

**RENCANA PEMBELAJARAN**  
**BAHASA INGGRIS SMA**  
**KELAS X**  
**TOPIK : TEXT NARATIVE (LEGEND)**

**OLEH :**

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**YAYASAN PENDIDIKAN KARTINI REMBANG**

**SMA KARTINI REMBANG**

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*REMBANG*

**RENCANA PELAKSANAAN PEMBELAJARAN**

**Sekolah** : SMA Kartini Rembang  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/semester** : X / 2  
**Materi Pokok** : Narrative (Legend)  
**Alokasi Waktu** : 2 JP @ 45 menit  
**Kompetensi Inti** :

| KI-1 (Sikap Religius) dan KI-2 (Sikap Sosial)  |   |
|--|---|
| Memiliki sikap jujur, disiplin, kerjasama, responsif, dan proaktif dalam mencari solusi permasalahan, sehingga dapat menyadari dirinya sebagai makhluk ciptaan yang Maha Kuasa serta menjalankan kewajibannya sesuai dengan agama yang dianutnya   |   |
| KI-3 (Pengetahuan)   | KI-4 (Keterampilan_   |
| Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingintahunya 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 | Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan |

**Kompetensi Dasar:**

| Kompetensi Dasar  | Indikator Pencapaian Kompetensi  |
|---|--|
| 3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya | Dengan Materi teks naratif terkair legenda rakyat, peserta didik dapat:<br>1. Memahami pengertian, fungsi sosial<br>2. Membedakan struktur teks dan unsur kebahasaan<br>3. Menyimpulkan kembali teks naratif<br>4. Membuat teks narrative dengan retell cerita yang disajikan dengan menggunakan struktur dan ciri-ciri kebahasaan yang sesuai |

**1. TUJUAN PEMBELAJARAN**

Melalui pendekatan *Saintifik* dan model pembelajaran *Discovery Learning* serta mengembangkan dimensi Kebhinekaan Global, peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

**2. MEDIA DAN SUMBER BELAJAR**

Media: WAG, Google Classroom, Papan Tulis,  
 Sumber Belajar: Buku Paket, YouTube link <https://youtu.be/cm7rZ16cCr0?t=113>

