



PEMERINTAH KOTA BANDAR LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 33 BANDAR LAMPUNG



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 33 Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative Text (Fairytale)
Kelas / Semester : IX / Genap
Alokasi Waktu : 2 x 40 menit (2 JP)

Kompetensi Inti

- KI1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4 Mencoba, mengolah, dan menyaji 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.

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i> , pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.3.1 Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif tulis dengan memberi dan meminta informasi terkait <i>fairytale</i>, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.3.2 Membandingkan fungsi sosial dua teks naratif tulis dengan memberi dan meminta informasi terkait <i>fairytale</i>, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>

<p>4.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairytale</i> memperhatikan fungsisosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.3.1 Menyusun paragraf acak teks naratif tulis, sangat pendek dan sederhana, terkait <i>fairytale</i> memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>
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B. Tujuan Pembelajaran

1. Melalui kegiatan diskusi, peserta didik dapat menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif tulis pendek dan sederhana dengan tepat.
2. Melalui kegiatan diskusi, peserta didik dapat membandingkan fungsi sosial dua teks naratif tulis pendek dan sederhana dengan tepat.
3. Melalui kegiatan diskusi, peserta didik dapat menyusun paragraf acak teks naratif tulis, sangat pendek dan sederhana, dengan benar dan sesuai konteks.

C. Materi Pembelajaran

Garis besar materi pembelajaran mencakup :

Definition of Narrative Text

Narrative text is an imaginative story to entertain and attract readers by presenting a story or event that has a problem that causes conflict and at the end of the story there is a resolution that can be a happy ending or even a sad ending.

Kinds of narrative texts are folklore/folktale, **fairytale**, legend, myth, romance, mystery, historical narratives, and adventure stories.

Social Function of Narrative Text

The social function of narrative text is to amuse or to entertain the reader with a story.

The Generic Structure:

- Orientation : The background of the story, describing the people involved in the story, when and where the story took place. It's about the opening paragraph where are the characters of the story are

introduced (berisi pengenalan tokoh, tempat, dan waktu terjadinya cerita).

- **Complication** : When the problems arise in the story (Ketika permasalahan muncul mulai terjadi).
- **Resolution** : The crisis or problem is resolved, for better or for worse. (Masalah selesai, secara baik “happy ending” ataupun buruk “sad ending”).
- **Re-Orientation**: This is a lesson from the story . This is optional (not required) may or may not exist.

Language Feature

- Using *Past tense* (kalimat dalam bentuk lampau).
example : drunk, went, won, sent, etc.
- Using *Adverb of Time* (keterangan waktu).
example : Once upon a time, today, one day, yesterday, later, etc.
- Using *Time Conjunction* (konjungsi waktu).
example : When, then, suddenly, before, after, until, as soon as, etc.
- Using *Specific Character* (penggunaan karakter cerita yang spesifik, bukan umum).
example : Cinderella, Alibaba, Snow White, The Beauty, The Beast, etc.
- Using *Past Action Verbs* (kata kerja yang menunjukkan suatu tindakan dalam bentuk lampau).
example : walked, ran, escaped, saw, went, left, etc.
- Using *Direct Speech* (kalimat langsung).
example : The princess said, "My name is Princess Merida".

Definition of Fairytales

Fairy tale is a story for children involving magical events and imaginary creatures. Examples of fairytales are *Cinderella*, *Rapunzel*, *Beauty and The Beast*, *Sleeping Beauty*, *Snow White*, etc.

D. Metode Pembelajaran

- Model Pembelajaran : Scientific learning
- Metode : Tanya jawab, diskusi, dan presentasi

E. Media Pembelajaran

1. Media pembelajaran
 - Power point

- Quizziz

Alat

- Laptop
- Handphone
- LCD

2. Sumber belajar

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris THINK GLOBALLY ACT LOCALLY, Kelas IX, Kemendikbud.

