

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) DALAM JARINGAN (DARING)

Sekolah	:	SMA Negeri 1 Kubu
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	XII/Genap
Materi	:	Explanation Text
Alokasi Waktu	:	4 JP (2 kali pertemuan) @45 menit
Kompetensi Dasar	:	3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>explanation</i> lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial. 4.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>explanation</i> lisan dan tulis, terkait gejala alam atau sosial.

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran melalui *Google Classroom* dan WAG dengan menggunakan model pembelajaran *Project Based Learning* berbasis *Lingkungan*, siswa mampu:

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam, sosial atau budaya.
2. Menemukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam, sosial atau budaya.
3. Membuat teks *explanation* yang sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaan dengan memberi dan meminta informasi terkait gejala alam, sosial atau budaya baik dalam bentuk poster/*mind map*/infografis/video.
4. Mendemonstrasikan teks *explanation* sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaan dengan memberi dan meminta informasi terkait gejala alam, sosial atau budaya
5. Melalui kegiatan memeriksa perasaan diri dan menuliskan ungkapan terima kasih, siswa mampu menumbuhkan kesadaran diri untuk mengenali emosinya dan melatih keterampilan berempati.

Kompetensi Sosial dan Emosional dan teknik yang dikembangkan

KSE	TEKNIK
Kesadaran Diri (Pengenalan Emosi)	Memeriksa Perasaan Diri
Kesadaran Sosial (Keterampilan)	Mengucapkan Terima Kasih

B. MEDIA PEMBELAJARAN, ALAT DAN SUMBER BELAJAR

1. Media : Video animasi, infografis, LKPD, lembar penilaian, *Google classroom*, WAG.
2. Alat/bahan : Laptop, smartphone, notebook.
3. Sumber belajar : - Buku paket Bahasa Inggris kelas XII
 - Channel youtube *Wahyu Supraba Wathi* materi *Explanation Text* pada alamat <https://www.youtube.com/watch?v=C8RbwJqM6qw&t=172s>
 - Blog pribadi *Wahyu Supraba Wathi* materi *Explanation Text* pada alamat <https://wahyusuprabawathienglish.blogspot.com/2022/02/explanation-text-examples.html>

C. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru memulai dengan kegiatan rutin membuka kelas (salam, berdoa dan presensi) di forum <i>Google Classroom</i> atau menyampaikan informasi/pesan harian lewat WAG • Guru mengajak murid untuk melakukan kegiatan “Memeriksa Perasaan Diri” agar dapat menyatakan perasaan mereka hari ini dan memastikan mereka siap belajar. 1) Murid diminta untuk menuliskan kondisi dirinya, baik secara fisik maupun emosi. Apa yang fisiknya rasakan? Apa yang sedang dipikirkan? Apa yang sedang dirasakan dalam hatinya? 2) Murid dapat menyampaikannya melalui forum pada <i>Google Classroom</i> atau WAG 3) Jika memungkinkan, beberapa murid dapat menyampaikan jawabannya secara lisan. • Guru menyampaikan tujuan pembelajaran yang ingin dicapai. • Guru menanyakan materi pembelajaran pada pertemuan sebelumnya tentang <i>explanation text</i> (mengaitkan materi) (Apersepsi). • Guru menanyakan sejumlah pertanyaan, murid menjawab di <i>chat room</i> untuk pembagian kelompok minat. • Berdasarkan jawaban murid, guru membagi menjadi kelompok- kelompok proyek dengan tema <i>fenomena alam, sosial dan budaya</i>	15 menit

