

## APPENDICES

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Satuan Pendidikan : SMPN 2 KOTA  
SERANG  
Kelas/Semester : VIII/1  
Mata Pelajaran : Bahasa Inggris  
Topik : Short Story  
Alokasi Waktu : 2x40 menit  
Pertemuan ke- : 1

**A. Kompetensi Inti**

1. Menghargai dan Menghayati ajaran agama yang dianutnya
2. Menghayati dan mengamalkan prilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai) santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisa pengetahuan faktual, konseptual, prosedural, dan meta kognitif berdasarkan rasa ingin tahu 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, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

## **B. Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2.1 Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi guru dan teman.
- 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

## **C. Indicator**

1. Menunjukkan sikap sungguh-sungguh dalam belajar
2. Menunjukkan sikap jujur, percaya diri, peduli, kerjasama dalam menangkap makna dari cerita pendek sederhana

3. Memaham dan mempraktikan isi cerita yang ada dalam cerita pendek

#### **D. Tujuan Pembelajaran**

1. Mengidentifikasi karakter yang ada dalam cerita pendek
2. Mengidentifikasi kosa kata yang ada dalam cerita pendek
3. Mampu menyimpulkan teks bacaan

#### **E. Materi Pembelajaran**

1. Definition short story
2. How to use short story
3. Read and practice short story in front of the class

#### **Short Story (text)**

##### **Malin Kundang**

This is a story about malin kundang. He was a boy from a very poor family who live with his mom. His father is a sailor, but he had already died. Malin was a smart boy but a bit naughty. He always chased a chicken and hit it with a broom, until one day he slip off and hurt himself. The wound left a scar on his hand. When malin grew up, he decides to go to city, so one day he would become rich by the time he went back to the village. Malin's mother disagreed with his desicion because he was the only one she had. But malin had already made up his mind, his mother had no other choice but to let her only child go. Malin was travelling by sea, so he came along with one rich merchant.

He was hoping to become one of his crew and learn from that merchant. Malin went to anyplace wherever the winds took him. Soon he will become a great successful man. Many years has passed since than, malin has become a rich merchant because of his hard work and marry the most beautiful girl in the world and he had forgotten his mother as well as the village. On the other hand, malin's mother was getting older. She missed her child so much that she had always wait for malin's return at the harbour everyday until one day there was a merchant who stopped by the village. She knew it was malin the moment she saw him.what makes her so sure is because of the scar on his hand. But malin deny her as his mother because malin's felt ashame to his wife and the crew, then he was gone. Malin's mother was really upset then she start to curse him. On his journey malin's ship begin to shaking and soon it turned into a stone.... until now.

#### F. Model/Metode Pembelajaran

1. Pendekatan: *scientific*
2. Strategi: *observe - Practice.*
3. Metode: *Active – Learning*

## G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>Menyapa murid dengan bahasa Inggris kemudian mengabsen siswa.</li> <li>Menanyakan tugas sebelumnya (jika ada)</li> </ul>	5 menit
Kegiatan Inti	<p><u>Observing</u></p> <ul style="list-style-type: none"> <li>Siswa membaca teks cerita pendek berbahasa inggris yang diberikan oleh guru</li> <li>Siswa menuliskan berbagai kosa kata yang baru mereka temui/kosa kata yang sulit</li> <li>Siswa menyimak cerita pendek melalui audio dan membaca teks yang telah guru bagikan kepada siswa</li> <li>Guru meminta siswa untuk membacakan kembali short story yang telah disimak oleh siswa</li> <li>Siswa dipinta untuk memberi intisari dari short</li> </ul>	10 menit 10 menit

	<p>story dan mempraktikannya</p> <p><b><u>Questioning</u></b></p> <ul style="list-style-type: none"> <li>Guru mengarahkan peserta didik untuk menanyakan hal yang belum di mengerti oleh peserta didik tentang definition short story dan how to use of short story</li> </ul> <p><b><u>Assosiating</u></b></p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b><u>Experimenting</u></b></p> <ul style="list-style-type: none"> <li>Minta siswa menyebutkan kata sifat yang menggambarkan ciri-ciri orang/peran yang diceritakan ketika materi. Contoh: pretty, smart, etc.</li> <li>Tuliskan di papan tulis "What do you think of ..." Beri contoh cara mengucapkan.</li> </ul>	<p>20 menit</p> <p>20 menit</p> <p>10 menit</p>
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	<p><b><u>Networking</u></b></p> <ul style="list-style-type: none"> <li>• Perwakilan dari kelompok memberikan pendapat tentang dialognya.</li> <li>• Kelompok lain memberikan pendapat tentang topik tersebut.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “short story”.</li> <li>• Salah satu siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> <li>• Guru dan siswa membaca doa bersama-sama, kemudian Siswa mengucapkan salam dan guru menjawabnya.</li> </ul>	5 menit

