

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAS Al Irsyad Al Islamiyyah
Kelas/Semester : X/II
Tema : Teks recount
Sub Tema : Tokoh Terkenal; Biografi
Pembelajaran ke : 1
Alokasi Waktu : 2 JP (2 x 45’)

A. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan pendekatan saintifik menggunakan model *discovery learning*, peserta didik dapat menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount sederhana tulis tentang biografi seseorang sesuai konteks penggunaannya, menganalisis isi teks yang menceritakan biografi seseorang secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks recount sesuai konteks penggunaannya dengan rasa ingin tahu, tanggung jawab, dan bekerjasama selama proses pembelajaran.

B. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">Orientasi<ul style="list-style-type: none">Memberi salam dengan ramahMeminta siswa untuk berdoa sebelum memulai pelajaranMengecek kehadiran siswaMengecek kerapian dan kebersihan ruang kelasMereview materi sebelumnyaApersepsi<ul style="list-style-type: none">Merespon pertanyaan dari guru terkait materi pembelajaran dengan rasa ingin tahu<ul style="list-style-type: none"><i>Look at the picture, do you know who he is?</i><i>What's a famous achievement from him?</i>Motivasi<ul style="list-style-type: none">Menjelaskan dengan jelas tujuan pembelajaran yang akan dicapai setelah mempelajari teks recount dan penilaian yang akan dilakukan	10 menit
Inti	<p>Pemberian rangsangan (stimulation) Siswa mengamati gambar dan teks model tentang Ole Kirk Christiansen</p> <p>Identifikasi masalah (problem statement)</p> <ol style="list-style-type: none">Siswa bertanya tentang siapa Ole Kirk ChristiansenSiswa mencari informasi sebanyak mungkin dari teks recount yang diberikan	70 menit

	<p>Pengumpulan Data (data collection)</p> <ol style="list-style-type: none"> 1. Siswa membentuk kelompok terdiri dari 3-4 orang 2. Setiap kelompok diberi LKPD untuk menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks recount 3. Siswa menganalisis kosakata yang berhubungan dengan teks 4. Siswa mencari dan menggali informasi dari sumber belajar berupa buku dan internet <p>Pengolahan data (data processing)</p> <ol style="list-style-type: none"> 1. Siswa menentukan fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount biografi Ole Kirk Christiansen 2. Siswa melengkapi isian informasi berupa lini masa (<i>timeline</i>) perjalanan hidup berdasarkan biografi yang telah dianalisis 3. Siswa menganalisis informasi rinci yang terdapat dalam teks recount <p>Pembuktian (verification)</p> <ol style="list-style-type: none"> 1. Siswa mempresentasikan hasil diskusi kelompok di depan kelas berupa fungsi sosial, struktur teks dan unsur kebahasaan, serta isi perjalanan hidup berdasarkan teks yang telah dianalisis 2. Kelompok lain memberikan tanggapan terhadap presentasi tersebut <p>Menarik kesimpulan (generalization)</p> <ol style="list-style-type: none"> 1. Siswa menyimpulkan dan diberikan umpan balik oleh guru berdasarkan tanggapan kelompok lain terhadap presentasinya 2. Siswa menjelaskan nilai-nilai yang dapat diambil dari perjalanan hidup teks recount yang telah dipelajari 	
Penutup	<ol style="list-style-type: none"> 1. Memberikan refleksi dan evaluasi terhadap proses dan hasil pembelajaran 2. Memotivasi siswa untuk bersama-sama menarik kesimpulan dan mengklarifikasi pemahaman dari pembelajaran yang telah dilakukan 3. Memberikan tugas untuk mencari dan membaca biografi tokoh terkenal 4. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya 5. Mengakhiri pembelajaran dengan berdoa bersama 	10 menit

C. Penilaian Pembelajaran

Jenis Penilaian	Bentuk Penilaian
Sikap	Pengamatan sikap kerjasama dalam kelompok, rasa ingin tahu, dan tanggung jawab
Pengetahuan	Menjawab pertanyaan berdasarkan teks yang telah dipelajari
Keterampilan	Presentasi hasil diskusi kelompok

Lampiran:



LEGO history dates back to 1932 when Ole Kirk Christiansen (April 07, 1891 – March 11, 1958) founded the Danish company to produce goods for daily use. Ole Kirk was born in the Filskov village, located between Sonder Omme and Give in Central Jutland Denmark. He was one of 10 children in his family. His father's name was Jens Niels Christiansen and his mother's name was

Kirstine (Andersen) Christiansen.

Ole Kirk had to find a new niche to save his business. And he found it in the production of wooden toys because the demand for them continued to be unabated even during the hard economic times. Ole Kirk's principal assistant was his son, Godtfred Kirk Christiansen, who started working with his father at the age of 12.

Having launched a toy production, Christiansen started looking for a name for his company. There were many ideas, but in the end, he chose the name that came up with – the word Lego, which is derived from Danish leg and godt, which together mean “play well.” A few years later Ole Kirk learned that the phrase Lego means “I put together” in Latin. Obviously, awareness of this fact had a serious impact on the future history of the company.

In the 1940s, there were many changes that influenced the history of the company. First, the only single LEGO factory and warehouse burned down. Immediately after the restoration, it became apparent that LEGO would deal only with toys. A number of workers continued to grow and over the years it reached 40 people in 1943. One year later, in 1944, Ole Kirk Christiansen finally officially registered the company and called it “LegetOjsfabrikken LEGO Billund A/S.”

On February 04, 1960, the LEGO division for wooden toy manufacturing was struck by lightning and burned down. It was another fire that happened at the LEGO factory. Soon it was decided not to renew the wooden toy production and concentrate solely on plastic toys. By that time, LEGO was already selling more than 50 types of different sets in many countries around the world. In 1962, LEGO opened its own airline company in Billund, Denmark and LEGO construction sets began to be imported to the United States.

Penilaian Sikap

Instrumen: Lembar observasi/jurnal

No	Nama Siswa	Aspek*		
		Rasa Ingin Tahu	Tanggung jawab	Bekerjasama
1				
2				
3				

4				
5				

*Berikan checklist (√) apabila muncul sikap sesuai aspek yang dinilai.

Penilaian Keterampilan

Instrumen: Lembar presentasi kelompok

No	Name	Aspects					Total Score
		Fluency	Pronunciation	Vocabulary	Grammar	Detail	
1							
2							
3							
4							
5							

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Penilaian Pengetahuan

Bentuk: Tes tulis

Pertanyaan:

1. When Ole travelled round the country to sell his toys, he sold them all but did not receive a lot of money. Why?
2. Why did Ole reject Godtfrey's idea of saving a layer of coating on the wooden duck toys to save money for the company?
3. The fire in 1942 burnt Ole's workshop to the ground. What gave him the motivation to start all over again?
4. In which country was Lego developed?
5. Why did Godtfrey decide to build Legoland?

Rubrik:

Skor jawaban benar tiap nomor: 2

Nilai akhir: skor benar x 10