

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP IT AL-HANIF
Kelas/Semester	: IX/Genap
Materi Pokok	: Teks Fungsional; <i>Narrative Text (Fairy Tales)</i>
Alokasi Waktu	: 1 x 30 menit
Pembuat	: Fitria Nur Rosyidah, S.S. M.Pd.
Alamat Email	: fitrianurrosyidah13@gmail.com / 201511332561.guruku.id

A. TUJUAN PEMBELAJARAN

1. Melalui model pembelajaran *Discovery Learning* peserta didik mampu 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 dengan tepat.
2. Melalui model pembelajaran *Discovery Learning* peserta didik mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales dengan benar.

B. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan

- a. Menyapa peserta didik dengan salam, mengecek kehadiran peserta didik, berdoa, dan pemberian motivasi.
- b. Menyampaikan apersepsi dengan cara mengajukan pertanyaan sebagai berikut:
 1. *When you were a child, did your parents tell you stories?*
 2. *What was the last story you read?*
- c. Menyampaikan tujuan pembelajaran
- d. Menyampaikan cakupan materi pembelajaran yaitu *teks narrative (fairy tales)*

2. Kegiatan Inti

Sintak Pembelajaran	Uraian Langkah-Langkah Pembelajaran
<i>Stimulation</i> (<i>pemberian rangsangan</i>)	Peserta didik menceritakan kembali salah satu cerita rakyat yang pernah dibacanya, berjudul “Timun Mas”
	Peserta didik bersama guru melakukan tanya jawab secara lisan terkait dengan informasi tertentu dari isi cerita yang dibagikan. <ol style="list-style-type: none">1. <i>What is the title of the story?</i>2. <i>How many characters are there in the story?</i>3. <i>Who is the main character in the story?</i>4. <i>What problem did the character face?</i>5. <i>How did she solve the problem?</i>
	Dengan bimbingan guru, mengidentifikasi informasi tertentu terkait topik dan fungsi sosial dari naskah yang dibagikan
	Pendidik menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan <i>narrative text</i> dengan contoh teks <i>Timun Mas</i> .
	Peserta didik duduk berkelompok terdiri dari 3-4 orang.

Sintak Pembelajaran	Uraian Langkah-Langkah Pembelajaran
<i>Problem statement</i> (identifikasi masalah)	Setiap kelompok diberi beberapa paragraf acak dari cerita <i>narrative</i> pendek dan sederhana oleh pendidik.
	Peserta didik membaca, mengartikan dan memahami isi dari kalimat-kalimat dalam paragraf tersebut.
	Peserta didik bersama-sama dalam kelompok mengurutkan dengan benar paragraph-paragraph tersebut menjadi satu teks naratif yang utuh.
	Pendidik melakukan penilaian sikap melalui observasi saat peserta didik melakukan kegiatan dalam kelompok
<i>Data collection</i> (pengumpulan data)	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.
	Peserta didik mengumpulkan informasi yang relevan dari isi teks untuk menentukan fungsi sosial dari cerita tersebut dalam kelompok dengan bimbingan guru.
	Peserta didik mencari dan mengumpulkan informasi tentang struktur teks naratif.
	Peserta didik menentukan struktur teks dari cerita yang telah mereka susun sesuai dengan struktur untuk teks naratif yang telah mereka baca. (<i>Orientation – Events - Complication – Resolution</i>)
<i>Data processing</i> (pengolahan data)	<p>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:</p> <ul style="list-style-type: none"> • Menempelkan kalimat-kalimat yang telah mereka urutkan menjadi satu rangkaian cerita naratif sesuai urutan yang benar dengan teliti. • Menuliskan fungsi sosial dari teks tersebut dengan menggunakan ejaan dan tanda baca yang benar. • Menuliskan struktur teks sesuai dengan urutan struktur teks naratif • Berlatih mempresentasikan hasil kerja kelompok dengan membaca isi cerita tersebut (<i>story telling</i>) kepada anggota kelompok dengan pelafalan dan intonasi yang tepat. • Berlatih menjelaskan fungsi sosial dan struktur teks dari cerita tersebut di dalam kelompok masing-masing. • Menempelkan hasil kerja kelompok di dinding kelas.
<i>Verification</i> (pembuktian)	Juru bicara tiap kelompok mempresentasikan hasil kerja kepada pengunjung dari kelompok lain selama 3 menit.
	Anggota kelompok lainnya yang bertugas sebagai pengunjung, berkeliling, menyimak penjelasan dan membandingkan isi dan informasi terkait fungsi sosial dan