**3. KEGIATAN PEMBELAJARAN**

| NO | LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN   |
|----|---|
| 1  | <b>PENDAHULUAN (10 Menit)</b>   |
|    | <ul style="list-style-type: none"> <li>- Menyapa peserta didik dengan salam, menanyakan kondisi mereka, presensi, mengingatkan pentingnya melakukan protokol kesehatan pencegahan penularan Covid-19 serta berdoa memulai pelajaran;</li> <li>- Apersepsi/Menyegarkan materi sebelumnya dan mengkaitkan materi yang akan dipelajari serta konteknya dengan kondisi saat ini;</li> <li>- Memberi motivasi yang terkait pada dimensi kebhinekaan global;</li> <li>- Menyampaikan tujuan pembelajaran;</li> <li>- Menyampaikan skenario pembelajaran, penilaian dan KKM</li> </ul>   |
| 2  | <b>INTI (70 menit)</b>  |
|    | <ul style="list-style-type: none"> <li>- Stimulation (Pemberian Rangsangan)<br/>Guru memberi pertanyaan pada peserta didik terkait video yang akan dilihat melalui link youtube <a href="https://youtu.be/cm7rZ16cCr0?t=113">https://youtu.be/cm7rZ16cCr0?t=113</a> tentang Legenda Roro Jonggrang</li> <li>- Identifikasi Masalah<br/>Guru memberikan pertanyaan pancingan/melakukan brainstorming pada peserta didik: <ol style="list-style-type: none"> <li>1. Do you still remember what is narrative text? what do you think about the video ?</li> <li>2. What do you feel after you watch the video ?</li> <li>3. Do you still remember the structure of legend?</li> <li>4. How about language features ? do you often found saying verbs or action verbs in the legend text?</li> </ol> </li> <li>- Pengumpulan Informasi <ol style="list-style-type: none"> <li>1. Guru meminta peserta didik untuk membentuk kelompok yang terdiri dari 3-4 orang</li> <li>2. Peserta didik mendiskusikan pertanyaan-pertanyaan yang akan mereka ajukan berdasarkan video yang mereka lihat.</li> </ol> </li> <li>- Pengolahan Informasi <ol style="list-style-type: none"> <li>1. Siswa mendiskusikan pertanyaan-pertanyaan yang mereka ajukan dengan mencari informasi dari semua sumber yang memungkinkan</li> <li>2. Dengan bimbingan guru perwakilan kelompok mulai mengemukakan temuan mereka (mengkomunikasikan)</li> <li>3. Guru memberikan penguatan pada jawaban tersebut</li> </ol> </li> <li>- Pembuktian <ol style="list-style-type: none"> <li>1. Peserta didik diminta untuk menganalisis video untuk menentukan struktur teks dan unsur kebahasaan.</li> <li>2. Dengan bimbingan guru, peserta didik membacakan jawaban mereka secara individu</li> </ol> </li> <li>- Kesimpulan/Generalisasi<br/>Guru bersama peserta didik membuat simpulan tentang video bergenre Naratif.</li> </ul> |
| 3  | <b>PENUTUP (10 Menit)</b>   |
|    | <ul style="list-style-type: none"> <li>- Meminta peserta didik untuk membuat kesimpulan atas materi pembelajaran hari ini</li> <li>- Memberikan penguatan dan umpan balik atas kesimpulan dari peserta didik;</li> <li>- Melakukan refleksi atas pembelajaran hari ini;</li> <li>- Memberikan penugasan dan menginformasikan materi untuk pertemuan selanjutnya yaitu menyusun teks Naratif</li> <li>- Pembelajaran ditutup dengan memberikan apresiasi kepada peserta didik atas antusiasnya dalam berdiskusi dan mengikuti pembelajaran dengan memberikan</li> </ul>  |

|  |   |
|--|---|
|  | <p>cinderamata bintang kebaikan</p> <ul style="list-style-type: none"> <li>- Mengajak peserta didik untuk bersyukur kepada Tuhan YME atas terlaksananya pembelajaran hari ini dengan baik dan berkualitas.</li> </ul> |
|--|---|

#### 4. PENILAIAN PEMBELAJARAN

| No | Aspek yang dinilai | Bentuk Penilaian   |
|----|--------------------|--|
| 1  | Sikap              | Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Terutama pada aspek Bekerja sama, Jujur, Tanggung jawab, dan Disiplin                    |
| 2  | Pengetahuan        | Penilaian pengetahuan melalui instrumen soal berbentuk uraian tentang fungsi social, struktur bacaan, ciri kebahasaan dan isi bacaan.  |
| 3  | Keterampilan       | Penilaian keterampilan melalui penilaian produk dengan membuat form struktur teks narrative dan membuat kembali teks narrative dengan bahasanya sendiri dengan menggunakan struktur dan unsur kebahasaan yang tepat melalui Google Classroom |

Mengetahui  
Kepala SMA Kartini Rembang

Rembang, 10 November 2021  
Guru Mata Pelajaran

**Ida Khoiriyah, S. Pd**  
NIP. -

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## Lampiran

### 1. Materi Pokok

#### a. Pengertian Teks Naratif

Narrative text is an imaginative story to entertain or amuse the readers or listeners. It also can be based from real story but with additional seasoning to the story to make it more interesting.

