

## APENDIX

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### CYCLE 1

Satuan Pendidikan : SMA Negeri 1 Penebel  
Kelas/Semester : XI/Genap  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Analytical Exposition  
Tema : Why Students Wear Uniform  
Alokasi Waktu : 2 x 45 menit  
Model Pembelajaran : Scaffolding Technique using Think Pair Share

#### A. Tujuan Pembelajaran

Peserta didik diharapkan dapat:

1. Mengidentifikasi struktur dan fungsi sosial dari teks *Analytical Exposition*
2. Menyampaikan pendapat secara lisan dengan topic “Why students should wear uniform”.
3. Menggunakan kosakata dan struktur kalimat yang sesuai dalam menyampaikan argument secara lisan.
4. Menunjukkan peningkatan kepercayaan diri melalui strategi *Think Pair Share* sebagai bagian dari teknik *Scaffolding*

#### B. Kompetensi Dasar

1. Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan teks analytical exposition.
2. Menyusun teks lisan analytical exposition dengan memperhatikan struktur dan unsur kebahasaan yang tepat dan sesuai konteks.

#### C. Materi Pembelajaran

1. Topik: Why Students Should Wear Uniform.
2. Struktur teks: Thesis – Arguments – Reflection
3. Kosa Kata: Discipline, Identity, Equality, Responsibility, School Pride.

4. Bahasa: Simple present tense, opinion expression (I believe that..., In my opinion... etc)
5. Fokus keterampilan berbicara: Language Fluency, Pronunciation, grammar, Vocabulary, Comprehension,

#### D. Teknik dan Metode Pembelajaran

#### E. Langkah-Langkah Pembelajaran TPS

1. Pendahuluan (10 menit)
  - a. Siswa membaca teks pendek Why Should Students Wear Uniform
  - b. Siswa menuliskan pendapat pribadi secara singkat,
2. Kegiatan Inti (70 menit)
  - a. Think (10 menit)
    - Siswa membaca teks pendek: Why Should Students Wear Uniform.
    - Siswa menuliskan pendapat secara pribadi,
  - b. Pair ( 20 menit)
    - Siswa berdiskusi secara berpasangan mengenai argument masing-masing.
    - Menyusun Struktur Pendapat berdasarkan teks analytical exposition (Thesis, Argument, Conclusion)
  - c. Share (30 menit)
    - Beberapa pasangam ,aju menyampaikan hasil diskusi.
    - Guru memberikan Scaffolding berupa umpan balik grammar, pengucapan dan kelancaran berbicara.
  - d. Refleksi (10 menit)
    - Siswa menuliskan hal yang pelajari dan tantangan yang mereka hadapi saat berbicara.

#### F. Penilaian

1. Pengetahuan
  - Pemahaman tentang struktur teks *analytical exposition* melalui Tanya jawab.
1. Keterampilan  
Aspek yang dinilai:
  - Language Fluency
  - Pronunciation
  - Grammar
  - Vocabulary

#### G. Sumber Belajar dan Media

- Teks bacaan: Why Should Students Wear uniform?
- Lembar kerja Peserta Didik
- Papan tulis, spidol,



## APENDIX 2

### LKPD (Lembar Kerja Peserta Didik)

Tema: *Why Students Should Wear Uniforms*

Teknik: *Scaffolding melalui Think Pair Share (TPS)*

THINK (Pikirkan Sendiri)

Tuliskan pendapatmu tentang:

“Why should students wear school uniforms?”

.....  
.....  
.....

PAIR (Diskusikan dengan Pasanganmu)

Diskusikan dan buatlah struktur berikut bersama pasanganmu:

Struktur	Ide Kalian
Thesis	.....
Argument 1	.....
Argument 2	.....
Reiteration	.....

**SHARE (Berbagi ke Kelas)**

Susun skrip singkat untuk berbicara:

.....  
.....  
.....

**Refleksi Singkat**

Apa yang kamu pelajari hari ini?

.....

Apa yang masih sulit bagi kamu dalam berbicara bahasa Inggris?

.....

## APENDIX 3

### Sumber bacaan

#### Why Should Students Wear School Uniforms?

##### Thesis:

School uniforms are an important part of school life. They are not just clothes; they represent discipline, equality, and unity among students.

##### Arguments:

Firstly, uniforms help reduce peer pressure and bullying. When all students wear the same outfit, there is no competition about who wears more expensive or fashionable clothes. It creates a sense of equality.

Secondly, school uniforms improve students' focus. Without the distraction of fashion or trends, students can concentrate more on learning rather than appearance.

Thirdly, uniforms encourage a sense of belonging. Wearing the school uniform reminds students that they are part of a team. This can increase their motivation and pride in school.

