



**Titi Budi Lestari, S.Pd., M.Pd**  
SMP Negeri 4 Ulujami

# RENCANA PELAKSANAAN PEMBELAJARAN

BAHASA INGGRIS KELAS IX

## Skenario pembelajaran

### MATA PELAJARAN

Bahasa Inggris

### MATERI

Narrative text

### KELAS / SEMESTER

IX / I

### ALOKASI WAKTU

2JP (2 x 40 menit )

### MODA MENGAJAR

Luring

### Assasmen

[https://bit.ly/narrative9\\_2022](https://bit.ly/narrative9_2022)



SCAN ME

### TUJUAN PEMBELAJARAN

- Guru memberikan memberikan stimulus video pembelajaran yang bersumber dari portal : <https://www.youtube.com/watch?v=73TI3P4-06s> dan bacaan narrative text dari buku paket siswa

### KEGIATAN INTI

- Guru beserta peserta didik melakukan tanya jawab terkait tayangan video dan bacaan tersebut.
- Guru memfasilitasi peserta didik dalam mengeksplorasi narrative text
- Guru memantau aktivitas peserta didik dalam mengasosiasi materi belajar.
- Guru menilai peserta didik dalam mempresentasi hasil eksplorasi belajar dan mendiskusikan teks-teks tersebut

### PENUTUP

- Guru dan peserta didik menyimpulkan dan melakukan refleksi hasil pembelajaran.
- Guru menyampaikan petunjuk teknis penilaian dan tugas yang harus di kerjakan
- Guru memberikan remedial bagi siswa yang belum tuntas dan pengayaan bagi siswa yang telah tuntas.

## RENCANA PELAKSANAAN PEMBELAJARAN

### KD 3.7 dan 4.7

Satuan Pendidikan	: SMP Negeri 4 Ulujami
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/2
Materi Pokok/Topik	: Narrative Text
Alokasi Waktu	: 2JP ( 2 x 40 menit)

#### **Kompetensi Dasar**

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya
- 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.

#### **A. Tujuan Pembelajaran**

Melalui metode pembelajaran PBL, peserta didik dapat:

- Mengidentifikasi isi cerita teks fairytales pendek dan sederhana yang didengar atau dibaca
- Mengidentifikasi informasi dari isi teks yang sedang dibacakan.
- Memahami bagian-bagian cerita yang memuat pesan yang disebutkan
- Membaca dongeng dengan ucapan, dan tekanan kata yang benar
- Menceritakan ulang teks naratif tulis sangat pendek dan sederhana terkait fairy tales.

#### **B. Kegiatan Pembelajaran**

##### **Kegiatan Awal**

- Pembukaan, Salam pembuka, berdo'a bersama untuk memulai Pembelajaran
- Mengecek kehadiran siswa
- Menyampaikan kompetensi yang akan di capai dan manfaatnya dalam kehidupan
- Menyampaikan garis besar cakupan materi dan kegiatanyang akan dilakukan
- Gambaran manfaat mempelajari materi, kompetensi dan tujuan pembelajaran yang dicapai.

##### **Kegiatan Inti**

1. Peserta didik mengikuti dan melihat tayangan video tentang cerita rakyat ( folktale ) yang berjudul "Sangkuriang" folktales , dengan panduan buku siswa hal.132. Think Globally Act Locally.
2. Peserta didik membentuk kelompok yang terdiri dari 4 anak
3. Menyampaikan informasi dan mengidentifikasi struktur teks , unsur kebahasaan pada teks naratif cerita rakyat Sangkuriang sesuai dengan konteks penggunaannya
4. Peserta didik membaca dan memahami teks naratif Sangkuriang dan atau The Golden Star fruit Tree dari buku paket siswa Think Globally Act Locally
5. Selama Pembelajaran berlangsung, guru mengamati sikap siswa meliputi: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan.

