

## RENCANA PELAKSANAAN PEMBELAJARAN ( KD. 3.7 dan 4.7)

Satuan Pendidikan : SMP Negeri 1 Trucuk  
 Kelas / Semester : IX / 2  
 Tema : Teks Naratif  
 Sub Tema : Fairy Tales  
 Pembelajaran ke : 1  
 Alokasi Waktu : 2 X 40 menit

### A. TUJUAN PEMBELAJARAN

Melalui pendekatan saintifik dengan menggunakan model **Discovery Learning**, setelah melaksanakan serangkaian kegiatan pembelajaran peserta didik dapat:

1. **Mengidentifikasi** informasi terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (fairy tales) lisan dan tulis sederhana dengan tepat dan dengan penuh **rasa ingin tahu serta disiplin**.
2. **Menjelaskan** informasi terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (fairy tales) lisan dan tulis sederhana dengan tepat dan dengan penuh **rasa ingin tahu serta disiplin**

### B. KEGIATAN PEMBELAJARAN

Langkah Pembelajaran	Sintak Model Pembelajaran	Uraian Langkah-Langkah Pembelajaran	Alokasi Waktu
<b>Kegiatan Pendahuluan</b>		<ul style="list-style-type: none"> <li>• Salam, sapa, berdoa, mengecek kehadiran peserta didik, dan pemberian motivasi.</li> <li>• Apersepsi dengan cara mengajukan pertanyaan</li> <li>• Menyampaikan kompetensi yang akan dicapai</li> <li>• Menyampaikan cakupan materi</li> <li>• Menyampaikan teknik penilaian</li> </ul>	5'
<b>Kegiatan Inti</b>	<b>DISCOVERY LEARNING</b>  <i>Stimulation (pemberian rangsangan)</i>	<ul style="list-style-type: none"> <li>➢ Peserta didik menceritakan kembali salah satu cerita rakyat yang pernah dibacanya, berjudul "Cinderella"</li> <li>➢ Peserta didik bersama guru melakukan tanya jawab secara lisan terkait dengan informasi tertentu dari isi cerita yang dibagikan.               <ol style="list-style-type: none"> <li>1. How many characters are there in the story?</li> <li>2. Who is the main character in the story?</li> <li>3. What problem did the character face?</li> <li>4. How did she solve the problem?</li> <li>5. What is the moral value of the text?</li> </ol> </li> <li>➢ Dengan bimbingan guru, peserta didik mengidentifikasi informasi tertentu terkait topik dan fungsi sosial dari naskah yang dibagikan</li> <li>➢ Pendidik menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan narrative text dengan contoh teks Cinderella.</li> <li>➢ Peserta didik duduk berkelompok terdiri dari 3-4 orang.</li> </ul>	65'

	<p><b><i>Problem statement (identifikasi masalah)</i></b></p>	<ul style="list-style-type: none"> <li>▪ Setiap kelompok diberi beberapa paragraf acak dari cerita <i>narrative</i> pendek dan sederhana oleh pendidik.</li> <li>▪ Peserta didik membaca, mengartikan dan memahami isi dari kalimat-kalimat dalam paragraf tersebut.</li> <li>▪ Peserta didik bersama-sama dalam kelompok mengurutkan dengan benar paragraph-paragraph tersebut menjadi satu teks naratif yang utuh.</li> <li>▪ Pendidik melakukan penilaian sikap melalui observasi saat peserta didik melakukan kegiatan dalam kelompok</li> </ul>	
	<p><b><i>Data collection (pengumpulan data)</i></b></p>	<ul style="list-style-type: none"> <li>✚ Peserta didik menuliskan kosa kata sulit yang mereka temukan dalam paragraph yang telah diurutkan menjadi teks yang utuh dan menemukan arti kata tersebut dari kamus.</li> <li>✚ Peserta didik mengumpulkan informasi yang relevan dari isi teks untuk menentukan fungsi sosial dari cerita tersebut dalam kelompok dengan bimbingan guru.</li> <li>✚ Peserta didik mencari dan mengumpulkan informasi tentang struktur teks naratif.</li> <li>✚ Peserta didik menentukan struktur teks dari cerita yang telah mereka susun sesuai dengan struktur untuk teks naratif yang telah mereka baca. (<i>Orientation – Complication – Resolution</i>)</li> </ul>	
	<p><b><i>Data processing (pengolahan data)</i></b></p>	<ul style="list-style-type: none"> <li>❖ Peserta didik bersama sama dalam kelompok dengan bimbingan pendidik mengolah informasi hasil identifikasi tentang fungsi sosial dan struktur teks naratif sebagai bahan presentasi dengan cara:</li> <li>❖ Menempelkan kalimat-kalimat yang telah mereka urutkan menjadi satu rangkaian cerita naratif sesuai urutan yang benar dengan teliti.</li> <li>❖ Menuliskan fungsi sosial dari teks tersebut dengan menggunakan ejaan dan tanda baca yang benar.</li> <li>❖ Menuliskan struktur teks sesuai dengan urutan struktur teks naratif</li> <li>❖ Berlatih mempresentasikan hasil kerja kelompok dengan membaca isi cerita tersebut (story telling) kepada anggota kelompok dengan pelafalan dan intonasi yang tepat.</li> <li>❖ Berlatih menjelaskan fungsi sosial dan struktur teks dari cerita tersebut di dalam kelompok masing-masing.</li> <li>❖ Menempelkan hasil kerja kelompok di dinding kelas.</li> </ul>	
	<p><b><i>Verification (pembuktian)</i></b></p>	<ul style="list-style-type: none"> <li>✓ Juru bicara tiap kelompok mempresentasikan hasil kerja kepada pengunjung dari kelompok lain selama 3 menit.</li> <li>✓ 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</li> </ul>	