## **H. Sumber/Media Pembelajaran**

1. Sumber : Buku Paket Siswa
2. Media : White Board, Marker, audio, komputer/leptop, teks cerita

## **I. Penilaian**

Kriteria penilaian Kinerja dan Tugas

- 1) Pencapaian fungsi sosial
- 2) Ketetapan unsur kebahasan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan
- 3) Kesesuaian penyampaian

Kinerja (praktik)

- 1) Melakukan monolog tentang cerita pendek (short story) di depan kelas
- 2) Speaking rubric

### 1. Scale Criteria

No	SEGMENT	SCORING SCALE				HIGH SCORE
		20	15	10	5	
1	Grammar	20	15	10	5	30%
2	Vocabulary	20	15	10	5	30%
3	Comprehension	20	15	10	5	20%
4	Fluency	20	15	10	5	10%
5	Pronunciation	20	15	10	5	10%
TOTAL						100%

## 2. Description of Criteria

### A. Grammar

- 20 All of sentence written is grammatically correct
- 15 All three fourth of the sentence written are grammatically correct
- 10 A half of sentence written are grammatically correct
- 5 A quarter of the sentence written are grammatically correct

### B. Vocabulary

- 20 All the sentence are using correct vocabulary
- 15 there fourth of all sentence are using correct vocabulary
- 10 A half of the sentence are using correct vocabulary
- 5 A quarter of the all sentence are using correct vocabulary

### C. Comprehension

- 20 If the student's comprehension is better
- 15 If the student's comprehension is good
- 10 If the student's comprehension is enough
- 5 If the student's comprehension

**D. Fluency**

- 20 If the student's fluency is better
- 15 If the student's fluency is good
- 10 If the student's fluency is enough
- 5 If the student's fluency is less

**E. Pronunciation**

- 20 If the student's pronunciation is better
- 15 If the student's pronunciation is good
- 10 If the student's pronunciation is less
- 5 If the student's pronunciation is less

**Serang, 22 Maret 2017**

**Peneliti**

**Ayu Aisyatusidiqoh**

**SRN 122301292**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Sekolah : SMPN 2 KOTA  
SERANG

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / 1

Alokasi Waktu : 2 x 40 menit

Topik Pembelajaran : Short Story

Pertemuan ke- : 2

**A. Kompetensi Inti**

1. Menghargai dan Menghayati ajaran agama yang dianutnya
2. Menghayati dan mengamalkan prilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai) santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisa pengetahuan faktual, konseptual, prosedural, dan meta kognitif berdasarkan rasa ingin tahuanya 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, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

## **B. Kompetensi Dasar**

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2.2 Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi guru dan teman.
- 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

## **C. Indicator**

1. Menunjukkan sikap sungguh-sungguh dalam belajar
2. Menunjukkan sikap jujur, percaya diri, peduli, kerjasama dalam menangkap makna dari cerita pendek sederhana

3. Memaham dan mempraktikan isi cerita yang ada dalam cerita pendek

**D. Tujuan Pembelajaran**

1. Mengidentifikasi karakter yang ada dalam cerita pendek
2. Mengidentifikasi kosa kata yang ada dalam cerita pendek
3. Mampu menyimpulkan teks bacaan

**E. Materi Pembelajaran**

1. The benefit of short story
2. Read and practice short story in front of the class

**Short Story (text)****The Fox and The Sick Lion**

Once upon a time there was a lion that grew so old than he was unable to kill any prey for his food. So, he said himself, “i must do something to stay my stomach else i will die of starvation. He kept thinking and thingking and at last an idea clicked him. He decided to lie down in the cave pretending to be ill and then who-so-ever wil come to enquire about his health, will become his prey. The old lion put his wicked plan into practice and it started working. Many of his well-wishers got killed. But evil is short lived. One day, a fox came to visit the ailing lion. As foxes are clever by nature, the fox stood at the mouth of the cave and looked about. His sixth sense worked and he came to know the reality. So, he called out to the lion from outside and said. “How are

you sir?" The lion replied, "I am not feeling well at all. But why don't you come inside?" Then the fox replied, "I would love to come in, sir! But on seeing, all foot prints going to your and none coming out. I would be foolish enough to come in." Saying so, the fox went to alert the other animals.

