RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : **SMP Negeri 1 Sidamanik**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **IX/Genap**
Pertemuan ke- : **1 (satu)**
Materi Pokok : **_Narrative Text (Fairy tales)_**
Tahun Pelajaran : **2020/2021**
Alokasi Waktu : **2 JP x 40 menit**

A. Kompetensi Inti

- **KI-1:** Menghargai dan menghayati ajaran agama yang dianutnya.
- **KI-2:** Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi dan gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasaingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	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 sumberlain yang sama dalam sudut pandang / teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR (KD)	INDIKATOR PENCAPAIAN KOMPETENSI (IPK)
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	3.7.1 **Menjelaskan informasi** terkait fungsi sosial yang tekandung dalam teks _narrative (fairy tales)_ lisan dan tulis pendek dan sederhana. 3.7.2 **Membandingkan** fungsi social beberapa teks _narrative; fairy tales_ lisan dan tulis pendek dan sederhana 3.7.3 **Mengurutkan** kalimat acak menjadi teks _narrative_ yang runut

| | sesuai dengan urutan yang logis secara lisan dan tulis. |
| | 3.7.4 **Membandingkan** struktur teks beberapa teks *narrative; fairy tales* lisan dan tulis pendek dan sederhana. |

C. Tujuan Pembelajaran

Melalui pendekatan saintifik dengan menggunakan model *Discovery Learning*, peserta didik dapat **membandingkan** fungsi sosial, struktur, teks serta unsur-unsur kebahasaan beberapa teks naratif *fairy tales* dan **terampil** dalam **menangkap makna** terkait fungsi sosial, struktur teks dan unsur-unsur kebahasaan dengan penuh rasa ingin tahu, displin, percaya diri selama proses pembelajaran serta mampu berkomunikasi dan bekerjasama dengan baik dalam kelompok.

Fokus Penguatan Karakter: Religius, disiplin, percaya diri, kerjasama

D. Materi Pembelajaran

1. Fungsi sosial teks *Narrative*

   - Menghibur pembaca
   - Mengambil teladan nilai-nilai luhur/ pesan moral

2. Struktur teks *Narrative*

   - *Orientation (*Orientasi)
   - *Complication* (Konflik/ Krisis)
   - *Resolution* (Resolusi)

3. Unsur-unsur kebahasaan teks *Narrative*

   - Kalimat deklaratif dan interogatif dalam simple past tense
   - Frasa adverbia: *a long time ago, once upon a time, in the end, happily ever after*
   - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Pendekatan   : Saintifik
Model Pembelajaran : *Discovery Learning*
Metode   : Diskusi, Tanya jawab, Penugasan, Presentasi

F. Media Pembelajaran

   Media:
   1. Lembar Kerja Siswa
   2. Video Animasi

   Alat/Bahan:
   1. Laptop
   2. LCD Proyektor
   3. Whiteboard
   4. Kertas Plano
   5. Spidol
   6. *Sticky notes*
   7. Lem

G. Sumber Belajar
   1. Kementerian Pendidikan dan Kebudayaan. Buku Siswa Mata Pelajaran Bahasa Inggris Kelas IX. Jakarta: Kementerian Pendidikan dan Kebudayaan.
   2. Kamus Bahasa Inggris – Indonesia
   3. Video cerita *Fairy tale.* https://www.youtube.com/watch?v=5RT7CWrNDAc
   4. Pusat Perbukuan. *Contextual Teaching and Learning* Bahasa Inggris SMP/ MTs Kelas IX Edisi 4. Jakarta: Departemen Pendidikan Nasional.

H. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Pendahuluan		
Orientasi	- Guru mengucapkan salam dan bertegur sapa dengan peserta didik. - Peserta didik berdoa sebelum memulai kegiatan. - Peserta didik bersama-sama menyanyikan lagu Indonesia Raya (jika pembelajaran dimulai pada jam pertama). - Guru memeriksa kehadiran peserta didik	**5'**
Apersepsi	- Mengaitkan materi dengan pengalaman peserta didik atau dengan tema sebelumnya (buku cerita yang pernah mereka baca/ peristiwa diwaktu lampau) - Mengingatkan kembali materi prasyarat (*simple past tense*) - Mengajukan pertanyaan pendahuluan: 1. *When you were a child, did your parents tell you stories?* 2. *What story did you like most?*	**5'**

