

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 31 Satu Atap Kaur
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII / Dua
 Materi Pokok : Struktur Teks Recount
 Alokasi Waktu : 1 Pertemuan (2 X 40 Menit)
 Pertemuan ke : 2

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
4. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.11. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya (C4)	3.11.2. Melabeli struktur teks <i>recount</i> acak. (C4) 3.11.3. Menemukan unsur kebahasaan teks <i>recount</i> (<i>Past tense, Conjunction, dan Adverb of time</i>). (C4)
4.11. 2. Menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara	4.11.2.1. Menulis teks <i>recount</i> berdasarkan rangkaian gambar dengan memperhatikan struktur teks dan unsur kebahasaan. (P4)

benar dan sesuai konteks. (P4)	
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C. Tujuan Pembelajaran

Melalui pendekatan saintifik dengan menggunakan metode *discovery learning* yang melibatkan penggunaan gambar berseri, peserta didik dapat menganalisis struktur teks *recount* acak, menggarisbawahi unsur kebahasaan teks *recount* (*Past tense*, *Conjunction*, dan *Adverb of time*, serta menulis teks *recount* sesuai fungsi sosial, struktur teks dan unsur kebahasaan dengan teliti, kerjasama, dan percaya diri.

D. Materi Pembelajaran

1. Materi pembelajaran

Recount Text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. There is no complications among the participants and that differentiates from narrative text. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that “rounds off” the sequence of events.

Social function of the recount text is to retell events for the purpose of informing or entertaining

Generic Structures of the recount text:

1. Orientation: Introducing the participants, place and time.
2. Events: Describing series of event that happened in the past.
3. Reorientation: It is optional. Stating personal comment of the writer to the story

<http://www.ladunaindo.com/2017/02/recount-text-definition-social-function.html>(diakses pada 16 April 2019 pukul 20.17 WIB)

Unsur kebahasaan teks recount(terlampir pada lampiran 1)

Teks recount bergambar(terlampir pada lampiran 2)

2. Materi pembelajaran pengayaan

Terlampir pada lampiran 6

3. Materi pembelajaran remedial

Terlampir pada lampiran 6

E. Metode Pembelajaran

Pendekatan : *Scientific Approach*
 Model : *Discovery Learning*
 Metode : Diskusi, Tanya Jawab, Unjuk Kerja

F. Media, Alat dan Bahan

1. Media
 - a. Video/film : - *Fun Camping With My Friends*
 - b. Bahan tayang berbentuk powerpoint tentang recount text(social function, generic structure, language features)
 - c. Picture series
2. Alat dan Bahan
 - a. *white board*
 - b. *board marker*
 - c. proyektor LCD
 - d. laptop
 - e. speaker

G. Sumber Belajar

Buku siswa: Wachidah, Siti, dkk, 2017, *When English Rings the Bell, Kelas VIII, Edisi Revisi*, Jakarta: Kementerian Pendidikan dan Kebudayaan (Halaman 168 – 173).

Buku Pegangan Guru : Buku Guru Bahasa Inggris *When English Rings the Bell, Kelas VIII, Edisi Revisi*, Jakarta: Kementerian Pendidikan dan Kebudayaan.

Video/film: *Fun Camping With My Friends*,

<https://www.youtube.com/watch?v=vFHDF2UIypI&t=4s>, diunduh 16 April 2019 pukul 15.08 WIB

H. Langkah-langkah Pembelajaran

Kegiatan pendahuluan	Alokasi Waktu
<ol style="list-style-type: none"> 1) Guru menyapa siswa. 2) Salah satu peserta didik diminta untuk memimpin do'a.(religius) 3) Guru mengecek kehadiran siswa.(disiplin) 4) Peserta didik diminta untuk menyebutkan garis besar materi yang dipelajari di pertemuan sebelumnya.(tanggung jawab) 5) Peserta didik membaca tujuan pembelajaran 6) Peserta didik mendengarkan manfaat pembelajaran yang disampaikan oleh pendidik. 7) Peserta didik mendengarkan lingkup penilaian, teknik penilaian dan gambaran umum kegiatan pembelajaran. 	7 menit

