

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMP Negeri 2 Donorojo
 Kelas/Semester : IX/Genap
 Mata Pelajaran : Bahasa Inggris
 Tema : Teks Naratif
 Sub Tema : Fairy tales, Folktales, and legend
 Pembelajaran ke : I (satu)
 Alokasi Waktu : 10 Menit

Kompetensi Inti : Pembelajaran sikap spiritual dan sikap sosial dilakukan melalui pembelajaran tidak langsung, yaitu keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik pembelajaran, serta kebutuhan dan kondisi peserta didik

Kompetensi Dasar : 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan, beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairy tales, folktales, and legend* pendek dan sederhana, sesuai dengan konteks penggunaannya.
 4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek sederhana *fairy tales, folktales, and legend*

A. TUJUAN PEMBELAJARAN

Setelah mempelajari materi KI, dan KD ini, siswa dapat

1. Membandingkan, dan mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan, beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairy tales, folktales, and legend* pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Menangkap makna, dan memahami secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek sederhana *fairy tales, folktales, and legend*.
3. Terbangunnya karakter siswa yang mandiri, berbudaya disiplin, kerjasama, dan bertanggung jawab.

B. KEGIATAN PEMBELAJARAN

Tahapan Kegiatan	Uraian Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam dan tutur sapa kepada peserta didik, lalu meminta peserta didik untuk tenang dan guru memberi intruksi untuk berdo'a bersama, sebelum kegiatan belajar mengajar dimulai. • Guru menanyakan kehadiran peserta didik • Guru memberikan penjelasan mengenai materi yang akan dipelajari • Guru menjelaskan tujuan belajar kepada peserta didik. • Dalam hal belajar teks naratif ini, akan menggunakan alat bantu sebuah kartu yang oleh guru dinamai kartu SAKTI. 	3 menit

	<ul style="list-style-type: none"> • Nama kartu SAKTI tersebut adalah akronim dari Susunan Kata Inti • Kartu SAKTI ini berisi beberapa kata inti yang diprediksi sulit difahami siswa. Kata inti ini sudah dilengkapi dengan makna dalam bahasa Indonesia. • Kartu SAKTI ini bersifat membantu siswa dalam memahami teks naratif berbahasa Inggris 	
Kegiatan Inti	<ul style="list-style-type: none"> • Guru menunjukkan contoh teks naratif yang dipajang di papan tulis, untuk dicermati dan dibaca bersama siswa supaya mendapatkan informasi dan makna dari teks yang dibaca dengan berbantuan kartu Sakti • Guru membentuk kelompok menjadi 4 (empat) kelompok siswa dan memberikan lembar kerja berupa sebuah teks naratif dan sebuah kartu Sakti pada setiap kelompok. Lembar kerja ini dengan teks yang berbeda dalam setiap kelompoknya. • Guru meminta setiap kelompok siswa untuk mendiskusikan teks yang telah didiskusikannya tersebut dengan berbantuan kartu Sakti. • Setelah setiap kelompok selesai berdiskusi, guru meminta kepada perwakilan setiap kelompok untuk presentasi dengan membaca teks yang telah didiskusikan di depan kelas, dengan cara berbahasa Inggris dan berbahasa Indonesia. • Guru memberikan feedback dan apresiasi hasil presentasi siswa. • Guru mengajak siswa untuk melakukan refleksi dan dari kegiatan belajar pertemuan ini. • Guru meminta feedback siswa apakah kegiatan belajar dengan berbantuan kartu Sakti bersifat menyenangkan dan memudahkan memahami teks. • Guru memberikan penugasan mandiri yaitu untuk mencari teks naratif di internet, selanjutnya siswa membuat kartu Sakti sendiri-sendiri dari teks yang diperoleh di internet tersebut. Teks tersebut ditulis dengan tulisan tangan makna/arti dalam bahasa Indonesianya. 	7 menit
Kegiatan Penutup	Guru mengakhiri pembelajaran dan menutup dengan salam	