#### F. Model/Metode Pembelajaran

1. Pendekatan: *scientific*
2. Strategi: *observe – Practice*
3. Metode : *active-learning*

#### G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Menyapa murid dengan bahasa Inggris kemudian mengabsen siswa.</li> <li>• Menanyakan tugas sebelumnya (jika ada)</li> </ul>	5 menit
<b>Kegiatan Inti</b>	<u><b><i>Observing</i></b></u> <ul style="list-style-type: none"> <li>• Siswa membaca teks cerita pendek berbahasa inggris yang diberikan oleh guru</li> <li>• Siswa menuliskan berbagai kosa kata yang</li> </ul>	10 menit

	<p>baru mereka temui/kosa kata yang sulit</p> <ul style="list-style-type: none"> <li>• Siswa menyimak cerita pendek melalui audio dan membaca teks yang telah guru bagikan kepada siswa</li> <li>• Guru meminta siswa untuk membacakan kembali short story yang telah disimak oleh siswa</li> <li>• Siswa dipinta untuk memberi intisari dari short story dan mempraktikannya</li> </ul> <p><b><u>Questioning</u></b></p> <ul style="list-style-type: none"> <li>• Guru mengarahkan peserta didik untuk menanyakan hal yang belum di mengerti oleh peserta didik tentang the benefit short story</li> </ul> <p><b><u>Assosiating</u></b>.</p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (feedback)</li> </ul>	<p>10 menit</p> <p>20 menit</p> <p>20 menit</p> <p>10 menit</p>
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	<p>dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p> <p><b><u>Experimenting</u></b></p> <ul style="list-style-type: none"> <li>• Minta siswa menyebutkan kata sifat yang menggambarkan ciri-ciri orang/peran yang diceritakan ketika materi. Contoh: pretty, smart, etc.</li> <li>• Tuliskan di papan tulis "What do you think of ..." Beri contoh cara mengucapkan.</li> </ul> <p><b><u>Networking</u></b></p> <ul style="list-style-type: none"> <li>• Perwakilan dari kelompok memberikan pendapat tentang dialognya.</li> <li>• Kelompok lain memberikan pendapat tentang topik tersebut.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Guru memberikan pertanyaan untuk</li> </ul>	6 meni

	<p>mengetahui apakah siswa sudah memahami topik tentang “short story”.</p> <ul style="list-style-type: none"> <li>• Salah satu siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> <li>• Guru dan siswa membaca doa bersama-sama, kemudian Siswa mengucapkan salam dan guru menjawabnya.</li> </ul>	t
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## H. Sumber/Media Pembelajaran

1. Sumber : Buku Paket Siswa
2. Media : White Board, Marker, audio, komputer/leptop,teks cerita

## I. Penilaian

Kriteria penilaian Kinerja dan Tugas

- 1) Pencapaian fungsi sosial
- 2) Ketetapan unsur kebahasan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan
- 3) Kesesuaian penyampaian

### Kinerja (praktik)

- 1) Melakukan monolog tentang cerita pendek (short story) di depan kelas

#### 1. Speaking rubric

No	SEGMENT	SCORING SCALE				HIGH SCORE
1	Grammar	20	15	10	5	30%
2	Vocabulary	20	15	10	5	30%
3	Comprehension	20	15	10	5	20%
4	Fluency	20	15	10	5	10%
5	Pronunciation	20	15	10	5	10%
TOTAL						100%

#### 2. Description of Criteria

##### B. Grammar

20 All of sentence written is grammatically correct

15 All three fourth of the sentence written are grammatically correct

10 A half of sentence written are grammatically correct

5 A quarter of the sentence written are grammatically correct

**B. Vocabulary**

- 20 All the sentence are using correct vocabulary
- 15 there fourth of all sentence are using correct vocabulary
- 10 A half of the sentence are using correct vocabulary
- 5 A quarter of the all sentence are using correct vocabulary