#### **C. Kegiatan Penutup**

- Peserta didik membuat resume kegiatan yang baru saja dilakukan dengan bimbingan guru
- Melakukan refleksi terkait dengan kegiatan yang sudah di laksanakan

- Mengagendakan tugas atau pekerjaan rumah dan materi yang akan dipelajari pertemuan berikutnya.
- Guru memeriksa pekerjaan siswa yang sudah selesai serta memberi nilai atau minimal paraf dan memberikan apresiasi kepada peserta didik.

<b>D. Penilaian Pembelajaran</b>		
<b>Sikap</b>	<b>Pengetahuan</b>	<b>Keterampilan</b>
Penilaian sikap santun dan peduli melalui pengamatan keaktifan peserta didik di kelas.	Peserta didik mengerjakan tugas dan uji/tes tulis di kelas.	Peserta didik meringkas cerita Sangkuriang/ The Golden Star fruit Tree.

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## Materi Pembelajaran

1. Teks naratif lisan dan tulis sangat pendek dan sederhana terkait fairy tales
2. Fungsi social : Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luhur
3. Struktur Teks Dapat mencakup:
  - Orientasi
  - Complication
  - Resolution
  - Reorientasi
4. Unsur Kebahasaan :  
Dalam teks narrative menggunakan
  1. Action Verb dalam bentuk Past Tenses.
  2. Noun tertentu untuk sebagai kata ganti orang.
  3. Adjective yang membentuk Noun Phrase.
  4. Conjunction untuk mengurutkan kejadian-kejadian
5. Topik cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di KI

## E. Metode Pembelajaran

- Pendekatan : Scientific Learning
- Model Pembelajaran : Problem Based Learning

## F. Media Pembelajaran

- Laptop, LCD Projector, whiteboard, worksheet teks narrative, google form

## G. Sumber Belajar

- Guru
- Teks atau latihan dari buku Bahasa Inggris kelas IX
- Sumber dari internet

## H. Langkah – langkah Pembelajaran

### Pertemuan ke 1

Langkah Pembelajaran	Sintaks	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan		<ol style="list-style-type: none"><li>1. Guru memberi salam (<i>greeting</i>) dan memimpin berdoa.</li><li>2. Guru memeriksa kehadiran siswa.</li><li>3. Guru mengkondisikan suasana belajar yang menyenangkan.</li><li>4. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.</li><li>5. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan.</li><li>6. Peserta didik memperhatikan penjelasan guru tentang lingkup dan teknik penilaian yang akan digunakan.</li></ol>	20 menit
Kegiatan Inti	Mengamati  Menanya	<ol style="list-style-type: none"><li>1. Siswa mendengarkan cerita rakyat yang berjudul Sangkuriang yang diceriterakan oleh guru.</li><li>2. Siswa menanyakan kosakata-kosakata baru yang belum tahu artinya, fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap cerita rakyat tersebut.</li></ol>	50 menit

	Mengumpulkan informasi	<p>3. Siswa mengumpulkan cerita rakyat lainnya untuk mengetahui fungsi social, struktur teks, dan pesan moral dari cerita tersebut.</p> <p>4. Siswa (dalam kelompok yang terdiri atas 4 anak) mendiskusikan isi cerita Sangkuriang dengan menggunakan pertanyaan yang terdapat pada Buku Siswa halaman 132 - 147</p>	
Kegiatan Penutup		<p>1. Siswa beserta guru membuat simpulan kegiatan yang baru saja dilakukan.</p> <p>2. Siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</p> <p>3. Siswa mencatat tugas yang harus dilakukan di rumah (PR); yakni mencari teks cerita Sangkuriang dari sumber lain dan berlatih membaca dengan lancar dan bermakna dan mencatat kata-kata yang sukar untuk ditemukan maknanya sesuai konteks.</p> <p>4. Guru menyampaikan rencana pembelajaran untuk pertemuan mendatang.</p>	15 menit

## I. Penilaian Hasil Belajar

### a. Teknik Penilaian

1. Teknik Penilaian Sikap : Jurnal dan Observasi
2. Teknik Penilaian Pengetahuan : Tes Tulis
3. Teknik Penilaian Keterampilan : Tes Kinerja / Unjuk Kerja

