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CURRICULUM VITAE

Name : Ali Mustopa

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Address : Serut village, Boyolangu, Tulungagung.

Sex : Male

Department : Islamic Education Department (TARBIYAH)

Program : English Education Program (TBI)

Background of Study :

1. TK DhamaWanitaBeji : 1999-2000
2. SDN Beji1 : 2000-2006
3. SMPN 1Boyolangu : 2006-2009
4. MAN 1 Tulungagung : 2009-2012
5. IAIN Tulungagung : 2012-2016

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MAN Tulungagung 2

Mata pelajaran: Bahasa Inggris

Kelas/Semester : X/2

Materi pokok : Narrative text

Alokasi waktu : 2 X 2 jam pelajaran

A. Kompetensi inti

1. Menghayati dan mengamalkan ajaran agama yang di anutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, santun, responsive) dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, dan peradaban serta penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural 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 dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan sebagai semangat belajar

2. Menunjukkan perilaku sopan santun dan peduli dalam melaksanakan komunikasi interpersonal dengan teman dan guru
3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.
4. Menganalisis fungsi sosial, struktur teks, dan kebahasaan untuk menyatakan dan menanyakan tentang isi teks melakukan suatu tindakan sesuai dengan konteks penggunaannya.
5. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang isi teks melakukan suatu kegiatan dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Bekerjasama dalam membuat text drama bertema fabel
2. Menganalisis fungsi sosial tentang fabel
3. Menganalisis unsur kebahasaan yang dapat digunakan pada narrative text

D. Materi pembelajaran

Dialog teks (Drama)

Fungsi sosial: Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain

Unsur kebahasaan :

1. Ucapan
2. Tekanan kata
3. Intonasi

E. Media, Alat, dan Sumber Pembelajaran

1. Media
 - Power point
2. Alat / bahan
 - Komputer
 - LCD
3. Sumber belajar

- LKS
- Bukucerita

F. Langkah-langkahKegiatanPembelajaran

1. KegiatanPendahuluan

- Salam tegursapa.
- Guru mengecekkehadiransiswa.
- Guru mengecekkesiapanbelajarsiswa.
- Guru menjelaskantujuanpembelajarandankompetensi yang akandicapai.
- Guru menjelaskangarisbesarcakupanmateridanpenjelasantentangkegiatan yang akandilakukansiswauntukmenyelesaikanlatiandantugasdalampebelajaran.

2. Kegiataninti

- Mengamati
 - Siswamempelajarikosakatabaru yang adadalambukupanduan.
 - Siswamenyimaktekscerita yang diperdengarkanoleh guru.
 - Siswamempelajaripengucapankosakatabarudalamcerita.
 - Siswamemahamibagaimanapengucapanpadasetiap kata.
- Menaya
 - Siswamenanyakanisicerita (narrative)secaraberkelompok.
 - Siswamenanyakanstrukturkebahasaandalam dialog.
 - Siswamenanyakan pronunciation yang benarkepada guru.
- Mengumpulkaninformasi
 - Guru memintasiswamenemukaninformasirincidaninformasitertentudari text drama.

- Guru memintamuridmenampilkan drama (Role-play) di depankelasdengan pronounciation yang benar.
- Mengasosiasi
 - Guru memastikanpemahamanpronunciationsiswadenganmemintasis wauntukmenampilkan drama denganpengucapan kata yang baikdanbenar.
- Mengkomunikasikan
 - Siswamenceritakankembaliintidari role-play yang telahmerekabuat.
- KegiatanPenutup
 - Siswadapatmenyimpulkan materi yang baruberikan guru
 - Guru memberikanumpanbalikkepadasiswa tentangmateri
 - Guru menyampaikanrencanapembelajaran selanjutnya

G. PENILAIAN

1. Jenispenilaian

- Sikap (melalui rubric pengamatansikap selamapembelajaran)
- Keterampilan : pronounciation