##### Conclusion:

In conclusion, school uniforms are necessary because they support equality, discipline, and unity. Therefore, all students should wear school uniforms with pride.

## APENDIX 4

### Rubrik Penilaian

No	Aspect	Score	Criteria
1	Language fluency	5	Speaks smoothly and naturally with no hesitation
		4	Speaks with minor pauses; mostly smooth
		3	Some hesitation and repetition, but understandable.
		2	Frequent pauses and hesitation disrupt
		1	Halting speech with long pauses; difficult to understand
2	Pronunciation	5	Clear and accurate pronunciation; easy to understand
		4	Mostly accurate with minor mispronunciations.
		3	Understandable despite some errors
		2	Several pronunciation mistakes that affect clarity
		1	Poor pronunciation; very hard to understand
3	Grammar	5	Uses correct grammar consistently.
		4	Minor errors that do not interfere with meaning.
		3	Frequent errors, but message is still clear.
		2	Many errors that make understanding difficult.
		1	Dominated by grammatical errors; communication
4	Vocabulary	5	Uses a wide range of appropriate vocabulary effectively.
		4	Uses sufficient vocabulary with some repetition.
		3	Limited vocabulary; frequent repetition.
		2	Inappropriate or insufficient vocabulary; hinders communication.
		1	Very limited vocabulary; fails to convey message.
5	Comprehension	5	Understands and responds appropriately to all questions or prompts.

		4	Understands most prompts and responds adequately.
		3	Understands some prompts but struggles with
		2	Often misunderstands questions; poor responses.
		1	Fails to understand or respond to questions.



## APENDIX 5

### Daftar Nilai Siswa

No	Name	Aspect Assessed					Score
		1	2	3	4	5	
1	I Gede Andre Pranata Saputra						
2	Gusti Komang Galih Priantini						
3	Gusti Ayu Ratih Revaliyanti						
4	I Gede Adi Putra Andika						
5	I Gede Bagus Gita Chandra Dinata						
6	I Gusti Ayu Putu Agung Dea Maharani						
7	I Gusti Made Reka Darmawan						
8	I Kadek Agus Mahendra						
9	I Komang Putra Buda Sentana						
10	I Komang Sugiarta						
11	I Made Agus Saputra						
12	I Made Eki Diatmika						
13	I Made Merta Dana Krisma Putra						
14	I Nengah Ardika						
15	I Putu Agus Ari Suastika						
16	I Wayan Rekza Arda Walika						
17	Made Kesya Diah Maheswari						
18	Ni Luh Ayu Meylani						

19	Ni Luh Gede Murdiani							
20	Ni Luh Putu Novita Sari							
21	Ni Made Ayu Setiadewi							
22	Ni Made Dara Cantika Maharani							
23	Ni Made Dasya Ramcixa							
24	Ni Putu Ayu Candra Kusuma Dewi							
25	Ni Putu Cahya Febriyani							
26	Ni Putu Devi Artika Suantari							
27	Ni Putu Ratih Anggreni Putri							
28	Putu Diah Puspita Sari							
29	Putu Weda Pradnyana Wardani							
Total Score								
Mean								
Clasical Learning Success								

## APENDIX 6

### RPP (Rencana Pelaksanaan Pembelajaran) – Cycle II

**Satuan Pendidikan:** SMA Negeri 1 Penebel

**Kelas / Semester:** XI / Genap

**Mata Pelajaran:** Bahasa Inggris

**Topik:** Hortatory Exposition

**Subtema:** School Rule

**Keterampilan Utama:** Speaking

**Strategi:** Scaffolding Technique melalui Think Pair Share (TPS)

**Alokasi Waktu:** 2 x 45 menit

#### A. Tujuan Pembelajaran

Melalui kegiatan berbicara dengan teknik TPS, siswa diharapkan dapat:

Menyampaikan pendapat berupa anjuran dan alasan logis secara lisan terkait peraturan sekolah.

Menunjukkan peningkatan dalam aspek speaking: fluency, pronunciation, grammar, vocabulary, dan comprehension.

Bekerja sama dalam diskusi berpasangan dan kelompok, serta menanggapi pendapat orang lain dengan baik.

#### B. Materi Pembelajaran

Teks Hortatory Exposition: struktur (Thesis – Arguments – Recommendation)

Ungkapan yang digunakan dalam berbicara (Speaking Expression):

*I strongly recommend...*

*Students should...*

*In my opinion, the school rule about... is necessary because...*

*We must consider that...*

Contoh topik diskusi: “Students Should Follow the Dress Code Strictly”

### **C. Pendekatan dan Metode**

Pendekatan: Saintifik (Scientific Approach)

Metode: Scaffolding + Think Pair Share (TPS)

Teknik: Diskusi berpasangan, presentasi kelompok

### **D. Langkah-Langkah Pembelajaran**

#### **1. Pendahuluan (10 Menit)**

Guru membuka pelajaran, menyapa dan memotivasi siswa.

