

PERENCANAAN PEMBELAJARAN

Satuan Pendidikan : SMA Negeri 2 Semarang
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / Ganjil
Materi Pokok : Recount Text
Tahun Pelajaran : 2026/2027
Alokasi Waktu : 120 menit (3 JP)

Identifikasi	Peserta didik	Peserta didik kelas X telah memiliki dasar materi Recount Text, struktur dan unsur kebahasaannya, serta pengalaman membaca teks. Namun, penerapannya masih perlu ditingkatkan, terutama dalam menganalisis isi dan struktur teks, menggunakan Simple Past Tense, serta memilih kosakata yang tepat. Keterbatasan kosakata turut memengaruhi kemampuan peserta didik dalam memahami teks dan menuangkan ide secara tertulis.																								
	Materi Pelajaran	Recount Text (Personal Experience) Materi meliputi: • Purpose/ social function • Generic Structure • Language Features • Simple Past Tense • Time Connectives • Action Verbs • Writing Personal Experience • Oral Retelling																								
	Dimensi Profil Lulusan	<table><tr><td></td><td>Keimanan dan Ketakwaan terhadap Tuhan YME</td></tr><tr><td></td><td>Kewargaan</td></tr><tr><td>V</td><td>Penalaran Kritis</td></tr><tr><td>V</td><td>Kreativitas</td></tr></table>				Keimanan dan Ketakwaan terhadap Tuhan YME		Kewargaan	V	Penalaran Kritis	V	Kreativitas	<table><tr><td>V</td><td>Kolaborasi</td></tr><tr><td>V</td><td>Kemandirian</td></tr><tr><td></td><td>Kesehatan</td></tr><tr><td>V</td><td>Komunikasi</td></tr></table>			V	Kolaborasi	V	Kemandirian		Kesehatan	V	Komunikasi			
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Desain Pembelajaran	Capaian Pembelajaran	Capaian Pembelajaran 4.1. Membaca - Memirsa (<i>Reading - Viewing</i>) Memahami alur informasi secara keseluruhan, menganalisis dan menyimpulkan informasi tersurat dan tersirat dari berbagai jenis teks fiksi dan non fiksi tertulis atau teks multimodal tentang topik sehari-hari atau isu terkini. 4.2. Menulis-Mempresentasikan (<i>Writing - Presenting</i>) Mengomunikasikan gagasan dan pengalaman mereka secara tertulis atau multimodal dalam berbagai jenis teks fiksi dan nonfiksi dengan menggunakan berbagai media presentasi (cetak atau digital) untuk mencapai tujuan tertentu dengan struktur teks dan unsur kebahasaan yang tepat; mengungkapkan pendapat dan mempertahankan argumen tentang topik sehari-hari atau isu terkini.
	Lintas Disiplin Ilmu	• Bahasa Indonesia • Sejarah
	Tujuan Pembelajaran	Melalui kegiatan pembelajaran, murid diharapkan mampu: 1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan Recount Text berdasarkan contoh teks. 2. Menulis Recount Text berdasarkan pengalaman nyata dengan menggunakan struktur teks dan unsur kebahasaan yang tepat. 3. Mempresentasikan hasil tulisan secara lisan maupun digital dengan percaya diri dan bertanggung jawab.
	Topik Pembelajaran	Personal Experience
	Praktik Pedagogis	• Deep Learning • Discovery learning • Pembelajaran Berdiferensiasi
	Kemitraan Pembelajaran	• Guru • Teman Sebaya • Orang Tua • Lingkungan Sekitar
	Lingkungan Pembelajaran	Ruang Fisik • Ruang kelas Ruang Virtual • Quizizz Budaya Belajar • Kolaboratif • Reflektif • Inklusif

