

## RENCANA PELAKSANAAN PEMBELAJARAN DARING

Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : IX/I  
 Materi Pokok : Teks Naratif  
 Alokasi waktu : 2JP (@40 menit)

KOMPETENSI DASAR	INDIKATOR
3.3 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis sesuai dengan konteks penggunaannya

### MEDIA PEMBELAJARAN, ALAT/BAHAN & SUMBER BELAJAR

- ❖ **Media** : WhatsApp Group, Google Classroom, Google Meet, Video.
- ❖ **Alat/Bahan** : Laptop, Smartphone, Internet, Kamus Bahasa Inggris
- ❖ **Sumber Belajar** : Buku pegangan peserta didik, Youtube, Google

#### A. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran, peserta didik diharapkan mampu:

- Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan dari teks naratif.

#### B. KEGIATAN PEMBELAJARAN

Kegiatan/ sintak	Langkah-langkah Pembelajaran
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru menyapa peserta didik di WAG dan mengingatkan kembali untuk <b>bersikap disiplin dan tertib</b> dalam mengikuti pembelajaran.</li> <li>• Guru memimpin do'a untuk memulai pembelajaran dan memeriksa kehadiran peserta didik.</li> <li>• <b>Guru mengingatkan siswa untuk membersihkan kelas/lingkungan sekitar sebelum memulai pembelajaran.</b></li> <li>• Guru memberikan motivasi kepada peserta didik dengan menyampaikan poin materi yang akan dipelajari serta tujuan yang akan diperoleh.</li> </ul>
Inti	<ul style="list-style-type: none"> <li>• Peserta didik aktif dalam diskusi singkat mengenai <i>Narrative text</i> di WAG (brainstorming).</li> <li>• Peserta didik mengobservasi fairy tale/ fable dari youtube <a href="https://www.youtube.com/watch?v=3QzT1sq6kCY">https://www.youtube.com/watch?v=3QzT1sq6kCY</a> (<i>The Three Little Goat Gruff</i>) <a href="https://www.youtube.com/watch?v=qRIOaGCXdZY">https://www.youtube.com/watch?v=qRIOaGCXdZY</a> (<i>Princess and The Pea</i>) <b>(Literacy)</b></li> <li>• Peserta didik menjawab pertanyaan guru tentang video materi yang diberikan oleh guru. (Lampiran 1, Task 1)                         <ul style="list-style-type: none"> <li>- What are the titles of the videos?</li> <li>- What do you feel after watching the video?</li> </ul> </li> <li>• Peserta didik menulis kata-kata yang didengar dari video dan mencari artinya dalam bahasa Indonesia.</li> </ul>

	<p><b>MoT</b> (Modelling of Text)</p>	<ul style="list-style-type: none"> <li>• Peserta didik menirukan kalimat-kalimat yang didengarnya dari video.</li> <li>• Peserta didik menjawab beberapa pertanyaan yang terkait dengan video. (Lampiran 1, Task 1) <ul style="list-style-type: none"> <li>- Who are the characters?</li> <li>- Where is the setting of the story?</li> <li>- When did the story happen?</li> </ul> </li> </ul>
	<p><b>JCoT</b> (Joint Construction of Text)</p>	<ul style="list-style-type: none"> <li>• Peserta didik bekerja secara kelompok menganalisa struktur teks dan unsur kebahasaan (kata kerja bentuk lampau/past tense) dari contoh teks naratif yang diberikan guru. (<b>Critical Thinking, Collaboration</b>)</li> <li>• Peserta didik menemukan sendiri struktur teks dan unsur kebahasaan dari teks naratif tersebut. (<b>Critical Thinking</b>)</li> <li>• Peserta didik menyampaikan hasil diskusi kelompok (<b>communicative</b>)</li> </ul>
Penutup		<ul style="list-style-type: none"> <li>- Guru memberi tahu peserta didik untuk mempersiapkan teks yang akan didiskusikan pada pertemuan selanjutnya yaitu <i>The Three Little Goat Gruff</i>.</li> <li>- Guru memberi kesempatan bagi peserta didik untuk bertanya mengenai materi yang belum dimengerti.</li> <li>- Peserta didik membuat kesimpulan/poin penting mengenai materi yang sudah dipelajari.</li> <li>- Guru mengingatkan kepada peserta didik agar tetap menjaga kesehatan dan kebersihan terutama di masa pandemi.</li> <li>- Guru mengucapkan salam penutup dan mengakhiri pelajaran.</li> </ul>

### C. PENILAIAN

Penilaian	Tujuan	Teknik	Bentuk	Waktu
Sikap	Mengetahui kecendrungan perilaku spiritual dan sosial siswa di dalam dan luar kelas sebagai hasil pembelajaran.	Observasi	Jurnal	Selama proses pembelajaran
Pengetahuan	Mengetahui capaian pembelajaran pada peserta didik	Latihan tertulis	Pertanyaan	Selama proses pembelajaran

Semarang, 2021

Mengetahui,  
Kepala SMP

Guru Mata Pelajaran

Nama ....

