

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Negeri 2 Pakem
Kelas/ Semester : VIII/ 2
Tema : Recount(Pengalaman Pribadi)
Sub Tema : Pengalaman Pribadi di sekolah
Pembelajaran ke : 2
Alokasi Waktu : 2 X 40 Menit

A. TUJUAN PEMBELAJARAN

Membandingkan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana sesuai dengan penggunaannya.

B. KEGIATAN PEMBELAJARAN

Pertemuan 1

Pendahuluan

Orientasi:

- ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (**PPK: Religius**)
- ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin
- ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali pembelajaran

Apersepsi:

- ❖ Mengaitkan materi pembelajaran teks recount yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya terkait video pengalaman pribadi dan https://www.youtube.com/watch?v=ofu_89J_HVl dan https://www.youtube.com/watch?v=Ku8DQioEld0&list=RDCMUChDEFZ9r_8-JCLr5xqwNy1w&start_radio=1&t=20
- ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan

Motivasi:

- ❖ Memberi gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari
- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

Pemberian Acuan

- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- ❖ Pembagian kelompok belajar

Kegiatan Inti

Mengamati

- ❖ Peserta didik Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks recount tentang pengalaman pribadi dari model transaksional teks Recount yang diberikan guru (Task 1)
- ❖ Peserta didik menirukan cara membaca recount text yang diberikan guru (Task 2)(**Literasi**)
- ❖ Peserta didik mencatat kosa kata dan informasi dari teks yang ingin diketahui

Menanya

- ❖ Peserta didik menanyakan unsur kebahasaan yang digunakan dalam teks recount (**Berpikir Kritis**)
- ❖ Peserta didik menanyakan struktur teks dari model recount text yang diberikan guru
- ❖ Peserta didik menanyakan fungsi sosial dari model recount text yang diberikan guru

Mengumpulkan informasi

- ❖ Peserta didik secara berpasangan menjodohkan kosa kata dengan gambar terkait recount text (Task 3 - 5)
- ❖ Peserta didik secara berpasangan menyusun teks transaksional berdasarkan gambar rangkaian peristiwa dari teks recount (Task 6) (**Berpikir kritis dan bekerja sama**)

Mengomunikasikan

- ❖ Peserta didik menempelkan hasil tek transaksional recount yang telah di buat di papan tulis (Task 7)
- ❖ Peserta didik secara berpasangan mempraktekan teks transaksional terkait recount teks yang telah di tempel di papan tulis.(Task 8)

Catatan :

Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tanggungjawab,)

Kegiatan Penutup

- ❖ Guru beserta peserta didik membuat rangkuman/ simpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru saja dilakukan
- ❖ Guru beserta peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- ❖ Guru memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik
- ❖ Guru menyampaikan rencana kegiatan tindak lanjut pada pertemuan berikutnya
- ❖ Guru mengakhiri kegiatan pembelajaran dengan berdoa.

C. PENILAIAN PEMBELAJARAN

| SIKAP | PENGETAHUAN | KETERAMPILAN |
|---|--|--|
| Tanggung jawab terhadap tugas-tugas yang dikerjakan Disiplin dalam waktu Percaya diri | Mengidentifikasi beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana sesuai dengan penggunaanya. | Menyusun beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana sesuai dengan penggunaanya. |

Pakem, 11 Maret 2021

Mengetahui,

Kepala Sekolah

Guru mata pelajaran

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1. Sikap (spiritual dan sosial)

1. Sikap Spiritual

| No | Tehnik | Bentuk Intrumen | Contoh Butir Instrumen | Waktu Pelaksanaan | Keterangan |
|----|-----------|-----------------|------------------------|-------------------------------|--|
| | Observasi | Jurnal | Lihat lampiran | Saat pembelajaran berlangsung | Penilaian untuk dan pencapaian pembelajaran (<i>assessment for and of learning</i>) |

| No | Nama Siswa | Bentuk Intrumen | Contoh Butir Instrumen | Waktu Pelaksanaan | Keterangan |
|----------------|------------|-----------------|------------------------|-------------------------------|--|
| | | Berdoa | Memberi salam | | |
| 1. 2. 3. | | | | Saat pembelajaran berlangsung | Penilaian untuk dan pencapaian pembelajaran (<i>assessment for and of learning</i>) |

