

RENCANA PELAKSANAAN PEMBELAJARAN
Flipped Classroom Dengan Voicethread

Nama Pelatihan	: Seleksi Simulasi Mengajar Pengajar Praktik
Sekolah	: SMKN 1 Rengat
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/Genap
Materi Pokok	: Narrative Text Informasi Terkait Legenda Rakyat
Alokasi Waktu	: 10 Menit

No	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
	<p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8. Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks</p>	<p>3.8.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>3.8.2 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.8.1 Membuat teks fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.8.2 Menunjukkan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p>

B. Tujuan Pembelajaran

Melalui Model pembelajaran *flipped classroom* dan pendekatan *scientific* peserta didik diharapkan mampu menganalisis dan menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

C. Materi Pembelajaran

1. Defenition of Narrative text
2. Generic structure and language features of Narrative text (legend)
3. Underlining verbs and adjective that showed in narrative text
4. Generic structure and language features of Narrative text
5. Making group to determine and practice in making narrative text

D. Metode Pembelajaran

1. Pendekatan : Scientific
2. Model : Blended Learning
3. Metode : ceramah, diskusi, penugasan, serta praktik

E. Media dan Bahan

1. Media
 - Power point
 - Gambar or Video,
 - Materi Ajar
2. Alat
 - Laptop, infocus
 - Roll-an, vidio
 - Aplikasi voicethread <https://voicethread.com/share/19131146/>

F. Sumber Belajar

1. Buku paket Pegangan Guru Bahasa Inggris kelas x
2. Buku bahasa inggris kelas x “PtP: Point to Point SPLASH (Smart Path to Learning English), Erlangga.2020
3. Internet
4. LKPD Siswa
5. Pembahasan Teks Narrative <https://www.youtube.com/watch?v=GRQm4x6GtAo&t=497s>
6. Video Teks Narrative Legenda Malin <https://www.youtube.com/watch?v=ItN0t3ld-AM>
7. Teks Narrative Legenda Malin kundang

G. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (2 Menit)

Pra-pembelajaran :

- sebelum tatap muka guru memberikan materi berupa teks, gambar dan pertanyaan serta video seputar materi teks naratif <https://www.youtube.com/watch?v=GRQm4x6GtAo&t=497s> melalui aplikasi *Voicethread*
- Guru menyampaikan tujuan pembelajaran yang akan dicapai. Guru menyampaikan secara garis besar materi yang akan dipelajari. Memberi tugas siswa untuk membuat rangkuman dari materi di *voicethread*.

Orientasi, Apersepsi, Motivasi, Pemberian Acuan

- Guru memberikan salam, berdoa bersama kemudian mengecek kehadiran peserta didik
- Guru mengkondisikan suasana belajar yang menyenangkan.
- Guru menyampaikan ruang lingkup materi dan tujuan pembelajaran
- Guru mereview sekilas tentang pelajaran pertemuan yang lalu
- Guru menyampaikan penilaian yang akan dilakukan

Kegiatan Inti (6 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <ul style="list-style-type: none"> ➤ Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi fungsi Sosial dengan cara membahas materi yang telah di share melalui aplikasi <i>voicethread</i> dan memberi apresiasi kepada siswa yang telah memberikan pendapatnya di <i>voicethread</i>. https://voicethread.com/share/19131146/
Problem statemen (pertanyaan/ identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <ul style="list-style-type: none"> ➤ Guru meminta peserta didik untuk menyampaikan pendapat mereka tentang gambar, teks serta video yang ada di <i>voicethread</i>. Memberi motivasi dengan bertanya terkait jenis narrative text yang berkaitan dengan diri peserta didik atau lingkungan sekitar ➤ Guru memberikan kesempatan pada peserta didik untuk menyampaikan pendapat mereka tentang materi yang telah mereka baca dan tonton
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: menonton video melakukan aktivitas menarik, tanya jawab dengan guru tentang materi <i>kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita</i>. Melalui tanya jawab dengan siswa guru menguatkan konsep materi terkait narrative text.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk menyusun teks narrative yang benar sesuai dengan <i>bagian-bagian legenda dan struktur dari sebuah cerita dari video pembelajaran yang telah ditonton</i></p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan tes untuk mengetahui tingkat pemahaman siswa. Peran guru saat diskusi adalah memfasilitasi siswa agar mampu menuliskan ide atau gagasannya terkait masalah yang diberikan.</p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : Berdiskusi, Mengolah informasi, mengerjakan soal tentang data di LKPD dan video</p>
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pekerjaannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan Pengolahan informasi materi <i>dari video pembelajaran</i></p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, tentang materi <i>di LKPD</i></p> <p><u>CREATIVITY (KREATIVITAS)</u></p> <p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara <i>tertulis</i>, Menjawab pertanyaan, Bertanya tentang hal yang belum dipahami, Menyelesaikan uji kompetensi untuk materi <i>video pembelajaran narrative text</i></p>
<p>Catatan : Selama pembelajaran Fungsi Sosial berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	

Kegiatan Penutup (2 Menit)

- Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.
- Guru Memberikan penghargaan (misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik dalam merespon pertanyaan di *Voice Thread*.)
- Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.
- Guru menyampaikan link materi pembelajaran berikutnya. <https://www.youtube.com/watch?v=tI6BKo1rtWA>
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

Penilaian pembelajaran:

Penilaian Sikap: Observasi/Jurnal;

Penilaian Pengetahuan: Tes Tulis, Penugasan

Penilaian Keterampilan: (1) Unjuk Kerja Kegiatan diskusi dan presentasi; (2) rangkuman sederhana tentang materi hari ini

Mengetahui
Kepala SMKN 1 Rengat

Rengat, 25 Desember 2021
Guru Mata Pelajaran

Drs. Ahmad Bastari, MM
NIP. 19650422 199203 1 006

Dina Elfipama Gustin, M.A.TESL
NIP.19840819 200904 2 004

Lampiran 1

Rubrik Penilaian

1. Penilaian Kegiatan Diskusi

Instrumen dan Rubrik Penilaian Sikap

No	Nama Peserta didik/ Kelompok	Komunikatif				Kerjasama				Kreatif				Kritis				Nilai Akhir (Modus)
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																		
2.																		
3.																		
4.																		
N																		

Keterangan:

A = jika empat indikator terlihat.

B = jika tiga indikator terlihat.

C = jika dua indikator terlihat

D = jika satu indikator terlihat

Indikator Penilaian Sikap:

Komunikatif

- Berkomunikasi secara efektif dan efisien
- Menyampaikan pesan dengan baik
- Penggunaan bahasa yang secara sosial dapat diterima dan memadai
- Berkomunikasi yang tidak menyinggung perasaan orang lain

Kerjasama

- Membantu teman lain yang mengalami kesulitan
- Memberikan kontribusi pemikiran
- Mengajak teman lain untuk melakukan tugas secara bersama
- Berbagi bersama dalam menangani permasalahan

Kreatif

- Memiliki rasa ingin tahu yang tinggi
- Berwawasan masa depan dan penuh imajinasi
- Mampu memproduksi gagasan-gagasan baru
- Mampu menemukan masalah dan mampu memecahkannya.

Kritis

- Menanyakan dan menjawab pertanyaan
- Mencari cara-cara yang dapat dipakai untuk mengatasi masalah-masalah
- Berusaha mendapatkan informasi sebanyak mungkin dari sumber lain
- Berpikir terbuka, yaitu berbicara secara kongkret.

Kategori nilai sikap:

Sangat baik : apabila memperoleh nilai akhir 4

Baik : apabila memperoleh nilai akhir 3

Cukup : apabila memperoleh nilai akhir 2

Kurang : apabila memperoleh nilai akhir 1

2. Penilaian pengetahuan

Mata pelajaran : Bahasa Inggris Kelas /
 semester : X/Genap
 Materi : Teks Narrative (The Legend of Bali Strait) Bentuk soal : Pilihan ganda

IPK	INDIKATOR SOAL	LEVEL KOGNITIF	NO. SOAL
Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. (C4)	Disajikan Teks Narrative Legend, peserta didik diharapkan dapat menemukan informasi tersirat dalam cerita <i>The Legend of Bali Strait</i>	L1/C1-2	1
	Disajikan tesk narrative, peserta didik menemukan informasi tersirat <i>The Legend of Bali Strait</i>	L3/C4	2
	Dari teks narrative <i>The Legend of Bali Strait</i> yang sudah ditonton, peserta didik menganalisis informasi yang tidak tersirat	L3/C4	3
	Dari teks narrative <i>The Legend of Bali Strait</i> yang sudah ditonton, peserta didik mengidentifikasi lawan kata dari kata2 yang ada dalam cerita	L3/C4	4
	Dari teks narrative <i>The Legend of Bali Strait</i> yang sudah tonton diceritakan,	L3/C4	5

Keterangan: *)

Level kognitif 1 = pengetahuan/pemahaman (C1-2)
 Level kognitif 2 = aplikasi/penerapan (C3)
 Level kognitif 3 = penalaran (C4-6)

Kunci Pedoman Penskoran		
No Soal	Kunci / Kriteria jawaban	Skor
1	A	2
2	B	2
3	A	2
4	B	2
5	B	2

Keterangan Skor :

Benar 2
 Salah 0

$$\text{Nilai} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Jumlah skor maksimal}} \times 100$$

Kunci Pedoman Penskoran jumbled paragraph		
No Soal	Kunci / Kriteria jawaban	Skor
1	5	2
2	4	2
3	3	2
4	1	2
5	2	2

3. Rubrik Penilaian Presentasi

No	Unjuk Kerja	Nilai			
		1	2	3	4
1.	Persiapan : a. Menyiapkan alat tulis b. Menyiapkan lembar kerja penyesuaian, lembar soal dan bukti pendukung (bukti memorial)				
Nilai Optimum					
2	Pelaksanaan : 1. Menganalisis teks bacaan dan video yang disajikan atau diberikan 2. Menentukan narrative atau menggaris bawahi mana kalimat atau contoh yang termasuk teks naratif Mendiagnosis letak masalah-masalah yang akan dicatat dalam teks or video yang diberikan 3. Memperbaiki kesalahan kalimat berkaitan dengan kebahasaan beberapa teks teks naratif				
Nilai Optimum					
3	Penutup : Menyajikan didepan kelas setelah perbaikan				
Nilai Optimum					

4. Penilaian Keterampilan

PENILAIAN UNJUK KERJA															
Kegiatan : Unjuk kerja															
Langkah kegiatan :															
- Mengumpulkan hasil diskusi.															
No	Kelompok	Aspek penilaian													
		Orientation	Complication	Resolution	Reorientation										
1															
2															
3															
4															
5															
Rubrik penilaian <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Skor</th> <th>Kriteria penskoran</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Semua jawaban tepat</td> </tr> <tr> <td>2</td> <td>Ada beberapa jawaban yang tidak sesuai</td> </tr> <tr> <td>1</td> <td>Semua jawaban salah</td> </tr> <tr> <td>0</td> <td>Tidak ada jawaban atau lembar kerja kosong</td> </tr> </tbody> </table>						Skor	Kriteria penskoran	3	Semua jawaban tepat	2	Ada beberapa jawaban yang tidak sesuai	1	Semua jawaban salah	0	Tidak ada jawaban atau lembar kerja kosong
Skor	Kriteria penskoran														
3	Semua jawaban tepat														
2	Ada beberapa jawaban yang tidak sesuai														
1	Semua jawaban salah														
0	Tidak ada jawaban atau lembar kerja kosong														
Total skor = $\frac{\text{jumlah skor}}{12} \times 100$															

Penilaian Berbicara

86 – 100 (Excellent)	71 – 85 (Very good)	51 – 70 (Good)	20 – 50 (enough)
<ul style="list-style-type: none"> • Uses a variety of vocabulary and expressions • Uses a variety of structures with only occasional grammatical errors • Speaks smoothly, with little hesitation that does not interfere with communication • Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction • Pronunciation and intonation are almost always very clear/accurate 	<ul style="list-style-type: none"> • Uses a variety of vocabulary and expression, but makes some errors in words choice • Uses variety of grammar structures, but make some errors • Speaks with some hesitation, but it does not usually interfere with communication • Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develops the interaction • Pronunciation and intonation are usually clear/accurate with a few problem areas 	<ul style="list-style-type: none"> • Uses limited vocabulary and expressions • Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors • Speaks with some hesitation, which often interferes with communication • Tries to communicate, but sometimes does not respond appropriately or clearly • Pronunciation and intonation errors sometimes make it difficult to understand the learne 	<ul style="list-style-type: none"> • Uses only basic vocabulary and expressions • Uses basic structures, makes frequent errors • Hesitates too often when speaking, which often interferes with communication • Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately or clearly • Frequent problems with pronunciation and intonation

LKPD
NARRATIVE TEXT

Nama :
Kelas :
Absen :

TASK 1

Put the structure of narrative text into the right position based on paragraph

The widow raised her hand and prayed to God. "Oh My God, I do not defend with my daughter's mock. My daughter was so rebel to me. I am so sad. Oh My God, punish her, this rebel daughter, punish her!!"

By the God Power, the body of her daughter became a stone slowly. It started from her feet until her chest. Before her head became a stone, she cried and asked to her mother for forgiving her and she promised to be a kind daughter. She cried and yelled loudly, but the widow did not do anything because the God granted her pray. she only could hug the stone sadly. The eyes of stone removed the tears. It was why many people called that stone "the crying stone"

Orientation

One day, the window and her daughter went to the market for shopping to the village. It was why the widow could not lift the heavy things, so she persuaded her daughter. The widow dressed ugly in the other hand the daughter dressed beautifully. When a man asked about who the old woman, the daughter answered that she was her servant. Hearing that statement, the widow was so sad but she accepted that because she did not want her daughter felt so embarrassed in front of many people.

In some minutes later, there was a man coming closer the daughter and asked about her and her mother. She told that her mother was her servant. Again and again the widow was so sad. In the way home, there was man who asked about who she and her mother were. She answered she was her boss and her mother was her servant. In the three times, the widow could not defend not only her tear but also her patient.

Resolution

Once upon the time, in Kalimantan Province, there was a jungle which was lived by an old widow with her daughter. They lived in the small and decrepit hut. It meant that they lived in the poor after the husband had passed away since their daughter was still baby. Her daughter had a beautiful face so that many people liked her.

Complication

TASK 2

CHOOSE THE BEST ANSWER A, B, C, D, OR E CORRECTLY!

watch the Story of the Legend of Bali Strait below to answer the questions number 1-5

link video in voicethread <https://youtu.be/dsK4owfdBEM>

1. Which the following fact is true about Sidi Mantra?
 - A. He was powerful and kind
 - B. He stole Naga Basuki's Gold
 - C. He had son and daughter
 - D. He liked gambling
2. Why did Sidi Mantra come to the Mount Agung?
 - a. He wants to pray to the God
 - b. He asked Naga Basuki to help him to pay his son's debts
 - c. He wants to Punish Manik Angkeran
 - d. He wants to meet Naga Basuki after he heard a voice
3. According to the story, if Manik Angkeran is fullfil his promise, what do you think will happen?
 - a. There will be no Bali strait
 - b. He didn't steal his father's genta
 - c. Sidi Mantra did not meet Naga Basuki for help
 - d. He would not be burned into ashes
5. Why did Naga Basuki burn Manik ANgkeran into ashes?
 - a. It was because Manik Angkeran tried to run away from Naga Basuki
 - b. It was because Manik Angkeran cut Naga Basuki's tail
 - c. It was because Manik Angkeran asked for gold, diamond and jewel to Naga Basuki
 - d. It was because Manik Angkeran Stole his father's genta
6. How did Sidi Mantra create Bali strait?
 - a. By ringing his genta
 - b. Hit the ground with his stick
 - c. By Naga Basuki's miracle
 - d. By saying mantra

TASK 3. (Tugas Kelompok)

Arrange the following paragraphs into good narrative with enter the number into available box!

Angered, she cursed Malin Kundang that he would certainly turn into a stone if he didn't apologize. Malin Kundang simply giggled as well as set sail. In the quiet sea, unexpectedly an electrical storm came. His substantial ship was damaged and it was far too late for Malin Kundang said sorry. He was thrown by the wave out of his ship, fell on a tiny island, and instantly transformed into rock.

When the mom came, Malin Kundang, in front of his well-dressed other half, his teams and his own glory, rejected to satisfy that old, poor and filthy woman. For three times she pledge Malin Kundang and also for three times yelled at him. At last Malin Kundang said to her "Enough, old female! I have actually never ever had a mom like you, an unclean and also ugly peasant!" After that he bought his teams to set out.

Several years later on, Malin Kundang ended up being a wealthy seller, with a substantial ship, lots of trading goods, numerous ship crews, as well as a beautiful wife. In his journey, his ship arrived on a coastline. The citizens recognized him, and the news ran quick in the community: Malin Kundang came to be an abundant male and now he is right here. His mother, in deepful sadnees after years of isolation, ran to the beach to fulfill her precious boy

Long time ago, in a tiny town near the coastline in West Sumatera, lived a female and her son, Malin Kundang. Malin Kundang's papa had actually died when he was a child, as well as he had to live tough with his mom. Malin Kundang was a healthy, diligent, and also strong kid. He generally went to thesea to capture fish, as well as brought it to his mommy, or offered it in the

One day, when Malin Kundang was cruising customarily, he saw a vendor's ship which was being raided by a tiny band of pirates. With his take on and also power, Malin Kundang beat the pirates. The merchant was so happy and also asked Malin Kundang to cruise with him. Malin Kundang agreed.



1

3

5

2

4



**Let's learn
narrative text**

**Dina Elfipama Gustin, M.A.TESL
SMKN 1 Rengat**

Tujuan Pembelajaran

- Siswa dapat mengetahui dan memahami makna, fungsi social, struktur teks dan unsur kebahasaan teks Narrative
- Siswa dapat mengetahui jenis – jenis teks narrative

Narrative Text

Narrative text is a kind of the text that retell imaginative or factual story happened in the past.



Social Function of Narrative

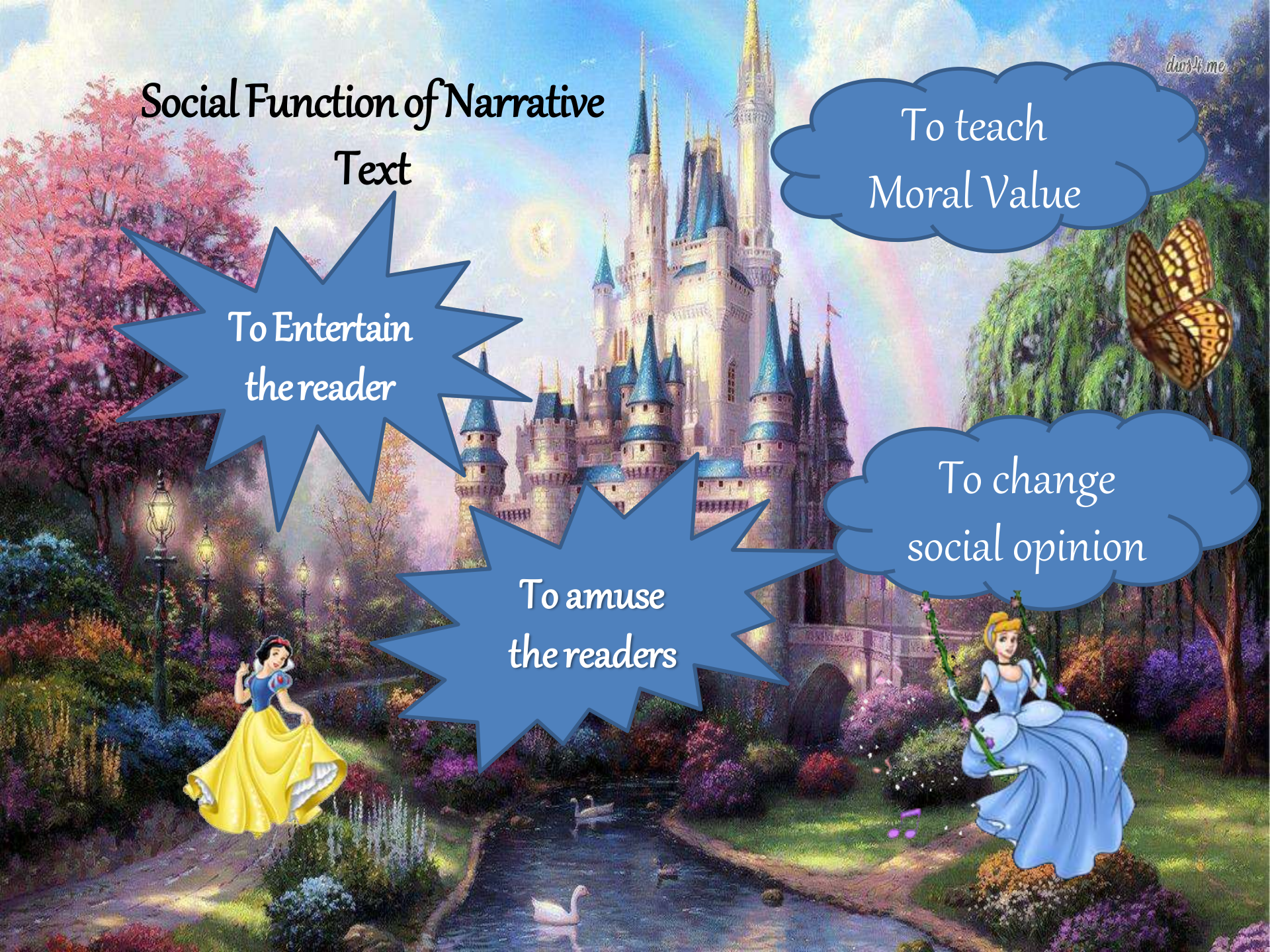
Text

To Entertain
the reader

To amuse
the readers

To teach
Moral Value

To change
social opinion





Generic Structures of Narrative Text

Orientation

- It is about the opening paragraph where the characters of the story are introduced.

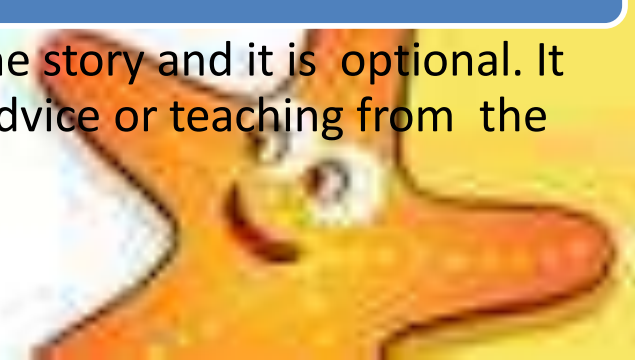
Complication

- Where the problems in the story developed.

Resolution

- Solution to the problem

Reorientation

- This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.
- 



KINDS OF NARRATIVE TEXT

1. Fairy Tale

typically features such folkloric characters as fairies, goblins and trolls.

Ex: Cinderella, Aladdin, Pinocchio



2.Folktale

Folktale is a narrative of human actions that are perceived both by teller and listeners to take place within human history.

Ex: Malin kundang, The story of Lake Toba





3.Fable

Fable is a story, often about animals, that points out some aspect of human behaviour and often has a moral attached to it.

Ex: Kancil and Buaya, Ice age.



4. Miths

Myths that are assumed to be
fact or actually happened

Ex: Hercules, Aphrodite



Language Features



USE ADVERB OF TIME

Once upon a time, One day, A long long time ago

SPECIFIC CHARACTER

Cinderella, Snow White

USE DIRECT SPEECH

Snow White said, "My name is Snow White"

USE ADJECTIVES

A kind hearted man, Long black hair

USE TIME CONNECTIVES AND CONJUNCTIONS

However, although, then, later, finally

USE OF PAST TENSE

Cinderella lived with her step mother and two step sisters





*Thank
You*