Nama ...

NIP. ....

NIP. ....

MATERI

- <https://www.youtube.com/watch?v=3QzT1sq6kCY> (*The Three Little Goat Gruff*)  
<https://www.youtube.com/watch?v=qRIQaGCXdZY> (*Princess and The Pea*)

TEKS NARATIF :

**The Princess and The Peas**

Once upon the time there was a very picky princess. His socks had to match his shirt, or he wouldn't leave the castle. He only ate his peas if they were served with baby carrot, a side of ranch dressing, and a pickle. Very particular. His bed pillows had to be fluffed exactly six times before he could even think about going to bed.

That little prince grew up and it was time for him to get married. But like always, he was very very picky. He asked the same questions to all the girls whom he wanted to get married.

“No, too tall!, too short. Nostrils are too big! “Do you prefer cats or dogs? Wrong! I like hamster!”

“Next, what do you like on your pizza? Pineapple? Ewh! Who do you like better? Spiderman? Flash? Little Next? Wrong answer!

“Can you rub your tummy and pat of your head at the same time?

“Who does he think he is, a Prince?”

“Well, actually yes, then.”

One night, a terrible thunderstorm was raging outside. A girl who said she was a princess but was late because of the rainstorm and her shoes were falling off in a puddle and her getting a blister in a big toe. Well, anyway, she came to the castle door. “Oh my gosh. I'm so sorry to bother you, but it is literally raining cats and dogs out there. I really must change into some dry clothes. The rain makes my hair totally frizzy and I just can't deal with that.” But the Prince liked her because he also didn't like when his hair got frizzy.

He told her to come in and he quickly asked her the important questions one needs to ask when they were picking out a princess.

“What do you like better cats or dogs?

“I prefer hamster!”

“What do you like on your pizza?

“Nothing! It'll ruin the pizza!

“Spiderman or Flash? “

“Spiderman”

And she could totally rub her tummy and pat of her head while standing on one foot. The Prince liked her, but he thought she was too good to be true. He just didn't believe she was actually a real Princess. He did what any good Prince does when he doesn't know what to do. He asked his Mom, the queen. She did a quick check on Google.

“Oh, yes. The classic pea test.” The queen put one tiny little green pea underneath the mattress in the guest bedroom. If she's a real princess, she'd feel the pea and wouldn't able to sleep. Just to be really, a super duper, positively, completely sure, the queen added another few mattresses and lots of soft feather. And out of habit, fluffed the pillow six times each.

That night, the Princess could not sleep at all. Perhaps, it was the rainstorm outside or maybe bad dream, or maybe it was the pea! The next morning when they gathered for breakfast, the young lady couldn't stop yawning.

"How did you sleep my dear?"

"Well the room was lovely and the pillows were like perfectly fluffed but there was this a huge bump right in the middle of my back. It was terrible. I thought it was a huge rock, and it kept me tossing and turning all night. Well, I did some digging and I found this. A pea..!"

"A pea, you say? I quite love pea."

"Oh, so do I, but only with baby carrot and a little ranch dip on the side and maybe a pickle."

"Mom, it's her, she's the one!"

The perfect princess, the girl was not only a total princess, she turned out to have mega ton in common with the Prince. They were both very picky but they were both very picky about all the same things so they had to get married.

Everyone at the wedding agreed that they were a perfect pair! They would just like peas and carrots with a little ranch dip, of course.

## FUNGSI SOSIAL

1. What is the text about?
2. What is the purpose of the text?
3. Who is the target reader of the text?

## STRUKTUR TEKS

**Orientation** -> *setting* adegan, di mana dan kapan cerita terjadi dan memperkenalkan peran dari cerita serta siapa dan apa yang terlibat dalam cerita(character/tokoh)

