

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Adabiah Padang
Kelas, Semester	: VIII (Delapan), 2 (Dua/Genap)
Tema	: Teks Recount
Sub Tema	: Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau
Pembelajaran ke-	: Pertemuan-18
Alokasi Waktu	: 2 JP (2 x 40 Menit)

A. Tujuan Pembelajaran

- 3.11.5. Dengan mempresentasikan teks recount tulis (pengalaman pribadi di waktu lampau), siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya.
- 3.11.6. Dengan tanya jawab tentang teks recount tulis (pengalaman pribadi di waktu lampau), siswa mampu menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya.
- 3.11.7. Melalui tugas mandiri, siswa mampu menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount tulis (pengalaman pribadi di waktu lampau) sesuai dengan konteks penggunaannya.
- 3.11.8. Dengan diskusi, siswa mampu menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount tulis (pengalaman pribadi di waktu lampau) sesuai dengan konteks penggunaannya.

B. Langkah-langkah Pembelajaran (Model Discovery Learning)

I. Kegiatan Pendahuluan (10 menit)

1. Mengucapkan salam dan tegur sapa
2. Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif
3. Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari;
4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
5. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus;

II. Kegiatan Inti (Model Discovery Learning) (55 menit)

1) **Stimulation**

Pesertadidik disuguhkan teks recount tulis yang menimbulkan tanda tanya/keinginan untuk menyelidiki sendiri yang mengarah pada persiapan pemecahan masalah. (komitmen moral, baca tulis & digital, critical thinking)

2) **Problem Statement**

Pesertadidik mengidentifikasi sebanyak mungkin unsur kebahasaan yang digunakan dalam pembentukan teks recount setelah membaca teks tulis tersebut. (rela berkorban, baca tulis, creative thinking) (*Task One*)

3) **Data Collection**

Pesertadidik mengumpulkan informasi yang relevan untuk menjelaskan pernyataan-pernyataan yang benar atau salah sesuai dengan teks recount yang ditampilkan dan setelah diidentifikasi dengan membaca sumber lain selain buku teks, melakukan wawancara/tanya jawab dengan nara sumber tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks (solidaritas, baca tulis, collaboration). (*Task Two*)

4) **Data Processing**

Pesertadidik dalam tugas pribadi mengolah data/mengolah informasi, dan mengerjakan soal tentang pertanyaan-pertanyaan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks recount tulis yang dibaca (menghargai prestasi, baca tulis, communication) (*Task Three*)

5) **Data Verification**

Pesertadidik memeriksa secara cermat untuk membuktikan benar atau tidaknya hipotesis yang ditetapkan dengan temuan alternatif dihubungkan dengan hasil data processing sehingga mereka menemukan suatu konsep, teori atau pemahaman melalui contoh-contoh (komitmen moral, baca tulis, critical thinking) (*Task Four*)

6) **Generalization**

Peserta didik dan pendidik bersama-sama menarik kesimpulan yang dapat dijadikan prinsip umum dan berlaku untuk kegiatan pembelajaran yang baru dilakukan berupa laporan hasil pengamatan secara lisan, menjawab pertanyaan, bertanya tentang hal yang belum dipahami, dan menyelesaikan uji kompetensi untuk materi teks recount tulis yang melibatkan tindakan meminta informasi terkait pengalaman pribadi di waktu lampau (menghargai prestasi, baca tulis, communication)

III. Kegiatan Penutup (15 menit)

1. Mendapatkan umpan balik terhadap proses pembelajaran
2. Membahas kesulitan dalam melakukan aktivitas pembelajaran
3. Menyimpulkan proses dan hasil pembelajaran
4. Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual
5. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan ke-19

C. Penilaian

No	Aspek	Teknik	Bentuk	Instrumen
1	Sikap	☞ Nontes	☞ Observasi	1) Lembar Pengamatan/Jurnal (terlampir)
2	Pengetahuan	☞ Tes	☞ Lisan	1) Tanya Jawab
			☞ Tulis	1) Isian
				2) Benar salah
				3) Pilihan ganda
4) Essay				
3	Keterampilan	☞ Praktik	☞ Reading aloud	1) Naskah Teks Recount (terlampir)

Mengetahui,
Kepala Sekolah,

AMELIA, S. Pd.
NIK. 1395-E-81

Padang, 12 Juli 2021
Guru Mata Pelajaran

MURSYID, S. Pd. Ing.
NIK. 1314-E-172

LAMPIRAN 1 : PENILAIAN SIKAP

A. KISI-KISI PENILAIAN SIKAP SISWA

Nama Sekolah : SMP Adabiah Padang
Kelas/Semester : VIII/I ((Delapan/Satu (ganjil))
Tahun pelajaran : 2021/2022
Mapel /Materi : Bahasa Inggris/ Teks Recount (memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau)
Nama Guru : **Mursyid, S. Pd. Ing.**

