

RENCANA PELAKSANAAN PEMBELAJARAN

NARRATIVE TEXT DONGENG / THE FAIRYTALES



**ASEP RACHMAT KURNIAWAN, S.Pd
NIP. 197602222011011001**

**UPTD SMP NEGERI 11 DEPOK
2022**

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan	: UPTD SMP Negeri 11 Depok
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: IX / Ganjil
Materi Pokok	: NARRATIVE TEXT
Sub Tema	: Dongeng <i>fairytale</i> s
Alokasi Waktu	: 2 x Pertemuan (4 JP x 40 menit)

A. Kompetensi Inti (KI)

- KI 3** : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4** : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD), Indikator Pencapaian Kompetensi (IPK)

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i> s, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Menjelaskan fungsi sosial, struktur text dan unsur kebahasaan dari beberapa teks naratif tentang <i>fairytale</i> s pendek dan sederhana. 3.7.2 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks naratif tentang <i>fairytale</i> s, pendek dan sederhana.
2.	4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairy tales</i>	4.7.1 Melengkapi teks rumpang naratif lisan berupa video. 4.7.2 Menyusun paragraf acak menjadi sebuah teks naratif terkait <i>fairytale</i> s yang runtut sesuai dengan urutan yang logis.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik dapat *menjelaskan* dan *menganalisis* fungsi sosial, struktur text dan unsur kebahasaan dari beberapa teks naratif tentang *fairytale*s pendek dan sederhana serta dapat *melengkapi*, *menyusun* dan *mempresentasikan* dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan teks naratif terkait *fairytale*s pendek dan sederhana melalui metode diskusi dan think pair share di dalam kelas dengan baik dan benar

D. Model, Pendekatan dan Metode


1. Model : Problem Based Learning
2. Pendekatan : Scientific Approach
3. Metode : Diskusi dan Tanya Jawab

E. Media dan Bahan

1. Media/Alat : PPT, Video, LCD, laptop
2. Bahan : Beberapa teks narrative, LKPD, Lembar penilaian
3. Sumber Belajar:
 - o Siti Wachidah,dkk. Bahasa Inggris : Think Globally Act Locally. Buku siswa edisi revisi 2018. Jakarta: Kemdikbud.2018
 - o Siti Wachidah,dkk. Bahasa Inggris : Think Globally Act Locally. Buku guru edisi revisi 2018. Jakarta: Kemdikbud.2018
 - o Endah Pangestika, S.Pd. “Intensif” B. Inggris Kurikulum 2013 revisi kelas IX. Solo: Usaha Makmur Solo. 2022.
 - o Internet : <https://www.youtube.com/watch?v=rVL0yCQ4Wr0> // Snow white and seven dwarfs
 - o Jurnal : Faiza Maulida. *The Use Of Think-Pair-Share In Teaching Reading Comprehension*. Published by: Journal of English Language Teaching (2017).
<https://journal.unnes.ac.id/sju/index.php/elt/article/view/20456/9701>
 - o Retno Dwigustini. *Think Pair Share Technique to Promote Students’ Reading Comprehension*. Published by: Jurnal Ilmu Pendidikan (JIP) (2020).

F. Langkah-Langkah Kegiatan Pembelajaran Pertemuan ke 1

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan		<ul style="list-style-type: none"> • Guru dan Peserta didik Mengucapkan salam (<i>Greeting</i>), mengecek kebersihan kelas, berdoa (<i>Religius</i>) dan • Guru mengecek kehadiran (absensi). -. <i>Who is absent today</i> • Guru memberikan motivasi kepada peserta didik, serta menganjurkan untuk mengikuti aturan menjaga Protokol Kesehatan (<i>disiplin</i>) -. <i>Don’t forget to keep your distance, wear a mask and wash your hands often</i> • Ice Breaking “catch mouse and Cat” • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran -. <i>Are you ready to learn English today ?</i> <p>Apersepsi</p> <ul style="list-style-type: none"> • Guru mengaitkan materi sebelumnya dengan materi hari ini. materi dengan pengalaman peserta didik dengan menayangkan gambar pada 	15 menit PPK

