

**RANCANGAN PERANGKAT  
PEMBELAJARAN  
DOKUMEN 3  
NARRATIVE TEXT  
( Legend)**



**Disusun oleh:**

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**Mata Pelajaran : Bahasa Inggris**

**PENDIDIKAN PROFESI GURU (PPG) DALAM  
JABATAN ANGGKATAN IV  
UNIVERSITAS PANCASAKTI TEGAL  
TAHUN 2021**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Darul Arafah Sukajawa  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : IX/Genap  
Materi Pokok : Teks Naratif (Legenda)  
Alokasi Waktu : 2 x 35 menit ( Pertemuan 1)

### A. Kompetensi Inti (KI)

- KI-1.** Menghargai dan menghayati ajaran agama yang dianutnya.
- KI-2** Menghargai dan menghayati perilaku, jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga,sekolah, masyarakat dan lingkungan alam sekitar,bangsa, negara, dan kawasan regional
- KI-3** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang: ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara:kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dengan sudut pandang teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 <b>Mengidentifikasi (C1)</b> struktur teks dan unsur kebahasaan naratif tulis dengan memberi dan meminta informasi terkait legenda rakyat, pendek dan sederhana, sesuai dengan konteks penggunaannya
	3.7.2 <b>Menganalisis (C4)</b> struktur teks dan fungsi sosial dari teks naratif tulis terkait legenda rakyat pendek dan sederhana
	3.7.3 <b>Membandingkan (C5)</b> fungsi social, struktur teks dan unsur kebahasaan dari teks naratif tulis terkait legenda rakyat pendek dan sederhana
4.7. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales	4.7.1 <b>Menyusun (P5)</b> ulang teks naratif tulis sangat pendek dan sederhana dengan memperhatikan struktur teks terkait legenda rakyat

### C. Tujuan Pembelajaran

Adapun tujuan dari kegiatan pembelajaran ini adalah:

1. Setelah mengamati slide Power Point tentang teks Legenda Rakyat peserta didik dapat mengidentifikasi struktur teks terkait legenda pendek dan sederhana dengan benar
2. Setelah mengamati slide Power Point tentang teks Legenda Rakyat peserta didik dapat menganalisis struktur teks dan fungsi sosial terkait legenda pendek dan sederhana dengan penuh tanggung jawab.
3. Setelah berdiskusi peserta didik dapat membandingkan fungsi social, struktur teks dan unsur kebahasaan terkait legenda pendek dan sederhana dengan benar.
4. Setelah berdiskusi peserta didik dapat menyusun ulang teks naratif tulis sangat pendek dan sederhana dengan memperhatikan structure teks terkait legenda rakyat dengan benar.

### D. Penguatan Pendidikan Karakter (PPK)

- Religius
- Tanggung Jawab
- Kedisiplinan

### E. Materi Pembelajaran

#### a. Definition of Legend

A legend is a story about human events or actions that has not been proved nor documented in real history. Legends are Legend retold as if they are real events and were believed to be historical

#### b. Function of Legend

✚ to present the story of human actions in such a way that they are perceived by the the listeners or readers to be true (in literature).

✚ To entertain or to amuse the readers about the interesting story (in general).

#### c. Generic structure

##### ✚ ORIENTATION (INTRODUCTION)

This is the introduction of what is inside the text. It tells about the text talks in general, who involves in the text, when and where it happens. It should include the characteristic of story.

##### ✚ COMPLICATION

It tells what happens with the participants. It explores the conflict among the participants.

##### ✚ RESOLUTION

This phase tells how the participants solve the problems aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended. The problem must be resolved

## ✚ RE-ORIENTATION

It tells the conclusion of the story. It usually include the lesson from the story.

