

RENCANA PELAKSANAAN PEMBELAJARAN

| | |
|-------------------|---|
| Satuan Pendidikan | : SMP Negeri 3 Cepu |
| Kelas/Semester | : IX/Genap |
| Tema | : 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytales</i> , pendek dan sederhana, sesuai dengan konteks penggunaannya |
| Sub Tema | : Teks naratif |
| Pembelajaran ke | : 2 |
| Alokasi waktu | : 10 menit |

A. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik diharapkan dapat

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
2. Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks naratif
3. Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif
4. Menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif
5. Menyusun gambar dan potongan cerita beberapa teks naratif

B. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan
 - a. Guru memberi salam dan mengajak peserta didik berdoa
 - b. Guru mengecek kehadiran peserta didik
 - c. Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
2. Kegiatan Pembelajaran
 - a. Kegiatan Literasi
 - Guru memberikan teks cerita Goldilocks and The Three Bears
 - Peserta didik membaca teks cerita Goldilocks and The Three Bears
 - b. Critical Thinking
 - Guru memberikan mind map dan peserta didik menganalisis cerita Goldilocks and The Three Bears
 - Guru mengajukan pertanyaan agar peserta didik dapat memberikan pendapat tentang fungsi sosial, struktur teks dan unsur kebahasaan cerita Goldilocks and The Three Bears
 - c. Collaboration
 - Peserta didik dibagi dalam kelompok.
 - Guru memberikan teks cerita tentang Sangkuriang
 - Guru meminta peserta didik membuat mind map berdasarkan cerita tentang Sangkuriang
 - d. Comunication
 - Peserta didik menyampaikan hasil kerja kelompoknya
 - Peserta didik dari kelompok lain dan guru memberikan tanggapan
 - e. Creativity
 - Peserta didik diberikan gambar berseri dan potongan cerita tentang The Little Red Riding Hood
 - Peserta didik diminta menyusun gambar berseri dan potongan cerita The Little Red Riding Hood agar menjadi cerita naratif yang bermakna sebagai tugas di rumah
3. Kegiatan Penutup
 - a. Guru bersama peserta didik merefleksikan pengalaman belajar
 - b. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
 - c. Guru menutup pembelajaran dan berdoa

C. Penilaian Pembelajaran

1. Sikap
Berupa lembar pengamatan guru
2. Pengetahuan
Berupa tes tulis pilihan ganda
3. Keterampilan
Berupa penilaian unjuk kerja

Media :

- Gambar berseri
- Teks cerita naratif
- Lembar kerja siswa

Alat :

- Papan tulis
- Kertas manila
- Spidol
- Sticky note

Sumber :

- Buku Guru Bahasa Inggris Think Globally Act Locally Kelas IX Kementerian Pendidikan dan Kebudayaan tahun 2018
- Buku Siswa Bahasa Inggris Think Globally Act Locally Kelas IX Kementerian Pendidikan dan Kebudayaan tahun 2018
- <https://learnenglishkids.britishcouncil.org>

Cepu, 5 Januari 2022

Kepala SMP Negeri 3 Cepu

Guru Mata Pelajaran

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Lampiran 1

Lembar Pengamatan Guru

Nama Sekolah : SMP Negeri 3 Cepu
 Mata Pelajaran : Bahasa Inggris
 Tema : Teks Naratif
 Kelas/Semester : IX/Genap
 Tahun Pelajaran : 2021/2022

| No | Nama Siswa | Jujur | Disiplin | Percaya Diri | Bertanggung Jawab |
|----|------------|-------|----------|--------------|-------------------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |

Kolom aspek sikap dapat diisi dengan angka yang sesuai kriteria berikut:

- 1 = kurang
- 2 = cukup
- 3 = baik
- 4 = sangat baik

Lampiran 2

Kisi – Kisi Soal Pengetahuan Teks Naratif

Mata pelajaran: Bahasa Inggris
 Jumlah soal : 5 soal

Kelas : IX
 Semester : Genap

| Kompetensi dasar | Materi | Indikator | Bentuk soal | Nomor soal |
|---|--------------|---|-------------|------------|
| 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i> s, pendek dan sederhana, sesuai dengan konteks penggunaannya | Teks naratif | Peserta didik diberikan teks naratif “The Hen and The Butterfly”, peserta didik dapat menentukan fungsi sosial | PG | 1 |
| | | Peserta didik diberikan teks naratif “The Hen and The Butterfly”, peserta didik dapat menentukan hal yang mungkin terjadi | PG | 2 |
| | | Peserta didik diberikan teks naratif “The Wise Old Man”, peserta didik dapat menentukan informasi tersurat | PG | 3 |
| | | Peserta didik diberikan teks naratif | PG | 4 |