*(Source: Otong Setiawan Dj., 2013)*

#### b. Jenis-jenis teks narrative

Common forms of narrative text which are studied in high school are:

##### (1) Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. Example:

- Sangkuriang
- Malin Kundang
- The Legend of Tangkuban Perahu

##### (2) Fable

Fable is a short allegorical narrative making a moral point, traditionally by mean of animal characters who speak and act like human beings. Example:

- Mousedeer and crocodile
- A fox and a cat
- The story of monkey and crocodile

##### (3) Fairy tale

Fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fee". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. Example:

- Cinderella
- Snow White
- Beauty and the Beast

*(Source: Rahmat Wijaya, 2011)*

#### c. Fungsi Sosial Teks Naratif (Legend)

- To present the story of human actions in such a way that they are perceives by the listeners or readers
- To entertain or to amuse the readers about the interesting story.

#### d. Struktur Teks Naratif ( Legend)

##### • Orientation

Orientation is the first part of Narrative Text, located at the beginning of the story or in the first paragraph. The function of Orientation is to introduce to the reader or listener the character of the narrative story, time, and setting of the story. The Orientation usually written briefly and can answer the questions who, what, where, when.

- **Complication**  
Complication is the next part of Narrative Text. This section is the one awaited by readers and listeners because in this section the problems in the story arise, so that Narrative Text becomes more interesting to read and not boring. In making Narrative Text, the writers may give one or more problems in this, section so that the text is more interesting. Usually, problems that arise in this section involve the main characters of the text.
- **Resolution**  
Resolution is the next part after Complication. At Resolution, the problems found in Complication begin to be resolved with various solutions. Solutions to overcome or end the problem do not always good and happy ending, sometimes there are bad and sad ending solutions. In addition, there are other solutions to overcome problems but do not solve the problems but hang up to the end of the story, thus making the readers more curious. It aims to maintain the reader's interest in the story.
- **Re-orientation**  
Re-orientation is the last part of the Narrative text and usually at the end of the story or in the last paragraph. Reorientation is a choice which means that the writer who wants to make Narrative Text can use the Re-orientation or not. This a part usually contains useful messages for readers related to the story. The messages can be moral messages, or teachings from the author.

e. **Characteristic Legend**

- A legend is set in a specific place and time
- The main character is often heroic
- The main character is human, not a God
- A legend is a fictional story
- Usually there is some historical truth at the heart of every legend
- Heroes perform great deeds with their strength and intelligent
- Heroes often give up dreams of happiness to tell others
- The hero is real but some part of the story are not completely true
- Handed down through generation
- The story was told orally and turns into literally masterpieces

f. **Fitur kebahasaan teks naratif ( Legend)**

- The use of adjective that form of the noun phrase
- Time connectives and conjunctions
- The use of adverb and adverbial phrase
- The use of action verb in the past tense
- The used of saying verbs that mark remarks
- The used of thinking verbs that mark the thought
- The use of dialogue to elicit an emotional response from the reader

## 2. Penilaian:

### a. 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 format instrument penilaian sikap

| No | Nama Siswa   | Aspek Perilaku yang Dinilai |    |    |    | Jumlah Skor | Skor Sikap | Predikat |
|----|--------------|-----------------------------|----|----|----|-------------|------------|----------|
|    |              | BS                          | JJ | TJ | DS |             |            |          |
| 1. | Agung Satria | 65                          | 75 | 70 | 50 | 260         | 65         | B        |
| 2. |              |                             |    |    |    |             |            |          |

#### 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 =  $260 : 4 = 65$
4. 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)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

### b. Penilaian Pengetahuan:

| Indikator  | Level   |
|--|---------|
| 1. Disajikan sebuah bacaan, Peserta didik dapat menentukan jenis bacaan yang disajikan.              | L2 (C3) |
| 2. Disajikan sebuah bacaan, peserta didik dapat menentukan susunan bacaan secara umum.               | L2 (C3) |
| 3. Disajikan sebuah bacaan, peserta didik dapat menentukan fungsi sosial dari bacaan yang disajikan. | L2 (C3) |
| 4. Disajikan sebuah bacaan, peserta didik dapat mendeteksi informasi tersurat dalam bacaan           | L3 (C4) |
| 5. Disajikan sebuah bacaan, peserta didik dapat mendeteksi informasi tersurat dalam bacaan           | L3 (C4) |
| 6. Disajikan sebuah bacaan, peserta didik dapat mendeteksi informasi tersirat dalam bacaan           | L3 (C5) |
| 7. Disajikan sebuah bacaan, peserta didik dapat menentukan ciri kebahasaan berupa tenses             | L2 (C3) |

