

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) KD. 3.5 dan KD. 4.5**

Sekolah : SMA N 10 Purworejo
Mata pelajaran : Bahasa Inggris Peminatan
Kelas/Semester : X/1
Materi Pokok/Topik : Teks Biografi
Alokasi Waktu : 3 x 45 menit

A. KOMPETENSI INTI :

KI 1	:	Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI 2	:	Mengembangkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsive dan pro-aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
KI 3	:	Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4	:	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>Recount</i> lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya	3.5.1 Mengidentifikasi fungsi sosial pada teks biografi tokoh sesuai dengan konteks penggunaannya. 3.5.2. Menentukan struktur teks biografi tokoh sesuai dengan konteks penggunaannya. 3.5.3. Menganalisa unsur kebahasaan pada teks biografi terkait dengan tata Bahasa Past Perfect Tense dan Vocabulary: Ki Hadjar Dewantara
4.5 Teks <i>recount</i> dalam bentuk biografi . 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, dalam bentuk biografi terkait tokoh terkenal .	4.5.1. Menerapkan unsur kebahasaan teks biografi pendek dan sederhana dengan benar dan sesuai konteks. 4.5.2. Menyusun teks biografi tokoh pendek dan sederhana , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks 4.5.3 Mempresentasikan teks biografi dengan topik Pahlawan Nasional dengan memperhatikan ekspresi, intonasi, dan kelancaran mengucapkan

<p>4.5.2 Menyusun teks <i>recount</i> lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	
--	--

Menyusun teks *recount* lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

4.5.1. Melalui diskusi dan menggali informasi **murid terampil menyusun teks biografi tokoh pendek dan sederhana**, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan **kolaboratif dan menghargai prestasi**.

4.5.2. Peserta didik terampil **Mempresentasikan** teks biografi dengan dengan memperhatikan ekspresi, intonasi, dan kelancaran mengucapkan

Dengan memperhatikan penghayatan dan pengamalan ajaran agama yang dianutnya, mengembangkan perilaku jujur, disiplin, tanggung jawab, kerja sama, dan pro-aktif, serta dapat mengembangkan kemampuan **berpikir kritis, komunikasi, kolaborasi, dan kreativitas (4C)**.

D. Materi Pembelajaran

Fakta:

Di tunjukan contoh teks **Recount** lisan dan tulis dalam bentuk biografi

Konsep

Teks **Recount** lisan dan tulis dalam bentuk biografi

Membuat teks **Recount** lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya.

E. METODE

1. Pendekatan : Scientific Approach
2. Model Pembelajaran : Discovery learning
3. Metode : Penugasan (resitasi),Diskusi dan Drill menggunakan Kahoot

F. ALAT DAN MEDIA PEMBELAJARAN

1. Alat / bahan

- Laptop
- Wifi
- Boardmarker
- Board
- Dictionary
- Suara guru

2. Media

- Gambar
- Power Point
- Kahoot.com
- Lembar Kerja
- Buku Teks Pelajaran Bahasa Inggris Kelas X Peminatan (Buku Penunjang Kurikulum 2013)