1. Sikap Spiritual

- a. Teknik Penilaian : Notes
- b. Bentuk Penilaian : Observasi
- c. Instrumen Penilaian : Lembar Pengamatan/Jurnal
- d. Kisi-kisi: kisi:

No	Indikator	Butir Instrumen
1.	Beriman dan bertaqwa	1. Mensyukuri segala ni'mat Allah dan 2. Mempergunakannya sesuai kehendakNya
2.	Disiplin beribadah	1. Berdo'a sebelum dan sesudah belajar 2. Sholat Dzuhur dan Ashar berjama'ah di mesjid Raya Adabiah
3.	Peduli lingkungan	Mencuci tangan, memakai masker dan menjaga jarak
4.	Peduli sosial	1. Mengucapkan salam saat bertemu 2. Memberikan bantuan kepada teman dan atau guru

2. Sikap Sosial

- a. Teknik Penilaian : Notes
- b. Bentuk Penilaian : Observasi
- c. Instrumen Penilaian : Lembar Pengamatan/Jurnal
- d. Kisi-kisi:

No	Indikator	Butir Instrumen
1.	Rela berkorban	1. Mau mengakui kesalahan jika berbuat salah 2. Memperjuangkan dan menyuarakan kebenaran
2.	Menghargai prestasi	1. Mendengarkan penjelasan guru dengan baik 2. Mengakui kebenaran pendapat dan jawaban teman 3. Menciptakan suasana belajar yang kondusif
3.	Solidaritas	1. hormat kepada guru atau tidak membantah guru 2. membantu teman sedang kesusahan 3. melaksanakan peraturan sekolah.
4.	Komitmen moral	Mengerjakan tugas/kegiatan sesuai dengan ketentuan/perintah

B. JURNAL PERKEMBANGAN PENILAIAN SIKAP SISWA

Sikap yang Dinilai/Diamati : **1. Religius** : Beriman dan bertaqwa, Disiplin beribadah, Bersih, Peduli sosial
: **2. Sosial** : Relat berkorban, Menghargai prestasi, Solidaritas, Komitmen moral

No	Hari /Tgl	Nama Siswa	Catatan Perilaku	Butir Sikap		Tindak Lanjut	Tanda tgn Siswa	Ket
				Religius	Sosial			
1.								
2.		1.						
		2.						
		3.						
3.								
4.								
5.								
6.								

Mengetahui,
Kepala Sekolah,

Padang, 12 Juli 2021
Guru Mata Pelajaran

AMELIA, S. Pd.
NIK. 1395-E-81

MURSYID, S. Pd. Ing.
NIK. 1314-E-172

Catatan : Sikap siswa yang dicatat adalah yang menonjol bersifat (+/-), siswa yang biasa-biasa saja dianggap sikapnya Baik dan tidak ditulis di jurnal

LAMPIRAN 2 : PENILAIAN PENGETAHUAN (PROSES PEMBELAJARAN) PERTEMUAN KE-18

Nama Sekolah : SMP Adabiah Padang
 Kelas/Semester : VIII/I ((Delapan/Satu (ganjil)
 Tahun pelajaran : 2020/2021
 Mapel / materi : Bahasa Inggris/ Teks Recount (memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau)
 Nama Guru : **Mursyid, S. Pd. Ing.**

- a. Teknik Penilaian : Tes Tulis
 b. Bentuk Instrumen : Jawaban Singkat
 c. Contoh Instrumen : (Lampiran 1: Task One)

No	Indikator Soal	Butir Soal
1.	Dipresentasikan sebuah teks <i>Recount</i> tulis, pesertadidik dapat mengidentifikasi <i>noun/pronoun</i> (unsur kebahasaan) dari teks recount.	3
2	Dipresentasikan sebuah teks <i>Recount</i> tulis, pesertadidik dapat mengidentifikasi <i>action verbs</i> (unsur kebahasaan) dari teks recount.	3
3	Dipresentasikan sebuah teks <i>Recount</i> tulis, pesertadidik dapat mengidentifikasi <i>adverbs and prepositional phrase of time</i> (unsur kebahasaan) dari teks recount.	3
4	Dipresentasikan sebuah teks <i>Recount</i> tulis, pesertadidik dapat mengidentifikasi <i>adverb connecting time</i> (unsur kebahasaan) dari teks recount.	3
5	Dipresentasikan sebuah teks <i>Recount</i> tulis, pesertadidik dapat mengidentifikasi <i>Simple Paste Tense</i> (unsur kebahasaan) dari teks recount.	3

