

DAFTAR LAMPIRAN-LAMPIRAN



Nomor : 423/044/D.01/GR/2019
Lamp : -
Hal : Surat Keterangan Melaksanakan Penelitian Skripsi

Yth. Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Muhammadiyah Pringsewu
di Pringsewu

Dengan Hormat,

Menindaklanjuti surat Nomor: 0408/II.3.AU/F/2019 tanggal 5 November 2019,
bahwa Kepala SMA Negeri 2 Gadingrejo Kabupaten Pringsewu menerangkan
bahwa :

Nama	: Nur Faradila Tsani
NPM	: 16040033
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa dan Sastra Indonesia
Semester	: VII (Tujuh)

Telah melaksanakan Penelitian Skripsi di SMA Negeri 2 Gadingrejo
kelas X IPA 4 pada tanggal 12 November 2019.

Demikian Surat ini dibuat agar dapat dipergunakan sebagaimana mestinya dan
Atas kerjasamanya diucapkan terima kasih.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 2 Gadingrejo
Mata Pelajaran : Bahasa Indonesia
Kelas / semester : X / Ganjil
Materi Pokok : Teks Anekdot
Alokasi Waktu : 4x45 JP

A. Kompetensi Inti (KI)

KI-1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI-2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun responsif, dan proaktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi diri sebagai cerminan bangsa dalam pergaulan dunia

KI-3 Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya 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, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

• Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.5 Mengevaluasi teks anekdot dari aspek makna tersirat.	3.5.1 Menjelaskan pengertian teks anekdot 3.5.2 Mengidentifikasi penyebab kelucuan dalam teks anekdot 3.5.3 Mengidentifikasi makna tersirat teks anekdot
4.5 Mengonstruksi makna tersirat dalam sebuah teks anekdot	4.5.1 Membandingkan teks anekdot dengan teks humor 4.5.2 Menyimpulkan makna tersirat dari teks anekdot

B. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model *Discovery Learning*, peserta didik diharapkan mampu Mengevaluasi teks anekdot dari aspek makna tersirat. Selain itu, peserta didik diharapkan dapat Mengonstruksi makna tersirat dalam sebuah teks anekdot, serta mampu menghayati dan mengamalkan ajaran agama yang dianutnya dan melakukan perilaku jujur dan disiplin.

C. Materi Pembelajaran

1. Teks anekdot
2. Unsur anekdot:
peritiwa/tokoh yang perlu dikritisi, sindiran, humor, dan penyebab kelucuan.
3. Penyebab kelucuan teks anekdot
4. Makna tersirat dalam teks anekdot dengan baik.

D. Metode/Model/Pendekatan Pembelajaran

Metode : ceramah, diskusi kelompok, tanya jawab, presentasi
 Pendekatan : *scientific*

E. Media/ Alat/ Bahan

Teks anekdot

F. Sumber Belajar

Kemdikbud.2015. *Bahasa Indonesia untuk SMA/MA/SMK/MAK Kelas X*. Jakarta:
 Kementerian Pendidikan dan Kebudayaan

G. Kegiatan Pembelajaran

Pertemuan Pertama

Kegiatan	Deskripsi	Waktu
Awal/Pendahuluan	<p>1. Peserta didik merespon salam dari pendidik;</p> <p>2. Salah seorang peserta didik memimpin doa sesuai dengan agama dan kepercayaan masing-masing;</p> <p>3. Peserta didik dan pendidik melakukan diskusi tentang unsur-unsur yang membangun teks prosedur baik dari ciri atau strukturnya.</p> <p>4. Peserta didik menerima informasi kompetensi, indikator, materi, manfaat, dan langkah pembelajaran yang akan dilaksanakan; dan</p> <p>5. Peserta didik menerima informasi tentang kegiatan yang akan dilakukan.</p>	10 menit
Inti	<p>Menelaah Model</p> <ul style="list-style-type: none"> - Peserta didik membaca contoh teks anekdot dengan rasa ingin tahu. - Peserta didik mencermati uraian yang berkaitan dengan makna tersirat teks anekdot. - Peserta didik membaca contoh teks anekdot yang lain. <p>Mengonstruksi terbimbing</p> <p>Peserta didik mempertanyakan makna tersirat teks anekdot dengan cermat.</p> <ul style="list-style-type: none"> - Peserta didik membuat pertanyaan yang berhubungan dengan makna tersirat teks anekdot dengan bahasa yang komunikatif. - Peserta didik menemukan makna tersirat dalam teks anekdot - Peserta didik mencoba menjelaskan makna tersirat dalam teks anekdot. <p>Mengonstruksi mandiri</p> <ul style="list-style-type: none"> - Peserta didik mendiskusikan dan menyimpulkan hasil temuan terkait dengan makna yang disampaikan oleh teks anekdot. - Peserta didik mendiskusikan dan menyimpulkan makna tersirat teks anekdot dalam diskusi kelas dengan saling menghargai. - Peserta didik mengomunikasikan dan saling menilai kebenaran/ketepatan kesimpulan antarkelompok. - Peserta didik mempresentasikan makna tersirat dalam 	70 menit

	<p>teks anekdot yang telah dibaca dengan rasa percaya diri.</p> <ul style="list-style-type: none"> - Peserta didik menanggani presentasi teman/kelompok lain secara santun. 	
Penutup	<ul style="list-style-type: none"> - Peserta didik menyimpulkan materi yang telah dipelajari dengan penguatan-penguatan dari pendidik. - Peserta didik saling memberikan umpan balik/refleksi hasil pembelajaran yang telah dicapai. - Pendidik menutup pembelajaran dengan salam. 	10 menit

Pertemuan Kedua: (2 x 45 menit)

Kegiatan	Deskripsi	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam dari pendidik 2. Salah seorang peserta didik memimpin doa sesuai dengan agama dan kepercayaan masing-masing; 3. Peserta didik merespon pertanyaan dari guru yang berhubungan dengan pembelajaran sebelumnya; dan 4. Peserta didik menerima informasi kompetensi, indikator, materi, manfaat, dan langkah pembelajaran yang akan dilaksanakan 	10 menit
Inti	<ol style="list-style-type: none"> 1. Peserta didik berkumpul bersama anggota kelompoknya masing-masing 2. Setiap kelompok mendiskusikan dan menyimpulkan hasil temuan terkait dengan makna tersirat dalam anekdot. 3. Setiap kelompok mendiskusikan dan menyimpulkan makna kata, istilah, ungkapan teks anekdot dalam diskusi kelas dengan saling menghargai. 4. Peserta didik mengomunikasikan dan saling menilai kebenaran/ketepatan kesimpulan antarkelompok. 5. Setiap kelompok mempresentasikan hasil kesimpulannya tentang kunjungan <i>gallery</i> kelompok lain 6. Peserta didik berdialog interaktif tentang presentasi yang dilakukan oleh kelompok dengan penguatan dari pendidik. 	70 menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik di bawah bimbingan guru menyimpulkan hasil pembelajaran 2. Selanjutnya, untuk memperdalam pengetahuan peserta didik mengenai teks anekdot, guru memberi tugas kepada peserta didik untuk membuat teks anekdot tentang bermain peran 3. Guru menyampaikan materi untuk pertemuan selanjutnya. 	10 enit

II. Teknik Penilaian

a. Sikap

- Teknik : Observasi
- Instrumen : Jurnal Penilaian Sikap Spiritual dan Sosial

Jurnal Penilaian Sikap Spiritual

No	Waktu	Nama	Kejadian / Perilaku	Butir Sikap	Positif/Negatif	Tindak Lanjut
1						
2						
3						

Jurnal Penilaian Sikap Sosial

No	Waktu	Nama	Kejadian / Perilaku	Butir Sikap	Positif/Negatif	Tindak Lanjut
1						
2						
3						

b. Pengetahuan

- Tertulis Uraian atau Pilihan Ganda
- Tes Lisan/Observasi Terhadap Diskusi, Tanya Jawab
- Penugasan
 - Tugas Rumah
 - a. Peserta didik menjawab pertanyaan yang terdapat pada buku peserta didik
 - b. Peserta didik menulis tanda tangan orangtua sebagai bukti bahwa mereka telah mengerjakan tugas rumah dengan baik
 - c. Peserta didik mengumpulkan jawaban dari tugas rumah yang telah dikerjakan untuk mendapatkan penilaian.

c. Instrumen

Kisi-kisi

KD	IPK	Materi	Indikator soal	Bentuk soal
3.5 Mengevaluasi teks anekdot dari aspek makna tersirat.	3.5.1 Menjelaskan pengertian teks anekdot	Pengertian dari teks anekdot	Disajikan sebuah teks anekdot, peserta didik mampu menyimpulkan penertian teks anekdot	Uraian
	3.5.2 Mengidentifikasi penyebab kelucuan dalam teks anekdot	Membandingkan teks anekdot dengan teks humor	Mengemukakan hasil identifikasi mengenai makna tersirat dalam teks anekdot yang telah dibagikan,	Uraian
	3.5.3 Menyimpulkan makna tersirat dalam teks anekdot			Uraian
4.5 Mengonstruksi makna tersirat	4.5.1 Menjelaskan struktur teks	Struktur teks anekdot	Peserta didik membaca teks anekdot	Lisan

dalam sebuah teks anekdot	anekdot		kemudian mengidentifikasi struktur teks anekdot	
	4.5.2 Menyimpulkan makna tersirat dari teks anekdot	Maju ke depan kelas untuk menyampaikan hasil pekerjaan.	Peserta didik mengemukakan hasil diskusi dalam membuat rancangan teks prosedur	Lisan

Soal

Dosen yang juga Menjadi Pejabat

Di kantin sebuah universitas, dua orang mahasiswa, Udin dan Tono, sedang berbincang-bincang.

Tono : "Saya heran dosen ilmu politik, kalau mengajar selalu duduk, tidak pernah mau berdiri."

Udin : "Ah, begitu saja diperhatikan sih Ton."

Tono : "Ya, Udin tahu sebabnya."

Udin : "Barangkali saja, beliau capek atau kakinya tidak kuat berdiri."

Tono : "Bukan itu sebabnya, Din. Sebab dia juga seorang pejabat."

Udin : "Loh, apa hubungannya."

Tono : "Ya, kalau dia berdiri, takut kursinya diduduki orang lain."

Udin : "???"

Sumber: <http://radiosuaradogiyafm.blogspot.co.id> dengan penyesuaian

Perhatikan teks prosedur berikut ini !

Kerjakan latihan berikut!

1. Amati atau bacalah teks anekdot yang telah disajikan!
2. Identifikasikan kelucuan yang terkandung dalam teks anekdot tersebut!
3. Identifikasikan teks anekdot yang kalian baca apakah mengandung makna tersirat?
4. Analisislah makna tersirat teks anekdot yang telah disediakan!
5. Konstruksikan makna tersirat dalam teks anekdot!
6. Komunikasikan hasil dari konstruksi makna tersirat teks anekdot!

No	Kunci Jawaban	Skor
1	Siswa memahami teks anekdot yang disajikan.	
2	Kalimat penutup anekdot sebagai jawaban mengapa sang dosen tidak pernah mau berdiri dari tempat duduknya ternyata karena kalau dia berdiri, takut kursinya diduduki orang lain.	
3	Iya, Makna tersirat yang ada dalam anekdot tersebut adalah pada cuplikan <i>Bukan itu sebabnya, Din. Sebab dia juga seorang pejabat.</i> " Udin : "Loh, apa hubungannya." Tono : "Ya, kalau dia berdiri, takut kursinya diduduki orang lain." Udin : "???"	
4	Makna tersirat yang disampaikan adalah kritikan pada para pejabat yang takut kehilangan jabatannya atau tidak mau diganti oleh pejabat	

	baru	
5	Siswa mengomunikasikan hasil konstruksi makna tersirat teks anekdot lalu guru memberi penilaian.	
	Jumlah	

Pedoman Penilaian

KD. 3.5 Mengevaluasi teks anekdot dari aspek makna tersirat

No	Aspek yang dinilai	Nilai
1.	Pengertian anekdot Tepat Kurang tepat Tidak tepat	10 5 3
2.	Kelucuan yang ada dalam teks anekdot Tepat Tidak tepat	10 3
3.	Makna tersirat dalam teks anekdot Tepat Kurang tepat Tidak tepat	10 5 3
	Skor maksimum	30

Perolehan nilai siswa x skor ideal (100) =.....
Skor maksimal (30)

4.5 Mengonstruksi makna tersirat dalam sebuah teks anekdot

No	Aspek yang dinilai	Nilai
1.	Siswa meyimpulkan makna tersirat teks anekdot dengan Tepat Kurang tepat Tidak tepat	40 30 15
2.	Siswa mengomunikasikan hasil konstruksi makna tersirat teks anekdot dengan Tepat Kurang tepat Tidak tepat	30 15 10
	Skor Maksimum	70

Perolehan nilai siswa x skor ideal (100) =.....
Skor maksimal (30)

Mengetahui,
 Kepala SMA Negeri 2 Gadingrejo

Drs. Hj. Kiagus Arif
 NIP 196109231987021003

Gadingrejo, Juli 2019
 Guru Mata Pelajaran Bahasa Indonesia


 Dina Oktufiana, S. Pd.
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LAMPIRAN

MATERI PEMBELAJARAN

a. Pengertian Anekdot

Anekdot adalah sebuah cerita pendek yang berisi sebuah sindiran terhadap sesuatu atau seseorang yang dilengkapi dengan humor. Isi pokok teks Anekdot: Isi pokok dari sebuah teks anekdot adalah sebuah sindiran pada suatu hal atau pada seseorang. Fungsi dari anekdot adalah sebuah hiburan atau intermezzo yang dilengkapi dengan sebuah sindiran terhadap suatu hal.

b. Ciri Teks Anekdot

- a. Makna yang disampaikan adalah makna yang tersirat; bukan makna sesungguhnya.
- b. Mengandung sindiran terhadap seseorang atau kelompok masyarakat tertentu.
- c. Topik yang dibahas mengenai hal yang berhubungan dengan kepentingan khalayak ramai.

c. Struktur Teks Anekdot

1. Abstraksi berupa cerita pembuka yang akan menggambarkan awal cerita.
2. Orientasi yaitu peninjauan yang menggambarkan situasi awal cerita. Orientasi akan membangun konteks pembaca terhadap suatu cerita.
3. Krisis yaitu bagian cerita yang menggambarkan keadaan yang genting atau terjadinya konflik yang dialami oleh tokoh.
4. Reaksi yaitu tanggapan tokoh terhadap konflik yang muncul.
5. Koda yaitu penutup cerita atau keadaan akhir cerita.