Kegiatan Inti	Alokasi Waktu
<p>Stimulation (8 menit)</p> <ol style="list-style-type: none"> 1) Peserta didik dibagikan lembar yang berisi pertanyaan. <i>Who were in the video?</i> <i>Where did they go?</i> <i>When did they go?</i> <i>What did they do?</i> <i>How was the writer's feeling?</i> 2) Peserta didik membaca dan memahami setiap pertanyaan. 3) Peserta didik menjawab pertanyaan melalui kegiatan menonton video berjudul <i>Fun Camping With My Friends</i> yang ditayangkan sebanyak dua kali. <div data-bbox="289 787 1174 1381" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>Video transcript</i></p> <p style="text-align: center;"><i>Fun Camping with My Friends</i></p> <p style="text-align: center;"><i>Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot.</i></p> <p style="text-align: center;"><i>We built the camp next to a small river. It was getting darker and colder, so we built a fire camp. The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.</i></p> <p style="text-align: center;"><i>On Monday, we packed our bags and got ready to go home.</i></p> </div> <ol style="list-style-type: none"> 4) Peserta didik dan pendidik melakukan tanya jawab terkait jawaban peserta didik. <p>Problem Statement (10 menit)</p> <ol style="list-style-type: none"> 5) Peserta didik diarahkan oleh pendidik untuk membuat hipotesis awal terkait teks recount(struktur teks dan unsur kebahasaan). 6) Peserta didik menuliskan hipotesis awal pada buku latihan. <p>Data Collection (10 menit)</p> <ol style="list-style-type: none"> 7) Peserta didik dibagi menjadi beberapa kelompok(satu kelompok terdiri dari 4-6 orang) 8) Peserta didik mendengarkan penjelasan umum dari pendidik terkait fungsi sosial, struktur teks, dan unsur kebahasaan 	68 menit

<p>teks recount.</p> <p>9) Peserta didik mengisi lembar informasi dari informasi yang disajikan guru. Write your understanding in the table below:</p> <table border="1" data-bbox="407 348 1192 573"> <tr> <td data-bbox="407 348 722 422">Social function of recount text</td> <td data-bbox="722 348 1192 422"></td> </tr> <tr> <td data-bbox="407 422 722 495">Generic structure of recount text</td> <td data-bbox="722 422 1192 495"></td> </tr> <tr> <td data-bbox="407 495 722 573">Language features of recount text</td> <td data-bbox="722 495 1192 573"></td> </tr> </table> <p>Data Processing (10 menit)</p> <p>10) Peserta didik mengerjakan tugas secara berkelompok tentang menganalisis struktur teks acak dan menggarisbawahi unsur kebahasaan teks recount yang diberikan.(dalam satu kelas ada dua jenis teks, kelompok 123 mengerjakan teks 1, kelompok 456 mengerjakan teks 2). (<i>worksheet 1</i>) (teliti)</p> <p>11) Peserta didik mengerjakan lembar kerja 2 tentang unsur kebahasaan teks recount. (teliti)</p> <p>12) Peserta didik menempelkan hasil diskusi di papan tulis.</p> <p>Verification (10 menit)</p> <p>13) Perwakilan kelompok mempresentasikan hasil diskusi kelompok.(berani)</p> <p>14) Kelompok lainnya memberikan tanggapan terhadap hasil diskusi kelompok lain.</p> <p>15) Pendidik dan peserta didik membuktikan kebenaran hipotesis awal.</p> <p>16) Guru memberikan penguatan terhadap temuan siswa.</p> <p>Data Processing (10 menit)</p> <p>17) Peserta didik mengamati contoh penggunaan gambar berseri dalam menulis recount.</p> <p>18) Peserta didik dibawah bimbingan pendidik menulis teks recount sesuai gambar berseri yang diberikan secara berkelompok.</p> <p>19) Peserta didik mengumpulkan hasil kerja kelompok.</p> <p>Generalization (10 menit)</p> <p>20) Peserta didik secara individu mengerjakan soal evaluasi.</p> <p>21) Pendidik mengulas jawaban soal evaluasi.</p>	Social function of recount text		Generic structure of recount text		Language features of recount text		
Social function of recount text							
Generic structure of recount text							
Language features of recount text							
Kegiatan Penutup	Alokasi Waktu						
<p>1) Peserta didik dengan arahan guru menyimpulkan materi.</p> <p>2) Pendidik memberikan pekerjaan rumah, yaitu mencari contoh teks recount dan menganalisis struktur teks dan unsur kebahasaannya.</p> <p>3) Guru memberitahukan kegiatan belajar yang akan dikerjakan pada</p>	5 menit						

