

## Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan	: SMAN 1 Ampel
Kelas/Semester	: X / 1
Tema	: Recount
Sub Tema	: Biografi Tokoh Terkenal
Pertemuan ke	: 1
Alokasi Waktu	: 1 x 10 menit

### A. TUJUAN PEMBELAJARAN

Setelah melalui proses pembelajaran dengan model Discovery learning, Problem Based Learning (PBL), peserta didik mampu Menganalisis struktur, fungsi sosial, dan ciri kebahasaan penggunaan Recount , menyusun teks dan kalimat dengan Recount dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

### B. KEGIATAN PEMBELAJARAN

	<i>Luring</i>
<b>Pendahuluan</b> <b>(3 Menit)</b>	<ul style="list-style-type: none"> <li>• Guru memberi salam kepada peserta didik</li> <li>• Guru mengajak peserta didik berdoa</li> <li>• Guru mengabsen kehadiran peserta didik</li> <li>• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan</li> <li>• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran</li> </ul>
<b>Kegiatan Inti</b> <b>(5 Menit)</b>  <b>Langka 1 :</b> <b>seeking of</b> <b>information</b>	<p style="text-align: center;"><i>Langkah 1</i></p> <ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. <i>Mereka</i> diperlihatkan gambar-gambar ilmuan,tokoh penting, contoh-contoh recount teks dan meminta peserta didik memperhatikan pertanyaan atau key word yang disajikan terkait gambar.</li> </ul>
<b>Langkah 2.</b> <b>acquisition</b> <b>of</b> <b>information</b>	<p style="text-align: center;"><i>Langkah 2</i></p> <ul style="list-style-type: none"> <li>• Guru mengarahkan siswa dengan memberikan key word atau kata kunci terkait gambaryang diberikan.</li> <li>• Menjelaskan pengertian biography recount</li> <li>• Meminta siswa berpasangan untuk menganalisis /mengisi form short biography</li> <li>• Mengarahkan pesrta didik untuk mengidentifikasi penggunaan kata kerja berbentuk past form dalam teks recount</li> <li>• Memberi siswa latihan untuk lebih mengenal penggunaan past form pada teks recount</li> <li>• Meminta siswa untuk menulis biography ( Famous Person)</li> </ul>

<b>Langkah 3. synthesizing of knowledge</b>	<b>Langkah 3</b> <ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Fungsi sosial dan struktur teks pembahasan <b>Recount</b></i></li> <li>• Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
<b>Penutup (2 Menit)</b>	<ul style="list-style-type: none"> <li>• Memberi panduan menyimpulkan hasil pembelajaran</li> <li>• memberikan penugasan terstruktur berpasangan untuk membuat teks recount lisan</li> <li>• menyampaikan rencana kegiatan pertemuan berikutnya</li> </ul>

### C. PENILAIAN PEMBELAJARAN

- |   |
|---|
| <ul style="list-style-type: none"> <li>- Sikap : Observasi saat proses pembelajaran,</li> <li>- Pengetahuan : Penugasan</li> <li>- Keterampilan : Produk dan praktik</li> </ul> |
|---|

### D. LAMPIRAN PEMBELAJARAN

1. Materi pembelajaran tentang recount (biografi tokoh penting di indonesia)
2. Alat penilaian berupa penugasan dan unjuk kerja (lampiran)
3. Kriteria penilaian (lampiran)

Boyolali, 2021

Mengetahui,  
Kepala SMA Negeri 1 Ampel

Guru Mata Pelajaran

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## LAMPIRAN MATERI

### ACTIVITY 1

Look at the picture below. Do you know these people? What are they famous for?



1. Do you know about this Women?
2. Do you Know where or when She was born?
3. Have you heard about the greatness of her?
4. What is your impression about her ?

