**APPENDIX I**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**CLASS ACTION RESEARCH**

Nama sekolah :SMP IT Ar Rasyid

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII-2

Alokasi Waktu : 4 x 40 menit (2 x pertemuan)

Materi : Reading Narrative Text By Using Think Pair Share Strategy

1. **Standar Kompetensi**
2. Memahami makna dalam esai pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.
3. **Kompetensi Dasar**
4. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk recount dan narrative text dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
5. **Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

1. Membaca ‘A Woman and the Wolves’ dengan intonasi dan ekspresi yang tepat
2. Membaca ‘ A Smart Parrot’ dengan intonasi dan pelafalan yang tepat.

* Karakter yang diharapkan : Dapat dipercaya (Trust worthies), rasa hormat dan perhatian (respect), dan tekun (diligence)

1. **Materi Pokok**
2. Developing skill

* Wacana:
* A Woman and the Wolves
* A Smart Parrot

\

1. **Metode Pembelajaran/Teknik:**

* Explanation
* Practice
* Question and answer
* Discussion

1. **Langkah-Langkah Kegiatan**

**Pertemuan pertama dan kedua**

1. **Kegiatan Awal**

Apersepsi:

* Menjawab berbagai pertanyaan yang berhubungan dengan tema bacaan, misal:

*How could the wolves catch Jack ?   
What is the purpose of story about?*

Motivasi:

* Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang haus dikuasi siswa

1. **Kegiatan Inti**

**Eksplorasi**

Dalam kegiatan eksplorasi, guru:

* Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topic/tema materi yang akan dipelajari dengan menerapkan prisnsip alam dan belajar dari aneka sumber.
* Mengekslorasi ekspresi yang tepat untuk membacakan bacaan dengan tema tersebut
* Membaca ‘A Woman and the Wolves’ dengan intonasi dan ekspresi yang tepat
* Membaca ‘A Smart Parrot’ dengan intonasi dan pelafalan yang tepat
* Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain
* Memfasilitasi terjadimya interaksi antar peserta didik serta antar peserta didik dengan guru, lingkungan dan sumber belajar lainnya
* Melibatka peserta didik secara aktif dalam setiap kegiatan pembelajaran dan
* Memfasilitasi peserta didik melakukan prcobaan di laboration, studio atau lapangan.

**Elaborasi**

Dalam kegiatan elaborasi, guru:

* Membiasakan peserta didik membaca dan menulis yang beragam melaluu tugas-tugas tertentu yang bermakna
* Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun terttulis
* Member kesempatan untuk berpikir, menganalis, menyelesaikan masalah, dan bertidak tanpa rasa takut
* Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif
* Memfasilitasi pserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar
* Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok
* Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok
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* Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggan dan rasa percaya diri peserta didik

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:

* Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
* Memberikan konfirmasi terhadap hasil eksplorasi dan elaborai peserta didik melalui berbagai sumber
* Memfasilitasi peserta didik melakukan refleski untuk memperoleh pengalaman belajar yang telah dilakukan
* Memfasilitasi peserta didik untuk memperoleh pengalaman yang bemakna dalam mencapai kompetensi dasar :
* Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar
* Me,bantu menyelesaikan masalah
* Member acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi
* Member informasi untuk bereksplorasi lebih jauhh
* Memberikan motivasi kepada peserta didik yang kurang atau belum berpartispasi aktif
* Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
* Guru bersama sswa bertanya jawab meluruskan kesalahn pemahaman, memberikan penguatan dan penyimpulan

1. **Kegiatan Penutup**

Dalam kegiatan penutup, guru:

* Bersama-sama dengan peserta didik dan atau sendiri membuat rangkuman/simpulan pelajaran
* Melakukan penelitian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
* Memberikan umpan balik terhadap proses dan hasil pembelajaran
* Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedy, program pengayaan, layanan konseling dan memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peerta didik
* Menyampaikan rencana pembelajaran pada pertemuan berikutnya

1. **Sumber/Alat/Bahan**

* Buku teks yang relevan
* CD/Kaser
* Gambar-gambar yang relevan
* Script percakapan atau rekaman percakapan

1. **Penilaian**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indikator Pencapaian Kompetensi** | **Teknik Penilaian** | **Bentuk Instrumen** | **Instrumen/Soal** |
| Membaca nyaring dan bermakna teks essai berbentuk *narrative / recount* | Tes lisan | Membaca nyaring | *Read the story aloud.* |
| Mengidentifikasi berbagai makna teks *narrative / recount* | Tes tulis | Jawaban singkat | *Choose the right answer based on the text* |

* 1. Instrumen:

Daftar petunjuk:

Choose one of the titles of the reading passages below and make a summary in your own words.