		<ul style="list-style-type: none"> <li>✓ Pengunjung dapat mengajukan pertanyaan, membuat catatan, memberi masukan dan apresiasi hasil kerja kelompok yang dikunjungi.</li> </ul>	
	<b>Generalizatio n (menarik kesimpulan)</b>	<ul style="list-style-type: none"> <li>➤ Secara bergantian setiap kelompok retelling story di depan kelas.</li> <li>➤ 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 <i>narrative</i> yang telah mereka pelajari.</li> <li>➤ Guru memberikan apresiasi terhadap hasil pekerjaan dan penampilan peserta didik</li> <li>➤ Peserta didik menjawab beberapa pertanyaan terkait fungsi sosial dan struktur teks <i>narrative</i> dari lembar soal yang disediakan oleh guru</li> </ul>	
<b>Kegiatan Penutup</b>		<ul style="list-style-type: none"> <li>❖ Peserta didik membuat resume poin-poin penting terkait materi dengan bimbingan guru</li> <li>❖ Memberi kesempatan pada peserta didik untuk bertanya</li> <li>❖ Peserta didik melaksanakan tes tertulis</li> <li>❖ Melakukan refleksi terhadap pembelajaran yang telah dilakukan</li> <li>❖ Menyampaikan rencana pembelajaran untuk minggu berikutnya, yaitu membuat teks naratif fabel.</li> <li>❖ Berdoa dan memberi salam.</li> </ul>	10'

### C. PENILAIAN PEMBELAJARAN

No	Aspek	Teknik	Bentuk Instrumen
1	Sikap	Observasi	Lembar Pengamatan
2	Pengetahuan	<ul style="list-style-type: none"> <li>• Penugasan</li> <li>• Tes Tertulis</li> </ul>	<ul style="list-style-type: none"> <li>• LKPD (terlampir)</li> <li>• Uraian (terlampir)</li> </ul>
3	Keterampilan	<ul style="list-style-type: none"> <li>• Unjuk Kerja</li> </ul>	<ul style="list-style-type: none"> <li>• Presentasi</li> </ul>

Mengetahui,  
Kepala Sekolah

Klaten, 17 Mei 2021  
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# Lampiran1: Lembar Kegiatan Peserta Didik (LKPD)

## LEMBAR KEGIATAN PESERTA DIDIK

Materi : Teks *Narrative (Fairy Tales)*

Kelompok : .....

Kelas: IX ...

Anggota : 1. ....

2. ....

3. ....

4. ....

Tujuan : Peserta didik mampu mengidentifikasi dan menjelaskan makna secara kontekstual terkait 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 dengan tepat.

*Choose the following narrative text:*

Group 1 : Timun Mas

Group 2 : Sangkuriang

Group 3 : Snow White

Group 4 : Cinderella

*Answer based on the text you get!*

Title :
Social Function :

<b>Orientation</b> 1. When did the story take place? ..... 2. Who is the main character of the story? ..... 3. Where did the story happen? .....
<b>Complication</b> What problem did the main character face? .....
<b>Resolution</b> What did the main character do to solve the problem? .....
<b>Moral Value</b> What can you learn from the story? .....