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
	3. *Now, do you like reading stories or watching movies?* 4. *What was the last story you read?* 5. *Do you enjoy reading the stories or watching the movies?*	
Motivasi	- Menginformasikan materi yang akan dipelajari - Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari - Menyampaikan tujuan dan strategi pembelajaran	**5'**
B. Kegiatan Inti		
Stimulation (pemberian rangsangan)	1. Peserta didik dibagi dalam beberapa kelompok (masing-masing terdiri dari 4 orang). 2. Peserta didik mengamati dan menyimak tayangan video tentang salah satu cerita rakyat berjudul ***The Princess and The Frog.*** 3. Peserta didik bersama guru melakukan tanya jawab secara lisan terkait dengan informasi tertentu dari isi cerita yang ditayangkan. • *What is the title of the story?* • *How many characters are there in the story?* • *Who is the main character in the story?* • *What problem did the character face?* • *How did she solve the problem?* • *etc.* 4. Dengan bimbingan guru, menjelaskan informasi tertentu terkait topik dan fungsi sosial dari video yang ditayangkan.	**10'**
Problem statement (identifikasi masalah)	1. Peserta didik diberi beberapa kalimat acak dari cerita *narrative* pendek dan sederhana oleh guru. 2. Peserta didik membaca dan memahami isi dari kalimat-kalimat tersebut. 3. Peserta didik bersama-sama dalam kelompok mengurutkan dengan benar kalimat-kalimat tersebut menjadi satu teks naratif yang utuh. 4. Guru melakukan penilaian sikap melalui observasi saat peserta didik melakukan kegiatan dalam kelompok.	**10'**

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Data collection (pengumpulan data)	1. Peserta didik menuliskan kosa kata sulit yang mereka temukan dalam kalimat-kalimat yang telah diurutkan menjadi teks yang utuh dan menemukan arti kata tersebut dari kamus. 2. Peserta didik mengumpulkan informasi yang relevan dari isi teks untuk menentukan fungsi sosial dari cerita tersebut dalam kelompok dengan bimbingan guru. 3. Peserta didik mencari dan mengumpulkan informasi tentang struktur teks naratif dari bahan bacaan (buku teks pelajaran). 4. Peserta didik menentukan struktur teks dari cerita yang telah mereka susun sesuai dengan struktur untuk teks naratif yang telah mereka baca. (*Orientation – Events - Complication – Resolution*)	**10'**

Data processing (pengolahan Data)	1. Peserta didik bersama sama dalam kelompok dengan bimbingan guru mengolah informasi hasil identifikasi tentang fungsi sosial dan struktur teks naratif sebagai bahan presentasi dengan cara:
	  - Menempelkan kalimat-kalimat yang telah mereka urutkan menjadi satu rangkaian cerita naratif sesuai urutan yang benar dengan teliti.
	  - Menuliskan fungsi sosial dari teks tersebut dengan menggunakan ejaan dan tanda baca yang benar.
	  - Menuliskan struktur teks sesuai dengan urutan struktur teks naratif.
	  - Menentukan salah satu anggota kelompok untuk menjadi juru bicara (*speaker)* yang bertugas mempreentasikan hasil kerja kelompoknya.
	  - Berlatih mempresentasikan hasil kerja kelompok dengan membaca isi cerita tersebut (*story telling)* kepada anggota kelompok dengan pelafalan dan intonasi yang tepat.
		10'