G. KEGIATAN PEMBELAJARAN MENGGUNAKAN *GOOGLE MEET*

Langkah-Langkah Pembelajaran		Waktu
Pendahuluan		
<p>1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran melalui :</p> <ul style="list-style-type: none"> • Salam pembukaan (religius) • Mengajak berdoa dengan khidmat dan penuh keyakinan (religius) <p>2. Memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik diantaranya :</p> <ul style="list-style-type: none"> • Menanyakan kesiapan peserta didik dalam mengikuti pelajaran. • Mengajak peserta didik untuk lebih fokus pada materi yang akan kita pelajari agar tujuan pembelajaran tercapai. <p>3. Melakukan aktivitas yang mengaitkan pengetahuan sebelumnya yaitu mengingatkan materi yang telah lalu tentang <i>Correlative Conjunction</i> dengan materi yang akan dipelajari tentang teks <i>recount</i> biografi</p> <ul style="list-style-type: none"> • Mengingat kembali fungsi sosial , struktur teks dan unsur kebahasaan tentang <i>Correlative Conjunction</i> • Memancing peserta didik tentang materi yang akan di pelajari tentang <i>Biography text</i>. <p>4. Menjelaskan tujuan pembelajaran atau kompetensi yang akan dcapai yaitu</p> <p>5. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.</p> <ul style="list-style-type: none"> • Fungsi sosial • Struktur teks • Unsur kebahasaan <p>- Brainstorming: Guru menampilkan gambar beberapa orang terkenal sebagai <i>brainstorming</i> diikuti dengan tanya jawab untuk mengantarkan ke materi yang akan diajarkan.</p>		10 Menit
Kegiatan Pembelajaran		
(Mengamati) <i>Observing</i>	<ul style="list-style-type: none"> - Menampilkan PPT diawali dengan kesiapan dengan <i>Guess who game</i>. Disediakan gambar orang terkenal, peserta didik dapat menebak siapakah orang tersebut. - Guru menampilkan video teks biografi seorang tokoh Pendidikan “Ki Hadjar Dewantara” - Dengan bimbingan guru, peserta didik mengidentifikasi teks biografi “Ki Hadjar Dewantara” dengan bantuan beberapa pertanyaan yang sudah disediakan oleh guru dengan penuh rasa ingin tahu. - Peserta didik menuliskan jawaban pertanyaan sebagai hasil identifikasi di papan tulis dengan sikap percaya diri 	90 Menit
Menanya (<i>Questioning</i>)		

Visual

90 Menit

Audio Visual

	<ul style="list-style-type: none"> - Guru mendorong peserta didik untuk bisa mengungkapkan beberapa pertanyaan dengan memberikan stimulasi berupa jawaban terkait dengan teks biografi “Ki Hadjar Dewantara” - Dengan bantuan guru, peserta didik menanyakan beberapa kosa-kata yang belum diketahui dengan rasa ingin tahu. - Peserta didik dan guru bertanya jawab tentang fungsi social dan isi teks biografi tersebut. 	
Mengumpulkan informasi (Data Collection)	<p>Peserta didik berdiskusi dibagi menjadi beberapa kelompok.</p> <ul style="list-style-type: none"> - Diberikan sebuah teks biography, murid diminta menganalisa struktur teks - Setiap kelompok mendemonstrasikan hasil diskusi kelompok, terkait struktur teks biografi didepan kelas dengan sikap berani dan guru memberikan feedbacknya. 	Kinestesis
Mengasosiasi (Associating)	<ul style="list-style-type: none"> - Guru dan murid memformulasikan struktur teks dan grammar past perfect tense yang terdapat dalam teks berita news item 	
Mengomunikasikan (Communicating)	<ul style="list-style-type: none"> - Berdasarkan Minat murid , murid membuat teks biografi tokoh idola yang disukai oleh murid, bisa biografi Atlet, Artis, tokoh Pahlawan, tokoh Politik dengan aktif dan tanggung jawab - Setelah selesai menyusun teks biografi, Murid mempresentasikan dengan video, voice note atau artikel dalam bentuk penugasan. 	MINAT dan Diferensiasi Produk
Drilling	<p>Memperdalam materi menggunakan Bermain Game dengan Kahoot</p> <p>Memahami Materi dengan mengerjakan Lenbar Kerja</p>	Diferensiasi PROSES
Evaluasi	<ul style="list-style-type: none"> - Peserta didik mengerjakan Penilaian Harian dengan penuh tanggung jawab(google form) 	25
Penutup		
<ol style="list-style-type: none"> 1. Peserta didik menyimpulkan pembelajaran yang telah diterima 2. Melakukan refleksi seluruh rangkaian aktivitas pembelajaran tentang materi teks biografi, hasil penyusunan teks dan mengambil manfaat atau <i>moral value</i> dalam teks melalui aktifitas tanya jawab. 3. Memberikan umpan balik terhadap proses dan hasil pembelajaran tentang teks biografi dan merencanakan kegiatan tindak lanjut dengan memberikan evaluasi terkait materi <i>recount</i> biografi 4. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya tentang pembuatan poster tentang biografi tokoh . 5. Menutup proses pembelajaran dengan berdoa , senyum , salam dan sapa dengan sopan dan santun . 		10 Menit

