RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan        : SMPN 2 Kunduran

Mata Pelajaran           : Bahasa Inggris

Kelas/ Semester          : IX/ Genap

Materi Pokok             : Teks Funsional; Narrative Text (Fairy Tales)

Alokasi Waktu            : 2x40 menit

A.  Kompetensi Inti

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi,  gotong royong),  santun,  percaya  diri,  dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa  ingin  tahunya  tentang  ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI-4 : Mengolah,  menyaji,  dan  menalar  dalam  ranah  konkret (menggunakan,  mengurai,  merangkai, memodifikasi,  dan  membuat) dan  ranah  abstrak  (menulis,  membaca,  menghitung,  menggambar, dan  mengarang)  sesuai  dengan  yang  dipelajari  di  sekolah  dan sumber lain yang sama dalam sudut pandang/teori.

B.  Kompetensi Dasar Dan Indikator Pencapaian Kompetensi
Kompetensi dasar
3.7 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
4.7 Menangkap  makna  secarakontekstual  terkait  fungsi  sosial,struktur  teks,  dan  unsurkebahasaan teks  naratif,  lisan  dan tulis,  sangat  pendek  dan  sederhana,terkait fairy tales

Indikator
3.7.1 Mengidentifikasi  dan menjelaskan  informasi  terkait fungsi  sosial  yang  tekandung dalam  teks narrative  (fairy tales)  lisan  dan  tulis  pendek dan sederhana.
4.7.1. Menjelaskan  fungsi  sosial,  struktur  teks  dan  unsur-unsur kebahasaan  teks  narrative berbentuk fairy  tales  secara lisan dan tulis
4.7.2    Menemukan informasi tersurat dan tersirat dalam teks narrative
4.7.3    Menemukan reference dalam teks
4.7.4    Menemukan pesan moral dari teks narrarive


C.Tujuan pembelajaran
Setelah melakukan  kegiatan pemebelajaran siswa dapat:
     Mengidentifikasi struktur teks narrative
     Mengidentifikasi fungsi social teks narrative
     Menemukan informasi tersurat dalam teks

Menemukan informasi tersirat dalam teks

Menemukan reference dalam teks

Menemukan pesan moral dari teks narrative

D. Materi ajar

1. Materi Reguler
   - Teks naratif tentang cerita rakyat
   - Teks naratif tentang mitos dan fable dari Indonesia
   - Teks naratif tentang fable dan fairy tales dari luar negeri

   a. **Materi factual**

   Makna dan fungsi social dari teks naratif:

   Narrative text is an imaginary story whose purpose to entertain or to amuse the readers.

   b. **Materi Konseptual**

   The characteristics (Language features) of narrative text:

   - Past tense (killed, felt, helped, failed, etc.)
   - Adverb of time (once upon a time, one day, etc.)
   - Time conjunction (when, then, suddenly, etc.)
   - Specific characters (Roro Jonggrang, Bandung Bondowoso, Prabu Baka, etc.)
   - Action verbs (Killed, helped, run, etc.)
   - Direct speech (She said,"I will marry you but you have to build one thousand temples in one night as a wedding gift,"requested Roro Jongrang.)

   c. **Materi Procedural**

   Generic structures of narrative text:

   1. Orientation: it is about the opening paragraph where the characters of the story are introduced. (berisi pengenalan tokoh, tempat dan waktu terjadinya cerita)
   2. Complication: where the problems in the story developed (muncul permasalahan atau konflik)
   3. Resolution: where the problems in the story is solved (masalah terselesaikan, berakhir bahagia atau sedih)
   4. Re-orientation (optional): lesson from the story (menyimpulkan isi akhir cerita/ apa yang terjadi pada karakternya)

   d. Materi Metakognitif
   Social function:
   To entertain, to gain and hold a readers interest.
   To amuse or to tell a story or to provide an aesthetic literary experience.
   To deal with actual of vicarious experience in different ways, problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution

2. **Materi pengayaan**
   Teks naratif dengan tingkat kosa kata dan kompleksitas yang lebih tinggi

E. **Model, Pendekatan, dan Metode Pembelajaran**
1. Model pembelajaran: genre based learning
2. Pendekatan: scientific approach
3. Metode: ceramah, Tanya jawab, diskusi, dan presentasi

