

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan Pendidikan** : SMA Negeri 1 PALANGKA RAYA  
**Mata Pelajaran** : Bahasa dan Sastra Inggris (Peminatan)  
**Kelas/Semester** : XI /Ganjil  
**Tahun Pelajaran** : 2019/2020  
**Materi Pokok** : Naratif Teks (Short Story)  
**Alokasi Waktu** : 2 JP ( 1xPertemuan)

### A. Kompetensi inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya	3.5.1 Menganalisis fungsi social teks naratif terkait cerita pendek
	3.5.2 Menganalisis struktur teks naratif terkait cerita pendek
	3.5.3 Menganalisis unsur kebahasaan teks naratif terkait cerita pendek
	3.5.4 Menemukan informasi rinci teks naratif
4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif,lisan dan tulis, terkait cerita pendek	4.5.1 Menunjukkan fungsi social teks naratif terkait cerita pendek.
	4.5.2 Menunjukkan struktur teks naratif terkait cerita pendek.
	4.5.3 Menentukan dan mengurutkan struktur teks naratif tulis terkait cerita pendek.

### C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model Discovery Learning dan pendekatan saintifik peserta didik dapat menunjukkan dan menyusun Fungsi sosial dan struktur teks naratif terkait cerita pendek beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya dengan rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikirkritis) dan pro-aktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik.

#### D. Materi

#### Read the story

### Hansel and Gretel



Once upon a time there were two children, a brother and a sister, whose names were Hansel and Gretel. They lived with their father and with their step-mother. Their father worked as a woodcutter. Times were hard and the family had a tough life. One night the children were woken up by a conversation in the next room. "They eat far too much. If they keep on like this, soon we'll all die of starvation. We must get rid of them. Let's do it tomorrow," they heard their step-mother say. "I don't want to abandon my children," said their father. He didn't think the plan was a good idea. But his wife was very persistent and she kept talking and talking until he was convinced and willing to do what she said. "Hansel, tomorrow we are going to die," whimpered Gretel, "what shall we do?" Hansel reassured his sister that they would survive. "Get a good night's sleep!" he soothed, and as soon as his sister fell asleep, he went outside and filled his pockets with as many white pebbles as he could. Then he went to bed.



The next morning the family woke up early, before sunrise. "Today we're going to cut some wood for the winter. It's going to be a long day," said their step-mother. "Take these pieces of bread and don't eat them before noon, because then you will get hungry too early." Hansel gave his bread to Gretel to hold, because his pockets were full of pebbles. They went deep into the forest. On the way Hansel stopped every few steps and dropped a pebble behind him without telling anyone. After a while, they stopped. The step-mother told the children to sit there and wait quietly for them to come back. Their father said nothing. Hansel and Gretel waited the whole day. They couldn't believe that their father would actually leave them. But as the sun set, they knew that everything they had heard the night before was true. "Don't worry Gretel," said Hansel, "I dropped a trail of pebbles all the way here. Let's eat our bread and have a sleep. We will leave tomorrow morning and be home by noon. Trust me."



They did just as Hansel had said. The next morning they followed the trail Hansel had made and they made their way home. Their father was so happy to see them, that he couldn't say a thing and just hugged them for as long as he could. When evening came, the children heard their step-mother's voice, "We will leave them somewhere even further into the forest next time, so they won't be able to find their way back." "What are you talking about?! We are not going to leave them alone in the woods again!" But the women persisted, "Do you want to die of starvation?" The man didn't reply. Hansel went to try and gather pebbles again, but this time the door was locked.

The next morning their step-mother gave them even smaller pieces of bread for lunch. On their way into the forest, Hansel dropped crumbs behind him, so that they would be able to find their way back home just like before. They walked for hours and hours. Eventually their step-mother said, "This looks like a good place. You can have a nap here while your father and I cut wood." At lunch Gretel shared her piece of bread with Hansel and then they fell asleep. It was already evening when they woke up and it was too dark to find the crumbs, but Hansel told Gretel to keep calm and that they would go home the next morning.



When they woke up, they saw that wild animals had eaten the crumbs during the night. This time it was Hansel who was upset. "We will never find our way home now," he cried. But this time it was Gretel's turn to be brave. "Let's walk. I'm sure we'll be able to find our house," she said. They walked the entire day. They were already very hungry and tired when they saw a white bird singing on a branch. It flew off and the children decided to follow him. It led them to a house. When they came closer, they saw that the house was built entirely from chocolate, with a roof made of cake, and windows made of clear sugar.