H. LAMPIRAN

a. MATERI

Biography Text

Biography consist of two terms, those are:

- **Bios** means Life
- **Graphia** means writing/recording.

Biography text is a detailed description or account of a person's life and written by someone else, it is nonfiction text.

Social Function of Biography

- To know a person's story about his/her life outside of any accomplishments this person may be known for.
- To give much information easily and educate the readers.

Characteristics of Biography Text

- Biography is not written by subject and always written in the third person.
- Based on research..
- Describes the person's surroundings (where, when and how the person lived).
- Use vivid language to narrate events..

Generic Structure

1. Orientation (Introduction)

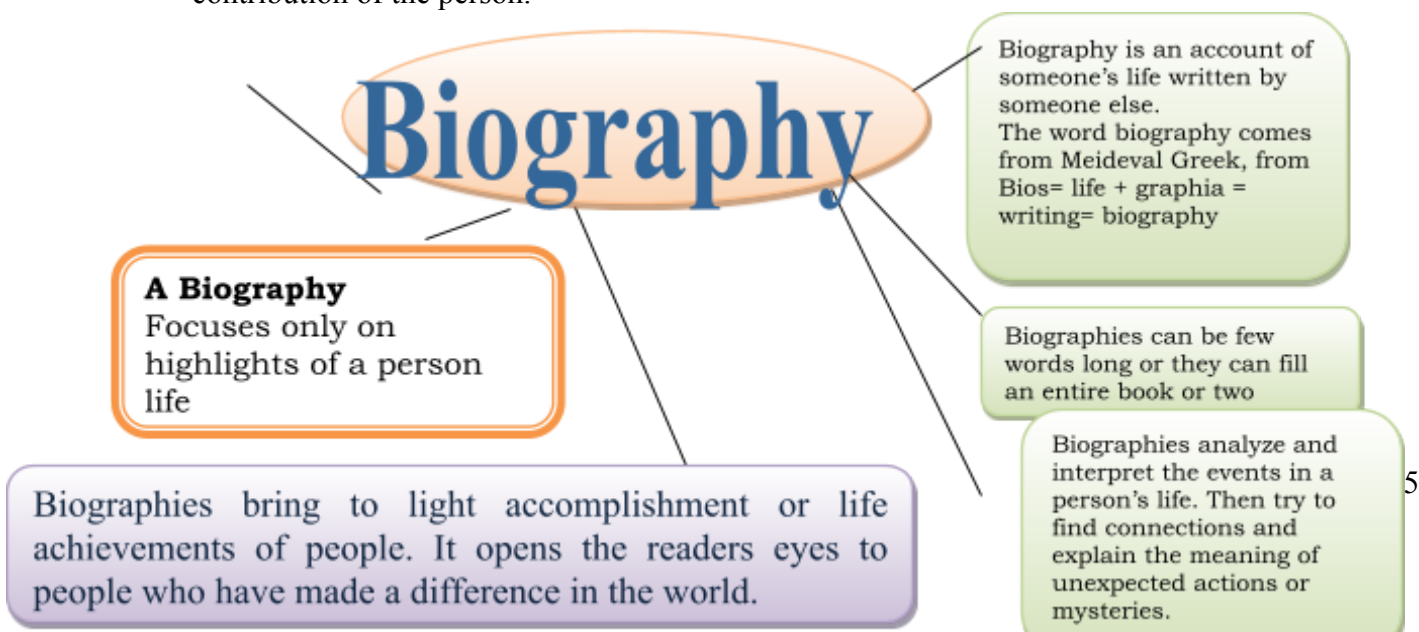
It is the opening paragraph, gives the readers the background information of the person.

