

Appendix 0 1. Observation Sheets of DI Implementation

Characteristics of DI (Tomlinson)	Implementation	Description	Teacher's activity	Students' activity
<p>Pre-assessment</p> <ul style="list-style-type: none"> - The teacher routinely pre-assesses students prior to the start of a unit to determine their status with the unit's essential knowledge, understanding, and skill. - The teacher regularly seeks ways to understand students' interests and learning preferences. - Implement and use results of pre-assessment to adjust the lesson. 	Preparation	Characteristics of DI being prepared 1) .. 2) .. 3) Etc		
	The process of teaching and learning			
<p>Content</p> <ul style="list-style-type: none"> - Teacher introduces the lesson with student knowledge and interest in mind. - Teacher provides a variety of materials that deal with key ideas and skills and reflect a broad range of cultures and interests. 	1. Introduction	Characteristics of DI being implemented		
<p>Process</p> <ul style="list-style-type: none"> - The teacher helps students relate new understandings and skills to previous ones. - The teacher ensures a variety of ways for students to take in and explore the essential content—including multiple texts and resources, multiple modes of teacher presentation, the teacher is working with students in small groups and peer partners—based on students' readiness, interests, and learning profile needs. 	2. Main teaching-learning process	Characteristics of DI being implemented		

<ul style="list-style-type: none"> - Differentiates student activities through work such as multiple intelligences tasks, graphic organizers, simulations, and complex instruction. - Activities necessitate that students do something with their knowledge (apply and extend major concepts and generalizations as opposed to just repeating it back). - Uses higher-level tasks for all learners (e.g., application, elaboration, providing evidence, synthesis) to provide appropriate challenges. 				
<p>Ongoing Assessment</p> <ul style="list-style-type: none"> - Teacher make continual efforts to know and understand each student as an individual learner. - The teacher consistently uses a variety of formal and informal ongoing or formative assessments to follow student progress with the unit's essential knowledge, understanding, and skill. - Teacher develops assessment options to ensure that each student has an opportunity to show what he knows, understands, and can do related to a topic. - Assessment includes the expectations that students will think about and use the knowledge, understanding, and skill. 	<p>3. Assessment</p>	<p>Characteristics of DI being implemented</p>		
<p>Product</p> <ul style="list-style-type: none"> - The teacher ensures a variety of ways for students to demonstrate what they know, understand, and can do based on students' readiness, 	<p>Closure</p>	<p>.. ..</p>		

<p>interests, and learning profile needs.</p> <ul style="list-style-type: none"> - Provides opportunities for student products to be based upon the solving of real and relevant problems. - Allows for a wide range of product alternatives (e.g., oral, visual, kinaesthetic, musical, spatial, creative, practical). - Necessitates that students apply key understandings and skills of the subject to their own interest areas. - Encourages students to use different avenues of exploration and a variety of media. 				
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Note:

1. In a differentiated classroom, the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs.
2. The teacher uses pre-assessment, formative assessment, and summative assessment data related to readiness, interest, and learning profile to inform instructional plans in the near term and to communicate more effectively with students and parents about student progress.
3. A differentiated classroom is marked by a repeated rhythm of whole class preparation, review, and sharing, followed by an opportunity for individual or small group exploration, extension, and production.

Appendix 0 2. The Teacher's Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(BERDIFERENSIASI)

Nama Penulis : ██████████
 Satuan Pendidikan : SMAN 1 UBUD
 Surel : ██████████
 Mata Pelajaran : BAHASA dan SASTRA INGGRIS
 (PEMINATAN)
 Jenjang/Kelas/Semester : SMA/X/1
 Alokasi Waktu : 6 x 75'
 Topik : Recount/Biography
 Moda : Daring

KOMPETENSI INTI	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
<p>KI3:Memahami, menerapkan, menganalisis 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</p>	<p>3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Mengungkapkan fungsi sosial dari beberapa teks biografi tokoh terkenal • Mengidentifikasi struktur beberapa teksbiografi tokoh terkenal • Mengidentifikasi unsur kebahasaan beberapa teks biografi tokoh terkenal • Membandingkan fungsi sosial, struktur teks,dan unsur kebahasaan beberapa teks biografi tokoh terkenal
<p>KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang</p>	<p>4.1 Teks <i>recount</i> dalam bentuk biografi Menyusun teks <i>recount</i> lisan dan tulis, dalam bentuk biografi, terkait tokoh</p>	<ul style="list-style-type: none"> • Menyusun sebuah biografi tokoh terkenal sesuai dengan kaidah penulisan

<p>dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan</p>	<p>terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>teks recount yang benar dengan menggunakan template/Biography Graphic Organizer</p> <ul style="list-style-type: none"> • Menyusun sebuah biografi tokoh terkenal sesuai dengan kaidah penulisan teks recount yang benar • Menyampaikan sebuah biografi tokoh terkenal melalui rekaman audio • Membuat video penyampaian biografi tokoh terkenal
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Pertemuan 1

TUJUAN PEMBELAJARAN	METODE/ALAT/SUMBER BELAJAR	KEGIATAN PEMBELAJARAN	PENILAIAN/ASSESMEN
<p>1. Setelah mengikuti pembelajaran dengan mengakses beragam sumber belajar sesuai minat dan profil belajar, peserta didik dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks biografi</p>	<p>1. Pendekatan Saintifik 2. Metode: Tanya jawab 3. Model E-Learning 4. Media; belajar.sman1ubud.sch.id Whatsapp Group, zoom meeting 5. Alat : Laptop, Android 6. Bahan : Link Youtube, LKS, Lembar Penilaian</p>	<p>Pra-Pembelajaran:</p> <ol style="list-style-type: none"> 1. Di awal Tahun Pelajaran, guru mengadakan survey dengan media google form untuk mengetahui kebutuhan belajar murid, terkait kesiapan belajar, minat, serta profil belajar murid. 2. Melalui Grup Telegram Orang Tua Siswa Kelas X, guru juga menyampaikan KD yang akan dipelajari siswa selama 1 semester sekaligus meminta orang tua mendampingi dan mendukung kegiatan belajar dari rumah untuk putra-putrinya. 	<p>PENILAIAN HASIL BELAJAR</p> <ol style="list-style-type: none"> 1. Penilaian Sikap (observasi) Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam

<p>tokoh sesuai dengan konteks penggunaannya.</p> <p>2. Setelah mengikuti pembelajaran dengan mengakses beragam sumber belajar sesuai minat dan profil belajar, peserta didik dapat menyusun teks biografi tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks yang bisa dikerjakan dalam bentuk karangan, rekaman suara, ataupun rekaman video.</p>	<p>7. Sumber Belajar: Youtube.com , Googlel.com, Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa dab Sastra Inggris Kelas X, Kemendikbud, Revisi Tahun 2016, Kamus Bahasa Inggris, Pengalaman peserta didik dan guru.</p>	<p>3. Guru menyampaikan link zoom meeting melalui WAG, serta meminta siswa untuk join tepat waktu.</p> <p>4. Melalui WAG,guru menyampaikan kepada siswa bahwa aktifitas pembelajaran akan direcord untuk bahan refleksi.</p> <p>KEGIATAN AWAL: 10 Menit</p> <ol style="list-style-type: none"> 1. Guru menyapa siswa dengan salam Pangananjali Umat dan dalam bahasa Inggris pada aplikasi zoom meeting 2. Guru menanyakan kabar siswa 3. Guru menuntun siswa untuk berdoa sebelum memulai pembelajaran sekaligus memberikan ruang bagi siswa untuk memusatkan perhatian pada pembelajaran hari ini (mindfulness) 4. Guru meminta siswa mengisi daftar hadir yang sudah disediakan di belajar.sman1ubud.sch.id 5. Guru menyampaikan KD, menjelaskan tujuan pembelajaran, dan jenis penilaian yang digunakan 6. Guru menyampaikan kaitan materi Recount Biografi dengan Recount yang sudah dipelajari murid ketika di bangku SMP 7. Guru menanyakan apakah murid pernah embaca atau menonton biografi tokoh terkenal 8. Guru menanyakan tujuan membaca biografi <p>KEGIATAN INTI : (50 Menit)</p> <ol style="list-style-type: none"> 1. Guru menayangkan power point tentang materi Recount Biografi 2. Guru menjelaskan pengertian teks biografi 	<p>proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru dengan memperhatikan aspek kejujuran, tanggungjawab, kerjasama, dan disiplin ditunjukkan melalui keaktifan,kehadiran di kelas dan juga etika komunikasi di sosial media.</p> <p>2. Penilaian Pengetahuan Siswa menjawab beberapa pertanyaan terkait fungsi sosial,struktur teks,serta unsur kebahasaan beberapa teks biografi Soal-soal Terlampir</p> <p>3. Penilaian Keterampil</p>
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		<ol style="list-style-type: none"> 3. Guru menjelaskan Fungs sosial teks biografi 4. Guru menjelaskan struktur teks biografi 5. Guru menjelaskan unsur kebahasaan teks biografi 6. Guru memberikan contoh teks biografi serta meminta siswa menentukan strukturnya 7. Guru memberikan beragam sumber belajar yang merupakan koleksi biography tokoh-tokoh terkenal dunia di berbagai bidang (olahraga, seni, sains, dsb baik dalam bentuk teks, grafik,video) yang disesuaikan dengan minat siswa serta profil belajar siswa. (Diferensiasi Konten, Proses disesuaikan dengan Minat belajar serta Profil Belajar Siswa) melalui tautan google drive 8. Siswa diberikan kebebasan untuk bekerja dalam kelompok ataupun secara individu (Diferensiasi Proses) <p>KEGIATAN AKHIR : 15 Menit</p> <ol style="list-style-type: none"> 1. Guru meminta siswa menyimpulkan pembelajaran sekaligus menyampaikan perasaannya terhadap pembelajaran yang telah diikuti baik secara lisan maupun tulisan melalui fitur room chat pada zoom. <i>“Tell me what you learned today, and what is your feeling now? Did you enjoy the lesson? Or perhaps you have ideas about what to do in our next meeting?”</i> 2. Siswa mendapatkan umpan balik terhadap proses dan hasil pembelajaran. 3. Guru memotivasi siswa untuk rajin-rajin mengakses LMS 	<p>an (Produk)</p> <p>Produce a biography of one famous figure that you love or known best. Your product can be in forms of Biography graphic, Biographic al Recount Text, video, or recorded audio. Upload your works to nesaelearning.com (LMS)</p>
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		<ol style="list-style-type: none"> 4. Guru menyampaikan materi pada pertemuan berikutnya 5. Guru mendorong siswa untuk menambah wawasannya tentang Teks Recount Biography dengan membaca buku penunjang dan juga memanfaatkan <i>google.com</i> untuk menemukan biografi tokoh-tokoh terkenal dunia. 6. Guru mengakhiri pembelajaran dengan doa Parama santi dan <i>Good Bye</i>. 7. Guru berpesan kepada siswa agar tetap menjaga kesehatan dengan menerapkan protocol kesehatan covid-19 8. Guru mempersilakan siswa untuk leave zoom meeting. 9. Guru menyimpan chat siswa 	
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Pertemuan 2

TUJUAN PEMBELAJARAN	METODE/ALAT/SUMBER BELAJAR	KEGIATAN PEMBELAJARAN	PENILAIAN/ASSESMEN
1. Setelah mengikuti pembelajaran dengan mengakses beragam sumber belajar sesuai minat dan profil belajar, peserta didik dapat menganalisis fungsi sosial, struktur teks	<ol style="list-style-type: none"> 1. Pendekatan Saintifik 2. Metode: Tanya jawab 3. Model E-Learning 4. Media; belajar.sman1ubud.sch.id Whatsapp Group, zoom meeting 5. Alat : Laptop, Android 	<p>Pra-Pembelajaran:</p> <ol style="list-style-type: none"> 1. Di awal Tahun Pelajaran, guru mengadakan survey dengan media <i>google gorm</i> untuk mengetahui kebutuhan belajar murid, terkait kesiapan belajar, minat, serta profil belajar murid. 2. Melalui Grup Telegram Orang Tua Siswa Kelas X, guru juga menyampaikan KD yang akan dipelajari siswa selama 1 semester sekaligus meminta orang 	<p>PENILAIAN HASIL BELAJAR</p> <p>4. Penilaian Sikap (observasi) Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik</p>

