

(RPP) RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA Negeri 2 Semarang
Kelas / Semester : X / Gasal
Tema : Teks Recount
Sub Tema : Biografi
Pembelajaran ke : 1
Alokasi waktu : 10 menit

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran dengan berpikir kritis dan memecahkan masalah, serta berkomunikasi, murid diharapkan dapat menemukan, membedakan, menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa bentuk biografi lisan dan tulis.

B. KEGIATAN PEMBELAJARAN

	Sintak	Kegiatan	Waktu
Kegiatan Pendahuluan		<ol style="list-style-type: none">1. Murid mengucapkan salam dan meminta ketua kelas memimpin doa.2. Murid dicek kehadirannya.3. Murid dijelaskan tujuan pembelajaran.4. Sambil mendengarkan lagu, murid diberi brainstorming dengan menggarisbawahi kata kerja pada lirik lagu.5. Murid diberi pertanyaan yang mengarah ke materi yang akan disampaikan.<ul style="list-style-type: none">- <i>Have you ever listened to this song?</i>- <i>What is the song about?</i>- <i>How is the story?</i>- <i>What do you learn from the song?</i>6. Murid menempatkan kata-kata yang digarisbawahi pada lirik lagu ke dalam tabel <i>Simple Past</i> dan <i>Past Continuous Tenses</i>.	3 menit
Kegiatan Inti	Pemberian pertanyaan mendasar	<ol style="list-style-type: none">1. Murid diberi berbagai contoh biografi dalam bentuk film seri <i>Fresh off the Boat</i>, film dokumenter <i>Will Smith</i>, komik <i>Albert Einstein</i>, dan buku elektronik <i>My Name is Malala</i>. Murid diminta untuk bekerja berkelompok yang terdiri dari 4 murid.	3 menit

	Sintak	Kegiatan	Waktu
		2. Kelompok membagi tugas ehingga tiap anggota kelompok mendapatkan 1 jenis biografi yang harus dipelajari, apakah film seri, film dokumenter, komik, atau buku. 3. Secara berkelompok, murid berdiskusi untuk membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa bentuk biografi lisan dan tulis dengan melengkapi tabel yang telah disediakan. 4. Murid bersama guru mendiskusikan fungsi sosial, struktur teks, pesan moral, dan unsur kebahasaan dari biografi lisan dan tulis.	
Kegiatan Penutup		1. Murid bersama guru menyusun simpulan fungsi sosial, struktur teks, pesan moral, dan unsur kebahasaan dari biografi lisan dan tulis yang telah disajikan dengan bantuan kalimat rumpang yang telah disediakan guru. 2. Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 3. Guru meminta siswa memberikan refleksi proses pembelajaran yang telah dilakukan. 4. Guru menutup pembelajaran dengan mengucapkan salam.	4 menit

C. PENILAIAN PEMBELAJARAN

a. Teknik Penilaian

- a) Penilaian Sikap : Penilaian Diri
- b) Penilaian Pengetahuan : Tes Tertulis

b. Bentuk Penilaian

- a) Penilaian sikap
Observasi : Lembar Pengamatan Sikap
- b) Penilaian pengetahuan
Tes Tertulis : Esai

c. Instrumen Penilaian Penilaian Sikap

❖ Jurnal (observasi)

- Teknik penilaian : Pengamatan
- Instrumen : Lembar pengamatan
- Sikap yang dinilai : Pemikiran kritis dan pemecahan masalah, komunikasi

❖ **Lembar Pengamatan Sikap**

Nama	Berpikir Kritis dan Pemecah Masalah	Komunikasi
Keterangan		

❖ **Pedoman Penilaian Sikap**

No	Aspek yang dinilai	Kriteria	Skor					Total Skor
			Tidak pernah	Jarang	Kadang-kadang	Sering	Selalu	
1.	Berpikir kritis dan pemecahan masalah	Mengembangkan informasi awal.	1	2	3	4	5	
		Mengelola waktu, biaya, keuntungan, kerugian, dan kebutuhan lainnya.	1	2	3	4	5	
		Menggunakan bahasa Inggris untuk berkomunikasi selama proyek berlangsung.	1	2	3	4	5	
		Menemukan pokok masalah.	1	2	3	4	5	
		Menemukan solusi dari masalah yang ada.	1	2	3	4	5	
2.	Komunikasi	Berkomunikasi secara lisan dan tulis dengan jelas dan efektif.	1	2	3	4	5	