2. Events

In events, should be in chronological order.

3. Re-Orientation (Closing)

It consists of a conclusion or comment or the writer. Tell about the achievement or the contribution of the person.



b. LEMBAR KERJA SISWA

Ki Hadjar Dewantara, The Inspiring National Hero

A life story written by someone

.....

.....

Soewardi Soerjaningrat or better known as Ki Hadjar Dewantara was born in Yogyakarta, May 2, 1889. He was born in a Javanese aristocracy, so he has nobility background. He was able to access the colonial public education, a great school that the most common population in the Indies can not access it.

Ki Hadjar Dewantara had written several critical columns in De Expres newspaper before he was sent away to Netherlands In 1913. **Ki Hadjar Dewantara had learnt about education in Nedherland before he was back to his hometown in Java** In September 1919. In July 1922, he established a school named Taman Siswa in Yogyakarta, a Javanese educational movement that provide education for indigenous people. Ki Hadjar Dewantara has a very famous proverb that described his ideals for education. The proverb was in Javanese “Ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani”, which translated “in front should give example, in the middle should raise the spirit, behind should give encouragement”. This proverb is used as the principle of Taman Siswa. These days, the part of the proverb, Tut Wuri Handayani is used as the motto of Indonesian Ministry of Education.

After Indonesia reached its Independence, Ki Hadjar Dewantara had devoted his thought in education. appointed as Indonesian Minister of Education and Culture. In 1957, he received a honorary doctorate from Gadjah Mada University. He died on April 26, 1959 in Yogyakarta. He was buried in Taman Wijaya Brata cemetery. In recognition for his dedications on pioneering public education in Indonesia, he was declared as the Father of Indonesian National Education. His birth date is appointed as The National Education Day.

Source : britannica.com/biography/Ki-Hadjar-Dewantara

Task 1: Answer the question based on the text!

1. Whose biography is the text above?
2. Who is he?
3. Where did he born?
4. What did the institution/school he establish ?
5. Why did he think education is important? Do you think education is important?

Task 2

Now, your turn to make questions based on the biography of Ki Hadjar Dewantara.

1. _____

Raden Mas (Lord) Suwardi Surjaningrat

2. _____?

He is the founding father of education in Indonesia.

3. What had he _____ (school) before he _____ away?

Taman Siswa

4. _____?

He died on April 26, 1959, in Yogyakarta.

Task 3

Complete the following sentences with the most suitable words!



RA KARTINI

Raden Ajeng Kartini was born on 21 April 1879 in Jepara. She was a leading feminist of women (1).....in Indonesia. Her father was an (2)..... for the district chief of the city. Her first dream was becoming like her mother, working hard for others. She went to a Dutch school but when she was 12 years old, her father (3)..... her from continuing her studies because of the tradition - a noble girl was not allowed to have a higher education, they had to be secluded.

Ibu Kartini was very (4).....because of education in Indonesia especially for women. Because of her concerns, she found a school only for women in Indonesia.

She sometimes (5)..... the issues together with a Dutch couple, the Ovinks. They were amazed with Kartini's fluency in Dutch. Kartini had a book to read from Mrs. Ovink and started to correspond with people in the Netherlands. In her letter to her pen friends, Kartini always discussed feminist matters and (6).....her dream of equality between men and women in Indonesia. Kartini insisted that she continue her studies although her father was against it. Finally Kartini wrote a letter to the Education and Culture Director, Mr. Abendanon, who sent her a very promising reply. Kartini (7)..... a regent and moved to Rembang in 1903 in Central Java. She wrote a book called "Habis Gelap Terbitlah Terang" (Through Darkness to Light) which consists of the collection of her letters to her friends. She (8).....in November 1904 while giving birth to her first son.

