

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Terpadu Bumi Darun Najah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X /Gasal
Tahun Pelajaran : 2021/2022
Materi Pokok : Teks biografi tentang tokoh terkenal
Pertemuan ke- : 2
Alokasi Waktu : 10 menit

A. Tujuan Pembelajaran

Adapun tujuan dari kegiatan pembelajaran menggunakan model *Discovery Learning* yang dipadukan dengan metode *mind mapping*, teknik ATM, dan pendekatan saintifik adalah sebagai berikut:

1. Setelah **melakukan simulasi dengan guru** terkait teks biografi, peserta didik dapat **membuat** teks *recount* lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan rasa rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik.
2. Setelah **melakukan simulasi dengan guru** terkait teks biografi, peserta didik dapat **menyajikan** teks *recount* lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal secara benar dan sesuai konteks dengan rasa rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik.

B. Langkah-langkah Pembelajaran

1. Pertemuan Ke-2 (10 Menit)	
Kegiatan Pendahuluan (2 Menit)	
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan dilanjutkan dengan berdoa (Orientasi) • Memeriksa kehadiran peserta didik menanyakan kabar peserta didik • Mengaitkan materi sebelumnya dengan materi yang akan dipelajari (Apersepsi) • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari (Motivasi) • Menyampaikan kompetensi yang akan dicapai dan garis besar cakupan materi (Pemberian Acuan) • Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan 	
Kegiatan Inti (6 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
<i>Stimulation</i> (stimulasi/ pemberian rangsangan)	<ul style="list-style-type: none"> • Peserta didik mengamati foto nama jalan • Peserta didik bertanya jawab mengenai foto nama jalan tersebut • Setiap kelompok mendapatkan potongan foto dari beberapa tokoh. • Peserta didik dibagi menjadi 5 Kelompok (dengan setiap anggota kelompok berjumlah maksimal 4 orang) berdasarkan potongan foto yang diperoleh.

<p><i>Problem statement</i> (pertanyaan/identifikasi)</p>	<ul style="list-style-type: none"> • Peserta didik dan guru bertanya jawab tentang fungsi sosial, struktur teks dan unsur kebahasaan dalam menyusun teks <i>biographical recount</i>. • Peserta didik mengamati tayangan video tentang “How to compose a good biographical recount text?”
<p><i>Data collection</i> (pengumpulan data)</p>	<p>Melalui kolaborasi dan kerjasama kelompok, peserta didik mencari bahan materi (dari internet atau buku pelajaran) untuk membuat teks <i>biographical recount</i> terkait foto tokoh terkenal yang diperoleh.</p>
<p><i>Data processing</i> (pengolahan Data)</p>	<ul style="list-style-type: none"> • Melalui kolaborasi dan kerjasama kelompok, peserta didik membuat teks <i>biographical recount</i> terkait tokoh terkenal dengan mengikuti langkah berikut ini: <ul style="list-style-type: none"> a. Pre-writing <ul style="list-style-type: none"> ➢ Mencatat data penting dari informasi tentang tokoh terkenal yang akan disusun berdasarkan pertanyaan acuan (<i>guiding questions</i>) ➢ Membuat kerangka teks melalui brainstorming atau mind mapping b. Writing <ul style="list-style-type: none"> ➢ Membuat elaborasi kalimat berdasarkan unsur kebahasaan teks <i>biographical recount</i> ➢ Menyusun kalimat tersebut menjadi beberapa paragraf sesuai struktur teks <i>biographical recount</i> c. Revising <ul style="list-style-type: none"> ➢ Menambah, mengurangi dan memodifikasi beberapa kata atau kalimat dalam teks <i>biographical recount</i> agar lebih coherent dan cohesive menggunakan acuan cohesive devices d. Editing <ul style="list-style-type: none"> ➢ Membaca ulang teks <i>biographical recount</i> yang telah disusun dan melakukan editing pada ejaan, tata bahasa dan bagian lainnya yang perlu diperbaiki untuk mendapatkan konsistensi teks. e. Publishing <ul style="list-style-type: none"> ➢ Menulis teks <i>biographical recount</i> yang telah diedit dan siap dikomunikasikan dengan guru dan teman dari kelompok lainnya. ➢ Mencantumkan referensi pada bagian akhir
<p><i>Verification</i> (pembuktian)</p>	<ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil teks <i>biographical recount</i> • Peserta didik saling bertanya jawab mengenai teks yang telah disajikan oleh temannya • Peserta didik mengirim teks <i>biographical recount</i> yang telah disusun secara individu.
<p><i>Generalization</i> (menarik kesimpulan)</p>	<ul style="list-style-type: none"> • Peserta didik dan guru melakukan refleksi mengenai materi pembelajaran hari ini. • Peserta didik menyelesaikan uji kompetensi yang terdapat pada UKBM atau buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan peserta didik terhadap materi pelajaran
<p>Kegiatan Penutup (2 Menit)</p>	
<p>Guru:</p> <ol style="list-style-type: none"> 1) Memberikan umpan balik terhadap proses dan hasil pembelajaran. 2) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	

LAMPIRAN

I. Materi Pembelajaran

1. Materi Pembelajaran Reguler

a. Fakta:

Struktur Teks

Penyebutan nama orang, dan latar belakang yang dideskripsikan

Penyebutan sifat dan ciri fisik dari orang yang dideskripsikan

Penyebutan tindakan dan keteladanan dari orang terkenal

Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.

b. Konsep

Teks *recount* dalam bentuk biografi

c. Prinsip

- Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja,
- kejadian/peristiwa yang sedang banyak dibicarakan
- Simple, Continuous, Perfect tense
- Penyebutan kata benda
- Modal auxiliary verbs.
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- Rujukan kata

d. Prosedur

Membuat teks *recount* lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

2. Materi pembelajaran remedial

Teks *recount* dalam bentuk biografi

3. Materi pembelajaran pengayaan

Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kontribusi, kejadian/peristiwa yang sedang banyak dibicarakan

II. Metode Pembelajaran

- Pendekatan: Saintifik
- Model: *Discovery learning*
- Metode: Mind mapping, teknik ATM (Amati, Tiru dan Modifikasi), diskusi kelompok, tanya jawab, penugasan

III. Media/alat, Bahan, dan Sumber Belajar

1. Media/alat dan Bahan

- Media LCD projector,
- Laptop,
- Handphone,
- Bahan Tayang (foto, PPT/video)
- Aplikasi Pembelajaran: Google Classroom, Kahoot dan WA

2. Sumber Belajar

1. Sudarwati, T. Eudia Grace. 2017. Pathway to English untuk SMA/MA Kelas X Kurikulum 2013 yang disempurnakan, Kelompok Peminatan. Jakarta: Penerbit Erlangga.
2. Jannah, Hirfatul. 2018. UKBM (Unit Kegiatan Belajar Mandiri) Bahasa dan Sastra Inggris kelas X Semester 1. Pasuruan: Yayasan Bumi Darun Najah.
3. Video tentang Teks Recount di YouTube:
<https://www.youtube.com/watch?v=UTFcI9x4HYI>

IV. Penilaian Hasil Pembelajaran

1. Teknik Penilaian (terlampir)

a. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2	

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
100 = Sangat Baik
75 = Baik
50 = Cukup
25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =
 $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
75,01 – 100,00 = Sangat Baik (SB)
50,01 – 75,00 = Baik (B)
25,01 – 50,00 = Cukup (C)
00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut	50		250	62,50	C

	serta mengusulkan ide/gagasan.					
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
75,01 – 100,00 = Sangat Baik (SB)
50,01 – 75,00 = Baik (B)
25,01 – 50,00 = Cukup (C)
00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :
75,01 – 100,00 = Sangat Baik (SB)
50,01 – 75,00 = Baik (B)
25,01 – 50,00 = Cukup (C)
00,00 – 25,00 = Kurang (K)

b. Pengetahuan

- **Tertulis Uraian dan atau Pilihan Ganda** (*Lihat lampiran pada LKPD*)
- **Tes Lisan/Observasi Terhadap Diskusi, Tanya Jawab dan Percakapan**
Praktek Monolog atau Dialog
Penilaian Aspek Percakapan

No	Aspek yang Dinilai	Skala				Jumlah Skor	Skor Sikap	Kode Nilai
		25	50	75	100			
1	Intonasi							
2	Pelafalan							
3	Kelancaran							
4	Ekspresi							
5	Penampilan							
6	Gestur							

(*Lihat Lampiran*)

Tugas Rumah

- Peserta didik menjawab pertanyaan yang terdapat pada buku peserta didik
- Peserta didik memnta tanda tangan orangtua sebagai bukti bahwa mereka telah mengerjakan tugas rumah dengan baik
- Peserta didik mengumpulkan jawaban dari tugas rumah yang telah dikerjakan untuk mendapatkan penilaian.

c. Keterampilan

- **Penilaian Unjuk Kerja/Presentasi**

Contoh instrumen penilaian unjuk kerja dapat dilihat pada instrumen penilaian ujian keterampilan berbicara sebagai berikut:

Instrumen Penilaian

No	Aspek yang Dinilai	Sangat Baik (100)	Baik (75)	Kurang Baik (50)	Tidak Baik (25)
1	Kesesuaian respon dengan pertanyaan				
2	Keserasian pemilihan kata				
3	Kesesuaian penggunaan tata bahasa				
4	Pelafalan				

Kriteria penilaian (skor)

100 = Sangat Baik

75 = Baik

50 = Kurang Baik

25 = Tidak Baik

Cara mencari nilai (N) = Jumlah skor yang diperoleh siswa dibagi jumlah skor maksimal dikali skor ideal (100)

