
6. menyebutkan ide pokok paragraf tertentu berdasarkan teks deskriptif tentang orang
7. menyusun monolog pendek sederhana tentang deskripsi orang secara tulis dan lisan
8. mengenal dan menghargai perbedaan serta dapat bekerja sama dengan siapapun tanpa membeda-bedakan fisik dan kemampuan orang.

### B. KEGIATAN PEMBELAJARAN

#### 1. PENDAHULUAN (*alokasi simulasi 2 menit*)

1. Guru menyampaikan salam dan mengawali pembelajaran dengan berdoa.
2. Guru mengecek kehadiran peserta didik.
3. Guru memastikan peserta didik mendapatkan kondisi belajar yang nyaman.
4. Guru melakukan appersepsi dan memberi motivasi.
5. Guru menyampaikan tujuan pembelajaran.
6. Guru menyampaikan cakupan materi, langkah umum pembelajaran dan teknik assesmen.

#### 2. KEGIATAN INTI (*alokasi simulasi 6 menit*)

Langkah-Langkah:

1. Context Exploration
  - a. Guru meminta peserta didik untuk memperhatikan video [https://youtu.be/38y\\_1EWIE9I](https://youtu.be/38y_1EWIE9I)
  - b. Guru memberi *guiding question* kepada peserta didik untuk menyebutkan deskripsi fisik dan karakter tokoh dalam video tersebut
  - c. Guru menggali *prior knowledge* peserta didik dalam menggunakan kosakata mendeskripsikan orang:
    - Kata Sifat tentang deskripsi fisik dan karakter orang
    - Parts of human body
    - What does he/ she look like?

2. Text Exploration (dilakukan dalam kegiatan berkelompok)
  - a. Guru menyajikan teks deskriptif tentang orang dengan deskripsi yang berbeda kepada masing-masing kelompok
  - b. Peserta didik menjawab pertanyaan quis guru terkait dengan teks
  - c. Peserta didik membuat gambar orang sesuai teks deskriptif yang diberikan
3. ICOT (Individual Constructing of the Text)
  - a. Tiap kelompok menempel hasil gambar di dinding kelas.
  - b. Tiap kelompok melakukan aktivitas *window shopping* sesuai instruksi guru.
  - c. Setiap peserta didik menuliskan deskripsi orang sesuai hasil kegiatan *window shopping* dan dikumpulkan.

**3. PENUTUP** (*alokasi simulasi 2 menit*)

- a. Pemberian pesan moral kepada peserta didik
- b. Guru memberikan kesempatan kepada siswa untuk menyampaikan hal-hal yang belum dipahami
- c. Guru dan atau siswa memberikan kesimpulan terhadap materi yang telah didiskusikan.
- d. Guru memberikan refleksi
- e. Guru memberikan tindak lanjut
- f. Guru menyampaikan kegiatan yang akan datang
- g. Guru menutup pembelajaran

**C. Asesmen Pembelajaran**

1. Teknik Penilaian
  - a. Penilaian Sikap: Observasi melalui jurnal (Anecdotal record & Incidental Record)
  - b. Penilaian Pengetahuan: Multiple choice
  - c. Penilaian Keterampilan: Essay and Writing
2. Instrumen Penilaian
  - a. Instrumen Penilaian Sikap (Terlampir)
  - b. Instrumen Penilaian Pengetahuan (Terlampir)
  - c. Instrumen Penilaian Keterampilan (Terlampir)
3. Remedial dan Pengayaan
  - a. Remedial : memfasilitasi materi dengan kompleksitas tinggi.
  - b. Pengayaan : memberikan penugasan sesuai dengan aplikasi lebih lanjut dalam kehidupan sehari-hari

Kudus, Januari 2022

Mengetahui  
Kepala Sekolah

Peserta Seleksi

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## Lampiran RPP

### 1. Instrumen Penilaian Sikap

No	Waktu	Nama Siswa	Catatan Prilaku	Jenis Sikap (+) atau (-)	Butir Sikap	Tindak Lanjut
1						
2						
3						

### 2. Instrumen Penilaian Pengetahuan

Read the text to answer question number 1- 3

Hello! My name is Rob Fellow. I come from Dundee. A town on the east coast of Scotland, but I'm a student at Durham University, in the north of England. I'm studying French and German, and I can speak the languages quite well. I also know little Spanish, so I can speak four languages. I'm enjoying the course a lot, but it's very hard work!

I live in Durham Castle, because the Castle is part of the University, with about thirty other students. The course started two years ago, and I'm in my third year. After the course, I'm going to work in France, but I don't know where yet.

1. Rob can speak these languages below except...
  - a. German
  - b. English
  - c. Spanish
  - d. Dutch
2. What's Rob going to do after course?
  - a. To get a job in France.
  - b. To study in England.
  - c. To enjoy in Germany.
  - d. To learn in Spanish.
3. Rob Fellow is ... student at Durham University.
  - a. a lazy
  - b. a dull
  - c. a diligent
  - d. a discipline

Read the text to answer question number 4- 6

#### My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

4. What does the second paragraph tell you about?
  - a. Rohmi and her family
  - b. Rohmi and her father
  - c. Rohmi and her brother
  - d. Rohmi and her friends

5. "...Rohmi and her brother work part-time to earn some money."  
What do the underlined words mean?
- work for the whole of working week
  - work for only part of each day or week
  - work for the purpose of getting money as much as possible
  - work for family
6. Where did the writer sit ?
- in front of Rohmi
  - behind Rohmi
  - next to Rohmi
  - far from Rohmi

Read the text to answer question number 7 - 10

#### The Terrifying Headmaster

Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

7. What is the purpose of the text?
- to terrify the readers
  - to describe the writer's headmaster
  - to promote the writer's headmaster career
  - to inform the readers about a terrifying school
8. Where does Mr. Tucker usually wash his hands?
- corner of the room
  - in front of the room
  - beside of the room
  - behind of the room
9. "He dries each finger separately...."
- The underlined word has similar meaning to...
- wash
  - fold
  - divide
  - corner
10. From the text, we know that Mr. Tucker is a .... man.
- nice
  - horrible
  - pleasant
  - unconfident

**Pedoman Penskoran:**

No Soal	Deskripsi	Skor
1 s/d 10	Jawaban benar	1
	Jawaban salah	0

## 3. Instrumen Penilaian Keterampilan

*Describe the picture given in your classroom activity it in your own language!*

**Pedoman Penskoran:**

No	Aspek yang Dinilai	Kriteria	Skor
1	Keaslian Penulisan	Sangat original	5
		Original	4
		Cukup original	3
		Kurang original	2
		Tidak original	1
2	Pilihan Kosakata	Pilihan kosakata sangat tepat	5
		Pilihan kosakata tepat	4
		Pilihan kosakata cukup tepat	3
		Pilihan kosakata kurang tepat	2
		Pilihan kosakata tidak tepat	1
3	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1
4	Kerapihan Tulisan	Tulisan sangat rapih dan mudah terbaca	5
		Tulisan rapih dan mudah terbaca	4
		Tulisan kurang rapih tetapi mudah terbaca	3
		Tulisan tidak rapih tapi terbaca	2
		Tulisan tidak rapih dan sulit terbaca	1

**Rumus Penilaian Akhir:**

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$