

## APPENDICES

### APPENDIX I

#### LETTER OF PERMISSION OF OBSERVATION



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI  
**UNIVERSITAS PENDIDIKAN GANESHA**  
FAKULTAS BAHASA DAN SENI  
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
Telepon (0362) 21541 Fax. (0362) 27561  
Laman: fbs.undiksha.ac.id

Nomor : 292/UN48.7.1/DT/2023

10 Februari 2023

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMPN 4 Singaraja  
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Proposal Penelitian Skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: I GUSTI NGURAH ARIK KUSUMA PUTRA
NIM	: 1612021117
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,

**Dr. Dewa Putu Ramendra, S.Pd., M.Pd.**  
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

## APPENDIX II

### LETTER OF RESEARCH PERMISSION



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI  
**UNIVERSITAS PENDIDIKAN GANESHA**  
FAKULTAS BAHASA DAN SENI  
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
Telepon (0362) 21541 Fax. (0362) 27561  
Laman: fbs.undiksha.ac.id

Nomor : 2681/UN48.7.1/DT/2022

27 September 2022

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 4 Singaraja  
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: I Gusti Ngurah Arik Kusuma Putra
NIM	: 1612021117
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023
Judul	: The Implementation of E-Picture Strip Story At SMP N 4 Singaraja

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

APPENDIX III

EXPERT JUDGEMENT VALIDITY FORM

Observation Checklist for Teacher

No.	Stages in implementing E-Picture Strip Story	Observed Things	Yes	No	Expert Judge		Comments
					Relevant	Irrelevant	
1.	Pre-activity (time allocation)	Brain storming activity involving E-Picture Strip Story					
		Learning media used in implementing E-Picture Strip Story					
		Checking students' prior knowledge on E-Picture Strip Story					
		Learning tools used in implementing E-Picture Strip Story					
		Roles of teacher					
		Teaching orientation (students/teacher-oriented)					
2.	Whilst activity	Activity in involving E-					

	(time allocation)	Picture Strip Story					
		Learning media used in implementing E-Picture Strip Story					
		Learning tools used in implementing E-Picture Strip Story					
		Roles of E-Picture Strip Story in English writing					
		Roles of teacher					
		Teaching orientation (students/teacher-oriented)					
<b>3.</b>	Post-activity (time allocation)	Learning media used in implementing E-Picture Strip Story					
		Learning tools used in implementing E-Picture Strip Story					
		Review of lesson involving E-Picture Strip Story understanding					
		Homework involving literary works					
		Roles of teacher					

		Teaching orientation (students/teacher-oriented)					
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**Singaraja, Februari 2023**