The children started eating the house – Hansel took a piece of the roof, while Gretel tore down a part of the wall. Suddenly the door opened and an old woman came out of the house. "Who's eating my roof and walls?!" she yelled, but when she saw the kids, she spoke again, this time in a much softer voice. "Please, come in. I can see you're hungry. I'll make you a delicious breakfast right now!" They went in. The old woman made them pancakes with maple syrup and gave them milk to drink. Just when



the brother and sister thought they were in heaven, the old woman grabbed Hansel by the hand, her eyes glittered red and she laughed a creepy laugh. “Stupid children! Didn’t you understand that I made this house to lure you in? I will now fatten you up, boy, so that I can eat you.” She dragged Hansel into a small dark room and locked him up.

Only then did Hansel and Gretel understand that she was not a nice old lady at all, but a witch! Her eyes were red and she was older than any human alive. She had terrible eyesight, but a very good sense of smell. No matter how much the children cried, the witch had no mercy on them. “Come on, girl, start cooking something delicious for your brother. By the end of the month he should have got fat enough to be cooked.” Gretel had no other option, so she started cooking for her brother. A week passed like that – Hansel ate delicious food, while Gretel was always hungry.

Every morning the old woman went to Hansel’s room and shouted, “Show me your finger boy, let me see if you have gained any weight.” But Hansel would stick out a little bone and because the witch couldn’t see very well, she thought it was his finger. She was furious that he was staying so thin. When four weeks had passed the witch lost her patience and shouted at Gretel, “Hey, you! This is the biggest pot in the kitchen; fill it with water to the top! I don’t care how thin your brother is – I am going to cook him today!”



Gretel prayed for a miracle to happen, but when she finished filling up the kettle, the witch helped her put it in the big oven. Then the old woman started the fire. A little while later the witch pushed poor Gretel towards the oven and said, “Get in and see if the water is boiling yet!” But Gretel thought that the witch wanted to push her into the pot and cook her too, so she cleverly answered, “How can I get inside the oven? Please, show me so that I can check the water.” “What is wrong with you?” the witch yelled, “It’s so easy! Look, you just need to step here and.... aaaaaaaaaahhh!!!” Gretel shoved the old woman into the oven. Then she quickly closed the oven door. The vicious witch burned to a crisp.

Gretel rushed to Hansel’s room, unlocked the door for him and gave him a big hug. “Hansel, my dear brother, the witch is dead, let’s get out of this wicked house and find our way home!” How happy they were! Before they left the house, they went into the witch’s bedroom where they knew she kept her treasure. There were wooden chests all over the room and the children filled their pockets with as many gems as they could. “These are better than pebbles,” said Hansel when he was done filling his pockets. Then they left the house. The brother and sister walked for a few hours before they managed to leave the witch’s wood. The sun was setting when they finally got to a bridge they knew well, which was close to their house. “Father!” screamed Gretel when she saw him at the porch, looking more miserable than ever, because his wife had died.



“My dearest children! You are alive!” their father exclaimed joyfully and the three of them hugged. Gretel shook out her apron and the precious stones started falling onto the ground. Hansel joined in and took out all the pearls and diamonds which he had stuffed into his pockets. Finally they could have a carefree life and live happily ever after together!

- Fungsi sosial
  - Senang, menghibur, mengajarkan pesan moral dan jangan menjadi manusia yang serakah.
- Struktur Teks

Struktur teks penulisan Cerita pendek terdiri dari tiga bagian penting, yaitu :

  - Orientation, yaitu berisi tentang pengenalan para tokoh dan tempat, serta waktu terjadinya cerita tersebut.
  - Complication, yaitu permasalahan yang muncul atau mulai terjadi dan berkembang.
  - Resolution yang merupakan happy ending atau bad ending dari cerita yang ada pada sebuah Short story.
- Unsur Kebahasaan
  - Kalimat-kalimat dalam *simple past tense*, *past continuous*, dan lainnya yang relevan
  - Kosakata: terkait karakter, watak, dan setting dalam cerita pendek
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

#### E. Metode Pembelajaran

- Pendekatan : Saintifik
- Metode : Diskusi, Tanya jawab, penugasan
- Model : Discovery learning