		<p>PPT, dan bertanya; - Do you ever watch a fairytale? - What story title do you like? ect.”</p> <ul style="list-style-type: none"> • Guru menyampaikan tujuan pembelajaran, cakupan materi, uraian kegiatan serta penilaian apa saja yang diambil pada pertemuan ini. • Guru memotivasi peserta didik dengan memberi wawasan tentang pentingnya mempelajari teks naratif 	
Kegiatan Inti	Tahap - 1 Orientasi peserta didik pada masalah (20 menit)	<p><u>CreativityThinking and innovation</u></p> <ul style="list-style-type: none"> • Peserta didik mengamati (<i>Observing</i>) text naratif lisan berupa video “The Snow White and The Seven Dawrfs”.  <p><u>Literasi - TPACK</u> <u>Critical Thinking</u></p> <ul style="list-style-type: none"> • Peserta didik didorong untuk mengajukan pertanyaan (<i>Questioning</i>) terkait video yang dilihat. • Guru memberikan stimulus berfikir kepada peserta didik dengan pertanyaan pematik - “Do you ever watch the story before?, - . How many characters there?, - . - . Who are they?, - . Is the story happy or sad ending?, etc.” • Peserta didik melengkapi kalimat rumpang tentang video naratif yang telah diamati. (LKPD 1) 	<p>55 menit</p> <p>THINK</p>
	Tahap - 2 Mengorganisasi peserta didik	<p><u>Collaboration</u></p> <ul style="list-style-type: none"> • Peserta didik dibagi menjadi kelompok berpasangan untuk berdiskusi saling menuangkan ide dari pertanyaan guru. • Peserta didik mendiskusikan LKPD 2 secara berpasangan (<i>Gotong Royong</i>) 	20 menit
	Tahap - 3 Membimbing Penyelidikan	<p><u>Critical Thinking and Problem Solving</u></p> <ul style="list-style-type: none"> • Peserta didik mengumpulkan data dan informasi (<i>Collecting Information</i>) dari berbagai referensi atau sumber untuk mendapatkan penjelasan dan pemecahan masalah. 	

Penutup		<p><i>(Integritas)</i></p> <ul style="list-style-type: none"> • Guru dan peserta didik bersama-sama menyimpulkan materi pelajaran hari ini. • Guru dan peserta didik bersama melakukan refleksi terhadap apa yang telah dan belum peserta didik lakukan dan dapatkan hari ini. • Guru menginformasikan pembelajaran yang akan dilakukan untuk pertemuan selanjutnya • Guru mengakhiri pembelajaran dengan memberikan pesan dan tetap semangat untuk belajar dan diakhiri dengan berdoa bersama dan salam 	10 menit
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Pertemuan ke 2

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan		<ul style="list-style-type: none"> • Guru bersama peserta didik saling mengucapkan <i>salam</i> Pembuka, <i>Berdoa</i> serta menyampaikan kabar masing-masing. <i>(greeting)</i> <i>(Religius)</i> <i>PPK</i> • Guru mengecek kehadiran (absensi). -. <i>Who is absent today ?</i> <i>(Disiplin)</i> • Guru memberikan motivasi kepada peserta didik, serta menganjurkn untuk mengikuti aturan menjaga Protokol Kesehatan <i>(disiplin)</i> -. <i>Don't forget to keep your distance, wear a mask and wash your hands often</i> • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran -. <i>Are you ready to learn English today ?</i> <p>Apersepsi</p> <ul style="list-style-type: none"> • Guru mengaitkan materi dengan pengalaman peserta didik. Guru mengaitkan materi sebelumnya dengan materi hari ini. • Guru mengajukan pertanyaan yang ada keterkaitnya dengan pelajaran yang akan dilakukan. -. <i>Do you still remember what</i> 	(15 menit)

		<p><i>you learned in the last meeting?</i></p> <ul style="list-style-type: none"> • Guru menyampaikan motivasi manfaat apa yang diperoleh dengan mempelajari teks narrative. • 	
Kegiatan inti	Tahap 4 Mengembangkan dan menyajikan hasil	<p><u>Creativity Thinking and innovation</u></p> <ul style="list-style-type: none"> • Guru memberikan LKPD 3 kepada peserta didik • Masing-masing kelompok berdiskusi untuk menghasilkan solusi pemecahan masalah. (<i>Associating</i>) • Peserta didik menempelkan hasil kerja mereka pada kertas manila dan menghias sebagus mungkin. 	25 menit
	Tahap - 5 Menganalisis dan mengevaluasi proses	<p><u>Communication</u></p> <ul style="list-style-type: none"> • Guru meminta peserta didik melakukan presentasi (Communicating) secara unjuk karya untuk menyajikan hasil laporan yang telah mereka buat kepada teman-temannya. • Peserta didik mendapatkan feedback dari teman yang mengunjungi karyanya 	25 menit
Kegiatan Penutup		<ul style="list-style-type: none"> • Guru dan peserta didik bersama-sama menyimpulkan materi pelajaran hari ini. • Guru dan peserta didik bersama melakukan refleksi terhadap apa yang telah dan belum peserta didik lakukan dan dapatkan hari ini. • Guru menginformasikan pembelajaran yang akan dilakukan untuk pertemuan selanjutnya. • Guru mengakhiri pembelajaran dengan memberikan pesan dan tetap semangat untuk belajar dan diakhiri dengan berdoa bersama dan salam. <p><i>Religius</i></p>	15 menit