Setelah memahami clue diatas perhatikan contoh biografi RA. Kartini

## RA KARTINI

Raden Adjeng Kartini or Lady Kartini born in Jepara, Central Java on April 21, 1879. Her father is Raden Mas Adipati Ario Sosroningrat and her mother is Ngasirah. Kartini is the fifth child of eleven siblings from her biological mother and also from her stepmother. At that time, polygamy was common practice among nobility.

Kartini was born in a family with a strong intellectual tradition. Kartini's family allowed her to attend school until she was 12 years old. She studied at ELS School (Europees Lagere School). She studied Dutch language, so that she can speak Dutch language quite well. But, by the age 12 she quit school because she had to be secluded "pingit" at home, a rule of Javanese nobility that forbid woman to go outside before marriage. During her "pingit" time, she still tried to study with her own way. With her ability to speak dutch, she gathered several Dutch friends. She read a lot of books, magazines, and European newspaper about European feminist thinking and it made her had more desire to improve the condition of indigenious of Indonesian women that had a very low status at that time. Kartini's was not only concern about the emancipation of women, but also the problem of her society. At that time, women were struggle to obtain their freedom and equality.

Kartini then married Joyodiningrat, the Regency Chief of Rembang. They married on November 12, 1903. Kartini actually didn't want to get married at such a young age, but she accept it to respect her father. Kartini's husband understood Kartini's dream and he allowed her to establish a school for women in the east porch of the Rembang Regency Office Complex. On September 13, 1904, Kartini gave birth to her only son. A few days later Kartini died on September 17, 1904. She died at the age of 25. She was buried in Bulu village, Rembang.

After her death, the family of Van Deventer was inspired by Kartini's example. Then, they established the R.A Kartini Foundation that built school for women. They opened the school in Semarang in 1912, followed by the other schools in Surabaya, Yogyakarta, Malang, Madiun, Cirebon, and others. Mr. J.H Abendanon, the minister for Culture, Religion, and Industry in the East Indies collected and published the letters that she sent to her friends in Europe. The books was titled Door Duisternis tot Licht (Out of Dark Comes Light) and it was published in 1911.

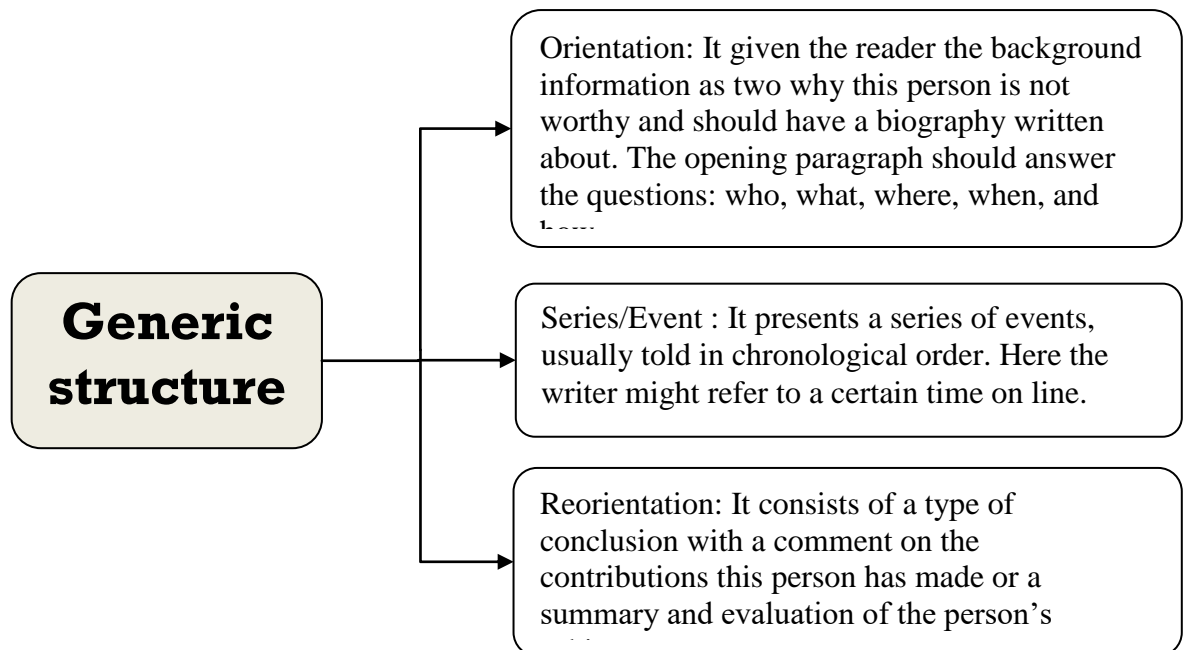
In 1964, President Soekarno declared Kartini's birth date on April 21 as "Kartini's day". Kartini was not only a feminist who elevated the status of Indonesian women, but she was also a nationalist figure with new ideas who struggled on behalf of her people and played a role in the national struggle independence. She was Indonesia national heroin.

