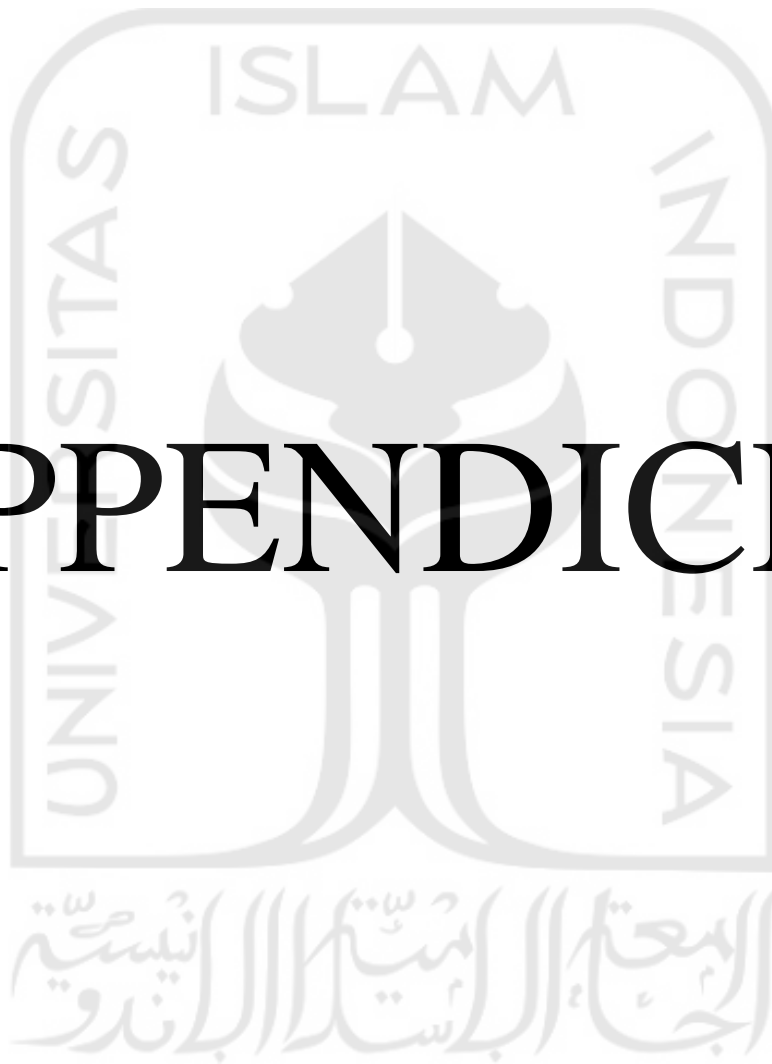


APPENDICES



RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMA Negeri 1 Pakem
Mata Pelajaran : Bahasa dan Sastra Inggris
Kelas/Semester : X MIPA / Satu
Topik : Short Story
Alokasi waktu : 3 X 45 menit

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku 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 sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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.
- KI 4 : 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.

B. Kompetensi Dasar (KD)

- 2.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.3 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.4 Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 2.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada memberikan dan merespon opini atau saran sesuai dengan konteks penggunaannya
- 2.6 Menyusun teks lisan dan tulis untuk mengucapkan dan merespons opini atau saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pada cerita pendek sederhana sesuai dengan konteks penggunaannya.
- 3.2 Menangkap makna teks cerita pendek secara lisan dan tulis berbentuk legenda,drama,kejadian sederhana
- 3.3Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain, dsb.

D. Materi Pembelajaran

1. Warming up

Asking the student about their interest in reading. Are they interest in reading short story. I will ask their opinion when reading short story. Then I will make them in a group and distribute the short story then ask them to read.

- Materi Inti

What is Short Story?

Short stories / short story (short story) is a type of literature that tell stories or stories about people and details through a short article.

Short Story Elements.

- **THEME**

Theme is a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea that he is trying to convey. The author's may use various figures of speech to emphasize his theme, such as: symbol, allusion, simile, metaphor, hyperbole, or irony.

- **SETTING**

The time and location in which a story takes place is called the setting.

- **PLOT**

It is the sequence of events in a story or play. It has a beginning, middle, and end. Short story usually has one plot so it can be read in one sitting. There are five essential parts of plot:

- a) Introduction
- b) Rising Action
- c) Climax
- d) Falling action
- e) Denouement/ conclusion

- **CONFLICT**

It is the opposition of forces which ties one incident to another and make the plot move.

