

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA Negeri 3 Banyuasin III

Kelas / Semester : X/2

Tema : Teks Recount

Sub Tema : Memberi dan meminta informasi terkait tokoh terkenal biografi

Pembelajaran ke : 2

Alokasi waktu : 10 menit

### A. TUJUAN PEMBELAJARAN

Melalui Pendekatan Scientific dengan menggunakan model pembelajaran discovery dan teknik mind mapping, peserta didik diharapkan dapat:

1. Menyebutkan nama tokoh sesuai dengan deskripsi yang diberikan.
2. Menuliskan berbagai informasi tentang seorang tokoh terkenal menggunakan teknik mind-mapping.
3. Menulis teks pendek tentang biografi seorang tokoh terkenal menggunakan kata kerja bentuk lampau.

### B. KEGIATAN PEMBELAJARAN

#### I. Kegiatan awal:

Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran

- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Mengaitkan pembelajaran hari ini dengan pengalaman peserta didik dengan mengajukan pertanyaan sebagai berikut:
  1. There are so many national heroes that cannot be separated from how we got our victory. Can you mention who they are?
  2. Among those there is one who has big influence in our education system until now.
- Memberikan motivasi tentang pelajaran tersebut dengan memberikan pertanyaan menggunakan permainan "Guessing who"  
Guru menampilkan slide yang berisi potongan-potongan bagian wajah seorang tokoh dan memberikan beberapa pertanyaan, siswa diminta menebak.  
Who is he?

1. He was born into a noble family 132 years ago in Yogyakarta.
  2. He was confirmed as the second national heroes by President Soekarno in November 28, 1959
  3. His name was used as the name of one of the Indonesian warship.
  4. He is famous for his motto “Tut Wuri Handayani”
  5. Nowadays, we commemorate his date of birth as National Education Day
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung  
Well, today we are going to talk about our national hero. By the end of this class, I hope you can write a short recount text about our hero.
  - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.  
I hope by learning this lesson, your love of your country particularly the love of your heroes can be increased and motivate you to d better

## II. Kegiatan Inti:

### 1) Pemberian rangsangan (*stimulation*)

- Guru menunjukkan gambar pahlawan nasional, siswa memberikan pertanyaan.



Source : internet

- Guru membagikan teks berbentuk recount tentang Ki Hajar Dewantara

KI HAJAR DEWANTARA

Raden Mas Soewardi Soeryaningrat was born in Yogyakarta on May 2nd 1889. He came from Pakualaman family, the son of GPH Soerjaningrat, grandson of Pakualam III and grew up in a family of Yogyakarta Kingdom. Then, in 1922 when he was 40 years old (according to the count of Caka Year), Raden Mas Soewardi Soeryaningrat changed his name to Ki Hadjar Dewantara. Since that time, he was no longer using a knighthood in front of his name. Based on the Indonesian spelling in since 1972, its name is misspelled as Ki Hajar Dewantara.

Ki Hajar Dewantara ever studied at Europeesche Lagere School (ELS) at the Dutch colonial era it is an elementary school in Indonesia. After graduating from ELS, then he went to STOVIA (Bumiputera Medical School) is a school for the education of indigenous doctors in Batavia in the Dutch colonial era. This time it became the Faculty of Medicine, University of Indonesia. Although he did not could not complete his education because of illness.

Ki Hajar Dewantara worked as a writer and journalist in various newspapers, such as: Tjahaja Timoer, Midden Java, De Expres, Seditomo, Kaoem Moeda, Poesara, and Oetoesan Indies. His writing is very communicative and brave with anti-colonial spirit.





Besides work as a writer, he is also active in social and political organizations. Since 1908, the beginning of the Boedi Utomo (BO), he was active in the propaganda section to socialize and Indonesian public awareness about the importance of a sense of unity in the nation. Not only that, it turns Ki Hajar Dewantara also known as a prominent pioneer of education for the natives of Indonesia from the Dutch colonial era.