- Internet

<http://britishcourse.com/narrative-text-definition-purposes-generic-structures-language-features.php>

<http://az-bahasainggris.blogspot.com/2018/03/contoh-narrative-text-dongeng-beauty.html>

<http://britishcourse.com/thumbelina-contoh-narrative-text-fairly-tale.php>

<https://www.studiobelajar.com/narrative-text/>

<https://www.youtube.com/watch?v=Rx9yjVON3oA>

- LKPD (*terlampir*)

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
<p>Orientasi</p> <ul style="list-style-type: none"> • Guru bersama peserta didik saling memberi dan menjawab salam serta menyampaikan kabarnya masing- masing. • Guru mengecek kehadiran peserta didik. • Peserta didik berdoa bersama dipimpin oleh ketua kelas. • Guru mengecek kondisi kelas • Peserta didik menyiapkan diri agar siap untuk belajar dan bersikap disiplin dalam setiap kegiatan pembelajaran 	
<p>Apersepsi</p> <ul style="list-style-type: none"> • Peserta didik diajukan pertanyaan/gambar yang ada keterkaitannya dengan pelajaran yang akan dilakukan. 	
<p>Motivasi</p> <ul style="list-style-type: none"> • Guru menjelaskan manfaat yang dapat diambil dari mempelajari materi tersebut. • Guru menyampaikan materi yang akan dipelajari. • Guru menyampaikan IPK dan tujuan pembelajaran yang akan dicapai. 	

Kegiatan Inti (50 menit)	
Sintak Model Pembelajaran Scientific Learning	Kegiatan Pembelajaran
Observing/ Mengamati	<ul style="list-style-type: none"> • Peserta didik menyaksikan tayangan video tentang contoh <i>fairytale</i> berjudul <i>Beauty and The Beast</i>. • Peserta didik dibimbing untuk menyampaikan pendapat dan komentar mengenai tayangan video • Peserta didik diberikan sebuah contoh teks naratif (<i>fairytale</i>).
Questioning/ Merumuskan	<ul style="list-style-type: none"> • Peserta didik merumuskan berbagai masalah mengenai <i>narrative text</i>, misalnya :

<p>masalah/Menanya</p>	<ul style="list-style-type: none"> - <i>Why did the writer write the text?</i> - <i>What's the generic structure?</i> - <i>What's the language feature of the text?</i> - <i>etc.</i> <ul style="list-style-type: none"> • Guru menkonfirmasi jawaban siswa mengenai materi yang sedang dibahas • Peserta didik membentuk kelompok (1 kelompok beranggotakan 4 siswa). • Peserta didik saling bertanya jawab, berkaitan dengan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif.
<p>Collecting Data/ Megumpulkan Informasi</p>	<ul style="list-style-type: none"> • Peserta didik dengan dibimbing oleh guru, menemukan jawaban berkaitan dengan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif, melalui sumber buku referensi, internet, atau sumber belajar lainnya. • Peserta didik menyampaikan hasil pencarian informasi dari internet. • Guru memberikan konfirmasi jawaban peserta didik sebagai bagian untuk memperjelas informasi yang diperoleh peserta didik
<p>Mengasosiasi/Mengolah Informasi</p>	<ul style="list-style-type: none"> • Peserta didik diberikan LKPD dan mendiskusikan <i>Activity 1</i> dan <i>Activity 2</i> dalam kelompok dengan dibimbing oleh guru. • Peserta didik menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif. • Peserta didik diberikan dua buah teks naratif tulis pendek dan sederhana. • Peserta didik membandingkan fungsi sosial dua teks naratif tulis pendek dan sederhana. • Peserta didik melengkapi tabel (<i>Activity 3</i>). • Peserta didik diarahkan kembali untuk menyusun paragraf acak teks naratif tulis pendek dan sederhana secara berkelompok (<i>Activity 4</i>).
<p>Presenting Material/ Menyajikan karya/hasil diskusi</p>	<ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja mereka. • Peserta didik lain bisa memberikan komentar atau tanggapan terhadap penyajian hasil diskusi di bawah bimbingan guru.
<p>Conclusion/Reflection</p>	<ul style="list-style-type: none"> • Guru memberikan apresiasi terhadap hasil pekerjaan dan penampilan peserta didik • Guru memberikan penguatan terhadap kegiatan pembelajaran hari ini • Peserta didik menuliskan kembali hasil kesimpulan dalam buku catatan masing-masing sebagai bahan belajar.

Kegiatan Penutup (20 Menit)

- Peserta didik mendengarkan ulasan kembali materi yang telah disampaikan oleh guru.
- Peserta didik menyampaikan tentang hal-hal yang mereka sukai yang mereka hadapi saat pembelajaran di dalam kelas
- Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas.
- Peserta didik diberi tugas untuk mengerjakan soal tes formatif berupa soal pilihan ganda/instrumen penilaian pengetahuan melalui *live quiz* menggunakan *quiziz.com*
- Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.
- Guru menutup pertemuan dengan doa.