**Judge 1**

**Dr. G.A.P. Suprianti, S.Pd., M.Pd.**



## EXPERT JUDGEMENT VALIDITY FORM

### Interview Guidelines for Teacher

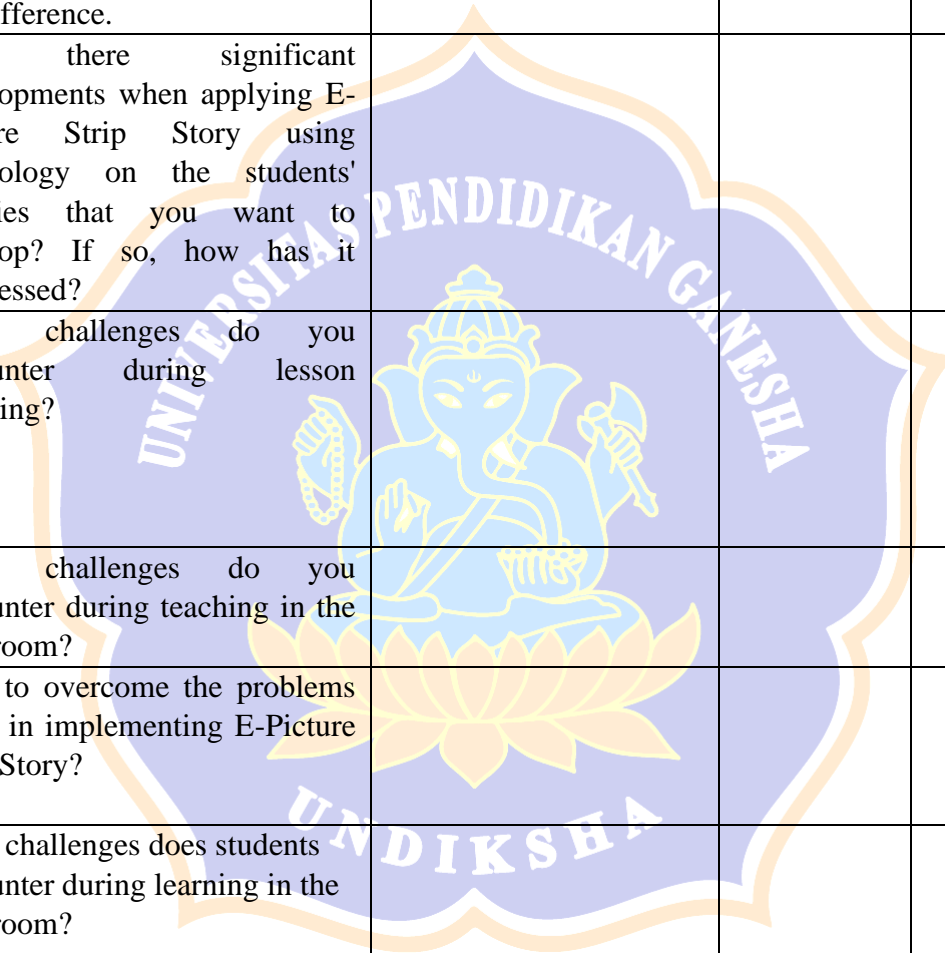
Teacher's Name :

School :

Class :

No.	Research Questions	Questions	Answers	Expert Judge		Comments
				Relevant	Irrelevant	
1.	How does the researcher implement the procedures of E-Picture Strip Story in writing class?	What should be considered before implementing E-Picture Strip Story?				
		What teaching procedures are implemented during pre-activity?				
		What teaching procedures are implemented during whilst-activity?				
		What teaching procedures are implemented during post-activity?				
		What teaching materials can be thought through E-Picture Strip Story?				
		Is there a difference in teaching				

		and implementing E-Picture Strip Story with or without using technology? If so, please explain the difference.				
		Are there significant developments when applying E-Picture Strip Story using technology on the students' abilities that you want to develop? If so, how has it progressed?				
2.	What are the challenges encountered by teachers in implementing E-Picture Strip Story?	What challenges do you encounter during lesson planning?				
		What challenges do you encounter during teaching in the classroom?				
		How to overcome the problems faced in implementing E-Picture Strip Story?				
		What challenges does students encounter during learning in the classroom?				



**Singaraja, Februari 2023**

**Judge 1**

**Dr. G.A.P. Suprianti, S.Pd., M.Pd.**





### EXPERT JUDGEMENT VALIDITY FORM

#### Observation Checklist for Teacher

No.	Stages in implementing E-Picture Strip Story	Observed Things	Yes	No	Expert Judge		Comments
					Relevant	Irrelevant	
1.	Pre-activity (time allocation)	Brain storming activity involving E-Picture Strip Story					
		Learning media used in implementing E-Picture Strip Story					
		Checking students' prior knowledge on E-Picture Strip Story					
		Learning tools used in implementing E-Picture Strip Story					
		Roles of teacher					
		Teaching orientation (students/teacher-oriented)					
2.	Whilst activity (time allocation)	Activity in involving E-Picture Strip Story					
		Learning media used in implementing E-Picture					

		Strip Story					
		Learning tools used in implementing E-Picture Strip Story					
		Roles of E-Picture Strip Story in English writing					
		Roles of teacher					
		Teaching orientation (students/teacher-oriented)					
<b>3.</b>	Post-activity (time allocation)	Learning media used in implementing E-Picture Strip Story					
		Learning tools used in implementing E-Picture Strip Story					
		Review of lesson involving E-Picture Strip Story understanding					
		Homework involving literary works					
		Roles of teacher					
		Teaching orientation (students/teacher-oriented)					

**Singaraja, Februari 2023**

**Judge 2**

**Kadek Sintya Dewi, S.Pd., M.Pd.**



## EXPERT JUDGEMENT VALIDITY FORM

### Interview Guidelines for Teacher

Teacher's Name :

School :

Class :

No.	Research Questions	Questions	Answers	Expert Judge		Comments
				Relevant	Irrelevant	
1.	How does the researcher implement the procedures of E-Picture Strip Story in writing class?	What should be considered before implementing E-Picture Strip Story?				
		What teaching procedures are implemented during pre-activity?				
		What teaching procedures are implemented during whilst-activity?				
		What teaching procedures are implemented during post-activity?				
		What teaching materials can be thought through E-Picture Strip Story?				