**C. Comprehension**

- 20 If the student's comprehension is better
- 15 If the student's comprehension is good
- 10 If the student's comprehension is enough
- 5 If the student's comprehension

**D. Fluency**

- 20 If the student's fluency is better
- 15 If the student's fluency is good
- 10 If the student's fluency is enough
- 5 If the student's fluency is less

#### E. Pronunciation

20 If the student's pronunciation is better

15 If the student's pronunciation is good

10 If the student's pronunciation is less

5 If the student's pronunciation is less

**Serang, Maret 2017**

**Peneliti**

**AyuAisyatusidiqoh**

**SRN 122301292**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Satuan Pendidikan : SMPN 2 KOTA  
SERANG  
Kelas/Semester : VIII/1  
Mata Pelajaran : Bahasa Inggris  
Topik : Short Story  
Alokasi Waktu : 2x45menit  
Pertemuan ke- : 3

**A. Kompetensi Inti**

1. Menghargai dan Menghayati ajaran agama yang dianutnya
2. Menghayati dan mengamalkan prilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai) santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisa pengetahuan faktual, konseptual, prosedural, dan meta kognitif berdasarkan rasa ingin tahu 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, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

## **B. Kompetensi Dasar**

- 1.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2.3 Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi guru dan teman.
- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

## **C. Indicator**

1. Menunjukkan sikap sungguh-sungguh dalam belajar
2. Menunjukkan sikap jujur, percaya diri, peduli, kerjasama dalam menangkap makna dari cerita pendek sederhana
3. Memaham dan mempraktikan isi cerita yang ada dalam cerita pendek

## **D. Tujuan Pembelajaran**

1. Mengidentifikasi karakter yang ada dalam cerita pendek
2. Mengidentifikasi kosa kata yang ada dalam cerita pendek  
Mampu menyimpulkan teks bacaan

## E. Materi Pembelajaran

1. Characteristic of short story
2. Read and practice short story in front of the class

### **Short Story**

#### **The Lion and The Mouse**

One day a lion was sleeping in his den. A mouse was also playing nearby. Little mouse began running up and down upon him; this soon wakened the lion. Angry at the little mouse, the lion caught the mouse and said: "you little mouse. How dare you wake me? I will kill you". The mouse was frightened and prayed to the lion. "pardon o king". Please do not kill me. I am a little creature, please let me go and i will do you a good return one day, for sparing my life". The lion was rather amused to hear this, thinking, "what good can do to me" but let him go. A few days after the lion was walking in a jungle. He found him self caught in a hunter's net. He roared and rolled to get out of the net. But he failed. The lion was pleading for help. Help me... help me.. the mouse whose life was saved by the lion heard the roar and ran to the lion and said... don't worry my friend i will save you. The mouse gather all his friends and told them. We all have to help my friend and set hm free. The mouse and his friends cut through the net and set the lion free. The lion escaped and thanked the mouse, and from that day, the became the best of friends.

## F. Model/Metode Pembelajaran

1. Pendekatan: *scientific*
2. Strategi: *observe - Practice.*
3. Metode: *Active – Learning*

## G. Kegiatan Pembelajaran

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Menyapa murid dengan bahasa Inggris kemudian mengabsen siswa.</li> <li>• Menanyakan tugas sebelumnya (jika ada)</li> </ul>	5 menit

<b>Kegiatan Inti</b>	<b><u>Observing</u></b>	
	<ul style="list-style-type: none"> <li>• Siswa membaca teks cerita pendek berbahasa inggris yang diberikan oleh guru</li> <li>• Siswa menuliskan berbagai kosa kata yang baru mereka temui/kosa kata yang sulit</li> <li>• Siswa menyimak cerita pendek melalui audio dan membaca teks yang telah guru bagikan kepada siswa</li> <li>• Guru meminta siswa untuk membacakan kembali short story yang telah disimak oleh siswa</li> <li>• Siswa dipinta untuk memberi intisari dari short story dan mempraktikannya</li> </ul>	10 menit
	<b><u>Questioning</u></b>	10 menit
	<ul style="list-style-type: none"> <li>• Guru mengarahkan peserta didik untuk menanyakan hal yang belum di</li> </ul>	20 menit
		20 menit

