

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMPN 2 Praya Barat Daya
Kelas / Semester : 9 / Genap
Tema : Narrative text
Sub Tema : Timun Mas story
Pembelajaran ke : 1
Alokasi Waktu : 10 menit

A. TUJUAN PEMBELAJARAN

1. Membandingkan struktur teks naratif tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Menangkap makna secara kontekstual terkait struktur teks naratif tulis, sangat pendek dan sederhana, terkait fairy tales dengan benar dan sesuai konteks

B. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan
 - a. Persiapan
 - Guru memberikan salam kepada peserta didik.
 - Guru mengecek kehadiran peserta didik.
 - Guru bersama peserta didik memulai pelajaran dengan doa.
 - b. Apersepsi
 - Guru memberikan pertanyaan tentang fairy tale dalam kehidupan peserta didik:
 - 1) Pernahkah kalian mendengar / membaca fairy tale?
 - 2) Coba sebutkan contoh fairy tale.
 - Guru memberitahukan tujuan pembelajaran pada pertemuan yang akan dilaksanakan.
 - c. Motivasi
 - Guru memberikan motivasi kepada peserta didik terkait materi yang akan dipelajari.
2. Kegiatan Inti
 - a. Mengamati
 - Guru meminta peserta didik untuk berkelompok.
 - Guru memberikan sebuah fairy tale berjudul "Timun Mas" kepada peserta didik.
 - Guru meminta peserta didik untuk membaca fairy tale yang telah diberikan.
 - b. Menanya
 - Guru meminta peserta didik bersama kelompoknya untuk mendiskusikan berbagai hal terkait teks yang telah diberikan.
 - Guru meminta peserta didik untuk mengajukan pertanyaan terkait teks yang telah diberikan.
 - c. Mengumpulkan informasi
 - Guru meminta peserta didik untuk mengidentifikasi:
 - 1) Karakter
 - 2) Tempat / setting cerita

- 3) Permasalahan yang dihadapi karakter utama
- 4) Cara karakter utama memecahkan masalah yang dihadapi
- Guru memfasilitasi peserta didik untuk mendiskusikan jawaban mereka dengan kelompoknya dan kelompok lain juga melalui diskusi kelas.
- d. Menalar / mengasosiasi
 - Guru menjelaskan tentang struktur teks dari teks naratif
 - Guru meminta peserta didik bersama kelompoknya untuk mendiskusikan dan mengategorikan tiap-tiap paragraph dari teks ke dalam struktur teks naratif yang benar.
- e. Mengomunikasikan
 - Guru meminta peserta didik bersama kelompoknya untuk berdiskusi dan menyusun re-orientation dari teks naratif yang telah diberikan.
 - Guru meminta peserta didik untuk membacakan hasil pekerjaan kelompoknya.
3. Kegiatan Penutup
 - a. Menyimpulkan
 - Bersama peserta didik, guru menyimpulkan hasil pembelajaran.
 - Guru memberikan umpan balik terhadap hasil pembelajaran.
 - b. Guru menutup pelajaran.

C. PENILAIAN PEMBELAJARAN

1. Penilaian Sikap
 - a. Observasi (Lampiran)
2. Penilaian Pengetahuan
 - a. Matching.
3. Penilaian Keterampilan
 - a. Writing short paragraph.

Mengetahui
Kepala SMPN 2 Praya Barat Daya

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Lampiran 1

Narrative text:

TIMUN MAS

Once upon a time, there was a poor widow named Mbok Sрни that lived alone in her humble house on the edge of the jungle. She felt so lonely and prayed to the gods to bless her with a child. A green-skinned giant named Butho Ijo heard her prayer and approached her. He gave her a seed of cucumber. The green giant told her to plant the cucumber seed and she will have a child. She must nurture the child, however when the child had grown up, Mbok Sрни must give the child back to Butho Ijo. The giant wished to eat the child. Eager to have a child, Mbok Sрни agreed with Butho Ijo's deal.