The students are to retell the summary in front of the class in 5 mins

The titles:

1. A woman the wolves
2. A small parrot.
   1. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

Rubrik Penilaian Standard of each element:

|  |  |
| --- | --- |
| Element | Score |
| Pronunciation | 25 |
| Delivery | 25 |
| Performance | 25 |
| Clarity | 25 |

|  |  |
| --- | --- |
| Excellent | 21-25 |
| Very good | 16-20 |
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Mengetahui …………………,….

Kepala Sekolah Guru Mata Pelajaran

Habib Faisal Nst, M.Pd Eka Budi Utami

NIP. NPM.141244033

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Kepala Sekolah Guru MataPelajaran

Habib Faisal Nst, M.Pd Eka Budi Utami

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**APPENDIX II**

**CYCLE I**

**LESSON PLAN**

**A Woman and the Wolves**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer’s young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said “ it is getting dark. Let my son, Jack go with you though the forest.”

So Jack led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Jack kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, “please eat my own son instead”. Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son’s life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman’s baby the wolves were playing with him.

Read the text, then choose the best choice to each questions.

1. What separated between one village to another a long time ago in the New Territories ?   
   a. Another village   
   b. Mountains   
   c. Forests   
   d. Hills

e. Towers and logs

1. Who was Jack ?   
   a. The young woman’s brother   
   b. The young woman’s son   
   c. The young woman’s brother and nephew   
   d. The young woman’s brother’s son   
   e. One of the men who fetched a stick
2. Who walked in front when they were in the forest ?   
   a. Jack  
   b. The woman   
   c. The woman’s son   
   d. Her brother’s nephew   
   e. The baby and his mother
3. How could the wolves catch Jack ?   
   a. He was afraid   
   b. He was stumbled by a stone   
   c. He ran slowly   
   d. The woman cried   
   e. The wolves were good runners
4. The woman gave her son to the wolves because   
   a. She loved her nephew than her son.   
   b. She thought about how her brother would be   
   c. She wanted her son was eaten by the wolves   
   d. She was crazy   
   e. She kept a grudge on his brother
5. What did the villagers bring sticks for ?   
   a. For the weapon to beat the wolves   
   b. To bring the woman’s nephew   
   c. For the fire woods.   
   d. For play   
   e. For building a house for the woman.
6. “ all men in the village fetched thick stick … “ the word “ fetched” has a similar meaning to :   
   a. Received   
   b. Caught   
   c. Got   
   d. Hit   
   e. Lifted
7. From the passage we learn that the villages were ….   
   a. Located in one huge area   
   b. Situated in a large district   
   c. Separated by untamed jungles.   
   d. Wild and unsafe   
   e. Dark and very dangerous
8. The brother let her son go with his aunt as she left home because ….   
   a. Jack wanted to see the wolves   
   b. His aunt wanted him to come long   
   c. Jack was bored to live with his parents   
   d. The baby was too cute to be alone   
   e. Jack would be a guardian for them
9. What is the purpose of the writer by writing the story above ?   
   a. To describe the danger of the villages   
   b. To entertain the readers of the story   
   c. To tell the villagers’ relationship   
   d. To explain how important a relative is   
   e. To narrate how the wolves were playing with the baby.

**APPENDIX III**

**CYCLE II**

**LESSON PLAN**

**The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” but the parrot would not say it. Then the man got to so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!

1. Where does the story take place?

A. London

B. Puerto Rico

C. Jakarta

D. Buenos Aires

2. What is the word that the parrot cannot say?

A. Catano

B. Tacano

C. Canato

D. Nacato

3. How often did the owner teach the bird how to say the word?

A. Always

B. Everyday

C. Many times

D. Every second

4. Which statement is true according to the text?

A. The parrot could say Catano

B. At last the parrot could say Catano

C. Catano was the name at the parrot

D. The man never got angry at the parrot

5. What does the man do to the bird because the bird cannot say the name of a place.

A. The man ate the bird.

B. The sold the bird.

C. The man killed the bird.

D. The man taught the bird.

6. It is most likely that ….

A. The bird killed the three chickens.

B. The three chickens killed the bird.

C. The bird played with the chicken.

D. The bird killed one of the three chickens.

7. What is the story about?

A. A parrot and a cat

B. A parrot and a chicken

C. A parrot and the owner

D. A parrot, the owner, and chickens

8. “It was very, very smart”.

