



APPENDIX 01

SURAT IZIN PENELITIAN



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
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25 September 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 2 Amlapura
di Karangasem

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

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Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: The Effect of Class Management on Students' Reading English Achievement in SMA N 2 Amlapura

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

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Tembusan:

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

APPENDIX 02

Blue Print Questions

Basic Competency	Indicators	Level of Cognitive	Number of items
1. Identifying the characteristics of legendary narrative text	Mentioning the structure and social function of narrative text	C4	15, 16, 17, 18, 21, 22,
2. Identifying the linguistic characteristics of legendary narrative text	Mentioning language features, simple past tense, sequence word, noun phrase, adjective clause	C4	4, 12, 25
3. Finding implicit and explicit information in	Finding the information, main idea, characters,	C4, C6	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 14, 19, 20,

legendary narrative text	and settings		23, 24
The total number of the items			25



APPENDIX 03

ALUR DAN TUJUAN PEMBELAJARAN (BAHASA INGGRIS TINGKAT LANJUT FASE F KELAS 11)

Rasional

Alur pembelajaran adalah rangkaian tujuan pembelajaran yang disusun secara logis menurut urutan pembelajaran sejak awal hingga akhir suatu fase. Tujuan pembelajaran adalah pengetahuan, keterampilan, dan sikap yang harus dimiliki peserta didik dalam satu atau lebih kegiatan pembelajaran, yang menjadi prasyarat untuk dapat mencapai “Capaian Pembelajaran”. Alur ini disusun secara linear sebagaimana urutan kegiatan pembelajaran yang dilakukan dari hari ke hari. Alur dan tujuan pembelajaran ini disusun untuk capaian pembelajaran fase F yang telah ditetapkan dengan memperhatikan perkembangan tingkat kemampuan berpikir peserta didik. Pada fase ini siswa diharapkan agar berhasil mencapai kemampuan akademik yang ditargetkan serta life skills yang diperlukan untuk dapat hidup dalam tatanan dunia dan teknologi yang berubah dengan cepat. Selain life skills, di dalam pembelajaran Bahasa Inggris Tingkat Lanjut juga menekankan pada keterampilan Abad 21 (berpikir kritis, kreativitas, komunikasi, dan kolaborasi), pengembangan karakter, dan literasi sesuai kebutuhan

Capaian Pembelajaran (CP)

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/ pembacanya. Berbagai jenis teks seperti naratif, eksposisi, diskusi, teks sastra, teks otentik maupun multitek

menjadi rujukan utama dalam mempelajari bahasa Inggris pada fase ini. Peserta didik menggunakan kemampuan bahasa Inggris untuk mengeksplorasi teks naratif, eksposisi, dan diskusi dalam berbagai macam topik termasuk isu sosial dan konteks budaya. Pada fase ini, bukan hanya kemampuan berbahasa peserta didik yang semakin berkembang, tetapi juga kemampuan berpikir kritis, kreatif, komunikatif, kolaboratif, dan percaya diri demi terwujudnya Profil Pelajar Pancasila.

CP Elemen	Tujuan Pembelajaran	Praktikan Jumlah Jam	Kata/Frasa Kunci, Topik/Konten, dan Penjelasan Singkat	Profil Pelajar Pancasila	Glosarium
<p>Menyimak</p> <p>Peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam</p>	<p>11.1Memahami struktur, fungsi sosial, dan unsur</p>		<ul style="list-style-type: none"> • Kata/frasa kunci: struktur teks, fungsi, dan unsur kebahasaan 	<p>Bernalar kritis, mandiri dan kreatif</p>	<p>Socialfunction, genericstructure, language features, simple past tense,</p>

<p>mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks dengar yang kompleks baik tentang topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi dan diskusi.</p>	<p>kebahasaan teks naratif.</p>	<ul style="list-style-type: none"> • Topik/konten inti: teks naratif dalam konteks sosial budaya • Penjelasan singkat: fokus pembelajaran adalah merespon teks naratif terkait fungsi, struktur teks dan unsur kebahasaan seperti <i>imperfect past tense, sequence</i> 	<p>yang ditunjukkan melalui merespon teks naratif</p>	<p>sequence word, noun phrase, adjective clause</p>
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			<p><i>word, noun phrase, dan adjective clause</i></p>		
<p>Membaca</p> <p>PesertadidikdiharapkanmencapaiKemampuan yang ditargetkandalamatapelajaran Bahasa Inggris wajib dan mampu memahami gagasan utamadaritext tulis, baik dalambentuk cetak maupun dalam visual, baik tekstunggal maupun ganda, dan yang kompleks baik topik konkrit terkait kejadian-kejadian di lingkungan sekitar,</p>	<p>11.2 Menemukan informasi rinci dalam sebuah teks naratif.</p>	<ul style="list-style-type: none"> • Kata/frasa kunci: informasi rinci • Topik/konten inti: teks naratif • Penjelasan singkat: fokus pembelajaran adalah merinci informasi yang terdapat dalam sebuah teks naratif 	<p>Bernalar kritis, yang ditunjukkan melalui identifikasi informasi rinci dalam teks naratif</p>	<p>Informasi rinci, main idea, characters, settings</p>	