		Berpusat pada Murid
	Pemanfaatan Digital	Perencanaan - Microsoft word - Quizziz/Wayground Pelaksanaan - Quizziz/Wayground Asesmen - Quizizz/wayground
Langkah-Langkah Pembelajaran		
Pengalaman Belajar	Awal	Awal (Berkesan, Bermakna) 15' Guru: - memberi salam dan memimpin doa; - mengecek kehadiran dan kebersihan ruang belajar - Memberikan ice-breaking - Mengulas kembali materi Recount Text yang telah dipresentasikan oleh kelompok 3 pada pertemuan sebelumnya melalui pertanyaan pemantik untuk mengingat kembali dan memperkuat pemahaman terhadap materi yang telah dipelajari. - menyampaikan tujuan pembelajaran.
	Inti	Memahami (bermakna , menggembirakan) 20' Peserta didik: - mengamati contoh Recount Text yang disajikan dalam bentuk teks rumpang dan belum tersusun secara runtut; - mengidentifikasi bagian teks yang belum lengkap dan menemukan permasalahan yang perlu diselesaikan agar teks menjadi utuh dan runtut; - bersama kelompok merumuskan pertanyaan pemantik, seperti "How can we complete, correct, and organize a Recount Text?"; - menyimak penjelasan guru mengenai Recount Text Challenge yang terdiri atas lima level.
		Mengaplikasi (Berkesadaran, Bermakna, Menggembirakan) 70' Peserta didik mengikuti Recount Text Challenge secara berjenjang melalui lima level permainan. Setiap level memberikan tantangan yang berbeda untuk memperkuat pemahaman terhadap kosakata, <i>Simple Past Tense, Action Verbs, Time Connectives</i> , struktur, kronologi, serta kemampuan menganalisis informasi dalam Recount Text Peserta didik secara berkelompok menyelesaikan Recount Text Challenge dengan jujur, disiplin, tanggung jawab, dan berani melalui tahapan berikut:

		Level 1 – Word Hunter Peserta didik melengkapi teks rumpang dengan memilih kata yang tepat berdasarkan konteks. Level 2 – Past Tense Fixer Peserta didik menemukan dan memperbaiki penggunaan Simple Past Tense yang salah dalam teks. Level 3 – Story Builder Peserta didik melengkapi teks dengan Action Verbs dan Time Connectives yang tepat untuk memperjelas rangkaian peristiwa. Level 4 – Sequence Master Peserta didik mengurutkan bagian atau peristiwa dalam teks berdasarkan kronologi sehingga membentuk Recount Text yang utuh dan logis. Level 5 – Recount Writer Peserta didik menggunakan kosakata, pola kalimat, dan pemahaman tentang kronologi yang telah diperoleh pada level sebelumnya untuk menyusun kerangka dan menulis Recount Text berdasarkan pengalaman pribadi secara runtut, menggunakan Simple Past Tense, Action Verbs, dan Time Connectives dengan tepat.
	Penutup	Merefleksi (berkesadaran, bermakna) 10' Guru bersama peserta didik: • menyampaikan hal yang telah dipahami tentang Recount Text setelah menyelesaikan lima level tantangan; • mengidentifikasi kesulitan yang dialami selama kegiatan; • menyampaikan strategi yang akan dilakukan untuk meningkatkan kemampuan memahami dan menganalisis Recount Text.
		Penutup (Berkesan dan bermakna) 5' • menyampaikan refleksi singkat mengenai perasaan dan pengalaman peserta didik selama mengikuti pembelajaran melalui pertanyaan, <i>“How did you feel during today’s learning activity?”</i> dan <i>“Which level did you enjoy the most?”</i>; • memberikan apresiasi; • menyampaikan materi berikutnya; • menutup pembelajaran dengan doa.
Asesmen Pembelajaran	Asesmen Awal Pembelajaran	• Tanya jawab • Kuis awal
	Asesmen Proses Pembelajaran	• Observasi aktivitas • Penilaian diskusi • Penilaian unjuk kerja

