

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Kudus
Kelas / Semester : 8/ Genap
Tema : *Recount Text*
Sub Tema : *Personal Recount Text*
Pembelajaran ke : 1
Alokasi waktu : 2 x 40 Menit (dipresentasikan 10')

A. TUJUAN PEMBELAJARAN

Melalui kegiatan pembelajaran dengan model *Problem Based Learning* diharapkan peserta didik dapat mengidentifikasi fungsi sosial dan menganalisis struktur dan unsur kebahasaan *Personal Recount text* (memberi dan meminta informasi terkait pengalaman pribadi di masa lampau).

B. KEGIATAN PEMBELAJARAN

KEGIATAN PENDAHULUAN	
<ul style="list-style-type: none">• Melakukan pembukaan dengan salam pembuka dan berdoa.• Memeriksa kehadiran peserta didik dan kesepakatan kelas.• Memberikan motivasi dengan ice breaking sederhana (bermain tebakan), serta• Memberikan gambaran manfaat, langkah kegiatan, dan tujuan mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.	
KEGIATAN INTI	
<i>Fase 1: Orientasi Peserta didik pada masalah</i>	<ul style="list-style-type: none">• Memberikan gambar dan pertanyaan pemantik untuk mengetahui pemahaman awal peserta didik tentang <i>Personal Recount Text</i>• Peserta didik mengamati bahan tayang video yang diberikan guru tentang: <i>Personal Recount</i> dengan link you tube: https://www.youtube.com/watch?v=h5VDSxHH0e8• Peserta didik diminta memberikan tanggapan dan pendapat terhadap isi video
<i>Fase 2: Mengorganisasi peserta didik</i>	<ul style="list-style-type: none">• Guru membantu peserta didik mengorganisasikan pertanyaan /masalah yang akan dicari jawabannya/penyelesaiannya.• Guru membagi peserta didik 4 orang/kelompok• Peserta didik diberi tugas menggali informasi dari contoh <i>recount personal text</i> baik dari buku atau dari internet.
<i>Fase 3: Membimbing penyelidikan individu dan kelompok</i>	<ul style="list-style-type: none">• Peserta didik mengumpulkan/mengekplorasi informasi untuk membangun ide mereka sendiri dalam memecahkan masalah tentang fungsi sosial, struktur dan unsur kebahasaan <i>personal recount text</i> (memberi dan meminta informasi terkait pengalaman pribadi di masa lampau).• Peserta didik secara berkelompok berkolaborasi untuk mendiskusikan LK (<i>students' sheet</i>) dalam rangka mencari solusi masalah.• Guru berkeliling untuk membimbing dan mengamati kegiatan diskusi kolaborasi kelompok, serta melakukan penilaian (<i>assesmen formatif</i>) aktivitas masing-masing kelompok.
<i>Fase 4: Mengembangkan dan menyajikan hasil karya</i>	<ul style="list-style-type: none">• Masing- masing kelompok mengumpulkan data hasil penyelidikannya• Peserta didik mengembangkan data yang diperoleh dalam kelompoknya dan menyajikan data tersebut dalam bentuk laporan yang ditulis di kertas flannel.• Peserta didik mempresentasikan/menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan dan tertulis (mengembangkan sikap berpikir kritis dan berpendapat dengan sopan).• Peserta didik menerima tanggapan atau saran dari peserta didik kelompok lain.• Peserta didik yang terbaik memperoleh <i>reward</i>.

<i>Fase 5: Menganalisis dan mengevaluasi</i>	<ul style="list-style-type: none"> • Peserta didik dengan dibimbing guru menganalisis dan mengevaluasi hasil penyelidikan melalui diskusi kelas. • Guru melakukan penilaian (assesmen sumatif) pada peserta didik • Peserta didik menerima tanggapan / masukan dari guru
REFLEKSI DAN KONFIRMASI	
<ul style="list-style-type: none"> • Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan. • Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. • Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	

C. PENILAIAN PEMBELAJARAN

No	Aspek yang dinilai	Bentuk Penilaian	Instrumen Penilaian	Waktu Penilaian
	Sikap	Observasi dan Jurnal	Pengamatan sikap (jurnal)	Selama KBM
	Pengetahuan	Tes tertulis	Soal tes	Setelah KBM
	Keterampilan	- Unjuk kerja - Laporan tertulis	- Pengamatan unjuk kerja - Penilaian laporan tertulis	- Pada saat presentasi - Pengumpulan tugas

Mengetahui,
Kepala Sekolah

Kudus, Desember 2021
Guru Mata Pelajaran Bahasa Inggris

.....
NIP.

Natalia Sumi Indrawati, S.Pd.Ing.
NIP.

Lampiran 1:

PENILAIAN

1. Sikap (Penilaian Observasi)

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum.

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ		DS			
1		75	75		75	275	68,75	C
2	
dst	

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

2. Penilaian Pengetahuan

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	1
		Pilihan tata bahasa tidak tepat		1	

Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Simulasi	Fungsi social tidak tercapai, struktur, dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, struktur, dan unsur kebahasaan kurang tepat	Fungsi social tercapai, struktur, dan unsur kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topik jelas, menggunakan slide presentasi yang menarik

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

Lampiran 2:

MATERI BAHAN AJAR

1. Definition and Social Function

Recount text is a text that telling the reader about one story, action or activity in the past. Its goal is to entertaining or informing the reader.

