

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 1 LONG APARI  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII/ Genap  
 Materi Pokok : *Teks Personal Recount*; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau  
 Alokasi Waktu : 8 x 40 Menit

### A. Kompetensi Inti

1. **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
2. **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
3. **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Membandingkan fungsi sosial teks personal recount 3.11.2 Mengidentifikasi struktur teks personal recount 3.11.3 Menentukan unsur kebahasaan teks personal recount 3.11.4 Mengidentifikasi penggunaan tanda baca dan ejaan dalam teks personal recount 3.11.5 Mengidentifikasi ide pokok dan penjabar teks personal recount
4.11 Teks recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> ) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> ), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.11.1.1 Menemukan makna tersurat dan tersirat terkait teks personal recount 4.11.1.2 Melengkapi teks personal recount yang rumpang  4.11.2.1 Menyempurnakan penggunaan tanda baca dan ejaan teks pengalaman pribadi di waktu lampau ( <i>personal recount</i> ) 4.11.2.2 Membuat teks pengalaman pribadi di waktu lampau ( <i>personal recount</i> ) 4.11.2.3 Menceritakan pengalaman pribadi di waktu lampau ( <i>personal recount</i> )

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

**Pertemuan pertama:**

Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat membandingkan, mengidentifikasi dan menemukan makna teks personal recount terkait fungsi sosial, struktur teks secara benar dan sesuai konteks.

**Pertemuan kedua:**

Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat menentukan dan melengkapi teks personal recount terkait unsur kebahasaan secara benar dan sesuai konteks.

**Pertemuan ketiga:**

Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat mengidentifikasi dan menyempurnakan penggunaan tanda baca dan ejaan teks personal recount secara benar dan sesuai konteks.

**Pertemuan keempat:**

Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat mengidentifikasi ide pokok/penjelas, membuat dan menceritakan teks personal recount secara benar dan sesuai konteks.

**D. Materi Pembelajaran**

Terlampir

**E. Metode Pembelajaran**

1. Pendekatan : Saintifik
2. Model Pembelajaran : Discovery learning
3. Metode : Tanya jawab, diskusi, dan grouping

**F. Media Pembelajaran****1. Media**

- a. Gambar dan video
- b. Work group guidance
- c. Worksheet/lembar kerja (siswa)
- d. Dictionary

**2. Alat/Bahan**

- a. Penggaris, spidol, papan tulis
- b. Laptop & infocus

**G. Sumber Belajar**

1. <https://www.youtube.com/watch?v=LdCOswMeXFQ>
2. <https://www.youtube.com/watch?v=BgcokHqAXUk>
3. <https://www.youtube.com/watch?v=MwUjGtdTxVo>
4. <https://www.youtube.com/watch?v=mjv5Vp7tHsU>
5. [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/recountjumble\\_paragraph/past-simple-americanbritish/36047](https://en.islcollective.com/resources/printables/worksheets_doc_docx/recountjumble_paragraph/past-simple-americanbritish/36047)
6. <https://englishforsma.com/3631-2/>
7. <https://englishforsma.com/early-one-morning-in-april-reading-practice-1-recount/>
8. <http://www.primaryresources.co.uk/english/englishD6.htm#recount>
9. <https://www.tes.com/teaching-resource/recount-example-6332297#>
10. [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/recount\\_activity/past-simple-weather/33016](https://en.islcollective.com/resources/printables/worksheets_doc_docx/recount_activity/past-simple-weather/33016)

**H. Langkah-Langkah Pembelajaran**

Pertemuan Ke-3 (2 x 40 Menit)		
Kegiatan Pendahuluan		
Guru	Siswa	Waktu
1. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran	1. Menjawab salam guru dan mengucapkan syukur	10 Menit
2. Memeriksa kehadiran peserta didik	2. Memberikan respon kehadiran	

<p>sebagai sikap disiplin</p> <ol style="list-style-type: none"> <li>Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> <li>Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</li> <li>Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> <li>Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran</li> </ol>	<ol style="list-style-type: none"> <li>Berpartisipasi dalam kegiatan psikis/fisik yang diberikan guru</li> <li>Menyimak dan merespon guru dalam proses mengaitkan materi</li> <li>Merespon pertanyaan-pertanyaan yang diberikan oleh guru yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> <li>Menyimak penjelasan guru mengenai materi yang akan dipelajari</li> <li>Menyimak penjelasan guru mengenai tujuan pembelajaran yang akan dicapai</li> <li>Menyimak penjelasan guru mengenai mekanisme pelaksanaan pengalaman belajar yang akan dilakukan</li> </ol>
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### Kegiatan Inti