1. Where did the story happen?
2. Who are the characters in the story?

**Complication** -> menceritakan awal masalah yang dialami oleh tokoh utama.

3. What problems are faced by the main characters?

**Resolution** -> masalah (klimaks) yang diselesaikan dengan akhir cerita yang bahagia atau sedih.

4. How is the problem resolved?

**Reorientation** -> penutupan cerita, bisa berisi pesan moral dari cerita tersebut.

5. What can we learn from the story?

## UNSUR KEBAHASAAN

1. Past Tense
2. Direct speech.

## LEMBAR KERJA PESERTA DIDIK

**Task 1.1 Observe the video carefully. And answer the questions.**

1. What is the title of the video?  
-----
2. What do you feel after watching the video?  
-----
3. Who are the characters?  
-----
4. Where was the setting of the story?  
-----
5. When did the story happen?  
-----
6. How was the characteristic of the Prince?  
-----
7. What was the problem faced by the Prince?  
-----
8. How did he finally find the Princess?  
-----
9. How was the story end?  
-----
10. What can we learn from the story?  
-----

**Task 1.2 Make a list of past verbs.**

Verb 1 (Present Verb)	Verb 2 (Past Verb)	Verb 1 (Present Verb)	Verb 2 (Past verb)
have	had		

**Write some sentences from the text then change into negative/ positive sentences**

**Example :**

1. His socks **had** to match his shirt.  
His socks **didn't have** to match with his shirt.
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**Task 1.3. Write down the direct speech you found in the story(The Princess and The Pea)**

---

---

---

---

---

---

## RENCANA PELAKSANAAN PEMBELAJARAN DARING

Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : IX/I  
 Materi Pokok : *Teks Naratif*  
 Alokasi Waktu : 2JP (@40 menit)

KOMPETENSI DASAR	INDIKATOR
3.3 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.3.2 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan tulis sesuai dengan konteks penggunaannya 3.3.3 Menganalisis dan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif sesuai dengan konteks penggunaannya

### MEDIA PEMBELAJARAN, ALAT/BAHAN & SUMBER BELAJAR

- ❖ **Media** : WhatsApp Group, Google Classroom, Google Meet, Video.
- ❖ **Alat/Bahan** : Laptop, Smartphone, Internet, Kamus Bahasa Inggris
- ❖ **Sumber Belajar** : Buku pegangan peserta didik, Youtube, Google

### D. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran, peserta didik diharapkan mampu:

- membandingkan fungsi social, struktur teks dan unsur kebahasaan beberapa teks naratif.
- Menganalisis teks naratif.

### E. KEGIATAN PEMBELAJARAN

Kegiatan/ sintak	Langkah-langkah Pembelajaran
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru menyapa peserta didik di WAG dan mengingatkan untuk <b>selalu disiplin dan tertib.</b></li> <li>• Guru memimpin do'a untuk memulai pembelajaran dan memeriksa kehadiran peserta didik.</li> <li>• <b>Guru mengingatkan siswa untuk membersihkan kelas/lingkungan sekitar sebelum memulai pembelajaran.</b></li> <li>• Guru memberikan motivasi kepada peserta didik dengan menyampaikan poin materi yang akan dipelajari serta tujuan yang akan diperoleh.</li> </ul>
Inti	<ul style="list-style-type: none"> <li>• Peserta didik aktif dalam diskusi singkat mengenai <i>Narrative text</i> di WAG (brainstorming).</li> <li>• Peserta didik mengobservasi fairy tale dari <i>youtube</i> <a href="https://www.youtube.com/watch?v=3QzT1sq6kCY">https://www.youtube.com/watch?v=3QzT1sq6kCY</a> (<i>The Three Little Goat Gruff</i>) <a href="https://www.youtube.com/watch?v=qRIQaGCXdZY">https://www.youtube.com/watch?v=qRIQaGCXdZY</a> (<i>Princess and The Pea</i>) (telah dibahas pada pertemuan sebelumnya) (<b>Literacy</b>)</li> <li>• Peserta didik menjawab pertanyaan guru tentang video materi yang diberikan oleh guru. (Task 3)                         <ul style="list-style-type: none"> <li>- What are the titles of the videos?</li> <li>- Do you find any differences between those two stories?</li> </ul> </li> <li>• Peserta didik menulis kata-kata yang didengar dari video dan mencari artinya dalam bahasa Indonesia.</li> </ul>