G. PENILAIAN

1. Teknik Penilaian

a. Penilaian Sikap : Observasi saat pembelajaran tentang sikap tanggung jawab, disiplin, kerja keras dan sopan santun

b. Penilaian Pengetahuan : Tes tertulis

c. Penilaian Keterampilan : Kinerja (Individu) dan Proyek (Kelompok)

2. Bentuk Penilaian :

a. Observasi : Lembar pengamatan aktivitas peserta didik

b. test tertulis : PG dan LKPD

c. Unjuk Kerja : Lembar Penilaian Presentasi

H. Program Tindak Lanjut

1. Remedial

Peserta didik yang belum mencapai KKM 74 diberi tugas untuk membandingkan fungsi social, struktur teks dan unsur kebahasaan narrative teks dengan diberikan 10 soal

2. Pengayaan

Bagi peserta didik yang sudah mencapai KKM 74 diberi pengayaan berupa tugas mandiri untuk menganalisa fungsi social, struktur teks dan unsur kebahasaan narrative teks dari sumber lain

Mengetahui,
Kepala UPTD SMP Negeri 11 Depok

Depok, 5 Januari 2023
Guru Mata Pelajaran Bahasa Inggris

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**BAHAN
AJAR**



HANDOUT

Definition

Narrative text is a type of text that tells a series of events in a chronological or interconnected system. Narrative text is generally imaginative, not real or in the form of the imagination of the author.

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.



Social Function

The social function of narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways. It also deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Story, as an important part of culture, is very identical to the narrative. Story or narrative can be used to convey moral value which is very helpful to build one's personality. Even a character of a nation can very much be influenced by stories (fairy tale, legend, fable, myth) which spread all over the nation and are told from generation to generation.



The Generic Structure

Commonly a narrative text has the following structure:

Orientation

Introducing the participants and informing the time and the place.

It sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

Complication

Exploring the conflict in the story. It shows the rising crisis and the climax of the story.

Resolution

Showing the way the participants of the story solve the crises, for better or worse.

Re-orientation/Coda

This is a closing remark to the story and it is **optional**. It consists of a moral lesson, advice or teaching from the writer





Language Features

Using Past Tense

It is logical since the stories typically happen in the past. They can use simple past, past continuous or past perfect tense.

Simple past tense used to tell the past event. Because it is closely related to stories or stories in the past, the most commonly used tenses in narrative texts are past tenses with changes in the form of the verb 1 to verb 2.

Using action verbs

Action verbs are verbs that show the performance of action. They specifically describe what the subject (person, animal, force of nature, or thing) of the sentence is doing, e.g.: run, walk, cry, scream, explode, kick, etc.

Using temporal conjunction

Temporal conjunctions express relationships with time, in the flow or sequence of events, e.g.: before, after, during/while (a period or an activity), since, until, when.

Using saying and thinking verb

In addition to using action verbs, other verbs that often appear in narrative texts are saying and thinking verbs. Saying verb is a verb to indicate the act of speaking, for example tell, say, etc.

Meanwhile, thinking verb is a verb that serves to inform the reader about what the characters think about an event in the story. An example of the verb is thought.

Conjunction of Time

Because narrative text is a story in chronological form, you can use the conjunction of time to connect the plots of each different time setting, simply to sequence events. Conjunction of time is a conjunction in English to show adverbs of time. Examples are before, after, as soon as, until, till, and many more.

Adjective

Usually, in narrative texts, these adjectives serve to describe or explain the specific characteristics of each character mentioned in the story. For example, Aladdin is a poor man, Cinderella is a beautiful girl, snow white

Noun

Furthermore, in narrative texts we will often find nouns as pronouns for certain people, animals, or things. For example, there are narrative texts that tell about Queen Elizabeth or about King William.