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
	- Berlatih menjelaskan fungsi sosial dan struktur teks dari cerita tersebut di dalam kelompok masing-masing. - Menempelkan hasil kerja kelompok di dinding kelas.	
Verification (pembuktian)	1. Juru bicara tiap kelompok mempresentasikan hasil kerja kepada pengunjung dari kelompok lain selama 3 menit. 2. Anggota kelompok lainnya yang bertugas sebagai Pengunjung, berkeliling, menyimak penjelasan dan membandingkan isi dan informasi terkait fungsi sosial dan struktur teks naratif dari hasil kelompok mereka dengan yang dipresentasikan. 3. Pengunjung dapat mengajukan pertanyaan, membuat catatan, memberi masukan dan apresiasi hasil kerja kelompok yang dikunjungi.	20'
Generalization (menarik kesimpulan)	1. Peserta didik dengan bimbingan guru, menyimpulkan hasil observasi mereka dari seluruh kelompok yang mereka kunjungi dengan membandingkan: - Fungsi sosial dan - Struktur teks, dari beberapa teks *narrative* yang telah mereka pelajari. 2. Guru memberikan apresiasi terhadap hasil pekerjaan dan penampilan peserta didik 3. Peserta didik menuliskan kembali hasil kesimpulan dalam buku catatan masing-masing sebagai bahan belajar. 4. Peserta didik menjawab beberapa pertanyaan terkait fungsi sosial dan struktur teks *narrative* dari lembar soal yang disediakan oleh guru.	10'
C. Kegiatan Penutup		
	1. Peserta didik, dengan bimbingan guru, membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	5'

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
	2. Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas. 3. Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik dalam kelompok. 4. Peserta didik diberi tugas mencari contoh teks naratif lain dan membacanya di rumah sebagai tugas mandiri. 5. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.	

I. Penilaian Hasil Pembelajaran

1. Teknik Penilaian (terlampir)

a. Sikap

Penilaian sikap dalam pembelajaran KD ini meliputi :

1. Penilaian Observasi Guru
2. Penilaian Diri
3. Penilaian antar Teman
4. Penilaian Jurnal

b. Keterampilan

Penialian keterampilan dalam pembelajaran KD ini meliputi:

1. Penilaian unjuk kerja
2. Penilaian presentasi

c. Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini meliputi:

1. Tes Formatif melalui penilaian hasil lembar kerja di saat pembelajaran dan tes tulis berupa essai
2. Tes Sumatif setelah keseluruhan IPK dalam KD selesai tercapai, berupa soal Pilihan Ganda dan essai
3. Tes Lisan dilakukan saat pembelajaran berlangsung

2. Pembelajaran Remedial dan Pengayaan

a. 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:

- Soal yang diberikan berbeda dengan soal sebelumya namun setara

- Nilai akhir yang akan diambil adalah nilai hasil tes terakhir
- Siswa lain yang sudah tuntas (>KKM) dipersilahkan untuk ikut bagi yang berminat untuk memberikan keadilan.

CONTOH PROGRAM REMIDIAL

Sekolah   : ……………………………………………………………………..
Kelas/Semester   : ……………………………………………………………………..
Mata Pelajaran   : …………………………………………………………………….
Ulangan Harian Ke : ………………………………………………………………….
Tanggal Ulangan Harian : …………………………………………………………………….
Bentuk Ulangan Harian : ……………………………………………………………………..
Materi Ulangan Harian : ……………………………………………………………………..
(KD / Indikator)   : ……………………………………………………………………..
KKM   : ……………………………………………………………………..

No	Nama Peserta Didik	Nilai Ulangan	Indikator yang Belum Dikuasai	Bentuk Tindakan Remedial	Nilai Setelah Remedial	Ket
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
dst						

b. 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 naratif lain.

Sidamanik, 8 Januari 2021

Mengetahui   Guru Mata Pelajaran,
Kepala SMP Negeri 1 Sidamanik,

Alimuda P Lumbantobing, S.Pd.   **Apul F. H Damanik S.Pd.**
NIP. 196706131999031002   NIP. 198402272014061001

LAMPIRAN

Activity 1

Answer the following questions. Discuss the answers with your friend next to you.

 1. When you were still a little child, did your parents tell you stories?

2. What story did you like most?

3. Now, do you like to watch movies, or read story books?

4. Have you seen the Cinderella movie? How about the Princess and the Frog?

Activity 2

Study the pattern of the story below.

Snow White	Pattern of story
Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.	**Orientation** sets the scene and introduces the characters and what happened to them.
One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went | **Complication** tells the crisis that arises. In telling the crisis, it starts by telling when the problem begins to occur. Then, it increases. And finally, it reaches the climax. |

inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."	
Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story, and Snow White and the 7 dwarfs lived happily ever after.	**Resolution** tells the crisis that is resolved for better or worse

Narrative Text

When we tell a story, we use a narrative text. A narrative text can be a fairy tale, fable, folktale, legend, myth, romance, science fiction, or others.