Instrumen Penilaian Diskusi

No	Aspek yang Dinilai	100	75	50	25
1	Penguasaan materi diskusi				
2	Kemampuan menjawab pertanyaan				
3	Kemampuan mengolah kata				
4	Kemampuan menyelesaikan masalah				

Keterangan :

100 = Sangat Baik

75 = Baik

50 = Kurang Baik

25 = Tidak Baik

- **Penilaian Proyek** (*Lihat Lampiran*)
- **Penilaian Produk**
Rubrik Penilaian Holistik keterampilan menulis

Kriteria	Skor	Deskripsi
Excellent (Amat baik)	85 - 100	<ul style="list-style-type: none"> ✓ Gagasan jelas terfokus dan antar paragraf koheren. ✓ Menggambarkan keaslian tulisan. ✓ Struktur kalimat benar. ✓ Penggunaan tenses benar. ✓ Pemilihan kosa kata benar. ✓ Pemilihan kosa kata tepat dan bervariasi. ✓ Tidak ada kesalahan meknis (ejaan, tanda baca, penggunaan huruf capital)
Good (Baik)	75 - 84	<ul style="list-style-type: none"> ✓ Gagasan jelas tapi kurang terfokus. ✓ Struktur kalimat benar, ada kesalahan tapi tidak mengganggu. ✓ Penggunaan tenses benar, kadang – kadang ada yang salah. ✓ Pemilihan kosa kata tepat tetapi tidak bervariasi. ✓ Tidak ada kesalahan mekanis (ejaan, tanda baca, penggunaan huruf kapital)
Fair (Cukup)	60 - 74	<ul style="list-style-type: none"> ✓ Gagasan jelas terfokus tetapi antar paragraph kurang koheren. ✓ Ada beberapa kesalahan struktur kalimat. ✓ Penggunaan tenses benar. ✓ Pemilihan kosa kata benar tetapi tidak bervariasi. ✓ Ada beberapa kesalahan mekanis (ejaan, tanda baca, penggunaan huruf kapital)
Inacceptable (Kurang)	< 60	<ul style="list-style-type: none"> ✓ Gagasan tidak jelas terfokus tetapi antar paragraph kurang koheren. ✓ Struktur kalimat banyak yang tidak benar. ✓ Penggunaan tenses benar, tetapi salah memilih bentuk kata. ✓ Pemilihan kosa kata kurang tepat. ✓ Banyak kesalahan mekanis (ejaan, tanda baca, penggunaan huruf kapital)

Nilai akhir adalah jumlah skor yang diperoleh peserta didik.

- **Penilaian Portofolio**
Kumpulan semua tugas yang sudah dikerjakan peserta didik, seperti catatan, PR, dll

Instrumen Penilaian

No	Aspek yang Dinilai	100	75	50	25
1					
2					
3					
4					

2. Instrumen Penilaian (terlampir)

- Pertemuan Pertama
- Pertemuan Kedua

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM), maka guru bisa memberikan soal tambahan misalnya sebagai berikut :

- 1) Buatlah mind map tentang idolamu yang mencakup informasi personal, riwayat pendidikan, prestasi/pencapaian, hal yang kamu sukai dari idolamu tersebut.
- 2) Buatlah paragraf dari masing-masing informasi yang kalian tuliskan pada mind map di atas sesuai dengan struktur dan ciri-ciri kebahasaan teks recount yang telah kalian pelajari.
- 3) Mintalah pendapat dari teman sebayamu mengenai tulisan atau paragraf yang kalian susun.

CONTOH PROGRAM REMIDI

Sekolah :
 Kelas/Semester :
 Mata Pelajaran :
 Ulangan Harian Ke :
 Tanggal Ulangan Harian :
 Bentuk Ulangan Harian :
 Materi Ulangan Harian :
 (KD / Indikator) :
 KKM :

No	Nama Peserta Didik	Nilai Ulangan	Indikator yang Belum Dikuasai	Bentuk Tindakan Remedial	Nilai Setelah Remedial	Keterangan
1						
2						
3						
dst						

b. Pengayaan

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM (Kriteria Ketuntasan Minimal). Guru memberikan soal pengayaan sebagai berikut :

- 1) Membaca biografi tentang tokoh-tokoh terkenal di internet. Pilihlah 2 tokoh dalam bidang yang berbeda (misal tokoh pendidikan, atlet olahraga dan ilmuwan)
- 2) Buatlah identifikasi informasi terkait perjuangan hidup, peristiwa penting, serta kontribusi dari masing-masing tokoh yang telah kalian baca biografinya
- 3) Mintalah pendapat teman mengenai hasil identifikasi yang kalian temukan.
- 4) Tuliskan pendapat atau kesan kalian terhadap biografi dari masing-masing tokoh tersebut.

Pasuruan, 14 November 2021

Mengetahui

Kepala SMA Terpadu Bumi Darun Najah



Hirfatul Jannah, S. Pd

Guru Mata Pelajaran

Hirfatul Jannah, S. Pd

UNIT KEGIATAN BELAJAR (UKBM 3.5/4.5/1/5.5)

1. Identitas

- a. Nama Mata Pelajaran : Bahasa dan Sastra Inggris
- b. Kelas / Semester : X / Gasal
- c. Kompetensi Dasar :

3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya

4.5. Teks *recount* dalam bentuk biografi

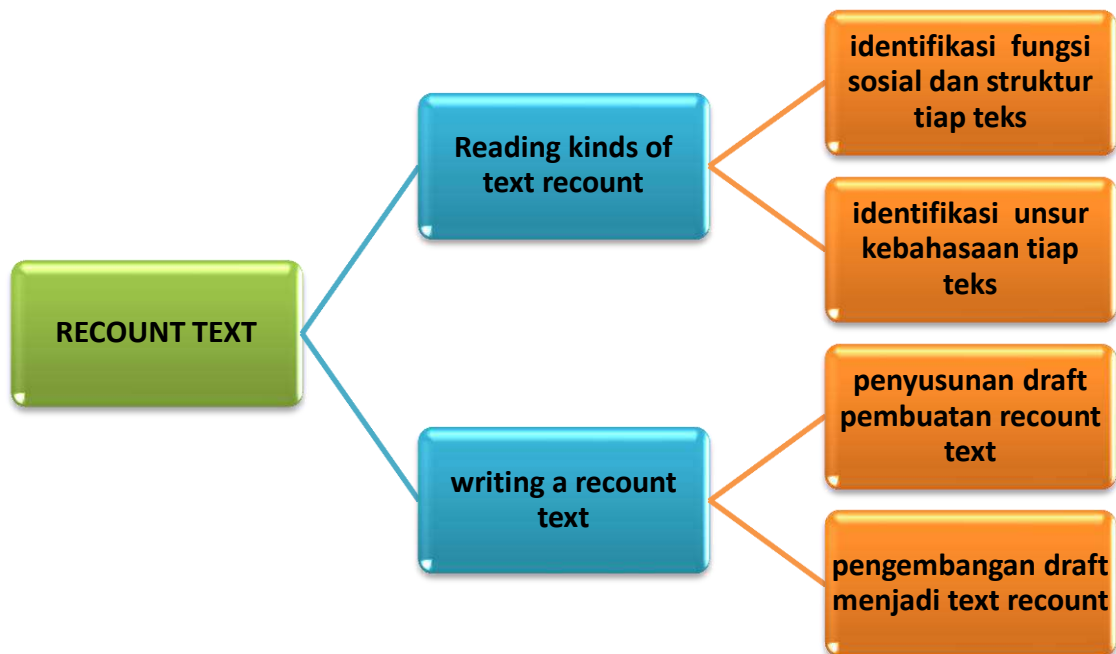
4.5.2. Menyusun teks recount lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

- d. Materi Pokok : Recount Text
- e. Alokasi Waktu : 6 x 45 menit
- f. Tujuan Pembelajaran :

Melalui kegiatan pembelajaran dengan model *Discovery Learning* yang dipadukan dengan metode *mind mapping*, teknik ATM, dan pendekatan saintifik, peserta didik dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya; menarik kesimpulan dengan membuat resume terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, dalam bentuk biografi terkait tokoh terkenal; serta terampil dalam membuat dan menyajikan teks recount lisan dan tulis, dalam bentuk biografi terkait tokoh terkenal dengan mengembangkan kemampuan **berpikir kritis, berkomunikasi, berkolaborasi, berkreasi(4C)**.

- g. Materi Pembelajaran
Agar konsep dan teori yang akan Anda pelajari pada UKB ini dapat dikuasai dengan baik, maka terlebih dahulu bacalah Buku Teks Pelajaran (BTP) berikut:(1) Th.M.Sudarwati, Eudia Grace, 2016. *Pathway to English Program Peminatan for Senior High School and MA Grade X*. Jakarta: Penerbit Airlangga. (2) dan buku serta referensi lain yang sekiranya Anda temukan berkaitan dengan materi sistem Recount Text dalam bentuk biografi, untuk keperluan ini Anda boleh mencarinya di internet.

2. Peta Konsep



3. Kegiatan Pembelajaran

a. Pendahuluan

Sebelum Anda memulai untuk mengikuti kegiatan belajar ini, pastikan Anda sudah memahami tentang RECOUNT TEXT: BIOGRAPHY. Coba Anda ingat dan pahami kembali materi :

A. SOCIAL FUNCTION OF THE TEXT

- to know a person's story about his / her life outside of any accomplishments this person may be known for
- to give lots of information easily
- to educate the readers.