Recount text adalah sebuah teks yang menceritakan sebuah cerita, aksi ataupun aktivitas di masa lampau. *Recount* juga menceritakan mengenai pengalaman atau kejadian yang dialami seseorang di masa lalu. Kejadian tersebut diceritakan secara berurutan atau secara kronologis

Tujuan *recount text* adalah untuk menghibur atau menginformasikan pembaca.

2. Generic Structure

Generic structure (susunan umum) *recount text* ini terdiri dari:

- **Orientation** tells who was involved, what happened, where the events took place, and when it happened. ("Orientation" menceritakan siapa saja yang terlibat dalam cerita, apa yang terjadi, di mana tempat peristiwa terjadi, dan kapan terjadi peristiwanya)
- **Events** tell what happened and in what sequence. ("Event" menceritakan apa yang terjadi (lagi) dan menceritakan urutan ceritanya)
- **Re-orientation** consists of optional-closure of events/ending. ("Reorientation" berisi penutup cerita/ akhir cerita)

3. Language Feature

- Use Simple Past Tense (menggunakan kata kerja bentuk lampau/Verb 2); contoh seperti *we went, I saw, we visited, dsb.*
- Use Action verb (menggunakan kata kerja aksi/Tindakan); contohnya *run, talked, reached, swam, dsb.*
- Use Adverb (menggunakan kata keterangan); contohnya *last summer, yesterday, happily, beautifully, dsb.*
- Use Adjective (menggunakan kata sifat); contohnya seperti *huge, great, bad, expensive, cheap, dsb.*
- **Conjunctions** dan **chronological connectors** (menggunakan kata hubung seperti *then, before, and, after, dsb.*)

4. Contoh Text Recount

The Most Important Thing

Jane thought she had already prepared everything for her dinner party last night.

She had sent invitations to her boss and all the people at the office. She looked through several cookbooks and found some very interesting recipes. She had even gone all the way downtown to buy fruit, vegetables, and cheese, which she needed for her dinner.

However, as soon as Jane's doorbell rang and her guests arrived, she realized that she had forgotten to turn the oven on.

Jane felt foolish. She couldn't believe what she had done. She thought he had all prepared for her dinner party, but she had forgotten to do the most important thing.

(Adopted from Side-by-Side International Version: Third Edition, 2003)

Generic Structure dari text tersebut adalah seperti berikut:

Title	The Most Important Thing
Orientation	Jane thought she had already prepared everything for her dinner party last night.
Events	She had sent invitations to her boss and all the people at the office. She looked through several cookbooks and found some very interesting recipes. She had even gone all the way downtown to buy fruit, vegetables, and cheese, which she needed for her dinner. However, as soon as Jane's doorbell rang and her guests arrived, she realized that she had forgotten to turn the oven on.
Re-orientation	Jane felt foolish. She couldn't believe what she had done. She thought he had all prepared for her dinner party, but she had forgotten to do the most important thing.

Lampiran 3:

**STUDENTS' SHEET
(LEMBAR KERJA SISWA)**

Task 1: Look at the picture to answer the questions follow it orally.



1. How long is your school holiday?
2. What did you do during school holiday?
3. Do you have an unforgettable experience during school holiday?
4. Have you ever told it to you friend?
5. What do you say to start telling your experience?
6. Do you tell the events step by step?
7. How do you feel about it?

Task 2: Watch the following video, then give your feedback or opinion regarding the content of the video!

(Link you tube: <https://www.youtube.com/watch?v=h5VDsxHH0e8>)

1. Have you ever visited tourism places in Yogyakarta?
2. When did you go there?
3. How did you go there? And with whom?
4. What did you do first there?
5. What did you do after that?
6. How do you feel about it?

Task 3: Make a group of four. Then discuss the following problems about:

(You can search from your books or internet)

1. The social function of Recount text
2. The structure of the text (mention 3 points)
3. The Language Feature of the text (There are 3 points)

Task 4: Read the following Personal Recount Text!

1. Analyze to find out what the function and structure and language features of recount text!
(Write them in appropriate column)
 2. Analyze the past verb and underlined them!
 3. Analyze the adverb of place and time and underline them!
- For making different, please underline with different color!

Look at the example below!

Thief

Three days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see. A few minutes later, police came and took him.

I asked to the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly. It was a pity event and I hoped it would never happen again.

Title	Thief
Orientation	Three days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see. A few minutes later, police came and took him.
Events	I asked to the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly.
Re-orientation	It was a pity event and I hoped it would never happen again.

1. Social Function: To retell past events based on someone's experience
2. Use simple past tense (yellow)
3. Use Adverb of Place (green)
4. Use Adevrb of Time (Blue)

Theatre Ticket

Last week I went to the theatre. It was the only theatre at my town. I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before. I went home and I was very disappointed about that

Title	
Orientation	
Events	
Re-orientation	

Task 5: Create the Personal Recount Text individually based on your own experience! (In comic or story form). Send it to my e-mail. Due the time: at 8 p.m. The following questions may help you to create your text.

1. What was your unforgettable experience?
2. When did it happen?
3. Where did it happen?
4. What happened first?
5. What happened after that?
6. What happened last?
7. How was your feeling in the end?