

RANCANGAN PERENCANAAN PENGAJARAN (RPP)

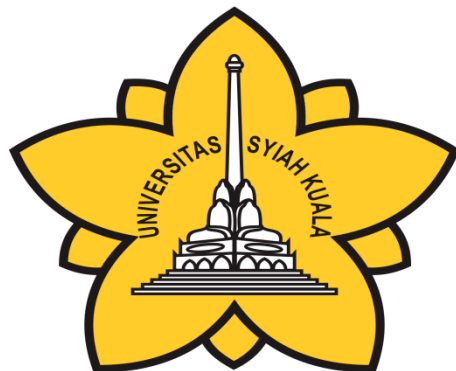
**SMA NEGERI 1 SAKTI
KELAS X SEMESTER GENAP
KD. 3.7 (Recount Text)**

Disusun Oleh:

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No. UKG: 201502294249

RPP ini disusun sebagai salah satu tugas dalam Uji Kinerja Guru
Peserta PPG DALJAB Angkatan 1 Bahasa Inggris Tahun 2021
Pada LPTK Universitas Syiah Kuala
Banda Aceh



**PENDIDIKAN PROFESI GURU DALAM JABATAN
UNIVERSITAS SYIAH KUALA BANDA ACEH
ANGKATAN 1 TAHUN 2021
PRODI GURU BAHASA INGGRIS**

1. IDENTITAS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA NEGERI 1 Sakti
Mata Pelajaran : BAHASA INGGRIS
Kelas / Semester : X / GENAP
Materi Pokok : *RECOUNT TEXT*
Alokasi Waktu : 2 x 30 menit (Pertemuan Ke-1)
Kompetisi Dasar : 3.7
Metode Pembelajaran : DARING (Online)

2. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan 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, dan prosedural berdasarkan rasa inginnya 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 dan mampu menggunakan metode sesuai kaidah keilmuan

3. KOMPETENSI DASAR (KD-IPK)

Kompetensi Dasar	Indikator
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa Recount text tulis dengan memberi dan meminta informasi terkait sesuai dengan konteks penggunaannya	3.7.1 Mengidentifikasi fungsi sosial Recount text dan struktur kebahasaan dalam sebuah teks tulis. 3.7.2 Menganalisis struktur teks dan unsur kebahasaan yang ada pada teks recount tulis (C4)
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount tulis.	4.7.1 Merancang sebuah teks recount tulis pengalaman pribadinya sesuai kaedah dan unsur kebahasaan.

4. TUJUAN PEMBELAJARAN

1. Setelah mengamati teks recount, peserta didik dapat mengidentifikasi fungsi sosial teks recount dan struktur kebahasaan dalam sebuah teks recount tulis
2. Setelah mengamati teks recount tulis, peserta didik dapat menganalisis unsur kebahasaan dalam sebuah teks recount dengan benar.
3. Setelah mempelajari teks recount, peserta didik mampu merancang sebuah teks recount tulis pengalaman pribadinya sesuai kaedah dan unsur kebahasaan.

5. PENGUATAN PENDIDIKAN KARAKTER (PPK):

1. Religiusitas
2. Nasionalisme
3. Kejujuran
4. Kedisiplinan

6. MATERI PEMBELAJARAN

Recount Text; Definition, Purposes, Generic Structures, Language Features

Definition and Purpose of Recount Text

DEFINITION: Recount is a text which retells events or experiences in the past (*sebuah teks bacaan yang isinya menceritakan kejadian atau pengalaman di masa lalu*)

PURPOSE: To retell events for the purpose of informing or entertaining (untuk menceritakan kejadian kejadian guna menginformasikan atau menghibur).

Generic Structure of Recount Text

MAIN STRUCTURES

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

happy ending” ataupun buruk “bad ending”.

The Characteristics / Language Feature of Recount Text

Introducing personal participant; I, my group, etc

Using chronological connection; then, first, etc

Using linking verb; was, were, saw, heard, etc

Using action verb; look, go, change, etc

Using simple past tense

NOTE: when writing recounts you should:

1. Focus on individual people i.e. use the words, I or we
2. Use words which indicate when (e.g. after lunch) and where the events took place (e.g. in the shed)
3. Write in the past tense e.g. had, visited
4. Use action words e.g. helped, crutched.