A. Penilaian Pengetahuan

Teknik Penilaian : Tes Tulis

Bentuk Instrumen : Esai

1.	Indikator dan Tujuan																																								
	<p>Indikator : 3.2.3 Menentukan konsep dan kriteria tokoh biografi yang akan disusun.</p> <p>Tujuan : Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya.</p>																																								
2.	Butir soal																																								
	<p>Analyze the following biographies. Complete the table below based on your analysis.</p> <table border="1" data-bbox="284 730 1329 2085"> <thead> <tr> <th data-bbox="284 730 624 824">CRITERIA</th> <th data-bbox="624 730 751 824">MOVIE</th> <th data-bbox="751 730 1034 824">DOCUMENTARY</th> <th data-bbox="1034 730 1166 824">COMIC</th> <th data-bbox="1166 730 1329 824">BOOK</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 824 624 987">1. Why does the creator make the biography?</td> <td data-bbox="624 824 751 987"></td> <td data-bbox="751 824 1034 987"></td> <td data-bbox="1034 824 1166 987"></td> <td data-bbox="1166 824 1329 987"></td> </tr> <tr> <td data-bbox="284 987 624 1133">2. What information do you find in the biography?</td> <td data-bbox="624 987 751 1133"></td> <td data-bbox="751 987 1034 1133"></td> <td data-bbox="1034 987 1166 1133"></td> <td data-bbox="1166 987 1329 1133"></td> </tr> <tr> <td data-bbox="284 1133 624 1301">3. What is the moral value of the biography?</td> <td data-bbox="624 1133 751 1301"></td> <td data-bbox="751 1133 1034 1301"></td> <td data-bbox="1034 1133 1166 1301"></td> <td data-bbox="1166 1133 1329 1301"></td> </tr> <tr> <td data-bbox="284 1301 624 1451">4. Why do people use Past Perfect Tense in the biography?</td> <td data-bbox="624 1301 751 1451"></td> <td data-bbox="751 1301 1034 1451"></td> <td data-bbox="1034 1301 1166 1451"></td> <td data-bbox="1166 1301 1329 1451"></td> </tr> <tr> <td data-bbox="284 1451 624 1626">5. Why do people use Simple Past Tense in the biography?</td> <td data-bbox="624 1451 751 1626"></td> <td data-bbox="751 1451 1034 1626"></td> <td data-bbox="1034 1451 1166 1626"></td> <td data-bbox="1166 1451 1329 1626"></td> </tr> <tr> <td data-bbox="284 1626 624 1839">6. Why do people use Past Continuous Tense in the biography?</td> <td data-bbox="624 1626 751 1839"></td> <td data-bbox="751 1626 1034 1839"></td> <td data-bbox="1034 1626 1166 1839"></td> <td data-bbox="1166 1626 1329 1839"></td> </tr> <tr> <td data-bbox="284 1839 624 2085">7. What expressions do people use to inform the time?</td> <td data-bbox="624 1839 751 2085"></td> <td data-bbox="751 1839 1034 2085"></td> <td data-bbox="1034 1839 1166 2085"></td> <td data-bbox="1166 1839 1329 2085"></td> </tr> </tbody> </table>	CRITERIA	MOVIE	DOCUMENTARY	COMIC	BOOK	1. Why does the creator make the biography?					2. What information do you find in the biography?					3. What is the moral value of the biography?					4. Why do people use Past Perfect Tense in the biography?					5. Why do people use Simple Past Tense in the biography?					6. Why do people use Past Continuous Tense in the biography?					7. What expressions do people use to inform the time?				
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3.	Kunci Jawaban												
	Sesuai dengan opini murid dengan mengacu rubrik penilaian.												
4.	Pedoman Penilaian												
	Rubrik Penilaian Tulis												
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	$NA = \frac{\text{Skor diperoleh}}{30} \times 100$												

Semarang, 16 Juli 2021

Mengetahui
Kepala SMA Negeri 2 Semarang

Guru Mata Pelajaran

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BIOGRAPHY

RECOUNT TEXT

ENGLISH AND LITERATURE

10TH GRADE



TUJUAN PEMBELAJARAN

Murid dapat menemukan, membedakan, menyimpulkan:

- fungsi sosial
- struktur teks
- unsur kebahasaan

dari beberapa bentuk biografi lisan dan tulis.

