

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMK Negeri 12 Malang
Kelas/Semester	: XI/ Genap
Tema	: <i>Recount text</i>
Sub Tema	: Biography Recount
Pembelajaran ke	: 1
Alokasi waktu	: 10 menit'

A. TUJUAN PEMBELAJARAN

Pertemuan 1

Melalui kegiatan mengamati, menanya, mengeksplorasi data, mengasosiasi, serta mengkomunikasikan, peserta didik dapat:

1. Membaca banyak teks monolog tulis, sederhana, berbentuk *recount* tentang tokoh terkenal, sesuai dengan konteks penggunaannya.
2. Menentukan ide pokok paragraf, informasi umum dan rinci, serta makna kata dalam teks *recount* sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.
3. Menjawab soal berdasarkan teks *recount* sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya

B. KEGIATAN PEMBELAJARAN

LANGKAH PEMBELAJARAN	SINTAK MODEL PEMBELAJARAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
KEGIATAN PENDAHULUAN		Peserta didik melakukan kegiatan: <ul style="list-style-type: none">▪ Guru menyapa peserta didik.▪ Guru mengajak peserta didik. Untuk merapikan kelas dan penampilan mereka.▪ Guru mengajak peserta didik berdoa bersama.▪ Guru memeriksa kehadiran peserta didik.▪ Guru menghubungkan materi sebelumnya dengan materi yang akan diajarkan.▪ Guru menjelaskan tujuan pembelajaran hari ini	2 Menit
KEGIATAN INTI	<i>Stimulation</i> (Pemberian rangsangan)	Peserta didik melakukan kegiatan: <u>Mengamati</u> <ul style="list-style-type: none">▪ Peserta didik mengamati satu gambar tokoh terkenal dibidang otomotif yang ditunjukkan oleh Guru▪ Guru melakukan <i>brainstorming</i> untuk mengenalkan, menambah informasi tentang TOKOH tersebut.	8 Menit

	<p><i>Problem statement</i> (pertanyaan/identifikasi masalah) Critical Thinking</p> <p><i>Data collection</i> (Mengumpulkan data) Collaboration & Literacy</p> <p><i>Data Processing</i> (mengolah data)</p>	<p><u>Mempertanyakan</u></p> <ul style="list-style-type: none"> ▪ Peserta didik menanyakan informasi seputar Tokoh Terkenal dibidang otomotif yang ingin diketahui. ▪ Guru menuliskan pertanyaan tersebut di papan tulis. <p><u>Mengeksplorasi</u></p> <ul style="list-style-type: none"> ▪ Guru menyediakan potongan-potongan teks tertulis sederhana tentang tokoh terkenal untuk memberikan pemahaman dasar seputar ide pokok paragraph, informasi umum dan rinci, serta makna kata atau lawan kata dalam teks <i>recount</i>. ▪ Peserta didik diminta untuk membentuk kelompok yang terdiri dari 4 orang. \$ orang tersebut menamai diri mereka A, B, C, D. ▪ Kemudian, Guru meminta setiap siswa A dari berbagai kelompok untuk berkumpul menjadi satu kelompok A besar. Begitu pula untuk siswa B, C, dan D ▪ Secara berkelompok, Kelompok besar Siswa A menganalisa dan membaca potongan teks tertulis yang disediakan untuk mendapat jawaban dari pertanyaan-pertanyaan yang mereka ungkapkan sebelumnya (pada tahap Problem statement). Begitu pula yang dilakukan oleh kelompok besar siswa B, C, dan D. ▪ Setelah beberapa saat, Guru meminta masing-masing siswa di kelompok besar A, B, C, dan D kembali ke kelompok kecil (yg terbentuk diawal kegiatan), sehingga setiap kelompok terdiri dari siswa A, B, C, dan D. <p><u>Mengasosiasi</u></p> <ul style="list-style-type: none"> ▪ Kemudian, di masing-masing kelompok kecil, siswa A, B, C, dan D menceritakan kembali gambaran umum, informasi tersirat dan tersurat dari potongan teks yang mereka diskusikan bersama kelompok besar sehingga menjadi serangkaian kisah yang runtut. ▪ Guru memberi tugas menjawab soal berdasar teks <i>recount</i> tentang tokoh terkenal tersebut. ▪ Secara individu, peserta didik menjawab soal-soal dari teks. 	
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	<p><i>Verification</i> (Pembuktian) Communication</p>	<p><u>Mengomunikasikan</u></p> <ul style="list-style-type: none"> • Masing-masing kelompok menyampaikan hasil diskusi mereka tentang gambaran umum dan informasi terkait tokoh terkenal dalam teks biography recount • Peserta didik serta guru membahas hasil menjawab pertanyaan berdasar teks <i>recount</i> tentang tokoh terkenal. • Guru memberi <i>feedback</i> atas jawaban peserta didik. 	
KEGIATAN PENUTUP		<p>Peserta didik melakukan kegiatan:</p> <ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (REFLEKSI) ▪ Guru memberikan pertanyaan untuk mengetahui apakah Peserta didik sudah memahami topik pembelajaran di pertemuan ini. ▪ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Guru memberikan penugasan kepada peserta didik untuk menyusun teks tertulis berbentuk biography recount (creativity). 	2 Menit