Teks anekdot tidak harus memenuhi lima aspek di atas. Aspek yang harus ada dalam teks anekdot adalah orientasi, krisis, dan reaksi.

Contoh teks anekdot

Dosen yang juga Menjadi Pejabat

Di kantin sebuah universitas, Udin dan Tono dua orang mahasiswa sedang berbincang-bincang.
Tono : "Saya heran dosen ilmu politik, kalau mengajar selalu duduk, tidak pernah mau berdiri."

Udin : "Ah, begitu saja diperhatikan sih Ton."

Tono : "Ya, Udin tahu sebabnya."

Udin : "Barangkali saja, beliau capek atau kakinya tidak kuat berdiri."

Tono : "Bukan itu sebabnya, Din. Sebab dia juga seorang pejabat."

Udin : "Loh, apa hubungannya."

Tono : "Ya, kalau dia berdiri, takut kursinya diduduki orang lain."

Udin : "???"

Sumber: <http://radiosuaradogiyamin.blogspot.co.id> dengan penyesuaian.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 2 Gadingrejo
Kelas/ Semester : X / 1
Tahun Pelajaran : 2018/2019
Materi Pokok : Teks Anekdot
Alokasi Waktu : 4x45 JP

A. Kompetensi Inti (KI)

- KI-1 Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI-2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun responsif, dan pro-aktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi diri sebagai cerminan bangsa dalam pergaulan dunia
- KI-3 Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya 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, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.6 Menganalisis struktur dan kebahasaan teks anekdot.	3.6.1 Mengidentifikasi struktur teks anekdot 3.6.2 Menentukan struktur teks anekdot 3.6.3 Mengidentifikasi aspek kebahasaan teks anekdot 3.6.4 Menentukan kebahasaan teks anekdot 3.6.5 Menganalisis struktur dan kebahasaan teks anekdot
4.6 Menciptakan kembali teks anekdot dengan memerhatikan struktur, dan kebahasaan	4.6.1 Menyusun teks anekdot dengan memerhatikan struktur dan kebahasaan teks anekdot 4.6.2 Merevisi kembali struktur dan kebahasaan teks anekdot

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model Discovery Learning, peserta didik diharapkan mampu mengidentifikasi struktur dan kebahasaan dalam teks anekdot. Selain itu, peserta didik diharapkan dapat membuat teks anekdot dengan memperhatikan struktur dan kebahasaan yang terdapat dalam teks anekdot dengan baik, dengan rasa ingin tahu, disiplin selama proses pembelajaran, kerja keras dalam menyelesaikan setiap penugasan, pantang menyerah, dan menghargai pendapat orang lain dalam berdiskusi.

D. Materi Pembelajaran

1. Isi anekdot
2. Peristiwa/sosok yang berkaitan dengan kepentingan publik.
3. Sindiran.
4. Unsur humor.
5. Kata dan frasa idiomatis

E. Metode/Model/Pendekatan Pembelajaran

Metode : ceramah, diskusi kelompok, tanya jawab, presentasi
 Pendekatan : *Scientific*

F. Media/Alat/Bahan

Teks anekdot

G. Sumber Belajar

1. Buku *Bahasa Indonesia Kelas X*, Kementerian Pendidikan dan Kebudayaan, 2015
2. Bacaan digital
3. Surat kabar

H. Kegiatan Pembelajaran

Pertemuan Pertama: (2 x 45 menit)

Kegiatan	Deskripsi	Waktu
Awal/Pendahuluan	<p>1. Peserta didik merespon salam dari pendidik;</p> <p>2. Salah seorang peserta didik memimpin doa sesuai dengan agama dan kepercayaan masing-masing;</p> <p>3. Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.</p> <p>4. Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan</p> <p>5. Apersepsi dan motivasi.</p> <p>6. Contoh anekdot digunakan sebagai stimulan dengan sejumlah pertanyaan untuk memasuki kegiatan inti</p>	10 menit
Inti	<p>Menelaah Model</p> <p>1. Peserta didik membaca contoh teks anekdot dengan rasa ingin tahu.</p> <p>2. Peserta didik mencermati uraian yang berkaitan dengan struktur isi teks anekdot (abstrak, orientasi, krisis, respon, dan coda).</p> <p>3. Peserta didik membaca contoh teks anekdot yang lain.</p> <p>Mengonstruksi terbimbing</p> <p>1. Peserta didik mempertanyakan struktur isi teks anekdot (abstrak, orientasi, krisis, respon, dan coda) dengan cermat.</p> <p>2. Peserta didik membuat pertanyaan yang berhubungan dengan isi teks anekdot dengan bahasa yang komunikatif.</p> <p>3. Peserta didik menemukan struktur isi teks anekdot (abstrak, orientasi, krisis, respon, dan coda).</p> <p>4. Peserta didik menemukan ciri kebahasaan teks anekdot</p>	70 menit

	Mengonstruksi mandiri 1. Peserta didik mendiskusikan dan menyimpulkan hasil temuan terkait dengan struktur isi (abstrak, orientasi, krisis, respon, dan coda) dan ciri kebahasaan teks anekdot. 2. Peserta didik membuat sebuah teks anekdot 3. Peserta didik mengomunikasikan dan saling menilai kebenaran/ketepatan kesimpulan antarkelompok. 4. Peserta didik mempresentasikan teks anekdot dengan rasa percaya diri. 5. Peserta didik menanggapi presentasi teman/kelompok lain secara santun.	
Penutup	<ul style="list-style-type: none"> - Peserta didik menyimpulkan materi yang telah dipelajari dengan penguatan-penguatan dari pendidik. - Peserta didik saling memberikan umpan balik/refleksi hasil pembelajaran yang telah dicapai. - Pendidik menutup pembelajaran dengan salam. 	10 menit

Pertemuan Kedua: (2 x 45 menit)

Kegiatan	Deskripsi	Waktu
Awal/Pendahuluan	1. Peserta didik merespon salam dari pendidik 2. Salah seorang peserta didik memimpin doa sesuai dengan agama dan kepercayaan masing-masing; 3. Peserta didik merespon pertanyaan dari guru yang berhubungan dengan pembelajaran sebelumnya; dan 4. Peserta didik menerima informasi kompetensi, indikator, materi, manfaat, dan langkah pembelajaran yang akan dilaksanakan	10 menit
Inti	1. Peserta didik berkumpul bersama anggota kelompoknya masing-masing 2. Setiap kelompok mendiskusikan dan menyimpulkan hasil temuan terkait dengan struktur dan kebahasaan dalam teks anekdot. 3. Setiap kelompok mendiskusikan dan menyimpulkan temuan hasil diskusinya dengan saling menghargai. 4. Peserta didik bersama kelompoknya masing-masing berusaha membuat contoh teks anekdot dengan memerhatikan struktur dan kebahasaan teks anekdot. 5. Setiap kelompok mempresentasikan hasil kerja kelompoknya tentang membuat teks anekdot. 6. Peserta didik berdialog interaktif tentang presentasi yang dilakukan oleh kelompok dengan penguatan dari pendidik.	70 menit
Penutup	1. Peserta didik di bawah bimbingan guru menyimpulkan hasil pembelajaran 2. Selanjutnya, untuk memperdalam pengetahuan peserta didik mengenai teks anekdot, guru memberi tugas kepada peserta didik untuk membuat teks anekdot tentang bermain peran 3. Guru menyampaikan materi untuk pertemuan selanjutnya.	10 menit

I. Teknik Penilaian

a. Sikap

- **Teknik : Observasi**
- **Instrumen : Jurnal Penilaian Sikap Spiritual dan Sosial**

Jurnal Penilaian Sikap Spiritual

No	Waktu	Nama	Kejadian / Perilaku	Butir Sikap	Positif/Negatif	Tindak Lanjut
1						
2						
3						

Jurnal Penilaian Sikap Sosial

No	Waktu	Nama	Kejadian / Perilaku	Butir Sikap	Positif/Negatif	Tindak Lanjut
1						
2						
3						

b. Pengetahuan

- **Tertulis Uraian atau Pilihan Ganda**
- **Tes Lisan/Observasi Terhadap Diskusi, Tanya Jawab**
- **Penugasan**
Tugas Rumah
 - a. Peserta didik menjawab pertanyaan yang terdapat pada buku peserta didik
 - b. Peserta didik meminta tanda tangan orangtua sebagai bukti bahwa mereka telah mengerjakan tugas rumah dengan baik
 - c. Peserta didik mengumpulkan jawaban dari tugas rumah yang telah dikerjakan untuk mendapatkan penilaian.

c. Instrumen

Kisi-kisi Soal Pengetahuan

Mata Pelajaran : Bahasa Indonesia
 Kelas/Program : X
 Semester : 1 (satu)
 Kurikulum : 2013

No	Kompetensi Dasar	Materi Pokok	Indikator Soal	Bentuk Soal
1	3.6 Menganalisis struktur dan kebahasaan teks anekdot.	Menentukan isi struktur teks anekdot	Disajikan teks anekdot, peserta didik dapat menentukan struktur teks anekdot	Uraian
		Menentukan aspek kebahasaan teks anekdot	Disajikan teks anekdot, peserta didik dapat menentukan aspek kebahasaan teks anekdot	Uraian

Kisi-kisi Soal Keterampilan

Nomor	Kompetensi Dasar	IPK/Materi Pokok	Indikator Soal	Bentuk Soal
1	4.6 Menciptakan kembali teks anekdot dengan memerhatikan struktur, dan kebahasaan	Menyusun teks anekdot	Menyusun teks anekdot dengan memerhatikan struktur dan kebahasaan	Uraian
			Menceritakan kembali teks anekdot yang telah dibuat secara lisan / tulisan	uraian

Soal

1. Identifikasilah 5 struktur teks anekdot!
2. Analisislah struktur teks anekdot!
3. Identifikasi 6 ciri kebahasaan teks anekdot!
4. Buatlah teks anekdot berdasarkan keadaan lingkungan sekitar!
5. Presentasikan teks anekdot yang telah ditulis berdasarkan pengamatannya pada keadaan lingkungan sekitar!