### b. Rubrik Penilaian

#### 1. Penilaian Sikap

Selama KBM berlangsung guru mencatat sikap/perilaku siswa dengan melakukan observasi/pengamatan

#### Jurnal Penilaian Sikap

NO	HARI / TGL	NAMA SISWA	CATATAN KEJADIAN	KET
1				
2				
3				
4				
5				

#### 2. Penilaian Pengetahuan

##### a. Penugasan

Instrumen Penugasan Teks Naratif : Sangkuriang

1. Compare the verbs you found in the text of Sangkuriang with of the text the Golden Star Fruit.
2. Find the characters of the two stories.
3. Find the problem/conflict of the two texts.
4. State the moral value of the two texts.

##### b. Instrumen Penilaian Kompetensi Pengetahuan

Tes Tulis

##### c. Observasi Terhadap Diskusi/ Tanya Jawab

Instrumen Observasi terhadap Diskusi Teks Naratif : Sangkuriang

No	Nama Peserta Didik	Pernyataan							
		Pengungkapan Fungsi Sosial		Kebenaran Struktur Teks Narative		Kebenaran unsur kebahasaan Teks Narative		Pengungkapan Pesan moral teks narative	
		Ya	Tidak	Ya	Tidak	Ya	Tidak	Ya	Tidak
1	Anisa								
2	Fitria								
3									
4									
5									

d. Penilaian Keterampilan  
Instrumen Penilaian Kompetensi Keterampilan

Penilaian Tertulis *Essay*

**Sangkuriang**

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed.

For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

*Answer the questions correctly!*

- 1) Where was the kingdom?
- 2) Who was Tumang?
- 3) Why was the father a dog?
- 4) Why did Sangkuriang think to shot his own dog?
- 5) How was Dayang Sumbi's response when finding Tumang's liver?
- 6) Where did Sangkuriang arrive after travelling many places?
- 7) When did Dayang Sumbi realize that she felt in love with her own son?
- 8) What was Dayang Sumbi's way to stop their wedding?
- 9) How was Sangkuriang's response when he failed to marry Dayang Sumbi?
- 10) What is the social function of the text?

**Jawaban**

- 1) The kindom was in Priangan Land

- 2) Tumang was Sangkuriang's father.
- 3) Because he was cursed by the king after his relationship with his lovely daughter.
- 4) Because he began desperate and worried when he didn't see any deer to be hunted.
- 5) She was very angry and hit Sangkuriang's head.
- 6) Sangkuriang arrived at a village after travelling many places.
- 7) She realized that she felt in love with her son when they were discussing their wedding plans. She looked at the wound in Sangkuriang's head.
- 8) She needed a lake and a boat for celebrating their wedding day and Sangkuriang had to make them in one night.
- 9) He was very angry and kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung.
- 10) To amuse/entertain the reader or listener.

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## LAMPIRAN

### A. MATERI PEMBELAJARAN

#### Pengertian Narrative text (*What is Narrative text*)

- A narrative is a kind of text having social function to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
- Teks naratif biasanya berbentuk cerita rakyat pendek, dan sederhana

#### Fungsi sosial (*Social function / Communicative function*)

- *To amuse, to entertain and to teach the moral value for the reader.*
- Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita rakyat.