	<b>MoT</b> (Modelling of Text) – 25 menit	<ul style="list-style-type: none"> <li>- Peserta didik menjawab beberapa pertanyaan yang terkait dengan video.</li> <li>- Who are the characters?</li> <li>- Where is the setting of the story?</li> <li>- When did the story happen?</li> </ul>
	<b>JCoT</b> (Joint Construction of Text)	<ul style="list-style-type: none"> <li>• Peserta didik bekerja secara kelompok menganalisa perbedaan yang ditemukan dari kedua teks, meliputi fungsi social, struktur teks dan unsur kebahasaan (kata kerja bentuk lampau/past tense) dari contoh teks naratif yang diberikan guru. (Task 4) (<b>Critical Thinking, Collaboration</b>)</li> <li>• Peserta didik menyampaikan hasil diskusi kelompok (<b>communicative</b>) sementara yang lainnya mendengarkan dan menanyakan perbedaan hasil diskusinya.</li> </ul>
Penutup		<ul style="list-style-type: none"> <li>• Guru menyampaikan tugas teks naratif untuk pertemuan selanjutnya.(task 5)</li> <li>• Guru memberi kesempatan bagi peserta didik untuk bertanya mengenai materi yang belum dimengerti.</li> <li>• Peserta didik membuat kesimpulan/poin penting mengenai materi yang sudah dipelajari.</li> <li>• Guru mengingatkan kepada peserta didik agar tetap menjaga kesehatan dan kebersihan terutama di masa pandemi.</li> <li>• Guru mengucapkan salam penutup dan mengakhiri pelajaran.</li> </ul>

**F. PENILAIAN**

Penilaian	Tujuan	Teknik	Bentuk	Waktu
Sikap	Mengetahui kecenderungan perilaku spiritual dan sosial (kerjasama dan percaya diri)	Observasi	Jurnal	Selama proses pembelajaran
Pengetahuan	Mengetahui capaian pembelajaran pada peserta didik	Diskusi	Penilaian Lisan	Selama proses pembelajaran

Semarang, 2021

Mengetahui,  
Kepala SMP

Guru Mata Pelajaran

Nama ....

Nama ...

NIP. ....

NIP. ....



## LEMBAR KERJA PESERTA DIDIK

**Task 3** (Watch the video entitled *The Three Little Goat Gruff*)

**Task 4** Analyze the differences of the fairy tales *The Three Little Goat Gruff*, and *The Princess and The Pea*.

	<i>The Three Little Goat Gruff</i>	<i>The Princess and The Pea</i> .
Type of Narrative Text		
Characters		
Setting		
Problems faced by the characters		
How the problem is solved		
How the main characters solved the problem.		
What can we learn from the stories		

**Task 5** Create your own story.

If you are the author of the story, how would you end the story?

	<i>The Three Little Goat Gruff</i>	<i>The Princess and The Pea</i> .
Resolution		

## RENCANA PELAKSANAAN PEMBELAJARAN DARING

Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : IX/I  
 Materi Pokok : Teks Naratif  
 Alokasi Waktu : 2 JP (@40 menit)

KOMPETENSI DASAR	INDIKATOR
4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairy tales</i> memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	4.1. Memparafrasakan teks naratif sangat pendek dan sederhana terkait fairy tales.

### MEDIA PEMBELAJARAN, ALAT/BAHAN & SUMBER BELAJAR

- ❖ **Media** : WhatsApp Group, Google Classroom, Google Meet.
- ❖ **Alat/Bahan** : Laptop, Smartphone, Internet, Kamus Bahasa Inggris
- ❖ **Sumber Belajar** : Buku pegangan peserta didik, Youtube, Google

### A. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran, peserta didik diharapkan mampu:

- memparafrasakan teks naratif sangat pendek dan sederhana terkait fairy tales.

