

## DATA TRANSCRIPTION

### SCRIPT OF CLASSROOM DISCOURSE

This script was made to identifying, classifying, and understanding locutionary act, illocutionary act, and perlocutionary act that appear between teacher and students in EFL at SMA Negeri 1 Abiasemal. Teacher 1 belong to Kadek Dwi Rustinawati, S.Pd, M.Pd and Teacher 2 belong to I Gusti Made Oka Suardana, S.Pd.

**Teacher 1 (Class X. MIA. 1, 30 students)**

**Kadek Dwi Rustinawati, S.Pd,**

**Date: July 06th, 2019**

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- Teacher : Good morning students. How are you today?  
Students : Good morning teacher. I am fine thank you. And, you...?  
Teacher : I am very well. Thank you. Is there your friends absent today?  
Students : Yes, two miss  
Teacher : Who are they?  
Student : Sinta and Ema miss.  
Teacher : Where is Sinta?  
Students : Dispensation Miss. She get volley ball competition.  
Teacher : And then, Ema?  
Students : Absent miss  
Teacher : What happen with her?  
Students : She is sick miss  
Teacher : Alright, before we start our lesson today let's pray together. Can I have the capten class lead to pray?  
Captain Class : Pray start. Pray end.  
Teacher : Please open your textbook on page five chapter 1.  
Student : (The student open their book)

Teacher :What is our material today?

Student : Asking and giving suggestion.

Teacher : What is suggestion?

Student : Saran miss.

Teacher : Another opinion?

Student : Nasehat miss.

Teacher : When do you give suggestion?

Students : When there is someone get problem miss.

Teacher : If there is your friend sick. What is your suggestion to your friend?

Students : You should go to doctor

Teacher : Excellent. What else?

Students : You should drink medicine.

Teacher : Right, what suggestion that can be given to your friend?

Students : You should to take a rest.

Teacher : Why do you give suggestion?

Students : To give solution or suggestion for people who have a problem.

Teacher : So, the suggestion is an expression for giving solution or advise for someone.

Students : (the students were silent while listening explanation by the teacher)

Teacher : Good. Now, please observe the picture on your textbook number 1.

Student : (The student respond by observing the picture their textbook)

Teacher : Can you see that picture?

Student : Yes miss.

Teacher : What happen with that girl?

Students : Overweight

Teacher : How about you in the courner?

Student : She is fat miss.

Teacher : Pay attention. If you disturb your friend, just left in my class.

Student : I am sorry miss.

Teacher : It's about there is a girl have a problem with her overweight right?

Student : Yes

Teacher : What suggestion that can you give?

Student : (The student were sillent while thinking the answer)

Teacher : Please think your answer, I will call your name based on your absence randomly later.

Student : (The student respond by nodding their head)

Teacher : Okay, student number 17 angga, what suggestion that can you give?

Angga : You should go to jogging in the morning.

Teacher : Good, next absent number 20 Anjani. What is your suggestion?

Anjani : You should not eat fatty food.

Teacher : Right, then absent number 13 Arya. What is your suggestion?

Arya : You should drink slimming tea.

Teacher : Okay, it could be. Next student number 24 bintang. What is your suggestion?

Bintang : You should diet and go to gym.

Teacher : Very good. Next number 5 Budiana. What is your suggestion?

Budiana : You should do activities everyday.

Teacher : Okay, next number 3 Berliana. What is your suggestion?

Berliana : You should eat vegetable and fruit.

Teacher : Okay, Good. next number 9 Billy. What is your suggestion?

Billy : You should not eat sweet food.

Teacher : Do you understand about what I mean?

Students : Yes miss

Teacher : Is there any question so far?

Students : No.

Teacher : Is it clear?

Students : Yes

Teacher : If you are already understood, now please write down the dialogue about asking and giving suggestions on your sheet with your partner.

Students : Free partnert miss?

Teacher : Yes. I'll give you 10 minutes for finishing your work.

Students : Short or long dialogue miss?

Teacher : Please make simple dialogue

Students : Okay miss

Teacher : Please start your work now!

Student : (the student response by working their work soon)

Teacher : Remember give your members' name.

Student : Topiknya boleh bebas miss?

Teacher : Boleh, yang penting berisi ekspresi asking and giving suggestion.

Student : Okay miss.

Teacher : Have you finished?

Student : Not yet miss

Teacher : Who already finished just present your dialogue in front of the class?

Student : Me miss.

Teacher : Yes, please. What's your name?

Lia : Putu Lia Sulistyawati miss

Teacher : Who is your partner Lia?

Students : Kadek Mita Lestari miss

Teacher : Okay, please present your dialogue and speak loudly until your friends listen your conversation clearly

Lia and Mita : (the students present their conversation in front the class)

Teacher : “Verry good. Sit down please”

Lia and Mita : Thank you miss

Teacher : Well, for students who doesn't read your dialogue just submit your work in front of the class.

Student : (the students respond by collect their works)

Teacher : Okay, I think all of you can give suggestion if there is your friends, family, and the others people have a problem right?

Students : Yes

Teacher : So, for the next meeting your homework is make short dialogue conversation about asking and giving suggestions individually.

Students : buat sendiri-sendiri miss?

Teacher : Ya buat sendiri and please type your work. Jadi tugasnya diketik. Dikumpul minggu depan. Saya akan menilai tugas kalian ini sebagai ulangan harian.

Students : Baik miss.

Teacher : Please give a short story about your problem something like introductory before you start coversation so there is opening and remember give your name. Is it clear?

Students : Yes

Teacher : Is there any questions so far?

Students : No Miss.

Teacher : What we have learned today?

Student : Asking and giving suggestion

Teacher :What is suggestion?

Student : Suggestion is an expression of giving solution or suggestion for people who have a problem

Teacher : Good. Okay student because time is up. Remember collect your homework next week.

Students : Okay miss

Teacher : Have you breakfast this morning?

Student : No

Teacher : Okay, me too. Let's close our lesson today. See you next meeting, bye-bye

Students : See you miss, bye

**Teacher 2 (Class X. MIA. 8, 30 students)**

**I Gusti Made Oka Suardana, S.Pd.**

**Date: July 8th, 2019**

Teacher : Good morning student. How are you today?

Students : Good morning Sir. I am fine, thank you. And you?

Teacher : I am good. Sit down please. I want to check your attendance first. Is there anyone absent today?

Student : Yes, Mila Nariyati pak.

Teacher : Where is Mila?

Student : She is sick Sir.

Teacher : Before we start our lesson today, it's good for us to pray. Can anyone lead to pray?

Captain Class : Pray start. Pray end.

Teacher : Do you still remember about our material last week?

Students : Yes

Teacher : What we have discussed in previous meeting?

Students : Congratulating others

Teacher : Can anyone give me example of congratulating others?

Student : Congratulation for your achievement.

Teacher : Another example?

Student : Congratulation for the winner

Teacher : Then, how to give respond?

Student : Thank you so much

Teacher : Congratulating other is purposed for?

Student : To congratulate for someone's achievement

Teacher : Very good. Do you like holiday?

Student : Yes, of course

Teacher : What did you do last sunday?

Student : I went to Kuta beach

Teacher : How about you?

Student : I went to waterblow with family

Teacher : Where is the location?

Student : Nusa dua.

Teacher : And you?

Student : I went to Lembongan

Teacher : What did you do over there?

Student : I played waterspot like banana boat and sea walker.

Teacher : Very nice. Have you ever written your experience?

Student : Yes

Teacher : So, what we are going to learn today?

Student : Recount Text.

Teacher : Anyone knows, what is recount text?

Student : Recount text is a text tell about experience.

Teacher : Another opinion?

Student : Recount text is a text tell about something that happened in the past.

Teacher : Actually, recount text is a text which retell about event that happened in the past.

Student : (the student were sillent while listening the teacher's explanation).

Teacher : Let me show you something. Can you see the text on the slide?

Student : Yes

Teacher : Who wants to read the text?

Student : Me (the student respond by reading the text on the slide)

Teacher : What the text tells about?

Student : Anita went to Bedugul with her family.

Teacher : Right, what is the paragraph 1 tells about?

Student : Introductory of story

Teacher : What is the paragraph types?

Student : Orientation

Teacher : That's right orientation. What what is the paragraph 2 tells about?

Student : The Anita's activities in Bedugul.

Teacher : Good. The paragraph 2 tells about the Anita's activities in Bedugul.  
What is the paragraph types?

Student : Event

Teacher : Okay event. What is the paragraph 3 tells about?

Student : the conclusion of story or personal comment's writer.

Teacher : What is the paragraph 3 types?

Student : Re-orientattion

Teacher : What is the reason of making recount text?

Student : (the student didn't understand while the teacher asking them).

Teacher : What is the purpose of recount text?

Student :To Entertain the reader.

Teacher : Another opinion?

Student : To inform something to the reader.

Teacher : What is the tense used in recunt text?

Student : Simple past tense.

Teacher : Why we used simple past tense?

Student : Because the event happened in the past.

Teacher : Now, I want you to make recount text about your experience.

Student : PR apa buat sekarang pak?

Teacher : Now

Student : Buat di kertas lempiran pak?

Teacher : Yes. After you finished your work, please collect on my table okay?

Student : Okay Sir.

Teacher : I will give you 15 minutes. Is it clear?

Student : Yes.



Teacher : Please, remember what are steps in making recount text. What are those?

Student : Orientation, event, Re-orientation.

Teacher : Okay, start from now.

Student : (The student respond by makin recount text.)

Teacher : Have you finished?

Student : Not yet Sir.

Teacher : Who already finished just read your work in front the class. Just several students.

Student : Me Sir.

Teacher : What is your name ?

Student : Dewi pratiwi.

Teacher : Okay please read your work loudly.

Student : (the student read the story)

Teacher : Is it Correct?

Student : Yes

Teacher : Sit down please. Next student.

Student : Me Sir.

Teacher : What is your name ?

Student : Yunita Dewi.

Teacher : Okay please listen your friend.

Student : (the student read the story)

Teacher : Sit down please. Next student.

Student : Me Sir.

Teacher : What is your name ?