Sintak Pembelajaran	Uraian Langkah-Langkah Pembelajaran
	struktur teks naratif dari hasil kelompok mereka dengan yang dipresentasikan.
	Pengunjung dapat mengajukan pertanyaan, membuat catatan, memberi masukan dan apresiasi hasil kerja kelompok yang dikunjungi.
<i>Generalization (menarik kesimpulan)</i>	Secara bergantian setiap kelompok <i>retelling story</i> di depan kelas.
	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.
	Guru memberikan apresiasi terhadap hasil pekerjaan dan penampilan peserta didik
	Peserta didik menjawab beberapa pertanyaan terkait fungsi sosial dan struktur teks <i>narrative</i> dari lembar soal yang disediakan oleh guru.

3. Kegiatan Penutup

- Peserta didik membuat resume poin-poin penting terkait materi dengan bimbingan guru
- Memberi kesempatan pada peserta didik untuk bertanya
- Peserta didik melaksanakan tes tertulis
- Melakukan refleksi terhadap pembelajaran yang telah dilakukan
- Menyampaikan rencana pembelajaran untuk minggu berikutnya, yaitu membuat teks naratif fabel.
- Berdoa dan memberi salam.

C. PENILAIAN PEMBELAJARAN

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

Cianjur, 5 April 2021

Guru Mata Pelajaran

Fitria Nur Rosyidah, S.S., M.Pd.
NUKS 190230130207232156614

Lampiran1: Lembar Kegiatan Peserta Didik (LKPD)

LEMBAR KEGIATAN PESERTA DIDIK
Materi : Teks *Narrative (Fairy Tales)*

Kelompok :
Anggota : 1.
 2.
 3.
 4.

Kelas:

Tujuan : Peserta didik mampu membandingkan dan menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytale*s, pendek dan sederhana, sesuai dengan konteks penggunaannya dengan tepat.

Choose the following narrative text:

- Group 1 : Sangkuriang
- Group 2: Momotaro
- Group 3 : Robin Hood
- Group 4 : Prince Andre

Answer based on the text you get!

Title :
Social Function :

Orientation 1. When the story take place? 2. Who is the main character of the story? 3. Where did the story happen?
Event What happened to the main character according the text
Complication What problem did the main character face
Resolution 1. What did the main character do to solve the problem

25Teks Naratif :

1. Sangkuriang

In ancient times there was a king's daughter named Dayang Sumbi. The Princess has a child named Sangkuriang. One day, Sangkuriang was hunting. He was accompanied by Tumang, the palace's favorite dog. While hunting, Tumang refused to be ordered by Sangkuriang, so he was expelled. Knowing this, Dayang Sumbi was angry and accidentally hit Sangkuriang's head using a rice spoon. Sangkuriang was disappointed and wandered off.

Dayang Sumbi regretted her, then prayed that her son would be reared with her. The gods were touched by Dayang Sumbi's prayer, then gave him the gift of youth.

After years of wandering, Sangkuriang returned to his homeland. Arriving there, he met a beautiful girl, who was none other than Dayang Sumbi. He was fascinated, then proposed to Dayang Sumbi.

One day, Dayang Sumbi was shocked when she saw the wound on Sangkuriang's head. Apparently, Sangkuriang was his son. He was looking for a way to cancel his marriage. He also submitted conditions to Sangkuriang. He asked Sangkuriang to dam the Citarum River and make a large boat in one night as the dowry of marriage.

Sangkuriang was able, then asked for help from supernatural beings. In another place, Dayang Sumbi ordered several troops to roll out red silk cloth in the east of the kingdom. Sangkuriang thought it was morning. Exasperated, he kicked the large boat he was making. The canoe capsized and became Mount Tangkuban Perahu.

2. Momotaro

Momotaro is one of the most beloved folk tales in Japan as well as one of the most famous. The name "Momotaro" literally means "Peach (Peach) Taro," which is a name suffix often seen in Japan. You may have heard the story that translates to "Peach Boy".

According to the story in the period in this fairy tale (Edo period), Momotaro was born to earth from inside a giant peach that was found floating in a river by a grandmother who was washing clothes there. It is known that the grandmother had no children.

When the grandmother and her husband tried to open the peach to eat, to their surprise they found a child inside. The boy explained that he had been sent by heaven to be their son. With a happy feeling, the grandfather and grandmother then named him Momotarō. Momo means peach and tarō means the oldest son in the family.