		Is there a difference in teaching and implementing E-Picture Strip Story with or without using technology? If so, please explain the difference.				
		Are there significant developments when applying E-Picture Strip Story using technology on the students' abilities that you want to develop? If so, how has it progressed?				
2.	What are the challenges encountered by teachers in implementing E-Picture Strip Story?	What challenges do you encounter during lesson planning?				
		What challenges do you encounter during teaching in the classroom?				
		How to overcome the problems faced in implementing E-Picture Strip Story?				
		What challenges does students encounter during learning in the classroom?				

**Singaraja, Februari 2023**

**Judge 2**

**Kadek Sintya Dewi, S.Pd., M.Pd.**



## APPENDIX IV

### Observation Checklist for the Procedures in Implementing E-Picture Strip Story in English Writing at SMPN 4 Singaraja

**Instrument** : Observation Checklist

**Date of Observation** : Saturday, 13<sup>th</sup> October 2022

**Grade** : VIII B5

**Teacher's name** : Ni Kadek Armini

No.	Stages in implementing E-Picture Strip Story?	Observed Things	Yes	No	Remarks (If any)
1.	Pre-activity (time allocation)	Brain storming activity involving E-Picture Strip Story			
		Learning media used in implementing E-Picture Strip Story?			Video
		Checking students' prior knowledge			
		Learning tools used in implementing E-Picture Strip Story?			PowerPoint
		Running the teacher's roles			Students' guides
		Teaching orientation			Students-centered

		(students/teacher-oriented)			
2.	Whilst activity (time allocation)	Activity in involving E- Picture Strip Story?			Analyzing, reading aloud
		Learning media used in implementing E-Picture Strip Story?			Pictures.
		Learning tools used in implementing E-Picture Strip Story?			PowerPoint
		Roles of E-Picture Strip Story in English writing			Asking the students to write a text
		Running the teacher's roles			Students' guides, mentor, supervisors, co-decision makers
		Teaching orientation (students/teacher-oriented)			Students-centered
3.	Post-activity (time allocation)	Learning media used in implementing E-Picture Strip Story?			
		Learning tools used in implementing E-Picture Strip Story?			PowerPoint
		Running the teacher's roles			Students' guides, students' mentors, and supervisor.
		Teaching orientation (students/teacher-oriented)			teacher-centered and students-centered

## APPENDIX V



## Interview Guidelines for the Challenges in Implementing E-Picture Strip Story in English Writing at SMPN 4 Singaraja

**Teacher's Name** : Ni Kadek Armini

**School** : SMPN 4 Singaraja

**Class** : VIII B5

No	Research questions	Questions	Answers
1	How does the researcher implement the procedures of E-Picture Strip Story in writing class?	What should be considered before implementing E-Picture Strip Story?	<ol style="list-style-type: none"> <li>1. The role of the teachers as the students' guides, mentors, and co-decision makers.</li> <li>2. As with other learning activities and methods, E-Picture Strip Story must be carried out through differentiation, the provision of material must be in accordance with the levels of students</li> <li>3. The type of text materials given to students which should be aligned with the current curriculum.</li> <li>4. Plan type of activity: group activity, pair activity, and individual activity</li> </ol>
		What teaching procedures are implemented during pre-activity	<ol style="list-style-type: none"> <li>1. Greeting all of the students</li> <li>2. Check student attendance</li> <li>3. Asking a question related to the topics</li> </ol>