		• Peer Assessment • Self - Assessment
	Asesmen Akhir Pembelajaran	• Tes menulis • Presentasi tertulis • Produk presentation (berdasarkan pilihan murid)
Sumber Belajar		• Kemendikdasmen. (2025). <i>Capaian pembelajaran pada pendidikan anak usia dini, jenjang pendidikan dasar, dan jenjang pendidikan menengah pada kurikulum merdeka</i> (Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 046/H/KR/2025). Kementerian Pendidikan Dasar dan Menengah • Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022). <i>English for Change: Bahasa Inggris untuk SMA/MA Kelas X</i>. Jakarta: Pusat Perbukuan, Badan Standar, Kurikulum, dan Asesmen Pendidikan. • https://youtu.be/0UQn0xnVtVo?si=MIXLqWpevNzHDHG2 • https://youtu.be/fAl8q9HMYa8?si=TPpwQ374sZl-MsVV • https://www.youtube.com/@BBCLearningEnglish • https://www.youtube.com/@LearnEnglishWithTVSeries • https://wayground.com/activity/admin/quiz/6ab0696c4cf256448a9881c3 • https://wayground.com/activity/admin/quiz/6aafff256cee84b6e28da348 • https://wayground.com/activity/admin/quiz/6ab00807d20d61bd66ad4d7e • https://wayground.com/activity/admin/quiz/6ab01007905fb48f4d6c937a • https://wayground.com/activity/admin/quiz/6ab087fd631bf7d6be338baa
Remedial & pengayaan	Remedial	• Remedial dilakukan apabila tujuan pembelajaran belum tercapai. Belum tercapainya tujuan pembelajaran bisa diketahui apabila skor perolehan dari instrument penilaian/asesmen masih dibawah 75. Remedial akan diberikan dalam bentuk tes speaking ulang
	Pengayaan	• Kegiatan pengayaan dilakukan melalui pembuatan poster, infografis, video, presentasi (PowerPoint), atau bentuk karya lainnya sesuai dengan minat peserta didik. Karya tersebut mengembangkan materi Recount text pada objek atau topik lain yang belum dibahas dalam pembelajaran.
Glosarium		Recount Text: <i>a type of text that retells past events or experiences in chronological order. Its purpose is to inform or entertain the reader by recounting what happened.</i> • Orientation – introduces the participants, time, and place. • Series of Events – tells the events in chronological order.

		• Reorientation – concludes the story or expresses personal feelings about the experience.
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Lampiran

Material: Understanding Recount Text

Objectives

- Identify the social function of a Recount Text.
- Identify the generic structure of a Recount Text.
- Identify language features of a Recount Text.
- Write a Recount Text about personal experience
- Present a Recount Text about personal experience

1. Social Function

A **Recount Text** is a text that tells about **past experiences or events**. Its purpose is to **retell what happened in the past** in a chronological order.

Example:

Telling about a holiday, a school trip, a family gathering, or an interesting experience.

2. Generic Structure

A Recount Text has three main parts:

a. Orientation

Introduces **who, where, and when** the experience happened.

Last Sunday, my family and I went to Lawang Sewu in Semarang.

b. Events

Tells the events or activities **in chronological order**.

First, we walked around the building. Then, we explored the rooms and took pictures.

c. Reorientation

Ends the story with a **personal comment, feeling, or conclusion**.

I felt happy because I learned something new about Lawang Sewu.

3. Language Features

A Recount Text commonly uses:

a. Simple Past Tense

Used to tell events that happened in the past.

go → **went**

visit → **visited**

see → **saw**

take → **took**

b. Action Verbs

Used to describe activities or events.

traveled, visited, walked, explored, watched, enjoyed, took, saw

c. Time Connectives

Used to show the order of events.

First, Then, After that, Next, Finally, The next day

d. Specific Participants

Refers to particular people, places, or things.

my family, my classmates, my grandparents, Lawang Sewu

4. Example of a Recount Text

A Visit to Lawang Sewu

Last Sunday, my family and I **went** to Lawang Sewu, a famous tourist attraction in Semarang. We **left** home at 8 a.m. and **arrived** at Lawang Sewu about thirty minutes later.

First, we **walked** around the building and **explored** its beautiful surroundings. We **saw** many old rooms and **admired** the unique architecture. **Then**, we **listened** to the guide's explanation and **watched** a short video about the history of Lawang Sewu.

After that, we **took** pictures and **enjoyed** our visit. We **spent** about three hours there before we **returned** home.

It was a **memorable** trip because I learned new things about this historical tourist attraction.

5. How to Write a Recount Text

Follow these steps:

Step 1 – Choose an experience

Think about an experience you remember.

A trip / A holiday / A family gathering / A school activity / Watching a match

Step 2 – Answer these questions

- **Who** was involved?
- **When** did it happen?
- **Where** did it happen?
- **What** happened first?
- **What** happened next?
- **How** did you feel?

Step 3 – Organize your ideas

Orientation → Who? When? Where?

↓

Events → What happened first, next, and after that?

↓

Reorientation → How did you feel? What did you learn?