C. KEGIATAN PENILAIAN

1. Penugasan mandiri kepada setiap siswa
2. Siswa mencari /browsing di internet sebuah teks naratif berbahasa Inggris dilaksanakan diluar jam belajar mengajar di dalam kelas
3. Siswa membuat Kartu Sakti (susunan kata inti) untuk memudahkan memahami teks naratif yang sudah didapatkan siswa dari internet.
4. Teks naratif yang sudah didapatkan di internet di tulis dalam bentuk tulisan tangan berbahasa Inggris dan berbahasa Indonesia

5. Tugas dikumpulkan kepada guru pada pertemuan selanjutnya.
6. Pedoman penilaian menggunakan Rubrik penilaian sebagai berikut :

No	Uraian	Rentang nilai
1.	Teks sesuai tema, hasil tulisan rapi, makna dalam bahasa Indonesia sangat jelas dan sangat sesuai	95-100
2.	Teks sesuai tema, hasil tulisan rapi, makna dalam bahasa Indonesia sangat jelas dan sesuai	90-94
3.	Teks sesuai tema, hasil tulisan rapi, makna dalam bahasa Indonesia jelas, agak kurang sesuai namun bisa difahami maksud kejelasan makna.	85-89
4.	Teks sesuai tema, hasil tulisan rapi, makna dalam bahasa Indonesia agak kurang jelas dan kurang sesuai namun bisa difahami maksud kejelasan makna.	80-84
5.	Teks sesuai tema, hasil tulisan rapi, makna dalam bahasa Indonesia kurang jelas dan kurang sesuai namun masih bisa difahami maksud kejelasan makna.	75-79
6.	Teks sesuai tema, hasil tulisan kurang rapi, makna dalam bahasa Indonesia kurang jelas dan kurang sesuai namun secara umum kejelasan makna atau pesan masih bisa difahami.	70-74
7.	Teks sesuai tema, hasil tulisan kurang rapi, makna dalam bahasa Indonesia kurang jelas dan kurang sesuai dan secara umum kejelasan makna atau pesan agak sulit difahami.	65-69
8.	Teks sesuai tema, hasil tulisan kurang rapi, makna dalam bahasa Indonesia kurang jelas dan kurang sesuai dan secara umum kejelasan makna atau pesan sulit difahami.	60-64
9.	Teks tidak sesuai tema, hasil rapi, makna dalam bahasa Indonesia jelas dan sesuai dan secara umum kejelasan makna atau pesan bisa difahami.	≤ 60

Mengetahui,
Kepala SMP N 2 Donorojo



Pacitan 03 Januari 2022
Guru Mata Pelajaran

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Lampiran:

Contoh teks Narrative dan Lembar Kerja Siswa

A long time ago, in East Java there was a kingdom led by Prabu Merak. He had a handsome prince named Raden Banterang. Their kingdom had a *battle* with Klungkung kingdom.

One day, Banterang was *hunting* with his guards when he *met* a very beautiful woman. Although it was *strange* to find a beautiful woman in the jungle, he *asked* her, "Who are you, lady?" The lady told him that she is the daughter of Klungkung King who *ran away* to the jungle to *escape* from the battle. She was very *sad* when her father died in the battle. Banterang was quite shocked in hearing this, because his father "Prabu Merak" was the king who killed the woman's father.

Nonetheless, Banterang fell in love with her and took the woman to be his wife. Later the woman's brother found out the *marriage*. He gave his sister a keris and asked her to kill Banterang.

Banterang *found* the Keris on his bed. He *thought* that his wife would kill him. However it was the princess brother who put the keris on the bed. The princess and Banterang then had a *quarrel*. In her *desperate attempt* to *prove her innocence*, the princess jumped into a river.

Since then, the river is known as Banyuwangi. Banyu means water and wangi means *fragrant*. The river's name reflects the princess *honesty*.