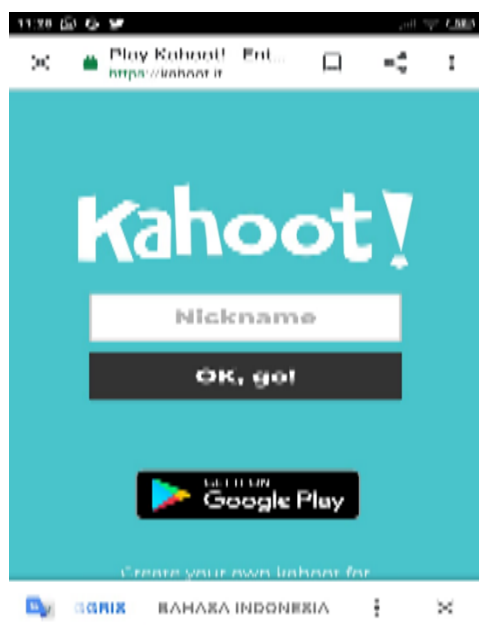
Every school from kindergarten to high school level (9)..... Kartini Day by having a flag ceremony and singing the Ibu Kartini song. Kindergarten and elementary schools usually have special events like poem reading competitions, drawing competitions, modeling competitions (girls wear a costume like Ibu Kartini's, with kebaya and batik cloth. In Jepara there is a Kartini Museum which contains a (10).....of Kartini's personal belongings, including furniture from her house, several photos, and letters written by her and other documents relating to her life.

concerned	discussed	emancipation	married	collection	prohibited
passed away	assistant	celebrates	possible	Revealed	unable

Task 4: Fill in the table with the results of the discussion!

Paragraph	Main Idea	New Vocabulary
1	Kartini is a leading feminist of women emancipation in Indonesia	
2		
3		
4		

c. LEMBAR KERJA menggunakan Play game with *Kahoot*



I. SUMBER BELAJAR

- Anderson and Anderson. *Text Types in English*. 1997. South Yarra: McMillan.
- Nurhasanah dan Basir, Mahrukh. Buku *Bahasa dan Sastra Inggris SMA/MA/SMK/MAK Kelas X* (Buku Guru dan buku Siswa). Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Lembar Kerja Siswa

J. PENILAIAN

1. Jenis /Teknik Penilaian: Tes dan non-test
2. Bentuk penilaian Google Formulir

KISI – KISI SOAL PENILAIAN HARIAN

SMA 10 PURWOREJO

TAHUN PELAJARAN 2020/ 2021

Mata Pelajaran: Bahasa Inggris Peminatan

Kelas : X / MIPA

Jumlah Soal : 10 Pilihan Ganda

Penyusun : Hermawanto

Materi : Biography

No	KD	INDIKATOR PENCAPAIAN KOMPETENSI	MATERI	INDIKATOR SOAL	LEVEL COGNITIVE	JENIS
						PG
1	3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks Recount dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks biografi tokohsesuai dengan konteks penggunaannya a. 3.4.2 Membedakan fungsi sosial, struktur teks dan unsur bahasa dari berbagai ungkapan dalam teks biografi tokoh sesuai dengan konteks penggunaannya a.	Teks biografi tokoh a. Fungsi Sosial Menceritakan biografi tokoh untuk meneladani nilai-nilai moral dan kebaikan dari tokoh yang digambarkan. b. Struktur Teks - Introduction/Orientasi Penjelasan pendek secara umum - Peristiwa dan Masalah Menyebutkan urutan peristiwa secara kronologis dan runtut tentang pendidikan, karir, pekerjaan, prestasi, dll dari tokoh yang diceritakan - Reorientasi Kesimpulan tentang kontribusi terpenting dari tokoh yang diceritakan. c. Unsur Kebahasaan - Kata-kata terkait dengan perjuangan hidup, - Tata Bahasa: ✓ Past Perfect tense ✓ Connector words	Disajikan sebuah teks biography, peserta didik dapat menganalisis isi paragraph dengan tepat	(Menerapkan//C3)	√
				Disajikan sebuah teks undangan, peserta didik dapat menentukan tujuan dari undangan tersebut dengan tepat	(Menerapkan//C3)	√
				Disajikan sebuah teks undangan pernikahan, peserta didik dapat menyimpulkan isi undangan tersebut dengan tepat	(Memahami//C2)	√
				Disajikan sebuah teks undangan, peserta didik dapat menentukan tujuan dari undangan tersebut dengan tepat	(Menerapkan//C3)	√
				Disajikan sebuah teks undangan, peserta didik dapat menentukan isi yang tepat dari undangan tersebut	(Memahami//C2)	√
				Disajikan sebuah teks undangan	(Memahami//C2)	√