- | | |
|------------------------------|--|
| 4) Guru menutup pembelajaran | pertemuan berikutnya, yaitu tentang aspek kebahasaan teks recount. |
|------------------------------|--|

I. Penilaian

1. Teknik penilaian
 - a. Penilaian Sikap Religius
Pengamatan (yang dicatat melalui lembar observasi)
 - b. Penilaian Sikap Sosial
Pengamatan (yang dicatat melalui lembar observasi)
 - c. Penilaian Pengetahuan
Tes tertulis
 - d. Penilaian Keterampilan
Menulis teks *recount*
2. Instrumen penilaian
 - a. Penilaian sikap religius dan sosial terlampir pada lampiran 3
 - b. Penilaian pengetahuan terlampir pada lampiran 4
 - c. Penilaian keterampilan terlampir pada lampiran 5
3. Pembelajaran Remedial terlampir pada lampiran 6
4. Pembelajaran Pengayaan terlampir pada lampiran 6

Mengetahui,
Kepala Sekolah

Ujang Alpian, S.Pd
NIP 19801225 200902 1 001

Suka Banjar, 11 Januari 2021

Guru Mata Pelajaran

Marzon Efendi, S.Pd.I.Gr
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Lampiran 1

Characters of recount text

Social function of recount text	- To documents series of events and evaluate their significance in some way.
General structure of recount text	<ul style="list-style-type: none">- Orientation Providing background information needed to understand the text, i.e. who was involved, where it happened, when it happened.- Series of events A record of events usually recounted in chronological order.- Re-orientation Personal comments and/or evaluate remarks on the events.
Language feature of recount text	<ul style="list-style-type: none">- Use nouns and pronouns to identify people, animals, or things involved.- Use action verbs to refer to events.- Use of past tenses to locate events in relation to writer's time.- Use of conjunctions and time connectives to sequence the events.- Use of adverbs and adverbial phrases to indicate place and time.- Use of adjectives to describe nouns.

Simple Past Tense

Simple past tense is used to say an activity happened in past time.

Positive sentences.

Study the following sentences

2. Anas and Rohmat *went* to Baron Beach last weekend.

They *rode* a motorcycle. _____

Pattern : **Subject + Verb 2**

for positive sentences □

<u>Anas and Rohmat</u> Subject	<u>went</u> V 2	<u>to Baron Beach</u> adverb of place	last weekend.
<u>They</u> Subject	<u>rode</u> V 2	<u>a motorcycle.</u> Object	

For the adverb of time, you can use :

- Yesterday,
- Two days ago,
- A week ago,
- Two years ago,
- Last year,
- Last holiday,
- Last weekend,
- Last night,
- This morning,
- One day,

For conjunction, you can use:

- Then
- After that
- Next

Lampiran 2

Bajuri's Unlucky Day



1. What did Bajuri do?
2. What time did he play it?

Your sentence here :

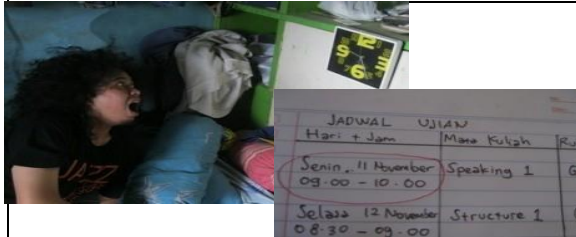
He played football game until 3 a.m



3. What did he do after that?

Your sentence here :

He felt sleepy and went to bed



4. What happened when Bajuri woke up?
5. What did he have actually?
6. What did he do after wake up?

Your sentence here :

He woke up at 9.30

HE had Speaking 1 examination at 9.00

he directly went to campus



7. What happened to his motorcycle?

Your sentence here :



He got flat tyre



8. What did Bajuri do then?



9. Where did Bajuri fix the problem?
10. How did he fix it?

Your sentence here : He pushed the motorcycle	Your sentence here : He found a tyre – repair stall He pumped air to the flat tyre.
	
