

**THE IMPLEMENTATION OF HIGHER-ORDER THINKING  
SKILL (HOTS) IN LEARNING READING FOR EFL  
LEARNERS**

**(A Quasi-Experimental Research Design at the 8th Grade of SMP  
Negeri 1 Cina)**



**A Thesis**

***Submitted to the Faculty of Teacher Training and Education  
Universitas Muhammadiyah Makassar in Part Fulfillment  
of the Requirement for the Degree of Education in English Department***

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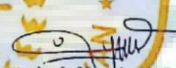
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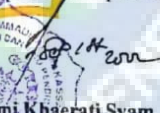
  
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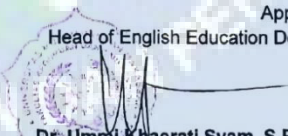
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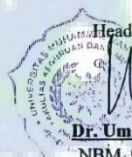
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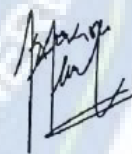
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Dengan ini menyatakan bahwa surat proposal penelitian saya dengan judul THE IMPLEMENTATION OF HIGHER-ORDER THINKING SKILL (HOTS) IN LEARNING READING FOR EFL LEARNERS (A Quasi-Experimental Research Design at the 8th Grade of SMP Negeri 1 Cina) dari Universitas Muhammadiyah Makassar dalam rangka penyusunan Skripsi, **bersifat original**. Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia diproses sesuai dengan ketentuan yang berlaku. Demikian pernyataan ini dibuat dengan sesungguhnya dan dengan sebenar-benarnya.

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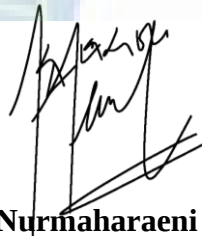
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Yang Membuat Perjanjian



**Nurmaharaeni**

## MOTTO

*“Being late doesn't mean failure”*



## ABSTRACT

**Nurmaharaeni. 2022. *The Implementation of Higher-Order Thinking Skill (HOTS) in Learning Reading for EFL Learners (A Quasi-Experimental Research Design at the 8th Grade of SMP Negeri 1 Cina)*. Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar (Supervised by Syamsiarna Nappu and Uyunnasirah Hambali).**

This research aims at finding out the students' reading comprehension ability after implementing HOTS in learning process and the differences between those who are taught by implementing HOTS and those who are not, especially in making inference.

This quasi-experimental research using two groups, experimental and control group through pre-test and post-test results. The samples are 23 students from class VIIIC and 22 students from class VIIIB of SMP Negeri 1 Cina which are taken by using Purposive Sampling Technique. The data obtained are analyzed using SPSS Application version 25.

The finding shows that the mean score of pre-test in experimental class is 48.04 and the post-test score is 71.09. While in control class, pre-test score is 48.42 and in post-test is 50.91. After implementing HOTS in the classroom, reading comprehension ability increases to 32.42% and 4.9% in control class. This finding indicates that HOTS brings good effect in learning reading comprehension process because students can get used to questions related to making inference and their ability to answer reading comprehension questions improves. Students be able to predict questions and provide logical reasons related to texts and learning materials. Then it can be concluded that there are differences between those who are taught by HOTS and those who are not, in terms of learning outcomes and also the way they think.

**Keywords:** Higher-Order Thinking Skills (HOTS), Reading Comprehension, Making Inference

## ABSTRAK

**Nurmaharaeni. 2022. Penerapan Keterampilan Berpikir Tingkat Tinggi (HOTS) dalam Pembelajaran Membaca untuk Pelajar EFL (A Quasi-Experimental Research Design pada Kelas VIII SMP Negeri 1 Cina).** Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (Dibimbing oleh Syamsiarna Nappu dan Uyunnasirah Hambali).

Penelitian ini bertujuan untuk mengetahui kemampuan pemahaman membaca siswa setelah menerapkan HOTS dalam proses pembelajaran dan perbedaan antara yang diajar dengan menerapkan HOTS dan yang tidak, terutama dalam membuat kesimpulan.

Penelitian kuasi eksperimen ini menggunakan dua kelompok yaitu kelompok eksperimen dan kelompok kontrol melalui hasil pre-test dan post-test. Sampel penelitian adalah kelas VIIIC dan kelas VIIIB SMP Negeri 1 Cina yang diambil dengan menggunakan Teknik Purposive Sampling. Data yang diperoleh dianalisis menggunakan Aplikasi SPSS versi 25.

Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test di kelas eksperimen adalah 48,04 dan nilai post-test adalah 71,09. Sedangkan di kelas kontrol, nilai pre-test adalah 48,42 dan pada post-test adalah 50,91. Setelah penerapan HOTS di kelas, kemampuan membaca pemahaman meningkat menjadi 32,42% dan pada kelas kontrol 4,9%. Hasil penelitian ini menunjukkan bahwa HOTS membawa pengaruh yang baik dalam proses pembelajaran membaca pemahaman karena siswa dapat terbiasa dengan pertanyaan-pertanyaan yang berkaitan dengan membuat kesimpulan dan kemampuan mereka untuk menjawab pertanyaan pemahaman membaca meningkat. Siswa mampu memprediksi pertanyaan dan memberikan alasan logis terkait teks dan materi pembelajaran. Maka dapat disimpulkan bahwa ada perbedaan antara yang diajar dengan HOTS dan yang tidak, baik dari segi hasil belajar maupun cara berpikirnya.

**Kata kunci:** Keterampilan Berpikir Tingkat Tinggi (HOTS), Pemahaman Membaca, Membuat Inferensi

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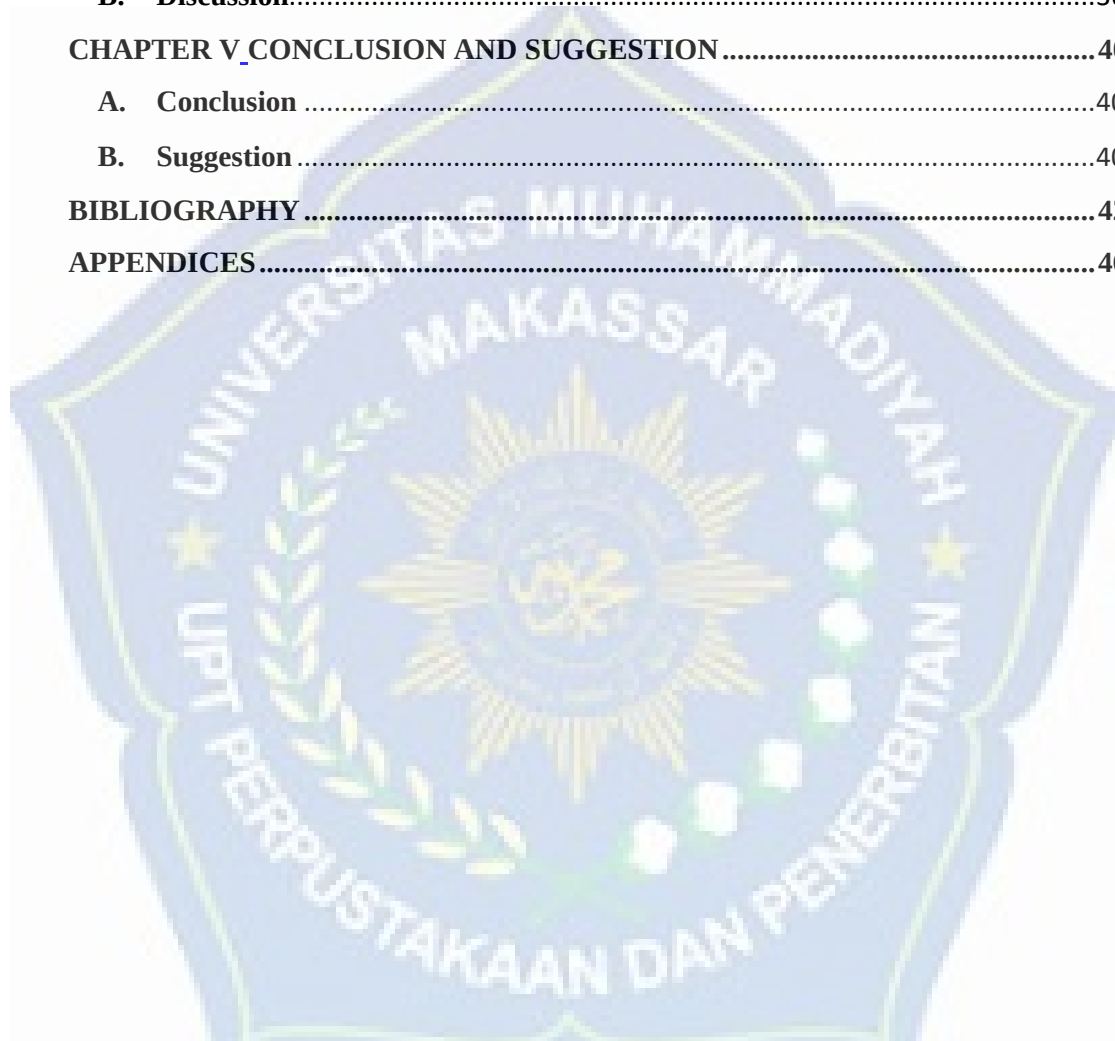
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

In this modern globalization environment, communication needs to grow rapidly as human resources, technology and cultural practices around the world accelerate. Today's business and trading companies around the world recognize the need for a common language to enable them to communicate more effectively. Engineering and technology, science, commerce and industry, medicine, science education, research, banking, advertising, tourism, the Internet, business, movies, pharmaceuticals, and transportation are just a few of the industries that use English. Undoubtedly, learning English is essential in today's world. Learning English is very important in the age of globalization. As Rao (2019) stated that the majority of native speakers, and even non-native speakers, use English as the universal language of the world. In these situations, communication reduces misunderstandings in understanding English.

Teaching critical thinking and thinking critically are strongly emphasized in all areas of life today. Critical thinking is one of the most important academic skills in the learning process. Keep in mind that the Indonesian education system has just revised the latest curriculum and emphasized teachers to incorporate 4C: communication, collaboration, critical thinking, creativity. It is clear that the government recognizes the

importance of these four aspects, including communication and critical thinking. The Indonesian government also emphasized the integration of more advanced thinking skills and literacy aspects to offset the demand for 4C. Therefore, critical thinking is not just for college students. Currently, we are emphasizing and encouraging, elementary and junior high school, and high school students. (Ariani, 2020)

According to Kaya (2015), reading is a part of people's daily life because it is done for knowledge and enjoyment. Reading in a foreign language undoubtedly has to do with thinking in that language. For students to improve their reading skills in English, they need to think in English while reading. When people think in other languages and translate into English, they usually have a hard time understanding sentences. As a result, reading comprehension is an important aspect of communicating with the world. However, the mindset of EFL students is the most important factor in learning English. They focus too much on good conversation while paying attention to their reading comprehension skills. Some students find it difficult to read because they live in an area where English is widely used as the target language in the society in which they live. (Marlina, 2013)

Reading is a useful thing for language acquisition, according to Harmer (2007). Students understand very little of what they read, and the more they read, the better they read. Reading, according to Day (1998), is the process of deducing meaning from a printed or written message. The

goal of reading, the context, the character of the material, and the readers' tactics and knowledge all influence comprehension. Reading comprehension, according to Olson and Diller (1982), is a phrase used to define the abilities required to comprehend and apply knowledge contained in written materials. Reading comprehension is taught to be a set of generic knowledge acquisition abilities that allow people to learn and display information obtained via the use of printed language. Students can to deal with comprehension issues if they have a correct reading comprehension capability.

When the researcher did an internship at Makassar, many students read well but did not understand what they were reading. Teachers also struggled to apply the right teaching methods. This happened again when the researcher did an internship in Thailand, which is also an EFL country. Some students refused to read long paragraphs because their teachers felt embarrassed when they asked questions based on the paragraphs. The students felt this way because they did not know which method to use when teaching reading comprehension. Sometimes the teacher tried to come up with a good teaching method, but it did not fit the circumstances of his class and the students.

Along the lines of problem that students and teachers face in SMP Negeri 1 Cina, school knows how the government has emphasized the use of HOTS in the classroom, however in most of teachers' points of view, implementing HOTS is not an easy thing to do. Students must be

accustomed to thinking critically by working on questions related to problem solving which students were not used to it, in the end teachers choose to use LOTS (Lower-Order Thinking Skill) based questions that students enjoy by ignoring the effectiveness of the way itself.

One of the most important skills in teaching and learning is reading comprehension. If students cannot read and understand the text, they cannot understand the lesson. Reading strategies should be emphasized and students should be taught to read critically. Students must participate in higher-order thinking processes to have a meaningful reading experience. (Freahat & Smadi, 2014)

To minimize these issues, the author believes that he needs to find alternatives to create appropriate and interesting lessons. Not only should the teacher create a good atmosphere in the classroom, but the teacher should change the way students think, allows students to adapt quickly, regardless of method. The implementation of Higher Thinking Skills (HOTS) is more than just "thinking". It's about thinking higher in the wider area. HOTS does not aim to sharpen the student's memory, but to help the student understand the concept. The existence of Bloom's digital classification was the beginning of this thought pattern. Bloom has categorized the taxonomy from LOTS (Lower Thinking Skills) to HOTS (Higher Thinking Skills), they are remembering, understanding, applying, analysing, evaluating, and creating.

Conklin (2011) wrote a book on higher thinking skills at the 21st century. As said by Alsowat (2016), another purpose of implementing HOTS is to make the language relevant to students by allowing them to think in their own way. This is a more effective way for student to understand the meanings of words and use them in different situations. Since Indonesians learn English as a foreign language, this study focuses on how HOTS is used in the learning process. HOTS has been applied and proven to be helpful in any subject, including mathematics, science, and social studies. (Brookhart, 2010)

Since Bloom introduced his taxonomy, HOTS can be used to implement in the learning process to improve student performance. EFL students are different because English is commonly used in everyday ESL conversations. English is easy for ESL students to understand. EFL students, on the other hand, usually start learning English in elementary school. As a result, children need to put more effort into the classroom learning process.

Finally, as a teacher, this research implemented higher thinking skills (HOTS) in the learning process of EFL learners and experience the consequences of whether HOTS affects students' English, especially reading comprehension.

## **B. Research Questions**

1. How is the students' reading comprehension ability after implementing HOTS in learning process?

2. What are the differences between those who are taught by implementing HOTS and those who are not?

### **C. Objectives of the Research**

According to the research questions above, through this research, the researcher wants to know and analyse the implementation of HOTS in EFL's learning process. This research is intended to find out:

1. The students' reading comprehension ability after implementing HOTS in learning process is.
2. The differences between those who are taught by implementing HOTS and those who are not.

### **D. Significance of the Research**

Theoretically, this research gives solution to find out the appropriate method in teaching reading, especially reading comprehension. While practically, the result of this study is expected to be useful for the teachers and students to applying HOTS in the learning process in order to build a better understanding in the classroom. For teachers, the result of this study can be used to help teaching students' in every lesson. Thus, the students can be easier to understand it with implementing HOTS. For students, it can also be used to improve and develop their abilities in learning process. Because it gives them a lot of new experiences in order that they will be more critical in answering the questions, in solving problems and thinking in their own way. Furthermore, the researcher hopes to give positive effect to students in the future.

### E. Scope of the Research

This research conducted in the level of Senior High School. The research focused on implementing HOTS in EFL classroom in students' reading skill, in this case reading comprehension. As reading comprehension has 5 aspects (Identifying main idea, identifying supporting details, identifying reference, understanding vocabulary, and making inference), this research focused on one aspect, which is **making inference** through HOTS-based questions with PBL method in Experimental Class and Discovery Learning method in Control Class. The students were given 20 questions of multiple choices question as pre test and post test. The population and samples were the second grade of Senior High School.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research Related Findings**

Some of experts have discussed this study in their researches, there are as follows:

1. Kurniawati and Mursyid (2019) said that there are many teachers who have admitted that using HOTS in EFL classrooms is not an easy task. The reason is that many students do not yet have the experience and understanding of the HOTS-based learning process. This study focused on the application and evaluation of HOTS in EFL education by teachers. The conclusion of this study is that many teachers lack the understanding and experience of creating lesson plans based on reasoning skills suitable for basic skills. We also need to change the paradigm by communicating knowledge and training students in their metacognitive and thinking skills.
2. The other study in Iran by Nourdad, Masoudi, Rahimali (2018) focused on finding the positive benefits of teaching HOTS to adult EFL learners. And the findings showed students's reading comprehension was improving.
3. Indriyana & Paulus Kuswandono (2019) did a research that aimed to describe the teachers' strategies in developing HOTS in teaching reading skills and the teachers' challenges in developing the strategies in teaching reading skills using HOTS.

4. The next expert, Alsowat (2016) emphasizing the EFL-FCTM on students' or learners' English HOTS. He found a significant relationship between HOTS, student engagement, and student satisfaction.
5. Yoke, Hasan, Jangga & Kamal (2015) was held in Malaysia. Their research has shown that HOTS can improve the reading comprehension of ESL students. They showed that students understood what HOTS was and improved their reading comprehension.
6. Atiullah, Fitriati, & Rukmini (2019) in their research about HOTS in reading comprehension based on English Textbook for Year X of High School found that English textbook for Year X of high school published by ministry of education revised edition 2017 is not enough to stimulate students' higher order thinking skills in reading comprehension.
7. Ariani (2020) used correlation design to find correlation between HOTS and Reading Comprehension in her research. Using 2 tests; HOTS test and RC test, is the final score which she calculated in the final result. In the finding, she suggested to further research to investigate, to expand, to find something new of incorporating critical thinking in senior high school.
8. Thamrin (2019) with the title "Developing Higher Order Thinking Skills (HOTS) For Reading Comprehension Enhancement" focused on developing learning materials for reading comprehension by implementing HOTS in the classroom. The finding was The students

tended to begin to involve their prior knowledge, experience, and logical reason after they had known about the steps of critical reading and HOTS strategy delivered by the lecturer during the classroom activities.

All of the previous studies above have similar methods, namely higher thinking skills, some of which have also discussed reading skills. There are many studies on HOTS and EFL, but previous studies focused on young and adult learners, but this study takes the middle between them to make them more neutral. The location of the survey also makes a difference between this survey and previous surveys. This survey conducted in South Sulawesi. The author uses a quantitative method because what he wants to see is the result of implementing HOTS. This study focuses on how students can improve their use of HOTS in reading classes through problem-solving questions.

In fact, Yoke's previous work in Malaysia had a similar focus to this work. She lives in an ESL country, but examined ESL learners. This study focuses on EFL learners because the author lives in an EFL country.

## **B. Some Pertinent Ideas**

### **1. Reading Comprehension**

Harmer (2007) expands on the concept of reading as a helpful ability for language learning in general. As a result, readers generally comprehend what they read, and the more they read, the better they become at it. While Nunan (1989) attempted to expand the scope by

introducing reading as a talent that is not invariant, there are several distinct types of reading abilities that correspond to a variety of author or writer aims. In the classroom, during learners' reading activities, the teacher is certain that they have a range of purposes/goals. As a result, reading comprehension is required in order to achieve the aim. In conclusion, reading is a process of getting information and gaining writer's messages from what readers read, silently or out loud.

Based on Alexander (1977), comprehension is a type of reading in which the reader actively constructs meaning internally as a result of engaging with the content being read. Comprehension has the same meaning as understanding. While reading comprehension according to Khoriyah (2010) is a cognitive process in which readers become aware of a concept, understand it in terms of their own personal experiences, and interpret it in light of their own goals and purposes. Furthermore, reading comprehension is the process of constructing meaning by connecting information from a text with past knowledge.

To sum up, reading involves translating text into sounds or spoken words while comprehension involves deriving meaning from those words. So reading comprehension means constructing the meaning of what readers read by combining with readers' prior knowledge.

In the opinion of Snow (2002), the U.S. Department of Education's Office of Educational Research and Improvement tasked

the RAND Reading Comprehension Study Group (RRSG) to write a research program to address the most important reading problems in 1999. RRSG begins with defining reading comprehension understood as the simultaneous process of extracting and creating meaning from written language through interaction and participation. The reader, the text, and the activity or reasons for reading are the three components.