				rapat, peserta didik dapat menentukan tempat pelaksanaan acara dengan tepat		
				Disajikan sebuah teks undangan rapat, peserta didik dapat menyimpulkan isi undangan dengan tepat	(Memahami//C2)	√
				Disajikan sebuah teks undangan lomba, peserta didik dapat menentukan tujuan undangan dengan tepat	(Menerapkan//C3)	√
				Disajikan sebuah teks undangan lomba, peserta didik dapat menentukan sinonim dari kata yang bergaris bawah dengan tepat	(Mengingat//C1)	√

Mata Pelajaran	:	Bahasa Inggris	SCORE:
Kelas	:	X	
Kelompok	:	AKL	
Hari / Tanggal	:	Selasa, 22 Oktober 2019	SIGN:
Waktu	:	07.30 – 08.00	

SOAL DALAM BENTUK GOOGLE FORM

MULTIPLE CHOICE

Text for number 1 -2

Cristiano Ronaldo was born on February 5, 1985, in Funchal, Madeira, Portugal. Manchester United paid £12 million to sign him in 2003 – a record fee for a player of his age. In the 2004 FA Cup Final, he scored Manchester’s first three goals and helped them capture the championship. In 2008, he set a franchise record for goals scored. In 2009, Real Madrid paid a record \$131 million for his service. It was through his dad’s work as an equipment manager at a boy’s club that Ronaldo was first introduced to the game of soccer. By the time he was 10 years old, he was already recognized as a phenomenon – a kid who ate, slept and drank the game. “All he wanted to do as a boy was playing football,” his godfather, Fernao Sousa, recalled for British reporters, adding, “He loved the game so much that he’d miss meals or escape out his bedroom window with a ball when he was supposed to be doing his homework.”

By his early teens, Ronaldo’s talent and legend had grown considerably. After a stint with Nacional da liha da Madeira, he signed with Sporting Portugal in 2001. That same year, at the tender age of 16, Ronaldo turned heads with a impressive performance against Manchester United, wowing even his opponents with his footwork and deft skill. He made such an impression that a number of United players asked their manager to try and sign the young player. It wasn’t long before the club paid Ronaldo’s team more than £12 million for his services – a record fee for a player of his age.

<https://www.biography.com/athlete/cristiano-ronaldo>

1. We can learn from paragraph 2 that...
 - A. Ronaldo was a talented football player
 - B. Ronaldo was a very energetic football player
 - C. Ronaldo gained his success by his early teens
 - D. Ronaldo was a legendary young football player
 - E. Ronaldo became the youngest player in Manchester
2. “After a stint with Nacional da lima da Madeira, he signed with Sporting Portugal in 2001.” (Paragraph 3. The word “signed with” can be replaced by...
 - A. participated
 - B. went
 - C. followed
 - D. joined
 - E. wrote

Text for No. 3-4

Luis Lionel Andres Messi, born June 24th, 1987, is an Argentinian football player for F.C Barcelona. He is not very tall, mainly, due to the growing problem he had when he was younger. His eyes are brown. He never has short hair.