G. Penilaian

❖ Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini meliputi:

- a. LKPD (Lembar Kerja Peserta Didik) : *Terlampir*
 - Activity 1 : menganalisa fungsi sosial dan struktur teks naratif tulis pendek dan sederhana.
 - Activity 2 : menganalisa unsur kebahasaan teks naratif tulis pendek dan sederhana.
 - Activity 3 : membandingkan fungsi sosial dan struktur teks dua teks naratif tulis pendek dan sederhana.

❖ Keterampilan

- a. LKPD (Lembar Kerja Peserta Didik) : *Terlampir*
 - Activity 4 : menyusun paragraf acak teks naratif tulis pendek dan sederhana terkait *fairytale*.

❖ Sikap

- a. Penilaian Observasi Guru
 - i. Teknik : Observasi
 - ii. Instrument penilaian :

No.	Hari / Tanggal	Nomor Kode Peserta Didik	Uraian Kejadian	Tindak Lanjut
1				
2				
3				
dst.				

Mengetahui,
Kepala SMPN 33 Bandar Lampung

Bandar Lampung, 3 Januari 2022
Guru Mapel,

Hi. MUHAMMAD YUSRI, S.Pd., M.M
NIP. 19620824 198412 1 001

RAHMAT NURUDIN, S.Pd
NIP. 19880505 201903 1002

Lampiran LKPD

1. Penilaian Pengetahuan

- a. Teknik : Tes Tertulis
- b. Bentuk : Menjawab pertanyaan (Analyzing social function and text structure of written narrative text).
- c. Indikator dan butir soal
 - Indikator soal : Diberikan sebuah contoh teks naratif tulis pendek dan sederhana, peserta didik menganalisa fungsi sosial dan struktur teks naratif dengan menjawab beberapa pertanyaan.
 - Butir soal

Activity 1

The Beauty and The Beast



Once upon a time, there lived a merchant and his beautiful daughter named Beauty. One day, the merchant got lost in the forest and arrived at a palace. He went inside and did not see anyone inside, so he finally decided to spend the night there.

The next morning, when the merchant left, he saw a beautiful rose in the garden. He thought of Beauty and picked it up. Suddenly, a terrible beast approached him and screamed at him for stealing in his garden. The merchant was frightened and explained that he picked the rose for Beauty, his daughter. The Beast said that he would let him go if he chose to send Beauty to stay with him. Fearfully, the merchant finally agreed.

At home, he sadly told it all to Beauty. The Beauty understood and made the decision to go to the palace. Initially, she was afraid of the Beast but within a few days she realized that the Beast was kind and gentle. One day, in the magic mirror the Beast had given her, Beauty saw that his father was ill. Unable to see his grief, the Beast allowed her to go home. Beauty was happy to be back again. Under Beauty's care, his father was able to heal quickly.

One day, Beauty thought of the Beast and looks into the mirror miraculously. She saw the Beast was also sick. She went to the palace to meet him. Beauty saw the Beast groaning in pain and dying. The Beast was sick because he loved and missed Beauty too much. Beauty then embraced him and told him that she loved him. At that moment, the Beast transformed into a handsome prince. Beauty was shocked, the prince explained that her sweet words had destroyed the spell given by a witch to him. They soon got married and lived happily ever after.

Answer the question below!

- 1. What's the topic of the story?**
- 2. Why did the writer write the story?**
- 3. What can we learn from the story?**

4. What will you probably do after reading the story?
5. Why did the merchant pick the rose up?
6. Why did the Beast become sick?
7. What happened to the Beast at the end of the story?
8. Based on the story, it can be concluded that the story ended

2. Penilaian Pengetahuan

- a. Teknik : Tes Tertulis
- b. Bentuk : Mengisi tabel (Analyzing language feature of written narrative text).
- c. Indikator dan butir soal
 - Indikator soal : Diberikan sebuah teks naratif tulis pendek dan sederhana, peserta didik menganalisa unsur kebahasaan teks naratif.
 - Butir soal

Activity 2

Please read the story below, then complete the table by analyzing the language feature of the text.

The Beauty and the Beast



Once upon a time, there lived a merchant and his beautiful daughter named Beauty. One day, the merchant got lost in the forest and arrived at a palace. He went inside and did not see anyone inside, so he finally decided to spend the night there.

The next morning, when the merchant left, he saw a beautiful rose in the garden. He thought of Beauty and picked it up. Suddenly, a terrible beast approached him and screamed at him for stealing in his garden. The merchant was frightened and explained that he picked the rose for Beauty, his daughter. The Beast said that he would let him go if he chose to send Beauty to stay with him. Fearfully, the merchant finally agreed.

