

Rencana Pelaksanaan Pembelajaran



Satuan Pendidikan : SMA XXXX
Mata Pelajaran : Bahasa Inggris
Kelas : XII (Dua belas)
Topik : *Biographical Recount*

Kompetensi Inti:

KI-1.3

Memahami, menerapkan, menganalisis, dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

Kompetensi Dasar:

3.1. Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative, descriptive, explanation, biographical recount* dan *discussion*.

Tujuan Pembelajaran:

Peserta didik terampil menanggapi dan menganalisa teks *biographical recount* secara lisan dan tulis dengan guru dan teman, dengan memperhatikan fungsi sosial, struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks.

Indikator Hasil Pembelajaran:

1. Peserta didik mengidentifikasi fungsi sosial yang terdapat dalam teks *biographical recount*
2. Peserta didik menemukan makna kontekstual yang terdapat dalam teks *biographical recount*.
3. Peserta didik menemukan gagasan utama, informasi tertentu, informasi rinci dan kesimpulan dalam teks *biographical recount*

Materi :

Biographical Recount (Terlampir)

Metode:

Whole Class Guided Reading

Kegiatan Pembelajaran :

Pembukaan

1. Memastikan peserta didik terakses dengan internet
2. Meminta peserta didik mengakses materi di edmodo sebelum bergabung di Zoom meeting
3. Memberikan beberapa aturan selama Zoom meeting berlangsung (Terlampir).

Mengetahui,

Kepala SMA XXXX

XXXXXX

Kegiatan Pembelajaran :

Inti

1. Membagikan slide presentasi kepada peserta didik selama zoom meeting (Slide presentasi terlampir)
2. Mengimplementasikan strategi mengajar ***Class Guided Reading*** kepada peserta didik melalui teks *biographical recount* berjudul "*The woman who put comfort into caring*".
 - ***Pre Reading Discussion***

Peserta didik menanggapi pertanyaan seperti:

- ✓ *Some people can't stand the idea of going to the hospital even if they need treatment. Why do you think this might be?*
- ✓ *Have you ever visited a friend in a hospital? Did you bring a gift? What was it?*
- ✓ *What did you notice about the hospital atmosphere? Did the patients seem relaxed and comforted?*
 - ***Reading for gist***

Peserta didik membaca teks dengan cepat untuk mendapatkan ide pokok bacaan, guru memberi gambaran singkat tentang teks seperti *Dolores who has worked to improve the experience of teenagers and children having treatment at her local hospital*

▪ ***Vocabulary***

Peserta didik mencocokkan makna kata dari teks dengan definisinya.

Match these words from the text with their definition (Latihan terlampir pada slide presentasi)

▪ ***Comprehension check***

Peserta didik menemukan informasi tertentu di dalam teks dengan menjawab beberapa pertanyaan yang disajikan seperti: *What evidence is there Dolores was not effective as a receptionist? Give two examples.*

(Latihan lengkap terlampir pada slide presentasi)

▪ ***Post Reading Discussion***

- ✓ Di dalam grup kecil, peserta didik memberikan pendapat tentang nada pembaca, tujuan penulis, struktur teks, dan gaya bahasa penulis dengan menjawab beberapa pertanyaan seperti:
How do you think people reading the magazine article would feel at the end? (pertanyaan lengkap terlampir di dalam slide presentasi)
- ✓ Peserta didik memberi kesimpulan pada bacaan

Kegiatan Pembelajaran :

Penutup

1. Feedback
2. Meminta peserta didik membaca kembali PPT penjelasan tentang text di edmodo
3. Meminta peserta didik mengumpulkan tugasnya minggu berikutnya di edmodo
4. Meminta peserta didik mengumpulkan tugas di edmodo

Penilaian:

Open ended Questions Assessment (Rubric terlampir)

Sumber Belajar:

1. Marian Barry, 2016. *Success International English Skills*, Fourth Edition. Cambridge: Cambridge University Press.
2. Slide presentasi guru dalam bentuk power point
3. Hughes, H. (2004), "*Oxford Dictionary of English* (2nd edition)

Pekanbaru, 18 Juli 2020

Guru Mata Pelajaran

Julpri Ernawanti Tampubolon, M.Pd.

1. Text

The woman who put comfort into caring

Discovering a need

Dolores Albertino is proof that sometimes finding yourself in the wrong job can have wonderful consequences. Several years ago, the former nurse and mother of two teenage sons returned to work at her local community hospital, but this time as a receptionist. 'The trouble is I was absolutely rubbish at the job,' says Dolores with a smile. Phones went unanswered, and she never did master the computer, but that was because she spent time away from her desk chatting to and comforting the parents of sick children and the children themselves. 'I found it very frustrating that a child would ask for a simple thing, such as ice cream, but because it was not meal time, they could not have it. I also knew that the families could benefit from meeting each other but, because of confidentiality, I could not pass on anyone's details.'