B. THE STRUCTURES OF THE TEXT

1. **ORIENTATION:** The background information of the person such as full name, place and date of birth.
2. **EVENTS:** An explanation of problem solving, career processes, and various events that have been experienced by the character presented in chronological order.
3. **RE-ORIENTATION (CLOSING):** A conclusion or a comment by the writer, the contribution of the person, views of the author of the character.

C. LANGUAGE FEATURES USED IN RECOUNT TEXT

1. Use **Simple Past Tense** :
S + V2 + (object) or S + was / were + (adverb, adjective , noun)
Dr. Sutomo founded Budi Utomo Organization in 1908
2. Use **Past Continuous Tense** :
S + was/were+ Ving + (object)
Bung Tomo were struggling against British in 1945
3. Use **Past Perfect Tense**
S + had + V3 + (object)
Mr. Soekarno proclaimed Indonesia Independence after Japan had lost the world war
4. Use **Temporal Conjunction** , ex : after that, next, then, after, etc.
5. Introducing Personal Participants by using **Pronouns**

Subject	Object	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
I	Me	My	Mine	Myself
You	You	Your	Your	Yourself
She	Her	Her	Hers	Herself
He	Him	His	His	Himself
It	It	Its	Its	Itself
We	Us	Our	Ours	Ourselves
They	Them	Their	theirs	Themselves

6. Use **adverbs of time** to say:
when something happened:
 - *I saw Mary yesterday.*
 - *She was born in 1978.*
 - *There was a storm during the night.*
 - *I will see you later.*
 for how long:
 - *We waited all day.*
 - *They have lived here since 2004.*
 - *We will be on holiday from July 1st until August 3rd.*
 how often (frequency):
 - They usually watched television in the evening.
 - We sometimes went to work by car.

Beberapa istilah penting



1. **A recount text** is a text which retells events or experiences in the past whose purpose is to tell the readers what happened in the past through a sequence of events.
2. **Orientation** is introducing the participants, place and time
3. **Events** is describing series of events that happened in the past
4. **Reorientation** usually states the writer personal comment or impression. It is optional
5. **Language features are** the grammar that are used in the text

Setelah Anda sudah menguasai konsep tentang teks Recount, silahkan dilanjutkan ke kegiatan belajar berikutnya. Apabila Anda masih belum paham dan memiliki beberapa kesulitan, bertanya dan mintalah bantuan pada teman atau guru Anda untuk membimbing kembali terkait Recount Text

b. Kegiatan Inti

1) Petunjuk Umum UKB

- a) Melalui UKB ini Anda akan mengembangkan kemampuan bernalar menyusun text recount secara kontekstual dan melaporkan hasilnya melalui laporan tugas individu sehingga Anda akan terlatih **berkomunikasi** dengan baik. Aktivitas berpikir yang akan Anda latih dalam UKB ini adalah menganalisis fungsi sosial, struktur dan unsur kebahasaan teks recount, mengevaluasi konsep yang dipelajari dengan membuat resume, dan/atau menyusun dan menyajikan teks recount terkait (biografi tokoh terkenal). Untuk itu, Anda harus belajar dengan **sabar, tekun dan disiplin** sehingga Anda bisa tahu, mau, dan mampu melakukan **aktifitas berpikir tinggi** tersebut melalui belajar Bahasa dan Sastra Inggris ini.
- b) **Baca dan pahami** materi pada :
Th.M.Sudarwati, Eudia Grace, 2016. *Pathway to English Program Peminatan for Senior High School and MA Grade X*. Jakarta: Penerbit Airlangga Hal. 85, 87, 93, 96, dan 99.
- c) **Kerjakan UKB** ini dibuku kerja atau langsung mengisikan pada bagian yang telah disediakan. Anda bisa bekerja sendiri, namun akan lebih baik apabila bekerjasama dengan teman lain sekaligus berlatih untuk berkolaborasi dan berkomunikasi dengan baik.
- d) Anda dapat **belajar bertahap dan berlanjut** melalui kegiatan **ayo berlatih**, apabila Anda yakin sudah paham dan mampu menyelesaikan permasalahan-permasalahan dalam kegiatan belajar 1, 2, dan 3 Anda boleh sendiri atau mengajak teman lain yang sudah siap untuk **mengikuti tes formatif agar Anda dapat belajar ke UKB berikutnya**.

2) Kegiatan Belajar / Learning Activity

Ayo.....ikuti kegiatan belajar (learning activity) berikut dengan penuh **kesabaran dan konsentrasi!!!**

LEARNING ACTIVITY 1



WARM UP!

LOOK AT THE FOLLOWING PICTURES!

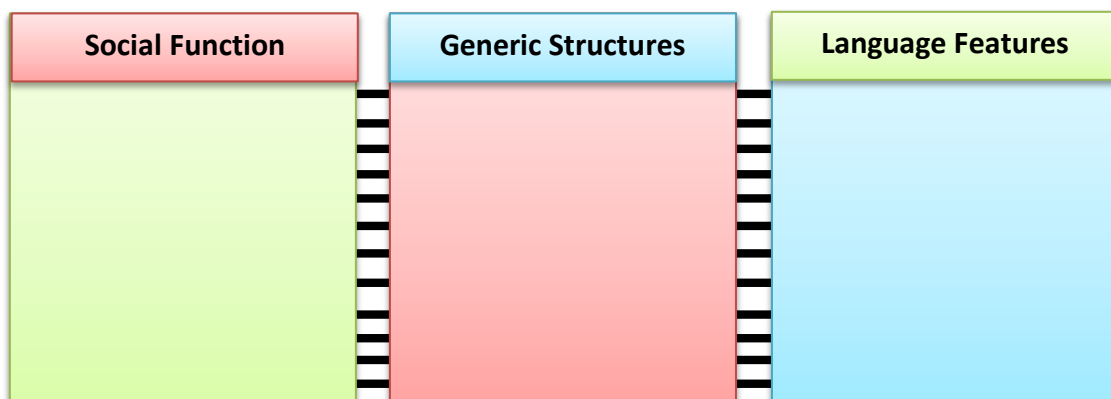


1. Now answer the following questions:

- Who is he? Is he famous?
- What do you know about him?
- What did he do?
- How did he become famous?
- What inspires you most about him?

2. To know and read further about his story, please click the following link:
<https://www.youtube.com/watch?v=xUR8hQ4-udU>

- Did you answer the questions in part 1 correctly?
- After watching the video of his story, analyze the social function, the structures of each paragraph and the languages used in the text of Biography of B.J. Habibie
- You can use the following mind map or you can use your own format.





Read the following text



R. A. KARTINI

Raden Adjeng Kartini (21 April 1879 – 17 September 1904), sometimes known as Raden Ayu Kartini, was born in Jepara, Central Java. She was a prominent Indonesian national heroine from Java. She was also a pioneer in the area of education for girls and women's rights for Indonesians.

Born into an aristocratic Javanese family in the Dutch East Indies, now Indonesia, she attended a Dutch language primary school. She aspired to further education but the option was unavailable to her and other girls in Javanese society. She came into contact with various officials and influential people including J.H. Abendanon, in charge of implementing the Dutch Ethical Policy.

Kartini wrote letters about her feelings and they were published in a Dutch magazine and later as: *Out of Darkness to Light*, *Women's Life in the Village* and *Letters of a Javanese Princess*. Her birthday is now celebrated as Kartini Day in Indonesia. She took an interest in mysticism and opposed polygamy. Her advocacy for the education of girls was continued by her sisters.

Inspired by R.A. Kartini's example, the Van Deventer family established the R.A. Kartini Foundation which built schools for women, 'Kartini's Schools' in Semarang in 1912, followed by other women's schools in Surabaya, Yogyakarta, Malang, Madiun, Cirebon and other areas.

In 1964, President Sukarno declared R.A. Kartini's birth date, 21 April, as 'Kartini Day' - an Indonesian national holiday. This decision has been criticized. It has been proposed that Kartini's Day should be celebrated in conjunction with Indonesian Mother's Day, on 22 December so that the choice of R.A. Kartini as a national heroine would not overshadow other women who, unlike R.A. Kartini, took up arms to oppose the colonizers.

In contrast, those who recognize the significance of R.A. Kartini argue that not only was she a feminist who elevated the status of women in Indonesia, she was also a nationalist figure, with new ideas, who struggled on behalf of her people and played a role in the national struggle for independence.

Simplified from: <https://en.wikipedia.org/wiki/Kartini>



Discuss and answer the following questions

1. What is the purpose of the text?
2. Analyze the structure of each paragraph. (you may use the following table or you can use your own format)

STRUCTURES		TEXT
Title		
Orientation		
Event(s)		

Reorientation	
----------------------	--

3. Analyze the language features used in the text (Fill in the following table, number 1 (a) is done as an example for you)

Fill Table with the Language Features From the Text.

NO	LANGUAGE FEATURES	SENTENCES
1.	Simple Past Tense	a. Raden Ayu Kartini, was born in Jepara, Central Java. b. c. d. e.
2.	Past Continuous Tense	
3.	Past Perfect Tense	
4.	Temporal Conjunction	
5.	Possessive Adjectives	
6.	Possessive Pronouns	
7.	Reflexive Pronouns	
8.	adverbs of time	

Make sure that your sentences are grammatically correct. Discuss the exercises above with your friends then consult it with your teacher.

That's all... It's so simpleright?