Student : Ratna Putri Sari

Teacher : Time is up. Please collect your work on my table.

Student : (the student collect their work in front of the class).

Teacher : Finish or not just submit here.

Student : (the students collect their work in front of the class)

Teacher : Who can conclude our material today?

Student : Our material today is recount text. Recount text is a text which retell about event happened in the past. The structure is orientation, event,

and re-orientation. The purpose of recount text is to entertain or inform something to the reader.

Teacher : Excellent. Is there any question?

Student : No

Teacher : Is it clear?

Student : Clear.

Teacher : I think enough for today. Thank you for coming today. See you next meeting. Bye

Student : See you. Bye.



## DATA RECAPITULATION

Code :

Teacher's Locutionary Acts Types = TLAT

Teacher's Locutionary Sub-Types = TLAST

Students' Illocutionary Acts = SIA

Student's Perlocutionary Types = SPAT

Student's Perlocutionary Acts Sub-Types =SPAST

Learning Activity Stages	No	Teacher's Locutionary	TLAT	TLAST	SIA	No	Student's Perlocutionary	SPAT	SPAST
<b>Pre-Activity</b>	1.	Good morning students.	Exp	Exp. Wel	Responded	1.	Good morning teacher	Exp	Exp. Wel
	2.	How are you today	Exp	Exp.Wel	Responded	2.	I am fine thank you.	Exp	Exp.Tha
	3.	Is there your friends absent today?	Dir	Dir.Req	Responded	3.	Yes, two miss	Dir	Dir.Tell
	4.	Who are they?	Dir	Dir.Req	Responded	4.	Sinta and Ema miss.	Dir	Dir.Tell
	5	Where is Sinta?	Dir	Dir.Req	Responded	5.	Dispensation Miss. She get volley ball competition.	Dir	Dir.Tell
	6.	And then, Ema?	Dir	Dir.Req	Responded	6.	Absent miss	Dir	Dir.Tell
	7.	What happen with her?	Dir	Dir.Req	Responded	7.	She is sick miss	Dir	Dir.Tell
	8.	Can I have the capten class lead to pray?	Dir	Dir.Req	Responded	8.	Pray start. Pray end.	Dir	Dir.Pray
<b>Whilst-Activity</b>									
Questioning	1.	Please open	Dir	Dir.Req	(The		-		

		your textbook on page five chapter 1.			respond by student open their book)				
	2.	What is our material today?	Dir	Dir.Req	Responded	1.	Asking and giving suggestion.	Dir	Dir.Tell
	3.	What is suggestion?	Dir	Dir.Req	Responded	2.	Saran miss.	Dir	Dir.Tell
	4.	Another opinion?	Dir	Dir.Req	Responded	3.	Nasehat miss.	Dir	Dir.Tell
	5.	When do you give suggestion?	Dir	Dir.Req	Responded	4.	When there is someone get problem miss.	Dir	Dir.Tell
	6.	If there is your friend sick. What is your suggestion to your friend?	Dir	Dir.Req	Responded	5.	You should go to doctor.	Dir	Dir.Tell
	7.	Excellent. What else?	Dir	Dir.Req	Responded	6.	You should drink medicine.	Dir	Dir.Tell
	8.	Right, what suggestion that can be given to your friend?	Dir	Dir.Req	Responded	7.	You should to take a rest.	Dir	Dir.Tell
	9.	Why do you give suggestion?	Dir	Dir.Req	Responded	8.	To give solution or suggestion for people who have a problem.	Dir	Dir.Tell
	10.	So, the suggestion is an expression for	Dir	Dir.Req	(the students were silent while listening		-	-	-

		giving solution or advise for someone.			explanation by the teacher)				
<b>Observing</b>	1.	Good. Now, please observe the picture on your textbook number 1.	Dir	Dir.Req	(The student respond by observing the picture their textbook)		-	-	-
	2.	Can you see that picture?	Dir	Dir.Req		1.	Yes miss.	Dir	Dir.Tell
	3.	What happen with that girl?	Dir	Dir.Req		2	Overweight	Dir	Dir.Tell
	4.	How about you in the courner?	Dir	Dir.Req		3.	She is fat miss.	Dir	Dir.Tell
	5.	Pay attention. If you disturb your friend, just left in my class.	Com	Com.Thr		4.	I am sorry miss.	Com	Com.Ap o
	6.	It's about there is a girl have a problem with her overweight right?	Dec	Dec.Con		5.	Yes		
	7.	What suggestion that can you give?	Dir	Dir.Req	(The student were sillent while thinking the answer)		-		
	8.	Please think your answer, I will call your	Dir	Dir.Req	(The student respond by nodding		-		

		name based on your absence randomly later.			their head)				
	9.	Okay, student number 17 angga, what suggestion that can you give?	Dir	Dir.Req	Responded	6.	You should go to jogging in the morning.		Dir.Tell
	10.	Good, next absent number 20 Anjani. What is your suggestion?	Dir	Dir.Req	Responded	7.	You should not eat fatty food.	Dir	Dir.Tell
	11.	Right, then absent number 13 Arya. What is your suggestion?	Dir	Dir.Req	Responded	8.	You should drink slimming tea.	Dir	Dir.Tell
	12.	Okay, it could be. Next student number 24 bintang. What is your suggestion?	Dir	Dir.Req	Responded	9.	You should diet and go to gym.	Dir	Dir.Tell
	13.	Very good. Next number 5 Budiana. What is your suggestion?	Dir	Dir.Req	Responded	10.	You should do activities everyday.	Dir	Dir.Tell
	15.	Okay, next number 3	Dir	Dir.Req	Responded	11.	You should eat vegetable and	Dir	Dir.Tell

		Berliana. What is your suggestion?					fruit.		
	1 6.	Okay, Good. next number 9 Billy. What is your suggestion?	Dir	Dir.Req	Responded	1 2.	You should not eat sweet food.	Dir	Dir.Tell
<b>Associating</b>									
	1.	Do you understand about what I mean?	Dec	Dec.Con	Understood	1.	Yes miss	Dir	Dir.Tell
	2.	Is there any question so far?	Dec	Dec.Con	Understood	2.	No	Dir	Dir.Tell
	3.	Is it clear?	Dec	Dec.Con	Understood	3.	Yes	Dir	Dir.Tell
	4.	If you are already understood, now please write down the dialogue about asking and giving suggestions on your sheet with your partner.	Dir		Responded	4.	Free partnert miss?	Dir	Dir.Req
	5.	I'll give you 10 minutes for finishing your	Dec	Dec.Decl	Responded	5.	Short or long dialogue miss?	Dir	Dir.Req

		work.							
	6.	Please make simple dialogue	Dir	Dir.Req	Responded	6.	Oka miss	Dir	Dir.Tell
	7.	Please start your work now!	Dir	Dir.Req	(the student response by working their work soon)		-	-	-
	8.	Remember give your members' name.	Dir	Dir.Ord	Responded	7.	Topiknya boleh bebas miss?	Dir	Dir.Req
	9.	Boleh, yang penting berisi ekspresi asking and giving suggestion.	Dir	Dir.Tell	Responded	8.	Yes miss.	Dir	Dir.Tell
<b>Communicating</b>									
	1.	Have you finished?	Dec	Dec.Con	Responded	1.	Not yet miss	Dir	Dir.Tell
	2.	Who already finished just present your dialogue in front of the class	Dir	Dir.Ord	Responded	2.	Me miss	Dir	Dir.Tell
	3.	Yes, please. What's your name?	Dir	Dir.Req	Responded	3.	Putu Lia Sulistyawati miss	Dir	Dir.Tell



	4.	Who is your partner Lia?	Dir	Dir.Req	Responded	4.	Kadek Mita Lestari miss	Dir	Dir.Tell
	5.	Okay, please present your dialogue and speak loudly until your friends listen your conversation clearly	Dir	Dir.Req	(the students present their conversation in front the class)		-		
	6.	“Verry good. Sit down please”	Exp	Exp.Com	Responded	5.	Thank you miss	Exp	Exp.Tha
	7.	Well, for students who doesn't read your dialogue just submit your work in front of the class.	Dir	Dir.Ord	(the students respond by collect their works)				
	8.	Okay, I think all of you can give suggestion if there is your friends, familly, and the others people have a problem right?	Dec	Dec.Con	Understood	6.		Dir	Dir.Tell
	9.	So, for the next meeting your homework is	Dir	Dir.Ord	Responded	7.	Buat sendiri-sendiri miss?	Dec	Dec.Con



	1.	Is there any questions so far?	Dir	Dir.Req	Understood	1.	No miss	Dir	Dir.Tell
	2.	What we have learned today?	Dir	Dir.Req	Responded	2.	Asking and giving suggestion	Dir	Dir.Tell
	3.	What is suggestion?	Dir	Dir.Req	Responded	3.	Suggestion is an expression of giving solution or suggestion for people who have a problem	Dir	Dir.Tell
	4.	Good. Okay student because time is up. Remember collect your homework next week.	Com	Com.Pro	Responded	4.	Okay miss	Dir	Dir.Tell
	5.	Have you breakfast this morning?	Dir	Dir.Req	Responded	5.	No	Dir	Dir.Tell
	6.	Okay, me too. Let's close our lesson today. See you next meeting, bye-bye.	Com	Com.Pro	Responded	6.	See you miss, bye	Com	Com.Pro

