



YAYASAN TARAKANITA WILAYAH YOGYAKARTA
SMP STELLA DUCE 2 YOGYAKARTA

TERAKREDITASI : A

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CERDAS BERINTEGRITAS

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IX/2
Tema : Narrative Text
Sub Tema : Amazing Stories around the World
Alokasi Waktu : 2 X 40 menit (pertemuan ke-3)
Pendekatan : Scientific
Model Pembelajaran : Metamorphing

A. Tujuan Pembelajaran

1. Melalui kegiatan mengamati beberapa gambar terkait *fairy tales around the world*, peserta didik dapat menyebutkan beberapa judul cerita dongeng dengan tepat.
2. Melalui kegiatan menebak gambar yang disediakan, peserta didik dapat menentukan sebuah judul *fairy tale* yang akan dibahas dengan tepat.
3. Melalui kegiatan diskusi, peserta didik dapat menyebutkan berbagai informasi dari teks *fairy tales* yang telah mereka baca atau tonton sebelumnya.
4. Secara berkelompok, melalui kegiatan mengurutkan gambar dan menyusun beberapa kalimat berdasarkan gambar yang disediakan, peserta didik dapat menceritakan kembali berbagai *fairy tales* dengan tepat.
5. Melalui kegiatan bertamu ke kelompok lain, peserta didik dapat menceritakan (memberi dan meminta informasi) terkait berbagai *fairy tales around the world*.

B. Kegiatan Pembelajaran

Kegiatan/ Sintaks	Deskripsi Kegiatan	Nilai Karakter (PPK/Karakter Tarakanita (Fokus Penguatan Karakter)/ 4C)	Waktu
Pendahuluan Tahap 1 Connection (Koneksi)	<ol style="list-style-type: none">1. Guru menyapa peserta didik dengan salam dan meminta peserta didik berdoa sebelum memulai pembelajaran.2. Guru memeriksa kehadiran peserta didik, kondisi pengaturan meja dan kursi, dan kesiapan belajar.3. Guru menyampaikan tujuan pembelajaran. <p>Creativity and Critical Thinking</p> <ol style="list-style-type: none">1. Guru meminta peserta didik mencermati beberapa gambar yang disajikan.2. Peserta didik menjawab pertanyaan	Rasa ingin tahu Berpikir kritis Literasi Kreatif	30 menit

<p>Tahap ke-2 Discovery (penemuan)</p>	<p>terkait gambar tersebut.</p> <ul style="list-style-type: none"> ▪ Do you know these pictures? ▪ What is the title of the stories? ▪ Do you like watching videos or reading imaginative stories like those examples? ▪ Can you guess, what is the text that we are going to discuss? ▪ Why someone writes a narrative text? <p>Creativity and Critical Thinking</p> <ol style="list-style-type: none"> 1. Setelah mencermati gambar, peserta didik berdiskusi terkait beberapa <i>fairy tales</i> yang pernah mereka baca atau tonton videonya pada tugas mandiri sebelumnya. 2. Secara berkelompok, peserta didik mengurutkan beberapa gambar dan menyusun kalimat sederhana berdasarkan gambar yang disajikan. 		
<p>Tahap ke-3 Invention</p>	<p>Creativity and Critical Thinking</p> <p>Secara berkelompok, peserta didik menyusun jawaban dari tugas sesuai dengan Lembar Kegiatan Peserta Didik (LKPD) yang diberikan.</p>	<p>Berpikir kritis Kreatif</p>	<p>15 menit</p>
<p>Tahap ke-4 Application (Aplikasi)</p>	<p>Communication and Collaboration</p> <ol style="list-style-type: none"> 1. Guru memandu kegiatan “<i>Let’s Listen to Other Stories</i>” dengan teknis: <ol style="list-style-type: none"> a. Setiap kelompok dibagi menjadi 2 tim yaitu hosts (pemilik kelompok) dan visitors (pengunjung). b. Tim host akan tinggal di kelompoknya untuk menceritakan teks <i>fairy tale</i> yang telah mereka kuasai. c. Tim visitor akan berkunjung ke kelompok lain untuk meminta informasi terkait <i>other fairy tales</i>. d. Setiap 2 sampai 3 menit guru akan meniup peluit atau memberi tanda untuk saling berganti kunjungan. e. Setelah semua kelompok saling berkunjung, setiap peserta didik kembali ke kelompoknya dan saling menceritakan temuannya. 	<p>Percaya diri Kerja sama Komunikatif Menghargai perbedaan pendapat</p>	<p>25 menit</p>

	<ol style="list-style-type: none"> 2. Guru memberikan kesempatan kepada siswa secara individu untuk menceritakan sebuah <i>fairy tale</i> di depan kelas. 3. Guru memberikan kesempatan peserta didik yang lain untuk memberikan responnya atau pertanyaan pada presenter. 4. Guru mendiskusikan dan memberikan <i>feedback</i> terhadap hasil kerja yang dipresentasikan. 5. Guru mengingatkan kembali beberapa hal yang telah ditetapkan sebelumnya untuk menyempurnakan hasil. 6. Guru melakukan penilaian proses terhadap siswa. 7. Guru membimbing peserta didik membuat kesimpulan hasil pembelajaran. 		
Penutup	<ol style="list-style-type: none"> 1. Guru memandu refleksi pembelajaran. 2. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 3. Guru meminta siswa untuk menyimak beberapa <i>fairy tales around the world</i> melalui link youtube yang telah disediakan dan meminta peserta didik untuk menceritakan kembali 1 dari dongeng favorit mereka dalam bentuk video dengan durasi kurang lebih 5 menit. 4. Guru membangun komitmen belajar. 5. Guru dan peserta didik mengucapkan doa dan salam penutup. 	Mandiri Kreatif Religius Literasi	10 menit

C. Penilaian

1. Sikap spiritual dan sosial

- a. Teknik Penilaian : observasi
- b. Bentuk Instrumen : jurnal
- c. Contoh Instrumen :

JURNAL HARIAN

Tanggal	Nama	Kelas	Kejadian

2. Pengetahuan

- a. Teknik Penilaian : Tes Tertulis
- b. Bentuk Instrumen : Pilihan Ganda
- c. Contoh Instrumen :

No.	Indikator Soal	Contoh instrumen soal
1.	Menentukan makna kata	<p>Read the text and answer the following questions!</p> <p>Three brothers were traveling all day through the dense rainforest. They were very tired and needed a suitable place to rest for the night, a place where they would be safe from nocturnal animals.</p> <p>They spotted a little isolated hut in the distance. When they arrived at the hut, they met a kindly old woman who invited them in and offered them a place to spend the night.</p> <p>The old woman offered them some porridge which she was cooking in an iron pot over some firewood. The brothers declined because they knew that the old woman was very poor, and there was enough porridge only for herself.</p> <p>Then, they went to sleep. However, sometime in the night, the youngest of the three brothers woke up. He was very hungry. So he went into the kitchen to see if there was any porridge left. He saw that there was enough porridge for one person. He ate it. However, he then realized his folly, and decided to cover it up. He went out to pick some stones to put in the pot. He hoped the old woman would not notice.</p> <p>The three brothers were up early the next morning to continue on their journey. They bade farewell to the old woman and thanked her for her kindness.</p> <p>The old woman discovered the stones in her pot soon after the brothers left and immediately set out after them. She accused them of stealing her porridge and filling her pot with stones. The three brothers denied doing it, so the old woman challenged them to take a test.</p> <p>They went to a nearby river which had a log laying across it. Each one of them would have to walk across the river on the log.</p> <p>The first two brothers walked confidently across the river. But the youngest brother was so scared as he walked. His step faltered several times, and he eventually fell into the river.</p> <p>The youngest brother then asked for help. Because the woman was kind, she helped him with her boat. The youngest brother was regretful and expressed his gratitude to the woman many</p>
2.	Menyebutkan berbagai macam informasi berdasarkan teks <i>narrative</i> yang mereka baca.	
3.	Menentukan tujuan penulisan teks	

times. To express his gratitude, he then worked for the woman as her servant.

1. "However, he then realized his folly, and ..." The underlined word has the closest in meaning to
 - A. understood
 - B. found out
 - C. heard
 - D. lost
2. Why did the three brothers decline the woman's offer?
 - A. They were very tired.
 - B. They did not like porridge.
 - C. They had brought their own meals.
 - D. They did not want to be the woman's burden.
3. What did the youngest brother do?
 - A. He stole the woman's porridge.
 - B. He threw away the woman's porridge.
 - C. He poisoned the woman's porridge.
 - D. He forced the woman to give him porridge.
4. What happened to the youngest brother to confess his guilt?
 - A. He got sick.
 - B. He fell into the river.
 - C. He could not walk on the log.
 - D. The log suddenly fell while he was passing on it.
5. What is the purpose in writing the text?
 - A. To amuse the readers.
 - B. To tell the kindness of the old woman.
 - C. To inform the three brothers' experience.
 - D. To describe the youngest brother's thoughtfulness.

Jawaban

1. (1) B
- (2) A
- (3) C
- (4) D
- (5) A

Rubrik Penilaian Pilihan Ganda

No	Uraian	Skor
1.	Jawaban benar.	2
2.	Jawaban salah.	0

Skor maksimal = 100

Nilai peserta didik =

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

3. Keterampilan

- a. Teknik Penialain : Praktik
- b. Bentuk Instrumen : Tes Praktik Berbicara Menceritakan Kembali Sebuah Teks Dongeng (Fairy tale)
- c. Contoh Instrumen :

Indikator Soal	Contoh Instrumen Soal
Menyusun sebuah teks naratif berbentuk <i>fairy tale</i> dengan bantuan gambar dan menceritakan dengan kalimat sendiri.	Please tell us a story (<i>fairy tale</i>) based on the pictures provided!

Rubrik Penilaian Tes Keterampilan Berbicara

ASPEK	KETERANGAN	SKOR
Isi	a. Isi cerita sesuai dengan gambar/clue yang disediakan.	4
	b. Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	c. Sering membuat kesalahan dalam mendeskripsikan gambar yang disajikan.	2
	d. Kesalahan dalam mendeskripsikan gambar sangat parah sehingga tidak bisa dipahami	1
Pelafalan	a. Sangat jelas sehingga mudah dipahami	4
	b. Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	c. Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	d. Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	e. Tidak ada atau sedikit kesalahan tatabahasa	4
	f. Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	g. Sering membuat kesalahan sehingga makna sulit dipahami	2
	h. Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Intonasi	a. Menggunakan intonasi yang tepat	4
	b. Kadang-kadang menggunakan intonasi yang kurang tepat	3
	c. Sering menggunakan intonasi yang tidak tepat	2
	d. Intonasi sangat terbatas sehingga percakapan tidak mungkin terjadi	1
Kelancaran	a. Sangat lancar.	4
	b. Kelancaran sedikit terganggu oleh masalah bahasa	3
	c. Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	d. Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

$$NA = \frac{\textit{Skor Perolehan}}{\textit{Skor Maksimal}} \times 100$$

Mengetahui
Kepala Sekolah

Yohanes Himawan Indaryanto, S. Pd.

Yogyakarta,
Guru Mata Pelajaran

Anastasia Beni Indrawati

LEMBAR KERJA PESERTA DIDIK (LKPD)

AMAZING STORIES AROUND THE WORLD

Name :

Class/ St.Number :

a. Let's Guess

By observing some pictures or clues provided by your teacher,

- Do you know the title of those stories?
- Have you ever read or watched those stories?
- Why someone's write a narrative text?

b. Let's Discuss

On the previous meeting, you have watched some videos of fairy tales. Now, let's discuss some of the stories that you have learnt.

- | |
|---|
| <ol style="list-style-type: none">1. Why did Jack go to the market?2. Why did Jack exchange the cow with some beans?3. Where is the giant's castle?4. What did Jack steal from the castle?5. How did Jack rescue from the ogre? |
|---|

c. Let's Practice

1. Make a group of 4 or 5 students. Each group will get an envelope which consist of some pictures.
2. Arrange those jumbled pictures. Then, write down a sentence (or some sentences) to describe each picture.

GROUP 1: JACK AND THE BEANSTALK

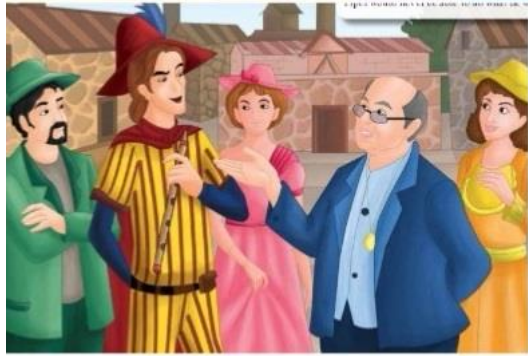
	
<p>1</p> <p>Jack brought his cow to the market.</p> 	
	
	

Adapted from: <http://www.teachingenglish.org.uk/try/britlit/jack-beanstalk>

GROUP 2: CINDERELLA

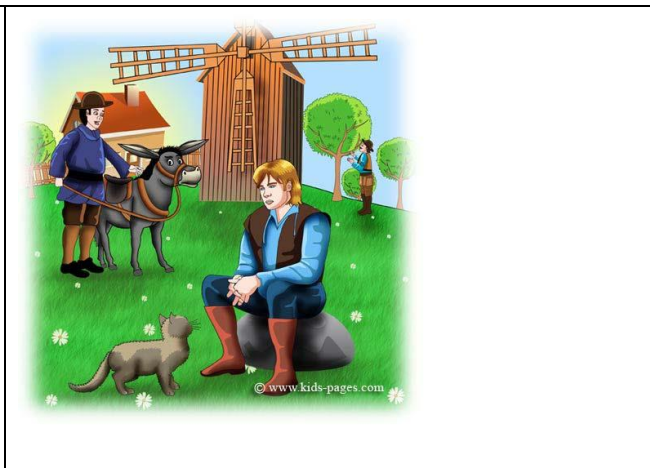


GROUP 3: PIED PIPER OF HAMELIN



GROUP 4: PUSS IN BOOTS





d. Let's Listen to Other Stories

1. Divide the member of your group into 2.
2. The two members will visit other groups (visitors) to listen to other stories and the rest will stay in your group (to tell your story to your friend who are visiting your group, for examples:
Member 1 : the visitor
Member 2 : the visitor
Member 3 : the host
Member 4, etc : the host
3. Follow the instructions from your teacher. You have around 2 until 3 minutes to visit other groups to listen to other stories.

e. Let's Act it Out

Tell a story (fairy tale) with your own sentences and get feedback from your friends.

f. Student's Self Reflection

1. Today I learned about
.....
.....
2. I found some difficulties in
.....
.....
3. The most interesting activity is
.....
.....
4. My suggestion for the next learning is
.....
.....