At home, he sadly told it all to Beauty. The Beauty understood and made the decision to go to the palace. Initially, she was afraid of the Beast but within a few days she realized that the Beast was kind and gentle. One day, in the magic mirror the Beast had given her, Beauty saw that his father was ill. Unable to see his grief, the Beast allowed her to go home. Beauty was happy to be back again. Under Beauty's care, his father was able to heal quickly.

One day, Beauty thought of the Beast and looks into the mirror miraculously. She saw the Beast was also sick. She went to the palace to meet him. Beauty saw the Beast groaning in pain and dying. The Beast was sick because he loved and missed Beauty too much. Beauty then embraced him and told him

that she loved him. At that moment, the Beast transformed into a handsome prince. Beauty was shocked, the prince explained that her sweet words had destroyed the spell given by a witch to him. They soon got married and lived happily ever after.

No.	Past Action Verb	Adverb of time	Time Conjunction	Specific Character
1.				
2.				
3.				
4.				

3. Penilaian Pengetahuan

- a. Teknik : Tes tulis
- b. Bentuk : Melengkapi tabel (comparing the social function of two narrative texts)
- c. Indikator dan butir soal
 - Indikator : Diberikan dua buah teks naratif tulis, peserta didik dapat membandingkan fungsi sosial dua teks tersebut.

Butir Soal :

Activity 3

Please read the stories below, then complete the table.

Text 1

The Beauty and The Beast



Once upon a time, there lived a merchant and his beautiful daughter named Beauty. One day, the merchant got lost in the forest and arrived at a palace. He went inside and did not see anyone inside, so he finally decided to spend the night there.

The next morning, when the merchant left, he saw a beautiful rose in the garden. He thought of Beauty and picked it up. Suddenly, a terrible beast approached him and screamed at him for stealing in his garden. The merchant was frightened and explained that he picked the rose for Beauty, his daughter. The Beast said that he would let him go if he chose to send Beauty to stay with him. Fearfully, the merchant finally agreed.

At home, he sadly told it all to Beauty. The Beauty understood and made the decision to go to the palace. Initially, she was afraid of the Beast but within a few days she realized that the Beast was kind and gentle. One day, in the magic mirror the Beast had given her, Beauty saw that his father was ill.

Unable to see his grief, the Beast allowed her to go home. Beauty was happy to be back again. Under Beauty's care, his father was able to heal quickly.

One day, Beauty thought of the Beast and looks into the mirror miraculously. She saw the Beast was also sick. She went to the palace to meet him. Beauty saw the Beast groaning in pain and dying. The Beast was sick because he loved and missed Beauty too much. Beauty then embraced him and told him that she loved him. At that moment, the Beast transformed into a handsome prince. Beauty was shocked, the prince explained that her sweet words had destroyed the spell given by a witch to him. They soon got married and lived happily ever after.

Text 2

Thumbelina



Once upon a time, there was a kind woman who had no children, longed for a baby and would often say, “How I would love to have a baby girl, even a tiny little one.” A beautiful fairy heard her wish one day, and gave her a little seed to plant in a flowerpot. When the seed bloomed into a tulip, the woman saw a tiny, beautiful girl inside, no bigger than her thumb. She decided to call her Thumbelina. She was so small that she had a walnut shell for a bed and used petals as a blanket.

One day, an ugly toad saw Thumbelina, then he fell in love with her. One night, when Thumbelina was sleeping, the toad carried the shells along with Thumbelina who was sleeping in it. Then she jumped through the window into the garden. Thumbelina was taken to a flower garden. Thumbelina felt very sad and she begged to be released but the frog rejected. When the frog was asleep, she run away to escape.

Thumbelina feel sad. She cried along a snowy road. When she was crying, a swallow came to her, and said, “Come south with me to warmer lands.” Young Thumbelina flew away on the swallow’s back. They flew across the seas and came to a land of sunshine. The swallow said, “This is my home. You can live in one of the loveliest and biggest flowers.” When Thumbelina stepped inside, she found a handsome fairy, as tiny as her. He was the son of the king of flowers and he fell in love with Thumbelina. He asked her to marry him. So Thumbelina became queen of the flowers and the two lived happily ever after.

No.	Question	Answer
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		Story 1	Story 2
1.	What does the text tell us about?		
2.	Why did the writer write the text?		
3	What can we learn from the story?		
4.	What will the readers probably do after reading the story?		