### Writing Skill

Learning Activity Stages	No	Teacher's Locutionary	TLAT	TLAST	SIA	No	Student's Perlocutionary	SPAT	SPAST
	1.	Good morning Sir.	Exp	Exp.Wel	Responded	1.	Good morning Sir.	Exp	Exp.Wel
	2.	How are you today?	Exp	Exp.Wel	Responded	2.	I am fine, thank you.	Exp	Exp.Than
	3.	I want to check your attendance first. Is there anyone absent today?	Dir	Dir.Req	Responded	3.	Yes, Mila Nariyati pak.	Dir	Dir.Tell
	4.	Where is Mila?	Dir	Dir.Req	Responded	4.	She is sick Sir.	Dir	Dir.Tell
	5.	Before we start our lesson today, it's good for us to pray. Can anyone lead to pray?	Dir	Dir.Req	Responded	5.	Pray start. Pray end.	Dir	Dir.Pra
	6.	Do you still remember about our material last week?	Dir	Dir.Req	Responded	6.	Yes	Dir	Dir.Tell
	7.	What we	Dir	Dir.Req	Responded	7.	Congratulating	Dir	Dir.Tell

		have discussed in previous meeting?					Others.		
	8.	Can anyone give me example of congratulating others?	Dir	Dir.Req	Responded	8.	Congratulation for your achievement.	Exp	Exp.Cong
	9.	Another example?	Dir	Dir.Ord	Responded	9.	Congratulation for the winner	Exp	Exp.Cong
	10.	Then, how to give respond?	Dir	Dir.Req	Responded	10.	Thank you so much	Dir	Dir.Tell
	11.	Congratulating other is purposed for?	Dir	Dir.Req	Responded	11.	To congratulate for someone's achievement	Dir	Dir.Tell
<b>Whilst activity</b>									
<b>Questioning</b>	1.	Very good. Do you like holiday?	Dir	Dir.Req	Responded	1.	Yes, of course.	Dir	Dir.Tell
	2.	What did you do last sunday?	Dir	Dir.Req	Responded	2.	I went to Kuta beach.	Dir	Dir.Tell
	3.	How about you?	Dir	Dir.Req	Responded	3.	I went to waterblow with family.	Dir	Dir.Tell
	4.	Where is the location?	Dir	Dir.Req	Responded	4.	Nusa dua.	Dir	Dir.Tell
	5.	And you?	Dir	Dir.Req	Responded	5.	I went to Lembongan.	Dir	Dir.Tell
	6.	What did you	Dir	Dir.Req	Responded	6.	I played waterspot like	Dir	Dir.Tell

		do over there?					banana boat and sea walker.		
	7.	Very nice. Have you ever written your experience?	Dec	Dec.Con	Responded	7.	Yes.	Dir	Dir.Tell
	8.	So, what we are going to learn today?	Dir	Dir.Req	Responded	8.	Recount Text.	Dir	Dir.Tell
	9.	Anyone knows, what is recount text?	Dir	Dir.Req	Responded	9.	Recount text is a text tell about experience.	Ass	Ass.Des
	10.	Another opinion?	Dir	Dir.Req	Responded	10.	Recount text is a text tell about something that happened in the past.	Ass	Ass.Des
	11.	Actually, recount text is a text which retell about event that happened in the past.	Ass	Ass.Des	(the student were sillent while listening the teacher's explanation)		-	-	-
<b>Observing</b>									
	1.	Let me show you something. Can you see	Dir	Dir.Req	Responded	1.	Yes	Dir	Dir.Tell

		the text on the slide?							
	2.	Who wants read the text?	Dir	Dir.Req	(the student respond by reading the text on the slide)	2.	Me	Dir	Dir.Tell
	3.	What the text tells about?	Dir	Dir.Req	Responded	3.	Anita went to Bedugul with her family.	Dir	Dir.Tell
	4.	Right, what is the paragraph 1 tells about?	Dir	Dir.Req	Responded	4.	Introductory of story.	Dir	Dir.Tell
	5.	What is the paragraph types?	Dir	Dir.Req	Responded	5.	Orientation	Dir	Dir.Tell
	6.	What what is the paragraph 2 tells about?	Dir	Dir.Req	Responded	6.	The Anita's activities in Bedugul.	Dir	Dir.Tell
	7.	Good. The paragraph 2 tells about the Anita's activities in Bedugul. What is the paragraph types?				7.	Event		
	8.	What what is the paragraph 3 tells about?	Dir	Dir.Req	Responded	8.	The conclusion of story or personal comment's writer.	Dir	Dir.Tell

	8.	What is the paragraph 3 types?	Dir	Dir.Req	Responded	8.	Re-orientattion	Dir	Dir.Tell
	9.	What is the reason of making recount text?	Dir	Dir.Req	(the student didn't understand while the teacher asking them).		-	-	-
	10.	What is the purpose of recount text?	Dir	Dir.Req	Responded	9.	To Entertain the reader.		
	11.	Another opinion?	Dir	Dir.Req	Responded	10.	To inform something to the reader.	Dir	Dir.Tell
	12.	What is the tense used in recount text?	Dir	Dir.Req	Responded	11.	Simple past tense.	Dir	Dir.Tell
	13.	Why we used simple past tense?	Dir	Dir.Req	Responded	12.	Because the event happened in the past.	Dir	Dir.Tell
<b>Associating</b>									
	1.	Now, I want you to make recount text about your experience.	Dir	Dir.Req	Responded	1.	PR apa buat sekarang pak?	Dec.	Dec.Con
	2.	Now.	Dir	Dir.Ord	Responded	2.	Buat di kertas lempiran pak?	Dec.	Dec.Con



	3.	Yes. After you finished your work, please collect on my table okay?	Dir.	Dir.Req	Responded	3.	Okay Sir.	Dir.	Dir.Tell
	4.	I will give you 15 minutes. Is it clear?	Dir	Dir.Req	Responded	4.	Yes.	Dir	Dir.Tell
	5.	Please, remember what are steps in making recount text. What are those?	Dir	Dir.Req	Responded	5.	Orientation, event, re-orientation.	Dir	Dir.Tell
	6.	Okay, start from now.	Dir	Dir.Req	(The student respond by makin recount text.)	-	-	-	-
<b>Communicating</b>									
	1.	Have you finished?	Dec	Dec.Con	Responded	1.	Not yet Sir.	Dir	Dir.Tell
	2.	Who already finished just read your work in front the class. Just several	Dir	Dir.Ord	Responded	2.	Me Sir.	Dir	Dir.Tell

		students.							
	3.	What is your name ?	Dir	Dir.Req	Responded	3.	Dewi pratiwi.	Dir	Dir.Tell
	4.	Okay please read your work loudly.	Dir	Dir.Req	(the student read the story)		-	-	-
	5.	Is it Correct?	Dec	Dec.Con	Responded	4.	Yes	Dir	Dir.Tell
	6.	Sit down please. Next student.	Dir	Dir.Req	Responded	5.	Me Sir.	Dir	Dir.Tell
	7.	What is your name ?	Dir	Dir.Req	Responded	6.	Yunita Dewi.	Dir	Dir.Tell
	8.	Okay, please listen your friend.	Dir	Dir.Req	Responded	7.	Yes	Dir	Dir.Tell
	9.	Sit down please. Next student.	Dir	Dir.Req	Responded	8.	Me Sir.	Dir	Dir.Tell
	10.	What is your name ?	Dir	Dir.Req	Responded	9.	Ratna Putri Sari	Dir	Dir.Tell
<b>Post-Activity</b>	No								
	1	Time is up. Please collect your work on my table.	Dir	Dir.Req	(the student collect their work in front of the class).		-	-	-
	2.	Finish or not just submit here.	Dir	Dir.Ord	(the students collect their work in front of the class)	.			

	3.	Who can conclude our material today?	Dir	Dir.Req	Responded	1.	Our material today is recount text. Recount text is a text which retell about event happened in the past. The structure is orientation, event, and re-orientation. The purpose of recount text is to entertain or infom something to the reader.	Ass	Ass.Des
	4.	Is there any question?	Dec	Dec.Con	Responded	.2	No	Dir	Dir.Tell
	5.	Is it clear?	Dec	Dec.Con	Responded	3.	Clear	Dir	Dir.Tell
	6.	I think enough for today.Thank you for coming today. See you next meeting. Bye	Com	Com.Pro	Responded	4.	See you. Bye.	Com	Com.Pro

**RENCANA PELAKSANAAN PEMBELAJARAN 1  
(RPP 1)**

Sekolah : SMA Negeri 1 Abiansemal  
Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / 1  
Materi Pokok : Ungkapan memberi saran dan tawaran.  
Alokasi Waktu : 3 X pertemuan ( 6 JP )

### **A. Kompetensi Inti (KI)**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro- aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, 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 procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

### **B. Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.1 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespons ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### **C. Indikator Pencapaian Kompetensi**

- 1.1.1 Menunjukkan antusiasme, sering bertanya, merespon pertanyaan guru dalam pembelajaran bahasa Inggris.
- 2.1.1 Menunjukkan perilaku santun dan peduli dalam komunikasi dengan guru dan teman melalui penggunaan bahasa yang sopan dan sesuai saat memberi saran dan tawaran dan responnya, sesuai dengan konteks penggunaannya.
- 3.1.1 Mengidentifikasi ungkapan tentang memberi saran dan tawaran dan responnya, sesuai dengan konteks penggunaannya.
- 3.1.2 Menyebutkan fungsi sosial ungkapan tentang memberi saran dan tawaran dan responnya, sesuai dengan konteks penggunaannya.
- 3.1.3 Menentukan struktur teks ungkapan tentang memberi saran dan tawaran dan responnya, sesuai dengan konteks penggunaannya.
- 3.1.4 Menguraikan unsur kebahasaan ungkapan tentang memberi saran dan tawaran dan responnya, sesuai dengan konteks penggunaannya.
- 4.1.1 Menuliskan teks tulis yang berisi ungkapan untuk memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.



- d. Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan diberikan seperti:  
Suppose you have a problem, you want to solve it by yourself, but you can't do it. So what are you going to do?  
Based on my questions previously, Now, please guess! What topic are we going to discuss today?
- e. Menjelaskan tujuan pembelajaran dan cakupan materi yang akan dibahas. ( yaitu tentang ungkapan-ungkapan memberi saran dan tawaran bagaimana fungsi social, struktur teks, unsure kebahasaan dan tata bahasa, intonasi, tekanan kata dsb.)

## 2. Kegiatan Inti ( 65 menit )

### a. Mengamati

- 1) Guru membuka secara luas kesempatan siswa untuk melakukan pengamatan melalui kegiatan mempraktikkan dan membaca dialog tentang ungkapan memberikan saran dan tawaran serta responnya.
- 2) Guru memfasilitasi siswa mengamati berbagai ungkapan memberi saran dan tawaran.

