SMK NEGERI 9 KABUPATEN TANGERANG

Alamat : Perum Taman Agro Subur Ds. Pasanggrahan Kec. Solear Kab. Tangerang
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RENCANA PELAKSANAAN PEMBELAJARAN JARAK JAUH

(HOME LEARNING) 2020

Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Recount Text
Skill	: Reading - Writing
Kelas/ Semester	: X / 1
Alokasi waktu	: 3 x 45 menit

Kompetensi Dasar :
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
4.7 Teks recount – peristiwa bersejarah
    4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah
    4.7.2 menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan
    memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

Tujuan Pembelajaran:
- Melalui pengamatan PPT dan video yang diberikan guru melalui google classroom, peserta didik dapat mengklasifikasikan fungsi sosial, struktur, dan unsur kebahasaan teks recount secara benar dan tepat
- Setelah membaca dan memahami PPT dan video yang diberikan guru, peserta didik dapat menjelaskan perbedaan dan persamaan dari teks recount secara tertulis dengan tepat.
- Melalui kegiatan diskusi melalui google meeting, peserta didik dapat membandingkan perbedaan dan persamaan teks biography dan history dari teks recount dengan kreatif.
- Melalui kegiatan mendesain teks recount, peserta didik dapat mendesain dan menuliskan teks recount terkait biography and historical yang relevan dengan lingkungan peserta didik secara mandiri dan kreatif

Media Pembelajaran :
WAG, Video Pembelajaran Google Classroom, Microsoft 365, YouTube link,

Kegiatan 1
- Guru melakukan apersepi dengan menampilkan dokumen dan menampilkan video penjelasan recount text untuk diperhatikan oleh siswa.melalui link youtube di Google Classroom dengan kode kelas
https://classroom.google.com/c/NTM0OTk2MTk4MjVa?cjc=xhpi7ka
https://www.youtube.com/watch?v=TFwf-3cNS2s

Kegiatan 2
- Guru menampikan video mengenai cara membuat recount text, generic structure dan contoh recount text, peserta didik membaca dan memperhatikan teks yang diberikan kemudian menganilisis perbedaan dan persamaan macam-macam biography dan historical recount.
https://www.youtube.com/watch?v=hKifv4M1nZ0
https://www.youtube.com/watch?v=tT_iOb3lI9k, https://www.youtube.com/watch?v=CYPbFZxYXIg

Kegiatan 3
- Guru memberikan tugas menulis teks recount text melalui Microsoft Office 365 dengan menggunakan link:
https://forms.office.com/Pages/ResponsePage.aspx?id=IWuoD01i2EeN_yhVs5_MvpMlnftIH-hLvtBZskspaDFUNDFDS1hBNDVNNUUzQloxMk9HVjlRRjNESC4u

Penilaian :
Penilaian Pengetahuan :
- Test tertulis menggunakan Microsoft Office 365
Penilaian Sikap :
- Waktu penyerahan absensi dan tugas siswa
- Kesopanan saat menghubungi guru melalui media sosial

Mengetahui
Kepala SMKN 9 Kab. Tangerang

EVI RESTI RAHMAYANI, M.Pd
NIP. 197709022006042003

Tangerang,   Juli 2020
Guru Pengampu

DETTY MULYANI ASTERINA, S.Pd
NIP.

Sekolah	: SMK NEGERI 9 KABUPATEN TANGERANG
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/Genap
Materi Pokok	: Teks Recount; Informasi Terkait Peristiwa Bersejarah
Alokasi Waktu	: 4 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| Kompetensi Dasar	Indikator
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	• Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount • Memahami struktur teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah • Memahami unsur kebahasaan dari teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah
4.7 Teks recount – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Membuat uraian tentang peristiwa bersejarah di Indonesia • Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Melalui pengamatan PPT dan video yang diberikan guru melalui google classroom, peserta didik dapat mengklasifikasikan fungsi sosial, struktur, dan unsur kebahasaan teks recount secara benar dan tepat
- Setelah membaca dan memahami PPT dan video yang diberikan guru, peserta didik dapat menjelaskan perbedaan dan persamaan dari teks recount secara tertulis dengan tepat.
- Melalui kegiatan diskusi melalui google meeting, peserta didik dapat membandingkan perbedaan dan persamaan teks biography dan history dari teks recount dengan kreatif.
- Melalui kegiatan mendesain teks recount, peserta didik dapat mendesain dan menuliskan teks recount terkait biography and historical yang relevan dengan lingkungan peserta didik secara mandiri dan kreatif