LET'S SPEAK UP

1. Look at the following pictures



Marie Curie



Abraham Lincoln



Margaret Thatcher



Ismail Marzuki

2. Choose one of the famous people based on the previous pictures.
3. Read the text about the famous person you choose in your textbook.
 - a. Marie Curie (p. 84)
 - b. Abraham Lincoln (p. 86)
 - c. Margaret Thatcher (p. 89-90)
 - d. Ismail Marzuki (p. 93)
4. Discuss and analyze the social function, text structures of each paragraph and the language used in the text.
5. Submit your analysis report in Stream of Google classroom. Make sure to give title on your file and your group name. For example: Group 1 - Analysis on Marie Curie
6. Present your group discussion result in stream.
7. Make sure to give comment or state your opinion to the other group's presentation by typing your comment in the group post on stream.
8. Use positive and respectful tone while commenting.



LET'S SUM UP

This is the last part of learning activity 1

1. Create a resume as a learning conclusion of learning activity 1.
2. You can answer the following questions as a reference and of course you are free to choose and use your own format in a critical and creative way.

Reflective summary

1. In this activity, I have learned:
2. The key features of biography include
3. What I like most about this activity is/are
4. What I need to improve or learn more is/are

3. Submit your resume in your classwork on Google classroom entitled **Resume of Learning Activity 1: Biographical Recount.**
4. The guidelines and the deadline have been posted in Google Classroom
5. Make sure you do your work honestly and responsibly.



Now you can go to learning activity 2

Next Page »



LEARNING ACTIVITY 2

WARM UP!

LOOK AT THE FOLLOWING PICTURES!

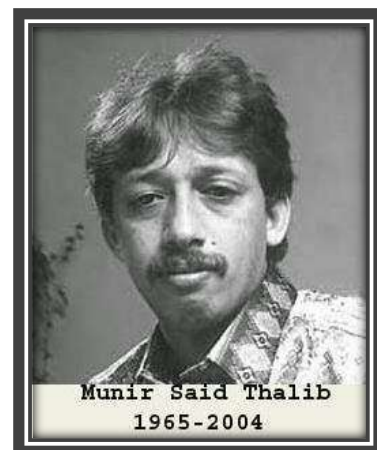


1. Now answer the following questions:
 - a. What are the pictures about?
 - b. Who are the people whose names used as the name of the street?
 - c. Are they famous people?

- d. Which name you know much about?
 - e. Where she/he was born?
 - f. Where did she / he spend her/his life?
 - g. What was her/his contribution?
2. Do you still remember the social function, structures and language features of recount text?



Look at the following pictures



1. Discuss with your group which famous person that you want to choose as the subject of your recount text
2. Make sure you do a reserach by finding literature or references about the subject of your biographical recount text.
3. Make sure to read and follow the steps of writing a good text



4. Look at the following cohesive devices to create a coherent paragraph

Cohesive devices

Linking sentences together

ADDING and also as well as moreover too furthermore in addition additionally plus along with	SEQUENCING first/firstly second/secondly third/thirdly finally next before after then subsequently	EMPHASISING above all in particular especially significantly indeed notably chiefly mainly clearly generally	CONTRASTING however whereas instead of nevertheless alternatively otherwise unlike on the other hand conversely yet
COMPARING similarly likewise as with just as like equally not only ... but also in the same way	CAUSE and EFFECT because so therefore thus consequently hence as a result due to this	EXCEPTIONS but however although unless if not except apart from aside from as long as	ILLUSTRATING for example such as for instance in the case of as revealed by illustrated by



LET'S BRAINSTORM

Before composing a biographical recount, plan your writing by brainstorming your ideas. You can use the following guidelines questions before creating the sentences.

1. When and where were they born?
2. How was their personal / family / educational background?
3. What kind of contribution did they make to the country or their chosen field?
4. How is their work or contribution relevant today?
5. What is their legacy? How are they remembered?
6. What or who did they have a major influence on?

LET'S BEGIN

Fill the table below using the answers of the questions above

Answers	Sentences Elaboration
1.	
2.	
3.	
4.	
5.	
6.	



LET'S WRITE

1. Rewrite your sentences into each paragraph!
2. Make sure you refer to cohesive devices in page 14, so your ideas will link coherently.

STRUCTURES		TEXT
Title		
Orientation		
Event(s)		
Reorientation		



LET'S GET IT DONE!

3. Rewrite your paragraphs into a good biographical recount text!

A large, empty rectangular area with a light orange gradient background, intended for writing the biographical recount text. The bottom right corner of the area is folded over, suggesting a piece of paper.



LET'S SPEAK UP

1. Submit your final composition in Classwork of google classroom (individual)
2. Present your final composition in Stream of google classroom (group work)
3. Make sure to give comment or state your opinion to the other group's presentation by typing your comment in the group post on stream.
4. Use positive and respectful tone while commenting.



LET'S SUM UP

This is the last part of learning activity 2

1. Create a resume as a learning conclusion of learning activity 1.
2. You can answer the following questions as a reference and of course you are free to choose and use your own format in a critical and creative way.

Reflective Summary

1. In this activity, I have learned:
2. The key features of biography include
3. What I like most about this activity is/are
4. What I need to improve or learn more is/are

3. Submit your resume in your classwork on Google classroom entitled **Resume of Learning Activity 2: Biographical Recount.**
4. The guidelines and the deadline have been posted in Google Classroom
5. Make sure you do your work honestly and responsibly.



Now you can go to the closing section

c. Penutup

Setelah Anda belajar bertahap dan berlanjut melalui kegiatan belajar 1 dan 2, berikut diberikan tabel untuk mengukur diri Anda terhadap materi yang sudah Anda pelajari. Jawablah **sejujurnya** terkait dengan penguasaan materi pada UKB ini di Tabel berikut.

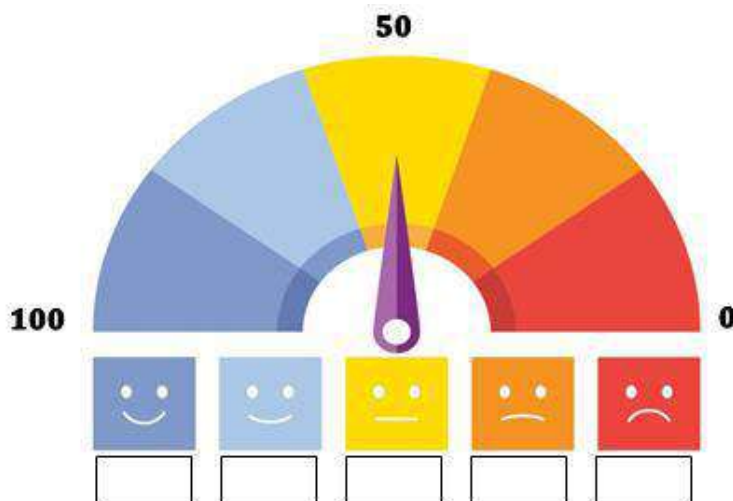
Table 1 Learning Reflection

No	Questions	Yes	No
1.	Have you understood the social function of recount text ?		
2.	Can you answer the questions who,what, where, when, and how based on the information on the text?		
3.	Can you create a paragraph from a simple sentence?		
4.	Can you compose a recount text by elaborating paragraphs?		

Jika menjawab “TIDAK” pada salah satu pertanyaan di atas, maka pelajarilah kembali materi tersebut dalam Buku Teks Pelajaran (BTP) dan pelajari ulang kegiatan belajar 1, 2, atau 3 yang sekiranya perlu Anda ulang dengan bimbingan Guru atau teman sejawat. **Jangan putus asa untuk mengulang lagi!** Dan apabila Anda menjawab “YA” pada semua pertanyaan, maka lanjutkan pada bagian berikut.

Dimana posisimu?

Ukurlah diri Anda dalam menguasai materi Recount Text dalam rentang **0 - 100**, tuliskan ke dalam kotak yang tersedia.



Setelah Anda menuliskan penguasaan terhadap materi Recount text, lanjutkan kegiatan berikut untuk mengevaluasi penguasaan Anda!

Yuk Cek Penguasaanmu terhadap Materi Recount Text!

Write a short paragraph about your family (parents/ brother/ sister/ grandparents /relatives) by completing the information in the following sentences.

My name is
She/ he is a/an.....
She/ he was born in
She/ he studied in
She/ he has
She/He inspires me because

.....

.....

.....

.....

.....

.....

.....

.....

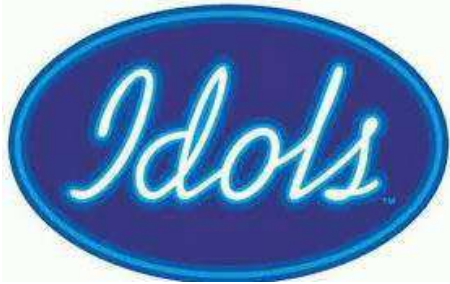
.....

.....

After doing the exercises above and following the activities 1 and 2, do you think composing a recount text is difficult? Or do you have a simpler way in composing recount text? Please share it to your friends and your teacher. Please write it down on your book as your reflection. Ask your teacher to give you a test so that you are allowed to study and access the next learning activity (UKB).



REMIDIAL ACTIVITY



- a. Do you have an idol?
- b. Who is your idol?
- c. Why do you like him/her?

Fill the information about your idol by using the following list as your framework.

1. Their personal identity

Everyone has their own way of viewing life and the difference can be startling, depending on whom you observe. Obviously if you consider a person to be your idol, you are going to be aware of their personality traits and this can be a good topic to start with. Try not to be too judgmental or definitive in your assessment, it is a person you are talking about.

2. The thing about them that caught your attention

Despite being an awesome person, people don't simply stand out, they must have done something to catch your attention. Describe the events that led to the moment you realized that you considered someone to be your idol.