Kinds of narrative text are:

1. Fairy tales (cerita dongeng khayalan)
2. Folk tales (cerita rakyat)
3. Fable (cerita tentang binatang)
4. Legend (legenda)
5. Myth (mitos)



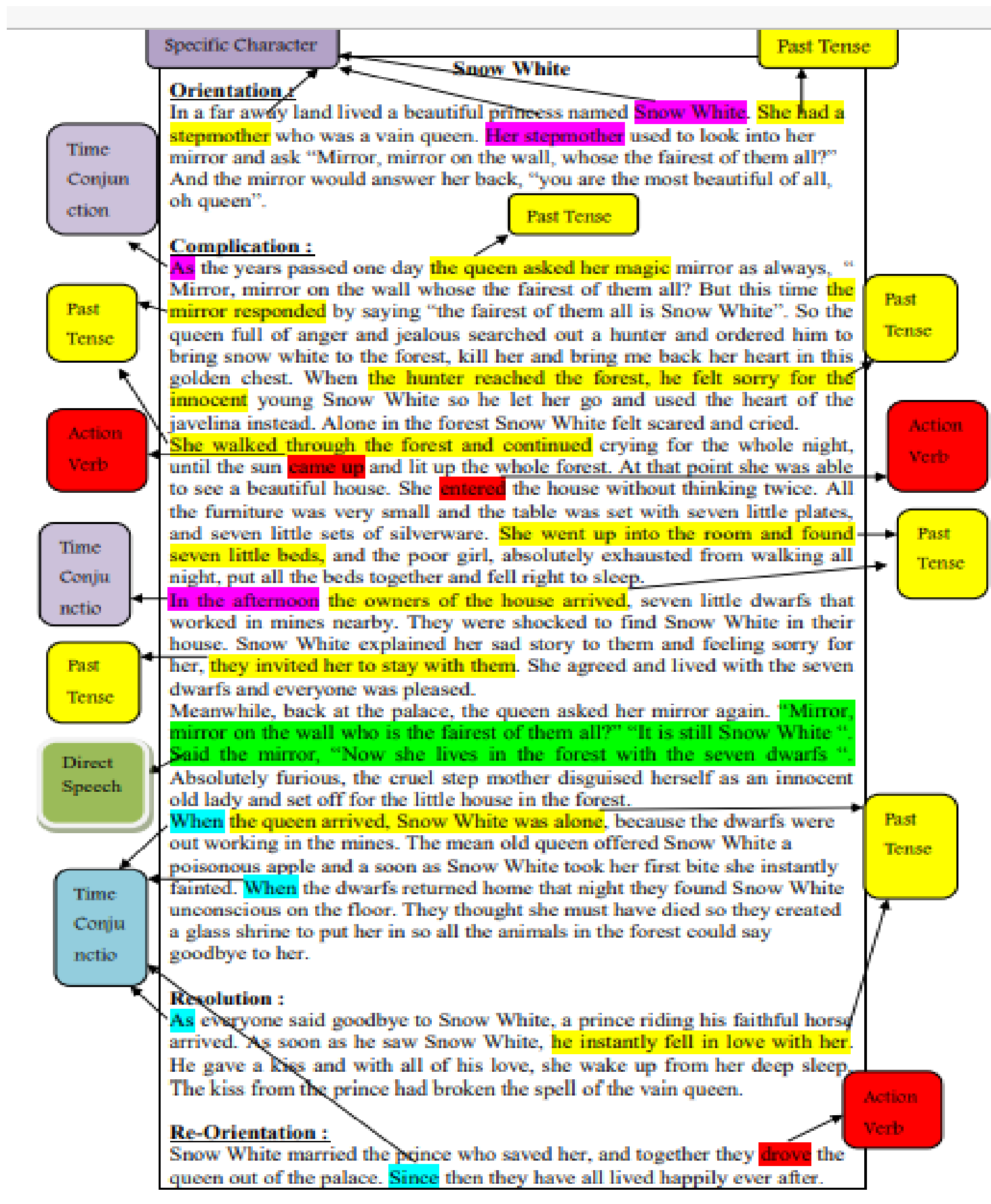
VIDEO PEMBELAJARAN

The image shows a YouTube video player interface. The main video is titled "Snow White and the Seven Dwarfs" and is part of a "Fairy Tales" series. The video player shows a title card with the text "Snow White and the Seven Dwarfs" and "A Fairy Tale" on a dark red background with a yellow dotted border. The video player controls show a progress bar at 0:09 / 6:56. Below the video player, the video title "Fairy Tales - Snow White And The Seven Dwarfs" is displayed, along with the view count (348,792 views), upload date (Feb 29, 2012), and a description: "Beautiful and kind, Snow White finds unlikely friends as she hides from her stepmother. Snow W ...more". The video has 309 likes, 0 dislikes, and options to share and save. The channel name "APPUSERIES" is visible at the bottom left. On the right side, there is a recommended video sidebar with several video thumbnails and titles: "For Tomorrow" (with a "Watch now" button), "Lady And The Tramp", "Toy Story", "Oscar Çöllerde | Tavuk Birliği | Minika", and "Twinkle Twinkle Little Star + Rain Rain Go Away and more...".

Video youtube Fairy Tales - Snow White And The Seven Dwarfs

Source : <https://www.youtube.com/watch?v=rVL0yCO4Wr0>

Analysis of generic Structure



Snow white and the seven Dwarfs

Once upon a time, there was a beautiful girl in a palace, she lived with her uncle and her aunty after her parents passed away. She lived unhappy the actually, her uncle and her aunty always made her upset. All the palace event were guided by them.

Someday, when snow white wanted to go to the bedroom , she passed the dinning room. She saw her uncle and aunty in the dinning room, they told that snow white would be moved out from America. Snow white was so shocked and she felt the flowers pot down. They looked at her and they brought her to the storeroom.

Snow white was so sad, and she tried to run away from the palace. It was success , she could run a way by the window. She ran as fast as she could, she entered the forest. She walked and ran alone in the dark forest. She met the wild animal and she hide. After along time, she felt to tired and sleepy, she met a small cottage and she decided to enter. She laid her body in the floor.

Seven dwarfs were so shocked after knowing there was a girl who was laying on the floor, they looked her because their body was so different. Snow white opened her eyes and she met them. She told about her live and they took her as their eldest sister. They lived happy aver after.