## 1. Timun Mas

The story begins with an old widow named Mbok Sрни who lives by herself and wishes to have a descendant to accompany her during her old times. Her wish came true when a green giant, Buto Ijo came to her on her way home and blessed her with a child.

Buto Ijo gave her a huge golden cucumber and asked her to promise to give her first child to him to devour. By the time Mbok Sрни got home, she ate the cucumber and spread the seed on her yard.

The weird thing is the cucumber tree had only one huge golden berry. When harvest time comes, she took the huge golden cucumber grows on her yard. She was surprised to find a cute baby girl in it.

Mbok Sрни decided to name the baby Timun Mas for she was found in the golden cucumber. She was so happy that finally she had someone to take care of and accompany her for in her old days.

With her joy of taking care Timun Mas, Mbok Sрни forgot about her promise to Buto Ijo. She raised Timun Mas until she grew up and became a lovely, smart and brave young lady.

One day, Buto Ijo pay a visit to Mbok Sрни's house and asked to devour Timun Mas. Mbok Sрни told Buto Ijo to come another day and lied to him and told him that Timun Mas doesn't feel well on that day.

Mbok Sрни who has taken Timun Mas as half of her soul tells her daughter to run away. She packed her with magic cucumber seed, needles, salt and shrimp paste in her bag which she got from a local religious leader.

On the next day Buto Ijo came to Mbok Sрни and find out that Timun Mas has run away. He chased her and found her on the way she runs. Timun Mas threw the magic cucumber seeds, it grows so fast and tied the giant and hold him while Timun Mas continued her run.

The giant could get away easily from the tendrils. Timun Mas then threw the needles which directly turn into bamboo forest once it touch the ground. However, the giant could pass through it though it has injured his feet.

Timun Mas spread salts behind her back. Suddenly a sea appeared behind her drowning the evil giant. Unfortunately, the giant could swim well though the sea and run after her again.

Timun Mas desperately opened the last thing her mother gave to her, the shrimp paste turns into boiling volcanic mud and drowned him. She was so happy that she finally managed to get away from Buto Ijo.

She harshly went back to her mother house and hug her. Both Timun Mas and Mbok Sрни were so happy that they could get away from such situation. They live happily since then till the rest of their life. (\*)

## 2. Sangkuriang

Some upon times ago, there was a family which lived in the palace of Priangan Land. They were happy family although a father was a dog "Tumang", a mother was Dayang Sumbi and a son was Sangkuriang. One day, Dayang Sumbi asked her son to hunt a deer at the deer. He went the jungle but the fortune was not at him, He did not get a deer. He felt so bored so he decided to kill Tumang.

After getting at home, he gave Tumang's liver but he told that it was a deer's liver. But Dayang Sumbing did not believe that it was deer's liver but Tumang's Liver, because she did not see Tumang at home. She was so angry so asked him to go out...

After some years later, Sangkuriang became a handsome teen. He like travelling many places, and finally he met a beautiful woman in a village. He felt in love with her, They loved each other and discussed about their wedding plan. But Dayang Sumbi was shocked after looking at his wound on his head, she was sure that he was her son, Sangkuriang.

She tried to make him not to get marry her, she gave a wish that Sangkuriang could make a huge ship and large lake for a night. Sangkuriang was not afraid, he tried as fast and strong as he could. In almost the ending of the finishing, Dayang Sumbi woke up the chicken to crow. Sangkurinag was so angry, he kicked the ship onto the lake, it became to be a mount. It was called Tangkuban perahu mount.

### **3. Snow White**

Once upon time, there was a wicked queen. As part of her daily beauty routine, the Wicked Queen asks her Magic Mirror, “Who is the fairest one of all?” and is told that Snow White, her blossoming stepdaughter, is now the “fairest one of all.”

In an envious rage, the queen orders a woodsman to kill Snow White, who has just met the handsome and endearing Prince, in the forest. Once there, however, the woodsman finds he cannot do the deed and admonishes the princess to hide, while he returns to the queen with a pig’s heart, which he claims belonged to Snow White.

Frightened by the dark, stormy forest, Snow White runs wildly through the trees until she collapses with exhaustion on the forest floor. After her nap, she wakes to find the woods full of friendly, furry animals, who guide her to an empty cottage.