<p>dan unsur kebahasaan teks biografi tokoh sesuai dengan konteks penggunaannya.</p> <p>2. Setelah mengikuti pembelajaran dengan mengakses beragam sumber belajar sesuai minat dan profil belajar, peserta didik dapat menyusun teks biografi tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks yang bisa dikerjakan dalam bentuk karangan, rekaman suara, ataupun rekaman video.</p>	<p>6. Bahan : Link Youtube, LKS, Lembar Penilaian</p> <p>7. Sumber Belajar: Youtube.com, Google.com, Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa dan Sastra Inggris Kelas X, Kemendikbud, Revisi Tahun 2016, Kamus Bahasa Inggris, Pengalaman peserta didik dan guru.</p>	<p>tua mendampingi dan mendukung kegiatan belajar dari rumah untuk putra-putrinya.</p> <p>3. Guru menyampaikan link zoom meeting melalui WAG, serta meminta siswa untuk join tepat waktu.</p> <p>4. Melalui WAG, guru menyampaikan kepada siswa bahwa aktifitas pembelajaran akan direcord untuk bahan refleksi.</p> <p>KEGIATAN AWAL: 10 Menit</p> <ol style="list-style-type: none"> 1. Guru menyapa siswa dengan salam Pnganjali Umat dan dalam bahasa Inggris pada aplikasi zoom meeting 2. Guru menanyakan kabar siswa 3. Guru menuntun siswa untuk berdoa sebelum memulai pembelajaran sekaligus memberikan ruang bagi siswa untuk memusatkan perhatian pada pembelajaran hari ini (<i>mindfulness</i>) 4. Guru meminta siswa mengisi daftar hadir yang sudah disediakan di belajar.sman1ubud.sch.id 5. Guru menyampaikan KD, menjelaskan tujuan pembelajaran, dan jenis penilaian yang digunakan 6. Guru menyampaikan manfaat dari mempelajari biografi tokoh terkenal serta menyampaikan tiga karakter seorang tokoh terkenal <i>Ingenuity, creativity and curiosity</i> untuk membangkitkan pengetahuan awal siswa dengan memberikan kesempatan untuk menebak tokoh dimaksud. (<i>Kesiapan Belajar Siswa</i>) 	<p>terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru dengan memperhatikan aspek kejujuran, tanggungjawab, kerjasama, dan disiplin ditunjukkan melalui keaktifan, kehadiran di kelas dan juga etika komunikasi di sosial media.</p> <p>5. Penilaian Pengetahuan</p> <p>Siswa menjawab beberapa pertanyaan terkait fungsi sosial, struktur teks, serta unsur kebahasaan beberapa teks biografi Soal-soal Terlampir</p>
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		<p>KEGIATAN INTI : (50 Menit)</p> <ol style="list-style-type: none"> 1. Guru memberikan beragam sumber belajar yang merupakan koleksi biography tokoh-tokoh terkenal dunia di berbagai bidang (olahraga, seni, sains, dsb baik dalam bentuk teks, grafik, video) yang disesuaikan dengan minat siswa serta profil belajar siswa. (Diferensiasi Konten, Proses disesuaikan dengan Minat belajar serta Profil Belajar Siswa) melalui tautan google drive 2. Siswa diberikan kebebasan untuk bekerja dalam kelompok ataupun secara individu (Diferensiasi Proses) 3. Siswa mengakses sumber belajar pada tautan google drive 4. Guru menyediakan beberapa template <i>Biography Graphic Organizer</i> kepada siswa untuk dipilih sesuai selera mereka (Sesuai Minat Belajar Siswa) untuk melatih kemampuan menulis biografi. Grafik organizer bisa diunduh pada tautan 5. Guru meminta salah satu siswa untuk mempresentasikan hasil pekerjaannya 6. Guru meminta siswa lain memberikan komentar 7. Guru memberikan kebebasan kepada siswa untuk menentukan produk hasil belajar secara lisan maupun tulisan (karangan, rekaman audio, atau video) 	<p>6. Penilaian Keterampilan (Produk)</p> <p>Produce a biography of one famous figure that you love or known best. Your product can be in forms of Biography graphic, Biographic al Recount Text, video, or recorded audio. Upload your works to nesaelearning.com (LMS)</p>
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		<p>8. Guru dan siswa menyetujui kriteria penilaian dan waktu pengumpulan.</p> <p>9. Guru memberikan keleluasaan waktu kepada siswa untuk mengunggah tugas ke LMS sebelum batas akhir yang telah ditentukan bersama. (Kesiapan Belajar)</p> <p>KEGIATAN AKHIR : 15 Menit</p> <p>1. Guru meminta siswa menyimpulkan pembelajaran sekaligus menyampaikan perasaannya terhadap pembelajaran yang telah diikuti baik secara lisan maupun tulisan melalui fitur room chat pada zoom. <i>“Tell me what you learned today, and what is your feeling now? Did you enjoy the lesson? Or perhaps you have ideas about what to do in our next meeting?”</i></p> <p>2. Siswa mendapatkan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>3. Guru memotivasi siswa untuk pengumpulan produk pembelajaran di LMS</p> <p>4. Guru meminta siswa mengerjakan kuis yang sudah disediakan di LMS dengan durasi waktu yang sudah ditentukan sesuai kesepakatan.</p> <p>5. Guru menyampaikan materi pada pertemuan berikutnya serta meminta siswa menonton video tentang Simple Past Tense</p> <p>6. Guru mendorong siswa untuk menambah wawasannya</p>	
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		<p>tentang Teks Recount Biography dengan membaca buku penunjang dan juga memanfaatkan <i>google.com</i> untuk menemukan biografi tokoh-tokoh terkenal dunia.</p> <p>7. Guru mengakhiri pembelajaran dengan doa Parama santi dan <i>Good Bye</i>.</p> <p>8. Guru berpesan kepada siswa agar tetap menjaga kesehatan dengan menerapkan protocol kesehatan covid-19</p> <p>9. Guru mempersilakan siswa untuk leave zoom meeting.</p> <p>10. Guru menyimpan chat siswa</p>	
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Pertemuan 3

TUJUAN PEMBELAJARAN	METODE/ALAT/SUMBER BELAJAR	KEGIATAN PEMBELAJARAN	PENILAIAN/ASSESMEN
<p>1. Setelah mengikuti pembelajaran dengan mengakses beragam sumber belajar sesuai minat dan profil belajar, peserta didik dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks biografi tokoh sesuai dengan konteks penggunaannya.</p>	<p>1. Pendekatan Saintifik</p> <p>2. Metode: Tanya jawab</p> <p>3. Model E-Learning</p> <p>4. Media; belajar.sman1ubud.sch.id Whatsapp Group, zoom meeting</p> <p>5. Alat : Laptop, Android</p> <p>6. Bahan : Link Youtube, LKS, Lembar Penilaian</p> <p>7. Sumber Belajar: Youtube.com, Googlel.com,</p>	<p>Pra-Pembelajaran:</p> <p>1. Di awal Tahun Pelajaran, guru mengadakan survey dengan media google form untuk mengetahui kebutuhan belajar murid, terkait kesiapan belajar, minat, serta profil belajar murid.</p> <p>2. Melalui Grup Telegram Orang Tua Siswa Kelas X, guru juga menyampaikan KD yang akan dipelajari siswa selama 1 semester sekaligus meminta orang tua mendampingi dan mendukung kegiatan belajar dari rumah untuk putra-putrinya.</p> <p>3. Guru menyampaikan link zoom meeting melalui WAG, serta meminta siswa untuk join tepat waktu.</p> <p>4. Melalui WAG, guru menyampaikan kepada siswa</p>	<p>PENILAIAN HASIL BELAJAR</p> <p>2. Penilaian Sikap (observasi)</p> <p>Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan</p>

<p>3. Setelah mengikuti pembelajaran dengan mengakses beragam sumber belajar sesuai minat dan profil belajar, peserta didik dapat menyusun teks biografi tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks yang bisa dikerjakan dalam bentuk karangan, rekaman suara, ataupun rekaman video.</p>	<p>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa dan Sastra Inggris Kelas X, Kemendikbud, Revisi Tahun 2016, Kamus Bahasa Inggris, Pengalaman peserta didik dan guru.</p>	<p>bahwa aktifitas pembelajaran akan direcord untuk bahan refleksi.</p> <p>KEGIATAN AWAL: 10 Menit</p> <ol style="list-style-type: none"> 1. Guru menyapa siswa dengan salam Pnganjali Umat dan dalam bahasa Inggris pada aplikasi zoom meeting 2. Guru menanyakan kabar siswa 3. Guru menuntun siswa untuk berdoa sebelum memulai pembelajaran sekaligus memberikan ruang bagi siswa untuk memusatkan perhatian pada pembelajaran hari ini (mindfulness) 4. Guru meminta siswa mengisi daftar hadir yang sudah disediakan di belajar.sman1ubud.sch.id 5. Guru menyampaikan KD, menjelaskan tujuan pembelajaran, dan jenis penilaian yang digunakan 6. Guru mengaitkan materi pertemuan sebelumnya dengan materi hari ini <p>KEGIATAN INTI : (50 Menit)</p> <ol style="list-style-type: none"> 1. Guru menayangkan video tentang Simple Past Tense 2. Guru menambahkan penjelasan tentang penggunaan Simple Past Tense 3. Guru menjelaskan ciri-ciri kalimat dengan simple past tense 4. Guru menayangkan beberapa contoh Regular dan Irregular Verbs dalam simple past tense 5. Guru meminta beberapa siswa menyampaikan salah satu aktifitas yang sudah dilakukan 	<p>n langsung dilakukan oleh guru dengan memperhatikan aspek kejujuran, tanggungjawab, kerjasama, dan disiplin ditunjukkan melalui keaktifan, kehadiran di kelas dan juga etika komunikasi di sosial media.</p> <p>3. Penilaian Pengetahuan Siswa menjawab beberapa pertanyaan terkait fungsi sosial, struktur teks, serta unsur kebahasaan beberapa teks biografi Soal-soal Terlampir</p> <p>4. Penilaian Keterampilan (Produk) Produce a biography of one famous</p>
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		<p>6. Guru mendorong siswa untuk menuliskan jawabannya ada chat box</p> <p>7. Guru meminta siswa menuliskan kegiatan yang dilakukan kemarin mulai dari bangun pagi hingga tidur malam.</p> <p>8. Guru memberikan kebebasan kepada siswa untuk bekerja secara individual, berpasangan, maupun berkelompok.</p> <p>9. Guru memberikan kebebasan kepada siswa untuk menentukan produk hasil belajar secara lisan maupun tulisan (karangan, rekaman audio, atau video)</p> <p>10. Guru dan siswa menyetujui kriteria penilaian dan waktu pengumpulan.</p> <p>11. Guru memberikan keleluasaan waktu kepada siswa untuk mengunggah tugas ke LMS sebelum batas akhir yang telah ditentukan bersama. (Kesiapan Belajar)</p> <p>KEGIATAN AKHIR : 15 Menit</p> <p>12. Guru meminta siswa menyimpulkan pembelajaran sekaligus menyampaikan perasaannya terhadap pembelajaran yang telah diikuti baik secara lisan maupun tulisan melalui fitur room chat pada zoom.</p> <p><i>“Tell me what you learned today, and what is your feeling now? Did you enjoy the lesson? Or perhaps you have ideas about what to do in our next meeting?”</i></p> <p>13. Siswa mendapatkan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>14. Guru memotivasi siswa untuk pengumpulan produk pembelajaran di LMS</p>	<p>figure that you love or known best. Your product can be in forms of Biography graphic, Biographic al Recount Text, video, or recorded audio. Upload your works to nesaelearning.com (LMS)</p>
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		<p>15. Guru meminta siswa mengerjakan kuis yang sudah disediakan di LMS dengan durasi waktu yang sudah ditentukan sesuai kesepakatan.</p> <p>16. Guru menyampaikan materi pada pertemuan berikutnya</p> <p>17. Guru mendorong siswa untuk menambah wawasannya tentang Teks Recount Biography dengan membaca buku penunjang dan juga memanfaatkan <i>google.com</i> untuk menemukan biografi tokoh-tokoh terkenal dunia</p> <p>18. Guru mengakhiri pembelajaran dengan doa Parama santi dan <i>Good Bye</i>.</p> <p>19. Guru berpesan kepada siswa agar tetap menjaga kesehatan dengan menerapkan protocol kesehatan covid-19</p> <p>20. Guru mempersilakan siswa untuk leave zoom meeting.</p> <p>21. Guru menyimpan chat siswa</p>	
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Pertemuan 4

TUJUAN PEMBELAJARAN	METODE/ALAT/SUMBER BELAJAR	KEGIATAN PEMBELAJARAN	PENILAIAN/ASSESMEN
1. Setelah mengikuti pembelajaran dengan mengakses beragam sumber belajar sesuai minat dan profil belajar, peserta didik dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan	<p>1. Pendekatan Saintifik</p> <p>2. Metode: Tanya jawab</p> <p>3. Model Project Based Learning</p> <p>4. Media; belajar.sman1ubud.sch.id, Whatsapp Group, zoom meeting</p> <p>5. Alat : Laptop, Android</p>	<p>Pra-Pembelajaran:</p> <p>1. Di awal Tahun Pelajaran, guru mengadakan survey dengan media <i>google form</i> untuk mengetahui kebutuhan belajar murid, terkait kesiapan belajar, minat, serta profil belajar murid.</p> <p>2. Melalui Grup Telegram Orang Tua Siswa Kelas X, guru juga menyampaikan KD yang akan dipelajari siswa selama 1 semester sekaligus meminta orang tua mendampingi dan mendukung kegiatan belajar dari rumah untuk putra-putrinya.</p>	<p>PENILAIAN HASIL BELAJAR</p> <p>3. Penilaian Sikap (observasi)</p> <p>Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam</p>