#### F. Media/alat,Bahan, dan SumberBelajar

##### Media/alat:

- Media LCD projector dan alat pengeras
- Laptop, Spidol dan Papan Tulis.
- BahanTayang, Video, Slide presentasi

#### G. SumberBelajar

1. Sudarwati, Theresia dkk.2017.Pathway To English Kelas XI. Jakarta: Erlangga.
2. Wijayanti, Ira dkk.2016. Be Smart in English 2 For Grade XI. Jakarta : Wangsa Jastral Lestari.
3. <https://www.youtube.com/watch?v=K6X8HME8GtQ>
4. <https://www.google.com/search?safe=strict&tbm=isch&sxsr=ACYBGNQPbUG7SwjEHw>

## H. Langkah-langkah Pembelajaran

Kegiatan Pembelajaran	Keterampilan Abad 21	Alokasi Waktu
Kegiatan Pendahuluan		15 menit
<p><b>Indikator Pencapaian Kompetensi (IPK)</b></p> <p><b>Pengetahuan :</b></p> <ul style="list-style-type: none"> <li>• Menyebutkan fungsi social dan struktur teks naratif terkait cerita pendek (Short Story)</li> <li>• Mengidentifikasi unsure kebahasaan teks naratif terkait cerita pendek</li> <li>• Menemukan informasi rinci terkait fungsi social, struktur teks dan unsure kebahasaan teks naratif</li> </ul> <p><b>Keterampilan :</b></p> <ul style="list-style-type: none"> <li>• Menunjukkan Fungsi social dan struktur teks naratif terkait cerita pendek.</li> <li>• Menentukan dan mengurutkan struktur teks naratif tulis terkait cerita pendek</li> </ul>		
<ul style="list-style-type: none"> <li>• Orientasi <ul style="list-style-type: none"> <li>a. Melakukan pembukaan dengan memberi salam.</li> <li>b. Menyiapkan peseta didik untuk mengikuti proses pembelajaran seperti berdoa, mengecek kehadiran siswa, melihat kebersihan ruangan belajar dan memeriksa pakaian seragam dan atribut siswa.</li> <li>c. Menyampaikan dan menjelaskan tujuan pembelajaran.</li> </ul> </li> <li>• Memotivasi <ul style="list-style-type: none"> <li>a. Mengajukan pertanyaan yang menantang untuk memotivasi siswa : (<i>Guru menanyakan naratif teks terkait short story dari Kalimantan tengah</i>) <ol style="list-style-type: none"> <li>1. When you were child, Did your parents tell a story ?</li> <li>2. Do you have any favorite short story ?</li> <li>3. What is this picture ?</li> <li>4. Do you like reading short story ?</li> <li>5. Who are they ?</li> </ol> </li> <li>b. Menyampaikan manfaat materi pembelajaran dalam kehidupan sehari-hari.</li> </ul> </li> <li>• Apersepsi <ul style="list-style-type: none"> <li>a. Menyampaikan kompetensi yang akan dicapai peserta didik yaitu menafsirkan fungsi sosial dan struktur teks dari sebuah cerita pendek.</li> <li>b. Mengaitkan materi pembelajaran yang akan dipelajari dengan kehidupan tentang cerita pendek.</li> <li>c. Menyampaikan strategi pembelajaran yaitu siswa bekerja secara individu dan berkelompok.</li> </ul> </li> </ul>	<p>Religius, Peduli lingkungan dan Disiplin</p> <p>Berpikir kritis, Rasa ingin tahu dan Rasa percaya diri</p> <p>Tanggung jawab</p>	