<p>maupun abstrak terkait ismu terakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi dan diskusi.</p>				
<p>Menulis</p> <p>Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memproduksi teks dengan struktur organisasi yang jelas dan detail dalam jenis teks naratif, eksposisi dan</p>	<p>11.3 Menuliskan naratif</p>	<ul style="list-style-type: none"> • Kata/frasa kunci: menulis teks naratif • Topik/konten inti: teks naratif yang ada di Indonesia • Penjelasan singkat: fokus pembelajaran adalah berlatih menulis 	<p>Mandiri dan kreatif yang ditunjukkan melalui kreativitas menyusun teks naratif</p>	<p>generic structure, organization, vocabulary, grammar</p>

<p>diskusi tentang berbagai topik dan menjelaskan pendapat atau pandangan tertentu di dalam topik tertentu dengan menjelaskan manfaat dan kelemahan atau argumen yang mendukung dan menentang tentang berbagai pilihan atau pendapat.</p>		<p>teks naratif yang ada di Indonesia</p>		
<p>Berbicara</p> <p>Pada akhir Fase ini, peserta didik mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan</p>	<p>11.4 Mempresentasikan sebuah teks naratif</p>	<ul style="list-style-type: none"> • Kata/frasa kunci: presenting • Topik/konten inti: teks naratif lisan • Penjelasan singkat: fokus 	<p>Mandiri dan kreatif dalam mempresentasikan sebuah teks</p>	<p>present, fluency, expression</p>

<p>mampuberinteraksidenganlancar danspontansecarateraturdenganpenuturas li BahasaInggris, sertacukupmungkintanpaadahambatanba gikeduabelahpihak yang berkomunikasiatauberinteraksidalamjenis teksnaratif, eksposisi, dan diskusi.</p>		<p>pembelajar adalah mempres entasikan sebuahteks naratif yang ada di Indonesia</p>	<p>naratif</p>	
<p>Menyimak Peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam</p>	<p>11.5Memaha mi struktur, fungsi sosial, dan unsur</p>	<ul style="list-style-type: none"> • Kata/frasa kunci: struktur teks, fungsi, dan unsur kebahasaan 	<p>Bernalar kriti s, mandiri dan kreatif</p>	<p>Socialfunction, generic structure, language features, simple</p>

<p>mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks dengan yang kompleks baik tentang topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi dan diskusi.</p>	<p>kebahasaan teks eksposisi.</p>	<ul style="list-style-type: none"> • Topik/konten inti: teks eksposisi dalam konteks sosial budaya • Penjelasan singkat: fokus pembelajaran adalah merespon teks eksposisi terkait fungsi, struktur teks dan unsur kebahasaan seperti <i>imple present tense, conjuncti</i> 	<p>yang ditunjukkan melalui merespon teks eksposisi</p>	<p>present tense, conjunction, modal verbs, ordinal numbers</p>
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			<i>on, modal verbs, ordinal numbers</i>		
<p>Membaca</p> <p>Peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks tulis, baik dalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, dan yang kompleks baik topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topi</p>	<p>11.6 Menemukan informasi rinci dalam sebuah teks eksposisi.</p>	<ul style="list-style-type: none"> • Kata/frasa kunci: informasi rinci • Topik/konten inti: teks eksposisi • Penjelasan singkat: fokus pembelajaran adalah merinci informasi yang terdapat dalam sebuah teks eksposisi 	<p>Bernalar kritis, yang ditunjukkan melalui identifikasi informasi rinci dalam teks eksposisi</p>	<p>Informasi rinci, argumen, point of view</p>	

<p>terkait mata pelajaran lain dalam teks naratif, eksposisi dan diskusi.</p>				
<p>Menulis</p> <p>Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memproduksi teks dengan strukturo</p>	<p>11.7 Menuliskan eksposisi</p>	<ul style="list-style-type: none"> • Kata/frasa kunci: menuliskan eksposisi • Topik/konten inti: teks eksposisi • Penjelasan singkat: fokus pembelajaran adalah berlatih 	<p>Mandiri dan kreatif yang ditunjukkan melalui kreativitas menyusun teks eksposisi</p>	<p>generic structure, organization, vocabulary, grammar</p>

<p>rganisasi yang jelas dan detail dalam jenis teks naratif, eksposisi dan diskusi tentang berbagai topik dan menjelaskan pendapat atau pandangan tertentu di dalam topik tertentu dengan menjelaskan manfaat dan kelemahan atau argumen yang mendukung dan menentang tentang berbagai pilihan atau pendapat.</p>		<p>menulis teks eksposisi</p>		<p>r</p>
<p>Berbicara</p> <p>Pada akhir Fase ini, peserta didik mencapai kemampuan yang</p>	<p>11.8</p> <p>Mempresentasikan sebuah teks eksposisi</p>	<ul style="list-style-type: none"> • Kata/frasa kunci: presentasi • Topik/konten inti: teks eksposisi 	<p>Mandiri dan kreatif dalam mempresentasi</p>	<p>present, fluency, argument,</p>

<p>ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu berinteraksi dengan lancar dan spontan secara lisan dan penulisan li Bahasa Inggris, serta cukup mungkin tanpa ada hambatan baik di kedua belah pihak yang berkomunikasi atau berinteraksi dalam jenis teks naratif, eksposisi, dan diskusi.</p>		<ul style="list-style-type: none"> • Penjelasan singkat: fokus pembelajaran adalah mempresentasikan sebuah teks eksposisi 	<p>kan sebuah teks eksposisi</p>	<p>knowledge</p>
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APPENDIX 04

EXPERT JUDGEMENT (READING TEST)

Expert: Prof. Dr. Ni Nyoman Padmadewi, M.A.