Inti	● Siswa menonton video yang menjelaskan tentang <i>explanation text</i> dan contoh <i>explanation text</i>. ● Siswa bertanya tentang video yang mereka tonton terkait fungsi sosial, struktur dan unsur kebahasaan <i>explanation text</i> ● Siswa dalam kelompok menentukan jadwal pelaksanaan proyek (membuat time line, menentukan target akhir penyelesaian proyek). ● Guru memantau perkembangan proyek. ● Siswa menampilkan hasil pelaksanaan proyek dengan melakukan presentasi atau penyajian proyek lewat <i>Google Meet</i>. ● Guru mengevaluasi kegiatan atau pengalaman melalui pemberian <i>feedback</i>	150 menit
	<i>Untuk siswa yang tersebar dalam 3 kelompok proyek yang belum memahami pelaksanaan tugas proyek ini , guru akan memberikan kesempatan dengan cara melakukan pembimbingan individual. Atau meminta teman satu kelompoknya yang sudah paham untuk membantu menjadi tutor sebaya (Guru melakukan diferensiasi proses)</i> <i>Sebagai produk pembelajaran, setiap kelompok akan menyajikan dalam bentuk presentasi berbagai fenomena alam, sosial atau budaya (Guru melakukan diferensiasi produk berdasarkan kesiapan/readiness)</i> ● Dalam menyajikan proyek setiap kelompok bisa membuat dalam bentuk laporan tertulis/artikel dalam bentuk pdf dan dikirim ke GCR. ● Laporan juga dapat dibuat dalam bentuk PPT yang dilengkapi dengan rekaman yang dikirim ke GCR. ● Laporan bisa dibuat dengan <i>Mind Mapping</i>/poster/infografis lainnya ● Laporan juga bisa dalam bentuk video	
Penutup	● Siswa menyimpulkan materi yang telah dipelajari. ● Guru memberikan umpan balik kepada murid. ● Guru meminta murid untuk menuliskan sebuah kartu ucapan terima kasih kepada orang yang dianggap telah membantunya hari ini. Murid dapat mengirimkan kartu tersebut kepada orang yang dituju. ● Guru menutup pembelajaran (salam, terimakasih, doa.).	15 menit

D. PENILAIAN

- Sikap :

Observasi terhadap sikap komitmen murid dalam mengikuti pelaksanaan proyek dan menyerahkan atau mengirimkan tugas.

Tanggal	Nama Murid	Catatan Sikap	Analisis

Penilaian Diri

No.	Pernyataan	Ya	Tidak	Keterangan
1.	Selama kegiatan proyek berlangsung saya ikut menyumbang ide/gagasan			
2.	Saya aktif dalam pelaksanaan proyek yang telah disepakati			
3.	Saya menjadi pembicara yang aktif saat presentasi hasil proyek			

Penilaian Teman Sebaya

Nama yang diamati :

Pengamat :

No.	Pernyataan	Ya	Tidak	Keterangan
1.	Mau menerima ide/gagasan anggota kelompok yang lain			
2.	Terlihat aktif dalam pelaksanaan penelitian			
3.	Berpartisipasi aktif dalam kegiatan presentasi hasil penelitian			

- Pengetahuan :

Menunjukkan pengetahuan/pemahaman tentang *Explanation text* dari segi fungsi sosial, struktur teks, dan unsur kebahasaan dengan memberi dan meminta informasi terkait gejala alam, sosial atau budaya.

- Keterampilan :

Membuat dan mendemonstrasikan *Explanation text* dari segi fungsi sosial, struktur teks, dan unsur kebahasaan dengan memberi dan meminta informasi terkait gejala alam, sosial atau budaya.

Kriteria Penilaian tugas proyek

No.	Aspek yang Dinilai	Skor				
		1	2	3	4	5
1.	Perencanaan Penelitian a. Desain b. Tahapan Pembuatan					
2.	Pelaksanaan Penelitian a. Pembagian Tugas yang Jelas b. Kolaborasi antaranggota					
3.	Presentasi Hasil Penelitian a. Sistematika Laporan b. Kreativitas Penyajian					

$$\text{Nilai Akhir} : \frac{\text{Skor yang didapat}}{\text{Skor maksimal}} \times 100$$

E. PROGRAM REMEDIAL DAN PENGAYAAN

a. Remedial Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM).

Penilaian Harian KD :

Indikator :

KKM :

Tanggal Penilaian :

No.	Nama Siswa	Nilai Ulangan	Indikator yang Belum dikuasai	Bentuk Remedial	Nilai Setelah Remedial	Ket.

b. Pengayaan

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM. Guru memberikan pengayaan sebagai berikut.

- Mengajak siswa untuk bereksplorasi menemukan dan membedakan ragam *Explanation text* dari berbagai fenomena baik dari *Google* maupun *YouTube*.

Mengetahui
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Guru Bidang Studi

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LAMPIRAN-LAMPIRAN

Lampiran 1. Materi Explanation Text

Definition of Explanation Text

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.

Generic Structure of Explanation Text

– General statement

General statement; stating the phenomenon issues which are to be explained.

– Sequenced of explanation

Sequenced explanation; stating a series of steps which explain the phenomena.

Social Function of Explanation Text

– Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena.

– To explain how or why something happens.

According to Mark Anderson and Kathy Anderson (1997: 82) says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature.

Language Features of Explanation Text

In an explanation text, there are linguistic features as below :

– Using simple present tense

– Using abstract noun (no visible noun)

– Using Passive voice

– Using Action verbs

– Containing explanation of the process ..