Kegiatan Inti		65 menit
<p>Model Pembelajaran Discovery Learning</p> <p>a. Guru menanyakan teks Naratif terkait cerita pendek yang terkenal di Kalimantan tengah :</p> <p>-What are the naratif text from Central Borneo ?</p> <p>Batu Menangis, Asal Usul Pulau Nusa, legenda Bukit Batu , Pulau Mintin, Bukit Tangkiling dan Dohong dan Tingang.</p> <p>b. Siswa menjawab judul cerita pendek tersebut.</p> <p>c. Guru memberikan penjelasan teori tentang struktur teks dan fungsi social dari sebuah cerita pendek.</p> <p>d. Siswa secara individu dan kelompok kembali mengamati video short story berjudul : Hansel and Gretel</p> <p>e. Guru dan siswa secara bersama-sama menganalisis tentang struktur teks dan fungsi social serta menyimak dan menirukan guru membaca teks Naratif berbentuk cerita pendek dengan intonasi, ucapan dan tekanan kata yang benar.</p> <p>f. Siswa dan guru memverifikasi hasil tugas mereka.</p> <p>g. Siswa secara individu dan kelompok menjawab soal, menentukan dan mengurutkan short story dengan memperhatikan struktur teks dan fungsi social dengan cara membaca teks Naratif terkait cerita pendek..</p>	<p>Rasa ingin tahu Berpikir kritis</p> <p>Kerjasama Percaya diri Komunikatif</p> <p>Literasi</p> <p>Percaya diri Berpikir kritis</p>	
Kegiatan Penutup		10 menit
<p>a. Guru dan siswa menyimpulkan pembelajaran hari ini.</p> <ul style="list-style-type: none"> <li>• Who want to conclude what we have learned today ? Please explain it !</li> <li>• Entertain the reader and listener</li> <li>• Moral value</li> <li>• Generic structure : Orientation, Complication and Resolution</li> </ul> <p>b. Guru memfasilitasi dan membimbing siswa untuk melakukan refleksi tentang kesulitan yang di hadapi siswa. Misalnya bertanya : Is there any difficulty of learning short story today ?</p> <p>c. Menutup pembelajaran dengan doa dan salam.</p>	<p>Integritas Percaya diri Tanggung jawab Disiplin</p>	

## **I. Penilai (Lampiran 2)**

- a. Penilai Sikap  
Teknik penilaian : Observasi (instrument terlampir)
- b. Penilai Pengetahuan
  - Teknik Penilaian : Tertulis
  - Bentuk Penilaian : LisanInstrument dan Rubrik penilaian (terlampir)
- c. Penilaian Keterampilan
  - Teknik Penilaian : Tertulis (Reading)
  - Bentuk Penilaian : EssayInstrument dan Rubrik penilaian (terlampir)
- d. Remedial  
Bagi siswa yang belum mencapai Kriteria Ketuntasan Minimal (KKM), maka guru memberikan soal tambahan sebagai remedial  
Instrument Remedial (terlampir)
- e. Pengayaan  
Bagi siswa yang telah dan melampaui capaian Kriteria Ketuntasan Minimal (KKM), maka guru memberikan soal pengayaan  
Instrument pengayaan (terlampir)

Praktikan,

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## LAMPIRAN 1

### STUDENTS' WORKSHEET SHORT STORY

#### Learning Activity 1

1. Rearrange the following scrambled paragraph into good order of short story ?



### Twins Girls

The Twin Girls is a creepy urban legend that is very popular with children in Spain and other Spanish-speaking countries.

There was a married couple who lived in a rural area of Spain. Their house was a modest little cottage, located on the edge of a busy main road. They had two daughters who were both twin girls.

As they grew up, the twin girls were very well-behaved. They never fought or argued. They lived happily together and hated to be separated.

One day, the mother had to go to the shop and buy some milk and bread. She didn't want to leave the girls on their own so she brought them with her. Grasping both girls by the hand, the mother led them across the busy road.

Unfortunately, the mother had forgotten to look both ways before she crossed the street. Just as they neared the other side, she heard a loud screech and then a horrible crunching sound as her daughters' tiny hands were torn out of her grasp.

When the mother twirled around to look, she screamed in horror at what she saw and collapsed on the sidewalk. The twin girls had been run over by a huge truck. The bloody remains of the twin girls were splattered across the road.

The mother began crying and sobbing hysterically. Try as she might, she couldn't tear her eyes away from the two big streaks of red that stained the road.

At the funeral the father tried to comfort his wife, but she was inconsolable. Over and over, she screamed "This is all my fault! This is all my fault!"

Four years later, the mother and father still lived in the same house beside the road where their daughters had perished. The woman became pregnant again. The couple were surprised when the doctors told them that they would be having twins again.

The parents rejoiced when their two little girls were born. This happy event caused the mother to forget the tragedy of the past. As the twin girls grew up, their mother and father were careful never to mention the previous children. They acted as if the deceased girls had never existed.

One day, the two little twin girls were playing in the garden. Their mother came out and told them to come with her to the shop. As they stood at the edge of the road, the mother took hold of the hands of the two girls and held them tightly.

Suddenly, as the mother began walking across the road, the girls began to struggle and tried to slip out of their mother's grasp.

