

## Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan	: SMAN 1 Ampel
Kelas/Semester	: X / 1
Tema	: Recount
Sub Tema	: Biografi Tokoh Terkenal
Pertemuan ke	: 1
Alokasi Waktu	: 1 x 10 menit

### A. TUJUAN PEMBELAJARAN

Setelah melalui proses pembelajaran dengan model Discovery learning, Problem Based Learning (PBL), peserta didik mampu Menganalisis struktur, fungsi sosial, dan ciri kebahasaan penggunaan Recount , menyusun teks dan kalimat dengan Recount dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

### B. KEGIATAN PEMBELAJARAN

	<i>Luring</i>
<b>Pendahuluan (3 Menit)</b>	<ul style="list-style-type: none"> <li>• Guru memberi salam kepada peserta didik</li> <li>• Guru mengajak peserta didik berdoa</li> <li>• Guru mengabsen kehadiran peserta didik</li> <li>• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan</li> <li>• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran</li> </ul>
<b>Kegiatan Inti (5 Menit)</b>  <b>Langka 1 : seeking of information</b>	<p style="text-align: center;"><i>Langkah 1</i></p> <ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. <i>Mereka</i> diperlihatkan gambar-gambar ilmuan,tokoh penting, contoh-contoh recount teks dan meminta peserta didik memperhatikan kata-kata yang disajikan terkait gambar.</li> </ul>
<b>Langkah 2. acquisition of information</b>	<p style="text-align: center;"><i>Langkah 2</i></p> <ul style="list-style-type: none"> <li>• Guru mengarahkan siswa dengan menjodohkan antara gambar dan kata yang disajikan baik itu verb,noun,adjective</li> <li>• Menjelaskan pengertian biography recount</li> <li>• Mengarahkan pesrta didik untuk mengidentifikasi penggunaan kata kerja berbentuk past form dalam teks recount</li> <li>• Memberi siswa latihan untuk lebih mengenal penggunaan past form pada teks recount</li> <li>• Meminta siswa berpasangan menganalisis struktur teks dari biography</li> </ul>
<b>Langkah 3.</b>	<b>Langkah 3</b>

<b>synthesizing of knowledge</b>	<ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Fungsi sosial dan struktur teks pembahasan <b>Recount</b></i></li> <li>• Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
<b>Penutup (2 Menit)</b>	<ul style="list-style-type: none"> <li>• Memberi panduan menyimpulkan hasil pembelajaran</li> <li>• memberikan penugasan terstruktur berpasangan untuk membuat teks recount lisan</li> <li>• menyampaikan rencana kegiatan pertemuan berikutnya</li> </ul>

### C. PENILAIAN PEMBELAJARAN

- |   |
|---|
| <ul style="list-style-type: none"> <li>- Sikap : Observasi saat proses pembelajaran,</li> <li>- Pengetahuan : Penugasan</li> <li>- Keterampilan : Produk dan praktik</li> </ul> |
|---|

### D. LAMPIRAN PEMBELAJARAN

1. Materi pembelajaran tentang recount (biografi tokoh penting di indonesia)
2. Alat penilaian berupa penugasan dan unjuk kerja (lampiran)
3. Kriteria penilaian (lampiran)

Boyolali, 2021

Mengetahui,  
Kepala SMA Negeri 1 Ampel

Guru Mata Pelajaran

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## LAMPIRAN MATERI

### ACTIVITY 1

Look at the picture below. Do you know these people? What are they famous for?



Ayoo Berlatih !

After that please you match the word and the picture that related each other.