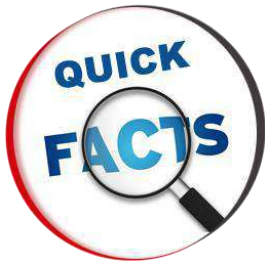
3. How they accomplish their goals

We value many things in life and different people live for different reasons, along with this, comes different ways of doing things. Describe how your idol goes about their daily life, their job and their goals. This can help paint a better picture about what the person is like.

4. How did this person change your life

Having an idol means that in one way or the other, that person has affected your life, causing you to act differently from the moment you recognized the fact. Show the changes that have occurred in your life since you gave your idol the title.

REINFORCEMENT



1. Name 3 (three) famous people (you may find the references in your textbook or internet)
2. Fill the information about the famous people use Quick Facts in Worksheet 1
3. Ask your friends about the famous people they choose and fill the information in Quick Facts table.
4. You may consult your friends and your teacher about the information you have found.

WORKSHEET 1: QUICK FACTS

No	Name	Occupation	Birth date	Place of Birth	Death date	Education	Place of Birth	Place of Death	Achievements

LEMBAR KERJA PESERTA DIDIK (LKPD)

MATERI 5 : RECOUNT TEXT
KELAS/ PROGRAM : X SMA/ BAHASA, IPA, IPS
TAHAP : 1

Pembelajaran Bahasa dan Sastra Inggris

Topik Bahasan	Recount Text – Biografi Tokoh Terkenal
Kelas/Program	X SMA / Bahasa, IPA, IPS
Semester	Gasal
Kompetensi Dasar	3. 5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya 4.5. Teks <i>recount</i> dalam bentuk biografi 4.5.2. Menyusun teks recount lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
Tujuan Pembelajaran	➤ Menentukan fungsi sosial, struktur teks dan unsur kebahasaan teks Recount
Petunjuk Kerja	➤ Peserta didik menjawab pertanyaan tentang teks recount ➤ Peserta didik menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks Recount
Nama Peserta	
Kelas/Program	

A. Building Knowledge of Fields

1. Listening: monologue

Activity 1

Listen to the following recount text by your teacher. (listening script is enclosed)

Activity 2

State whether the following statements are true or false based on the text you have heard.

No	Statements	True	False
1.	Picasso was one of the most outstanding singers.		
2.	Picasso was born in Spain.		

3.	He was the son of an art teacher.		
4.	He studied at the academy of arts in France		
5.	He painted realistic works in a modern style in 1897.		
6.	He used shades of red to show poverty in Barcelona.		
7.	'Man with a Guitar' was one of Picasso's cubist paintings.		
8.	Picasso died because of heart attack in 1973.		
9.	Picasso died in France.		
10.	Picasso was a great artist.		

Activity 3

Put the statements in the chronological structures.

1. From about 1895 to 1901, he painted realistic works in a traditional style.
2. He was born in 1881 in Malaga, Spain
3. Picasso died in Moughins, France in 1973.
4. After 1908, he entered into the style of cubism.
5. Picasso was best known for his paintings
6. Then, he entered what was called the Blue Period.

1.
2.
3.
4.
5.
6.

2. Grammar functions

2. 1 Simple Past Tense



A. Sentence Pattern

PAST SIMPLE TENSE	
TO BE	VERBS
<p>+ S + Was/were They were friends.</p>	<p>S + V-ed She worked yesterday.</p>
<p>- S + was not/were not + ... They weren't friends.</p>	<p>S + did not + verb (base form) She didn't work yesterday.</p>
<p>? Was/Were + S + ...? They weren't friends.</p>	<p>Did + S + verb (in base form)? Did she work yesterday?</p>
Usage	Example

B. Functions

The Simple Past Tense
Dz Page

When do we use the simple past?

<p>Completed action in the past</p> <p>He broke his tooth last week. Peter cooked dinner last night.</p>	<p>The simple past tense of most verbs ends in -ed. These verbs are called regular verbs.</p> <ul style="list-style-type: none"> ● Base form + ed Watch / Watched . Play / Played ● Verbs ending in a consonant + Y change -y to -i+ ed Study / Studied . Carry / Carried ● Verbs ending in -e + d Close / Closed . Like / Liked
<p>Habits in the past</p> <p>Peter played the piano when he was a child. He studied Spanish when he was a student.</p>	<p>The simple past form of some verbs does not end in -ed. Such verbs are called irregular verbs.</p> <p>Write / wrote (not writed) Speak / Spoke (not speaked) eat / ate (not eated) Read / read (not readed)</p>
<p>Series of completed actions</p> <p>He sat down, took out a notebook and a pen, and started taking notes. He made breakfast, drove his son to school, and went to work.</p>	

C. Examples



20 Sentences of Simple Past Tense

1. Two boys **played** with a ball.
2. An old lady **walked** with her cat.
3. A nurse **brought** a little girl baby to the park.
4. An old man **sat down** and read his book.
5. A large trunk **came** around the corner.
6. She **finished** all the exercises.
7. I **enrolled** to the pilates course.
8. Dr Smith **healed** the patient.
9. They **bought** 2 tickets for the U2 concert.
10. Michael **studied** hard all year.
11. **Did** you play football last day?
12. I **missed** the class last week.
13. My brother **drank** a glass of milk 2 hours ago.
14. They **had** a meeting with her colleagues.
15. They **were** students last year.
16. He **smoked** a cigarette.
17. They **lived** in the Spain.
18. She **left** the school in 2010.
19. He **bought** a new house last month.
20. **Did** she clean her home?

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Activity 4

Complete these sentences in the PAST TENSE, using the correct verb:

play	enjoy	watch	listen
phone	stop	walk	travel
like	stay	talk	read



Examples: I **watched** the late film on TV last night.

1. We really the concert last night. It was great!
2. She with friends in BJBR resorts last week.
3. My brother very well in the last Free Fire Championship.
4. Her parents by train from Pasuruan to Banyuwangi.
5. I you four times last night but you were out.
6. We along the beach yesterday. It was lovely.
7. She the film but she didn't like the music.
8. The men working at exactly one o'clock.
9. I to the new BTS album yesterday. It's great.
10. They to us about their trip to Sempu Island. It was very interesting.

Activity 5

Complete the conversation with WAS / WASN'T / WERE / WEREN'T.

- Deo : Where **were** you last night? I phoned you but you at home.
Fitri : Iout with friends. We at *Syukron Café*.
Deo : Marsa there?
Fitri : No, she Why?
Deo : Oh, I just wondered.

Fitri : Sheout with Azriel. Theyat *Kopi Janji*. I think.
 Deo : No, they
 Fitri : How do you know?
 Deo : Because I there!

Activity 6

Complete the following statement with the **PAST SIMPLE** form of the verbs in brackets.

Last night I (go) to my favorite restaurant in Jember. I (leave) the restaurant at about 11 o'clock. It (be) a warm evening and I (decide) to walk along the beach.

Suddenly, I (hear) a noise. I (turn) and (see) three boys aged about eighteen. One boy (come) up to me and (ask) me the time. When I (look) down at my watch, he (hit) me and I (fall) to the ground. Another boy (take) my wallet. I (shout) for help. Then they(run) away.

2.2 Temporal Conjunctions



A. List of temporal conjunctions (sequential connectors)

Temporal conjunctions or sequential connectors are used to connect between a sentence to the other sentence or between paragraph to paragraph. The examples are:



Connectors of Sequence

✓ First	✓ First of all	✓ In conclusion
✓ Second	✓ By the time	✓ To summarise
✓ Third	✓ Eventually	✓ Afterwards
✓ Finally	✓ At last	✓ Firstly
✓ Next	✓ At the end	✓ Secondly
✓ Meanwhile	✓ Furthermore	✓ Thirdly
✓ After	✓ Further	✓ And
✓ Before	✓ Moreover	✓ In the end
✓ Later	✓ Another	✓ Soon
✓ Then	✓ In addition	
✓ Subsequently	✓ Also	

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B. Examples

Sequence Connectors



At last	At last she passed the math exam.
Furthermore	Reading books help to learn new information, furthermore , it helps to keep the brain cells fresh.
Finally	The notebook finally reached me last night.
Meanwhile	My moter was talking to my father Meanwhile , my son was making lunch.
Moreover	Mary plays football. Moreover she works a hotel.
Besides	Besides the guitar, she plays the piano.
In the end	She worked hard, and in the end , she passed the exam.
In addition	Samuel writes short stories, In additon , he writes articles for a newspaper.
First of all	First of all , I'd like to thank my family.
In conclusion	In conclusion , nobody is perfect.
Then	First, brush your teeth, then go room.
Next	Next , leave it for 5-10 minutes, depending on the tea.
As soon as	As soon as my daughter gets up, she will wash her face.
Later	They'll call you later today.
All in all	My son may not be brilliant, but all in all As far as I know he did quite well in his exams.
Eventually	It might take her five weeks but she will do it eventually .

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Activity 7

Complete the Blog Entry with the **Connectors of Sequence**

SABRINA'S BLOG

Yesterday, it was my birthday and it didn't start well. I went to the park to meet my friends, but they weren't there. I decided to look for them. (1) _____, I went to the shopping centre opposite the park, but they weren't there. (2) _____, I looked for them at the library, but they weren't there. (3) _____, I tried the sports centre and the restaurant near the park, but my friends weren't there. (4) _____, I went home, and my friends there... with a birthday cake, ice cream, music and games. It was a surprise party for me! In the end, I had a great birthday.

