

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Eka Tjipta Rungau
 Kelas / Semester : IX / 1
 Mata Pelajaran : Bahasa Inggris
 Kompetensi Dasar : 3.3 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
 4.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks
 Pertemuan : 15
 Alokasi Waktu : 1 jp (2 x 30 Menit)
 Pelaksanaan : 06 November 2021

A. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran jarak jauh sistem daring, peserta didik dapat:

1. Melalui pembelajaran dengan menerapkan model *problem based learning* menggunakan media *comic strips*, peserta didik dapat menganalisis teks naratif terkait fairy tales, pendek dan sederhana, dengan mempertimbangkan fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya
2. Setelah melakukan diskusi dengan menerapkan model *problem based learning* menggunakan media *comic strips*, peserta didik dapat menulis ulang teks pendek dan sederhana teks naratif terkait fairy tales memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks

B. LANGKAH PEMBELAJARAN

KEGIATAN PENDAHULUAN	10 menit
Guru memberi salam, berdoa, presensi (disiplin), dilanjutkan menyanyikan lagu nasional (nasionalisme), apersepsi, motivasi, tujuan pembelajaran dan garis besar materi	
KEGIATAN INTI	40 menit
1. Orientasi Peserta Didik pada Masalah	
a. Guru meminta peserta didik untuk men- <i>scan QR barcode</i> yang terdapat di LKPD (TPACK)	
b. Peserta didik mengamati hal yang terdapat dalam <i>barcode</i> tersebut dan menjawab pertanyaan lisan	
2. Mengorganisasikan Peserta Didik untuk Belajar	
c. Peserta didik menyimak video mengenai teks naratif	
d. Peserta didik menulis 5 kata yang didengar dalam video dibuku tulis dan perwakilan menuliskan 5 kata tersebut dipapan tulis kemudian dikoreksi bersama (HOTs, communication)	
e. Peserta didik dibagi 3 kelompok dalam satu kelas dan penjelasan LKPD (collaboration)	
3. Membimbing Penyelidikan Individu dan Kelompok	
f. Peserta didik mencari informasi tentang teks dari internet dengan menggunakan gawai masing - masing (TPACK, creativeness and innovation)	
g. peserta didik berdiskusi dan menanyakan tentang kesulitan yang dialami (4C, HOTs)	
4. Mengembangkan dan Menyajikan Hasil Karya	
h. Salah satu perwakilan kelompok menjelaskan setiap apa yang ditanyakan oleh kelompok lain (communication, HOTs)	
5. Menganalisis dan Mengevaluasi Proses Pemecahan Masalah	
i. Peserta didik mengerjakan 10 soal pilihan ganda menggunakan <i>google form</i> . (HOTs, TPACK)	
j. Peserta didik diminta untuk menuliskan kembali cerita dongeng 'Bawang Merah Bawang Putih'	
k. Guru memberikan umpan balik tentang pekerjaan peserta didik (feedback)	
KEGIATAN PENUTUP	10 menit
Guru memberi penguatan materi, refleksi & memberi tugas (tanggung jawab), motivasi, berdoa, salam	

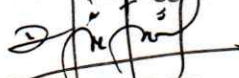
C. PENILAIAN

1. Penilaian Sikap : Observasi
2. Penilaian Pengetahuan : Pilihan ganda
3. Penilaian Keterampilan : Proyek



Rungau Raya, 04 November 2021

Guru Bahasa Inggris


 Lina Ekawati, S. Pd.
 NIK. 14108

BAHAN AJAR

Kelas : IX (Sembilan)

Tema : Narrative Text

Subtema : Fairy Tales

Tujuan Pembelajaran : Melalui pembelajaran dengan menerapkan model *problem based learning* menggunakan media *comic strips*, peserta didik dapat menganalisis teks naratif terkait *fairy tales*, pendek dan sederhana (**C4**) dan menulis ulang teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya (**P4**)

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi	Pendekatan, Metode dan Model Pembelajaran	Jenis Bahan Ajar
1.	3.3	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	<i>Narrative Text</i>	Pendekatan: saintifik approach Metode: <i>cooperative learning (gallery walk)</i> Model pembelajaran <i>problem based learning</i>	Modul <i>narrative text</i>
	4.3	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks			

Narrative text



Definition

A narrative text is an imaginative story to entertain people (teks narasi adalah cerita imajinatif yang bertujuan menghibur orang).

Social Function

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

Generic Structure

It has language features of narrative text, such as:

1) Orientation

It is about the opening paragraph where the characters of the story are introduced.

2) Complication

Where the problems in the story developed.

3) Resolution

Where the problems in the story is solved. It is usually ended by happy ending or sad ending.

4) Coda / reorientation (optional)

lesson from the story

Language Features

Some language features of narrative text are:

1) Simple past tense

Most of narrative text uses past tense, included legend, for example; killed, drunk, etc.

2) Adverb of time

The texts are mostly written by adverb of time. They are; once upon a time, one day, etc.

3) Time conjunction

Time sequences or conjunction must be there in legend text. The examples are when, then, suddenly, etc.

4) Specific character

The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc.)