BRAINSTORMING

- *Listen to the following song and underline the verbs in the lyrics.*

When I was six years old, I broke my leg
I was running from my brother and his friends
And tasted the sweet perfume of the mountain grass I rolled down
I was younger then, take me back to when I
Found my heart and broke it here
Made friends and lost them through the years
And I've not seen the roaring fields in so long
I know I've grown, but I can't wait to go home

I'm on my way
Driving at 90 down those country lanes
Singing to Tiny Dancer
And I miss the way you make me feel, and it's real
When we watched the sunset over the castle on the hill

- *Have you ever listened to this song?*
- *What is the song about?*
- *What do you learn from the song?*



BRAINSTORMING

- Underline the verbs in the lyrics and put them in the tables.

When I was six years old, I broke my leg
I was running from my brother and his friends
And tasted the sweet perfume of the mountain grass
I rolled down
I was younger then, take me back to when I
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hill

SIMPLE PAST	PAST CONTINUOUS

BRAINSTORMING

- *Put the underlined verbs in the tables.*

When I was six years old, I broke my leg
I was running from my brother and his friends
And tasted the sweet perfume of the mountain grass
I rolled down
I was younger then, take me back to when I
Found my heart and broke it here
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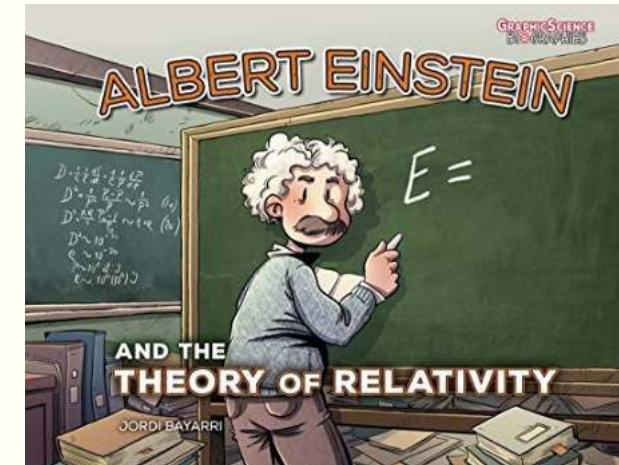
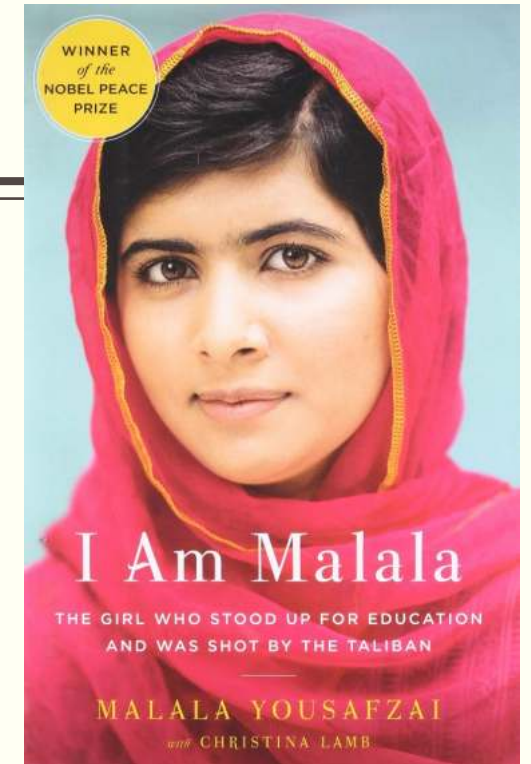
SIMPLE PAST	PAST CONTINUOUS
was	was running
broke	
tasted	
rolled down	
found	
made friends	
lost	
watched	

BIOGRAPHIES

Work in group of four students.

Watch and read these biographies:

- film series of *Fresh off the Boat*
- documentary of *Will Smith*
- comic of *Albert Einstein*
- book of *My Name is Malala*



Answer the questions based on the biographies you have watched or read.


CRITERIA	FILM SERIES (Name & No.)	DOCUMENTARY (Name & No.)	COMIC (Name & No.)	BOOK (Name & No.)
Why does the creator make the biography?				
What information do you find in the biography?				
What is the moral value of the biography?				
Why do people use Past Perfect Tense in the biography?				
Why do people use Simple Past Tense in the biography?				
Why do people use Past Continuous Tense in the biography?				
What expressions do people use to inform the time?				

Answer the questions based on the biographies you have watched or read.