7. METODE PEMBELAJARAN

1. Pendekatan : *Scientific Approach*
2. Model : *Problem Based Learning (PBL)- HOT - TPACK*
3. Teknik : Tanya-jawab dan diskusi kelompok
4. Metode pengajaran : Daring/ Online

8. MEDIA PEMBELAJARAN

1. Power Point presentation
2. Labtop / proyektor, Speaker Active, koneksi internet, gadget
3. Worksheet/Lembar Kerja Peserta Didik / Google Form
4. Form Absensi tersedia online di link
https://docs.google.com/forms/d/e/1FAIpQLSeRF1mzJg7AvWvdWsOK1nw63AIyJGKAkW9bLQoQVRdODGgE_A/viewform?usp=sf_link
5. Latihan soal diakhir pembelajaran tersedia online di link
https://docs.google.com/forms/d/e/1FAIpQLSexsYN7MOLNtAesBq1ZtqGi_aipsmnAOdTG8pA44CiAy-lFw/viewform?usp=sf_link

9. SUMBER-SUMBER PEMBELAJARAN

1. Buku Siswa Bahasa Inggris kelas X Kurikulum 2013 edisi Revisi2016 (Chapter IX)
2. Kamus Bahasa Inggris (cetak / aplikasi)
3. Website, Video Youtube, blog etc.
4. Blog Pribadi tempat latihan soal dan bacaan setiap pembelajaran
<http://teungkusyukri.blogspot.com/>

10. LANGKAH - LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Guru bersama siswa saling memberi dan menjawab salam serta menyampaikan kabarnya masing-masing2. Guru memastikan perangkat dan koneksi internetnya dan peserta didik cukup memadai untuk melanjutkan proses pembelajaran yg dilanjutkan menanyakan siswa yg tidak hadir pada hari tersebut dan menanyakan keadaan siswa yg pertemuan sebelumnya tidak hadir. (Presensi)3. Kelas dilanjutkan dengan berdo'a. Doa dipimpin oleh siswa yang datang duduk paling cepat. (Menghargai kedisiplinan siswa.4. Siswa menyiapkan diri agar siap untuk belajar serta memeriksa kerapihan diri dan bersikap disiplin dalam setiap kegiatan pembelajaran	10 menit

	<p>5. Siswa bersama guru menyanyikan lagu nasional atau lagu daerah dilanjutkan mendengarkan penjelasan guru tentang pentingnya menanamkan rasa Nasionalisme dilanjutkan peregangan dan gerakan2 fisik untuk senam otak. (English yelyel)</p> <p>6. Siswa menyimak apersepsi dari guru tentang pelajaran sebelumnya dan mengaitkan dengan pengalamannya sebagai bekal pelajaran berikutnya.</p> <p>7. Siswa bertanya jawab dengan guru berkaitan dengan materi sebelumnya</p> <p>8. Siswa menyimak apersepsi dengan mengingat kembali tentang (social function, generic structure dan language features materi sebelumnya.</p> <p><i>Penyampaian tujuan dan motivasi siswa.</i></p> <p>9. Siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan belajar serta motivasi yang disampaikan guru</p> <p>10. Guru bersama peserta didik menyanyikan lagu nasional dan dilanjutkan menyemangati peserta didik dengan English yel-yel sebelum memulai pelajaran untuk membangkitkan semangat dalam belajar.</p>	
<p>Kegiatan Inti</p>	<p>Fase 1 orientasi peserta didik kepada masalah (critical thinking dan Creativity)</p> <ul style="list-style-type: none"> • Guru menyajikan beberapa gambar berkaitan dengan recount teks dan menanyakan apakah yg sedang mereka lihat. • Guru menampilkan slide power point berisi sebuah 2 teks recount text tulis <p>Fase 2 mengorganisasikan peserta didik untuk belajar (collaboration)</p> <ul style="list-style-type: none"> • Sesuai arahan guru peserta didik dibagi kedalam beberapa kelompok • Guru membimbing peserta didik menentukan masalah yang akan dicari jawaban atau penyelesaiannya • Peserta didik bersama kelompoknya berdiskusi menyelesaikan tugas permasalahan yang sudah dirangkumkan oleh guru untuk dicarikan jawabannya tentang recount text. <p><i>Fase.3 membimbing penyelidikan individu dan kelompok (collaborative dan problem solving)</i></p> <ul style="list-style-type: none"> • Melalui diskusi kelompok, dengan bimbingan guru, peserta didik mencari jawaban ats permasalahan yang disiskusikan dalam kelompoknya. 	<p>20 menit</p>