2. Sikap Sosial

| No | Tehnik | Bentuk Intrumen | Contoh Butir Instrumen | Waktu Pelaksanaan | Keterangan |
|----|-----------|-----------------|------------------------|-------------------------------|--|
| | Observasi | Jurnal | Lihat lampiran | Saat pembelajaran berlangsung | Penilaian untuk dan pencapaian pembelajaran (<i>assessment for and of learning</i>) |

| No | Tehnik Observasi Saat Pembelajaran Berlangsung | | | | |
|----------------|--|------------------------|------------------------|-------------------|--|
| | | Bentuk Intrumen Jurnal | Contoh Butir Instrumen | Waktu Pelaksanaan | Bentuk penilaian deskripsi sikap |
| | Nama | Disiplin | Percaya Diri | Tanggung jawab | |
| 1. 2. 3. | | | | | Penilaian untuk dan pencapaian pembelajaran (<i>assessment for and of learning</i>) |

2. Pengetahuan

| No | Tehnik | Bentuk Intrumen | Contoh Butir Instrumen | Waktu Pelaksanaan | Keterangan |
|----|----------|-----------------|------------------------|-------------------------------|--|
| 1. | Tertulis | Pilihan Ganda | Lihat lampiran | Setelah pembelajaran usai. | Penilaian pencapaian pembelajaran (<i>assessment of learning</i>) |
| 2. | Lisan | Uraian | Lihat lampiran | Saat pembelajaran berlangsung | Penilaian untuk dan pencapaian pembelajaran (<i>assessment for</i> |

| | | | | | |
|----|------------------------------|--------|----------------|----------------------------|---|
| 3. | Penugasan /Tugas Terstruktur | Uraian | Lihat lampiran | Setelah pembelajaran usai. | <i>and of learning)</i> Penilaian pencapaian pembelajaran (<i>assessment of learning</i>) |
|----|------------------------------|--------|----------------|----------------------------|---|

3. Ketrampilan

| No | Tehnik | Bentuk Intrumen | Contoh Butir Instrumen | Waktu Pelaksanaan | Keterangan |
|----|---------|---|---------------------------------------|--------------------------------|---|
| 1 | Praktik | Tugas (ketrampilan) | Presentasi / menyajikan hasil diskusi | Saat pembelajaran berlangsung. | Penilaian untuk sebagai dan/atau pencapaian pembelajaran (<i>assessment for learning</i>) |
| 2 | Produk | Tugas (ketrampilan) | Menyusun tugas | Setelah pembelajaran usai. | Penilaian untuk sebagai dan/atau pencapaian pembelajaran (<i>assessment of learning</i>) |
| 3 | Proyek | Tugas Mandiri Tidak Terstruktur (ketrampilan) | Menyusun tugas | Setelah pembelajaran usai. | Penilaian untuk sebagai dan/atau pencapaian pembelajaran (<i>assessment of learning</i>) |

LKPD KELAS VIII RECOUNT TEXT

Task 1. Observe the examples of recount texts

Text 1.

| |
|---|
| <p>Udin: "Let's work together to plan our texts to tell our experience?"</p> <p>Edo:"Okay. I'll tell how my brother and I made the garden benches."</p> <p>Udin: "I'll tell how we won the First Prize of the Classroom Competition . What about you, Lina?"</p> <p>Lina:"I will tell my sister's funny experience last Saturday. She went to school on Saturday!"</p> <p>Udin: "Let's start with Edo's story. First, how did you and your brother have the idea of making garden benches?"</p> <p>Edo:"My father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had the idea."</p> <p>Lina:"What did you do?"</p> |
|---|

Edo: "We told Dad that we wanted to make garden benches from the wood
He agreed and he would help us."

Udin: "What did your father do to help you?"

Edo: "He sawed the wood into three pieces. 25 cm in diameter and
25 cm in height."

Lina: "And after that?"

Edo: "After that, we rubbed them with sandpaper to make them smooth
Then, we dried them in the sun for a week."

Udin: "When they were dry, what did you do?"

Edo: "We painted them, one green, one red, and one blue. Then, we dried
them again in the sun for three days."

Lina: "Okay. Now let's help Edo write his experience in a good order."

Adapted from : When English Rings a Bell / Kementerian Pendidikan dan Kebudayaan.-- . Edisi Revisi
Jakarta : Kementerian Pendidikan dan Kebudayaan, 2017

Tek 2.

Udin: "I want to tell how our class won the First Prize of the Classroom
Competition."

Lina: "Let's guide Udin to tell how our class won the First Prize of
the Classroom Competition. How did you know the Classroom Competition?"

Udin: "The principal announced the Classroom Competition on Monday
in the flag ceremony."

Edo: "Okay. What did you do then?"

Udin: "When we were back to the classroom, we realised that many
desks and chairs are old and dirty. Some had loose legs."

Lina: "And then?"