- a. Teknik Penilaian : Tes Lisan
 b. Bentuk Instrumen : Benar-Salah
 c. Contoh Instrumen : (Lampiran: Task Two)

No	Indikator Soal	Butir Soal
1.	Dipresentasikan sebuah teks <i>Recount</i> tulis, pesertadidik dapat menjelaskan pernyataan yang benar atau salah sesuai dengan teks yang mereka baca (Fungsi Sosial Teks)	1
2.	Dipresentasikan sebuah teks <i>Recount</i> tulis, pesertadidik dapat menjelaskan pernyataan yang benar atau salah sesuai dengan teks yang mereka baca (Struktur Teks)	2
	Dipresentasikan sebuah teks <i>Recount</i> tulis, pesertadidik dapat menjelaskan pernyataan yang benar atau salah sesuai dengan teks yang mereka baca (Unsur Kebahasaan Teks)	2

- a. Teknik Penilaian : Tes Tulis
 b. Bentuk Instrumen : Pilihan Ganda
 c. Contoh Instrumen : (Lampiran: Task Three)

No	Indikator Soal	Butir Soal
1.	Dipresentasikan sebuah teks <i>Recount</i> tulis, pesertadidik dapat menentukan pilihan jawaban yang paling tepat dari pilihan-pilihan yang ada berdasarkan teks yang mereka baca (Fungsi Sosial Teks)	2
2.	Dipresentasikan sebuah teks <i>Recount</i> tulis, pesertadidik dapat menentukan pilihan jawaban yang paling tepat dari pilihan-pilihan yang ada berdasarkan teks yang mereka baca (Struktur Teks)	3

	Dipresentasikan sebuah teks <i>Recount</i> tulis, pesertadidik dapat menentukan pilihan jawaban yang paling tepat dari pilihan-pilihan yang ada berdasarkan tek yang mereka baca (Unsur Kebahasaan Teks)	1
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- a. Teknik Penilaian : Tes Tulis
b. Bentuk Instrumen : Essay
c. Contoh Instrumen : (Lampiran: Task Four)

No	Indikator Soal	Butir Soal
1.	Dipresentasikan sebuah teks <i>Recount</i> tulis, pesertadidik dapat menyimpulkan fungsi sosial teks dari teks yang mereka baca.	2
2.	Dipresentasikan sebuah teks <i>Recount</i> tulis, pesertadidik dapat menyimpulkan struktur teks dari teks yang mereka baca.	6
3	Dipresentasikan sebuah teks <i>Recount</i> tulis, pesertadidik dapat menyimpulkan unsur kebahasaan teks dari teks yang mereka baca.	2

LAMPIRAN 3 : INSTRUMENT PENILAIAN

LKPD BAHASA INGGRIS KELAS IX PERTEMUAN KE-18
SMP Adabiah Padang Akreditasi "A"
Jln. Jati Adabiah No. 01 Jati Padang Utara, Padang, Sumatera Barat

Nama Pesertadidik :
 Hari/Tanggal :

Kelas : VIII- ...
 KD : 3.11 & 4.11

Tujuan Pembelajaran

- 3.11.5. Dengan mempresentasikan teks recount tulis (pengalaman pribadi di waktu lampau), siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya.
- 3.11.6. Dengan tanya jawab tentang teks recount tulis (pengalaman pribadi di waktu lampau), siswa mampu menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya.
- 3.11.7. Melalui tugas mandiri, siswa mampu menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount tulis (pengalaman pribadi di waktu lampau) sesuai dengan konteks penggunaannya.
- 3.11.8. Dengan diskusi, siswa mampu menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount tulis (pengalaman pribadi di waktu lampau) sesuai dengan konteks penggunaannya.

A. TASK ONE.

After reading the text, write down the following linguistic features as much as you can!

NO	UNSUR KEBAHASAAN	KATA YANG DITEMUKAN		
1	Noun/Pronoun	1.	3.	5.
		2.	4.	6.
2	Action Verbs	1.	3.	5.
		2.	4.	6.
3	Adverbs and Prepositional Phrase of Time	1.	3.	5.
		2.	4.	6.
4	Adverb Connecting Time	1.	3.	5.
		2.	4.	6.
5	Simple Paste Tense	1.		
		2.		
		3.		
		4.		

B. TASK TWO.

After reading the text, explain weather the following statements are true or false!