Shocked by the decrepit condition of the cottage, Snow White enlists the help of the animals to clean it up, and then falls asleep in an upstairs bedroom, which has been furnished with seven tiny beds. While Snow White sleeps, the owners of the beds, the Seven Dwarfs—Sleepy, Dopey, Doc, Sneezzy, Grumpy, Bashful and Happy—return from working at the local diamond mine and discover the snoozing princess.

After much confusion, Snow White strikes a deal with the Dwarfs, offering her domestic services in exchange for room and board. To Grumpy’s dissatisfaction, Snow White turns the household upside down and instigates positive changes in the Dwarfs’ life.

The Dwarfs’ newly found happiness ends abruptly when the evil queen, who has learned from the Magic Mirror that Snow White is alive, transforms herself into an old hag and, equipped with a poison apple, heads for the Dwarfs’ cottage.

Lured by the queen, the innocent Snow White bites into the apple and falls into a death-like sleep, which can be broken only when she is kissed by her first true love. Satisfied that Snow White is doomed, the queen rushes back toward her castle but is chased by the Dwarfs and falls to her death off a cliff.

While lying in the woods in a glass-domed coffin built by the Dwarfs, Snow White is found by the Prince. Entranced by her tranquil beauty, the prince kisses her back to life and carries her off to eternal happiness.

Source: <http://www.tcm.com/tcmdb/title/90631/Snow-White-and-the-Seven-Dwarfs/full-synopsis.html>

### **4. Cinderella**

Once upon a time there lived an unhappy young girl. Her mother was dead and her father had married a widow with two daughters. Her stepmother didn’t like her one little bit. All her kind thoughts and loving touches were for her own daughters. She had to work hard all day. Only when evening came was she allowed to sit for a while by the fire, near the cinders. That’s why everybody called her Cinderella.

Cinderella used to spend long hours all alone talking to the cat. The cat said, “Miaow“, which really meant, “Cheer up! You have something neither of your stepsisters has and that is beauty.” It was quite true. Cinderella, even dressed in old rags, was a lovely girl. While her

stepsisters, no matter how splendid and elegant their clothes, were still ugly and always would be.

One day, beautiful new dresses arrived at the house. A ball was to be held at the palace and the stepsisters were getting ready to go. Cinderella didn't even dare ask if she could go too. She knew very well what the answer would be: "You? You're staying at home to wash the dishes, scrub the floors and turn down the beds for your stepsisters." Cinderella sighed, "Oh dear, I'm so unhappy!" and the cat murmured "Miaow."

Suddenly something amazing happened. As Cinderella was sitting all alone, there was a burst of light and a fairy appeared. "Don't be alarmed, Cinderella," said the fairy. "I know you would love to go to the ball. And so you shall!" Cinderella replied, "How can I, dressed in rags?"

The fairy smiled. With a flick of her magic wand Cinderella found herself wearing the most beautiful dress she had ever seen. Said the fairy; "A real lady would never go to a ball on foot! Quick! Get me a pumpkin!" "Oh of course," said Cinderella, rushing away. Then the fairy turned to the cat. "You, bring me seven mice, and, remember they must be alive!"

Cinderella soon returned with the pumpkin and the cat with seven mice he had caught in the cellar. With a flick of the magic wand the pumpkin turned into a sparkling coach and the mice became six white horses, while the seventh mouse turned into a coachman in a smart uniform and carrying a whip. Cinderella could hardly believe her eyes.

"You shall go to the ball Cinderella. But remember! You must leave at midnight. That is when my spell ends. Your coach will turn back into a pumpkin and the horses will become mice again. You will be dressed in rags and wearing clogs instead of these glass slippers! Do you understand?" Cinderella smiled and said, "Yes, I understand!"

Cinderella had a wonderful time at the ball until she heard the first stroke of midnight! She remembered what the fairy had said, and without a word of goodbye she slipped from the Prince's arms and ran down the steps. As she ran she lost one of her slippers, but not for a moment did she dream of stopping to pick it up! If the last stroke of midnight were to sound... oh... what a disaster that would be! Out she fled and vanished into the night.

The Prince, who was now madly in love with her, picked up the slipper and said to his ministers, "Go and search everywhere for the girl whose foot this slipper fits. I will never be content until I find her!" So the ministers tried the slipper on the foot of every girl in the land until only Cinderella was left.

"That awful untidy girl simply cannot have been at the ball," snapped the stepmother. "Tell the Prince he ought to marry one of my two daughters! Can't you see how ugly Cinderella is?" but, to everyone's amazement, the shoe fitted perfectly.