			4. Informing the objectives of the material, as well as the materials.
		What teaching procedures are implemented during whilst-activity	Teaching procedures are different in each meeting, first students are broken down into individuals, pairs, groups and asked to make a story or text based on the pictures given. They are given pictures that have been broken into several parts, then they have to use their ideas creatively to arrange the pictures into a unified whole, after that they will make a description of each picture, and finally they will make a complete story based on the description given. they make. Of course, the level given will be increased at each meeting,
		What teaching procedures are implemented during post-activity	<ol style="list-style-type: none"> <li>1. Concluding the material to make students more understand about the material.</li> <li>2. Giving feedback to the students' performances in the classroom.</li> <li>3. Giving homework to the students for enhancing their understanding.</li> </ol>
		What examples of activity in English writing	<p>Writing sessions are divided into 3</p> <ol style="list-style-type: none"> <li>1. The first activity is for students to work in pairs, then students</li> </ol>

			<p>are asked to make stories based on the picture series provided, and they make up the picture stories using their own language.</p> <p>2. The second activity is students working in groups are asked to make stories based on the pictures given, but the pictures contain important points so students can make more detailed stories</p> <p>3. The third activity is the same as before but the pictures given do not contain important points, and students have to work individually</p>
		<p>What teaching materials can be thought through E-Picture Strip Story?</p>	<p>Narrative text is one of the texts that can be used in E-Picture Strip Story. Narrative text is suitable for use at the junior high school level because the material being taught is easy for students to understand and teachers can choose the various stories they want. Many choices of stories are available so that if you search for images in the form of stories on the internet it will be easier. The material is easy for students to understand because many stories are familiar to students so the teacher does not need to dig</p>

			deeper.
		Is there a difference in teaching and implementing E-Picture Strip Story with or without using technology? If so, please explain the difference.	The difference is that using technology will be more time efficient, so teachers don't have to do unnecessary things like make media and so on. If you don't use technology, the media you make will be easily destroyed so that the teacher cannot use the media if you want to use it again, and it costs more because you have to print it.
		Are there significant developments when applying E-Picture Strip Story using technology on the students' abilities that you want to develop? If so, how has it progressed?	The skills that are expected to be improved are writing and the other is speaking skill, because every student when finishes making a story instructed by the teacher, in the end they have to read it in front of the class, so the learning process can run perfectly. From the results found, the students' speaking ability could still be improved even better because there were several vocabularies that they still could not pronounce properly. Students still don't feel confident about their work so when they are asked to read, they are still unsure, here there are still a few students who have self-confidence so that when the teacher asks something only a

			few students want to participate
2	What are the challenges encountered by teachers in implementing E-Picture Strip Story?	What challenges do you encounter during lesson planning?	Narrative text material was not available in eighth grade, so the teacher in charge of the class had to discuss with the researcher that they had to apply transactional text first before implementing narrative text, so the researcher had to explain transactional text quickly so that the time to teach E-Picture Strip Story can be fulfilled. The next one was not according to schedule, the estimate for the completion of the research on time could not be because that month at that time there were many activities being held at SMPN 4 Singaraja such as competitions being held, and moreover the hours used to prepare were the last hours which coincided with the subjects English, as well as there are national holidays.
		What challenges do you encounter during teaching in the classroom?	The first challenge is time. The time allotted for carrying out the teaching and learning process using the E-Picture Strip Story was limited; the time needed for students to write a story at each meeting was quite long even though they had worked in pairs and

			<p>groups. The second is source material regarding the E-Picture Strip Story, the precise images used are insufficient and limited so that the topics to be taught are limited because there are not many images available on the internet. Especially if you want to choose a very specific story or topic, so you have to make your own drawings. The last is class atmosphere, English subjects are in the last hour so that students' interest and motivation in learning are not maximized. The slightly hot class atmosphere coupled with the students wearing traditional clothes made the class atmosphere even hotter than usual. The electricity also went out several times, so that the explanation of the three of us using slides was a bit distracted</p>
		<p>How to overcome the problems faced in implementing E-Picture Strip Story?</p>	<ol style="list-style-type: none"> <li>1. The time given to students in each session when making a story must be limited so that what is planned can be carried out properly</li> <li>2. The story chosen must be as interesting and familiar as possible so that students are more interested in learning high</li> </ol>