Step 4 – Write your Recount Text

Remember to use:

- ✓ **Simple Past Tense**
- ✓ **Action Verbs**
- ✓ **Time Connectives**
- ✓ **Orientation – Events – Reorientation**

Vocabulary Bank for Traveling and Holidays

A. Action Verbs – Traveling & Holidays

No.	Words	Part of Speech	Verb 1	Verb 2	Verb 3	Arti Bahasa Indonesia
1	travel	Verb	travel	traveled	traveled	bepergian
2	visit	Verb	visit	visited	visited	mengunjungi
3	go	Verb	go	went	gone	pergi
4	arrive	Verb	arrive	arrived	arrived	Tiba
5	leave	Verb	leave	left	left	meninggalkan/berangkat
6	depart	Verb	depart	departed	departed	Berangkat
7	reach	Verb	reach	reached	reached	mencapai/tiba
8	stay	Verb	stay	stayed	stayed	tinggal/menginap

9	explore	Verb	explore	explored	explored	Menjelajahi
10	walk	Verb	walk	walked	walked	Berjalan
11	take	Verb	take	took	taken	Mengambil
12	see	Verb	see	saw	seen	Melihat
13	watch	Verb	watch	watched	watched	Menonton
14	enjoy	Verb	enjoy	enjoyed	enjoyed	Menikmati
15	try	Verb	try	tried	tried	Mencoba
16	buy	Verb	buy	bought	bought	Membeli
17	purchase	Verb	purchase	purchased	purchased	Membeli
18	choose	Verb	choose	chose	chosen	Memilih
19	select	Verb	select	selected	selected	Memilih
20	take pictures	Verb Phrase	take	took	taken	mengambil foto
21	capture	Verb	capture	captured	captured	Mengabadikan
22	admire	Verb	admire	admired	admired	Mengagumi
23	observe	Verb	observe	observed	observed	Mengamati
24	order	Verb	order	ordered	ordered	Memesan
25	spend	Verb	spend	spent	spent	Menghabiskan
26	return	Verb	return	returned	returned	Kembali
27	head	Verb	head	headed	headed	Menuju
28	prepare	Verb	prepare	prepared	prepared	Menyiapkan
29	pack	Verb	pack	packed	packed	Mengemas
30	unpack	Verb	unpack	unpacked	unpacked	membongkar barang
31	stay	Verb	stay	stayed	stayed	Menginap
32	rest	Verb	rest	rested	rested	Beristirahat
33	relax	Verb	relax	relaxed	relaxed	Bersantai
34	play	Verb	play	played	played	Bermain
35	swim	Verb	swim	swam	swum	Berenang
36	hike	Verb	hike	hiked	hiked	Mendaki
37	ride	Verb	ride	rode	ridden	naik/mengendarai
38	drive	Verb	drive	drove	driven	Mengemudi
39	fly	Verb	fly	Flew	flown	Terbang
40	return	Verb	return	returned	returned	Kembali

B. Vocabulary – Places & Travel

No.	Words	Part of Speech	Arti Bahasa Indonesia
1	destination	Noun	tujuan perjalanan
2	tourist attraction	Noun	tempat wisata
3	tourist spot	Noun	tempat wisata
4	beach	Noun	Pantai
5	mountain	Noun	Gunung
6	lake	Noun	Danau
7	waterfall	Noun	air terjun
8	river	Noun	Sungai
9	village	Noun	Desa
10	traditional village	Noun	desa tradisional
11	temple	Noun	kuil/candi
12	museum	Noun	Museum
13	park	Noun	Taman
14	souvenir shop	Noun	toko oleh-oleh

15	restaurant	Noun	Restoran
16	hotel	Noun	Hotel
17	homestay	Noun	penginapan/homestay
18	uncle's house	Noun Phrase	rumah paman
19	scenery	Noun	Pemandangan
20	surroundings	Noun	lingkungan sekitar

C. Vocabulary – Transportation

No.	Words	Part of Speech	Arti Bahasa Indonesia
1	bus	Noun	bus
2	car	Noun	mobil
3	train	Noun	kereta api
4	airplane	Noun	pesawat
5	bicycle	Noun	sepeda
6	motorcycle	Noun	sepeda motor
7	boat	Noun	perahu
8	ship	Noun	kapal
9	journey	Noun	perjalanan
10	trip	Noun	perjalanan/wisata
11	vacation	Noun	liburan
12	holiday	Noun	liburan
13	tour	Noun	tur/perjalanan wisata
14	ticket	Noun	tiket
15	passenger	Noun	penumpang