#### Struktur text (*Generic Structure of the text*)

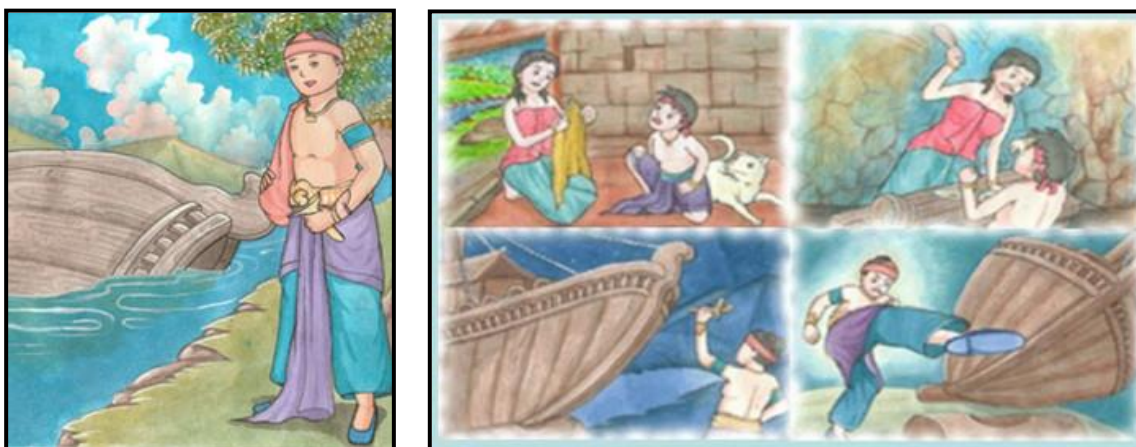
(gagasan utama dan informasi rinci)

- Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
- Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
- Memaparkan krisis yang terjadi terhadap tokoh utama (crisis or conflict)
- Memaparkan akhir cerita, di mana krisis berakhir (resolution) dengan bahagia atau sedih
- Memberikan alasan atau komentar umum (reorientation), opsional.

*Unsur kebahasaan*

- (1) Tata bahasa: Simple Past tense, Past Continuous Tense
- (2) Kalimat langsung dan tidak langsung
- (3) Kosakata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh
- (4) Adverbial penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
- (5) Adverbial dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.
- (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (7) Ucapan, tekanan kata, intonasi
- (8) Ejaan dan tanda baca

Gambar ilustrasi narrative text Sangkuriang



## PENILAIAN

### 1. Penilaian Sikap Spiritual dan Sosial

- a. Teknik Penilaian : Observasi
- b. Bentuk Instrumen : Jurnal Perkembangan Sikap



c. Instrumen

	Waktu	Nama Siswa	Catatan Perilaku	Butir Sikap	Ket.	Ttd.	Tindak Lanjut
1							
2							
3							

**2. Penilaian Pengetahuan**

- a. Teknik Penilaian : Tugas dan Tes Tertulis  
 b. Bentuk Instrumen : Soal pilihan ganda/isian singkat/uraian Kisi-kisi

Tes Tertulis

No	KD	Materi	Indikator Soal	Level Kognitif	No Soal	Bentuk Soal
I	K D 3.7	Fungsi Sosial: Tujuan	Disajikan sebuah teks naratif tulis, peserta didik dapat membandingkan fungsi sosial teks tersebut.	L2	1	Uraian
		Struktur Teks: Rincian langkah-langkah	Disajikan sebuah teks naratif tulis, peserta didik dapat membandingkan rincian langkah-langkah teks.	L2	2	Uraian
		Unsur Kebahasaan: Makna kata	Disajikan sebuah teks naratif tulis, peserta didik dapat membandingkan kata kerja kedua (V2).	L2	3	Isian
		Fungsi Sosial: Pesan moral	Disajikan sebuah teks naratif tulis, peserta didik dapat membandingkan pesan moral teks tersebut.	L2	4	Uraian

**A. Penilaian Harian/Tes Tertulis**

- To entertain the readers  
**Sangkuriang** Orientation=par 1 Crisis= par 2-4 Resolution= par 5 **Golden star-fruit tree** Orientation=par 1 Crisis= par 2-5 Resolution= par 6
- Verb 2  
**Sangkuriang**  
 Brought, Kept, played, asked, killed, told, gave, knew, grew up, fell  
**Golden star-fruit tree**  
 Had, died, took, divided, climbed, lied, replied, gave, lived, agreed  
**Sangkuriang**  
 Don't hide the truth. Golden star-fruit tree Don't be greedy.