### b. Menanya

- 1) Guru membuka kesempatan secara luas kepada siswa untuk bertanya mengenai dialogue tentang memberi saran dan tawaran yang diamatinya.
- 2) Siswa mengajukan pertanyaan tentang perbedaan saran dan tawaran.

### c. Mengumpulkan informasi

- 1) Guru membimbing siswa untuk menggali dan mengumpulkan informasi tentang ungkapan memberi saran dan tawaran dari berbagai sumber.
- 2) Guru membimbing siswa mengidentifikasi struktur pada dialog memberi saran dan tawaran.

### d. Mengasosiasikan

- 1) Menyimpulkan fungsi social dialog memberi saran dan tawaran
- 2) Mendiskusikan struktur pada teks dialog memberi saran dan tawaran

### e. Mengomunikasikan

- 1) Menuliskan ungkapan memberi saran dan tawaran yang diucapkan guru.
- 2) Menyajikan analisis struktur dialog memberi saran dan tawaran serta responnya.

## 3. Kegiatan Penutup (10 menit)

- a. membuat rangkuman/simpulan pelajaran meliputi fungsi social, struktur bahasa, dan unsur kebahasaan ungkapan memberi saran/tawaran
- b. Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan
- c. Memberikan umpan balik terhadap proses dan hasil pembelajaran

## Pertemuan 2

### 1. Kegiatan Pendahuluan (15 menit)

- a. Mengondisikan suasana belajar yang menyenangkan (berdoa, mengabsen kehadiran peserta didik, melihat kebersihan tata ruang);  
How are you students? It's great to see you again? I always want to see you every time. Nobody is absent today, right? I hope so...

- b. Mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan dengan kompetensi yang akan dipelajari dan dikembangkan. Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.  
In the previous meeting, we have learned about expressing necessity. You have known the social function, the structure and the language feature of expressing necessity.
- c. Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.

## 2. Kegiatan Inti (65 menit)

### a. Mengamati

- 1) Guru memfasilitasi siswa untuk melakukan pengamatan pada teks dialog memberi saran dan tawaran.
- 2) Guru memfasilitasi siswa untuk mengamati berbagai contoh ungkapan memberi saran dan tawaran.

### b. Menanya

- 1) Siswa mengajukan pertanyaan tentang berbagai stuktur ungkapan memberi saran dan rawaran.

### c. Mengumpulkan informasi

- 1) Siswa diminta bekerja berpasangan untuk menggaris bawahi ungkapan memberi saran atau tawaran yang terdapat pada dialog.
- 2) Membimbing siswa untuk melakukan pembelajaran dengan model discovery learning

## Kegiatan Pembelajaran Discovery Learning

### a. *Stimulation (Stimulasi/Pemberian rangsangan)*

- 1) Guru merangsang siswa memiliki kemampuan membuat kalimat untuk menyatakan saran dan tawaran dengan menunjukkan beberapa kalimat

### b. *Problem Statement (Pertanyaan/Identifikasi masalah)*

- 1) Dengan bimbingan guru, siswa membuat kelompok yang terdiri dari 4 orang untuk menentukan masalah misalnya: Apakah bentuk gerund selalu digunakan dalam menulis kalimat untuk menyatakan saran dan tawaran.
- 2) Guru menunjukkan untuk menjawab pertanyaan tersebut siswa harus mencari kalimat kalimat lain dari berbagai sumber.
- 3) Masing-masing kelompok berdiskusi tentang hipotesis yang dikembangkan.

### c. *Data Collection (Pengumpulan data)*

- 1) Siswa secara berkelompok mengumpulkan data yang didapat dari berbagai sumber.

## 3. Kegiatan Penutup (10 menit )

Kegiatan guru bersama-sama peserta didik yaitu:

- a. Membuat rangkuman/simpulan pelajaran
- b. Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan; dan
- c. Memberikan umpan balik terhadap proses dan hasil pembelajaran
- d. Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedy, program pengayaan, layanan konseling dan/ataumemberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil peserta didik.
- e. Memotivasi peserta didik untuk menyelesaikan tugas kolaboratif dan mengingatkan bahwa penilaian tugas kolaboratif ini meliputi sejak perancangan, pelaksanaan, dan pelaporan.

- f. Guru juga mengingatkan agar peserta didik melaksanakan tugas dengan sikap penuh tanggung jawab, kooperatif dan peduli.

### **Pertemuan 3**

#### **1. Kegiatan Pendahuluan (15 menit)**

- a. Mengondisikan suasana belajar yang menyenangkan (berdoa, mengabsen kehadiran peserta didik, melihat kebersihan tata ruang);  
How are you students? It's great to see you again? I always want to see you every time. Nobody is absent today, right? I hope so...
- b. Mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan dengan kompetensi yang akan dipelajari dan dikembangkan. Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.  
In the previous meeting, we have learned about expressing necessity. You have known the social function, the structure and the language feature of expressing necessity.
- c. Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.

#### **2. Kegiatan Inti (65 menit)**

##### **d. Mengasosiasikan**

- 1) Masing-masing pasangan mempraktikkan dialog untuk mengidentifikasi fungsi social ungkapan memberi saran dan tawaran.
- 2) Masing-masing kelompok mendiskusikan situasi dialog memberi saran dan tawaran.
- 3) Melanjutkan kegiatan pembelajaran discovery learning

##### **d. Data Processing (Pengolahan data)**

- 1) Setiap kelompok mengumpulkan kalimat kalimat yang diperolehnya ditabulasi sesuai dengan pola kalimatnya.

##### **e. Verification (Pembuktian)**

- 1) Seluruh anggota kelompok berdiskusi melakukan verifikasi untuk menjawab apakah hipotesis yang telah dibuat sebelumnya terkonfirmasi atau tidak, kemudian hasil verifikasi diberikan penjelasan dengan lebih detail bagaimana analisis hipotesis yang terjawab ataupun tidak terjawab tersebut.

##### **f. Generalization (Menarik Kesimpulan)**

- 1) Hal hal yang bisa ditarik sebagai kesimpulan umum bisa dikembangkan sebagai sebuah pemahaman sekaligus membangun sense siswa.

##### **e. Mengomunikasikan**

- 1) Masing masing kelompok diminta menyampaikan hasil laporannya.
- 2) Siswa diminta bekerja berpasangan menyusun dialog sederhana tentang memberi saran dan tawaran serta mempraktikkannya.
- 3) Masing-masing kelompok menerjemahkan ungkapan memberi saran dan tawaran.

#### **3. Kegiatan Penutup (10 menit )**

Kegiatan guru bersama-sama peserta didik yaitu:

- a. Membuat rangkuman/simpulan pelajaran
- b. Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan; dan
- c. Memberikan umpan balik terhadap proses dan hasil pembelajaran
- d. Melakukan penilaian



- e. Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil peserta didik.
- f. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## **F. Penilaian, Pembelajaran remedial dan Pengayaan**

### **1. Teknik penilaian**

#### **Sikap:**

- Observasi, penilaian diri, teman sejawat
- Jurnal, di dalam dan di luar kelas, berupa catatan pendidik  
Guru mengobservasi dan mencatat perilaku siswa, mencakup tentang sikap dan ketrampilannya.

#### **Pengetahuan:**

test tertulis

#### **Keterampilan :**

Unjuk kerja/Praktik, Penilaian Produk

### **2. Instrumen Penilaian**

#### **Instrumen Penilaian Kompetensi Sikap**

##### **a. Penilaian Kompetensi Sikap Melalui Observasi**

Mata Pelajaran	: <b>Bahasa Inggris</b>
Kelas/Semester	: <b>XI/1</b>
Kompetensi Dasar	: 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
Topik/Subtopik	: <b>Giving a suggestion/an offer</b>
Indikator Pencapaian Kompetensi	: 1.1.1. Menunjukkan antusiasme, sering bertanya, merespon pertanyaan guru dalam pembelajaran bahasa Inggris. 2.1.1. Menunjukkan perilaku santun dan peduli dalam komunikasi dengan guru dan teman melalui penggunaan bahasa yang sopan dan sesuai saat memberi saran dan tawaran dan responnya, sesuai dengan konteks penggunaannya.

Instrumen:

N O	Nama	Semangat belajar			Rata-rata	Santun			Rata-rata	Peduli			Rata-rata
		Penilaian ke-				Penilaian ke-				Penilaian ke-			
		1	2	3		1	2	3		1	2	3	
1.													
2.													
3.													
4.													

Indikator sikap:

1. Semangat belajar jika siswa menunjukkan rasa senang dan ceria saat menerima pelajaran, menunjukkan ketertarikan, sering bertanya, merespon pertanyaan guru
2. Santun, jika siswa menunjukkan bertutur kata yang baik dan sopan kepada siapa saja
3. Peduli, jika siswa menunjukkan sikap positif, kasih sayang, membantu orang lain, selalu membuat segala sesuatu berjalan dengan baik.

Deskriptor

- 1 = Tidak Pernah
- 2 = Jarang
- 3 = Sering
- 4 = Selalu

**b. Penilaian Sikap melalui Penilaian Diri**

Pernyataan	4	3	2	1
1. Saya membantu kelompok dalam mereview tugas				
2. Saya menyumbang ide yang relevan				
3. Saya fokus pada topic tugas				
4. Saya mendengar dengan seksama ide dari teman				
5. Saya terbuka dalam perbedaan pendapat				
6. Saya mendorong teman untuk berpartisipasi				
7. Saya berbagi bahan tugas dengan kelompok				
8. Saya membantu kelompok untuk bertahan dengan tugas				
9. Saya berbagi tugas untuk menyelesaikan tugas				
10. Saya bangga dengan partisipasi saya dalam kelompok				
11. Sumbangan terbaik saya dalam kelompok adalah .....				
12. Dua hal yang akan saya tingkatkan untuk tugas berikutnya adalah...				

Deskriptor

- 1 = Tidak Pernah
- 2 = Jarang
- 3 = Sering
- 4 = Selalu

**Penilaian Sikap melalui Jurnal**

Mata Pelajaran	: Bahasa Inggris
----------------	------------------

Kelas/Semester : XI/1

Instrumen:

**Contoh Jurnal**

Nama : .....