- 1) The Reader
- 2) The Text
- 3) The Activity

These three dimensions (reader, text, activity) create a phenomenon that occurs within a broader sociocultural context, in which the reader forms and is formed by the reader, and in which each of the three aspects interacts with each other. (Snow, 2002)

## **2. English as a Foreign Language**

### **a. Definition of EFL learners**

EFL, as defined by Al-Qahtani (2021), is the setting in which learners gain language in a foreign environment that is not English, such as Chinese students studying English in China or Japanese students learning English in Japan. The ESL environment, on the other hand, is studying English in an English-speaking environment, such as the United States, the Britain, or Australia.

In short, English as Foreign Language learners are English learners who normally do not use English in their daily conversations.

EFL mainly refers to students who learn English but live in their own country.

b. The difference between EFL and ESL

The idea of ESL is that English is a community language and that the school has access to English models. Furthermore, EFL is typically acquired in environments where English is not the primary language of the community or school. According to Bell (2015), there are the differences between ESL and EFL needs:

- 1) ESL students need
  - a) Hands-on English lessons suitable for their immediate needs.
  - b) Explicit cultural instruction.
  - c) Bridges towards integration. (Bell, 2015)
- 2) EFL students need
  - a) Lots of practice using English, especially orally.
  - b) Exposure to living English.
  - c) Penpals, non-traditional classroom materials, and off-campus learning are great ways to bring your English to life.
  - d) Reasons to learn English, and motivation to stick with it. (Bell, 2015)

## **C. The Concept of Method**

### **1. Bloom's taxonomy cognitive domain**

Benjamin Bloom was one of the most well-known instructional psychologists who attempted to use cognitive concepts. Based on the mental processes that pupils engage in during learning, Bloom and his colleagues defined distinct types and degrees of learning. They want to assist instructors and curriculum creators in designing teaching that will encourage students in facing various types of difficulty, resulting in a significant improvement in the overall educational process. (Brookhart, 2010)

Knowledge and the development of intellectual talents are part of the cognitive domain. This includes recalling or recognizing certain facts, procedural patterns, and concepts that contribute in the development of cognitive abilities and skills. Cognitive processes are divided into six groups, ranging from the simplest to the most complicated. The levels of difficulty can be compared to the categories. Knowledge, understanding, application, analysis, synthesis, and evaluation are the categories. (Anderson & Krathwohl, 2001)

Anderson and her colleagues, Krathwohl, examined the cognitive domain in the learning taxonomy in the mid-nineties and made two major changes (Collins, 2014). They changed the six categories from nouns to verbs; and slightly rearranged them so they became:

### Blooms Taxonomy - Revised

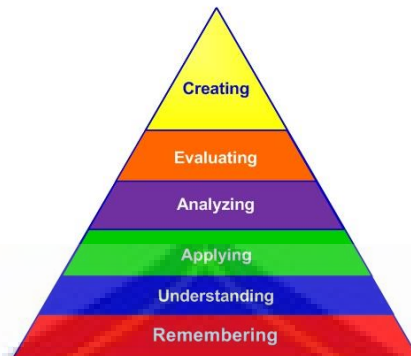


Figure 2.1 Bloom's taxonomy

(Anderson & Krathwohl, 2001)

- a. Remembering (LOTS) : Recite a policy. Quote prices from memory to a customer. Recite the safety rules.
- b. Understanding (LOTS): Rewrite the principles of test writing. Explain in one's own words the steps for performing a complex task. Translate an equation into a computer spreadsheet.
- c. Applying (LOTS): Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.
- d. Analyzing (HOTS): Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.
- e. Evaluating (HOTS): Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.
- f. Creating (HOTS): Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from

several sources to solve a problem. Revises and process to improve the outcome.

## **2. Definition of Higher-Order Thinking Skill (HOTS)**

According to Richland et al. (2015), Higher-Order Thinking Skill constructive thinking is used to form inferences and solve issues that need previous knowledge. When a person takes new knowledge and information stored in memory and connections, rearranges, and extends it to attain a goal or find probable answers to perplexing situations, this is known as higher order thinking.

Higher-Order Thinking Skill is a broad concept that includes critical thinking and problem solving. This argument is supported by Abdullah et al. (2015), who argue that HOTS is a talent that emerges as a result of students' problem-solving abilities. As it comes from problem-solving and critical-thinking terms, HOTS cannot be separated from them.

LOTS questions are more frequently used in the traditional teaching context and comprehension exercises. Consequently, students performed better in LOTS reading comprehension rather than HOTS reading comprehension. The point is, although HOTS is different to LOTS (Lower Order Thinking Skill), there should be a balance in students' ability in answering HOTS and LOTS comprehension questions. (Lingfeng, 2021)

In short, Higher-Order Thinking Skills is the higher way to think about something and try to solve them in critical way.

### **3. HOTS in Reading Skill**

According to the data, the students' attitude toward HOTS education in the ESL reading class was also good. Helps students develop thinking skills such as understanding the subject, investigating problems, analyzing and summarizing problems, and assessing the opinions of others, rather than accepting everything they read without personal opinion. Therefore, I thought it was necessary to recommend this activity. In this case, if students are faced with reading comprehension questions, this method should be adopted. (Yoke, 2015)

Despite the fact that the study was conducted on a modest scale as a demonstration for a larger project, it gave valuable insight into the effectiveness of HOTS in the ESL reading classroom. This method works for EFL students as well because it is based on how people thought. Based on the ministry's short-term HOTS training, Rajendran (2001) stated that teachers were competent in teaching material but were still not ready to integrate HOTS in their classroom.

According to Hayikaleng (2016), HOTS inquiries help students learn to express themselves. Previous research has found that using HOTS questions can improve the learning process. Fahim and Sa'eepour (2011) conducted a research to see how teaching HOTS affected the reading comprehension of Iranian EFL students. According to the

findings, students' language proficiency and their ability to answer HOTS have a positive association. The results also showed that teaching HOTS in an EFL lesson can help students enhance their reading comprehension.

#### **4. The Advantages of Applying HOTS in Learning Process**

Widana (2017) divides the advantages of applying HOTS as:

- a. Increasing the ability to analyze.
- b. Increasing the ability to evaluate
- c. Growing creativity
- d. Improving problem solving ability

The roots of HOTS, critical thinking and problem solving, are the most significant advantages. They are critical abilities that students require in order to succeed in the learning process, regardless of their field. Teachers can assess students' comprehension by evaluating their critical thinking and problem-solving abilities using HOTS.

Discipline and self-direction are two terms that are intimately connected to critical thinking. Because critical thinking is an element of HOTS, it implies that including it into the learning process will increase students' discipline and self-direction. Students could easily accomplish "transferring," which implies they could apply what they learned to new or different subjects. Because HOTS places a priority on creativity, it also teaches students how to solve issues and teachers how to create materials.

## 5. The Application of HOTS in the Class

Teachers may use the taxonomy to create a framework that allows them to scaffold the teaching of thinking abilities in a systematic way.

Teachers can do this through the following stages. (Collins, 2014)

- a. Specifically teaching the language and concepts of higher-order thinking

Teachers should not only teach students the language and concepts, but also explain what they are doing and why higher-order thinking abilities are required for them to handle problems in school and in life. Students, for example, may recognize the skill they are practicing and the degree of difficulty of a question by using a common vocabulary.

- b. Planning classroom questioning and discussion time to tap into particular higher-order thinking skills

The term 'plan' is crucial here. Teachers, on the average, are excellent at "thinking on their feet," but without careful planning, they are more likely to offer recall questions rather than higher-order thinking questions. Similarly, if talks aren't designed with a higher-order thinking learning goal in mind, they might get derailed. While this does not mean that every topic or discussion should be oriented toward higher-order thinking, a significant number of them should. Teachers may guarantee that the percentage is correct by carefully organizing lessons and conversations. Teachers should also encourage

students to reflect on their learning so they understand their thinking strengths and weaknesses.

c. Explicitly teaching subject concepts

Research promotes explicit and direct learning. This is especially true when teaching concepts. Students need to be aware of the key characteristics that determine the higher-order thinking skills they use. Bloom's Taxonomy is a great place to start. Students should know the basic concepts needed to learn more about any subject. Students should be able to recognize them and practice using them. Teachers can help students by letting them know when important ideas are presented and by identifying clear characteristics of the discussion. Students must distinguish between concrete, abstract, verbal, non-verbal, and procedural ideas. (Collins, 2014)

d. Providing scaffolding.

As stated by Slavin (1995), scaffolding involves offering support to students at the start of a lesson and gradually handing over responsibilities for them to manage on their own. Students are unlikely to develop higher-order thinking abilities without this limited temporary guidance; yet, too much scaffolding may be just as harmful as not enough. Kauchak and Eggen (1998) propose teachers should give 'only enough help so that learners achieve progress on their own. The development of higher-order cognitive skills might be harmed by too much or too little support. If teacher give students too little help,

they will be lost; if teacher give them help even if they don't ask for it, they will learn that they can't do the task on their own.

- e. Consciously teach to encourage higher order thinking.

In order to foster deep conceptual understanding, consider using the following strategies is the right choice:

- 1) Teach skills through real-world contexts
- 2) Vary the context in which student use a newly taught skill
- 3) Emphasise the building blocks of higher-order thinking
  - a) Build background knowledge
  - b) Classify things in categories
  - c) Arrange items along dimensions
  - d) Make hypotheses
  - e) Draw inferences
  - f) Analyse things into their components
  - g) Solve problems
- 4) Encourage students to think about the thinking strategies they are using.

## 6. HOTS Questions Characteristics

HOTS questions are highly recommended for use in various forms of classroom assessment. To inspire teachers to compile HOTS questions at the education unit level, the following describes the characteristics of HOTS questions. (Widana, 2017)

- a. Measuring higher order thinking skills

Higher order thinking skills include the ability to solve problems (problem solving), critical thinking skills (critical thinking), creative thinking (creative thinking), the ability to reason (reasoning), and the ability to make decisions (decision making). an important competency in the modern world, so it must be owned by every student. (Widana, 2017)

b. Based on contextual problems

HOTS questions are assessments based on real situations in everyday life, where students are expected to be able to apply learning concepts in class to solve problems. Contextual problems faced by the world community today are related to the environment, health, earth and environment. space, as well as the use of science and technology in various aspects of life. (Widana, 2017)

c. Using various question forms

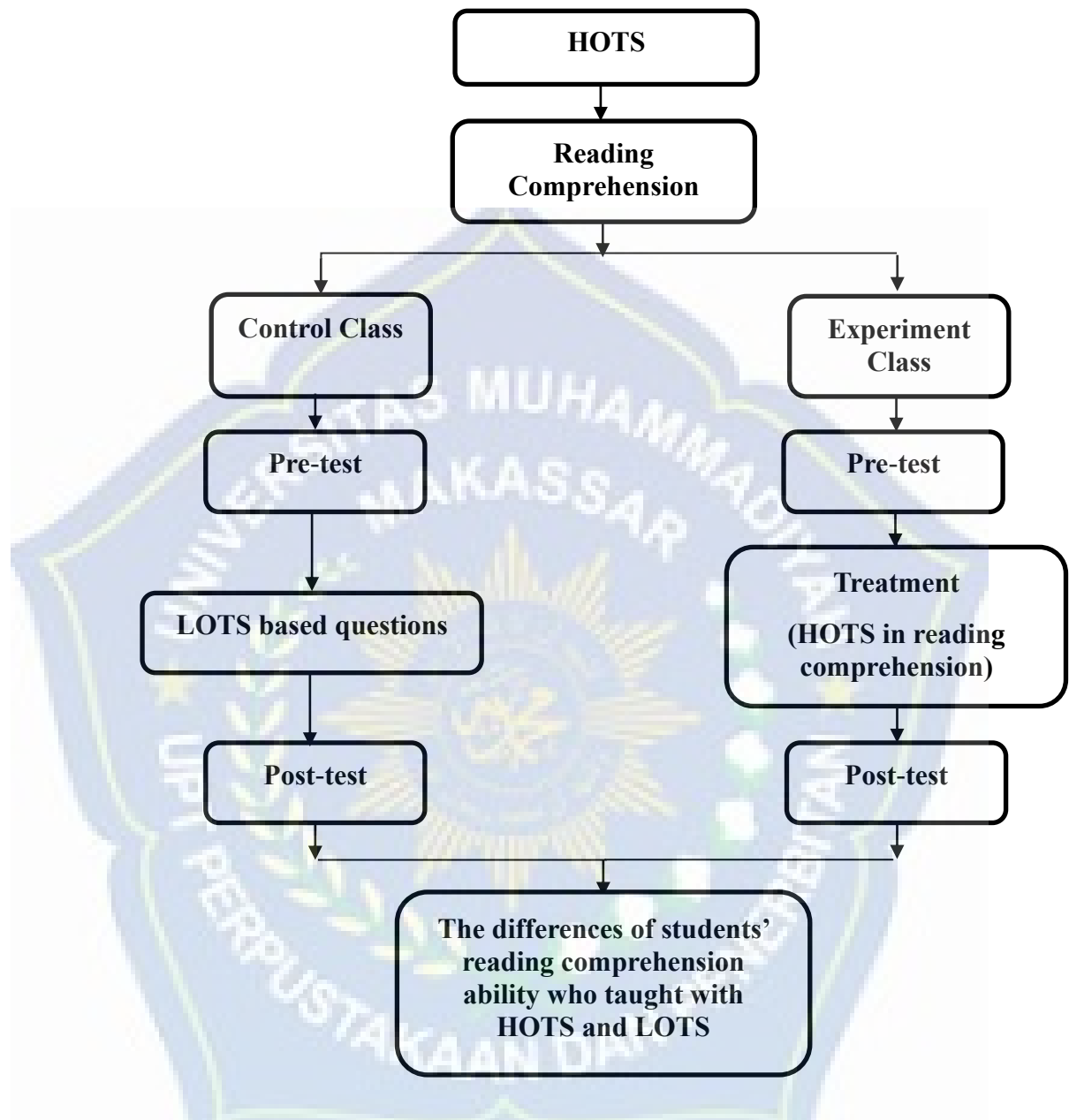
There are several alternative forms of questions that can be used to write HOTS items, but in this discussion, the one that will be explained is the form of multiple choice questions with hots-based questions.

In general, HOTS questions use a stimulus that comes from a real situation. Multiple-choice questions consist of the subject (stem) and the answer choices (option). The answer choices consist of an answer key and a distractor. The answer key is the correct or most correct answer. Distractors are answers that are not correct, but allow

someone to be tricked into choosing it if they do not master the material/subject matter well. The expected answer (answer key), is generally not contained explicitly in the stimulus or reading . Students are asked to find answers to questions related to the stimulus/reading using the concepts of knowledge they have and using logic/reasoning. The correct answer is given a score of 1, and the wrong answer is given a score of 0. (Widana, 2017)



#### D. Conceptual Framework



In this framework, this research wants to explain the steps to reach the aim of the research, in this case, students' reading comprehension ability after implementing HOTS in the classroom. Both of control class and experiment class was given the same pre-test to measure their reading comprehension ability before applying the treatment. Treatment that was

given to experiment class is implementing Higher Order Thinking Skills by reading comprehension questions, in this case problem solving questions. During HOTS was implemented in experiment class, control class got the same lesson with different method. One month was time to observe both of class' ability in reading comprehension. In the end of the meeting, reasearcher gave post-test which provided the results to compare.

#### **E. Hypothesis**

In this study, the hypothesis is as follows:

H1 : There is a difference between who are taught with HOTS and those who are taught with conventional one.

H0 : There is no difference between who are taught with HOTS and those who are taught with conventional one.

### **CHAPTER III**

### **RESEARCH METHOD**

This chapter will discuss about the research method that used in this research to know and analyse the implementation of HOTS in EFL's learning process using quasi-experimental design.

#### **A. Research Method**

The research method that used in this study was quasi-experimental method. This method aims to test the effect of a variable on other variables or to test how the causal relationship between one variable and another variable.

The variety of quasi experimental design can be divided into two main categories, they are post-test only design and pre-test- post-test design.

#### **B. Research Design**

This research used quasi-experimental designs to systematically analyze the data. In this research design, both the experimental and control groups were given the same pre-test. After that, the experimental group received treatment, while the control group received no treatment. The procedure that had been done then both of them got a post-test to find out the results.

Table 3.1 Quasi experimental design table

| Group      | Pre-test | Treatment | Post-test |
|------------|----------|-----------|-----------|
| Experiment | $O_1$    | X         | $O_2$     |
| Control    | $O_3$    | Y         | $O_4$     |

(Sugiyono, 2011)

### C. Population and Samples of the Research

#### 1. Population

According to Sugiyono (2011) the population is a generalized region consisting of objects/subjects that have quality and certain characteristics which set by the researcher to be studied and then drawn conclusions.

The population of this research was the entire students at 8th grade of SMP Negeri 1 Cina which consist of 83 people. This school knows how the government has emphasized the use of HOTS in the classroom, however in most of teachers' points of view, applying HOTS is not an easy thing to do and teachers tended to use LOTS (Lower-Order Thinking Skill) based questions in the classroom by ignoring the effectiveness of the way itself. That was the reason why the this population was choosen.

#### 2. Sample

Arikunto (2006) suggests that the sample is part or representative of the population studied. This research used purposive sampling in determining research samples which means this research chose sample based on certain criterias. This sampling method was very good in term of

time-effectiveness. The criterias were students who can be committed to always be present in the classroom as samples and students who can participate in research in an orderly manner.

With English teacher's help, this reserach chose 23 students from class C as a sample for the experimental class, and 22 students of class B as a control class. Other reason to choose those 2 classes were both of them have similar English skill compared to another class.

#### **D. Variable Research**

##### **1. Independent variable**

Independent variables are those that are investigated for their effect on symptoms. In this study the teaching reading comprehension by using Higher Order Thinking Skill (HOTS) is independent variable.

##### **2. Dependent variable**

Dependent variable is a variable that is expected to be influenced by independent variable. In this research, the dependent variable is word reading for EFL learners.

#### **E. Data Collection Techniques**

The steps of reserach in experiment class included:

##### **1. Pre-Test**

Pre-test in both classes was containing 20 reading comprehension questions which was multiple-choice. This test helped this research determine students' reading comprehension skill before teaching them

using HOTS. This meeting was also a good opportunity to observe student behavior and class conditions.

2. Treatment (X) in experiment class (using HOTS):

- a. Students examine the definition of text from the examples that given .
- b. Students discover the social function and text structure themselves.
- c. Students determine detailed from the text details of the text, implied and expressed
- d. Students make one simple text related to lesson.
- e. Students be given Higher-Order Thinking Skills based question, most of them is making inference questions.
- f. Students make a solution from problems that they face in the classroom
- g. Students make conclusions from the whole meeting.

3. Treatment (X) in experiment class (Conventional):

- a. Teacher explains the definition of text from the examples that given.
- b. Students read the material in book while the teacher explains the material.
- c. Students discover the social function and text structure themselves.
- d. Students make one simple text related to lesson.
- e. Teacher gives students questions from the book (fill the blank questions).

f. Students make conclusions from the whole meeting.

#### 4. Post-Test

A post-test was needed as this research wanted to finding out the students' achievement in learning reading comprehension after doing a treatment in experiment class. This test also was given to control class to see the final result of this research.

### F. Research Instrument

In this study, the instruments which this research used were documentation /students' worksheet and reading comprehension test.

#### 1. Documentation and students' worksheet

The documentation and students' worksheet were used to show students' activities during the treatment. The worksheet during the treatment in experimental class is HOTS question while in control class is conventional way.

#### 2. Reading comprehension test

The reading comprehension test in this case was the pre-test and post-test which be compared at the end of the research. The test itself had 20 multiple choices consisted of HOTS and LOTS questions.

### G. Data Analysis Technique

The data collected through the reading comprehension test which will be analyzed in inferential statistic using t-test.