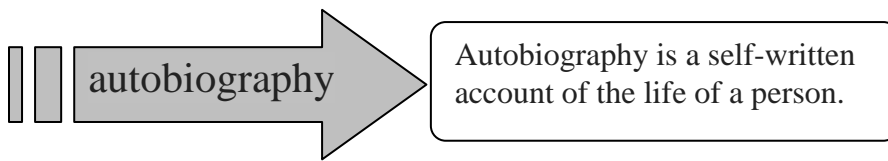
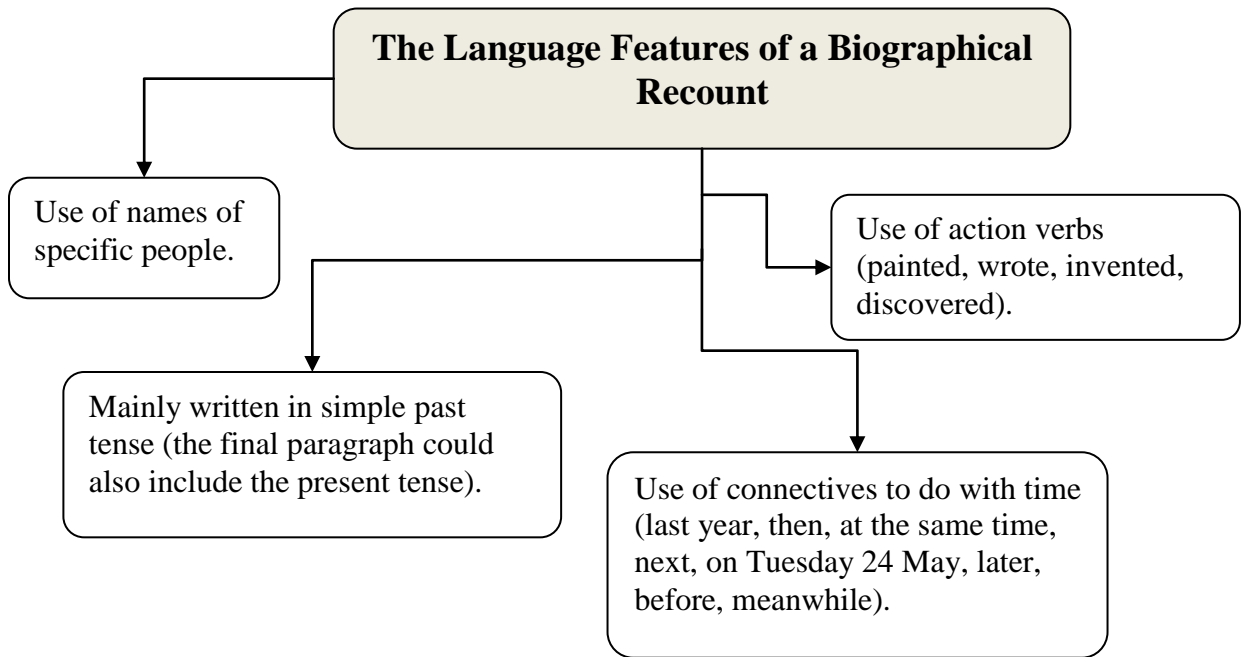
Setelah itu guru memberikan materi untk dipelajari  
Guru menjelaskan secara singkat tentang biographical recount