			<p>and not much time is wasted simply understanding the story.</p> <ol style="list-style-type: none"> <li>3. Group learning must be supervised so that all can participate properly and not only one or two people are working.</li> <li>4. Grammar, vocabulary, and mechanics must be learned a lot because students still have problems with these three things</li> <li>5. Confidence is also important so that students are not easily nervous in front of the class</li> </ol>
		<p>What challenges does students encounter during learning in the classroom?</p>	<ol style="list-style-type: none"> <li>1. The majority of students reported that the assignments they were given were challenging, yet they were nevertheless hindered by difficult vocabulary and grammar usage.</li> <li>2. The vocabulary used by students is also very simple and uninteresting which makes them dissatisfied with their work. The second challenge is grammar, here students still have difficulty using grammatical rules that are correct and appropriate to the context of the story.</li> </ol>

## APPENDIX VI

### RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

**Satuan Pendidikan** : SMP Negeri 4 Singaraja

**Mata Pelajaran** : Bahasa Inggris

**Kelas /Semester** :VIII/Genap

**Materi Pokok** : Narrative Text

**Alokasi Waktu** : 4X Pertemuan

#### A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

NO	KOMPETENSI DASAR	INDIKATOR
1.	3.1.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk folklore Indonesia, sesuai dengan konteks penggunaannya.	3.1.4.1 Menjelaskan fungsi sosial dari dari teks naratif berbentuk folklore, sesuai dengan konteks penggunaannya. 3.1.4.2 Menjelaskan unsur kebahasaan dari dari teks naratif berbentuk folklore, sesuai dengan konteks penggunaannya. 3.1.4.3 Menjelaskan struktur teks dari teks naratif berbentuk folklore, sesuai dengan konteks penggunaannya.



2.	4.1.8 Menangkap makna teks narative lisan dan tulis, berbentuk folklore Indonesia pendek dan sederhana.	4.1.8.1 Menggali informasi rinci dari teks naratif lisan dan tulis, berbentuk folklore pendek dan sederhana.
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### C. Tujuan Pembelajaran

Setelah mengikuti kegiatan pembelajaran, siswa dapat:

1. Membaca sebuah teks pendek tentang folklores.
2. Mencari informasi mengenai teks pendek tentang folklore berdasarkan gambar (*E-Picture Strip Story*).
3. Memahami generic structure tentang text narrative folklore.
4. Membuat sebuah teks folklore pendek sederhana bebas yang familiar dengan siswa sesuai generic structure
5. Menceritakan kembali teks tersebut.

### D. Materi Pembelajaran

#### 1. Fungsi social

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita rakyat.

#### 2. Struktur teks

(gagasan utama dan informasi rinci)

- a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
- b. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
- c. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
- d. Memberikan alasan atau komentar umum (reorientasi), opsional.

#### 3. Unsur kebahasaan

- Tata bahasa: Simple Past tense, Past Continuous Tense.
- Kalimat langsung dan tidak langsung.
- Kosakata: karakter dalam folklore, tempat dan benda-benda terkait karakter.
- Adverbial penghubung waktu: *first, then, after that, before, at last, finally, dsb.*
- Adverbial dan frasa prepositional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately, dsb.*
- Ucapan, tekanan kata, intonasi.
- Ejaan dan tanda baca.
- Tulisan tangan.

### E. Topik

Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

### F. Metode Pembelajaran

1. Pendekatan : Scientific Approach.
2. Model Pembelajaran : Project-based learning.
3. Teknik : Ceramah, diskusi, tanya jawab, pemberian tugas.

## G. Media Pembelajaran

1. Flash Disk
2. LCD
3. Teks Naratif dalam bentuk gambar
4. Internet

## H. Sumber Pembelajaran

1. Wachidah, S dan Gunawan, A. Bahasa Inggris, When English Rings a Bell. Balitbang: Pusat Kurikulum dan Perbukuan.
2. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat.
3. Sumber dari internet, seperti:
  - [www.dailyenglish.com](http://www.dailyenglish.com)
  - [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files)
  - <http://learnenglish.britishcouncil.org/en/>
  - <https://www.detik.com/edu/detikpedia/d-5894728/narrative-text-tujuan-struktur-ciri-dan-contohnya>