CRITERIA	FILM SERIES (Name & No.)	DOCUMENTARY (Name & No.)	COMIC (Name & No.)	BOOK (Name & No.)
Why does the creator make the biography?	To tell the story of Eddie's life.	To tell the information about Will Smith in the real life.	To tell the story of Albert's life.	to tell the story of Malala's life.
What information do you find in the biography?	Huang's Family story in America	Will smith's nickname, family, life story, career in Hollywood.	Albert's parents, wife, education, career.	Malala's family, how Malala fight for education



Answer the questions based on the biographies you have watched or read.

CRITERIA	FILM SERIES (Name & No.)	DOCUMENTARY (Name & No.)	COMIC (Name & No.)	BOOK (Name & No.)
<p>What is the moral value of the biography?</p> 	<p>Always be yourself and always obey parents.</p>	<p>We have to be a hard worker.</p>	<p>Focus on the present and let forget the past</p>	<p>Malala did not only inspire women but also ruled the world.</p>
<p>Why do people use Past Perfect Tense in the biography?</p>	<p>To inform about actions that were completed before some point in the past.</p>			

Answer the questions based on the biographies you have watched or read.

CRITERIA	FILM SERIES (Name & No.)	DOCUMENTARY (Name & No.)	COMIC (Name & No.)	BOOK (Name & No.)
Why do people use Simple Past Tense in the biography?	To show the actions that occurred in the past.			
Why do people use Past Continuous Tense in the biography?	To discuss actions that are taking place around a certain time in the past.			



Answer the questions based on the biographies you have watched or read.

CRITERIA	FILM SERIES (Name & No.)	DOCUMENTARY (Name & No.)	COMIC (Name & No.)	BOOK (Name & No.)
What expressions do people use to inform the time?	I was born in China but my brothers were born <u>when we lived in DC.</u>	Will Smith was born in Philadelphia, Pennsylvania <u>in 1968.</u>	<u>In 14th March 1879,</u> Einstein was born.	<u>One year ago</u> I left my home for school and never returned.



Conclusion

- Biographies are
- We can find biographies in the forms of in daily life.
- Biographies we saw or read before are ...
- We found out that these biographies were
- We find the information of ... in the biographies.
- We learn ... from the biographies.
- The tenses you can find in the biographies ...
- The time expressions we can find in the biographies are ...

Conclusion

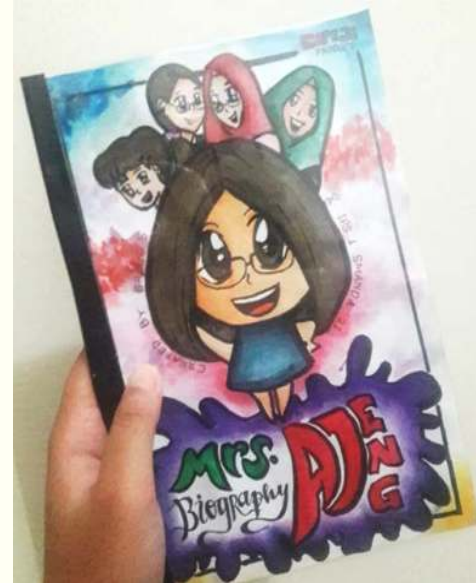
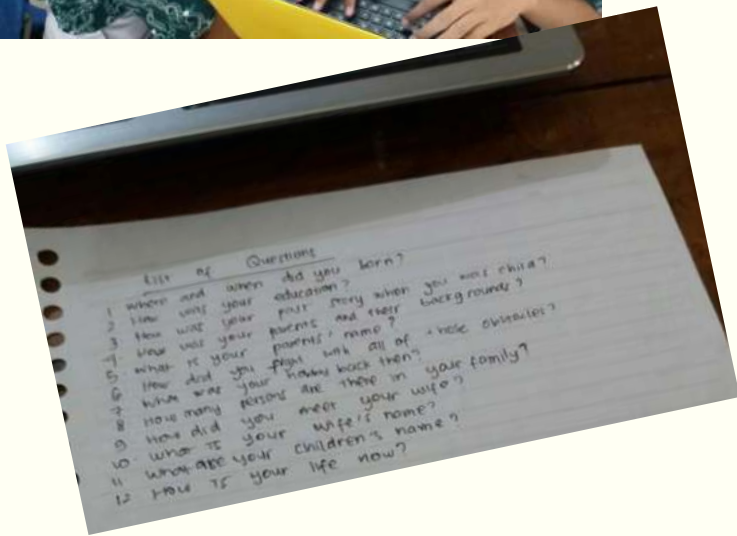
- Biographies are texts that tell about past experience/past story or what happen in the past.
- We can find biographies in the forms of books, comics, film, songs, TV series, documentaries in daily life.
- Biographies we saw or read before are Eddie Huang, Will Smith, Albert Einstein, Malala, Ed Sheeran
- We found out that these biographies were inspiring, informing, entertaining

Conclusion

- We find the information of one's childhood, in the biographies.
teenage and adult life,
career, achievement
- We learn moral value from the biographies.
- The tenses you can find in the biographies Past Tenses
- The time expressions we can find in the biographies are ...
date, year, month, adverbs of time

What are we going to do in the next meeting?