Kunci jawaban

No	Kunci Jawaban	Skor
1	<p>1. Teks anekdot memiliki struktur sebagai berikut:</p> <ul style="list-style-type: none"> (a) Abstraksi, yaitu pendahuluan yang menyatakan latar belakang atau gambaran umum tentang isi suatu teks. (b) Orientasi, yaitu bagian cerita yang mengarah pada terjadinya suatu krisis, konflik, atau peristiwa utama. Bagian inilah yang menjadi penyebab timbulnya krisis. (c) Krisis, yaitu bagian dari inti peristiwa suatu anekdot. Pada bagian krisis itulah terdapat kekonyolan yang menggelitik dan mengundang tawa. (d) Reaksi, yaitu tanggapan atau respons atas krisis yang dinyatakan sebelumnya. Reaksi yang dimaksud dapat berupa sikap mencela atau menertawakan. (e) Koda, yaitu merupakan penutup atau kesimpulan sebagai pertanda berakhirnya cerita didalamnya dapat berupa persetujuan, komentar, ataupun penjelasan atas maksud dari cerita yang dipaparkan sebelumnya. Bagian ini biasanya ditandai oleh kata-kata, seperti <i>itulah, akhirnya, demikianlah</i>. Keberadaan koda bersifat <i>opsional</i>; bisa ada ataupun tidak ada. 	25
2	<p>1. Analisis struktur teks anekdot Abstraksi : Kami semua bersepeda sambil!</p>	20

	<p>bercanda gurau bersama</p> <p>Orientasi : Hari minggu ini udara segar di desaku. Semua anak desa merencanakan untuk bersepeda mengelilingi desa.</p> <p>Krisis : Udin berkata "Lo..gimana ni, kok bolong jalannya" ,lalu Joni menjawab "Bolongnya lebar lagi !", "ya ni.... padahal di depan rumah pak RT " kataku. "Din, di tasmu ada sabit " tanya Ade. "Buat pa, kok tumben kamu tanya sabit !" kata Udin,lalu Ade menjawab "Buat tebang pohon pisang lalu tanam di jalan yang bolong ni". "Ada - ada aja kamu ni " saut Joni. Ade kembali menjawab "Kayak di TV tu lo...kalo ada jalan bolong di tanempi pohon pisang aja".</p> <p>Reaksi semua.</p> <p>Koda : OOO,gitu ya" jawab kami : "haha,bagus juga ide kamu De" Setelah itu kami membeir jalan yang bolong ini pohon pisang. Kami semua langsung kabur dengan sepeda karena takut dimarahi.</p>	
3	<p>Ciri kebahasaan teks anekdot:</p> <ul style="list-style-type: none"> • menggunakan kalimat yang menyatakan peristiwa masa lalu. • menggunakan kalimat retoris, kalimat pertanyaan yang tidak membutuhkan jawaban. • menggunakan konjungsi (kata penghubung) yang menyatakan hubungan waktu seperti kemudian, lalu, dan sebagainya. • menggunakan kata kerja aksi seperti menulis, membaca, berjalan, dan sebagainya. • menggunakan <i>imperative sentence</i> (kalimat perintah). • menggunakan (kalimat seru). 	15
4	Jawaban diserahkan kepada siswa, guru menilai berdasarkan struktur teks anekdot dan ciri kebahasaannya.	20
5	Jawaban diserahkan kepada siswa, guru menilai berdasarkan presentasi yang diberikan siswa	20
Jumlah		100

Pedoman Penilaian Pengetahuan

KD. 3.6 Menganalisis struktur dan kebahasaan teks anekdot

No	Aspek yang dinilai	Nilai
1	Struktur teks anekdot ditulis secara Lengkap Kurang lengkap Tidak lengkap	10 5 3
2	Analisis struktur teks anekdot ditulis secara Lengkap Kurang lengkap Tidak lengkap	10 5 3
3	Ciri kebahasaan teks anekdot ditulis secara Lengkap Kurang lengkap Tidak lengkap	10 5 3
	Skor maksimum	30

Perolehan nilai siswa x skor ideal (100) =.....

Skor maksimal (30)

KD. 4.6 Menciptakan kembali teks anekdot dengan memerhatikan struktur, dan kebahasaan

No.	Aspek	Skor	Kriteria	Skor Maksimal
1	Isi	27—30	Sangat baik ---sempurna: menguasai topik tulisan; substantif; abstraksi^orientasi^krisis^reaksi^kode ; relevan dengan topik yang dibahas	30
		22—26	Cukup—baik: cukup menguasai permasalahan; cukup memadai; pengembangan tesis terbatas; relevan dengan topik; kurang terperinci	
		17—21	Sedang—cukup: penguasaan permasalahan terbatas; substansi kurang; pengembangan topik tidak memadai	
		13—16	Sangat kurang—kurang: tidak menguasai permasalahan; tidak ada substansi; tidak relevan; tidak layak nilai	
2	Struktur Teks	18—20	Sangat baik—sempurna: ekspresi lancar; gagasan terungkap padat dan jelas; tertata dengan baik; urutan logis (pernyataan pendapat (tesis)-argumentasi-penegasan ulang pendapat); kohefif	20
		14—17	Cukup—baik: kurang lancar; kurang terorganisasi, tetapi ide utama tersampaikan; pendukung terbatas, logis, tetapi tidak lengkap	
		10—13	Sedang—cukup: tidak lancar; gagasan kacau atau tidak terkait; urutan dan pengembangan kurang logis	
		7—9	Sangat kurang—kurang: tidak komunikatif; tidak terorganisasi; tidak layak nilai	

No.	Aspek	Skor	Kriteria	Skor Maksimal
3	Pemakaian Kata	18—20	Sangat baik—sempurna: penguasaan kata canggih; pilihan kata dan ungkapan efektif; menguasai pembentukan kata; penggunaan istilah tepat	20
		14—17	Cukup—baik: penguasaan kata memadai; pilihan, bentuk, dan penggunaan kata/ ungkapan kadang-kadang salah, tetapi tidak mengganggu	
		10—13	Sedang—cukup: penguasaan kata terbatas; sering terjadi kesalahan bentuk, pilihan, dan penggunaan kata/ ungkapan; makna membingungkan atau tidak jelas	
		7—9	Sangat kurang—kurang: pengetahuan tentang kata, ungkapan, dan pembentukan kata rendah; tidak layak nilai	
4	Kalimat	18—20	Sangat baik—sempurna: konstruksi kompleks dan efektif; terdapat hanya sedikit kesalahan penggunaan bahasa (urutan/ fungsi kata, partikel, pronomina, preposisi), tetapi makna cukup jelas	20
		14—17	Cukup—baik: konstruksi sederhana, tetapi efektif; terdapat kesalahan kecil pada konstruksi kompleks, terjadi sejumlah kesalahan penggunaan bahasa (urutan/ fungsi kata, partikel, pronomina, preposisi), tetapi makna cukup jelas	
		10—13	Sedang—cukup: terjadi kesalahan serius dalam konstruksi kalimat tunggal/ kompleks (sering terjadi kesalahan pada kalimat negasi, urutan kata/ fungsi kata, partikel, pronomina; makna membingungkan atau kabur)	
		7—9	Sangat kurang—kurang: tidak menguasai tata kalimat; terdapat banyak kesalahan; tidak komunikatif; tidak layak nilai	
5	Mekanik	9—10	Sangat baik—sempurna: menguasai aturan penulisan; terdapat sedikit kesalahan ejaan dan penataan paragraf	10
		7—8	Cukup—baik: kadang-kadang terjadi kesalahan ejaan dan penataan paragraf, tetapi tidak mengaburkan makna	
		4—6	Sedang—cukup: sering terjadi kesalahan ejaan dan penataan paragraf; tulisan tangan tidak jelas; makna membingungkan atau kabur	
		1—3	Sangat kurang—kurang: tidak menguasai aturan penulisan; terdapat banyak kesalahan ejaan, dan penataan paragraf; tulisan tidak terbaca; tidak layak nilai	
Skor Total				100

1. Perbelajaran Remedial dan Pengayaan

a. Remedial

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM), maka guru bisa memberikan soal tambahan,

CONTOH PROGRAM REMIDI

Sekolah :
Kelas/Semester :
Mata Pelajaran :
Ulangan Harian Ke :
Tanggal Ulangan Harian :
Bentuk Ulangan Harian :
Materi Ulangan Harian :
(KD / Indikator) :
KKM :

No	Nama Peserta Didik	Nilai Ulangan	Indikator yang Belum Dikuasai	Bentuk Tindakan Remedial	Nilai Setelah Remedial	Keterangan
1						
2						
3						

b. Pengayaan

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM (Kriteria Ketuntasan Minimal). Guru memberikan soal pengayaan.

Mengetahui,
Kepala SMA Negeri 2 Gadingrejo



Gadingrejo, Juli 2019
Guru Mata Pelajaran Bahasa Indonesia


Dina Oktafiana, S. Pd.
NIP 198410232008042008

LAMPIRAN

MATERI PEMBELAJARAN

Anekdot adalah cerita singkat yang menarik karena lucu dan mengesankan, biasanya mengenai orang-orang penting atau terkenal dan berdasarkan kejadian yang sebenarnya. Kriteria sebuah anekdot:

1. Lucu atau menarik
2. Mengesankan atau mengandung makna
3. Kejadian nyata atau pernah terjadi

Struktur teks anekdot

1. Abstrak : bagian awal paragraf yang berfungsi memberi gambaran tentang isi teks
2. Orientasi: bagian yang menunjukkan awal kejadian cerita atau latar belakang terjadi peristiwa
3. Krisis: bagian yang menjadi peristiwa unik
4. Reaksi : penyelesaian suatu masalah yang timbul pada bagian krisis
5. Koda: akhir cerita unik tersebut

Contoh teks anekdot

Satu hari, Budi dalam perjalanan pulang dengan mengendarai sebuah mobil. Saat itu, malam hari dan hujan turun dengan lebat. Sial bagi Budi, lampu depannya padam. Karena tidak ada penerangan yang cukup, Budi mengikuti lampu belakang mobil di depannya. Tiba-tiba, mobil yang diikuti Budi berhenti mendadak, dan mengakibatkan Budi menabrak mobil tersebut.

Budi : “ini bukan salah saya, salah kamu yang berhenti mendadak!” (sambil menantang)

Sopir : “itu jelas salahmu!”

Budi : “kok bisa, jelas-jelas kamu yang berhenti mendadak!” (masih dengan nada menantang)

Sopir : “Kau kira ini dimana mas? Hello...? Di sinikan garasi rumahku.”

Nilai moral dari cuplikan anekdot di atas adalah jangan lekas marah kepada orang lain jika belum tahu persoalan yang sebenarnya

Langkah menyunting teks anekdot

1. Membaca ulang naskah secara keseluruhan
2. Membetulkan penulisan jika terjadi kesalahan
3. Mengganti kata-kata yang tepat jika pemilihan katanya tidak sesuai
4. Menambah dan mengurangi bagian sesuai dengan draft yang sudah disiapkan

JALAN DESA

Hari minggu ini udara segar di desaku. Semua anak desa merencanakan untuk bersepeda mengelilingi desa. Setelah adzan subuh berkumandang kami semua bernagkrat bersama untuk pergi ke masjid di desa kami, melaksanakan shalat jamaah. Setelah melaksanakan solat berjamaah kami bersepeda bersama.

Kami semua bersepeda sambil bercanda gurau bersama, saat sampai di jalan dekat sungai kami semua memutuskan untuk membasuh wajah sebentar, setelah itu kami bergegas untuk melanjutkan perjalanan kami. Sesampainya di pojok desa kami teringat kalau di depan rumah pak RT jalannya rusak, tapi kami tetap semangat dan tidak menghiraukan hal ini.

Setelah itu, sesampainya di jalan depan Pak RT, Udin berkata “Lo..gimana ni, kok bolong jalannya”, lalu Joni menjawab “Bolongnya lebar lagi !”, “ya ni.... padahal di depan rumah pak RT ” kataku. “Din, di tasmu ada sabit ” tanya Ade. “Buat pa,kok tumben kamu tanya sabit ! ” kata Udin,lalu Ade menjawab “Buat tebung pohon pisang tanem di jalan yang

