

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Yoannes XXIII Semarang	Kelas/Semester : VIII/Genap	KD : 3.3 & 4.3
Mata Pelajaran : BAHASA INGGRIS	Alokasi Waktu : 10 menit	Pertemuan ke : Satu
Materi : Teks Recount (memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau)		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran dengan pendekatan berbasis teks, peserta didik dapat menjelaskan fungsi sosial teks recount, menjelaskan struktur teks recount, menerapkan unsur kebahasaan teks recount dan menyusun teks recount tentang pengalaman pribadi sesuai fungsi sosial, struktur teks dan unsur kebahasaan dengan tepat dan sesuai konteks serta menekankan sikap santun juga tanggungjawab.

B. KEGIATAN PEMBELAJARAN

Pertemuan ke-1		
A. Pendahuluan		
<ul style="list-style-type: none"> • Sebelum memulai pembelajaran, guru menyapa dan menanyakan kondisi para peserta didik. • Kemudian meminta salah satu peserta didik untuk memimpin doa • Guru memberikan beberapa pertanyaan terkait pengalaman siswa di masa lampau yang menyenangkan maupun tidak menyenangkan • Guru menjelaskan tujuan pembelajaran dan menyampaikan rencana penilaian 		
B. Kegiatan Inti		
Building Knowledge of Field	<ul style="list-style-type: none"> ❖ Peserta didik diberi sebuah teks tentang pengalaman pribadi seseorang di waktu lampau ❖ Peserta didik membaca teks tersebut kemudian mencari kosa kata baru dan maknanya ❖ Peserta didik menuliskan bentuk-bentuk kata kerja lampau yang mereka temukan dalam teks ❖ Peserta didik menirukan guru membaca kata kerja tersebut dengan suara keras, intonasi dan tekanan kata yang benar ❖ Lalu peserta didik diminta menjelaskan unsur kebahasaan dalam teks tersebut terkait pola kalimat lampau (Past Tense) yang digunakan ❖ Peserta didik menyebutkan fungsi sosial dari teks yang mereka baca 	
Modeling and Deconstructing the text	Dalam tahap ini guru membagi peserta didik dalam kelompok dan peserta didik diminta untuk: <ul style="list-style-type: none"> ❖ Melengkapi tabel analisis tentang struktur teks recount ❖ Masing-masing kelompok mempresentasikan hasil diskusi mereka di depan kelas 	
Joint Construction of Text	Supaya peserta didik memahami materi lebih dalam, guru memberikan latihan soal berupa : <ul style="list-style-type: none"> ❖ Memberi 5 latihan soal pilihan ganda tentang recount text ❖ Menyusun paragraf acak menjadi sebuah teks recount dengan struktur yang benar 	
Independent Construction of Text	Tahap ini bertujuan melatih kemampuan writing peserta didik. Pada tahap ini peserta didik berlatih untuk membuat kalimat sendiri. Guru meminta peserta didik membuat sebuah kalimat tentang pengalaman pribadi mereka dengan pola kalimat simple past tense dalam kertas kosong. Lalu setelah satu menit kertas tersebut dipindahkan ke peserta didik disebelahnya dan mereka melanjutkan kalimat yang sudah dibuat oleh temannya. Demikian seterusnya sampai guru menghentikan aktifitas menulis tersebut. Maka di akhir aktifitas tersebut masing-masing peserta didik mendapatkan sebuah teks recount dan mereka telah berlatih menulis recount teks.	
C. Penutup		
<ul style="list-style-type: none"> • Guru bersama peserta didik membuat kesimpulan dan meminta mereka untuk membuat refleksi pembelajaran dan menuliskannya di buku catatan mereka. • Guru memberikan penugasan keterampilan yaitu menyusun teks pengalaman pribadi sederhana dengan kalimat sendiri dengan benar dan sesuai konteks • Guru menutup pembelajaran dengan meminta seorang peserta didik menutup dengan doa. 		
Sumber Belajar PPT materi Recount Text tentang pengalaman pribadi	Alat : 1. LCD & Proyektor 2. Laptop 3. Buku Kemendikbud	Penilaian : 1. Sikap : Observasi/Jurnal 2. Keterampilan : Produk 3. Pengetahuan : Tes tertulis

Semarang, 17 Juli 2021

Mengetahui,
Kepala SMP YOANNES XXIII


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LEMBAR KEGIATAN PESERTA DIDIK (LKPD)

Lampiran 1 Activity 1

My Embarrassed Experience

I like teasing my sister. One day when she was busy studying for her final exams, I wore my mom's earring and put on her lipstick and started to tease her until my mom yelled at me, "Umar, leave your sister alone! You'd better go to gas station to fill the tank of your dad's motorcycle.

I went to the gas station. Strangely, the people there were friendlier than usual. They all smiled at me. Some of them even laughed together.

On my way home, I saw my sister, so I asked her, "Hey, Sis, is there something wrong with me?" It seems everyone so friendly and nice to me today. They all smiled and laughed at the gas station."

My sister suddenly burst out laughing and said, "Of course they were. You're still wearing mom's earring and putting lipstick." What?! Ghost!" I rode home in a hurry.

Activity 2

Read the text and analyze the structure of the text.

Orientation

Events

Reorientation

Personal Comment

How did the writer feel or think?

Activity 3

Arrange the jumbled sentences to form a good recount text.

1. We arrived at the orphanage at nine in the morning.
2. My friends and I visited an orphanage last week.
3. The children welcomed us at the gate.
4. After that, we had lunch together.
5. Before going home, we distributed gifts to the children.
6. Then we played with them in the hall.