### B. KEGIATAN PEMBELAJARAN

Kegiatan/ sintaks	Langkah-langkah Pembelajaran						
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru menyapa peserta didik di WAG.</li> <li>• Guru memimpin do'a untuk memulai pembelajaran dan memeriksa kehadiran peserta didik.</li> <li>• Guru mengingatkan siswa untuk peduli pada lingkungan sekitar sebelum memulai pembelajaran.</li> <li>• Guru memberikan motivasi kepada peserta didik dengan menyampaikan poin materi yang akan</li> </ul>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><b>MoT</b> (Modelling of Text) –</td> <td> <ul style="list-style-type: none"> <li>• Guru memberikan contoh memparafrasakan sebuah kalimat yang sangat sederhana dari teks naratif.</li> <li>• Peserta didik berlatih seperti yang dicontohkan.</li> </ul> </td> </tr> <tr> <td style="text-align: center;"><b>JCoT</b> (Joint Construction of Text)</td> <td> <ul style="list-style-type: none"> <li>• Peserta didik bekerja secara kelompok memparafrasakan teks naratif yang sudah dipelajari. (<b>Critical Thinking, Collaboration</b>)</li> <li>• Peserta didik menyampaikan hasil diskusi kelompok (<b>Communication</b>)</li> </ul> </td> </tr> <tr> <td style="text-align: center;"><b>ICT</b> ( Individual Construction of Text)</td> <td> <ul style="list-style-type: none"> <li>• Peserta didik menampilkan teks naratifnya. (<b>Creativity, Critical thinking, Communication</b>)</li> </ul> </td> </tr> </table>	<b>MoT</b> (Modelling of Text) –	<ul style="list-style-type: none"> <li>• Guru memberikan contoh memparafrasakan sebuah kalimat yang sangat sederhana dari teks naratif.</li> <li>• Peserta didik berlatih seperti yang dicontohkan.</li> </ul>	<b>JCoT</b> (Joint Construction of Text)	<ul style="list-style-type: none"> <li>• Peserta didik bekerja secara kelompok memparafrasakan teks naratif yang sudah dipelajari. (<b>Critical Thinking, Collaboration</b>)</li> <li>• Peserta didik menyampaikan hasil diskusi kelompok (<b>Communication</b>)</li> </ul>	<b>ICT</b> ( Individual Construction of Text)	<ul style="list-style-type: none"> <li>• Peserta didik menampilkan teks naratifnya. (<b>Creativity, Critical thinking, Communication</b>)</li> </ul>	
<b>MoT</b> (Modelling of Text) –	<ul style="list-style-type: none"> <li>• Guru memberikan contoh memparafrasakan sebuah kalimat yang sangat sederhana dari teks naratif.</li> <li>• Peserta didik berlatih seperti yang dicontohkan.</li> </ul>						
<b>JCoT</b> (Joint Construction of Text)	<ul style="list-style-type: none"> <li>• Peserta didik bekerja secara kelompok memparafrasakan teks naratif yang sudah dipelajari. (<b>Critical Thinking, Collaboration</b>)</li> <li>• Peserta didik menyampaikan hasil diskusi kelompok (<b>Communication</b>)</li> </ul>						
<b>ICT</b> ( Individual Construction of Text)	<ul style="list-style-type: none"> <li>• Peserta didik menampilkan teks naratifnya. (<b>Creativity, Critical thinking, Communication</b>)</li> </ul>						
Penutup	<ul style="list-style-type: none"> <li>- Guru memberi kesempatan bagi peserta didik untuk bertanya mengenai materi yang belum dimengerti.</li> <li>- Peserta didik membuat kesimpulan/poin penting mengenai materi yang sudah dipelajari, memberi feedback dan refleksi.</li> <li>- Guru mengingatkan kepada peserta didik agar tetap</li> </ul>						

	<p>menjaga kesehatan dan kebersihan terutama di masa pandemi.</p> <p>- Guru mengucapkan salam penutup dan mengakhiri pelajaran.</p>
--	---

**C. PENILAIAN**

Penilaian	Tujuan	Teknik	Bentuk	Waktu
Sikap	Mengetahui kecenderungan perilaku spiritual dan sosial siswa di dalam dan luar kelas sebagai hasil pembelajaran.	Penilaian antar teman	Check list	Selama proses pembelajaran
Keterampilan	Mengetahui capaian pembelajaran pada peserta didik	Tertulis	Teks tulis	Asinkron (1 minggu kedepan)

Semarang, 2021

Mengetahui,  
Kepala SMP

Guru Mata Pelajaran

Nama ....

Nama ...

NIP. ....

NIP. ....

## LEMBAR KERJA PESERTA DIDIK

**Task 6** Paraphrase this narrative text.

### Orientation

Once upon the time there was a very picky prince. His socks had to match his shirt, or he wouldn't leave the castle. He only ate his peas if they were served with baby carrot, a side of ranch dressing, and a pickle. Very particular. His bed pillows had to be fluffed exactly six times before he could even think about going to bed.

#### Example

Once upon the time, there was a Prince. He was very picky. He always wanted to get his clothes suited with all he wore. If he wore a green outfit so he had to wear green shoes and socks. Otherwise he didn't want to go out from the castle. His pillows had to be fluffy. His mom fluffed the pillows six times before the Prince went to bed.

### Complication

That little prince grew up and it was time for him to get married. But like always, he was very picky. He asked the same questions to all the girls whom he wanted to get married.

"No, too tall!, too short. Nostrils are too big! "Do you prefer cats or dogs? Wrong! I like hamster!" yelled him.

"Next, what do you like on your pizza? Pineapple? Ewh! Who do you like better? Spiderman? Flash? Little Pony? Wrong answer! "added him. "Can you rub your tummy and pat of your head at the same time?"

"Who does he think he is, a Prince?"

"Well, actually yes, then."

One night, a terrible thunderstorm was raging outside. A girl who said she was a princess but was late because of the rainstorm and her shoes were falling off in a puddle and her getting a blister in a big toe. Well, anyway, she came to the castle door. "Oh my gosh. I'm so sorry to bother you , but it is literally raining cats and dogs out there. I really must change into some dry clothes. The rain makes my hair totally frizzy and I just can't deal with that." But the Prince liked her because he also didn't like when his hair got frizzy.