Satuan Pengurusan
Tahun Pelajaran
Kelas/Semester
Mata Pelajaran

KKM dan Interval Nilai

SMA N 2 Gadingrejo
2019/2020
XII PA 4 /

DAPATKAN LATIHAN MULIAHAN

| No | NIPD | Nama | Jenis Kelamin | P1 | | | | | | | | | | | | P2 | | | | | | | | | | | | P3 | | | | | | | | | | | | P4 | | | | | | | | | | | | P5 | | | | | | | | | | | | P6 | | | | | | | | | | | | P7 | | | | | | | | | | | | P8 | | | | | | | | | | | | P9 | | | | | | | | | | | | P10 | | | | | | | | | | | | P11 | | | | | | | | | | | | P12 | | | | | | | | | | | | P13 | | | | | | | | | | | | P14 | | | | | | | | | | | | P15 | | | | | | | | | | | | P16 | | | | | | | | | | | | P17 | | | | | | | | | | | | P18 | | | | | | | | | | | | P19 | | | | | | | | | | | | P20 | | | | | | | | | | | | P21 | | | | | | | | | | | | P22 | | | | | | | | | | | | P23 | | | | | | | | | | | | P24 | | | | | | | | | | | | P25 | | | | | | | | | | | | P26 | | | | | | | | | | | | P27 | | | | | | | | | | | | P28 | | | | | | | | | | | | P29 | | | | | | | | | | | | P30 | | | | | | | | | | | | P31 | | | | | | | | | | | | P32 | | | | | | | | | | | | P33 | | | | | | | | | | | | P34 | | | | | | | | | | | | P35 | | | | | | | | | | | | P36 | | | | | | | | | | | | P37 | | | | | | | | | | | | P38 | | | | | | | | | | | | P39 | | | | | | | | | | | | P40 | | | | | | | | | | | | P41 | | | | | | | | | | | | P42 | | | | | | | | | | | | P43 | | | | | | | | | | | | P44 | | | | | | | | | | | | P45 | | | | | | | | | | | | P46 | | | | | | | | | | | | P47 | | | | | | | | | | | | P48 | | | | | | | | | | | | P49 | | | | | | | | | | | | P50 | | | | | | | | | | | | P51 | | | | | | | | | | | | P52 | | | | | | | | | | | | P53 | | | | | | | | | | | | P54 | | | | | | | | | | | | P55 | | | | | | | | | | | | P56 | | | | | | | | | | | | P57 | | | | | | | | | | | | P58 | | | | | | | | | | | | P59 | | | | | | | | | | | | P60 | | | | | | | | | | | | P61 | | | | | | | | | | | | P62 | | | | | | | | | | | | P63 | | | | | | | | | | | | P64 | | | | | | | | | | | | P65 | | | | | | | | | | | | P66 | | | | | | | | | | | | P67 | | | | | | | | | | | | P68 | | | | | | | | | | | | P69 | | | | | | | | | | | | P70 | | | | | | | | | | | | P71 | | | | | | | | | | | | P72 | | | | | | | | | | | | P73 | | | | | | | | | | | | P74 | | | | | | | | | | | | P75 | | | | | | | | | | | | P76 | | | | | | | | | | | | P77 | | | | | | | | | | | | P78 | | | | | | | | | | | | P79 | | | | | | | | | | | | P80 | | | | | | | | | | | | P81 | | | | | | | | | | | | P82 | | | | | | | | | | | | P83 | | | | | | | | | | | | P84 | | | | | | | | | | | | P85 | | | | | | | | | | | | P86 | | | | | | | | | | | | P87 | | | | | | | | | | | | P88 | | | | | | | | | | | | P89 | | | | | | | | | | | | P90 | | | | | | | | | | | | P91 | | | | | | | | | | | | P92 | | | | | | | | | | | | P93 | | | | | | | | | | | | P94 | | | | | | | | | | | | P95 | | | | | | | | | | | | P96 | | | | | | | | | | | | P97 | | | | | | | | | | | | P98 | | | | | | | | | | | | P99 | | | | | | | | | | | | P100 | | | | | | | | | | | | P101 | | | | | | | | | | | | P102 | | | | | | | | | | | | P103 | | | | | | | | | | | | P104 | | | | | | | | | | | | P105 | | | | | | | | | | | | P106 | | | | | | | | | | | | P107 | | | | | | | | | | | | P108 | | | | | | | | | | | | P109 | | | | | | | | | | | | P110 | | | | | | | | | | | | P111 | | | | | | | | | | | | P112 | | | | | | | | | | | | P113 | | | | | | | | | | | | P114 | | | | | | | | | | | | P115 | | | | | | | | | | | | P116 | | | | | | | | | | | | P117 | | | | | | | | | | | | P118 | | | | | | | | | | | | P119 | | | | | | | | | | | | P120 | | | | | | | | | | | | P121 | | | | | | | | | | | | P122 | | | | | | | | | | | | P123 | | | | | | | | | | | | P124 | | | | | | | | | | | | P125 | | | | | | | | | | | | P126 | | | | | | | | | | | | P127 | | | | | | | | | | | | P128 | | | | | | | | | | | | P129 | | | | | | | | | | | | P130 | | | | | | | | | | | | P131 | | | | | | | | | | | | P132 | | | | | | | | | | | | P133 | | | | | | | | | | | | P134 | | | | | | | | | | | | P135 | | | | | | | | | | | | P136 | | | | | | | | | | | | P137 | | | | | | | | | | | | P138 | | | | | | | | | | | | P139 | | | | | | | | | | | | P140 | | | | | | | | | | | | P141 | | | | | | | | | | | | P142 | | | | | | | | | | | | P143 | | | | | | | | | | | | P144 | | | | | | | | | | | | P145 | | | | | | | | | | | | P146 | | | | | | | | | | | | P147 | | | | | | | | | | | | P148 | | | | | | | | | | | | P149 | | | | | | | | | | | | P150 | | | | | | | | | | | | P151 | | | | | | | | | | | | P152 | | | | | | | | | | | | P153 | | | | | | | | | | | | P154 | | | | | | | | | | | | P155 | | | | | | | | | | | | P156 | | | | | | | | | | | | P157 | | | | | | | | | | | | P158 | | | | | | | | | | | | P159 | | | | | | | | | | | | P160 | | | | | | | | | | | | P161 | | | | | | | | | | | | P162 | | | | | | | | | | | | P163 | | | | | | | | | | | | P164 | | | | | | | | | | | | P165 | | | | | | | | | | | | P166 | | | | | | | | | | | | P167 | | | | | | | | | | | | P168 | | | | | | | | | | | | P169 | | | | | | | | | | | | P170 | | | | | | | | | | | | P171 | | | | | | | | | | | | P172 | | | | | | | | | | | | P173 | | | | | | | | | | | | P174 | | | | | | | | | | | | P175 | | | | | | | | | | | | P176 | | | | | | | | | | | | P177 | | | | | | | | | | | | P178 | | | | | | | | | | | | P179 | | | | | | | | | | | | P180 | | | | | | | | | | | | P181 | | | | | | | | | | | | P182 | | | | | | | | | | | | P183 | | | | | | | | | | | | P184 | | | | | | | | | | | | P185 | | | | | | | | | | | | P186 | | | | | | | | | | | | P187 | | | | | | | | | | | | P188 | | | | | | | | | | | | P189 | | | | | | | | | | | | P190 | | | | | | | | | | | | P191 | | | | | | | | | | | | P192 | | | | | | | | | | | | P193 | | | | | | | | | | | | P194 | | | | | | | | | | | | P195 | | | | | | | | | | | | P196 | | | | | | | | | | | | P197 | | | | | | | | | | | | P198 | | | | | | | | | | | | P199 | | | | | | | | | | | | P200 | | | | | | | | | | | | P201 | | | | | | | | | | | | P202 | | | | | | | | | | | | P203 | | | | | | | | | | | | P204 | | | | | | | | | | | | P205 | | | | | | | | | | | | P206 | | | | | | | | | | | | P207 | | | | | | | | | | | | P208 | | | | | | | | | | | | P209 | | | | | | | | | | | | P210 | | | | 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No	NIPD	Nama	Jenis Kelamin	KD									PH			KD			PAS			Rapor (NR)		
				KD 3,1	KD 3,2	KD 3,3	KD 3,4	KD 3,5	KD 3,6	KD 3,7	KD 3,8	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3	
21	1587	Shewira Nadien	P	BD	56	65	65	65	65	65	65	PH =	PH =	PH =										
22	1588	Taufik Setiawan	L	60	54	55	55	55	55	55	55	PH =	PH =	PH =										
23	1589	Tara Kesiayarna Agustini Harun	P	45	56	70	70	70	70	70	70	PH =	PH =	PH =										
24	1590	Wahyu Mahesa Putra	L	65	52	76	76	76	76	76	76	PH =	PH =	PH =										
25	1591	Wahyuni Budianti	P	70	52	60	60	60	60	60	60	PH =	PH =	PH =										
26	1592	Yogas Fajarsyah	L	65	56	70	70	70	70	70	70	PH =	PH =	PH =										
27	1593	Yuliana Sela Ajeika	P	65	52	75	75	75	75	75	75	PH =	PH =	PH =										
28	1594	Yunita San	P	65	60	75	75	75	75	75	75	PH =	PH =	PH =										
29	1595	Yusda Fitra Dita	P	70	62	75	75	75	75	75	75	PH =	PH =	PH =										
30	1596	Zakia Dila	P	60	50	70	70	70	70	70	70	PH =	PH =	PH =										

Mengetahui
Kepala SMAN 2 Gadingrejo

Drs. Hi. KIagus Arif
NIP. 19610923 198702 1 003

Keterangan :

- P1 Nilai Terulis
- P2 Nilai Utsn
- P3 Nilai penugasan
- PH Rata-rata nilai dari P1, P2, P3
- PTS Sama dengan nilai KD
- PAS Penilaian akhir semester
- NR Rata-rata nilai dari seluruh PH dan PAS
- Iai Desripsi Sangat menguasai KD (diisi KD dg nilai tertinggi) dan perlu pembimbingan dalam KD (diisi KD dengan nilai terendah)

Gadingrejo,
Guru Mapel

2019

Bidang Studi : Bahasa Indonesia
Kelas : X (Sepuluh)
Semester : Ganjil
Sekolah : SMA Negeri 2 Gadingrejo
Tahun Pelajaran : 2019-2020

INSTRUMEN PENILAIAN
KEMAMPUAN MENULIS TEKS ANEKDOT
BERDASARKAN STRUKTUR DAN KEBAHASAAN

Petunjuk :

1. Bacalah doa sebelum mengerjakan soal!
2. Tulislah identitas Anda di sudut kiri atas pada lembar kerja yang telah disediakan!

Indikator Penilaian :

1. Struktur Teks Anekdot (bobot: 40)
2. Kebahasaan Teks Anekdot (bobot: 40)
3. Ejaan Bahasa Indonesia (bobot: 20)
 - a. Penggunaan Huruf Kapital
 - b. Penggunaan Tanda Baca

Soal :

1. Buatlah Teks Anekdot dengan memperhatikan:
 - a. Struktur anekdot (meliputi: abstrak, orientasi, krisis, reaksi dan koda).
 - b. Kebahasaan anekdot (meliputi: kalimat yang menyatakan peristiwa masa lalu, kalimat retoris, konjungsi yang menyatakan hubungan waktu, kata kerja aksi, kalimat perintah dan kalimat seru).

LEMBAR JAWABAN

Nama :
Kelas :
Semester :
Mata Pelajaran :
Hari, tanggal :

LEMBAR JAWABAN

Nama : Nadia Aulia Putri
 Kelas : X IPA 4
 Semester : I (Genjil)
 Mata Pelajaran : Bahasa Indonesia
 Hari, tanggal :

Abstrak : Rencana Pesampenan yang ingin dilakukan Dadang Dudung
 Disebutkan kameung tinggalan dua orang anak
 Yang bernama Dadang dan Dudung.

Orientasi : Mereka berangan-angan ingin menjadi orang kaya
 tanpa harus bekerja keras. Dan merupakan tujuan
 persatuan, sebagai berikut!!

Krisis : Dadang : "Dung, bagaimana ya casanya menjadi
 kaya tanpa harus bekerja keras?"

Dudung : "Ahna... bagaimana kalau kita mencampak
 Bank dengan menggunakan baju Supermant
 supaya kita bisa menjadi kuat!!"

Dadang : "Hahaha... aneh-aneh saja kau ini dung,
 mana ada baju begituan."

Dudung : "Ada lah!! kalau kita masuk ke dalam TV
 dan kita mengambilnya langsung!!"

Reaksi : Dadang : "Yasudahlah, tidak usah dibahas lagi.
 Bicaramu sudah mulai ngelantur!"

Dudung : "Hoalah... dikasih sajian yang bagus malah
 dibilang ngelantur."

Dadang : "Yaudahlah, iya ini aja biar cepet kelar!!"

Dudung : "Aisyah!!!"

Koda : Mereka pun pulang kerumah masing-masing karena
 hari sudah mulai menjelang malam.

LEMBAR JAWABAN

Nama : AURA ISLAH AMATTILLAH
Kelas : X IPA 4
Semester : I (Ganjil)
Mata Pelajaran : B. Indonesia
Hari, tanggal :

Abstraksi . Hari ini, merupakan hari pertama Budi masuk sekolah.
Konon katanya baju seragam sekolah wajib di masukkan
Supaya terlihat rapih. Tetapi baju seragam joko tidak dimasukkan

Orientasi . Guru : "Budi masukkan bajunya!"
Budi : "Iya Pak."

Krisis . (Budi memasukkan bajunya kedalam tas)

Guru : "Budi mana bajumu ?!"

Budi : "Lah katanya suruh di masukkan, ya saya
masukkan ke dalam tas Pak."

Reaksi . Guru : "Bukan itu matsut Bapak, matsut Bapak masukkan
bajumu itu ke dalam celana bukan ke dalam tas!"

Budi : "Yaudah saya masukkan ke dalam celana Pak."

Koda → (Budi mengambil baju yang tadi dimasukkan kedalam tas dan
memasukkan bajunya ke dalam celananya).

Budi : "Pak, kalau bajunya dimasukkan celana, celananya
jadi galenggang Pak." (Budi hanya memakai tas dalam
sementara bajunya dimasukkan ke dalam celana)

Guru : "Astaga Budi !!!!! (dengan ekspresi tegas) → Reaksi

→ Akhirnya Pak Budi menjelaskan kepada Budi cara
memasukkan baju seragam yang benar.
Dan sekarang Budi selalu terlihat rapih saat sekolah
dengan baju yang di masukkan ke dalam celana dengan benar.

S = 3
A = 1
B = 0
C = 1
D = 1
E = 0
F = 1

Kapital = 3
Tanda baca
1 = 2
2 = 2

3 = 2

4 = 0

5 = 0

7 - 10

LEMBAR JAWABAN

Nama : Rahma Dita Alifia
Kelas : X (IPA 4)
Semester : Semester 1 (Ganjil)
Mata Pelajaran : Bhs. Indonesia
Hari, tanggal :

Antrean Raskin

- Abstrak : Suatu hari ada pembagian beras untuk keluarga miskin alias raskin di balai desa. Karena antrean terlalu panjang, salah satu warga yang ikut mengantre pun marah-marah.

- Orientasi : "Ini pasti gara-gara kepala desa yang korupsi, kita ~~jadi~~ susah begini," kata warga tersebut.

- Krisis : Karena jengkel, dia lantas mendatangi rumah kepala desa sambil berkata, "Kalau begini caranya, saya akan melengserkan kepala desa sekarang juga." ~~seni~~

- Reaksi : Sesampainya di rumah kepala desa, ternyata sudah banyak orang mengantre untuk menghakimi kepala desa. Bahkan, antrean di rumah kepala desa lebih panjang daripada antrean di tempat pengambilan raskin.

- Kata : Warga yang ladi meninggalkan antrean pembagian raskin dengan kesal ~~mengomel~~ sendiri, "Kalau harus ngantre juga, mendingan ngantre raskin."

