

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA PGRI 1 Purwakarta
Kelas /Semester : X/Genap
Mata Pelajaran : Bahasa Inggris
Materi Pokok : *Narrative Texts (Legend)*
Alokasi Waktu : 2 JP (90 menit)

A. Kompetensi Inti

KI.3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI.4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1. Menyebutkan fungsi sosial <i>Narrative Texts (legend)</i> 3.8.2. Menjelaskan struktur <i>Narrative Texts (legend)</i> 3.8.3. Mengklasifikasikan unsur kebahasaan <i>Narrative Texts (legend)</i>
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1. Menunjukkan informasi tertentu dan rinci yang tersurat dari <i>Narrative Texts (legend)</i> 4.8.2. Menentukan informasi tersirat dari <i>Narrative Texts (legend)</i>

C. Tujuan Pembelajaran

Setelah mengamati tayangan PowerPoint beserta contoh teks yang ditampilkan dan mendiskusikannya bersama teman dan guru, siswa mampu:

1. Menyebutkan fungsi sosial *Narrative Texts (legend)* dengan tepat

2. Menjelaskan struktur *Narrative Texts (legend)* dengan tepat
3. Mengklasifikasikan unsur kebahasaan *Narrative Texts (legend)* dengan tepat
4. Menunjukkan informasi tertentu dan rinci yang tersurat dari *Narrative Texts (legend)* dengan tepat
5. Menentukan informasi tersirat dari *Narrative Texts (legend)* dengan tepat

D. Penguatan Pendidikan Karakter (PPK)

1. Kejujuran
2. Kedisiplinan
3. Kerjasama
4. Tanggung Jawab

E. Materi Pembelajaran

1. Narrative texts
 - a. Social function
 - To entertain or to amuse the readers about the interesting story (in general)
 - Function of Legend: to present the story of human actions in such a way that they are perceived by the the listeners or readers to be true (in literature).
 - b. Generic structure
 - **ORIENTATION (INTRODUCTION)**
This is the introduction of what is inside the text. It tells about the text talks in general, who involves in the text, when and where it happens. It should include the characters of the story.
 - **COMPLICATION**
It tells what happens with the participants. It explores the conflict among the participants.
 - **RESOLUTION**
This phase tells how the participants solve the problems aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended. The problem must be resolved.
 - **RE-ORIENTATION**
It tells the conclusion of the story. It usually include the lesson from the story
 - c. Language features
There are some language features that should be considered when you read or create a type of a legend:
 - The use of simple past tense
 - The use of Adjective that form the noun phrase. Example: the strong crocodile
 - Time connectives and conjunction. Example: A long time ago
 - The use of adverb and adverbial phrases to indicate the location of the incident or events. Example: In the river
 - The use of action verbs in the past tense. Example: They curved her. People then always talked
 - The used of saying verbs that mark remarks. Example : He said angrily

- The use of thinking verbs that mark the thoughts, perceptions or feelings of the characters in the story. Example: The man then looked so curious.
 - The use of dialogue to elicit an emotional response from the reader
2. Materi pembelajaran remedial
 - Menjelaskan kegunaan materi tentang *Use of the Simple Past Tense* dan *conjunction*
 3. Materi pembelajaran pengayaan
 - *The use of Adjective that form the noun phrase*
 - *The use of adverb and adverbial phrases*

F. Model, Pendekatan, Metode Pembelajaran

Model : *Cooperative Learning (STAD)*
 Pendekatan : *Scientific*
 Metode : Tanya Jawab, Diskusi

G. Media dan Bahan

1. Media/alat, Bahan Pembelajaran
 - a. Laptop,
 - b. PowerPoint Materi ajar
 - c. *Worksheet* atau lembar kerja (siswa)
2. Sumber Belajar:

<http://englishadmin.com/2015/10/12-contoh-narrative-text-legend-dan.html>

H. Langkah – Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Siswa diberikan link <i>zoom meeting</i> melalui <i>WhatsApp Group</i> 2. Siswa bersama guru saling memberi serta menyampaikan kabarnya masing-masing 3. Siswa dicek kehadiran dengan melakukan presensi oleh guru di kolom komentar <i>zoom meeting</i> 4. Kelas dilanjutkan dengan berdo'a dipimpin oleh siswa yang gabung paling awal 5. Siswa menyimak penjelasan tentang <i>classroom rules</i> 6. Siswa menyimak apersepsi dari guru tentang pelajaran sebelumnya dan mengaitkan denangan pengalamannya sebagai bekal pembelajaran berikutnya. 7. Siswa bertanya jawab dengan guru berkaitan dengan materi sebelumnya <p style="text-align: center;">Fase 1: Menyampaikan tujuan dan motivasi siswa</p> <ol style="list-style-type: none"> 8. Siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan belajar serta 	15 menit

	motivasi yang disampaikan guru	
Kegiatan Inti	<p>Fase 2: Penyajian Informasi</p> <p>9. Siswa mengamati tayangan PowerPoint</p> <p>10. Siswa melakukan tanya jawab dengan guru berdasarkan tayangan PowerPoint tentang <i>Narrative Texts (Legend)</i></p> <p>Fase 2: Mengorganisasikan siswa</p> <p>11. Siswa dibagi menjadi beberapa kelompok dan guru memastikan semua siswa sudah siap untuk melakukan diskusi dengan kelompoknya</p> <p>Fase 4: Membimbing kegiatan belajar</p> <p>12. Siswa mengidentifikasi <i>generic structure</i> dari sebuah contoh <i>Narrative Texts (Legend)</i> dari tayangan PowerPoint</p> <p>13. Siswa bersama - sama dengan guru mendiskusikan <i>social function</i> dari contoh <i>Narrative Texts (Legend)</i> dari tayangan PowerPoint</p> <p>14. Siswa diberi kesempatan bertanya bagi siswa yang masih merasa bingung dan kurang mengerti terkait materi</p> <p>15. Siswa mendengarkan ulasan kembali materi yang telah disampaikan oleh guru dan menjawab kuis yang diberikan oleh guru</p> <p>16. Siswa mengerjakan latihan soal melalui PowerPoint yang di tampilkan oleh guru dan mengirim jawabannya melalui kolom komentar <i>zoom meeting</i> atau secara lisan (<i>task 1 and 2</i>)</p>	60 menit
Kegiatan Penutup	<p>Fase 5: Kuis atau Pemberian Evaluasi</p> <p>17. Siswa mengerjakan evaluasi test formatif untuk diambil penilaian melalui <i>goole form</i> (https://forms.gle/o8MjppqYYoR49tPm98)</p> <p>Fase 6: Pemberian Penghargaan</p> <p>18. Guru memberikan penghargaan dalam berbagai bentuk untuk siswa yang paling baik</p> <p>19. Sebelum pembelajaran ditutup guru meminta siswa melakukan refleksi kesimpulan kegiatan hari ini dengan pertanyaan sebagai berikut:</p> <ul style="list-style-type: none"> - Apa yang telah kamu pelajari hari ini? - Apa yang paling kamu sukai dari pembelajaran hari ini? - Apa yang masih belum kamu pahami pada pembelajaran hari ini <p>20. Kegiatan ditutup dengan doa. Dipimpin oleh siswa yang</p>	15 menit

	paling aktif dalam kegiatan pembelajaran	
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I. Penilaian

1. Teknik Penilaian

- a. Sikap
 - 1) Observasi (Jurnal)
- b. Pengetahuan
 - 1) Tes Tertulis
 - Pilihan ganda
- c. Keterampilan

J. Pembelajaran Remedial dan Pengayaan

a. Remedial

- ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
- ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal), misalnya sebagai berikut:

Menjelaskan kegunaan materi tentang *Use of the Simple Past Tense* dan *conjunction*

b. Pengayaan

- ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya
 - *The use of Adjective that form the noun phrase*
 - *The use of adverb and adverbial phrases*

Purwakarta, Mei 2021

Mengetahui
Kepala SMA PGRI 1 Purwakarta

Guru Mata Pelajaran

Dra. Elin Herlina, M.Pd

Andi Suhandi

**LEMBAR KERJA PESERTA DIDIK
(LKPD)**

Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/Genap
Materi Pokok : *Narrative Texts (Legend)*
Penyusun : Andi Suhandi

A. Kompetensi Dasar

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat
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C. Aktifitas Siswa

Task 1

Answer the questions based on the text!

The Legend of Tangkuban Perahu Mountain

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's

head. It matched to her son's wound who had left several years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crow for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

1. What does the story talk about ?
2. Who is the main character of the story?
3. What is the character of the Sangkuriang?
4. What is the purpose of the text?
5. What moral value can we learn from the story?

answer key:

1. The Legend of Tangkuban Perahu Mountain / Sangkuriang / ... (other answers)
2. To entertain the readers with the story
3. Brave, strong, grumpy, (other answers)
4. To entertain the readers with the story
5. We must listen to all what advice / we must think before act / no matter what happened always have to be honest person /..... (other answers)

Task 2. Find out the generic structure of the text bellow!

<p>Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.</p>	<p>.....</p>
<p>One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.</p> <p>Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.</p> <p>Years go by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left several years earlier. Soon she realized that she felt in love with</p>	<p>.....</p>

her own son.	
She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.
Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

Task 3.

Find out *an example* of the language features of the paragraphs below, (*the answers can be found in the box, number one as an example*) !

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang. One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang

**hunt – in Priangan Land - a happy family – Once
- there was a kingdom in Priangan Land**

1. Simple past tense : **there was a kingdom in Priangan Land**
2. Time connectives : ...
3. Noun phrase : ...
4. Adverbial phrase : ...
5. Action verbs : ...

Formative test

Choose the correct answer !

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep

hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling . Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

1. Which the following fact is true about Kbo Iwo?
 - A. Kebo Iwo ate a little amount of meat
 - B. Kebo Iwo is a destroyer that cannot make anything
 - C. Kebo Iwo was angry because his food was stolen by Balinese people
 - D. Kebo Iwo destroyed all the house but not the temple
 - E. Kebo eat food was equal for food of thousand people**

2. Why did Kbo Iwo feel angry to the Balinese people?
 - A. Because Balinese people ate his meal
 - B. Because Balinese people took his food so his barns was empty
 - C. Because Balinese people didn't give him food**
 - D. Because Balinese people were in hunger
 - E. Because Balinese people turned to rage

3. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
 - A. There will be no Bali island
 - B. Bali People will never be angry
 - C. All Bali people will live in a prosperous way
 - D. We are not able see the beauty of Lake Batur**
 - E. Mount Batur will not be a sacred place now

4. "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose " is....
 - A. Support**
 - B. Defeat
 - C. Turn Against
 - D. Beat
 - E. Change

5. The organization of the text above is....
 - A. abstract, orientation, crisis, incident,coda
 - B. thesis, argument: plot-elaboration,
 - C. orientation, complication, resolution,**
 - D. description, background events, sources
 - E. orientation, event, event, event

A. INSTRUMEN NILAI SIKAP

Nama Siswa :

Kelas :

Materi Pokok :

Tanggal :

NO	Aspek Prilaku yang Dinilai	Diskripsi			
		A	B	C	D
1	Jujur	Sangat jujur	Jujur	Kurang jujur	Tidak jujur
2	Disiplin	Sangat disiplin	Disiplin	Kurang disiplin	Tidak disiplin
3	Tanggung Jawab	Sangat tanggung jawab	Tanggung jawab	Kurang tanggung jawab	Tidak tanggung jawab
4	Kerjasama	Sangat mampu bekerjasama	mampu bekerjasama	Kurang mampu bekerjasama	Tidak mampu bekerjasama