Analyze the text !

1. What are the social Functions of the text ?	
2. Determine language feature of the texts?	
3. Generic Structure of the Texts ;	
• Orientation	
• Complication	
• Resolution	
4. What are the characteristic of the stories ?	
5. What are the moral value of the stories ?	



LKPD

Instruction:

Please watch and observe the video. Then, fill the blank sentences, The answer

Snow white and the seven Dwarfs

(1)....., there was a beautiful girl in a palace, she lived with her uncle and her aunty after her parents passed away. She lived unhappy the actually, her uncle and her aunty always made her upset. All the palace event were guided by them.

Someday, when (2)..... wanted to go to the bedroom , she passed the dinning room. She saw her uncle and aunty in the dinning room, they told that snow white would be moved out from America. Snow white was so shocked and she felt the flowers pot down. They looked at her and they brought her to the storeroom.

Snow white was so (3)....., and she tried to run away from the palace. It was success , she could run a way by the window. She ran as fast as she could, she entered the forest. She walked and (4)..... alone in the dark forest. She met the wild animal and she hide. After along time, she felt to tired and sleepy, she met a small cottage and she decided to enter. She laid her body in the floor.

Seven dwarfs were so shocked after knowing there was a girl who was laying on the floor, (5)..... looked her because their body was so different. Snow white opened her eyes and she met them. She told about her live and they took her as their eldest sister. They lived happy aver after.

Key answer:

1. Once upon a time
2. Snow white
3. Sad
4. Ran
5. they

LKPD 2

Name (.....)

Class/ Number: (.....)

Instruction:

Please analyse the the social function, generic structure and language features from the story text below in pairs!

The Grasshopper and the Ants

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn.

He laughed at the ants and said, "How dull! Why don't you sing and dance with me instead of working under the hot sun?"

"We are storing away food for the winter," they explained, "you should do the same."

The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now." And he hopped away to look for someone to play with.

But when the winter came, the grasshopper could find no more food. Shivering, he knocked at the ants ' door. "Can you spare some seeds?" he begged. "I'm cold and hungry!"

"We worked hard all summer to store away food," they answered. "What were you doing?"

"I was busy singing and dancing," he said.

"Then sing and dance for us now!" they told him.