1. Scoring the students' answer of pre-test and post-test:

Table 3.2 Scoring criteria

| No | Criteria  | Score |                               |
|----|-----------|-------|-------------------------------|
| 1  | Correct   | 1     | The students' answer is true  |
| 2  | Incorrect | 0     | The students' answer is false |

$$\text{Score} = \frac{\text{total correct answer}}{\text{total number items}} \times 100$$

(Adapted from Puskur in Salmi, 2012)

2. Classifying the score of the students' reading comprehension from pre-test and post-test using the following scale :

Table 3.3 Scoring Classification

|                    |           |
|--------------------|-----------|
| Score 91-100       | Very Good |
| Score 76-90        | Good      |
| Score 61-75        | Fairly    |
| Score 51-60        | Poor      |
| Score less than 50 | Very Poor |

(Depdikbud, 2017)

Tests are carried out using an independent sample t-test (Independent Sample T-test). The test aims to determine whether or not there is improvement on students' word recognition in listening skill. The t-test in this study will be assisted by the SPSS 25.

## CHAPTER IV

### FINDING AND DISCUSSION

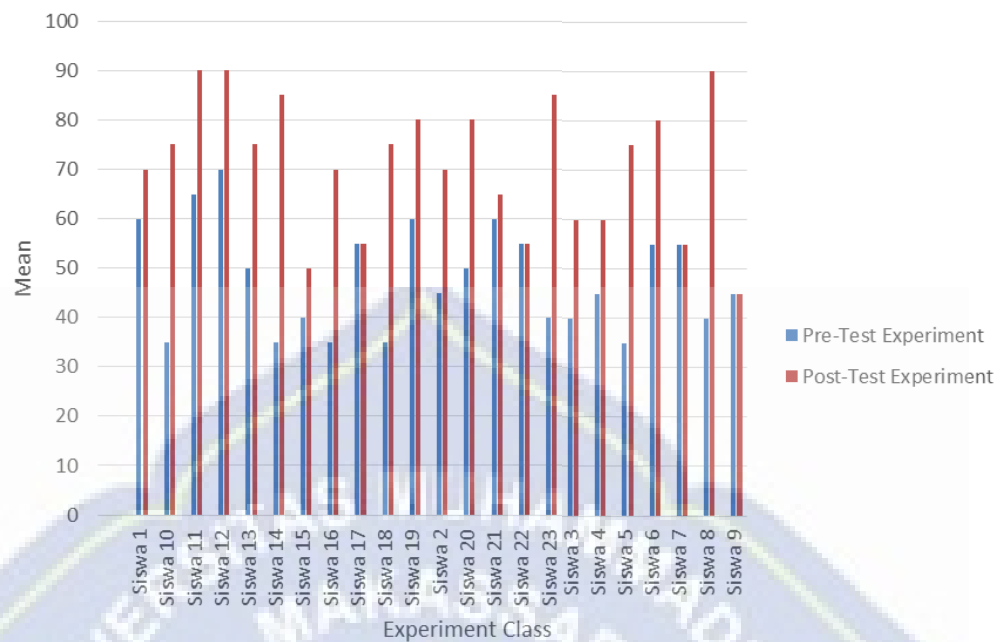
#### A. Findings

In this session, this research wants to deliver the findings of this research. The data were gotten from samples' pre-test and post-test which consisted of 20 multiple choice questions. Experimental class was given treatment with implementing Higher-Order Thinking Skills (HOTS) in the classroom and Problem Based Learning (PBL) as a learning method while control class was given a conventional way that used Discovery Learning. 84 students of 8th grade of SMP Negeri 1 Cina were divided into 2 groups, they are experimental class (Class C) with 23 students and 22 students in control class (Class B).

The data were analyzed by using SPSS 25 and the explanation can be seen as follows:

#### 1. Students' reading comprehension ability after implementing HOTS in learning process

To see the mean score of pre test and post test of experimental class, this research used SPSS 25. The data that used are pre-test and post-test score of experimental class. The graphic shows the output from SPSS.



Graphic 4.1 Experimental class' mean score

Based on graphic above, most students tend to experience an increase in post test score. The mean score of the students increased from 48.04 to 71.09, which means that the students' reading comprehension ability increased to 32.42%.

These results can be strengthened by the classification of student scores. In the pre-test, there were no students who were classified as good or very good. Most of them are in the very poor classification. However, in the post-test, there were 29.6% which increased to good category.

The existence of an influence of HOTS in reading comprehension was also proven by the output data from the paired sample t test. In SPSS 25, sig (2-tailed) which is less or lower than 0.05 means that students' learning outcomes in reading comprehension

have changed. It also means that there is difference before and after HOTS is implemented. The output of paired sample t-test in SPSS 25 that can be seen in the appendix D clearly showed that the value of sig (2-tailed) is 0.000. It means that students' reading comprehension improved after the implementation of HOTS.

## **2. The differences between those who are taught by implementing HOTS and those who are not**

Before looking at what are the differences between the two classes, this reserach first used an independent sample t-test in SPSS 25 to determine whether there was a difference between the two classes or not. After conducting independent sample t-test, the output obtained value sig (2-tailed) )  $<0.05$ , which is 0.000. This proves that there is a difference between the experimental class (HOTS) and the control class (conventional).

To see what the differences between srtudents' reading comprehension of experimental class and control class are, this research shows descriptive statistics from pre test and post test of both of classes. The data below are calculated using SPSS 25.

Table 4.1 Descriptive Statistic from SPSS 25

|                        | N  | Minimum | Maximum | Mean  |
|------------------------|----|---------|---------|-------|
| Pre-Test Experimental  | 23 | 35      | 70      | 48,04 |
| Post-Test Experimental | 23 | 45      | 90      | 71,09 |
| Pre-Test Control       | 22 | 30      | 70      | 48,41 |
| Post-Test Control      | 22 | 10      | 90      | 50,91 |

Table 4.1 shows the difference between the two classes can be seen in the change in the students' mean scores from pre-test to post-test. The mean score of students in the experimental class increased even more, from 48.04 to 71.09. The control class also experienced an increase even though it was less than other class, which was 48.41 to 50.91.

The second difference can be proved from the score classification, the table can be seen in appendix D. Although both classes experienced an increase, 29.6% of the experimental class managed to occupy the good score category while only 3.7% student succeeded in the control class.

### Hypothesis testing

SPSS calculates the t-statistic and related p-value. The t-test value that generally chosen as the threshold is 0.05. H1 is accepted if  $p < 0.05$  while H0 is accepted if the p-value associated with the t-test

is bigger than t-test ( $p > 0.05$ ) which means that the mean is not different from the hypothesized value.

In equal variances assumed of this research, t-test value is 3.917 with 43 degrees of freedom ( $df = n-2$ ). The corresponding two-tailed p-value is 0.000, which is less than 0.05 ( $p < 0.05$ ). Thus, it means that  $H_a$  is accepted and  $H_o$  is rejected, there is a difference between who are taught with HOTS and those who are taught with conventional one.

## **B. Discussion**

In this research the one that wanted to see are students' reading comprehension ability after implementing HOTS in learning process and the differences between those who are taught by implementing HOTS and those who are not. After doing the research, there are 2 main findings that have to be underlined and discuss.

### **1. Students' reading comprehension ability after implementing HOTS in learning process**

As explained in the finding, there was an improvement in student learning outcomes after HOTS was implemented in reading comprehension learning. This happens because by implementing HOTS, students tend to always try to predict the types of questions that will appear and it is easier to solve problems in questions. An increase in the student mean score of 32.42% is also a student's achievement after HOTS is implemented in the classroom.

Students' analysis skills also improved. They are easier to understand what question means, know how to answer making inference questions, even in identifying main idea, students learn how to break down a text into its constituent components and determine what the elements have in common and what message they support or point to.

They tend to try to think in their way to find the solution in facing questions. This is similar to Brookhart's (2010) usage of "text" to allow students to critically analyze the essential points, thesis, or argument. Students should be able to come up with or choose appropriate basis for evaluating this main point, thesis, or argument. If students have reached that stage, it signifies they have already used their HOTS. This is in line with the aim of classifying the level of thinking in the education field by Bloom. Indeed, HOTS can make it easier for students to deal with various kinds of problems and also an improvement in educational process.

As also found by Ariani (2020) that there is a relationship between HOTS and reading comprehension. And Nourdad (2018) found that the implementation of HOTS in reading comprehension class indeed can improve student learning outcomes. Thus it can be concluded that the students' reading comprehension ability improved after HOTS was implemented in learning process.

Actually, not too much improvement occurred, none of the students managed to reach the very good classification. It happened because HOTS is used in entirely meetings and indicators. This contradicts the findings which explain that LOTS (Lower-Order Thinking Skills) and HOTS should be balanced in learning reading comprehension, found Lingfeng (2021). Students tended to hard to understand the lesson as a whole, they need more time. This is also because students have just met HOTS, so they are not used to it.

## **2. The differences between those who are taught by implementing HOTS and those who are not**

It can be seen in the findings, that there is a difference between those who are taught by implementing HOTS and those who are not. Both of them experienced an increase in learning outcomes and mean scores, but the increase that occurred in the experimental class was larger and faster. Mean score of experimental class improved to 32.42% while mean score in control class improved to 4.9%. Beside mean score, the classification of students' scores also increased more in the experimental class.

The are differences between both of classes as because the questions given are different. Lower order thinking demands only routine or mechanical application of previously acquired information such as listing information previously memorized and inserting numbers into previously learned formulas. In contrast, higher order thinking, according to Newman (1990), challenges the student to

interpret, analyze, or manipulate information. Higher order thinking is relative, Newman came up with one big point, since people have different types of situations that they find difficult. However, if students are habituated to answering HOTS questions, they will become accustomed to them and their learning will improve.

The results of this research also supports by findings of Thamrin (2019) which explains how his experimental class that have studied reading comprehension with HOTS are better able to predict questions and provide logical reasons related to texts and learning materials. Students are also better in relating their previous experiences, prior knowledge, and currant lessons to build their own understanding. These achievements is exactly what the government hopes for the implementation of HOTS in schools just like Ariani (2020) mentioned in her research.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on finding and discussion, it can be concluded two things, they are:

1. The implementation of Higher-Order Thinking Skills has an effect on student learning outcomes in this case reading comprehension, which students' reading comprehension ability increased to 32.42%. Experimental class students at SMP Negeri 1 Cina can get used to questions related to making inference and their ability to answer reading comprehension questions improves. It means HOTS improves EFL learners' ability in reading comprehension.
2. There are differences between those who are taught by implementing HOTS and those who are not. Mean score of experimental class improved to 32.42% while mean score in control class improved to 4.9%. These differences are in terms of mean score and also the way they think. Students who are taught by implementing HOTS are more developed compared to students who are taught with conventional way.

#### B. Suggestion

Based on conclusion above, these points below are the suggestion that can be shared:

1. For English teacher at SMP Negeri 1 Cina:

It is suggested to implement Higher-Order Thinking Skills in teaching reading comprehension for EFL learners. Since HOTS is suitable to use in teaching reading comprehension especially in making inference. Students' outcomes tend to be increased and are better in building their own understanding of something.

2. For the next researchers:

- a. This thesis can be used as a reference for making new research or developing this research.
- b. It is suggested for the next researcher to seek deeper information or study about HOTS because there are still have so many areas that can be explore in this field.



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## A. POST-TEST DAN PRE-TEST

### Reading Comprehension Pre-Test

#### Petunjuk

- Tuliskan nama, no.urut siswa, dan kelas di atas lembar jawaban yang disediakan.
- Jawablah pertanyaan berikut ini dengan memilih salah satu jawaban yang anda anggap paling benar dengan memberikan tanda silang (X) pada huruf A,B,C, or D pada lembar jawaban yang disediakan.

Once there lived a beautiful princess in a big castle. She wanted to marry a real prince, who could be a generous king in the future. There were many handsome and rich princes, but it was very difficult to find the real one. She had asked her servants to travel all over the world to find it, but nowhere could they get what the princess wanted.

One shiny morning, suddenly the princess heard someone knocking at the gate. The old king went to open it. The beautiful princess was standing anxiously in front of her castle. Out of there, in front of the gate, she saw a very handsome prince who looked very thirsty. His face was full of sweat and seemed to be so tired.

“Come in, we will serve you a plenty of meal and a comfortable bed.” said the old king.

“No, thanks. Just give me a drink. I’m very thirsty.”

The prince was led into the castle. The princess then gave him ten cups of tea. But, in the kitchen, she had mixed the tea with tasteless but dirty water. There was only one cup which was the pure tea.

“Ah, very badly!” said the prince after he smelled the drink one by one. “You gave me dirty tea! But, I will drink one.”

The prince took a cup of tea which was not mixed with dirty water, and then drank it.

Now, the princess and the old king knew that he was a real prince for he could know the pure tea between the nine cups of dirty tea. It meant that the prince could be a kind king, because he was so sensitive, that he would run the castle generously and could feel his people’s sadness. So, the princess took him as her husband and asked him to be the king.

*Adapted from Fantastic Stories from the Dreamland*

1. What is the best title for the story above?
  - a. The Real Prince
  - b. The Generous Prince
  - c. The Smart Prince
  - d. The Sensitive Prince
2. What can we conclude from the story?
  - a. A princess tried to fool the prince.

- b. A princess wanted to find a rich prince.
  - c. A real prince is someone who is sensitive.
  - d. A prince tried hard to find the real princess.
3. Which statement is FALSE about the story?
- a. The prince asked for drink.
  - b. Most of the cups of tea were dirty tea.
  - c. The old king served plenty meal.
  - d. The princess took him as her husband.

### My Personal Experience

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me, science was very difficult. It was hard for me to remember the chemical process, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them.

When I was browsing the shelves, I found a book entitled “The Inventors of Medicine”. I thought “OK, this is a start”. I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure of smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realized that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behavior and became a doctor.

*Taken from English in Focus VIII*

4. Why did the writer read the books in the library?
- a. He hated all subjects.
  - b. He did not do his homework.
  - c. He liked reading the books.
  - d. He could not remember chemical process.
5. Which statement is **TRUE** about the text?
- a. The writer discovered things for human kind
  - b. The writer had read “The Inventors of Medicine” before.
  - c. The writer realized that he could help human kind.
  - d. The writer got punishment to make a summary.

Last Saturday I woke up early, but I did not get up because there was no school. Suddenly, my telephone rang. It was my friend, Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked; it was a receipt of four nights tour to Lombok!! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny, my friend, and it was also valid for two persons. My God!! We were thinking that may be the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

*Adapted from English for Focus for Grade VIII*

6. "... and it was there for us." (paragraph 2) The underlined word refers to ...
  - a. the sky
  - b. the coupon
  - c. the birth date
  - d. the name
7. Which were the writer and her friend NOT doing after they found the coupon?
  - a. They went to the tour agency.
  - b. They went home without any present.
  - c. They checked the name in the coupon.
  - d. They enjoy the holiday in Lombok.
8. The social function of the text is ...
  - a. to describe the writer's holiday.
  - b. to tell about the reader's experience.
  - c. to tell about the writer's experience.
  - d. to explain about Senggigi Beach.

### **KING OF THE JUNGLE**

One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When Tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?" Tiger looked at him in amazement, "Nonsense! You are not King!", said the Tiger. "Certainly I am," replied the Fox. "All the animals run from me in terror! If you want proof, come with me", said the Fox.

The Fox went into the forest with tiger in behind. When they came to a herd of deer, the deer saw Tiger behind the Fox and ran in all direction. They came to a group of monkey, the monkey saw the Tiger behind Fox and they fled. Fox looked to tiger and said, "Do you need more proof than that? See how the

animals flee at the first sight of me?" "I am surprised, but I've seen it with my own eyes. Forgive me attacking you, Great King." Tiger bowed low with great ceremony, he let the Fox go.

*Taken from : Bahasa Inggris kelas 8*

9. What does the story tell us about?
  - a. the brave tiger
  - b. the fox's hard day
  - c. the king of the jungle
  - d. the tiger of the forest
10. Which is the moral value you can learn from the story?
  - a. Be brave to handle everything.
  - b. Don't forget your best friend.
  - c. Be careful of Tiger
  - d. Don't be afraid of small thing.
11. Which of the following statements is true according to the text?
  - a. Tiger walked with his friend.
  - b. All animal ran away because they saw Tiger behind the Fox.
  - c. The Fox was afraid with the Tiger who want eat him.
  - d. The King was angry with the Fox.
12. Why did the fox trick the tiger?
  - a. He wanted to make all animal fled.
  - b. The fox tried to attack the tiger.
  - c. He wanted to make tiger afraid of him.
  - d. Because he hate the tiger.

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox "It's the best water I've tasted in all my life. Come down and try it your self".

The goat was thirsty so he got into the well. When he had drunk enough, he looked round but there was no way to get out. Then the fox said, "I have a good idea". You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well.

The goat did as he asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said: "If you only had thought carefully about getting out, you wouldn't have jumped into the well".

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

*UNAS 2007*

13. The text tells the story of ....
  - a. a fox
  - b. a goat

- c. a fox and a goat
  - d. an old man and the fox E. the goat and old man
14. Paragraph 2 mainly tells ....
- a. how the fox helped the goat
  - b. how the fox got out of the well
  - c. the fox's idea how to get out of the well
  - d. why the fox got into the well
15. "The goat did as he was asked ..." (Paragraph 3) What does the above sentence mean?
- a. The goat came down to the well and drank
  - b. The goat stood on his hind legs and put his forelegs against the side of the well.
  - c. The goat called out loudly after the fox got out
  - d. The goat waited someone who might help him
16. The text above is in the form of...
- a. Analytical Exposition
  - b. Recount
  - c. Narrative
  - d. Spoof

### **The Three Sheiks and Queen of Arabia**

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors.

One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It is very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have a dinner, and asked them for something to eat.

The first gave her some left-over food, the second gave her some unappetizing camel's tail, the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the three sheiks' camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered the servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her.

"Without question, Hakim is the most generous of you", she announced her choice to the sheiks. "So it is Hakim I will marry."

*UNAS 2008*

17. The three sheiks were not ....
- a. Gloomy
  - b. Rich
  - c. Young
  - d. Strong
18. Which statement is true about the queen?

- a. The queen was the most powerful queen in Africa
  - b. The queen was very proud of her beauty and riches.
  - c. The queen was very satisfied with the food given by the sheiks.
  - d. The queen herself served the sheiks with delicious food.
19. Why did the queen order her servants to give the sheiks the same kind of food she got from them the evening before?
- a. She wanted to see the sheiks' reaction
  - b. She wanted to entertain her guest
  - c. She wanted to test the sheiks' taste
  - d. She wanted to make a joke of the sheiks
20. The main idea of paragraph six is ...
- a. Hakim was unselfish person
  - b. Hakim was served with succulent meat
  - c. Hakim was satisfied with the food served
  - d. Hakim had made the queen find the resolution of her problem

- 1. A
- 2. C
- 3. C
- 4. B
- 5. D
- 6. B
- 7. B
- 8. A
- 9. C
- 10. D

- 11. B
- 12. C
- 13. C
- 14. D
- 15. B
- 16. C
- 17. A
- 18. C
- 19. A
- 20. A



## Appendix A

### Reading Comprehension Post Test

#### Petunjuk

- Tuliskan nama, no.urut siswa, dan kelas di atas lembar jawaban yang disediakan.
- Jawablah pertanyaan berikut ini dengan memilih salah satu jawaban yang anda anggap paling benar dengan memberikan tanda silang (X) pada huruf A,B,C, or D pada lembar jawaban yang disediakan.

One day, a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to help him. The crocodile told the monkey to jump onto its back. Then, the crocodile swam down to the river.

Now, the crocodile was very hungry. When the crocodile was in the middle of the river, it stopped and said to the monkey, “Monkey, my father is very sick. He must eat the heart of a monkey, and then he will be strong again.”

The monkey thought for a while. Then, he told the crocodile to swim back to the river bank. “What for?” asked the crocodile. “Because I didn’t bring my heart with me,” said the monkey, “I left it under the tree near some coconuts.”

So the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back and climbed up to the top of the tree.