Lionel Messi started playing football at a very early age in his hometown's Newell's Old Boys. From the age of 11, he suffered from a hormone deficiency and as Lionel's parents were unable to pay for the treatment in Argentina, they decided to move to Barcelona, Spain.

In the 2003-2004 season, when he was still only 16 years old, Messi made his first team debut in a friendly with Porto that marked the opening of the new Dragao stadium. The following championship-winning season, Messi made his first appearance in an official match on October 16th, 2004, in Barcelona's derby win against Espanyol at the Olympic Stadium (0-1). And now, in 2010, 2011, and 2012 he is best player in the world.

<https://www.biography.com/athlete/lionel-messi>

3. According to the text, Messi's parents moved to Barcelona
 - A. to get Messi's health problem cured
 - B. because they were very poor in Argentina
 - C. so that Messi could learn in the best soccer club
 - D. because they wanted Messi to be successful in soccer
 - E. to find the best treatment to cure Messi's health problem
4. What is the main idea of the third paragraph?
 - A. he has long black hair and brown eyes
 - B. Lionel Messi is a good player for F.C Barcelona
 - C. he appears to be a quite good and modest person
 - D. his best characteristics are on the foot has competitiveness
 - E. he hasn't really attractive face, but he's a very good football player

Text no 5-6

Ki Hajar Dewantara is well-known as the father of Indonesian Education. His real name is Raden Mas Suwardi Suryaningrat. When he was 40 years old, he changed his name into Ki Hajar Dewantara. He was born in Yogyakarta, on May 2, 1889. Then, his birth date is commemorated as National Education Day. He was the grandchild of Sultan Pakualam III. Because he was born as a blue-blooded child, he could go school.

Ki hajar dewantara went to ELS school which was the primary school of Netherlands. Then, he continued his study to STOVIA, a medical school for the native of Indonesia. But, during his study at STOVIA, he was sick so that he couldn't finish it. Ki Hajar Dewantara had ever worked as a journalist in many popular printed media at that time, such as Mideen Java, Sedyotomo, De Ekpress, Kaoem Moeda, Poesara, Oetoesan Hindia, dan Tjahaja Timoer. His writings in those various media were very communicative and critical. Therefore, those could burn the spirit of the society.

After colonial period and Indonesia reached its Independence, he was trusted to be the minister of culture and education. Then, he got an appreciation of the honourable Doctor from Gadjah Mada University. Besides, he was also awarded a title as the father of national education and national hero by President Soekarno over his effort in struggling education for Indonesia. He died on April 26, 1959 in Yogyakarta.

Source: caramudahbelajarbahasainggris.net

5. Why did he discontinue his study at STOVIA?
 - A. because he was sick
 - B. because he chose to work
 - C. because he worked as a journalist
 - D. because he became writer in the newspaper
 - E. because he studied in Gadjah Mada University
6. Which one is not the media where he worked as journalist?
 - A. Oetosan Hindia
 - B. Sedyotomo
 - C. De Ekpress

- D. Mideen Java
- E. Tjahaya Jakarta

Text Biography for no 7-10

Galileo Galilei (1564-1642) — Astronomer and Scientist. Galileo developed a superior telescope and made many significant discoveries in astronomy. He was sentenced to life imprisonment by the inquisition for his support for the Copernican theory that the sun was at the center of the solar system.

Galileo was born in Florence, Italy in 1564 to a poor but noble family His parents recognized their child's innate intelligence and talents and so made sacrifices to have him educated. At his father's insistence, Galileo studied the profitable career of medicine. But, at the University of Pisa, Galileo became fascinated in a wide range of subjects. He was also critical of many of Aristotle's teaching which had dominated education for the past 2,000 years.

Galileo was appointed to be a mathematics professor at the University of Pisa, but his strident criticisms of Aristotle left him isolated among his contemporaries. After three years of persecution, he resigned and went to the University of Padua, where he taught math. His entertaining lectures attracted a large following and he was able to spend the next 18 years pursuing his interests in astronomy and mechanics.