NO	STATEMENTS	T	F
1	If today is Saturday, it means that the writer was late for school three days before today.		
2	The writer tried to obey his/her mother's word eventhough he/she went to bed late at night.		
3	The writer's mother had made a meal for the writer but he/she did not have a breakfast.		
4	The writer frequently went to school with his/her mother but at that day his/her mother went alone.		
5	The writer's teacher permitted him/her to enter the classroom because he/she had tried hard to do the best.		

C. TASK THREE.

Read the text and choose the most appropriate option to answer the questions!

1. What do you aware after reading the text?
 - A. The writer is a neglectful and unconcerned person.
 - B. The writer is a thoughtful and considerate person.
 - C. The writer was woken up by his/her mother at 03.00.
 - D. The writer always went to school with his/her mother.
2. Why did the writer come to the school late? Because ...
 - A. he/she took time to school as long as he/she had done before
 - B. he/she slept deeply at night and woke up late in the morning
 - C. he/she went to school by public transportation
 - D. he/she did not have breakfast before going to school
3. What did the writer bring when he/she ran towards the bathroom?
 - A. Mother's words
 - B. Online games
 - C. Breakfast
 - D. A towel
4. How long did the writer take to his/her school?
 - A. More than 30 minutes
 - B. 30 minutes
 - C. 11 minutes
 - D. 8 minutes
5. She punished me to stand outside the classroom. Where does the underlined word refer?
 - A. The writer
 - B. The teacher
 - C. The writer's mother
 - D. The writer's friend

D. TASK FOUR.

After reading the text, answer the following questions!

- I. Social Function
 1. What is the text about?
 2. What is the writer's intention to write the text?
- II. Generic Structure
 3. When was the writer late to his/her school?
 4. Why did the writer continue sleeping after his/her mother woke him/her up?
 5. When did the writer get up in the morning?
 6. How did the writer go to his/her school?
 7. Why did the writer loose his/her lesson?
 8. Where did the writer stand up after arriving to his/her school?
- III. Linguistic Features
 9. ... to repeat it again. Where does the underlined word or phrase refer to?
 10. I was embarrassed What does the underlined word mean?

LAMPIRAN 4 : KUNCI JAWABAN DAN SKOR

A. TASK ONE.

After reading the text, write down the following linguistic features as much as you can!

NO	UNSUR KEBAHASAAN	KATA YANG DITEMUKAN		
1	Noun/Pronoun	1. I	3. Mom	5. School
		2. My	4. Wednesday	6. She
2	Action Verbs	1. Played	3. Jolted	5. Ran
		2. Wake up	4. Took	6. Went
3	Adverbs and Prepositional Phrase of Time	1. Last wednesday	3. Suddenly	5. 06.49 a.m
		2. A longer time	4. immediately	6. 03.00 a.m
4	Adverb Connecting Time	1. before	3.	5.
		2. w hile	4.	6.
5	Simple Paste Tense	1. I was late for school last Wednesday		
		2. I played online games until 03.00 a.m.		
		3. My mom tried to wake me up at 05.30 a.m.		
		4. I ignored my mother's words		

$$\text{Nilai task one} = \frac{\text{Skor perolehan}}{15} \times 10\%$$

B. TASK TWO.

After reading the text, explain weather the following statements are true or false!

NO	STATEMENTS	T	F
1	If today is Saturday, it means that the writer was late for school three days before today.	✓	
2	The writer tried to obey his/her mother's word eventhough he/she went to bed late at night.		✓
3	The writer's mother had made a meal for the writer but he/she did not have a breakfast.	✓	
4	The writer frequently went to school with his/her mother but at that day his/her mother went alone.	✓	
5	The writer's teacher permitted him/her to enter the classroom because he/she had tried hard to do the best.		✓

$$\text{Nilai task two} = \frac{\text{Skor perolehan}}{5} \times 20\%$$

C. TASK THREE.

Read the text and choose the most appropriate option to answer the questions!

1. A 2. B 3. D 4. C 5. B

$$\text{Nilai task three} = \frac{\text{Skor perolehan}}{5} \times 20\%$$

D. TASK FOUR.

After reading the text, answer the following questions!