|  |         |
|--|---------|
| 8. Disajikan sebuah bacaan, peserta didik dapat menentukan ciri kebahasaan berupa Adverb         | L2 (C3) |
| 9. Disajikan sebuah bacaan, peserta didik dapat menentukan ciri kebahasaan berupa material verbs | L2 (C3) |
| 10. Disajikan sebuah bacaan, peserta didik dapat menentukan ciri kebahasaan berupa saying verbs  | L2 (C3) |
| Intrumen soal  | Bentuk  |
| Soal no 1 – 10 terlampir ( dalam lampiran point 3 )  | Uraian  |

Rubrik Penilaian:

Nilai tiap soal : 1- 5

Skor Maksimal (NA) : 100

Skor yang diperoleh peserta didik X 2 = NA

**c. Penilaian Keterampilan:**

Lembar Penilaian Produk

**LEMBAR PENILAIAN HASIL MENULIS NARRATIVE**

| No | Nama Siswa | Judul Teks | Struktur Teks |              |            |                | Unsur kebahasaan |             | Jumlah Nilai |
|----|------------|------------|---------------|--------------|------------|----------------|------------------|-------------|--------------|
|    |            |            | Oriention     | Complication | Resolution | Re-orientation | Grammar          | Punctuation |              |
| 1  |            |            |               |              |            |                |                  |             |              |
| 2  |            |            |               |              |            |                |                  |             |              |
| 3  |            |            |               |              |            |                |                  |             |              |
| 4  |            |            |               |              |            |                |                  |             |              |
| 5  |            |            |               |              |            |                |                  |             |              |

Keterangan pengisian skor

Nilai tiap aspek : 1- 5

Skor Maksimal : 90

Nilai : Jumlah Skor Perolehan/ Skor Maksimal x 3



### 3. Instrumen Soal (Penilaian Pengetahuan)

**Analyze the text and answer the questions below!**

Bandung Bondowoso and Roro Jonggrang

(The Legend of Prambanan Temple)

Once, there was a beautiful Javanese princess whose name was Roro Jonggrang. Roro Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king.

One day, a handsome young man with super natural power, named Bandung Bondowoso, defeated and killed Prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.

Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. 'I will marry you but you have to build one thousand temples in one night as a wedding gift,' requested Roro Jonggrang. Bandung agreed with this condition.

Helped by the spirits of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me. I will lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.

Bandung Bondowoso got frustrated because he failed to complete the thousandth temple. "The princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have cheated me. Now, the thousandth temple is you!"

At once, the princess turned into a statue. Knowing this, Bandung Bondowoso regretted this and he went away into a far land. From then, people called the temple Prambanan Temple and the princess statue, Roro Jonggrang statue.

1. What is the genre above?
2. What is the generic structure of the text above?
3. What is the social function of the text above?
4. What problem did Bandung Bondowoso have?
5. What problem did Roro Jonggrang have?
6. How did they solve their problem?
7. What tense is mostly used in the story?
8. Find the adverbs that indicate the story happened in the past!
9. Find the material verbs in the text!
10. Find the saying verbs in the text!

### **Instrumen Soal (Penilaian Keterampilan)**

Enter to Google Classroom, Retell this text based on your own language by filling the form using the proper generic structure and language feature.