Sintak Model Pembelajaran	Guru	Siswa	Waktu
Stimulation (stimulasi/pemberian rangsangan)	<b><u>Kegiatan Literasi</u></b> Guru memberikan materi video/teks terkait penggunaan tanda baca dan ejaan	Siswa mengamati materi video/teks terkait penggunaan tanda baca dan ejaan. <i>(observing)</i>	
Problem statemen (pertanyaan/identifikasi masalah)	<b><u>Berpikir Kritis</u></b> Guru memberikan kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan video/gambar materi penggunaan tanda baca dan ejaan	Siswa memberikan pertanyaan yang berkaitan dengan video/teks terkait penggunaan tanda baca dan ejaan <i>(questioning)</i>	
Data collection (pengumpulan data)	<b><u>Kegiatan Literasi &amp; Kerja Sama</u></b> Guru membagi siswa kedalam beberapa kelompok Guru membagikan topik permasalahan yang berbeda disetiap kelompok meliputi a. Mengidentifikasi penggunaan huruf besar dalam text personal recount b. Mengidentifikasi penggunaan tanda baca titik dalam text personal recount c. Mengidentifikasi	Siswa membentuk kelompok berdasarkan instruksi guru  Setiap anggota mengumpulkan informasi sebanyak mungkin terkait penggunaan tanda baca huruf besar, titik dan koma dalam text personal recount <i>(collecting information)</i>	65 Menit

	<p>penggunaan tanda baca koma dalam text personal recount</p>		
<p>Data processing (pengolahan Data)</p>	<p><b><u>Kerja Sama dan Berpikir</u></b> <b><u>Kritik</u></b></p> <p>Guru menginstruksikan setiap kelompok untuk mendiskusikan permasalahan yang telah didapatkan</p>	<p>Siswa di setiap kelompok mendiskusikan masalah yang telah didapatkan <i>(associating)</i></p>	
<p>Verification (pembuktian)</p>	<p>Guru menginstruksikan setiap perwakilan kelompok untuk mempersentasikan hasil diskusi kelompoknya.</p> <p>Guru memberikan kesempatan kepada setiap siswa untuk mengemukakan pendapat atau bertanya sehubungan dengan materi presentasi dari setiap kelompok</p> <p>Guru memberikan membenaran dan penjelasan pelengkap mengenai penggunaan dari masing-masing tanda baca</p> <p>Guru menginstruksikan kepada siswa untuk menuliskan kembali teks dengan menggunakan tanda baca yang benar</p>	<p>Siswa mempersentasikan hasil diskusi kelompoknya <i>(communicating)</i></p> <p>Siswa mengemukakan pendapat atau bertanya sehubungan dengan materi presentasi dari setiap kelompok <i>(associating)</i></p> <p>Siswa menyimak penjelasan pelengkap mengenai penggunaan dari masing-masing tanda baca <i>(collecting information)</i></p> <p>Siswa menuliskan kembali teks dengan menggunakan tanda baca yang benar</p>	
<p>Generalization (menarik kesimpulan)</p>	<p><b><u>Berkomunikasi</u></b></p> <p>Guru memberikan game memasang kosakata dan spelling bee sebagai penguatan materi</p> <p>Guru menugaskan kepada siswa untuk mengerjakan lembar kerja</p> <p>Guru memberikan kesempatan kepada siswa untuk menyimpulkan point-point penting dalam kegiatan pembelajaran</p>	<p>Siswa bermain game dan memasang kosakata dan spelling bee secara bergantian <i>(communicating)</i></p> <p>Siswa mengerjakan lembar kerja siswa yang diberikan <i>(communicating)</i></p> <p>Siswa menyimpulkan point-point penting dalam kegiatan pembelajaran <i>(communicating)</i></p>	
<p><b>Kegiatan Penutup</b></p>			
	<p><b>Guru</b></p>	<p><b>Siswa</b></p>	<p><b>Waktu</b></p>
<p>1. Guru menginstruksikan pengumpulan tugas siswa</p> <p>2. Guru menanyakan kesulitan yang dialami</p>		<p>1. Siswa mengumpulkan tugas yang telah diselesaikan</p> <p>2. Siswa mengemukakan kesulitan</p>	<p>5 Menit</p>

siswa dalam proses belajar	yang dialami dalam proses belajar
3. Guru mengagendakan pekerjaan rumah dan pembuatan rangkuman pelajaran	3. Siswa mencatat pekerjaan rumah dan pembuatan rangkuman yang akan dikerjakan
4. Guru menginformasikan tentang materi yang akan dipelajari pada pertemuan selanjutnya	4. Siswa mencatat materi yang akan dipelajari pada pertemuan selanjutnya
5. Guru memanjatkan syukur kepada Tuhan YME dan berdoa untuk menutup pembelajaran	5. Siswa berdoa untuk menutup pembelajaran

#### Pertemuan Ke-4 (2 x 40 Menit)

#### Kegiatan Pendahuluan

Guru	Siswa	Waktu
<ol style="list-style-type: none"> <li>Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran</li> <li>Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> <li>Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</li> <li>Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> <li>Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran</li> </ol>	<ol style="list-style-type: none"> <li>Menjawab salam guru dan mengucapkan syukur</li> <li>Memberikan respon kehadiran</li> <li>Berpartisipasi dalam kegiatan psikis/fisik yang diberikan guru</li> <li>Menyimak dan merespon guru dalam proses mengaitkan materi</li> <li>Merespon pertanyaan-pertanyaan yang diberikan oleh guru yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> <li>Menyimak penjelasan guru mengenai materi yang akan dipelajari</li> <li>Menyimak penjelasan guru mengenai tujuan pembelajaran yang akan dicapai</li> <li>Menyimak penjelasan guru mengenai mekanisme pelaksanaan pengalaman belajar yang akan dilakukan</li> </ol>	10 Menit