Kelas : .....

Hari, tanggal	Kejadian	Keterangan

\*Catatan :

Jurnal dibuat oleh guru untuk mencatat atau merekam kejadian-kejadian luar biasa peserta didik baik positif atau negative.

**b) Instrumen Penilaian Kompetensi Pengetahuan**

**Tes Tulis**

1) Tes Pilihan Ganda

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Kompetensi Dasar	: 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran dan responnya, sesuai dengan konteks penggunaannya.
Topik/Subtopik	: Giving a suggestion/an offer
Indikator Pencapaian Kompetensi	: Mengidentifikasi ungkapan tentang memberi saran dan tawaran dan responnya, sesuai dengan konteks penggunaannya. 3.1.2 Menyebutkan fungsi sosial ungkapan tentang memberi saran dan tawaran dan responnya, sesuai dengan konteks penggunaannya. 3.1.3 Menentukan struktur teks ungkapan ungkapan tentang memberi saran dan tawaran dan responnya, sesuai dengan konteks penggunaannya. 3.1.4 Menguraikan unsur kebahasaan ungkapan

tentang memberi saran dan tawaran dan responnya, sesuai dengan konteks penggunaannya.

No.	Indikator	Butir soal
1	Fungsi social : 10 soal 8 soal pilihan ganda, 2 soal uraian	Pilihan ganda: no. soal ; 2, 3, 7, 8, 12, 13, 15 Uraian : 1, 2.
2	Struktur : 7 soal 6 soal pilihan ganda 1 soal uraian	Pilihan ganda no. soal ; 1, 4, 5, , 6, 10, 11 Uraian soal no. 3
3	Unsur kebahasaan : 3 soal 1 soal pilihan ganda 2 soal uraian	Pilihan ganda 14 Uraian soal no. 4 dan 5

**Instrumen: Choose the correct answer a, b, c or d!**

**A. Choose A, B, C, D, or E for the correct answer?**

1. Woman : I want to cook for lunch.

Man : What are you going to cook?

Woman : I'm going to cook this meat? Do you have any idea?

Man : How about steak? Mother loves steak.

Woman : That's a good idea.

What does the man suggest?

A. Buy a steak    C. Have a lunch    E. Call the woman's mother

B. Buy some slice of meat    D. Make a steak

2. Woman : It would be probably be a good idea to have a meeting at the restaurant.

Man : That sounds like a good suggestion.

Woman : What about Dilala Restaurant?

Man : I don't think it's a good place.

What does the man think about the restaurant?.

A. It is a proper place for meeting    C. It is not good for the meeting    E. It is a good idea

B. It is the best restaurant    D. It is the best suggestion for lunch

3. Man : I'm really tired. We still have a discussion at 2 p.m.

Woman: Why do't we postpone the discussion?

Man ; It's a good idea.

What do we learned from the dialogue?

A. They are not tired anymore    C. They will have a discussion    E.They have another discussion

B. The discussion will be postponed    D. They have another business

4. Man : You look very ill.

Woman : I'm not feeling well today.

Man : .....

What is the appropriate response to say next?

- A. Sounds good    C. I don't have any idea.                          E. You should study hard.
- B. You'd better go to the doctor.                  D. You're right

5. Man : I'm sweating.

Woman : What have you done?

Man : I had pushed my father's car.

Woman : .....

What is the suitable response to say next?

- A. Why don't you find other's help?                  C. I don't have any idea                          E. I should help you
- B. How about driving your father's car                  E. If I were you , I would help my father

6. Man : I can't finish my homework.

Woman : Let's finish it together.

Man : .....

What's the most appropriate response to say next?

- A. No problem.    C. Let's go to school                          E. That's a good idea
- B.    D. I'll finish it soon
- C. Whats about studying together                          D. I'll finish it soon

7. Man : What do you want to wear tonight?

Woman : I don't know. I'm confused. Dress or blouse?

Man : You should wear a dress. It's a formal party.

Woman : Alright.

What is a woman going to wear to the party?

8. Man : What should I do?

Woman : You can go fishing with us.

Man : Do you like fishing?

Woman : Yes, my father always asks me to go fishing.

Man : Well, I'll go with you.

What are they going to do?

This text is for numbers 9 to 11.

Ami and Diah are in a boutique. Ami wants to buy some clothes. Her mother gave her some money. Ami is interested to buy a jacket, but she also wants to buy a blouse. They are expensive. however, Ami likes both. Her money is not enough to buy those things. Therefore, she must choose one of them. Ami asks Diah's suggestion. Then Diah gives her suggestion to buy jacket because the jacket is more useful than the

9. V

A. blouse

B. At Ami's house    D. At the market

entre

10. According to you, how does Ami ask Diah's suggestion?

- A. Do you have other idea? C. Can I give you suggestion D. Shall I make you a suggestion
- B. Should I buy the jacket or the blouse? E. What is your suggestion to the boutique?
11. According to you, how does Diah give Ami suggestion?
- A. You can borrow m money C. Alright I'll think about it E. You should use your own money
- B. If I were you, I should buy a blouse D. You'd better buy the jacket.

This text is for numbers 12 to 15.

Surabaya, January 7, 2014

To  
Margi A.  
Angsa Street Number 55  
Jakarta

Dear Margi,

I'm sorry for being late to reply your letter. I have heard about your problem. Should I give you suggestion, Margi? You'd better talk to Anit, soon. She is your best friend. You don't want to lose her, right? Discuss your problem together. Don't be selfish. I'm sure she will understand you.

Tell me the result soon!

Take care!

Sincerely yours,

Lidya

12. What happens to Margi?
- A. She got an accident C. She doesn't need suggestion E. She hasn't replied the letter
- B. Should I buy ther jacket or the blouse D. She misses Lidya
13. Who is Anita?
- A. Lidya's sister C. Margis's sister E. Margi's teacher
- B. Margi's best friend D. Lidya's classmate.
14. What does Lidya suggest Margi to do?
- A. Listen to her problem. C. Be selfish . E. Understand her problem



Nomor soal	Bobot soal
15	5

Jumlah skor maksimal = 75

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

### Soal Uraian

No.	Butir Pertanyaan nomor	Bobot Soal	Kreteria					Nilai Skor
			0	5	10	15	20	
1	1	15						
2	2	25						
3	3	15						
4	4	20						
5	5	25						
		100						

$$\text{Jumlah nilai akhir} = \frac{(\text{skor pilihan ganda} + \text{skor uraian})}{2} = 100$$

### c. Instrumen Penilaian Kompetensi Keterampilan

#### 1) Penilaian Praktek Tulis

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Kompetensi Dasar	: 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespons ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
Topik/Subtopik	: Giving a suggestion/an offer
Indikator Pencapaian Kompetensi	: 4.1.1 Menuliskan teks tulis untuk untuk memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

Work in pairs! Write a dialogue by choosing one of the following situations, make expressions of giving suggestion or offer. Your friend doesn't have money to buy some meals. You know it.

1. Your friend wants to buy a T-shirt. He is confused to choose black or white. He asks your suggestion.
2. Your friend always gets bad score in English.



### Rubrik Written Dialog

NO	NAMA kelompok	Pernyataan		
		Content	Organization	Grammar and Spelling
1				
2				
3				
4				
5				
6				

Deskriptor:

1 = Kurang Baik

2 = Cukup Baik

3 = Baik

4 = Sangat Baik

#### 2) Penilaian Praktik Lisan

Mata Pelajaran	:	<b>Bahasa Inggris</b>
Kelas/Semester	:	<b>XI/1</b>
Kompetensi Dasar	:	4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespons ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
Topik/Subtopik	:	<b>Giving a suggestion/an offer</b>
Indikator Pencapaian Kompetensi	:	4.1.2 Mempraktekkan teks lisan untuk untuk menyatakan dan menanyakan dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks

### Instrumen

1. Perform your dialogue before the class!

### Rubrik Penilaian Spoken Dialog

## Role Play Rubric

Student: \_\_\_\_\_

### Levels of Quality

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Participation in Preparation and Presentation	Always willing and focused during group work and presentation. <input type="checkbox"/>	Usually willing and focused during group work and presentation. <input type="checkbox"/>	Sometimes willing and focused during group work and presentation. <input type="checkbox"/>	Rarely willing and focused during group work and presentation. <input type="checkbox"/>
Presentation of Character	Convincing communication of character's feelings, situation and motives. <input type="checkbox"/>	Competent communication of character's feelings, situations and motives. <input type="checkbox"/>	Adequate communication of character's feelings, situation and motives. <input type="checkbox"/>	Limited communication of character's feelings, situation and motives. <input type="checkbox"/>
Achievement of Purpose	Purpose is clearly established and effectively sustained. <input type="checkbox"/>	Purpose is clearly established and generally sustained. <input type="checkbox"/>	Purpose is established but may not be sustained. <input type="checkbox"/>	Purpose is vaguely established and may not be sustained. <input type="checkbox"/>
Use of Non-Verbal Cues (voice, gestures, eye contact, props, costumes)	Impressive variety of non-verbal cues are used in an exemplary way. <input type="checkbox"/>	Good variety of non-verbal cues are used in a competent way. <input type="checkbox"/>	Satisfactory variety of non-verbal cues used in an acceptable way. <input type="checkbox"/>	Limited variety of non-verbal cues are used in a developing way. <input type="checkbox"/>
Imagination and Creativity	Choices demonstrate insight and powerfully enhance role play. <input type="checkbox"/>	Choices demonstrate thoughtfulness and completely enhance role play. <input type="checkbox"/>	Choices demonstrate awareness and developing acceptably enhance role play. <input type="checkbox"/>	Choices demonstrate little awareness and do little to enhance role play. <input type="checkbox"/>

Assignment/Activity: \_\_\_\_\_

Specific Criteria: \_\_\_\_\_

## Keterampilan Speaking

No.	Nama	Aspek penilaian					Skor nilai
		Fluency 5	Accuracy 5	Pronunciation 5	Intonation 5	Performance 5	

Skor maksimal = 25

Nilai = skor perolehan X 4

## 3)Penilaian Produk

Mata Pelajaran	: <b>Bahasa Inggris</b>
Kelas/Semester	: <b>XI/1</b>
Kompetensi Dasar	: 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespons ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
Topik/Subtopik	: <b>Giving a suggestion/an offer</b>
Indikator Pencapaian Kompetensi	: 4.1.1 Menuliskan teks tulis untuk untuk memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur

kebahasaan, yang benar dan sesuai konteks.