	<ul style="list-style-type: none"> • Peserta didik mencatat data hasil diskusi kelompok untuk dipresentasikan nantinya. <p><i>Fase.4 Mengembangkan dan menyajikan hasil karya</i></p> <ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok tentang fungsi sosial dan struktur teks terkait teks recount <p><i>Fase.5 Menganalisis dan mengevaluasi proses pemecahan masalah</i></p> <ul style="list-style-type: none"> • Peserta didik dan guru menganalisis dan mengevaluasi hasil kerja kelompok yang telah dikerjakan • Guru mengkonfirmasi tentang fungsi sosial dan struktur teks dan unsur kebahasaan recount text • Guru memberikan penghargaan kepada kelompok belajar. 	
	<p>Latihan dan pemberian Evaluasi</p> <ul style="list-style-type: none"> • Guru memberikan tugas tugas latihan kepada kelompok berkaitan dengan recount texts tulis untuk lebih mengarahkan peserta didik pada masalah yang disimpulkan tadi untuk mengukur kemampuan pemahaman peserta didik dalam penguasaan materi yang dibahas. • Guru mendampingi peserta didik dengan menayakan masalah yang ditemukan dalam melaksanakan latihan soal yang diberikan. • Siswa mengerjakan tugas tugas latihan kelompoknya bersama sama untuk dipresentasikan dihadapan teman kelompok lain. • Siswa mempresentasikan hasil evaluasi latihan soal yang telah dikerjakan didampingi oleh guru. • Guru memberikan tugas mandiri kepada peserta didik dengan membuat sebuah cerita pengalaman sendiri yang ditulis dalam bentuk recount text tulis secara online pada google form yang sudah disediakan 	20 menit
	<p>Pemberian penghargaan kelompok dan Refleksi</p> <ul style="list-style-type: none"> • Guru memberikan penghargaan dalam berbagai bentuk untuk kelompok belajar yang paling baik • Sebelum pelajaran ditutup guru meminta siswa melakukan refleksi dan kesimpulan kegiatan hari ini. • Siswa melakukan analisis proses pembelajaran hari ini untuk mengetahui kekurangannya guna perbaikan pembelajaran selanjutnya. pembelajaran. 	5
Kegiatan Penutup	<p>REMEDIAL/ CLOSING</p> <ul style="list-style-type: none"> • Siswa yang masih belum mencapai hasil belajar yang 	5 menit

	<p>baik akan diberikan tugas tambahan berupa pengulangan materi ajar untuk dan evaluasi online secara mandiri.</p> <ul style="list-style-type: none"> • Guru mengingatkan peserta didik materi yang akan dipelajari pada pertemuan selanjutnya • Siswa diajak untuk selalu mensyukuri nikmat yang diberikan dan mengajak siswa untuk selalu berhemat energi (religiusitas) • Kegiatan belajar ditutup dengan doa. (religiusitas) 	
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A. Teknik Penilaian

1. Teknik Penilaian
 - a. Penilaian Sikap : Observasi / Pengamatan
 - b. Penilaian Pengetahuan : Essay (LKPD 1, 2, 3 and 4)
 - c. Penilaian Keterampilan : Produk Tertulis “*Essay*” (LKPD 3)
(*Reading Comprehension*)
2. Bentuk Penilaian
 - a. Observasi : Jurnal Guru
 - b. Tes Tertulis : Essay
3. Instrumen Penilaian (Terlampir)

Kota Bakti, 18 Juli 2021

Mengetahui,
Kepala SMA Neg. 1 Sakti,

Guru Mata Pelajaran,

Abdul Aziz, S.Pd. M.Si.
NIP. 19731005 199801 1 001

SYUKRI, S.Pd.I
NIP. 197711152006041002

LAMPIRAN

MATERI AJAR

The notebook page contains the following items:

- Top Left:** Book cover for "What Was the Bombing of Hiroshima?" by Jess Brallier. It features a large atomic mushroom cloud and text including "16 pages of photos inside" and "The New York Times Best-Selling Series".
- Top Middle:** Book cover for "EXPERIENCE the POWER and the GLORY of a TRIP to HEAVEN FACE-TO-FACE WITH JESUS" by David E. Taylor. It includes the text "NEW BOOK JUST RELEASED".
- Top Right:** A poster for "Casting ACTORS Cast My Holiday Story with Jeffrey Dreisbach". It features a photo of Jeffrey Dreisbach wearing a Christmas wreath.
- Middle Left:** A black and white photograph of a group of people in uniform, possibly a military band or a group of students.
- Middle Center:** A circular graphic with the text "my last holiday" and "we teach german" set against a background of palm trees and a sunset.
- Middle Right:** A collage titled "My trip to Australia" featuring images of the Sydney Opera House, a kangaroo, and an underwater scene with fish.
- Bottom Right:** A decorative graphic of two stylized flowers, one orange and one yellow.

Look at these texts..!

Online access available at link

<http://teungkusyukri.blogspot.com/2021/07/recount-text-text-1-bandung-as-sea-of.html>

TEXT 1

Bandung as Sea of Fire

Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.

British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.

The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo, Halo Bandung".