"No, Mommy! Don't hold us!", cried the twin girls in unison. "We don't want to die again!"

## **Learning Activity 2**

### **Soal Essay dari Short story "Twins Girls"**

1. Where did Twins Girls live ?
2. What is the social function of short story above?
3. What is the generic structure of short story above?
4. What is resolution of short story above ?
5. What is moral value from the story above ?

## Jawaban :

1. **They lived rural area of Spain**
2. **Entertain the reader**
3. **There are three generic structure**
  - **Orientation**
  - **Complication**
  - **Resolution**
4. **The resolution is happy ending**
5. **We have to take care for guarding our children.**

## LAMPIRAN 2

### 1. Teknik Penilaian

- Sikap : Observasi
- Pengetahuan : Penugasan
- Keterampilan : Praktik

### 2. Instrumen Penilaian Kisi-kisi dan Soal

No.	KD	Indikator Soal	Level Kognitif	Bentuk Soal
1.	3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya	1. Disajikan sebuah teks, siswa diminta untuk menganalisis unsur kebahasaan, fungsi social dan struktur teks berbentuk cerita pendek (Short Story)	Menganalisis (C4)	Essay (1-5)
2.	4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek	1. Menentukan dan mengurutkan paragraph dari sebuah teks Narrative terkait cerita pendek.  2. Membacakan teks naratif terkait cerita pendek yang telah dibuat dengan intonasi, ucapan dan tekanan kata yang benar	Menerapkan (P3)	Praktik

## H. Penilaian Proses dan Hasil Belajar

### 1. Penilaian Sikap

#### - Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...
3								
4								
5								
6								
7								

#### Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

#### Catatan :

1. Aspek perilaku dinilai dengan kriteria:  
100 = Sangat Baik  
75 = Baik  
50 = Cukup  
25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai =  $275 : 4 = 68,75$
4. Kode nilai / predikat :  
75,01 – 100,00 = Sangat Baik (SB)  
50,01 – 75,00 = Baik (B)  
25,01 – 50,00 = Cukup (C)  
00,00 – 25,00 = Kurang (K)

Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

### 2. Penilaian Pengetahuan

#### Pedoman penilaian :

KRITERIA	SKOR
Keruntutan teks tepat	20
Keruntutan teks kurang tepat	5
Keruntutan teks tidak tepat	2

Skor Maksimal (N) = 100

Nilai siswa =  $\frac{\text{Skor perolehan}}{N} \times 100$

=  $\frac{\text{Skor perolehan}}{100} \times 100$

Rentang Nilai dan predikat nilai :

KKM 65

Nilai	Skor	Predikat
A	86-100	Sangat Baik
B	76-85	Baik
C	66-75	Cukup
D	<65	Kurang

### 3. Keterampilan

#### a. Tabel Penilaian Reading

Nama Siswa : .....

No.	Description	Score
1.	Fluency	
2.	Accuracy	
3.	Pronunciation	
4.	Intonation	
	<b>Total</b>	

#### Keterangan :

1. Fluency :
  - 1 : Tidak lancar
  - 2 : Lancar, tetapi masih ada kesalahan
  - 3 : Lancar
  - 4 : Sangat lancar
  
2. Accuracy
  - 1 : semua ucapan tidak dapat dipahami
  - 2 : sebagian kecil ucapan tidak dapat dipahami
  - 3 : sebagian ucapan sudah dapat diketahui
  - 4 : semua ucapan dapat dipahami
  
3. Pronunciation :
  - 1 : hampir semua ucapan tidak benar
  - 2 : sebagian kecil ucapan sudah benar
  - 3 : sebagian besar ucapan benar
  - 4 : semua ucapan benar
  
4. Intonation
  - 1 : tekanan/irama kata semua salah
  - 2 : tekanan/irama sebagian kecil kata benar
  - 3 : tekanan/irama sebagian besar kata benar
  - 4 : tekanan/irama semua kata, frasa, dan kalimat benar

**Penentuan Nilai = N = (Score Perolehan : Skor Maksimal (16)) x 100**



**STUDENTS' WORKSHEET  
SHORT STORY**

**Learning Activity**

1. Rearrange the following scrambled paragraph into good order of short story ?



**Twins Girls**

2. What is the social function of short story above?

.....

NAME GROUP : .....

NAME STUDENTS : 1.....

2. ....

3. ....

4. ....

5. ....

6. ....