"It's time you work for your dinner."

Generic Structure

.....

.....

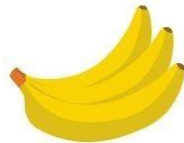
.....



The social function of the text is



Language features:
1. _____
2. _____
3. _____
4. _____
5. _____



LKPD 3

Instruction:

- In group consist of 4/5 students, read the texts given by the teacher carefully.
- Arrange the scramble paragraph to be a good narrative text.
- Compare and analyze both of the two texts, then write the similarities and the differences of the texts.
- Stick your arrangement text on HVS paper. Design the text as beautiful as possible.

Text 1

The Rose and The Cactus

Once upon a time, there was a beautiful rose in a garden. One rose flower on the plant was proud of its beauty. However, it was disappointed that it was growing next to an ugly cactus.

Every day, the rose would insult the cactus about its looks, but the cactus stayed quiet. All the other plants in the garden tried to stop the rose from bullying the cactus, but the rose was too selfish by its own beauty and did not listen to anyone.

One summer, a well in the garden dried up and there was no water for the plants. The rose slowly began to wilt. The rose saw a sparrow dip its beak into the cactus for some water.

The rose then felt ashamed for having made fun of the cactus all this time. But because it was in need of water, it went to ask the cactus if it could have some water. The kind cactus agreed, and they both got through summer as friends.

Text 2

Thumbelina

Once upon a time, there was a kind woman who had no children, longed for a baby and would often say, "How I would love to have a baby girl, even a tiny little one." A beautiful fairy heard her wish one day, and gave her a little seed to plant in a flowerpot. When the seed bloomed into a tulip, the woman saw a tiny, beautiful girl inside, no bigger than her thumb. She decided to call her Thumbelina.

She was so small that she had a walnut shell for a bed and used petals as a blanket. Then, an ugly toad fell in love with Thumbelina.

One night when she was sleeping, he carried her off to his lily pad in a pond. Thumbelina was very unhappy. A swallow was passing by and saw how sad she looked, and said, "Come south with me to warmer lands." Young Thumbelina flew away on the swallow's back.

They flew across the seas and came to a land of sunshine. The swallow said, "This is my home. You can live in one of the loveliest and biggest flowers."

When Thumbelina stepped inside, she found a handsome fairy, as tiny as her, in its heart. He was the son of the king of flowers and he fell in love with Thumbelina. He asked her to marry him. So Thumbelina became queen of the flowers and the two lived happily ever after.

Answer the questions below to help you in the process of analyzes!

1. Who are the characters of the story?
2. How does the character solve the problem?
3. What is the moral value of the text?
4. Please write the similarities and the differences both of the two texts on the table below!

	Social Function	Generic Structure	Language Features
Similarities	-	-	-
Differences	-	-	-

LKPD 4

Instruction:

Lets' do the window shopping.

- In your group, choose one student to be a speaker. He/she presents on the stand group.
- For the others, go around to visit other groups to have more information about narrative text. Then, they give appreciation to other groups by giving appreciation.



KISI-KISI PENILAIAN FORMATIF

Nama Sekolah : SMP Negeri 11 Depok
 Mata Pelajaran : Bahasa Inggris
 Tahun Ajaran : 2022 - 2023

Alokasi Waktu: 10 menit
 Jumlah Soal : 5
 Penyusun : Asep Rachmat Kurniawan, S.Pd

NO KD	Indikator Pencapaian Kompetensi	MATERI	KELAS	INDIKATOR SOAL	LEVEL	BENTUK SOAL	NO. SOAL
3.7	3.7.1 Menjelaskan fungsi sosial, struktur text dan unsur kebahasaan dari beberapa teks naratif tentang <i>fairytale</i> s pendek dan sederhana.	Narrative Text	IX	Disajikan sebuah teks naratif pendek dan sederhana, peserta didik dapat menjelaskan fungsi sosial teks naratif dengan baik dan benar.	L1 (C2)	Pilihan Ganda	1
	3.7.2 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks naratif tentang <i>fairytale</i> s, pendek dan sederhana.	Narrative Text	IX	Disajikan sebuah teks naratif pendek dan sederhana, peserta didik dapat menganalisis generic struktur dari teks naratif dengan baik dan benar.	L3 (C4)	Pilihan Ganda	2
		Narrative Text	IX	Disajikan sebuah teks naratif pendek dan sederhana, peserta didik dapat menganalisis unsur kebahasaan dari teks naratif dengan baik dan benar.	L3 (C4)	Pilihan Ganda	3
4.7	4.7.1 Melengkapi teks rumpang naratif.	Narrative Text	IX	Disajikan sebuah teks naratif pendek dan sederhana, peserta didik dapat melengkapi unsur kebahasaan dari teks naratif dengan baik dan benar.	P3	Pilihan Ganda	4
	4.7.2 Menyusun paragraf acak menjadi sebuah teks naratif terkait <i>fairytale</i> s yang runtut sesuai dengan urutan yang logis.	Narrative Text	IX	Disajikan sebuah teks naratif pendek dan sederhana, peserta didik dapat menyusun paragraf menjadi teks naratif sesuai dengan urutan yang logis.	P5	Pilihan Ganda	5



