

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : SMAS Kristen Kalam Kudus Medan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Tema : Narrative Text
Sub Tema : Legenda rakyat
Pembelajaran ke : 1
Alokasi Waktu : 10 menit

A. KOMPONEN DASAR

3.8. Membedakan 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.

4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

B. TUJUAN PEMBELAJARAN

- ✚ Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks *Narrative*.
- ✚ Memahami struktur teks *Narrative* dalam memberi dan meminta informasi terkait legenda rakyat.
- ✚ Memahami unsur kebahasaan dari teks *Narrative* dalam memberi dan meminta informasi terkait legenda rakyat.

Pertanyaan Pemantik

Look at the pictures below!



- ✚ Do you know who the people in the pictures are?
- ✚ What kind of story the picture about?
- ✚ Have you ever gone to North Sumatera?
- ✚ What is the famous folk tale in North Sumatera?

C. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (2 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dan memeriksakehadiran.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan pembelajaran sebelumnya.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (6 Menit)	
Memberi Stimulus (Stimulation)	<ul style="list-style-type: none"> + Guru memberikan stimulus berupa penyajian materi (narrative text) dalam konteks permasalahan atau presentasi menggunakan media yang ada. + Siswa melakukan pengamatan terhadap stimulus yang diberikan terkait materi terbahas. + Siswa melakukan diskusi mandiri/kelompok terkait materi terbahas dengan merespon pertanyaan yang ada (dari guru maupun buku pelajaran).
Mengidentifikasi Masalah (Problem Statement)	<ul style="list-style-type: none"> + Siswa melakukan identifikasi terhadap masalah yang diberikan dengan melakukan pencatatan atau menemukan rumusan masalah terkait materi terbahas. + Siswa mendapat kesempatan melakukan pertanyaan terkait pengamatan yang telah dilakukan untuk meperkuat analisis masalah terkait materi terbahas.
Mengumpulkan Data (Data Collecting)	<ul style="list-style-type: none"> + Siswa secara terbimbing menggunakan sumber belajar buku atau gawai untuk mengumpulkan data/informasi yang dapat digunakan untuk menemukan solusi pemecahan masalah yang dihadapi. + Siswa secara individu atau kelompok berbagi informasi yang didapat terkait penyelesaian masalah terbahas.
Mengolah Data (Data Processing)	<ul style="list-style-type: none"> + Siswa melakukan asosiasi terhadap berbagai data yang didapat dari kegiatan sebelumnya. + Siswa mencoba mengajukan solusi untuk materi terbahas baik secara presentasi individu maupun kelompok.
Memverifikasi (Verification)	<ul style="list-style-type: none"> + Siswa melakukan presentasi komunikatif dengan siswa lain secara interaktif. + Siswa memberikan tanggapan dan guru memeberikan masukan apabila diperlukan.
Menyimpulkan (Generalization)	<ul style="list-style-type: none"> + Siswa membuat kesimpulan kreatif terhadap materi terbahas. + Siswa dan guru melakukan tabulasi kesimpulan terkait materi terbahas.
KegiatanPenutup (2 Menit)	
<ul style="list-style-type: none"> + Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. + Guru menyimpulkan materi pembelajaran. + Guru melakukan penilaian untuk mengetahui tingkat ketercapaian indikator. + Memberikan tugas (PR) kepada peserta didik, dan mengingatkan peserta didik untuk mengulang kembali materi tersebut dan mempelajari materi yang akan dibahas dipertemuan berikutnya. 	

D. PENILAIAN PEMBELAJARAN (Asesmen)

- ✚ Asesmen selama proses pembelajaran (formatif)
- ✚ Tidak tertulis (Tanya jawab, diskusi, presentasi)
- ✚ Tertulis (tes objektif: essay test, jawaban singkat, benar-salah)

Pengayaan dan Remedial

a. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir atau bagi siswa yang hasil asesmen formatifnya tinggi melampaui KKM, perlu diberikan kegiatan pengayaan.

“Membandingkan berbagai macam teks narrative.”

b. Remedial

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

E. LAMPIRAN

A. LKPD (Lembar Kerja Peserta Didik)

Practice 1:

Practice the following dialog and answer the questions below:

Anna : Have you ever heard a story about The Green Princess?

Jane : Oh, yeah, I once *heard* about the story from the tour guide when I *visited* the Maimoon Palace in Medan, North Sumatera. It was such a wonderful story that made my imagination *went* back through the time. The guide *was* very good at telling the story.

Anna : Why do people in there call her Putri Hijau?