#### Kegiatan Inti

Sintak Model Pembelajaran	Guru	Siswa	Waktu
Stimulation (stimulasi/pemberian rangsangan)	<b><u>Kegiatan Literasi</u></b> Guru memberikan materi video,gambar, dan teks terkait pengalaman pribadi di waktu lampau.	Siswa mengamati materi video,gambar, dan teks terkait pengalaman pribadi di waktu lampau ( <i>observing</i> )	65 Menit
Problem statemen (pertanyaan/identifikasi masalah)	<b><u>Berpikir Kritik</u></b> Guru memberikan kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan	Siswa memberikan pertanyaan yang berkaitan dengan video,gambar, dan teks pengalaman pribadi di waktu lampau ( <i>questioning</i> )	

	video,gambar, dan teks pengalaman pribadi di waktu lampau	
Data collection (pengumpulan data)	<p><b><u>Kegiatan Literasi &amp; Kerja Sama</u></b></p> <p>Guru membagi siswa kedalam beberapa kelompok</p> <p>Guru membagikan topik permasalahan kepada setiap kelompok berupa penentuan main idea dan supporting detail dari teks pengalaman pribadi di waktu lampau</p>	<p>Siswa membentuk kelompok berdasarkan instruksi guru</p> <p>Setiap anggota mengumpulkan informasi sebanyak mungkin terkait main idea dan supporting detail dari teks pengalaman pribadi di waktu lampau (<i>collecting information</i>)</p>
Data processing (pengolahan Data)	<p><b><u>Kerja Sama dan Berpikir Kritis</u></b></p> <p>Guru menginstruksikan setiap kelompok untuk mendiskusikan permasalahan yang telah didapatkan</p>	<p>Siswa di setiap kelompok mendiskusikan masalah yang telah didapatkan terkait main idea dan supporting detail dari teks pengalaman pribadi di waktu lampau (<i>associating</i>)</p>
Verification (pembuktian)	<p>Guru menginstruksikan setiap perwakilan kelompok untuk mempersentasikan hasil diskusi kelompoknya.</p> <p>Guru memberikan kesempatan kepada setiap siswa untuk mengemukakan pendapat atau bertanya sehubungan dengan materi presentasi dari setiap kelompok</p>	<p>Siswa mempersentasikan hasil diskusi kelompoknya terkait main idea dan supporting detail dari teks pengalaman pribadi di waktu lampau (<i>communicating</i>)</p> <p>Siswa mengemukakan pendapat atau bertanya sehubungan dengan materi presentasi dari setiap kelompok (<i>associating</i>)</p>
Generalization (menarik kesimpulan)	<p><b><u>Berkomunikasi</u></b></p> <p>Guru menugaskan kepada siswa untuk membuat teks pengalaman pribadi di waktu lampau</p> <p>Guru menugaskan kepada siswa untuk mempersentasikan teks pengalaman pribadi di waktu lampau</p>	<p>Siswa membuat teks pengalaman pribadi di waktu lampau (<i>communicating</i>)</p> <p>Siswa mempersentasikan teks pengalaman pribadi di waktu lampau (personal recount) secara lisan (<i>communicating</i>)</p>
<b>Kegiatan Penutup</b>		
	<b>Guru</b>	<b>Siswa</b>
	<ol style="list-style-type: none"> <li>Guru memberikan kesempatan kepada siswa untuk menyimpulkan point-point penting dalam kegiatan pembelajaran</li> <li>Guru menanyakan kesulitan yang dialami siswa dalam proses belajar</li> <li>Guru mengagendakan pekerjaan rumah</li> </ol>	<ol style="list-style-type: none"> <li>Siswa menyimpulkan point-point penting dalam kegiatan pembelajaran</li> <li>Siswa mengemukakan kesulitan yang dialami dalam proses belajar</li> <li>Siswa mencatat pekerjaan rumah</li> </ol>
		5 Menit

<p>4. Guru menginformasikan tentang materi yang akan dipelajari pada pertemuan selanjutnya</p> <p>5. Guru memanjatkan syukur kepada Tuhan YME dan berdoa untuk menutup pembelajaran</p>	<p>yang akan dikerjakan</p> <p>4. Siswa mencatat materi yang akan dipelajari pada pertemuan selanjutnya</p> <p>5. Siswa berdoa untuk menutup pembelajaran</p>	
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**I. Penilaian Hasil Pembelajaran**

Terlampir

Mengetahui;  
Plt. Kepala Sekolah,

Long Apari, Januari 2020  
Guru Mata Pelajaran

**Mereng Bala, S.Ag**  
NIP. 19770727 201101 1 002

**Hardyanti Mahyuddin, S.Pd**  
NIP. -

## BAHAN AJAR

Sekolah	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ Genap
Materi Pokok	: <i>Teks Personal Recount</i> ; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau
Alokasi Waktu	: 4 x 40 Menit (2 x Pertemuan)