D. Vocabulary – Time & Sequence

No.	Words/Phrases	Part of Speech	Arti Bahasa Indonesia
1	last holiday	Time Expression	liburan terakhir
2	last week	Time Expression	minggu lalu
3	last month	Time Expression	bulan lalu
4	last year	Time Expression	tahun lalu
5	yesterday	Time Expression	Kemarin
6	in the morning	Time Expression	pada pagi hari
7	in the afternoon	Time Expression	pada siang/sore hari
8	in the evening	Time Expression	pada malam hari
9	early in the morning	Time Expression	pagi-pagi
10	first	Time Connective	Pertama
11	next	Time Connective	Berikutnya
12	then	Time Connective	Kemudian
13	after that	Time Connective	setelah itu
14	later	Time Connective	kemudian/nanti
15	before	Time Connective	Sebelum
16	while	Time Connective	ketika/selama
17	finally	Time Connective	Akhirnya
18	in the end	Time Connective	pada akhirnya
19	before going home	Time Expression	sebelum pulang
20	the following morning	Time Expression	keesokan paginya

E. Vocabulary – Feelings & Experiences

No.	Words	Part of Speech	Arti Bahasa Indonesia
1	happy	Adjective	Senang
2	excited	Adjective	Bersemangat
3	tired	Adjective	Lelah
4	relaxed	Adjective	Santai
5	surprised	Adjective	Terkejut
6	interested	Adjective	Tertarik
7	amazed	Adjective	Kagum
8	nervous	Adjective	Gugup
9	enjoyable	Adjective	Menyenangkan
10	interesting	Adjective	Menarik
11	wonderful	Adjective	luar biasa
12	memorable	Adjective	berkesan
13	meaningful	Adjective	bermakna
14	unforgettable	Adjective	tak terlupakan
15	tiring	Adjective	Melelahkan

Students' worksheet

<https://wayground.com/activity/admin/quiz/6ab0696c4cf256448a9881c3>

<https://wayground.com/activity/admin/quiz/6aaff256cee84b6e28da348>

<https://wayground.com/activity/admin/quiz/6ab00807d20d61bd66ad4d7e>

<https://wayground.com/activity/admin/quiz/6ab01007905fb48f4d6c937a>

<https://wayground.com/activity/admin/quiz/6ab087fd631bf7d6be338baa>

GROUP WORK

RECOUNT TEXT CHALLENGE

Complete the Story, Discover the Meaning!

Name: _____

Class: _____

Group: _____

Date: _____

● LEVEL 1 – WORD HUNTER

Find the Right Words!

Instruction: Choose the correct word to complete the text.

A Visit to Lawang Sewu

Last Sunday, my family and I ... to Lawang Sewu, a famous ... in Semarang. We left home at 8 a.m. and arrived at Lawang Sewu about thirty minutes later.

First, we walked around the building and explored its beautiful surroundings. We saw many old rooms and admired the unique architecture. Then, we listened to the guide's explanation and ... a short video about the history of Lawang Sewu.

After that, we took pictures and ... our visit. We spent about three hours there before we returned home. It was a ... trip because I learned new things about this historical tourist attraction.

Key answer

A Visit to Lawang Sewu

Last Sunday, my family and I (went) to Lawang Sewu, a famous (tourist attraction) in Semarang. We left home at 8 a.m. and arrived at Lawang Sewu about thirty minutes later.

First, we walked around the building and explored its beautiful surroundings. We saw many old rooms and admired the unique architecture. Then, we listened to the guide's explanation and (watched) a short video about the history of Lawang Sewu.

After that, we took pictures and (enjoyed) our visit. We spent about three hours there before we returned home. It was a (memorable) trip because I learned new things about this historical tourist attraction.

LEVEL 2 – VERB DETECTIVE

A Trip to a Traditional Village

Last month, my class (1) _____ a trip to a traditional village near Semarang. We (2) _____ there by bus early in the morning. When we arrived, a local guide (3) _____ us around the village. The guide (4) _____ us about the history of the traditional houses.

After that, we (5) _____ a traditional game together. We had a great time learning about the local culture and traditions.