Examples of Explanation Text

Example of Explanation Text about Natural Phenomenon

How does Rain Happen?

Rain is the primary source of fresh water for most areas of the world, providing suitable conditions for diverse ecosystems, as well as water for hydroelectric power plants and crop irrigation.

The phenomenon of rain is actually a water circle. The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. The water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The

droplets grow until they are heavy and fall to the earth as precipitation which can be in the form of rain or snow.

However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called virga, a phenomenon which is often seen in hot, dry desert regions

Example of Explanation Text about Social Phenomenon

Social Media

Social media is a channel to get along and do with connecting to the internet. Use can easily send messages, share news and activities for other users.

Why can this occur?

Nowadays, social media has become the main requirement for kids to adults. There are many people ins this country using social media to interact with each other.

The social media users must agree to use it as a media to interact with each other, not to harm themselves. Because basically, social media is a tool to devote complaints. There are also some people using social media to bully others.

Social media is a means of communication that facilitates interaction between humans and can be useful for educational facilities and others. However, social media also has negative impact. If social media are misused, it can have a great impact for the victims. So, we need to be very careful in its use.

Example of Explanation Text about Cultural Phenomenon

Megibung is a dining occasion that demonstrates togetherness in Balinese life. It is an activity where some people sit together and share the food from one big plate or, more traditionally, off of a big piece of banana leaf.

The tradition that originated in the *Karangasem* regency is actually not only about sharing the food, throughout the dinner people can engage in a light conversation and get to know each other better. The word *Megibung* derives from the Balinese word *gibung*, which means “share with each other”. Supposedly, King *Anglurah Karangasem* of *Karangasem* Kingdom was the pioneer of *Megibung*. It is said that during his expedition to expand his region, the majesty and his soldiers went into several wars. After winning the war, the king and his troops found a place to unwind and to eat. The King commanded that all of them would eat together from one huge leaf. During the feast, the King enjoyed togetherness with his troops so much, it tore down the social differences between them all.

Each group usually consists of five to seven people sitting cross-legged in a circle. Rice and side dishes are presented on a huge plate made from banana leaf or woven coconut leaf. Then the host welcomes the guests to start tasting the food, and allows everyone to feel free to eat by hand. Should an individual finish eating before the others, he should not leave before the rest have finished eating.

The activity is a legacy from the ancestors that is still preserved. The togetherness does not actually start right from the moment of dining, but before. The solidarity begins with gathering the ingredients, and slaughtering the pig as the basic ingredients for all the dishes. Then, with the help of women, together they prepare all the items, which includes satay, *lawar* – pork and young *jackfruit* salad, soup, and many more.

Lampiran 2. Jadwal Kegiatan Pelaksanaan Proyek

No.	Kegiatan	Maret (minggu ke)					Keterangan
		1	2	3	4	5	
1	Mendapat tugas	x					
2	Merencanakan kegiatan	x					
3	Monitoring 1		x				Melaporkan hasil pengumpulan tahap pertama
4	Monitoring 2			x			Melaporkan hasil pengumpulan tahap kedua
5	Pengecekan kelengkapan data dan bukti				x		
6	Penyusunan laporan				x		
8	Penyerahan laporan					x	

Lampiran 3. LKPD

Activity 1

Give the parts name for the following explanation text.

Text	The name of parts
How volcanoes are formed	
A volcanoes is a vent or an opening on the earth's surface which allows molten rock called magma, volcanic ash and gas to out onto its surface.	
Volcanoes are formed whenever there is a crack in the crust of the earth. A tube-like passage connects a chamber of magma (molten rock) at the center of the earth to the earth's crust.	
When the pressure builds up in the chamber, the magma, gases, and ash are pushed up through to the top of the tube on the earth's surface known as vent.	
The red-hot magma that escapes to flow over the earth's surface is called lava which, when cools, form into rocks.	
In facts, the mountains we see today are nothing but solidified lava from previously erupted volcanoes.	

Activity 2

Determine the following statements "true or false" by giving checklist (☑), according to the text on the activity 1. Give correction for the statement that you answer "false".

No	Statement	True	False	Correction
1	The volcanoes are formed the magma through vent to the crust of the earth.			
2	Melting magma flows to the earth's surface through crust of the earth.			
3	Volcanoes eruption push up rock to the earth's surface.			
4	Solidified magma will become rocks.			

Activity 3

Read the following text then answer the questions.

Why Seawater is Salty?

Most of our planet's surface is covered in water – salt water. The oceans that support so much of Earth's life are around 3.5% sodium chloride – 50 million billion tonnes of salt.