11. What did Bajuri see? 12. What did it mean?	13. What did he think? 14. How did Bajuri feel?
Your sentence here : When he arrived at the class, it was empty	Your sentence here : He missed the examination HE felt so disappointed

Contoh Teks Recount

Bajuri's Unlucky Day

I want to tell you about Bajuri's unlucky day. It started from last Sunday, he played football game until 3 a.m. After that, he felt sleepy and went to bed.

On Monday morning, he woke up at 0930 and shocked. He had speaking 1 examination at 09.00. After that, he directly went to campus.

On the way to his campus, Bajuri got flat tyre. Then he pushed the motorcycle for few hundred metres. After that, he found a tyre – repair stall. Then, he pumped air to the flat tyre. When he arrived at the class, it was empty. He missed the examination.

Bajuri thought that day was his very unlucky day. He felt so disappointed.

Lampiran 3**Penilaian Kompetensi Sikap Religius dan Sosial**

Sikap yang menjadi fokus penilaian religius, tanggung jawab, berani, kerjasama, teliti, dan percaya diri.

a. Jurnal Penilaian Sikap:

No	Hari dan tanggal	Nama Peserta Didik	Kelas	Kejadian/prilaku	Butir sikap	Kategori		Tindak lanjut
						+	-	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

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

Lampiran 4

Penilaian Kompetensi Pengetahuan

A. Kisi-kisi lembar kerja peserta didik

Kompetensi Dasar	Indikator	Materi	Indikator Soal
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.11.2.Menganalisis struktur teks <i>recount</i> acak. (C4)</p> <p>3.11.3.Menunjukkan unsur kebahasaan teks <i>recount</i>(<i>Past tense</i>, <i>Conjunction</i>, dan <i>Adverb of time</i>. (C4)</p> <p>4.11.2.1. Menulis teks <i>recount</i> berdasarkan rangkaian gambar dengan memperhatikan struktur teks dan unsur kebahasaan.(P4)</p>	<p><u>RECOUNT</u></p> <p>Fungsi Sosial Menceritakan ulang rangkaian pengalaman pribadi yang terjadi di waktu lampau</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> - Orientasi (pengenalan nama pelaku, kegiatan, waktu dan tempat kejadian) - Rangkaian kejadian (susunan kejadian dalam urutan waktu yang kronologis) - Re-orientasi (menjelaskan bagaimana kegiatan ditutup dan kesan penulis terhadap pengalaman pribadinya) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Penggunaan <i>adverb of time</i> seperti <i>last week, yesterday, two days ago, last year, dst</i> - Penggunaan <i>conjunction</i> : <i>first, then, after that, finally, dst</i> <p>Topik Teks tentang kejadian masa lampau</p>	<p>➤ Disajikan dua buah teks <i>recount</i> acak, peserta didik dapat menganalisis struktur teks dengan tepat</p> <p>➤ Disajikan sebuah teks <i>recount</i>, peserta didik dapat menggarisbawahi unsur kebahasaan teks <i>recount</i>(<i>Past tense</i>, <i>Conjunction</i>, dan <i>Adverb of time</i>)</p> <p>➤ Disajikan gambar berseri, peserta didik dapat menulis teks <i>recount</i></p>

WORKSHEET 1

Name of Group Members :

Class :

Indicator: Analze the generic structure of recount text

Work in your group consist of 4-6 members. Please identify the generic structure of recount texts below. Write your answer in the right coloumn. Then, present the discussion result!