In fact, he managed to establish a school of the National University Student Park (National Institute of Taman Siswa Onderwijs) on July 3rd 1922. At first the Dutch colonial government attempted to deter his plan. Dutch government issued a Wild School Ordinance on October 1st 1932. However, because of his persistence and struggle, the ordinance was finally lifted. The college emphasizes a sense of nationality to indigenous education so that they love the nation and homeland and fight for independence. Ki Hajar Dewantara's been appointed as Minister of Teaching Indonesia referred to as the Minister of Education, Teaching and Culture in the cabinet of the first Republic of Indonesia.

For his service pioneered education in Indonesia, in 1957 he received an honorary doctorate (doctor honoris causa, Dr.H.C.) of the University of Gadjah Mada (UGM). Finally, he was declared as Father of National Education of Indonesia, as well as his birth day serves as National Education Day.

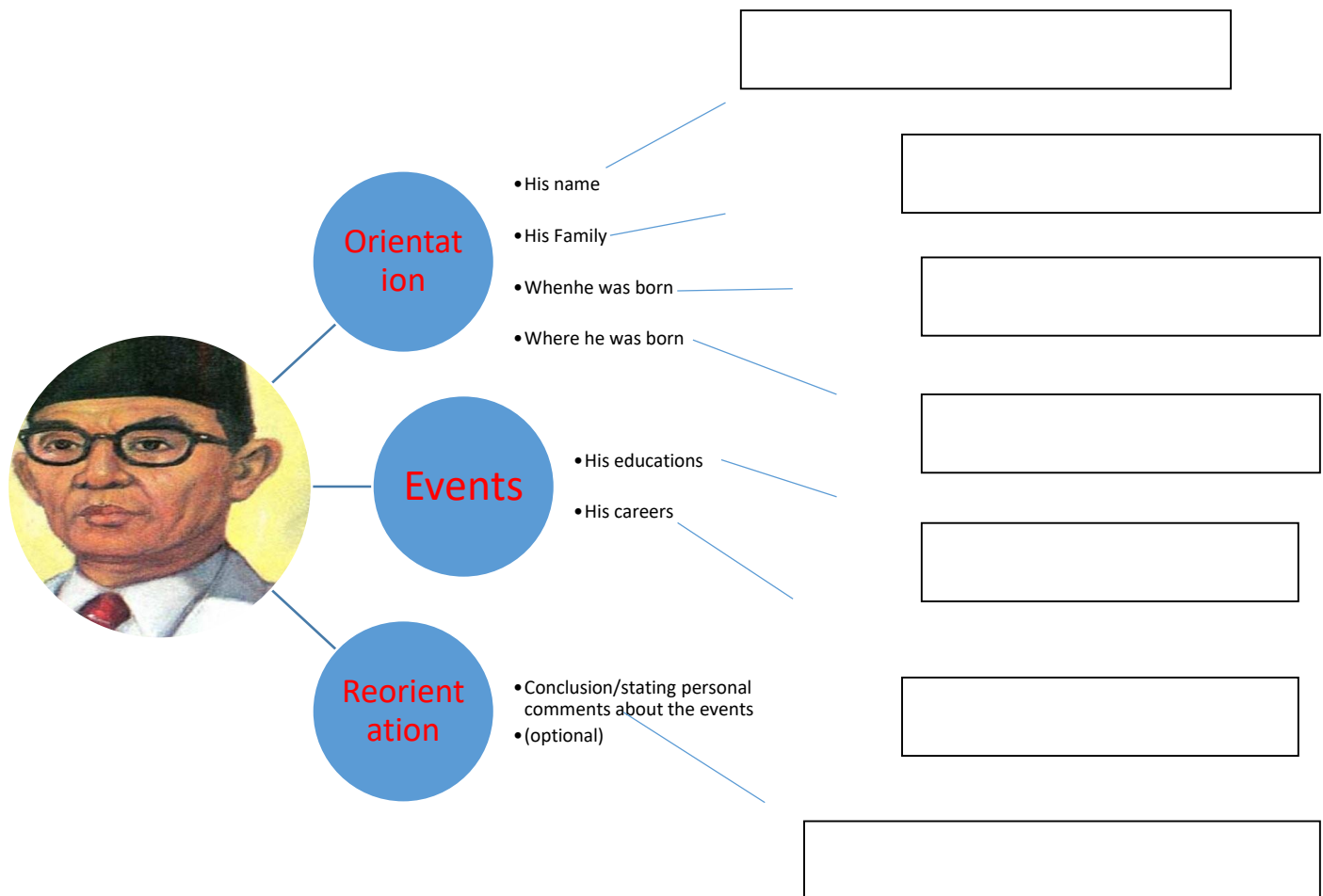
Source : <https://www.zooba.id/2020/05/biogafi-singkat-inggris-ki-hajar-dewantara.html>.