### d. Language Features

- Simple Past Tense
  - She bought a book yesterday
  - She was a student

### e. Detail Information

- Character
- Moral Value

## F. Model, Pendekatan, dan Metode Pembelajaran

Model Pembelajaran : Problem- Based Learning  
Pendekatan : Scientific, TPACK  
Metode : Tanya Jawab, Diskusi, dan Penugasan

## G. Media dan Bahan Media:

Media : Video YouTube, powerpoint, WA Group, google form  
Alat/Bahan : Handphone, Laptop,, Internet. Bahan Ajar, LKPD

## H. Sumber Belajar

- ✚ Indonesia. Kementerian Pendidikan dan Kebudayaan. Bahasa Inggris, *Think Globally Act Locally /* Kementerian Pendidikan dan Kebudayaan.-- . Edisi Revisi Jakarta : Kementerian Pendidikan dan Kebudayaan, 2018.vi, 218 hlm. :
- ✚ Kamus Bahasa Inggris
- ✚ Internet (Youtube) : [https://youtu.be/-g2\\_Y\\_PAoOU](https://youtu.be/-g2_Y_PAoOU)

## I. Langkah-Langkah Pembelajaran

Kegiatan	Kegiatan Guru	Nilai PPK, Literasi, 4C, HOTS, TPACK	Alok asi waktu
Kegiatan pendahuluan	<b>Orientasi</b> <ul style="list-style-type: none"><li>• Peserta didik menjawab salam pembuka dan sapaan menanyakan kabar dari guru melalui <i>Google Meet</i>.</li></ul>	TPACK	10 menit
	<ul style="list-style-type: none"><li>• Peserta didik mempersiapkan diri untuk memulai pembelajaran dibimbing guru dengan mengecek audio pada <i>Google Meet</i></li></ul>	Tanggung jawab	
	<ul style="list-style-type: none"><li>• Salah satu peserta didik memimpin doa melalui <i>Google Meet</i>.</li></ul>	Religius	
	<ul style="list-style-type: none"><li>• Pesertadidik mengisi daftar hadir melalui <i>googleform</i> dari guru<ul style="list-style-type: none"><li>• <a href="https://forms.gle/Px9PapPpSoCgtp e67Peserta">https://forms.gle/Px9PapPpSoCgtp e67Peserta</a></li></ul></li></ul>	Kedisiplinan Tanggung jawab	

	<ul style="list-style-type: none"> <li>• didik dan guru bertanya jawab unt</li> <li>• uk mereview pembahasan materi pada pertemuan sebelumnya sebagai langkah awal untuk melanjutkan <i>Google Meet</i>.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik menjawab pertanyaan guru berkaitan dengan tugas membuka link youtube dirumah terkait materi yang akan dipelajari melalui <i>Google Meet</i>.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mendengarkan motivasi dari guru manfaat dari materi yang akan dipelajari dalam kehidupan sehari-hari melalui <i>Google Meet</i>.</li> <li>• Peserta didik memperhatikan presentasi guru melalui <i>Google Meet</i> terkait Indikator dan Tujuan Pembelajaran yang akan dicapai.</li> </ul>	Percaya diri	
Kegiatan Inti			
<p><b>FASE 1</b> Orientasi Peserta Didik pada Masalah</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Peserta didik memperhatikan sebuah video terkait legenda rakyat yang diberikan oleh guru. Link : <a href="https://youtu.be/-g2_Y_PAOOU">https://youtu.be/-g2_Y_PAOOU</a></li> <li>• Peserta didik mengamati Slide Power Point untuk memperjelas materi tentang fungsi sosial, struktur teks dan unsur kebahasaan dari teks naratif (legenda rakyat) melalui <i>Google Meet</i>.</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Peserta didik menjawab pertanyaan guru terkait fungsi social, struktur teks dan unsur kebahasaan dari teks naratif (legenda rakyat) melalui <i>Google Meet</i>.</li> </ul>	TPACK, Critical Thinking, Collaboration Communication	10 menit
<p><b>FASE 2</b> Mengorganisasi kan Peserta Didik untuk belajar.</p>	<p><b>Mengorganisasi</b></p> <ul style="list-style-type: none"> <li>• peserta didik membentuk kelompok. Masing masing kelompok terdiri dari 3 s.d 4 orang untuk menyelesaikan masalah yang ada di LKPD sesuai dengan arahan guru melalui <i>Google Meet</i>.</li> <li>• Pesera didik memahami penjelasan dan bimbingan guru untuk mengerjakan tugas yang ada di lembar kerja peserta didik</li> </ul>		5 menit
<p><b>FASE 3</b> Membimbing</p>	<p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik berdiskusi kelompok dalam</li> </ul>		5 menit
			10 menit