C. PENILAIAN PEMBELAJARAN

1. Teknik Penilaian

No.	Ranah Kompetensi	Teknik Penilaian	Bentuk Penilaian
1.	Pengetahuan		
	Menganalisis fungsi social, struktur teks dan unsur kebahasaan pada teks biografi tokoh dengan bidang pekerjaan TKRO sesuai dengan konteks penggunaannya.	Non-tes Tertulis	1. Menjawab soal (<i>essay</i>)
	Menyimpulkan makna dari berbagai ungkapan mengenai memberi dan meminta informasi tentang teks biografi tokoh sesuai dengan konteks	Non-tes Tertulis	1. Menjawab soal (<i>essay</i>)

No.	Ranah Kompetensi	Teknik Penilaian	Bentuk Penilaian
	penggunaannya dengan bidang pekerjaan TKRO.	2. Tes Tertulis	2. Ulangan Harian
2.	Keterampilan		
	Menyusun teks biografi tokoh dengan bidang pekerjaan TKRO lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Unjuk Kerja Tulis	Daftar skala Penilaian

Mengetahui,

Kepala SMK Negeri 12 Malang

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Malang, 17 Juli 2021

Guru Pengajar

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LEMBAR KERJA SISWA

STUDENT A

This was at a time when the powerful Ministry of Trade and Industry (MITI) was trying to unite several small companies into a third large one to compete with Toyota and Nissan. MITI and the Department of Transportation tried to discourage Honda from adding to the number of companies, but he persisted. He won MITI's permission by coming out with a low-priced small sportscar, the S 500, which was different from anything produced by the other companies. He followed it up with other sports models. His company was still very small, producing only three thousand cars in 1966—half of what Toyota was turning out in a week.

Honda introduced the Civic to the American market in 1972. It got thirty-nine miles per gallon (mpg) on the road and twenty-seven mpg in city driving, remarkably efficient for an automobile. The popularity of the Civic rose throughout the 1970s, and in 1980 Honda sold 375,000 cars in the American market—almost three times as many as Subaru and twice as many as Mazda, but still behind Toyota and Nissan. The reasons for this success were obvious: Honda combined high quality with efficiency and economy. But his small cars still appealed to a limited market.

STUDENT B

An independent person in a country not known for its willingness to accept nonconformists (those that do not cooperate with customs), Soichiro Honda created an automobile giant despite the opposition of the Japanese government. One of his company's cars, the Accord, was a best-selling model in the American market.

The first son of blacksmith Gihei Honda and his wife Mika, Soichiro Honda was born on November 17, 1906, in rural Iwata-gun, Japan. In 1922 he graduated from the Futamata Senior Elementary School. Honda had little tolerance for formal education and jumped at every opportunity he had to work with his true love: motors. Throughout his life Honda never forgot the impression that was made on him when he sighted his first automobile.

After leaving school Honda began his career as an apprentice (a person who works to gain experience in a trade) auto repairman for Arto Shokai in Tokyo. In 1928 he returned to his hometown as a master mechanic and soon established a branch shop for the firm in Hamamatsu, Japan.