(Sumber teks : bank soal Latihan Ujian Nasional SMP N 2 Donorojo mata pelajaran Bahasa Inggris)

Kartu Sakti

<i>battle.</i>	: Peperangan	<i>found</i>	: Menemukan
<i>hunting</i>	: Berburu	<i>thought</i>	: Berfikir/mengira
<i>met</i>	: Bertemu	<i>quarrel.</i>	: Bertengkar/berkelahi
<i>strange</i>	: Orang asing/aneh	<i>desperate</i>	: Sedih/berputus asa
<i>asked</i>	: Bertanya	<i>attempt</i>	: Mencoba/berusaha
<i>daughter</i>	: Anak perempuan	<i>to prove her</i>	: Membuktikan
<i>ran away</i>	: Berlari/meninggalkan	<i>innocence,</i>	: kebenaran
<i>escape</i>	: Melarikan diri/lepas	<i>fragrant</i>	: Wangi/harum
<i>sad</i>	: Sedih	<i>honesty</i>	: Jujur/kejujuran
<i>marriage</i>	: Pernikahan	<i>Nonetheless</i>	: Meskipun demikian

Lembar kerja kelompok 1

A long time ago there was an *orchard* which was *owned* by a rich *couple* and *filled* with the most delicious *tamarind* trees. One day, a *fairy* *decided* to test the couple's *generosity*. She came to the orchard, dressed as a *poor, old woman* and *begged* for the couple to give her a few fruits *since* she was very hungry. The *selfish* couple let their dogs *loose* on her. The old woman was *bitten* by the dogs and *badly injured*. She *touched* the giant tamarind tree and *cursed*, "Your *greed* shall be punished,". As the woman *walked away*, the sky *darkened* and a *ferocious* storm broke out. The *downpour* continued until late at night.

The next morning, the sky was clear and blue. The couple came to *tend* their orchard and They were *bewildered* to find their *entire* orchard gone. *Instead*, there was water everywhere. When they looked down into the water, they could still see their *precious* trees at the *bottom* of the lake. People call the lake "Sampaloc Lake" which means Tamarrind lake in English.

(Sumber teks : bank soal Latihan Ujian Nasional SMP N 2 Donorojo mata pelajaran Bahasa Inggris)

Kartu Sakti kelompok 1

<i>orchard</i>	: Lahan perkebunan	<i>loose</i>	: Melepaskan/membiarkan
<i>owned</i>	: Dimiliki	<i>bitten</i>	: Menggigit
<i>couple</i>	: Sepasang	<i>badly</i>	: Buruk
<i>filled</i>	: Dipenuhi/diisi	<i>walked away,</i>	: Pergi meninggalkan
<i>tamarind</i>	: Asam jawa	<i>begged</i>	: Memohon
<i>fairy</i>	: Peri	<i>since</i>	: Karena/sejak/ketika
<i>decided to</i>	: Memutuskan untuk	<i>selfish</i>	: Egois
<i>generosity.</i>	: Kemurahan hati	<i>injured.</i>	: Terluka
<i>poor,</i>	: Miskin	<i>touched</i>	: Menyentuh
<i>greed</i>	: Serakah	<i>cursed,</i>	: Mengutuk
<i>darkened</i>	: Gelap	<i>bewildered</i>	: Bingung
<i>ferocious</i>	: Ganas/buas	<i>downpour</i>	: Hujan lebat
<i>storm</i>	: Badai		

Lembar kerja kelompok 2

There was a girl named Pina who lived on a fruit *plantation* with her mother. When her mother worked night and day, little Pina would *spend all her time* playing with her friends. When her mother asked her to do *something*, she would always *reply* that she couldn't *find things*, even if it was *laying* right in front of her eyes.

One day, her mother fell sick and couldn't even get up to cook some food. So, she *asked* Pina to cook some rice. However, Pina *being* her lazy self, *said* "I can't find the pot, so where should I put the rice?". Her mother told her where the pot was. Then she said, "where is the *ladle*, how am I going to cook *without* a ladle?". Again her sick mother *had to* tell her the *exact* location. Pina *did the same* with salt, rice and water! *Enraged* by Pina's *behaviour*, her mother *cursed*, "May you grow a thousand eyes" and went back to sleep.