TEXT 2

My first Experience

At that time, I was 17 years old. I asked my father to give me a gift which is a motorcycle. However, my wish was rejected by my father because I was still an adult. Then, I asked my father to teach me to ride a motorcycle. Initially, my father refused my request and promised to teach me next year, but I sulked.

Finally, my father taught me to ride a motorcycle in a field near the house. Father gave instructions on how to drive it. First, my father led me from behind and I was riding on my father. Over time, I want to try it myself. I was happy and proud to be riding a motorcycle.

A few days later, I tried to ride a motorcycle on the narrow street of my house. I was nervous when there was another motorcycle in front of me. Unexpectedly, my motorcycle hit the wall which made me falled from the motorbike.

I was afraid of being scolded when I got home. But the reality, my father was very proud of me. I was also given advice to be more calm in driving.

EXERCISE 1.a

EXERCISE 1.a available online at:

<http://teungkusyukri.blogspot.com/2021/07/recount-text-student-worksheet-lkpd-1.html>

GROUP : _____
MEMBER : 1. _____ 3. _____
2. _____ 4. _____
5. _____ 6. _____
CLASS : _____
Time Allocation : 10 Menit

MENTION THE NAME OF THE PARAGRAPH OF THE FOLLOWING TEXT

HOLIDAY AT HOME

Paragraph 1
.....> Last thursday was my day off. I didn't go anywhere. I just stay at home for two weeks to did the same activities routinely, over and over again. I felt that was the worst day I have ever passed.

Paragraph 2
.....> I woke up earlier and did subuh prayer. After that, I had breakfast with my family in the morning. At 08.00 am, I turned on computer and played many games. Not felt, it was 10.00 o'clock, I rushed to take a bath to freshen my body.

Paragraph 3
.....> Then, I watched my favorite TV programs until it almost middyay. At 01.00 pm, I went to bathroom to ablution and immediately did zuhur prayer. Then, I had lunch and helped my mother to clean the house.

Paragraph 4
..... Because I was tired, I felt asleep on the couch. Unexpectedly, after waking up I had a guest who could cheer me up, my aunt came with her child. I kept playing with my nieces until nightfall.

Paragraph 5
.....> Although just a home holiday, at least to refresh my mind from the routine activities in the office.

EXERCISE 1.b

EXERCISE 1.a available online at:

<http://teungkusyukri.blogspot.com/2021/07/recount-text-student-worksheet-lkpd-1.html>

GROUP : _____
MEMBER : 1. _____ 3. _____
2. _____ 4. _____
5. _____ 6. _____
CLASS : _____
Time Allocation : 10 Menit

MENTION THE NAME OF THE PARAGRAPH OF THE FOLOLOWING TEXT

	Battle of Surabaya
Paragraph 1>	<i>The Battle of Surabaya was fought between pro-independence Indonesian soldiers and militia against British and British Indian troops as a part of the Indonesian National Revolution.</i>
Paragraph 2>	<i>The peak of the battle was in November 1945. The battle was the heaviest single battle of the revolution and became a national symbol of Indonesian resistance. Fighting broke out on 30 October after the British commander, Brigadier A. W. S. Mallaby was killed in a skirmish. Although the Colonial forces largely captured the city in three days, the poorly armed Republicans fought for three weeks, and thousands died as the population fled to the countryside.</i>
Paragraph 3>	<i>The battle and defence mounted by the Indonesians galvanised the nation in support of independence and helped garner international attention. For the Dutch, it removed any doubt that the Republic was not simply a gang of collaborators without popular support. It also had the effect of convincing Britain that wisdom lay on the side of neutrality in the revolution; within a few years, in fact, Britain would support the Republican cause in the United Nations.</i>
Paragraph 4	<i>Considered a heroic effort by Indonesians, the battle helped galvanise Indonesian and international support for Indonesian independence. 10 November is celebrated annually as Heroes' Day.</i>

EXERCISE 2

Online exercise available at link

<http://teungkusyukri.blogspot.com/2021/07/exercise-2-find-temporal-sequence.html>

GROUP : _____
MEMBER : 1. _____ 3. _____
 2. _____ 4. _____
 5. _____ 6. _____
CLASS : _____
Time Allocation : 10 Menit

Find temporal sequence and conjunction from the text

VISITING YOGYAKARTA

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

EXERCISE 3

Online exercise available at link

<http://teungkusyukri.blogspot.com/2021/07/sunday-terrible-exercise-3-recount-text.html>

GROUP : _____
MEMBER : 1. _____ 3. _____
2. _____ 4. _____
5. _____ 6. _____
CLASS : _____
Time Allocation : 10 Menit

Read the text and answer the questions

SUNDAY THE TERRIBLE

Last week was a terrible day for me. my cousin and i were playing football in front of the house to spend time with us.