D. Materi Pembelajaran

Link YouTube

https://www.youtube.com/watch?v=TFwf-3cNS2s
https://www.youtube.com/watch?v=hKifv4M1nZ0
https://www.youtube.com/watch?v=tT_iOb3lI9k
https://www.youtube.com/watch?v=CYPbFZxYXIg

> Fungsi Sosial
>   Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan
> Struktur Teks
>   Dapat mencakup:
>   - orientasi
>   - urutan kejadian/kegiatan
>   - orientasi ulang
> Unsur Kebahasaan
>   - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan
>   - Adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb.
>   - Adverbia dan frasa preposisional penujuk waktu
>   - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
>   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
>
> Topik
>   Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran
   1) Pendekatan   : Saintifik
   2) Model Pembelajaran   : Discovery learning, Problem Based Learning (PBL)
   3) Metode   : Tanya jawab, wawancara, diskusi dan bermain peran

F. Kegiatan Pembelajaran
   A. Pertemuan Kesatu:
   • Pendahuluan/Kegiatan Awal (10 menit) Di forum google classroom
     https://classroom.google.com/c/NTM0OTk2MTk4MjVa?cjc=xhpi7ka
       a. Memberikan salam
       b. Mempersilakan siswa untuk berdoa
       c. Menanyakan kepada siswa kesiapan dan kenyamanan untuk belajar
       d. Menyediakan absen siswa dengan aplikasi Google form
       e. Menyampaikan tujuan pembelajaran
   • Kegiatan Inti (25 menit) :
     https://www.youtube.com/watch?v=TFwf-3cNS2s
     https://www.youtube.com/watch?v=rZUcWj25vWk
       a. Mengamati: siswa mengamati video pembelajaran berisi teks recount
       b. Bertanya: Siswa bertanya jawab melalui diskusi mengenai vocabulary dan teks recount
       c. Mencoba: Siswa mencoba membuat teks recount
   • Penutup (10 menit)
       a. Kesimpulan/refleksi materi dilakukan siswa dibantu oleh guru
       b. Evaluasi untuk mengukur ketercapaian tujuan pembelajaran
       c. Mengucapkan salam
   II. Pertemuan Kedua:
       1. Pendahuluan/Kegiatan Awal (10 menit) Di forum google classroom
          https://classroom.google.com/c/NTM0OTk2MTk4MjVa?cjc=xhpi7ka
          a. Memberikan salam
          b. Mempersilakan siswa untuk berdoa
          c. Menanyakan kepada siswa kesiapan dan kenyamanan untuk belajar
          d. Menyediakan absen siswa dengan aplikasi Google form

e. Menyampaikan tujuan pembelajaran

2. Kegiatan Inti (25 menit) :

   https://www.youtube.com/watch?v=tT_iOb3lI9k
   https://www.youtube.com/watch?v=CYPbFZxYXIg

   a. Guru menampikan video mengenai cara membuat recount text dan contoh recount text biographical dan historical
   b. Peserta didik membaca dan memperhatikan teks yang diberikan kemudian menganilisis perbedaan dan persamaan antara biographical recount dan historical recount.

3. Penutup (10 menit)

   a. Kesimpulan/refleksi materi dilakukan siswa dibantu oleh guru
   b. Evaluasi untuk mengukur ketercapaian tujuan pembelajaran
   c. Mengucapkan salam

III. Pertemuan Ketiga:

   1. Pendahuluan/Kegiatan Awal (10 menit) Di forum google classroom

      https://classroom.google.com/c/NTM0OTk2MTk4MjVa?cjc=xhpi7ka

      a. Memberikan salam
      b. Mempersilakan siswa untuk berdoa
      c. Menanyakan kepada siswa kesiapan dan kenyamanan untuk belajar
      d. Menyediakan absen siswa dengan aplikasi Google form
      e. Menyampaikan tujuan pembelajaran