**B. Pedoman Penilaian:**

**Soal Pilihan Ganda**

Uraian	Skor
Jawaban tepat	1
Jawaban salah	0

Skor maksimal : Jumlah soal x skor maksimal  
 : 10 x 2 : 20

Nilai akhir : Skor perolehan x 100 Skor maksimal  
 Nilai maksimal : 100

**Soal Isian**

Uraian	Skor
Jawaban tepat, kosa kata, tata bahasa dan ejaan tepat	2
Jawaban tepat, kosa kata, tata bahasa dan ejaan kurang tepat	1
Jawaban salah	0

Skor maksimal : Jumlah soal x skor maksimal  
 : 10 x 2: 20  
 Nilai akhir : Skor perolehan x 100 Skor maksimal  
 Nilai maksimal : 10

**Soal uraian**

No	Uraian	Skor
	5-6 kalimat tersusun dengan urut	5
	4 kalimat tersusun dengan urut	4
	3 kalimat tersusun dengan urut	3
	2 kalimat tersusun dengan urut	2
	Hanya 1 kalimat tersusun dengan urut	1
	Susunan kalimat salah total	0

Skor maksimal : Jumlah soal x skor maksimal  
 : 5 x 1 : 5  
 Nilai akhir : Skor perolehan x 100  
 Skor maksimal Nilai maksimal : 100

**Penilaian Keterampilan Keterampilan Tulis**

- a. Teknik Penilaian : Produk
- b. Bentuk Instrumen : Menulis Teks Tulis (Meringkas)
- c. Kisi-kisi

No.	Indikator	Jumlah butir soal	Nomor butir soal
1	Disajikan 2 teks naratif tulis, peserta didik dapat menceritakan kembali salah satu teks dengan struktur dan unsur kebahasaan yang benar.	1	1
		<b>JUMLAH</b>	<b>1</b>

- d. Instrumen :  
*Read the texts above then make a summary. It can be the story of Sangkuriang or the story of Golden Star Fruis. You can choose one of them. Write the story in ten sentences.*
- e. Rubrik Penilaian

**RUBRIK UNTUK PENILAIAN KETERAMPILAN MENULIS**

ASPEK	KETERANGAN	SKOR
Gagasan-isi	• Isi teks sangat jelas sehingga mudah dipahami	4
	• Mudah dipahami meskipun ada bagian yang kurang lengkap	3
	• Gagasan/isi teks kurang dapat dipahami	2
	• Gagasan/isi tidak jelas disampaikan sehingga tidak bisa dipahami	1

Struktur teks/Langkah retorika	<ul style="list-style-type: none"> <li>• Teks menerapkan langkah retorika dengan tepat</li> <li>• Teks cukup urut dalam menerapkan langkah retorika yang tepat</li> <li>• Teks kurang urut dan tidak menerapkan langkah retorika yang tepat</li> <li>• Teks tidak tersusun dengan utuh dan padu sehingga sulit dipahami</li> </ul>	4 3 2 1
Tata Bahasa	<ul style="list-style-type: none"> <li>• Tidak ada atau sedikit kesalahan penggunaan tata bahasa</li> <li>• Kadang-kadang ada kesalahan tata bahasa</li> <li>• Sering membuat kesalahan tata bahasa</li> <li>• Kesalahan tata bahasa sangat parah</li> </ul>	4 3 2 1
Kosa kata	<ul style="list-style-type: none"> <li>• Teks menggunakan kosa kata yang tepat</li> <li>• Kadang-kadang ada kesalahan pemilihan kosa kata yang tepat</li> <li>• Sering membuat kesalahan penggunaan kosa kata yang tepat</li> <li>• Kesalahan penggunaan kosa kata sangat parah</li> </ul>	4 3 2 1
Mekanik:Ejaan, Tanda baca, dll	<ul style="list-style-type: none"> <li>• Tidak ada kesalahan dalam ejaan, tanda baca, dan penggunaan huruf kapital.</li> <li>• Ada sedikit kesalahan dalam ejaan, tanda baca, dan penggunaan huruf kapital.</li> <li>• Sering membuat kesalahan dalam ejaan, tanda baca, dan penggunaan huruf kapital.</li> <li>• Kesalahan dalam ejaan, tanda baca, dan penggunaan huruf kapital sangat parah.</li> </ul>	4 3 2 1

- Skor maksimal : banyaknya indikator x 4  
: 5 x 4: 20
- Skor Akhir :  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

## SOAL UNTUK PENGAYAAN

Once, a lion, a fox, a jackal and a wolf went hunting together. They looked for their prey and killed a deer. After they discussed the death prey, the lion asked to divide the deer into four equal shares. Then, the other three animals skinned and cut it into four.