20 Making it happen

Dolores had never imagined starting a charity, but when she spoke to one of the doctors about these problems, he offered to help. He suggested putting together a plan and said he would support her. She got the help of two families whose children were ill and they spent hours sitting around her kitchen table filling in charity forms. 'It was incredibly hard work, but I've never regretted it,' she says. To date, Dolores, the 'hopeless' receptionist, has raised millions of dollars. 'I am very practical,' she

says. 'I rolled up my sleeves and made it happen.' She believes the key reason the charity has been successful is that 'Everyone knows where every penny is going. The money does not disappear into one big pot.'

A nice place to be

Since the project began, the atmosphere of the children's unit has changed beyond recognition. Children asked for a place to play outdoors so Dolores developed a neglected area in the hospital grounds and transformed it into a beautiful garden and play space. After children said that they didn't like walking down the sterile corridor to the ward, the corridor was given a makeover, too, with magical mosaics designed by the patients. There is now a common room for teenagers, equipped with trendy furniture, internet access and a fridge full of snacks and fresh juices.

Parents, who are often very apprehensive when their children develop a health problem, were not forgotten either. The formerly drab ward

kitchen has been spruced up and parents can help themselves to coffee, tea, chocolate biscuits and crisps. Dolores also organises family liaison groups so parents can give each other mutual support. 'The children need their parents or grandparents to be rocks – you see them looking into their eyes for help and support.' The whole community has worked to make the dream come true. Getting local schools to raise funds has been surprisingly easy. The community has also pulled together by organising street parties, sponsored walks, sky dives, car washes, picnics and concerts. Joanna, the mother of 16-year-old Antoine, who is receiving treatment

at the hospital, says, 'Dolores is not working to a template. You see her listening, talking to the medics and getting on with it. The charity brings the comfort and much-needed fun to the children's unit. Everyone benefits.'

It's all worthwhile

Seeing her work spread nationwide is Dolores's dream. 'People everywhere will donate when they can see good results. Coping with illness is a challenge, but children should not feel as if they are being punished because a doctor is sending them to hospital.'

2. Rubric

Question	Points		
Rating Criteria	3	2	1
Considers context and assumptions	Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issue. Identifies integral relationships essential to analyzing the issue.	Summarizes issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over.	Does not attempt to or fails to identify and summarize accurately.
Communicates own perspective, hypothesis, or position.	Analyzes the issue with a clear sense of scope and context, including an assessment of audience. Identifies influence of context. Questions assumptions, addressing ethical dimensions underlying the issue.	Presents and explores relevant contexts and assumptions, although in a limited way. Analysis includes some outside verification, but primarily relies on authorities. Provides some consideration of assumptions and their implications.	Approach to the issue is in egocentric and socio centric terms. Does not relate to other contexts. Analysis is grounded in absolutes, with little acknowledgement of own biases. Does not recognize context and underlying ethical implications.
Analyzes supporting data and evidence	Position demonstrates ownership. Appropriately identifies own position, drawing support from experience and information not from assigned sources. Justifies own view while integrating contrary interpretations. Hypothesis demonstrates sophisticated thought.	Presents own position, which includes some original thinking, though inconsistently. Justifies own position without addressing other views or does so superficially. Position is generally clear, although gaps may exist.	No evidence of selection or source evaluation skills. Repeats information without question or dismisses evidence without justification. Does not distinguish between fact and opinion. Evidence is simplistic, inappropriate or not related to topic.
Uses other perspectives and positions	Evidence of source evaluation skills. Examines evidence and questions accuracy and relevance. Recognizes bias. Sequence of presentation reflects clear organization of ideas, subordinating for importance and impact.	Begins to relate alternative views. Rough integration of multiple viewpoints. Ideas are investigated in a limited way. May overstate conflict or dismiss alternative views hastily. Analysis of other views mostly accurate. Some evidence of self-assessment.	Deals with a single perspective and fails to discuss others' perspective. Adopts a single idea with little question. Alternatives are not integrated. Ideas are obvious. Avoids discomforting ideas. Treats other positions superficially. No evidence of self-assessment.
Assesses conclusions, implications, and consequences	Addresses diverse perspectives from a variety of sources to qualify analysis. Any analogies are used effectively. Clearly justifies own view while respecting views of others. Analysis of other positions is accurate and respectful. Evidence of reflection and self-assessment	Conclusions consider evidence of consequences extending beyond a single issue. Presents implications that may impact other people or issues. Presents conclusions as only loosely related to consequences. Implications may include vague reference to conclusions.	Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary. Conclusions are absolute, and may attribute conclusion to external authority.