Jane : She was called the Green Princess because her body always emitted a green light, especially if she was playing in the park during the full moon.

Anna : She must be very beautiful. That's why the Sultan was infatuated with her beauty.

Jane : Absolutely... ok Let's go to class for further discussion

Anna : Okay ... Let's go.

Answer the questions:

1. What is the dialogue about?
2. Where does the conversation take place?
3. Who is Putri Hijau?
4. Where is the origin of the story?

Practice 2:

Berikut contoh teks *narrative* mengenai sebuah legenda Putri Hijau di daerah Melayu Deli Sumatera Utara, baca dengan suara teks di bawah ini, kemudian amati dan tentukan (tempatkan posisi text kedalam table dan beri warna dimana perlu):

1. Social Function
2. Text structure
3. Language features (Simple Past tense , Noun phrase, time connectives dan conjunctions, adverbs and adverbial phrases, action verbs, saying and thinking verbs)



In days of yore, when Shah Mukhayat Sultan of Aceh was resting in the palace, suddenly he saw a green light from the East. The Sultan immediately called his vizier and asked what the light was. The vizier was also shocked and could not answer the Sultan's question. Only the next morning a Sultan's confidant was sent to investigate the light. The results of the investigation were said that the light came from the body of the Green Princess in the Old Deli. It was said that the princess was the daughter of the Deli Kingdom - Sultan Sulaiman. When he died, he left three children. The eldest was named Mambang Jazid, the second was Putri Hijau (The Green Princess), and the last one was Mambang Khayali. The sons and daughter of Sultan Sulaiman were considered by his people as the incarnation of the gods. They were adored as magical people. The Green Princess herself was a beautiful woman. She was called the Green Princess because her body always emitted a green light, especially if she was playing in the park during the full moon.

Having heard the story, Sultan Mukhayat Syah then fell in love, even though the Sultan had never seen the princess' face before. Having feeling infatuated to the Princess, he, accompanied by his bodyguards, left for Deli to propose the daughter of the Old Deli Kingdom.

Upon arrival in Labuhan, the Sultan immediately sent a courier. Jazid had passionate spirits, and told her about the Sultan's wish to marry the graceful Putri Hijau. However, Putri Hijau rejected Sultan Mukhayat Syah's proposal. Of course the refusal made Sultan very angry and felt humiliated. Feeling disappointed, He challenged a war. The War ensued and many of his soldiers were killed in the battle.

Finally, the Prime Minister of Aceh discovered a trick, which was thought to be able to defeat the Deli Tua soldiers. The ruse took the form of shooting ringgit money at the enemy camps, in the form of clumps of thorny bamboo that were tightly surrounding the town of Deli Tua. Seeing the ringgit money, the people of Deli Tua, without thinking anymore, immediately cut and cut down the thorny bamboo clumps. As a result, the defense of the city of Deli Tua was destroyed. It was difficult for them to withstand the attack of Sultan Mukhayat Syah's army.



To withstand further attacks, Mambang Khayali transformed himself into a cannon that could shoot at the enemy. However, while the battle was raging fiercely, he felt very thirsty. He asked the Green Princess for a drink, but his request was denied. According to the Green Princess, it could be dangerous. As a result, his joints felt weak, while he continued to spit out his cannon. Suddenly his body broke in two. The head cannon was bouncing up to Aceh, while the rear remained at the Deli.

Mambang Jazid had the feeling that they would lose the war. He said to Putri Hijau “if you are to be taken prisoner by the Sultan of Aceh, sooner, ask the Sultan to place you in a glass coffin, and Sultan cannot touch you before arriving in Aceh. On arrival in Aceh, you beg the Sultan to order his people to bring offerings each of a chicken egg and a handful of rice (white rice). All these offerings must be piled on the shore. After the ceremony is over, the lump must be thrown into the sea.” He continued saying “At that time you get out of the glass coffin, burn the incense while calling out my name Mambang Jazid.” After leaving that last message, Mambang Jazid disappeared magically.

What Mambang Jazid predicted came true, Putri Hijau was under arrest then taken as prisoner to the Kingdom of Aceh. Before departing to Aceh, she immediately proposed the conditions as ordered by Mambang Jazid. Sultan Mukhayat Syah granted it. In Aceh the king's ship docked in front of Tanjung Jambu Air. The Sultan ordered his people to hold an offering ceremony as begged by Putri Hijau. All the people fulfilled what she asked.