### C. Kompetensi Inti

4. **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
5. **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
6. **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

### D. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.6 Membandingkan fungsi sosial teks personal recount 3.11.7 Mengidentifikasi struktur teks personal recount 3.11.8 Menentukan unsur kebahasaan teks personal recount 3.11.9 Mengidentifikasi penggunaan tanda baca dan ejaan dalam teks personal recount 3.11.10 Mengidentifikasi ide pokok dan penjelas teks personal recount
4.11 Teks recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> ) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> ), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.11.1.3 Menemukan makna tersurat dan tersirat terkait teks personal recount 4.11.1.4 Melengkapi teks personal recount yang rumpang 4.11.2.4 Menyempurnakan penggunaan tanda baca dan ejaan teks pengalaman pribadi di waktu lampau ( <i>personal recount</i> ) 4.11.2.5 Membuat teks pengalaman pribadi di waktu lampau ( <i>personal recount</i> ) 4.11.2.6 Menceritakan pengalaman pribadi di waktu lampau ( <i>personal recount</i> )



## **H. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

### **Pertemuan pertama:**

Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat membandingkan, mengidentifikasi dan menemukan makna teks personal recount terkait fungsi sosial, struktur teks secara benar dan sesuai konteks.

### **Pertemuan kedua:**

Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat menentukan dan melengkapi teks personal recount terkait unsur kebahasaan secara benar dan sesuai konteks.

### **Pertemuan ketiga:**

Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat mengidentifikasi dan menyempurnakan penggunaan tanda baca dan ejaan teks personal recount secara benar dan sesuai konteks.

### **Pertemuan keempat:**

Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat mengidentifikasi ide pokok/penjelas, membuat dan menceritakan teks personal recount secara benar dan sesuai konteks.

**PERTEMUAN KETIGA  
(PENGUNAAN TANDA BACA DAN EJAAN)**

**A. Indikator 3.11.4**

**Mengidentifikasi penggunaan tanda baca dan ejaan dalam teks personal recount**

**Group I**

**Fishing at Seribu Island**

Last month on January 3, 2018 at 3 p.m, I left Jakarta for Seribu Island, Indonesia. I went there with some members of Jakarta fishing club who organized the monthly fishing activity. Getting there was not quite easy. It needed two hours by speed boat in a bit rough wave. Soon after our arrival at Seribu Island, we got a general briefing. The chief of the fishing club gave some information about the fishing code. It included an explanation how to release out the hook from the fish mouth safely. Then, we began our fishing. We set out sea early in the morning. Around 4 kilometers from the beach, we started to fish. Apparently, no one caught any big fish. We caught mostly small yellowtail fish. After fishing for nearly four hours, I only got five fish. They were three Yellow Fish, a Salmon and a little Merlin. It was not bad at all. In summary, the trip was mostly enjoyable. Fishing is absolutely an interesting activity.

*([https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/recountjumble\\_paragraph/past-simple-americanbritish/36047](https://en.islcollective.com/resources/printables/worksheets_doc_docx/recountjumble_paragraph/past-simple-americanbritish/36047))*

- a. How many kind of punctuation do you know from the personal recount text above? Mention it!

*Answer:*

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- b. When do we use capital letter?

*Answer:*

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- c. Why do the words (*to* and *the*) on title not use capital letter?

*Answer:*

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- d. Why does the word (*I*) always use capital letter?

*Answer:*

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**Group II**

**Fishing at Seribu Island**

Last month on January 3, 2018 at 3 p.m, I left Jakarta for Seribu Island, Indonesia. I went there with some members of Jakarta fishing club who organized the monthly fishing activity. Getting there was not quite easy. It needed two hours by speed boat in a bit rough wave. Soon after our arrival at Seribu Island, we got a general briefing. The chief of the fishing club gave some information about the fishing code. It included an explanation how to release out the hook from the fish mouth safely. Then, we began our fishing. We set out sea early in the morning. Around 4 kilometers from the beach, we started to fish. Apparently, no one caught any big fish. We caught mostly small yellowtail fish. After fishing for nearly four

hours, I only got five fish. They were three Yellow Fish, a Salmon and a little Merlin. It was not bad at all. In summary, the trip was mostly enjoyable. Fishing is absolutely an interesting activity.

*([https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/recountjumble\\_paragraph/past-simple-americanbritish/36047](https://en.islcollective.com/resources/printables/worksheets_doc_docx/recountjumble_paragraph/past-simple-americanbritish/36047))*

- a. How many kind of punctuation do you know from the personal recount text above? Mention it!

*Answer:*

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- b. When do we use punctuation period?

*Answer:*

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- c. According to your opinion, why do we need to put punctuation period?