But where does it come from? While some of it comes from volcanic vents or rocks on the seabed, most of it is actually from the land around us. Every time it rains, tiny amounts of mineral salts are washed into rivers, which eventually flow into the sea.

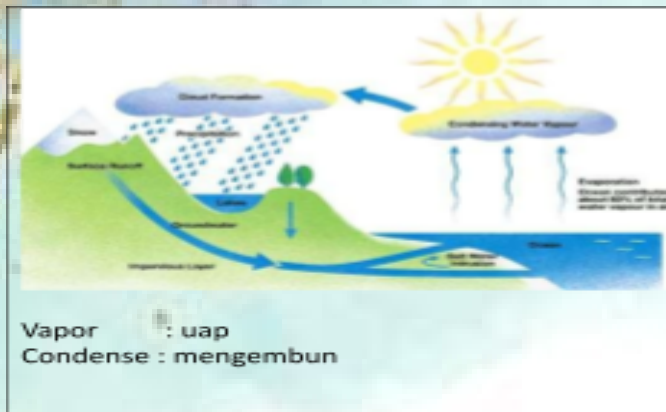
The salt in rivers is less than 1/200th the amount usually found in seawater. It becomes more concentrated in the ocean, as the Sun's heat causes water from the surface to evaporate, leaving the salt behind. Extra salt added every year from rivers is balanced by salt which returns to the sea floor.

But salinity isn't the same everywhere. Towards the poles, water is not as salty because it's diluted by melting ice, while the extra heat in the tropics makes water there saltier – and denser.

1. What is the text about?
 - a. It explains how the seawater salty.
 - b. The seawater becomes salty due to human intervention.
 - c. The activities of volcanoes influence the salinity of seawater.
 - d. The salinity of seawater comes from sodium chloride.
 - e. It explains the reasons why the seawater becomes salty.**
2. What step after mineral salts from rain flow into the sea?
 - a. It will evaporate by the sun's heat.
 - b. It will be mixed by the rain water.
 - c. It becomes more concentrated by the sun's heat.**
 - d. Mineral salt settles on the seabed.
 - e. Mineral salt separates from sea water.
3. Why does the water salinity at the poles less than at the tropics?
 - a. The water is diluted by melting ice.**
 - b. At the poles has more sun's heat.
 - c. The rain happens more in the tropics.
 - d. At the poles there is no land.
 - e. There is no crust of the earth at the poles.
4. "It becomes more concentrated in the ocean, as the Sun's heat..." (paragraph 3). The word "it" refers to...
 - a. Seawater
 - b. The ocean
 - c. Sun's heat
 - d. The salt**
 - e. Sea surface
5. From the text above, we imply that
 - a. The mineral salt comes from rain.
 - b. The water salinity is different in everywhere.**
 - c. Salt water becomes more concentrated in the ocean due to rain.
 - d. Water at the poles is more salty because of melting ice.
 - e. The seawater becomes salty due to human intervention.

Activity 4

Complete the text by explaining process of the phenomenon based on the pictures.



How does Rain Happen?

Rain is the primary source of freshwater for most areas of the world, providing suitable conditions for diverse ecosystems, as well as water for hydroelectric power plants and crop irrigation.

The phenomenon of rain is actually a water circle.

However, not all rain reaches the surface. Some evaporate while falling through dry air. This is called virga, a phenomenon which is often seen in hot, dry desert regions.

Expected Answer of Student worksheet

Activity 1

Give the parts name for the following explanation text.

Text	The name of parts
How volcanoes are formed	<i>Title</i>
A volcanoes is a vent or an opening on the earth's surface which allows molten rock called magma, volcanic ash and gas to out onto its surface.	<i>General statement</i>
Volcanoes are formed whenever there is a crack in the crust of the earth. A tube-like passage connects a chamber of magma (molten rock) at the center of the earth to the earth's crust.	<i>Sequenced of explanation</i>
When the pressure builds up in the chamber, the magma, gases, and ash are pushed up through to the top of the tube on the earth's surface known as vent.	<i>Sequenced of explanation</i>
The red-hot magma that escapes to flow over the earth's surface is called lava which, when cools, form into rocks.	<i>Sequenced of explanation</i>
In facts, the mountains we see today are nothing but solidified lava from previously erupted volcanoes.	<i>Concluding statement</i>

Activity 2

Determine the following statements “true or false” by giving checklist (☑), according to the text on the activity 1. Give correction for the statement that you answer “false”.