5) Action verbs

A verb that shows an action. (killed, dug, walked, etc.)

6) Direct speech

It is to make the story lively. (Snow White said," My name is Snow White"). The direct speech uses present tense.

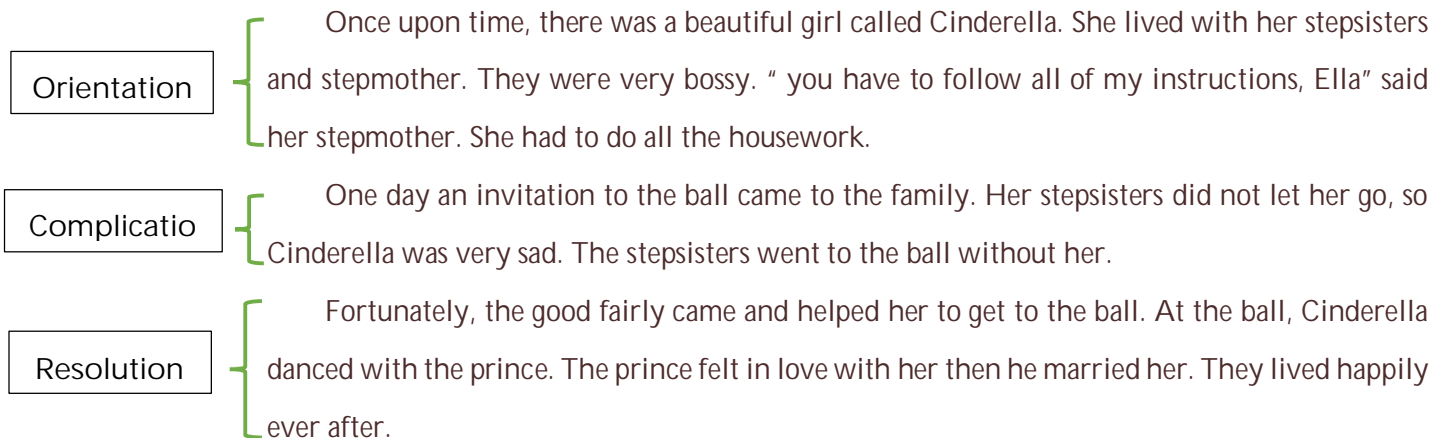
Kinds of narrative text are:

1. Fairy tales (cerita dongeng khayalan)
2. Folk tales (cerita rakyat)
3. Fable (cerita tentang binatang)
4. Legend (legenda)
5. Myth (mitos)

Contoh Narrative Text tentang Fairy Tales

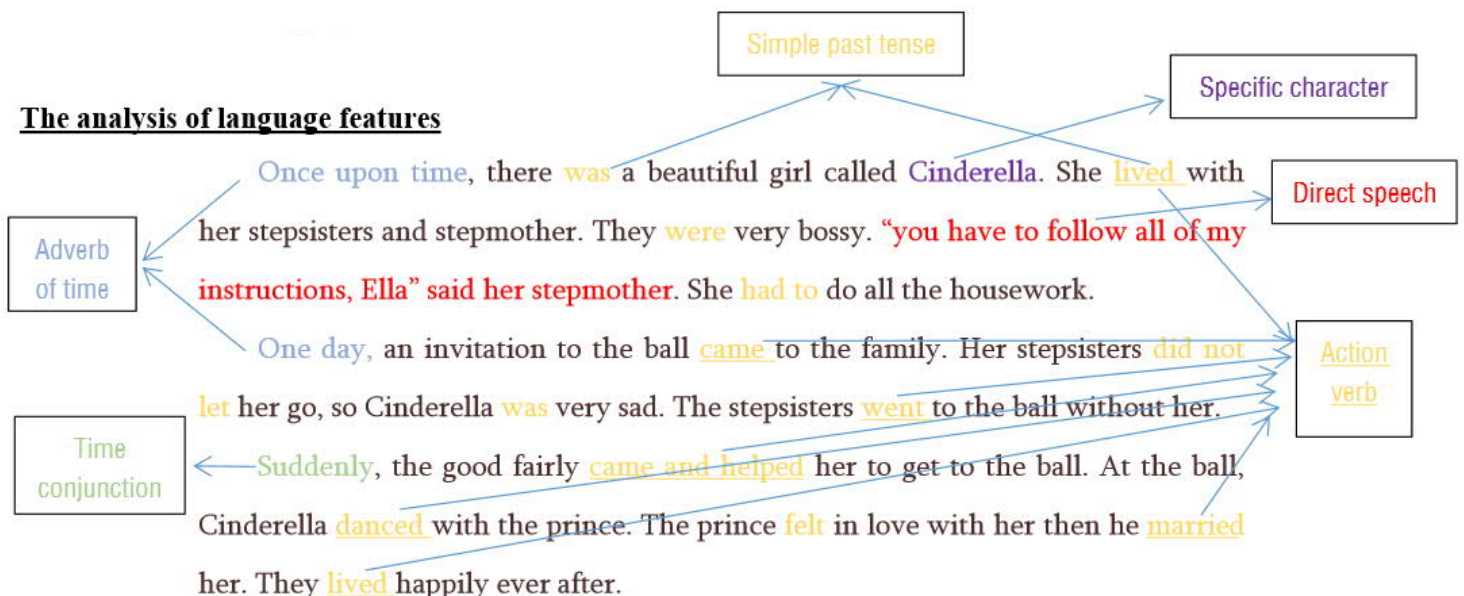
The analysis of generic structure

Cinderella



Note: There is no re-orientation or coda in the story.