B. Modelling of Text

Activity 8

Practice the following dialogues with your friends

- Dhimas : I think Nelson Mandela was a great man.
Vera : Nelson Mandela? He was a musician, wasn't he?
Dhimas : Oh no! He wasn't a musician. He was a freedom fighter.
Vera : Was he? Where did he come from?
Dhimas : He came from South Africa. He was a South African politician.
Vera : I've never heard about him. What did he do?
Dhimas : He fought for the right of his people in South Africa.
Vera : Freedom fighter? Do you mean he got involved in the war against colonialism?
Dhimas : No....no.... It isn't like what you think. Nelson Mandela fought the freedom for his people politically. He went against the South African government who had a policy of apartheid. He wanted to free South Africa without violence.
Vera : That's awesome.
Dhimas : Yes, and because of that he was put in jail for over 26 years. Eventually, his fight was successful. He became the first black president of South Africa.
Vera : Tell me more about him.
Dhimas : Why don't you search his biography on the internet?
Vera : Oh, that's a great idea, thank you.

Activity 9

Analyze whether the following statements are true (T) or false (F) based on the previous dialogue.

No	Statements	True (T)	False (F)
1.	Mandela was a freedom fighter for human rights.		
2.	Mandela was a leader of South Africa.		
3.	Mandela was put in jail when he was 26 years old.		
4.	After having been in jail for 26 years, Mandela's fight was successful.		
5.	Nelson Mandela was involved in the physical war against the apartheid government.		



Now, Let's practice to compose recount text in LKPD 2

LEMBAR KERJA PESERTA DIDIK (LKPD)

MATERI 5 : RECOUNT TEXT
KELAS/ PROGRAM : X SMA/ BAHASA, IPA, IPS
TAHAP : 2

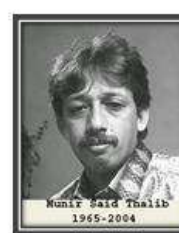
Pembelajaran Bahasa dan Sastra Inggris

Topik Bahasan	Recount Text – Biografi Tokoh Terkenal
Kelas/Program	X SMA / Bahasa, IPA, IPS
Semester	Gasal
Kompetensi Dasar	4.5. Teks <i>recount</i> dalam bentuk biografi 4.5.2. Menyusun teks <i>recount</i> lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
Tujuan Pembelajaran	<ul style="list-style-type: none"> ➤ Menyusun teks <i>recount</i> dalam bentuk biografi sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan teks <i>Recount</i> ➤ Menyajikan teks <i>recount</i> dalam bentuk biografi sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan teks <i>Recount</i>
Petunjuk Kerja	<ul style="list-style-type: none"> ➤ Peserta didik menyusun teks <i>Recount</i> dalam bentuk biografi ➤ Peserta didik menyajikan teks <i>Recount</i> dalam bentuk biografi
Nama Peserta	
Kelas/Program	

A. Join Construction of Text

Activity 1

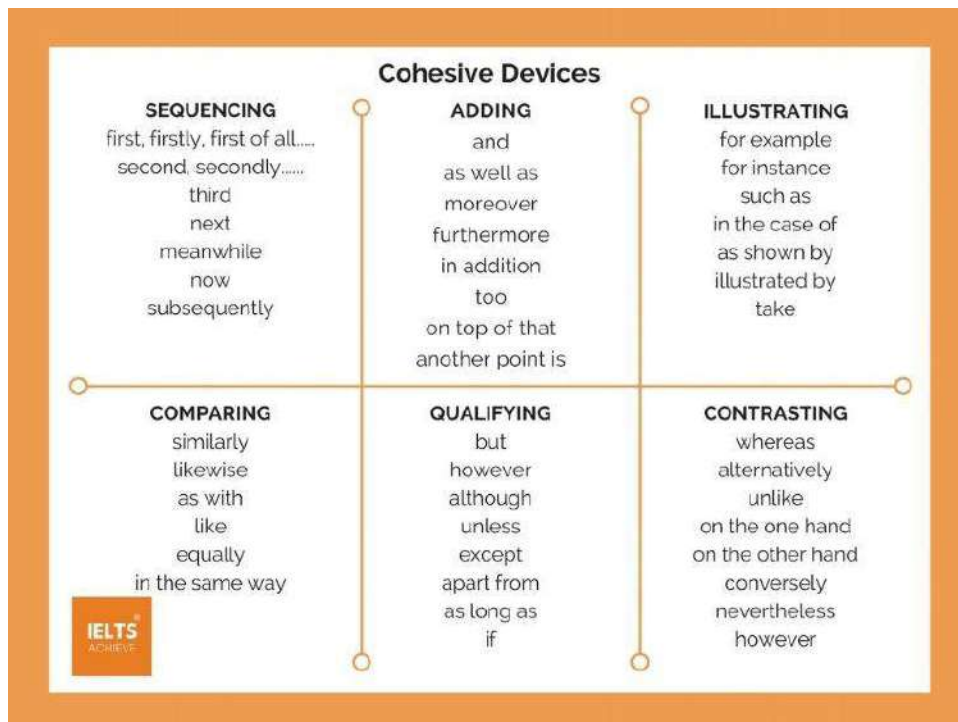
1. Work in group of four. Look at the following pictures of several famous people.



2. Discuss with your group which famous person that you want to choose as the subject of your recount text
3. Make sure you do a research by finding literature or references about the subject of your biographical recount text.
4. Make sure to read and follow the steps of writing a good text



5. Refer to the following cohesive devices to create a coherent paragraph.



Activity 2

Use the following guidelines questions to brainstorm your ideas.

- a) When and where were they born?
 - b) How was their personal / family / educational background?
 - c) What kind of contribution did they make to the country or their chosen field?
 - d) How is their work or contribution relevant today?
 - e) What is their legacy? How are they remembered?
 - f) What or who did they have a major influence on?
6. Elaborate the answers of the questions into a good sentence.

Answers	Sentences Elaboration
1.	
2.	
3.	
4.	
5.	
6.	

Activity 3

Write the sentences into each paragraph

STRUCTURES		TEXT
Title		
Orientation		
Event(s)		
Reorientation		

Activity 4

Discuss, check and re-write your composition



A large rectangular area with a light green background and horizontal lines, intended for writing a composition. The bottom right corner of the area is folded over, suggesting it's a sheet of paper.



B. Independent Construction of Text

Activity 5

Complete the following information about your friend(s) or family (parents/ brother/ sister/ grandparents /relatives).

My name is

She/ he is a/an.....

She/ he was born in

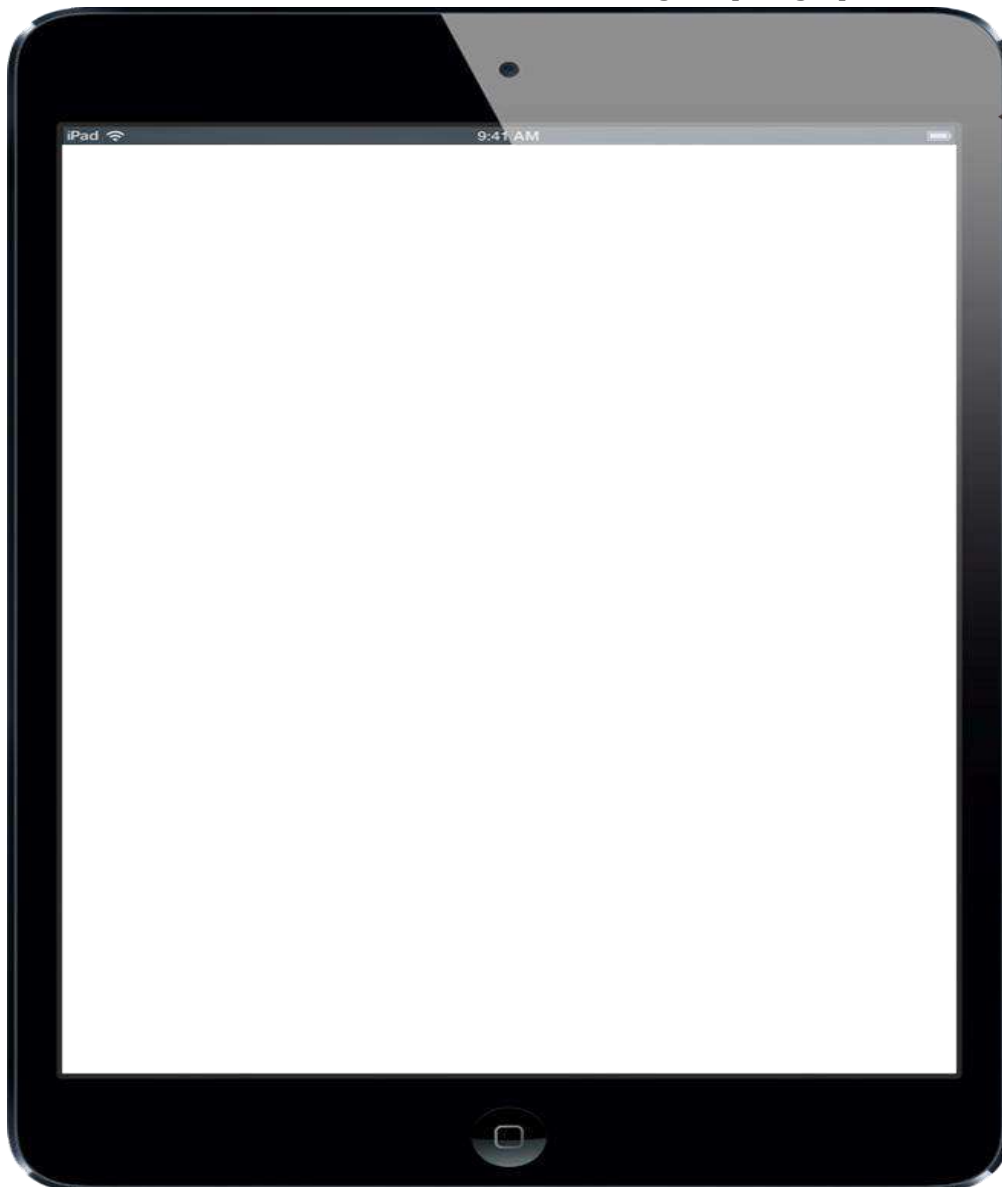
She/ he studied in

She/ he has

She/He inspires me because

Activity 6

Elaborate the sentences into a short and good paragraph



**DO IT
YOURSELF**



Activity 7

1. Upload and present your text in Stream of Google Classroom.
2. Ask your friend to analyze your friend's presentation by using the following checklist

Name : _____

Class/Program : _____ / _____

No	Aspects being Assessed and Analyzed	Yes	No	Comments or Examples
1.	Is the text focus on one participant?			
2.	Are the sentences in the text mostly written in simple past tense?			
3.	Are the sentences in chronological orders?			
4.	Does the text use proper connectors to unite the sentences?			
5.	Does the text use the generic structure of recount text?			
6.	Have the text used the correct spelling and punctuation?			