*Answer:*

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### **Group III**

#### **Fishing at Seribu Island**

Last month on January 3, 2018 at 3 p.m, I left Jakarta for Seribu Island, Indonesia. I went there with some members of Jakarta fishing club who organized the monthly fishing activity. Getting there was not quite easy. It needed two hours by speed boat in a bit rough wave. Soon after our arrival at Seribu Island, we got a general briefing. The chief of the fishing club gave some information about the fishing code. It included an explanation how to release out the hook from the fish mouth safely. Then, we began our fishing. We set out sea early in the morning. Around 4 kilometers from the beach, we started to fish. Apparently, no one caught any big fish. We caught mostly small yellowtail fish. After fishing for nearly four hours, I only got five fish. They were three Yellow Fish, a Salmon, and a little Merlin. It was not bad at all. In summary, the trip was mostly enjoyable. Fishing is absolutely an interesting activity.

*([https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/recountjumble\\_paragraph/past-simple-americanbritish/36047](https://en.islcollective.com/resources/printables/worksheets_doc_docx/recountjumble_paragraph/past-simple-americanbritish/36047))*

- a. How many kind of punctuation do you know from the personal recount text above? Mention it!

*Answer:*

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- b. When do we use punctuation comma?

*Answer:*

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- c. According to your opinion, why do we need to put punctuation comma?

*Answer:*

## The Rules of Punctuation

Punctuation is a marks used in writing to separate parts of sentences and make the meaning clear

### a. Capital letter

No	Capitalization rules	Example	
1	Digunakan pada huruf pertama pada setiap kalimat.	The sun rises from the east and sets in the west.	
2	Digunakan pada <a href="#">1st person singular pronoun</a> : I	Atiek and <b>I</b> got the appreciation for our recent research.	
3	Digunakan pada berbagai macam judul <i>Note</i> : tidak ikut dikapitalkan kecuali jika berada merupakan kata pertama dari judul <ul style="list-style-type: none"> <li>- <a href="#">article</a> (a, an, the)</li> <li>- <a href="#">preposition</a> (at, in, between,..)</li> <li>- <a href="#">infinitive</a> (to)</li> <li>- <a href="#">conjunction</a> (and, or, but,..)</li> </ul>	The <b>P</b> inciples of <b>P</b> hysics, <b>G</b> o to the <b>B</b> each	
4	Digunakan pada <a href="#">proper noun</a>	- <i>name of person</i>	Dahlan Iskan, Rusdi Syahrir
		- <i>countries</i> - <i>languages</i> - <i>nationalities</i>	Denmark, Danish, Danish;
		- <i>geographical locations</i>	Mount Everest, Pacific Ocean, Oak Street
		- <i>days of the week</i> - <i>months of the</i>	Sunday, Monday, Tuesday, January, December

### b. Period

No	Period	Example
1	Sebagai tanda berakhirnya suatu kalimat pernyataan	<ul style="list-style-type: none"> <li>- <i>Jakarta is the capital of Indonesia.</i></li> <li>- <i>She went to beach 2 days ago.</i></li> <li>- <i>They visited the zoo yesterday.</i></li> </ul>
2	Untuk menunjukan singkatan	<ul style="list-style-type: none"> <li>- <i>I was in office 9 a.m</i></li> <li>- <i>Mr. Frangky J. Deward went to Jakarta</i></li> </ul>
3	Setelah kata tunggal	<ul style="list-style-type: none"> <li>- <i>Yes.</i></li> <li>- <i>Goodbye.</i></li> <li>- <i>Hello.</i></li> </ul>
4	Digunakan dalam angka dan menunjukkan desimal	<ul style="list-style-type: none"> <li>- I had 2.000 chicken</li> <li>- It was about 2.5 kg</li> <li>- My weigh was 55.2 kg</li> </ul>

### c. Comma

No	Comma	Example
1	Digunakan pada perincian	<ul style="list-style-type: none"> <li>- I had green, blue, red, and black pen</li> <li>- I bought shrimps, fish, and crab</li> <li>- They were diligent, smart, and generous man</li> </ul>
2	Pemisah tanggal dan tahun	<ul style="list-style-type: none"> <li>- The book was created in the summer of July 4, 2004</li> <li>- It was July 2, 2014</li> <li>- Yesterday was February 4, 2015.</li> <li>- I bought it on January 3, 2018.</li> </ul>
3	Pemisah alamat kota dengan Negara	<ul style="list-style-type: none"> <li>- I was in Samarinda, Indonesia</li> <li>- They come from New York, United States of America</li> <li>- We moved to Solo, Central Java, Indonesia.</li> </ul>
4	Kata penghubung di awal kalimat	<ul style="list-style-type: none"> <li>- However, you were my best friends</li> <li>- So that, they went to the cinema</li> </ul>

	- Therefore, we had to study hard
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**B. Indikator 4.11.2.1**

**Menyempurnakan penggunaan tanda baca dan ejaan teks pengalaman pribadi di waktu lampau (personal recount)**

**Error punctuation of text personal recount**

**going picnic**

last saturday on January 3 2018 at 3 pm, my husband and i went for a picnic because it was my birthday. we took our dogs so they could get some fresh air and run around but the weather was terrible. By the time, We arrived at picnic ground it was raining and We had to eat our picnic in the car After an hour it was still raining and there was thunder and lightning so we decide to go home but the car had a flat battery and we had to wait for the royal automotive association. two hours later, they jump-started it and we went home. we did not enjoy our picnic but will try again next year.