1.

- A. take
- B. takes
- C. took
- D. taking
- E. taken

2.

- A. go
- B. gone
- C. goes
- D. went
- E. going

3.

- A. show
- B. showed
- C. showing
- D. shows
- E. shown

4.

- A. tell
- B. tells
- C. telling
- D. told
- E. telled

5.

- A. play
- B. plays
- C. played
- D. playing
- E. to play

● LEVEL 3 – ACTION VERB DETECTIVE

Action Verbs

Read the text carefully. Find and choose the words that show actions or activities.

A Visit to a Traditional Village

Last month, my classmates and I visited a traditional village near Semarang. When we arrived, we saw a beautiful traditional house. We explored the traditional house and listened carefully to the guide.

The guide told us about the history of the house. He also showed us some traditional objects inside the house. We were very interested in learning about the local culture.

After that, we played a traditional game together. Everyone felt excited and happy. Before going home, we took some pictures of the traditional house and the beautiful surroundings. It was a meaningful experience for all of us.

LEVEL 4 TIME CONNECTIVES

Instruction: Read the text carefully. Choose the most appropriate Time Connective to complete the text.

A Visit to a Traditional Village

Last month, my class visited a traditional village near Semarang. We arrived there early in the morning.

(1) _____, we visited a traditional house and listened to the guide's explanation about the history of the house.

(2) _____, we walked to a small river behind the village. We enjoyed the beautiful scenery and took some pictures together.

(3) _____, we played a traditional game with some local children. Everyone was excited and had a lot of fun.

(4) _____, we went home by bus. It was a memorable experience because we learned many interesting things about the local culture.

1. _____, we visited a traditional house.

- A. Finally
- B. Suddenly
- C. First
- D. One
- E. Then

2. _____, we walked to a small river behind the village.

- A. Then
- B. However
- C. Two
- D. Eventuallly
- E. Finally

3. _____, we played a traditional game together.

- A. First
- B. Before
- C. After that
- D. Three
- E. However

4. _____, we went home.

- A. Four
- B. Finally
- C. Then
- D. At first
- E. After

LEVEL 5 – SEQUENCE MASTER

Put the Story in Order!

Instruction: Arrange the following events according to the chronology of the text.

A Trip to My Hometown

- A. In the afternoon, I walked around the village and saw beautiful rice fields.
 - B. When we arrived, we visited my grandparents' house and met our relatives.
 - C. Last holiday, my family and I traveled to my hometown in Pati.
 - D. The next day, we spent time with our relatives before returning to Semarang.
 - E. We left Semarang early in the morning and arrived there at noon.
 - F. I felt happy because I could meet my family and enjoy the peaceful atmosphere of my hometown.
- The correct order is ...

Key Answer

- 1 – C
- 2 – E
- 3 – B
- 4 – A
- 5 – D
- 6 – F

FINAL DISCOVERY

Complete the statements based on what you have discovered.

1. Social Function / Purpose

A Recount Text is used to:

2. Generic Structure

A Recount Text consists of:

- a. _____
- b. _____
- c. _____

3. Language Features

The language features found in the text are:

- a. _____
- b. _____
- c. _____

4. What Have You Discovered? (✓)

A good Recount Text should:

- ☐ tell about a past experience
- ☐ have events arranged chronologically
- ☐ use appropriate past-tense verbs
- ☐ use time connectives
- ☐ contain a clear beginning, sequence of events, and ending

INDIVIDUAL WRITING – MY MEMORABLE EXPERIENCE

Topic: A Memorable Personal Experience

Instruction:

Write a **Recount Text** about one of your memorable personal experiences. Tell what happened in the **past** in chronological order.

Your text should:

- consist of **3 paragraphs**;
- include **Orientation, Events, and Reorientation**;

- use **Simple Past Tense** correctly;
- use **action verbs** and **time connectives**;
- describe your **feelings or personal impression** at the end;
- contain approximately **100–150 words**.

You may choose one of these experiences:

1. **A Trip to a Memorable Place**
2. **A Family Holiday**
3. **A School Activity**
4. **Watching a Sports Match**
5. **A Visit to My Hometown**
6. **Another memorable experience of your choice**



Planning Your Writing

Before writing, answer these questions:

A. Orientation

- **When** did it happen?
- **Where** did it happen?
- **Who** was with you?