<https://www.proprofs.com/quiz-school/story.php?title=online-quiz-x-ipa-11s>

7. Something that we can learn from Galileo Galilei's biography is ...
 - A. We should spend 18 years to pursue our interests.
 - B. We must sacrifice everything to get ourselves educated.
 - C. We should believe in something and stay faithful to it no matter how hard
 - D. We must never go against the believe of the society to avoid getting imprisoned.
 - E. We must always believe whatever the society believes to avoid getting persecuted.
8. From the fact that Galileo Galilei was imprisoned for supporting the Copernican theory, which later was proven to be true, we know that Galileo Galilei was ...
 - A. foolish
 - B. arrogant
 - C. stubborn
 - D. reckless
 - E. tenacious
9. According to the biography, why did Galileo Galilei resign from his teaching job at the University of Pisa?
 - A. He had attracted many followers.
 - B. He was persecuted for three years
 - C. He was appointed as a mathematics professor.
 - D. He had a better offer from the University of Padua.
 - E. He wanted to pursue his interests in astronomy and mechanics.
10. "His parents recognized their child's innate intelligence and talents and so made sacrifices to have him educated." (Paragraph 2). The underlined word "innate" is closest in meaning to ...
 - A. inborn
 - B. strident
 - C. multiple
 - D. acquired
 - E. ingenious

Kunci Jawaban:

1. A. Ronaldo was a talented football player

2. D. joined
3. A. to get Messi's health problem cured
4. B. Lionel Messi is a good player for F.C Barcelona
5. A. because he was sick
6. E. Tjahaya Jakarta
7. C. We should believe in something and stay faithful to it no matter how hard
8. E. tenacious
9. B. He was persecuted for three years
10. A. inborn

Kriteria Penskoran :

No. Soal	Skor
1	10
2	10
3	10
4	10
5	10

6	10
7	10
8	10
9	10
10	10

Jadi skor ideal = 100

$$NILAI = \frac{\text{Skor Perolehan}}{100} \times 100$$

- Penilaian ketrampilan : Kinerja (Writing)

Kisi-kisi dan Soal

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Indikator Soal	PH B	Jenis Soal	Soal	Waktu
4.23 Menyusun teks biografi	4.23.2. Menyusun teks biografi tokoh	1. Disajikan biodata tokoh sebagai	Test tertulis	Uraian	Soal: 1. Write a simple biography text	30'

tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	outline, peserta didik dapat menyusun teks biography sederhana dengan pilihan yang diberikan dengan tepat.			<p>about national hero of Indonesia</p> <ol style="list-style-type: none"> The text contains at least 200 words. Compose the biography text with good sentences and one of them is past perfect tense. Write it in 30 minutes. Please use cohesive devices. 	
--	--	--	--	--	---	--

a. **Penilaian Kemampuan Menulis**

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4

		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hampir tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

Penilaian sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1								
2								

Keterangan :

- BS : Bekerja Sama

- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

K. PEMBELAJARAN REMEDIAL DAN PENGAYAAN

KOMPETENSI DASAR	RENCANA REMIDI	RENCANA PENGAYAAN
<p>3.5 Menganalisis fungsi social, struktur teks dan unsur kebahasaan pada teks biografi tokoh sesuai dengan konteks penggunaannya.</p> <p>4.5 Menyusun teks biografi tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Menjelaskan ulang materi teks biography. • Mengerjakan quiz perbaikan • Melakukan tes ulang praktik sampai mencapai nilai KKM 	<p>Memberi tugas untuk membuat teks biography</p>

Mengetahui
Kepala Sekolah

Yogyakarta, Juli 2021
Guru Mata Pelajaran

Lucia Wirastuti K, S.Pd., M.Acc
NIP. 19660211 199103 2 008

Hermawanto, S.Pd.
NIP. 19781026 201406 1003