Soekarno	Soeharto	Bj. Habibie	Fatmawati	Hasri Ainun
Born	Married	Proclaimed	died	Studied
Was	In	Agust ,17 ,1945	ITB	Idependence
Indonesia	Pare Sualwesi	Kemusuk	Blitar	Bandung
First	Second	Third	beautiful	Kindly
2019	2008.	1970	jakarta	Day

Setelah memahami clue diatas perhatikan contoh biografi Bj. Habibie

## ***BJ. Habibie***

Bacharuddin Jusuf Habibie was born in Pare-Pare, South Sulawesi, on June 25, 1936. He is the fourth of eight children in his family. His parents are Alwi Abdul Jalil Habibie and RA. Tuti Marini Puspowardojo. Habibie married Hasri Ainun Habibie on May 12, 1962. He has 2 sons. They are Ilham Akbar dan Thareq Kemal. He spent his childhood with his brothers and sisters in Pare-Pare. His faithful and persistent characteristics have been shown since he was a kid. Habibie's hobby is riding horse and reading book. He is well-known as smart child when he was in elementary school.

After his father died, his mother sold their house and moved to Bandung. Her mother worked hard to afford their life. When he was in senior high school, Habibie showed his great achievement, especially in science subjects. He became a favorite student at school. After he graduated from high school, he continued his study in Bandung Institute of Technology (ITB). During his study in ITB, he got a scholarship from the government to study abroad. Then, he continued his study in Germany. When he arrived in Germany, he determined to be successful because he remembered the struggle of his parents to afford his course cost and his daily life. Several years later, in 1955, almost all of the Indonesian students got full scholarship. He was the only one who held green passport among his friends. For him, holiday season is not holiday. That was a good chance to make money for buying books and having examination. After holiday, all activities were suspended, except studying.

He graduated in 1960 with cum laude predicate and average score 9.5. Then, he applied a job in Firma Talbot, an industry company of train. At that time, Talbot needed 1000 carriage to carry light but big stuff. Dealing with that problem, Habibie applied some ways in making the construction of plane wings and finally he was successful to apply that.

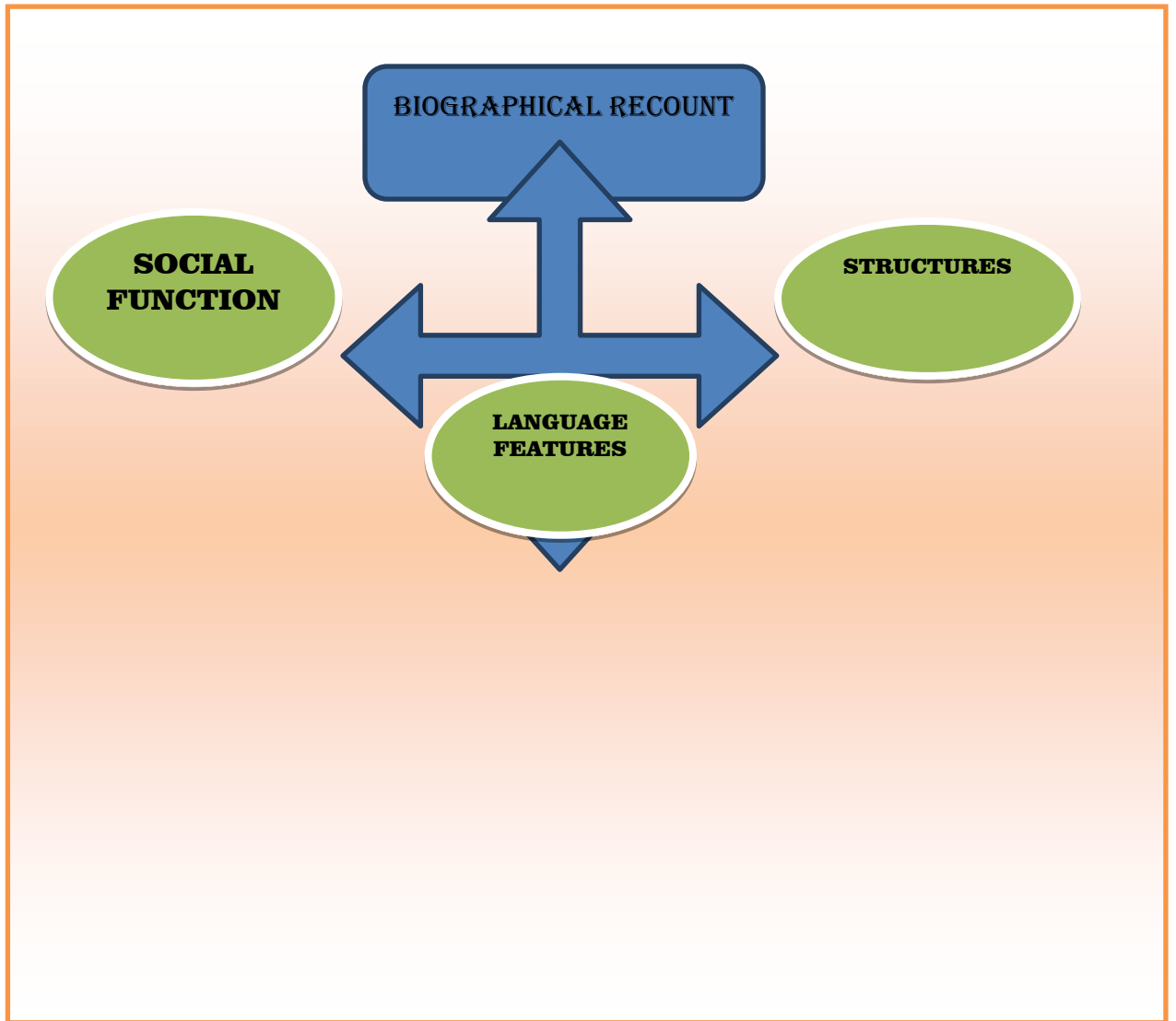
After that, he continued his doctoral degree in Technische Hochschule Die Facultaet Fuer Maschinenwesen Aachen and Hasri Ainun Habibie in 1962. After the wedding ceremony, he brought Ainun to Germany. His life was getting tougher. In the morning, he must have walked fast to work and his wife washed the clothes in the public washing place to save money, and in the evening he studied. In 1965, he finished his doctoral degree with summa cum laude predicate and average score 10. Habibie was also the first Asian person who had high position in plane industry of Germany