Text 1

	Generic Structure
<p style="text-align: center;">My Holiday In Bandung</p> <p>My holiday in Bandung was only two days but It was a very interesting holiday.</p>	
<p>In the first day, I went to Bandung zoo because I loved animals. The ticket price was only Rp 25.000. The animlas there was very complete. In the second day, I went to geological museum and talked with the guide about geology. It made me understood about geology. I saw rocks collection t there. After that, I went to Bandung train station because I had to go home to Cirebon.</p>	
<p>Last year, I went to Bandung. I spent my holiday there. I went to bandung by train. The train schedule from Cirebon was at 08.00 AM and arrived in Bandung at 12.00 a.m..</p>	

Text 2

	Generic Structure
<p style="text-align: center;">My Holiday In Parangtritis Beach</p> <p>Last year, I and my family went to Parangtritis Beach. We went to Parangtritis Beach by my car. I was very excited to go there.</p>	
<p>That was my short holiday in Parangtritis beach. But, I was very happy because that was my first experience to go to the beach</p>	
<p>Our trip to Parangtritis beach spent time for 2 hours on the way. I slept in the bus during the trip. We arrived at 3 pm at Pangandaran Beach. After that I and my family went to replace our clothes to swim and we walked to the beach together. There were so many activities that we did in the beach, such as swimming, water playing, chasing each other on the seashore, and banana boat riding. We played on the beach about 1 hour. Right at 5 pm, we all had a rest and prepared to go home. We felt family and togetherness atmosphere at that time. That moment is so unforgettable.</p>	

RUBRIK PENILAIAN WORKSHEET 1

Text 1

	Generic Structure	Score
<p>My Holiday In Bandung My holiday in Bandung was only two days but It was a very interesting holiday.</p>	Reorientation	2
<p>In the first day, I went to Bandung zoo because I loved animals. The ticket price was only Rp 25.000. The animlas there was very complete. In the second day, I went to geological museum and talked with the guide about geology. It made me understood about geology. I saw rocks collection t there. After that, I went to Bandung train station because I had to go home to Cirebon.</p>	Events	2
<p>Last year, I went to Bandung. I spent my holiday there. I went to bandung by train. The train schedule from Cirebon was at 08.00 AM and arrived in Bandung at 12.00 a.m..</p>	Orientation	2

Text 2

	Generic Structure	Score
<p>My Holiday In Parangtritis Beach Last year, I and my family went to Parangtritis Beach. We went to Parangtritis Beach by my car. I was very excited to go there.</p>	Orientation	2
<p>That was my short holiday in Parangtritis beach. But, I was very happy because that was my first experiance to go to the beach</p>	Reorientation	2
<p>Our trip to Parangtritis beach spent time for 2 hours on the way. I slept in the bus during the trip. We arrived at 3 pm at Pangandaran Beach. After that I and my family went to replace our clothes to swim and we walked to the beach together. There were so many activities that we did in the beach, such as swimming, water playing, chasing each other on the seashore, and banana boat riding. We played on the beach about 1 hour. Right at 5 pm, we all had a rest and prepared to go home. We felt family and togetherness atmosphere at that time. That moment is so unforgettable.</p>	Events	2

$$\text{Nilai} = \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor total}} \times 100$$

WORKSHEET 2

Name of group members :

Class :

Indicator: underline the language feautres of *recount text*(*Past tense, Conjunction, dan Adverb of time*)

Direction : Please underline the language feautres of *recount text*(*Past tense, Conjunction, dan Adverb of time*)!Then write down into the table below!

My Holiday

Last holiday, my parents and I went to Prangtritis beach. We stayed in cottage near the beach, a simple and beauty house.

In the morning, we saw the sunrise and beautiful scenery. We walked in seashore and bought some souvenirs. Then, we took a picture together. In the afternoon, we went to the zoo and saw some animals, such as: monkey, elephant, tiger, deer, etc. In the evening, we went home.

We were so happy to have the trip to Parangtritis Beach. It was so unforgettable.

Language Features	Answer
Past Tense(Verb 2)	Went, stayed, saw, walked, bought, took, went, saw, went, were, was
Conjunction	Then,
Adverb of time	Last holiday, in the morning, in the afternoon, in the evening

Kunci Jawaban:

My Holiday

Last holiday, my parents and I went to Prangtritis beach. We stayed in cottage near the beach, a simple and beauty house.