**Good punctuation of text personal recount**

**Going Picnic**

Last Saturday on January 3, 2018 at 3 p.m, my husband and I went for a picnic because it was my birthday. We took our dogs so they could get some fresh air and run around but the weather was terrible. By the time, we arrived at picnic ground it was raining and we had to eat our picnic in the car. After an hour, it was still raining and there was thunder and lightning so we decide to go home but the car had a flat battery and we had to wait for the Royal Automotive Association. Two hours later, they jump-started it and we went home. We did not enjoy our picnic but will try again next year.

([https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/recount\\_activity/past-simple-weather/33016](https://en.islcollective.com/resources/printables/worksheets_doc_docx/recount_activity/past-simple-weather/33016))

**Spelling**

Spelling is forming word with letters

No	Random letter	Word	Spelling	Meaning
1	n-s-l-a-i-d	Island	i-s-l-a-n-d	Pulau
2	r-i-b-n-g-e-f-i	Briefing	b-r-i-e-f-i-n-g	Pengarahan
3	o-h-k-o	Hook	h-o-o-k	Kail
4	a-r-v-a-i-r-l	Arrival	a-r-r-i-v-a-l	Kedatangan
5	e-a-t-h-w-e-r	Weather	w-e-a-t-h-e-r	Cuaca
6	a-t-e-t-b-r-y	Battery	b-a-t-t-e-r-y	Baterai
7	b-l-e-r-t-e-r-i	Terrible	t-e-r-r-i-b-l-e	buruk sekali
8	u-d-e-n-t-h-r	Thunder	t-h-u-n-d-e-r	Guntur
9	i-p-t-r	Trip	t-r-i-p	Perjalanan
10	u-g-h-c-a-t	Caught	c-a-u-g-h-t	Menangkap

Clue of the word spelling

1. A piece of land surrounded by water
2. Giving general instruction before they do something
3. A bend of piece of metal for fishing
4. The antonym of departure
5. The....this week is changed. It sometimes get hot and cold
6. We need.....to on the flashlight
7. It was a very.....nightmare
8. Loud voice you can hear from the sky when it's raining
9. The journey you make to a particular place

10. They.....a lot of fish yesterday

**PERTEMUAN KEEMPAT  
(IDE POKOK DAN IDE PENJELAS TEKS PERSONAL RECOUNT)**

**A. Indikator 3.11.5**

**Mengidentifikasi ide pokok dan ide penjelas teks personal recount**

My mother got me ready for school then I had to wait for her to brush my hair and place every strand in just the perfect position. I had to show her my shoes that I had cleaned the night before and my school bag had to be neatly put on my shoulder before I could get near the door. Only after my mother was totally satisfied would I be allowed to rush out of the front door. I would leave home at 8 a.m on the dot and make my way down the lane. After a walk of about 700 meters I would be able to see the tall steeple of the school. The playground would be full in the summer and the noise would make me want to rush into the yard and get into a good game of football before the bell went.

*(<https://englishforsma.com/3631-2/>)*

*Note:*

The red sentence is the main idea of the text

The blue sentences are the supporting idea of the text

1. What is main idea?

Mind idea is the information that tells overall idea of the paragraph.

2. What is supporting details?

Supporting details are the sentences that support or clarify the main idea of the paragraph. It is located after mind idea. It contains details, example and fact of the topic.

It has function as the body of the paragraph.

**B. Indikator 4.11.2.2**

**Membuat teks pengalaman pribadi di waktu lampau (personal recount)**

1. Did you have unforgettable experiences?
2. Was it funny, sad, horrible or great experience?
3. When did it happen?
4. Where did it happen?
5. What happened first in your experiences?
6. What happened next?
7. What happened in the end?
8. How did you feel about that experience?

## **First Flight Experience**

### ***Orientation:***

It was early morning on sunny spring day in April Heathrow Airport London was very busy.

### ***Events:***

I was sitting, reading a newspaper in the Departure Lounge of Terminal One. I was nervous I would fly. I looked at my watch impatiently.

Then, I heard the announcement over the loudspeaker: British Airways announce the departure of Flight BE570 for Istanbul. Passengers please proceed to Gate 16 for boarding. Hearing that announcement, I picked up my suitcase and walked toward Gate 16.

Twenty minutes later, the plane taxied preparing to leave. It moved slowly across the airport to runway number two. I was sitting looking out of the window. The plane suddenly moved forward, raced down the runway and rose into the air. I looked down at the houses and roads far below.

### ***Re-orientation***

I was smiling. London was behind me. I was on my way to Istanbul.