.

When he came back to Indonesia, he applied his knowledge and experiences that he got during his life in Germany to build plane industry in Indonesia. After three years he lived in Indonesia, he got Professor title from ITB. Then, he became the minister of research and technology for 20 years. On March 11, 1998, Habibie was elected as the 7th vice president of Indonesia by the decision of parliamentary session.

At that time, there was a crisis which made many people hold demonstration. President Soeharto was asked to step down from his position by the society and Habibie was pointed as the 3rd president of Indonesia as it was ruled in 1945 constitution number 8. In his short presidency, he was able to save Indonesia from the crisis.

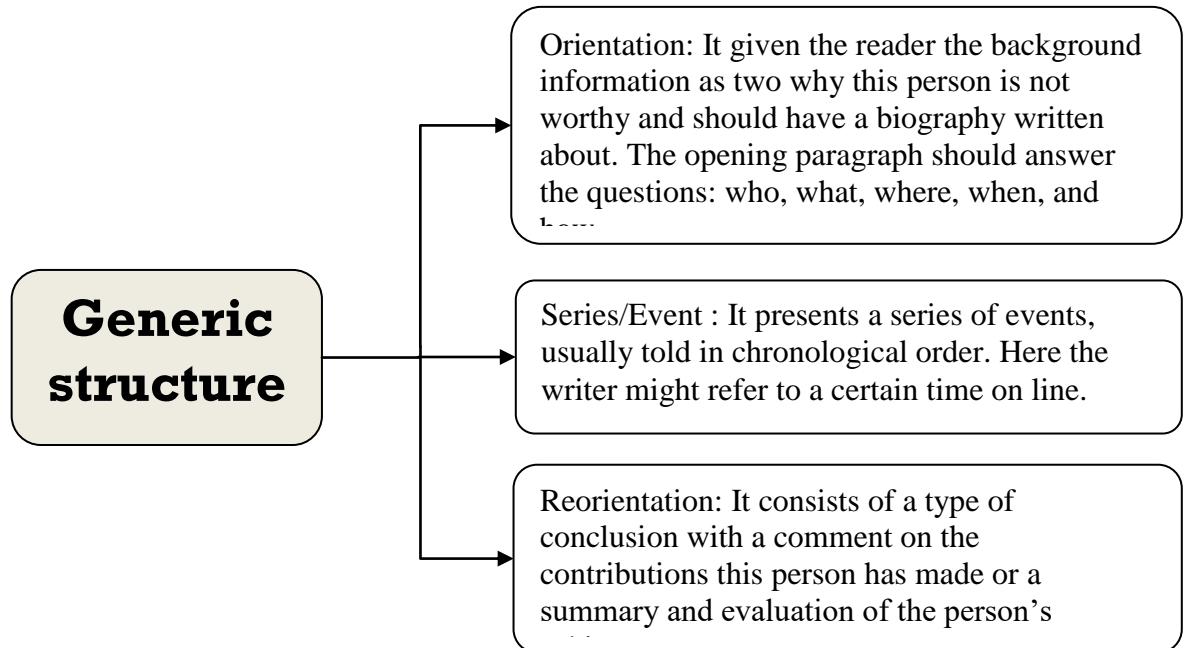
Setelah itu guru memberikan materi untk dipelajari  
Guru menjelaskan secara singkat tentang biographical recount