## Definisi of Biographical Recount

A biography, or simply bio, is a detailed description of a person's life. It involves more than just the basic facts like education, work, relationships, and death; it portrays a person's experience of these life events. Unlike a profile or curriculum vitae, a biography presents a subject's life story, highlighting various aspects of his or her life, including intimate details of experience, and may include an analysis of the subject's personality.

The purpose of a biographical recount is to inform by retelling past events and achievements in a person's life.





## ACTIVITY 2

### SHORT BIOGRAPHY



NAME :

PLACE OF BIRTH :

DATE OF BIRTH :

PARENTS AND ORIGINS :

EDUCATION :

NAME OF HUSBAND :

WORK EXPERIENCE :

### ACTIVITY 3

Match the word with the meaning in Indonesia !

- |                          |                  |
|--------------------------|------------------|
| 1.Married (Verb)         | A.Bulan Mei 1962 |
| 2.Spent (Verb)           | B.Anak Laki-Laki |
| 3.Son (Noun)             | C.Pandai         |
| 4. Smart (Adjective)     | D.Lulus          |
| 5.Graduated (Verb)       | E.Menghabiskan   |
| 6. on May , 1962(Adverb) | F.Menikah        |
| 7. Continued (Verb)      | G.Memperoleh     |
| 8. Minister (Noun)       | H.Meninggal      |
| 9.Died (Verb)            | I.Melanjutkan    |
| 10.Got                   | J.Menteri        |

Please mention 10 past verb from the RA.Kartini Biography text upon!

### ACTIVITY 4



Ayoo Berlatih !

Setelah kalian memahami materi , cobalah berlatihlah

WRITE A SHORT BIOGRAPHICAL RECOUNT ABOUT YOUR IDOL.  
THAN IDENTIFY THE GENERIC STRUCTURE OF IT.

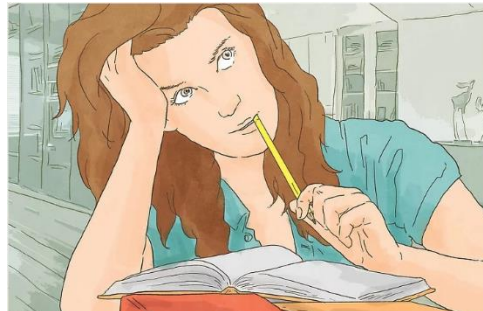


## HOMEWORK

Please Read The text below

### How to read an autobiography

What's your story? Anyone who has lived a full life has something fascinating to share with the world. The trick to writing an autobiography is to treat it like any good story: it should have a protagonist (you), a central conflict, and a cast of fascinating characters to keep people engaged. You may want to think about a certain theme or idea that has been present in your daily life to revolve your story around. Read on to learn how to craft the story of your life and polish your writing to make it sing.



**Step 1. Write out your life timeline.** Start writing your autobiography by conducting research on your own life. Creating a timeline of your life is a good way to make sure you include all the most important dates and events, and it gives you a structure to build upon. You can consider this the "brainstorming" phase, so don't hesitate to write down everything you can remember, even if you don't think the memory will make it into the final version of the book.

- a. Your autobiography doesn't have to begin with your birth. You may want to include some family history as well. Write down information about your ancestry, your grandparents' lives, your parents' lives, and so on. Having information about your family history will help readers get a sense of how you became the person you are.
- b. What happened when you were a teenager? What led you to make the decisions you made?
- c. Did you go to college? Write about those transitory years, too.

- d. Write about your career, your relationships, your children, and any big life-altering events that occurred.