Udin: "In the afternoon, we talked and agreed to come on Saturday to fix them."

Lina: "What did we bring to work on Saturday?"

Udin: "On Saturday, each of us brought something from home, like
soap, cloth, a broom, a mop, nails, a hammer, a duster, and so on."

Edo: "What did the students do with the desks and chairs?"

Udin: "Some of us washed the desks and the chairs. Some furnished
them. Some fixed the legs."

Lina: "So, we won the competition!"

Udin: "Yes. Now our desks and chairs are clean and strong. And we
won the First Prize of the Classroom Competition."

Adapted from : When English Rings a Bell / Kementerian Pendidikan dan Kebudayaan.-- . Edisi Revisi Jakarta : Kementerian
Pendidikan dan Kebudayaan, 2017

Task 2. Repeat the dialogue after your teacher

Text 1.

Udin: "Let's work together to plan our texts to tell our experience?"
Edo: "Okay. I'll tell how my brother and I made the garden benches."
Udin: "I'll tell how we won the First Prize of the Classroom Competition .
What about you, Lina?"
Lina: "I will tell my sister's funny experience last Saturday. She went to school on Saturday!"
Udin: "Let's start with Edo's story. First, how did you and your brother have the idea of making garden benches?"
Edo: "My father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had the idea."
Lina: "What did you do?"
Edo: "We told Dad that we wanted to make garden benches from the wood He agreed and he would help us."
Udin: "What did your father do to help you?"
Edo: "He sawed the wood into three pieces. 25 cm in diameter and 25 cm in height."
Lina: "And after that?"
Edo: "After that, we rubbed them with sandpaper to make them smooth Then, we dried them in the sun for a week."
Udin: "When they were dry, what did you do?"
Edo: "We painted them, one green, one red, and one blue. Then, we dried them again in the sun for three days."
Lina: "Okay. Now let's help Edo write his experience in a good order."

Task 3. Match the available words to the correct pictures



1. ...

2....

3. ...

4. ...



5...



6...



7...



8...

- A. Painted
- B. Rubbed
- C. Sawed
- D. Cut
- E. Dried
- F. Had an idea
- G. dried again
- H. told father

Task 4. Match the available words with the correct pictures



1...



2...



3.



4....



5...



6...

- A. won the competition
- B. were back at classroom
- C. Announced
- D. Brought something from home
- E. Talked and agreed to come on Saturday
- F. Washed, fixed and furnished

Task 5. Match the available words with the correct pictures



1...



2...



3...



4...



5...

- | |
|--|
| <p>A. Visited Borobudur temple B. Had Outing activities C. Visited Parang Tritis beach D. Visited Malioboro E. Took the bus.</p> |
|--|

Task 6. Rearrange these jumbled utterances into meaningful dialogue of recount text.

Ana : Yes, I did, But I really enjoyed it.

Ana: We took the bus

Ana : We visited tourism places.

Susan : Do you have interesting experience?

Susan : Hi Ana

Ana : Okay.

Susan : Well, the bell is ringing, let's come to the class.

Ana :Hi Susan!

Ana : Yes, I do

Susan : What was your interesting activity?

Ana : I had interesting activities on Sunday

Ana : I had outing activities with my teachers

Susan: What did you do?

Susan: How did you go there?

Ana : I visited Malioboro, Parangtritis beach and Borobudur temple

Ana : I had to make a report of this outing activity.

Susan : Did you feel tired after visiting three tourism places?

Susan : What did you do then?

Susan: What tourism places did you visit ?

Susan: What did you do last Sunday?

Task 7. Stick the result of your arrangement on the white board

Task 8. Practice the result of your arrangement in front of the class.

PEDOMAN PENSKORAN SOAL PILIHAN GANDA

Nilai = ((skor perolehan) / (skor maksimum)) x 100

➔ Catatan : setiap jawaban benar diberi skor 1

a. Keterampilan :

Instrumen Soal Tertulis:

➔ Work in pairs. Arrange jumbled dialog consist of expressions for *asking and giving information about personal recount* .

Instrumen Soal Lisan:

➔ Perform your dialog in front of the class (role play).