<p>teks biografi tokoh sesuai dengan konteks penggunaannya.</p> <p>2. Setelah mengikuti pembelajaran dengan mengakses beragam sumber belajar sesuai minat dan profil belajar, peserta didik dapat menyusun teks biografi tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks yang bisa dikerjakan dalam bentuk karangan, rekaman suara, ataupun rekaman video.</p>	<p>6. Bahan : Link Youtube, LKS, Lembar Penilaian</p> <p>7. Sumber Belajar: Youtube.com, Google.com, Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa dan Sastra Inggris Kelas X, Kemendikbud, Revisi Tahun 2016, Kamus Bahasa Inggris, Pengalaman peserta didik dan guru.</p>	<p>3. Guru menyampaikan link zoom meeting melalui WAG, serta meminta siswa untuk join tepat waktu.</p> <p>4. Melalui WAG, guru menyampaikan kepada siswa bahwa aktifitas pembelajaran akan direcord untuk bahan refleksi.</p> <p>KEGIATAN AWAL: 10 Menit</p> <ol style="list-style-type: none"> 1. Guru menyapa siswa dengan salam Pnganjali Umat dan dalam bahasa Inggris pada aplikasi zoom meeting 2. Guru menanyakan kabar siswa 3. Guru menuntun siswa untuk berdoa sebelum memulai pembelajaran sekaligus memberikan ruang bagi siswa untuk memusatkan perhatian pada pembelajaran hari ini (mindfulness) 4. Guru meminta siswa mengisi daftar hadir yang sudah disediakan di belajar.sman1ubud.sch.id 5. Guru menyampaikan KD, menjelaskan tujuan pembelajaran, dan jenis penilaian yang digunakan 6. Guru mengaitkan materi pertemuan sebelumnya dengan materi hari ini 7. Guru menjelaskan rangkaian aktifitas yang akan dilakukan selama beberapa pertemuan kedepan dengan model Project-based learning 8. Guru menanyakan kepada siswa apakah akan bekerja secara berkelompok, berpasangan, atau individual <p>KEGIATAN INTI : (50 Menit)</p>	<p>proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru dengan memperhatikan aspek kejujuran, tanggungjawab, kerjasama, dan disiplin ditunjukkan melalui keaktifan, kehadiran di kelas dan juga etika komunikasi di sosial media.</p> <p>4. Penilaian Pengetahuan Siswa menjawab beberapa pertanyaan terkait fungsi sosial, struktur teks, serta unsur kebahasaan beberapa teks biografi Soal-soal Terlampir</p> <p>5. Penilaian Keterampil</p>
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		<ol style="list-style-type: none"> 1. <u>Guru menjelaskan Langkah-langkah penerapan Project Based Learning</u> 2. <u>Guru menayangkan contoh Rancangan Proyek</u> 3. <u>Gurumeminta siswa membuat Rancangan Proyek yang akan dikerjakan</u> 4. Guru meminta salah satu siswa menayangkan rancangan yang telah dibuat 5. <u>Guru memberikan kebebasan kepada siswa untuk menentukan produk hasil belajar secara lisan maupun tulisan (karangan, rekaman audio, atau video)</u> 6. Guru dan siswa menyepakati kriteria penilaian dan waktu pengumpulan. 7. Guru memberikan keleluasaan waktu kepada siswa untuk mengunggah tugas ke LMS sebelum batas akhir yang telah ditentukan bersama. (Kesiapan Belajar) <p>KEGIATAN AKHIR : 15 Menit</p> <ol style="list-style-type: none"> 1. Guru meminta siswa menyimpulkan pembelajaran sekaligus menyampaikan perasaannya terhadap pembelajaran yang telah diikuti baik secara lisan maupun tulisan melalui fitur room chat pada zoom. <p><i>“Tell me what you learned today, and what is your feeling now? Did you enjoy the lesson? Or perhaps you have ideas about what to do in our next meeting?”</i></p> <ol style="list-style-type: none"> 2. Siswa mendapatkan umpan balik terhadap proses dan hasil pembelajaran. 3. Guru memotivasi siswa untuk pengumpulan rancangan proyek di LMS 	<p>an (Produk)</p> <p>Produce a biography of one famous figure that you love or known best. Your product can be in forms of Biography graphic, Biographic al Recount Text, video, or recorded audio. Upload your works to nesalearning.com (LMS)</p>
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		<ol style="list-style-type: none"> 4. Guru meminta siswa mengerjakan latihan-latihan (LKS) yang tersedia di LMS 5. Guru menyampaikan kegiatan pada pertemuan berikutnya 6. Guru mendorong siswa untuk menambah wawasannya tentang Teks Recount Biography dengan membaca buku penunjang dan juga memanfaatkan <i>google.com</i> untuk menemukan biografi tokoh-tokoh terkenal dunia 7. Guru mengakhiri pembelajaran dengan doa Parama santi dan <i>Good Bye</i>. 8. Guru berpesan kepada siswa agar tetap menjaga kesehatan dengan menerapkan protocol kesehatan covid-19 9. Guru mempersilakan siswa untuk leave zoom meeting. 10. Guru menyimpan chat siswa 	
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Pertemuan 5

TUJUAN PEMBELAJARAN	METODE/ALAT/SUMBER BELAJAR	KEGIATAN PEMBELAJARAN	PENILAIAN/ASSESMEN
1. Setelah mengikuti pembelajaran dengan mengakses beragam sumber belajar sesuai minat dan profil belajar, peserta didik dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks biografi tokoh sesuai	<ol style="list-style-type: none"> 1. Pendekatan Saintifik 2. Metode: Tanya jawab 3. Model Project Based Learning 4. Media; belajar.sman1ubud.sch.id, Whatsapp Group, zoom meeting 5. Alat : Laptop, Android 6. Bahan : Link Youtube, LKS, Lembar Penilaian 	Pra-Pembelajaran: <ol style="list-style-type: none"> 1. Di awal Tahun Pelajaran, guru mengadakan survey dengan media <i>google form</i> untuk mengetahui kebutuhan belajar murid, terkait kesiapan belajar, minat, serta profil belajar murid. 2. Melalui Grup Telegram Orang Tua Siswa Kelas X, guru juga menyampaikan KD yang akan dipelajari siswa selama 1 semester sekaligus meminta orang tua mendampingi dan mendukung kegiatan belajar dari rumah untuk putra-putrinya. 3. Guru menyampaikan link zoom meeting melalui WAG, 	PENILAIAN HASIL BELAJAR 10. Penilaian Sikap (observasi) Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun

<p>dengan konteks penggunaannya.</p> <p>2. Setelah mengikuti pembelajaran dengan mengakses beragam sumber belajar sesuai minat dan profil belajar, peserta didik dapat menyusun teks biografi tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks yang bisa dikerjakan dalam bentuk karangan, rekaman suara, ataupun rekaman video.</p>	<p>7. Sumber Belajar: Youtube.com, Google.com, Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa dan Sastra Inggris Kelas X, Kemendikbud, Revisi Tahun 2016, Kamus Bahasa Inggris, Pengalaman peserta didik dan guru.</p>	<p>serta meminta siswa untuk join tepat waktu.</p> <p>4. Melalui WAG, guru menyampaikan kepada siswa bahwa aktifitas pembelajaran akan direcord untuk bahan refleksi.</p> <p>KEGIATAN AWAL: 10 Menit</p> <ol style="list-style-type: none"> 1. Guru menyapa siswa dengan salam Pangananjali Umat dan dalam bahasa Inggris pada aplikasi zoom meeting 2. Guru menanyakan kabar siswa 3. Guru menuntun siswa untuk berdoa sebelum memulai pembelajaran sekaligus memberikan ruang bagi siswa untuk memusatkan perhatian pada pembelajaran hari ini (mindfulness) 4. Guru meminta siswa mengisi daftar hadir yang sudah disediakan di belajar.sman1ubud.sch.id 5. Guru menyampaikan KD, menjelaskan tujuan pembelajaran, dan jenis penilaian yang digunakan 6. Guru mengaitkan kegiatan pertemuan sebelumnya dengan kegiatan hari ini <p>KEGIATAN INTI : (50 Menit)</p> <ol style="list-style-type: none"> 1. Siswa mengkomunikasikan rancangan proyek yang dibuat 2. Siswa membuat draft tulisan recount tentang biografi tokoh terkenal yang telah dipilih 3. Siswa diminta menemukan informasi terkait tokoh yang mereka pilih di google maupun di youtube 4. Siswa dibimbing menulis biografi sesuai dengan kaidah 	<p>secara umum. Pengamatan langsung dilakukan oleh guru dengan memperhatikan aspek kejujuran, tanggungjawab, kerjasama, dan disiplin ditunjukkan melalui keaktifan, kehadiran di kelas dan juga etika komunikasi di sosial media.</p> <p>11. Penilaian Pengetahuan Siswa menjawab beberapa pertanyaan terkait fungsi sosial, struktur teks, serta unsur kebahasaan beberapa teks biografi Soal-soal Terlampir</p> <p>12. Penilaian Keterampilan (Produk)</p>
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		<p>(struktur, fungsi sosial, dan unsur kebahasaan)</p> <ol style="list-style-type: none"> 5. Siswa menyepakati kriteria penilaian berbicara untuk menilai karya berupa video yang mereka buat serta penilaian menulis untuk yang membuat karya dalam bentuk tulisan 6. Siswa mendengarkan penjelasan tata cara unggah videoe youtube, dan selanjutnya mengumpulkan link youtube karya tersebut ke LMS <p>KEGIATAN AKHIR : 15 Menit</p> <ol style="list-style-type: none"> 1. Guru meminta siswa menyimpulkan pembelajaran sekaligus menyampaikan perasaannya terhadap pembelajaran yang telah diikuti baik secara lisan maupun tulisan melalui fitur room chat pada zoom. <i>“Tell me what you learned today, and what is your feeling now? Did you enjoy the lesson? Or perhaps you have ideas about what to do in our next meeting?”</i> 2. Siswa mendapatkan umpan balik terhadap proses dan hasil pembelajaran. 3. Guru memotivasi siswa untuk pengembangan draft tulisan 4. Guru menyampaikan kegiatan pada pertemuan berikutnya 5. Guru mendorong siswa untuk menggali informasi Biography tokoh yang dikerjakan dengan membaca buku penunjang dan juga memanfaatkan <i>google.com</i> serta <i>youtube.com</i> 6. Guru mengakhiri pembelajaran dengan doa Parama santi dan <i>Good Bye</i>. 7. Guru berpesan kepada siswa agar tetap menjaga kesehatan 	<p>Produce a biography of one famous figure that you love or known best. Your product can be in forms of Biography graphic, Biographic al Recount Text, video, or recorded audio. Upload your works to <i>nesaelearning.com</i> (LMS)</p>
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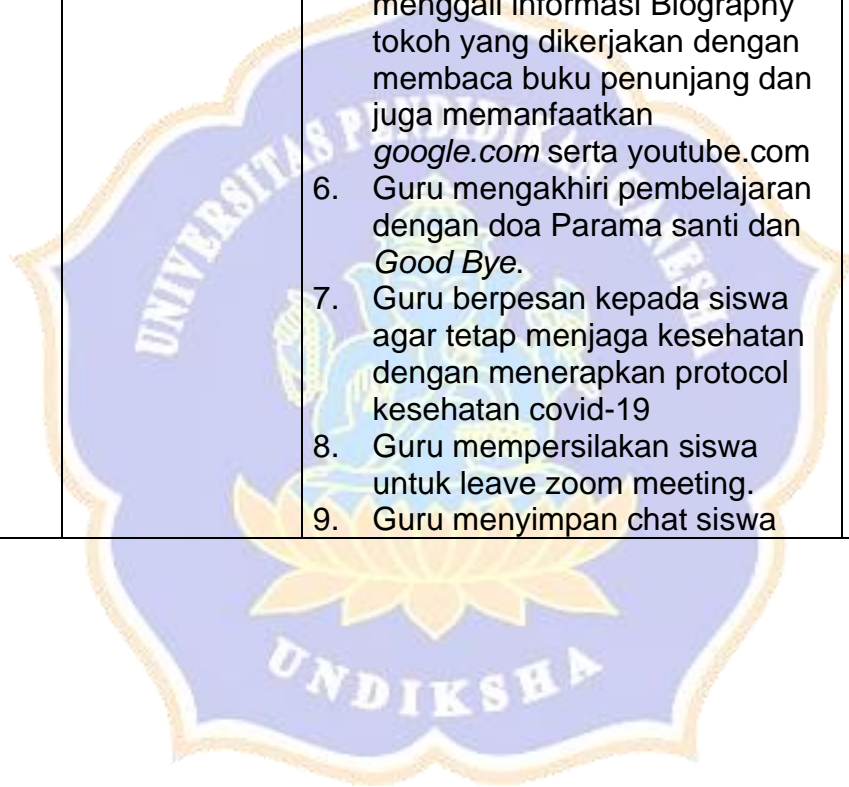
		<p>dengan menerapkan protocol kesehatan covid-19</p> <p>8. Guru mempersilakan siswa untuk leave zoom meeting.</p> <p>9. Guru menyimpan chat siswa</p>	
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Pertemuan 6