   2. Kegiatan Inti (25 menit) :

      https://www.youtube.com/watch?v=hKifv4M1nZ0
      https://www.youtube.com/watch?v=35F2vgkxRxA

      a. Guru memberikan tugas menulis recount text melalui Microsoft Office 365 dengan menggunakan link:
      https://forms.office.com/Pages/ResponsePage.aspx?id=IWuoD01i2EeN_yhVs5_MvpMlnftIH-hLvtBZskspaDFUNDFDS1hBNDVNNUUzQloxMk9HVjlRRjNESC4u

   3. Penutup (10 menit)

      a. Kesimpulan/refleksi materi dilakukan siswa dibantu oleh guru
      b. Evaluasi untuk mengukur ketercapaian tujuan pembelajaran
      c. Mengucapkan salam

G. Alat/Bahan dan Media Pembelajaran

   a. Alat/Bahan: WAG, Video Pembelajaran Google Classroom, Microsoft 365, YouTube link,
      Media Pembelajaran: video link youtube :
      https://www.youtube.com/watch?v=TFwf-3cNS2s
      https://www.youtube.com/watch?v=hKifv4M1nZ0
      https://www.youtube.com/watch?v=tT_iOb3lI9k
      https://www.youtube.com/watch?v=CYPbFZxYXIg

H. Sumber Belajar:

   - Buku teks English SMK/MAK Grade X Bumi Aksara hal.111-124
   - Internet

Penilaian Pembelajaran
1. Teknik Penilaian:
   Penilaian pengetahuan: Tes uraian
   Penilaian keterampilan: Unjuk kerja
2. Instrumen Penilaian
   a. Short Answer

> **The text is for number 1-2**
>
> 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.

1. What is the monologue about?
2. What can we infer from the monolugue?

> **The following text is for number 3-5**
> Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.
>
> British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot

3. Whats is the text about ?
4. Where did the Bandung as Sea of Fire?
5. What can we learn?

b. Essay

1. After you read the historical recount about *The Battle of Surabaya* , *please w*rite the generic structure and it parts !

I. **PROGRAM REMEDIAL DAN PENGAYAAN**
1. **PROGRAM REMEDIAL**
   Program remedial akandilakukandengan 2 carayaitu:
   - Cara klasikal, dilakukan jika lebih dari 75% siswa memiliki nilai dibawah KKM, maka akan diberikan dulupendalaman materi,lewat google class siswa disuruh belajar lagi materi tersebut setelah itu siswa diberikan soal yang sama untuk diisi kembali.
   - Cara individual, dilakukan jika kurang dari 25% siswa memiliki nilai di bawah KKM, maka siswa akan dipanggil dan disuruh belajar sendiri materi yang di remedialkan, setelah itu diberikan soal yang sama satu ulangan untuk diisi kembali yang diapload di google class

Soal Remedial :

The following text is for questions 1 and 3

> I usually woke up at 8 a.m. and went to the press center to check the daily schedule of briefings and press conferences, usually held by the United Nations officials or disaster mitigation team chief, Alwi Shihab.
>
> It was challenging to visit different refugee camps to find soft stories, human interest stories. Then, I went back to the press center in between to cover the press conferences of the day.
>
> It was heart breaking when I saw these survivors fight for food and secondhand clothing, which they said were limited and inadequate. Emerging to a glaring, full noon, it was time to go back to the press center to write stories and race against time, always fearing that the internet connection would come crashing down.
>
> And after everything was done, only then I remembered to eat. Most times, I only ate once a day because you always had to rush and it was difficult to find food. You had to travel quite far, about a 30-to 45-minute trip by car to find fresh food.

1. How often did the writer eat a day ....
2. " .... mitigation team chief Alwi Shihab ." (Paragraph 1)
   The synonym of the underlined word is ....
3. What is the writer's occupation ....

The following text is for questions 4 and 5

Ryan, my roommate, and I had a great weekend. Last Saturday we got up early and had a big breakfast. Then we took the bus to go downtown and went to an art museum. The museum opened at nine o'clock and we stayed there all morning.

We saw some beautiful paintings. We had a guide who explained everything to us. I liked all the art, but Ryan didn't like the modern art very much. I bought copies of two paintings. I'm going to put them on the wall of my bedroom.

At one o'clock, we were hungry so we had lunch at the museum cafeteria. After lunch, we took a walk in the park near the museum. We went home at five o'clock. We were very tired, but we had a good time. On Sunday we stayed home and studied

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4. What did the writer and his roommate do last weekend?
5. The main idea of the second paragraph is ....