The Social Function

The social functions of narrative text are:
- to entertain the listeners or readers;
- to give moral lesson/ moral value.

The Generic Structures

- In the **orientation**, you tell the listeners or readers the characters, the place, the time (if possible) and other things to make your readers understand the story.
- In the **complication**, you tell the listeners or readers the problem that happened in the story. Usually you should tell the steps starting from how the problem arises up to the climax.
- Finally, in the **resolution**, you tell the listeners or readers the anti-climax or the answer to the problem.

A. Worksheet 1

Group : ………………………
Number
Members : 1.   3.
         2.   4.
Grade : IX …

1. Watch the story that your teacher will play on the screen.
2. While watching, complete the table below using information from the story.
3. compare your answer with other groups.

Tittle:

Social Function:

Orientation:
1. **When** was the story take place?

   ………

2. **Who** is the main character of the story?

   ………..

3. **Where** did the story happen?

   ………

4. **What happened** to the main character according to the story?

   ………

Complication:
What problem did the main character face?

……

Resolution:
What did the main character do **to solve** the problem?

……

……

Once upon a time, there was a beautiful princess,
the most spoiled princess that had ever lived.
She had a golden dress, a golden crown,
a golden plate and a golden bed.

Her favorite thing of all was her small, golden ball.
She played with it in the garden for hours, bouncing it off the ground.

But one day, it bounced too far away,
out of the garden, into the woods,
down the old well. "Oh no!" the princess cried,
as she ran to it and saw how deep it was.
What was she to do now?

I want to live with you and be your friend.
Eat in your golden plate and sleep in your golden bed."
And the Princess agreed.
For she really wanted her ball back.

Dinner came at the Princess's home,
and she joined her father and sisters on the table.
But just as they were about to start,
they heard three knocks at the door.

The King heard that and scolded his daughter,
for he believed a promise had to be kept.
So she opened the door, and just as she did,
the small green frog hopped inside the castle.

It was seated right next to her and it ate out of her golden plate, just as promised. But as night fell, and it asked to be brought up to her bed, the Princess could not take it anymore.

"A dirty, disgusting frog in a princess's bed?" she screamed in anger. She picked up the frog and threw it to the wall!

In the blink of an eye, the frog disappeared! The princess rubbed her eyes, as she saw the handsome, beautiful prince sitting in its place.

"I was enchanted by an evil witch", he explained, rubbing his head where it had hit the wall. "a long time ago. But you have somehow broken the spell"

https://www.youtube.com/watch?v=5RT7CWrNDAc

They fell in love that summer and got married that fall, and moved to the Prince's beautiful castle. The Princess still had her golden ball, but now their children were playing with it in the garden. And they lived happily ever after, forever thankful to the King.

ANSWER KEYS

A. Worksheet 1

Tittle:
THE FROG PRINCE

Social Function: TO GIVE MORAL LESSON
We have to fulfil our promise; Don't break our promise

Orientation:
1. **When** was the story take place?
   Once upon a time
2. **Who** is the main character of the story? How is he/ she like?
   The princess. She was beautiful but very spoiled princess. Her favourite thing was her golden ball.
3. **Where** did the story happen?
   In the princess palace.

4. **What happened** to the main character according to the story?
   She liked to play her golden ball in the garden for hours, bouncing it off the ground.

Complication:
What problem did the main character face?
She bounced the ball too far away, out of the garden to the woods and finally got into the well. The well was too deep for the princess to take the ball.

Resolution:
What did the main character do **to solve** the problem?
Finally there was a frog that willingly took the ball for her in one condition. It asked the princess to take it to live with the princess and to be her friend. At the end, the frog turned into a good looking prince. They got married, and finally they lived happily ever after.

B. Worksheet 2 (even group)
1. Arrange the sentences below into the correct order to form a story.
2. Complete the table based on the story by answering the questions. Write the generic structure of each part of the text.

Story 1

a.	Malin Kundang went sailing to other place.
b.	After years, there was a luxurious ship docked. A young couple came out from the ship.
c.	Once upon a time, there was a poor woman who had lost her husband and had a son named Malin Kundang.
d.	Ever since Malin Kundang left, his mother went to shore every day, waiting for Malin Kundang to return.
e.	Malin's mother was sure that he was Malin Kundang, her only son.
f.	Being denied and humiliated, his mother was angry. Finally she cursed him into a stone.
g.	Malin didn't admit that she was his mother.