#### ***Siti Nurbaya***

#### ***[The Unfinished Love]***

Long time ago, there lived two young lovers named **Samsul Bahri and Siti Nurbaya**. They dwelled the same village of Muara, in the city of Padang, North Sumatra. They had been in love to each other since they were very young. Samsul Bahri lived with his mother, **Siti Maryam**, and his step father, **Sutan Mahmud**, who had an important position as well as good influence through out the city. Siti Nurbaya lived with her only father, **Baginda Sulaiman**, who was a merchant and owned a shop to support their lives.

**One day**, a fire burnt the shop down. No one knew how the tragedy could happen in that rainy day. More, the ones next to both the right and the left of it were not at all touched by the fire. It remained a mystery. But surely, later, it made the father in a big debt.

It was, **then, Datuk Maringgih**, who seemed to be kindly lent Baginda Sulaiman some money to start a new business. Datuk Maringgih was a wealthy merchant, a wicked and greedy person, a kind of husband who was too careful to spend money, even a very small amount for his own expenses and for his two wives' daily needs.

The debt became bigger and bigger because the interest of the loan was too big for Baginda Sulaiman to repay, and Datuk Maringgih had planned it for a long time. He had always struggled for fulfilling his passions in a way that others would suffer from his wickedness and cruel tricks. He couldn't stand keeping off the sight of Siti Nubaya's beauty. He wanted her to be his third wife. It was him who had asked some paid criminals to burn Baginda Sulaiman's only shop.

The next day Datuk Maringgih **called on** Baginda Sulaiman to ask him to repay the debt which he knew he wouldn't able to do so. He **offered** Baginda Sulaiman an easy way of forgetting all the debts by marrying him to his daughter, Siti Nurbaya, or he would report the case to the police officer.

Baginda Sulaiman had been in shock for a long time before he made up his mind. How could anyone imagine to know he was put in jail because of his failure in repaying such a big debt, except his and his daughter's embarrassment and sufferings? He forced his **beautiful, kind-hearted, already-engaged young** daughter to marry the tricky and bad-tempered old man. Siti Nurbaya cried helplessly, **her tears ran down her face like heavy rainfalls**. She almost fainted within her great confusion between two choices: to keep her father off his troubles or losing her fiancé, Samsul Bahri, whom she badly loved and would surely committed suicide liked he always told her when he was afraid of losing her.

Samsul Bahri, who was a student of Medical Faculty in Jakarta, understood **clearly** about Siti Nurbaya's position. They had arranged a plan to marry as soon as the old man had died. But good luck was not for them. Datuk Maringgih was too strong to die younger. When he knew their plan, he poisoned his third and **youngest wife** to death. Samsul couldn't stand his **unspoken sadness** to hear the thundering bad news. He shot his own head but survived within a friend's help.

After he had got his strength back Samsul registered himself to be a member of National Army in order that he could die in pride. Soon, he was First Lieutenant Samsul Bahri, who was assigned to put off Datuk Maringgih's riot upon Belasting case. He succeeded in shooting-to-death his old enemy. Samsul himself got serious illness a few months after the fight. He died as a hero for his nation and beloved people.

Adapted from Marah Rusli, 'Siti Nurbaya'

#### 4. Kunci Jawaban

Penilaian Pengetahuan

1. The genre above is narrative
2. The generic structure of the text above is orientation, complication, resolution and reorientation
3. The social function of the text above is To present the story of human actions in such a way that they are perceived by the listeners or readers or to entertain the readers
4. Bandung Bondowoso had fallen in love and wanted to marry Roro Jonggrang, but she refused him
5. Roro Jonggrang had felt sad due to the death of her father and she did not want to marry Bandung Bondowoso because he had killed her father

6. They solve their problem by turned the princess / Roro Jonggrang into a statue and Bandung Bondowoso regretted this and he went away into a far land
7. Mostly used in the story is Simple Past Tense
8. Adverbs that indicate the story happened in the past are
9. The material verbs in the text are killed, build, cheated, make
10. The saying verbs in the text are defeated, wanted, marry, requested, deceived , regretted

Penilaian Keterampilan

Based on students' answer