When she woke up, she could not *find* her daughter. She *searched* and searched, and so did every single person on the plantation. After a *few days*, a *strange* fruit with thousand of little *dots* was *seen* on the plantation. When Pina's mother *saw* the fruit, she was *immediately reminded* of Pina's beautiful brown eyes and *thus*, the fruit with a thousand eyes was named "Pinya", meaning pineapple in Tagalog.

(Sumber teks : bank soal Latihan Ujian Nasional SMP N 2 Donorojo mata pelajaran Bahasa Inggris)

Kartu Sakti kelompok 2

<i>plantation</i>	: Tanaman	<i>did the same</i>	: Melakukan hal yang
<i>spend all her time</i>	: Menghabiskan waktu	<i>Enraged</i>	: sama
<i>something</i>	: Sesuatu	<i>Behavior</i>	: Membuat marah sekali
<i>reply</i>	: Menolak	<i>cursed,</i>	: Kebiasaan
<i>find things</i>	: Menemukan benda	<i>find</i>	: Mengutuk
<i>laying</i>	: Tergeletak/terletak	<i>searched</i>	: Menemukan
<i>asked</i>	: Meminta/menanya	<i>days,</i>	: Mencari
<i>being her lazy</i>	: Malas-malasan	<i>strange</i>	: Hari-hari
<i>said</i>	: Berkata	<i>dots</i>	: Asing/aneh
<i>ladle,</i>	: Centong	<i>seen</i>	: Bintik-bintik
<i>without</i>	: Tanpa	<i>immediately</i>	: Terlihat
<i>had to</i>	: Harus	<i>reminded</i>	: Sesegera
<i>exact</i>	: Tepatnya	<i>thus</i>	: Teringat jadinya

Lembar kerja kelompok 3

Long time ago, there was only the sun that *brightened* the earth. The sun *shone brightly* all the time. It did not set and there was no night. People worked until they were too *tired* to work *anymore*.

One day, the *Creator* of the *universe* came to visit. He *saw* men working in fields. He *realized* that the people had no *sense* of time because there were no days and night. He *called* the sun and asked it to *set* in the evening and *rise* again in the morning.

In the evening, the sun *went down* and it was dark. People did not *understand* what had *happened* or why it was dark. They were *frightened* and *ran all over* the place. Some of them fell down. Some fell into *ditches* and *hurt* themselves. *Nobody knew* what to do. Finally their leader *called out* and asked people to *take a rest*.

People were happier. They did not work all the time. They had to stop when it got *dark* and they could see nothing. They got regular hours of rest and felt much better. However there was one problem. Since they could see nothing after sunset, they often *fell down*, *banged against* trees and *knocked* against people. They could not see where *things* were *kept* and *therefore broke* things easily. It became quite *chaotic!*

Then the Creator visited them *once* again and saw the condition. Finally he created the moon. It *rose* in the sky and shone softly at night. As a result, people could see, but the light did not hurt their eyes or stop them from sleeping. They live a happier life with the sun in the day and moon at night

(Sumber teks : bank soal Latihan Ujian Nasional SMP N 2 Donorojo mata pelajaran Bahasa Inggris)