### Resolution

And she could totally rub her tummy and pat of her head while standing on one foot. The Prince liked her, but he thought she was too good to be true. He just didn't believe she was actually a real Princess. He did what any good Prince does when he doesn't know what to do. He asked his Mom, the queen. She did a quick check on Google.

“Oh, yes. The classic pea test.” The queen put one tiny little green pea underneath the mattress in the guest bedroom. If she’s a real princess, she’d feel the pea and wouldn’t be able to sleep. Just to be really, a super duper, positively, completely sure, the queen added another few mattresses and lots of soft feather. And out of habit, fluffed the pillow six times each.

That night, the Princess could not sleep at all. Perhaps, it was the rainstorm outside or maybe a bad dream, or maybe it was the pea! The next morning when they gathered for breakfast, the young lady couldn’t stop yawning.

“How did you sleep my dear?”

“Well the room was lovely and the pillows were like perfectly fluffed but there was this a huge bump right in the middle of my back. It was terrible. I thought it was a huge rock, and it kept me tossing and turning all night. Well, I did some digging and I found this. A pea..!”

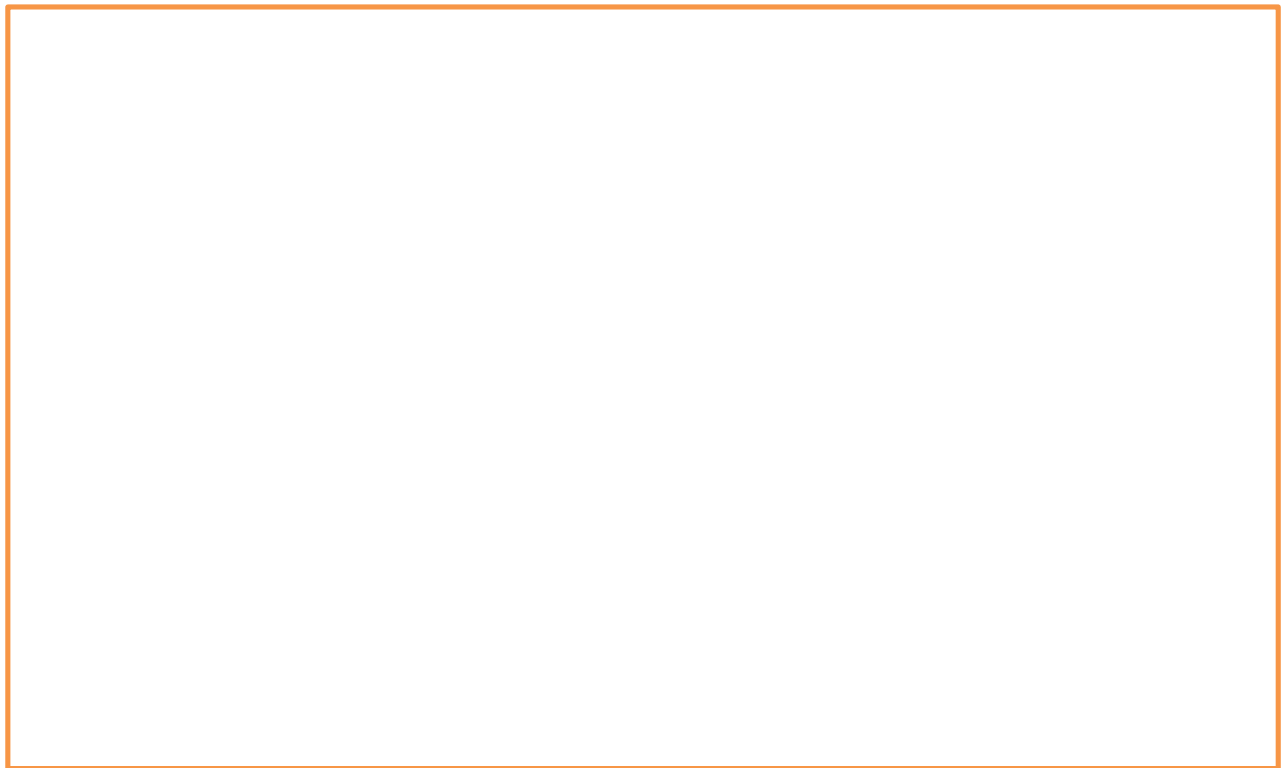
“A pea, you say? I quite love pea.”