The analysis of language features



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

MEDIA PEMBELAJARAN

Kelas : IX (Sembilan)

Tema : Narrative Text

Subtema : Fairy Tales

Tujuan Pembelajaran : Melalui pembelajaran dengan menerapkan model *problem based learning* menggunakan media *comic strips*, peserta didik dapat menganalisis teks naratif terkait *fairy tales*, pendek dan sederhana (C4) dan menulis ulang teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya (P4)

Pembelajaran ke-	Materi	Desain	Langkah Penggunaan
Satu (1)	Narrative Text	QR Barcode	Guru meminta peserta didik untuk men- <i>scan QR barcode</i> yang terdapat dalam LKPD, dilanjutkan peserta didik menjawab pertanyaan dari guru; <ol style="list-style-type: none"> a. What is in the QR barcode? b. Who is she? c. How is the story?
		Power Point	Guru menampilkan power point untuk mendukung proses belajar agar sesuai dengan rencana pembelajaran
		Video	Guru menayangkan sebuah video tentang cerita dongeng dalam bahasa Inggris. Peserta didik diminta untuk mengamati dengan seksama video tersebut. Peserta didik diminta untuk menuliskan 5 kata berdasarkan yang mereka dengar.
		Printed material	Guru membagikan beberapa gambar dan teks untuk didiskusikan dalam kelompok. Peserta didik menyusun gambar dan teks tersebut menjadi sebuah cerita padu.
		Google form (https://forms.gle/WMiz6qu6PPue6jpCA)	Guru memberikan soal latihan pilihan ganda dengan menggunakan <i>google form</i> .
		Video pembelajaran (https://youtu.be/pf-Osxa1xD0)	Guru memutar video pembelajaran yang berisi materi teks naratif yang dijadikan penguatan dan kesimpulan akhir dari pelajaran.

1. QR barcode

Scan me!



Source: <https://gambartop10.blogspot.com/2015/03/10-gambar-princess-cinderella.html>

Guru meminta peserta didik untuk men-*scan QR barcode* yang terdapat dalam LKPD, kemudian peserta didik menjawab pertanyaan dari guru berdasarkan yang terdapat dalam *barcode* tersebut;

- What is in the QR barcode?
- Who is she?
- How is the story?

2. Video



Source: <http://youtube.com/watch?v=DQSTIR7LtAE>

Guru menayangkan sebuah video tentang cerita dongeng dalam bahasa Inggris. Peserta didik diminta untuk mengamati dan mendengarkan dengan seksama video tersebut. Peserta didik diminta untuk menuliskan 5 kata berdasarkan yang mereka dengar dari video tersebut dibuku tulis. Setelah itu, beberapa peserta didik menuliskan kata tersebut kepapan tulis dan kemudian dikoreksi bersama dengan mencocokkan teks utuh yang guru berikan.

Teks video

Cinderella

Long ago, there lived a sweet girl named Ella. She lived with her mean stepmother and two bad stepsisters. They made her do all the house works.

One day, the prince invited all the girls in the kingdom for a ball in the castle. Everyone, including the two step sisters was very excited, Cinderella too, but the sisters asked to stay at home and worked. Suddenly, a woman with the kind smile stood in front of her. She was Cinderella's fairy godmother. With the favor hand, she created grand carriage and made Cinderella looked like a princess. But the fairy godmother wanted her to be home before 12 o'clock. For then, the spell would be broken.

All the other girls were jealous because the prince danced with her the whole night. However, the moment the clock started twelve. In a hurry, she left one glass slipper on the castle steps. The prince had fallen in love with her. He asked his men to go at every harshly land to find the girl whose foot fit into the glass slipper. The two stepsisters tried hard to get their big feet defeat into the slipper but in failed. Finally, when Cinderella tried the slipper, her foot fit perfectly into the glass slipper.

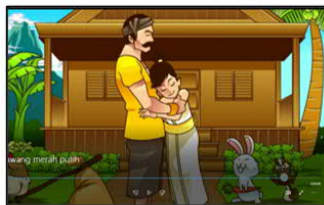
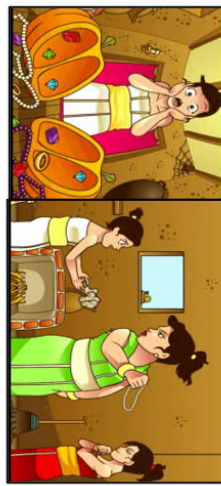
The prince and Cinderella were soon married in a grand ceremony. The wicked stepsisters never bothered her again.