Mbok Sрни returned to her home and planted the cucumber seed. Later, a magical golden cucumber grew from its seed, and when Mbok Sрни took the cucumber and opened it, a beautiful baby girl appeared inside it. Thus, she named the baby girl Timun Mas which means "golden cucumber". Year after year, Timun Mas grew to become a beautiful girl. She is a loving, kind and diligent child always willing to help and take care of an aging Mbok Sрни.

Just a week before Timun Mas' 17th birthday, Butho Ijo appeared in front of Mbok Sрни's house and reminded her about her promise, and announces that within one week he will return to collect Timun Mas. Mbok Sрни was so sad and hastily went to the mountain to seek help from a wise old hermit residing on a mountain. After hearing her story, the old hermit gave her four small bags of cloth with something inside it. The four objects inside the bags are cucumber seeds, needles, salts, and terasi (shrimp paste). The hermit told Mbok Sрни to give these objects to Timun Mas and tell her to throw them when she is being chased by the giant. Mbok Sрни returned home and told Timun Mas what to do if the green giant chased her.

Finally on Timun Mas' 17th birthday, Butho Ijo appeared at Mbok Sрни's house to take Timun Mas as promised: he will eat the girl. Mbok Sрни ordered Timun Mas to run for her life. Timun Mas quickly ran as fast as the giant furiously chasing her. Later, Butho Ijo caught up to the fleeing Timun Mas. In distress, Timun Mas opened one of her four cloth bags spreading cucumber seeds behind her. Suddenly, a large cucumber vine appeared and strangled the giant's body, trapping him so that he can't move. This gave Timun Mas time to escape further. However the powerful giant finally managed to break free and continued his chase. Timun Mas opened her second bag and spread needles behind her. Suddenly the needles transformed into a bamboo forest with sharp tips that wounded the giant badly. The giant was badly wounded stuck with sharp bamboos, yet he managed to get through the sharp bamboo forest and caught up to the running Timun Mas again. She opened her third bag and spread salts behind her back. Suddenly a sea appeared behind her drowning the evil giant. However the giant managed to swim through the sea and continued to chase her. Timun Mas, once again, almost got caught and opened her last bag. She threw the terasi behind her and continued to run desperately. Suddenly the terasi shrimp paste transformed into sea of boiling volcanic mud. Butho Ijo was stuck inside the boiling hot mud, drowned and died. Timun Mas finally survived and return to her mother Mbok Sрни, and they lived happily ever after.

Lampiran 2

LEMBAR KERJA PESERTA DIDIK

1) Matching the paragraph(s) with the correct generic structure of the text

“Match the paragraph(s) into the correct generic structure of a narrative text.”

a. Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

Answer: _____

b. Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)

Answer: _____

c. Resolution : Where the problems in the story is solved. Masalah selesai, secara baik “happy ending” ataupun buruk “bad ending”.

Answer: _____

d. Coda / reorientation (optional) – lesson from the story.

Answer: _____

2) Create the re-orientation of the story:

d. Coda / reorientation (optional) – lesson from the story.

From the story, we can learn that _____

Lampiran 3

LEMBAR OBSERVASI PENILAIAN SIKAP*)

No	Nama Peserta Didik	Disiplin	Jujur	Tanggung Jawab	Santun
1					
2					
3					
4					
...					

Ket:

4 = Jika empat indikator terlihat

2 = Jika dua indikator terlihat

3 = Jika tiga indikator terlihat

1 = Jika satu indikator terlihat

INDIKATOR							
Disiplin		Jujur		Tanggung Jawab		Santun	
1	Tertib mengikuti instruksi	1	Menyampaikan sesuatu berdasarkan keadaan sebenarnya	1	Melaksanakan tugas piket secara teratur	1	Berinteraksi dengan teman secara ramah
2	Mengerjakan tugas tepat waktu	2	Tidak menutupi kesalahan yang terjadi	2	Peran serta aktif dalam kegiatan diskusi kelompok	2	Berkomunikasi dengan bahasa yang tidak menyinggung perasaan
3	Tidak melakukan kegiatan yang tidak diminta	3	Tidak menyontek atau melihat data / pekerjaan orang lain	3	Mengerjakan tugas sesuai yang ditugaskan	3	Menggunakan bahasa tubuh yang bersahabat
4	Menjaga kondisi kelas tetap kondusif	4	Mencantumkan sumber belajar dari yang dikutip / dipelajari	4	Merapikan kembali ruang, alat dan peralatan belajar yang telah dipergunakan	4	Berperilaku sopan