In the morning, we saw the sunrise and beautiful scenery. We walked in seashore and bought some souvenirs. Then, we took a picture together. In the afternoon, we went to the zoo and saw some animals, such as: monkey, elephant, tiger, deer, etc. In the evening, we went home.

We were so happy to have the trip to Parangtritis Beach. It was so unforgettable

$$\text{Nilai} = \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor total}} \times 100$$

Lampiran 5





WORKSHEET 3

Name :

Class :

Work in your group. Please read and answer each question! Then, create your recount text based on the answer of questions given.

Assesments

Yoko's Unlucky Day	
	
<ol style="list-style-type: none"> 1. What did Yoko do? 2. What time did this activity happen? 	<ol style="list-style-type: none"> 3. Who was he? 4. What did he do? Where?
Your sentences here :	Your sentences here :
	
<ol style="list-style-type: none"> 5. Who texted Yoko? 6. What did Yoko feel? 	<ol style="list-style-type: none"> 7. What did he search?

<p>Your sentences here :</p>	<p>Your sentences here :</p>
<div data-bbox="459 472 759 692" data-label="Image"> </div> <p>8. Where did he find it? 9. What did Yoko do after that?</p>	<div data-bbox="1002 483 1390 723" data-label="Image"> </div> <p>10. What was wrong with Yoko's motorcycle?</p>
<p>Your sentence here :</p>	<p>Your sentence here :</p>
<div data-bbox="469 1048 745 1247" data-label="Image"> </div> <p>11. What did Yoko do next?</p>	<div data-bbox="928 1048 1134 1294" data-label="Image"> </div> <p>12. What did happen in the café?</p>
<p>Your sentence here :</p>	<p>Your sentence here :</p>
<div data-bbox="448 1440 764 1653" data-label="Image"> </div>	<p>13. What did happen to Yoko? 14. What did he feel probably?</p>
<p>Your sentence here :</p>	

Rubrik Penilaian Keterampilan

Categories for Evaluating Writing based on Anderson

Scores	1	2	3	4
Idea and development	Weak development of topic	Adequate development of topic, listing of detail	Good development of topic	Extensive development of topic, strong support of main ideas with details
Organization	Not organized	Sparsely organized, lack of sequence	Fairly well organized, flow and sequence evident	Completely organized, smooth flow with strong Sequence
Vocabulary	Poor or inappropriate word choice	Fair word choice, simple words	Good word choice, simple words	Vivid imaginative word choice, appropriate use of vocabulary
Sentence structure	Poor: many errors	Fair: choppy with variety	Adequate: few errors and some variety of length	Excellent: no errors and a variety length
Capitalization and punctuation	Many errors (over 10)	Some errors (6 – 10)	Very few error (1 – 5)	Error free

$$\text{Nilai} = \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor total}} \times 100$$

EVALUATION

Name :

Class :

1. Please work in your own, write the jumbled paragraph below, write down the generic structure, underline the past form(verb 2), bold the conjunction, give a slash for adverb of time!

	Generic Structure
In the morning, we saw the sunrise and beautiful scenery. We walked in seashore and bought some souvenirs. Then, we took a picture together. In the afternoon, we went to the zoo and saw some animals, such as: monkey, elephant, tiger, deer, etc. In the evening, we went home.	
Last holiday, my parents and I went to Prangtritis beach. We stayed in cottage near the beach, a simple and beauty house.	
We were so happy to have the trip to Parangtritis Beach. It was so unforgettable.	

KUNCI JAWABAN

	Generic Structure	SCORE
In the morning, we saw the sunrise and beautiful scenery. We walked in seashore and bought some souvenirs. Then, we took a picture together. In the afternoon, we went to the zoo and saw some animals, such as: monkey, elephant, tiger, deer, etc. In the evening, we went home.	EVENTS	2
Last holiday, my parents and I went to Prangtritis beach. We stayed in cottage near the beach, a simple and beauty house.	ORIENTATION	2
We were so happy to have the trip to Parangtritis Beach. It was so unforgettable.	REORIENTATION	2

$$\text{Nilai} = \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor total}} \times 100$$

/In the morning/, we saw the sunrise and beautiful scenery. We walked in seashore and bought some souvenirs. **Then**, we took a picture together. /In the afternoon/, we went to the zoo and saw some animals, such as: monkey, elephant, tiger, deer, etc. In the evening, we went home.