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1			
2			
3			
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25			

Singaraja, 12 Oktober 2023

Judge I



Prof. Dr. Ni Nyoman Padmadewi, M.A.

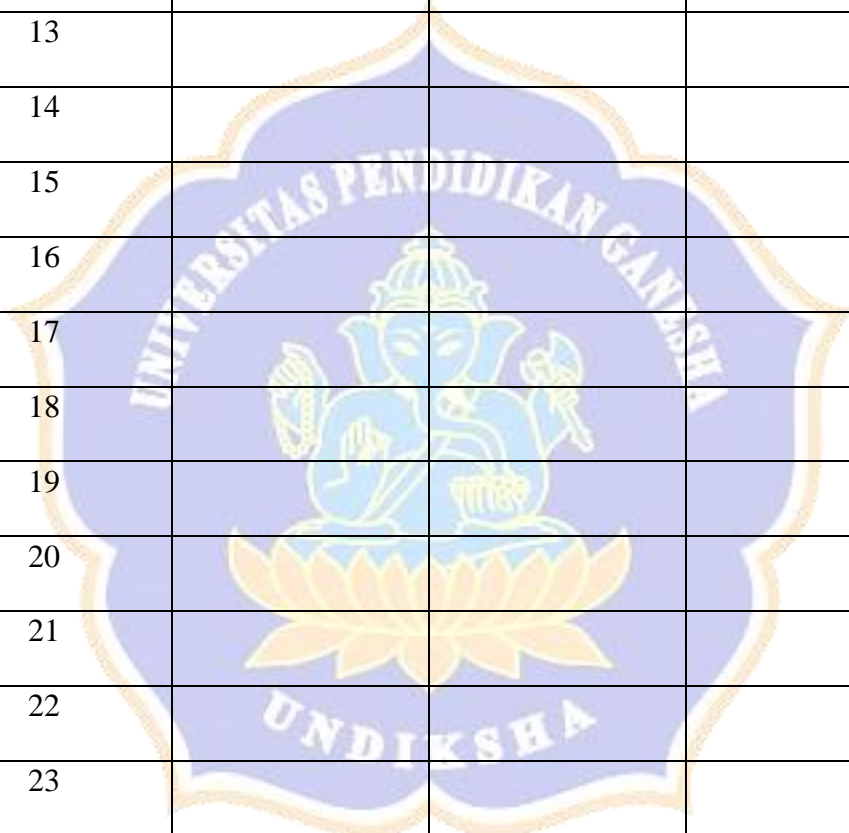
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EXPERT JUDGEMENT (READING TEST)

Expert: Luh Gd. Rahayu Budiarta, S.Pd., M.Pd.

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1			
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Singaraja, 12 Oktober 2023

Judge II

Luh Gd. Rahayu Budiarta, S.Pd., M.Pd.

NIP. 19930919201803001

APPENDIX 05

READING TEST

Narrative text 1

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Jawa. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition.

Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
 - a. Sang Prabu was a father of his only daughter
 - b. Sang Prabu was a king of a kingdom in West Java
 - c. Sang Prabu was taken to Kahyangan by a wicked fairy**
 - d. Sang Prabu was a wise man
 - e. Sang Prabu didn't have a son
2. Why did the wicked fairy use her magic to make Raden Begawan unconscious?

- a. She didn't like Raden Begawan
 - b. She didn't want Raden Prabu marry the princess
 - c. She wanted Teja Nirmala to forget about her wedding
 - d. She didn't want the prince of Blambangan marry the princess**
 - e. She didn't want the prince of Blambangan feel love with her
3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- a. Princess Segara will have married with Raden Begawan
 - b. Sang Prabu will ot hold strength competition
 - c. Raden Begawan will not die
 - d. Teja Nirmala will stay in the Kahyangan
 - e. Wicked fairy will not take Raden Begawan's life**
4. So a nice fairy took her to the Kahyangan. (Paragraph 2)
The word her in in the sentence refers to....
- a. The wicked fairy
 - b. The nice fairy
 - c. Princess Nirmala**
 - d. Prince Teja
 - e. The prince of Blambangan
5. The similarity between fairy and human according to the text...
- a. The place they live
 - b. The jealousy that they posses**
 - c. The way they don't feel a love
 - d. The strength they have
 - e. Their life that is immortal

Narrative text 2

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

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

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once, the wolves caught him.

The young woman cried to the wolves,"please eat my own son instead."

Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She offered her own son's life to save her nephew.