“Oh, so do I, but only with baby carrot and a little ranch dip on the side and maybe a pickle.”

“Mom, it’s her, she’s the one!”

The perfect princess, the girl was not only a total princess, she turned out to have mega ton in common with the Prince. They were both very picky but they were both very picky about all the same things so they had to get married.

Everyone at the wedding agreed that they were a perfect pair! They would just like peas and carrots with a little ranch dip, of course.



**KISI – KISI PENILAIAN HARIAN III  
SEMESTER GASAL TAHUN AJARAN 2021/2022**

Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : IX/1  
 Materi : Teks Naratif  
 Jumlah Soal : 15 Pilihan Ganda  
 Waktu : 40 menit  
 Link

No	Kompetensi Dasar	Materi Pokok	Jml Soal	Indikator Soal	Level Kognitif	Bentuk Soal	No. Soal
1	3.3 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya	Teks Naratif FABLE	1	Disajikan sebuah teks naratif fable peserta didik dapat menentukan tujuan dari teks.	L1	PG	1
			1	Disajikan sebuah teks naratif fable peserta didik dapat menemukan informasi tersurat dari teks.	L1	PG	2
			2	Disajikan sebuah teks naratif fable peserta didik dapat menemukan informasi rinci tersurat dari teks.	L2	PG	3,4
			3	Disajikan sebuah teks naratif fable peserta didik dapat menemukan informasi rinci tersurat dari teks.	L2	PG	5,6,7
			1	Disajikan sebuah teks naratif fable peserta didik dapat menemukan informasi rinci tersirat dari teks.	L3	PG	8
			1	Disajikan sebuah teks naratif fable peserta didik dapat menemukan makna kata dari teks.	L2	PG	9
			1	Disajikan sebuah teks naratif fable peserta didik dapat menemukan rujukan kata dari teks.	L2	PG	10
		Teks Naratif: Fairy Tales	1	Disajikan sebuah teks naratif Fairy Tales peserta didik dapat menemukan informasi rinci tersirat dari teks.	L2	PG	11
			1	Disajikan sebuah teks naratif fable peserta didik dapat menemukan informasi rinci tersirat dari teks.	L3	PG	12
			1	Disajikan sebuah teks naratif Fairy Tales peserta didik dapat menemukan makna dari sebuah phrase	L3	PG	13
			1	Disajikan sebuah teks naratif Fairy Tales peserta didik dapat menemukan rujukan kata dari teks.	L2	PG	14
			1	Disajikan sebuah teks naratif Fairy Tales peserta didik dapat menemukan nilai moral dari teks naratif	L3	PG	15

**SOAL PENILAIAN HARIAN**  
**TEKS NARATIF**

Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : IX/1  
Materi : Teks Naratif  
Waktu : 40 menit

Choose the best answer.

**TEXT I (no1-10)**

**The Three Billy Goats Gruff**

Once upon a time there were three Billy goats, who were to go up to the hillside to make themselves fat, and the name of all three was "Gruff." On the way up was a bridge over a cascading stream they had to cross; and under the bridge lived a great ugly troll , with eyes as big as saucers, and a nose as long as a poker. So first of all, there came the youngest Billy Goat Gruff to cross the bridge.

"Trip, trap, trip, trap!" went the bridge.

"Who's that tripping over my bridge?" roared the troll.

"Oh, it is only I, the tiniest Billy Goat Gruff , and I'm going up to the hillside to make myself fat," said the Billy goat, with such a small voice.

"Now, I'm coming to gobble you up," said the troll.

"Oh, no! Pray don't take me. I'm too little, that I am," said the Billy goat. "Wait a bit till the second Billy Goat Gruff comes. He's much bigger."

"Well, be off with you," said the troll.

A little while after came the second Billy Goat Gruff to cross the bridge.

Trip, trap, trip, trap, trip, trap, went the bridge.

"Who's that tripping over my bridge?" roared the troll.

"Oh, it's the second Billy Goat Gruff, and I'm going up to the hillside to make myself fat," said the Billy goat, who hadn't such a small voice.

"Now I'm coming to gobble you up," said the troll.

"Oh, no! Don't take me. Wait a little till the big Billy Goat Gruff comes. He's much bigger."

"Very well! Be off with you," said the troll.

But just then up came the big Billy Goat Gruff.

Trip, trap, trip, trap, trip, trap! Went the bridge, for the Billy goat was so heavy that the bridge creaked and groaned under him.

"Who's that tramping over my bridge?" roared the troll.

"It's I! The big Billy Goat Gruff," said the Billy goat, who had an ugly hoarse voice of his own.

"Now I 'm coming to gobble you up," roared the troll.