/Last holiday/, my parents and I went to Parangtritis beach. We stayed in cottage near the beach, a simple and beauty house.

We were so happy to have the trip to Parangtritis Beach. It was so unforgettable.

Skor: Setiap jawaban tepat diberikan skor 1

$$\text{Nilai} = \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor total}} \times 100$$

Lampiran 6**REMEDIAL DAN PENGAYAAN**

Bentuk Pelaksanaan Pembelajaran Remedial

1. Cara yang dapat ditempuh

- a. Pemberian bimbingan secara khusus dan perorangan bagi peserta didik yang belum atau mengalami kesulitan dalam penguasaan KD tertentu.
- b. Pemberian tugas-tugas atau perlakuan (treatment) secara khusus, yang sifatnya penyederhanaan dari pelaksanaan pembelajaran regular.

Bentuk penyederhanaan itu dapat dilakukan guru antara lain melalui:

- a. Penyederhanaan strategi pembelajaran untuk KD tertentu
- b. Penyederhanaan cara penyajian (misalnya: menggunakan gambar, model, skema, grafik, memberikan rangkuman yang sederhana, dll.)
- c. Penyederhanaan soal/pertanyaan yang diberikan.

2. Materi dan waktu pelaksanaan program remedial

- a. Program remedial diberikan hanya pada KD atau indikator yang belum tuntas.
- b. Program remedial dilaksanakan setelah mengikuti tes/ulangan KD tertentu atau sejumlah KD dalam satu kesatuan

Teknik pelaksanaan penugasan/pembelajaran remedial:

1. Penugasan individu diakhiri dengan tes (lisan/tertulis) bila jumlah peserta didik yang mengikuti remedial maksimal 20%.
2. Penugasan kelompok diakhiri dengan tes individual (lisan/tertulis) bila jumlah peserta didik yang mengikuti remedi lebih dari 20% tetapi kurang dari 50%. Pembelajaran ulang diakhiri dengan tes individual (tertulis) bila jumlah peserta didik yang mengikuti remedi lebih dari 50 %

3. Materi remedial sama dengan materi regular, tetapi cara penyajiannya dirubah sesuai kendala yang dihadapi peserta didik.

4. Soal Remedial

Please work in your own, write the jumbled paragraph below, write down the generic structure, underline the past form(verb 2), bold the conjunction, give a slash for adverb of time!

	Generic Structure
We parked our car in parking area. Then, we came in to the mall and went up stair. We went to Gramedia book store. My parents bought a bag and English dictionary for me. I bought pencil case and several books. After that, we had lunch in KFC.	
Last week, my parents and I went to Mega Mall. We went there by car. We went there to buy my school equipments.	

We were so happy to have quality time in Mega Mall Bengkulu.	
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Pelaksanaan Program Pengayaan

1. Cara yang dapat ditempuh:

- a. Pemberian bacaan tambahan atau berdiskusi yang bertujuan memperluas wawasan bagi KD tertentu
- b. Pemberian tugas untuk melakukan analisis gambar, model, grafik, bacaan/paragraf, dll.
- c. Memberikan soal-soal latihan tambahan yang bersifat pengayaan
- d. Membantu guru dalam membimbing teman-temannya yang belum mencapai ketuntasan.

2. Materi dan waktu pelaksanaan program pengayaan

- a. Materi Program pengayaan diberikan sesuai dengan KD-KD atau indikator yang dipelajari, bisa berupa penguatan materi yang dipelajari maupun berupa pengembangan materi
- b. Waktu pelaksanaan program pengayaan adalah:
Setelah mengikuti ulangan KD tertentu atau saat teman yang lain masih mengerjakan soal, peserta didik yang lain mengerjakan tugas tambahan sebagai pengayaan

Materi Pengayaan

Menulis teks recount sederhana tentang pengalaman pribadi.