Tittle:

Social Function:

………………………..:
1. **When** was the story take place?

   ………
2. **Who** is the main character of the story?

   ………..
3. **Where** did the story happen?

   ………
4. **What happened** to the main character according to the story?

   ………

……………………….:
What problem did the main character face?

……

……………………….:
What did the main character do **to solve** the problem?

……..

……..

B. Worksheet 2 (odd group)

1. Arrange the sentences below into the correct order to form a story.
2. Complete the table based on the story by answering the questions. Write the generic structure of each part of the text.

Story 2

a.	His dream finally came true.
b.	The two young people soon fell in love, but the worlds they came was just too different and soon they had to part.
c.	Long time ago, high in the mountain, lived a prince whose great wish was to journey to the moon because he loved its gentle glow.
d.	As a sign of her great love, the moon king's daughter gave the prince one of the smooth and lovely flowers.
e.	When he reached the moon, he discovered its light came from the moon's king's beautiful daughter.
f.	It covered the moon like snow and this was how the first alpine flower was brought to earth.

Tittle:

Social Function:

……………………… :

1. **When** was the story take place?

   ……

2. **How many characters are there in the story? Who** are they?

   …….

3. **Where** did the story happen?

   …….

4. **What happened** to the main character according to the story?

   ……

…………………… :

What problem happened in the story?

………

…………………………:

How was the solution of the problem?

……

……

ANSWER KEYS

A. Worksheet 2 (even group)

1. Arrange the sentences below into the correct order to form a story.
2. Complete the table based on the story.

Story 1

c.	Once upon a time, there was a poor woman who had lost her husband and had a son named Malin Kundang.
a.	Malin Kundang went sailing to other place.
d.	Ever since Malin Kundang left, his mother went to shore every day, waiting for Malin Kundang to return.
b.	After years, there was a luxurious ship docked. A young couple came out from the ship.
e.	Malin's mother was sure that he was Malin Kundang, her only son.
g.	Malin didn't admit that she was his mother. Instead, he drove her away and denied his own mother.
f.	Being denied and humiliated, his mother was angry. Finally she cursed him into a stone.

> **Tittle:**
> **MALIN KUNDANG**

Social Function:

To give moral lesson to readers. **The moral lessons are:**

- *We should obey and love our mother if we want to be successful in life.*
- *Do not break our mother's heart if we want to be successful.*
- *Mother's pray means everything.*

Orientation:

1. **When** was the story take place?
   Once upon a time
2. **Who** is the main character of the story?
   Malin Kundang
3. **Where** did the story happen?
   In a small village near the seashore
4. **What happened** to the main character according to the story?
   He went sailing to other places.

Complication:

What problem did the main character face?

He denied and humiliated his own mother when he became rich man when he came back to the village.

> **Resolution:**
> **What** did the main character do **to solve** the problem?
> *He couldn't avoid his mother anger and spell. Finally, he turned into a stone.*

B. Worksheet 2 (odd group)
1. Arrange the sentences below into the correct order to form a story.
2. Complete the table based on the story by answering the questions. Write the generic structure of each part of the text.

Story 2

c.	Long time ago, high in the mountain, lived a prince whose great wish was to journey to the moon because he loved its gentle glow.
a.	His dream finally came true.
e.	When he reached the moon, he discovered its light came from the moon's king's beautiful daughter.
b.	The two young people soon fell in love, but the worlds they came was just too different and soon they had to part.
d.	As a sign of her great love, the moon king's daughter gave the prince one of the smooth and lovely flowers.
f.	It covered the moon like snow and this was how the first alpine flower was brought to earth.

> **Tittle:**
> **THE FLOWERS FROM THE MOON**

> **Social Function:**
> **To entertain/ amuse the readers with the story**

> *Orientation***:**
> 1. **When** was the story take place?
>   *Long time ago*
> 2. **How many characters are there in the story? Who** are they?
>   *3 characters; a prince from earth, a princess from the moon, a King from the moon*
> 3. **Where** did the story happen?
>   *In a palace and in the moon*
> 4. **What happened** to the main character according to the story?
>   *The prince had a great wish to journey to the moon because he loved its gentle*

> *Complication***:**
> **What problem** happened in the story?
> *The prince fell in love to the princess from the moon but they had to part because they came from different worlds.*

Resolution:

How was the solution of the problem?