STUDENT C

During this time Honda also participated in auto races and became interested in cars and motorcycles. Soon he was experimenting with engines, and in 1928 he organized the Tohai Seiki Company to manufacture piston rings, some of which were sold to Toyota, a major Japanese car manufacturer.

Honda's first attempts at the personal motor business came in the mid-1940s when he designed and manufactured a small engine that could be attached to a bicycle to create a motorbike. The venture proved a great success.

Encouraged by his early success, in 1948 he organized the Honda Motor Company. The following year Honda manufactured a small motorcycle called the "Dream D" and prepared to enter the highly competitive Japanese market, which he did through effective advertising. Within a decade Honda was the leading motorcycle manufacturer in the world and had a larger share of the American motorcycle market than Toyota and Nissan (with its Datsun cars) had in automobiles.

STUDENT D

In the late 1970s and early 1980s Honda expanded his car company overseas. In 1979 he opened a motorcycle plant near Columbus, Ohio, and an auto plant followed soon after, prompting other Japanese companies to follow his lead. In the late 1970s Toyota and Nissan sold one-third of their cars to the United States, while Honda sold half of his in that market.

Soichiro Honda did not directly supervise these introductions or the development of overseas plants in the United States and Europe. He resigned in 1973, but stayed at the company as "supreme adviser." In 1988 he became the first Japanese carmaker to be inducted into the Automobile Hall of Fame. Honda died of liver failure August 5, 1991, in a Tokyo hospital. Honda's rise from humble beginnings to a powerful and influential businessman is one of twentieth century's most inspirational stories.

SOURCES: <https://www.notablebiographies.com/He-Ho/Honda-Soichiro.html#ixzz70spk4nla>

TASK 1.

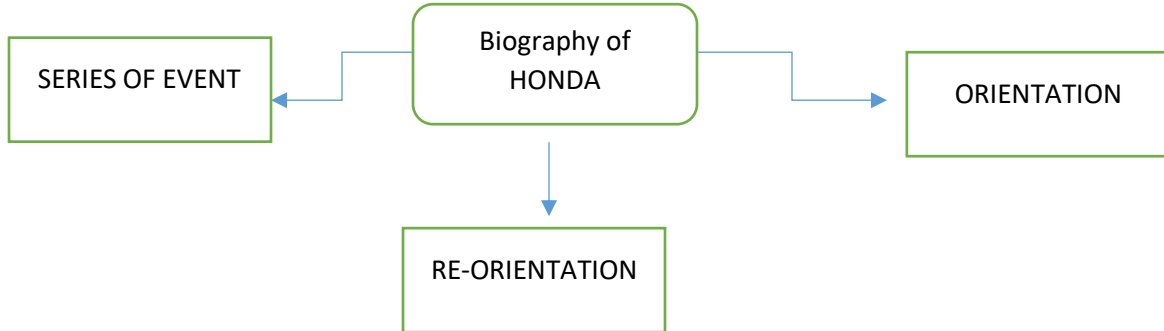
1. Create a group consist of 4 people. Name your members into Student A, Student B, Student C, and Student D
2. Then, all Student A are gathering into one big group, Students B also are gathering into one big group as well as students C and Students D. The teacher will distribute a passage to each student in big group. Each group analyze the main idea and specific information of the text and write down the summary below
3. Then, at a given time, students in a big group should return to the main group. Retell to your member of the group what you have discussed in a big group. Rearrange the text into the chronological order.

TASK 2. Answer the following questions related to the text.

1. The right arrangement of the passage is ...
2. What is the best title of the text?
3. When was SOICHIRO HONDA born?
4. What was Honda first job?
5. Why was Honda considered as one of inspirational persons in twentieth century?
6. What is the writer's purpose to write such story?
7. Write down the paragraphs that elaborate the main point of the text.

MAIN POINT	PARAGRAPH
1. Early life	
2. Building an empire	
3. The Development of Automobiles	
4. Transforming Honda	

8. From the text that has been discussed, create a mind-map of the text structure of the text:



TASK 3.