**Step 2. Identify the main characters.** Every good story has interesting characters, friends and foes who help move the plot along. Who are the characters in your life? It's a given that your parents will play a role, along with your spouse and other close family members. Think beyond your immediate family to others who have affected your life and should play a role in your autobiography.

- a. Teachers, coaches, mentors, and bosses are extremely influential in people's lives. Decide whether someone who has been a role model (or the opposite) for you will figure into your story.
- b. Ex boyfriends and girlfriends might co-star in some interesting stories.
- c. What enemies have you had in life? Your story will be boring if you don't include some conflicts.
- d. Offbeat characters such as animals, celebrities you've never met, and even cities are often points of interest in an autobiography.



**Step3. Pull out the best stories.** The story of your entire life would start to get pretty long-winded, so you'll have to make some decisions about what anecdotes you're going to include. Begin drafting your manuscript by writing out the main stories that will be woven together to create a picture of your life. There are a few main topics that most autobiographies cover since readers find them fascinating.

- a. The childhood story. Whether your childhood was happy or traumatic, you should include a few anecdotes that give a picture of who you were and what you experienced at the time. You can tell the story of your childhood by breaking it down into smaller anecdotes that illustrate your personality - your parents' reaction when you brought home a stray dog, the time you climbed out the window at school and ran away for 3 days, your friendly relationship with a homeless person living in the woods . . . get creative.
- b. The coming of age story. This heady and often sensual period in a human's life is always of interest to readers. Remember that it's not about writing something unique; everyone comes of age. It's about writing something that resonates with readers.
- c. The falling in love story. You could also write the opposite of this, the never-finding-love story.
- d. The identity crisis story. This usually occurs in the 30s or 40s, and is sometimes referred to as a mid-life crisis.
- e. The story of facing down some force of evil. Whether its your battle with addiction, a controlling lover, or a madman who tried to kill your family, you've got to write about conflict you've experienced.



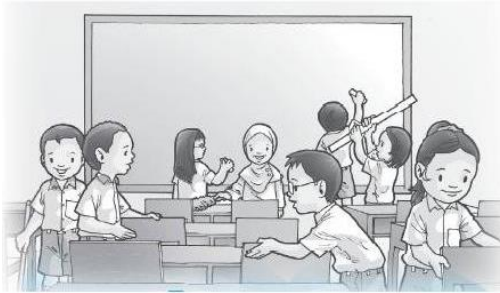
**Step 4. Write in your own voice.** People read autobiographies to gain insight on what its like to be someone else. Being authentically you is a sure way to keep people engaged. If your writing is formal and stiff, or if it reads like a college essay instead of an expose on your life, people will have trouble getting through the book.

- a. Write as though you're opening your heart to a trusted friend, in prose that's clear, strong and not too cluttered with vocabulary words you rarely use.
- b. Write so that your personality is revealed. Are you funny? Intense? Spiritual? Dramatic? Don't hold back; your personality should come through in the way you tell your story.



**Step5.Be revealing.** You don't have to be explicit, but it's important to reveal truths about yourself and your life in an autobiography. Don't let the book become a list of your accomplishments, with all the negative material carefully kept under the rug. Present yourself as a whole person, sharing talents and flaws alike, and your readers will be able to identify with you and hopefully root for you as they make their way through your story.

- a. Don't always cast yourself in a positive light. You can have foibles and still be the protagonist. Reveal mistakes you've made and times when you've failed yourself and other people.
- b. Reveal your inner thoughts. Share your opinions and ideas, including those that may spark controversy. Be true to yourself through your autobiography.



**Step6. Capture the spirit of the times.** How was your story shaped by the moment in history in which it took place? What wars influenced your politics? What cultural events inspired you? Discussing what happened in the world at large during your lifetime is a good way to make your story more relevant and interesting to those reading it.