### **Instrumen**

**Find two pictures about bad habit on newspaper or magazines, such as throwing rubbish in the river, riding motorcycle without a helmet, etc and then write suggestion about the pictures!**

### **Rubrik Penilaian Produk**

Alokasi Waktu :  
Nama Peserta Didik :  
Kelas :

No	Tahapan	Skor
1	Tahap perencanaan (10)	
2	Tahap Proses Pembuatan (10)	
3	Hasil Produk Tulisan	
	a. Kejelasan gagasan (25)	
	b. Grammar (25)	
	c. Pilihan Kata (25)	
	d. Mechanic/Punctuation (10)	
	e. Struktur Teks (5)	

### **3. Pembelajaran Remedial dan Pengayaan**

- Remedial diberikan pada siswa yang belum mencapai skor 75 dengan mengulang materi inti segera setelah selesai penilaian.
- Pengayaan dapat diberikan pada kelompok siswa yang capain skornya diatas 95.

### **G. Media, alat, dan Sumber Pembelajaran**

1. Media : Video
2. Alat : Laptop, loudspeaker, papan tulis.
3. Sumber Pembelajaran : Kurikulum 2013, Buku Paket Bahasa Inggris Kelas XI semester 1 dari Kementerian Pendidikan dan Kebudayaan, 2014.  
Buku Kreatif Bahasa Inggris Kelas XI semester 1 CV VIVA PAKARINDO
4. Buku-buku lain yang relevan.

Mengetahui,  
Kepala SMA Negeri 1 Abiansemal

Badung, 6 Juli 2019  
Guru Mata Pelajaran Bahasa Inggris

Drs. I Made Kupasada, M.Pd  
NIP.196308011984111001

I Gst Made Oka Suardana, S.Pd.  
NIP. 19601017198411 1 002



RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)

Sekolah	: SMAN 1 ABIANSEMAL
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X IBB2 dan X Mia2 / Genap
Materi Pokok	: Teks Recount (Peristiwa Bersejarah)
Alokasi Waktu	: 3 Minggu x 2 Jam Pelajaran 45 Menit

### A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks	3.7.1. Menentukan fungsi social struktur teks dan unsur kebahasaan teks <i>recount</i> terkait peristiwa bersejarah 3.7.2. Membedakan fungsi social, struktur teks, dan unsur kebahasaan teks <i>recount</i> terkait peristiwa bersejarah

<p>penggunaannya</p> <p>4.7. Teks <i>recount</i> – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p>	<p>3.7.3. Menjelaskan fungsi social, struktur teks, dan unsur kebahasaan teks <i>recount</i> terkait peristiwa bersejarah</p> <p>4.7.1.1 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan teks <i>recount</i> terkait peristiwa bersejarah</p>
<p>3.7. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> <p>4.7. Teks <i>recount</i> – peristiwa bersejarah</p> <p>4.7.2. Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>3.7.1. Membedakan fungsi social dari 2 teks <i>recount</i> terkait peristiwa bersejarah.</p> <p>4.7.2.1. Membuat teks <i>recount</i> sederhana terkait peristiwa bersejarah dari teks yang sudah dibahas dengan menggunakan bahasa sendiri.</p>

### C. Tujuan Pembelajaran

#### Pertemuan Pertama

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat menjelaskan makna secara kontekstual terkait fungsi sosial, struktur teks dan unsure recount lisan dan tulis terkait peristiwa bersejarah.
2. Peserta didik mampu menentukan fungsi social, struktur teks, unsur kebahasaan dalam teks recount.
3. Peserta didik dapat menganalisis informasi dalam teks recount terkait peristiwa bersejarah.

#### **Pertemuan Kedua**

1. Peserta didik dapat membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks recount terkait peristiwa bersejarah.
2. Peserta didik dapat mempresentasikan teks recount terkait peristiwa bersejarah di depan kelas.

#### **Pertemuan Ketiga**

1. Peserta didik mampu menyusun teks recount sederhana mengenai pengalamannya sendiri terkait tempat bersejarah dengan menggunakan bahasa sednfirmi.

#### **D. Materi Pembelajaran**

Teks recount sederhana lisan dan tulis

❖ Fungsi sosial :

Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan.

❖ Struktur Teks :

- Orientasi
- Urutan kejadian/kegiatan
- Orientasi ulang

❖ Unsur Kebahasaan :

- Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan
- Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb.
- Adverbia dan frasa preposisional penunjuk waktu
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➤ Topik

Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI.

**a. Materi Remedial**

Pembelajaran remedial kepada siswa yang belum mencapai KKM mendapat materi remedi tentang teks *recount* yakni, peserta didik diminta untuk mencari sebuah teks *recount* kemudian menentukan fungsi sosial, struktur teks dan unsur kebahasaan teks serta informasi yang ada dalam teks dari teks tersebut.

**b. Materi Pengayaan**

Pembelajaran pengayaan diberikan kepada siswa yang nilainya di atas KKM berupa tugas tambahan yaitu mencari 2 contoh teks *recount* tentang peristiwa bersejarah. Peserta didik dapat memilih peristiwa bersejarah yang ada di daerah mereka, di Indonesia, ataupun di negara-negara lain. Kedua teks *recount* yang telah dipilih kemudian dibedakan fungsi sosial, struktur teks dan unsur kebahasaan teks serta informasi yang ada dalam teks tersebut.

**E. Metode Pembelajaran**

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Problem Based Learning (PBL)
- 3) Metode : Diskusi, Tanya Jawab, kelompok kecil, observasi.

**F. Media Pembelajaran**

1. Media
  - ❖ LCD, Laptop, Power Point, Gambar Peristiwa Sejarah, 3 Teks Recount terkait Peristiwa Bersejarah
2. Alat/Bahan
  - ❖ Spidol, Papan Tulis, Worksheet atau lembar kerja (siswa), Lembar penilaian

**G. Sumber Belajar**

- ❖ Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris Kelas X Umum untuk SMA/MA/ SMK/ MAK.
- ❖ Viva Pakarindo, Bahasa Inggris Wajib SMA/MA/dan SMK/MAK Kelas X.
- ❖ Internet



([https://merahputih.com/post/read/sejarah-dan-makna-hari-pahlawan-10 november](https://merahputih.com/post/read/sejarah-dan-makna-hari-pahlawan-10-november))

❖ Kamus Bahasa Inggris

**Pertemuan Pertama (2 x 45 menit)**

No.	Kegiatan	Alokasi Waktu	
I.	<p>Pendahuluan</p> <ol style="list-style-type: none"> <li>1. Guru mengawali pembelajaran dengan memberikan salam “Good Morning” dan menanyakan kabar peserta didik “How are you today?”</li> <li>2. Guru dan peserta didik melakukan doa bersama sebelum memulai pembelajaran.</li> <li>3. Guru mengecek kehadiran peserta didik.</li> <li>4. Guru menunjukkan sebuah contoh gambar proklamasi kemerdekaan Indonesia dan mengajukan beberapa pertanyaan terkait dengan gambar tersebut kepada peserta didik : <ul style="list-style-type: none"> <li>❖ <i>Have you ever seen this picture?</i></li> <li>❖ <i>What do you know about this picture?</i></li> <li>❖ <i>What happend in this event?</i></li> <li>❖ <i>When this event happened?</i></li> </ul> </li> <li>5. Guru menyampaikan materi yang akan dipelajari “<i>Today, we are going to learn about Recount Text</i>”</li> <li>6. Guru menyampaikan tujuan pembelajaran “<i>In this topic, you are expected to understand the definition the social function, the characteristics, as well as the generic structure of Recount Text</i>”</li> </ol>	15 menit	
II.	Inti	65 menit	
	Sintaks/Tahapan Pembelajaran	Kegiatan Pembelajaran	
	Orientasikan siswa pada masalah	<ul style="list-style-type: none"> <li>• Peserta didik diberikan sebuah contoh teks recount terkait peristiwa</li> </ul>	15 menit

	actual dan otentik	bersejarah melalui PPT. <ul style="list-style-type: none"> <li>• Peserta didik mendiskusikan fungsi sosial, struktur teks dan unsur kebahasaan pada teks serta informasi yang terdapat dalam teks tersebut</li> </ul>	
	Mengorganisasikan siswa untuk belajar	<ul style="list-style-type: none"> <li>• Peserta didik diminta membuat kelompok terdiri dari 4 orang.</li> <li>• Peserta didik diberikan sebuah contoh teks recount terkait peristiwa bersejarah.</li> </ul>	15 menit
	Membimbing penyelidikan individu maupun kelompok	<ul style="list-style-type: none"> <li>• Peserta didik mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks serta informasi yang terdapat dalam teks tersebut secara berkelompok.</li> </ul>	15 menit
	Mengembangkan dan menyajikan hasil karya	<ul style="list-style-type: none"> <li>• Setiap kelompok menulis hasil diskusi teks tersebut di dalam sebuah kertas.</li> <li>• Setiap kelompok mempresentasikan hasil diskusi di depan kelas.</li> </ul>	15 menit
	Menganalisa dan mengevaluasi proses pemecahan masalah	<ul style="list-style-type: none"> <li>• Kelompok lain memberikan tanggapan kepada kelompok presentasi.</li> <li>• Semua kelompok mengumpulkan hasil diskusi.</li> </ul>	10 menit
III.	Penutup		10 menit
	<ul style="list-style-type: none"> <li>• Peserta didik diberikan beberapa pertanyaan terkait refleksi materi yang telah didiskusikan hari ini.  “ <i>What we have learned today?</i>”  “ <i>Who can conclude our material today?</i>”</li> <li>• Guru memberikan konfirmasi materi yang telah dipelajari.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Guru memberikan <i>follow-up activity</i> mencari salah satu teks recount terkait peristiwa bersejarah secara individu dan menganalisis struktur dan 5W+1H dalam teks tersebut.</li> <li>• Guru menyampaikan materi yang akan diajarkan di pertemuan berikutnya.</li> <li>• Guru mengakhiri pelajaran dengan salam dan doa penutup.</li> </ul>	
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### Pertemuan kedua (2 x 45 menit)