1. Think of any famous person that you know
2. Read from any sources about that person
3. Rewrite the life story of that person in chronological order according to the structure of Recount Text

ULANGAN HARIAN

Mohammad Hatta

Every year has its great men and women who are remembered for what they have done for their country. One of Indonesia's great men is Dr. Mohammad Hatta. He was a man with a deep love for his country and people.

Dr. Mohammad Hatta was born in Bukittinggi on August 12th, 1902. While still in junior high school in Bukittinggi, he became interested in politics and joined the League of Young Sumatrans.

He left Bukittinggi to study in Batavia. Then he went to the Netherlands. He studied economics and gained a doctorate degree there. During his stay there he was active in the national Movement. Because of his activities, he was arrested.

In 1923 Hatta returned to Indonesia. He joined a political organization called "Pendidikan Nasional Indonesia". One of its goals was to develop political awareness among the Indonesian people. His activities again led to his arrest. The colonial government exiled him to Boven Digul, and later to Banda Naira. Shortly before the Japanese invasion. He was brought back to Java.

When the Japanese surrendered in August 1945, Soekarno and Hatta proclaimed Indonesia's Independence. Hatta became the first vice-president of the Republic of Indonesia.

In 1956 Hatta resigned as vice-president and devoted himself to writing. On March 14, 1981, Dr. Mohammad Hatta passed away in Jakarta.

Nowadays, he is no longer living among us. However, his spirit of loving the country and nation is one of the reasons why he is well remembered.

1. In 1956 Hatta resigned as vice-president....
The synonym of the underlined is ...
 - A. Surrendered
 - B. Maintained
 - C. Kept in position
 - D. Became
 - E. Brought
2. What made Moh. Hatta arrested?
 - A. Because he was exiled to Boven Digul
 - B. Because he studied in Netherlands
 - C. Because he was vice-president
 - D. Because he was active in the national movement
 - E. Because he was born in Bukittinggi
3. What is the main idea of paragraph four?
 - A. The Japanese invasion
 - B. Moh Hatta was exiled to Boven Digul
 - C. Moh. Hatta activities in political organization
 - D. The nationalist movement
 - E. The study in Netherlands
4. 'He is no longer living among us'
What does 'us' refer to?
 - A. Sumatra people
 - B. Indonesia people
 - C. Digul people
 - D. Netherlands people
 - E. Batavia people
5. 'Dr. Moh. Hatta passed away in 1981.'
What is the synonym of passed away?
 - A. Lived again
 - B. Died
 - C. Kept the position
 - D. Brought back
 - E. Joined in
6. What is the main idea of paragraph three?
 - A. The Japanese invasion
 - B. Moh Hatta was exiled to Boven Digul

- C. Moh. Hatta activities in political organization
- D. The nationalist movement
- E. The study in Netherlands

7. Which statement is **not true** based on the text?

- A. Moh Hatta gained his doctorate in Netherlands
- B. Moh. Hatta was arrested by colonial government only once
- C. Japanese brought Moh. Hatta back to java
- D. Moh. Hatta became the first vice-president in Indonesia
- E. He was founding father of Indonesia

8. How long did he live?

- A. Seventy

- B. Seventy four
- C. Seventy seven
- D. Seventy nine
- E. Eighty

9. What was his first political party?

- A. PNI
- B. PDI
- C. League of Jong Sumatran Bond
- D. Jong Java
- E. Jong Ambon

10. Where did he get his education first?

- A. In Bukittinggi
- B. In Batavia
- C. In Netherland
- D. In Digul
- E. In Banda Neira