Question	Points		
Rating Criteria	3	2	1
Communicates effectively	<p>In many places, language obscures meaning. Grammar, syntax, or other errors are distracting or repeated. Little evidence of proofreading. Style is inconsistent or inappropriate. Work is unfocused and poorly organized; lacks logical connection of ideas. Format is absent, inconsistent or distracting. Few sources are cited or used correctly</p>	<p>In general, language does not interfere with communication. Errors are not distracting or frequent, although there may be some problems with more difficult aspects of style and voice. Basic organization is apparent; transitions connect ideas, although they may be mechanical. Format is appropriate although at times inconsistent. Most sources are cited and used correctly.</p>	<p>Language clearly and effectively communicates ideas. May at times be nuanced and eloquent. Errors are minimal. Style is appropriate for audience. Organization is clear; transitions between ideas enhance presentation. Consistent use of appropriate format. Few problems with other components of presentation. All sources are cited and used correctly, demonstrating understanding or economic, legal, and social issues involved with the use of the information.</p>

Biographical Recount



The woman who put
comfort
into caring





Class Rules



Please show up on time at the scheduled time!



Find a quiet place, free from distraction!

RESPECT.

Maintain respect in both speaking, writing and appearance!



Stay on "Mute". Please click "Raise hand" if you want to contribute!



Video needs to remain "ON"
Eye contact should be maintained!



Refrain chewing, eating, or drinking during class!

Remember!

This is a class, so treat it as such
Dress well and properly

Pre reading Discussion

- ◉ *Some people can't stand the idea of going to the hospital even if they need treatment. Why do you think this might be?*
- ◉ *Have you ever visited a friend in a hospital? Did you bring a gift? What was it?*
- ◉ *What did you notice about the hospital atmosphere? Did the patients seem relaxed and comforted?*

Reading for gist

Clues



- The determination of a woman to make a hospital stay more pleasant
- She has done a lot of charity fund raising



Vocabulary

Match these words from the text with their definition.

1. Confidentiality
2. Neglected
3. Sterile
4. Apprehensive
5. Spruced up

- A. Not passing on private information
- B. Nervous and worried
- C. To make a place clean and fresh
- D. Ignored, lacking necessary
- E. Clinical, not homely

Vocabulary

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Make a new sentence for each word.

Comprehension check

Answer these questions.

1. What evidence is there that Dolores was not effective as a receptionist? Give two examples.
2. Why did Dolores want to make changes at the children's unit? Give two details.
3. How has she helped the children and teenagers? Give two details.
4. How has she helped parents? Give two examples.
5. What have schools and the local community done to help? Give two examples.

Answers

1. She didn't answer the phones/ she didn't master the computer/ she was often away from her desk
2. Dolores felt frustrated that children could not have what they asked for/ could not ice cream outside meal times. She knew families could benefit from meeting each other but, because of confidentiality, she could not pass on anyone's detail.

Answers

3. Parents now have access to refreshments in an improved kitchen. They can support each other through family liaison groups
4. They have organized street parties/ sponsored walks/ sky -dives/ car washes/ picnics/ concerts

Post Reading Discussion

Share your views on the following questions in your groups.

Structure

Which is the best description of the structure of the article?

- a. It is a mixture of long and short sentences. There are several short paragraphs as long ones.
- b. The sentences are main long and complex. The article is composed of a few long paragraphs.

Style

Is the style chatty, technical, formal or neutral?

Post Reading Discussion

Share your views on the following questions in your groups.

Tone

How do you think people reading the magazine article would feel at the end? Would they feel:

- a. Saddened (It is depressing to think of children having health problems.)
- b. Positive? (The story is an example of human kindness and strength of purposes)

Author's main aim

Do you think the main aim of the article is to :

- a. Explain how to develop medical techniques for treating children?
- b. tell the reader what caring for sick children from a nurse's view point?
- c. explain why sick children and their families need comfort, and how to achieve this?

Post Reading Discussion

Share your views on the following questions in your groups.

Tone

How do you think people reading the magazine article would feel at the end? Would they feel:

b. **Positive?** (The story is an example of human kindness and strength of purposes)

Author's main aim

Do you think the main aim of the article is to :

c. **explain why sick children and their families need comfort, and how to achieve this?**

Post Reading Discussion

Share your views on the following questions in your groups.

Structure

Which is the best description of the structure of the article?

- a. It is a mixture of long and short sentences. There are several short paragraphs as long ones.

Style

Is the style chatty, technical, formal or neutral?

Neutral

Conclusion

In about 70 words, describe Dolores's attitude and say why she has been successful at fundraising.

Possible answer for conclusion

Dolores is understanding of needs of sick children and to feel relaxed in hospital. Her attitude positive, practical, understanding, and down to earth. People want to donate money to the charity because they see she has qualities and they also want to help sick children. Furthermore, she can also demonstrate how the money is being spent through factual evidence of improvements.