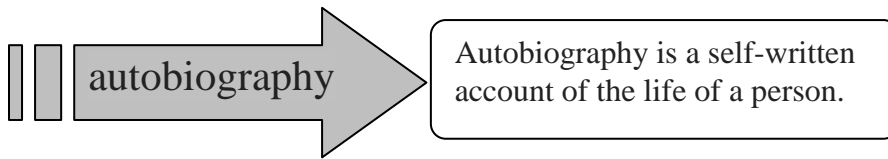
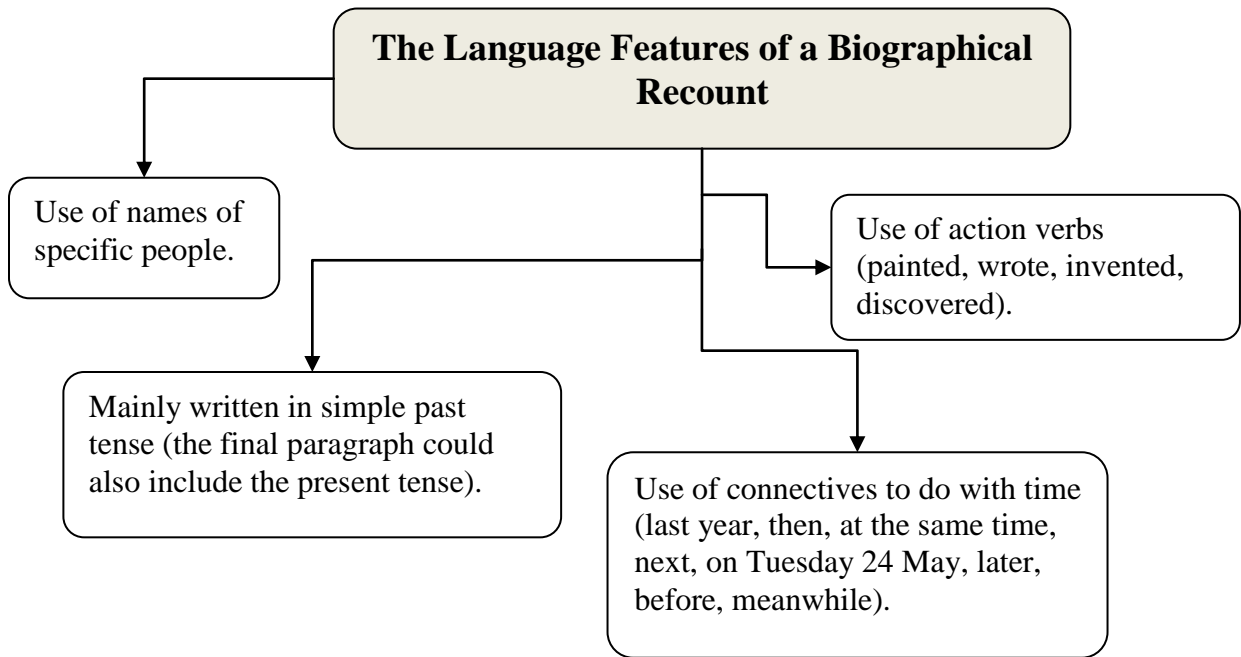