“Where is your heart?” asked the crocodile.

“You are foolish,” the monkey said to the crocodile, “Now, I am free and you have nothing.” The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

*Taken from: <http://bos-sulap.blogspot.com/2010/08/narative-text-monkey-and-crocodile.html>*

1. What is the best title for the story above?
  - a. The Smart Monkey
  - b. The Monkey Fooled The Crocodile
  - c. The Monkey and The Crocodile
  - d. The Poor Crocodile
2. What can we conclude from the story?
  - a. If the crocodile was not lying to the monkey, the monkey would not trick him
  - b. If the crocodile was not lying to the monkey, the monkey would give his heart
  - c. If the crocodile was not lying to the monkey, the monkey would not jump onto his back
  - d. If the crocodile was not lying to the monkey, the monkey would not ask him to swam down to the river
3. Which statement is **TRUE** about the story?

- a. The monkey felt hungry.
- b. The crocodile lied to the monkey.
- c. The crocodile's father was sick.
- d. The crocodile ate monkey's heart.

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scennery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there.

After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

*Taken from Scaffolding grade 8*

- 4. What does the text tell about?
  - a. My holiday
  - b. Camping to Mount Bromo
  - c. My first experience
  - d. My unforgettable day
- 5. Which statement is **TRUE** about the text?
  - a. Before the writer going back home, he went to Wonokromo zoo.
  - b. The writer stayed at his uncle's house.
  - c. The writer saw Mount Batok in the afternoon.
  - d. The writer was disapointed with his holiday.
- 6. Which statement is **TRUE** about the text?
  - a. The wirtter did not take pictures during his holiday.
  - b. The writer thinks his holiday is very boring.
  - c. The witer does feel tired but also fun.
  - d. The writer hopes his next holiday will be more extreme.

### A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. The sea was so large. The water was fresh. I also felt the wind blows. There were many birds fly on the sky. We also saw a lot of people at the beach. There were tourists too. Also, there were many sellers who sold many kinds of souvenirs.

Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We saw the monkey from distances because the cage was far from us. All of the wild animal cages were placed on distance to protect the visitor from animal attack. So, we could not get closer to them. However, we still allowed to take pictures of those animals.

After walking around the zoo, we felt hungry. Then we decided to go to Mbok Iyem restaurant. We ate Gudeg at the restaurant. It is a traditional food from Jogja. I always want to eat Gudeg before. As soon as we finished our lunch, we decided to go home, Semarang.

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

*Adapted from ArsiantiDewi.blogspot.com*

7. Which one do the writer and her friend feel after going Jogja?
  - a. Disappointed.
  - b. Furious.
  - c. Helpless.
  - d. Satisfied.
8. The social function of the text is ...
  - a. to tell about the reader's experience.
  - b. to tell about the writer's experience.
  - c. to explain about Jogja.
  - d. to describe the writer's holiday in Jogja.

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the house work.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin.

At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelry. "Bawang Merah, hurry up! Go to the river then find the old woman and take a big pumpkin!". They were screaming. There were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

*Taken from: <http://psikologisufistik.wordpress.com>*

9. What does the story tell us about?
  - a. The story of Bawang Merah and Bawang Putih
  - b. The wonderful pumpkin
  - c. The queen
  - d. The jewelry and the snake
10. Which is the moral value that not related to the story?
  - a. Don't be brave.
  - b. We must be kind to everyone.

- c. Do not be greedy for wealth.
  - d. We have to forgive each other.
11. Which of the following statements is **FALSE** according to the text?
- a. Mother's clothes fell down to the river.
  - b. Finally, they made up.
  - c. Mother and Bawang Merah didn't get what Bawang Putih's got because they were greedy.
  - d. Bawang Merah is the only one who hate Bawang Putih.
12. Why did Bawang Merah and mother say apologize to Bawang Putih?
- a. Both of them realized their mistakes.
  - b. They found jewelry.
  - c. Mother's clothes fell down to the river.
  - d. There were a lot of snakes inside the pumpkin.

### KING OF THE JUNGLE

One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When Tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?" Tiger looked at him in amazement, "Nonsense! You are not King!", said the Tiger. "Certainly I am," replied the Fox. "All the animals run from me in terror! If you want proof, come with me", said the Fox.

The Fox went into the forest with tiger in behind. When they came to a herd of deer, the deer saw Tiger behind the Fox and ran in all direction. They came to a group of monkey, the monkey saw the Tiger behind Fox and they fled. Fox looked to tiger and said, "Do you need more proof than that? See how the animals flee at the first sight of me?" "I am surprised, but I've seen it with my own eyes. Forgive me attacking you, Great King." Tiger bowed low with great ceremony, he let the Fox go.

*Taken from : Bahasa Inggris kelas 8*

13. What does the story tell us about?
- a. the king of the jungle
  - b. the brave tiger
  - c. the fox's hard day
  - d. the tiger of the forest
14. Which is the moral value you can learn from the story?
- a. Don't be affraid of small thing.
  - b. Be brave to handle everything.
  - c. Don't forget your best friend.
  - d. Be carefull of Tiger
15. Which of the following statements is true according to the text?
- a. Tiger walked with his friend.
  - b. All animal ran away because they saw Tiger behind the Fox.
  - c. The Fox was affraid with the Tiger who want eat him.
  - d. The King was angry with the Fox.
16. The text above is in the form of...
- a. Analytical Exposition

- b. Narrative
  - c. Recount
  - d. Spoof
17. Why did the fox trick the tiger?
- a. He wanted to make all animal fled.
  - b. The fox tried to attack the tiger.
  - c. He wanted to make tiger afraid of him.
  - d. Because he hate the tiger.

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition.

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.

18. What is the writer's intention to write the text?
- a. To win the competition
  - b. To tell his achievement
  - c. To describe his feeling to the teacher
  - d. To show his disappointment to teacher.
19. Why did the writer feel sad before the competition?
- a. She had no luxurious gown.
  - b. Her teacher really cares about her.
  - c. Her friends did not support her.
  - d. Her teacher was not fair to her
20. From the text it can be concluded that ....
- a. Being nervous helps perform well on the stage.
  - b. Wearing simple clothes can help win the competition.
  - c. Practice makes performance go well
  - d. It is necessary to wear beautiful costumes for the competition.

- |      |       |
|------|-------|
| 1. C | 11. D |
| 2. A | 12. A |
| 3. B | 13. A |
| 4. A | 14. A |
| 5. A | 15. B |

- 6. C
- 7. D
- 8. D
- 9. A
- 10. A

- 16. B
- 17. C
- 18. B
- 19. D
- 20. C



## Appendix B

### RENCANA PELAKSANAAN PEMBELAJARAN I (HOTS)

#### A. Identitas Sekolah

Nama Sekolah : SMP Negeri 1 Cina  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII (Delapan) / II  
 Materi Pokok : Deskriptif teks  
 Alokasi Waktu : 2x40 menit

#### B. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya  
 KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata  
 KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

#### C. Kompetensi Dasar dan Indikator/IPK (dibuat dalam bentuk tabel)

| Kompetensi Dasar (KD)                                                                                                                                                                                                                           | Indikator Pencapaian Kompetensi (IPK)                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya . | 3.10.1 Menelaah definisi teks deskriptif (C4)<br>3.10.2 Menguraikan struktur teks deskriptif (C4)<br>3.10.3 Membandingkan teks deskriptif tentang orang, benda, dan hewan (C4)     |
| 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.                                                                                                                                                               | 4.11.1 Menunjukkan gambaran umum dari sebuah teks (P3)<br>4.11.2 Mengembangkan informasi tersirat dari sebuah teks (P4)<br>4.12.2 Menentukan informasi rinci dari sebuah teks (P5) |

#### D. Tujuan Pembelajaran

Dengan menerapkan Higher Order Thinking Skill, setelah mengikuti kegiatan belajar, siswa diharapkan dapat:

1. Menelaah definisi teks deskriptif dari contoh yang diberikan.
2. Menguraikan maksud dari struktur teks setelah menganalisis contoh.
3. Menyatakan informasi rinci dan tersirat dari contoh teks deskriptif.

#### E. Materi Pembelajaran

##### 1. Reguler

###### • Pengertian

A descriptive text is the text that focuses on describing a single location, object, event, person, or place. It endeavors to engage all five of the reader's senses to evoke the sights, sounds, smells, tastes, and feel of the text's subject.

###### • Contoh teks

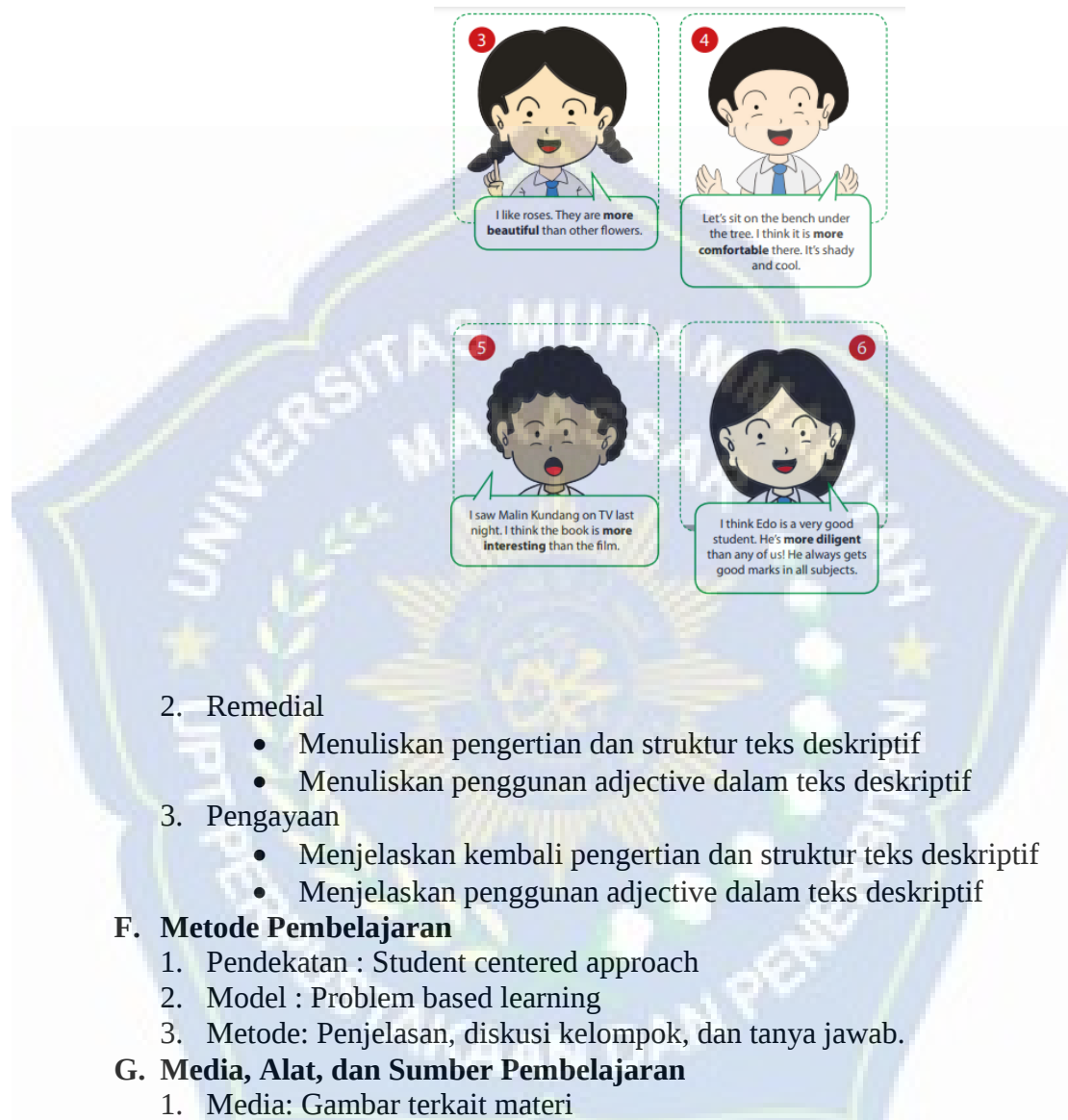
###### Text I

**My room is my favorite place in my house.** My room is in second floor, next to my big sister's room. My room is painted light grey. There is big bed inside my room where I sleep every day. I put some pictures on my desk. There are my family picture, my picture with my friends, and my pictures with my pet, Luna, a persian cat. I also have drawers where I put all my clothes inside. My room is not big, but it is the best place in my house for me. (The bold writing is **identification** and the italic ones are **description**)

###### Text II

**Hi, I am Vivian. Today I want to tell about my best friend, Claudia.** Claudia is special. I like her spontaneous nature. She is young, exuberant, and lively; she is slim and active. She often wears colorful clothes. Do you see her picture? She wears a green shirt and her favorite jeans. She has a creative mind. Many students love her passionate outlook on life. (The bold writing is **identification** and the italic ones are **description**)

- **Adjective yang sering digunakan dalam mendeskripsikan orang, hewan, dan benda.**



## 2. Remedial

- Menuliskan pengertian dan struktur teks deskriptif
- Menuliskan penggunaan adjective dalam teks deskriptif

## 3. Pengayaan

- Menjelaskan kembali pengertian dan struktur teks deskriptif
- Menjelaskan penggunaan adjective dalam teks deskriptif

## F. Metode Pembelajaran

1. Pendekatan : Student centered approach
2. Model : Problem based learning
3. Metode: Penjelasan, diskusi kelompok, dan tanya jawab.

## G. Media, Alat, dan Sumber Pembelajaran

1. Media: Gambar terkait materi
2. Alat: White board, spidol
3. Sumber Pembelajaran
  - Buku Bahasa Inggris, When English Rings A Bell Kelas 8
  - <https://englishadmin.com/2015/12/8-contoh-descriptive-text-tentang-orang.html>

### H. Langkah-langkah Kegiatan Pembelajaran

| Kegiatan           | Deskripsi Kegiatan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Nilai PPK,<br>Literasi, 4C,<br>HOTs | Waktu           |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------|
| <b>Pendahuluan</b> | <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>Melakukan pembukaan dengan</li> <li>Melakukan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>Menyampaikan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>Mengajukan pertanyaan tentang pengetahuan awal tentang teks deskripsi.</li> <li>Berdasarkan pengetahuan awal, guru mengajukan pertanyaan apakah mereka kesulitan dalam menulis teks deskripsi</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>Menyampaikan tujuan pembelajaran.</li> <li>Menyampaikan manfaat dari materi yang akan diajarkan.</li> </ul> | <p>Religius</p> <p>Disiplin</p>     | <b>10 Menit</b> |

|      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                               |                        |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------|
| Inti | <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mengamati contoh teks deskripsi.</li> <li>• Peserta didik mendengarkan guru membacakan keseluruhan teks</li> <li>• Dengan bimbingan dan arahan guru, peserta didik mengamati struktur teks yang digunakan di dalam teks deskripsi</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, peserta didik menanyakan hal-hal yang belum diketahui atau yang ingin diperjelas berdasarkan catatan kecil yang dibuat.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• Guru membagi peserta didik ke dalam beberapa kelompok.</li> <li>• Peserta didik mendiferensiasikan struktur teks dalam teks deskriptif berdasarkan contoh</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Guru memberi contoh perbedaan penggunaan adjective dalam teks deskriptif</li> <li>• Peserta didik membuat kesimpulan tentang penggunaan kata sifat dalam teks deskriptif.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Peserta membuat gambaran umum mengenai teks yang dibacakan.</li> <li>• Peserta didik diminta untuk merinci informasi yang didapatkan dari teks, baik tersirat maupun tersurat.</li> </ul> | <p>Literasi</p> <p>Rasa ingin tahu</p> <p>Literasi</p> <p>Berpikir kritis</p> | <p><b>60 Menit</b></p> |
|      | <ul style="list-style-type: none"> <li>• Setelah mengikuti kegiatan pembelajaran, peserta didik</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>HOTS</b></p>                                                            | <p><b>10</b></p>       |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |              |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------|
| <b>Penutup</b> | <p>ditanya, bagaimana perasaannya, sebagai refleksi.</p> <ul style="list-style-type: none"> <li>• Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas.</li> <li>• Guru kembali menanyakan pertanyaan awal mengenai apakah mereka kesulitan dalam menulis teks deskripsi serta bagaimana agar menulis teks deskripsi itu mudah dilakukan</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul> |  | <b>Menit</b> |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------|

## I. Teknik Penilaian

### 1. Teknik Penilaian

- Penilaian Sikap : Observasi / Pengamatan
- Penilaian Pengetahuan : Tes Lisan
- Penilaian Keterampilan : Produk Lisan

### 2. Bentuk Penilaian

- Observasi : Jurnal Guru
- Tes Lisan : Pengetahuan siswa tentang materi yang telah diajarkan

### 3. Instrumen Penilaian

#### • Penilaian Observasi

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

| Kriteria       | Sangat Baik<br>4                               | Baik<br>3                              | Cukup<br>2                      | Kurang<br>1                          |
|----------------|------------------------------------------------|----------------------------------------|---------------------------------|--------------------------------------|
| Disiplin       | Mampu menjalankan aturan dengan kesadaran diri | Mampu menjalankan aturan pengarah guru | Kurang mampu menjalankan aturan | Belum mampu menjalankan aturan       |
| Tanggung Jawab | Tertib mengikuti instruksi dan                 | Tertib mengikuti instruksi dan         | Kurang tertib mengikuti         | Tidak tertib dan tidak menyelesaikan |

|              | selesai tepat waktu                      | selesai tidak tepat waktu                                                | instruksi, selesai tidak tepat waktu                        | tugas                                                |
|--------------|------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------|
| Percaya Diri | Tidak terlihat ragu-ragu                 | Terlihat ragu-ragu                                                       | Memerlukan bantuan guru                                     | Belum menunjukan kepercayaan diri                    |
| Bekerja Sama | Mampu bekerja sama dengan teman kelompok | Bekerja sama dengan teman kelompok, tetapi lebih dominan bekerja sendiri | Bekerja dengan kelompok, tetapi mengambil keputusan sendiri | Bekerja sendiri tanpa diskusi dengan teman kelompok. |

Catatan :

- ✓ Total Nilai Penilaian Observasi Guru = Jumlah dari akumulasi nilai Displin, Tanggung Jawab, Percaya Diri dan Bekerja Sama.

Nilai Penilaian Observasi Guru = (Nilai Displin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama)

#### • Pengetahuan

| N<br>O | DESKRIPSI                            | Nilai                                               |                                                                   |                                                                                   |                                                                           |
|--------|--------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------|
|        |                                      | 1                                                   | 2                                                                 | 3                                                                                 | 4                                                                         |
| 1.     | Memerinci pengertian teks deskriptif | Tidak mampu memerinci fungsi sosial teks deskriptif | Mampu memerinci fungsi sosial teks deskriptif tetapi kurang tepat | Mampu memerinci fungsi sosial teks deskriptif dengan tepat dan sedikit sistematis | Mampu memerinci fungsi sosial teks deskriptif dengan baik dan sistematis. |
| 2.     | Menjabarkan struktur teks deskriptif | Tidak mampu menjabarkan struktur teks               | Mampu menjabarkan struktur teks deskriptif tetapi kurang          | Mampu menjabarkan struktur teks deskriptif dengan tepat                           | Mampu menjabarkan struktur teks deskriptif dengan baik dan                |

|    |                                                                                            | deskriptif                                                                                            | tepat                                                                                                               | dan sedikit sistematis                                                                                                              | sistematis.                                                                                                                 |
|----|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 3. | Mendiferensiasi penggunaan adjective pada teks deskriptif tentang orang, benda, dan hewan. | Tidak mampu mendiferensiasi penggunaan adjective pada teks deskriptif tentang orang, benda, dan hewan | Mampu mendiferensiasi penggunaan adjective pada teks deskriptif tentang orang, benda, dan hewan tetapi kurang tepat | Mampu mendiferensiasi penggunaan adjective pada teks deskriptif tentang orang, benda, dan hewan dengan tepat dan sedikit sistematis | Mampu mendiferensiasi penggunaan adjective pada teks deskriptif tentang orang, benda, dan hewan dengan baik dan sistematis. |
| 4. | Menjabarkan informasi rinci mengenai teks sesuai contoh yang diberikan                     | Tidak mampu menjabarkan topik/ide pokok setiap paragraph teks biography                               | Mampu menjabarkan topik/ide pokok setiap paragraph teks biography tetapi kurang tepat                               | Mampu menjabarkan topik/ide pokok setiap paragraph teks biography dengan tepat dan sedikit sistematis                               | Mampu menjabarkan topik/ide pokok setiap paragraph teks biography dengan baik dan sistematis.                               |

$$\text{Nilai akhir} = \frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 100\%$$

**PEMBELAJARAN REMEDIAL DAN PENGAYAAN****Pembelajaran Remedial**

Peserta yang belum mencapai KKM diberi kegiatan remedial.