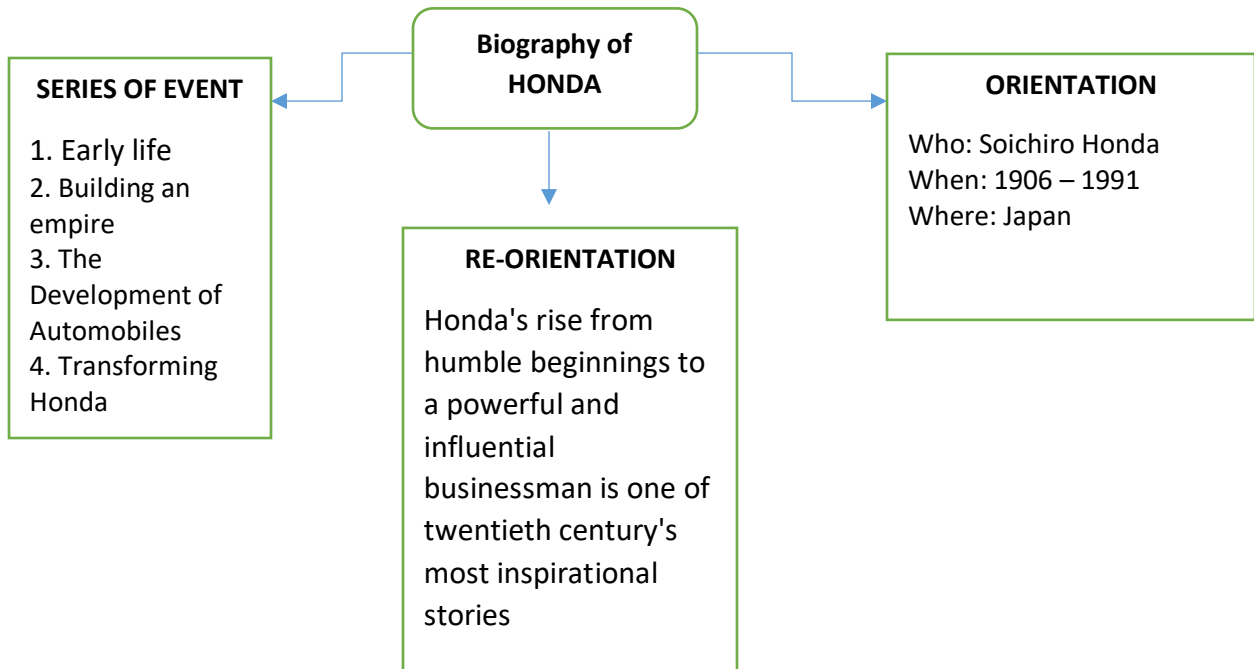
KUNCI JAWABAN

TASK 2

1. B- C – A – D
2. The Life of Soichiro Honda; The Biography of Soichiro Honda
3. Soichiro Honda was born on November 17, 1906
4. He worked as an apprentice (a person who works to gain experience in a trade) auto repairman for Arto Shokai in Tokyo
5. Honda's rise from humble beginnings to a powerful and influential businessman has made him as one of twentieth century's most inspirational stories
6. To retell a story of a famous person that is SOICHIRO HONDA
- 7.

MAIN POINT	PARAGRAPH
1. Early life	1, 2, 3
2. Building an empire	4, 5, 6
3. The Development of Automobiles	7, 8
4. Transforming Honda	9, 10

8.



TASK 3. The answer depends on the students' writings.

ULANGAN HARIAN

1. A
2. D
3. C
4. B
5. B
6. E
7. C
8. D
9. A
9. A

RUBRIK PENILAIAN**TASK 2.**

No 1 – 6 Benar mendapat skor 2. Salah mendapat Skor 1. Tidak menjawab mendapat skor 0

No 7 – 8 Benar mendapat skor 4. Salah mendapat skor 1. Tidak menjawab mendapat skor 0

$$\text{Nilai siswa} = \frac{\text{skor diperoleh}}{\text{Skor maksimal}} \times 100$$

TASK 3*Rubrik Writing*

Nama Siswa	Content (isi)				Text organization /Rhetoric (tata tulis)				Vocabulary (kosa kata)				Grammar (tata bahasa)				Appropriateness of language conventions (Punctuation, Spelling & Mechanics) (tanda baca, ejaan, dan mekanik)			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Keterangan skor:

4 = Sangat baik

3 = baik

2 = Cukup

1 = Kurang baik

Kriteria penilaian dapat dilakukan sebagai berikut :

Skor maksimal : $4 \times 5 = 20$

Penentuan nilai : Nilai siswa = $\frac{\text{skor diperoleh}}{\text{Skor maksimal}} \times 100$

ULANGAN HARIAN

Benar mendapat skor 10, salah mendapat skor 0

$$\text{Nilai siswa} = \frac{\text{skor diperoleh}}{\text{Skor maksimal}} \times 100$$