**INSTRUMEN DAN
RUBRIK PENILAIAN**

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
- Menunjukkan perilaku bekerjasama dalam melakukan diskusi kelompok. -Menunjukkan perilaku jujur dalam mengerjakan tugas individu maupun kelompok. -Menunjukkan perilaku santun dan menghargai sesama teman.	Observasi	• Rubrik Penilaian	• Isilah rubrik penilaian sikap berdasarkan perilaku siswa didalam kelas!

RUBRIK PENILAIAN SIKAP

Kelas/Semester : IX / Ganjil
 Mapel : Bahasa Inggris
 Guru Mapel : Ayu Aprilia R, S.Pd

_No	Nama Siswa	Indikator Penilaian			JUMLAH	TOTAL NILAI
		kerjasama dan partisipasi dalam kelompok	Kejujuran	Menghargai sesama teman		
1.						
dst						

Keterangan:		
<u>Bekerjasama dalam kelompok:</u> 4 : Sangat aktif dan bekerjasama dalam mengerjakan tugas kelompok 3 : Bekerjasama dalam mengerjakan tugas kelompok dengan baik 2 : Kadang-kadang tidak ikut berpartisipasi dalam mengerjakan tugas kelompok 1: Tidak aktif bekerjasama dalam berpartisipasi mengerjakan tugas kelompok	<u>Kejujuran:</u> 4: Sangat jujur dalam mengerjakan tugas individu maupun kelompok 3: Cukup jujur dalam mengerjakan tugas individu maupun kelompok 2: Terkadang menyontek / tidak jujur dalam mengerjakan tugas individu maupun kelompok 1: Tidak pernah menunjukkan perilaku jujur	<u>Menghargai sesama teman:</u> 4 : Sangat menghargai sesama teman 3 : Cukup menghargai sesama teman 2 : Terkadang mengganggu teman 1 : Tidak pernah menghargai sesama teman

- Pedoman Penilaian :

$$\text{Total Nilai} : \frac{\text{Total}}{12} \times 100 = \dots$$

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
3.7.1 Menjelaskan fungsi sosial teks naratif tentang <i>fairytale</i> s, pendek dan sederhana.	Tes tulis	• Uraian	• LKPD 2
3.7.2 Menganalisis struktur teks dan unsur kebahasaan teks naratif tentang <i>fairytale</i> s, pendek dan sederhana.	Tes tulis	• Uraian	• LKPD 3

Rubrik Penilaian LKPD 2

Description	Skor 3	Skor 2	Skor 1
Fungsi sosial	Dapat menjelaskan fungsi sosial teks naratif dengan sangat tepat dan struktur kalimat yang sesuai	Dapat menjelaskan fungsi sosial teks naratif dengan tepat dan ada kesalahan struktur kalimat tapi tidak mempengaruhi makna	Dapat menjelaskan fungsi sosial teks naratif kurang tepat dan ada kesalahan struktur kalimat dan mempengaruhi makna
Generic structure	Dapat menjelaskan semua generic structure teks naratif dengan benar	Dapat menjelaskan 2 generic structure teks naratif dengan benar	Dapat menjelaskan 1 generic structure teks naratif dengan benar
Language features	Dapat menyebutkan 5 unsur kebahasaan teks naratif	Dapat menyebutkan 3-4 unsur kebahasaan teks naratif	Dapat menyebutkan 1-2 unsur kebahasaan teks naratif