No.	Kegiatan	Alokasi Waktu
I.	Pendahuluan <ol style="list-style-type: none"> <li>1. Guru mengawali pembelajaran dengan memberikan salam “Good Morning” dan menanyakan kabar peserta didik “How are you today?”</li> <li>2. Guru dan peserta didik melakukan doa bersama sebelum memulai pembelajaran.</li> <li>3. Guru mengecek kehadiran peserta didik.               <ol style="list-style-type: none"> <li>a. Peserta didik diajak bermain <i>Yes, No, Stand Up game</i>. (Dalam permainan <i>Yes, No, Stand Up game</i> , peserta didik yang kalah akan dijadikan sebagai perantara untuk <i>me-review</i> materi sebelumnya, diikuti oleh pendapat peserta didik yang lain).                    “<i>What have you learnt from the previous material?</i>”                    “<i>What have we learnt last week?</i>”</li> </ol> </li> <li>4. Guru menyampaikan tujuan pembelajaran kepada peserta didik.</li> <li>5. Materi : 2 teks <i>recount</i> yang akan dibandingkan, khususnya <i>recount</i> terkait peristiwa bersejarah</li> </ol>	15 menit
II.	Inti	65 menit
	Sintaks/Tahapan	Kegiatan Pembelajaran

	Pembelajaran		
	Orientasikan siswa pada masalah actual dan otentik	<ul style="list-style-type: none"> <li>• Peserta didik dibagi secara acak membentuk kelompok yang terdiri 4 orang.</li> <li>• Peserta didik diberikan 2 teks recount terkait peristiwa bersejarah.</li> </ul>	5 menit
	Mengorganisasikan siswa untuk belajar	<ul style="list-style-type: none"> <li>• Peserta didik menemukan kata-kata yang sulit untuk didiskusikan bersama.</li> <li>• Peserta didik menganalisis perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount serta informasi dari kedua teks tersebut secara berkelompok.</li> </ul>	20 menit
	Membimbing penyelidikan individu maupun kelompok	<ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil diskusi mereka di depan kelas.</li> <li>• Peserta didik mendiskusikan hasil diskusi bersama peserta didik dan menekankan perbedaan fungsi sosial, struktur teks, unsur kebahasaan serta informasi dalam masing-masing teks tersebut.</li> </ul>	15 menit
	Mengembangkan dan menyajikan hasil karya	<ul style="list-style-type: none"> <li>• Peserta didik diberikan sebuah teks recount disertai pertanyaan terkait teks tersebut.</li> <li>• Peserta didik menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks recount serta menganalisis informasi dalam teks tersebut secara individu.</li> </ul>	15 menit

	Menganalisa dan mengevaluasi proses pemecahan masalah	<ul style="list-style-type: none"> <li>• Peserta didik mendiskusikan hasil analisis dari teks tersebut secara bersama-sama.</li> </ul>	10 menit
III.	Penutup		10 menit
	<ul style="list-style-type: none"> <li>• Peserta didik diberikan beberapa pertanyaan terkait refleksi materi yang telah didiskusikan hari ini.  <i>“ What we have learned today?”</i>  <i>“ Who can conclude our material today?”</i></li> <li>• Guru memberikan konfirmasi materi yang telah dipelajari.</li> <li>• Guru memberikan <i>follow-up activity</i> berupa <i>project</i> mengerjakan <i>recount text</i> secara individu.</li> <li>• Guru menyampaikan materi yang akan diajarkan di pertemuan berikutnya.</li> <li>• Guru mengakhiri pelajaran dengan salam dan doa penutup.</li> </ul>		

### Pertemuan Ketiga (2 x 45 menit)

No.	Kegiatan	Alokasi Waktu
I.	Pendahuluan <ol style="list-style-type: none"> <li>1. Guru mengawali pembelajaran dengan memberikan salam “Good Morning” dan menanyakan kabar peserta didik “How are you today?”</li> <li>2. Guru dan peserta didik melakukan doa bersama sebelum memulai pembelajaran.</li> <li>3. Guru mengecek kehadiran peserta didik.</li> <li>4. Peserta didik diajak bermain <i>Simon Says Game</i>.</li> <li>5. Peserta didik diberikan quiz sebagai perantara untuk mereview materi yang telah dipelajari.  <i>“What is recount text?”</i></li> </ol>	15 menit

	<p><i>“what is the structure of recount text?”</i></p> <p><i>“why we learn recount text?”</i></p> <p><i>“ what is characteristic of recount text?”</i></p> <p><i>“ what types of recount text that we last meeting?”</i></p> <p>6. Guru menyampaikan tujuan pembelajaran kepada peserta didik.</p> <p><i>(“In this meeting, you are expected to make simple recount text about by using your own language”)</i></p>		
II.	Inti	65 menit	
	Sintaks/Tahapan Pembelajaran	Kegiatan Pembelajaran	
	Orientasikan siswa pada masalah actual dan otentik	<ul style="list-style-type: none"> <li>• Peserta didik dibagi secara acak membentuk kelompok yang terdiri 4 orang.</li> <li>• Peserta didik diberikan sebuah teks recount sederhana dan mendiskusikan fungsi social, struktur teks, dan karakteristik dari teks tersebut secara bersama-sama.</li> </ul>	5 menit
	Mengorganisasikan siswa untuk belajar	<ul style="list-style-type: none"> <li>• Peserta didik mendapatkan potongan gambar-gambar yang diacak beserta kalimat clue dalam gambar tersebut.</li> </ul>	5 menit
	Membimbing penyelidikan individu maupun kelompok	<ul style="list-style-type: none"> <li>• Peserta didik menyusun gambar-gambar tersebut menjadi gambar yang runtut dan menambahkan 2 kalimat di setiap gambar menggunakan bahasa sendiri berdasarkan clue yang sdh diberikan pada gambar tersebut secara berkelompok.</li> </ul>	15 menit
	Mengembangkan dan menyajikan	<ul style="list-style-type: none"> <li>• Setiap kelompok mempresentasikan</li> </ul>	20 menit

	hasil karya	hasil kerja kelompoknya di depan kelas.	
	Menganalisa dan mengevaluasi proses pemecahan masalah	<ul style="list-style-type: none"> <li>• Peserta didik dan guru mendiskusikan hasil dengan menekankan pada fungsi social, struktur teks, dan unsur kebahasaan.</li> </ul>	15 menit
III.	Penutup		10 menit
	<ul style="list-style-type: none"> <li>• Peserta didik diberikan beberapa pertanyaan terkait refleksi materi yang telah didiskusikan hari ini.  <i>“Are you happy with my class?”</i>  <i>“What we have learned today?”</i>  <i>“Who can conclude our material today?”</i></li> <li>• Guru memberikan konfirmasi materi yang telah dipelajari.</li> <li>• Guru memberikan <i>follow-up activity</i> berupa <i>project</i> membuat sebuah teks <i>recount text</i> mengenai <i>pengalaman sendiri</i> secara individu.</li> <li>• Guru menyampaikan materi yang akan diajarkan di pertemuan berikutnya.</li> <li>• Guru mengakhiri pelajaran dengan salam dan doa penutup.</li> </ul>		

#### INSTRUMENT PENILAIAN

No	Soal	Kunci Jawaban	Skor
1.	Please analyse the generic structure of the text.	Paragraph 1 : Orientation Paragraph 2 : Event Paragraph 3 : Re-orientation	10


2.	When did the Bandung as Sea of Fire happend	Bandung as Sea of Fire was a fire that happened in the city of Bandung on March 24, 1946	5
3.	Why the resindents of Bandung burned their homes?	Because the power of TRI and people's militia was not comparable to the British forces and NICA.	5
4.	Where is the location of large ammunition depot belonging to British?	The location of large ammunition depot belonging to British is in the Village named Dayeuh Kolot	5
5.	Can Barisan Rakyat Indonesia destroyed the ammunition depot?	Yes, They can.	5
		Total Skor	30

Text	Title			
	Orientation	Who		
		What		
		Where		
		When		
	Events (What happened?)	1		
2				



		3		
		4		
		5		
		6		
	Reorientation (writer's opinion)			
	Purpose of the text			

**Table Menyusun Recount Text**

	<p>Last Sunday is holiday. It was a sunny day.</p>
---	--



Bali Elephant Camp is offering an adventure experience of riding an elephant into the jungle, village, and rice terrace in Bali



After we arrived at that place, firstly we got wellcome drink.



Then, secondly we trek along the edge of the valley and enjoy beautiful landscape of our camp including elephant pool, gibbon, local monkey and bird in their natural habitat and ook down to ayung river and take some pictures of incredible views.



Thirdly,we also can see the elephant wades through the water to cool off from the hot sun in the pool.



Fortly, we also can take a picture with funny bear over there.



By the end of our trek, we feel free to enjoy lunch at retourant in Bali Elephant Camp.