TUJUAN PEMBELAJARAN	METODE/ALAT/SUMBER BELAJAR	KEGIATAN PEMBELAJARAN	PENILAIAN/ASSESMEN
<p>3. Setelah mengikuti pembelajaran dengan mengakses beragam sumber belajar sesuai minat dan profil belajar, peserta didik dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks biografi tokoh sesuai dengan konteks penggunaannya.</p> <p>4. Setelah mengikuti pembelajaran dengan mengakses beragam sumber belajar sesuai minat dan profil belajar, peserta didik dapat</p>	<p>8. Pendekatan Saintifik</p> <p>9. Metode: Tanya jawab</p> <p>10. Model Project Based Learning</p> <p>11. Media; belajar.sman1ubud.sch.id, Whatsapp Group, zoom meeting</p> <p>12. Alat : Laptop, Android</p> <p>13. Bahan : Link Youtube, LKS, Lembar Penilaian</p> <p>14. Sumber Belajar: Youtube.com, Googlele.com, Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa dab Sastra Inggris Kelas X, Kemendikbu</p>	<p>Pra-Pembelajaran:</p> <p>7. Di awal Tahun Pelajaran, guru mengadakan survey dengan media google gorm untuk mengetahui kebutuhan belajar murid, terkait kesiapan belajar, minat, serta profil belajar murid.</p> <p>8. Melalui Grup Telegram Orang Tua Siswa Kelas X, guru juga menyampaikan KD yang akan dipelajari siswa selama 1 semester sekaligus meminta orang tua mendampingi dan mendukung kegiatan belajar dari rumah untuk putra-putrinya.</p> <p>9. Guru menyampaikan link zoom meeting melalui WAG, serta meminta siswa untuk join tepat waktu.</p> <p>10. Melalui WAG, guru menyampaikan kepada siswa bahwa aktifitas pembelajaran akan direcord untuk bahan refleksi.</p> <p>KEGIATAN AWAL: 10 Menit</p> <p>1. Guru menyapa siswa dengan salam Panganjali Umat dan dalam bahasa Inggris pada aplikasi zoom meeting</p> <p>2. Guru menanyakan kabar siswa</p>	<p>PENILAIAN HASIL BELAJAR</p> <p>10. Penilaian Sikap (observasi)</p> <p>Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru dengan memperhatikan aspek kejujuran, tanggungjawab, kerjasama, dan disiplin ditunjukkan melalui keaktifan, kehadiran di</p>

<p>menyusun teks biografi tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks yang bisa dikerjakan dalam bentuk karangan, rekaman suara, ataupun rekaman video.</p>	<p>d, Revisi Tahun 2016, Kamus Bahasa Inggris, Pengalaman peserta didik dan guru.</p>	<ol style="list-style-type: none"> 3. Guru menuntun siswa untuk berdoa sebelum memulai pembelajaran sekaligus memberikan ruang bagi siswa untuk memusatkan perhatian pada pembelajaran hari ini (<i>mindfulness</i>) 4. Guru meminta siswa mengisi daftar hadir yang sudah disediakan di belajar.sman1ubud.sch.id 5. Guru menyampaikan KD, menjelaskan tujuan pembelajaran, dan jenis penilaian yang digunakan 6. Guru mengaitkan kegiatan pertemuan sebelumnya dengan kegiatan hari ini <p>KEGIATAN INTI : (50 Menit)</p> <ol style="list-style-type: none"> 1. Guru meminta beberapa siswa menayangkan progress proyek yang dikerjakan 2. Siswa menayangkan proyeknya 3. Guru meminta siswa lain memberikan komentar 4. Guru menanyakan kesulitan yang dialami siswa 5. Guru memberikan beberapa saran terkait kesulitan yang dihadapi siswa 6. Guru mengingatkan semua siswa untuk memastikan karya yang dibuat sesuai dengan rubrik penilaian 7. Guru memotivasi siswa dalam penyelesaian proyek <p>KEGIATAN AKHIR : 15 Menit</p> <ol style="list-style-type: none"> 1. Guru meminta siswa menyimpulkan pembelajaran sekaligus menyampaikan perasaannya terhadap pembelajaran yang telah diikuti baik secara lisan maupun tulisan melalui fitur room chat pada zoom. 	<p>kelas dan juga etika berkomunikasi di sosial media.</p> <p>11. Penilaian Pengetahuan Siswa menjawab beberapa pertanyaan terkait fungsi sosial, struktur teks, serta unsur kebahasaan beberapa teks biografi Soal-soal Terlampir</p> <p>12. Penilaian Keterampilan (Produk) Produce a biography of one famous figure that you love or known best. Your product can be in forms of Biography graphic, Biographical Recount Text, video, or recorded audio.</p>
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	<p><i>“Tell me what you learned today, and what is your feeling now? Did you enjoy the lesson? Or perhaps you have ideas about what to do in our next meeting?”</i></p> <ol style="list-style-type: none"> 2. Siswa mendapatkan umpan balik terhadap proses dan hasil pembelajaran. 3. Guru memotivasi siswa untuk pengembangan draft tulisan 4. Guru menyampaikan kegiatan pada pertemuan berikutnya 5. Guru mendorong siswa untuk menggali informasi Biography tokoh yang dikerjakan dengan membaca buku penunjang dan juga memanfaatkan <i>google.com</i> serta <i>youtube.com</i> 6. Guru mengakhiri pembelajaran dengan doa Parama santi dan <i>Good Bye</i>. 7. Guru berpesan kepada siswa agar tetap menjaga kesehatan dengan menerapkan protocol kesehatan covid-19 8. Guru mempersilakan siswa untuk leave zoom meeting. 9. Guru menyimpan chat siswa 	<p>Upload your works to nesaelearning.com (LMS)</p>
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Appendix 0 3. Biographical Recount of Famous Athletes

1. Maria Sharapova



Maria Sharapova, in full **Maria Yuryevna Sharapova**, (born April 19, 1987, Nyagan, Russia), Russian [tennis](#) player who was one of the game's leading [contenders](#) in the early 21st century, the winner of five Grand Slam titles.

Sharapova began playing tennis as a young child, and in 1993 she caught the attention of Czech-born American tennis star [Martina Navratilova](#). Following a suggestion by Navratilova, Sharapova and her father moved (1994) to Florida, where she quickly earned a scholarship to a tennis academy. In 2001, at the age of 14, she turned pro. At the time, women's tennis was shifting to a power game, which suited Sharapova's dominating style of play and her size; she eventually reached a height of 6 feet 2 inches (1.88 metres). In 2003 she competed in every Grand Slam event, with her best finish coming at [Wimbledon](#), where she reached the fourth round. That year she won her first Women's Tennis Association (WTA) titles, at Tokyo and Quebec City. In 2004 she defeated [Serena Williams](#) in the final at Wimbledon to win her first Grand Slam. The following year Sharapova was ranked number one for the first time in her career, reaching the semifinals at the [Australian Open](#), Wimbledon, and the [U.S. Open](#). In 2006 she won the latter event, and in 2008 she claimed her third Grand Slam, at the Australian Open.

Later that year, however, Sharapova was diagnosed with a torn rotator cuff, an injury that eventually required surgery. She returned to the court in mid-2009, and over the next two seasons she claimed several WTA titles, though a Grand Slam championship eluded her; Sharapova's best result occurred in 2011, when she lost the Wimbledon finals. She returned to form in 2012, however, winning the [French Open](#) to become just the seventh female player in the Open era to complete a career Grand Slam. That year she also captured a silver medal at the [London Olympic Games](#). After a solid start in 2013—highlighted by an appearance in the French Open final, which she lost to Williams—a shoulder injury forced Sharapova to miss the last six months of the season. She returned to competitive play in 2014, and later that year she won the French Open, her fifth Grand Slam.

In March 2016 Sharapova revealed that she had taken meldonium (marketed as Mildronate)—a heart medication that had recently been added to the World Anti-Doping Agency's list of banned substances—during the Australian Open earlier in

the year. Three months later she was suspended from tennis for two years by the International Tennis Federation for her meldonium-induced failure of a drug test. (Her suspension was reduced to 15 months upon appeal.) Sharapova returned to the WTA tour in April 2017. However, she struggled to regain her form and continued to be plagued by injuries. In 2020 she announced her retirement. Her memoir, *Unstoppable: My Life So Far* (written with Rich Cohen), was published in 2017.

2. LeBron James



LeBron James, in full **LeBron Raymone James**, byname **King James**, (born December 30, 1984, [Akron, Ohio](#), U.S.), American professional [basketball](#) player who is widely considered one of the greatest all-around players of all time and who won [National Basketball Association](#) (NBA) championships with the [Miami Heat](#) (2012 and 2013), the [Cleveland Cavaliers](#) (2016), and the [Los Angeles Lakers](#) (2020).

A locally known basketball prodigy since elementary school, James was named Ohio’s Mr. Basketball (high-school player of the year) three times while leading Akron’s St. Vincent–St. Mary High School to three Ohio state championships in his four years on the team. He became a national media sensation in his junior year after appearing on the cover of *Sports Illustrated*, where he was billed by the magazine as “The Chosen One.” James was the [consensus](#) national high-school player of the year in his senior [season](#), and he was selected by the Cleveland Cavaliers with the first overall selection of the 2003 NBA draft. Additionally, he signed an unprecedented \$90 million endorsement contract with the [Nike](#) shoe company before he ever played a professional game.

Despite the pressures brought on by these singular circumstances, James led the [Cavaliers](#) in scoring, steals, and minutes played over the course of the 2003–04 season, winning the league’s Rookie of the Year award in the process. A 6-foot 8-inch (2.03-metre) “point forward” who was as adept at bringing the ball down the court as at playing near the basket, James presented a unique challenge for opposing teams; his unmatched athleticism and well-muscled body would not have been out of place in the [National Football League](#).

His game progressed over the following years. He was voted one of the starting forwards on the Eastern Conference All-Star team during his second season, and in

his third season he led the Cavaliers to their first playoff berth in nine years. These accomplishments were exceeded during the 2006–07 season, when James guided Cleveland to the franchise’s first berth in the NBA finals. After the Cavaliers upset the favoured [Detroit Pistons](#) in the Eastern Conference finals, the Cavaliers were swept by the [San Antonio Spurs](#) in the NBA finals, but James’s impressive postseason play led many observers to place him among the very best players in the league. He led the NBA in scoring during the 2007–08 season and earned first team All-NBA honours, but the Cavaliers lost to the eventual champion [Boston Celtics](#) in a dramatic seven-game series in the Eastern Conference semifinals. James piloted the Cavaliers to a team-record 66 wins during the 2008–09 season, which helped to earn him the league’s Most Valuable Player (MVP) award. The following season James averaged nearly 30 points per game as he was again named MVP.

At the end of the 2009–10 season, James became arguably the most sought-after free agent in NBA history when his contract with the Cavaliers expired, and he began a prolonged courtship process with a number of teams that had in some cases been planning for his free agency for over two years. In an unprecedented hour-long television special, criticized by many for its undue grandiosity, James announced that he was signing with the Heat. He helped Miami reach the NBA finals in his first year with the team, but the Heat lost the championship to the [Dallas Mavericks](#). In the 2011–12 season James averaged 27.1 points per game and won his third MVP award while helping Miami advance to its second consecutive NBA finals appearance. Backed by his stellar play—James was named the finals MVP—the Heat defeated the [Oklahoma City Thunder](#) to win the championship.

He had arguably his greatest individual season in 2012–13, as he averaged 26.8 points, 7.3 assists, and a career-high 8.0 rebounds per game while posting a .565 field-goal percentage, a remarkable rate of made shots for someone who so frequently played away from the basket. James also helped Miami win 27 consecutive games that season (the second longest such streak in NBA history), and he was rewarded with his fourth league MVP award. In the following postseason, the Heat defeated the [San Antonio Spurs](#) in a seven-game series to win the NBA championship, and James was again named the finals MVP. He continued his stellar play in the following season, even increasing his shooting percentage by .002, and he again led the Heat to an appearance in the NBA finals. However, Miami lost that rematch with the Spurs in a five-game series.

After that finals loss, James opted out of his contract with the Heat, leaving an aging Miami roster, and—after a week of frenzied speculation among fans and media—he decided to return to Cleveland. Although his 25.3 points per game was James’s lowest scoring average since his rookie season, he nevertheless guided a young and inexperienced Cavaliers roster to the second best record in the Eastern Conference in 2014–15. In the following postseason he led an injury-laden Cleveland team to just two playoff losses en route to a berth in the NBA finals. There James had one of the greatest individual performances in finals history, averaging 35.8 points, 13.3 rebounds, and 8.8 assists per game while leading the undermanned Cavaliers to the franchise’s first two finals victories before ultimately losing a six-game series to the [Golden State Warriors](#).

James had another strong regular season in 2015–16 but, once again, truly shined in the playoffs. He led the Cavaliers to a rematch against the Warriors, who had set a league record with 73 wins during the regular season, in the NBA finals. There the Cavaliers became the first team to come back from a 3–1 finals deficit to capture the first title in franchise history and end a 52-year title drought for Cleveland professional [sports](#) teams. James averaged 29.7 points, 11.3 rebounds, 8.9 assists, 2.6 steals, and 2.3 blocks per game in the finals—becoming the first person to lead all five statistical categories for players on both teams in the finals—and was unanimously named finals MVP.

In 2016–17 James had arguably his best regular season by setting career highs with averages of 8.7 assists and 8.6 rebounds per game while still scoring 26.4 points per game. He sustained his excellence in the Eastern Conference playoffs, scoring 32.5 points per game (which included his 5,988th career postseason point, breaking [Michael Jordan](#)'s all-time NBA playoff scoring record) while leading the Cavaliers to a third consecutive match-up against the Warriors in the NBA finals. There Cleveland could not overcome the team James referred to as a “juggernaut,” losing to the Warriors in five games despite James becoming the first player in NBA history to average a [triple-double](#) over the course of the finals (with 33.6 points, 12 rebounds, and 10 assists per game).