4. Penilaian Keterampilan

- a. Teknik : Tes Tertulis
- b. Bentuk : Menyusun paragraf acak (arranging the paragraphs into a good order).
- c. Indikator dan butir soal
 - Indikator soal : Diberikan sebuah teks rumpang, peserta didik dapat menyusun teks naratif tulis secara benar.
 - Butir soal

Activity 4

Arrange the story below into a good order.

CINDERELLA



In the end, the King’s soldier let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The Prince was overjoyed to see her again. They got married and lived happily ever after.

One day, there was an invitation from the palace. The royal family of the kingdom wanted to find a woman who would be a princess. Cinderella wanted to go to the ball, but her step mother asked her to stay at home and do the house works. Cinderella cried. Then, there was a fairy godmother standing beside her. “Why are you crying, Cinderella?”, the fairy godmother asked. “I want to go to the ball, but my step mother insists me to stay at home. I don’t have any beautiful dress too,” said Cinderella. Then the fairy turned Cinderella’s ugly dress became the most beautiful dress and with beautiful slippers.

The fairy also turned a pumpkin into a parking coach and the mice become six white horses. Finally, Cinderella could go to the ball but she had to come back before midnight before the spell ended.

At the ball, Cinderella amazed everybody there include the Prince. The Prince asked her to dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Cinderella, remembered what the fairy had said. She ran back to go home. But she lost one of her slippers in ballroom. The Prince picked up her slipper and would search for the girl whose foot fitted with the slipper.

Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and her two daughters didn't like Cinderella. They treated Cinderella badly. Cinderella always did the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan, and preparing the food for the family, and so on.

A few days later, the Prince proclaimed that he would marry the girl whose feet fitted the slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it.

CINDERELLA

.....

..... (Paragraph 1)

.....

..... (Paragraph 2)

.....

..... (Paragraph 3)

.....

..... (Paragraph 4)

.....

..... (Paragraph 5)

H. Pedoman Penilaian

Activity 1

a. Penilaian Pengetahuan

1. Jawaban benar diberikan skor 25
2. Jawaban salah diberikan skor 0

Nilai = Total Skor Jawaban Benar : 2

Activity 2

a. Penilaian Pengetahuan

1. Jawaban benar diberikan skor 25
2. Jawaban salah diberikan skor 0

Nilai = Total Skor Jawaban benar : 4

Activity 3

a. Penilaian Pengetahuan

1. Jawaban benar diberikan skor 25
2. Jawaban salah diberikan skor 0

Nilai = Total Skor Jawaban Benar : 2

Activity 4

a. Penilaian Keterampilan

I. Instrumen Penilaian

No KD	Butir IPK	Tujuan Pembelajaran	Komponen Teks dan Level Kognitif	Indikator Soal	Keterangan
3.3	3.3.1 Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif tulis dengan memberi dan meminta informasi terkait <i>fairytale</i> s, pendek dan sederhana, sesuai dengan konteks penggunaannya.	Melalui kegiatan diskusi, peserta didik dapat menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif tulis pendek	C4	Diberikan sebuah teks naratif tulis (<i>fairytale</i>), peserta didik menganalisa fungsi sosial dan struktur teks tersebut.	Activity 1

		dan sederhana dengan tepat.	C4	Diberikan sebuah teks naratif tulis (<i>fairytale</i>), peserta didik menganalisa fungsi sosial dan struktur teks tersebut.	Activity 2
3.3	3.3.2 Membandingkan fungsi sosial dua teks naratif tulis dengan memberi dan meminta informasi terkait <i>fairytale</i> , pendek dan sederhana, sesuai dengan konteks penggunaannya.	Melalui kegiatan diskusi, peserta didik dapat membandingkan fungsi sosial dua teks naratif tulis pendek dan sederhana dengan tepat.	C5	Diberikan dua buah teks naratif tulis (<i>fairytale</i>), peserta didik membandingkan fungsi sosial dua teks tersebut.	Activity 3
4.3	4.3.1 Menyusun paragraf acak teks naratif tulis, sangat pendek dan sederhana, terkait <i>fairytale</i> memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	Melalui kegiatan diskusi, peserta didik dapat menyusun paragraf acak teks naratif tulis, sangat pendek dan sederhana, dengan benar dan sesuai konteks.	P3	Diberikan paragraf acak, peserta didik menyusun paragraf tersebut menjadi sebuah cerita yang urut.	Activity 4