3. Printed material

Guru membagikan beberapa gambar dan teks untuk didiskusikan dalam kelompok. Peserta didik menyusun gambar dan teks tersebut menjadi sebuah cerita padu yang ditempel dikertas yang sudah dibagikan oleh guru.

Gambar Acak





Source: <https://www.popmama.com/kid/4-5-years-old/jemima/dongeng-anak-nusantara-bawang-merah-dan-bawang-putih>

Teks Pendek Acak

A long time ago, in a nice quiet village, there lived a wealthy merchant, he and his wife lived together with his daughter who was named Bawang Putih.

One day, this merchant's wife passed away. "Mom, don't leave me", Bawang putih cried. She and her father were very sad.

Her father came home from travelling to refresh his mind, he brought a woman and her daughter along with him. He wanted to marry this woman. At first, the woman and her daughter, Bawang Merah, were so kind with Bawang Putih and her father.

When her father went to trade, her stepmother and Bawang Merah treated Bawang Putih like a servant. Bawang Putih did all the work that was ordered by her stepmother.

One day, Bawang Putih went to the river to wash clothes. She was sleepy and hungry. When she put all the clothes into the basket, she was surprised to find her stepmother's scarf was not there. Finally, Bawang Putih decided to go back down the river to look for it. There, she found a wooden house. Bawang Putih knocked on the door of the house. The old grandmother came out of the house and greeted Bawang Putih.

The old grandmother will give a red scarf with one condition, Bawang Putih must help her first. She agreed and helped everything. The grandma gave her the shawl. "Bawang Putih, this is the red scarf you are looking for. Oh, I want to give you a gift. A pumpkin is for you. Choose which one you like." On the table, there were both small and large pumpkins. Bawang Putih chose a small pumpkin.

Arriving at home, Bawang Putih took the knife and split the pumpkin. What a surprise, the pumpkin was full of sparkling and expensive jewelry. The stepmother and Bawang Putih grasped all the jewelry.

Then, the stepmother instructed Bawang Merah to go to the grandmother's house. Arriving at there, she pretended to be tired. Not like Bawang Putih, she was lazy to help the old grandma. Finally, the old grandmother gave her a gift. On the table, there were two pumpkins, one large and one small. "Choose one pumpkin, as a gift from me." Bawang Merah chose the largest pumpkin.

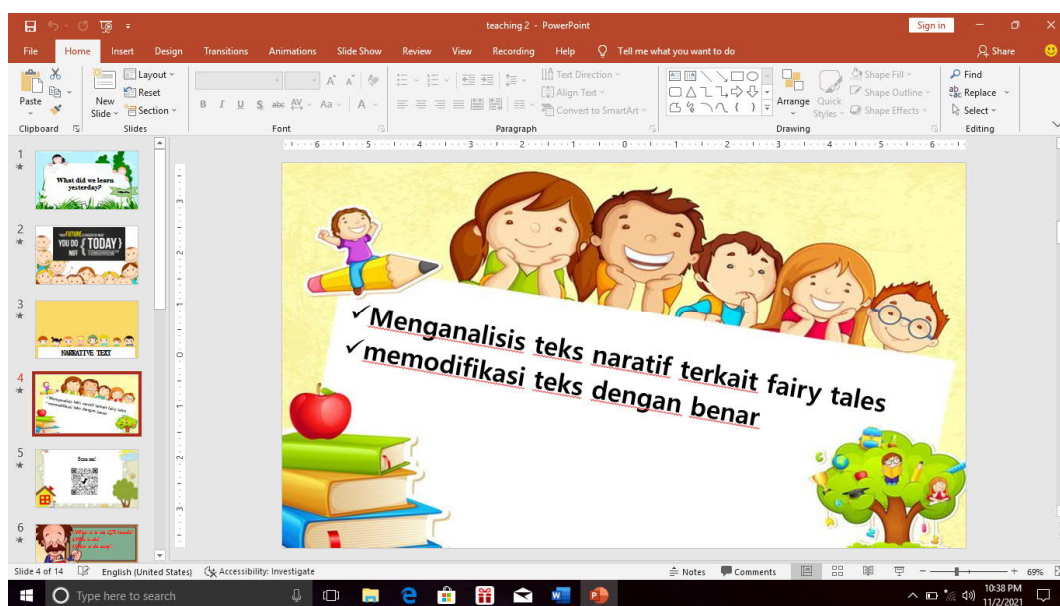
"Yeah, let's open this. I'm also curious.", said her mother. However, they were in for quite a surprise. Because inside the pumpkin were venomous animals, such as snakes, scorpions, spiders and centipedes. They were both bitten by a snake. The stepmother and Bawang Merah died from the snakebite.

Not long after that, her father went home from trade. Bawang Putih and her father lived happily ever after.