Keterangan :

6. Lingkari deskripsi penilaian sesuai dengan prilaku siswa yang diamati

7. Rata – rata nilai yang di dapatkan siswa jika mendapatkan nilai:

A = Sangat Baik

B = Baik

C = Kurang Baik

D = Tidak Baik

B. DAFTAR NILAI PENGETAHUAN

Kelas :

Mata Pelajaran :

Semester :

Tahun Pelajaran :

No	NIS	Nama Siswa	Nilai	Keterangan

Purwakarta,

Guru Bidang Studi

BAHAN AJAR

Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X/Genap
Materi Pokok	: <i>Narrative Texts (Legend)</i>
Penyusun	: Andi Suhandi

A. Narrative texts

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- The use of simple past tense
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- The use of adverb and adverbial phrases to indicate the location of the incident or events. Example: In the river
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- The used of saying verbs that mark remarks. Example : He said angrily

B. Simple past tense

The simple past tense, sometimes called the preterite, is used to talk about a **completed action** in a time **before now**. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

Examples

- John Cabot **sailed** to America in 1498.
- My father **died** last year.
- He **lived** in Fiji in 1976.
- We **crossed** the Channel yesterday.

You always use the simple past when you say **when** something happened, so it is associated with certain past time expressions

- **frequency**: *often, sometimes, always*
I sometimes **walked** home at lunchtime.
I often **brought** my lunch to school.
- **a definite point in time**: *last week, when I was a child, yesterday, six weeks ago*
We **saw** a good film *last week*.
Yesterday, I **arrived** in Geneva.
She **finished** her work *at seven o'clock*
I **went** to the theatre *last night*
- **an indefinite point in time**: *the other day, ages ago, a long time ago*
People **lived** in caves *a long time ago*.
She **played** the piano *when she was a child*.

Note: the word *ago* is a useful way of expressing the distance into the past. It is placed **after** the period of time: *a week ago, three years ago, a minute ago*.

Forming the simple past tense

Patterns of simple past tense for regular verbs

Affirmative		
Subject	+ verb + ed	
I	skipped.	
Negative		
Subject	+ did not	+ infinitive without <i>to</i>
They	didn't	go.
Interrogative		
Did	+ subject	+ infinitive without <i>to</i>
Did	she	arrive?
Interrogative negative		

Did not	+ subject	+ infinitive without <i>to</i>
Didn't	you	play?

To Walk

Affirmative	Negative	Interrogative
I walked	I didn't walk	Did I walk?
You walked	You didn't walk	Did you walk?
He walked	He didn't walk	Did he walk?
We walked	We didn't walk	Did we walk?
They walked	They didn't walk	Did they walk?

Simple past tense of to be, to have, to do

Subject	Verb		
	Be	Have	Do
I	was	had	did
You	were	had	did
He/She/It	was	had	did
We	were	had	did
You	were	had	did
They	were	had	did

Notes on affirmative, negative, & interrogative forms

Affirmative

The affirmative of the simple past tense is simple.

- I **was** in Japan last year
- She **had** a headache yesterday.
- We **did** our homework last night.

Negative and interrogative

For the negative and interrogative simple past form of "*to do*" as an ordinary verb, use the auxiliary "*did*", e.g. We **didn't do** our homework last night.

The negative of "*have*" in the simple past is usually formed using the auxiliary "*did*", but sometimes by simply adding *not* or the contraction "*n't*".

The interrogative form of "*have*" in the simple past normally uses the auxiliary "*did*".

Examples

- They **weren't** in Rio last summer.
- We **didn't have** any money.
- We **didn't have** time to visit the Eiffel Tower.
- We **didn't do** our exercises this morning.
- **Were** they in Iceland last January?
- **Did you have** a bicycle when you were young?
- **Did you do** much climbing in Switzerland?