Several years later, Momotarō left his parents to fight a group of oni (demon or giant) raiders on a distant island. On his way, Momotarō met and befriended a talking dog, monkey, and bird. They agreed to assist Momotarō on his mission.

Arriving at the island, Momotarō and his animal friends penetrate the oni fort and defeat them until they surrender. Later, Momotarō and his new friends returned home with the oni loot and took their leader captive. Since then, Momotarō has lived comfortably and happily with his family.

3. Robin Hood

According to legend, Robin Hood lived in the 13-14 century AD. It was a time when England was still ruled by King Richard and its provisional leader, King John. Robin Hood lives in the Sherwood Forest, one of the largest forests in Great Britain. There he lived with a group of criminals who hid from the pursuit of royal authorities. They were nicknamed "Merry Men".

Robin Hood is a brave man who leads the Merry Men group. It is said that members of the Merry Men have almost reached 100 people. They are transformed into community communities in the middle of the forest who are basically marginalized little people. Robin Hood often brings poor and homeless people to live side by side with his group.

In the Sherwood forest, the Merry Men often hunt the elite and rob wealthy travelers who pass through the forest. They wore green clothes, armed with bows and arrows; and sometimes they carried wooden spears and swords. Merry Men members know very well how to use the sword well.

Every time they act, the loot will be brought to Robin Hood, the man they consider to be king. Robin Hood then divides the booty fairly among each member of his group.

Robin Hood never let his men harm anyone except rich people who lived in big houses and didn't work at all. He was always kind to the poor, and often sent them a favor. It is for that reason that commoners view Robin Hood as a hero.

4. Prince Andre

One day, a king was joking with his guards. The king joked about the big nosed witch.

The magician who heard the king's joke was offended. Finally, he cursed the king. "King, one day you will have a big nosed child," said the witch. The curse was proven.

Several months later, the queen gave birth to a baby. The baby has a large nose and is named Prince Andre. So that Prince Andre would not be embarrassed, the king asked his assistants for help.

The king asked his servants to teach his son that a big nose is a good nose. Conversely, a small nose is a nose that is not good.

When Prince Andre was an adult, the king arranged a marriage between his son and Princess Rosebud. Prince Andre and his entourage immediately went to Princess Rosebud's palace to propose to her.

During the trip, many people laughed when they saw Prince Andre's nose. Prince Andre was surprised.

"Why are they laughing at my nose?" asked Prince Andre. "They are jealous of your nose, sir. Because their noses are small and abnormal," answered the maid.

Finally, Prince Andre arrived at Princess Rosebud's palace. Arriving there, the king and all the royal officials laughed at Prince Andre's nose.

"Why are they laughing at me? Aren't their noses that aren't normal?" thought Prince Andre, confused.

Princess Rosebud came. The prince was about to kiss the princess's hand. However, the prince couldn't because his nose was blocked. Finally he realized, "It turns out that my nose is not normal," said the prince.

After saying that, the prince's nose suddenly shrank and returned to normal size. Apparently, the curse of the witch will disappear if Prince Andre wants to admit the weirdness of his nose.

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	

Keterangan : beri tanda ceklis pada kolom yang sesuai hasil pengamatan

Jurnal Penilaian Sikap Spiritual

Sekolah : SMP IT Al-Hanif
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 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 IT Al-Hanif
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 esai dan pilihan ganda.

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.

In ancient times there was a king's daughter named Dayang Sumbi. The Princess has a child named Sangkuriang. One day, Sangkuriang was hunting. He was accompanied by Tumang, the palace's favorite dog. While hunting, Tumang refused to be ordered by Sangkuriang, so he was expelled. Knowing this, Dayang Sumbi was angry and accidentally hit Sangkuriang's head using a rice spoon. Sangkuriang was disappointed and wandered off.

Dayang Sumbi regretted her, then prayed that her son would be reared with her. The gods were touched by Dayang Sumbi's prayer, then gave him the gift of youth.

After years of wandering, Sangkuriang returned to his homeland. Arriving there, he met a beautiful girl, who was none other than Dayang Sumbi. He was fascinated, then proposed to Dayang Sumbi.

One day, Dayang Sumbi was shocked when she saw the wound on Sangkuriang's head. Apparently, Sangkuriang was his son. He was looking for a way to cancel his marriage. He also submitted conditions to Sangkuriang. He asked Sangkuriang to dam the Citarum River and make a large boat in one night as the dowry of marriage.