	<p>mengerti oleh peserta didik tentang characteristic of short story</p> <p><b><u>Assosiating.</u></b></p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b><u>Experimenting</u></b></p> <ul style="list-style-type: none"> <li>• Minta siswa menyebutkan kata sifat yang menggambarkan ciri-ciri orang/peran yang diceritakan ketika materi. Contoh: pretty, smart, etc.</li> <li>• Tuliskan di papan tulis "What do you think of ..." Beri contoh cara mengucapkan.</li> </ul> <p><b><u>Networking</u></b></p> <ul style="list-style-type: none"> <li>• Perwakilan dari kelompok memberikan pendapat tentang dialognya.</li> <li>• Kelompok lain memberikan pendapat</li> </ul>	10 menit
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	tentang topik tersebut.	
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<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “short story”.</li> <li>• Salah satu siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> <li>• Guru dan siswa membaca doa bersama-sama, kemudian Siswa mengucapkan salam dan guru menjawabnya.</li> </ul>	7 menit
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## H. Sumber/Media Pembelajaran

1. Sumber: Buku Paket Siswa
2. Media: white board, marker, teks, leptop, audio sound, teks cerita

## I. Penilaian

Kriteria penilaian Kinerja dan Tugas

- 1) Pencapaian fungsi sosial
- 2) Ketetapan unsur kebahasan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan
- 3) Kesesuaian penyampaian

### Kinerja (praktik)

- 1) Melakukan monolog tentang cerita pendek (short story)  
di depan kelas

#### 1. Speaking rubric

No	SEGMENT	SCORING SCALE				HIGH SCORE
1	Grammar	20	15	10	5	30%
2	Vocabulary	20	15	10	5	30%
3	Comprehension	20	15	10	5	20%
4	Fluency	20	15	10	5	10%
5	Pronunciation	20	15	10	5	10%
TOTAL						100%

#### 2. Description of Criteria

##### C. Grammar

- 20 All of sentence written is grammatically correct  
15 All three fourth of the sentence written are grammatically correct  
10 A half of sentence written are grammatically correct  
5 A quarter of the sentence written are grammatically correct

##### B. Vocabulary

- 20 All the sentence are using correct vocabulary  
15 there fourth of all sentence are using correct vocabulary  
10 A half of the sentence are using correct vocabulary

5 A quarter of the all sentence are using correct vocabulary

C. Comprehension

20 If the student's comprehension is better

15 If the student's comprehension is good

10 If the student's comprehension is enough

5 If the student's comprehension

D. Fluency

20 If the student's fluency is better

15 If the student's fluency is good

10 If the student's fluency is enough

5 If the student's fluency is less

E. Pronunciation

20 If the student's pronunciation is better

15 If the student's pronunciation is good

10 If the student's pronunciation is less

5 If the student's pronunciation is less

**Serang, Maret 2017**

**Peneliti**

**Ayu Aisyatusidiqoh**

**NIM 122301292**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan : SMPN 2 KOTA  
SERANG  
Kelas/Semester : VIII/1  
Mata Pelajaran : Bahasa Inggris  
Topik : Short Story  
Alokasi Waktu : 2x45menit  
Pertemuan ke- : 4

### **A. Kompetensi Inti**

1. Menghargai dan Menghayati ajaran agama yang dianutnya
2. Menghayati dan mengamalkan prilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai) santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisa pengetahuan faktual, konseptual, prosedural, dan meta kognitif berdasarkan rasa ingin tahu 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, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

## **B. Kompetensi Dasar**

- 1.4 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2.4 Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi guru dan teman.
- 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

## **C. Indicator**

1. Menunjukkan sikap sungguh-sungguh dalam belajar
2. Menunjukkan sikap jujur, percaya diri, peduli, kerjasama dalam menangkap makna dari cerita pendek sederhana
3. Memaham dan mempraktikan isi cerita yang ada dalam cerita pendek

## **D. Tujuan Pembelajaran**

1. Mengidentifikasi karakter yang ada dalam cerita pendek
2. Mengidentifikasi kosa kata yang ada dalam cerita pendek  
Mampu menyimpulkan teks bacaan