B. Events

- What happened **first**?
- What did you do **next**?
- What happened **after that**?
- What did you do **finally**?

C. Reorientation

- How did you **feel**?
- What did you **learn** from the experience?
- Why was the experience **memorable**?



My Writing Plan

Title: _____

Orientation

When: _____

Where: _____

Who: _____

Events

First: _____

Next: _____

After that: _____

Finally: _____

Reorientation

Feeling: _____

Why was it memorable? _____

★ MY LEVEL STATUS

Level Challenge Completed

 Level 1 Word Hunter ☐

 Level 2 Past Tense Fixer ☐

 Level 3 Story Builder ☐

 Level 4 Sequence Master ☐

 Level 5 Recount Detective ☐

💬 REFLECTION

The easiest level for me was:

The most challenging level was:

One thing I learned today:

One thing I need to improve:

A. Rubrik Asesmen Proses Pembelajaran

No.	Aspek yang Dinilai	4 – Sangat Baik	3 – Baik	2 – Cukup	1 – Perlu Bimbingan
1	Keaktifan	Sangat aktif terlibat dalam seluruh kegiatan	Aktif dalam sebagian besar kegiatan	Terlibat tetapi masih perlu dorongan	Pasif dan jarang terlibat
2	Kolaborasi	Bekerja sama, berbagi tugas, dan menghargai pendapat	Bekerja sama dengan baik	Bekerja sama tetapi masih perlu diarahkan	Kurang mampu bekerja sama
3	Tanggung jawab	Menyelesaikan tugas tepat waktu dan bertanggung jawab	Menyelesaikan tugas dengan sedikit arahan	Menyelesaikan tugas dengan banyak arahan	Tidak menyelesaikan tugas
4	Pemecahan masalah	Mampu menemukan dan memperbaiki kesalahan secara mandiri	Mampu menemukan kesalahan dengan sedikit arahan	Memerlukan cukup banyak arahan	Belum mampu menemukan atau memperbaiki kesalahan

Skor maksimal: 16

Nilai Proses = $(\text{Skor diperoleh} \div 16) \times 100$

B. Rubrik Asesmen Akhir Pembelajaran

No.	Aspek yang Dinilai	4 – Sangat Baik	3 – Baik	2 – Cukup	1 – Perlu Bimbingan
1	Fungsi sosial	Menentukan fungsi sosial dengan tepat dan memberikan alasan yang relevan	Menentukan fungsi sosial dengan tepat	Menentukan fungsi sosial tetapi kurang tepat	Belum mampu menentukan fungsi sosial

2	Struktur teks	Mengidentifikasi <i>orientation, events</i> , dan <i>reorientation</i> dengan tepat	Mengidentifikasi sebagian besar struktur dengan tepat	Mengidentifikasi struktur dengan beberapa kesalahan	Belum mampu mengidentifikasi struktur
3	Unsur kebahasaan	Mengidentifikasi dan menggunakan <i>Simple Past Tense</i> , <i>action verbs</i> , dan <i>time connectives</i> dengan tepat	Sebagian besar tepat	Masih terdapat beberapa kesalahan	Banyak kesalahan dan memerlukan bimbingan
4	Informasi teks	Menemukan informasi tersurat dan menyimpulkan informasi tersirat dengan tepat	Menemukan informasi tersurat dan sebagian informasi tersirat	Hanya mampu menemukan sebagian informasi tersurat	Belum mampu menemukan informasi dengan tepat
5	Ketepatan penyelesaian tugas	Menyelesaikan seluruh tantangan dengan sangat tepat	Menyelesaikan sebagian besar tantangan dengan tepat	Menyelesaikan sebagian tantangan	Belum menyelesaikan sebagian besar tantangan

Skor maksimal: 20

Nilai Akhir = (Skor diperoleh ÷ 20) × 100

Kriteria Penilaian

Rentang Nilai Kriteria

86–100 Sangat Baik

76–85 Baik

66–75 Cukup

≤65 Perlu Bimbingan

ATTITUDE ASSESSMENT

Indicator	4	3	2	1
Honesty in completing tasks				
Independence in learning				
Responsibility				
Discipline				
Care for others				
Cleanliness and classroom hygiene				

SMAN 2 SMG