## I. Langkah-langkah Pembelajaran Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"><li>• Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris.</li><li>• Guru mengabsen siswa.</li><li>• Guru member motivasi dan apersepsi.</li><li>• Guru menyampaikan tujuan pembelajaran.</li></ul>	10 menit
Inti	<ul style="list-style-type: none"><li>• Guru menjelaskan apa itu naratif teks.</li><li>• Siswa mengamati materi yang disediakan di slide oleh guru.</li><li>• Guru memberi pertanyaan terkait naratif teks kepada siswa.</li><li>• Guru menjelaskan E-Picture Strip Story dan contoh – contohnya kepada siswa.</li><li>• Guru memberikan beberapa gambar yang berupa picture series dan meminta siswa diminta mengisi gambar tersebut dengan cerita yang sesuai.</li></ul>	60 menit

Penutup	<ul style="list-style-type: none"> <li>• Guru beserta siswa membuat rangkuman atau simpulan pelajaran.</li> <li>• Guru memberikan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan.</li> <li>• Guru menyampaikan rencana pembelajaran untuk pertemuan yang akan datang.</li> </ul>	10 menit
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## Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris.</li> <li>• Guru mengabsen siswa.</li> <li>• Guru member motifasi dan apersepsi.</li> </ul>	10 menit
Inti	<ul style="list-style-type: none"> <li>• Guru menjelaskan kembali apa itu E-Picture Strip Story kepada siswa.</li> <li>• Guru memberian sebuah video dan siswa diminta untuk mengati video tersebut</li> <li>• Guru memberikan siswa pertanyaan terkait video tersebut.</li> <li>• Guru meminta siswa mementuk kelompok secara berpasangan.</li> <li>• Guru meberikan dua cerita dalam bentuk picture series “Red Riding Hood” dan “The Tortoise and the Hare”.</li> <li>• Siswa diminta memilih satu dari kedua cerita tersebut untuk membuat cerita singkat dan sederhana.</li> <li>• Perwakilan akan membacakan karya mereka di depan kelas.</li> </ul>	60 menit
Penutup	<ul style="list-style-type: none"> <li>• Guru beserta siswa membuat rangkuman atau simpulan pelajaran.</li> <li>• Guru memberikan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan.</li> <li>• Guru menyampaikan rencana pembelajaran untuk pertemuan yang akan datang.</li> </ul>	10 menit

### Pertemuan 3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"><li>• Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa Inggris.</li><li>• Guru mengabsen siswa.</li><li>• Guru member motivasi dan apersepsi.</li></ul>	10 menit
Inti	<ul style="list-style-type: none"><li>• Guru memberikan cerita naratif “Timun Emas” dalam bentuk teks dan peserta didik secara menyeluruh membaca cerita tentang “Timun Emas”</li><li>• Guru memberikan picture series “Timun Emas” beserta poin – poin dalam setiap gambar.</li><li>• Siswa mengamati “Timun Emas” dalam bentuk gambar.</li><li>• Guru menyuruh siswa membentuk kelompok terdiri dari empat orang.</li><li>• Siswa diminta membuat cerita “Timun Emas” dengan detail berdasarkan poin – poin yang terdapat dalam gambar tersebut.</li><li>• Perwakilan akan membacakan karya mereka di depan kelas.</li></ul>	60 menit
Penutup	<ul style="list-style-type: none"><li>• Guru beserta siswa membuat rangkuman atau simpulan pelajaran.</li><li>• Guru memberikan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan.</li><li>• Guru menyampaikan rencana pembelajaran untuk pertemuan yang akan datang.</li></ul>	10 menit

## Pertemuan 4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"><li>• Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa Inggris.</li><li>• Guru mengabsen siswa.</li><li>• Guru member motivasi dan apersepsi.</li></ul>	10 menit
Inti	<ul style="list-style-type: none"><li>• Pada pertemuan kali guru menyiapkan picture series “Malin Kundang” dan meminta mengamati dengan seksama</li><li>• Guru meminta siswa jika ada yang mereka belum pahami dari gambar yang diberikan, karena pada kali ini tidak terdapat poin – poin yang dapat membantu siswa</li><li>• Disini siswa diminta untuk membuat sebuah cerita naratif yang detail bertemakan cerita rakyat “Malin Kundang”</li><li>• Siswa bekerja secara individu dan jika ada yang belum mereka pahami bisa ditanyakan ke guru.</li><li>• Siswa satu persatu membacakan karya mereka di depan kelas</li></ul>	60 menit
Penutup	<ul style="list-style-type: none"><li>• Guru beserta siswa membuat rangkuman atau simpulan pelajaran.</li><li>• Guru memberikan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan.</li></ul>	10 menit