## E. Materi Pembelajaran

1. Potential aims of short story
2. Read and practice short story in front of the class

### **Short Story**

#### **The Shepherd Boy and The Wolf**

Once upon time, there was a shepherd boy who looked after his master's sheep on a pasture near the forest. "I am really bored! I want to do something fun!" the bot said to himself. One day, he was thinking about what he would do shold he meet a wolf. Then, a naughty idea came to his head. "Ha! Ha! I can have some fun!" The villagers would coe to help him if he yelled out"wolf!wolf!". There was not one wolf around him.but the boy ran down to the village and yelled. "Wolf! There is a wolf!". Hearing this, the villagers were surprised. Quickly, they ran over to the pasture to keep the flock of sheep. When they got there, they only found the boy, rolling on the pasture with a burst of laughter. A few days passed, the boys was bored, and he wanted to play his trick on the villagers again. "wolf!wolf!" The villagers ran to help him but only found that they were fooled again. "Naughty boy!" they said. Some days later, on one evening, the boy was with his flock of sheep. The forest was getting dark. Then, a growling came from behind the forest. It was really a wolf!. Horrified, the boy ran across the pasture and shouted to the villagers. "Wolf! Wolf! It's a real Wolf!" The villagers didn't trust to the boy. "He must be fooling around again,

“they said. “That’s right. He’s only kidding.” The wolf killed many of the boy’s sheep and went back to his forest.

#### **F. Model/Metode Pembelajaran**

1. Pendekatan: *scientific*
2. Strategi: *observe - Practice.*
3. Metode: *Active – Learning*

#### **G. Kegiatan Pembelajaran**

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Menyapa murid dengan bahasa Inggris kemudian mengabsen siswa.</li> <li>• Menanyakan tugas sebelumnya (jika ada)</li> </ul>	5 menit

<b>Kegiatan Inti</b>	<b><u>Observing</u></b>	
	<ul style="list-style-type: none"> <li>• Siswa membaca teks cerita pendek berbahasa inggris yang diberikan oleh guru</li> <li>• Siswa menuliskan berbagai kosa kata yang baru mereka temui/kosa kata yang sulit</li> <li>• Siswa menyimak cerita pendek melalui audio dan membaca teks yang telah guru bagikan kepada siswa</li> <li>• Guru meminta siswa untuk membacakan kembali short story yang telah disimak oleh siswa</li> <li>• Siswa dipinta untuk memberi intisari dari short story dan mempraktikannya</li> </ul>	10 menit
		10 menit
		20 menit
	<b><u>Questioning</u></b>	
	<ul style="list-style-type: none"> <li>• Guru mengarahkan peserta didik untuk menanyakan hal yang belum di mengerti oleh peserta didik tentang potential aims of short story</li> </ul>	20 menit
	<b><u>Assosiating</u></b> .	

	<ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b><u>Experimenting</u></b></p> <ul style="list-style-type: none"> <li>• Minta siswa menyebutkan kata sifat yang menggambarkan ciri-ciri orang/peran yang diceritakan ketika materi. Contoh: pretty, smart, etc.</li> <li>• Tuliskan di papan tulis "What do you think of ..." Beri contoh cara mengucapkan.</li> </ul> <p><b><u>Networking</u></b></p> <ul style="list-style-type: none"> <li>• Perwakilan dari kelompok memberikan pendapat tentang dialognya.</li> <li>• Kelompok lain memberikan pendapat tentang topik tersebut.</li> </ul>	10 menit
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<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “short story”.</li> <li>• Salah satu siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> <li>• Guru dan siswa membaca doa bersama-sama, kemudian Siswa mengucapkan salam dan guru menjawabnya.</li> </ul>	8 menit
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- 20 If the student's pronunciation is better
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- 10 If the student's pronunciation is less
- 5 If the student's pronunciation is less

**Serang, Maret 2017**

**Peneliti**

**Ayu Aisyatusidiqoh**

**SRN 122301292**

**INSTRUMENT**

*(The Students' instrument pre-test)*

**QUESTIONS**

1. make a short story about your holiday and practice it in front of the class

## INSTRUMENT

*(The Students' instrument post-test)*

### **QUESTIONS**

Please retell this short story above and practice in front of the class!!!