2. Bentuk instrument

INSTRUMENT PENILAIAN SIKAP

NO	NAMA	SIKAP				KETERANGAN
		TANGGUNG JAWAB	PEDULI	KERJASAMA	CINTA DAMAI	
1						
2						
3						

4						
40						

KETERANGAN :

Skalapenilaiandikapdibuatdenganrentang 1 s.d 5

1 = sangatkurang

2 = kurangkonsisten

3 = mulaikonsisten

4 = konsisten

5 = selalukonsisten

Rubric penilaian pronunciation

Element of Speech	Score			
	1	2	3	4
Consonant				
Vowel				
Syllables in grammatical ending				
Word stress				
Intonation/pitch				
Total Score				

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	MEDI A PEMBELAJARAN
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Mengenal isis fungsi</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Penganalan tokoh dan setting</p> <p>b. Kompleksi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan 	<p>6 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resources/files http://learnenglish.britishcouncil.org/en/

<p>sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p><i>kebahasaan</i></p> <p>(1) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(2) Modal auxiliary verbs.</p> <p>(1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda dengan 	<p>unsur kebahasaan dalam teks naratif</p> <p>Pengamatan (observations)</p> <p>:</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan 		
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		<p>fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat klipng teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal' 	<p>catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
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FABLE FOR PRE-TEST

The Lion & the Mouse



A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse. "Please let me go and some day I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

A kindness is never wasted.

The Oak & the Reeds



A Giant Oak stood near a brook in which grew some slender Reeds. When the wind blew, the great Oak stood proudly upright with its hundred arms uplifted to the sky. But the Reeds bowed low in the wind and sang a sad and mournful song.

"You have reason to complain," said the Oak. "The slightest breeze that ruffles the surface of the water makes you bow your heads, while I, the mighty Oak, stand upright and firm before the howling tempest."

"Do not worry about us," replied the Reeds. "The winds do not harm us. We bow before them and so we do not break. You, in all your pride and strength, have so far resisted their blows. But the end is coming."

As the Reeds spoke a great hurricane rushed out of the north. The Oak stood proudly and fought against the storm, while the yielding Reeds bowed low. The wind redoubled in fury, and all at once the great tree fell, torn up by the roots, and lay among the pitying Reeds.