<p>Penyelidikan</p>	<p>mengumpulkan data selama proses penyelidikan / Literasi menyelesaikan masalah.</p> <ul style="list-style-type: none"> <li>• Peserta didik memahami dua buah teks terkait legenda rakyat yang diberikan pada lembar kerja</li> <li>• Melalui Google Meet peserta didik mengidentifikasi struktur teks dan unsur kebahasaan yang terdapat pada teks naratif (legenda rakyat) yang diberikan pada LKPD</li> <li>• Melalui Google Meet peserta didik menganalisis struktur teks dan fungsi sosial yang terdapat pada teks naratif (legenda rakyat) yang diberikan pada LKPD.</li> <li>• Peserta didik mengumpulkan informasi untuk membangun ide dalam pemecahan masalah</li> </ul>		
<p>FASE 4 Mengembangkan dan menyajikan hasil karya</p>	<p><b>Mengolah Informasi/ Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik menemukan informasi rinci dari dua teks naratif (legenda rakyat)</li> <li>• Peserta didik membandingkan fungsi social, struktur teks, dan unsur kebahasaan teks naratif (legenda rakyat).</li> <li>• Peserta didik menyusun teks naratif (legenda rakyat) dengan memperhatikan struktur teksnya.</li> <li>• Peserta didik menuliskan hasil diskusi tentang informasi rinci dari dua buah teks naratif (legenda rakyat) yang berbeda di LKPD</li> </ul>		<p>10 menit</p>
<p>FASE 5 Menganalisis dan mengevaluasi Proses Pemecahan Masalah</p>	<p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Peserta didik secara berkelompok mempresentasikan hasil diskusi kelompok yang diberikan pada LKPD</li> <li>• Peserta didik dari kelompok lain menanggapi hasil presentasi kelompok lain.</li> <li>• Peserta didik menyimpulkan hasil diskusi dari setiap kelompok.</li> </ul>		<p>10 menit</p>

Kegiatan Penutup	<ul style="list-style-type: none"> <li>• Peserta didik menyimpulkan/mereview kembali hasil pembelajaran padahari itu dengan bimbingan guru.</li> <li>• Peserta didik memperhatikan guru mengapresiasi peserta didik yang aktif dan menyelesaikan tugas tepat waktu.</li> <li>• Peserta didik memperhatikan penjelasan guru memberi PR kepada peserta didik untuk penguatan materi yang telah diberikan.</li> <li>• Ketua kelas memimpin doa untuk menutup kegiatan pembelajaran pada hari itu.</li> </ul>		10 menit
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#### J. Penilaian Hasil Belajar

1. Penilaian sikap : Observasi selama pembelajaran berlangsung tentang sikap kerjasama, tanggung jawab
2. Penilaian Pengetahuan : Tes tertulis (uraian singkat)
3. Penilaian Keterampilan : Kinerja

Mengetahui  
Kepala SMP DarulArafah

Bumi Ratu Nuban, 7 Oktober 2021  
Guru Bidang Studi

**NANANG IRFANTO, S.I.P.**

**YUSTIKASARI, S.Pd**

## Lampiran 1

# Bahan Ajar

## Understanding Narrative Text (legend)

### Definition of legend



### Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7. membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1. <b>Mengidentifikasi (C1)</b> struktur teks naratif tulis dengan memberi dan meminta informasi terkait legenda rakyat, pendek dan sederhana, sesuai dengan konteks penggunaannya 3.7.2. <b>Menganalisis (C4)</b> unsur kebahasaan dari teks naratif tulis terkait legenda rakyat pendek dan sederhana 3.7.3. <b>Membandingkan (C5)</b> fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif tulis terkait legenda rakyat pendek dan sederhana
4.7. menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales	4.7.1 <b>Menyusun (P5)</b> ulang teks naratif tulis sangat pendek dan sederhana terkait legenda rakyat



## ➤ Legends

A **legend** is a story that people talk about, concerning people, places, or events that exist or are famous at the present time.

(<https://www.collinsdictionary.com/dictionary/english/legend>)

**Legends** also stories that have been made, but they are different from the myth. myth reply questions about the workings of nature, and is set in a time long ago, before written history. Legend of the people and the actions or deeds. People are living in a more recent and is mentioned in history. Stories submitted for the purpose and is based on the facts, but they do not really exist.

*Example of Legends :*

- *The Story of Crying Stone*
- *The Story of Malin Kundang*
- *The Legend of Tapak Tuan*

## **Social Function of Narrative Text (legend)**

**A legend is intended by the writer:**

- ❖ To present the story of human actions in such a way that they are perceived by the listeners or readers to be true (in literature).
- ❖ To entertain or to amuse the readers about the interesting story (in general)

## **Generic Structures of Narrative Text (legend)**

**A legend text consists of four main parts:**

- **ORIENTATION:** The first paragraph presents information about the participant of the story. In literary term, the participant is called as character. Orientation commonly introduces information about WHO, WHERE and WHEN.
- **COMPLICATION:** Paragraph two explores the niche of the story. That is conflict among the characters of the story. This conflict will involve

physical and psychological conflict. The conflict is actually the heart of any narrative text. It will drive the participant to make effort in solving the crisis.

- **RESOLUTION:** The last paragraph closes the story with solving the crisis. However it can be better or worse.
- **RE-ORIENTATION:** It tells the conclusion of the story. It usually includes the lesson from the story. (Optional)

### **Language feature of narrative text**

✓ Simple Past Tense

**Positif Verbal / Menggunakan Kata Kerja Bentuk ke- 2**

**[Subject + V2 + complement]**

**Positif Nominal**

**[Subject + was/were+ complement]**

**Negatif Verbal**

**[Subject + did not + V1 + complement]**

**Negatif Nominal**

**[Subject + was/were + not + complement]**



## *Malin Kundang*

### Orientation

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

### Complication

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument... and finally he sailed with the big ship. Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village **cake** which brought by his mother until scattered.

### Resolution

His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the big ship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

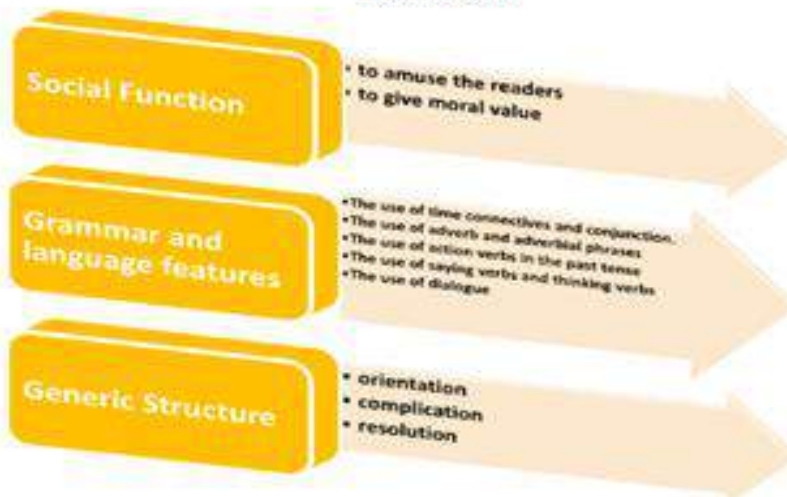


**Legend**

a story or narrative that lies somewhere between myth and historical fact and which, as a rule, is about a particular figure or person