**Pembelajaran Pengayaan**

Peserta didik yang memperoleh nilai KKM diberi pengayaan dengan mempelajari contoh-contoh teks deskriptif dalam hal pengertian dan struktur teks di dalamnya.

Arasoe,

2022

Disetujui oleh:

Guru Bahasa Inggris

Penulis

Nurmaharaeni

105351127616



## RENCANA PELAKSANAAN PEMBELAJARAN II (HOTS)

### A. Identitas Sekolah

Nama Sekolah : SMP Negeri 1 Cina  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII (Delapan) / II  
 Materi Pokok : Deskriptif teks  
 Alokasi Waktu : 2x40 menit

### B. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya  
 KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata  
 KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

### C. Kompetensi Dasar dan Indikator/IPK (dibuat dalam bentuk tabel)

| Kompetensi Dasar (KD)                                                                                                                                                                                                                           | Indikator Pencapaian Kompetensi (IPK)                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya . | 3.10.5 Mendeteksi unsur kebahasaan atau karakteristik teks deskriptif (C4)<br>3.10.6 Menelaah fungsi sosial teks deskriptif (C4) |
| 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks                                  | 3.11.1 Membuat teks deskriptif pendek dan sederhana (P5)<br>4.12.2 Menentukan fungsi sosial dari teks yang dibuat (P5)           |

#### **D. Tujuan Pembelajaran**

Dengan menerapkan Higher Order Thinking Skill, setelah mengikuti kegiatan belajar, siswa diharapkan dapat:

1. Mendeteksi unsur kebahasaan dan fungsi sosial dari dalam teks deskriptif.
2. Membuat teks deskriptif berdasarkan tema lalu menentukan fungsi sosial dari teks tersebut.

#### **E. Materi Pembelajaran**

1. Reguler

##### **Unsur kebahasaan**

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc)

##### **Fungsi sosial**

- To describe person, thing or place in specific
- To describe a particular person, thing or place

2. Remedial

- Menuliskan unsur kebahasaan dan fungsi teks deskriptif

3. Pengayaan

- Menjelaskan kembali unsur kebahasaan dan fungsi teks deskriptif

#### **F. Metode Pembelajaran**

1. Pendekatan : Student centered approach
2. Model : Problem based learning
3. Metode: Penjelasan, diskusi, dan tanya jawab

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

1. Media: Gambar terkait materi.
2. Alat: White board, spidol, students' worksheet
3. Sumber Pembelajaran
  - Buku Bahasa Inggris, When English Rings A Bell Kelas 8
  - <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features>

### H. Langkah-langkah Kegiatan Pembelajaran

| Kegiatan           | Deskripsi Kegiatan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nilai PPK,<br>Literasi, 4C,<br>HOTs | Waktu           |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------|
| <b>Pendahuluan</b> | <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>Melakukan pembukaan dengan</li> <li>Melakukan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>Menyampaikan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>Guru menanyakan tentang materi sebelumnya dan hubungannya dengan materi hari itu.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>Menyampaikan tujuan pembelajaran.</li> <li>Menyampaikan manfaat dari materi yang akan diajarkan.</li> </ul> | <p>Religius</p> <p>Disiplin</p>     | <b>10 Menit</b> |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                               |                        |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------|
| <p><b>Inti</b></p> | <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Peserta didik kembali mengamati contoh teks deskripsi yang pernah diberikan oleh guru.</li> <li>• Peserta didik diminta membuat dan menyusun teks deskripsi dengan tema pilihan.</li> <li>• Dengan bimbingan dan arahan guru, peserta didik menyesuaikan teks yang dibuat dengan struktur yang tepat</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, peserta didik menanyakan hal-hal yang belum diketahui atau yang ingin diperjelas berdasarkan catatan kecil yang dibuat.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• Peserta didik menganalisis teks yang dibuat lalu menentukan fungsi sosial dari teks tersebut</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Peserta didik membuat kesimpulan tentang cara membuat teks deskriptif yang mudah menurut mereka.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Peserta membuat gambaran umum mengenai teks yang dibuat.</li> <li>• Peserta didik diminta untuk merinci informasi yang didapatkan dari teks, baik tersirat maupun tersurat.</li> </ul> | <p>Literasi</p> <p>Rasa ingin tahu</p> <p>Literasi</p> <p>Berpikir kritis</p> | <p><b>60 Menit</b></p> |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------|

|                |                                                                                                                                                                                                                                                                                                                                                     |             |                 |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|
| <b>Penutup</b> | <ul style="list-style-type: none"> <li>• Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi.</li> <li>• Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas.</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul> | <b>HOTS</b> | <b>10 Menit</b> |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|

### I. Teknik Penilaian

#### 1. Teknik Penilaian

- Penilaian Sikap : Observasi / Pengamatan
- Penilaian Pengetahuan : Tes Tertulis
- Penilaian Keterampilan : Produk Tertulis

#### 2. Bentuk Penilaian

- Observasi : Jurnal Guru
- Tes Tertulis : Essay
- Produk tertulis : Teks deskriptif berdasarkan tema.

#### 3. Instrumen Penilaian (Terlampir)

##### Activity

Make one descriptive text based on material that we have learned! Choose one of these themes!

|           |                   |
|-----------|-------------------|
| My Father | Indonesia         |
| Mammoth   | My Favorite Drink |

### Penilaian

#### • **Penilaian Observasi**

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

| Kriteria | Sangat Baik<br>4  | Baik<br>3         | Cukup<br>2   | Kurang<br>1             |
|----------|-------------------|-------------------|--------------|-------------------------|
| Disiplin | Mampu menjalankan | Mampu menjalankan | Kurang mampu | Belum mampu menjalankan |

|                |                                                    |                                                          |                                                              |                                            |
|----------------|----------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------|
|                | aturan dengan kesadaran diri                       | aturan pengarahannya guru                                | menjalankan aturan                                           | aturan                                     |
| Tanggung Jawab | Tertib mengikuti instruksi dan selesai tepat waktu | Tertib mengikuti instruksi dan selesai tidak tepat waktu | Kurang tertib mengikuti instruksi, selesai tidak tepat waktu | Tidak tertib dan tidak menyelesaikan tugas |
| Percaya Diri   | Tidak terlihat ragu-ragu                           | Terlihat ragu-ragu                                       | Memerlukan bantuan guru                                      | Belum menunjukkan kepercayaan diri         |

Catatan :

- ✓ Total Nilai Penilaian Observasi Guru = Jumlah dari akumulasi nilai Displin, Tanggung Jawab, Percaya Diri dan Bekerja Sama.

Nilai Penilaian Observasi Guru = (Nilai Displin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama)

• **Pengetahuan**

| Components of Writing | Score | Level     | Indicators                                                       | Weighting |
|-----------------------|-------|-----------|------------------------------------------------------------------|-----------|
| Content (C)           | 4     | Excellent | Present the information well chosen details across the paragraph | 3         |
|                       | 3     | Good      | Present the information with details in parts of the paragraph   |           |
|                       | 2     | Fair      | Present the information with some details                        |           |
|                       | 1     | Poor      | Present no clear information                                     |           |
| Vocabulary (V)        | 4     | Excellent | Good in vocabulary choice                                        | 2.5       |
|                       | 3     | Good      | Error in vocabulary choice are few and                           |           |

|               |   |           |                                                                                               |     |
|---------------|---|-----------|-----------------------------------------------------------------------------------------------|-----|
|               |   |           | do not interfere with understanding                                                           |     |
|               | 2 | Fair      | Error in vocabulary choice are few and sometimes they interfere with understanding            |     |
|               | 1 | Poor      | Many error in vocabulary choice that severally interfere with understanding                   |     |
| Grammar (G)   | 4 | Excellent | Good in grammar                                                                               | 2.5 |
|               | 3 | Good      | Error in grammar choice are few and do not interfere with understanding                       |     |
|               | 2 | Fair      | Error in grammar choice are few and sometimes they interfere with understanding               |     |
|               | 1 | Poor      | Many error in grammar choice that severally interfere with understanding                      |     |
| Mechanics (M) | 4 | Excellent | Good in spelling, punctuation and capitalization                                              | 2   |
|               | 3 | Good      | Error in spelling, punctuation and capitalization are few                                     |     |
|               | 2 | Fair      | Error in spelling, punctuation and capitalization, and sometimes interfere with understanding |     |
|               | 1 | Poor      | Error in spelling, punctuation and capitalization and severely interfere with understanding   |     |

$$\text{Nilai akhir} = \frac{3C+2.5V+2.5G+2M}{40} \times 100\%$$

## **PEMBELAJARAN REMEDIAL DAN PENGAYAAN**

### **Pembelajaran Remedial**

Peserta yang belum mencapai KKM diberi kegiatan remedial

### **Pembelajaran Pengayaan**

Peserta didik yang memperoleh nilai KKM diberi pengayaan dengan mempelajari contoh-contoh teks deskriptif dalam hal fungsi sosial dan unsur kebahasaan di dalamnya.

Arasoe, 2022

Disetujui oleh:

Guru Bahasa Inggris

Penulis

Nurmaharaeni

105351127616



### RENCANA PELAKSANAAN PEMBELAJARAN III (HOTS)

#### A. Identitas Sekolah

Nama Sekolah : SMP Negeri 1 Cina  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII (Delapan) / II  
 Materi Pokok : Recount text  
 Alokasi Waktu : 2x40 menit

#### B. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya  
 KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata  
 KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

#### C. Kompetensi Dasar dan Indikator/IPK (dibuat dalam bentuk tabel)

| Kompetensi Dasar (KD)                                                                                                                                                                                                                              | Indikator Pencapaian Kompetensi (IPK)                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, sesuai dengan konteks penggunaannya                                       | 3.11.1 Menelaah definisi dan unsur kebahasaan, serta melaksanakan fungsi sosial dari teks recount (C4)<br>3.11.2 Membuat kalimat pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau (C6) |
| 4.11 Teks recount<br>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount) | 4.11.1.1 Menunjukkan makna tersurat dan tersirat terkait teks personal recount (P5)<br>4.11.1.2 Mempertimbangkan jawaban yang tepat terhadap pertanyaan mengenai materi (P5)                                              |

#### D. Tujuan Pembelajaran

Dengan menerapkan Higher Order Thinking Skill, setelah mengikuti kegiatan belajar, siswa diharapkan dapat:

1. Menelaah definisi dan unsur kebahasaan serta fungsi sosial dari recount text atau teks yang menceritakan tentang masa lampau.
2. Menyatakan informasi rinci dan tersirat dari contoh teks recount.
3. Membuat kalimat pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau

#### E. Materi Pembelajaran

1. Reguler

##### Pengertian

Recount text is a text that telling the reader about one story, action or activity.

##### Contoh teks dan struktur teks

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Orientation    | I had my most memorable adolescence when I was fourteen.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Events         | I called it memorable because everything happened in that era. First, I had a breakout. Acne showed up on my entire face, especially my cheek. I was afraid to come out of my house and meet my friends as I was so embarrassed about my skin condition. Second, I had a crush. But since my face was covered by acne, I have to let my crush go without even try to know him. Third, because of my acne, I got bullied at school. I was sad. Fortunately, Mom gave me good medicine to get rid of the acne. It takes quite a while until my face is clean from the acne, so I promised myself to wash my face before sleep so the acne won't come back. |
| Re-Orientation | That was my bad experience with adolescence, though there were still lots of good experiences too.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**Unsur kebahasaan**

- Using Simple Past Tense  
(+) **Subject + verb 2**  
(-) **Subject + did not + verb 1**  
(?) **Did + Subject + verb 1?**
- Using many nouns.
- Using many adjectives
- Action verb
- Conjunction dan time connectives

**Fungsi sosial**

To entertain or informing the reader. Or a text which retells event or experiences in the past

2. Remedial
  - Menuliskan struktur teks dan unsur kebahasaan recount text.
3. Pengayaan
  - Membuat kalimat dan pertanyaan menggunakan unsur kebahasaan recount text

**F. Metode Pembelajaran**

1. Pendekatan : Student centered approach
2. Model : Problem based learning
3. Metode: Penjelasan, diskusi kelompok, dan tanya jawab

**G. Media, Alat, dan Sumber Pembelajaran**

1. Media: Gambar terkait materi
2. Alat: White board, spidol, students' worksheet
3. Sumber Pembelajaran
  - Buku Bahasa Inggris, When English Rings A Bell Kelas 8
  - <https://www.mediainggris.com/2019/02/kinds-of-text-recount-text-definition.html>

### H. Langkah-langkah Kegiatan Pembelajaran

| Kegiatan           | Deskripsi Kegiatan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Nilai PPK,<br>Literasi, 4C,<br>HOTs | Waktu           |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------|
| <b>Pendahuluan</b> | <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan</li> <li>• Melakukan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Guru menanyakan tentang materi sebelumnya dan hubungannya dengan materi hari itu.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan tujuan pembelajaran.</li> <li>• Menyampaikan manfaat dari materi yang akan diajarkan.</li> </ul> | <p>Religius</p> <p>Disiplin</p>     | <b>10 Menit</b> |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                               |                        |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------|
| <p><b>Inti</b></p> | <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mengamati contoh teks recount yang pernah diberikan oleh guru.</li> <li>• Peserta didik diminta membuat dan menyusun teks recount yang telah diacak sebelumnya.</li> <li>• Dengan bimbingan dan arahan guru, peserta didik menyesuaikan teks yang dibuat dengan struktur yang tepat</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, peserta didik menanyakan hal-hal yang belum diketahui atau yang ingin diperjelas berdasarkan catatan kecil yang dibuat.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• Peserta didik menganalisis teks lalu menentukan fungsi sosial dari teks tersebut</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Peserta didik membuat kesimpulan tentang unsur kebahasaan yang digunakan dalam teks recount.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Peserta membuat presentasi teks sederhana tentang pengalamannya dan memberi solusi terhadap masalah di dalamnya.</li> <li>• Peserta didik diminta untuk merinci informasi yang didapatkan dari teks, baik tersirat maupun tersurat.</li> </ul> | <p>Literasi</p> <p>Rasa ingin tahu</p> <p>Literasi</p> <p>Berpikir kritis</p> | <p><b>60 Menit</b></p> |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------|

|                |                                                                                                                                                                                                                                                                                                                                                     |             |                 |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|
| <b>Penutup</b> | <ul style="list-style-type: none"> <li>• Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi.</li> <li>• Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas.</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul> | <b>HOTS</b> | <b>10 Menit</b> |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|

### I. Teknik Penilaian

#### 1. Teknik Penilaian

- Penilaian Sikap : Observasi / Pengamatan
- Penilaian Pengetahuan : Tes Tertulis
- Penilaian Keterampilan : Produk tertulis

#### 2. Bentuk Penilaian

- Observasi : Jurnal Guru
- Tes Tertulis : Essay
- Produk tertulis : Poster tentang solusi yang kamu berikan pada permasalahan di dalam teks.

#### 3. Instrumen Penilaian (Terlampir)

##### Activity

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Re-Orientation | That was my bad experience with adolescence, though there were still lots of good experiences too.                                                                                                                                                                                                                                                                                                                                                                                      |
| Orientation    | I had my most memorable adolescence when I was fourteen.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Events         | I called it memorable because everything happened in that era. First, I had a breakout. Acne showed up on my entire face, especially my cheek. I was afraid to come out of my house and meet my friends as I was so embarrassed about my skin condition. Second, I had a crush. But since my face was covered by acne, I have to let my crush go without even try to know him. Third, because of my acne, I got bullied at school. I was sad. Fortunately, Mom gave me good medicine to |

|  |                                                                                                                                                                  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | get rid of the acne. It takes quite a while until my face is clean from the acne, so I promised myself to wash my face before sleep so the acne won't come back. |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Perhatikan teks di atas dan jawablah pertanyaan di bawah ini!

- Urutan struktur Recount teks adalah...
  - Re-orientation, orientation, events
  - Orientation, events, re-orientation
  - Events, orientation, re-orientation
- Bagian yang berisi kesan penulis disebut...
  - Orientation
  - Re-orientation
  - Events
- Tenses yang biasanya digunakan dalam recount teks adalah...
  - Simple Present Tense
  - Simple Past Tense
  - Simple Future Tense
- Buatlah 2 kalimat pertanyaan tentang tempat liburan yang pernah didatangi temanmu!

#### Penilaian

##### • **Penilaian Observasi**

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

| Kriteria       | Sangat Baik<br>4                                   | Baik<br>3                                                | Cukup<br>2                                                   | Kurang<br>1                                |
|----------------|----------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------|
| Disiplin       | Mampu menjalankan aturan dengan kesadaran diri     | Mampu menjalankan aturan pengarahannya guru              | Kurang mampu menjalankan aturan                              | Belum mampu menjalankan aturan             |
| Tanggung Jawab | Tertib mengikuti instruksi dan selesai tepat waktu | Tertib mengikuti instruksi dan selesai tidak tepat waktu | Kurang tertib mengikuti instruksi, selesai tidak tepat waktu | Tidak tertib dan tidak menyelesaikan tugas |
| Percaya        | Tidak                                              | Terlihat                                                 | Memerlukan                                                   | Belum                                      |

|              |                                          |                                                                          |                                                             |                                                      |
|--------------|------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------|
| Diri         | terlihat ragu-ragu                       | ragu-ragu                                                                | bantuan guru                                                | menunjukkan kepercayaan diri                         |
| Bekerja Sama | Mampu bekerja sama dengan teman kelompok | Bekerja sama dengan teman kelompok, tetapi lebih dominan bekerja sendiri | Bekerja dengan kelompok, tetapi mengambil keputusan sendiri | Bekerja sendiri tanpa diskusi dengan teman kelompok. |

Catatan :

- ✓ Total Nilai Penilaian Observasi Guru = Jumlah dari akumulasi nilai Displin, Tanggung Jawab, Percaya Diri dan Bekerja Sama.

Nilai Penilaian Observasi Guru = (Nilai Displin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama)

- **Pengetahuan**

| Kriteria | Skor | Ket                                                   |
|----------|------|-------------------------------------------------------|
| Benar    | 1    | Jika siswa menjawab benar                             |
| Salah    | 0    | Jika siswa tidak menjawab atau jawabannya tidak sesai |

$$\text{Score: } \frac{\text{total correct answer}}{\text{total number items}} \times 10$$

**PEMBELAJARAN REMEDIAL DAN PENGAYAAN****Pembelajaran Remedial**

Peserta yang belum mencapai KKM diberi kegiatan remedial

**Pembelajaran Pengayaan**

Peserta didik yang memperoleh nilai KKM diberi pengayaan dengan mempelajari contoh-contoh teks recount dalam hal fungsi sosial, struktur teks, unsur kebahasaan , serta membuat pernyataan dan pertanyaan.