*) diadaptasi dari: <https://www.slideshare.net/suryaeka/instrumen-penilaian-sikap-pengetahuan-dan-ketrampilan>

Lampiran 4

LEMBAR PENILAIAN PENGETAHUAN

1. Kunci Jawaban:

Matching the paragraph(s) with the correct generic structure of the text

“Match the paragraph(s) into the correct generic structure of a narrative text.”

- a. Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

Answer: Paragraph 1 and 2

- b. Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)

Answer: Paragraph 3

- c. Resolution : Where the problems in the story is solved. Masalah selesai, secara baik “happy ending” ataupun buruk “bad ending”.

Answer: Paragraph 4

- d. Coda / reorientation (optional) – lesson from the story.

Answer: none

2. Teknik Penilaian

Skor: $\frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah Total Skor}} \times 100$

No	Nama Peserta Didik	Jumlah Benar	Skor	Ket.
1				
2				
3				
4				
...				

Lampiran 5

LEMBAR PENILAIAN KETERAMPILAN

1. Kunci Jawaban

“Create the re-orientation of the story”

Coda / reorientation (optional) – lesson from the story.

From the story, we can learn that we should not give up with all the problems of life that happens in our life, because every problem there must be a solution. Through effort, hard work, and self-confidence, we can overcome all obstacles in our life

2. Teknik Penilaian*)

No	Name	Criteria / Weight								Total Score
		Content / Ideas		Structure / Grammar		Vocabulary / Word Choice		Mechanic		
		S	S x W	S	S x W	S	S x W	S	S x W	
1										
2										
3										
4										
...										

Aspect	Weight	Score	Descriptors
Content / Ideas	3	5	Writing is purposeful and relevant to assigned topic. Piece of writing contains some details like appropriate examples/evidence/reasoning.
		4	Relevant to assigned topic. Generally adequate support for main idea; however, few points are left too general/abstract/vague/unsupported.
		3	Mostly relevant to assigned topic. Some knowledge of subject, adequate range, limited development, but lack of details.
		2	Writing does not clearly communicate knowledge. The reader is left with questions.
		1	Writing is extremely limited in communicating knowledge and there is no central theme.
Structure / Grammar	2	5	Grammar usage is correct. No grammar mistakes and the meaning are clear.
		4	Some errors of grammar which do not, however, interfere the meaning.
		3	Errors of grammar are fairly frequent; occasional re-reading necessary for full comprehension.
		2	Errors of grammar are fairly frequent; reader often has to rely on his/her own interpretation.
		1	Errors in grammar are frequent. Writing is incomprehensible.
Vocabulary / word choice	2	5	Appropriate choice and well use of vocabularies.
		4	Appropriate choice but there is no variety in vocabularies.
		3	Uses inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
		2	Vocabulary is so limited and so frequently misused that reader must rely often on his/her own interpretation
		1	Weak choice and lack of vocabularies which make comprehension virtually impossible
Mechanic	1	5	Punctuation, spelling and capitalized letters are correct and enhances readability in all places.

		4	Punctuation, spelling and capitalized letters are correct and enhances readability in all but few places.
		3	Errors in spelling and punctuation are fairly frequent; occasional rereading is necessary for full comprehension
		2	Errors in spelling and punctuation are so frequent that make the reader have to rely on his/her own interpretation
		1	Punctuation, spelling and capitalized letters are often missing or incorrect severe that make comprehension is virtually impossible.