LAMPIRAN KUNCI JAWABAN  
ACTIVITAS 2

SHORT BIOGRAPHY



NAME : Raden Adjeng Kartini  
PLACE OF BIRTH : Jepara  
DATE OF BIRTH : on April 21, 1879  
PARENTS AND ORIGINS : Raden Mas Adipati Ario Sosroningrat /Java  
EDUCATION : She studied at ELS School  
NAME OF HUSBAND : Joyodiningrat  
WORK EXPERIENCE : establish a school for women in the east porch of the Rembang Regency Office Complex.

ACTIVITAS 3.

- |                          |                |
|--------------------------|----------------|
| 1.Married (Verb)         | (Menikah)      |
| 2.Spent (Verb)           | (Menghabiskan) |
| 3.Children (Noun)        | (Anak)         |
| 4. Smart (Adjective)     | (Pandai)       |
| 5.Graduated (Verb)       | (Lulus)        |
| 6. on May , 1962(Adverb) | (Mei 1962)     |

- 7. Continued (Verb)
- 8. Heror(Noun)
- 9.Died (Verb)
- 10.Got

- (Melanjutkan)
- (Pahlawan)
- (Meninggal)
- (Memperoleh)

LAMPIRAN PENILAIAN

**a) Penilaian dalam berbicara**

No soal	Aspek yang dinilai	Rubrik Penilaian	Skor	Skor Maksimal
2.	2.Content : 40 % a). Organization. b). Coherence. c). Authenticity ( Originality ).	a). Very good (Excellent ).	a).37 – 40	40
		b). Good.	b). 34 – 36	36
		c). Enough.	c). 30 - 33	33
3.	3. Performance: 20% a). Manner. b). Creativity. c).Public Speaking ( eye contact, voice gesture, body language ).	a). Very good (Excellent ).	a). 18 – 20	20
		b). Good.	b). 15 – 17	17
		c). Enough.	c). 12 - 14	14

**b). Penilaian dalam writing :**

No soal	Aspek yang dinilai	Rubrik Penilaian	Skor	Skor Maksimal
1.	1.Language : 40%			

	a).Grammar b).Vocabularies c).Punctuation d).Accuracy e).Fluency	a). Very good (Excellent ). b). Good. c). Enough.	a).37 – 40 b). 34 – 36 c). 30 - 33	40 36 33
2.	2.Content :40 % a).Organization b).Coherence c).Authenticity / Originality.	a). Very good (Excellent ). b). Good. c). Enough.	a).37 – 40 b). 34 – 36 c). 30 - 33	40 36 33
3.	3. Generic structure : 20	a). Very good ( Excellent ). b). Good. c). Enough.	a). 18 – 20 b). 15 – 17 c). 12 - 14	20 17 14

**INSTRUMEN PENILAIAN SIKAP**  
**Jurnal Penilaian Sikap**

No.	Tanggal	Nama	Kejadian/Peristiwa	Positif/Negatif	Karakter	Tindak Lanjut
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

## INSTRUMEN PENILAIAN SIKAP

### Jurnal Penilaian Sikap

No.	Tanggal	Nama	Kejadian/Peristiwa	Positif/Negatif	Karakter	Tindak Lanjut
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

#### b). Penilaian dalam writing :

No soal	Aspek yang dinilai	Rubrik Penilaian	Skor	Skor Maksimal
1.	1.Language : 40 % a).Grammar b).Vocabularies c).Punctuation	a). Very good ( Excellent ). b). Good. c). Enough.	a).37 – 40 b). 34 – 36 c). 30 - 33	40 36 33
2.	2.Content : 40 % a).Organization b).Coherence c).Authenticity / Originality.	a). Very good ( Excellent ). b). Good. c). Enough.	a).37 – 40 b). 34 – 36 c). 30 - 33	40 36 33
3.	3. Generic structure : 20%	a). Very good ( Excellent ). b). Good. c). Enough.	a). 18 – 20 b). 15 – 17 c). 12 - 14	20 17 14