After the ceremony, Putri Hijau was seen coming out of her glass coffin. In a puff of incense smoke, Putri Hijau mentioned her brother's name. All of sudden there was a gale and heavy rain accompanied by lightning, and the waves were very high and strong. The world was almost doomed. Suddenly came a giant dragon of the waves and the boat went straight to the Sultan. He hit the ship with its tail until the ship split into two and sank immediately. Sultan Mukhayat Syah was safe.

In the chaotic situation, the Green Princess immediately returned to her glass coffin so that when the waves hit the ship, she could float on the sea. The Dragon immediately slid closer to the coffin and lifted the coffin with his head and carried her to the Straits of Malacca.

The movement was so fast that the Sultan could not do anything. He could only dream, miss, and remember the Green Princess who was already his, but then, disappeared forever.

Discussion:

Look at the example then do the rest for the language features:

Generic structure	The text	Language features
<p>Orientation</p>	<p>In days of yore, when Shah Mukhayat Sultan of Aceh was resting in the palace, suddenly he saw a green light from the East. The Sultan immediately called his vizier and asked what the light was. The vizier was also shocked and couldnot answer the Sultan's question. Only the next morning a Sultan's confidant was sent to investigate the light. The results of the investigation said that the light came from the body of the Green Princess in the Old Deli. It was said that the princess was the daughter of the Deli Kingdom - Sultan Sulaiman. When he died, he left three children. The eldest was named Mambang Jazid, the second was Putri Hijau (The Green Princess), and the last one was Mambang Khayali. The sons and daughter of Sultan Sulaiman were considered by his people as the incarnation of the gods. They were adored as magical people. The Green Princess herself was a beautiful woman. She was called the Green Princess because her body always emitted a green light, especially if she was playing in the park during the full moon.</p>	<p>Shown in color Simple Past tense :</p> <p>Noun phrase</p> <p>Time connectives dan conjunctions</p> <p>Adverbs and adverbial phrases:</p> <p>Action verbs</p> <p>Saying and thinking verbs :</p>
<p>Complication</p> <p>paragraph 2 - 8</p>	<p>Having heard the story, Sultan Mukhayat Syah then fell in love, even though the Sultan had neverseen the princess' face before. Having feeling infatuated to the Princess, he, accompanied by hisbodyguards, left for Deli to propose the daughterof the Old Deli Kingdom.</p> <p>...</p> <p>In the chaotic situation, the Green Princess immediately returned to her glass coffin so that when the waves hit the ship, she could float on the sea. The Dragon immediately slid closer to the coffin and lifted the coffin with his head and carried her to the Straits of Malacca. The movement was so fast that the Sultan could not do anything.</p>	
<p>Resolution</p>	<p>In the chaotic situation, the Green Princess immediately returned to her glass coffin so that when the waves hit the ship, she could float on the sea. The Dragon immediately slid closer to the coffin and lifted the coffin with his head and carried her to the Straits of Malacca. The movement was so fast that the Sultan could not do anything</p>	
<p>Reorientation</p>	<p>He could only dream, miss, and remember theGreen Princess who was already his, but then, disappeared forever</p>	

E. MATERI AJAR

NARRATIVE TEXT

Narrative text is a kind of text to retell the story using past tense.

The purpose of the text is to entertain or to amuse the readers or listeners about the story.

Function:

- To entertain the readers.
- To teach or inform.
- To change social opinion

The Generic Structure of Narrative text:

Orientation	It set the scene and introduce the participants (it answers the question: who, when, what, and where)
Complication	Tells the problems of the story and how the main characters solve them. This part includes situations, activities, or events that lead problem/complication to the climax. It shows when the crisis arise
Resolution	The crisis is revolved, for better or worse. It shows the end of the story, usually a happy ending
Re-orientation	(optional) The ending of the story.

Other Generic Structures of Narrative text:

Evaluation	(optional) The stepping back to evaluate the story or the moral message of the story
Coda	(optional) changes of the characters of lesson/value of the story.

The Grammatical Features of Narrative Texts:

- + Adjectives to build noun groups to describe the people, animals or things in the story, such as ... a nice, diligent and kind-hearted man, etc.
- + Time connectives and conjunctions to sequence events through time, such as however, although, later, then.
- + Adverbs and adverbial phrases to locate the particular events, such as once upon a time, long time ago.
- + Action verbs to indicate the actions, such as stood, explained, provided, smashed
- + Saying and thinking verbs to indicate what characters are feeling thinking or saying, such as told, realized, decided'
- + Past Tense

Mengetahui,
Kepala SMAS Kristen Kalam Kudus Medan

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Guru Mata Pelajaran

Dra.Irene Bukit, M.Pd.

Poster Sagala, S.Pd.