They ran back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

6. What separated between one village to another a long time ago in the New Territories?
- Another village
 - Mountains
 - Forests**
 - Hills
 - Towers and logs
7. Who was Ah Tim?
- The young woman's brother
 - The young woman's son
 - The young woman's brother and nephew
 - The young woman's brother's son**
 - One of the men who fetched a stick
8. Who walked in front when they were in the forest?
- Ah Tim**
 - The woman
 - The woman's son
 - Her brother's nephew
 - The baby and his mother
9. How could the wolves catch Ah Tim?
- He was afraid
 - He was stumbled by a stone**
 - He ran slowly
 - The woman cried
 - The wolves were good runners
10. The woman gave her son to the wolves because...
- She loved her nephew than her son
 - She thought about how her brother would be**
 - She wanted her son was eaten by the wolves
 - She was crazy
 - She kept a grudge on his brother
11. What did the villagers bring sticks for?
- For the weapon to beat the wolves**
 - To bring the woman's nephew

- c. For the fire woods
 - d. For play
 - e. For building a house for the woman
12. "all men in the village fetched thick stick..." The word "fetched" has a similar meaning to :
- a. Received
 - b. Caught
 - c. **Got**
 - d. Hit
 - e. Lifted
13. From the passage we learn that the villages were....
- a. Located in one huge area
 - b. Situated in a large district
 - c. **Separated by untamed jungles**
 - d. Wild and unsafe
 - e. Dark and very dangerous
14. The brother let her son go with his aunt as she left home because....
- a. Ah Tim wanted to see the wolves
 - b. His aunt wanted him to come long
 - c. Ah Tim was bored t live with his parents
 - d. The baby was to cute to be alone
 - e. **Ah Tim would be a guardian for them**
15. What is the purpose of the writer by writting the story above?
- a. To describe the danger of the villages
 - b. **To entertain the readers of the story**
 - c. To tell the villagers' relationship
 - d. To explain how important a relative is
 - e. To narrate how the wolves were playing with the baby

Narrative text 3

In the Kingdom of Medang Kamulan, in Jawa, came a young man, by the name of Aji Saka to fight Dewatacengkar, the cruel King of The Country who had a habit to eat human flesh of his own people. Aji Saka himself he came from Bumi Majeti.

One day he told his two servants, by the name of Dara and Sembodo, that he was going to Jawa. He told them that while he was away, both of them have to guards his Heirloom/Pusoko. No one except Aji Saka himself not allowed to take the Pusoko. In the big battle, Aji Saka could successfully push Dewatacengkar to fall to the South Sea. Dewatacengkar did not die, he became a Bajul Putih (White Crocodile). Aji Saka became a ruler of Medang Kamulan.

Meanwhile a woman of the village of Dadapan, foun an egg. She put the

egg in her Lumbung (Rice Barn). After a certain period the egg vanished, instead a snake found in the rice barn. The villagers would like to kill the snake, but the snake said, "I'm the son of Aji Saka, bring me to him."

Aji Saka told the snake, that he would be recognized as his son, if he could kill the Bajul Putih in the South Sea. After a long stormy battle which both sides demonstrating physical strength and showing skillfull ability of fighting, the snake could kill Bajul Putih.

As had been promised the snake was recognized as Aji Saka's son and he was given a name Jaka Linglung (a stupid boy).

In the palace Jaka Linglung greedily ate domestik pets of the alace. He was punished by the King, expelling him to live in the Jungle of Pesanga. He was tightly roped until he could not move his head. He was instructed only to eat things which fall to his mouth.

One day, a group of 9 village boys were playing around in that jungle. Suddenly it was raining heavily. They had to find a shelter, luckily there was a cave. Only 8 boys went inside the cave, the other ne who was suffering from very bad skin disease, sting and dirty, he had to stay out of the cave. All of sudden, the cave was falling apart. The eight boys vanished, only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung.

16. To tell the plot, the writer uses....
 - a. A rhetorical question and exclamation
 - b. Time sequences
 - c. Contrastve evidences
 - d. Past tense**
 - e. Concessive conjunctions
17. The communicative purpse of this text is...
 - a. To inform the readers about important and newsworthy events
 - b. To entertain readers with fairy tale**
 - c. To share an account of an unusual event
 - d. To persuade readers to accept his/her opinions
 - e. To denote or propose something as the case
18. The organization of the text above is....
 - a. Abstract, orientation, crisis, insident, coda
 - b. Thesis, argument: plot-elaboration, conclusion
 - c. Orientation, major complication, resolution**
 - d. Description, background events, sources

e. Orientation, event, event, event

Narrative text 4

The Legend of Lake Toba

There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find that the fish could talk. The fish begged him to set it free.

Batara Guru Sahala was so surprised and set the fish free. As soon as it was free, the fish changed into a very beautiful woman. Batara Guru Sahala fell in love with that fish-woman and wanted to marry her. Batara Guru Sahala also promised to keep the secret that she had been a fish and would never tell anybody about it.

They were happily married. They had two daughters. One day Batara Guru Sahala got very angry with his daughters. He could not control his temper. He shouted angrily and the word fish reached his daughters. The daughters were crying. They found their mother and told her about it.

The mother was very angry. Batara Guru Sahala broke his promise. The mother started shouting angrily, then the earth began to shake and volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Today the lake is known as Lake Toba.

19. What is the main idea of the fourth paragraph?

- a. **How Lake Toba was formed**
- b. The daughters were crying
- c. Their daughters found their mother
- d. Batara Guru Sahala had two daughters
- e. Batara Guru Sahala's wife is a widow

20. From the text, we know that...

- a. Sahala's wife was a captured fish
- b. The daughters changed into fish too
- c. **Shala broke his promise to his wife**
- d. The daughters and father are fish
- e. Sahala is fish

Narrative text 5

The Legend of Mount Batur

A long time ago, there lived on the island of Bali a giant-like creature

named Kebo Iwo. The people of Bali used to say that Kebo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kebo Iwo wild with great anger. In his hunger, he destroyed all of the houses and even the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kebo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kebo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

21. In the story, the first paragraph is the structure of the section...

- a. **Orientation**
- b. Complication
- c. Resolution
- d. Re-orientation
- e. Coda

22. Which paragraph is complexion?

- a. Paragraph 1
- b. **Paragraph 2**
- c. Paragraph 3
- d. Paragraph 4
- e. There are no complexion

Narrative text 6

Talaga Warna

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It

made them very, very sad.