The underlined word refers to ….

A. The man

B. The bird

C. The chicken

D. Puerto Rico

9. “The parrot was very, very smart”

The word ‘smart’ means ….

A. Stupid

B. Clever

C. Stubborn

D. Beautiful

10. “The parrot was screaming at the fourth chickens”

What does the underlined word mean?

A. Smiling

B. Crying

C. Shouting

D. Laugh

**APPENDIX IV**

**OBSERVATION SHEET**

School : SMP-IT Ar-Rasyid Medan

Class/semester : VIII / II

This following available a list of learning activities aspect who has doing the teacher in the classroom. Please give assign checklist ( ) based on the column exactly.

3= very Good 2=Good 1=Bad

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **NO** | **Indicator** | **Cycle I** | | | **Cycle II** | | |
| 3 | 2 | 1 | 3 | 2 | 1 |
| 1 | The Teachers’ ability to open the class |  | 🗸 |  | 🗸 |  |  |
| 2 | The Teachers’ ability to present the material |  | 🗸 |  | 🗸 |  |  |
| 3 | Mastering the material |  | 🗸 |  | 🗸 |  |  |
| 4 | The systematic of presentation |  |  | 🗸 |  | 🗸 |  |
| 5 | Board work |  | 🗸 |  | 🗸 |  |  |
| 6 | The Teachers’ rapport with the class |  | 🗸 |  | 🗸 |  |  |
| 7 | The Teachers’ use the media to present the material | 🗸 |  |  | 🗸 |  |  |
| 8 | Electing responses from the students |  |  | 🗸 |  | 🗸 |  |
| 9 | The Teachers’ ability to manage the class |  | 🗸 |  | 🗸 |  |  |
| 10 | The Teachers’ ability to close the lesson |  |  | 🗸 | 🗸 |  |  |
| 11 | The Teachers’ ability to use the time effectively |  |  | 🗸 | 🗸 |  |  |
| 12 | The students respond to the teachers’ explanation |  |  | 🗸 | 🗸 |  |  |
| 13 | The students’ participation in learning process |  |  | 🗸 | 🗸 |  |  |
| 14 | The students’ enthusiast in implementing group |  | 🗸 |  | 🗸 |  |  |
| 15 | The students’ motivation in teaching and learning process |  | 🗸 |  |  | 🗸 |  |
| 16 | Being active in asking the question about the material to the teacher |  | 🗸 |  | 🗸 |  |  |
| 17 | The teacher’s ability conclude the lesson |  | 🗸 |  | 🗸 |  |  |

**Appendix V**

**DIARY NOTES**

**CYCLE I**

**Tuesday, July 24, 2018**

The first meeting the teacher introduced the researcher to the students otherwise. There were some dialog between the researcher, teacher and students.

In the first meeting of the research was cycle I. During the test, the students seemed very difficult to do that because most the students didn’t know what and how to do test in cycle I and they also did not have good preparation. They were really shock when the research gave the test to them, prohibited them to open dictionary and worked cooperatively. Some students tend to ignore the test by doing other activities while conducting the test. But, other students look so serious and totally in do it.

**Thursday , July 26, 2018**

In the second meeting the teaching learning process was better than the first meeting, during the teaching learning process, the students gave good response. Some of them paid attention and listened to the research’s explanation. There were also some students who make noise in the class and nobody asked question so the teaching learning process become in active.

In this meeting, the research in introduced Think Pair Share strategy to the students, they listened seriously to the teacher’s explanation. Most of them wanted to know about strategy. After the teacher gave explanation about the strategy and the teacher also gave the example of narrative exposition text, the students looked enthusiast and interested.

**Tuesday, July 31, 2018**

In this meeting, the students enthusiast in learning had increased. When the researcher gave exercises in cycle I. Some of them look so uncertain to do the test, while the others look so optimistic. The students were excited although they had problems in reading base on the topic that is decided by the teacher. In this meeting some of students asked to the teacher actively and fun. For this meeting the teacher would be analyze the students reading test as score of cycle I.

**Thursday, August 2, 2018**

Based on the result of reading score in cycle I, teacher gave feedback to the students. The teacher felt the students have done the strategy well. But, some of students still had mistakes in reading narrative text, such as he (student) didn’t read the text especially in pronunciation .But, some of students’ participation in this meeting more increased than the previous meeting. They looked enjoyable and enthusiastically the teaching learning process.