

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Pelatihan : Simulasi Calon Pengajar Praktik
Satuan Pendidikan : SMP Negeri 1 Laguboti
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Materi Pokok : TEKS RECOUNT
Alokasi Waktu : 1 JP x 10 menit

A. Tujuan Pembelajaran

- 1. Peserta didik dapat membandingkan fungsi sosial beberapa teks recount.
- 2. Peserta didik terampil dalam menangkap makna terkait fungsi social teks recount.

B. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Pendahuluan		
Orientasi	- Guru mengucapkan salam dan bertegur sapa dengan peserta didik serta mengingatkan agar tetap menerapkan protocol kesehatan. - Peserta didik berdoa sebelum memulai kegiatan. - Peserta didik bersama-sama menyanyikan lagu Indonesia Raya (jika pembelajaran dimulai pada jam pertama). - Guru memeriksa kehadiran peserta didik	2
Apersepsi	- Mengaitkan materi dengan pengalaman peserta didik atau dengan tema (peristiwa di waktu lampau) - Mengajukan pertanyaan pendahuluan: a. Did you go for holiday last Holiday? b. Where? c. What did you do there? d. How did you feel?	
Motivasi	- Menginformasikan materi yang akan dipelajari - Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari - Menyampaikan tujuan dan strategi pembelajaran	
B. Kegiatan Inti		
Stimulation (pemberian rangsangan)	1. Peserta didik diberi teks recount. 2. Peserta didik mengamati dan membaca teks recount. 3. Peserta didik bersama guru melakukan tanya jawab secara lisan terkait dengan informasi tertentu dari isi cerita. 4. Dengan bimbingan guru, menjelaskan informasi tertentu terkait topik dan fungsi sosial.	6
Problem statement (identifikasi masalah)	1. Peserta didik diberi potongan -potongan kertas berisi kalimat-kalimat. 2. Peserta didik mengurutkan dengan benar kalimat-kalimat tersebut menjadi satu teks recount yang utuh. 3. Guru melakukan penilaian sikap melalui observasi saat peserta didik melakukan kegiatan.	

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
<i>Data collection</i> (pengumpulan data)	1. Peserta didik menuliskan kosa kata sulit yang mereka temukan dalam kalimat-kalimat yang telah dibaca dan menemukan arti kata tersebut dari kamus. 2. Peserta didik mencari dan mengumpulkan informasi tentang struktur teks recount dari bahan bacaan .	
<i>Data processing</i> (pengolahan Data)	1. Peserta didik bersama sama dengan bimbingan guru mengolah informasi hasil identifikasi tentang fungsi sosial dan struktur teks recount sebagai bahan presentasi dengan cara: - Menempelkan kalimat-kalimat yang telah mereka urutkan menjadi satu rangkaian teks recount sesuai urutan yang benar dengan teliti di Lembar kerja.	
<i>Verification</i> (pembuktian)	1. Guru meminta beberapa siswa untuk mempresentasikan hasil pekerjaannya di depan kelas.	
<i>Generalization</i> (menarik kesimpulan)	1. Peserta didik dengan bimbingan guru, menyimpulkan hasil observasi mereka dari seluruh kelompok yang mereka kunjungi dengan membandingkan fungsi sosial setiap teks recount. 2. Peserta didik menuliskan kembali hasil kesimpulan dalam buku catatan masing-masing sebagai bahan belajar.	
C. Kegiatan Penutup		
	1. Peserta didik, dengan bimbingan guru, membuat hasil tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan 2. Peserta didik diberi tugas mencari contoh teks recount lain dan membacanya di rumah sebagai tugas mandiri.	2'

C. Materi Pembelajaran

1. Fungsi social teks
 - Memberikan informasi kepada pembaca tentang suatu pengalaman.
2. Struktur Teks:
 - Orientation
 - Events
 - Reorientation

D. Penilaian Hasil Pembelajaran

1. Teknik Penilaian (terlampir)

a. Sikap

Penilaian sikap dalam pembelajaran KD ini meliputi :

1. Penilaian Observasi Guru
2. Penilaian Diri
3. Penilaian antar Teman

b. Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini meliputi:

1. Tes melalui penilaian hasil lembar kerja di saat pembelajaran dan tes tulis berupa esai.

c. Keterampilan

Penilaian keterampilan dalam pembelajaran KD ini meliputi:

1. Penilaian unjuk kerja

Mengetahui
Kepala Sekolah

Laguboti, Juli 2021
Guru Mata Pelajaran

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Lampiran

The last holiday, I went to the city of Pacitan with some of my friends. We would stay some night at the unknown beach because we would like to try the experience of being into the wild. We had prepared everything.	Orientation: Introducing the participant, using first person point of view, I was on the car las week.
The last holiday, I went to the city of Pacitan with some of my friends. We would stay some night at the unknown beach because we would like to try the experience of being into the wild. We had prepared everything. We went there by motorcycle. That vehicle was easier for us to pass any kind of road to go to some of the unknown beach along the south side of Pacitan city. We rode slowly and sometimes stopped for several minutes to enjoy the landscape. Finally, we arrived at Pacitan. We continued to go to the south just to find any beach. What we wanted to find was a beach with no tourist there and we found it. It was a beautiful beach with nobody else except us. We built our tents and prepared small branch for making small fire because we need it to cook. I loved this beach because I got not only a beautiful place but also a great beach for fishing. I did fishing and got a lot of fishes. We roasted those fishes at the fire we’ve made.	Events: Describing a series of event which happened.
We stayed at that beach for two nights. We had to get back home because we ran out of food. We loved that journey and we would back at the beach next holiday.	Reorientation: Stating the writer’s personal note/comment

Social Function

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative

Generic Structure of Recount

- 1. Orientation: Introducing the participants, place and time
- 2. Events: Describing series of event that happened in the past
- 3. Reorientation: It is optional. Stating personal comment of the writer to the story

A. Worksheet 1

Nama :

- 1. Read the text.
- 2. While reading, complete the table below using information from the story.
- 3. Compare your answer with others.

Title:
Social Function:

Orientation: 1. When did the story take place? 2. Who is the main character of the story? 3. Where did the story happen? 4. What did the main character experience/do according to the story?
Events: What were the events/activities
Reorientation: How did the main character feel about the experience?

B. Worksheet 2

- 1. Arrange the sentences below into the correct order to form a text.
- 2. Complete the table based on the text by answering the questions. Write the generic structure of each part of the text.

a.	I threw my hook as far as I can then I wait for the fish eating my bait. 30 minutes left and finally there was a fish ate my bait. It was the first big enough fish that I got.
b.	At that lake, I looked for the best point to fish. I went to the place under the big tree at the bank of the lake.
c.	I got 10 big fish and 3 small fish at that day. I was so happy. I would cook that fish at home and then I would call my friends to come to my home then we would have a small party.
d.	Even I did not have any fish after that, I was so happy because I could help people.
e.	Yesterday I was going to the lake. It was the nice time for fishing because I had no work to do.
f.	I wake earlier at the morning then I went to the market place to buy some shrimps which I used for fishing bait. After that, I went to the lake to start fishing.
g.	I gave all of my fish to him and I wish he would be happy getting that fish. Perhaps he could sell them at the market and get some money to buy some food.
h.	But I was not lucky enough because on the way home I saw a beggar. He was an old poor beggar.

Title:
Social Function:

Orientation: 1. When did the story take place? 2. Who is the main character of the story? 3. Where did the story happen? 4. What did the main character experience/do according to the story?
Events: What were the events/ activities?
Reorientation: How did the writer feel about the experience?

C. Teknik Penilaian

1. Penilaian Sikap

Observasi Guru

No.	Nama	Sikap yang dinilai			
		Religius	Disiplin	PercayaDiri	Kerjasama

Rubrik PenilaianSikap

Nilai	Deskripsi
SB	Sangat baik dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/ mencari informasi dari sumber lain
B	Baik dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/ mencar iinformasi dari sumber lain
C	Cukup baik dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/ mencari informas idari sumber lain
K	Kurang baik dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/ mencari informasi dari sumber lain

PenilaianAntarTeman

Group: ...

No	indicator	Students' name/ Score				
		St. 1	St. 2	St. 3	St. 4	St. 5
1	Bekerjasama dalam menyelesaikan tugas kelompok.					
2	Menunjukkan sikap disiplin dalam menyelesaikan tugas kelompok.					
3	Menunjukan sikap percaya diri saat mengemukakan gagasan, bertanya, merespon atau menyajikan hasildiskusi.					
4	Menunjukkan sikap toleransi dan saling menghargai perbedaan agama yang dianut.					
5	Mampu menyelesaikan permasalahan / perbedaan pendapat dalam kelompok.					

Diisi dengan:

SB = SangatBaik

C = Cukup

B = Baik

K = Kurang