

## RENCANA PEMBELAJARAN

SATUAN SEKOLAH : SMPK YOS SUDARSO  
MATA PELAJARAN : Bahasa Inggris  
KELAS/SEMESTER : IX/2  
MATERI POKOK : Narrative Text (Fairy tales)  
ALOKASI WAKTU : 1 X 10 Menit

### A. Kompetensi Dasar/KD dan Indikator Pencapaian Kompetensi/IPK

KD	IPK
Siswa Mampu : 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Mengidentifikasi <b>fungsi sosial</b> teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales pendek dan sederhana, sesuai dengan konteks penggunaannya 3.7.2 Mengidentifikasi <b>struktur teks</b> dari sebuah teks naratif fairytales dengan memberi dan meminta informasi terkait fairytales pendek dan sederhana sesuai dengan konteks penggunaannya

### B. Tujuan Pembelajaran

Peserta didik mampu mengidentifikasi **fungsi sosial, struktur teks** dari teks naratif berbentuk fairytales.

### C. Materi Pembelajaran

#### 1. Materi Pembelajaran :

- Teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya. (contoh : Little Red riding Hood)  
Topik : Cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di Kompetensi Inti
  1. Fungsi Sosial
    - Mendapatkan/memberikan hiburan
    - Mengambil teladan nilai-nilai luhur dari cerita
  2. Struktur Teks
    - Abstract (optional)
    - Orientation
    - Evaluation
    - Crisis
    - Resolution
    - Reorientation ( optional )

### D. Pendekatan

- Scientific Approach

### E. Metode

- Tanya jawab, Ceramah, Diskusi

### F. Model Pembelajaran

- Problem-Based Learning

### G. Media

- Infokus
- Power point
- Video

### H. Sumber Belajar

- Buku Bahasa Inggris *When English Rings the Bell*
- <https://americanliterature.com/childrens-stories/little-red-riding-hood>
- youtube : <https://www.youtube.com/watch?v=RT-EwqgHqCk>

### I. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Kegiatan guru dan peserta didik
Pendahuluan	<ol style="list-style-type: none"><li>a. Menyiapkan peserta didik untuk mengikuti proses pembelajaran dari mulai berdoa, absensi, dan menyiapkan buku pelajaran</li><li>b. Memberi motivasi kepada peserta didik secara kontekstual sesuai dengan manfaat pembelajaran</li><li>c. Melakukan apersepsi untuk mereview pelajaran yang lalu untuk mengkaitkannya dengan pelajaran yang akan dipelajari.</li></ol>

	d. Menjelaskan atau menyampaikan tujuan pembelajaran yang akan dicapai, cakupan materi yang akan dipelajari.
Kegiatan Inti	<p>a. Mengamati</p> <ul style="list-style-type: none"> <li>- Brainstorming : Murid mengamati video untuk memunculkan masalah terkait video yang diamati dan guru memfasilitasi peserta didik dengan beberapa pertanyaan-pertanyaan ( do you like fairy tales ? have you ever heard this story before ? and ect. ) (Langkah 2 PBL)</li> <li>- Peserta didik mencari data/informasi terkait penyelesaian masalah terhadap gambar-gambar dan video yang dimunculkan guru dengan melakukan pengumpulan informasi. (Langkah 3 PBL)</li> </ul> <p>b. Menanya</p> <ul style="list-style-type: none"> <li>- Guru menampilkan teks bacaan fairy tale kepada peserta didik.</li> <li>- Guru bekerjasama dengan murid dalam menemukan fungsi sosial, struktur teks dan unsur kebahasaan dari teks tersebut. (Langkah PBL 4)</li> </ul> <p>c. Mengumpulkan informasi</p> <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk mencermati teks bacaan tentang fairy tale</li> <li>- Peserta didik dalam secara mandiri mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat pada teks bacaan</li> </ul> <p>d. Mengasosiasi</p> <ul style="list-style-type: none"> <li>- Masing-masing siswa membacakan hasil penemuannya. (Langkah PBL5)</li> </ul> <p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> <li>- Guru membimbing siswa untuk melakukan analisis terhadap pemecahan masalah terkait teks naratif berbentuk fairy tales.</li> <li>- Guru membantu siswa untuk melakukan refleksi atau evaluasi terhadap penyelidikan mereka dan proses-proses yang mereka gunakan</li> <li>- Guru melakukan evaluasi hasil belajar mengenai materi yang dipelajari. (Langkah PBL 6)</li> </ul>
Kegiatan Penutup	<ul style="list-style-type: none"> <li>- Guru dan peserta didik bersama menyimpulkan pelajaran yang baru dilaksanakan</li> <li>- Guru melakukan refleksi terhadap pembelajaran dengan memberikan beberapa pertanyaan secara random kepada siswa untuk mengetahui apakah pembelajaran sudah mencapai ketuntasan atau tidak</li> <li>- Evaluasi</li> <li>- Guru memberikan tugas kepada peserta didik sebagai tindak lanjut untuk pembelajaran berikutnya</li> </ul>