In 2017–18 he played a full 82-game regular season for the first time in his career and led the NBA in minutes played per game (36.9) while averaging 27.5 points, 8.6 rebounds, and a new career-high 9.1 assists per game. James again excelled in the following playoffs, scoring more than 40 points seven times in the team's 18 Eastern Conference postseason games (which included two seven-game series) to lead the Cavaliers to their fourth straight NBA finals series against the Warriors. He continued his strong individual play in the finals, but it was not enough to overcome Golden State's overwhelming talent advantage, and the Warriors swept the series.

In the following off-season, James, a free agent, joined the Los Angeles Lakers. He continued to play at a high level, averaging 27.4 points, 8.5 rebounds, and 8.3 assists per game, but he missed significant playing time because of an injury (a strained groin) for the first time in his career. The Lakers struggled in his absence and ultimately finished the 2018–19 season with a 37–45 record, ending James's personal playoff streak at 13 seasons. The following season was disrupted by the COVID-19 pandemic, which caused a four-month suspension. Play resumed in July 2020 with a shortened schedule, and the Lakers ultimately defeated the Miami Heat to claim the franchise's 17th NBA title. James's dominating performance—he averaged 29.8 points, 11.8 rebounds, and 8.5 assists per game—earned him his fourth finals MVP award.

In addition to his achievements in the NBA, James was a member of the U.S. men's Olympic basketball teams that won the bronze medal at the 2004 Games, the gold medal at the [2008 Games](#), and the gold at the [2012 Games](#). He also published a memoir, *Shooting Stars* (2009; cowritten with Buzz Bissinger), that chronicles his years as a high-school standout.

3. Neymar Jr



Neymar, in full **Neymar da Silva Santos, Jr.**, (born February 5, 1992, [Mogi das Cruzes](#), Brazil), Brazilian [football](#) (soccer) player who was one of the most [prolific](#) scorers in his [country's](#) storied football history.

Neymar began playing football as a boy in [São Vicente](#), under the guidance of his father, a former professional footballer who remained a close adviser and mentor throughout his son's career. Having played street and indoor five-a-side football, Neymar joined Portuguesa Santista's youth team in São Vicente, and in 2003 he and his family moved to [Santos](#). There Neymar, who was already an impressive player, joined the youth academy of Santos FC (the same club for which Brazilian football [legend Pelé](#) starred over the majority of his domestic career). At age 14 he had a successful trial with [Spain's Real Madrid](#), and Santos had to increase its spending to retain him.

Neymar—a slender-framed 5-foot 9-inch (1.75-metre) forward—was supremely confident on the field, with excellent body control, quick reflexes, and explosive speed. He made his first team debut with Santos in 2009. While playing with Santos, he averaged a goal every other match and helped the team win the Libertadores Cup (the most prestigious South American club competition) in 2011. Neymar's many individual honours with Santos included the South American Footballer of the Year title in 2011 and 2012.

In June 2013 Neymar signed a five-year contract with [FC Barcelona](#) after a trade with Santos in exchange for €57 million (about \$76 million), one of the most expensive soccer transfers in history. Two years later he helped Barcelona capture the “treble” of a La Liga championship, a Copa del Rey title, and the Union of European Football Associations (UEFA) Champions League title. While Neymar was instrumental in Barcelona's success from 2013 to 2017, totaling 105 goals in 186 games with the club across all competitions, he longed to get out of the shadow of teammate [Lionel Messi](#), one of the greatest players in football history. As a result, in [August](#) 2017 he engineered a departure to the French club Paris Saint-Germain (PSG) for a then record €222 million (\$263 million) transfer fee. In addition to being the new face of PSG, Neymar also became the highest-paid player in the world, with a €45 million (\$53 million) annual salary. He appeared in just 30

matches during his first season with PSG, scoring 28 goals for the club before breaking a bone in his right foot.

Internationally, Neymar was considered for the Brazilian side that participated in the 2010 [World Cup](#) in [South Africa](#), but he was ultimately not included on the squad. Instead, he made his debut for the national team in August 2010, in a friendly match against the U.S., where he scored his first international goal in [Brazil's 2–0](#) win. He scored four goals for Brazil at the 2013 Confederations Cup, including one in the team's 3–0 victory over Spain in the final, and won the Golden Ball as the tournament's most valuable player as well as the Bronze Boot as its third highest scorer. Neymar starred for Brazil when his home country hosted the 2014 World Cup, scoring four goals in five games before he was knocked out of the competition with a fractured vertebra in the quarterfinals. Without the team's most important player, Brazil lost by a shocking 7–1 margin to eventual-champion Germany in the semifinals. Despite his early exit from the tournament, Neymar won the Bronze Boot. At the [Rio de Janeiro 2016 Olympic Games](#), he led the Brazilian men's side to its first Olympic gold medal, scoring the winning penalty in extra time of the final match against Germany. He scored two goals at the 2018 World Cup but was as well-known for his many theatrical embellishments of fouls during that tournament (Neymar was the most-fouled player in the event) as for his on-field play. Brazil's World Cup appearance ended with a quarterfinal loss to Belgium.

Off field, Neymar experienced legal troubles. In 2012 a Brazilian court ordered him and his father to pay substantial back taxes from 2007 to 2008. An appeal was denied in 2016, and that year a Brazilian court additionally found Neymar guilty of having falsified documents in order to avoid paying taxes on income received in 2011–13. The player and his father were also called into Spanish court after an investment fund that had sponsored him [alleged](#) that it had been defrauded during his 2013 transfer to Barcelona.

4. Roger Federer



- [Who Is Roger Federer?](#)

Roger Federer was among his country's top junior tennis players by age 11. He turned pro in 1998, and with his victory at Wimbledon in 2003 he became the first Swiss man to win a Grand Slam singles title. Federer has won a record-setting 20 Grand Slam singles championships. In July 2017, the tennis star won a record-breaking eighth Wimbledon title, at the age of 35.

- [Early Life](#)

Tennis star Roger Federer was born on August 8, 1981, in Basel, Switzerland, to Swiss father Robert Federer and South African mother Lynette Du Rand. Federer's parents met while on a business trip for a pharmaceutical company, where they both worked.

Federer took an interest in sports at an early age, playing tennis and soccer at the age of eight. By age 11, he was among the Top 3 junior tennis players in Switzerland. At age 12, he decided to quit other sports and focus all his efforts on tennis, which he felt he excelled at more naturally. By 14, he was fully immersed in the game, playing two or three tournaments per month and practicing six hours a week, along with up to three hours of conditioning. To perfect his technique, he often imitated his idols, Boris Becker and Stefan Edberg.

At age 14, Federer became the national junior champion in Switzerland and was chosen to train at the Swiss National Tennis Center in Ecublens. He joined the International Tennis Federation junior tennis circuit in July 1996 and had his first sponsorship by age 16. In 1998, shortly before he turned pro, Federer won the junior Wimbledon title and the Orange Bowl. He was recognized as the ITF World Junior Tennis champion of the year.

- [Tennis Career: Grand Slams, French Open, Wimbledon Wins & More](#)

Federer won the Wimbledon boys' singles and doubles titles in 1998, and turned professional later that year. At Wimbledon in 2001, he caused a sensation by knocking out reigning singles champion Pete Sampras in the fourth round. In 2003, following a successful season on grass, Federer became the first Swiss man to win a Grand Slam title when he emerged victorious at Wimbledon.

At the beginning of 2004, Federer had a world ranking of No. 2, and that same year, he won the Australian Open, the U.S. Open, the ATP Masters and retained the Wimbledon singles title. He was ranked No. 1 at the start of 2005, and his successes that year included the Wimbledon singles title (for a third successive year) and the U.S. Open.

Federer held on to his No. 1 ranking from 2004 into 2008. In 2006 and '07, he won the singles championships at the Australian Open, Wimbledon and the U.S. Open. A paragon of graceful athleticism, Federer was named the Laureus World Sportsman of the Year from 2005-08.

In 2008, Federer beat Scottish player [Andy Murray](#) at the U.S. Open — his fifth U.S. Open win. However, that year proved to be a difficult time in Federer's career: He lost to rival [Rafael Nadal](#) at both the French Open and Wimbledon, and lost to another young star, [Novak Djokovic](#), at the 2008 Australian Open. His ranking also slid to No. 2 for the first time in four years.

The 2009 season was a memorable one for the Swiss star. He beat Robin Soderling to win the French Open and complete the career Grand Slam, and defeated Andy Roddick in an epic Wimbledon final to surpass Sampras for a record 15th Grand Slam singles title. Federer also reached the finals of the two other major tournaments, falling in five sets to Nadal at the Australian Open and to Juan Martin del Potro at the U.S. Open. His brilliant all-around play enabled him to regain the world's No. 1 ranking.

Federer's career escalated once again in 2012, when he defeated Andy Murray for a record-tying seventh Wimbledon singles title. The victory helped the 30-year-old tennis star return to the No. 1 spot, and by the end of the year he had established a record with a total of 302 weeks atop the world rankings.

In 2013 Federer made a surprise departure from Wimbledon. He was knocked out of the singles competition in the second round by Sergiy Stakhovsky, who was ranked 116th at the time. At the U.S. Open, Federer again struggled on the court. He was beaten by Spain's Tommy Robredo in the fourth round, losing in three straight sets. According to the U.S. Open website, Federer admitted that he "struggled throughout, which is not very satisfying." His confidence seemingly shaken by the loss, he lamented how he "missed so many opportunities" and that his "rhythm was off" during the match.

Federer battled Djokovic in the 2014 men's singles final at Wimbledon, but was denied a record eighth championship on the famed grass courts in a five-set loss. He then lost in the semifinals of the U.S. Open to hard-hitting Croatian Marin Cilic, who went on to win the tournament.

Federer's 2015 season began on a disappointing note with a loss to Italy's Andreas Seppi in the third round of the Australian Open. He proved he could still compete with the sport's elite players by defeating Djokovic to win the Dubai Championships in February, but his quest for a second French Open crown was thwarted with a quarterfinal loss to countryman Stan Wawrinka.

Federer charged through the draw at Wimbledon a month later, but he was defeated in the final by Djokovic, delaying his quest for a record eighth title for at least another year. His fate was the same at the U.S. Open: Despite an impressive showing that suggested career Grand Slam title No. 18 was on the way, Federer simply could not get past the top-ranked Djokovic in a hard-fought final.

In July 2016, Federer didn't make it to the Wimbledon finals, either. He was defeated in five sets by Milos Raonic in a historic victory for Raonic, who became the first Canadian man to reach a grand slam final. Earlier that year Federer lost the Australian Open to Novak Djokovic, and after their match Federer was sidelined with a knee injury. Later in the season, Federer suffered back problems, and he was forced to withdraw from the French Open to avoid further injury.

After six months spent recuperating from his injuries, Federer made a triumphant comeback, defeating Rafael Nadal at the Australian Open to win his 18th Grand Slam title. After his win, Federer graciously paid tribute to his opponent Nadal. "I'd like to congratulate Rafa on an amazing comeback, too," he said. "I don't think either one of us thought we would be in the final at the Australian Open this year. I am happy for you. I would've been happy to lose to you tonight, too, really."

In July 2017, Federer set a new record, winning his eighth Wimbledon title in a 6-3 6-1 6-4 defeat of Marin Cilic. Thirty-five-year-old Federer also became the oldest men's champion of the tournament in the Open era. "I wasn't sure if I was ever going to be here again in another final after last year," he said. "I've had some tough ones here, losing to Novak in 2014 and 2015. But I always believed that maybe I could come back and do it again. And if you believe, you can go really far in your life."

At the Australian Open in January 2018, Federer again defeated Cilic, this time in five sets, to claim a record-tying six Aussie titles and extend overall trophy haul to an astounding 20 Grand Slam singles championships. After sitting out the clay court season for the second consecutive year, he returned to the grass courts of Wimbledon, where he again added to a personal record by reaching the tournament's quarterfinals for the 16th time in his career, before bowing out with a five-set loss to South Africa's Kevin Anderson.

After his first-round victory at the U.S. Open, the tennis icon drew attention for his comment that it was "almost time to retire," before clarifying that he was only joking. Indeed, Federer proved he had plenty left in the tank with his return to the French Open in 2019, where he made an impressive run to the semifinals. He then nearly claimed an unprecedented ninth Wimbledon title that summer, pushing Djokovic to the limit in the final before falling in the fifth-set tiebreaker.

- [Philanthropy](#)

In 2003, Federer established the Roger Federer Foundation, which helps provide grants to poor countries that have child mortality rates of more than 15 percent, for education- and sports-related projects, among others.

- [Wife and Children](#)

In 2009, Federer married Mirka Vavrinec, a former professional tennis player. That July, the couple became the parents of identical twin girls, Myla and Charlene. On May 6, 2014, the couple welcomed their second set of twins, boys Leo and Lenny. Federer lives with his family in Bottmingen, Switzerland.