*(<https://englishforsma.com/early-one-morning-in-april-reading-practice-1-recount/>)*

## **9. Indikator 4.11.2.3**

### **Menceritakan teks pengalaman pribadi di waktu lampau (personal recount)**

Share your unforgettable experience in front of your class

#### **First Flight Experience**

It was early morning on sunny spring day in April Heathrow Airport London was very busy. I was sitting, reading a newspaper in the Departure Lounge of Terminal One. I was nervous I would fly. I looked at my watch impatiently. Then, I heard the announcement over the loudspeaker: British Airways announce the departure of Flight BE570 for Istanbul. Passengers please proceed to Gate 16 for boarding. Hearing that announcement, I picked up my suitcase and walked toward Gate 16. Twenty minutes later, the plane taxied preparing to leave. It moved slowly across the airport to runway number two. I was sitting looking out of the window. The plane suddenly moved forward, raced down the runway and rose into the air. I looked down at the houses and roads far below. I was smiling. London was behind me. I was on my way to Istanbul.

*(<https://englishforsma.com/early-one-morning-in-april-reading-practice-1-recount/>)*

(ASPEK PENGETAHUAN)

Sekolah : SMP  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : *Teks Personal Recount*; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau  
Kelas/Semester : VIII/II  
Waktu : 30 Minute  
Pertemuan : Ketiga

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**A. There are eight wrong punctuation sentences from the text below. Identify them and make a list!**

In the summer 2015, i did a parachute jump for charity. It was at an airfield about an hour away and my Mum and husband came to watch.

First, I got up at 6 am, had breakfast and then set off in my Mum’s car. When we arrived, I waited in a queue to get a suit to put on over my clothes with lots of straps and buckles.

After that we watched the first plane take off. When the plane had got high and looked tiny, a white dot came out of the back then another. The dots got bigger as they came lower and before long, they had all landed safely in the field next door.

Finally, my name was called. I got into the plane sat down and my instructor clipped himself to me. The plane took off noisily and rose so high that It was above the small thin clouds. I was scared when i saw how high we really were

Soon the door of the plane was opened and the first pair had jumped. Then it was our turn. I sat down in the open door and the instructor soon tipped us both out. the air was rushing past my face and my ears were popping. I was afraid that the parachute wouldn’t open and prayed that it would be OK. After one minute, it did and then we floated gently down, like a balloon and landed easily in the grassy field.

I was amazed to have tried such a thrilling experience and all I wanted was to have another go.

*(<http://www.primaryresources.co.uk/english/englishD6.htm#recount>)*

**Make a list:**

No	Wrong punctuation sentence
1	
2	
3	
4	
5	
6	
7	
8	

**B. Fill the tables by arranging the random letter below!**



Here some clues

1. You jump from the plane in the sky you need to open your.....before heading the ground
2. Collecting money and help for those in need
3. Make a line sequence to wait our turn
4. When you open your parachute in the air, you will....
5. We could land easily in.....field
6. To go to abroad we need to take.....as our transportation
7. The thrilling movie makes me.....
8. Another season except winter, spring, autumn
9. A person who teaches you something
10. Look at the dark.....It will be raining soon

No	Random letter	Word	Spelling	Meaning
1	p-r-a-u-t a-c-h-e			
2	h-t-y a-r-c-i			
3	u-e-u-q-e			
4	a-f-t-l-o			
5	a-s-y-g-r-s-			
6	p-n-l-a-e			
7	c-a-s-r-e-d			
8	m-m-u-s-e-r			
9	s-t-r-u- t-o-i-n-c-r			
10	u-d-c-l-o			

### C. Key answer

- Identify wrong punctuation from the text

No	Sentences	Correction
1	In the summer 2015, i did a parachute jump for charity.	I
2	After that we watched the first plane take off.	After that,
3	First, I got up at 6 am, had breakfast and then set off in my Mum's car.	a.m
4	I got into the plane sat down and my instructor clipped himself to me	I got into the plane,
5	I was scared when i saw how high we really were	I
6	The plane took off noisily and rose so high that It was above the small thin clouds	It
7	the air was rushing past my face and my ears were popping.	The
8	Soon the door of the plane was opened and the first pair had jumped.	Soon,

- Fill the tables

No	Word	Spelling	Meaning
1	Parachute	p-a-r-a-c-h-u-t-e	parasut
2	Charity	c-h-a-r-i-t-y	amal
3	Queue	q-u-e-u-e	antri
4	Float	f-l-o-a-t	mengapung
5	Grassy	g-r-a-s-s-y	rumput hijau
6	Plane	p-l-a-n-e	pesawat
7	Scared	s-c-a-r-e-d	takut
8	Summer	s-u-m-m-e-r	musim panas
9	Instructor	i-n-s-t-r-u-c-t-o-r	pelatih
10	Cloud	c-l-o-u-d	awan

**LEMBAR KERJA PESERTA DIDIK II  
(ASPEK KETERAMPILAN)**

Sekolah : SMP  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : *Teks Personal Recount*; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau  
Kelas/Semester : VIII/II  
Waktu : 30 Minute  
Pertemuan : Ketiga

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**A. Read the personal recount text below carefully !**

In the summer 2015, i did a parachute jump for charity. It was at an airfield about an hour away and my Mum and husband came to watch.

First, I got up at 6 am, had breakfast and then set off in my Mum’s car. When we arrived, I waited in a queue to get a suit to put on over my clothes with lots of straps and buckles.