FORMATIVE TEST

MATERI 5: RECOUNT TEXT KELAS/ PROGRAM: X SMA/ BAHASA, IPA, IPS

Name :
Class/Program : X SMA/

I. READ THE TEXTS AND ANSWER THE QUESTIONS BY CROSSING THE BEST ANSWER. TEXT 1



Born into a family of doctors in Kampung Ketapang, Kwitang Barat, Jakarta, Abdulrachman Saleh also became a doctor. After finishing MULO, he studied at STOVIA. While still a student, he was appointed assistant at the laboratory of physiology. Graduating from STOVIA, Abdulrachman Saleh continued his work at the lab while having his own medical practice.

Abdulrachman Saleh's role in medicine was significant. He became a lecturer in Jakarta, Surabaya, Malang, and Klaten. For his meritorious service in medicine, specifically in physiology, in 1958, the University of Indonesia bestowed him the title of *Bapak Ilmu Faal* (Father of Physiology).

Abdulrachman Saleh was a man of many interests. He was involved in youth organizations like Boy Scouts and Indonesia Muda. He was also a member of Aeroclub, and co-founded the *Verenigde Oosterse Radio Omroep* (VORO), an organization of broadcasters. It was he who established the Voice of Free Indonesia, the radio station which spread the proclamation of Indonesia's independence to the world.

1. Abdulrachman Saleh was bestowed the title Father of Physiology because
 - A. he was a lecturer in the Medical faculty of the University of Indonesia
 - B. he was a lecturer as well as a doctor
 - C. he had significant contribution in physiology
 - D. he was a lecturer in many parts of Indonesia
 - E. he was a professor in physiology

2. The main idea of the first paragraph is that Abdulrachman Saleh ...
 - A. had his own medical practice,
 - B. studied at the medical school in STOVIA.
 - C. became a doctor because of his family.
 - D. was appointed assistant at the laboratory of physiology.
 - E. started his career as a doctor in STOVIA.
3. Besides medicine, Abdulrachman also had a special interest in
 - A. laboratorium assistance
 - B. student organizations
 - C. aeroplane designing
 - D. broadcasting
 - E. politics
4. The word bestowed in “the University of Indonesia bestowed him the title of *Bapak Ilmu Faal* (Father of Physiology)” (p.2) has the closest meaning to
 - A. preserved
 - B. presented
 - C. withheld
 - D. kept
 - E. retained

TEXT 2



Diana was born in 1961 as the third daughter of Edward John Spencer and his wife Ruth Burke Roche. Diana grew up in a very privileged family that had a long history of close ties with the royal family. When Diana’s paternal grandfather passed away in 1975, Diana’s father became the 8th Earl of Spencer and Diana gained the title of “Lady”.

In 1969, Diana’s parents divorced. Her mother’s affair helped court decide to give custody of the couple’s four children to Diana’s father. Both of her parents eventually remarried, but the divorce left an emotional scar on Diana.

Diana attended school at West Heath in Kent and spent a short time a finishing school in Switzerland. Although she was not an excellent student academically, her determined personality, caring nature, and cheerful outlook helped her through it. After returning from Switzerland, Diana rented an apartment with two friends, worked with children at the Young England Kindergarten, and watched movies and visited restaurants in her free time.

It was about this time that Prince Charles, in his early 30, was under increasing pressure to choose a wife. Diana’s vibrancy, cheerfulness, and good family background caught the attention of Prince Charles and the two began dating during in mid-1980. It was a whirlwind romance for

on February 24, 1981, Buckingham Palace officially announce the couple's engagement. At the time, Lady Diana and Prince Charles seemed truly in love and whole world was awed by what seemed like a fairytale romance.

5. How did Diana spend her free time when she was still a bachelorette?
 - A. She watched movies
 - B. She finished her school
 - C. She worked in restaurant
 - D. She returned to Switzerland
 - E. She visited her friends near the restaurant
6. The custody of the couple's four children was given to Diana's father because.....
 - A. her outlook was cheerful
 - B. her mother had an affair
 - C. she determined her personality
 - D. she had her very privileged family
 - E. her paternal grandfather was dead
7. How was Diana' academic achievement?
 - A. Super
 - B. Average
 - C. First rate
 - D. Admirable
 - E. Exceptional
8. The word 'privileged' in "Diana grew up in a very privileged family." (p.1) has similar meaning to
 - A. Disabled
 - B. Forbade
 - C. Disempowered
 - D. Qualified
 - E. Nullified

TEXT 3



General Sudirman was a high ranking Indonesian military officer during the Indonesian national revolution. He was the first commander-in-chief of the Indonesian Armed Forces, he continues to be widely respected in the country.

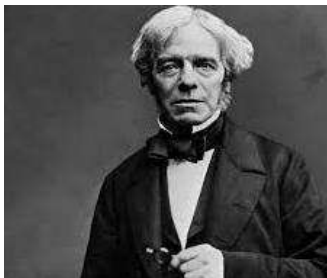
On 12 November 1945, at an election to decide the military's commander-in-chief in Yogyakarta. The 24 years old Sudirman was chosen over Oerip Soemohardjo in a close vote. While waiting to be confirmed, Sudirman ordered an assault on British and Dutch forces in Ambarawa. The ensuing battle and British withdrawal strengthened Sudirman's popular support, and he was ultimately confirmed on 18 December.

General Sudirman commanded military activities throughout Java, including a show of force in Yogyakarta on 1 March 1949. When the Dutch began withdrawing, in July 1949 Sudirman was recalled to Yogyakarta and forbidden to fight further.

In late 1949 Sudirman's tuberculosis returned, and he retired to Magelang, where he died slightly more than a month after the Dutch recognised Indonesia's independence. He is buried at Semaki Heroes' Cemetery in Yogyakarta.

9. What is the monologue about?
 - A. A biography of General Soedirman
 - B. The family of General Soedirman
 - C. The death of General Soedirman
 - D. A spirit of General Soedirman for the Indonesian Armed Forces
 - E. The military forces commanded by General Soedirman
10. What can we infer from the text?
 - A. His uncle's name was also Soedirman
 - B. January is the month of Maulud
 - C. Soedirman was shot and died in the military war
 - D. Soedirman died when he was relatively young
 - E. Soedirman died on 1 March 1949
11. The word 'assault' in "Sudirman ordered an assault on British and Dutch forces in Ambarawa." (p.2) has the closest meaning to
 - A. protect
 - B. attack
 - C. defend
 - D. guard
 - E. shield

TEXT 4



Faraday studied the magnetic field around a conductor carrying a DC electric current. While conducting these studies, Faraday established the basis for the electromagnetic field concept in physics, subsequently enlarged upon by James Maxwell. He similarly discovered electromagnetic induction, diamagnetism, and laws of electrolysis. He established that magnetism could affect rays of light and that there was an underlying relationship between the two phenomena. His inventions of electromagnetic rotary devices formed the foundation of electric motor technology, and it was largely due to his efforts that electricity became viable for use in technology.

As a chemist, Michael Faraday discovered benzene, investigated the clathrate hydrate of chlorine, invented an early form of the Bunsen burner and the system of oxidation numbers, and popularized terminology such as anode, cathode, electrode, and ion.

Although Faraday received little formal education and knew little of higher mathematics, such as calculus, he was one of the most influential scientists in history. Historians of science refer to him as the best experimentalist in the history of science. The SI unit of capacitance, the farad, is named after him, as is the Faraday constant, the charge on a mole of electrons (about 96,485 coulombs). Faraday's law of induction states that magnetic flux changing in time creates a proportional electromotive force.

Faraday was the first and foremost Fullerian Professor of Chemistry at the Royal Institution of Great Britain, a position to which he was appointed for life. Albert Einstein kept a photograph of Faraday on his study wall alongside pictures of Isaac Newton and James Clerk Maxwell.

Faraday was highly religious. He was a member of the Sandemanian Church, a Christian sect founded in 1730 that demanded total faith and commitment. Biographers have noted that a strong sense of the unity of God and nature pervaded Faraday's life and work.

