

## 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 Mengidentifikasi unsur kebahasaan teks naratif terkait cerita pendek 3.5.2 Membandingkan fungsi social teks naratif terkait cerita pendek 3.5.3 Membandingkan struktur teks naratif terkait cerita pendek 3.5.4 Menemukan informasi rinci terkait fungsi social, struktur teks dan unsur kebahasaan 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 Menyimak dan Menirukan guru membaca teks Naratif berbentuk cerita pendek dengan intonasi, ucapan dan tekanan kata yang benar. 4.5.2 Menunjukkan unsur kebahasaan dari teks naratif terkait cerita pendek.

### C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model Discovery Learning dan pendekatan saintifik peserta didik dapat menunjukkan unsur kebahasaan 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 (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik.

## The Necklace

by Guy de Maupassant

She was one of those pretty and charming girls born, as though fate had blundered over her, into a family of artisans. She let herself be married off to a little clerk in the Ministry of Education. She suffered from the poorness of her house, from its mean walls, worn chairs and ugly curtains. She imagined silent antechambers, heavy with Oriental tapestries, lit by torches in lofty bronze sockets, with two tall footmen in knee-breeches sleeping in large armchairs, overcome by the heavy warmth of the stove. She imagined vast saloons hung with antique silks, exquisite pieces of furniture supporting priceless ornaments, and small, charming, perfumed rooms, created just for little parties of intimate friends, men who were famous and sought after, whose homage roused every other woman's envious longings.



One evening, her husband came home with an exultant air, holding a large envelope in his hand. "Here's something for you," he said.

Swiftly she tore the paper and drew out a printed card on which were these words "The Minister of Education and Madame Ramponneau request the pleasure of the company of Monsieur and Madame Loisel at the Ministry on

the evening of Monday, January the 18th."

Instead of being delighted, as her husband hoped, she flung the invitation petulantly across the table, murmuring, "What do you want me to do with this?" She looked at him out of furious eyes, and said impatiently, "And what do you suppose I am to wear at such an affair?"

He was heartbroken. "Look Mathilde," he persisted, "what would be the cost of a suitable dress, which you could use on other occasions as well, something very simple?"

She thought for several seconds. At last she replied with some hesitation, "I don't know exactly, but I think I could do it on four hundred francs."

He grew slightly pale, for this was exactly the amount he had been saving for a gun, intending to get a little shooting next summer. Nevertheless he said, "Very well. I'll give you four hundred francs. But try and get a really nice dress with the money."

The day of the party grew nearer and Madame Loisel seemed sad, uneasy and anxious. One evening her husband said to her, "What's the matter with you?"

"I'm utterly miserable at not having any jewels, not a single stone, to wear," she replied. "I shall look absolutely no one. I would almost rather not go to the party."

"How stupid you are!" exclaimed her husband, "Go and see Madame Forestier and asked her to lend you some jewels."

She uttered a cry of delight. "That's true. I never thought of it."

The day of the party arrived. Madame Loisel was a success. She was the prettiest woman present, elegant, graceful, smiling, and quite above herself with happiness. The minister noticed her.

She left about four in the morning. At last they found on the quay one of those old night-prowling carriages which were only to be seen in Paris after dark, as though they were ashamed of their shabbiness in the daylight. It brought them to their door in the Rue des Martyrs, and sadly they walked up to their own apartment.

She took off the garment in which she had wrapped her shoulders, so as to see herself in all her glory before the mirror. But suddenly she uttered a cry. The necklace was no longer round her neck. They searched in folds of her dress, in folds of the coat, in the pockets, everywhere. They could not find it.

In a shop at the Palais-Royal, they found a string of diamonds which seemed to them exactly like the one they were looking for. It was worth forty thousand francs. They were allowed to have it for thirty-six thousand. Loisel possessed eighteen thousand francs left to him by his father. He intended to borrow the rest.