Arasoe,

2022

Disetujui oleh:

Guru Bahasa Inggris

Penulis

Nurmaharaeni

105351127616



## RENCANA PELAKSANAAN PEMBELAJARAN IV (HOTS)

### A. Identitas Sekolah

Nama Sekolah : SMP Negeri 1 Cina  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII (Delapan) / II  
 Materi Pokok : Recount text  
 Alokasi Waktu : 2x40 menit

### B. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya  
 KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata  
 KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

### C. Kompetensi Dasar dan Indikator/IPK (dibuat dalam bentuk tabel)

| Kompetensi Dasar (KD)                                                                                                                                                                                                                                              | Indikator Pencapaian Kompetensi (IPK)                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, sesuai dengan konteks penggunaannya                                                       | 3.11.1 Menyimpulkan solusi dari masalah yang terjadi di masa lampau                                 |
| 4.11 Teks recount<br>4.11.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | 4.11.2.1 Menyatakan pengalaman pribadi yang mengandung masalah dan bagaimana cara menyikapinya (P5) |

### D. Tujuan Pembelajaran

Dengan menerapkan Higher Order Thinking Skill, setelah mengikuti kegiatan belajar, siswa diharapkan dapat:

1. Membuat dan menyatakan pengalaman pribadi.
2. Menyimpulkan solusi dari masalah yang terjadi di dalam teks.

#### E. Materi Pembelajaran

##### Contoh teks dan struktur teks

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Orientation    | Last Wednesday, I was late for school. That's because I played online games until 3:00 a.m.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Events         | <p>At 5:30 a.m., my mom tried to wake me up. But, I ignored mother's words and continued to sleep again. Suddenly, I was jolted from my sleep and saw it was after 06:30. Without thinking, I took a towel and immediately ran towards the bathroom. I saw breakfast that had been served by my mother. But, I didn't have time to have breakfast.</p> <p>Usually, I go to school with my mother. But, mother had gone to the office before I woke up. Finally, I went to school by public transportation.</p> <p>It showed at 06.49, the public transportation that I wanted arrived. The trip to school took about 8 minutes. Because it was busy, the streets began to jam and made my trip a longer time.</p> <p>I arrived at school at 7:10. While the class starts at 07.00. I ran to the classroom, but the teacher didn't let me in because it was past schedule.</p> |
| Re-Orientation | Finally, I had to stand outside the classroom and lost one lesson. I was embarrassed and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|  |                                  |
|--|----------------------------------|
|  | promised not to repeat it again. |
|--|----------------------------------|

#### F. Metode Pembelajaran

1. Pendekatan : Student centered approach
2. Model : Problem based learning
3. Metode: Penjelasan, diskusi kelompok dan mind mapping

#### G. Media, Alat, dan Sumber Pembelajaran

1. Media: Gambar terkait materi, slide PPT, kertas gambar A3
2. Alat: White board, spidol, Laptop, proyektor, pensil warna
3. Sumber Pembelajaran
  - Buku Bahasa Inggris, When English Rings A Bell Kelas 8
  - <https://www.nesabamedia.com/contoh-recount-text/>

#### H. Langkah-langkah Kegiatan Pembelajaran

| Kegiatan    | Deskripsi Kegiatan                                                                                                                                                                                                                           | Nilai PPK,<br>Literasi, 4C,<br>HOTs | Waktu    |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------|
| Pendahuluan | <b>Orientasi</b> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan</li> <li>• Melakukan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> | Religius                            | 10 Menit |
|             | <b>Apersepsi</b> <ul style="list-style-type: none"> <li>• Menyampaikan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Guru menanyakan tentang materi sebelumnya dan hubungannya dengan materi hari itu.</li> </ul>   | Disiplin                            |          |
|             | <b>Motivasi</b> <ul style="list-style-type: none"> <li>• Menyampaikan tujuan pembelajaran.</li> <li>• Menyampaikan manfaat dari materi yang akan diajarkan.</li> </ul>                                                                       |                                     |          |



|                |                                                                                                                                                                                                                                                                                                                                                     |             |                 |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|
| <b>Penutup</b> | <ul style="list-style-type: none"> <li>• Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi.</li> <li>• Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas.</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul> | <b>HOTS</b> | <b>10 Menit</b> |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|

### I. Teknik Penilaian

#### 1. Teknik Penilaian

- Penilaian Sikap : Observasi / Pengamatan
- Penilaian Pengetahuan : Tes Tertulis
- Penilaian Keterampilan : Produk kreativitas

#### 2. Bentuk Penilaian

- Observasi : Jurnal Guru
- Tes Tertulis : Essay
- Produk tertulis : Poster tentang solusi yang kamu berikan pada permasalahan di dalam teks.

#### 3. Instrumen Penilaian (Terlampir)

##### Activity

Setiap siswa membuat teks recount sederhana dan memberi solusi terhadap masalah di dalamnya.

##### Penilaian

#### • **Penilaian Observasi**

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

| Kriteria | Sangat Baik<br>4                          | Baik<br>3                              | Cukup<br>2                      | Kurang<br>1                    |
|----------|-------------------------------------------|----------------------------------------|---------------------------------|--------------------------------|
| Disiplin | Mampu menjalankan aturan dengan kesadaran | Mampu menjalankan aturan pengarah guru | Kurang mampu menjalankan aturan | Belum mampu menjalankan aturan |

|                |                                                    |                                                                          |                                                              |                                                      |
|----------------|----------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------|
|                | diri                                               |                                                                          |                                                              |                                                      |
| Tanggung Jawab | Tertib mengikuti instruksi dan selesai tepat waktu | Tertib mengikuti instruksi dan selesai tidak tepat waktu                 | Kurang tertib mengikuti instruksi, selesai tidak tepat waktu | Tidak tertib dan tidak menyelesaikan tugas           |
| Percaya Diri   | Tidak terlihat ragu-ragu                           | Terlihat ragu-ragu                                                       | Memerlukan bantuan guru                                      | Belum menunjukkan kepercayaan diri                   |
| Bekerja Sama   | Mampu bekerja sama dengan teman kelompok           | Bekerja sama dengan teman kelompok, tetapi lebih dominan bekerja sendiri | Bekerja dengan kelompok, tetapi mengambil keputusan sendiri  | Bekerja sendiri tanpa diskusi dengan teman kelompok. |

Catatan :

- ✓ Total Nilai Penilaian Observasi Guru = Jumlah dari akumulasi nilai Displin, Tanggung Jawab, Percaya Diri dan Bekerja Sama.

Nilai Penilaian Observasi Guru = (Nilai Displin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama)

**PEMBELAJARAN REMEDIAL DAN PENGAYAAN****Pembelajaran Remedial**

Peserta yang belum mencapai KKM diberi kegiatan remedial

**Pembelajaran Pengayaan**

Peserta didik yang memperoleh nilai KKM diberi pengayaan dengan mempelajari contoh-contoh teks recount dalam hal fungsi sosial, struktur teks, unsur kebahasaan, serta membuat pernyataan dan pertanyaan.

Makassar,

2022

Disetujui oleh:

Guru Bahasa Inggris

Penulis

Nurmaharaeni

105351127616



## Appendix C

### RENCANA PELAKSANAAN PEMBELAJARAN I (CONVENTIONAL)

#### A. Identitas Sekolah

Nama Sekolah : SMP Negeri 1 Cina  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII (Delapan) / II  
 Materi Pokok : Deskriptif teks  
 Alokasi Waktu : 2x40 menit

#### B. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya  
 KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata  
 KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

#### C. Kompetensi Dasar dan Indikator/IPK (dibuat dalam bentuk tabel)

| Kompetensi Dasar (KD)                                                                                                                                                                                                                           | Indikator Pencapaian Kompetensi (IPK)                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya . | 3.10.1 Memberi nama benda<br>3.10.2 Mengidentifikasi sifat benda<br>3.10.3 Mendeskripsikan benda<br>3.10.4 Menyebutkan fungsi sosial teks deskriptif.               |
| 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.<br>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial,               | 4.11.1 Menemukan gambaran umum dari sebuah teks.<br>4.11.2 Menemukan informasi tertentu dari teks sederhana<br>4.12.1 Menemukan informasi rinci dari teks sederhana |

|                                                                   |  |
|-------------------------------------------------------------------|--|
| struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks |  |
|-------------------------------------------------------------------|--|

#### D. Tujuan Pembelajaran

Dengan menerapkan Higher Order Thinking Skill, setelah mengikuti kegiatan belajar, siswa diharapkan dapat:

1. Menelaah definisi teks deskriptif dari contoh yang diberikan.
2. Menguraikan maksud dari struktur teks setelah menganalisis contoh.
3. Menyatakan informasi rinci dan tersirat dari contoh teks deskriptif.

#### E. Materi Pembelajaran

1. Reguler

- **Pengertian**

A descriptive text is the text that focuses on describing a single location, object, event, person, or place. It endeavors to engage all five of the reader's senses to evoke the sights, sounds, smells, tastes, and feel of the text's subject.

- **Contoh teks**

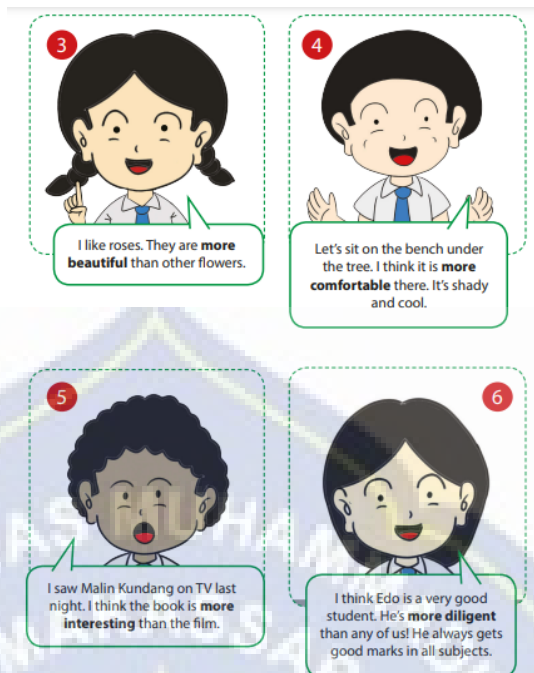
##### Text I

**My room is my favorite place in my house.** My room is in second floor, next to my big sister's room. My room is painted light grey. There is big bed inside my room where I sleep every day. I put some pictures on my desk. There are my family picture, my picture with my friends, and my pictures with my pet, Luna, a persian cat. I also have drawers where I put all my clothes inside. My room is not big, but it is the best place in my house for me. (The bold writing is **identification** and the italic ones are **description**)

##### Text II

**Hi, I am Vivian.** Today I want to tell about my best friend, **Claudia.** Claudia is special. I like her spontaneous nature. She is young, exuberant, and lively; she is slim and active. She often wears colorful clothes. Do you see her picture? She wears a green shirt and her favorite jeans. She has a creative mind. Many students love her passionate outlook on life. (The bold writing is **identification** and the italic ones are **description**)

- **Adjective yang sering digunakan dalam mendeskripsikan orang, hewan, dan benda.**



## 2. Remedial

- Menuliskan pengertian dan struktur teks deskriptif
- Menuliskan penggunaan adjective dalam teks deskriptif

## 3. Pengayaan

- Menjelaskan kembali pengertian dan struktur teks deskriptif
- Menjelaskan penggunaan adjective dalam teks deskriptif

## F. Metode Pembelajaran

1. Pendekatan : Student centered approach
2. Model : Discovery learning
3. Metode: Penjelasan, diskusi kelompok, dan tanya jawab.

## G. Media, Alat, dan Sumber Pembelajaran

1. Media: Gambar terkait materi
2. Alat: White board, spidol
3. Sumber Pembelajaran
  - Buku Bahasa Inggris, When English Rings A Bell Kelas 8
  - <https://englishadmin.com/2015/12/8-contoh-descriptive-text-tentang-orang.html>

### H. Langkah-langkah Kegiatan Pembelajaran

| Kegiatan           | Deskripsi Kegiatan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Waktu           |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Pendahuluan</b> | <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>Melakukan pembukaan dengan</li> <li>Melakukan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> <p><b>Apersepsi &amp; Motivasi</b></p> <ul style="list-style-type: none"> <li>Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta</li> <li>Guru mereview materi sebelumnya</li> <li>Guru mengajukan pertanyaan menantang pada siswa</li> <li>Guru menyampaikan manfaat materi pembelajaran</li> <li>Guru mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran.</li> <li>Menyampaikan kemampuan yang akan dicapai peserta didik.</li> <li>Menyampaikan rencana kegiatan misalnya, individual, kerja kelompok, dan melakukan observas</li> </ul> | <b>10 Menit</b> |
| <b>Inti</b>        | <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>Peserta didik mendengarkan/membaca/menonton beberapa contoh teks deskriptif singkat dan sederhana tentang, benda.</li> <li>Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>Menanyakan antara lain perbedaan antaraberbagai teks atau kalimat teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks</li> </ul>                                                                                                                                                                                                                                                                                                                     | <b>60 Menit</b> |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                 |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                | <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>Siswa membaca contoh-contoh teks descriptive singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain.</li> <li>Membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan peserta didik saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Siswa mendeskripsikan benda untuk mengenalkan, dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya</li> <li>Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya.</li> </ul> |                 |
| <b>Penutup</b> | <ul style="list-style-type: none"> <li>Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik.</li> <li>Memberikan tes lisan</li> <li>Mengumpulkan hasil kerja sebagai bahan portofolio.</li> <li>Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>10 Menit</b> |

### I. Teknik Penilaian

1. Teknik Penilaian
  - a. Penilaian Sikap : Observasi / Pengamatan
  - b. Penilaian Pengetahuan : Tes Lisan
  - c. Penilaian Keterampilan : Produk Lisan
2. Bentuk Penilaian
  - a. Observasi : Jurnal Guru

- b. Tes Lisan : Pengetahuan siswa tentang materi yang telah diajarkan

3. Instrumen Penilaian

• **Penilaian Observasi**

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

| Kriteria       | Sangat Baik<br>4                                   | Baik<br>3                                                                | Cukup<br>2                                                   | Kurang<br>1                                          |
|----------------|----------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------|
| Disiplin       | Mampu menjalankan aturan dengan kesadaran diri     | Mampu menjalankan aturan pengarah guru                                   | Kurang mampu menjalankan aturan                              | Belum mampu menjalankan aturan                       |
| Tanggung Jawab | Tertib mengikuti instruksi dan selesai tepat waktu | Tertib mengikuti instruksi dan selesai tepat waktu                       | Kurang tertib mengikuti instruksi, selesai tidak tepat waktu | Tidak tertib dan tidak menyelesaikan tugas           |
| Percaya Diri   | Tidak terlihat ragu-ragu                           | Terlihat ragu-ragu                                                       | Memerlukan bantuan guru                                      | Belum menunjukkan kepercayaan diri                   |
| Bekerja Sama   | Mampu bekerja sama dengan teman kelompok           | Bekerja sama dengan teman kelompok, tetapi lebih dominan bekerja sendiri | Bekerja dengan kelompok, tetapi mengambil keputusan sendiri  | Bekerja sendiri tanpa diskusi dengan teman kelompok. |

Catatan :

- ✓ Total Nilai Penilaian Observasi Guru = Jumlah dari akumulasi nilai Disiplin, Tanggung Jawab, Percaya Diri dan Bekerja Sama.

Nilai Penilaian Observasi Guru = (Nilai Displin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama)

• **Pengetahuan**

| Components of Writing | Score | Level     | Indicators                                                                      | Weighting |
|-----------------------|-------|-----------|---------------------------------------------------------------------------------|-----------|
| Content (C)           | 4     | Excellent | Present the information well chosen details across the paragraph                | 3         |
|                       | 3     | Good      | Present the information with details in parts of the paragraph                  |           |
|                       | 2     | Fair      | Present the information with some details                                       |           |
|                       | 1     | Poor      | Present no clear information                                                    |           |
| Vocabulary (V)        | 4     | Excellent | Good in vocabulary choice                                                       | 2.5       |
|                       | 3     | Good      | Error in vocabulary choice are few and do not interfere with understanding      |           |
|                       | 2     | Fair      | Error in vocabulary choice are few and sometimes they interfere with understand |           |
|                       | 1     | Poor      | Many error in vocabulary choice that severally interfere with understanding     |           |
| Grammar (G)           | 4     | Excellent | Good in grammar                                                                 | 2.5       |
|                       | 3     | Good      | Error in grammar choice are few and do not interfere with understanding         |           |
|                       | 2     | Fair      | Error in grammar choice are few and sometimes they                              |           |

|               |   |           |                                                                                               |   |
|---------------|---|-----------|-----------------------------------------------------------------------------------------------|---|
|               |   |           | interfere with understanding                                                                  |   |
|               | 1 | Poor      | Many error in grammar choice that severally interfere with understanding                      |   |
| Mechanics (M) | 4 | Excellent | Good in spelling, punctuation and capitalization                                              | 2 |
|               | 3 | Good      | Error in spelling, punctuation and capitalization are few                                     |   |
|               | 2 | Fair      | Error in spelling, punctuation and capitalization, and sometimes interfere with understanding |   |
|               | 1 | Poor      | Error in spelling, punctuation and capitalization and severely interfere with understanding   |   |

$$\text{Nilai akhir} = \frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 100\%$$

**PEMBELAJARAN REMEDIAL DAN PENGAYAAN****Pembelajaran Remedial**

Peserta yang belum mencapai KKM diberi kegiatan remedial.

**Pembelajaran Pengayaan**

Peserta didik yang memperoleh nilai KKM diberi pengayaan dengan mempelajari contoh-contoh teks deskriptif dalam hal pengertian dan struktur teks di dalamnya.

Arasoe,

2022

Disetujui oleh:

Guru Bahasa Inggris

Penulis

Nurmaharaeni

105351127616



## RENCANA PELAKSANAAN PEMBELAJARAN II (CONVENTIONAL)

### A. Identitas Sekolah

Nama Sekolah : SMP Negeri 1 Cina  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII (Delapan) / II  
 Materi Pokok : Deskriptif teks  
 Alokasi Waktu : 2x40 menit

### B. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya  
 KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata  
 KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

### C. Kompetensi Dasar dan Indikator/IPK (dibuat dalam bentuk tabel)

| Kompetensi Dasar (KD)                                                                                                                                                                                                                                                                | Indikator Pencapaian Kompetensi (IPK)                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya .                                      | 3.10.1 Memberi nama benda<br>3.10.2 Mengidentifikasi sifat benda<br>3.10.3 Mendeskripsikan benda<br>3.10.4 Menyebutkan fungsi sosial teks deskriptif.               |
| 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.<br>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan | 4.11.1 Menemukan gambaran umum dari sebuah teks.<br>4.11.2 Menemukan informasi tertentu dari teks sederhana<br>4.12.1 Menemukan informasi rinci dari teks sederhana |

|                |  |
|----------------|--|
| sesuai konteks |  |
|----------------|--|

#### **D. Tujuan Pembelajaran**

Dengan menerapkan Higher Order Thinking Skill, setelah mengikuti kegiatan belajar, siswa diharapkan dapat:

1. Mendeteksi unsur kebahasaan dan fungsi sosial dari dalam teks deskriptif.
2. Membuat teks deskriptif berdasarkan tema lalu menentukan fungsi sosial dari teks tersebut.