12. What was Michael Faraday expert?
 - A. science, history and religion
 - B. chemistry, electricity and calculus
 - C. electronic, technology and religion
 - D. chemistry, physic and mathematics
 - E. physic, technology and photography
13. Which of the following statements closely relates to Michael Faraday?
 - A. Michael Faraday dedicated his life in science and religion.
 - B. Michael Faraday was downhearted his life in science.
 - C. Michael Faraday concentrated his life in technology.
 - D. Michael Faraday was one of successful scientists.
 - E. Michael Faraday poured his science in technology.
14. Based on the first paragraph, we conclude that
 - A. Faraday and James found the similar electromagnetic
 - B. Faraday found the electromagnetic induction
 - C. James discovered a DC electric current
 - D. James invented the motor technology
 - E. Faraday found the motor technology

TEXT 5



Maria Yuryevna Sharapova is a Russian professional tennis player. She was born in 1987 in Nayan, Siberia. At the age of three, Sharapova moved with her family to Sochi. She began playing tennis at the age of four using a racket given to her by Yevgeng Kafelnikov's father. At the age five or six, at a tennis clinic in Moscow, Sharapova was spotted by Martina Navratilova, who urged her parents to get her serious coaching in the USA.

At the age of seven, she and her father boarded a plane to the USA with only \$700. Her father took her to the Nick Bollettieri Tennis Academy where one of the coaches check her out. The story goes that maria knocked his hat off with the tennis ball, thereby making a favorable impression. This led her obtaining a scholarship. At the age of nine, she was signed up by a number of sponsors including Prince (racquets), Oakley and Nike.

In 2004, Sharapova became the second youngest Wimbledon women's champion in open era (after Martina Hingis) by defeating defending two-time champion Serena Williams in straight sets (6-1, 6-4). In the process she also became the first Russian ever to win that tournament.

15. What is the text about?
 - A. The family of maria Sharapova
 - B. Professional tennis players in the world
 - C. The happiness of having a great father
 - D. The working experience of maria Sharapova
16. In what age was miss Sharapova being a model of some products?
 - A. Three
 - B. Four
 - C. Five
 - D. Nine
17. "... was spotted by Martina Navratilova ..." (Paragraph 2). The synonym of word "spotted" is...
 - A. seen
 - B. searched
 - C. placed
 - D. introduced

TEXT 6



Cristiano Ronaldo was born on February 5, 1985, in Funchal, Madeira, Portugal. Manchester United paid £12 million to sign him in 2003 – a record fee for a player of his age. In the 2004 FA Cup Final, he scored Manchester's first three goals and helped them capture the championship. In 2008, he set a franchise record for goals scored. In 2009, Real Madrid paid a record \$131 million for his service.

It was through his dad's work as an equipment manager at a boy's club that Ronaldo was first introduced to the game of soccer. By the time he was 10 years old, he was already recognized as a phenomenon – a kid who ate, slept and drank the game. "All he wanted to do as a boy was playing football," his godfather, Fernao Sousa, recalled for British reporters, adding, "He loved the game so much that he'd miss meals or escape out his bedroom window with a ball when he was supposed to be doing his homework."

By his early teens, Ronaldo's talent and legend had grown considerably. After a stint with Nacional da liha da Madeira, he signed with Sporting Portugal in 2001. That same year, at the tender age of 16, Ronaldo turned heads with a impressive performance against Manchester United, wowing even his opponents with his footwork and deft skill. He made such an impression that a number of United players asked their manager to try and sign the young player. It wasn't long before the club paid Ronaldo's team more than £12 million for his services – a record fee for a player of his age.

18. What was Ronaldo action for MU in year 2004?
 - A. Signed new contract
 - B. Scored goals to Real Madrid
 - C. Won FA Cup Championship
 - D. Got payment of \$131 million for his service
 - E. Paid \$12 million
19. We can learn from paragraph 2 that...
 - A. Ronaldo was a talented football player
 - B. Ronaldo was a very energetic football player
 - C. Ronaldo gained his success by his early teens
 - D. Ronaldo was a legendary young football player
 - E. Ronaldo became the youngest player in Manchester
20. After a stint with Nacional da liha da Madeira, he signed with Sporting Portugal in 2001.” (Paragraph 3. The word “signed with” can be replaced by...
 - A. Participated
 - B. Went
 - C. Followed
 - D. Joined
 - E. Wrote

II. READ THE TEXT AND DO THE FOLLOWING EXERCISES.



Sanusi Pane

Sanusi Pane was born on November 14, 1905, in Muara Sipongi, Tapanuli. He attended primary school in Sibolga and middle school in Padang and Batavia. During his studies in Jakarta, he published his first poem, “Tanah Air” (Homeland) in *Jong Sumatra* magazine. He finished secondary school in 1922. Then he attended Gunung Sari Teacher’s College until 1925. Upon his graduation, he became a teacher in the college for several years and studied law.

In 1929, he went to India to study Indian culture. He returned from India in 1930 and became a teacher and an editor in *Timboel* magazine. In 1933, he worked for a new literacy magazine, *Poedjanga Baroe*. In 1934, he was fired as a teacher because of his membership in Indonesia National Party.

After that, Pane was active in literature. First, he worked for *Kebangoenan*, a Chinese-owned magazine, in 1936-1941, together with Mohammad Yamin. On 13 December 1937, he founded a news agency, *Antara*, together with Armijn, Adam Malik and Sumanang. From 1941 to 1942, he worked for the state-owned publisher, *Balai Pustaka*, as an editor of the magazine *Indonesia*.

After the Japanese invasion to the East Indies, Pane led the Central Cultural Office. He died on January 2, 1968 in Jakarta.

(Taken from: Pathway to English untuk SMA/MA kelas X)

1. Reading for obtaining specific information

a) What do the following years refer to?

Year	Event(s)
1905	
1922	
1925	
1929	
1930	
1933	
1936-1941	
1937	
1941-1942	
1968	

2. Reading for skimming

b) Find the text organization, the purpose of the text and the language elements used in the text by completing the column below

The Main Character	Pane's Life Story			
	Education	Work	Pane's personality	Relationship

The Language Features	The use of pronouns	The use of was, were	The use of simple past tense	Writer's opinion

3. Reading between lines

Study the text above. Think about some suitable words to describe Pane's family background and career.

Pane's family background

c) 1. _____

Good education

a) 2. _____

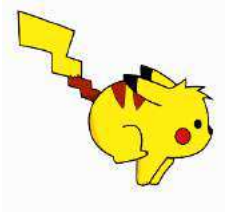
3. _____

Pane's career

e) 4. _____

5. _____





ANSWER KEY AND LISTENING SCRIPT



LKPD Tahap 1

LISTENING SCRIPT

Activity 1

Picasso was one of the most outstanding and important artists of the 1900's. He is best known for his paintings. Almost every style in modern art is represented in Picasso's works.

Picasso was born in 1881 in Malaga, Spain as the son of an art teacher. He studied painting from his father and his college level course of study at the academy of arts in Madrid.

From about 1895 to 1901, he painted realistic works in a traditional style. He, then, entered what was called the Blue Period. During this time, he only used shades of blue in his paintings to show the poverty he saw in Barcelona. After 1908, he entered into the style of cubism. Among his well-known cubist paintings are "Three Musicians" and "Man with a Guitar".

Picasso died in Moughins, France in 1973. He was really great artist.

Activity 2

1. F
2. T
3. T
4. F
5. F
6. F
7. T
8. F
9. T
10. T

Activity 3

1. Picasso was best known for his paintings
2. He was born in 1881 in Malaga, Spain
3. From about 1895 to 1901, he painted realistic works in a traditional style.

4. Then, he entered what was called the Blue Period.
5. After 1908, he entered into the style of cubism.
6. Picasso died in Moughins, France in 1973.

Activity 4

1. enjoyed
2. stayed
3. played
4. traveled
5. phoned
6. walked
7. watched
8. stopped
9. listened
10. talked

Activity 5

- Deo : Where **were** you last night? I phoned you but you **weren't** at home.
- Fitri : I **was** out with friends. We **were** at *Syukron Café*.
- Deo : **Was** Marsa there?
- Fitri : No, she **wasn't** . Why?
- Deo : Oh, I just wondered.
- Fitri : She **was** out with Azriel. They **were** at *Kopi Janji*. I think.
- Deo : No, they **weren't** .
- Fitri : How do you know?
- Deo : Because I **was** there!

Activity 6

Last night I **went** to my favorite restaurant in Jember. I **left** the restaurant at about 11 o'clock. It **was** a warm evening and I **decided** to walk along the beach.

Suddenly, I **heard** a noise. I **turned** and **saw** three boys aged about eighteen. One boy came up to me and **asked** me the time. When I **looked** down at my watch, he hit me and I **fell** to the ground. Another boy **took** my wallet. I **shouted** for help. Then they **ran** away.

Activity 7

1. First
2. Then
3. Next
4. Finally

Activity 9

1. T
2. T
3. F
4. T
5. F

Formative Test

Part I: Multiple Choices

- | | | | |
|-------|-------|-------|-------|
| 1. C | 2. E | 3. B | 4. B |
| 5. A | 6. B | 7. B | 8. D |
| 9. A | 10. D | 11. D | 12. B |
| 13. D | 14. B | 15. B | 16. D |
| 17. A | 18. C | 19. A | 20. D |

Part 2: Essay

1. The following years refer to:

Year	Event(s)
1905	Sanusi Pane was born.
1922	He finished secondary school.
1925	He attended Gunung Sari Teacher's College.
1929	He went to India to study Indian culture.
1930	He became a teacher and an editor in <i>Timboel</i> magazine.
1933	He worked for a new literacy magazine, <i>Poedjanga Baroe</i> .
1936-1941	He worked for <i>Kebangoenan</i> .
1937	He founded a news agency, <i>Antara</i> .
1941-1942	He worked for the state-owned publisher, <i>Balai Pustaka</i> .
1968	Sanusi Pane passed away



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