## J. Penilaian Hasil Belajar

### 1. Penilaian

- Teknik : Tes tulis/reading test. Di berikan teks bacaan ( The ugly duckling ) kemudian murid mengerjakan soal pilihan berganda sebanyak 10 soal.
- Bentuk : Pilihan berganda
- Instrument : Mengidentifikasi social function dan struktur teks, menemukan informasi tersurat dalam teks

## K. Pedoman Penilaian

Untuk setiap jawaban pilihan berganda di beri skor 10.

10 soal X 10 = 100

Skor maksimal = 100

## L. Lampiran-lampiran RPP

1. Materi pembelajaran
2. Instrument penilaian

Mengetahui,  
Kepala SMP \_\_\_\_\_

Batam, 17 Juli 2021  
Guru mata pelajaran,

( \_\_\_\_\_ )

( Dame H. Silitonga, S.Pd. )

## Orientation

Once upon a time, there **lived** a Little Red Riding Hood and her mother. **One day** her mother **said** to her,

" take this basket of cookies to your **old** grandma's cottage, **but** don't talk to strangers on the way !"

Promising not to, Little Red Riding Hood **skipped off**. On her way **she met** the **Big Bad Wolf** who **asked**,

" **where are you going** little girl ?"

" To my grandma's, Mr. Wolf !" she answered.

The **Big Bad Wolf** than **ran** to her grandmother's cottage much before Little Red Riding Hood, and **knocked** on the door. **When** Grandma **opened** the door, **he locked** her up in the cupboard. The **wicked** wolf then wore Grandma's clothes and lay on her bed. **She was waiting** for the Little Red Riding Hood.

**When** Little Red Riding Hood **reached** the cottage, **she entered** and **went** to Grandma's bedside.

"My grandma, What big eyes you have !" **she said** in surprise.

"All the better to see you with, my dear!" **replied** the wolf.

"My Grandma, What big years you have!" **said** Little Red Riding Hood.

"All the better to hear you with, my dear!" **said** the wolf.

"Grandma, what big teeth you have!" **said** Little Red Riding Hood.

"all the better to eat you with!" **growled** the wolf pouncing on her

Little Red Riding Hood **screamed** and a **brave** woodcutter in the forest **came** to the cottage. They

beat the **Big Bad wolf** and **rescued** Grandma from the cupboard. Grandma **hugged** Little Red Riding Hood

with joy. The **Big Bad Wolf** **ran away** never to be seen again. Little Red Riding Hood **had learnt her lesson** and **never spoke to strangers ever again**.