Source: <https://www.ef.co.id/englishfirst/kids/blog/bawang-merah-bawang-putih-cerita-dongeng-pendek-bahasa-inggris/>

4. Power Point

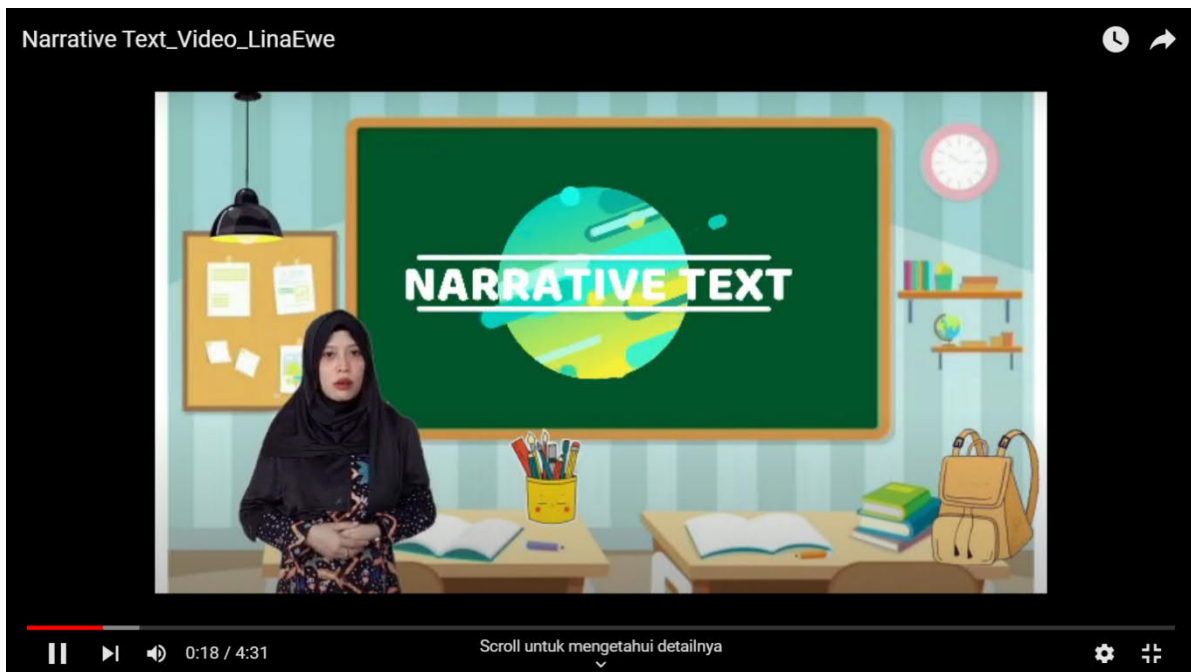
Guru menampilkan media power point yang digunakan sebagai panduan untuk proses pembelajaran agar runtut sesuai dengan yang direncanakan.



5. Google form

Setelah kegiatan presentasi dari hasil diskusi dalam kelompok, peserta didik diminta oleh guru untuk mengerjakan soal pilihan ganda sebagai alat untuk mengukur pemahaman mereka tentang materi melalui google form (online). Link yang guru bagikan adalah sebagai berikut: <https://forms.gle/WMiz6qu6PPue6jpCA>

6. Video pembelajaran



Source: <https://youtu.be/pf-Osxa1xD0>

Video pembelajaran ini ditayangkan oleh guru setelah kegiatan inti berakhir yang bertujuan untuk memberi kesimpulan akhir atau menguatkan pengetahuan peserta didik tentang materi teks naratif.

LEMBAR KERJA PESERTA DIDIK (LKPD)

Kelas	IX (Sembilan)
Tema	Narrative Text
Subtema	Fairy Tales
Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Melalui pembelajaran dengan menerapkan model <i>problem based learning</i> menggunakan media <i>comic strips</i>, peserta didik dapat menganalisis teks naratif terkait fairy tales, pendek dan sederhana, dengan mempertimbangkan fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya 2. Setelah melakukan diskusi dengan menerapkan model <i>problem based learning</i> menggunakan media <i>comic strips</i>, peserta didik dapat menulis ulang teks pendek dan sederhana teks naratif terkait fairy tales memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks
Kompetensi Dasar	<p>3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairy tales</i>, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairy tales</i> memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>
Indikator Pencapaian Kompetensi	<p>3.3.1 Menganalisis teks naratif terkait fairy tales, pendek dan sederhana, dengan mempertimbangkan fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya (C4)</p> <p>4.3.1 Menulis ulang teks pendek dan sederhana teks naratif terkait fairy tales memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks (P4)</p>
Petunjuk Kerja	<ol style="list-style-type: none"> 1. Guru meminta peserta didik untuk men-<i>scan QR barcode</i>, selanjutnya peserta didik menjawab pertanyaan dari guru berkaitan dengan <i>barcode</i>; <ol style="list-style-type: none"> a. What is in the QR barcode? b. Who is she? c. How is the story?