A = 1
B = 1
C = 3
D = 1
E = 2
F = 1

A = 3
I =

LEMBAR JAWABAN

Nama : Jogias Pajarningsyah
Kelas : X. IPA 4
Semester : I (ganjil)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

Abstrak \Rightarrow Suatu hari Andi pulang dari sekolah dan ingin langsung bikin kumuter basket.

Orientasi \Rightarrow Saat sampai di rumah, dia langsung menemui ibunya.

Inisis \Rightarrow Andi : "Buuu..."
Ibu : "What happennd ndi?"
Andi : "Belajar bahasa Inggris dimana, bu?"
"Angguy melar...."
Ibu : "Kamu mau tanya apa ndi?"
Andi : "Ibu, apakah kaos basketku engga?"
"Kemarin ibu cuci tulus ibu telah dilemar."

Praksi \Rightarrow Ibu : "enggak ada, bu..."
Andi : "Cari yang benar!" Perintah
Andi : "Ibu, Sini aja kalo engga percaya!" perintah
Ibu : "Ya pastes bagu kamu tidak ketemu, nyari bagu itu dilemar; bagu bukan benar, dilemar; makan." Praktik
Andi : "hehe... Laper duluan bu"

Koda \Rightarrow Akhirnya ibu adi yang mengambil baaju
sedangkan adi mengambil nasi. Fikih

A = 1
B = 1
C = 81
D = 3
E = 1
F = 2

LEMBAR JAWABAN

A <

Nama : Fadela Yuslita
Kelas : X IPA 4
Semester : I (ganjil)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

Abstraksi	(Suatu hari) Rima bertemu dengan ustaz di masjid.
Orientasi	Rima dan ustaz ke masjid menjalankan ibadah sholat magrib
Krisis	Ustaz : Rima dunia semakin tua ya ? Rima : Iya tad. Ustaz : Mengapa Rima Rima lebih mementingkan dunia daripada akhirat? Rima : Karna dunia lebih Indah tad. Ustaz : Toh... "Apakah benar dunia lebih Indah daripada akhirat? Apa kamu tau syurga firdaus lebih Indah daripada duniamu yang rementara." Reaksi
Reaksi	Rima : "Tentu tadz tidak tahu, se tahu saya yang bernama firdaus, anaknya ganteng - ganteng seperti pacar saya." Imut seperti marahut. Ustaz : "Jangan ngawur! Tolong jawab yang benar!" Pacaran itu dilarang oleh agama. Koda
Koda	Akhirnya Rima pun sadar perbuatan yang dilakukan Rima selama ini tidak baik dan dilarang oleh agama, Rima pun menyesali perbuatannya

S = 3
A = 0
B = 0
C = 1
D = 3
E = 0
F = 0

LEMBAR JAWABAN

Nama : Tiara Kesyarina a.H
Kelas : X. IPA 4
Semester : I (ganjil)
Mata Pelajaran : Bhs. indonesia
Hari, tanggal :

Abstrak : "ada Seorang anak kecil yg bangun", dari tempat tidurnya dan ia mencari ibu dan ayah nya yg sedang berkebun. dan ia menemui ayah dan ibu nya sambil bertemu kencang!!!
"ayahhhh."
"ibuuuu kalian dimana."

Orientasi : "ayah dan ibu nya, menjawab"
"ya ada ada anakku. ayah dan ibu ^{sedang} di kebun.
kenapa ??? bertemu sangat kencang."

Krisis : "anak nya menjawab,"aku tahu ibu dan ayah meninggalkan ku
ku pergi jauh dan tidak akan kembali lagi."

Reaksi : ayah dan ibu (aku berharap tidak akan meninggalkan ayah, ibu
meninggalkan ku mu.???)

Koda : ibu, ayah berjanji tidak akan meninggalkan ku kan
"iya ibu dan ayah tidak akan meninggalkan mu nake"

3
4
5
6
7
8
9

LEMBAR JAWABAN

Nama : Destu Lailiah
Kelas : X-IPA 4
Semester : Semester I (Ganjil)
Mata Pelajaran : B. Indonesia
Hari, tanggal :

Kekhawatiran Sektor Kelinci terhadap Buaya

Abstraksi : Suatu hari di hutan terjadi interaksi antara kelinci dan buaya

Orientasi : Kelinci : Buaya kenapa kamu jarang muncul didarat?
Buaya : Emanonya kenapa !

Krisis : Kelinci : karena jarang liat kamu mencari makan.
Buaya : Saya itu lebih suka di air, karena rasanya yang dingin.

Rеaksi : Kelinci : Owh, "soalnya saya khawatir takutnya kamu menghilang kena arus telle?"
Buaya : Ya, aneh kali buaya yang badannya besar bisa hanyut ke bawa arus sungai yang kecil.

Koda : Setian interaksi kelinci dan buaya.
kelinci yang : terlalu khawatir dengan buaya karena tidak pernah muncul di darat.

S=3
A=1
B=0
C=1
D=1
E=0
J=1

K=3
1=3
2=2
3=3
4=1
5=1
6=2

LEMBAR JAWABAN

Nama : Taufik Setiawan
Kelas : X IPA 4
Semester : I (Ganjil)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

Abstrak → Pada suatu hari, di kantor polisi Toni sedang mengurus pembuatan SIM bersama temannya.

Orientasi → Dia terheran melihat prosedur pembuatan SIM yang sangat mudah dengan latihan sekali saja langsung bisa jadi. Padahal ada beberapa diantaranya yang belum begitu lihai dalam berkendara.

Seakan para petugas yang mengurus pembuatan SIM itu tidak memikirkan dampak ke depan jika para pembuat SIM yang belum lihai tersebut terjun langsung di jalan raya yang ramai akan kendaraan roda empat dengan kecepatan tinggi.

Krisis → Toni : "Jontau gak kenapa para polisi perutnya besar-besarnya?".
Jono : "Ya karena gizinya tercukupi mungkin." Jawab Jono.
Toni : "(menggelengkan kepala) Bukan!"

Reaksi → Jono : "Lalu kenapa?";
~~Toni~~ "Karena pekerjaan mereka tidak seberat TNI mungkin," jawab Jono mengulang.
Toni : "Salah semua, perut mereka besar sesuai dengan isi dompet yang mereka miliki," jelas Toni.

Koda → Mereka pun kemudian melanjutkan mengurus SIM.

S = 0
A = 0
B = 1
C = 1
D = 2
E = 0
F = 0

LEMBAR JAWABAN

Nama : ZALZA DILLA.
Kelas : X IPA 4.
Semester : Satu (ganjil).
Mata Pelajaran : Bahasa Indonesia.
Hari, tanggal :

1. Abstrak \Rightarrow Pagi hari yang cerah, Erna bertemu dengan Wulan di tepi jalan raya.

Orientasi \Rightarrow Erna: "Wulan.. sedang apa kamu disini?"

Wulan: "Aku sedang menunggu taksi online... karena aku mau pergi ke supermarket."

Erna: "Supermarket? kalau boleh tau kamu mau beliin apa?"

Wulan: "Ini loh.. aku mau beli buku novel untuk tugas bahasa Indonesia besok..".

Krisis \Rightarrow Erna: "Oh... membeli buku. Kenapa ke supermarket? Kenapa tidak ke toko buku saja? Disana kan lebih lengkap jenis-jenis bukunya.".

Wulan: "Begini loh... seain kamu beli buku, kamu juga ingin membeli keripik lainnya.".

Reaksi \Rightarrow Erna: "Oalah.. jadi begitu. Tapi jika kamu membelinya ditoko buku, dapat memudahkan kamu untuk memilihnya... sekaligus bareng aku loh kesana... hehe...".

Wulan: "O. kamu juga mau pergi kesana? Yasudah bareng aja ke toko buku.".

Koda \Rightarrow Kemudian mereka pun persi bersama ketoko buku..

S = 3
A = 1
B = 0
C = 1
D = 0
E = 0
F = 1

LEMBAR JAWABAN

Nama : Wahyuni Budiarti
Kelas : x IPA 4
Semester : (Ganjil) 1
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

Kambing dan Monyet

Abstrak : Suatu hari di sebuah hutan hiduplah seekor kambing dan monyet. Persahabatan mereka berdua dibilang cukup erat.

Orientasi : Saat monyet hendak pergi ke kebun buah untuk mengambil pisang, Monyet bertemu kambing yang tengah kelaparan.

Krisis : Monyet : "Hei! kambing sedang apa kamu ?!"

Kambing : "Wahai monyet aku tengah kelaparan, rumput di padang sudah sangat kering dan tidak layakku makan, apakah aku boleh meminta beberapa biji buah pisang mu ?!"

Monyet : "Ha?!, apa! yang benar aja kambing makan pisang, yang pantas makan pisang itu cuma aku. Kalo kamu makan pisang untuk membantu saja susah, tidak seperti aku tinggal buka langsung makan."

Reaksi : Kambing : "Ya minta tolong buka ini kamu lah, monyet. Masa sama temen sendiri perhitungan banget sih."

Monyet : "Yaudah aku kasih kamu dua buah pisang aja, tapi kamu buka sendiri buah pisang nya."

Koda : Itulah hubungan persahabatan monyet dan kambing. Niat monyet yang ingin membantu kambing sudah baik hanya saja tidak sepenuhnya monyet membantu kambing.

LEMBAR JAWABAN

Nama : DICKY PUTRA JULIAN DANI
Kelas : X IPA 4
Semester : 1 (ganjil)
Mata Pelajaran : B. Indonesia
Hari, tanggal :

Abstrak : Satu hari ketika, Budi dan Tomo bertemu di taman

Orientasi : Setelah mereka bertemu, mereka mengobrol
sambil berjalan-jalan di taman. Mereka berdua
terlibat percakapan yang agak seru.

Krisis : Budi : "saya agak tertarik ketika saya diajar Pak Digo."

Tomo : "Tertarik Bagaimana?"

Budi : "ya, kalo diajarin Pak Digo agak gak maknud."

Tomo : "Agak gak maknud gimana?"

Reaksi : Budi : "ya gimana mau maknud, Pak Digo jarang masuk kelas."

Tomo : "Oohh, maknud kamu gitu, bagus nggak? aku.."

Koda : Mereka bermedan pembela masing sambil imajinasi

S = 3
A = 1
B = 0
C = 3
D = 3
E = 1
F = 1

K = 3
I = 3
Z = 1
S = 3
N = 1
S = 1
B = 2

Nama :
Kelas :
Semester :
Mata Pelajaran :
Hari, tanggal :

LEMBAR JAWABAN

Wahyuni Budiaristi
Tutor Keystartin Agustina Harun
X IPA 4
1 (Ganjil)
Bahasa Indonesia

Abstrak → Di suatu hari seorang ibu akan memijat bayinya di kamar sebelum memandikannya, hal itu disebabkan sudah beberapa hari bayinya rewel dan susah tidur.

Orientasi → Kemudian ibu ingin mengambil minyak pijat di meja samping kasur akan tetapi ibu lupa menaruhnya.

Ibu : "Dimana baby oil yang kemarin?" Tanya ibu dalam hati.
Krisis → Kemudian ibu baru ingat jika menaruhnya di dapur setelah memasak. Si ibu akhirnya memanggil anak ke duanya yang berumur 3 tahun.

Ibu : "Nak tolong ambilkan minyak ibu di dapur untuk pijat adek ya?" Pinta ibu kepada anaknya.

Anak : "Ya, bu."

Reaksi → Ibu bereksi kecil mengambil minyak yang ada di dapur.
Kemudian ia menyodorkaninya ke ibunya.

Si ibu terkaget-kaget melihat anaknya membawa botol minyak goreng yang isinya masih setengah

Ibu : "Kenapa kamu mengambil ini, Nak?" Tanya ibu heran.
Anak : "Tadi ibu bilang suruh ambil minyak dapur," cekotet

Koda → Setelah itu akhirnya ibu mengambil sendiri minyak baby oil.

A=2
B=1
C=0
D=2
E=1
F=1

LEMBAR JAWABAN

Nama : Asiy Widya Astuti
Kelas : X IPA 4
Semester : 1 (Ganjil)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

Abstrak : Minggu lalu ada acara Pencalonan anggota MPR, dalam acara tersebut Pak mamat dan Pak madi turut mencalonkan diri sebagai anggota MPR.

Orientasi : Setelah mencalonkan diri mereka kembali ke rumah Pak mamat, disana mereka berbincang-bincang

Krisis : Pak Mamat : "Kalau kita terpilih menjadi anggota MPR apa yang akan Bapak lakukan?"

Pak Madi : "Saya akan bekerja untuk rakyat dan Saya akan berusaha mensejahterakan rakyat."

Reaksi : Pak Mamat : "Apa Pendapat Bapak tentang korupsi?"

Pak Madi : "Menurut Saya korupsi merupakan tindakan tidak terpuji. Jika saya terpilih menjadi anggota MPR nanti Saya akan memberikan hukuman yang setimpal agar ada rasa jera bagi koruptor-koruptor yang sudah merugikan masyarakat yaitu hukuman MATI!"

Pak Mamat : "Hahaha... Pak Madi kamu itu mau jadi anggota MPR atau majelis ta'lim."

Koda : Kemudian mereka berdua melanjutkan perbincangan mereka mengenai rencana jika mereka terpilih.