#### **E. Materi Pembelajaran**

1. Reguler

##### **Unsur kebahasaan**

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc)

##### **Fungsi sosial**

- To describe person, thing or place in specific
- To describe a particular person, thing or place

2. Remedial

- Menuliskan unsur kebahasaan dan fungsi teks deskriptif

3. Pengayaan

- Menjelaskan kembali unsur kebahasaan dan fungsi teks deskriptif

#### **F. Metode Pembelajaran**

1. Pendekatan : Student centered approach
2. Model : Discovery Learning
3. Metode: Penjelasan, diskusi, dan tanya jawab

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

1. Media: Gambar terkait materi.
2. Alat: White board, spidol, students' worksheet
3. Sumber Pembelajaran
  - Buku Bahasa Inggris, When English Rings A Bell Kelas 8
  - <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features>

### H. Langkah-langkah Kegiatan Pembelajaran

| Kegiatan                  | Deskripsi Kegiatan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Waktu                  |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p><b>Pendahuluan</b></p> | <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan</li> <li>• Melakukan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> <p><b>Apersepsi &amp; Motivasi</b></p> <ul style="list-style-type: none"> <li>• Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta.</li> <li>• Guru mengecek kehadiran siswa</li> <li>• Guru mereview materi sebelumnya</li> <li>• Guru mengajukan pertanyaan menantang pada siswa</li> <li>• Guru menyampaikan manfaat materi pembelajaran</li> <li>• Guru mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran.</li> <li>• Menyampaikan kemampuan yang akan dicapai peserta didik.</li> <li>• Menyampaikan rencana kegiatan misalnya, individual, kerja kelompok, dan melakukan observasi.</li> </ul> | <p><b>10 Menit</b></p> |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                        |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p><b>Inti</b></p> | <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mendengarkan/membaca/menonton beberapa contoh teks deskriptif singkat dan sederhana tentang orang.</li> <li>• Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang orang.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Menanyakan antara lain perbedaan antarabagai teks atau kalimat teks deskriptif singkat dan sederhana tentang orang dalam berbagai konteks</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• Siswa membaca contoh-contoh teks descriptive singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain.</li> <li>• Membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan peserta didik saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Siswa mendeskripsikan teman sebangkunya untuk mengenalkan, dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya</li> <li>• Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya.</li> </ul> | <p><b>60 Menit</b></p> |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|

|                |                                                                                                                                                                                                                                                                                                                                          |                 |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Penutup</b> | <ul style="list-style-type: none"> <li>• Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik.</li> <li>• Guru memberikan tes lisan</li> <li>• Mengumpulkan hasil kerja sebagai bahan portofolio.</li> <li>• Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan</li> </ul> | <b>10 Menit</b> |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|

### I. Teknik Penilaian

1. Teknik Penilaian
  - a. Penilaian Sikap : Observasi / Pengamatan
  - b. Penilaian Pengetahuan : Tes Lisan
2. Bentuk Penilaian
  - a. Observasi : Jurnal Guru
  - b. Tes Tertulis : Essay
  - c. Produk tertulis : Please describe something in your class orally.

### 3. Instrumen Penilaian (Terlampir)

#### Activity

Make one descriptive text based on material that we have learned! Choose one of these themes!

|           |                   |
|-----------|-------------------|
| My Father | Indonesia         |
| Mammoth   | My Favorite Drink |

#### Penilaian

##### • **Penilaian Observasi**

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

| Kriteria | Sangat Baik<br>4  | Baik<br>3         | Cukup<br>2   | Kurang<br>1             |
|----------|-------------------|-------------------|--------------|-------------------------|
| Disiplin | Mampu menjalankan | Mampu menjalankan | Kurang mampu | Belum mampu menjalankan |

|                |                                                    |                                                                          |                                                              |                                                      |
|----------------|----------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------|
|                | aturan dengan kesadaran diri                       | aturan pengarahannya guru                                                | menjalankan aturan                                           | aturan                                               |
| Tanggung Jawab | Tertib mengikuti instruksi dan selesai tepat waktu | Tertib mengikuti instruksi dan selesai tidak tepat waktu                 | Kurang tertib mengikuti instruksi, selesai tidak tepat waktu | Tidak tertib dan tidak menyelesaikan tugas           |
| Percaya Diri   | Tidak terlihat ragu-ragu                           | Terlihat ragu-ragu                                                       | Memerlukan bantuan guru                                      | Belum menunjukkan kepercayaan diri                   |
| Bekerja Sama   | Mampu bekerja sama dengan teman kelompok           | Bekerja sama dengan teman kelompok, tetapi lebih dominan bekerja sendiri | Bekerja dengan kelompok, tetapi mengambil keputusan sendiri  | Bekerja sendiri tanpa diskusi dengan teman kelompok. |

Catatan :

- ✓ Total Nilai Penilaian Observasi Guru = Jumlah dari akumulasi nilai Displin, Tanggung Jawab, Percaya Diri dan Bekerja Sama.

Nilai Penilaian Observasi Guru = (Nilai Displin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama)

- **Pengetahuan**

| Components of Writing | Score | Level     | Indicators                                                       | Weighting |
|-----------------------|-------|-----------|------------------------------------------------------------------|-----------|
| Content (C)           | 4     | Excellent | Present the information well chosen details across the paragraph | 3         |
|                       | 3     | Good      | Present the information with                                     |           |

|                |   |           |                                                                                    |     |
|----------------|---|-----------|------------------------------------------------------------------------------------|-----|
|                |   |           | details in parts of the paragraph                                                  |     |
|                | 2 | Fair      | Present the information with some details                                          |     |
|                | 1 | Poor      | Present no clear information                                                       |     |
| Vocabulary (V) | 4 | Excellent | Good in vocabulary choice                                                          | 2.5 |
|                | 3 | Good      | Error in vocabulary choice are few and do not interfere with understanding         |     |
|                | 2 | Fair      | Error in vocabulary choice are few and sometimes they interfere with understanding |     |
|                | 1 | Poor      | Many error in vocabulary choice that severally interfere with understanding        |     |
| Grammar (G)    | 4 | Excellent | Good in grammar                                                                    | 2.5 |
|                | 3 | Good      | Error in grammar choice are few and do not interfere with understanding            |     |
|                | 2 | Fair      | Error in grammar choice are few and sometimes they interfere with understanding    |     |
|                | 1 | Poor      | Many error in grammar choice that severally interfere with understanding           |     |
| Mechanics (M)  | 4 | Excellent | Good in spelling, punctuation and capitalization                                   | 2   |
|                | 3 | Good      | Error in spelling, punctuation and capitalization are few                          |     |
|                | 2 | Fair      | Error in spelling,                                                                 |     |

|  |   |      |                                                                                             |  |
|--|---|------|---------------------------------------------------------------------------------------------|--|
|  |   |      | punctuation and capitalization, and sometimes interfere with understanding                  |  |
|  | 1 | Poor | Error in spelling, punctuation and capitalization and severely interfere with understanding |  |

$$\text{Nilai akhir} = \frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 100\%$$

## **PEMBELAJARAN REMEDIAL DAN PENGAYAAN**

### **Pembelajaran Remedial**

Peserta yang belum mencapai KKM diberi kegiatan remedial.

### **Pembelajaran Pengayaan**

Peserta didik yang memperoleh nilai KKM diberi pengayaan dengan mempelajari contoh-contoh teks deskriptif dalam hal pengertian dan struktur teks di dalamnya.

Arasoe, 2022

Disetujui oleh:

Guru Bahasa Inggris

Penulis

Nurmaharaeni

105351127616

### RENCANA PELAKSANAAN PEMBELAJARAN III (CONVENTIONAL)

#### A. Identitas Sekolah

Nama Sekolah : SMP Negeri 1 Cina  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII (Delapan) / II  
 Materi Pokok : Recount text  
 Alokasi Waktu : 2x40 menit

#### B. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya  
 KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata  
 KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

#### C. Kompetensi Dasar dan Indikator/IPK (dibuat dalam bentuk tabel)

| Kompetensi Dasar (KD)                                                                                                                                                                                                                                                                                                 | Indikator Pencapaian Kompetensi (IPK)                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya                                                       | 3.11.1 Membandingkan fungsi sosial teks personal recount<br>3.11.2 Mengidentifikasi struktur teks personal recount<br>3.11.3 Menentukan unsur kebahasaan teks personal recount<br>3.11.4 Mengidentifikasi penggunaan tanda baca dan ejaan dalam teks personal recount<br>3.11.5 Mengidentifikasi ide pokok        |
| 4.11 Teks recount<br>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)<br>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan | 4.11.1.1 Membuat kalimat pernyataan dan pertanyaan yang digunakan dalam recount text.<br>4.11.1.2 Menjawab pertanyaan mengenai teks yang tersedia<br>4.11.2.3 Menceritakan pengalaman pribadi di waktu terkait teks personal recount rumpang dan ejaan teks pengalaman pribadi di waktu lampau (personal recount) |

|                                                                                                                                                                                            |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

#### **D. Tujuan Pembelajaran**

1. Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat membandingkan, mengidentifikasi dan menemukan makna teks personal recount terkait fungsi sosial, struktur teks, serta unsur kebahasaan secara benar dan sesuai konteks.
2. Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat mengidentifikasi dan menyempurnakan penggunaan tanda baca dan ejaan teks personal recount secara benar dan sesuai konteks.
3. Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat mengidentifikasi ide pokok/penjelas, membuat dan menceritakan teks personal recount secara benar dan sesuai konteks.

#### **E. Materi Pembelajaran**

1. Reguler

##### **Pengertian**

Recount text is a text that telling the reader about one story, action or activity.

##### **Contoh teks dan struktur teks**

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Orientation | I had my most memorable adolescence when I was fourteen.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Events      | I called it memorable because everything happened in that era. First, I had a breakout. Acne showed up on my entire face, especially my cheek. I was afraid to come out of my house and meet my friends as I was so embarrassed about my skin condition. Second, I had a crush. But since my face was covered by acne, I have to let my crush go without even try to know him. Third, because of my acne, I got bullied at school. I was sad. Fortunately, Mom gave me good medicine to get rid of the acne. It takes quite a while until my face is clean from the acne, so I promised myself to wash my face before sleep so the acne won't come back. |

|                |                                                                                                    |
|----------------|----------------------------------------------------------------------------------------------------|
| Re-Orientation | That was my bad experience with adolescence, though there were still lots of good experiences too. |
|----------------|----------------------------------------------------------------------------------------------------|

#### Unsur kebahasaan

- Using Simple Past Tense  
(+) **Subject + verb 2**  
(-) **Subject + did not + verb 1**  
(?) **Did + Subject + verb 1?**
- Using many nouns.
- Using many adjectives
- Action verb
- Conjunction dan time connectives

#### Fungsi sosial

To entertain or informing the reader. Or a text which retells event or experiences in the past

#### 2. Remedial

- Menuliskan struktur teks dan unsur kebahasaan recount text.

#### 3. Pengayaan

- Membuat kalimat dan pertanyaan menggunakan unsur kebahasaan recount text

#### F. Metode Pembelajaran

1. Pendekatan : Student centered approach
2. Model : Discovery learning
3. Metode: Penjelasan, diskusi kelompok, dan tanya jawab

#### G. Media, Alat, dan Sumber Pembelajaran

1. Media: Gambar terkait materi
2. Alat: White board, spidol, students' worksheet
3. Sumber Pembelajaran
  - Buku Bahasa Inggris, When English Rings A Bell Kelas 8
  - <https://www.mediainggris.com/2019/02/kinds-of-text-recount-text-definition.html>

### H. Langkah-langkah Kegiatan Pembelajaran

| Kegiatan           | Deskripsi Kegiatan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Waktu           |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Pendahuluan</b> | <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan melakukan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Guru menanyakan tentang materi sebelumnya dan hubungannya dengan materi hari itu.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan tujuan pembelajaran.</li> <li>• Menyampaikan manfaat dari materi yang akan diajarkan.</li> </ul> | <b>10 Menit</b> |

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                        |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p><b>Inti</b></p>    | <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>Siswa mengamati materi video/teks terkait penggunaan tanda baca dan ejaan.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>Siswa memberikan pertanyaan yang berkaitan dengan teks terkait fungsi sosial, struktur teks, serta unsur kebahasaannya</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>Siswa membentuk kelompok berdasarkan instruksi guru</li> <li>Setiap anggota mengumpulkan informasi sebanyak mungkin terkait fungsi sosial, struktur teks, serta unsur kebahasaan teks recount</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>Siswa di setiap kelompok mendiskusikan masalah yang telah didapatkan.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Siswa mempersentasikan hasil diskusi kelompoknya</li> <li>Guru menjelaskan terkait materi</li> </ul> | <p><b>60 Menit</b></p> |
| <p><b>Penutup</b></p> | <ul style="list-style-type: none"> <li>Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik.</li> <li>Guru memberikan tes lisan</li> <li>Mengumpulkan hasil kerja sebagai bahan portofolio.</li> <li>Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>10 Menit</b></p> |

## I. Teknik Penilaian

1. Teknik Penilaian
  - a. Penilaian Sikap : Observasi / Pengamatan
  - b. Penilaian Pengetahuan : Tes Tertulis
  - c. Penilaian Keterampilan : Produk tertulis
2. Bentuk Penilaian
  - a. Observasi : Jurnal Guru
  - b. Tes Tertulis : Essay
  - c. Produk tertulis : Melengkapi teks.
3. Instrumen Penilaian (Terlampir)

### Activity

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Re-Orientation | That was my bad experience with adolescence, though there were still lots of good experiences too.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Orientation    | I had my most memorable adolescence when I was fourteen.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Events         | I called it memorable because everything happened in that era. First, I had a breakout. Acne showed up on my entire face, especially my cheek. I was afraid to come out of my house and meet my friends as I was so embarrassed about my skin condition. Second, I had a crush. But since my face was covered by acne, I have to let my crush go without even try to know him. Third, because of my acne, I got bullied at school. I was sad. Fortunately, Mom gave me good medicine to get rid of the acne. It takes quite a while until my face is clean from the acne, so I promised myself to wash my face before sleep so the acne won't come back. |

Perhatikan teks di atas dan jawablah pertanyaan di bawah ini!

1. When did the writer has her most memorable experience?
  - a. When she is 10
  - b. When she is 14
  - c. When she is 18
2. Why was the writer so embarrassed?
  - a. She has an old skin
  - b. Her skin is too good
  - c. Her face was covered by acne
3. Who gives her a good medicine?

- a. Her father
  - b. Her crush
  - c. Her mother
4. Make 2 questions about your friends' best holiday!

#### Penilaian

##### • **Penilaian Observasi**

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

| Kriteria       | Sangat Baik<br>4                                   | Baik<br>3                                                                | Cukup<br>2                                                   | Kurang<br>1                                          |
|----------------|----------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------|
| Disiplin       | Mampu menjalankan aturan dengan kesadaran diri     | Mampu menjalankan aturan pengarah guru                                   | Kurang mampu menjalankan aturan                              | Belum mampu menjalankan aturan                       |
| Tanggung Jawab | Tertib mengikuti instruksi dan selesai tepat waktu | Tertib mengikuti instruksi dan selesai tidak tepat waktu                 | Kurang tertib mengikuti instruksi, selesai tidak tepat waktu | Tidak tertib dan tidak menyelesaikan tugas           |
| Percaya Diri   | Tidak terlihat ragu-ragu                           | Terlihat ragu-ragu                                                       | Memerlukan bantuan guru                                      | Belum menunjukkan kepercayaan diri                   |
| Bekerja Sama   | Mampu bekerja sama dengan teman kelompok           | Bekerja sama dengan teman kelompok, tetapi lebih dominan bekerja sendiri | Bekerja dengan kelompok, tetapi mengambil keputusan sendiri  | Bekerja sendiri tanpa diskusi dengan teman kelompok. |

Catatan :

- ✓ Total Nilai Penilaian Observasi Guru = Jumlah dari akumulasi nilai Displin, Tanggung Jawab, Percaya Diri dan Bekerja Sama.

Nilai Penilaian Observasi Guru = (Nilai Displin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama)

• **Pengetahuan**

| Kriteria | Skor | Ket                                                   |
|----------|------|-------------------------------------------------------|
| Benar    | 1    | Jika siswa menjawab benar                             |
| Salah    | 0    | Jika siswa tidak menjawab atau jawabannya tidak sesai |

$$\text{Score: } \frac{\text{total correct answer}}{\text{total number items}} \times 10$$

**PEMBELAJARAN REMEDIAL DAN PENGAYAAN**

**Pembelajaran Remedial**

Peserta yang belum mencapai KKM diberi kegiatan remedial

**Pembelajaran Pengayaan**

Peserta didik yang memperoleh nilai KKM diberi pengayaan dengan mempelajari contoh-contoh teks recount dalam hal fungsi sosial, struktur teks, unsur kebahasaan, serta membuat pernyataan dan pertanyaan.

Arasoe, 2022

Disetujui oleh:

Guru Bahasa Inggris

Penulis

Nurmaharaeni

105351127616

## RENCANA PELAKSANAAN PEMBELAJARAN IV

### A. Identitas Sekolah

Nama Sekolah : SMP Negeri 1 Cina  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII (Delapan) / II  
 Materi Pokok : Recount text  
 Alokasi Waktu : 2x40 menit

### B. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya  
 KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata  
 KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

### C. Kompetensi Dasar dan Indikator/IPK (dibuat dalam bentuk tabel)

| Kompetensi Dasar (KD)                                                                                                                                                                                                                                           | Indikator Pencapaian Kompetensi (IPK)                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya | 3.11.1 Membandingkan fungsi sosial teks personal recount<br>3.11.2 Mengidentifikasi struktur teks personal recount<br>3.11.3 Menentukan unsur kebahasaan teks personal recount<br>3.11.4 Mengidentifikasi penggunaan tanda baca dan ejaan dalam teks personal recount<br>3.11.5 Mengidentifikasi ide pokok |
| 4.11 Teks recount<br>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)              | 4.11.1.1 Membuat kalimat pernyataan dan pertanyaan yang digunakan dalam recount text.<br>4.11.1.2 Menjawab pertanyaan mengenai teks yang tersedia<br>4.11.2.1 Menceritakan pengalaman pribadi di waktu terkait teks personal recount rumpang dan ejaan teks pengalaman                                     |

|                                                                                                                                                                                                                                                     |                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. | pribadi di waktu lampau (personal recount) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|

#### D. Tujuan Pembelajaran

1. Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat membandingkan, mengidentifikasi dan menemukan makna teks personal recount terkait fungsi sosial, struktur teks, serta unsur kebahasaan secara benar dan sesuai konteks.
2. Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat mengidentifikasi dan menyempurnakan penggunaan tanda baca dan ejaan teks personal recount secara benar dan sesuai konteks.
3. Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat mengidentifikasi ide pokok/penjelas, membuat dan menceritakan teks personal recount secara benar dan sesuai konteks

#### E. Materi Pembelajaran

##### Contoh teks dan struktur teks

|             |                                                                                                                                                                                                                                                                                                                                                 |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Orientation | Last Wednesday, I was late for school. That's because I played online games until 3:00 a.m.                                                                                                                                                                                                                                                     |
| Events      | At 5:30 a.m., my mom tried to wake me up. But, I ignored mother's words and continued to sleep again. Suddenly, I was jolted from my sleep and saw it was after 06:30. Without thinking, I took a towel and immediately ran towards the bathroom. I saw breakfast that had been served by my mother. But, I didn't have time to have breakfast. |
|             | Usually, I go to school with my mother. But, mother had gone to the office before I woke up. Finally, I went to school by public transportation.                                                                                                                                                                                                |
|             | It showed at 06.49, the public transportation                                                                                                                                                                                                                                                                                                   |

|                |                                                                                                                                                                                                                                                                                                                  |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | <p>that I wanted arrived. The trip to school took about 8 minutes. Because it was busy, the streets began to jam and made my trip a longer time.</p> <p>I arrived at school at 7:10. While the class starts at 07.00. I ran to the classroom, but the teacher didn't let me in because it was past schedule.</p> |
| Re-Orientation | Finally, I had to stand outside the classroom and lost one lesson. I was embarrassed and promised not to repeat it again.                                                                                                                                                                                        |

#### **F. Metode Pembelajaran**

1. Pendekatan : Student centered approach
2. Model : Discovery Learning
3. Metode: Penjelasan, diskusi kelompok dan mind mapping

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

1. Media: Gambar terkait materi, slide PPT, kertas gambar A3
2. Alat: White board, spidol, Laptop, proyektor, pensil warna
3. Sumber Pembelajaran
  - Buku Bahasa Inggris, When English Rings A Bell Kelas 8
  - <https://www.nesabamedia.com/contoh-recount-text/>

### H. Langkah-langkah Kegiatan Pembelajaran

| Kegiatan                  | Deskripsi Kegiatan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Waktu                  |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p><b>Pendahuluan</b></p> | <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan melakukan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Guru menanyakan tentang materi sebelumnya dan hubungannya dengan materi hari itu.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan tujuan pembelajaran.</li> <li>• Menyampaikan manfaat dari materi yang akan diajarkan.</li> </ul> | <p><b>10 Menit</b></p> |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                        |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p><b>Inti</b></p> | <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>Siswa mengamati materi dan teks terkait pengalaman pribadi di waktu lampau</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>Siswa memberikan pertanyaan yang berkaitan dengan video, gambar, dan teks pengalaman pribadi di waktu lampau.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>Siswa membentuk kelompok berdasarkan instruksi guru</li> <li>Setiap anggota mengumpulkan informasi sebanyak mungkin terkait main idea dan supporting detail dari teks pengalaman pribadi di waktu lampau.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Siswa di setiap kelompok mendiskusikan masalah yang telah didapatkan terkait main idea dan supporting detail dari teks pengalaman pribadi di waktu lampau</li> <li>Siswa mempersentasikan hasil diskusi kelompoknya terkait main idea dan supporting detail dari teks pengalaman pribadi di waktu lampau</li> <li>Siswa mengemukakan pendapat atau bertanya sehubungan dengan materi presentasi dari setiap kelompok</li> </ul> | <p><b>60 Menit</b></p> |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|

|                |                                                                                                                                                                                                                                                                                                     |                 |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Penutup</b> | <ul style="list-style-type: none"> <li>• Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik.</li> <li>• Mengumpulkan hasil kerja sebagai bahan portofolio.</li> <li>• Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan</li> </ul> | <b>10 Menit</b> |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|

### I. Teknik Penilaian

#### 1. Teknik Penilaian

- Penilaian Sikap : Observasi / Pengamatan
- Penilaian Pengetahuan : Tes Tertulis
- Penilaian Keterampilan : Produk kreativitas

#### 2. Bentuk Penilaian

- Observasi : Jurnal Guru
- Tes Tertulis : Essay
- Produk tertulis : Teks recount.