## Definisi of Biographical Recount

A biography, or simply bio, is a detailed description of a person's life. It involves more than just the basic facts like education, work, relationships, and death; it portrays a person's experience of these life events. Unlike a profile or curriculum vitae, a biography presents a subject's life story, highlighting various aspects of his or her life, including intimate details of experience, and may include an analysis of the subject's personality.

The purpose of a biographical recount is to inform by retelling past events and achievements in a person's life.







## ACTIVITY 2

Please answer the question below based on the text!

### SOEKARNO

Ir. Soekarno (born in Blitar, East Java, June 6, 1901 – died in Jakarta, June 21, 1970 at age 69 years) is Indonesia's first president who served two terms from 1945 to 1966. He played an important role for the liberation of Indonesia from Dutch colonialism. He is a digger Pancasila. He was proclaimed Indonesian independence (along with Mohammad Hatta) which occurred on August 17, 1945.

Sukarno signed the Warrant March 11, 1966 Supersemar controversial, in which – according to the released version of Army Headquarters – Lt. Gen. Suharto assigned to secure and maintain state security and the institution of the presidency. Supersemar basis Lieutenant General Suharto to dissolve the Communist Party of Indonesia (PKI) and replace the members who sit in parliament. After the answer denied liability Provisional People's Consultative Assembly (MPR) in the fourth general assembly in 1967, President Sukarno removed from office as president in the MPRS Special Session of the same year and raised Suharto as acting President of the Republic of Indonesia.

Sukarno was born with the name Kusno Sosrodihardjo. His father named Raden Soekemi Sosrodihardjo, a teacher in Surabaya, Java. His mother was Ida Ayu Nyoman Rai comes from Buleleng, Bali

As a young child living with his grandfather Sukarno in Tulungagung, East Java. At the age of 14 years, a friend of his father who called Tjokroaminoto Sukarno invited to stay in Surabaya and schooled to Hoogere Burger School (HBS) in there with a Koran in the Tjokroaminoto. At Surabaya, Sukarno many met with the SI leaders, the organization led Tjokroaminoto time. Sukarno then joined the organization Jong Java (Java Youth).

Finished H.B.S. 1920, Sukarno continued to Technische Hoge School (now ITB) in Bandung, and graduated in 1925. While in Bandung, Sukarno interact with Tjipto Mangunkusumo and Dr. Douwes Dekker, who was then leader of the National organization Indische Partij.

ANSWER THE QUESTION !

1. What is the kind of the text ?
2. Please mention at least 5 past verb and the meaning of them from the text upon ?
3. Analysis of the text above according to the generic structure ?
4. What did the purpose of the text
5. Mention the connective time at least 5 used ?

## HOMEWORK

Please Read The text below

### How to read an autobiography

What's your story? Anyone who has lived a full life has something fascinating to share with the world. The trick to writing an autobiography is to treat it like any good story: it should have a protagonist (you), a central conflict, and a cast of fascinating characters to keep people engaged. You may want to think about a certain theme or idea that has been present in your daily life to revolve your story around. Read on to learn how to craft the story of your life and polish your writing to make it sing.



**Step 1. Write out your life timeline.** Start writing your autobiography by conducting research on your own life. Creating a timeline of your life is a good way to make sure you include all the most important dates and events, and it gives you a structure to build upon. You can consider this the "brainstorming" phase, so don't hesitate to write down everything you can remember, even if you don't think the memory will make it into the final version of the book.