Madame Loisel came to know the ghastly life of abject poverty. She came to know the heavy work of the house, the hateful duties of the kitchen. Her husband worked in the evenings at putting straight a merchant's accounts, and often at night he did copying at two pence-half penny a page. Madam Loisel looked old now. Her hair was badly done, her skirts were awry, her hands were red.



One Sunday, as she had gone for a walk along the Champs-Elysees to freshen herself after the labours of the week, she caught sight suddenly of a woman who was taking a child out for walk. It was Madame Forestier. She did not recognise Mathilde until she told her friend. She uttered a cry, "Oh! My poor Mathilde, how you have changed!"

"Yes, I've had some hard times since I saw you last; and many sorrows... and all on your account. You remember the diamond necklace you lent me for the ball at the Ministry? Well, I lost it. I brought you another one just like it. And for the last ten years we have been paying for it."

Madame Forestier had halted. "You say you bought a diamond necklace to replace mine?" Madame Forestier, deeply moved, took her two hands, "Oh, my poor Mathilde! But mine was imitation. It was worth at the very most five hundred francs!"

(Maupassant, 1992)



- Fungsi social (Social function)
  - Senang, menghibur, mengajarkan pesan moral dan jangan menjadi manusia yang serakah.
- Struktur Teks (Generic structures)
 

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 (Language feature)
  - 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 Jastra Lestari.
3. <https://www.youtube.com/watch?v=K6X8HME8GtQ>
4. <https://www.google.com/search?safe=strict&tbm=isch&sxsrf=ACYBGNQPbUG7SwjEHw>

### H. Langkah-langkah Pembelajaran

Kegiatan Pembelajaran	Keterampilan Abad 21	Alokasi Waktu
<p><b>IndikatorPencapaianKompetensi (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>• Menyimak dan Menirukan guru membaca teks Naratif berbentuk cerita pendek dengan intonasi, ucapan dan tekanan kata yang benar.</li> <li>• Menunjukkan unsur kebahasaan dari teks naratif terkait cerita pendek.</li> </ul>		

Kegiatan Pendahuluan		15 menit
<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 peserta 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. Menyampaikan kompetensi yang akan dicapai peserta didik yaitu menunjukkan unsur kebahasaan 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> <li>• Apersepsi <ul style="list-style-type: none"> <li>a. Mengajukan pertanyaan yang menantang untuk memotivasi siswa :  (Guru menampilkan gambar pengarang dari Short Story) <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> </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> <ul style="list-style-type: none"> <li>a. Guru menayangkan gambar pengarang yang terkenal di Indonesia : Raditya Dika, Dewi Lestari, Andrea Hirata, Habiburrahman El Shirazy, dan Sutan Takdir Alisyahbana.</li> <li>b. Siswa menebak siapa Pengarang Buku tersebut.</li> <li>c. Guru memberikan penjelasan teori tentang unsur kebahasaan dari sebuah cerita pendek.</li> <li>d. Siswa secara individu dan kelompok kembali mengamati video short story berjudul : The Necklace</li> <li>e. Guru dan siswa secara bersama-sama menganalisis</li> </ul>	<p>Rasa ingin tahu Berpikir kritis</p> <p>Kerjasama Percaya diri</p>	

<p>tentang dan unsur kebahasaan 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-soal yang ada di short story dengan memperhatikan unsur kebahasaan dengan cara menjawab pertanyaan pada worksheet dan di koreksi bersama.</p>	<p>Komunikatif</p> <p>Literasi</p> <p>Percaya diri</p> <p>Berpikir kritis</p>	
<b>Kegiatan Penutup</b>		<b>10 menit</b>
<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>• Simple past tense and past continuous tense</li> <li>• There three characters from the short story</li> <li>• The protagonish and the antagonist</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</p> <p>Percaya diri</p> <p>Tanggung jawab</p> <p>Disiplin</p>	

## I. Penilai (Lampiran 2)

- a. Penilai Sikap  
Teknik penilaian : Observasi (instrument terlampir)
- b. Penilai Pengetahuan
  - Teknik Penilaian : Tertulis
  - Bentuk Penilaian : Uraian
 Instrument dan Rubruk penilaian (terlampir)
- c. Penilaian Keterampilan
  - Teknik Penilaian : Reading
  - Bentuk Penilaian : Lisan
 Instrument dan Rubruk 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

Name	:	.....
Class	:	.....