2. **PROGRAM PENGAYAAN**

Program pengayaanakan dilakukan jika ada siswa yang sudah memiliki nilai di atas KKM tetapi masih mau meningkatkan lagi nilainya. Siswa akan diberikan soal yang sama dan disuruh mengisi kembali soal tersebut. Soal sudah di apload di google class dengan pascode kelas masing –masing.

The text is for number 1-4

The Supersemar, the Indonesian abbreviation for "Surat Perintah Sebelas Maret" (Order of March the Eleventh), was a document signed by the Indonesian President Sukarno on 11 March 1966.

It is said that it was giving the army commander Lt. General Soeharto authority to take whatever measures he "deemed necessary" to restore order to the chaotic situation during the Indonesian killings of 1965-1966.

The abbreviation of "Supersemar" is a play on the name of Semar, the mystic and powerful figure who commonly appears in Javanese mythology including wayang puppet shows. The invocation of Semar was presumably intended to help draw on Javanese mythology to lend support to Soeharto's legitimacy during the period of the transition of authority from Soekarno to Soeharto.

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1. What is actually Supersemar?
2. It is said that it was…..(second paragraph line 1). What does the word "it" refer to?
3. How long was the chaotic situation happened?
4. What does the last paragraph tell us about?

Mengetahui Kepala SMKN 9 Kab. Tangerang **EVI RESTI RAHMAYANI, M.Pd** **NIP. 197709022006042003**	Tangerang, Juli 2020 Guru Pengampu **DETTY MULYANI ASTERINA, S.Pd** **NIP.**

LAMPIRAN

Penilaian Hasil Pembelajaran
    1. 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 x 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

    2. Penilaian Pengetahuan
      a. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak	2	1
		Tidak original	original	1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai	Isi hampir tidak	2	1

		dengan judul	sesuai dengan judul		
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3

		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

'

DEFINITION

PURPOSE

EXAMPLE

GENERIC STRUCTURE

LANGUAGE FEATURES

ANALYSIS

0:32 / 4:07

Paragraph	Generic structure
• I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off (paragraph 1)	• Orientation: provides the setting and introduces participants.
• Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money (paragraph 2)	• Events: tell what happened, in what sequence.
• Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday (paragraph 3)	• Re-orientation: optional closure of events.

1:53 / 4:07

BIOGRAPHICAL RECOUNT

CREATED USING POWTOON

0:46 / 3:03

https://www.youtube.com/watch?v=tT_iOb3lI9k
https://www.youtube.com/watch?v=CYPbFZxYXIg