First, it was really fun until I kicked the ball too strong, so the ball leaded me to the window and broke the window. when we want to escape. suddenly we all heard loud voice. After that, the owner of the house came out of the fence, She yelled at us. we were very afraid of her, but we do not know what to do. then, one of my cousin told us to run, we all ran, and suddenly we heard a sound of barking dog. Then we knew that the homeowners let her dog chased us. And we were struggling to run as fast as we can. But, I fell down so the dog capture me and bite my leg. it really hurt me. then the dog ran back into the house. My cousin took me to the doctor and told my parents. In the end, the doctor said that i was exposed to rabies. then I was hospitalized for a week.

That's a terrible day of the week for me, It may not happen to me again in the next week sunday.

ANSWER THE QUESTIONS BASED THE TEXT

1. What is the title Of the story above?
2. When did it happen?
3. why last week was a terrible day for the author?
4. Who is pursuing the author and his friends when run?
5. Who brought Author to the doctor?
6. how long author hospitalized
7. Find the action verbs from the texts

EXERCISE 4

PERSONAL ASSIGNMENT

The test is available online at link:

[https://docs.google.com/forms/d/e/1FAIpQLSexsYN7MOLNtAesBq1ZtqGi_ajjpsnnAOdTG8pA44CiAy-IFw/viewform?usp=sf link](https://docs.google.com/forms/d/e/1FAIpQLSexsYN7MOLNtAesBq1ZtqGi_ajjpsnnAOdTG8pA44CiAy-IFw/viewform?usp=sf_link)

Please write down a story of yours in recount text form !

pay your attention on the following features

1. The Structure of the paragraph
 - Orientation
 - Event 1
 - Event 2
 - Re-orientation
2. Using Simple Past Tenses
3. Using Temporal Sequences and Conjunction
4. Action Verbs

A. Sikap -

1. 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	...	75	75	50	75	275	68,75	C
2
3								

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
 $75,01 - 100,00$ = Sangat Baik (SB)

 $50,01 - 75,00$ = Baik (B)

 $25,01 - 50,00$ = Cukup (C)

 $00,00 - 25,00$ = Kurang (K)

Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

2. Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu.

Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

- Skor penilaian Ya = 100 dan Tidak = 50
- Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
- Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
- Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
- Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

3. Penilaian Teman Sebaya

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

- Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100

2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$ 3.
 Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$

4. Kode nilai / predikat :

- 75,01 – 100,00 = Sangat Baik (SB)
 50,01 – 75,00 = Baik (B)
 25,01 – 50,00 = Cukup (C)
 00,00 – 25,00 = Kurang (K)

B. Penilaian Pengetahuan

1. Teknik : Penilaian project, unjuk kerja

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	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
		Pilihan tata bahasa tidak tepat		1

2. Penilaian Keterampilan

Teknik : Penilaian project, unjuk kerja

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

PEMBELAJARAN REMEDIAL DAN PENGAYAAN

a. Remedial

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial. Materi pengayaan akan diberikan hanya pada bagian materi yang masih lemah dikuasai oleh Siswa. (Materi mengacu pada materi pembelajaran yang dicantumkan dalam Materi Pembelajaran). Remedial dilakukan dengan pembelajaran ulang dan belajar kelompok.

b. Pengayaan

Guru memberikan nasihat agar tetap semangat belajar dan rendah hati. Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, diberi kegiatan pengayaan untuk perluasan dan/ atau pendalaman materi (kompetensi) antara lain dalam bentuk tugas mengerjakan soal-soal dengan tingkat kesulitan lebih tinggi, meringkas buku-buku referensi dan mewawancarai narasumber.

C. Penilaian Hasil Belajar

1. Penilaian Sikap

Rencana Evaluasi untuk Sikap Spiritual dan Sosial

No	Teknik	Bentuk Instrumen	Waktu Pelaksanaan	Keterangan
1	Observasi	Jurnal	Saat pembelajaran berlangsung	Penilaian untuk pencapaian pembelajaran (<i>assessment for learning</i>)
2	Penilaian diri	Check List	Saat Pembelajaran usai	Penilaian sebagai pembelajaran (<i>assessment as learning</i>)
3	Penilaian antar Teman	Angket	Setelah pembelajaran usai	Penilaian sebagai pembelajaran (<i>assessment as learning</i>)

2. Penilaian Pengetahuan

Rencana Evaluasi untuk Aspek Pengetahuan

No	Teknik	Bentuk Instrumen	Waktu Pelaksanaan	Keterangan
1	Lisan	Pertanyaan lisan dengan jawaban terbuka	Saat pembelajaran berlangsung	Penilaian untuk pencapaian pembelajaran (<i>assessment for learning</i>)
2	Tulisan	Pertanyaan tertulis dalam bentuk essay dan pilihan ganda	Setelah pembelajaran usai	Penilaian pencapaian pembelajaran (<i>assessment of learning</i>)

a. Penilaian Keterampilan

Rencana Evaluasi untuk Aspek Keterampilan

No	Teknik	Bentuk Instrumen	Waktu Pelaksanaan	Keterangan
1	Portofolio	Sampel pekerjaan terbaik dari penugasan tes tertulis	Saat pembelajaran usai	Data untuk penulisan deskripsi pencapaian pengetahuan (<i>assessment of learning</i>)

JURNAL REFLEKSI GURU

Nama Sekolah : SMA Negeri 1 Sakti
Mata Pelajaran : Bahasa Inggris Nama
Hari/Tanggal : Selasa, 19 Juli 2021

Kelas : X MIPA 1
Guru : SYUKRI, S.Pd.I

Pertemuan ke : 1 Materi Pokok : Recount Text
Kompetensi Dasar : 3.7 Model Pembelajaran : Problem Based Learning

Isi:

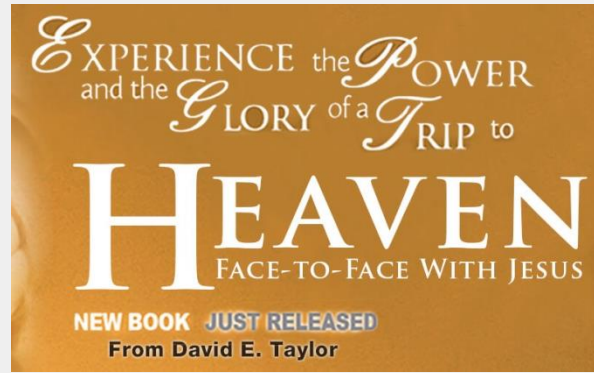
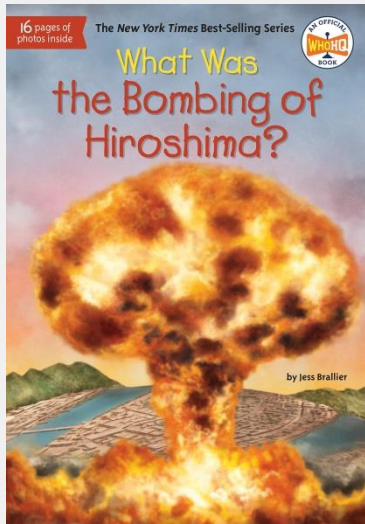
1. Social Function
Penyajian 2 buah teks recount sederhana
2. Menjelaskan Struktur Bahasa Text Recount
Banyak siswa bertanya terkait materi kepada guru.
3. Peran yang saya lakukan dalam proses pembelajaran
Sebagai pengajar serta menjawab pertanyaan dari siswa
4. Hal-hal positif (keberhasilan) yang telah saya capai dalam proses pembelajaran
Mampu membimbing siswa dalam memahami materi
5. Kualitas pembelajaran yang telah berlangsung
Pembelajaran berjalan secara kondusif, akan tetapi ada beberapa siswa yang belum mengerjakan dikarenakan belum terlalu memahami sehingga perlu dituntun dalam memahami materi.
6. Capaian siswa (dibandingkan dengan tujuan pembelajaran yang ditargetkan tercapai setelah mengikuti pembelajaran)
7. Hal positif yang saya rasakan tentang proses pembelajaran
Yang saya rasakan saat pertama kali mengajar, siswa mematuhi perintah yang saya intrupsikan seperti pembuatan kelompok kecil untuk diadakannya diskusi.
8. Hal negatif yang saya rasakan tentang proses pembelajaran

RUBRIK PENILAIAN GURU

REFLEKSI /PENILAIAN DIRI

1. Berilah tanda ceklis (v) pada kolom keterangan berikut jika Anda sudah memahami materi berikut!

No	Kemampuan Diri	Ya	Tidak
1.	Saya mampu menjelaskan pengertian teks recount dan menjelaskan fungsi sosialnya.		
2.	Saya mampu mengidentifikasi dan menjelaskan struktur teks dan unsur kebahasaan dari teks recount		
3.	Saya dapat membedakan beberapa teks recount berdasarkan fungsi sosial, struktur teks dan unsur kebahasaan		
4..	Saya dapat menangkap makna teks recount dengan cara menjawab pertanyaan tentang isi teks		
5..	Saya dapat menceritakan kembali isi teks recount		



Casting
ACTORS
Cast

My Holiday Story

with Jeffrey Dreisbach



My trip to Australia





Recount Text

Look at these stories....!