### SHORT STORY

#### Learning Activity

#### A Little Hero

My little hero. Oh dear! I wish i could be one of them," had been reading a book about knights and heroes, who rode throught the woods slaying dragons and setting beautiful princesses free."wouldn't it have been so fun to wear a helmet and armour, carrying a long lance, and ride a splendid horse? But there are no dragons nowadays, and knights wear black coats like other men. I wish i had lived a long ago!"

Tom was just an everyday boy and rather short for his age. The sun was shining brightly into the room; And the leaves were peeping shyly and whispering softly as if wanted to say, "never mind about old heroes or wicked dragons! Come out and play."

Tom jumped from his seat, put up his cao and set off down the road towards the village on his bicycle. In the village it was the quietest hour of the day. There was not a living thing to be seen except at the far end of the street, a nursemaid with a mail-cart, and a small child trotting by her side.

All at once, away in the distance, tom caught sight of a horse coming toward him at a gallop. There was no rider on its back. Just then, the child stepped off the , pavement to cross the street, right in the path of the horse. The nursemaid was looking in at a shop window , and so did miss the little girl from her side.

The horse was coming near. If it were not stopped, it would knock down the little girl , and there was nobody to help her except tom. Without waiting a moment, the brave lad rose on at full speed.

It as a race now between the run-away horse and the brave boy; and the boy won. For just as the horse's hoofs were coming down upon the little girl, to leaped off his bicycle, and pushed himself in front of her.

The horse turned aside for an instant, then reared and plunged. It knocked down tom, and trampled over the bicycle as it set off again on its wild race. Te nursemaid, who was now in a great fight, first scolded and then petted the child , until she sobbed. But there was no one to notice the brave boy, who limped home slowly and in pain. His face was hurt, his clothes were torn, and he dragged hos broken bicycle-that only a few weeks before had been new-new-and the pride of heart.

Tom did not get a medal for his brave actions. As tom's mother rubbed his stiff shoulder, and smeared some ointment on his scratched cheeks, she looked at him with wet eyes, then she smoothed his rough hair with her soft hand, kissed him , and called him her own dear little hero



## Soal Essay dari Short story "The Little Hero"

1. What tenses does the text mostly use ?
2. How many characters in the story ?
3. Where did the setting of a short story ?
4. Who is the protagonist ? Who is the antagonist ?
5. What is the moral lesson from the story ?

## Jawaban :

1. **Simple past tense and past continuous tense**
2. **There are four characters**
  - **Tom : kindhearted**
  - **Nursemaid : reciprocal**
  - **The horse : reciprocal**
  - **The little girl : kindhearted**
3. - **Place : in the field**
  - **Time : in the past**
4. **The protagonist is Tom and the antagonist is Nurse-maid.**
5. **We must help other people**

## 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, berbentuk cerita pendek (Short Story) 2. Disajikan sebuah teks Narative terkait cerita pendek siswa dapat menjawab soal berbentuk Essay	Menganalisis (C4)	Essay (1-5)
2.	4.6 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek	Disajikan sebuah teks naratif terkait cerita pendek siswa diminta membacakan teks tersebut dengan intonasi, ucapan dan tekanan kata yang benar	Menerapkan (C3)	Lisan

## 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
Jawaban sesuai dengan kunci jawaban	20
Jawaban kurang sesuai dengan kunci jawaban	5
Jawaban tidak sesuai dengan kunci jawaban	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**