Sangkuriang was able, then asked for help from supernatural beings. In another place, Dayang Sumbi ordered several troops to roll out red silk cloth in the east of the kingdom. Sangkuriang thought it was morning. Exasperated, he kicked the large boat he was making. The canoe capsized and became Mount Tangkuban Perahu.

Answer the question!

1. What is the story about?

- A. A wrath son
- B. West java's tales
- C. Tumang a Dog husband
- D. The legend of Tangkuban Perahu
- E. Dayang Sumbi's rejection to marry Sangkuriang

Jawaban : D

2. According to the story, Tumang was....

- A. Actually a handsome prince
- B. Married to Dayang Sumbi
- C. Sangkuriang pet dog
- D. Good at hunting deer
- E. In fact Dayang Sumbi's father

Jawaban : B

3. What did Dayang Sumbi look like?

- A. She liked weaving clothers
- B. She looked for the heart of a deer
- C. She was beautiful
- D. She was looking at her fallen tool
- E. She and her son were alike

Jawaban : C

4. The complication starts when....

- A. Sangkuriang arrived at his own village
- B. Tumang came bringing Dayang Sumbi fallen thing
- C. Dayang Sumbi asked Sangkuriang to find deer's heart
- D. Dayang Sumbi and Sangkuriang fell in love and decided to marry
- E. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

Jawaban : E

5. Who are the main characters in the story?

- A. Dayang Sumbi and Sangkuriang
- B. The king Dayang Sumbi, the dog and Sangkuriang
- C. The king, Dayang Sumbi, the dog, Sangkuriang, the genie, and the spiritis
- D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
- E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God

Jawaban : A

Essai

1. Apa yang dimaksud dengan fungsi sosial dari *narrative text*?
2. Ada berapa struktur teks dari *narrative text*?
3. Tuliskan pesan moral dari *narrative text* cerita Sangkuriang?

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 kebahasaan kurang tepat	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 mengganggu makna	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 kesalahan 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

Pembelajaran Remedial

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan Tes Sumatif, maka akan diberikan pembelajaran tambahan (*Remedial Teaching*) terhadap IPK yang belum tuntas kemudian diberikan Tes Sumatif lagi dengan ketentuan:

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.

Pembelajaran Pengayaan

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM (Kriteria Ketuntasan Minimal). Guru memberikan materi pengayaan berupa penugasan untuk meningkatkan keterampilan membaca dan / atau mendongeng cerita *narrative fairy tale*

Lampiran 3 : Bahan Ajar

1. Fungsi sosial teks Narrative

Tujuan utama dari bercerita adalah untuk menghibur, mendapatkan dan mempertahankan perhatian pembaca/pendengar pada cerita tersebut. Dengan membaca atau mendengarkan cerita yang menarik, seseorang dapat menikmatinya dan bahkan mengambil hikmah yang disampaikannya.

2. Struktur teks Narrative

- *Orientation* (Orientasi): tokoh-tokoh dan perwatakannya (characters and characterizations) dalam cerita, dan biasanya disebutkan juga kapan dan di mana (setting of time and setting of place)
- *Complication* (Konflik/ Krisis): Komplikasi ini membuat cerita semakin menarik karena tokoh utama terhalang untuk mencapai tujuan semula atau bahkan memicu peristiwa lain.
- *Resolution* (Resolusi): Resolusi ini biasanya memberikan penyelesaian pada komplikasi

3. Unsur-unsur kebahasaan teks Narrative

- Specific participants dan sering individual;
- Menggunakan bentuk past tense karena peristiwa cerita terjadi di waktu lampau;
- Menggunakan action verbs (material processes), dan ada yang menggunakan verbal and mental processes;
- Menggunakan kata sifat atau keterangan untuk merinci orang, binatang, tempat atau tindakan (action); menggunakan linking words yang berkenaan dengan waktu;
- Sering memasukkan dialog;
- Menggunakan ungkapan langsung atau tak langsung;
- Descriptive language digunakan untuk menciptakan kesan di benak pembaca; dan
- Dapat ditulis sebagai orang pertama (I), atau ketiga (he, she, they) atau orang kedua (you).

Sumber Belajar

- Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018 : Buku
- Guru Bahasa Inggris *Think Globally Act Locally* Kelas IX, Edisi Revisi 2018
- Kamus Bahasa Inggris – Indonesia
- Internet/You-Tube
- Bahan ajar yang relevan