	<ol style="list-style-type: none">2. Peserta didik mengamati dan mendengarkan video yang ditampilkan oleh guru dengan seksama. Peserta didik menuliskan 5 kata yang mereka dengar dari video tersebut. Setelah itu beberapa peserta didik menuliskan kata tersebut dipapan tulis, kemudian dikoreksi bersama dengan melihat dan mendengarkan teks yang terdapat dalam video.3. Peserta didik berdiskusi dalam kelompok untuk menyusun gambar dan teks menjadi cerita padu dan ditempel dikertas karton yang telah dibagikan oleh guru dalam tiap kelompok.4. Peserta didik menemukan masalah dalam berdiskusi karena mereka harus menemukan makna dari teks untuk bisa menyusun gambar dan teks, sehingga mereka harus benar - benar bekerja sama dengan kelompoknya agar bisa menganalisis sesuai dengan petunjuk yang diberikan.5. Peserta didik menempelkan hasil kerjanya didinding dan kelompok lain melihat hasil tersebut. Tiap kelompok menunjuk satu orang untuk tetap menjaga hasil karyanya dan bertugas menjawab pertanyaan ataupun tanggapan dari kelompok lain.6. Peserta didik mengerjakan soal pilihan ganda untuk mengukur kemampuan dari aspek pengetahuan menggunakan <i>google form</i>.7. Peserta didik membuat teks baru yang merujuk pada teks cerita yang telah dibahas dalam diskusi kelompok.8. Peserta didik melakukan refleksi pembelajaran.
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LEMBAR KERJA PESERTA DIDIK

Activity 1

Students, please look at the QR barcode, then scan it now!



Scan me!

Then, answer the questions below based on the QR barcode!

- What is in the QR barcode?
- Who is she?
- How is the story?

Activity 2

Instruction:

- Please, observe and listen the video carefully.
- Write 5 words that you find on the video's sound!
- Rewrite the words on the class' whiteboard!



Source: <http://youtube.com/watch?v=DQSTIR7LtAE>

4. Correct your words with looking at the text below!

Cinderella

Long ago, there lived a sweet girl named Ella. She lived with her mean stepmother and two bad stepsisters. They made her do all the house works.

One day, the prince invited all the girls in the kingdom for a ball in the castle. Everyone, including the two step sisters was very excited, Cinderella too, but the sisters asked to stay at home and worked. Suddenly, a woman with the kind smile stood in front of her. She was Cinderella's fairy godmother. With the favor hand, she created grand carriage and made Cinderella looked like a princess. But the fairy godmother wanted her to be home before 12 o'clock. For then, the spell would be broken.

All the other girls were jealous because the prince danced with her the whole night. However, the moment the clock started twelve. In a hurry, she left one glass slipper on the castle steps. The prince had fallen in love with her. He asked his men to go at every harshly land to find the girl whose foot fit into the glass slipper. The two stepsisters tried hard to get their big feet defeat into the slipper but in failed. Finally, when Cinderella tried the slipper, her foot fit perfectly into the glass slipper.

The prince and Cinderella were soon married in a grand ceremony. The wicked stepsisters never bothered her again.

A c t i v i t y 3

Students' knowledge

Instructions:

1. Listen to your teacher's instruction carefully.
2. Your teacher will divide you into 3 groups.
3. After you get your group, please wait for your teacher shares.
4. You will get 10 pictures and 10 short texts in a group.
5. Your teacher will give you a cartoon paper and a glue.
6. Then, you discuss in your group of arranging the pictures in a sequence of story form.
7. After that, give a short text that tells the picture and put it below.
8. Glue them in the cartoon paper.
9. Don't forget to write down your group and names of the member.
10. Stick your group's job on the wall based on your teacher instructed.

A c t i v i t y 4

Self Evaluation

Instructions:

1. Hold your hand phone on.
2. Turn your data on.
3. Search for google.com.
4. Click this link <https://forms.gle/WMiz6qu6PPue6jpCA>
5. Fill the identity and answer the questions.
6. Time for doing is about 10 minutes.

A c t i v i t y 4

Students' skill

Instructions:

1. Read more the story of 'Bawang Merah Bawang Putih' in the prior activity.
2. Rewrite the story with your own words.

Answer:



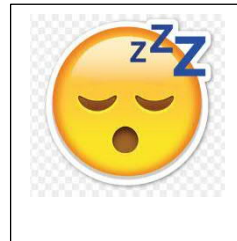
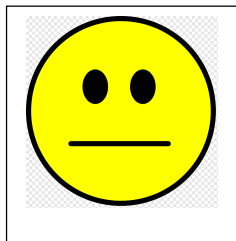
Reflective form (fill in the box after you follow learning process)

REFLECTION

Answer the reflective questions!

- a. In this activity, I have learned
-
- b. The activity that I most like is
-
- c. Misconception of this material is
-

Please, express your feeling after you learn about this materials with emoticon below (✓ sign).