- Definisi, Tujuan dan Fungsi sosial, Struktur dan Unsur Kebahasaan Teks Recount

	<b>Genre/Text Type:</b> <b><u>Recount</u></b>	
Purpose:	General Structure:	General Language Features:
<b>To retell a series of events</b>	<ul style="list-style-type: none"> <li>• Orientation</li> <li>• Series of events sequenced in time</li> </ul>	<ul style="list-style-type: none"> <li>• Time words to connect events</li> <li>• Descriptive language</li> <li>• Past tense</li> <li>• Words which tell us where, when, with, whom, how</li> </ul>
		

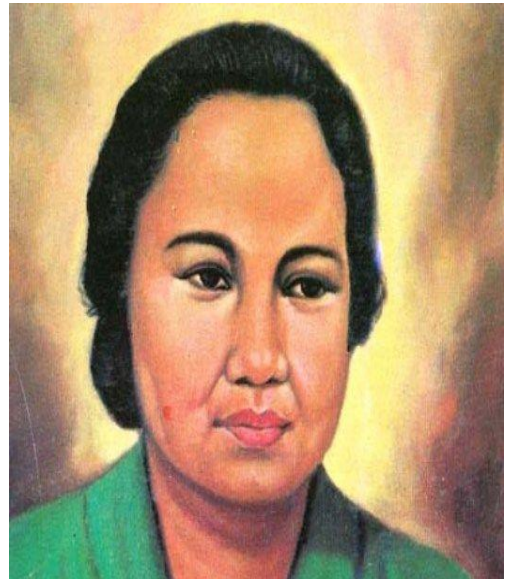
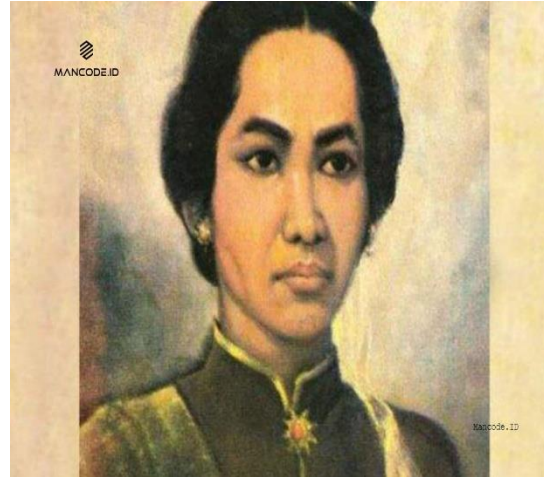
Source: [www.daftarpustaka.org](http://www.daftarpustaka.org)

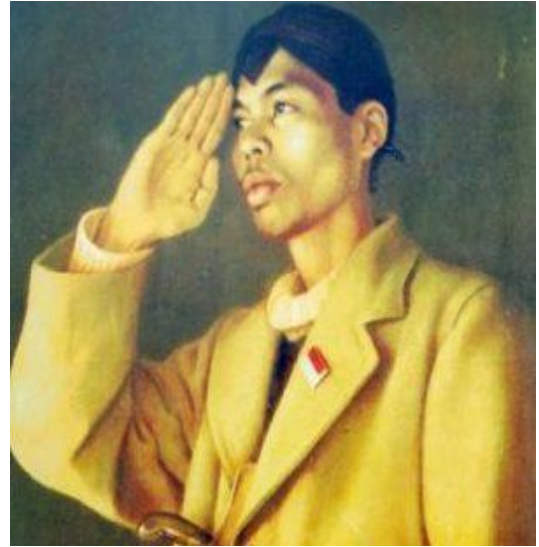
Guru meminta siswa melengkapi peta pikiran sesuai teks.