A = T
B = D
C =
D = I
E =
F =

LEMBAR JAWABAN

Nama : Elisapuri
Kelas : X IPA 4
Semester : 1 (ganjil)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

Abstrak : Dua siswa SMATI 2 Gadingrejo sebut sama namanya Dafa dan Dati. Sama-sama bermaksud ingin mencalonkan diri sebagai ketua osis.

Orientasi : Setelah mereka berdua menyerahkan berkas pencalonannya ke kantor, Dafa dan Dati mengobrol sambil minum es di kantin sekolah tersebut. Mereka berdua sedang berbincang-bincang percakapan yang seru.

Krisis : Dafa : "Hi, banyak mantan ketua osis di sekolah kita yang hebat, pintar, dan mampu berorganisasi dengan baik!"
Dati : "Kalau tentang itu aku juga sudah tau, Fa!"
Dafa : "Sangking pintarnya mereka berorganisasi, sampai saat ini belum ada calon ketua osis yang pintar seperti mereka."
Dati : "Maknudmu apa Fa?"
Dafa : "Yah, apalagi kalau bukan pintar berorganisasi seperti mereka."

Reaksi : Dati : "kok malah pintar berorganisasi seperti mereka?"
Dafa : "Ya iyalah, bayanganan saééé, nika calon ketua osis seperti kita ini tidak mampu berorganisasi dengan baik seperti mantan ketua osis kita duw, mau gadi apa murid dan sekolah kita?"
Dati : "Ooooh, maknudmu cijw, ngerti atuu."

Koda : Mereka kemudian memesan mi ayam sambil berfikir tentang cara atau tindakan untuk menjadi calon ketua osis yang pintar berorganisasi dengan baik dan dapat disegani oleh guru dan siswa-siswi SMATI 2 Gadingrejo

LEMBAR JAWABAN

Nama : Reffy Arista Deni
Kelas : X IPA 4
Semester : I. (ganjil)
Mata Pelajaran : B. Indonesia
Hari, tanggal :

Sangking Sudah Bosan Keliling Dunia

Abstraksi : Gus Dur mencoba cari suasana di pesawat RI-OJ.

Kali ini Gus Dur mengundang Presiden Amerika dan Prancis terbang keliling dunia bersamanya.

Boleh dong, memangnya Amerika dan Prancis saja yang punya perawat kepresidenan.

Orientasi : Seperti biasa setiap presiden selalu ingin memamerkan apa yang menjadi kebanggaan negrianya.

Krisis : Tidak lama Presiden Amerika waktu itu, Bill Clinton, mengeluarkan tangannya dan sesaat kemudian berkata,

"Wah, kita sedang berada di atas New York!"

Gus Dur bertanya "Lho, kok bisa tahu sih?"

"Itu patung Liberty kepegang!" jawab Clinton dengan bangganya.

Presiden Prancis, Jacques Chirac, tidak mau kalah. Ia ikut menjulurkan tangannya keluar.

"Kita sedang berada di atas Kota Paris," katanya dengan sombongnya.

Gus Dur melayangkan pertanyaan yang sama

"Wah kok bisa tahu juga?"

"Itu Menara Eiffel kepegang," sahut Presiden Prancis.

Reaksi : Tiba-tiba Gus Dur menjulurkan tangannya keluar perawat.

"Wah, kita sedang berada di atas Tanah Abang!" teriak Gus D

"Lho, kok bisa tahu sih?" tanya Clinton dan Chirac.

"Ini, jam tangan saya hilang," jawab Gus Dur kalem.

LEMBAR JAWABAN

Nama	:	Shevira Nadier.
Kelas	:	X IPA 4.
Semester	:	Satu (Ganjil)
Mata Pelajaran	:	Bahasa Indonesia
Hari, tanggal	:	

Abstraksi \Rightarrow Suatu hari, di dalam sel tahanan para narapidana sedang berbincang-bincang tentang bagaimana mereka bisa dipenjara.

Orientasi \Rightarrow Para narapidana sating asik mengobrol mereka sampai lupa bahwa mereka mengobrol dalam waktu satu tahun. Pak Karmin namanya bertanya dengan Pak Kartok bagaimana dia bisa masuk kedalam penjara.

Krisis \Rightarrow Pak Karmin : "Duh, duh Kartok kamu ngapain disini?"
Pak Kartok : "Aku dipenjara karena menyelamatkan kambing yang sedang teriak-teriak."
Pak Karmin : "Lho, kok bisa dipenjara. Seharusnya kamu diberi apresiasi karena menyelamatkan kambing yang sedang tersakitan."
Pak Kartok : "Tolong dong! dengarkan ceritaku selanjutnya."
Pak Karmin : "Iya, iya..."
Pak Kartok : "Jadi, begini... Sewaktu aku di jalan, aku bertemu dengan seorang lelaki yang sedang menari kambing, ku tira dia mau mericuri kambing itu, jadi abu teriak maling deh, padatza dia itu orang yang punya kambingnya."
Reaksi \Rightarrow Pak Karmin : "Owlah, owlah kamu sih gegabah banget."
Pak Kartok : "Hatta, iya aku salah server."

LEMBAR JAWABAN

Nama : EKA NOVITA SARI
Kelas : X IPA 4
Semester : I (Ganjil)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

1. Abstraksi :

=> Di suatu hari, ada sekelompok anak muda yang sedang meributkan sesuatu di kantin.

2. Orientasi :

=> Putri : "Eh fani, kemarin ultah ya?"

Fani : Iya, ada apa?

Putri : Mana nih maca gak telakiran?

Fani : Lo, telakiran? kemarin apa kalau bukan telakiran?
Mungkin dong jangan sering gak masuk sekolah!

3. Krisis :

=> Putri : Lo siapa yang sering gak masuk? kamunya aja yang jarang ketemu aku!

Fani : Iah tulung juga ya males sekolah.

4. Reaksi :

=> Putri : Jangan asal ngomong dong!aku sekolah kerus, kadang engang gak berangkat itu juga karena saya sakit, ataupun ada kepentingan lain.

Putri : Tolong dong! jang asal kalau ngomong,
Surat selama saya tidak berangkat buat apa?
kalau bukan buat ini.

5. Kodak :

=> Fani : "Oh, maaf"

Saya tidak tahu kalau itu alasan mu tidak main.

LEMBAR JAWABAN

Nama : Dwi Anggun Pertami
Kelas : X IPA 4
Semester : 1 (Ganjil)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

ABSTRAK = Suatu hari Istri DPR bertemu dengan tetangganya di pasar.

ORIENTASI = Yanti : "Hay, Bu Nana."

Bu Nana : "Eh Yanti, ada apa?"

Yanti : "Tumben pasar sendiri, Pak Hamo maria?"

Bu Nana : "sedang tidur dirumah."

Yanti : "Bukannya pekerjaannya tidur?"

Bu Nana : "Maksudnya?"

KRISIS = Yanti : "Memang benarkan kejadian DPR dikantor hanya tidur saja"

REAKSI = Bu Nana : "Wah.... kan kemarin butuh istirahat sejenak."

Yanti : "Jadi tolong sampaikan kesuami anda untuk tidak meninggali!"

KODA = Setelah itu Bu Nana mengadu kepada Pak Hamo atau suaminya, dan suaminya pun menyadarinya.

3
1
0
1
3
0
=1

LEMBAR JAWABAN

Nama : Maulana aditia
Kelas : X IPA 4
Semester : I <Gandii>
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal : Rencana studi wisata

Disuatu hari anto dan teman-temannya mempunyai rencana study wisata \Rightarrow Abstrak
wali kelas : "anto, bagaimana rencana studi wisata ke tanjung biras, \Rightarrow orientasi:
apakah semua temanmu setuju?"
ketua kelas : "saya sudah berbicara dengan teman-teman, Bu. ada usulan studi wisataanya ke pantai marina sonda, Bu" \Rightarrow Krisis
wali kelas : "wah kenapa bisa begitu?"
ketua kelas : "kan kalo di pantai marina . gak membosankan, Bu"
wali kelas : "Disitu juga akan bagus pemandangannya, (sawaktu) perbedaan juga (ngeriat) monyet di pinggir danau." \Rightarrow Reaksi:
ketua kelas : "Bukan bu marsut kita itu, disitu banyak ceweknya."
wali kelas : "Ooehh bocah, bocah!
Mereka kemudian langsung mempersiapkan barang-barang \Rightarrow koda
yang akan dibawa dan mereka langsung barangklat langsung dari sekolah ke Studi Wisata

6.3
1
0
2
0.1
0.0
2

Pembelajaran dan Pengembangan Siswa di Sekolah Dasar

LEMBAR JAWABAN

Nama : Dala Iutfiyaturrohmah
Kelas : X. IPA 4
Semester : 1 (Ganjil)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

Abstraksi : Suatu hari ada seorang anak sedang berkumpul dibawah pohon.

Orientasi : Mereka sedang mengobrol sambil bersantai menikmati pemandangan sawah.

Ibrahim : "Eh nanti kalau ada si Fajar datang depan kita, kita diam aja ya?"

Dani : "Iya tuh ide bagus."

Aldi, Dani : "Ssssttt..."

Fajar : "hehhhehhheh" Fajar menangis karena merasa dihibahkan.

Reaksi : Setelah itu Fajar pulang menemui Pak RT dan mengadu kepadanya.

Fajar : "Pak tu mereka bisik-bisik ghibahin aku."

Pak RT : "kenapa kalian begitu? Apa salah Fajar sampai dia nyga diajak main?"

Ibrahim : "Iktu nya ngomongin Fajar ke Pak."

Pak RT : "lalu kenapa sampai dia mengangis?"

Ibrahim, Dani, Aldi : "Iktu itu mau bikin surprise buat Pak RT, kan Pak RT besok ulang tahun, jadi kita lagi menyusun rencana buat besok Pak!"

Pak RT : "ooo gtu ..." "yaudah-yaudah besok jangan lupa surprise nya buat bapak ya?"

Ibrahim : "Ngga jadi Pak, kan Pak RT udah tau, jadi bukan surprise lagi dong?" Hahahaha...

Koda : Setelah itu rencana yang akan mereka lakukan tidak jadi.

1
2
3
4
5

LEMBAR JAWABAN

Nama : Erika Salsa Febilia
Kelas : X IPA 4
Semester : I (Ganjil)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

Abstraksi:

suatu hari ada dua orang peselancar desa yang bernama Pak Budi dan Pak Joko. mereka berencana ingin menilap uang anggaran yang digunakan untuk memperbaiki jalan raya yang didapatkan dari para warga.

Orientasi:

Setelah menerima uang anggaran itu Pak Budi dan Pak Joko berbincang-bincang di jalanan sambil menikmati seguknyu taradipagi hari.

Kritis:

Pak Budi: "Eh... banyak juga ya pak uang anggaran ini"

Pak Joko: "Hmm... iya alii juga sudah tau itu pak."

Pak Budi: "Sangking banyaknya saya sampe bingung mau buat beli apa yang ini".

Pak Joko: "Hah... maksudmu yang ini buat keamu pak?"

Pak Budi: "Ahne... iut siapa lagi kealo bukun buat sayupake?"

Realisti:

Pak Joko: "kok malah buat kamu sih uangnya?"

Pak Budi: "Iyalah uang segini banyak pasti kalahansisa pak."

Pak Joko: "ooh... maksud kamu gitu ya pak... barungerti alii pak".

Koda:

Mereka lumudran sampai dikempat yang mereka tugu.

A 1
B 0
C 2
D 3
E 0
F 4

LEMBAR JAWABAN

Nama : ADISIKA SADIVRA
Kelas : X IPA 4
Semester : 1 (ganjil)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

Lompatan VULI

abstraksi: Pada suatu hari, adit bertemu dengan taufik di kelasnya

Orientasi: Setelah sampe di kelasnya adit dan taufik mengobrol sambil mainan hp mereka berulang terlibat perbaikan yang seru.

Krisis : adit: "Elik, bentar lagi ada perlombaan VULI di DLL ya."
taufik: "Yaa...adit."

adit: "abis junn, kita ~~tidak~~ disebut lagi!"
taufik: "emang kita di DLL sama sekolah."

Reaksi: Adit: "oh, emang kita ngak di DLL!"

taufik: "kata Pak Herman dia di DLL."
adit: "owalah kira-kira di DLL!"

Kuda : mereka kemudian mainan hp sambil mengejar

S = 3
A = 1
B = 1
C = 1
D = 1
E = 1
F = 1

"Saya mengerti" atau "mengerti"

"Saya tidak mengerti" atau "tidak mengerti"

LEMBAR JAWABAN

Nama : Yusda fira Dita
Kelas : X IPA 4
Semester : I (Ganjil)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

Menjadi Kaya

Abstraksi : Tiga tahun lalu ada dua orang teman sedang berjalan ditaman. Mereka berdua sedang membicarakan sesuatu.

Orientasi : Raka sedang bertanya-tanya dengan Rizky hingga lupa dia sebentar lagi akan mencalonkan diri sebagai anggota Dewan.

Krisis : Rizky : "Ka, kenapa kau sangat ingin menjadi anggota Dewan?"

Raka : "Karena aku ingin menjadi kaya."

Rizky : "Bukankah tugas utamanya adalah untuk mewakili rakyat?"

Raka : "Oh, tentu! Akan ku wakilkan mereka, tetapi gaji mereka juga harus ku wakilkan."

Reaksi : Rizky : "Hei, kenapa begitu?"

Raka : "Memang tujuan awalku seperti itu. Lihat saja kunci tawan, aku akan menjadi kaya dan hidup makmur!"

Koda : Sampai sekarang Raka sedang berada di penjara menggunakan kain tahanan.

S = 3
A = 1
B = 0
C = 1
D = 3
E = 0
F = 2

LEMBAR JAWABAN

Nama : Dina S Ramdhani
Kelas : X IPA 4
Semester : 1 (Genap)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal

Abstraksi →

Satu hari di kelas sedang ada proses belajar mengajar.

Orientasi →

Terjadi di dalam kelas tersebut sedang ada tanya jawab Guru dan Siswanya.

Krisis →

Guru : "Nih, apa tanda-tanda orang pintar?"
Yuni : "Rajin membaca buku!"
Guru : "Iya betul, apa lagi?"
Yuni : "Rajin mencontek buku!"
Guru : "Lho kok gitu Yun?"

Reaksi →

Yuni : "Ya iya buku contohnya kalau kita mau membaca pesawat dari kereta, jadi kita tidak mencontoh cerita ya pasti tidak bisa buku."
Guru : "Oh iya, betul juga kamu Yun."
Yuni : "... kereta-kawan kita bolah mencontoh."
Guru : "kok jadi gini ya?" (bingung)

Kode →

Mereka pun saling mencontoh. Sama ada tugas dari Guru.

LEMBAR JAWABAN

Nama : YULIANA SELLA ADELIA
Kelas : X- IPA 4
Semester : Satu & Ganjil
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

Abstrak = Pada suatu hari, diketahui Sarimin bertemu dengan Watih untuk pertama kalinya.
Sarimin yang terburu tidak sengaja menabrak Watih.

Orientasi = Watih : Aduh ...

Sarimin : maaf mbak.

Watih : Iya mas, lain kali kalau jalan hati-hati ya mas!

Krisis = Sarimin : Iya mbak, sekali lagi saya minta maaf mbak. Saya terburu-buru
jadi gak liat kalau ada mbaknya.

Watih : Masa saya segera gini gak liat. Sekali lagi nabrak saya,
awas aja ya mas.

Reaksi = Sarimin : iya mbak. sekali lagi saya minta maaf ya mbak

KOda = Setelah kejadian itu Watih pun memaafkannya dan meninggalkannya.

Kaidan kebahasaan

kalimat yang menyatakan masa lalu = pada suatu hari, diketahui Sarimin bertemu dengan Watih

kalimat faktoris

S = 3
I = 2
B = 0
D = 3
E = 0
F = 3

LEMBAR JAWABAN

K = 3
I = 3
2 = 2
S = 3
2 = 2
T = 2
B = 3

Nama : Ikhwan Sulistiansyah
Kelas : X IPA 1
Semester : I (Ganjil)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

Abstrak → Suatu hari di sebuah kelas seorang guru menegur siswanya yang tidak menggerjakan PR.

orientasi → Guru : "Roger! ? kamu tahu tidak apa kesalahan kamu ?".
Roger : "Saya tidak tahu pak kesalahan saya !".

krisis → Guru : "Dari minggu lalu sudah diberi tugas PR matematika dan tidak dikerjakan. Itu kesalahan kamu !".

Roger : "Saya tidak mengerti pak ?".

Guru : "kamu itu gimana sih membangkang teguran bapak, hah ?!".

Roger : "Memang salah pak ? Bukannya bapak sendiri yang berkata minggu kemarin kalau waktu saya melarang bahwa tidak bagus masih di sekolahan memikirkan hal-hal di luar sekolah, apa lagi menggerjakan hal-hal yang di luar kegiatan pelajaran ?".

Reaksi → Guru : " Benar memang itu tidak baik ! ". (memotong ucapan Roger)

Roger : "(santai) Itu saya terapkan dalam hidup saya, pak. Jika memang tidak baik melakukan kegiatan lain di luar pelajaran di luar mata pelajaran sekolah di sekolah. Maka sebaliknya pak tidak baik pulak menggerjakan pekerjaan sekolah di rumah. Saya harus menggerjakan pekerjaan rumah agar kebutuhan rumah tercukupi dan bisa makan pak. Adik saya masih kecil-kecil dan orangtua saya sakit artinya saya harus mencari nafkah dan tidak bisa menggerjakan pekerjaan sekolah agar bisa mencari nafkah. Karena itu saya tidak mengerti letak kesalahan saya dimana pak. Maaf...".

Koda → Guru : (tercengang dengan dian seribu bahasa)

LEMBAR JAWABAN

Nama : MELISA KARENINA
 Kelas : X IPA 4
 Semester : 1 (GANJIL)
 Mata Pelajaran : BAHASA INDONESIA
 Hari, tanggal :

Abstrak: Suatu hari di sebuah gedung bertingkat kerapokan.

Orientasi : Perampok 1: "Keluar dan Serahkan Semua harta benda yg kalian miliki."

Pejabat : "Berani-beraninya kalian hendak merampok kami."

Krisis : Perampok 2: "Jangan banyak bicara . cepat Serahkan semua harta kalian atau nyawa kalian akan menjadi taruhannya."

Pejabat : Jangan main-main!.saya ini anggota dewan. Itu teman saya dirjen pajak dan ke 2 orang di jok mobil belakang adalah asisten menkeri.

Reaksi : Perampok 3: "Jadi rupanya kalian adalah perampok yang sesungguhnya ??"

Perampok 2: "Kalaupun begitu kembalikan uang kami yang telah kalian rampok !!"

Koda: Kemudian ketiga perampok berhasil mengembalikan uang tersebut dan membawa pergi mobil mewah beserta harta benda yg ada didalamnya.

LEMBAR JAWABAN

Nama : Reta Amelia
Kelas : X IPA 4
Semester : 1 (Ganjil)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

- Abstraksi : Ada dua orang pemuda sebut saja namanya Ani dan Arya dia seorang kakak dan adik.
- Orientasi : Ani dan Arya sedang duduk santai dengan keluarganya. Mereka sedang asyik berbincang tentang masalah kucing.
- Krisis : Arya : "Siapa yang menghabiskan daging sebanyak ini?"
Ani : "Loh, emang siapa yang mau menghabiskan daging sebanyak ini."
Ayah : "Kucingmu itu, tentu saja. Mengapa kau pelihara juga kucing yang nakal dan rakus itu!"
- Reaksi : Ani dan Arya pun makan dengan seadanya. Setelah makan Arya mengambil kucingnya dan membawa ke warung untuk ditimbang. Lalu dia pulang sambil menggalong-galangkan kepalanya.
Lalu Arya berkata "Dagingku tadi dua kilo beratnya. Yang barusan aku timbang ini juga dua kilo. Kalau kucingku dua kilo, mana dagingnya? Kalau dua kilo ini adalah dagingnya, mana kucingnya?"
- Koda : Pada akhirnya Arya pun memikirkan bagaimana agar kucingnya tidak nakal lagi.

LEMBAR JAWABAN

Nama : Bagus Pratama
Kelas : X IPA 4
Semester : I (ganjil)
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

1. abstrak = Dua maha ^{gabungan} siswa sebut saja namanya ANGGI dan Bagas
Sama-sama mencalonkan dirinya sebagai ketua OSIS di sekolahnya

orientasi = Setelah dia mendaftarkan dirinya untuk menjadi OSIS di sekolahnya
nya mereka setelah mendaftarkan dirinya di pergi ke kartini untuk
membeli jajanan dan es dia sambil ngobrol.

krisis = Anggi : "Bagas, bagaimana udah ada visi dan misi
nya apa belum? kan sebentar lagi ada pembelaan
visi dan misi."

Bagas : "Nggak, belum nggak ini masih menyiapkan visi dan
misinya; emangnya kamu udah nggak?"
Anggi : ~~masalah~~ udah gas "Alhamdulillah sudah siap
gas."

kreasi : Bagas
Anggi : "ohh kamu visi dan misinya banyak apa gak nggak."
Anggi : "gak kok cuma ada 5 visi dan 5 misi emang kenapa
gas?"
Bagas : "gak kenapa; cuma nanya."

koda : mereka kemudian membacakan visi dan misinya untuk pemilihannya osis besok.

LEMBAR JAWABAN

Nama : YUNITASARI
Kelas : X IPA 4
Semester : SEMESTER GANJIL
Mata Pelajaran : Bahasa Indonesia
Hari, tanggal :

- Abstrak : Suatu hari yang menyebalkan bagi Anton.
- Orientasi : "Suatu hari yang sangat sejuk, Anton sedang berada di ruang televisi rumahnya. Dia sedang menyelrika, sambil bernyanyi - nyanyi riuh." Anton: "Nanaaaaa..... nanana.... oyah." Anton: "Enak banget nih hari sejuk. Lumayan sambil menyelrika Santuy....."
- Krisis / komplikasi : Setelah Anton mendengar suara getaran dari Handphorne nya. Ada seseorang yang menelepon dia. Anton: "Siapa sih yang menelepon, berissikku amat... gak tau yah lagi nyelrika bagi." Beberapa menit kemudian, telpornya berbunyi lagi " kriiingg - kriiingg." Anton yang sedang nyelrika langsung reflek.
- Reaksi / Tanggapan : Anton : "Hello....." Anton yang dengan sapa nih." Anton : "Langsung memegang setrika dan menempatkannya di telinga. Anton : "oh maygoat.... wawduuhh..... Parasnya....." Anton memegang telinganya sambil kesakitan."
- Koda : Jadi, kalau kita sedang melakukan sesuatu atau mengerjakan sesuatu kita harus konsentrasi dan berhati-hati.

Dokumentasi Penelitian



Foto 1. Perkenalan dengan siswa-siswi kelas X IPA 4



Foto 2. Penjelasan materi Teks Anekdot



Foto 3. Penjelasan petunjuk menulis Teks Anekdot Berdasarkan Struktur dan Kebahasaan



Foto 4. Siswa-siswi membuat Teks Anekdot berdasarkan Struktur dan Kebahasaan



Foto 5. Bersama siswa-siswi kelas X IPA 4



Foto 6. Bersama guru Bahasa Indonesia kelas X IPA 4



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH PRINGSEWU (UMPRI) LAMPUNG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jalan KH. Ahmad Dahlan No 112 Telp. (0729) 081112 Fax (0729) 081112 Pringsewu Lampung

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH PRINGSEWU (UMPRI) LAMPUNG
NOMOR : 1405/KEP/II.3/AU/D/2019
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI SARJANA STRATA SATU (S1)
PADA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP) UMPRI

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Muhammadiyah Pringsewu (UMPRI) Lampung:

- Menimbang : 1. Bawa untuk menyelesaikan tugas akhir akademik perlu mengangkat Dosen Pembimbing Skripsi untuk Mahasiswa tingkat Sarjana Strata Satu (S1).
2. Bawa Saudara yang namanya tersebut di bawah ini memenuhi syarat untuk diangkat sebagai Pembimbing Skripsi.
- Mengingat : 1. Peraturan Pemeritah nomor : 60 Tahun 1999, tentang Pendidikan Tinggi
2. Keputusan Menteri Pendidikan Nasional RI :
a. Nomor : 232/U/2000, tentang Pedoman Penyusunan Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar
b. Nomor : 184/U/2001, tentang Pedoman Pengawasan Pengendalian dan Program Diploma, Sarjana dan Pasca Sarjana di Perguruan Tinggi
3. Surat Kopertis Wilayah II Departemen Pendidikan Nasional :
a. Nomor : 12181/D/T/K-II/2012
b. Nomor : 11421/D/T/K-II/2012
c. Nomor : 13427/D/T/K-II/2012
d. Nomor : 8087/D/T/K-II/2011
4. Surat Keputusan BAN-PT Departemen Pendidikan Nasional RI
a. Nomor : 0883/SK/BAN-PT/Akred/S/II/2017
b. Nomor : 1145/SK/BAN-PT/Akred/S/I/XI/2015.
c. Nomor : 012/BAN-PT/Ak-XV/S1/V/2012.
d. Nomor : 025/BAN-PT/Ak-XV/S1/VII/2012.
e. Nomor : 017/BAN-PT/Ak-XV/S1/VI/2012.
5. Surat Keputusan Pimpinan Pusat Muhammadiyah Nomor : 02/PED/I.0/B/2012, tentang Perguruan Tinggi Muhammadiyah.

MEMUTUSKAN

- Menetapkan Pertama : Bawa Saudara yang namanya tersebut dibawah ini diangkat sebagai Tim :
1. Dra. Lisdwiana Kurniati, M.Pd. Pembimbing I
2. Dwi Fitriyani, M.Pd. Pembimbing II
- Kedua : Kepadanya ditugaskan untuk membimbing Skripsi Mahasiswa dibawah ini :
Nama : Nur Faradila Tsani
NPM : 16040033
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa dan Sastra Indonesia
- Judul Skripsi : Kemampuan Menulis Teks Anekdot Berdasarkan Struktur Dan Kebahasaan
- Ketiga : Surat Keputusan ini mulai berlaku sejak tanggal ditetapkan dan apabila di kemudian hari terdapat kekeliruan dalam penetapan ini akan diperbaiki sebagaimana mestinya.





**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH PRINGSEWU (UMPROD) LAMPUNG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Alamat : Jalan Z.H. Ahmad Dahlan No 112 Telp. (07291) 081112 Fax (07291) 081112 Pringsewu Lampung

PERSETUJUAN DOSEN PEMBIMBING SKRIPSI

Nama Mahasiswa : Nur Faradila Tsani
NPM : 16040033
Jurusan : Bahasa dan Seni
Program Studi : Pendidikan Bahasa dan Sastra Indonesia
Judul Skripsi : Kemampuan Menulis Teks Anekdot Berdasarkan Struktur Dan Kebahasaan

Pembimbing : Dra. Lisdwiana Kurniati, M.Pd.
: Dwi Fitriyani, M.Pd.

Pembimbing I
Pembimbing II

Mengetahui
Wakil Dekan I Bidang Akademik,

Dr. Tri Yuni Hendrowati,M.Pd.
NIP 19660626 199102 2001

Pringsewu, 14 Oktober 2019
Kaprodi PBSI,

Dra. Lisdwiana Kurniati,M.Pd.
NIP 19571207 198703 1 001



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH PRINGSEWU (UMPRI) LAMPUNG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Alamat : Jalan KH. Ahmad Dahlan No 112 Telp. (0729) 081112 Fax (0729) 081112 Pringsewu Lampung 35573

FORMULIR KESEDIAAN MENJADI DOSEN PEMBIMBING SKRIPSI

Yang bertanda tangan di bawah ini :

Nama : Dra. Lisdwiana Kurniati, M.Pd.
NIP/NIDN : 19630424 198903 2 001

Menyatakan bersedia/tidak bersedia* untuk menjadi pembimbing dalam penyelesaian penyusunan Skripsi mahasiswa FKIP Muhammadiyah Pringsewu Lampung :

Nama : Nur Faradila Tsani
NPM : 16040033
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa dan Sastra Indonesia
Judul Skripsi : Kemampuan Menulis Teks Anekdot Berdasarkan Struktur Dan Kebahasaan

Judul dan *out line* dengan perubahan/tanpa perubahan*

Demikian formulir pernyataan ini saya buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Mengetahui
Kaprodi PBSI,

Dra.Lisdwiana Kurniati,M.Pd.
NIP 19630424 198903 2 001

Pringsewu, 14 Oktober 2019
Yang menyatakan,

Dra. Lisdwiana Kurniati, M.Pd.
NIP/NIDN 19630424 198903 2 001

Catatan:

- *. Coret yang tidak perlu
- Formulir ini dibuat rangkap tiga:
- 1Untuk jurusan
- 2Untuk Dosen Pembimbing
- 3Untuk mahasiswa yang bersangkutan

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH PRINGSEWU (UMPRI) LAMPUNG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Alamat : Jalan Raya Ahmad Dahlan No 118 Pringsewu, (07891) 081118 Fax (07891) 081112 Pringsewu Lampung 55575

FORMULIR KESEDIAAN MENJADI DOSEN PEMBIMBING SKRIPSI

Yang bertanda tangan di bawah ini :

Nama : Dwi Fitriyani, M.Pd.
NIP/NIDN : 0221078204

Menyatakan bersedia/tidak bersedia* untuk menjadi pembimbing dalam penyelesaian penyusunan Skripsi mahasiswa FKIP Muhammadiyah Pringsewu Lampung :

Nama : Nur Faradilla Tsani
NPM : 16040033
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa dan Sastra Indonesia
Judul Skripsi : Kemampuan Menulis Teks Anekdot Berdasarkan Struktur Dan Kebahasaan

Judul dan *out line* dengan perubahan/tanpa perubahan*

Demikian formulir pernyataan ini saya buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Mengetahui
Kaprodi PBSI,

Dra.Lisdwiana Kurniati,M.Pd.
NIP 19630424 198903 2 001

Pringsewu, 14 Oktober 2019
Yang menyatakan,

Dwi Fitriyani, M.Pd.
NIP/NIDN 0221078204

Catatan:

- *. Coret yang tidak perlu
- Formulir ini dibuat rangkap tiga:
- 1Untuk jurusan
- 2Untuk Dosen Pembimbing
- 3Untuk mahasiswa yang bersangkutan



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH PRINGSEWU (UMPRI) LAMPUNG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Alamat : Jalan KH. Ahmad Dahlan No 112 Telp. (0729) 081112 Fax (0729) 081112 Pringsewu Lampung 55573

SURAT PERNYATAAN SKRIPSI

Yang bertanda tangan di bawah ini :

Nama : Nur Faradila Tsani
NPM : 16040033
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa dan Sastra Indonesia
Judul Skripsi : Kemampuan Menulis Teks Anekdot Berdasarkan Struktur Dan Kebahasaan

Dengan ini menyatakan bahwa :

- 1 Sanggup menulis skripsi berdasarkan kemampuan sendiri melalui dosen pembimbing skripsi yang telah ditentukan.
- 2 Apabila dikemudian hari terbukti skripsi saya dibuatkan atau menjiplak skripsi orang lain, maka saya bersedia menerima sanksi :
 - a. Membayar biaya penelitian kembali
 - b. Melakukan penelitian ulang dengan masalah penelitian yang berbeda/perubahan judul penelitian
 - c. Diganti dosen pembimbing

Demikian surat pernyataan ini saya buat dengan sadar dan tanpa paksaan dari pihak lain, serta akan Saya jadikan sebagai janji untuk laksanakan dengan penuh tanggung jawab.

Mengetahui
Wakil Ketua I,

Dr. Tri Yuni Hendrowati, M.Pd
NIP 19660626 199102 2 001

Pringsewu, 14 Oktober 2019

M. Mahasiswa,



Nur Faradila Tsani
NPM 16040033



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH PRINGSEWU (UMPRI) LAMPUNG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jalan R.H. Ahmad Dahlan No 112 Telp. (0729) 081112 Fax (0729) 081112 Pringsewu Lampung 35373

KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama Mahasiswa : Nur Faradila Tsani
NPM : 16040033
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa dan Sastra Indonesia
Judul Skripsi : Kemampuan Menulis Teks Anekdot Berdasarkan Struktur Dan Kebahasaan

Pembimbing II: Dwi Fitriyani, M.Pd.

NO	Tanggal Konsultasi	Saran/Perbaikan	Paraf Pembimbing	Paraf Mahasiswa
1.	30/10 /2019	- Sertakan halaman dan tahun pengutipan - Perbaiki instrumen		
2.	4/2019 /11	ACC Bab 1 - 3. Buat instrumen yang baik.		
3.	5/2019 /11	ACC Instrumen laksanakan penelitian		
4.	24/2020 /02	- Perbaiki penulisan tabel - Buat Bab V		
5.	26/2020 /02	- ACC Bab IV - Perbaiki Bab V		
6.	27/2020 /02	- ACC Bab V - Lengkapi berkas & lampiran		
7.	2/2020 /03	- Perbaiki kata Pengantar		

NO	Tanggal Konsultasi	Saran/Perbaikan	Paraf Pembimbing	Paraf Mahasiswa
8	9 / 2020 02	KCC ujian Skripsi		

Pembimbing II : ..


Dwi Furiyani, M.Pd.
NIP/NIDN. 0221078204



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH PRINGSEWU (UMPRI) LAMPUNG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

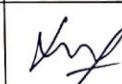
Alamat : Jalan KH. Ahmad Dahlan No 112 Telp. (0729) 081112 Fax (0729) 081112 Pringsewu Lampung 35373

KARTU KONSULTASI BIMBINGAN SKRIPSI

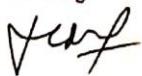
Nama Mahasiswa : Nur Faradila Tsani
NPM : 16040033
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa dan Sastra Indonesia
Judul Skripsi : Kemampuan Menulis Teks Anekdot Berdasarkan Struktur Dan Kebahasaan

Pembimbing I: Dra. Lisdwiana Kurniati, M.Pd.

NO	Tanggal Konsultasi	Saran/Perbaikan	Paraf Pembimbing	Paraf Mahasiswa
1.	6 - 11 - 2019 .	- Perbaiki penulisan yang salah di bagian Bab I .	<i>Nur</i>	<i>TM</i>
		- Tambahkan teori penyajian untuk mediator penelitian	<i>Nur</i>	<i>TM</i>
		- perbaiki kerangka pikir di bagian ringkasan	<i>Nur</i>	<i>TM</i>
		- perbaiki penulisan di Daftar pustaka yang belum benar	<i>Nur</i>	<i>TM</i>
2.	28 - 11 - 2019	- Penegaskan indikator di kerangka pikir - Perbaiki penulisan di bagian ringkasan penelitian yang sifatnya dengan kerangka pikir.	<i>Nur</i>	<i>TM</i>
3.	5 - 12 - 2019	- Lanjutkan ke kerangka pikir yang sistematis.	<i>Nur</i>	<i>TM</i>

NO	Tanggal Konsultasi	Saran/Perbaikan	Paraf Pembimbing	Paraf Mahasiswa
4.	18 - 12 - 2019	- Perbaiki penulisan di lampiran bagian depan.		
5.	3 - 1 - 2020.	- Perbaiki penulisan yang salah terkait dengan EB1.		
6.	10 - 1 - 2020.	- Tambahkan pendapat ahli terkait dengan Teori xi bab II.		
7.	5 - 2 - 2020	- Perbaiki penulisan di bab III, terkait dengan penelitian sampel.		
8.	12 - 2 - 2020.	- Bab V penulisan penulis difokuskan pada kriteria hasil		
9.	20 - 2 - 2020.	- Analisis data. - Saran hendaknya mengacu kepada hasil analisis data.		
10.	4 - 3 - 2020.	- Acc. / Setujui dari Bab I s.d. Bab V, Silakan daffar ujian Skripsi.		
		- Hubungi Prodi PBSI untuk daffar ujian Skripsi.		

Pembimbing I :



Dra. Lisdwiana Kurniati, M.Pd.
NIP/NIDN. 19630424 198903 2 001



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH PRINGSEWU (UMPRD) LAMPUNG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Ramal Galan RTD. Ahmad Dahlan No 112 Telp. (0729) 081118 Fax. (0729) 081112 Pringsewu Lampung

BLANGKO PERBAIKAN UJIAN SKRIPSI

Nama : Nur Faradila Tsani
Nomor pokok Mahasiswa : 16090033
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa dan Sastra Indonesia
Judul Skripsi : Kemampuan Menulis Teks Anekdot Berdasarkan Struktur dan Kebahasaan

PERBAIKAN

- 1 Perbaikan Penulisan yang belum benar, sesuaikan dengan panduan penelitian EBI.
 - 2 Tambahkan contoh kalimat retoris yang belum benar dibuat oleh siswa dan hal tersebut yang membuat siswa kesulitan dalam membuat teks anekdot di Bab I
 - 3 Tambahkan saran untuk guru mapel Bahasa Indonesia yang mengajar di tempat penelitian yang disesuaikan dengan hasil penelitian secara konkret agar pembelajaran bermakna inovatif sehingga siswa semakin betahnya.
 4. Tambahkan makalah pembelajaran dari penelitian yang merupakan hasil pengalaman memiliki sebuah bentuk implikasi hasil penelitian.

Acc. *probabilis* Skripn'.

Tgl. 13 Mei 2020

Silakan silapoversi
ke periode PBSI.

Hay

Brueggen, 2020

Pingu

Pengujian
JCNF

Dra. Lisdwiana Kurniati, M.Pd.
NIP. 196304241989032001
Jl. Puncak Raya No. 1000/11 RTJSUSL UU

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH PRINGSEWU (UMPR) LAMPUNG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Alamat : Jalan R.H. Ahmad Dahlan No 112 Telp. (0729) 081112

BLANGKO PERBAIKAN UJIAN SKRIPSI

Nama : Nur Faradila Tsani
Nomor Pokok Mahasiswa : 16040033
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa dan Sastra Indonesia
Judul Skripsi : Kemampuan Menulis Teks Anekdot Berdasarkan Struktur dan Kebahasaan

PERBAIKAN

1. Tambahkan langkah-langkah pengambilan sampel pada Bab II

2. Tambahkan saran untuk guru mata pelajaran Bahasa Indonesia.

3.

Pringsewu, 2020
Penguji

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH PRINGSEWU (UMPRI) LAMPUNG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jalan R.H. Ahmad Dahlan No 112 Telp. (0729) 081112 Fax (0729) 081112 Pringsewu Lampung

BLANGKO PERBAIKAN UJIAN SKRIPSI

Nama : Nur Faradila Tsani
Nomor pokok Mahasiswa : 16040033
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa dan Sastra Indonesia
Judul Skripsi : Kemampuan Menulis Teks Anekdot Berdasarkan Struktur dan Kebahasaan

PERBAIKAN

- 1 Tambahkan "IPA" pada judul kedua.....
- 2 Tambahkan deskripsi pengambilan sampel.....
- 3 ACC perbaikan skripsi.....

Pringsewu, 11 Mei 2020

Pengaji Utama,

dr.

Dra. Ani Diana, M. Hum.
NIP/NIDN 19660711 1993032 001