Menyampaikan tujuan pembelajaran dan pengantar tentang hortatory exposition.

Ice-breaking singkat: "What school rule do you like or dislike?"

#### **2. Kegiatan Inti (70 Menit)**

##### **Scaffolding & TPS Steps:**

##### **THINK (10 menit)**

Siswa membaca contoh teks hortatory exposition secara singkat.

Guru memberi scaffolding: menjelaskan struktur teks dan ekspresi yang umum digunakan.

Siswa diminta memikirkan satu aturan sekolah yang ingin mereka dukung atau ubah.

##### **PAIR (20 menit)**

Siswa berpasangan dan saling bertukar pendapat.

Mereka menyusun argumen untuk mendukung atau menolak aturan sekolah tersebut.

Guru berkeliling memberikan bimbingan bahasa (grammar, pronunciation).

##### **SHARE (25 menit)**

Perwakilan pasangan menyampaikan pendapat mereka di depan kelas atau kelompok besar.

Diskusi kelas: Siswa lain memberikan tanggapan.

Guru memberikan feedback lisan dan koreksi terbimbing.

##### **Refleksi (15 menit)**

Guru mengajak siswa merefleksikan proses pembelajaran hari itu.

Tanya jawab: Apa kesulitanmu dalam speaking hari ini?

Tugas rumah: *Rekam suara Anda menyampaikan pendapat tentang satu school rule.*

### **Penilaian Pembelajaran**

Teknik: Observasi langsung & unjuk kerja speaking

Instrumen: Rubrik penilaian speaking

### **F. Media dan Sumber Belajar**

Slide teks hortatory exposition

Lembar Kerja Siswa (LKPD TPS)

Buku Bahasa Inggris Kelas XI

Kamus daring/aplikasi



## APENDIX 7

### LKPD

**Mata Pelajaran:** Bahasa Inggris

**Kelas/Semester:** XI / Ganjil

**Topik:** Hortatory Exposition – *School Rule*

**Subtopik:** *Students Should Follow School Rules Strictly*

**Strategi:** Think Pair Share (TPS)

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#### A. Tujuan Pembelajaran

Melalui kegiatan membaca dan berdiskusi, siswa diharapkan mampu:

1. Memahami struktur dan isi teks hortatory exposition.
2. Menyampaikan pendapat tentang peraturan sekolah secara lisan dengan struktur dan kosakata yang tepat.
3. Bekerja sama dalam diskusi berpasangan dan kelompok.

#### B. Kegiatan Siswa

##### 1 THINK (Individu – 10 menit)

**Bacalah teks berikut dengan saksama!**

Students Should Follow School Rules Strictly

##### **Thesis:**

School rules are made to create a safe, respectful, and effective learning environment. All students should follow these rules seriously.

##### **Arguments:**

First of all, school rules maintain order and discipline. Without rules, students might behave in ways that disturb others or even harm themselves. Secondly, following school rules helps develop responsibility. When students obey regulations, they learn to take responsibility for their actions.

Thirdly, school rules protect students. For example, wearing school uniforms, arriving on time, or not using phones in class help students stay focused and safe.

**Recommendation:**

Because of these reasons, students must follow school rules strictly. Schools should ensure that rules are communicated clearly and enforced fairly.

**Jawablah pertanyaan berikut berdasarkan teks di atas!**

1. What is the main purpose of the text?  
.....
2. Mention two benefits of following school rules!
  - a. ....
  - b. ....
3. What is the writer's recommendation?  
.....
4. Do you agree with the text? Why or why not?  
.....

**2 PAIR (Diskusi Pasangan – 20 menit)**

Diskusikan pertanyaan berikut bersama pasanganmu dan tulis hasil diskusinya!

5. Which school rule do you think is the most important? Why?  
.....
6. Do you think there is a school rule that should be changed? Explain.  
.....

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**3 SHARE (Presentasi – 25 menit)**

Sampaikan hasil diskusi pasanganmu ke kelompok atau kelas!

Gunakan ekspresi berikut:

- *In our opinion,...*
- *We believe that... because...*

- *One rule that should be changed is...*

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### C. Refleksi Siswa (Opsional)

- Saya dapat memahami isi teks hortatory exposition
  - Saya mampu menyampaikan opini tentang peraturan sekolah
  - Saya dapat berdiskusi dengan pasangan dan berbagi hasilnya
- 

### D. Catatan Guru

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