I. Social Function

1. What is the text about?

It is about the writer's lateness to school

2. What is the writer's intention to write the text?

The writer's intention to write the text is to tell the writer's experience on Wednesday

II. Generic Structure

3. When was the writer late to his/her school?
The writer was late to his/her school on Wednesday
4. Why did the writer continue sleeping after his/her mother woke him/her up?
The writer continued sleeping after his/her mother woke him/her up because he/she slept late at night
5. When did the writer get up in the morning?
The writer got up after 06.30 a.m in the morning
6. How did the writer go to his/her school?
The writer went to his/her school by public transportation.
7. Why did the writer loose his/her lesson?
The writer lost his/her lesson because he/she was not allowed to enter the classroom.
8. Where did the writer stand up after arriving to his/her school?
The writer stood up outside the classroom after arriving to his/her school

III. Linguistic Features

9. ... to repeat **it** again. Where does the underlined word or phrase refer to?
The underlined word or phrase refer to coming late
10. I was **embarrassed** What does the underlined word mean?
The underlined word means ashamed.

$$\text{Nilai task four} = \frac{\text{Skor perolehan}}{10} \times 50\%$$

Nilai akhir	=	Nilai Task 1	+	Nilai Task 2	+	Nilai Task 3	+	Nilai Task 4
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LAMPIRAN 5 : TEXT RECOUNT (COMING LATE TO SCHOOL) PERTEMUAN KE-18



I was late for school last Wednesday. That's because I played online games until 03.00 a.m.

My mom tried to wake me up at 05.30 a.m. but I ignored my mother's words and continued to sleep. Suddenly, I was jolted from my sleep and saw it was after 06.30 a.m. Without thinking any longer, I took a towel and immediately ran towards the bathroom. I didn't have time to have breakfast although I saw it on the table.

I usually went to school with my mother. Unfortunately, she had gone to the office before I woke up so I went to school by public transportation.

It showed 06.49 a.m, the public transportation that I wanted arrived. The trip to my school took about 8 minutes. Because it was busy, the streets began to jam and made my trip a longer time.

I arrived at school at 07.00 a.m. while the teacher was opening the lesson. I ran into the classroom but the teacher didn't let me in. She punished me to stand outside the classroom and I lost one lesson.

I was embarrassed and promised not to repeat it again.

Vocabularies:

Wake up/weɪk ʌp/ Membangunkan

Ignored/ɪg'no:d/Mengabaikan

Words/'wɜ:dz/Kata-kata

Suddenly/sʌdŋli/Tiba-tiba

Was jolted/wɔz 'dʒɔʊltɪd/Tersentak

Immediately/ɪ'mi:diətli/Segera

Although/ɔ:l'ðəʊ/Meskipun

Unfortunately/ʌn'fɔ:tʃənətli/Sayangnya

Arrived/ə'raɪvd/Tiba, sampai

Jam/dʒæm/Macet

Let/let/Membiarkan

Punished/'pʌnɪʃt/Menghukum

Embarrassed/ɪm'bærəst/Malu

Repeat/rɪ'pi:t/Mengulangi

LAMPIRAN 6 : THE DEFINITION, SOCIAL FUNCTION, GENERIC STRUCTURE AND LANGUAGE FEATURES OF RECOUNT TEXT (PERTEMUAN KE-18)

THE RECOUNT TEXT

A. What is recount text?

Recount Text is a kind of genre that has social function to retell event for the purpose of informing or entertaining. It is a **text** focusing specific participants.

B. What is the social function of recount text?

The Social Function of Recount Text is to tell stories or past events and entertain the readers. It is a **text** which retells events or experiences in the past.

C. What are the Generic Structures of Recount Text:

1) **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.

2) **Events :**

It tells a series of events, it is ordered in a chronological sequence.

3) **Re-orientation :**

It tells a personal comment about the event or what happened in the end.

D. What are Language Feature of Recount Text:

1) Focus on Specific Participant, e.g. I (the writer)

2) Using Action Verb, e.g. went, stayed

3) Using Adverb and Adverbial Phrase, e.g. On Saturday. On Monday, On Sunday

4) Using the Temporal Conjunctions/Time Connectives such as: then, before, after, etc

5) Using the Simple Past Tense

Contoh Recount Text

COMING LATE TO SCHOOL

I was late for school last Wednesday. That's because I played online games until 03.00 a.m.

My mom tried to wake me up at 05.30 a.m. but I ignored my mother's words and continued to sleep. Suddenly, I was jolted from my sleep and saw it was after 06.30 a.m. Without thinking any longer, I took a towel and immediately ran towards the bathroom. I didn't have time to have breakfast although I saw it on the table.

I usually went to school with my mother. Unfortunately, she had gone to the office before I woke up so I went to school by public transportation.

It showed 06.49 a.m, the public transportation that I wanted arrived. The trip to my school took about 8 minutes. Because it was busy, the streets began to jam and made my trip a longer time.

I arrived at school at 07.00 a.m. while the teacher was opening the lesson. I ran into the classroom but the teacher didn't let me in. She punished me to stand outside the classroom and I lost one lesson.

I was embarrassed and promised not to repeat it again.