F. **Media Pembelajaran**
   Media :
   1. Lembar Kerja Siswa
   2. Video narrative
   Alat/Bahan :
   1. Laptop
   2. LCD Proyektor
   3. Whiteboard
   4. Kertas Plano
   5. Spidol

G. **Sumber Belajar**
   1. Buku Guru Bahasa Inggris Kelas IX, When English rings a bell
   2. Kamus Bahasa Inggris – Indonesia
   3. Internet/You-Tube: https://www.youtube.com/watch?v=MkRX1xgA-mk
   4. Bahan ajar yang relevan

H. **Langkah-Langkah Pembelajaran**

**1. Pendahuluan**

**Orientasi**

- Guru mengucapkan salam dan bertegur sapa dengan siswa. Siswa berdo'a sebelum memulai kegiatan.

- Guru memeriksa kehadiran siswa.

**Apersepsi**

- Mengaitkan materi dengan pengalaman siswa dalam membaca buku cerita yang pernah mereka baca.

**Motivasi**

- Menginformasikan materi yang akan dipelajari.

- Memberikan gambaran tentang manfaat mempelajari materi yang akan

dipelajari.

- Menyampaikan tujuan dan strategi pembelajaran

Kegiatan inti

Kegiatan literasi

Siswa diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Struktur Teks Mencakup Orientasi, complikasi, Resolusi***

Building Knowledge of the Field (BKOF)

Siswa mengamati dan menyimak tayangan video/pictures tentang salah satu cerita rakyat

Guru menggali segala informasi ( Brain Storming ) yang diketahui oleh siswa tentang Narrative Text

    1. Do you like reading story?

    2. What story did you like most?

    3. Mention other example of fairy tales?

Guru menuliskan di papan tulis semua informasi yang didapatkan dari siswa

Modelling of the Text (MOT)

- Guru membagikan selembar kertas yang berisi sebuah Narrative Text kepada masing-masing siswa

- Guru membacakan text tersebut didepan semua

- Guru mengarahkan siswa untuk memahami isi bacaan yang meliputi bagian struktur teks, unsur

kebahasaan, fungsi sosialdari Narrative Text

Guru meminta siswa untuk menemukan verb 2  dari teks tersebut

Guru meminta siswa untuk menemukan kalimat yang menggunakan past tense

Fox and A Cat
Orientation
One day, a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. "Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs," she said.
"I know only one trick to get away from dogs," said the cat. "You should teach me some of yours!"
"Well, maybe someday, when I have the time, I may teach you a few of the simpler one," replied the fox airy.
Complication
Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder—the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. "This is the trick I told you about, the only one I know," Said the cat. "Which one of your hundred tricks are you going to use?"
Resolution
The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Verb 2: was, said, replied, heard, ran, climbed, told,fell, tore
Kalimat menggunakan simple past tense
1. Just then they heard the barking of a pack of dogs in the distance

2. At once the cat ran to the nearest tree and climbed into its branches

3. This is the trick I told you about, the only one I know

4. The fox sat silently under the tree

5. the dogs arrived

6. They fell upon the fox and tore her to pieces.

Joint Construction of Text

- Guru mengelompokan siswa menjadi 8 kelompok

- Guru  memberi teks narrative kepada masing masing kelompok

- Guru meminta siswa untuk menjawab pertanyaan berdasarkan teks baik informasi tersurat maupun tersirat

- Guru memfasilitasisiswa  selama berdiskusi.

- Tiap kelompok mempresentasikan hasil Kerja mereka di  depan kelas


Independent Construction of Text (ICOT)

- Guru meminta siswa untuk kembali ke tempat duduk masing-masing

- guru memberi satu teks narrative kepada setiap siswa

- Guru meminta siswa untuk mengerjakan tugas berupa menjawab pertanyaan secara lisan


Penutup

- Siswa dengan  bimbingan  guru  membuat  resume  tentang  poinpoin  penting  yang  muncul  dalam kegiatan  pembelajaran  yang  baru

dilakukan.

- Siswa menyampaikan  kesulitan  yang  mereka  hadapi  saat pembelajaran di dalam kelas.

- Guru  menginformasikan  kegiatan  yang  akan  dilaksanakan  pada pertemuan berikutnya.