- a. Your autobiography doesn't have to begin with your birth. You may want to include some family history as well. Write down information about your ancestry, your grandparents' lives, your parents' lives, and so on. Having information about your family history will help readers get a sense of how you became the person you are.
- b. What happened when you were a teenager? What led you to make the decisions you made?
- c. Did you go to college? Write about those transitory years, too.
- d. Write about your career, your relationships, your children, and any big life-altering events that occurred.



**Step 2. Identify the main characters.** Every good story has interesting characters, friends and foes who help move the plot along. Who are the characters in your life? It's a given that your parents will play a role, along with your spouse and other close family members. Think beyond your immediate family to others who have affected your life and should play a role in your autobiography.

- a. Teachers, coaches, mentors, and bosses are extremely influential in people's lives. Decide whether someone who has been a role model (or the opposite) for you will figure into your story.
- b. Ex boyfriends and girlfriends might co-star in some interesting stories.
- c. What enemies have you had in life? Your story will be boring if you don't include some conflicts.
- d. Offbeat characters such as animals, celebrities you've never met, and even cities are often points of interest in an autobiography.



**Step3. Pull out the best stories.** The story of your entire life would start to get pretty long-winded, so you'll have to make some decisions about what anecdotes you're going to include. Begin drafting your manuscript by writing out the main stories that will be woven together to create a picture of your life. There are a few main topics that most autobiographies cover since readers find them fascinating.

- a. The childhood story. Whether your childhood was happy or traumatic, you should include a few anecdotes that give a picture of who you were and what you experienced at the time. You can tell the story of your childhood by breaking it down into smaller anecdotes that illustrate your personality - your parents' reaction when you brought

home a stray dog, the time you climbed out the window at school and ran away for 3 days, your friendly relationship with a homeless person living in the woods . . . get creative.

- b. The coming of age story. This heady and often sensual period in a human's life is always of interest to readers. Remember that it's not about writing something unique; everyone comes of age. It's about writing something that resonates with readers.
- c. The falling in love story. You could also write the opposite of this, the never-finding-love story.
- d. The identity crisis story. This usually occurs in the 30s or 40s, and is sometimes referred to as a mid-life crisis.
- e. The story of facing down some force of evil. Whether its your battle with addiction, a controlling lover, or a madman who tried to kill your family, you've got to write about conflict you've experienced.



**Step 4. Write in your own voice.** People read autobiographies to gain insight on what its like to be someone else. Being authentically you is a sure way to keep people engaged. If your writing is formal and stiff, or if it reads like a college essay instead of an expose on your life, people will have trouble getting through the book.

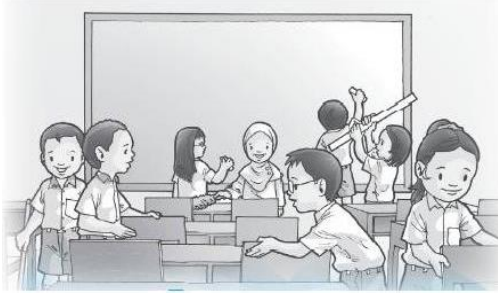
- a. Write as though you're opening your heart to a trusted friend, in prose that's clear, strong and not too cluttered with vocabulary words you rarely use.
- b. Write so that your personality is revealed. Are you funny? Intense? Spiritual? Dramatic? Don't hold back; your personality should come through in the way you tell your story.



**Step5.Be revealing.** You don't have to be explicit, but it's important to reveal truths about yourself and your life in an autobiography. Don't let the book become a list of your accomplishments, with all the negative material carefully kept under the rug. Present

yourself as a whole person, sharing talents and flaws alike, and your readers will be able to identify with you and hopefully root for you as they make their way through your story.

- a. Don't always cast yourself in a positive light. You can have foibles and still be the protagonist. Reveal mistakes you've made and times when you've failed yourself and other people.
- b. Reveal your inner thoughts. Share your opinions and ideas, including those that may spark controversy. Be true to yourself through your autobiography.