Just when each animal was about to take his portion, the lion stopped them. "Wait!" roared the lion. "Since I am a member of this hunting party, the first quarter will be mine. Then, as I am also the king of beasts, I am to receive the second share. Since I am known for my courage and strength, I am to receive the third share. As for the fourth share, if you wish to argue with me about its ownership, let's begin, and we will see who will get it."

The wolf got angry but the lion was ready. So, he raised his mighty paw and struck the wolf on the head. The wolf's skull were cracked and he died at the same moment. The jackal ran, once he saw the tragedy. He thought of a bad fate that may happened to him.

"Hump", grumbled the fox as he walked away with his tail between his legs, but he spoke in a low grow. "You wanted to share all the hard work but keep all the meat to yourself." (*Ujian Nasional 2015*)

- The wolf was angry because ....
  - The jackal ran at once after he saw the tragedy
  - The lion wanted all of the meal for himself
  - The lion divided the deer into four equal
  - The fox walked away from the team
- What is the reason that the second share will be for the lion, too?
  - He is the king of the animals.
  - He is the bravest of the animals.
  - He is the strongest of the beasts.

- D. He is the first member of the hunting party.
3. How did the lion determine the fourth share?
- The bravest would get the fourth share.
  - The looser would get the fourth share.
  - They had to fight with the lion.
  - They had to kill the lion.
4. "...and he died at the same moment." (third paragraph).  
The underlined word refers to ....
- The jackal
  - The fox
  - The lion
  - The wolf
5. What can we learn from the story?
- Do not believe in a greedy and mean leader.
  - Follow your leader if you want to succeed.
  - Lions always become king of all animals.
  - All animals are afraid of the lion.

*This text is for number 6 to 10*

A cock was strutting up and down the farmyard among the hens when suddenly he saw something shining among the straw. It was not midday yet, but the cock had been hungry. Then he seemed to be very cheerful when he saw that shining thing. "Ho! Ho! That's for me," he said and picked it from beneath the straw.

That was not very long. He found out that the thing was not his diet. He looked so upset. He kicked and walked on the thing. He pecked it over and over, but it didn't break. The hens followed him here and there. They were as curious as the cock. "Cock – a – doodle – doo ..." crowed the cock loudly. He did it as if he won the fight.

It turned out to be a pearl that by some chance had been lost in the yard. "You may be treasure, for human that value you, but for me I would rather have a single barley-corn than a string of pearls," said master cock again and threw it away.

*(Ujian Nasional 2015)*

6. Why was the cock unhappy to find the pearl?
- The master didn't appreciate it.
  - The pearl wasn't really expensive.
  - The pearl wasn't useful for him.
  - The cock found it after a long time.
7. What did the cock do after he saw something shining beneath the straw?
- Picking it up.
  - Telling the hens.
  - Swallowing it.
  - Throwing it away.
8. "... to be very cheerful when ..." (first paragraph)  
The underlined word has the same meaning as ....
- Useful
  - Joyful
  - Thankful
  - Grateful
9. "You may be treasure, ...." (last paragraph)  
The underlined word refers to ....
- The hens
  - The cock
  - The master
  - The pearl
10. What can we learn from the story?
- Cock and pearl are valuable in life.
  - A pearl is very precious for human being.
  - One's treasure isn't always worthy for others.
  - A single barley-corn is better than anything for the cock.

*This text is for number 11 to 15*

It was a beautiful day. Everybody in the Kawar village was happy. The farmers had just had their best harvest. The villagers were planning to hold a party to celebrate the good harvest. On one beautiful day, all the villagers gathered in a field. They wore beautiful dresses and made delicious food. Everybody was having good times! They were singing, laughing and, of course, eating delicious food.