I.  Penilaian, Pembelajaran Pengayaan dan Remedial

- Teknik Penilaian

Sikap

Penilaian sikap pada pembelajaran KD ini meliputi :

1.  Penilaian observasi pendidik

2.  Penilaian antar teman

-Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini :Tes  tes tertulis berupa essai.

Keterampilan

Penilaian keterampilan dalam pembelajaran KD ini meliputi : Penilaian unjuk kerja (read aloud) disaat pembelajaran.


Rubrik Penilaian Sikap

1.  Tanggung Jawab

a.  Tanggung Jawab

5 = Tidak pernah menunjukkan sikap tidak tanggung jawab

4 = Pernah menunjukkan sikap tidak tanggung jawab

3 = Beberapa kali menunjukkan sikap tidak tanggung jawab

2 = Sering menunjukkan sikap tidak tanggung jawab

1 = Sangat sering menunjukkan sikap tanggung jawab

b.  Jujur (honest)

5 = Tidak pernah menunjukkan sikap tidak jujur

4 = Pernah menunjukkan sikap jujur

3 = Beberapa kali menujukkan sikap tidak jujur

2 = Sering menujukkan sikap tidak jujur

1 = Sangat sering menujukkan sikap tidak jujur

c. Disiplin

5 = Tidak pernah menujukkan sikap tidak disiplin

4 = Pernah menunjukkan sikap tidak disiplin

3 = Beberapa kali menujukkan sikap tidak disiplin

2 = Sering menunjukkan sikap tidak disiplin

1 = Sangat sering menunjukkan sikap tidak displin

Rubrik Penilaian Pengetahuan

Isi sesuai, struktur teks benar dan tepat, unsur kebahasaan sangat tepat (skor 2)

Isi sesuai, struktur teks benar tapi kurang tepat, unsur kebahasaan tepat (skor 1)

Pembelajaran Remedial

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan Tes Sumatif, maka akan diberikan pembelajaran tambahan (Remedial Teaching) terhadap IPK yang belum tuntas kemudian diberikan Tes Sumatif lagi dengan ketentuan:

1. Soal yang diberikan berbeda dengan soal sebelumya namun setara.

2. Nilai akhir yang akan diambil adalah nilai hasil tes terakhir .

3. Siswa lain yang sudah tuntas (KKM) dipersilahkan untuk ikut bagi yang berminat untuk memberikan keadilan.

Pembelajaran Pengayaan

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM (Kriteria Ketuntasan Minimal). Guru memberikan materi pengayaan berupa penugasan untuk meningkatkan keterampilan membaca dan / atau mendongeng cerita narrative fairy tales.

| Mengetahui, | Kunduran, Januari 2022 |
|---|---|
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Lampiran 1

The Legend of Toba Lake

Orientation:

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing.

Complication:

One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free. Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret

which she had been a fish. Batara Guru aggred and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.

Resolution:

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba lake.

Question

1. What is the purpose of writing the text?
2. What was the condition for marry her?
3. Why were the daugthers crying?
4. They had two daughters. What does the word "they refer to?
5. What is the moral values from the text above?


The Three Farmer's Son
Orientation:
Once upon a time, there lived a sick poor farmer aid his three sons: Bill, Thomas, and john. Being on the point of death, the father bequeathed his things to them. Bill inherited his cow, Thomas got his plow, and john received his plant's seeds.
Complication:
Soon afterward, their father died. Bill and Thomas decided to go out from their small hut and lived their life alone. When their little brother asked them to lend him their plow and cow, they refused to help and mocked him. Then they sold their cow and plow and spent the money without thinking of the future. John then couldn't help but worked hard by himself to grow the seeds without any help from his brothers. Years passed, john had gathered the sweet fruits of his sweats and hard works in the past and thus became a rich farmer. One day when he was buying some fruits in the market, somebody stole his wallet. As he ran to get his wallet back, the thief hit a beggar and fell down.
Resolution:
John then realized that the thief and the beggar were his own brothers. Bill and Thomas then begged for their little brother forgiveness of being so arrogant and selfish. After listening to his brothers stories, john invited his brothers to live together with him. The three then worked together and became great and rich farmers.

Question
1.What is the purpose  of writing the text?
2. Who are the characters in the story above?
3. Why did Bill and Thomas  beg for their little brother?
4. they refused to help and mocked him. What does the word "him" refer to?
4. What is the moral values from the text above?