Appendix 0 4. Biographical Recount of Famous Artists

Jean-Michel Basquiat: The Dazzling Epic of the Precursor of Street Art



Basquiat by Julien Voloj and Søren Mosdal

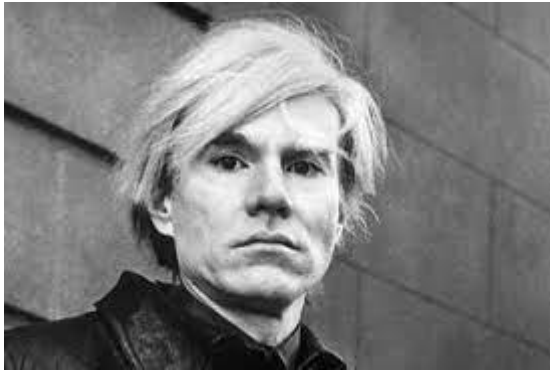
Jean-Michel Basquiat (1960-1988), whose works can be found on Artsper, was undoubtedly one of the artists who made the biggest impressions on the New York underground art scene in the 1980s.

Born in Brooklyn, this African-American with a rebellious temperament left school when he was a teenager to devote himself to his passion: art. His personal graffiti were quickly noticed for their tribal signs and naïve characters. Criticizing consumerism and the exclusion of ethnic communities, Basquiat has his first exhibition at the age of 21. This remarkable arrival brought him to the forefront of the art scene.

These profoundly violent, tortured works relate to art brut and include numerous evocations of death. This work continued to torment him until his death, caused by an overdose when he was only 28 years old.

Short but prolific, the career of the child prodigy of urban art has recently been related in a graphic novel written by Julien Voloj and illustrated by Søren Mosdal. While based on real events, the book tries to reveal the artist's demons, which inspired him but precipitated in his demise.

Andy Warhol: Icon of Pop Art



Warhol La Biographie by Victor Bockris

Close to Jean-Michel Basquiat, Andy Warhol (1928-1987) collaborated with him on over 200 works. They shared the same favourite theme: consumer society. If Basquiat is the emblem of Street Art, Andy Warhol (available on Artsper) is unquestionably the emblem of Pop Art.

Beginning his career in advertising, he became world famous in the 1960s thanks to his screen prints of mass products, then eventually became one of the most iconic artists of all time. Duplicating his works in a multitude of flashy colours, he brought art into the category of consumer goods. In order to produce in industrial quantities, he created his Factory in 1964, a giant studio central to New York artistic life. His works are now among the most sought-after within the contemporary art market.

His biography was written by Victor Bockris, who was close to the artist, is the result of a meticulous investigation of his entourage. It reveals the career of this leader of pop culture, from his precarious childhood in a family of Slovakian emigrants to his breakthrough into the world of show business.



Raphaël: Genius of the Renaissance



Raphaël par le détail by Stefano Zuffi

Like Jean-Michel Basquiat, Raphael (1483-1520) is regarded as a precocious artist prodigy, whose early death only helped to create a myth.

At a young age, he acquired important notoriety in Northern Italy thanks to his realistic style, characterized by his great gentleness and harmony of shapes and colors. His achievement was completed in 1508, when Pope Julius II asked him to create monumental frescoes to decorate his apartments in the Vatican.

2020 being the anniversary of his death, Raphael is honoured by two major retrospectives. The first, in France, at the Musée de Condé du Domaine de Chantilly and extended until August 30th, displays a large number of his drawings. The second, in Rome, at the Scuderie del Quirinale and open until August 31st, allowing visitors to see his greatest pictorial masterpieces.

On this occasion, art historian Stefano Zuffi published a biography that allows visitors to (re)discover the life of the “prince of painters”, according to Giorgio Vasari. A fascinating biography with the details of his works as guiding thread.

Artemisia Gentileschi: Revenge of the Humiliated Student



Artemisia by Alexandra Lapierre

Although attached to the Caravaggesque school, Artemisia Gentileschi (1593-1653) clearly distinguished herself from the other disciples of the Italian master, as much by her talent as by her success. In fact, few women painters could have a career in the 17th century since they were not allowed access to artistic education... Nevertheless, Artemisia Gentileschi managed to be recognized of her time thanks to the singularity of her painting.

The violence of her scenes, depicting courageous, active women, taking their destiny into their own hands, often earned her the label of feminist artist before her time! Unfortunately, her painting is often interpreted in the light of her personal life. Raped at the age of 19 by her drawing teacher and humiliated by the trial that followed, many art historians justify her choice to paint women in the midst of revenge by her trauma. However, her talent cannot be reduced to the simple representation of strong female subjects. Rather, her subtle and powerful mastery of chiaroscuro must be noted.

Awaiting the retrospective at the National Gallery in London this autumn, the exciting life of one of the first renowned women painters is to be discovered in Alexandra Lapierre's book. Lapierre's book received the Prize for Best Historical Novel when it was published in 2012.

Niki de Saint Phalle: The Mentor of Feminist Artists



Niki de Saint Phalle: Le Jardin des Secrets by Dominique Osuch and Sandrine Martin

Also assaulted in her childhood, Niki de Saint Phalle (1930-2002), whose drawings are for sale on Artsper, choose art as an outlet.

Her decisive encounter with the Swiss artist Jean Tinguely enabled her to join the group of the Nouveaux Réalistes in the early 1960s. She began her series of "Shooting" which scandalized the public as much as it brought the artist international recognition. Her performance paintings are made by shooting with a rifle at pockets filled with paint. They were a means of "shooting at society and its injustices", especially those suffered by women. She kept on with her commitment through the production of her Nanas since 1965, female figures liberated from the patriarchal and misogynistic world. Behind the appearance of joyful and naive creations, Niki will not end to be committed to the defence of the feminine cause.

This world of fantasy and colour is transcribed in the first graphic biography devoted to her. Plunging us into her artistic universe, the book retraces her journey with great sensitivity.

Tina Modotti: Disowned Activist Photographer



Moi, Tina Modotti, heureuse parce que libre by Gérard de Cortanze

Tina Modotti (1896-1942) died in Mexico and was politically committed like Frida Kahlo. Unlike her compatriot, Modotti was long forgotten by art history. She was known as a great photographer during her lifetime; nothing predestined this young girl who was forced to work in a factory at the age of 12.

After emigrating to the United States, she was spotted for her beauty and became a model, before starting an acting career in Hollywood. She met there the photographer Edward Weston, who made her his muse and taught her the technique of photography. It was during their trips to Mexico that she met artists link to the Communist Party. She decided to use her art to support political and social causes and became a photojournalist for the Mexican communist newspaper, *El Machete*. After leaving photography behind, she fully devoted herself to the fight against fascism. In 1936, she joined the International Red Cross and took part in the defense of Madrid against the Francoists. After fleeing Spain for America, she helped Spanish refugees and died there at the age of 45.

Gérard de Cortanze dedicated his last novel to the life of Tina Modotti. He had made a series of biographies about women within the 20th century artistic world, including Frida Kahlo and Violette Morris, in a style that is as romantic as ever, making the story more exciting.

Camille Claudel: Madness Before Oblivion




Une femme by Anne Delbée

If Camille Claudel (1864-1943) is one of the most famous French female artists and sculptors in the world, the whole first half of the 20th century passed her by in silence. Like Tina Modotti, she was subject to a late rediscovery.

Claudé was an apprentice of Rodin in the 1880s before having an affair with him. She hardly managed to emerge from the shadow of her mentor despite her undeniable talent. They separated after ten years of a passionate and destructive relationship. Camille Claudel was convinced that her lack of recognition was caused by Rodin and later developed paranoia disorders; leading to her admission into a psychiatric hospital in 1913. Her family's opposition to her requests for release explains that she ended her days in total indifference, confined in an asylum until she died in 1943.

This novel about a tragically cursed artist was written by Anne Delbée, who received the 1983 Readers' Choice Award of the revue *Elle* for her book.



Christo and Jeanne-Claude: The Duo You Cannot Ignore in Contemporary Art



Christo et Jeanne-Claude by Jacob Baal-Teshuva

This article has surely made you aware of the difficulties for women artists to obtain recognition from their peers... A fact that has motivated many authors to take an interest in these complex, exciting journeys! Some artists have overcome their obstacles by working in tandem, blossoming both personally and artistically. One of the most famous couples in art is none other than Christo and Jeanne-Claude!

Christo (1935-2020) and Jeanne-Claude (1935-2009) have always worked together, each finding in the other a respective source of inspiration. Attached to the Land Art movement, they are famous for their monumental and ephemeral productions, especially their “wrappings”. They never stopped traveling the world to reveal its beauty.

With Christo’s death on 31 May 2020, the retrospective of the couple’s creations in Paris at the Centre Pompidou (ends October 19th, 2020) has become a tribute. The wrapping of the Arc de Triomphe in September 2021 will be their final salute. Jacob Baal-Teshuva’s book browses their entire work: the passionate adventure of two lives.

Here is a non-exhaustive list of a few artist’s biographies. Learn more about the captivating personalities who were often subjected to the margins of society. While being stunning and entertaining, these artist stories act as a gateway to understanding their artworks by revealing the behind-the-scenes representations of simple appearances.

Appendix 0 5. Biographical Recount of Famous Scientists

1. Short Biography of Sir Issac Newton



The early life of Newton

Isaac Newton was born at Woolsthorpe near Grantham in Lincolnshire, England on 4 January 1643. His father died before he was born and in 1645 his mother married a clergyman from North Welham in Leicestershire. She went to live with him while Isaac Newton lived with his grandmother. When her second husband died in 1656 Isaac's mother returned to Woolsthorpe and Isaac Newton went to live with her again.

From the age of 12 to 14 Isaac Newton went to Grantham Grammar School. During this time he lodged with an apothecary and his family. Then in 1659 Isaac had to leave to help his mother on the family farm. Isaac Newton was not in the slightest bit interested in running a farm and in 1660 he went to the grammar school again. In 1661 he went to Trinity College Cambridge. Isaac Newton obtained a BA in 1665. In 1666 Isaac Newton was forced to flee Cambridge because of an outbreak of the plague and he returned temporarily to Woolsthorpe. He returned to university in 1667.

In 1667 Isaac Newton was elected a fellow of Trinity College. The same year he was elected a member of the Royal Society. In February 1672 a paper he wrote about light and colours was read to the society. In 1669 Isaac Newton became Lucasian professor of mathematics. In the meantime, in 1668, he invented a reflecting telescope.

In 1689-1690 Isaac Newton was MP for Cambridge University (in those days Cambridge University had its own MPs). He became an MP again in 1701-1702 but he did not take an active part in politics.

Principia Mathematica

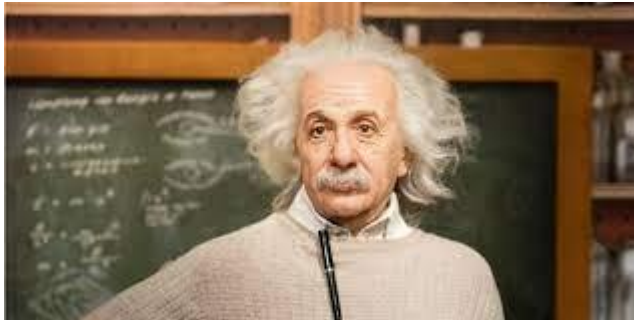
Isaac Newton published his masterpiece *Philosophiae Naturalis Principia Mathematica* in 1687. It set out his theory of gravity and his laws of motion.

In 1695 Isaac Newton was made Ward of the mint and in 1699 Master of the mint. He resigned his fellowship and professorship at Cambridge in 1701.

In 1703 Isaac Newton became president of the Royal Society. He was knighted in 1705. Meanwhile in 1704 Isaac Newton published another great work about light.

Isaac Newton died at the age of 84 on 20 March 1727.

2. Short Biography of Albert Einstein



Born in Germany 1879, Albert Einstein is one of the most celebrated scientists of the Twentieth Century. His theories on relativity laid the framework for a new branch of physics, and Einstein's $E = mc^2$ on mass-energy equivalence is one of the most famous formulas in the world. In 1921, he was awarded the Nobel Prize in Physics for his contributions to theoretical physics and the evolution of Quantum Theory.

Einstein is also well known as an original free-thinker, speaking on a range of humanitarian and global issues. After contributing to the theoretical development of nuclear physics and encouraging F.D. Roosevelt to start the Manhattan Project, he later spoke out against the use of nuclear weapons.

Born in Germany to Jewish parents, Einstein settled in Switzerland and then, after Hitler's rise to power, the United States. Einstein was a truly global man and one of the undisputed genius' of the Twentieth Century.

Early life Albert Einstein

Einstein was born 14 March 1879, in Ulm the German Empire. His parents were working-class (salesman/engineer) and non-observant Jews. Aged 15, the family moved to Milan, Italy where his father hoped Albert would become a mechanical engineer. However, despite Einstein's intellect and thirst for knowledge, his early academic reports suggested anything but a glittering career in academia. His teachers found him dim and slow to learn. Part of the problem was that Albert expressed no interest in learning languages and the learning by rote that was popular at the time.

“School failed me, and I failed the school. It bored me. The teachers behaved like Feldwebel (sergeants). I wanted to learn what I wanted to know, but they wanted me to learn for the exam.” *Einstein and the Poet* (1983)

At the age of 12, Einstein picked up a book on geometry and read it cover to cover. – He would later refer to it as his ‘holy booklet’. He became fascinated by maths and taught himself – becoming acquainted with the great scientific discoveries of the age.

Despite Albert’s independent learning, he languished at school. Eventually, he was asked to leave by the authorities because his indifference was setting a bad example to other students.