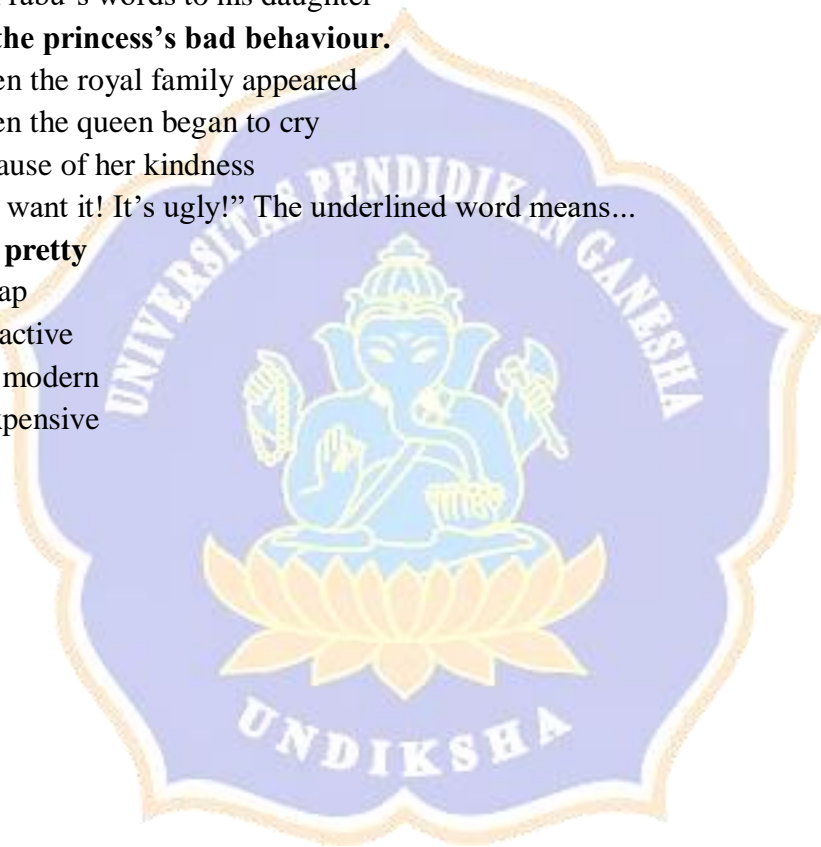
Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became very angry. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter. On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared. Prabu took the necklace. "My beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much." The princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing.

In their silence people heard the queen crying. Everyone was sad and began crying, too. A pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom. Today, people called the lake Talaga Warna. It means 'Lake of Colours'. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colours, which in fact come from the reflection of the trees and flowers around it. But some people believe

that the colours are from the princess's necklace, which still lies in pieces at the bottom of the lake.

23. Which of the following statements is correct?
- a. King Prabu and his queen had lots of children
 - b. The little princess was a very good child
 - c. Prabu gave his wife a necklace for her birthday
 - d. The people in Prabu's kingdom loved their royal family
 - e. The people envied to see the king's happiness to have a beautiful princess**
24. The people were shocked ...
- a. By Prabu's words to his daughter
 - b. By the princess's bad behaviour.**
 - c. When the royal family appeared
 - d. When the queen began to cry
 - e. Because of her kindness
25. "I don't want it! It's ugly!" The underlined word means...
- a. Not pretty**
 - b. Cheap
 - c. Attractive
 - d. Not modern
 - e. Inexpensive



APPENDIX 06

INSTRUMENT VALIDATION



	Sig . (2-tailed)	.450	.339	.044		.000	.000	.044	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.867	.867	.867	.867	.867	.867	.867
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
V5	Pe ars on Co rrel ati on	.132	.167	.343*	1.000*	1	1.000*	.343*	1.000*	1.000*	1.000*	1.000*	1.000*	1.000*	1.000*	1.000*	1.000*	.697**	.697**	.697**	-	-	-	-	-
	Sig . (2-tailed)	.450	.339	.044	.000		.000	.044	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.867	.867	.867	.867	.867	.867
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35



V6	Pe ars on Co rrel ati on Sig . (2- tail ed) N	.13 2	.16 7	.34 3*	1.0 00*	1.0 00*	1	.34 3*	1.0 00*	1.0 00*	1.0 00*	1.0 00*	1.0 00*	1.0 00*	1.0 00*	1.0 00*	1.0 00*	.69 7**	.69 7**	.69 7**	- .02 9	- .02 9	- .02 9	- .02 9	- .02 9	- .02 9	.8 6 7	3 5
V7	Pe ars on Co rrel ati on Sig . (2- tail ed) N	.38 4*	.05 7	.10 7	.34 3*	.34 3*	.34 3*	1	.34 3*	.34 3*	.34 3*	.34 3*	.34 3*	.34 3*	.34 3*	.34 3*	.34 3*	.18 5	.18 5	.18 5	- .08 6	- .08 6	- .08 6	- .08 6	- .08 6	- .08 6	.6 2 4	3