Did everyone go to the party? Unfortunately, there was one old woman still staying at her house. She was too old and weak to go to the party. Her son, her daughter-in-law, and her grandchildren all went to the party. At home, the old woman felt very sad and lonely. She was very hungry too. She tried to find some food in the kitchen, but she was very disappointed. Her daughter-in-law did not cook that day. At the party, the son asked her wife, "Why don't you take some food from the party and give it to my mom? Ask our son to deliver it." Then the little boy brought the food to her grandmother. The old woman was so happy. But her happiness turned into sadness when she saw the food was not in a good condition. It seemed that someone had eaten the food. She just got little rice and fish bones.

The old woman was very sad. She thought bad things about her son. The old woman did not know that it was her grandson who had eaten the food on the way from the party to the house. She cursed her son. Then, a terrible thing happened. There was a great earthquake! Thunders struck the village. And heavy rains started to fall. All the villagers were so scared. They wanted to save themselves. They tried to find shelters. Slowly, the field turned into a lake. The lake was getting bigger and bigger, and finally the whole village turned into a big lake. People then named the lake Lau Kawar.

Taken from: <http://englishstory12.blogspot.com/2012/11/the-legend-of-lau-kawar-lake.html>

11. What does the text mainly talk about?
  - A. A naughty grandson.
  - B. The origin of Lau Kawar lake.
  - C. A hungry old woman.
  - D. How to celebrate good harvest.
12. The villagers held a party because they ....
  - A. Were very rich
  - B. Had just got good harvest
  - C. Were very happy
  - D. Wished good harvest
13. What does the last paragraph tell you about?
  - A. The food for the old woman.
  - B. A terrible thing in the village.
  - C. The curse of the old woman.
  - D. The scary feeling of the villagers.
14. From the text, we know that ....
  - A. All villagers joined the party
  - B. The grandson was very respectful to his grandmother
  - C. The old woman didn't know who ate the food she received
  - D. The son didn't think about his mother's condition at home at all
15. From the story, we can learn that ....
  - A. Don't leave old and weak woman at home alone
  - B. We should not make our mother angry
  - C. Greediness may lead us to destruction
  - D. We should not forget our mother

*This text is for number 16 to 20*

### LITTLE BROTHER, LITTLE SISTER

Maltreated by their stepmother, who was a witch, a little brother and a little sister fled into the woods. After running for a while, the brother said, "I'm so thirsty. Let's find a spring and have a drink."

However, as the young boy bent down to drink, his sister heard a voice which said, "Who drinks from me, will turn into a fawn." It was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little sister made a lead and collar out of her belt, and led the fawn off the woods. There they found an abandoned cottage and lived together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once. He asked her to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell, and they lived safely and happily with the king for ever after.

(Source: *English in Focus for Grade VIII*)

16. The little brother turned into a fawn because ....
- A. A witch cursed him  
 B. He drank the water  
 C. He was bad-tempered boy  
 D. His sister couldn't help him
17. Where did they stay when they were in the woods?
- A. In the jungle.  
 B. Near the river.  
 C. In the cottage.  
 D. In the palace.
18. From the story, we know that their mother ....
- A. Was a witch  
 B. Was very cruel  
 C. Had left them  
 D. Had passed away
19. What made the fawn changed back to a little brother?
- A. His sister's tear.  
 B. The hunting king.  
 C. His goodness.  
 D. The witch's spell.
20. "... and a little sister fled into the woods." (first paragraph).  
 The underlined word has closest meaning to ....
- A. Went  
 B. Saved  
 C. Ran  
 D. Escaped

**Kunci Pilihan Ganda:**

- |      |       |       |       |
|------|-------|-------|-------|
| 1) B | 6) B  | 11) B | 16) B |
| 2) A | 7) A  | 12) B | 17) C |
| 3) C | 8) C  | 13) B | 18) D |
| 4) D | 9) D  | 14) C | 19) A |
| 5) A | 10) C | 15) C | 20) D |