PPT SLIDE

Slide 1
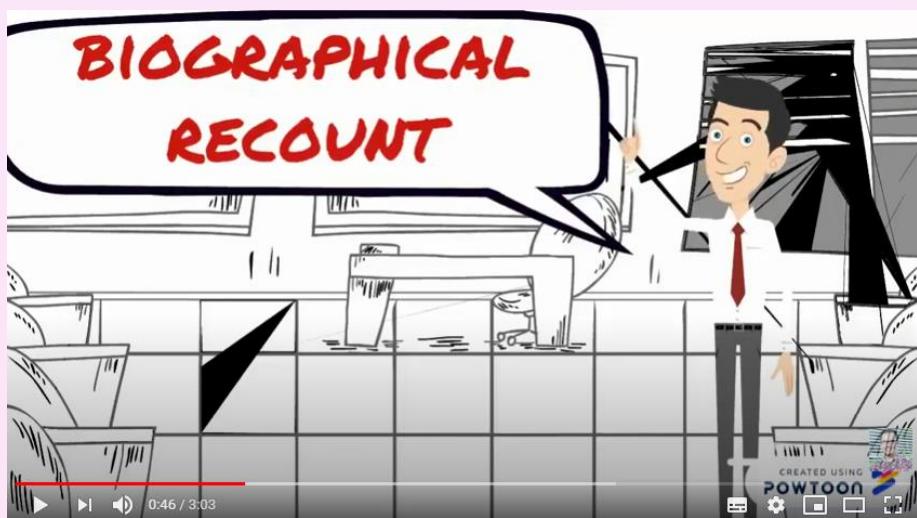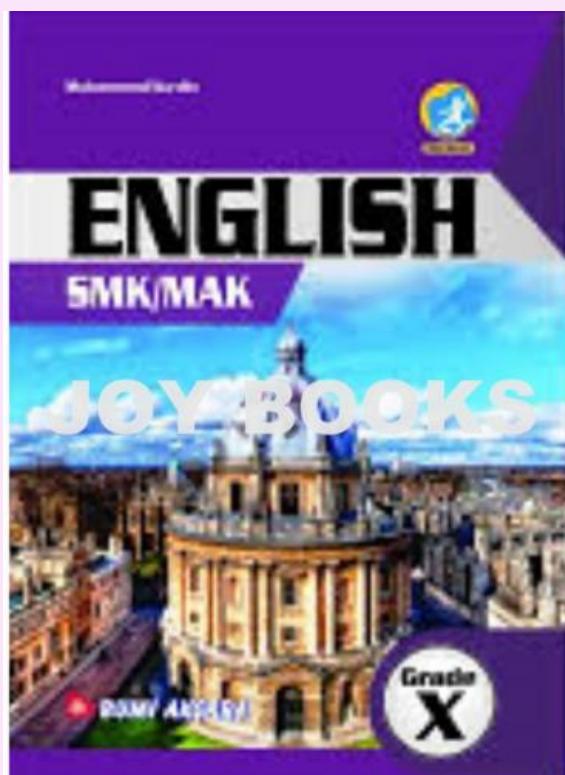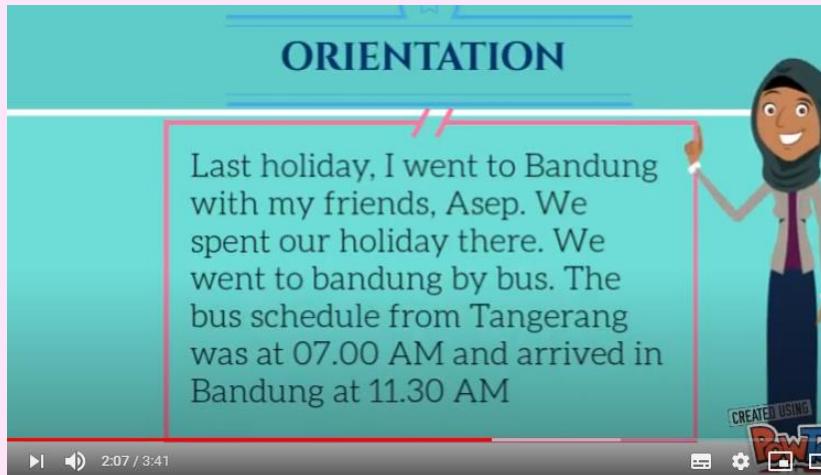
RECOUNT TEXT

CREATED BY
DETTY MULYANI ASTERINS, S.Pd

00:01   1

Slide 2

RECOUNT TEXT

Recount text is a text
that telling the reader about one story,
action or activity. Its purpose is to entertain or informing the reader.
Or a text which retells event or experiences in the past.

01 BIOGRAPHY

02 HISTORICAL RECOUNT

00:01   2

Slide 3
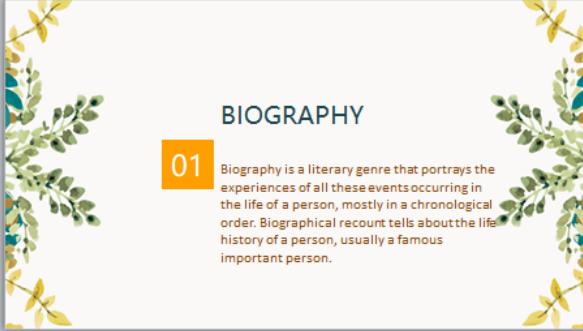
BIOGRAPHY

01 Biography is a literary genre that portrays the
experiences of all these events occurring in
the life of a person, mostly in a chronological
order. Biographical recount tells about the life
history of a person, usually a famous
important person.