The princess gave the prince one of the smooth and lovely flowers from the moon. This was how the first alpine flower came to earth.

C. Teknik Penilaian

1. Penilaian Sikap

Observasi Guru

No.	Nama	Sikap yang dinilai			
		Religius	Disiplin	Percaya Diri	Kerjasama

Rubrik Penilaian Sikap

Nilai	Deskripsi
SB	**Sangat baik** dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/ mencari informasi dari sumber lain
B	**Baik** dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/ mencari informasi dari sumber lain
C	**Cukup baik** dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/ mencari informasi dari sumber lain
K	**Kurang baik** dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/ mencari informasi dari sumber lain

Penilaian Antar Teman

Group: …

No	indicator	Students' name/ Score				
		St. 1	St. 2	St. 3	St. 4	St. 5
1	Bekerjasama dalam menyelesaikan tugas kelompok.					
2	Menunjukkan sikap disiplin dalam menyelesaikan tugas kelompok.					
3	Menunjukan sikap percaya diri saat mengemukakangagasan, bertanya, merespon atau menyajikan hasil diskusi.					
4	Menunjukkan sikap toleransi dan saling menghargai perbedaan agama yang dianut.					
5	Mampu menyelesaikan permasalahan/ perbedaan pendapat dalam kelompok.					

Diisi dengan:

SB = Sangat Baik   C = Cukup

B = Baik   K = Kurang

2. Penilaian Pengetahuan

Tes Formatif, berupa Problem Set terintegrasi dalam LKS

Tes Sumatif, berupa ulangan harian yang diberikan setelah seluruh IPK terajarkan

KISI-KISI PENILAIAN PENGETAHUAN

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi	Indikator Soal	Level Kognitif	Bentuk Soal	No. Soal
1	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	**Mengurutkan kalimat** acak menjadi teks *narrative* yang runut sesuai dengan urutan yang logis secara lisan dan tulis.	Peserta didik dapat mengurutkan kalimat acak menjadi teks yang runut sesuai dengan struktur teks *narrative* yang tepat.	C3/L3	Tes Tulis (Essai)	1
			Peserta didik dapat menentukan urutan kalimat acak menjadi teks yang runut sesuai dengan struktur teks *narrative* yang tepat.	C3/L3	Tes Tulis (PG)	1
2		**Membandingkan** fungsi sosial beberapa teks *narrative; fairy tales* lisan dan tulis pendek dan sederhana.	Disajikan teks *narrative* berjudul **Malin Kundang**, peserta didik dapat menentukan pesan moral yang terkandung dalam teks tersebut.	C4/L3	Tes Tulis (essai)	2
			Disajikan teks narrative berjudul **Little Brother, Little Sister**, peserta didik dapat menentukan pesan moral yang terkandung dalam teks tersebut.	C4/L3	Tes Tulis (PG)	2
3		**Membandingkan** struktur beberapa teks *narrative; fairy tales* lisan dan tulis pendek dan sederhana.	Disajikan teks *narrative* berjudul **Malin Kundang**, peserta didik dapat menentukan informasi tersurat yang terkandung dalam teks tersebut.	C4/L3	Tes Tulis (essai)	3

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi	Indikator Soal	Level Kognitif	Bentuk Soal	No. Soal
			Disajikan teks *narrative* berjudul **Little Brother, Little Sister**, peserta didik dapat menentukan informasi tersirat yang terkandung dalam teks tersebut.	C4/L3	Tes Tulis (PG)	3

Format kartu soal

1. Soal Pilihan Ganda

KARTU SOAL

Jenis Sekolah : SMP	Nama Penyusun : Apul Fransisko H
Bahan Kelas/Semester : 9/ 2	Damanik
Mata Pelajaran: Bahasa Inggris	Unit Kerja : SMP Negeri 1
Kurikulum : 2013	Sidamanik

Kompetensi Dasar	Buku Sumber **Bedah SKL UN 2017 SMP/ MTS**	☐ Pengetahuan dan Pemahaman	☐ Aplikasi	▦ Penalaran
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				