After that we watched the first plane take off. When the plane had got high and looked tiny, a white dot came out of the back then another. The dots got bigger as they came lower and before long, they had all landed safely in the field next door.

Finally, my name was called. I got into the plane sat down and my instructor clipped himself to me. The plane took off noisily and rose so high that It was above the small thin clouds. I was scared when i saw how high we really were

Soon the door of the plane was opened and the first pair had jumped. Then it was our turn. I sat down in the open door and the instructor soon tipped us both out. the air was rushing past my face and my ears were popping. I was afraid that the parachute wouldn’t open and prayed that it would be OK. After one minute, it did and then we floated gently down, like a balloon and landed easily in the grassy field.

I was amazed to have tried such a thrilling experience and all I wanted was to have another go.

*(<http://www.primaryresources.co.uk/english/englishD6.htm#recount>)*

**B. Re-write the personal recount above by using the correct punctuation**

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**C. Key answer**

In the summer 2015, I did a parachute jump for charity. It was at an airfield about an hour away and my Mum and husband came to watch.

First, I got up at 6 a.m, had breakfast and then set off in my Mum's car. When we arrived, I waited in a queue to get a suit to put on over my clothes with lots of straps and buckles.

After that, we watched the first plane take off. When the plane had got high and looked tiny, a white dot came out of the back then another. The dots got bigger as they came lower and before long, they had all landed safely in the field next door.

Finally, my name was called. I got into the plane, sat down and my instructor clipped himself to me. The plane took off noisily and rose so high that it was above the small thin clouds. I was scared when I saw how high we really were.

Soon, the door of the plane was opened and the first pair had jumped. Then it was our turn. I sat down in the open door and the instructor soon tipped us both out. The air was rushing past my face and my ears were popping. I was afraid that the parachute wouldn't open and prayed that it would be OK. After one minute, it did and then we floated gently down, like a balloon and landed easily in the grassy field.

I was amazed to have tried such a thrilling experience and all I wanted was to have another go!

**LEMBAR KERJA PESERTA DIDIK I  
(ASPEK PENGETAHUAN)**

Sekolah : SMP  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Mengidentifikasi ide pokok  
dan ide penjelas terkait teks personal recount  
Kelas/Semester : VIII/II  
Waktu : 10 Minute  
Pertemuan : Keempat

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**A. Read the personal recount text carefully. Then, identify the main idea and supporting details you can find from the text below.**

.....

Last Tuesday, Red class went by bus to Woollahra Farm. We were all very excited. The golden sun was shining brightly as we headed to the farm along winding road. As soon as we arrived we washed our hands so that we could touch the animals without giving them germs. Although I was looking forward to getting close to the animals I was a bit nervous of seeing the cows. First we went to the dairy shed to watch the large cows being milked by machine. Despite feeling a bit nervous it was really interesting to watch. Afterwards, we fed a cute baby goat with the bottle. I discovered that they can be quite strong when they want to be. Before long, it was time to see the chickens. We held the fluffy yellow chicks in our hands. The feet felt very tickly. It was a very busy day. We fed ponies, goats, donkeys, sheep and deer. At the end, of the day we went back to school. I liked feeding the ponies the best. I discovered that working on a farm is a lot hard work.

*(<https://www.tes.com/teaching-resource/recount-example-6332297#>)*

What is proper title?	→	-
What is the main idea?	→	-
Write 6 supporting detail you can get from the text?	→	- - - -

**B. Key answer**

1. Woollahra Farm Excursion
2. Red class went to Woollahra Farm
3. Supporting details
  - They washed their hand before holding and feeding the animals
  - They went to the dairy shed to watch the large cows being milked by machine
  - They fed a cute baby goat with the bottle
  - They held the fluffy yellow chicks in our hands
  - We fed ponies, goats, donkeys, sheep and deer.

- At the end, of the day they went back to school

**LEMBAR KERJA PESERTA DIDIK II  
(ASPEK KETERAMPILAN)**

Sekolah : SMP  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Membuat dan Menceritakan teks personal recount  
Kelas/Semester : VIII/II  
Waktu : 30 Minute  
Pertemuan : Keempat  
Nama Siswa : .....

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**A. Make a simple paragraph of your personal recount text by following the steps below!**

**Step 1: Answering the guiding questions**

1. What was your unforgettable experience?

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2. When did it happen?

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3. Where did it happen?

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4. What happened first?

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5. What happened after that?

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6. What happened last?

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7. How was your feeling in the end?

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**Step 2: Arrange your answer into a good paragraph of personal recount text**

Title: \_\_\_\_\_

Orientation \_\_\_\_\_

\_\_\_\_\_ .Event\_

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Re-orientation\_\_\_\_\_.

**B. Tell your personal recount text to your classmate in front of the class by following some guidance below!**

*Opening:*

Assalamu Alaikum Wr. Wb.

Good morning friends, hope you all in good condition. Ok. Allow me to tell you all about my unforgettable experience.

*Content:*

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*Closing:*

That was my entire story about my unforgettable experience. Hope you may enjoy it. Thank you very much for your attention.

**C. Key Answer**

Based on the students' answer