Sig . (2-tailed)	.450	.339	.044	.000	.000	.000	.044	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.867	.867	.867	.867	.867	.867	.867	.867
N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
V1 Persons Correlation	.132	.167	.343*	1.000*	1.000*	1.000*	.343*	1.000*	1.000*	1	1.000*	1.000*	1.000*	1.000*	1.000*	.697**	.697**	.697**	-	-	-	-	-	-	-	-
Sig . (2-tailed)	.450	.339	.044	.000	.000	.000	.044	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.867	.867	.867	.867	.867	.867	.867	.867
N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35



	Sig . (2-tailed)	.450	.339	.044	.000	.000	.000	.044	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.867	.867	.867	.867	.867	.867	.867	.867
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
V15	Persons Correlation	.132	.167	.343*	1.000*	1.000*	1.000*	.343*	1.000*	1.000**	1.000*	1.000*	1.000*	1.000*	1	.697**	.697**	.697**	-	-	-	-	-	-	-	-	-
	Sig . (2-tailed)	.450	.339	.044	.000	.000	.044	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.867	.867	.867	.867	.867	.867	.867	.867	.867
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35



Sig	.45	.33	.62	.86	.86	.86	.62	.86	.86	.86	.86	.86	.86	.86	.86	.86	.00	.00	.00		.00	.00	.00	.00	.0
.	0	9	4	7	7	7	4	7	7	7	7	7	7	7	7	7	0	0	0		0	0	0	0	0
(2-																									0
tail																									0
ed)																									0
N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
V2 Pe	.13	.16	-	-	-	-	-	-	-	-	-	-	-	-	-	.69	.69	.69	1.0	1	1.0	1.0	1.0	1.0	1.
o ars	2	7	.08	.02	.02	.02	.08	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.0
on			.06	.09	.09	.09	.06	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.0
Co																									.0
rrel																									.0
ati																									.0
on																									.0
Sig	.45	.33	.62	.86	.86	.86	.62	.86	.86	.86	.86	.86	.86	.86	.86	.86	.00	.00	.00	.00		.00	.00	.00	.0
.	0	9	4	7	7	7	4	7	7	7	7	7	7	7	7	7	0	0	0	0		0	0	0	.0
(2-																									.0
tail																									.0
ed)																									.0
N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35



V2 Pe 1 ars on Co rrel ati on Sig . (2- tail ed) N	.13 2	.16 7	- 6	- 9	- 9	- 9	- 6	- 9	- 9	- 9	- 9	- 9	- 9	- 9	- 9	.69 7**	.69 7**	.69 7**	1.0 00*	1.0 00*	1 00*	1.0 00*	1.0 00*	1. 0
V2 Pe 2 ars on Co rrel ati on Sig . (2- tail ed)	.13 2	.16 7	- 6	- 9	- 9	- 9	- 6	- 9	- 9	- 9	- 9	- 9	- 9	- 9	- 9	.69 7**	.69 7**	.69 7**	1.0 00*	1.0 00*	1.0 00*	1 00*	1.0 00*	1. 0

APPENDIX 07

MODUL PEMBELAJARAN

A. Identitas Sekolah

Penyusun : Putu Ayu Radha Paramitha
Santunan Pendidikan : SMA Negeri 2 Amlapura
Tahun Pelajaran : 2023/2024
Jenjang : SMA
Mata Pelajaran : Bahasa Inggris Tingkat Lanjut

B. Identitas Umum

Materi Pokok	Narrative Text (Legend)
Capaian Pembelajaran	<p>Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Jenis teks naratif dalam bentuk teks legenda menjadi rujukan utama dalam mempelajari bahasa Inggris di Unit ini. Peserta didik menggunakan kemampuan bahasa Inggris untuk mengeksplorasi teks legenda dalam berbagai macam topic termasuk kesadaran lingkungan dan konteks budaya. Pada fase ini, bukan hanya kemampuan berbahasa peserta didik yang semakin berkembang tetapi juga kemampuan berpikir, kreatif, komunikatif, dan percaya diri demi terwujudnya profil pembelajar Pancasila.</p>

FASE	JENJANG	KELAS	PERKIRAAN JUMLAH SISWA	MODA PEMBELAJARAN	ALOKASI WAKTU
F	SMA	XI	36 SISWA	Luring	20 JP(20x45me nit)

C. Kompetensi Awal

1. Peserta didik telah mengetahui atau membaca tentang beberapa cerita *narrative* terutama yang berupa *legend*.
2. Peserta didik telah menguasai beberapa *noun phrase, action verbs, sequence words*.

D. Profil Pelajar Pancasila

1. Beriman dan bertaqwa kepada Tuhan Yang Maha Esa: peserta didik mengawali kegiatan pembelajaran dengan melakukan doa bersama.
2. Berpikir kritis untuk memecahkan masalah: peserta didik mengajukan pertanyaan atau permasalahan terkait dengan materi yang sedang dipelajari atau permasalahan yang dialami.
3. Mandiri: peserta didik secara mandiri dapat menyelesaikan latihan-latihan yang diberikan oleh guru.
4. Kreatif: peserta didik mampu mengumpulkan informasi dari berbagai sumber terkait teks naratif.