No	Statement	True	False	Correction
1	The volcanoes are formed the magma through vent to the crust of the earth.	☑		

2	Melting magma flows to the earth's surface through crust of the earth.		☞	Melting magma flows to the earth's surface through vent .
3	Volcanoes eruption push up rock to the earth's surface.		☞	Volcanoes eruption push up magma, gases, and ash to the earth's surface.
4	Solidified magma will become rocks.	☞		

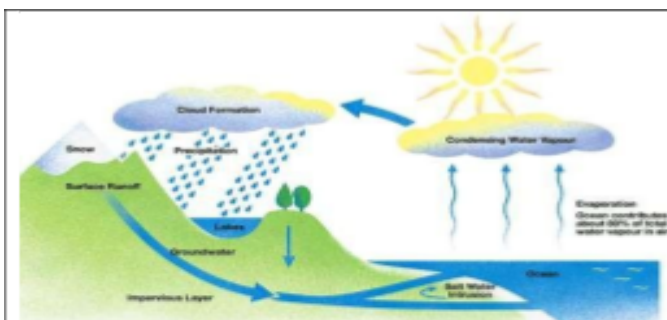
Activity 3

Read the following text then answer the questions.

Number of question	Answer
1	E. It explains the reasons why the seawater becomes salty.
2	C. It becomes more concentrated by the sun's heat.
3	A. The water is diluted by melting ice
4	D. The salt
5	B. The water salinity is different in everywhere.

Activity 4

Complete the text by explaining process of the phenomenon based on the pictures.



Vapor : uap
Condense : mengembun

How does Rain Happen?

Rain is the primary source of freshwater for most areas of the world, providing suitable conditions for diverse ecosystems, as well as water for hydroelectric power plants and crop irrigation.

The phenomenon of rain is actually a water circle. Sea surface water evaporates into the air with the help of sunlight. Water vapor in the atmosphere condenses into liquid droplets and form into clouds. Thick clouds falling to earth in the form of rain or snow. The water from lakes or mountains flows into the sea.

However, not all rain reaches the surface. Some evaporate while falling through dry air. This is called virga, a phenomenon which is often seen in hot, dry desert regions.

Pedoman Penskoran

Skor

No	Bagian LKPD	Skor
1	Activity 1	25
2	Activity 2	20
3	Activity 3	25
4	Activity 4	30
Total		100

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

$$\text{Contoh: Nilai Andri} = \frac{80}{100} \times 100 = 80.$$

Rubrik Penilaian

Activity 1. Give the parts name for the explanation text.

Aspek	Keterangan	Skor
Menentukan bagian-bagian teks	Menentukan bagian-bagian struktur teks eksplanasi pada tabel yang telah disediakan.	Setiap jawaban benar skor = 5 Jawaban salah = 0
Total skor		5x5 = 25

Activity 2. Determine the statements “true or false” by giving checklist (☑), according to the text on the activity 1, and give correction for the answer “false”.

Nomor soal	Aspek	Skor
1	Menentukan sebuah pernyataan benar berdasarkan teks.	5
2	Menentukan sebuah pernyataan salah berdasarkan teks, dan memberikan koreksi pernyataan yang benar.	Pernyataan benar, skor = 5 Koreksi benar, skor = 5 Jumlah skor = 10
3	Menentukan sebuah pernyataan salah berdasarkan teks, dan memberikan koreksi pernyataan yang benar.	Pernyataan benar, skor = 5 Koreksi benar, skor = 5 Jumlah skor = 10
4	Menentukan sebuah pernyataan benar berdasarkan teks.	5
Total skor		20

Activity 3. Answer the questions based on the text.

Aspek	Keterangan	Skor
Menentukan pilihan jawaban yang benar.	Memilih jawaban yang benar setiap pertanyaan berdasarkan teks yang disediakan.	Setiap jawaban benar skor = 5 Jawaban salah = 0
Total skor		5x5 = 25

Activity 4. Make a paragraph of explain the process of phenomenon.

Aspek	Kriteria				Skor
	SB	B	S	KB	
Menyusun sebuah paragraf proses dengan tahapan dan penjelasan yang tepat.					
Total					30

Keterangan:

Kriteria	Keterangan	Skor
SB	Menulis sebuah paragraf proses dengan tahapan dan penjelasan yang tepat.	30
B	Menulis sebuah paragraf proses dengan tahapan yang kurang tepat namun penjelasannya tepat.	23
S	Menulis sebuah paragraf proses dengan tahapan yang tepat namun penjelasannya kurang tepat.	15
KB	Menulis sebuah paragraf proses dengan tahapan dan penjelasan yang kurang tepat.	8