### J. Penilaian

#### Writing Rubric

The test was scored using scoring rubric adapted from Brown (2007)

Components of Writing	Score	Level	Indicators	Weighting
Content (C)	4	Excellent	Present the information well chosen details across the paragraph	3
	3	Good	Present the information with details in parts of the paragraph	
	2	Fair	Present the information with some details	
	1	Poor	Present no clear information	
Vocabulary (V)	4	Excellent	Good in vocabulary choice	2.5
	3	Good	Error in vocabulary choice are few and do not interfere with understanding	
	2	Fair	Error in vocabulary choice are and sometimes they interfere with understanding	
Grammar (G)	4	Excellent	Good in grammar	2.5
	3	Good	Error in grammar choice are few and do not interfere with understanding	
	2	Fair	Error in grammar choice are and sometimes they interfere with understanding	
	1	Poor	Many error in grammar choice that severally interfere with understanding	
Mechanics (M)	4	Excellent	Good in spelling, punctuation and capitalization	2
	3	Good	Error in spelling, punctuation and capitalization are few	
	2	Fair	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding	
	1	Poor	Error in spelling, punctuation and capitalization and severely interfere with understanding	

$$\text{Final Score} : \frac{3C+2.5V+2.5G+2M}{40} \times 100$$

Guru Pamong

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## LAMPIRAN

### LAMPIRAN MATERI

#### Lampiran 1



#### Lampiran 2

### Timun Emas

Long time ago, lived an old women named Mbok Sirni. She lived by herself because her husband had long passed away and she had no children. Every day, she prayed so God would give her a child. One night, when she was praying, a giant passed her house and heard her pray. "I can give you a child on one condition," the giant said to Mbok Sirni, "You must give the child back to me when it is six years old." Mbok Sirni was so happy; she did not think about the risk of losing the child later and agreed to take the giant's offer. The giant then gave her a bunch of cucumber seeds. "Plant it around your house." The giant then left without saying anything else. In the morning, Mbok Sirni planted the seeds. The seeds grew within mere days, and blossomed plentifully. Not long after that, a big golden cucumber grew from plants. Carefully, Mbok Sirni plucked the golden cucumber and carried it home. With caution and care, she sliced the cucumber. She was very surprised to see a beautiful baby girl inside the cucumber. She then named the baby Timun Emas (it means Golden Cucumber).