Slide 4
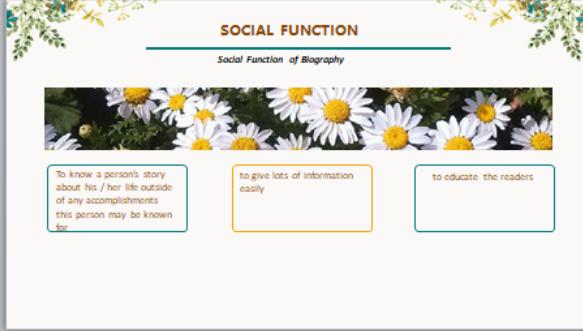
SOCIAL FUNCTION

Social Function of Biography

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

Slide 9
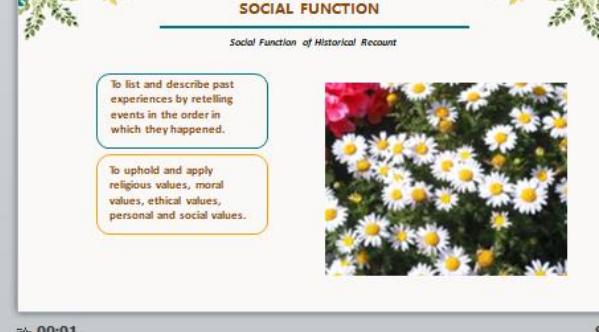
SOCIAL FUNCTION

Social Function of Historical Recount

To list and describe past
experiences by retelling
events in the order in
which they happened.

To uphold and apply
religious values, moral
values, ethical values,
personal and social values.

00:01   9

Slide 10

Generic Structure of Historical Recount

Orientation   Events   Re-orientation (Closing)

00:01   10

Slide (Characteristic)
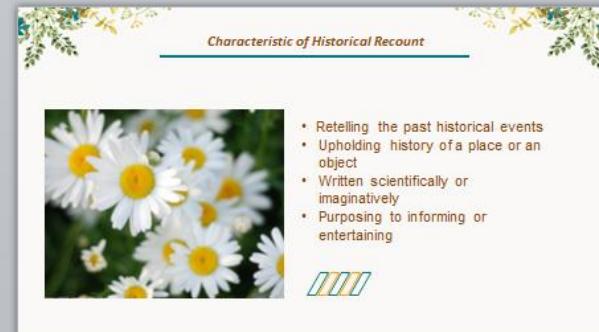
Characteristic of Historical Recount

- Retelling the past historical events
- Upholding history of a place or an object
- Written scientifically or imaginatively
- Purposing to informing or entertaining

Slide (Language Features)

Language Features of Historical Recount

- The text focuses on a specific thing,
- There are a number of action verbs used in the text
- There are some adverbs of time, place, and manner in the text
- The sentences are mostly for med in past tense
- The text involves temporal sequences

KUNCI JAWABAN

URAIAN SINGKAT
1. A biography of General Soedirman
2. Soedirman died when he was relatively young
3. about the history of Bandung as Sea of Fire
4. in the city of Bandung
5. The spirit of never giving up

ESSAY

BATTLE OF SURABAYA	
The **Battle** of Surabaya was <u>fought</u> between pro-independence Indonesian soldiers and militia against British and British Indian troops as a part of the Indonesian National Revolution	➔Orientation
The peak of the **battle** was **in November 1945**. The **battle** <u>was</u> the heaviest single **battle** of the revolution and <u>became</u> a national symbol of Indonesian resistance. Fighting broke out on **30 October** *after* the British commander, Brigadier A. W. S. Mallaby was <u>killed in a skirmish</u>. Although the Colonial forces largely <u>captured</u> the city **in three days**, the poorly armed Republicans <u>fought</u> **for three weeks**, and thousands <u>died</u> as the population <u>fled</u> **to the countryside**.	➔Events
The **battle** and defence mounted by the Indonesians <u>galvanised</u> the nation in support of independence and <u>helped</u> garner international attention. For the Dutch, it <u>removed</u> any doubt that the Republic <u>was</u> not simply a gang of collaborators without popular support. It also <u>had</u> the effect of convincing Britain that wisdom lay on the side of neutrality in the revolution; *within* **a few years**, in fact, Britain <u>would</u> support the Republican cause in the United Nations.	➔Events
Considered a heroic effort by Indonesians, the **battle** <u>helped</u> galvanise Indonesian and international support for Indonesian independence. 10 November is celebrated annually as Heroes' Day.	➔Re-orientation

REMEDIAL
1. Once
2. Reliever
3. A journalist
4. They went to an art museum
5. The writer liked all the art displayed at the museum

PENGAYAAN
1. Soekarno's legal order to give Soeharto authority in 1966
2. Supersemar
3. One year
4. The origin of word supersemar