2) Pernyataan/Identifikasi masalah (*problem statement*)

- Guru membagi siswa menjadi beberapa kelompok yang masing-masing beranggotakan 2/3 orang
- Masing-masing kelompok dibagikan satu gambar Pahlawan nasional, antar kelompok tidak ada yang mengetahui gambar yang diberikan.





Source: Internet

- Guru membagikan lembar kerja

Name	
Date of Birth	
Place of Birth	
Parents	
Origins	
Date of marriage	
Name of husband/wife	
Name of children	
Educations	
Important Dates	
Achievements	

- Guru memberikan kesempatan siswa untuk bertanya tentang tugas yang akan dikerjakan.

### 3) Pengumpulan data (*data collection*)

- Siswa mencari berbagai sumber baik itu internet maupun buku pelajaran tentang gambar dari tokoh pahlawan yang telah diberikan.

### 4) Pengolahan data (*data processing*)

- Peserta didik bertukar informasi yang didapat dari berbagai sumber.
- Peserta didik mendiskusikan semua informasi yang diperoleh dengan melengkapi lembar kerja yang diberikan.

### 5) Pembuktian (*verification*)

- Peserta didik menuliskan hasil diskusi dalam sebuah paragraph pendek berbentuk teks recount dengan menggunakan unsur kebahasaan bentuk lampau.

### 6) Menarik simpulan/generalisasi (*generalization*)

- Peserta didik mempresentasikan teks recount pendek yang telah dibuat.
- Kelompok lain menyimak dan menebak tokoh yang sedang dibicarakan.
- Kelompok lain memberikan pertanyaan.
- Kelompok yang maju menjawab pertanyaan yang diberikan.

### III. Kegiatan Akhir

- Guru dan peserta didik bersama-sama menyimpulkan materi pelajaran pada hari itu.
- Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan.  
Baiklah sebagai tugas, ibu minta kalian menuliskan teks biography singkat tentang pahlawan idola kalian beserta alasan mengapa kalian memilih pahlawan tersebut sebagai idola.
- Guru memberikan mengingatkan kepada peserta didik akan proses.
- Doa
- Salam Penutup.

### C. PENILAIAN PEMBELAJARAN

- Penilaian Sikap : Observasi

No	Nama	Indikator Nilai Sikap					Nilai Rata-rata
		Bertanggung jawab	Percaya diri	Jujur	Kerjasama	Disiplin	
1							
2							
3							

Note: Setiap aspek menggunakan skala 1 s.d. 5

1 = Sangat Kurang      3 = Cukup      5 = Amat Baik  
 2 = Kurang              4 = Baik

Penilaian Pengetahuan : Menulis teks recount

No	Aspects to be Assessed	Score
1	Content and Topic - content and topic are appropriate - content and topic are quite appropriate - content and topic are less appropriate - content and topic are inappropriate	4 3 2 1
2	Sentence Structure - perfect - quite well - some are less appropriate - inappropriate	4 3 2 1
3	Sentence Coherence - correct - quite correct - some are incorrect - all are incorrect	4 3 2 1
4	Complexity - no mistakes in using words/terms - a few mistakes in using words/ terms - quite a lot of mistakes in using words/terms - many mistakes in using words/terms	4 3 2 1
5	Neatness - perfectly neat and clean - quite neat and clean - less neat and clean - not neat and unclean	4 3 2 1
	Total: Total Score = Score achieved x 5	20



Penilaian Keterampilan : Presentasi

Rubrik Penilaian Keterampilan (praktek)

KRITERIA	KURANG (45-60)	CUKUP (61-75)	BAIK (76-88)	SANGAT BAIK (89 – 100)
Bertanya-jawab	Kalimat kurang bisa dipahami	Kalimat jelas namun ada beberapa unsur bahasa yang belum tepat	Kalimat jelas dengan struktur dan unsur bahasa yang sederhana	Kalimat dengan struktur sesuai dan unsur bahasa yang tepat serta pengucapan lancar
Presentasi	Membaca teks, kosa kata terbatas, dan tidak lancar	Sesekali melihat teks, kosa kata terbatas tapi lancar	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai

