

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

**SMP NEGERI 13 SAMARINDA
KALIMANTAN TIMUR**

*Dikerjakan untuk memenuhi
Tugas seleksi Guru Penggerak*

MATA PELAJARAN : BAHASA INGGRIS
KELAS / SEMESTER : IX/II
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TOPIK : NARRATIVE TEXT
TEMA : SANGKURIANG



**DINAS PENDIDIKAN DAN KEBUDAYAAN
TAHUN 2022**

RENCANA PELAKSANAAN PEBELAJARAN (RPP)

Sekolah : SMP Negeri 13 Samarinda
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IX/ Dua
Topic : Sangkuriang
Alokasi Waktu : 2 x 40 Menit

A. 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.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Menunjukkan perilaku yang sesuai dengan agama yang dianut dalam melaksanakan komunikasi lisan dan tulis dengan lingkungan sosialnya.	1.1.1 Berdoa bersama - sama 1.1.2 Memberi dan menjawab salam
2	2.2 Menunjukkan perilaku jujur , disiplin, tanggungjawab , peduli (toleransi, gotong royong), santun, percaya diri dalam melakukan komunikasi dengan lingkungan sosialnya	2.2.1 Bertanya saat belum merasa mengerti akan suatu materi yang diterima 2.2.2 Menyelesaikan tugas dengan baik dan tepat pada waktunya 2.2.3 Berpartisipasi aktif didalam diskusi kelompok maupun kelas
3	3. 7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita rakyat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Menentukan fungsi sosial teks naratif dengan memberi dan meminta informasi terkait cerita rakyat pendek dan sederhana , sesuai dengan konteks penggunaannya.

		<p>3.7.2 Mengidentifikasi struktur teks naratif yang terkait dengan cerita rakyat pendek dan sederhana sesuai dengan konteks penggunaannya.</p> <p>3.7.3 Mengidentifikasi tata bahasa: Simple Past Tense yang terdapat dalam teks naratif yang terkait dengan cerita rakyat pendek dan sederhana sesuai dengan konteks penggunaannya.</p> <p>3.7.4 Mengidentifikasi kosa kata yang digunakan dalam teks naratif yang terkait dengan cerita rakyat pendek dan sederhana sesuai dengan konteks penggunaannya.</p> <p>3.7.5 Mengidentifikasi Adverbia penghubung waktu dan frasa preposisional penunjuk waktu yang digunakan dalam teks naratif yang terkait dengan cerita rakyat pendek dan sederhana sesuai dengan konteks penggunaannya.</p>
4	4.7 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks naratif lisan dan tulis , sangat pendek dan sederhana, terkait cerita rakyat.	4.7.1 Mengidentifikasi informasi tersirat dan tersurat dari teks naratif yang terkait dengan cerita rakyat pendek dan sederhana sesuai dengan konteks penggunaannya.

C. Materi Pembelajaran

MATERI REGULER

1. Topik: Sangkuriang
(Buku siswa halaman 189 – 202)
2. Teks naratif, berbentuk cerita rakyat pendek dan sederhana
3. Fungsi sosial teks: untuk menghibur dan sekaligus menumbuhkan penghargaan terhadap nilai-nilai luhur yang dijunjung tinggi oleh masyarakat di lingkungannya, seperti kepahlawanan, kesetiaan, kepatuhan dan hormat kepada orang tua, keterbukaan, kebenaran, dan sebagainya.
4. Struktur teks:
 - a. Memperkenalkan tokoh, tempat, dan waktu terjadinya cerita (orientasi)
 - b. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
 - c. Krisis berakhir, dengan baik atau tidak baik bagi tokoh, yang juga merupakan akhir cerita (resolusi)
 - d. Memberikan alasan atau komentar umum (reorientasi), opsional.
5. Unsur Kebahasaan teks:
 - a. Tata bahasa : Simple Past Tense

- b. Kosakata: benda dan tindakan yang terkait dengan kehidupan para tokoh cerita.
 - Verb : in past form (*lived, saw, said, had, asked, grabbed, decided, etc*)
 - Adverbia penghubung waktu: *first, then, after that, before, at last, finally,* dan sebagainya.
 - Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately,* dan sebagainya.
- c. Ucapan, tekanan kata, intonasi
- d. Ejaan dan tanda baca

MATERI REMEDIAL

Apabila peserta didik belum menunjukkan kompetensi sebagaimana terpapar dalam:

Indikator **3.7.1 s.d 3.7.4** peserta didik diberikan persoalan tertulis berupa menjawab pertanyaan pemahaman dari teks naratif terkait cerita rakyat.

Indikator **3.7.5** peserta didik diberikan teks rumpang untuk dilengkapi menggunakan kata yang benar dengan memilih dari kata yang tersedia.

Indikator **4.7.1** peserta didik diberikan teks naratif berupa cerita rakyat dan diminta untuk menceritakan kembali teks tersebut sesuai dengan pemahamannya.

MATERI PENGAYAAN

Peserta didik yang lebih cepat menguasai kompetensi dasar **3.7** dan **4.7** sebagaimana terpapar dalam semua indikator **3.7.1 – 3.7.5** dan **4.7.1** diberikan kesempatan untuk membuat teks naratif yang berkaitan dengan cerita rakyat berdasarkan pengalamannya masing-masing yang terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan dan mempraktikkan teks naratif tersebut dalam bentuk presentasi (monolog).

D. Kegiatan Pembelajaran

Pendahuluan (5 Menit)

1. Guru memberi salam (*greeting*).
2. Guru meminta siswa untuk berdoa bersama sama.
3. Guru memeriksa kehadiran peserta didik.
4. Guru mengkondisikan suasana belajar yang menyenangkan.
5. Peserta didik dan guru meriviu kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan. (*memahami dan menangkap makna teks naratif yang berkaitan dengan cerita rakyat*).
6. Peserta didik memperhatikan penjelasan guru (brain storming melalui bebagai contoh cerita rakyat dari berbagai wilayah di Indonesia) tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. (*memahami fungsi social dari teks naratif bagi kehidupan sehari-hari*).
 - Peserta didik memperhatikan slide-slide yang ditunjukkan guru tentang berbagai cont

- oh cerita rakyat (**Lampiran 1**)
- Peserta didik menjawab pertanyaan guru tentang slide-slide yang ditampilkan oleh guru pada LCD Projector.
 - What story is it about?
 - Have you ever heard this story?
 - Have you ever read that story?
7. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan. (**Teks naratif** lisan dan tulis, sangat pendek dan sederhana, **dalam bentuk cerita rakyat.**)

Kegiatan Inti (60 menit)

Mengamati (10 menit)

1. Peserta didik mengamati video pada LCD Proyektor tentang cerita rakyat 'Sangkuriang'
2. Peserta didik mengidentifikasi karakter yang ada di dalam video dan kosakata yang mereka ketahui dan tidak ketahui melalui pemutaran video kedua (**Lampiran 2, LK1**)
3. Peserta didik mengamati kembali video tersebut (pemutaran ketiga) untuk mengkonfirmasi tentang apa yang telah mereka tulis pada LK1.

Menanya (5 menit)

1. Peserta didik menanyakan kepada teman ataupun guru mengenai apa yang mereka telah tulis dan belum diketahui pada **LK1** berdasarkan apa yang telah diamati pada video 'sangkuriang' di kegiatan mengamati.
2. Peserta didik menanyakan beberapa hal terkait fungsi sosial, struktur teks dan unsur kebahasaan yang belum dipahami atau yang ingin lebih diketahui dari teks yang diamati/dibaca.

Mengumpulkan informasi (15 menit)

(*Galery Walk Strategy*)

1. Peserta didik dibagi menjadi 3 kelompok (2/3 orang)
2. Masing-masing kelompok akan ditempatkan pada gallery yang berbeda (*Orientation Gallery, Complication Gallery, dan Resolution Gallery*) dan diminta untuk mendiskusikan permasalahan yang ada di tiap gallery selama 2 menit. (**Lampiran 3a, 3b, dan 3c**)
3. Masing-masing kelompok berotasi ke gallery berikutnya dan berdiskusi kembali untuk menyelesaikan permasalahan pada gallery tersebut. Rotasi berakhir hingga masing-masing kelompok kembali ke gallery awal mereka.
4. Masing-masing kelompok membuat kesimpulan dan melaporkannya di depan kelas.
5. Peserta didik bersama dengan guru menyimpulkan struktur teks, fungsi sosial teks dan unsur kebahasaan dari teks naratif.

Mengasosiasi/ Menalar (15 Menit)

1. Peserta didik secara berpasangan menyusun paragraf untuk menjadi sebuah teks naratif. (**Lampiran 4a & 4b**)
2. Peserta didik membacakan hasil susunan teks tersebut dengan nyaring untuk mendapatkan koreksi dari kelompok lain maupun guru.

3. Tiap kelompok berdiskusi untuk menjawab pertanyaan yang diberikan oleh guru berkenaan dengan teks naratif yang telah disusun menjadi paragraph. (LK2)

Mengkomunikasikan (5 Menit)

1. Masing-masing kelompok mempersentasikan jawaban yang telah dibuat pada proses mengasosiasi di depan kelas dengan jelas. (LK2)
2. Peserta didik mendapatkan konfirmasi dan penguatan secara klasikal dari guru.

Mencipta (10 Menit)

1. Peserta didik dalam kelompok yang sama diminta untuk menceritakan kembali sebuah cerita yang mereka tonton melalui video yang diputarkan oleh guru melalui LCD Proyektor. (LK3)

Penutup (10 menit)

1. Peserta didik dan guru membuat rangkuman/simpulan pelajaran.
2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4. Peserta didik mengerjakan soal-an dari guru untuk penilaian berupa: Menjawab soal tertulis tentang teks naratif.
5. Guru melakukan penilaian (Pengambilan data dari LK-LK yang sudah dikerjakan.)
6. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

E. Penilaian

1. Sikap Spritual
 - a. Tehnik Penilaian : Tertulis
 - b. Bentuk Instrumen : Self-Assessment
 - c. Contoh Instrumen : Lihat Lampira 5
 - d. Konversi Skor dan Predikat hasil belajar untuk ranah sikap

SIKAP	
Skor Modus	Predikat
4,00	SB (Sangat Baik)
3,00	B (Baik)
2,00	C (Cukup)

2. Sikap Sosial
 - a. Tekhnik Penialain : Penilaian Sejawat (antar teman)
 - b. Bentuk Instrumen : Lembar Peer Asessment
 - c. Contoh Instrumen : Lihat Lampiran 6
 - d. Konversi skor dan predikat hasil belajar untuk sikap

SIKAP	
Skor Modus	Predikat
4,00	SB (Sangat Baik)
3,00	B (Baik)
2,00	C (Cukup)

Pedoman Penilaian: $NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$

3. Pengetahuan

- Tehnik Penilaian : Tes tertulis
- Bentuk Instrumen : Teks Rumpang dan Soal essay
- Contoh instrument : Lampiran 7

No	Indikator Soal	Butir Soal
A	Disajikan teks naratif Rumpang, siswa diminta untuk melengkapai kata yang hilang bedasarkan kosakata yang sudah dipersiapkan.	Lihat Lampiran 7 Activity A Soal 1 - 10
B	Disajikan teks naratif cerita rakyat, siswa diminta untuk menjawab pertanyaan dengan benar berdasarkan informasi yang didapat dari teks tersebut.	Lihat Lampiran 7 Activity B Soal 1 - 5

- Konversi skor dan predikat hasil belajar untuk ranah pengetahuan.

SIKAP		PENGETAHUAN	
SKOR MODUS	PREDIKAT	SKOR RERATA	PREDIKAT
4,00	SB (Sangat Baik)	$3,83 > X \geq 4,00$	A
		$3,50 > X \geq 3,83$	A ⁻
3,00	B (Baik)	$3,17 > X \geq 3,50$	B ⁺
		$2,83 > X \geq 3,17$	B
		$2,50 > X \geq 2,83$	B ⁻
2,00	C (Cukup)	$2,17 > X \geq 2,50$	C ⁺

- e. Pedoman penskoran :
Setiap jawaban benar diberi skor 1 (Satu)

$$NA = \frac{\text{Skor Perolehan A+B}}{\text{Skor Maksimal A+B}} \times 4$$

4. Keterampilan

- a. Tehnik Penilaian : Unjuk Kerja (Menemukan informasi tersirat dan tersurat)
b. Bentuk Instrumen : Tes Keterampilan pemahaman membaca
c. Contoh Instrumen : Lampiran 8

No	Indikator Soal	Butir Soal
1	Disajikan teks narrative yang berisi tentang cerita rakyat. Peserta didik diminta untuk membaca teks tersebut dengan nyaring kemudian diminta untuk menjawab pertanyaan yang ada berdasarkan informasi yang ada di dalam teks bacaan tersebut.	Lihat Lampiran 8

- d. Konversi Konversi skor dan predikat hasil belajar untuk ranah keterampilan.

SIKAP		KETERAMPILAN	
SKOR MODUS	PREDIKAT	SKOR OPTIMUM	PREDIKAT
4,00	SB (Sangat Baik)	$3,83 > X \geq 4,00$	A
		$3,50 > X \geq 3,83$	A ⁻
3,00	B (Baik)	$3,17 > X \geq 3,50$	B ⁺
		$2,83 > X \geq 3,17$	B
		$2,50 > X \geq 2,83$	B ⁻
2,00	C (Cukup)	$2,17 > X \geq 2,50$	C ⁺

- e. Pedoman penskoran dan rubric penilaian:

Rubrik untuk penilaian keterampilan membaca

NO	ASPEK YANG DINILAI	BAIK	KURANG BAIK
1	Fluency		
2	Accuracy		
3	Pronunciation		
4	Intonation		
5	Identify information accurately		
Skor yang dicapai			
Skor Maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Teks cerita rakyat : Teks Sangkuriang, teks Keong Emas, dan teks Timun Emas

Video : Sangkuriang, dan Roro Jongrang

2. Alat

LCD Projector, Laptop, spidol warna, kertas karton, kertas plano, Worksheet, and Poster

3. Sumber Pembelajaran

- a. Kementerian Pendidikan dan Kebudayaan. 2015. *Bahasa Inggris: Think Globally, Act Locally*. Jakarta: Politeknik Negeri Media Kreatif. Hal. 189.
- b. Youtube.com (All Videos)
- c. Google.co.id (Some Texts, and all pictures)

Mengetahui
Kepala Sekolah

Samarinda, 6 Januari 2022
Gumapel Bahasa Inggris

Baharudin, S.Pd
NIP. 19680805 199303 1 105

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Lampiran 1

Gambar pada slide power point.

Folktales from Indonesia

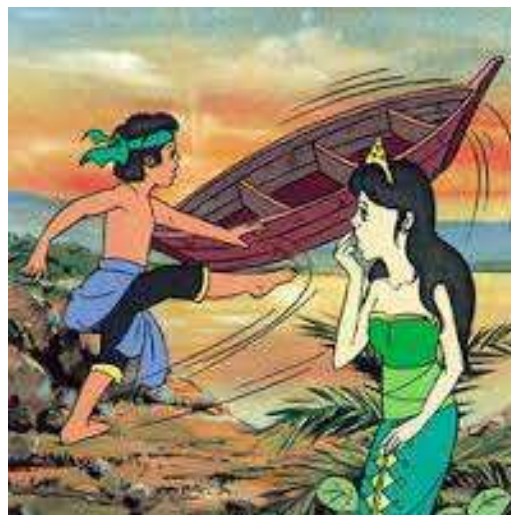
CINDELARAS



JAKA TARUB AND 7 FAIRIES



SANGKURIANG





Lampiran 2

Lembar Kerja 1

Write all the information that you have heard from the video.

Write down the characters here.		
.....

Write down the vocabularies here.

I know these words	I do not know these words
	

Lampiran 3a

Activity 1

Gallery 1

ORIENTATION GALLERY

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly kingdom of Kahyangan desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kahyangan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition. They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father.

1. Write down the characters and their characteristics that are in text.

-
-
-
-

2. Where the story did happen?

-

3. Write down the vocabularies that available in the text.

- Verb =

- Adverb of time =

Lampiran 3b

Activity 1

Gallery 2

COMPLICATION GALLERY

One day, when he was hunting, Sangkuriang accidentally killed Tumang. His arrow missed the deer he was targeting and hit Tumang instead. Dayang Sumbi was appalled. She grabbed a weaving tool and hit Sangkuriang's head with it. Dayang Sumbi was so sad and started to cry. Sangkuriang felt sad and he decided to go away from their home and went on a journey. In the morning, Dayang Sumbi went to find Sangkuriang. But her son was nowhere to be found. She looked everywhere but still couldn't find him. She was exhausted. She fell asleep, and in her dream, she met her husband. "Dayang Sumbi, don't be sad. Go look for my body in the woods and get the heart. Soak it with water, and use the water to bathe, and you will look young forever," said the prince in her dream. And time passed by Sangkuriang on his journey stopped at a village and met and fell in love with a beautiful girl. He didn't realize that the village was his homeland and the beautiful girl was his own mother, Dayang Sumbi. He asked Dayang Sumbi to fix the turban on his head. Dayang Sumbi was startled when she saw a scar on his head at the same place where she, years ago, hit Sangkuriang on the head. She became convinced that the young man was indeed her missing son. She realized that she had to do something to prevent Sangkuriang from marrying her. But she did not wish to disappoint him by cancelling the wedding. So, although she agreed to marry Sangkuriang, she would do so only on the condition that he provides her with a lake and built a beautiful boat, all in one night.

1. Why Sangkuriang decided to go away and went on a journey? Tell the chronologies.

Because

-
-
-

2. Why Dayang Sumbi wanted to cancel her wedding by giving challenges to Sangkuriang? Tell the chronologies.

Because

-
-

3. Write down the vocabularies that available in the text.

- Verb =

- Adverb of time =

Lampiran 3c

Activity 1

Gallery 3

RESOLUTION GALLERY

Sangkuriang accepted this condition without a doubt. He had spent his youth studying magical arts. He called a group of genie to build a dam around Citarum River. Then, he commands the genies to cut down trees and build a boat. A few moments before dawn, Sangkuriang and his genie servants almost finished the boat. Dayang Sumbi, who had been spying on him, realized that Sangkuriang would fulfill the condition she had set. Dayang Sumbi immediately woke all the women in the village and asked them to wave a long red scarf. All the women in the village were waving red scarf, making it look as if dawn was breaking. Deceived by false dawn, the cock crowed and farmers rose for the new day. Sangkuriang's genie servants immediately dropped their work and ran for cover from the sun, which they feared. Sangkuriang grew furious. With all his anger, he kicked the unfinished boat. The boat flew and landed on a valley. The boat then became a mountain, called Mount Tangkuban Perahu (Tangkuban means upturned or upside down, and Perahu means boat). With his power, he destroyed the dam. The water drained from the lake becoming a wide plain and nowadays became a city called Bandung (from the word Bendung, which means Dam)

1. What did Dayang Sumbi do to defeat Sangkuriang and his genie's work?

-
-
-

2. What did Sangkuriang do to release his anger?

-
-

3. Write down the vocabularies that available in the text.

- Verb =

- Adverb of time =

Lampiran 4a

Activity 2

Arrange into good paragraph.

1

PRINCE Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. The Prince Raden Putra's father was the king of the kingdom. One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere. He then prayed and meditated. He asked the gods to give him the holy Gamelan. He wanted to break the witch's spell. After several days praying and meditating, finally gods granted his wish. He immediately brought the holy Gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.
Limaran.

2

3

The golden snail was drifting away in the river and got caught in a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in better condition. The floor was mopped. And she also had food on the table. She was thinking very hard. The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her. "Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holy Gamelan," continued Dewi Limaran.

Lampiran 4a

Activity 2

Arrange into good paragraph.

Timun Mas then opened the bag and threw a handful of salt. It became a sea. The giant had to swim to cross the sea. Later, Timun Mas threw some chilli. It became a jungle with trees. The trees had sharp thorns so they hurt the giant. However, the giant was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field. But the giant still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste, *terasi*. She threw it and became a big swamp. The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they finally together again.

1

2

Once upon a time, not far from a jungle, lived a husband and a wife. They were farmers. They were diligent farmers and always worked hard in the paddy fields. They had been married for many years and still not have a child yet. Every day they prayed and prayed for a child. One night, while they were praying, a giant passed their house. The giant heard they pray. "Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said the giant. The giant gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants. No longer after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Years passed by and Timun Mas has changed into a beautiful girl.

On her 17th birthday, Timun Mas was very happy. However, the parents were very sad. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter. "My daughter, take this bag. It can save you from the giant," said the father. "What do you mean, Father? I don't understand," said Timun Mas. Right after that, the giant came into their house. "Run Timun Mas. Save your life" said the mother. The giant was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. The giant was getting closer and closer.

3

Lembar Kerja 2

Discuss these questions below in group then present result in front of the class.

1. Identify
 - a. Who are the characters in the text?
 - b. Where did the story take place?

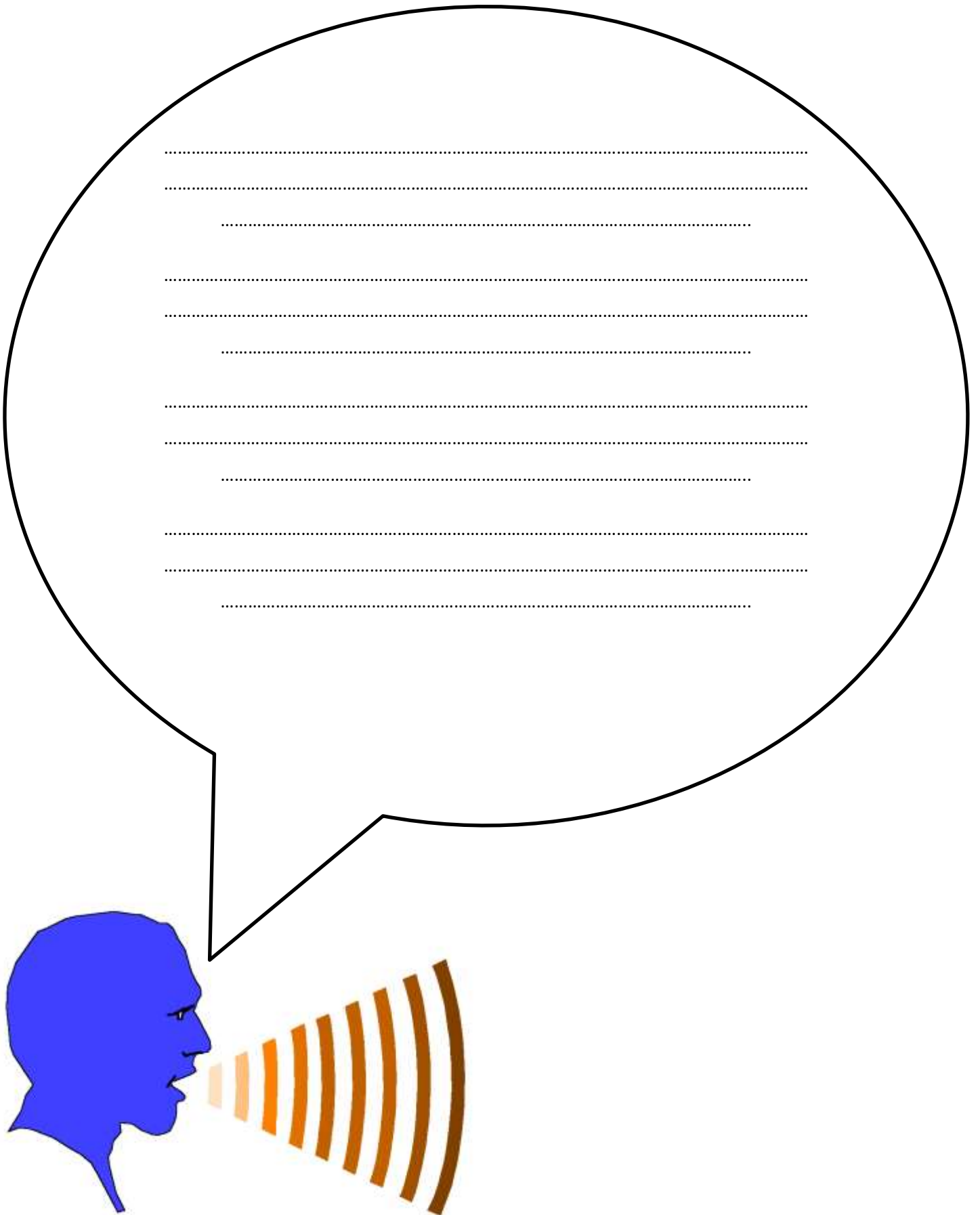
2. Please, tell about the conflict that happened in the text.

3. How is the end of the story? Tell the chronologies.

Discussion result:

Lembar Kerja 3

Write down and retell the story with your own words based on the video in groups.



Lampiran 5

INSTRUMEN PENILAIAN SIKAP SPIRITUAL (LEMBAR PENILAIAN DIRI)

A. Petunjuk Pengisian

Berdasarkan perilaku kalian selama dua pertemuan terakhir, nilailah sikap diri kalian sendiri dengan memberi tanda centang (√) pada kolom skor 4, 3, 2, atau 1 pada Lembar Penilaian Diri dengan ketentuan sebagai berikut:

skor 4 apabila **selalu** melakukan perilaku yang dinyatakan.

skor 3 apabila **sering** melakukan perilaku yang dinyatakan.

skor 2 apabila **kadang-kadang** melakukan perilaku yang dinyatakan.

skor 1 apabila **jarang-jarang** melakukan perilaku yang dinyatakan.

B. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Nama Peserta didik : ...

Kelas/Semester : ...

Hari/Tanggal Pengisian : ...

Tahun Pelajaran : ...

Butir Nilai : Bersyukur dan bersemangat

Indikator Sikap :

1. mengikuti kegiatan pembelajaran dengan gembira;
2. antusias dalam mengerjakan aktivitas di kelas;
3. berpartisipasi aktif dalam kegiatan kegiatan di kelas;
4. mengikuti kegiatan pembelajaran dengan bersungguh-sungguh.

No.	Pernyataan	Skor			
		4	3	2	1
1.	Saya mengikuti kegiatan pembelajaran dengan gembira.				
2.	Saya antusias dalam mengerjakan aktivitas di kelas.				
3.	Saya berpartisipasi aktif dalam kegiatan kegiatan di kelas.				
4.	Saya mengikuti kegiatan pembelajaran dengan sungguh-sungguh.				
Jumlah Skor					
Nilai					

Lampiran 6

INSTRUMEN PENILAIAN SIKAP SOSIAL (LEMBAR PENILAIAN ANTARPESEERTA DIDIK)

A. Petunjuk Pengisian

Berdasarkan perilaku teman kalian selama mengikuti pembelajaran dalam dua pertemuan terakhir, nilailah sikap temanmu dengan memberi tanda centang (√) pada kolom skor 4, 3, 2, atau 1 pada Lembar Penilaian Antarpeserta Didik dengan ketentuan sebagai berikut:

skor 4 apabila **selalu** melakukan perilaku yang dinyatakan

skor 3 apabila **sering** melakukan perilaku yang dinyatakan

skor 2 apabila **kadang-kadang** melakukan perilaku yang dinyatakan

skor 1 apabila **jarang-jarang** melakukan perilaku yang dinyatakan.

B. Lembar Penilaian Antarpeserta Didik

LEMBAR PENILAIAN ANTARPESEERTA DIDIK

Nama Peserta didik yang dinilai : ...

Kelas/Semester : ...

Hari/Tanggal Pengisian : ...

Tahun Pelajaran : ...

Butir Nilai : Percaya diri dan bertanggungjawab

Indikator Sikap :

1. Berani bertanya.
2. Berani menjawab pertanyaan.
3. Berani mengungkapkan pendapat.
4. Mengerjakan semua tugas tepat waktu.
5. Menyelesaikan tugas kelompok dengan baik.

Sikap	Pernyataan	Skor			
		4	3	2	1
Percaya diri	1. Berani bertanya.				
	2. Berani menjawab pertanyaan.				
	3. Berani mengungkapkan pendapat.				
Jumlah Skor					
Nilai					
Bertanggungjawab	1. Mengerjakan semua tugas tepat waktu.				
	2. Menyelesaikan tugas kelompok dengan baik.				
Jumlah Skor					
Nilai					

Lampiran 7

INSTRUMEN PENILAIAN ASPEK PENGETAHUAN

The Baruklinting Dragon

Folklore from central java

..... (1), there was a giant dragon. His name was Baruklinting. One day, one of the gods asked him to take nine shepherds as an offering for the gods. Then Baruklinting went to a mountain. He (2) his big mouth every day. In the village, ten shepherds took their cows to the grass field on the mountain. They didn't know there was a dragon. One of the shepherds was very skinny and dirty. His friends always made fun of him. The skinny shepherd never got angry. He just kept quiet and left his friends every time they laughed at him.

It was a very hot day. All shepherds were very tired. The skinny shepherd had already found a nice place to rest. It was under a big tree. His friends were jealous. "Let's steal his place," said one of them. "Yes! Let's do it!" other shepherds agreed. They took some mud and (3) it to the skinny shepherds. The skinny just (4) them and walked away. "Ha ha ha. Go now! You skinny boy!" they (5) at him. Suddenly the sky became dark. There were a thunder and lightning.

Heavy rain began to fall. The shepherds did not want to get wet.

They found a big cave. The cave had sharp rocks inside it. All shepherds did not know that the cave was actually the mouth of the giant dragon. When all shepherds were inside the 'cave', suddenly one of them (6) the skinny shepherd away.

"Go out! You don't belong here! It's only for the big boys!"

"But it was raining outside,"(7) skinny shepherd.

"I don't care!" then they pushed him. Right after the skinny shepherd was outside the cave, it suddenly closed! Yes, Baruklinting just finished his job to get nine shepherds for the gods.

When the skinny shepherds saw the cave closed, he (8) away! He ran as fast as he could. He then told the villagers about the cave and the dragon. The villagers then went to the mountain to kill the dragon. But when they(9), the dragon had already gone. From that day on, the village was named Kesongo Village. Songo (10) nine for the nine shepherds who were eaten by Baruklinting Dragon.

A. Complete the text with these vocabularies.

- | | |
|--------------------|------------|
| a. Ran | f. Laughed |
| b. A long time ago | g. Pushed |
| c. Said | h. Left |
| d. Meant | i. Opened |
| e. Threw | j. Arrived |

B. Answer these questions.

1. Who is Baruklinting in the story?
2. Why did Baruklinting go to mountain and open his maouth every day?
3. What did the shepherds do to their skinny friend when he was rest under the tree?
4. How could the skinny shepherd be safe from the dragon's maouth?
5. What do we get from the story?

Lampiran 8

INSTRUMEN PENILAIAN ASPEK KETERAMPILAN

Read this text loudly and then answer these questions.

Story of Bawang Merah and Bawang Putih

Bawang Putih lived with her step mother and her step sister, Bawang Merah. Bawang Putih's mother died when she was a baby. Her father remarried another woman and later her step sister was born. Unfortunately, not long after that her father died. Since then, 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 household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do the household chores. Bawang Putih helped her happily. After everything was finished, the old woman returned the clothes. She also gave Bawang Putih a gift. The old woman had two pumpkins, one pumpkin was small and the other one was big. Bawang Putih had to choose one.

Bawang Putih was not a greedy girl. So she took the small one. After thanking the old woman, Bawang Putih then went home. When she arrived home, her step mother and Bawang Merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they all were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river and throw my clothes into the water. After that, find the old woman. Remember, you have to take the big pumpkin," the step mother asked Bawang Merah to do exactly the same as Bawang Putih's experience. Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang Merah to do household chores. She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them. "Mom, I think God just punished us. We had done bad things to Bawang Putih. And God didn't like that. We have to apologize to Bawang Putih," said Bawang Merah.

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

Answer these questions below.

1. Write down all characters and their characteristics based on the text.
2. What did Bawang Putih do to make her step mother angry?
3. What did Bawang Merah do to get the jewelry?
4. How did Bawang merah and her mother realize about their mistakes to Bawang Putih?
5. How is the story end?