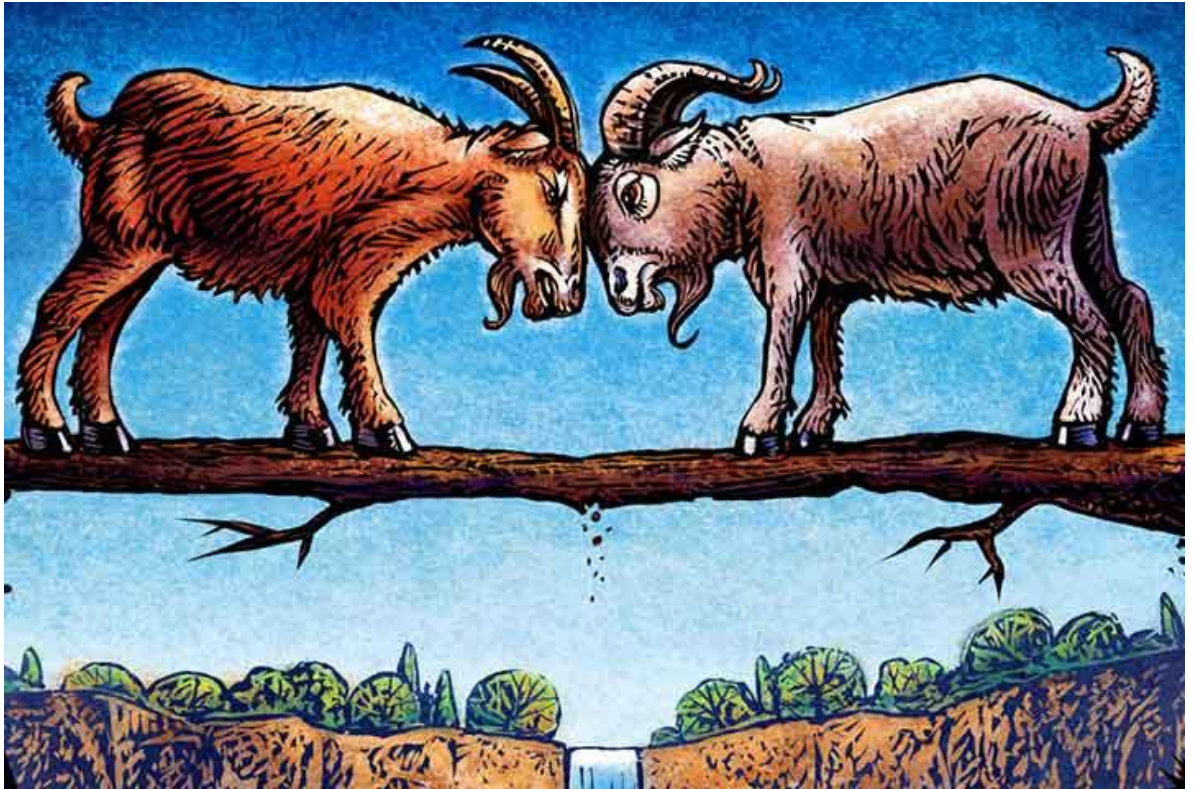
The Crow & the Pitcher



In a spell of dry weather, when the Birds could find very little to drink, a thirsty Crow found a pitcher with a little water in it. But the pitcher was high and had a narrow neck, and no matter how he tried, the Crow could not reach the water. The poor thing felt as if he must die of thirst.

Then an idea came to him. Picking up some small pebbles, he dropped them into the pitcher one by one. With each pebble the water rose a little higher until at last it was near enough so he could drink.

The Two Goats



Two Goats, frisking gayly on the rocky steps of a mountain valley, chanced to meet, one on each side of a deep chasm through which poured a mighty mountain torrent. The trunk of a fallen tree formed the only means of crossing the chasm, and on this not even two squirrels could have passed each other in safety. The narrow path would have made the bravest tremble. Not so our Goats. Their pride would not permit either to stand aside for the other.

One set her foot on the log. The other did likewise. In the middle they met horn to horn. Neither would give way, and so they both fell, to be swept away by the roaring torrent below.

The Wild Boar & the Fox



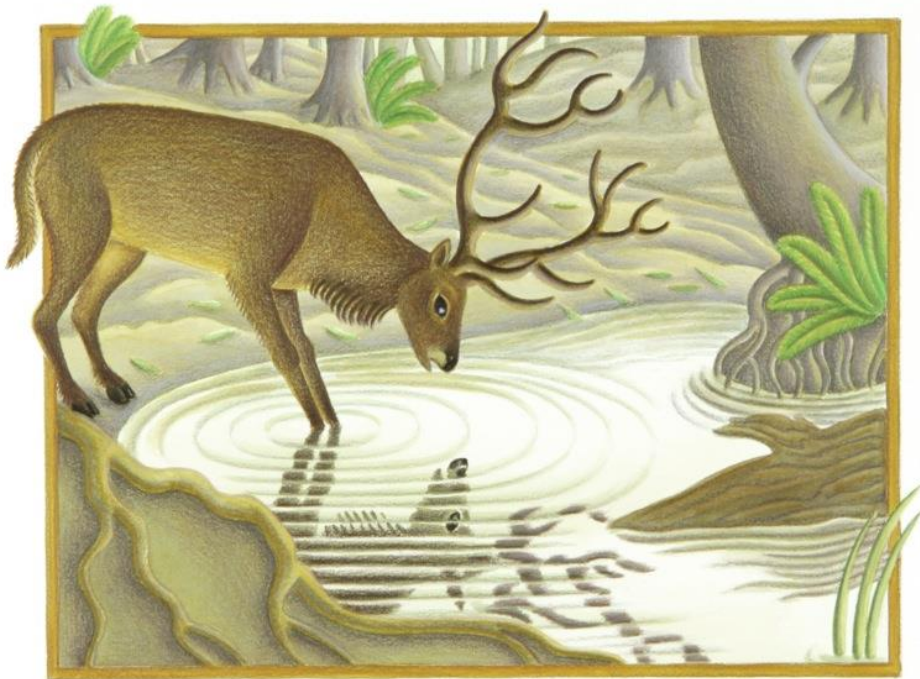
A Wild Boar was sharpening his tusks busily against the stump of a tree, when a Fox happened by. Now the Fox was always looking for a chance to make fun of his neighbors. So he made a great show of looking anxiously about, as if in fear of some hidden enemy. But the Boar kept right on with his work.

"Why are you doing that?" asked the Fox at last with a grin. "There isn't any danger that I can see."

"True enough," replied the Boar, "but when danger does come there will not be time for such work as this. My weapons will have to be ready for use then, or I shall suffer for it."

FABLE FOR POSTTEST

The Stag & His Reflection



A Stag, drinking from a crystal spring, saw himself mirrored in the clear water. He greatly admired the graceful arch of his antlers, but he was very much ashamed of his spindling legs.

"How can it be," he sighed, "that I should be cursed with such legs when I have so magnificent a crown."

At that moment he scented a panther and in an instant was bounding away through the forest. But as he ran his wide-spreading antlers caught in the branches of the trees, and soon the Panther overtook him. Then the Stag perceived that the legs of which he was so ashamed would have saved him had it not been for the useless ornaments on his head.

The Fox & the Goat



A Fox fell into a well, and though it was not very deep, he found that he could not get out again. After he had been in the well a long time, a thirsty Goat came by. The Goat thought the Fox had gone down to drink, and so he asked if the water was good.

"The finest in the whole country," said the crafty Fox, "jump in and try it. There is more than enough for both of us."

The thirsty Goat immediately jumped in and began to drink. The Fox just as quickly jumped on the Goat's back and leaped from the tip of the Goat's horns out of the well

The foolish Goat now saw what a plight he had got into, and begged the Fox to help him out. But the Fox was already on his way to the woods

"If you had as much sense as you have beard, old fellow," he said as he ran, "you would have been more cautious about finding a way to get out again before you jumped in."

The Fox & the Leopard



A Fox and a Leopard, resting lazily after a generous dinner, amused themselves by disputing about their good looks. The Leopard was very proud of his glossy, spotted coat and made disdainful remarks about the Fox, whose appearance he declared was quite ordinary.

The Fox prided himself on his fine bushy tail with its tip of white, but he was wise enough to see that he could not rival the Leopard in looks. Still he kept up a flow of sarcastic talk, just to exercise his wits and to have the fun of disputing. The Leopard was about to lose his temper when the Fox got up, yawning lazily.

"You may have a very smart coat," he said, "but you would be a great deal better off if you had a little more smartness inside your head and less on your ribs, the way I am. That's what I call real beauty."

The Wolf in Sheep's Clothing



A certain Wolf could not get enough to eat because of the watchfulness of the Shepherds. But one night he found a sheep skin that had been cast aside and forgotten. The next day, dressed in the skin, the Wolf strolled into the pasture with the Sheep. Soon a little Lamb was following him about and was quickly led away to slaughter.

That evening the Wolf entered the fold with the flock. But it happened that the Shepherd took a fancy for mutton broth that very evening, and,

picking up a knife, went to the fold. There the first he laid hands on and killed was the Wolf.

The Dog & His Reflection



A Dog, to whom the butcher had thrown a bone, was hurrying home with his prize as fast as he could go. As he crossed a narrow footbridge,

he happened to look down and saw himself reflected in the quiet water as if in a mirror. But the greedy Dog thought he saw a real Dog carrying a bone much bigger than his own.

If he had stopped to think he would have known better. But instead of thinking, he dropped his bone and sprang at the Dog in the river, only to find himself swimming for dear life to reach the shore. At last he managed to scramble out, and as he stood sadly thinking about the good bone he had lost, he realized what a stupid Dog he had been.