There are two types conflict:

1. External – A struggle with a force outside oneself.
2. Internal – A struggle within oneself; a person must make some decision, overcome pain, cool their temper, resist an urge, etc

- **CHARACTER**

There are two meanings for the word character:

1. The person in a work fiction

2. The characteristic of a person

Person in a work of fiction – Antagonist or Protagonist

One character is central to the story with all major events having some importance to this character. He/she is the **PROTAGONIST**. The opposite of the main character is the **ANTAGONIST**.

The characteristic of a Person

In order for a story to seem real to the reader its must characters must seem real.

Characterization is the information the author gives the reader about the character themselves. The author may reveal a character in several ways:

- a) His/her physical appearance
- b) What he/she says, thinks, feels, and dreams
- c) What he/she does or does not do
- d) What others say about him/her and how others react to him/her

• **POINT OF VIEW**

Point of view is defined as the angle from which the story is told.

1. **Innocent Eye** – The story is told through the eyes of a child (his/her judgement being different from that of an adult)
2. **Stream of Consciousness** – The story is told so that the reader feels as if they are inside the head of one character and knows all their thoughts and reactions.
3. **First Person** – The story is told by the protagonist or another character. The reader sees the story through this person's eyes as he/she experiences it and only knows/feels what he/she know or feels.
4. **Omniscient** – The author can narrate the story using the omniscient point of view. He can move from character to character, event to event, and have free access to the thoughts, feeling, and motivations of his characters and he introduces information where and when he chooses. There are two main types of omniscient point of view:
 - a) **Omniscient Limited** – We know only what the character knows and what the author allows him/her to tell us.
 - b) **Omniscient Objectives** – It appears as though a camera following the characters, going anywhere, and recording only what is seen and heard.

The reader is placed in the position of spectator without the author there explain.



Cerpen 1

Where Were You?

I was in junior high school. At the first time I came to my new school, I felt so happy. There were many friends. Time by time we've known each other and having friendship.

At the moment we have finished our lessons on grade 7th, and so we're grade 8 that day.

There's a new student in our classroom, he was a boy. Yeah a handsome boy!! He's really a cool boy but not clever very much. He was good on football.

Formerly I was a shy girl, really shy girl!. I just wanna talk with girl and no boy. But I was a clever student especially in English. I got the first ranking on first and second semester of grade 7th in our school. I never thought about love before, it's because I always tried to focus on the lesson very much. But now I felt that there's something happened in my heart. There were many questions running up in my mind every time.

Everyday I looked at him, The new student!. I respected to him, time by time I felt that I fell in love with him. I thought about him before I went to sleep and every time. When I looked and met him, I always felt that my heart beat faster than usually. Yeah right! He is my first love. I never felt like that before. But I didn't tell anyone about it included all of my friends. I thought they wouldn't know that I loved a new student.

At one day, I and my friend talked seriously. She told me who boy that she loved and she asked me to do the same. We made an agreement so that do not told anyone about this, and okay! we'll promise. Tomorrow, She was talking with other friend and revealed my love secret not intentionally. Firstly I was a bit angry but i tried to forgive her.

I didn't know what happen. One of his friend always told me what Mr.Boy said. I thought he loved me too. He's asking all around about me. He asked for my phone number, hair style, username of social media and the others about me. When hearing that, I fell so glad. He sent me messages. Firstly I tried not to reply her message but at last I replied his message. After that, we're often message each other. We talked about everything and knew more each other. Yeah I'm really happy.

Long time have been already over with all memorable moment although without love word until one day at our classroom, when he went classroom out, he talked loudly "I didn't love her". But anyone didn't know what means that he said. Only my close friend heard what he talked. But when he said that, i didn't hear clearly. Then my friend told me about his saying. I fell be so shy and sad. He has given me love sign, but actually those're only false. I hate him, i hate him very much! Arrgh!.. Fine, I tried hardly to forget him.

Long time already taken and now I didn't love him again. We had my life usually without different and nothing special. But I fell alright, I enjoyed this moment with all of my friends. Suddenly when we're on grade 9 th, a lot of pupil in our classroom were in tumult because one gossip especially me. Yeah! The gossip was talked about his feeling. His friend came back to said to everyone that he loved me. Haha! I just laughed and thought that was a false again. I didn't care it much.

All of his doing in class always made our friends mocked me and him that we're in love, I fell an usual. But one day, he sent messages to my close friend, he told the fact that the gossip it's true not just like gossip. My friend told what he said to me, erm I still didn't care it. At a moment we had a task to sing. All of us were waiting our turn. When my turn were coming, I go to forward the class and sang a song that it was bore a meaning like my feeling now. Next! Next. And when his turn were coming, he sang a song like were expressing his feeling that he loved me. All of my friends cheered to me. Haha!.