#### 3. Instrumen Penilaian (Terlampir)

##### Activity

Setiap siswa membuat teks recount sederhana.

##### Penilaian

#### • **Penilaian Observasi**

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

| Kriteria       | Sangat Baik<br>4                               | Baik<br>3                              | Cukup<br>2                      | Kurang<br>1                    |
|----------------|------------------------------------------------|----------------------------------------|---------------------------------|--------------------------------|
| Disiplin       | Mampu menjalankan aturan dengan kesadaran diri | Mampu menjalankan aturan pengarah guru | Kurang mampu menjalankan aturan | Belum mampu menjalankan aturan |
| Tanggung Jawab | Tertib mengikuti                               | Tertib mengikuti                       | Kurang tertib                   | Tidak tertib dan tidak         |

|              | instruksi dan selesai tepat waktu        | instruksi dan selesai tidak tepat waktu                                  | mengikuti instruksi, selesai tidak tepat waktu              | menyelesaikan tugas                                  |
|--------------|------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------|
| Percaya Diri | Tidak terlihat ragu-ragu                 | Terlihat ragu-ragu                                                       | Memerlukan bantuan guru                                     | Belum menunjukkan kepercayaan diri                   |
| Bekerja Sama | Mampu bekerja sama dengan teman kelompok | Bekerja sama dengan teman kelompok, tetapi lebih dominan bekerja sendiri | Bekerja dengan kelompok, tetapi mengambil keputusan sendiri | Bekerja sendiri tanpa diskusi dengan teman kelompok. |

Catatan :

- ✓ Total Nilai Penilaian Observasi Guru = Jumlah dari akumulasi nilai Displin, Tanggung Jawab, Percaya Diri dan Bekerja Sama.

Nilai Penilaian Observasi Guru = (Nilai Displin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama)

**PEMBELAJARAN REMEDIAL DAN PENGAYAAN****Pembelajaran Remedial**

Peserta yang belum mencapai KKM diberi kegiatan remedial

**Pembelajaran Pengayaan**

Peserta didik yang memperoleh nilai KKM diberi pengayaan dengan mempelajari contoh-contoh teks recount dalam hal fungsi sosial, struktur teks, unsur kebahasaan, serta membuat pernyataan dan pertanyaan.

Makassar, 2022

Disetujui oleh:

Guru Bahasa Inggris

Penulis

Nurmaharaeni

105351127616

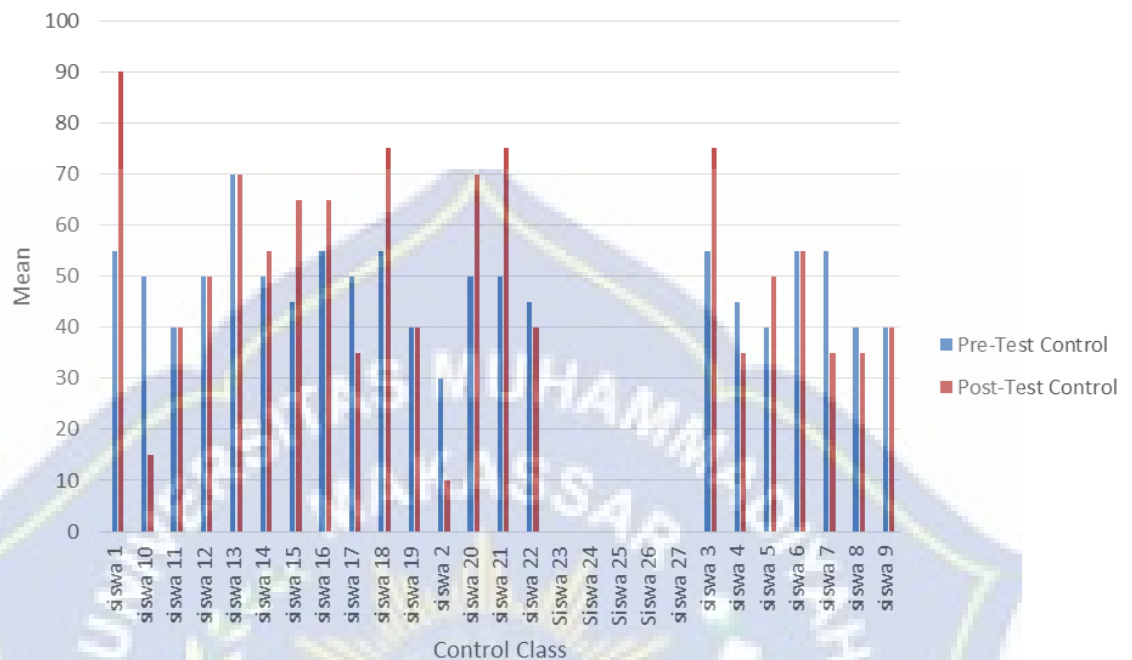


## Appendix D

| Paired Samples Test |                                                     |                    |                   |                    |                                                 |         |            |    |                    |
|---------------------|-----------------------------------------------------|--------------------|-------------------|--------------------|-------------------------------------------------|---------|------------|----|--------------------|
|                     |                                                     | Paired Differences |                   |                    |                                                 |         | t          | df | Sig.<br>(2-tailed) |
|                     |                                                     | Mean               | Std.<br>Deviation | Std. Error<br>Mean | 95% Confidence<br>Interval of the<br>Difference |         |            |    |                    |
|                     |                                                     |                    |                   |                    | Lower                                           | Upper   |            |    |                    |
| Pair 1              | Pre-Test<br>Experiment<br>- Post-Test<br>Experiment | -<br>23,043        | 16,358            | 3,411              | -<br>30,117                                     | -15,970 | -<br>6,756 | 22 | 0,000              |
| Pair 2              | Pre-Test<br>Control -<br>Post-Test<br>Control       | -2,500             | 16,815            | 3,585              | -9,955                                          | 4,955   | -<br>0,697 | 21 | 0,493              |

| Independent Samples Test        |                             |                                         |       |                              |        |                 |                 |                       |                                           |        |
|---------------------------------|-----------------------------|-----------------------------------------|-------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|--------|
|                                 |                             | Levene's Test for Equality of Variances |       | t-test for Equality of Means |        |                 |                 |                       |                                           |        |
|                                 |                             | F                                       | Sig.  | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|                                 |                             |                                         |       |                              |        |                 |                 |                       | Lower                                     | Upper  |
| Students' reading comprehension | Equal variances assumed     | 4,438                                   | 0,041 | 3,917                        | 43     | 0,000           | 20,178          | 5,151                 | 9,790                                     | 30,566 |
|                                 | Equal variances not assumed |                                         |       | 3,881                        | 35,865 | 0,000           | 20,178          | 5,199                 | 9,633                                     | 30,723 |

(Test output from SPSS 25)



(Pre-test and post-test of control class)

| Number of students (N) | Test (Experiment Class) | Mean Score |
|------------------------|-------------------------|------------|
| N=23                   | Pre-Test                | 48.04      |
|                        | Post-Test               | 71.09      |

| Number of students (N) | Test (Control Class) | Mean Score |
|------------------------|----------------------|------------|
| N=22                   | Pre-Test             | 48.41      |
|                        | Post-Test            | 50.91      |

(Each class pre-test and post-test)

| Descriptive Statistics |    |         |         |       |                |
|------------------------|----|---------|---------|-------|----------------|
|                        | N  | Minimum | Maximum | Mean  | Std. Deviation |
| Pre-Test Experiment    | 23 | 35      | 70      | 48,04 | 10,739         |
| Post-Test Experiment   | 23 | 45      | 90      | 71,09 | 13,396         |
| Pre-Test Control       | 22 | 30      | 70      | 48,41 | 8,365          |
| Post-Test Control      | 22 | 10      | 90      | 50,91 | 20,566         |

(Descriptive statistics)

| Tests of Normality  |                      |                                 |    |       |
|---------------------|----------------------|---------------------------------|----|-------|
| Kelas               |                      | Kolmogorov-Smirnov <sup>a</sup> |    |       |
|                     |                      | Statistic                       | df | Sig.  |
| Hasil belajar siswa | Pre-Test Experiment  | 0,164                           | 23 | 0,108 |
|                     | Post-Test Experiment | 0,137                           | 23 | ,200* |
|                     | Pre-Test Control     | 0,170                           | 22 | 0,098 |
|                     | Post-Test Control    | 0,149                           | 22 | 0,158 |

(Tests of Normality)

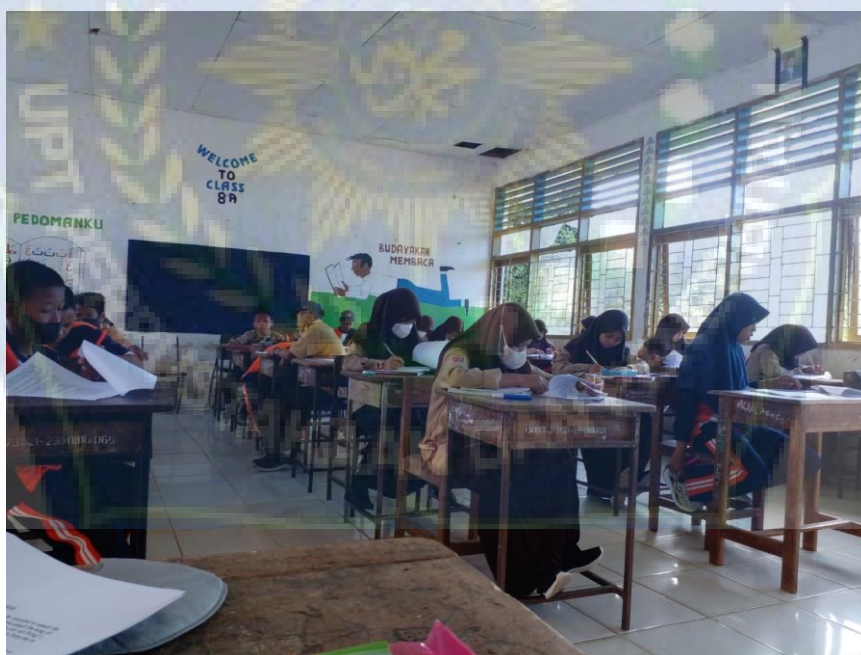
| Experiment | No. | Score    | Classification | Pre- Test |       | Post-Test |       |
|------------|-----|----------|----------------|-----------|-------|-----------|-------|
| Class      |     |          |                | Freq      | ( % ) | Freq      | ( % ) |
|            | 1.  | 91 – 100 | Very Good      | 0         | 0     | 0         | 0     |
|            | 2.  | 75 – 90  | Good           | 0         | 0     | 8         | 29.6  |
|            | 3.  | 61 – 75  | Fairly         | 2         | 7.4   | 8         | 29.6  |
|            | 4.  | 51 – 60  | Poor           | 7         | 25.9  | 5         | 18.5  |
|            | 5.  | 0 – 50   | Very Poor      | 18        | 66.7  | 6         | 22.2  |

| Control | No. | Score    | Classification | Pre- Test |       | Post-Test |       |
|---------|-----|----------|----------------|-----------|-------|-----------|-------|
| Class   |     |          |                | Freq      | ( % ) | Freq      | ( % ) |
|         | 1.  | 91 – 100 | Very Good      | 0         | 0     | 0         | 0     |
|         | 2.  | 75 – 90  | Good           | 0         | 0     | 1         | 3.7   |
|         | 3.  | 61 – 75  | Fairly         | 1         | 3.7   | 7         | 25.9  |
|         | 4.  | 51 – 60  | Poor           | 6         | 22.2  | 2         | 7.4   |
|         | 5.  | 0 – 50   | Very Poor      | 20        | 74.1  | 17        | 63.0  |

## Appendix E



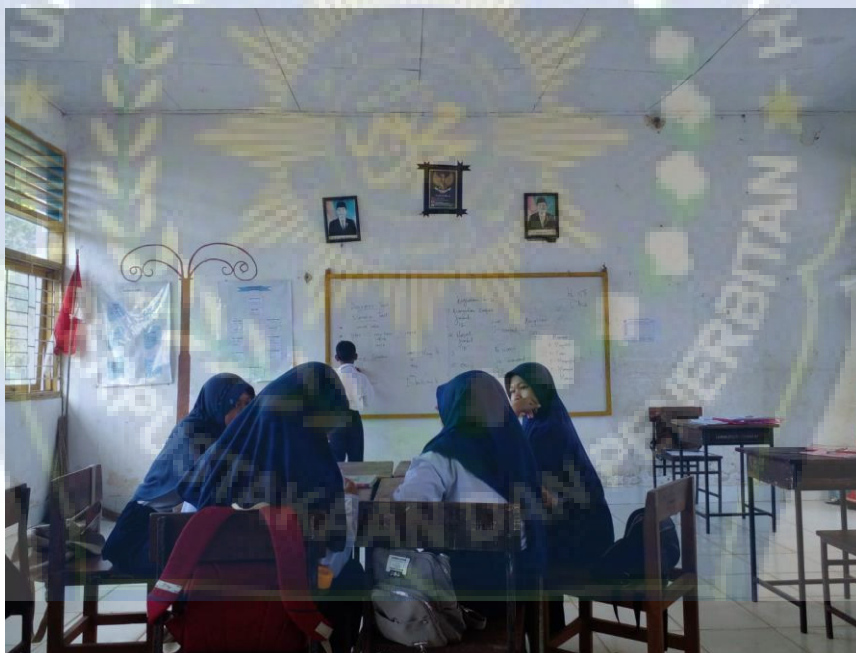
(Doing Pre-test in Experiment Class)



(Doing Pre-test in Control Class)



(Control Class' Learning Process, Descriptive Text)



(Control Class' Learning Process, Descriptive Text)



(Experiment Class' Learning Process, Recount Text)



(Experiment Class' Learning Process, Recount Text)



(Post-test in Control Class)



(Post-test in Expemriment Class)



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Telp : 0811 1782101 (Secretary)  
Email : prodibg@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**KONTROL PELAKSANAAN PENELITIAN**

Nama Mahasiswa : Nurmaharaemi  
NIM : 105351127616  
Judul Penelitian : The Implementation of HOTS in Learning Reading for EFL Learners  
Tanggal Ujian Proposal : 4 Desember 2021  
Tempat/Lokasi Penelitian : SMP Negeri 1 Cina / Arasoe

| No | Hari/tanggal    | Kegiatan Penelitian               | Nama Guru/terkait       | Paraf Guru/terkait |
|----|-----------------|-----------------------------------|-------------------------|--------------------|
| 1  | 3 Januari 2022  | Mengajukan perizinan dan pre-test | A. Sudirman, S.Pd, M.Pd |                    |
| 2  | 5 Januari 2022  | Pertemuan I kelas eksperimen      | A. Sudirman, S.Pd, M.Pd |                    |
| 3  | 6 Januari 2022  | Pertemuan I kelas kontrol         | A. Sudirman, S.Pd, M.Pd |                    |
| 4  | 10 Januari 2022 | Pertemuan II kelas kontrol        | A. Sudirman, S.Pd, M.Pd |                    |
| 5  | 14 Januari 2022 | Pertemuan II kelas eksperimen     | A. Sudirman, S.Pd, M.Pd |                    |
| 6  | 17 Januari 2022 | Pertemuan III kelas kontrol       | A. Sudirman, S.Pd, M.Pd |                    |
| 7  | 21 Januari 2022 | Pertemuan III kelas eksperimen    | A. Sudirman, S.Pd, M.Pd |                    |
| 8  | 24 Januari 2022 | Pertemuan IV kelas kontrol        | A. Sudirman, S.Pd, M.Pd |                    |
| 9  | 28 Januari 2022 | Pertemuan IV kelas eksperimen     | A. Sudirman, S.Pd, M.Pd |                    |
| 10 | 31 Januari 2022 | Post-test                         | A. Sudirman, S.Pd, M.Pd |                    |

.....2021

Mengetahui,

Ketua Jurusan,  
Dr. Dhimikhaerati Syam, S.Pd., M.Pd  
NBM. 977 807

SMPPN 1 Pajenean Kepala sekolah,  
DINAS PENDIDIKAN  
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Yuli Amir, S.Pd  
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Nomor : 5327/05/C.4-VIII/XII/43/2021

20 Jumadil awal 1443 H

Lamp : 1 (satu) Rangkap Proposal

24 Desember 2021 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPMMD Prov. Sul-Sel

di –

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 8025/FKIP/A.4-II/XII/1443/2021 tanggal 20 Desember 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NURMAHARAENI

No. Stambuk : 10535 1127616

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"the Implementation of Higher-Order Thinking Skill (HOTS) in Learning Reading for EFL Learners (a Quasi-Experimental Research Design at the 8th Grade of SMP Negeri 1 Cina)"**

Yang akan dilaksanakan dari tanggal 29 Desember 2021 s/d 29 Februari 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Ketua LP3M,

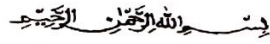
Dr. Ir. Abubakar Idhan, MP.

NBM 101 7716



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
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UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl. Sultan Alauddin No. 259 Makassar 90221 Tlp. (0411) 866972, 881593, Fax. (0411) 865588



**SURAT KETERANGAN BEBAS PLAGIAT**

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Nurmaharaeni  
NIM : 105351127616  
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

| No | Bab   | Nilai | Ambang Batas |
|----|-------|-------|--------------|
| 1  | Bab 1 | 4 %   | 10 %         |
| 2  | Bab 2 | 24 %  | 25 %         |
| 3  | Bab 3 | 3 %   | 10 %         |
| 4  | Bab 4 | 6 %   | 10 %         |
| 5  | Bab 5 | 0 %   | 5 %          |

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 25 April 2022  
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum. M.I.P.  
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222  
Telepon (0411)866972,881 593,fax (0411)865 588  
Website: www.library.unismuh.ac.id  
E-mail : perpustakaan@unismuh.ac.id

## CURRICULUM VITAE



The name of the writer is Nurmaharaeni. She is the last daughter from Nursalim Ali and Sinar who was born on April 28<sup>th</sup> 1998. She finished her first formal education in 2010 at SDN 199 Arasoe, graduated from junior high school in 2013 at SMP Negeri 1 Cina, and finished her senior high school in 2016 at SMAN 3 Watampone. She takes study in University of Muhammadiyah Makassar majoring English Department. Hopefully, the writing of this final thesis can make a positive contribution to the world of education, widen the knowledge, and be useful to others.