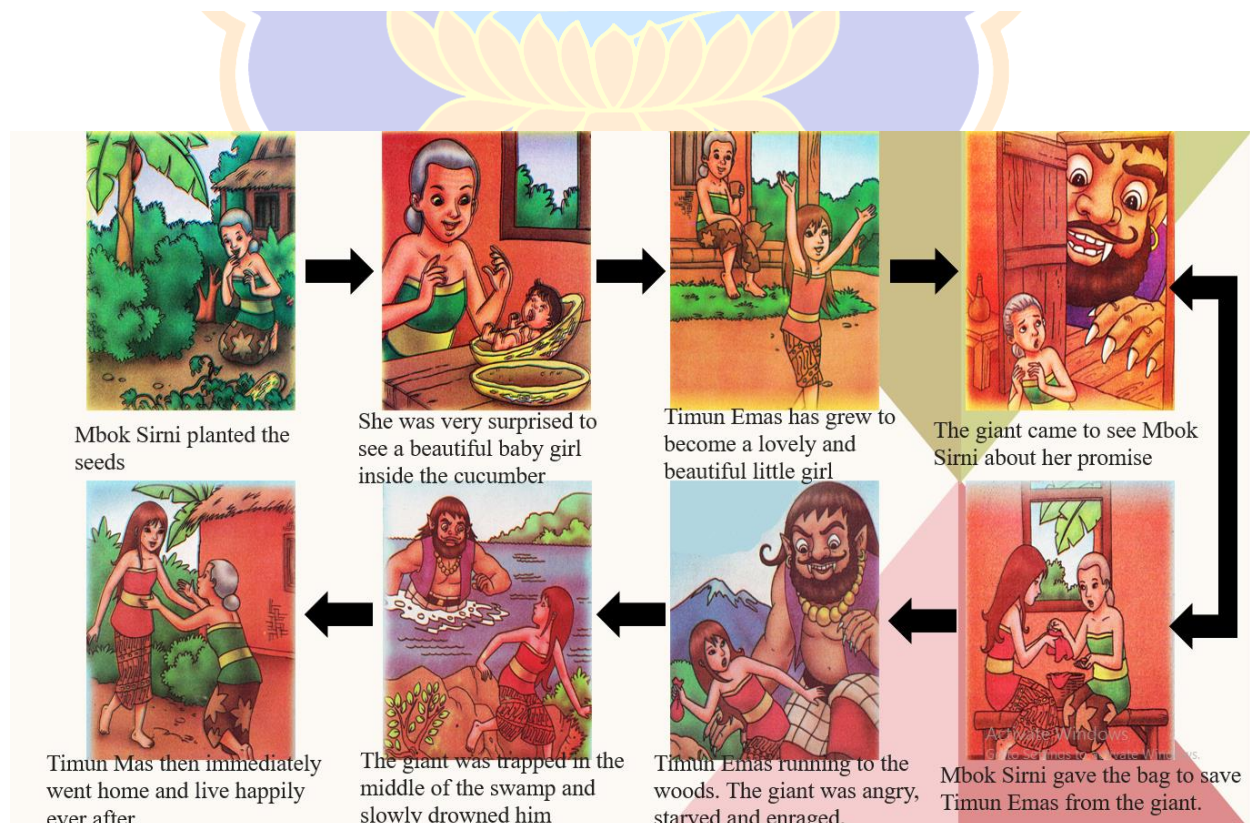
Years passed by and Timun Emas has grew to become a lovely and beautiful little girl. She was also smart and kind. Mbok Sirni loved her very much. But she kept thinking about the time the giant would take Timun Emas away from her. One night, Mbok Sirni had a dream. In order to save Timun Emas from the giant, she had to meet the holy man who lived in Mount Gundul. The next morning, Mbok Sirni took leave of Timun Emas to go to Mount

Gundul. The holy man then gave her four little bags, each one containing cucumber seeds, needles, salt, and shrimp paste. “Timun Emas can use these to protect herself,” said the holy man to Mbok Sirni.

A few days later, the giant came to see Mbok Sirni about her promise. “Mbok Sirni! Where is Timun Emas?” shouted the giant. “My daughter, take this bag with you. It can save you from the giant. Now, run through the back door,” said Mbok Sirni. But the giant saw Timun Emas running to the woods. The giant was angry. Starved and enraged, he rushed toward Timun Emas. Mbok Sirni tried to stop him, but the giant was unstoppable.

The giant was getting closer and closer, so Timun Emas opened the first bag she got from Mbok Sirni. Inside the bag were cucumber seeds. She threw the seeds, and instantly they grew into large cucumber field. But the giant ate them all, giving him more strength. As the giant was getting close, Timun Emas took the second bag with needles inside and spilled the content behind her. The needles turned into bamboo trees, sharp and thorny. The giant’s body was scratched and bled. “Aaargh, I’ll get you, Timun Emas!” shouted the giant as he tried to get himself out from the bamboo field. He made it and still chasing Timun Emas.

Timun Emas then reached the third bag and spilled the salt inside. The ground which the salt touched turned into a deep sea. The giant almost drown and had to swim to cross the sea. After some time, he managed to get out from the water. Timun Emas saw the giant coming, so she reached for the last bag. She took the shrimp paste and threw it. The shrimp paste became a big swamp of boiling mud. The giant was trapped in the middle of the swamp. The mud slowly but surely drowned him. Helpless, he roared out, “Help! Heeeelp...!” Then the giant drown and died. Timun Mas then immediately went home. Since then, Timun Emas and Mbok Sirni live happily er after.





Lampiran 3