Text 1

Bandung as Sea of Fire

Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.

British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.

The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo, Halo Bandung".

Text 2

My first Experience

At that time, I was 17 years old. I asked my father to give me a gift which is a motorcycle. However, my wish was rejected by my father because I was still an adult. Then, I asked my father to teach me to ride a motorcycle. Initially, my father refused my request and promised to teach me next year, but I sulked.

Finally, my father taught me to ride a motorcycle in a field near the house. Father gave instructions on how to drive it. First, my father led me from behind and I was riding on my father. Over time, I want to try it myself. I was happy and proud to be riding a motorcycle.

A few days later, I tried to ride a motorcycle on the narrow street of my house. I was nervous when there was another motorcycle in front of me. Unexpectedly, my motorcycle hit the wall which made me fall from the motorbike.

I was afraid of being scolded when I got home. But the reality, my father was very proud of me. I was also given advice to be more calm in driving.

Now... please discuss in your group...

Make 4 group consist of 9 members

GROUP 1

1. Sherma syakira
2. Nura ikramah
3. Nora lisa
4. Mayang sari
5. . Zulfa Sahira
6. Nadia azzahra
7. Suci kemala
8. Dhiya ulhaq
9. Zamharira

GROUP 2

1. Difa faradilla
2. Ernatul yusra
3. Fadia
4. Miftahul farah
5. Neily authari
6. Dliyaul Haq
7. Dara ludfia
8. Arif
9. Riski mutuwahdi

GROUP 3

1. Tina maulisa
2. Wahyu riska
3. Khairun nisa
4. Tara aisyah
5. Asnil fitria
6. Nadzhatul shima
7. Dini
8. Yani
9. Fanisah

GROUP 4

1. Oza Sofia
2. Raihanul Misqi
3. Cut raihan
4. Feti safiatri
5. Asmaul Husna
6. Shafia Adrina
7. Saiful
8. Indah natasya
9. Hidayatul-Maghfirah

GROUP ASSIGNMENT *(tugas kelompok)*

1. What is the **definition** of Recount text
2. What are the **types** of Recount text
3. What is the **Social Function** of Recount text
4. What is the **generic Structure** of Recount text
5. What is the **language features** of Recount Text

1. What is the **DEFINITION** of Recount Text

A text which retells events or experiences in the past



DEFINITION

TYPES



2. What are the **types** of Recount Text

Personal Recount

retell an event that the writer was personally involved in.

Factual Recount

Recording an incident, eg. a science experiment, police report.

Imaginative Recount

A story text based on the imaginary of the author

Historical Recount Text

a text that retell factual events in the past that has historical values

PURPOSE

3. What is the **social function** of Recount Text

To retell past experiences for the purpose of informing or entertaining

4. What is the generic Structure of Recount text

Orientation

It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

Events

A series of events, ordered in a chronological sequence.

Re-orientation

A personal comment about the event or what happened in the end.



5. What is the characteristic /

language features of RECOUNT *TEXT*

Using the past tenses

Using temporal sequences

(On Saturday, On Monday, On Last week)

Focus on Specific Participants

Using the conjunction *(then, before, m after etc)*

Using Action Verbs *(went, stayed,)*

MENTION THE STRUCTURE OF THE TEXT

(*Exercise 1.a*)

HOLIDAY AT HOME

ORIENTATION

Last thursday was my day off. I didn't go anywhere. I just stay at home for two weeks to did the same activities routinely, over and over again. I felt that was the worst day I have ever passed.

EVENT

I woke up earlier and did subuh prayer. After that, I had breakfast with my family in the morning. At 08.00 am, I turned on computer and played many games. Not felt, it was 10.00 o'clock, I rushed to take a bath to freshen my body.

Then, I watched my favorite TV programs until it almost midday. At 01.00 pm, I went to bathroom to ablution and immediately did zuhur prayer. Then, I had lunch and helped my mother to clean the house.

Because I was tired, I felt asleep on the couch. Unexpectedly, after waking up I had a guest who could cheer me up, my aunt came with her child. I kept playing with my nieces until nightfall.

Re-orientation

Although just a home holiday, at least to refresh my mind from the routine activities in the office.

MENTION THE STRUCTURE OF THE TEXT

(Exercise 1.b)

Battle of Surabaya

ORIENTATION

The Battle of Surabaya was fought between pro-independence Indonesian soldiers and militia against British and British Indian troops as a part of the Indonesian National Revolution.