(i). Instrumen Penilaian Kinerja Lisan

| No | Nama Siswa | Aspek yang dinilai dan skor yang diperoleh | | | |
|----|------------|--|------------|---------|----------|
| | | Pronunciation | Intonation | Fluency | Accuracy |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| | | | | | |
| | | | | | |

ii). Instrumen Penilaian Kinerja Tertulis

| No | Nama Siswa | Aspek yang dinilai dan skor yang diperoleh | | | |
|----|------------|--|--------------|---------------------|-----------------------|
| | | Kesesuaian isi dan tujuan | Pilihan kata | Penulisan kosa kata | Ketepatan tata bahasa |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| | | | | | |

Rubrik Penilaian untuk Tes Kinerja Lisan

| No | Aspek yang Dinilai | Kriteria | Skor |
|----|--|---|------|
| 1 | Pengucapan (<i>pronunciation</i>) | Hampir sempurna | 5 |
| | | Ada beberapa kesalahan namun tidak mengganggu makna | 4 |
| | | Ada beberapa kesalahan dan mengganggu makna | 3 |
| | | Banyak kesalahan dan mengganggu makna | 2 |
| | | Terlalu banyak kesalahan dan mengganggu makna | 1 |
| 2 | Intonasi (<i>intonation</i>) | Hampir sempurna | 5 |
| | | Ada beberapa kesalahan namun tidak mengganggu makna | 4 |
| | | Ada beberapa kesalahan dan mengganggu makna | 3 |
| | | Banyak kesalahan dan mengganggu makna | 2 |
| | | Terlalu banyak kesalahan dan mengganggu makna | 1 |
| 3 | Kelancaran (<i>fluency</i>) | Sangat lancar | 5 |
| | | Lancar | 4 |
| | | Cukup lancar | 3 |
| | | Kurang lancar | 2 |
| | | Tidak lancar | 1 |
| 4 | Ketelitian (<i>accuracy</i>) | Sangat teliti | 5 |
| | | Teliti | 4 |
| | | Cukup teliti | 3 |
| | | Kurang teliti | 2 |
| | | Tidak teliti | 1 |
| | Skor Maksimum | 20 | |
| | Nilai = | $(\text{skor perolehan}) / (\text{skor maksimum}) \times 100$ | |

Rubrik Penilaian untuk Tes Kinerja Tulis

| No | Aspek yang Dinilai | Kriteria | Skor |
|----|---|---------------------------------|------|
| 1 | Kesesuaian isi dengan tujuan penulisan teks interaksi transaksional | 100 % isi sesuai | 25 |
| | | 80 % isi sesuai | 20 |
| | | 60 % isi sesuai | 15 |
| | | 40 % isi sesuai | 10 |
| | | 20 % isi sesuai | 5 |
| 2 | Pilihan kata | 100 % pilihan kata tepat | 25 |
| | | 80 % pilihan kata tepat | 20 |
| | | 60 % pilihan kata tepat | 15 |
| | | 40 % pilihan kata tepat | 10 |
| | | 20 % pilihan kata tepat | 5 |
| 3 | Penulisan Kosa Kata | 100 % penulisan kosa kata tepat | 25 |
| | | 80 % penulisan kosa kata tepat | 20 |

| | | | |
|---|-----------------------|------------------------------------|----|
| | | 60 % penulisan kosa kata tepat | 15 |
| | | 40 % penulisan kosa kata tepat | 10 |
| | | 20 % penulisan kosa kata tepat | 5 |
| 4 | Ketepatan Tata Bahasa | 100 % penggunaan tata bahasa tepat | 25 |
| | | 80 % penggunaan tata bahasa tepat | 20 |
| | | 60 % penggunaan tata bahasa tepat | 15 |
| | | 40 % penggunaan tata bahasa tepat | 10 |
| | | 20 % penggunaan tata bahasa tepat | 5 |
| | Skor Maksimum | 100 | |
| | Nilai = | skor maksimum | |

Kunci Jawaban :

| No | Task 3 | Task 4 | Task 5 |
|----|--------|--------|--------|
| 1 | D | C | B |
| 2 | F | B | E |
| 3 | H | E | D |
| 4 | C | D | C |
| 5 | B | F | A |
| 6 | E | A | - |
| 7 | A | - | - |
| 8 | G | - | - |

Task 6.

Susan : Hi Ana

Ana : Hi Susan!

Susan : Do you have interesting experience?

Ana : Yes, I do

Susan : What was your interesting activity?

Ana : I had interesting activities on Sunday

Susan: What did you do last Sunday?

Ana : I had outing activities with my teachers

Susan: What did you do?

Ana : We visited tourism places.

Susan: How did you go there?

Ana: We took the bus

Susan: What tourism places did you visit ?

Ana : I visited Malioboro, Parangtritis beach and Borobudur temple

Susan : What did you do then?

Ana : I had to make a report of this outing activity.

Susan : Did you feel tired after visiting three tourism places?

Ana : Yes, I did, But I really enjoyed it.

Susan : Well, the bell is ringing, let's come to the class.

Ana : Okay.