Well, come along! I've got two spears,  
And I'll poke your eyeballs out at your ears;  
I've got besides two curling-stones,  
And I'll crush you to bits, body and bones.

That was what the big Billy goat said. And then he flew at the troll, and poked his eyes out with his horns, and crushed him to bits, body and bones, and tossed him out into the cascade, and after that he went up to the hillside. There the Billy goats got so fat they were scarcely able to walk home again. And if the fat hasn't fallen off them, why, they're still fat; and so,

1. What is the readers' feeling after reading the text? They feel ... .
  - A. entertained
  - B. anxious
  - C. gloomy
  - D. sad
2. How many goats were there in the story?
  - A. One
  - B. Two
  - C. Three
  - D. Four

3. How did the troll look like?
  - A. He was ugly, had saucer eyes, and long poker nose.
  - B. He was fat, had a curly hair, and big bones.
  - C. He was tiny, had a long nose and big eyes.
  - D. He was bigger than the goats.
  
4. Where was the setting of the story?
  - A. In a green homeland.
  - B. In a bridge where a troll lived.
  - C. In a big bridge next to the hill.
  - D. In a green hillside near a cascade.
  
5. Why was the troll angry? Because ...
  - A. the goat would cross the bridge without permission.
  - B. the three goats went up together to the hillside.
  - C. the troll felt annoyed by the goats.
  - D. the troll wanted to fight the goats.
  
6. Which goat was the biggest of the three?
  - A. The first goat.
  - B. The second goat.
  - C. The third goat.
  - D. All were thin.
  
7. Which goat had a small voice?
  - A. The first goat.
  - B. The second goat.
  - C. The third goat.
  - D. All had small voice.
  
8. How did the story end?
  - A. The first Billy goat asked the troll to go away.
  - B. The three goats could cross the bridge and grassed until fat.
  - C. The second Billy goat could defeat the troll and saved his brother.
  - D. The troll was so afraid of the goats that he couldn't fight the goats.
  
9. "Went the bridge, for the Billy goat was so heavy that the bridge **creaked** and groaned under him. " The word **creaked** has similar meaning with ... .
  - A. squeaked
  - B. mumbled
  - C. whispered
  - D. murmured
  
10. "Went the bridge, for the Billy goat was so heavy that the bridge creaked and groaned under **him**. " The word **him** refers to ... .
  - A. The first goat.
  - B. The second goat.
  - C. The third goat.
  - D. The troll.



Once upon the time, there was a Prince. He was very picky. He always wanted to get his clothes suited with all he wore. If he wore a green outfit so he had to wear green shoes and socks. Otherwise he didn't want to go out from the castle. His pillows had to be fluffy. His mom fluffed the pillows six times before the Prince went to bed.

That little prince grew up and it was time for him to get married. But like always, he was very picky. He asked the same questions to all the girls whom he wanted to get married.

One night, a terrible thunderstorm was raging outside. A girl who said she was a princess but was late because of the rainstorm and her shoes were falling off in a puddle and her getting a blister in a big toe. Well, anyway, she came to the castle door. "Oh my gosh. I'm so sorry to bother you, but it is literally raining cats and dogs out there. I really must change into some dry clothes. The rain makes my hair totally frizzy and I just can't deal with that." But the Prince liked her because he also didn't like when his hair got frizzy.

That night, the Princess could not sleep at all. Perhaps, it was the rainstorm outside or may be bad dream, or maybe it was the pea! The next morning when they gathered for breakfast, the young lady couldn't stop yawning.

The perfect princess, the girl was not only a total princess, she turned out to have mega ton in common with the Prince. They were both very picky but they were both very picky about all the same things so they had to get married.

11. Who is the main character of the story?
  - A. The Princess
  - B. The Prince
  - C. The Queen
  - D. The Pea
  
12. How was the main character like?
  - A. Very particular.
  - B. Very horrible
  - C. Pampered
  - D. Spoiled
  
13. "I'm so sorry to bother you, but it is literally raining cats and dogs out there." What does the underlined utterance mean?
  - A. It is raining very heavily
  - B. The rain doesn't stop in hours.
  - C. The cats like to play under the rain.
  - D. Dogs are chasing the cats under the rain.
  
14. "I'm so sorry to bother you, but it is literally raining cats and dogs out there." What does the underlined word refer to?
  - A. The Princess
  - B. The Prince
  - C. The Queen
  - D. The Pea
  
15. What can we learn from the story?
  - A. Beauty is everything.
  - B. Don't be too proud of yourself.
  - C. Don't judge a book by its cover.
  - D. A small thing can make big difference.