EVENT 1

The peak of the battle was in November 1945. The battle was the heaviest single battle of the revolution and became a national symbol of Indonesian resistance. Fighting broke out on 30 October after the British commander, Brigadier A. W. S. Mallaby was killed in a skirmish. Although the Colonial forces largely captured the city in three days, the poorly armed Republicans fought for three weeks, and thousands died as the population fled to the countryside.

EVENT 2

The battle and defence mounted by the Indonesians galvanised the nation in support of independence and helped garner international attention. For the Dutch, it removed any doubt that the Republic was not simply a gang of collaborators without popular support. It also had the effect of convincing Britain that wisdom lay on the side of neutrality in the revolution; within a few years, in fact, Britain would support the Republican cause in the United Nations.

Re-orientation

Considered a heroic effort by Indonesians, the battle helped galvanise Indonesian and international support for Indonesian independence. 10 November is celebrated annually as Heroes' Day.

FIND TEMPORAL SEQUENCE AND CONJUNCTION FROM THE TEXT

(**Exercise 2**)

Visiting Yogyakarta

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. **Then** we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

Text available at link: <http://teungkusyukri.blogspot.com/2021/07/exercise-2-find-temporal-sequence.html>



FIND THE SPECIFIC INFORMATION FROM THE TEXT

(**Excercise 3**)

Sunday The Terrible

Last week was a terrible day for me. my cousin and i were playing football in front of the house to spend time with us.

First, it was really fun until I **kicked** the ball too strong, so the ball **leaded** me to the window and **broke** the window. when we want to escape. suddenly we all **heard** loud voice. After that, the owner of the house came out of the fence, She **yelled** at us. we were very afraid of her, but we do not know what to do. then, one of my cousin told us to run, we all **ran**, and suddenly we heard a sound of barking dog. Then we knew that the **home owners let her dog chased** us. And we were struggling to run as fast as we can. But, I **fell** down **so the dog capture me and bite my leg.**it really hurst me. then the dog ran back into the house. **My cousin** took me to the doctor and told my parents. In the end, the doctor said that i was exposed to rabies. then I was **hospitalized for a week.**

That's a terrible day of the week for me, It may not happen to me again in the next week **sunday.**

ANSWER THE QUESTIONS

1. What is the title Of the story above?
2. When did it happen?
3. why last week was a terrible day for the author?
4. Who is pursuing the author and his friends when run?
5. Who brought Author to the doctor?
6. how long author hospitalized
7. Find the action verbs from the texts



PERSONAL ASSIGNMENT

PLEASE WRITE DOWN A STORY OF YOURS IN RECOUNT TEXT FORM

Please pay attention on the following

1. The Structure of the paragraph
 - Orientation
 - Event 1
 - Event 2
 - Re-orientation
2. Using Temporal Sequences
3. Using Conjunction and
4. Action Verbs



WHAT WE HAVE LEARN TODAY..?

WHAT IS RECOUNT TEXT..?

A text which retells events or experiences in the past

TYPES OF RECOUNT TEXT

Personal recount – Factual recount - Imaginative recount

THE SOCIAL FUNCTION OF RECOUNT TEXT

To retell past experiences

GENERIC STRUCTURE OF RECOUNT TEXT

Orientation – Events – Re-orientation

LANGUAGE FEATURES OF RECOUNT TEXT

Using Past tenses

Using temporal sequence

Focus on specific participant

Using the conjunctions

Using action verbs







Thank you

Sulpayki Shnorhakalut'yun Rahmat
Kan Sia Dhanyavaad Dziękuje Asante
Xièxie
ābhāra Gracias Salamat
Meharbani Merci
Gamsahamnida
Cám ơn
šukran
Tack Ameseñalaw
Dhanyabaad
Teşekkürler
Nandri Grazie Dhanyavadalu Matur Nuwun Khàawp-Khun
Arigatō Obrigada
Eskerrik Asko
Dójeħ Spasibo
Kám-Siā Hatur Nuhun
Mulțumesc Terima Kasih Na Gode Jaaraama
Daalu
çox sağ olun Cè-zù Tin-ba-deh Danke Galatoomi
Murakoze
Shukriya Arkun Bedankt Adi Johar A Ni Kié
Zikomo Manana
Diakuju Sipas Dikim Misaotra Hvala Stutiyi
Efcharistó Ke A Leboga Matur Nuwun Rahmet Blagodaria
Mèsi Děkuju Mahadsanid Si Yu'us Ma'āse'
Agyamannak
Shukriya Dankie Toda Köszönöm



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MATERI AJAR INI DISAJIKAN
SEBAGAI TUGAS PADA
PEMBELAJARAN UJI KINERJA
GURU PESERTA PPG
ANGKATAN 1 TAHUN 2021
JURUSAN BAHASA INGGRIS
SECARA ONLINE (DARING)