KISI-KISI DAN BUTIR SOAL EVALUASI PEMBELAJARAN

Kelas : IX (Sembilan)

Tema : *Narrative Text*

Sub Tema : *Fairy Tales*

Alokasi Waktu : 10 menit

Jumlah Soal : 10 soal

Bentuk/Jenis Soal : *Multiple choice*

Tujuan Pembelajaran 1. Melalui pembelajaran dengan menerapkan model *problem based learning* menggunakan media *comic strips*, peserta didik dapat menganalisis teks naratif terkait *fairy tales*, pendek dan sederhana, dengan mempertimbangkan fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya

Muatan Pelajaran	Kompetensi Dasar	Indikator Pencapaian Kompetensi	Indikator Soal	Bentuk Soal	Bobot Soal	Nomor Soal	Butir Soal	Jenjang Kemampuan (C1-C6)	Kunci Jawaban		
Bahasa Inggris	3.3	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	3.3.1	Menganalisis teks naratif terkait fairy tales, pendek dan sederhana, dengan mempertimbangkan fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya (C4)	<u>Disajikan sebuah teks narrative</u> Peserta didik dapat menelaah tujuan dalam penulisan teks	Pilihan ganda	1	1	1. What does the text tell us about?	C5	D
				<u>Disajikan sebuah teks narrative</u> Peserta didik dapat mendeteksi jumlah obyek dalam teks	Pilihan ganda	1	2	2. How many ducklings and mother duck on the story?	C4	B	
				<u>Disajikan sebuah teks narrative</u> Peserta didik dapat menyimpulkan pesan moral yang tersirat dalam teks	Pilihan ganda	1	3	3. What can we learn from the story?	C6	A	
			3.3.1	Menganalisis teks naratif terkait fairy tales, pendek dan sederhana, dengan mempertimbangkan fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya (C4)	<u>Disajikan sebuah teks narrative</u> Peserta didik mampu memilih alasan yang tepat berdasarkan teks	Pilihan ganda	1	4	4. Why did the businessman worry about his son?	C4	C
					<u>Disajikan sebuah teks narrative</u> Peserta didik mampu menafsirkan pendapat pembaca berdasarkan teks	Pilihan ganda	1	5	5. Why do you think the boy failed to pull out a bigger tree?	C5	A

				<p><u>Disajikan sebuah teks narrative</u> Peserta didik dapat menyimpulkan pesan yang dapat diambil dari cerita tersebut</p>	Pilihan ganda	1	6	6. Why do you think the boy failed to pull out a bigger tree?	C6	B
				<p><u>Disajikan sebuah teks narrative</u> Peserta didik bisa menentukan rujukan sesuai yang terdapat dalam teks</p>	Pilihan ganda	1	7	7. “The child failed to pull <u>it</u> out” (paragraph 2) What does the underlined word refer to?	C3	D
		3.3.1	<p>Menganalisis teks naratif terkait fairy tales, pendek dan sederhana, dengan mempertimbangkan fungsi sosial, struktur teks, dan unsur kebahasaan teks sesuai dengan konteks penggunaannya (C4)</p>	<p><u>Disajikan sebuah teks narrative</u> Peserta didik dapat menganalisis isi dari teks</p>	Pilihan ganda	1	8	8. What is the text about?	C4	B
				<p><u>Disajikan sebuah teks narrative</u> Peserta didik dapat menyimpulkan pesan moral dalam teks</p>	Pilihan ganda	1	9	9. What is the moral value we can learn from the story?	C6	A
				<p><u>Disajikan sebuah teks narrative</u> Peserta didik dapat menafsirkan tujuan penulisan teks tersebut</p>	Pilihan ganda	1	10	10. What is the writer’s intention to write the text?	C5	C

I. MULTIPLE CHOICE

Choose the most correct answer from a,b,c or d from all questions!

Read the following text to answer number 1 to 3.

A mother duck and her little five ducklings were on their way to a lake one day. The ducklings were very happy following their mother and quack-quacking along the way. All of a sudden the mother duck saw a fox at a distance. She was frightened and shouted, "Children, hurry to the lake. There's a fox!"

The ducklings hurried towards the lake. The mother duck wondered what to do. She began to walk back and forth dragging one wing on the ground. When the fox saw her, he became happy. He said to himself, "It seems that she's hurt and can't fly! I can easily catch and eat her!" then he ran towards her.

The mother duck ran, leading the fox away from the lake. The fox followed her. Now, he wouldn't be able to harm her ducklings. The mother duck looked towards her ducklings and saw that they had reached the lake. She was relieved, so she stopped and took a deep breath. The fox thought she was tired and he came closer, but the mother duck

1. What does the text tell us about?
 - a. A tricky fox in finding his prey
 - b. A smart duckling in running away from a fox
 - c. A good effort of the ducklings in searching food
 - d. A clever way of mother duck protecting her little ducklings
2. How many ducklings and mother duck are there on the story?
 - a. 5
 - b. 6
 - c. 7
 - d. 8
3. What can we learn from the story?
 - a. Be smart to save ourselves from the enemy
 - b. Be calm to save the time
 - c. Be calm to make the enemy run away
 - d. Be smart to make the enemy happy

Read the following text to answer number 4 to 7.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways.

The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

4. Why did the businessman worry about his son?
 - a. He behaved badly
 - b. He was unlucky boy
 - c. He was spoiled boy
 - d. He disobeyed his parents
5. Why do you think the boy failed to pull out a bigger tree?
 - a. it was a big challenge
 - b. he had done his best
 - c. the roots had settled deeply
 - d. the tree had a thin but strong stem
6. What can we learn from the story?
 - a. It is best to do everything with great efforts
 - b. It is hard to get rid of permanent bad habits
 - c. There will be many problems in human's life
 - d. Nobody can change out bad habits if we don't change them
7. "The child failed to pull it out" (paragraph 2)
What does the underlined word refer to?
 - a. bushes
 - b. a sapling
 - c. a small tree
 - d. a bigger tree

Read the following text to answer number 8 to 10.