**Step6. Capture the spirit of the times.** How was your story shaped by the moment in history in which it took place? What was influenced your politics? What cultural events inspired you? Discussing what happened in the world at large during your lifetime is a good way to make your story more relevant and interesting to those reading it.



Ayoo Berlatih !

Setelah kalian memahami materi , cobalah berlatihlah

**Using Habibie's biography as refrence, write a biography of the famous people in the word. Than identify generic structure of it.**

## LAMPIRAN KUNCI JAWABAN

1. Biography Recount
2. a. Married : Menikah  
b. Spent : Menghabiskan  
c. Moved : Pindah  
d. Showed : Menunjukkan  
e. Continued : Melanjutkan  
f. Died : Meninggal  
g. Worked : Bekerja
3. Prg. 1. Orientation  
Prg 2-4 Event  
Prg 5 Reorientation
4. The purpose of a biographical recount is to inform by retelling past events and achievements in a person's life.
5. a. on June 25, 1936  
b. on May 12, 1962  
c. . Several years later, in 1955  
d. in 1962  
e. for 20 years

## LAMPIRAN PENILAIAN

### a) Penilaian dalam berbicara

No soal	Aspek yang dinilai	Rubrik Penilaian	Skor	Skor Maksimal
2.	2.Content : 40 % a). Organization. b). Coherence. c). Authenticity ( Originality ).	a). Very good (Excellent ). b). Good. c). Enough.	a).37 – 40  b). 34 – 36 c). 30 - 33	40  36 33
3.	3. Performance: 20%			

	a). Manner.	a). Very good	a). 18 – 20	20
	b). Creativity.	(Excellent ).	b). 15 – 17	17
	c).Public Speaking ( eye contact, voice gesture, body language ).	b). Good. c). Enough.	c). 12 - 14	14

**b). Penilaian dalam writing :**

No soal	Aspek yang dinilai	Rubrik Penilaian	Skor	Skor Maksimal
1.	1.Language : 40% a).Grammar b).Vocabularies c).Punctuation d).Accuracy e).Fluency	a). Very good (Excellent ). b). Good. c). Enough.	a).37 – 40 b). 34 – 36 c). 30 - 33	40 36 33
2.	2.Content :40 % a).Organization b).Coherence c).Authenticity / Originality.	a). Very good (Excellent ). b). Good. c). Enough.	a).37 – 40 b). 34 – 36 c). 30 - 33	40 36 33
3.	3. Generic structure : 20	a). Very good ( Excellent ). b). Good. c). Enough.	a). 18 – 20 b). 15 – 17 c). 12 - 14	20 17 14



**INSTRUMEN PENILAIAN SIKAP**  
**Jurnal Penilaian Sikap**

<b>No.</b>	<b>Tanggal</b>	<b>Nama</b>	<b>Kejadian/Peristiwa</b>	<b>Positif/Negatif</b>	<b>Karakter</b>	<b>Tindak Lanjut</b>
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**INSTRUMEN PENILAIAN SIKAP**

**Jurnal Penilaian Sikap**

<b>No.</b>	<b>Tanggal</b>	<b>Nama</b>	<b>Kejadian/Peristiwa</b>	<b>Positif/Negatif</b>	<b>Karakter</b>	<b>Tindak Lanjut</b>
1.						
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10.						

**b). Penilaian dalam writing :**

No soal	Aspek yang dinilai	Rubrik Penilaian	Skor	Skor Maksimal
1.	1.Language : 40 % a).Grammar b).Vocabularies c).Punctuation	a). Very good ( Excellent ). b). Good. c). Enough.	a).37 – 40 b). 34 – 36 c). 30 - 33	40 36 33
2.	2.Content : 40 % a).Organization b).Coherence c).Authenticity / Originality.	a). Very good ( Excellent ). b). Good. c). Enough.	a).37 – 40 b). 34 – 36 c). 30 - 33	40 36 33
3.	3. Generic structure : 20%	a). Very good ( Excellent ). b). Good. c). Enough.	a). 18 – 20 b). 15 – 17 c). 12 - 14	20 17 14