*\*Ppt Legend*

**LEGEND**



## Students' Worksheet

### LEMBAR KERJA PESERTA DIDIK (LKPD)

#### 1 Pertemuan

Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : IX / Ganjil  
Materi Pokok : Narrative Text; Legend  
Alokasi Waktu : 30 Menit

LEMBAR KERJA PESERTA DIDIK (LKPD)  
NARRATIVE TEXT; LEGEND  
BAHASA INGGRIS  
SMP DARUL ARAFAH SUKAJAWA

#### A. Tujuan Pembelajaran

Adapun tujuan dari kegiatan pembelajaran ini adalah:

1. Setelah mengamati slide Power Point tentang teks Legenda Rakyat peserta didik dapat mengidentifikasi struktur teks terkait legenda pendek dan sederhana dengan benar
2. Setelah mengamati slide Power Point tentang teks Legenda Rakyat peserta didik dapat menganalisis struktur teks dan fungsi sosial terkait legenda pendek dan sederhana dengan penuh tanggung jawab.
3. Setelah berdiskusi peserta didik dapat membandingkan fungsi social, struktur teks dan unsur kebahasaan terkait legenda pendek dan sederhana dengan benar.
4. Setelah berdiskusi peserta didik dapat menyusun ulang teks naratif tulis sangat pendek dan sederhana dengan memperhatikan structure teks terkait legenda rakyat dengan benar.

## Task 1

### INSTRUCTION :

Read this following texts in your group. Complete the following table and answer the question to analyze the social function, generic structure and language feature of the texts and find some information of the texts.

### TEXT 1

## THE LEGEND OF LAKE TOBA



There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru Sahala could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman.

Batara Guru Sahala fell in love with that fish-woman and wanted to marry her. Batara Guru Sahala promised to keep the secret that she had been a fish and would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru Sahala got very angry with his daughters. He could not control his temper. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and told her about it.

The mother was very angry.

Batara Guru Sahala broke his promise. The mother was shouting angrily, then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Today the lake is known as Toba lake.

## TEXT 2

### TANGKUBAN PERAHU

Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sangkuriang.

One day he went hunting with his dog, si Tumang. In the bush he saw a pig, Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry at it and killed it, and then took its heart home. When he told that it was si Tumang's heart, she was very angry and hit Sang Kuriang's head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After along time Sang Kuriang came back to the jungle where his mother lived. She looked younger than her age, so Sang Kuriang fell in love with her. "Will you marry me?" one day he asked her. But Dayang Sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang Sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two, had to make a boat in one night

Sang Kuriang almost finished his work but Dayang Sumbi cheated him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known Tangkuban Perahu, at the northern of Bandung, West Java.

Narrative Text (Legend)	Text 1 (Lake Toba)	Text 2 (Tangkuban Perahu)
1. What are the social functions of the texts?		
2. Determine the language features of the texts?		
3. Determine the Generic structures of the texts!		
<ul style="list-style-type: none"> <li>• Orientation</li> </ul>		
<ul style="list-style-type: none"> <li>• Complication</li> </ul>		
<ul style="list-style-type: none"> <li>• Resolution</li> </ul>		
4. Who are the characters of the stories?		
5. What are the moral value of the stories?		





## Lampiran Instrumen Penilaian

### Teknik Penilaian

#### 1. SIKAP SPIRITUAL

- Teknik Penilaian : Observasi
- Bentuk Penilaian : Lembar Observasi
- Instrumen Penilaian :  
Skala PenilaianAspek yang dinilai:

- Religious**

- Apakah Ananda berdoa sebelum dan sesudah melakukan kegiatan;
- Apakah Ananda menghormati orang lain?
- Apakah ananda menghargai pendapat orang lain?

#### Skala Penilaian Sikap Spiritual

NO	NAME	SIKAP			JUMLAH (JML/15)*100	SKOR
		1	2	3		
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

- Rubrik Penilaian :**

No.	Kriteria	Skor
1.	Tidak pernah	1
2.	Jarang	2
3.	Kadang-kadang	3
4.	Sering	4
5.	Selalu	5

Ketentuan kriteria penilaian peserta didik :

Selalu	: $93 < \text{nilai} \leq 100$
Sering	: $84 < \text{nilai} \leq 92$
Kadang-kadang	: $75 < \text{nilai} \leq 83$
Jarang	: $50 < \text{nilai} \leq 74$
Tidak pernah	: $0 < \text{nilai} \leq 49$

## 2. SIKAP SOSIAL

- Teknik Penilaian : Observasi
- Bentuk Instrumen : Lembar observasi
- Instrumen Penilaian :  
Skala Penilaian
- Aspek yang dinilai:
  - **Disiplin dan Tangungjawab**
    1. Apakah Ananda datang/mengikuti pembelajaran tepat waktu?
    2. Apakah Ananda menyelesaikan tugas tepat waktu?
    3. Apakah Ananda mengikuti pembelajaran dengan penuh tanggungjawab?
    4. Apakah Ananda menyelesaikan tugasnya dengan penuh tanggungjawab?

### Skala Penilaian Sikap Sosial

NO	NAMA PESERTA DIDIK	ASPEK PENILAIAN				JUMLAH	JUMLAH * 5
		1	2	3	4		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

- Rubrik Penilaian :

No.	Kriteria	Skor
1.	Sangat kurang	1
2.	Kurang	2
3.	Cukup	3
4.	Baik	4
5.	Sangat Baik	5

#### Ketentuan kriteria penilaian:

- Sangat Baik :  $93 < \text{nilai} \leq 100$
- Baik :  $84 < \text{nilai} \leq 92$
- Cukup :  $75 < \text{nilai} \leq 83$
- Kurang :  $50 < \text{nilai} \leq 74$
- Sangat Kurang :  $0 < \text{nilai} \leq 49$

**a. Kisi-kisi Penilaian Pengetahuan**

<b>KD</b>	<b>IPK</b>	<b>Materi</b>	<b>Indikator Soal</b>	<b>Bentuk</b>	<b>No</b>
3.7	<p><b>3.7.1. Mengidentifikasi</b> (C1) struktur teks dan unsur kebahasaan teks naratif tulis terkait legenda rakyat pendek dan sederhana</p> <p><b>3.7.2. Menganalisis</b> (C4) struktur teks dan fungsi sosial dari teks naratif tulis terkait legenda rakyat pendek dan sederhana</p> <p><b>3.7.3. Membandingkan</b> (C5) fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif tulis terkait legenda rakyat pendek dan sederhana</p>	Teks naratif terkait legend	<p>Disajikan teks peserta didik mengidentifikasi struktur teks dan unsur kebahasaan naratif.</p> <p>Disajikan teks peserta didik menganalisis struktur teks struktur teks dan fungsi social</p> <p>Disajikan teks peserta didik membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif tulis terkait legenda rakyat pendek dan sederhana</p>	Uraian/isian	Task 1 dan Task 2

**Penilaian Keterampilan**

**Kelompok** : \_\_\_\_\_

**Kelas** : \_\_\_\_\_

**Nama Anggota** : \_\_\_\_\_

<b>No.</b>	<b>Aspek yang Dinilai</b>	<b>Baik</b>	<b>Kurang baik</b>
1.	Komprehensif		
2.	Bahasa:		
	Tata bahasa		
	Perbendaharaan kata		
<b>Skor yang dicapai</b>			
<b>Skor maksimum</b>		<b>10</b>	

**Keterangan:**

Baik mendapat skor 5

Kurang baik mendapat skor 1

### a. Penilaian Keterampilan

Penilaian Presentasi/Monolog

Kelompok : \_\_\_\_\_

Nama Anggota : \_\_\_\_\_

Kelas: \_\_\_\_\_

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
<b>Skor yang dicapai</b>			
<b>Skor maksimum</b>		<b>10</b>	

**Keterangan:**

Baik mendapat skor 2

Kurang baik mendapat skor 1

### Pembelajaran remedial dan pengayaan

#### a. Remedial

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial. Materi pengayaan akan diberikan hanya pada bagian materi yang masih lemah dikuasai oleh Siswa. (Materi mengacu pada materi pembelajaran yang dicantumkan dalam Materi Pembelajaran). Remedial dilakukan dengan pembelajaran ulang dan belajar kelompok.

#### b. Pengayaan

Guru memberikan nasihat agar tetap semangat belajar dan rendah hati. Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, diberi kegiatan pengayaan untuk perluasan dan/ atau pendalaman materi (kompetensi) antara lain dalam bentuk tugas mengerjakan soal-soal dengan tingkat kesulitan lebih tinggi, meringkas buku-buku referensi dan mewawancarai narasumber.

## Kunci Jawaban

### TASK 1

Narrative Text (Legend)	Text 1 (Lake Toba)	Text 2 Tangkuban Perahu)
1. The Social Function of the Texts	To tell the readers about the origin of Lake Toba	To tell the readers about the origin of Tangkuban Perahu Mount
2. Determine Language Features of the texts	Was, named enjoyed, begged, changed wanted, promised, told, began, formed, becam	Gave, named, went, saw, wanted, hindered, was, killed, told, left, forgot, came, refused, finished, looked, cheated
3. Determine the generic structure of the texts		
<b>Orientation</b>	There was a handsome man named Batara Guru Sahara who enjoyed fishing	Dayang sumbi was exiled in the jungle, because she was unmarried but pregnant
<b>Complication</b>	Batara fell in love with a fish woman and got married with her. He kept the secret and never talk to others that she had been a fish. One day he was angry to his daughter and say a word of fish to her daughter	One day sangkuriang went to hunting with his dog. When he wanted to shoot a pig, his dog hindered him. He was angry and killed it and took it's heart at home. Dayang sumbi cooked it. When sangkuriang told it is tumang heart his mother was angry ang hit sangkuriang's head with a spoon. He ran away and left his mother. After a long time he came back to the village. He forgot to his mother because she looked younger than her age. He fell in love but dayang sumbi refused him because she knew that he is her son. Dayang sumbi asked two settlements to him. One, he had to dammed citarum river. Two, had to make a boat in one night
<b>Resolution</b>	The earth began to shake. Volcanoes started to erupt. The earth formed a very big hole and became a lake. The lake is known as Toba Lake	Sangkuriang almost finished his work but Dayang Sumbi cheated him. He was angry and kiched the boat. The boat fell upside down on the peak of mountain. It was known as Tangkuban Perahu
4. Who are the characters in the texts?	Batara, fish Woman, two daughters	Dayang Sumbi and Sangkuriang
5. What is the moral value of the texts	Don't ever break our promise. We have to control our emotion and be a patient person	If you didn't like something say truly don't be afraid to say it and don't ever break trust

## TASK 2

### ORIENTASI

Once upon a time, there was a beautiful Javanese princess named Rara Jonggrang. Rara Jonggrang was a beauty lady and very famous in the land. She was the daughter of Prabu Baka, the evil king.

### COMPLICATION

One day, a handsome young man with super natural power named Bandung Bondowoso defeated and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love with her and wanted to marry her.

### COMPLICATION

Besides, Princess Rara jonggrang felt sad due to her death father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition. I was very confused of it We have to write the example of narrative text and upload it. Oh I was very confused how to make a thousand statue on a night. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I thought. I would lose against Bandung."

### RESOLUTION

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung Bondowoso got frustrated because he failed completing one, the thousandth temple.

1. Who are the characters?
  - Rara Jonggrang, Prabu Baka, Bandung Bondowoso
2. What is the problem or the complication?
  - Bandung Bondowoso fell in love with Rara Jonggrang and wanted to marry her.
3. What is the social function from the text?
  - To present the story of human actions in such a way that they are perceived by the listeners or readers to be true (in literature).
  - To entertain or to amuse the readers about the interesting story (in general)
4. What is the language feature of the text?
  - Past tense
5. What is the moral value that you get from the story?
  - We must keep the promise (optional)