## Complication

## Resolution

## Lesson

- Note :
- Red → Simple Past Tense ( Regular and Irregular Verbs )
  - Green → 1<sup>st</sup> person singular ; 3<sup>rd</sup> person singular
  - Yellow → Conjunction and logical connector
  - Blue → Adverb of time stating narrative text
  - Purple → Adjective showing features/attitude
  - Brown → Past /present Continues

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### Lampiran 2 Asesment formatif

#### The Ugly Duckling

One day, at the farm there was a hen with her 7 eggs. The one of those eggs was too big for the usual hen's egg. The hen did not understand how she had that egg but she still took care of it.

At one morning, all of those eggs cracked. There were six cute yellow chicks and one big black and ugly chick.

The mother did not understand why one of his chicks was too big and black and ugly. That ugly chick also grew too fast than the other six chicks.

All chicken at that farm laughed at that ugly chick and every day they mocked him.

That ugly chick was so sad. He felt different and ugly and he was so shy of his appearance.

One day, the ugly chick decided to run away from the farm.

He asked the other bird about his kind but there was no bird knew about him. He was more and more sad and lonely.

He walked slowly near the river to get food. He saw his appearance at the river and it was true that he was so ugly and different from the other chicks.

When the ugly chick went alone, a man come and caught him. The man took it home and kept it in a stall.

Every day that man gave food and water for that ugly chick. He was saved actually but he felt alone inside that stall.

He can see the other chicken outside the stall. He did not understand why that man did not release him outside the stall.

The chick grew bigger and he did not know how long he had been in the stall so far.

He did not know yet how he looked like after he grew bigger.

What he knew was that all chickens on that farm were afraid of him. That made him became more and more sad and felt ugly.

One day, the man released him outside that stall because its stall was not enough for his size. He can feel a little bit happier because finally he could walk around.

He saw a big and beautiful bird came close to him. That bird was as big as him and has so very beautiful feather. He was afraid and the he run away.

Near the pool at that farm, finally he can see his appearance. He was the same with the big bird he had seen before.

Then he understood that he was not a chicken but a bird. Then he came to that bird and asked about his kind. He told all of his sad stories to that bird.

Finally, he knew that he was a peacock and he was happy because he was not alone and ugly anymore. He was a beautiful peacock with his new family.

Read the text above and answer the question below.

1. What is the kind of the text above ?  
A. Narrative Text  
B. Recount Text  
C. Descriptive Text  
D. Report Text
2. Which paragraph shows Orientation of the story ?  
A. 6  
B. 1  
C. 2  
D. 4
3. Which paragraph starts to show resolution ?  
A. 1 and 2  
B. 4 and 5  
C. 3 dan 4  
D. 5 and 6
4. What is the story about ?  
A. About a chick who was very arrogant because he was very handsome  
B. About an ugly chick which was really a handsome bird  
C. About a coward ugly duckling which was become a very famous bird  
D. About a chick and its family
5. Why the ugly chick decided to run away from the farm.  
A. Because he wanted to find food by himself near the woods  
B. Because the chick can feel a little bit happier because finally he could walk around  
C. Because all the chicken mocked him because he was too big and ugly  
D. Because no bird knew about him
6. Why the chick became more and more sad and felt ugly ?  
A. Because all chickens on that farm were afraid of him  
B. Because he was left alone in the stall by the other chicken  
C. Because the man never gave him food  
D. Because the chick was very hungry
7. Who is the main character in the story ?  
A. The six cute yellow chickens  
B. The 7 eggs  
C. The big ugly chick  
D. The old man
8. The chick grew bigger and he did not know how long....  
What is the opposite of the underlined word ?  
A. Big  
B. tinier  
C. enermous  
D. smaller
9. Why was at last the chick felt happy ?  
A. Because he was not alone and ugly anymore  
B. Because finally he could tell all of his sad stories to that bird.  
C. Because other chick told him that he was not a chicken but a bird  
D. Because he grew bigger and stronger.
10. What is the lesson that you can get from the story ?  
A. Don't tell people that they are different from others.  
B. Live peacefully only with the ones who are the same with us  
C. Let the whole world know that you are different  
D. Don't treat people differently because they look different".