**Lembar Observasi siswa**

No	Nama Siswa	Aspek yang diamati			
		Siswa mampu membedakan 2 teks recount terkait peristiwa bersejarah		Siswa mampu menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount terkait peristiwa bersejarah	
		Ya	Tidak	Ya	Tidak

NO	Nama	SKOR UNTUK					Jumlah Skor	Nilai
		Isi	Struktur teks	Kosakata	Ejaan	Mekanik		
1								
2								
3								
4								
5								
6								
7								
8								
dst								

### Rubrik Penilaian Menulis

Kriteria	Bobot	Skor		
		3	2	1
Isi	2	Sebagian besar isi sesuai dengan topic	Sebagian besar isi kurang sesuai dengan topik	Isi tidak sesuai dengan topik
Struktur teks	2	Susunan kalimat sebagian besar tepat	Susunan kalimat sebagian besar kurang tepat	Susunan kalimat tidak tepat
Kosakata	2	Pilihan kata sebagian besar tepat	Pilihan kata sebagian besar kurang tepat	Pilihan kalimat tidak tepat
Ejaan	2	Ejaan kata sebagian besar tepat	Ejaan kata sebagian besar kurang tepat	Ejaan kata tidak tepat
Mekanik	2	Penggunaan mekanik sebagian besar tepat	Penggunaan mekanik sebagian besar kurang tepat	Penggunaan mekanik tidak tepat

Nilai =  $\frac{\text{Jumlah skor yang diperoleh}}{30} \times 100$

30

NO	Nama	SKOR UNTUK				Jumlah Skor	Nilai
		Kelancaran	Pelafalan	Ketepatan	Ekspresi		
1							

2							
3							
4							
5							
6							
7							
8							
dst							

*Rubrik Penilaian Berbicara*

Kriteria	Bobot	Skor 4	Skor 3	Skor 2	Skor 1
Kelancaran (Fluency)	3	Dialog lancar dan sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama presentasi
Pelafalan (Pronunciation)	3	Lafal dapat dipahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahpahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu keluar dalam pelafalan sehingga tidak dapat dimengerti

Accuracy (Ketepatan)	2	Tata bahasa dan pilihan kata tepat, dialog dapat dipahami	Tata bahasa dan pilihan kata kurang tepat, dialog dapat dipahami	Tata bahasa dan pilihan kata kurang tepat, dialog kurang bisa dipahami	Tata bahasa dan pilihan kata tidak tepat, dialog tidak bisa dipahami
Ekspresi (Expression)	2	Berbicara dengan jelas dan keras, ekspresi bagus, komunikatif	Berbicara dengan agak keras, bisa dipahami. ekspresi bagus, cukup komunikatif	Berbicara pelan, ekspresi datar, kurang bisa dipahami, kurang komunikatif	Berbicara hampir tidak dapat di dengar, tidak jelas, tidak ada ekspresi, tidak komunikatif

Nilai =  $\frac{\text{Jumlah skor yang diperoleh}}{4} \times 100$

4

## INSTRUMENT

### Bandung as Sea of Fire

Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.

British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village named Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.

The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo, Halo Bandung".

#### Task1

Work in groups of four and answer the following questions!

1. Please analyse the structure of the text.
2. When did the Bandung as Sea of Fire happend?
3. Why the residents of Bandung burned their homes?
4. Where is the location of large ammunition depot belonging to British?
5. Can Barisan Rakyat Indonesia destroye the ammunition depot?

#### Task 2

Find a historical recount text and analyze purpose, structure, and information on the text.

#### Task 3

### THE BATTLE ON NOVEMBER 10th, 1945

In Indonesia, Heroes' Day on November 10 to commemorate the Battle of Surabaya between Indonesian and Allied nationalist militias, which was the first large-scale armed conflict between Indonesia and foreign forces after the Proclamation of Indonesian Independence on August 17, 1945.

The background of this incident occurred because of the events of the Surabaya Yamato hotel. At that time the Dutch community was led by Mr. Ploegman raised the Dutch flag at the top of the Yamato hotel. This is what raised the anger of the citizens of Surabaya, and made some young people act decisively by riding the hotel Yamato and tearing off the blue flag of the Netherlands so that



there was only the color of the Indonesian Red and White flag left. This event occurred on October 27th. It turns out this is what triggered the historical battle of November 10.

After the truce between the Indonesian side and the British army was signed on October 29, 1945, the situation gradually subsided. Even so, there were still armed clashes between the people and the British army in Surabaya. The armed clashes in Surabaya culminated in the killing of Brigadier General Mallaby, (head of the British army for East Java), on 30 October 1945 at around 8:30 p.m. The Buick car that Brigadier General Mallaby was carrying passed a group of Indonesian militias when he was about to pass by Jembatan Merah.

A misunderstanding led to a shootout which ended with the death of Brigadier General Mallaby by a gun shot by an Indonesian young man whose identity was unknown until now, and the burning of the car was hit by a grenade which made Mallaby's body difficult to identify. Mallaby's death caused the British side to be angry with the Indonesian side and resulted in Mallaby's successor decision, Major General Eric Carden Robert Mansergh to issue an November 10, 1945 ultimatum to ask the Indonesian side to surrender weapons and stop resistance to the AFNEI army and NICA administration.

On November 10, 1945 in the morning, the British army took action which he called the Rikklef in the corner of the city of Surabaya. A terrible battle was returned with the defense of thousands of city dwellers. British forces have succeeded in capturing the city in just three days. However, the battle was really dim after three weeks. About 6000 Indonesians were killed and thousands of people left the city.

The bloody battle in Surabaya which claimed thousands of casualties has driven people's resistance across Indonesia to drive away the invaders and maintain independence. The number of fallen fighters and civilians who became victims on November 10 was later remembered as Heroes' Day by the Republic of Indonesia until now.

Source:<https://merahputih.com/post/read/sejarah-dan-makna-hari-pahlawan-10-november>

#### QUESTION

1. What is the Heroes' Day ?
2. What is the background of the insident of Surabaya?
3. When the truce between the Indonesian side and the British army was signed?
4. What is caused the Dutch troops was angry and took action which is called the Ricklef in the corner of the city of Surabaya?
5. Why Mallaby was killed?

#### ANSWER

7. Heroes' Day is commemoration of the Battle of Surabaya between Indonesian and Allied nationalist militias on 10th November, which was the first large-scale armed conflict between Indonesia and foreign forces after the Proclamation of Indonesian Independence on August 17, 1945.
8. The background of this incident occurred because of the events of the Surabaya Yamato hotel. At that time the Dutch community was led by Mr. Ploegman raised the Dutch flag at the top of the Yamato hotel. This is what raised the anger of the citizens of Surabaya, and made some young people act decisively by riding the hotel yamato and tearing off the blue flag of the Netherlands so that there was only the color of the Indonesian Red and White flag left.
9. The truce between the Indonesian side and the British army was signed on October 29, 1945.
10. Because, The armed clashes in Surabaya culminated in the killing of Brigadier General Mallaby, (head of the British army for East Java), on 30 October 1945 at around 8:30 p.m.
11. When The Buick car that Brigadier General Mallaby was carrying passed a group of Indonesian militias when he was about to pass by Jembatan Merah. A misunderstanding led to a shootout which ended with the death of Brigadier General Mallaby by a gun shot by an Indonesian young man whose identity was unknown until now, and the

burning of the car was hit by a grenade which made Mallaby's body difficult to identify

## **Teks Pemandangan**

### **RENGASDENGKLOK**

The Rengasdengklok incident occurred due to differences of opinion between the young and old groups about the issue of when the proclamation of Indonesian independence was implemented. The incident took place precisely on August 16, 1945. The young group brought Ir. Soekarno and Drs. Moh. Hatta went to Rengasdengklok with the aim of securing both of them from outside intervention. The area of Rengasdengklok was chosen because according to military calculations, the place was far from the Jakarta-Cirebon highway. In addition, they can easily monitor Japanese soldiers who want to come to Rengasdengklok from the direction of Bandung and Jakarta.

Soekarno-Hatta was in Rengasdengklok for a full day. The efforts and plans of the youth to pressure the two Indonesian leaders to quickly proclaim Indonesia's independence without interference from the Japanese army could not be carried out. In the Rengasdengklok incident, it seemed that the two leaders had great authority so that the young people were reluctant to approach it, let alone emphasize it. However, through talks between Shodanco Singgih and Sukarno, stated that Sukarno was willing to proclaim Indonesia's independence after returning to Jakarta. Rengasdengklok event.

Based on Soekarno's statement, at midday Shodanco Singgih returned to Jakarta to deliver the news of the proclamation of independence that Soekarno would deliver to his friends and youth leaders. Meanwhile, negotiations were taking place in Jakarta between Achmad Subardjo (representing the old group) and Wikana (representing the young group). From the negotiations an agreement was reached, that the proclamation of Indonesian independence must be carried out in Jakarta. In addition, Admiral Tadashi Maeda allowed his residence to be

used as a place for negotiations and even he was willing to guarantee the safety of the Indonesian leaders.

Based on the agreement between the youth group and Admiral Tadashi Maeda, Jusuf Kunto was willing to deliver Achmad Subardjo and his personal secretary went to pick up Soekarno and Hatta to Rengasdengklok. Before leaving for Rengasdengidok, Achmad Subardjo provided guarantees with his life bets that the proclamation of Indonesian independence would be held on August 17, 1945, no later than 12.00 WIB. With this guarantee, the Map Cudanco company commander Subeno was willing to release Ir. Soekarno and Drs. Moh. Hatta and his entourage returned to Jakarta. The group arrived in Jakarta at 17.30 WIB. That is the brief history of the Rengasdengklok incident that occurred before the proclamation of independence.

#### QUESTION

1. What is the text tells about?
2. Why did young group bring Ir. Soekarno and Drs. Moh. Hatta go to rengasdengklok?
3. Where is the location of independence's negotiation happened?
4. What is Achmad Sobardjo' guarantess?
5. What is the purpose of young group brought Ir. Soekarno and Drs. Moh. Hatta in Rengasdengklok?

#### ANSWER

1. The text tells about Rengasdengklok incident occurred due to differences of opinion between the young and old groups about the issue of when the proclamation of Indonesian independence was implemented.
2. Because, the aim of securing both of them from outside intervention. The area of Rengasdengklok was chosen because according to military calculations, the place was far from the Jakarta-Cirebon highway. In addition, they can easily monitor Japanese soldiers who want to come to Rengasdengklok from the direction of Bandung and Jakarta.

3. In Admiral Tadashi Maeda residence.
4. Achmad Subardjo provided guarantees with his life bets that the proclamation of Indonesian independence would be held on August 17, 1945, no later than 12.00 WIB.
5. The purpose is efforts and plans of the youth to pressure the two Indonesian leaders to quickly proclaim Indonesia's independence without interference from the Japanese army could not be carried out.

Mengetahui,  
Kepala SMA Negeri 1 Abiansemal  
Bahasa Inggris

Badung, 6 Juli 2019  
Guru Mata Pelajaran

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## DOCUMENTATION