Suddenly the fairy appeared and waved her magic wand. In a flash, Cinderella appeared in a splendid dress, shining with beauty. Her stepmother and stepsisters gaped at her in amazement, and the ministers said, "Come with us Cinderella! The Prince is waiting for you." So Cinderella married the Prince and lived happily ever. As for the cat, he just said "Miaow!"

Source:

[http://www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks1/english/story\\_telling/cinderella/cinderella1.htm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/english/story_telling/cinderella/cinderella1.htm)

## Lampiran 2 : Lembar Penilaian

### 1. Penilaian Sikap

#### a. Butir Sikap : berdo'a

**Indikator :** berdo'a sebelum atau setelah melakukan proses pembelajaran.

Instrumen Penilaian sikap spiritual

No	Nama Siswa	Berdo'a		Ket.
		Berdo'a sebelum atau setelah belajar	Tidak berdo'a sebelum atau setelah belajar	
1				
2				
...				

Keterangan : beri tanda ceklis (V) pada kolom yang sesuai hasil pengamatan

#### Jurnal Penilaian Sikap Spiritual

Sekolah : SMP Negeri 1 Trucuk  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : IX / 2

No	Waktu	Nama Siswa	Catatan Perilaku	Butir Sikap	Tanda Tangan	Tindak Lanjut
1						
2						
...						

#### b. Sikap : Santun

**Indikator :** menunjukkan sikap santun dalam bertanya atau menanggapi pernyataan

Instrumen penilaian sikap sosial

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Ket.
		1	2	3	4		
1	...						
2	...						

Beri ceklis (V) pada kolom yang sesuai hasil pengamatan

Keterangan :

- 1 = mengangkat tangan sebelum bertanya/ berbicara
- 2 = berbicara setelah dipersilakan oleh moderator/ kelompok yang tampil
- 3 = memperkenalkan identitas diri
- 4 = tidak memotong pembicaraan siswa lain saat berdiskusi di depan kelas (presentasi)

#### Jurnal Penilaian Sikap Sosial

Sekolah : SMP Negeri 1 Trucuk  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : IX / 2

No.	Waktu	Nama Siswa	Catatan Perilaku	Butir Sikap	Tanda Tangan	Tindak Lanjut
1						
2						
....						



## 2. Penilaian Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini meliputi :

Tes Formatif melalui penilaian hasil lembar kerja di saat pembelajaran dan tes tertulis berupa pilihan ganda dan esai.

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Ket
1	Tertulis	Essai dan pilihan ganda	Disajikan teks naratif, peserta didik dapat menentukan dan menuliskan pesan moral dan informasi yang terkandung dalam teks tersebut	Setelah pembelajaran usai	Penilaian pencapaian pembelajaran ( <i>assesment of learning</i> )

### BUTIR SOAL

#### **Pilihan ganda**

Bacalah teks naratif berikut.

Long time ago, there was a kingdom named Prambanan. All the people of Prambanan lived peacefully. But then, Prambanan kingdom was attacked and occupied by the Pengging kingdom. Prambanan then was ruled by Bandung Bondowoso of Pengging kingdom. He was a mean king. He also had great supernatural power. His soldiers were not only humans, but also genies.

The king of Prambanan had a beautiful daughter named Loro Jonggrang. Bandung Bondowoso fell in love with her and wanted to marry her. "You're very beautiful. Would you be my queen?" asked Bandung Bondowoso. Loro Jonggrang was shocked. She didn't like Bandung Bondowoso because he was a mean person. She wanted to refuse, but she afraid that Bandung Bondowoso would be angry and endangered the people of Prambanan. Then, she came up with a plan. "If you want to marry me, you have to build a thousand temples for me in just one night," said Loro Jonggrang. "What? That's impossible!" said Bandung Bondowoso. But he did not give up. He consulted with his advisor. "Your Majesty can asked the genies to help built the temples," said the advisor.

So, Bandung Bondowoso summoned his entire genies soldier and commanded them to help him built a thousand temples. The genies worked in unbelievable speed. Meanwhile, Loro Jonggrang heard from her servant that the building of a thousand temples was almost finished. She was so worried. But again, she came up with a great idea. She asked all of her servants to help her. "Please prepare a lot of straw and mortar. Please hurry up!" said Loro Jonggrang. "Burn the straw and make some noise pounding the mortar, quickly." All those servants did what Loro Jonggrang ordered them; burning straw and pounding the mortar, making the genies think that the sun is going to rise.