That day, after I went home from school, I got an message and it was proved from him. Yeah I read it and the content he said he loved me. Aww aww, I just laughed alone. So I replied his message, I refused his love request. I thought it's worth to him, to man who hurt the girl! Where were u past? And now you're back, what did u want?. I'm sorry couldn't be yours. But I would remember this story forever, it's a memorable.

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Make a story through Picture Series.

Picture 1



Picture 2



المجمع الإسلامي للدراسات والبحوث

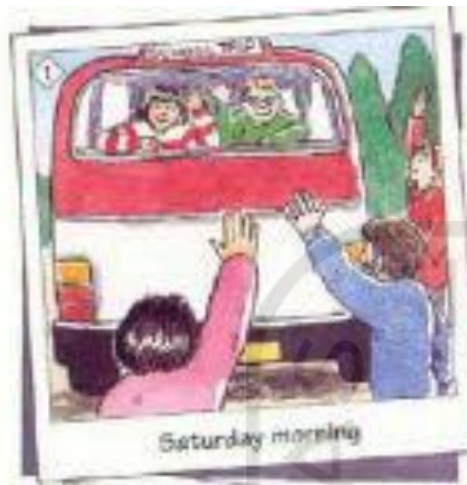
Picture 3



Picture 4



Picture 5



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الاستاذة الأستاذة

E. Model Pembelajaran

Saintific learning

F. Kegiatan Pembelajaran

1. Pertemuan Pertama : (3JP)

No	Kegiatan Pendahuluan	Waktu	Keterangan
1.	<p>Kegiatan Awal</p> <ul style="list-style-type: none">Guru mengucapkan salam dan berdoa <p>Warmer:</p> <ul style="list-style-type: none">Guru akan memperkenalkan diri kepada siswa-siswi sebelum memulai pelajaran.Guru akan menanyakan kabar siswa, pelajaran sebelumnya sebelum memasuki pelajaran baru.Guru akan memberikan beberapa pertanyaan seperti pengalaman-pengalaman mereka membaca cerita-cerita pendek dan menanyakan tentang pendapat mereka.Guru akan membuat kelompok belajar dan membagikan cerita pendek yang nanti akan di analisis bersama di tengah pelajaran.	20	<i>Berdoa dan bernyanyi pada pembelajaran jam pertama di kelas tersebut.</i>
2.	Kegiatan Inti	95'	
	Mengamati (Observing) 10'		
	<ul style="list-style-type: none">Guru akan menjelaskan tentang apa itu cerita pendek, struktur cerita pendek dan ciri-ciri cerita pendek, tata bahasa cerita pendek, kosakata terkait watak, setting, karakter di dalam sebuah cerita. Selain itu guru akan menjelaskan penggunaan tata bahasa yaitu simple past tense, simple continuous past tense dalam cerita masa lampau atau legenda.		
	Menanya (Questioning) 5'		

	<ul style="list-style-type: none"> • Guru member kesempatan untuk siswa menanyakan ketika ada yang tidak jelas. • Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap cerita pendek tersebut. 		
	Mengumpulkan Informasi (Exploring) 25'		
	<ul style="list-style-type: none"> • Secara kolaboratif, mencari dan mengumpulkan beberapa teks tentang peristiwa/kejadian/ pengalaman. 		
	Mengasosiasikan (Associating) 25'		
	<ul style="list-style-type: none"> • Meminta mereka menganalisis cerpen yang tadi telah di bagikan dan dibaca bersama dengan kelompok. • Guru secara acak akan membahas dan menunjuk siswa untuk membagi hasil analisis mereka untuk mengetahui seberapa paham mereka dengan karakter-karakter cerpen. 		
	Mengkomunikasikan (Communicating) 30'		
	<ul style="list-style-type: none"> • Guru akan membagikan Picture Series ke masing-masing kelompok untuk dan meminta siswa membuat cerpen berdasarkan alur cerita pada gambar. Siswa bebas berkreasi dan bekerja sama dalam kelompok. 	15'	
	Kegiatan Penutup		
	<ul style="list-style-type: none"> • Guru dan siswa membuat rangkuman pembelajaran hari ini. • Guru akan meminta siswa member kesan atau perasaan mereka saat guru mengajar • Guru memimpin doa dan bernyanyi. 		

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G . Penilaian pembelajaran remedial dan pengayan

1. Teknik penilaiandan instrument penilaian

- Produk writing

No	Nama	Kerapihan	grammar	Total

- Menilai kompetensi sikap:

Reflective Journal

No	Nama	Tanggal	Kejadian

H. Media/alat, bahan dan sumber belajar

1. Media / alat : power point, Worksheet
2. Sumberbelajar : Internet, Student Book

Pakem, 1 Oktober 2015

Guru Pembimbing PPL

Mahasiswa PPL

Sri Mawarti, S.Pd.

Alldila Buana Zhata

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