Once upon a time in West Sumatra, a widow took her two children to a party. Her children, a boy and a girl, were very happy. The children were having a great time. There was also a traditional music show. The show was crowded with people. The children asked their mother if they could see the music show which was located a few meters away. "Yes, you both may go there but don't go too far," said the mother. The children ran to the stage where the music show was. They were bored just watching the show. So they took a walk around the stage. They forgot their mother's message not to go too far.

After a while, they saw a pond. The water was very clear and fresh. Because the sun was very hot, they were tempted to play in the water. The mother remembered her two children. She felt so desperate because she could not find them. Day turned into night. The mother only cried and she went home without her children. After a long hour of crying, she fell asleep and had a dream about her children. In her dream, she met an old woman. The old woman told her, "Your children are in the pond near the party house. If you want to see them, throw a handful of rice into the pond. Your children will appear."

As soon as she woke up, she quickly ran to the pond. She also had a handful of rice in her hand. When she reached the pond, she threw the rice into the pond and called out her children's names. Two big fish with beautiful colors appeared in the pond. The mother cried when she saw them. Her children had turned into two big beautiful fish because they disobeyed their mother's message.

The village where the pond was located is now called Desa Sungai Jernih. It is located in the northern part of Nagari Baso, in Agam Regency, West Sumatra.

8. What is the text about?
 - a. two good children
 - b. the legend of Desa Sungai Jernih
 - c. a poor woman with her two children
 - d. a scared pond in Desa Sungai Jernih, West Sumatra
9. What is the moral value we can learn from the story?
 - a. It is important to obey our parents
 - b. It is important to pay attention to our neighborhood
 - c. A party may make somebody forget about everything
 - d. Never play in the pond without our parents' attendance
10. What is the writer's intention to write the text?
 - a. To inform the readers about the text
 - b. To congratulate someone on her reading's success
 - c. To entertain the readers and get a message of the story
 - d. To describe the readers about the characters in the story**

Answer Key

1. D
2. B
3. A
4. C
5. A
6. B
7. D
8. B
9. A
10. C

<https://forms.gle/WMiz6qu6PPue6jpCA> link google form of formative test

Rubrik Penskoran

1. Penilaian sikap

Format Penilaian Sikap Jurnal

No.	Hari/Tanggal	Nama Peserta didik	Catatan Perilaku	Butir Sikap	Ttd	Tindak Lanjut

2. Penilaian Pengetahuan

Rubrik Penskoran Penilaian Pengetahuan (KI-3)

KD : 3.3

Hari, Tanggal :

Jenis Tes : Multiple choice

No.	Nama siswa	Skor										Total Skor
		No. 1	No. 2	No. 3	No. 4	No. 5	No. 6	No. 7	No. 8	No. 9	No. 10	
1	Afriza Uma S											
2	Alvan Khoiri Dwi W											
3	Anggit Nur Cahyo											
4	Aulia Dini Uvi X											
5	Berlin Tropolomi D.											
6	Bima Arya Setiaji											
7	Daniyanto											
8	Dendi Hermawan											
9	Depi Apriani											
10	Divi Wulandari											
11	Eka Prasetyo											
12	Galih Arya Prayuda											

Skor Rubrik Penilaian Pengetahuan:

Nilai = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

Skor maksimal

3. Penilaian Keterampilan

Tujuan Pembelajaran: 2. Setelah melakukan diskusi dengan menerapkan model *problem based learning* menggunakan media *comic strips*, peserta didik dapat menulis ulang teks pendek dan sederhana teks naratif terkait fairy tales memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks

Soal: *rewriting 'Bawang Merah Bawang Putih' story*

Rubrik Penilaian:

Proyek

No	Aspek yang dinilai	Kriteria	Skor Maksimum
1.	Kosa kata (Vocabulary)	Menggunakan kosa kata sesuai petunjuk	20
		Menggunakan kosa kata sesuai petunjuk tetapi ada sedikit kesalahan penulisan	15
		Menggunakan sebagian kosa kata sesuai petunjuk dan ada kesalahan penulisan	10
		Tidak menggunakan kosa kata sesuai petunjuk dan ada banyak kesalahan penulisan	5
2.	Isi (Content)	Isi seluruh kalimat tepat	20
		Ada sebagian kecil kata yang tidak tepat isinya	15
		Ada sebagian kata yang tidak tepat isinya	10
		Seluruh kalimat salah isinya	5
3.	Struktur (Grammar)	Struktur seluruh kalimat tepat	20
		Ada sebagian kecil kata yang tidak tepat strukturnya	15
		Ada sebagian kata yang tidak tepat strukturnya	10
		Seluruh kalimat salah strukturnya	5
SKOR MAKSIMAL			60

Skor Rubrik Penilaian Keterampilan:

Nilai = $\frac{\text{skor perolehan}}{\text{Skor maksimal}} \times 100$

Skor maksimal