Let's peep a little....



Reflection

Do you enjoy the English class?



Take a card to express your feeling and put it in the jar near the door.

WORKSHEET

Bio**graphy**

RECOUNT TEXT



ENGLISH AND LITERATURE
10TH GRADE



OBJECTIVES OF THE LESSON:

Students can find out, differ, conclude:

- Social Function
- Text Structure
- Language Features

Several spoken and written biographical texts.

BRAINSTORMING

**EXERCISE 1
UNDERLINE THE VERBS.**

When I was six years old, I broke my leg
I was running from my brother and his friends
And tasted the sweet perfume of the mountain grass I rolled down
I was younger then, take me back to when I
Found my heart and broke it here
Made friends and lost them through the years
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Driving at 90 down those country lanes Singing to Tiny Dancer
And I miss the way you make me feel, and it's real
When we watched the sunset over the castle on the hill

**EXERCISE 2
LISTEN TO THE SONG AND PUT THE VERBS IN THE TABLE BASED ON THE TENSES.**

SIMPLE PAST	PAST CONTINUOUS

BI OGRAPHI ES

EXERCISE 3

ANSWER THE FOLLOWING QUESTIONS.

1. Have you ever listened to this song?

2. What is the song about?

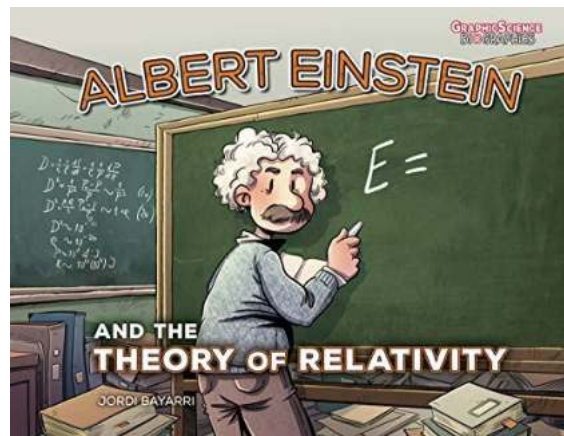
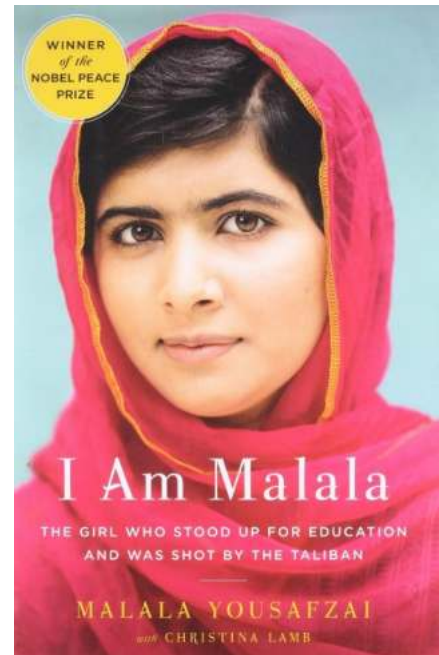
3. What do you learn from the song?

EXERCISE 4

WORK IN GROUPS OF 4 PEOPLE.

WATCH AND READ THE FOLLOWING BIOGRAPHIES.

- film series of *Fresh off the Boat*
- documentary of *Will Smith*
- comic of *Albert Einstein*
- book of *My Name is Malala*.





EXERCISE 5

ANSWER THE QUESTIONS BASED ON THE BIOGRAPHIES YOU HAVE WATCHED AND READ. (EACH STUDENT FILL IN ONE COLUMN ONLY)

CRITERIA	FILM SERIES (Name & No.)	DOCUMENTARY (Name & No.)	COMIC (Name & No.)	BOOK (Name & No.)
Why does the creator make the biography?				
What information do you find in the biography?				
What is the moral value of the biography?				
Why do people use Past Perfect Tense in the biography?				
Why do people use Simple Past Tense in the biography?				
Why do people use Past Continuous Tense in the biography?				
What expressions do people use to inform the time?				