He applied for admission to the Federal Institute of Technology in Zurich. His first attempt was a failure because he failed exams in botany, zoology and languages. However, he passed the next year and in 1900 became a Swiss citizen.

At college, he met a fellow student Mileva Maric, and after a long friendship, they married in 1903; they had two sons before divorcing several years later.

In 1896 Einstein renounced his German citizenship to avoid military conscription. For five years he was stateless, before successfully applying for Swiss citizenship in 1901. After graduating from Zurich college, he attempted to gain a teaching post but none was forthcoming; instead he gained a job in the Swiss Patent Office.

While working at the Patent Office, Einstein continued his own scientific discoveries and began radical experiments to consider the nature of light and space.

Einstein in 1921

He published his first scientific paper in 1905, and by 1905 had completed his PhD entitled “*A New Determination of Molecular Dimensions*”. In addition to working on his PhD, Einstein also worked feverishly on other papers. In 1905, he published four pivotal scientific works, which would revolutionise modern physics. 1905 would later be referred to as his ‘*annus mirabilis*’

Einstein’s work started to gain recognition, and he was given a post at the University of Zurich (1909) and, in 1911, was offered the post of full-professor at the Charles-Ferdinand University in Prague (which was then part of Austria-Hungary Empire). He took Austrian-Hungary citizenship to accept the job. In 1914, he returned to Germany and was appointed director of the Kaiser Wilhelm Institute for Physics. (1914–1932)

Albert Einstein's Scientific Contributions

Quantum Theory

Einstein suggested that light doesn't just travel as waves but as electric currents. This photoelectric effect could force metals to release a tiny stream of particles known as 'quanta'. From this Quantum Theory, other inventors were able to develop devices such as television and movies. He was awarded the Nobel Prize in Physics in 1921.

Special Theory of Relativity

This theory was written in a simple style with no footnotes or academic references. The core of his theory of relativity is that:

"Movement can only be detected and measured as relative movement; the change of position of one body in respect to another."

Thus there is no fixed absolute standard of comparison for judging the motion of the earth or planets. It was revolutionary because previously people had thought time and distance are absolutes. But, Einstein proved this not to be true.

He also said that if electrons travelled at close to the speed of light, their weight would increase.

This led to Einstein's famous equation:

$$E = mc^2$$

Where E = energy m = mass and c = speed of light.

General Theory of Relativity 1916

Working from a basis of special relativity. Einstein sought to express all physical laws using equations based on mathematical equations.

He devoted the last period of his life trying to formulate a final unified field theory which included a rational explanation for electromagnetism. However, he was to be frustrated in searching for this final breakthrough theory.

Solar eclipse of 1919

In 1911, Einstein predicted the sun's gravity would bend the light of another star. He based this on his new general theory of relativity. On 29 May 1919, during a solar eclipse, British astronomer and physicist Sir Arthur Eddington was able to confirm Einstein's prediction. The news was published in newspapers around the world, and it made Einstein internationally known as a leading physicist. It

was also symbolic of international co-operation between British and German scientists after the horrors of the First World War.

In the 1920s, Einstein travelled around the world – including the UK, US, Japan, Palestine and other countries. Einstein gave lectures to packed audiences and became an internationally recognised figure for his work on physics, but also his wider observations on world affairs.

Bohr-Einstein debates

During the 1920s, other scientists started developing the work of Einstein and coming to different conclusions on Quantum Physics. In 1925 and 1926, Einstein took part in debates with Max Born about the nature of relativity and quantum physics. Although the two disagreed on physics, they shared a mutual admiration.

Exile

As a German Jew, Einstein was threatened by the rise of the Nazi party. In 1933, when the Nazi's seized power, they confiscated Einstein's property, and later started burning his books. Einstein, then in England, took an offer to go to Princeton University in the US. He later wrote that he never had strong opinions about race and nationality but saw himself as a citizen of the world.

"I do not believe in race as such. Race is a fraud. All modern people are the conglomeration of so many ethnic mixtures that no pure race remains."

Once in the US, Einstein dedicated himself to a strict discipline of academic study. He would spend no time on maintaining his dress and image. He considered these things 'inessential' and meant less time for his research. Einstein was notoriously absent-minded. In his youth, he once left his suitcase at a friend's house. His friend's parents told Einstein's parents: *"That young man will never amount to anything, because he can't remember anything."*

Although a bit of a loner, and happy in his own company, he had a good sense of humour. On January 3, 1943 Einstein received a letter from a girl who was having difficulties with mathematics in her studies. Einstein consoled her when he wrote in reply to her letter

"Do not worry about your difficulties in mathematics. I can assure you that mine are still greater."

Einstein professed belief in a God "Who reveals himself in the harmony of all being". But, he followed no established religion. His view of God sought to establish a harmony between science and religion.

"Science without religion is lame, religion without science is blind."

– Einstein, *Science and Religion* (1941)

Politics of Einstein

Einstein described himself as a Zionist Socialist. He did support the state of Israel, but became concerned about the narrow nationalism of the new state. In 1952, he was offered the position as President of Israel, but he declined saying he had:

“neither the natural ability nor the experience to deal with human beings.” ...
 “I am deeply moved by the offer from our State of Israel, and at once saddened and ashamed that I cannot accept it.”

Einstein receiving US citizenship.

Albert Einstein was involved in many civil rights movements such as the American campaign to end lynching. He joined the National Association for the Advancement of Colored People (NAACP) and considered racism, America’s worst disease. But he also spoke highly of the meritocracy in American society and the value of being able to speak freely.

On the outbreak of war in 1939, Einstein wrote to [President Roosevelt](#) about the prospect of Germany developing an atomic bomb. He warned Roosevelt that the Germans were working on a bomb with a devastating potential. Roosevelt headed his advice and started the Manhattan project to develop the US atom bomb. But, after the war ended, Einstein reverted to his pacifist views. Einstein said after the war.

“Had I known that the Germans would not succeed in producing an atomic bomb, I would not have lifted a finger.” (Newsweek, 10 March 1947)

In the post-war McCarthyite era, Einstein was scrutinised closely for potential Communist links. He wrote an article in favour of socialism, “Why Socialism” (1949) He criticised Capitalism and suggested a democratic socialist alternative. He was also a strong critic of the arms race. Einstein remarked:

“I do not know how the third World War will be fought, but I can tell you what they will use in the Fourth—rocks!”

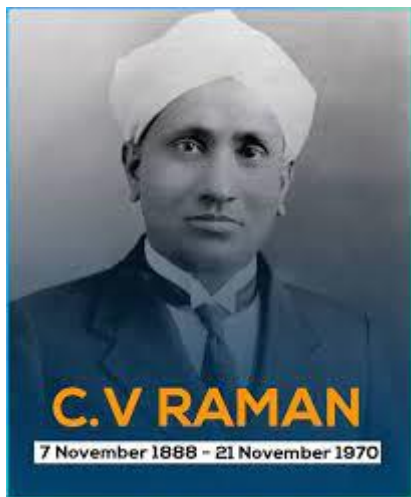
Rabindranath Tagore and Einstein

Einstein was feted as a scientist, but he was a polymath with interests in many fields. In particular, he loved music. He wrote that if he had not been a scientist, he would have been a musician. Einstein played the violin to a high standard.

“I often think in music. I live my daydreams in music. I see my life in terms of music... I get most joy in life out of music.”

Einstein died in 1955, at his request his brain and vital organs were removed for scientific study.

3. Short Biography of CV Raman



Dr. Chandra Shekhar Venkata Raman, popularly known as C.V. Raman, is one of the most distinguished scientists of the 20th century. It was he who during a long sea voyage to Europe in 1921 as the representative of the Kolkata University at a science meet, wondered why the water in Maditerranean Sea was such a dark shade of blue.

And the time came when he gave the answers to this apparently simple question and won the world's most prestigious award-the Noble Prize in 1930.

Dr. C.V. Raman was born on November 7, 1888 in an orthodox South Indian Brahmin family in tirchurappalli, Tamilnadu. His father's name was Chandra Shekhar Aiyer who had special interest in science and mathematics. His mother Parvati was a pious lady. Raman was a very brilliant student since his early childhood.

He passed his matriculation at the age of 11 and at 15 graduated from the Presidency College, Chennai. He was the only student to get a first class. He completed his Master's degree in Physics from the same college and broke all previous records.

After this Raman took up a job in Calcutta (now Kolkata) as an assistant accountant general. While there, he was able to sustain his interest in science by working in his spare time, in the laboratories of the Indian Association for the Cultivation of Science.

After ten years of Government services, Raman resigned to work as a professor of physics at the Kolkata University. He stayed there for fifteen years. It was the

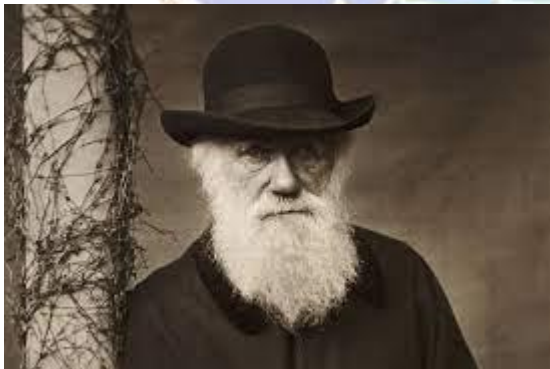
period when he received world wide recognition for his work in optics and scattering of light his pioneering research on the molecular scattering of light, the phenomenon that causes changes in the nature of light when it passes through a transparent medium-solid, liquid or gaseous-culminated in his getting the Noble Prize for Physics in 1930.

He carried out different types of experiments and researches on the sun rays passing through water, transparent ice blocks and other media. For these experiments, Raman used a mercury arc and a spectrograph. Raman obtained some new lines in the spectrum on passing the sun rays through different substances. These lines were called 'Raman Lines' and the discovery of 'Raman Effect'.

Raman was awarded the degree of 'Doctor of Science' in 1921 by the Kolkata University and in 1929; the British Government in India conferred on him the title of 'Sir'. He was also awarded Lenin Peace Prize in 1958. The government of India also honoured him with the highest honour of the country, 'Bharat Ratna' (Jewel of India) in 1954.

In 1943, Raman set up the Raman Research Institute in Bangalore. There he served as its director and remained active until his death on November 21, 1970, at the age of eighty two. He was proud to be an Indian. Till the day he died, he did not give up his traditional Indian turban in favour of a European hat.

4. Short Biography of Charles Darwin



Charles Darwin was born on 12 February 1809 at the Mount House, Shrewsbury. His father was a doctor. His mother died when he was 8 years old. Charles had one brother and four sisters.

Up to the age of 8 Charles was taught by an older sister. He then began school. From his earliest years Charles Darwin was interested in natural history. However he was a poor scholar.

He went to Edinburgh University to study medicine but he left after 2 years. His father decided he should be a clergyman so Charles Darwin then went to Cambridge University.

Charles Darwin left Cambridge University in 1831. The same year he signed up to sail, without pay, as a naturalist on a ship called the Beagle. Its captain was Robert Fitzroy and it sailed on 27 December 1831.

In February 1832 the Beagle reached Brazil. They stayed in Brazil until July 1832 then sailed to Montevideo. Darwin spent three years in different parts of South America collecting specimens. Then in September 1835 the Beagle sailed to the Galapagos Islands.

Charles Darwin was surprised to learn the local people could tell by looking at a tortoise which island it came from. Darwin also studied finches. Each island had a different species of finch. Later Darwin came to the conclusion that all were descended from a single species of finch. On each island the finches had diverged and become slightly different.

In December 1835 Charles Darwin visited New Zealand and Tahiti. In January 1836 he reached Australia. The beagle then sailed to Mauritius and South Africa before sailing north into the Atlantic. Finally the Beagle arrived at Falmouth on 2 October 1836 and two days later Darwin arrived in Shrewsbury.

Charles Darwin then wrote several books about his voyage. The first was *Journal of Researches*, which was an account of his voyage. He also wrote *coral reefs*, which was published in 1842, *Volcanic Islands* (1844), and *Geographical Observations on South America* (1846). Darwin gained a reputation as a brilliant geologist.

Meanwhile Charles Darwin was influenced by a geologist called Charles Lyell. In 1830 he published a book called *Principles of Geology*. In it Lyell proposed a theory called uniformitarianism. He believed that rocks and the landscape were formed over vast periods of time by very slow processes. However Lyell did not believe that one species of animal could change into another.

Charles Darwin disagreed. By 1836 he believed that species of animals could change. In July 1837 Darwin began to write notes about his theory. He called his notes *The Transmutation of Species*.

In October 1838 Darwin thought of a way in which one species could change into another. He noticed that individual members of a species vary. Furthermore all animals are competing with each other to survive. If the environment changed in some way, say if a new, faster predator appeared then any herbivores that could run slightly faster than other members of its species would be more likely to survive and reproduce. Any herbivores that ran slightly slower than most

would be more likely to be eaten. Slowly a new, faster herbivore would evolve. This was later called the survival of the fittest.

Meanwhile on 11 November 1838 Charles Darwin proposed to his cousin Emma Wedgwood. They married on 29 January 1839. As well as getting married Darwin was becoming more and more famous as a scientist. On 24 January 1839 he was elected a fellow of the Royal Society.

Darwin's first son was born on 27 December 1839. Altogether he had 10 children.