| | | | | |
|--|--|--|----|---|
| | | “The Wise Old Man”, peserta didik dapat menentukan ide pokok sebuah paragraph | | |
| | | Peserta didik diberikan teks naratif “The Wise Old Man”, peserta didik dapat menentukan makna kata | PG | 5 |

Lampiran 3

Student’s Worksheet

Name :

No :

Class :

Choose the right answer!

The Hen and the Butterfly

Once upon a time, in a beautiful morning, a hen and her children searched for food in the backyard. There were many seeds and falling fruits to fulfill their appetite for breakfast. Suddenly, she saw a small moving object under tree branch not far from the backyard. She came closer and found out that a butterfly was stuck under that branch.

“Oh, hen, can you do me a favour to lift this branch? It fell on my right wing so I can’t move anywhere”, begged butterfly to hen. “How pity you are. Be ready butterfly, I will try to remove this branch”, said the hen. So, she helped butterfly and succeeded.

Unluckily, butterfly’s right wing was broken and flying was impossible to do. Kind hen offered butterfly a shelter in her cage until it was ready for butterfly to fly again. Time passed by and finally butterfly could fly freely with happiest face ever. “Thanks hen, we will be best friend forever from now on”, butterfly shouted while flying away.

From that moment, butterfly and hen are still best friend until today. Whenever we find hen searching some food, there must be butterfly flying around nearby. A friend in need is a friend in deed.

- The purpose of the story teaches the readers about
 - responsibility
 - friendship
 - bravery
 - loyalty
- If the kind hen didn’t help her, the butterfly will die of
 - poverty
 - starvation
 - bleeding
 - depression

The Wise Old Man

A wealthy man requested an old scholar to wean his son away from his bad habits. The scholar took the youth for a stroll through a garden. Stopping suddenly he asked the boy to pull out a tiny plant growing there.

The youth held the plant between his thumb and forefinger and pulled it out. The old man then asked him to pull out a slightly bigger plant. The youth pulled hard and the plant came out, roots and all. “Now pull out that one,” said the old man pointing to a bush. The boy had to use all his strength to pull it out.

“Now take this one out,” said the old man, indicating a guava tree. The youth grasped the trunk and tried to pull it out. But it would not budge. “It’s impossible,” said the boy, panting with the effort. “So it is with bad habits,” said the sage. “When they are young it is easy to pull them out but when they take hold they cannot be uprooted.”

The session with the old man changed the boy’s life.

3. From the text we know that
 - A. the wealthy man’s son could not pull the guava tree out
 - B. it’s hard for the boy to pull out the tiny plant
 - C. the wealthy man asked his son to have a walk in the garden
 - D. the old scholar was the one who planted the guava tree
4. What is the main idea of the third paragraph?
 - A. the plants in the garden
 - B. the old scholar’s advice to the youth
 - C. the wealthy man’s request to the old scholar to educate his son
 - D. the son effort to pull the guava tree out
5. A wealthy man requested an old scholar to wean his son away from his bad habits. The underlined word has the closest meaning with
 - A. Raise
 - B. Disturb
 - C. Nourish
 - D. Remove

Kunci Jawaban

1. B
2. C
3. A
4. B
5. D

Skor Penilaian

$$B \times 20 = 5 \times 20 = 100$$

Lampiran 4

Lembar Penilaian Keterampilan (Unjuk Kerja)

| Aspek | Kriteria | Skor |
|------------|-------------------|------|
| Kelancaran | Tidak lancar | 1 |
| | Lancar | 2 |
| | Sangat lancar | 3 |
| Kerapian | Tidak rapi | 1 |
| | Rapi | 2 |
| | Sangat rapi | 3 |
| Hasil | Kurang terperinci | 1 |
| | Terperinci | 2 |
| | Sangat terperinci | 3 |

| No | Nama Siswa | Kelancaran | Kerapian | Hasil | Total Nilai |
|----|------------|------------|----------|-------|-------------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
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| 5. | | | | | |