What is the best arrangement of the sentences to become a good paragraph?

    a. 3 – 4 – 1 – 2 – 5 – 6 – 7
    b. 3 – 1 – 2 – 4 – 5 – 7 – 6
    c. 3 – 1 – 4 – 2 – 5 – 7 – 6
    d. 3 – 4 – 1 – 2 – 5 – 7 – 6

Kunci
c

Kompetensi Dasar	Buku Sumber			
	366 and More Fairy Tales, 1990	☐ Pengetahuan dan Pemahaman	☐ Aplikasi	🔴 Penalaran
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	**Rumusan Butir Soal**			

No soal
2

Little Brother, Little Sister

Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother felt thirsty and asked his sister to find a spring.

However, as the young boy bent down to drink, his sister heard a voice which said," Who drinks from me will turn into a fawn." It was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar of her belt, and led the fawn off into the woods. There, they found an abandoned cottage and lived together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once. He asked her to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the

fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell. Finally, they lived safely and happily ever after.

Taken from 366 and More Fairy Tales, 1990

From the story we can learn that …

a. Sincerity and love will bring happiness.
b. We should not drink without permission.
c. Crying is the best way to solve the problem.
d. Beauty comes from healthy mind and sincere heart.

Kunci
a

Kompetensi Dasar	Buku Sumber			
	366 and More Fairy Tales, 1990	☐ Pengetahuan dan Pemahaman	☐ Aplikasi	🟥 Penalaran

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

Rumusan Butir Soal

No soal
3

Little Brother, Little Sister

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Taken from 366 and More Fairy Tales, 1990

The main idea of the 2nd paragraph is …
a. The young boy finally found a well to drink.
b. The little sister prevented her brother to drink.
c. The little brother and sister found a cottage to stay.
d. The witch cursed the young boy into a fawn after drinking water from her.

Kunci
d

Skor untuk masing-masing soal pilihan ganda : 1

2. **Soal Essai**
   1. Re-write the jumbled sentences below into a good order to form a paragraph. Give a suitable title for the story.

1	Malin Kundang went sailing to other place.
2	After years, there was a luxurious ship docked. A young couple came out from the ship.
3	Once upon a time, there was a poor woman who had lost her husband and had a son named Malin Kundang.
4	Ever since Malin Kundang left, his mother went to shore every day, waiting for Malin Kundang to return.
5	Malin's mother was sure that he was Malin Kundang, her only son.
6	Being denied and humiliated, his mother was angry. Finally, she cursed him into a stone.
7	Malin didn't admit that she was his mother. Instead, he drove her away and denied his own mother.

   2. What is the moral lesson that we can get from the story?
   3. Why Malin denied his own mother when they met each other?
      Explain your answer briefly.

Kunci Jawaban Essay

1. Total score 5

3	Once upon a time, there was a poor woman who had lost her husband and had a son named Malin Kundang.
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4	Ever since Malin Kundang left, his mother went to shore every day, waiting for Malin Kundang to return.
2	After years, there was a luxurious ship docked. A young couple came out from the ship.
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6	Being denied and humiliated, his mother was angry. Finally, she cursed him into a stone.

Malin Kundang

Once upon a time, there was a poor woman who had lost her husband and had a son named Malin Kundang. Malin Kundang went sailing to other place. Ever since Malin Kundang left, his mother went to shore every day, waiting for Malin Kundang to return.

After years, there was a luxurious ship docked. A young couple came out from the ship. Malin's mother was sure that he was Malin Kundang, her only son.

Malin didn't admit that she was his mother. Instead, he drove her away and denied his own mother.

Being denied and humiliated, his mother was angry. Finally, she cursed him into a stone.

2. **The moral lesson of the story: (total score: 2)**
- We should obey and love our mother if we want to be successful in life.
- Do not break our mother's heart if we want to be successful.
- Mother's pray means everything. (*And other possible answers*)

3. **Malin denied his own mother because: (total score: 3)**
    1. He became a rich man when came to the village with his wife. He was ashamed having a very poor mother like her. He didn't want his wife know that he was a poor man in the past.

Penilaian untuk soal essay:

Skor maksimum	**=**	**5 + 2 + 3**
	=	**10**
Skor akhir	**=**	**Skor maksimum x 10**
	=	**100**