#### **The Gold Cucumber**

Long time ago in the island of Java, Indonesia, there lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijoto to give them children. Buto Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buto Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Emas. The farmers were happy. Timun Emas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buto Ijo came to their house. Timun Emas was frightened so she ran away to hide. The farmers then told Buto Ijo Timun Emas was still a child. They asked him to postpone. Buto Ijo agreed. He promised to come again. The following year Buto Ijo came again. But again again their parents said that Timun Emas was still a child.

When the third time Buto Ijo came, her parents had prepared something for him. They gave Timun Emas several bamboo needles, seeds of cucumber, dressing and salt as weapons if Buto Ijo chased her.

Timun Emas was scared so she ran as quickly as she could. When Buto Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her.

When Buto Ijo was just several steps behind, Timun Emas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. Buto Ijo was very thirsty so he grabbed and ate them. When Buto Ijo was busy eating cucumber Timun Emas could run away. But soon Buto realized and started running again. When he was just several steps behind, Timun Emas threw her bamboo needles. Soon they turned into dense bamboo tress. It was very hard for Buto Ijo to pass the dense bamboo forest. Meanwhile Timun Emas could run farther. Buto Ijo chased her again again, Timun Emas threw her dressing. This time it turned into a lake. Buto Ijo was busy to save himself so Timun Emas ran away. But Buto Ijo overcame it and continued chasing her.

Finally when Timun Emas was almost caught she threw her salt. Soon the land where Buto Ijo stood turned into ocean. Buto Ijo was drowned and died instantly. Timun Emas was thankful to god and came back to her home.

The students score of pre-test at experimental class

NO	NAME	ASPECT					TOTAL
		G	V	C	F	P	
1	S1	5	5	5	5	5	25
2	S2	5	5	10	5	5	30
3	S3	5	5	10	10	5	35
4	S4	5	10	10	10	5	40
5	S5	5	10	10	10	10	45
6	S6	5	5	10	10	10	40
7	S7	5	10	5	5	5	30
8	S8	5	5	5	5	10	30
9	S9	5	5	5	5	5	25
10	S10	5	5	5	5	5	25
11	S11	5	10	5	5	5	30
12	S12	5	5	10	5	5	30
13	S13	5	10	10	5	5	35
14	S14	5	5	5	5	5	25
15	S15	5	5	5	5	5	25
16	S16	5	5	5	5	5	25
17	S17	5	5	5	5	10	30
18	S18	5	10	10	5	5	35
19	S19	5	5	10	5	10	35
20	S20	10	5	10	5	10	40
21	S21	5	10	10	10	10	45

22	S22	5	5	5	5	5	25
23	S23	5	5	5	5	5	25
24	S24	5	5	5	10	5	30
25	S25	5	5	10	10	5	35
26	S26	5	5	5	5	5	25
27	S27	5	5	5	5	5	25
28	S28	5	10	10	5	5	35
29	S29	5	5	10	10	5	35
30	S30	5	5	10	5	5	30
31	S31	5	5	5	5	5	25
32	S32	5	5	5	5	10	30
33	S33	5	5	5	-	5	20
34	S34	5	5	10	5	10	35
<b>N=34</b>							<b>Σ1055</b>
<b>Average</b>							<b>31,02</b>

The students score of post-test at experimental class

NO	NAME	ASPECT					TOTAL
		G	V	C	F	P	
1	S1	10	15	15	10	10	60
2	S2	10	20	10	15	10	65
3	S3	10	15	20	15	10	70
4	S4	15	15	15	15	15	75
5	S5	15	15	20	15	15	80
6	S6	15	15	20	10	10	70
7	S7	10	15	15	15	20	75
8	S8	5	15	15	10	15	60
9	S9	5	10	15	10	10	50
10	S10	5	10	15	20	10	60
11	S11	10	20	20	10	10	70
12	S12	10	10	20	15	10	65
13	S13	5	15	20	10	10	60
14	S14	5	10	20	20	10	65
15	S15	10	20	20	10	10	70
16	S16	5	15	15	15	10	60
17	S17	10	15	20	15	10	70
18	S18	10	15	20	15	15	75
19	S19	10	10	15	20	10	65
20	S20	10	15	15	15	15	70
21	S21	15	20	20	10	10	75