For years Charles Darwin studied nature looking for evidence to support his theory. For much of that time he suffered from ill health.

Then in 1858 Charles Darwin received a letter from Alfred Russel Wallace. It turned out that Wallace had independently devised a theory of evolution by natural selection.

Therefore Wallace's work and Darwin's theory were both presented to a scientific society called the Linnaean Society on 1 July 1858. The two men's work was also published in the society's journal.

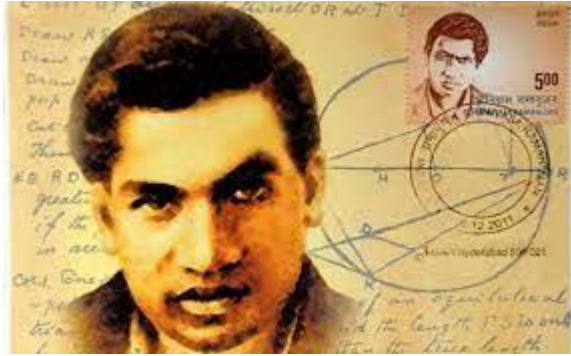
Darwin was now galvanized into publishing his theory. So his monumental work *The Origin of Species* was published on 24 November 1859. It proved to be a bestseller. However Darwin's book also caused some controversy.

In 1860 T. H. Huxley (a supporter of Darwin) had a public debate with Darwin's opponent Bishop Wilberforce (known as 'Soapy Sam'). The bishop was defeated and gradually the theory of evolution was accepted by most people.

Charles Darwin published 10 more books after 1859. Six were about botany, one was about earthworms. Only three were about evolution. One of these was *The variation of Animals and Plants under Domestication* (1868). He also published *The Descent of Man* in 1871. In it he explained his ideas about the evolution of man. In 1872 Darwin published *The Expression of the Emotions in Man and Animals*.

Darwin's last book was on earthworms and it was published in October 1881 shortly before he died. Charles Darwin died of a heart attack on 19 April 1882. He was 73.

5. Short Biography of Srinivasa Ramanujan



Srinivasa Ramanujan, in his short life-span, proved to be a mathematical genius comparable to the likes of Karl Jacobi and Leonhard Euler. Despite lack of formal higher education and battling against heavy odds of poverty and ill health, his mathematical genius flowed. His contribution in the fields of elliptic functions, infinite series and the analytical theory of numbers is immeasurable. Even after his death at the young age of 32, his notes continued to be a subject of research and a source of further mathematical theorems, formulae and solutions. Born in India, which was then under British rule, he received encouragement and recognition not only from discerning Indians but also from his contemporary British mathematicians. Against the dictum of his religion he traveled to Britain where he collaborated with Prof Hardy at the Trinity College. Between 1914-1918, which coincided with World War I, Ramanujan stayed and worked at the Trinity College. Though his health was deteriorating, his mental faculties and mathematical genius flourished. It took an impressive list of eminent mathematicians to propose his name for election as a Fellow at The Royal Society of London. This unique honor was conferred on him on May 2, 1918.

Srinivasa Aiyangar Ramanujan was born on December 22, 1887 in a Brahmin family in Southern India. His father was an accountant for the local traders, and was by no means well off. At the age of five, Ramanujan started attending primary school at Kumbakonam, his father's place of work. Even during his school days his grasp of mathematical concepts was exceptional. He mystified his teachers and classmates with rapid calculations of long mathematical problems. At home too, his mind appeared to be busy thinking about and mentally playing around with numbers. The society in which he lived was appreciative of learning in general and mathematical aptitude in particular.

His school friends recall approaching him for help in Mathematics. This he would readily provide enthusiastically. Though they knew that his grasp of the subject was much more, they could not fathom the depth of his intellect.

It was after he entered Town High School in Kumbakonam in 1898, that his genius took wings. In 1900, he began working on summing up of geometric and arithmetic series. Interestingly, in 1902 when he was taught cubic equations he went right ahead and evolved his own method to solve quartics. Going a step further he tried solving quintics by the same method but failed to do so.

The year 1902 marked a turning point in Ramanujan's life. From the local library he got hold of a copy of a book on pure mathematics by G S Carr entitled Synopsis of Elementary Results in Pure Mathematics. The book was a collection of around 6,000 theorems and formulae with short proofs. Written in a concise manner, by a tutor, the book served to unfold uncharted fields for Ramanujan's intellectual quests. Carr's book was fairly outdated being published in 1856. Carr himself was never renowned as a great mathematician. But his book definitely was a scholarly and lively text written by one who obviously enjoyed mathematics. It not only provided the required thrust to Ramanujan's genius but the influence of the book was to be felt in his works even after he had received much wider exposure to current theories.

In 1904, when he was just 16, Ramanujan began investigating the series of $S(1/n)$ and calculated Euler's Constant to 15 decimal places. His study of Bernoulli numbers also commenced at this stage.

Due to his school performance, Ramanujan was offered a scholarship at Government College, Kumbakonam. His preoccupation with mathematics led him to neglect other subjects and, unfortunately, the college failed to renew his scholarship the following year. This was a setback that he took to heart and without informing his parents, went to Vishakhapatnam about 650 kms. from Madras. He continued his research work and focused on relations between integrals and series.

During the years in college, the professors of mathematics particularly Ramanujachari and Mudaliar quickly realized the worth of their precocious student. Often when a complex problem was explained to the class, Ramanujan would stand up and offer another solution which was easy and involved fewer steps.

Appendix 0 6. Biography Graphic Organizer

Researched by: _____ **ACTOR/ACTRESS**

Name: _____

Birthdate: _____ Location: _____

Death: _____

Family members:

Important childhood events:

Movies or TV shows where you can find this actor/actress:

Awards earned: _____ **ACTOR/ACTRESS**

Interesting facts:

Anything else people should know:

Picture:

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Researched by: _____ **ATHLETE**

Name: _____

Birthdate: _____ Location: _____

Death: _____

Family members:

Important childhood events:

About the sport:

Records held / awards earned: _____ **ATHLETE**

Current team or events:

Anything else people should know:

Picture:

Researched by: _____ **AUTHOR**

Name: _____

Birthdate: _____ Location: _____

Death: _____

Family members:

Important childhood events:

Books written by this author:

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Awards earned: _____ **AUTHOR**

What do you know about this author as a writer?

Anything else people should know:

Picture:

Researched by: _____ **INVENTOR**

Name: _____

Birthdate: _____ Location: _____

Death: _____

Family members:

Important childhood events:

Career information:

Awards earned: _____ **INVENTOR**

Famous inventions:

Anything else people should know:

Picture:

Researched by: _____	MUSICIAN
Name: _____	
Birthdate: _____	Location: _____
Death: _____	
Family members:	
Important childhood events:	
Type of music:	
Popular songs:	

Awards earned: _____	MUSICIAN
How did this musician get started?	
Anything else people should know:	
Picture:	

Researched by: _____	PERSON IN HISTORY
Name: _____	
Birthdate: _____	Location: _____
Death: _____	
Family members:	
Important childhood events:	
Known for:	

Awards earned: _____	PERSON IN HISTORY
Interesting facts:	
Anything else people should know:	
Picture:	

Awards earned: _____	TRAILBLAZER

Interesting facts:	

Anything else people should know:	

Picture:	

Researched by: _____	TRAILBLAZER
Name: _____	
Birthdate: _____	Location: _____
Death: _____	
Family members:	

Important childhood events:	

Known for:	

Researched by: _____	YOUNG ACTIVIST
Name: _____	
Birthdate: _____	Location: _____
Death: _____	
Family members:	

Important childhood events:	

Known for:	

Awards earned: _____	YOUNG ACTIVIST

How does this person share their beliefs with others?	

Anything else people should know:	

Picture:	

Appendix 0 7. Guidelines for Skills Assessment

Rubrik Penilaian Tulisan:

NO	Aspek	Indikator	SKOR 1 - 5	BOBO T	S x B
1	Isi	Siswa dapat menulis teks recount Biografi yang sesuai dengan judul		6	
2	Organisasi	Siswa dapat menulis teks recount Biografi dengan langkah-langkah retorika yang tepat		5	
3	Kosakata	a. Siswa dapat menulis teks recount Biografi dengan menggunakan kosa-kata yang efektif. b. Siswa dapat menulis sebuah teks recount Biografi dengan pemilihan ungkapan yang tepat c. Siswa dapat menguasai pembentukan kata		4	
4	Tatabahasa	Siswa dapat menulis teks recount Biografi dengan menggunakan tata-bahasa yang benar		3	
5	Mekanika	a. Siswa dapat menulis teks recount Biografi dengan menggunakan kaidah tulisan yang tepat. b. Siswa dapat menulis sebuah teks recount Biografi dengan menggunakan tanda baca dan huruf besar		2	
			5	20	100

Tabel Pedoman Penilaian Analitik

NO.	ASPEK	SKOR	LEVEL/TINGKAT	KRITERIA
1	ISI	5	Sangat Baik	Ide utama sangat relevan dengan judul dan ide-ide pendukungnya sangat kaya, unik, dan asli
		4	Baik	Ide utama relevan dengan judul dan ide-ide pendukungnya kaya, unik, dan asli.
		3	Cukup Baik	Ide utama cukup relevan dengan judul dan ide-ide pendukungnya cukup kaya, unik, dan asli
		2	Tidak Baik	Ide utama kurang relevan dengan judul dan ide-ide penunjangnya kurang kaya, kurang unik, dan tidak asli.

		1	Sangat Tidak Baik	Ide utama tidak relevan dengan judul dan ide-ide penunjangnya sangat sedikit dan tidak asli.
NO.	ASPEK	SKOR	LEVEL/TINGKAT	KRITERIA
2	ORGANISASI	5	Sangat Baik	Ide-ide tersusun dengan sangat baik dan koherensinya atau keterkaitan ide-idenya sangat logis
		4	Baik	Ide-ide tersusun dengan baik dan koherensinya atau keterkaitan ide-idenya logis
		3	Cukup Baik	Ide-ide tersusun dengan cukup baik dan koherensinya atau keterkaitan ide-idenya cukup logis
		2	Tidak Baik	Ide-ide tidak terkait dan urutannya kurang logis
		1	Sangat Tidak Baik	Ide-ide tidak menunjukkan adanya keterkaitan dan urutannya tidak logis
NO.	ASPEK	SKOR	LEVEL/TINGKAT	KRITERIA
3	KOSA-KATA	5	Sangat Baik	Pemilihan kata sangat efektif, menggunakan idiom-idiom yang sesuai dan sangat menguasai pembentukan kata
		4	Baik	Pemilihan kata efektif, menggunakan idiom-idiom yang sesuai dan menguasai pembentukan kata dengan baik
		3	Cukup Baik	Pemilihan kata cukup efektif, penggunaan kosa-kata, idiom-idiom cukup sesuai dan cukup menguasai pembentukan kata
		2	Tidak Baik	Pemilihan kata kurang efektif, penggunaan kosa-kata, idiom-idiom kurang sesuai dan kurang menguasai pembentukan
		1	Sangat Tidak Baik	Pemilihan kata tidak efektif, penggunaan kosa-kata, idiom-idiom tidak sesuai dan tidak menguasai pembentukan kata
NO.	ASPEK	SKOR	LEVEL/TINGKAT	KRITERIA
4	TATA BAHASA	5	Sangat Baik	Tidak terdapat kesalahan tata bahasa dan makna tersampaikan dengan sangat baik

	SA	4	Baik	Sedikit kesalahan tata bahasa dan makna tersampaikan dengan baik
		3	Cukup Baik	Beberapa kesalahan tata bahasa dan makna tersampaikan dengan cukup baik
		2	Tidak Baik	Banyak kesalahan tata bahasa dan makna tersampaikan dengan kurang baik
		1	Sangat Tidak Baik	Banyak sekali kesalahan tata bahasa dan makna tersampaikan dengan tidak baik
NO.	ASPEK	SKOR	LEVEL/TINGKAT	KRITERIA
5	MEKA- NIKA	5	Sangat Baik	Sangat menguasai penulisan ejaan dan penggunaan tanda baca
		4	Baik	Sedikit kesalahan penulisan ejaan dan penggunaan tanda baca
		3	Cukup Baik	Ada beberapa kesalahan penulisan ejaan dan penggunaan tanda baca
		2	Tidak Baik	Banyak kesalahan penulisan ejaan dan penggunaan tanda baca
		1	Sangat Tidak Baik	Tidak menguasai penulisan ejaan dan penggunaan tanda baca



Riwayat Hidup



Pande Nyoman Satyarini lahir di Peliatan pada tanggal 04 April 2000. Penulis lahir dari pasangan suami istri Bapak I Made Balik dan Ibu Ni Wayan Kerti. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jalan Cok Gede Rai No.34 Desa Peliatan, Kecamatan Ubud, Kabupaten Gianyar, Provinsi Bali.

Penulis menyelesaikan Pendidikan dasar di SD Negeri 4 Peliatan dan lulus pada tahun 2012. Kemudian penulis melanjutkan di SMP Negeri 1 Ubud dan lulus pada tahun 2015. Pada tahun 2018, penulis lulus dari SMA Negeri 1 Ubud jurusan IPA dan melanjutkan ke Pendidikan Sarjana Jurusan Bahasa Asing di Universitas Pendidikan Ganesha. Selanjutnya, mulai tahun 2018 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.