"It's already dawn. We have to go," said the leader of the genies to Bandung Bondowoso. All the genies immediately stopped their work and ran for cover from the sun, which they afraid of. They didn't know that the light was from the fire that burning the straw, not from the sun.

Bandung Bondowoso can't stop the genies from leaving. He was angry. He knew Loro Jonggrang had just tricked him. "You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple." He pointed his finger to Loro Jonggrang and said some mantras. Magically, Loro Jonggrang's body turned into stone. Until now, the temple is still standing in Prambanan area, Central Java. And the temple is called Loro Jonggrang temple.

## Answer the following question!

1. What does the text tell us about?
  - A. Prambanan kingdom
  - B. Prambanan kingdom was attacked and occupied by the Pengging kingdom
  - C. Bandung Bondowoso is the King of Pengging
  - D. The origin of Loro Jonggrang temple

**Jawaban : D**

2. Why was Loro Jonggrang afraid to refuse Bandung Bondowoso's proposal? Because ...
  - A. Bandung Bondowoso was a mean person.
  - B. Bandung Bondowoso would endanger her people.
  - C. Loro Jonggrang was shocked
  - D. Loro Jonggrang fell in love with him

**Jawaban : B**

3. "Bandung Bondowoso summoned his entire genies soldier and commanded them to help him built a thousand temples"  
What do the underlined words refer to?
  - A. Bandung Bondowoso – the genies soldier
  - B. Loro Jonggrang's servants – Bandung Bondowoso
  - C. The genies - Bandung Bondowoso
  - D. The temples - Bandung Bondowoso

**Jawaban : C**

4. The complication starts when ...
  - A. Prambanan kingdom was attacked and occupied by the Pengging kingdom
  - B. All the people of Prambanan lived peacefully
  - C. Bandung Bondowoso's soldiers were not only humans, but also genies.
  - D. Bandung Bondowoso fell in love with her and wanted to marry her

**Jawaban : A**

5. We can conclude that Loro Jonggrang ....
  - A. was as beautiful as her mother
  - B. was a smart princess
  - C. did not love her people
  - D. loved to make temples.

**Jawaban : B**

## Essai

1. What is the social function of *narrative text*?
2. Mention the generic structures of *narrative text*?
3. What are the moral values of *narrative text* entitled Loro Jonggrang?

### 3. Penilaian Keterampilan

Penilaian keterampilan dalam pembelajaran KD ini meliputi :

1. Penilaian unjuk kerja (*read aloud*) disaat pembelajaran.

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Ket
1	Praktik	<i>Membaca</i>	<i>Read aloud the story in front of the class</i>	Saat pembelajaran berlangsung dan/atau setelah usai	Penilaian untuk, sebagai, dan/atau pencapaian pembelajaran ( <i>assessment for, as, and of learning</i> )

- 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 dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.
K	Kurang dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.

- Rubrik Penilaian Pengetahuan

No	Aspek yang dinilai	Skor
1	Isi sesuai, struktur teks benar dan tepat, unsur kebahasaan sangat tepat	3
2	Isi sesuai, struktur teks benar tapi kurang tepat, unsur kebahasaan tepat	2
3	Isi kurang sesuai, struktur teks kurang tepat, unsur Isi kurang sesuai, struktur teks kurang tepat, unsur	1

Rubrik Penilaian Reading Skill

No	Aspek yang Dinilai	Kriteria	Skor
1	Pengucapan ( <i>pronunciation</i> )	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggumakna	1
2	Intonasi ( <i>intonation</i> )	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalhan dan mengganggu makna	1
3	Kelancaran ( <i>fluency</i> )	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketepatan makna ( <i>accuracy</i> )	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

#### 4. Pembelajaran Remedial dan Pengayaan

##### a. Pembelajaran Pengayaan

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:

1. Soal yang diberikan berbeda dengan soal sebelumnya namun setara.
2. Nilai akhir yang akan diambil adalah nilai hasil tes terakhir .
3. Siswa lain yang sudah tuntas (KKM) dipersilahkan untuk ikut bagi yang berminat untuk memberikan keadilan.

##### b. Pembelajaran Pengayaan

Guru memberikan ucapan selamat dan sekaligus menasihati agar tetap rendah hati kepada siswa yang telah mencapai KKM (Kriteria Ketuntasan Minimal). Selanjutnya guru memberikan materi pengayaan berupa penugasan untuk meningkatkan keterampilan membaca dan / atau mendongeng cerita *narrative berupa fairy tales* dari berbagai sumber.