The student score of pre-test at the control class

NO	NAME	ASPECT					TOTAL
		G	V	C	F	P	
1	S1	5	5	5	5	5	25
2	S2	5	5	10	5	5	30
3	S3	5	5	5	5	5	25
4	S4	5	5	5	5	5	25
5	S5	5	5	5	5	5	25
6	S6	5	5	5	5	5	25
7	S7	5	10	5	5	5	30
8	S8	5	10	10	5	5	35
9	S9	5	10	10	10	5	40
10	S10	5	5	10	10	10	40
11	S11	5	5	10	5	5	30
12	S12	5	5	10	10	5	35
13	S13	5	5	10	5	10	35
14	S14	5	5	5	5	5	25
15	S15	5	5	5	5	5	25
16	S16	5	10	5	5	5	30
17	S17	5	5	5	5	5	25
18	S18	5	5	10	10	5	35
19	S19	10	5	10	5	5	40
20	S20	5	5	5	5	5	25
21	S21	5	5	5	5	5	25



The students score of post-test at control class

NO	NAME	ASPECT					TOTAL
		G	V	C	F	P	
1	S1	5	10	15	10	10	50
2	S2	10	5	10	10	15	50
3	S3	5	5	10	10	10	40
4	S4	5	5	10	5	10	35
5	S5	5	5	10	5	10	35
6	S6	5	5	10	10	10	40
7	S7	5	5	15	5	10	40
8	S8	5	10	20	15	10	60
9	S9	10	15	15	10	10	60
10	S10	10	15	15	10	15	65
11	S11	10	15	15	15	15	70
12	S12	10	15	15	15	15	70
13	S13	5	15	15	10	15	60
14	S14	10	15	15	15	10	65
15	S15	10	15	20	15	10	70
16	S16	5	15	15	10	15	60
17	S17	5	10	15	10	10	50
18	S18	5	15	15	15	15	65
19	S19	10	10	15	5	10	50
20	S20	5	10	10	10	15	50
21	S21	10	10	10	5	15	50



The text when pre-test

Belongs to: Anjani Dwi Rahayu

To home grandmother holiday

Holiday in school i'm holiday to home grandmother in bogor. Fews yes forget name provinsition in there yto go about in village very beautifull scenery beautifull. And the at mosphere fresh no that to be pollution atmosphere.

In there grass colours green and to be cow eats grass in there very, cow clour black and white. In there very local fruits as like guavas, bananas, rambutans, durian dll. I'm glade entire holiday in here.

### The text giving treatment

Belongs to: dony wardani

#### The Lion and The mouse

Once upon time, the lion sleeping nad the mouse play beside the lion and running until the lion week up. And the lion angry to the mouse and the lion said to the mouse “you little mouse. How dare you wake me? I will kill you”. And the mouse answere “pordon me king” please do not kill me. After few days after the lion walking in a jungle, the mouse found the lion in hunter’s net. And the lion say “help,help,help.... until the little mouse told his friends’ and them help the lion. Finally the lion and the mouse bcame best friend.

the text post-test

belongs' to: dony wardani

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**Table “T” for the significant 5% and 1%**

df/db	5%	1%	Df/db	5%	1%
1	12.71	63,66	24	2.06	2.80
2	4.30	9.92	25	2.06	2.79
3	3.18	5.84	26	2.06	2.78
4	2.78	4.60	27	2.05	2.77
5	2.57	4.03	28	2.05	2.76
6	2.45	3.71	29	2.04	2.76
7	2.36	3.50	30	2.04	2.75
8	2.31	3.36	35	2.03	2.72
9	2.26	3.25	40	2.02	2.71
10	2.23	3.17	45	2.02	2.69
11	2.20	3.11	50	2.01	2.68
12	2.18	3.06	<b>60</b>	<b>2.00</b>	<b>2.65</b>
13	2.16	3.01	70	2.00	2.65
14	2.14	2.92	80	1.99	2.64
15	2.13	2.90	90	1.99	2.63
16	2.12	2.92	1100	1.98	2.63
17	2.11	2.90	125	1.98	2.62
18	2.10	2.88	150	1.98	2.61
19	2.09	2.86	200	1.97	2.60
20	2.09	2.84	300	1.97	2.59
21	2.08	2.83	400	1.97	2.59
22	2.07	2.82	500	1.96	2.59
23	2.07	2.81	600	1.96	2.58

Accepted from: Prof. Drs. Anas Sudijono, pengantar statistika pendidikan, Jakarta: PT. Raja Grafindo Persada, p.404-405