Pedoman Penskoran:

$$\text{Nilai} = \frac{\text{Skor perolehan} \times 100}{\text{Skor Max (9)}}$$

Rubrik Penilaian LKPD 3

Score	4	3	2	1
Similarities	Dapat menyebutkan semua persamaan fungsi sosial, struktur text dan unsur kebahasaan text 1 & text 2 dengan benar	Dapat menyebutkan beberapa persamaan fungsi sosial, struktur text dan unsur kebahasaan text 1 & text 2 dengan benar	Terdapat beberapa kesalahan persamaan fungsi sosial, struktur text dan unsur kebahasaan text 1 & text 2	Terdapat banyak kesalahan persamaan fungsi sosial, struktur text dan unsur kebahasaan text 1 & text 2
Differences	Dapat menyebutkan semua perbedaan fungsi sosial, struktur text dan unsur kebahasaan	Dapat menyebutkan beberapa perbedaan fungsi sosial, struktur text	Terdapat beberapa kesalahan menyebutkan perbedaan fungsi sosial, struktur text	Terdapat banyak kesalahan menyebutkan perbedaan fungsi sosial, struktur

	text 1 & text 2 dengan benar	dan unsur kebahasaan text 1 & text 2 dengan benar	dan unsur kebahasaan text 1 & text 2	text dan unsur kebahasaan text 1 & text 2
Timer	On time menyelesaikan tugas	Terlambat 10' menyelesaikan tugas	Terlambat 15' menyelesaikan tugas	Tidak mengerjakan

Pedoman Penskoran:

$$\text{Nilai} = \frac{\text{Skor perolehan} \times 100}{\text{Skor Max (12)}}$$

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
4.7.1 Melengkapi teks rumpang naratif lisan berupa video.	Tes tulis	• Filling blank	• LKPD 1
4.7.2 Menyusun paragraf acak menjadi sebuah teks naratif terkait <i>fairytale</i> yang runtut sesuai dengan urutan yang logis.	Kinerja	• Arranging scramble paragraph	• LKPD 2
4.7.3 Mempresentasikan teks naratif terkait <i>fairy tales</i> dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaannya.	Kinerja	• Presentasi (Window Shopping)	• LKPD 4

Penilaian LKPD 1

<p>Key answer:</p> <ol style="list-style-type: none"> 1. Once upon a time 2. Snow white 3. Sad 4. Ran 5. they
Pedoman Penskoran
Nilai = Jumlah benar X 20

Penilaian LKPD 4

Rubrik Penilaian Kinerja

Aspek	Score			
	4	3	2	1
Keterampilan diskusi	Setiap anggota kelompok aktif bertanya dan memberi tanggapan.	Sebagian besar anggota kelompok aktif bertanya dan memberi tanggapan.	Beberapa anggota kelompok saja yang aktif bertanya dan memberi tanggapan.	Tanpa diskusi atau didominasi satu anggota kelompok yang bertanya dan memberi tanggapan.
Presentasi	Penyajian jelas, menarik, runtut, dan setiap anggota dilibatkan.	Penyajian jelas, menarik, runtut, dan beberapa anggota dilibatkan.	Penyajian kurang jelas dan tidak melibatkan anggota lain.	Penyajian tidak jelas dan tidak melibatkan anggota lain

Pedoman Penskoran:

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

Pembelajaran Remedial

Pembelajaran remedial dilakukan bagi peserta didik yang capaian KD-nya belum tuntas. Tahapan pembelajaran remedial dilaksanakan melalui remedial teaching (klasikal), atau tutor sebaya, atau tugas dan diakhiri dengan tes. Tes remedial, dilakukan sebanyak satu kali dan apabila setelah tes remedial belum mencapai ketuntasan, maka remedial dilakukan dalam bentuk tugas tanpa tes tertulis kembali.

Kartu Remedial

No	Nama	Kelas	Materi Remedial	Tanggal	KKM	Nilai sebelum	Nilai sesudah	TTD
1.			Narrative teks		74			
2. dst								

Pembelajaran Pengayaan

Bagi Peserta didik yang sudah mencapai nilai ketuntasan diberikan pembelajaran pengayaan sebagai berikut:

- Peserta didik yang mencapai nilai diberikan materi masih dalam cakupan KD dengan pendalaman sebagai pengetahuan tambahan

Daftar Hadir Pengayaan

KELAS : IX

MATA PELAJARAN : Bahasa Inggris

No	Nama	Kelas	Materi Pengayaan	Tanggal	Bentuk pengayaan	Nilai	TTD
1.							
2. dst							