Key answer: 2 - 1 - 3 - 6 - 4 - 5

LAMPIRAN 2

PENILAIAN SIKAP

Nama Sekolah : SMP Yoannes XXIII
 Kelas / Semester : VIII / Genap
 Mata Pelajaran : Bahasa Inggris
 Tahun Pelajaran : 2021 / 2022

No.	Tanggal	Nama Peserta Didik	Catatan Perilaku	Butir Sikap	Tanda Tangan	Rencana Tindak Lanjut

PENILAIAN PENGETAHUAN

Indikator :

- a. Jenis/teknik penilaian : Pengetahuan/Tes Tulis
- b. Bentuk Instrument : Pilihan Ganda

No	IPK	Indikator Butir Soal	Soal (*)
1.	3.3 Menjelaskan unsur kebahasaan teks <i>personal recount</i>	<p>Peserta didik dapat menentukan makna kata tertentu</p>	<p>When I was seven years old, I was given a small wallet to keep my pocket money in. I felt so happy and put it in my hip pocket. One day, during the break time at school, I discovered that my wallet was missing. I checked it but I could not find it. There was some money in the wallet and without it I could not buy anything to eat. I was close to tears. It was not because of losing my precious wallet but because I might get scolded by my parents. Anyhow I went hungry that day.</p> <p>In the class I could not concentrate well to study at all. I kept thinking about how I lost my wallet and what my parents would react. How was I going to explain the loss? I did not know whether someone had taken it from my pocket or it had merely fallen out. I hoped that someone would find and return it to me.</p> <p>When I told my mother about my loss, she was angry. She told me that it would not have happened if I had been careful. When my father came home, I got another anger. Then he told me that there would not be any more wallets for me until I got older.</p> <p>Luckily, I still got pocket money from my parents. I am glad to say that I never lost anything again. I had learned to be more careful. It is not pleasant to lose something and then get scolded for losing it.</p> <p>1. “It was not because of losing my precious wallet but because I might get scolded by my parents” (second paragraph). The closest meaning of the</p>

		<p>Peserta didik dapat menentukan kata rujukan</p> <p>Peserta didik dapat menyimpulkan kejadian dalam teks</p> <p>Peserta didik dapat menemukan alasan sesuatu terjadi berdasarkan bacaan</p> <p>Peserta didik dapat menyimpulkan kejadian dalam teks</p>	<p>underlined word is</p> <p>A. expensive B. luxurious C. valuable D. unique</p> <p>2. "I hoped that someone would find <u>it</u> and return it to me" (Paragraph three). The underlined word refers to A. lost B. fare C. pocket D. wallet</p> <p>3. From the text above we can conclude that the writer A. knew where he lost his wallet B. learns not to be careless anymore C. did not get pocket money anymore D. found the parents were glad about the loss</p> <p>I was 12 years old when my family and I moved to a new neighborhood. I was starting my 6th grade in a new school, with new people and no friends. I was a quiet and shy person, so I never hung out with the other neighborhood kids. Before school had started, I had met a few people who were in the same grade as me. After that initial meeting, I never saw them again until the first day of school.</p> <p>For the first day of school, I asked my mom to do my hair that morning so it would look nice. She did my hair in my regular hair style, 5 pony tails with the barrettes on the end. I arrived to school and went into my new classroom. Everyone stopped their conversation to turn and look at me. I looked around the classroom and noticed that all the females either had their hair in one ponytail or had it pressed and curled into a style. My hair was styled like the 3rd or 4th graders at that school. I was so embarrassed that I wanted to cry!</p> <p>4. The writer never hung out with friends because she.... A. was a new student in a school B. just moved to a new place C. just started the 6th grade D. was shy and also quiet</p> <p>5. From the text we can conclude that the writer.... A. was not good at making friends B. had a very common hair style C. did not go to a good school D. had many friendly friends</p>
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PEDOMAN PENSKORAN

Jumlah benar x 20 = 100

LAMPIRAN 3

Indikator :

- a. Jenis/teknik penilaian : Keterampilan/Writing
- b. Bentuk Instrument : Essay Bebas
- c. Butir Soal : Write a recount text

No	IPK	Indikator Butir Soal	Soal (*)
1.	4.3 Membuat recount text tentang pengalaman pribadi	Peserta didik dapat membuat sebuah teks recount dengan kalimat sederhana	Write a recount text about your own experience!

PEDOMAN PENSKORAN ASPEK KETRAMPILAN UNTUK KEMAMPUAN MENULIS (WRITING SKILL)

Nama Peserta Didik :

Kelas :

Tanggal Pengamatan :

Materi Pokok :

No	Aspek yang Dinilai	Kriteria	Score
1.	Keaslian penulisan	Sangat original	5
		Original	4
		Cukup original	3
		Kurang original	2
		Tidak original	1
2.	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5
		Isi sesuai dengan judul	4
		Isi cukup sesuai dengan judul	3
		Isi kurang sesuai dengan judul	2
		Isi tidak sesuai dengan judul	1
3.	Keruntutan teks	Keruntutan teks sangat tepat	5
		Keruntutan teks tepat	4
		Keruntutan teks cukup tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1
4.	Pilihan kosa kata	Pilihan kosa kata sangat tepat	5
		Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3
		Pilihan kosa kata kurang tepat	2
		Pilihan kosa kata tidak tepat	1
5.	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1

Jumlah skor : Nilai Siswa= _____ X 100
 Skor Maksimal