Kartu Sakti kelompok 3

<i>brightened</i>	: Cerah	<i>ditches</i>	: Selokan
<i>shone brightly</i>	: Bersinar cerah	<i>hurt</i>	: Terluka
<i>tired</i>	: Capek/lelah	<i>Nobody knew</i>	: Tak seorangpun tahu
<i>anymore.</i>	: Lagi	<i>called out</i>	: Memanggil
<i>Creator</i>	: Pencipta	<i>take a rest.</i>	: Istirahat
<i>universe</i>	: Semesta	<i>dark</i>	: Gelap
<i>saw</i>	: Melihat	<i>fell down</i>	: Jatuh
<i>realized</i>	: Menyadari	<i>banged against</i>	: Menabrak
<i>called</i>	: Memanggil	<i>knocked</i>	: Benturan
<i>rise</i>	: Naik/beranjak naik	<i>things</i>	: Benda-benda
<i>went down</i>	: Tenggelam	<i>kept</i>	: Melindungi/menjaga
<i>understand</i>	: Memahami	<i>therefore</i>	: Oleh karena itu
<i>happened</i>	: Terjadi	<i>broke</i>	: Rusak
<i>frightened</i>	: Ketakutan	<i>chaotic!</i>	: Kacau
<i>ran all over</i>	: Berlari kemana-mana	<i>once</i>	: Sekali/suatu ketika
		<i>rose</i>	: Naik/ sama dengan rise

Lembar kerja kelompok 4

Once upon time, there was a beautiful girl called Maria. She was tall with black eyes, and long *shining* hair. The colour of her *skin* was *light brown*.

One morning, while she was collecting *firewood*, she *met* a young man. He *looked like* a *hunter*. He was tall, handsome and very *neatly dressed*. No one *knew* who he was or where he came from nor did anyone know his name. He did not *tell* Maria about himself. Maria and this young man became good friends for a *long time*. They fell in love with *each other*. Maria wished he would marry her. But the young man never *proposed* Maria. This *made* Maria unhappy. She *persuaded* the young man to marry her. She told him that they would be happy together because both of them did not have any family.

The young man did not *agree* with Maria's idea. He told Maria that he was not a *human being*. He was a *spirit* from the sky. They were *different* and they were not *allowed* to get married. Maria was very surprised. She did not know what to say. The young man said that he had to go back to the *sky*. He did not want Maria *know* much about him.

Knowing the *truth* Maria was very *disappointed* and *felt* so sad. Maria *held* the young man's hand *tightly*. She did not want to be *separated* from him. Suddenly there was a *blinding flash* of light and the young man *disappeared*. Maria was *frightened* when she knew that the man disappeared and he *left* his hand on Maria's.

Maria ran to her house and *buried* the man's hand in her garden. Soon, she saw a strange plant growing where she had buried it. The plant *grew* fast and some fruits *appeared*. The colour of the fruit is yellow and it looks like a man's hand with *finger* on it. That is how the fruit came to be known as banana, originated according to the legend.

(Sumber teks : bank soal Latihan Ujian Nasional SMP N 2 Donorojo mata pelajaran Bahasa Inggris)

Kartu Sakti kelompok 4

<i>shining</i>	: Berkilau	<i>different</i>	: Berbeda
<i>skin</i>	: Kulit	<i>allowed</i>	: Diperbolehkan
<i>light</i>	: Sinar/cahaya	<i>know</i>	: Mengetahui
<i>firewood</i>	: Kayu bakar	<i>truth</i>	: Kenyataan
<i>met</i>	: Bertemu	<i>disappointed</i>	: Kecewa
<i>looked like</i>	: Seperti	<i>felt</i>	: Merasa
<i>hunter</i>	: Pemburu	<i>held</i>	: Memegang
<i>neatly dressed</i>	: Berpakaian rapi	<i>tightly</i>	: Erat
<i>knew</i>	: Mengetahui	<i>separated</i>	: Berpisah
<i>tell</i>	: Bercerita	<i>blinding flash</i>	: Kilat
<i>long time.</i>	: Waktu yang lama	<i>disappeared.</i>	: An petir
<i>each other.</i>	: Saling	<i>frightened</i>	: Ketakutan
<i>proposed</i>	: Mengabulkan	<i>left</i>	: Meninggalkan
<i>made</i>	: Membuat	<i>buried</i>	: Mengubur
<i>persuaded</i>	: Membujuk/merayu	<i>grew</i>	: Tumbuh
<i>agree</i>	: Setuju	<i>disappeared.</i>	: Lenyap/menghilang
<i>human being.</i>	: Manusia	<i>finger</i>	: Jari-jari
		<i>spirit</i>	: Roh