E. Sarana Dan Prasarana

Sarana : Buku Siswa dan Buku Guru Bahasa Inggris Tingkat Lanjut Kementrian, Kebudayaan, Riset, dan Teknologi Republik Indonesia 2021 SMA Kelas XI.

Prasarana : Komputer/Laptop, *handphone*, koneksi internet, LCD Proyektor, Layar, Papan Tulis dan Spidol.

F. Target Peserta Didik

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

G. Model Pembelajaran

Model Pembelajaran : *Genre-Based Learning*

Pendekatan Pembelajaran : Pendekatan Kontekstual

Metode Pembelajaran : Diskusi, Praktek dan Presentasi

KOMPONEN INTI

A. Tujuan Pembelajaran

1. Mengidentifikasi karakteristik dari teks naratif, termasuk fungsi social dan struktur teks.
2. Mengidentifikasi ciri-ciri kebahasaan dari teks naratif, difokuskan pada past tense, action verbs, dan sequence words.
3. Memahami informasi implisit dan explicit seperti ide pokok dan informasi detail teks naratif.
4. Menulis teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.
5. Mempresentasikan teks naratif secara lisan baik dalam bentuk monolog maupun dialog yang telah ditulis dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

B. Pemahaman Bermakna

1. Murid mampu memahami bahwa cerita naratif berupa legenda merupakan warisan budaya yang merupakan komoditas penting suatu daerah.
2. Murid mampu memahami cerita naratif berupa legenda dari suatu daerah memiliki makna penting sehingga perlu dilestarikan dan bila perlu dimodifikasi seiring kemajuan zaman dengan tidak menghilangkan esensi penting cerita.
3. Murid mampu memahami bahwa tujuan akhir dari cerita naratif berupa legenda adalah untuk mendukung budaya lokal sehingga memiliki manfaat bagi masyarakat.

C. Pertanyaan Pematik

1. Apa yang kalian pikirkan ketika mendengar sebuah cerita legenda? (*What do you think when you heard about legend story?*)
2. Apakah kalian suka membaca, mendengar, atau menonton cerita legenda? (*Do you like reading, listening, or watching legend story?*)
3. Apakah kalian dapat menyebutkan cerita legenda yang pernah kalian baca, dengar, atau tonton? (*Can you mention some legend story you have ever read, heard, or watched?*)
4. Apakah kalian dapat menceritakan secara singkat cerita legenda tersebut? (*Can you tell a brief about the story?*)

D. Persiapan Pembelajaran

1. Menyiapkan tes asesmen diagnostic non kognitif dan asesmen diagnostic kognitif
2. Guru menyiapkan perencanaan pembelajaran.
3. Guru menyiapkan administrasi pembelajaran seperti Agenda/Jurnal mengajar, Absensi murid.
4. Guru menyiapkan administrasi penilaian murid.
5. Guru dan murid melakukan kesepakatan kelas.

E. Kegiatan Pembelajaran

Pertemuan ke-1

Langkah-Langkah Pembelajaran	
Pendahuluan (10 Menit) <ul style="list-style-type: none">● Persiapan● Apersepsi● Motivasi	<ul style="list-style-type: none">● Guru membuka pembelajaran dengan salam dan berdoa sebelum memulai pembelajaran.● Guru menanyakan kabar dan memeriksa kehadiran peserta didik sebagai sikap disiplin.● Guru meminta peserta didik mempersiapkan perlengkapan alat tulis dan media/alat yang akan digunakan saat proses pembelajaran.● Guru memberikan informasi tentang ruang lingkup materi, tujuan pembelajaran, dan langkah pembelajaran yang akan dilaksanakan.● Mereview kembali materi pelajaran yang telah dipelajari pada semester sebelumnya.● Guru mempersilahkan siswa untuk duduk berpasangan atau berkelompok sesuai dengan minat dan gaya belajar.
Kegiatan Inti (70menit)	<p><i>Building Knowledge of the Field (BKOF)</i></p> <ul style="list-style-type: none">● Guru memutar sebuah video berjudul The Legend of Kadita dan meminta siswa menyampaikan apa yang mereka ketahui tentang video yang di putar.● Guru meminta siswa menyebutkan legenda yang mereka ketahui yang berasal dari Indonesia. <p><i>Modelling of the Text (MOT)</i></p> <ul style="list-style-type: none">● Guru memberikan contoh teks naratif (The Legend of Kadita)● Guru mengajak siswa untuk mempelajari teks naratif yang sudah disiapkan● Melalui proses eksplorasi konsep dan diskusi kelas, guru memperkuat pemahaman siswa terkait karakteristik, generic structure dan fungsi social sebuah teks naratif● Guru memberikan kesempatan kepada siswa untuk menemukan dan mendiskusikan kosa kata (vocabularies) baru yang mereka temukan pada cerita yang disajikan● Guru memberikan kesempatan kepada siswa untuk mengidentifikasi unsure kebahasaan dari teks naratif, difokuskan pada noun phrase, past tense, action verbs, and sequence words
Penutup (10 Menit)	<ul style="list-style-type: none">● Peserta didik menyimpulkan materi yang telah dipelajari dengan merespon pertanyaan guru yang sifatnya menuntun dan menggali.● Guru mengajak peserta didik merefleksi pembelajaran yang dialami hari ini, apa yang menarik dari pembelajaran hari ini? Mengapa? Apa hambatan yang ditemui dalam mempelajari materi hari ini?● Guru menyampaikan materi pada pertemuan berikutnya.● Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa

Pertemuan ke-2

Langkah-Langkah Pembelajaran	
Pendahuluan (10 Menit) <ul style="list-style-type: none">● Persiapan● Apersepsi● Motivasi	<ul style="list-style-type: none">● Guru membuka pembelajaran dengan salam dan berdoa sebelum memulai pembelajaran.● Guru menanyakan kabar dan memeriksa kehadiran peserta didik sebagai sikap disiplin.● Guru meminta peserta didik mempersiapkan perlengkapan alat tulis dan media/alat yang akan digunakan saat proses pembelajaran.● Guru memberikan informasi tentang ruang lingkup materi, tujuan pembelajaran, dan langkah pembelajaran yang akan dilaksanakan.● Mereview kembali materi pelajaran yang telah dipelajari pada pertemuan sebelumnya.● Guru mempersilahkan siswa untuk duduk berpasangan atau berkelompok sesuai dengan minat dan gaya belajar.
Kegiatan Inti (70menit)	<ul style="list-style-type: none">● Guru memberikan pertanyaan pada peserta didik :<ol style="list-style-type: none">a. Do you like to watch a movie?b. Do you like to read a story?c. What kind of story do you like?● Peserta didik dan guru menonton sebuah film pendek● Setelah menonton film, Guru memberikan beberapa pertanyaan secara lisan terkait isi film :<ol style="list-style-type: none">a. What is the title of the movie?b. Who is the major character involved in the movie?c. Who is your favorite character?d. Is the story of the movie interested?e. Tell the story with your own words!● Pesertadidik membaca teks Narrative● Pesertadidik menjawab soal – soal terkait teks yang dibaca.
Penutup (10 Menit)	<ul style="list-style-type: none">● Peserta didik menyimpulkan materi yang telah dipelajari dengan merespon pertanyaan guru yang sifatnya menuntun dan menggali.● Guru mengajak peserta didik merefleksi pembelajaran yang dialami hari ini, apa yang menarik dari pembelajaran hari ini? Mengapa? Apa hambatan yang ditemui dalam mempelajari materi hari ini?● Guru menyampaikan materi pada pertemuan berikutnya.● Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa

Pertemuan ke -3

Langkah-Langkah Pembelajaran	
<p>Pendahuluan (10 Menit)</p> <ul style="list-style-type: none"> ● Persiapan ● Apersepsi ● Motivasi 	<ul style="list-style-type: none"> ● Guru membuka pembelajaran dengan salam dan berdoa sebelum memulai pembelajaran. ● Guru menanyakan kabar dan memeriksa kehadiran peserta didik sebagai sikap disiplin. ● Guru meminta peserta didik mempersiapkan perlengkapan alat tulis dan media/alat yang akan digunakan saat proses pembelajaran. ● Guru memberikan informasi tentang ruang lingkup materi, tujuan pembelajaran, dan langkah pembelajaran yang akan dilaksanakan. ● Mereview kembali materi pelajaran yang telah dipelajari pada pertemuan sebelumnya. ● Guru mempersilahkan siswa untuk duduk berpasangan atau berkelompok sesuai dengan minat dan gaya belajar.
<p>Kegiatan Inti (70menit)</p>	<p style="text-align: center;"><i>Stimulation(pemberian rangsangan)</i></p> <ul style="list-style-type: none"> ● Guru mengajak siswa mencermati sebuah teks naratif berjudul The Legend of the Crying Stone <p style="text-align: center;"><i>Problem statemen (Identifikasi Masalah)</i></p> <ul style="list-style-type: none"> ● Guru member kesempatan murid untuk merumuskan masalah terkait teks yang mereka baca. ● Beberapa pertanyaan yang diajukan murid dirangkum menjadi beberapa permasalahan yaitu: Apa saja unsur kebahasaan sebuah narrative text? Bagaimana penggunaan Simple Past Tense dalam narrative text? Bagaimana penggunaan sequence words dalam narrative text Apa fungsi social sebuah narrative text? <p style="text-align: center;"><i>Data Collection (Pengumpulan Data)</i></p> <ul style="list-style-type: none"> ● Guru membagikan lembar kerja murid ● Murid mendiskusikan dengan kelompoknya ● Murid mencatat hasil diskusi kelompok di lembar kerja murid <p><i>Data Processing (Pengolahan Data)</i></p> <ul style="list-style-type: none"> ● Guru mendiskusikan hasil diskusi kelompok ● Hasil diskusi kelompok dituliskan dalam lembar kerja murid <p style="text-align: center;"><i>Verification (Pembuktian)</i></p> <ul style="list-style-type: none"> ● Murid melakukan pembuktian untuk membuktikan benar atau tidaknya hasil diskusi kelompok yang sudah mereka lakukan. ● Guru meminta beberapa kelompok untuk menyampaikan hasilnya di depan kelas <i>sesuai dengan cara yang mereka sukai.</i> <p><i>Generalization (menarik kesimpulan/generalisasi)</i></p> <ul style="list-style-type: none"> ● Murid melakukan proses menarik kesimpulan tentang unsure kebahasaan dan social function sebuah narrative text

<p>Penutup (10 Menit)</p>	<ul style="list-style-type: none"> ● Peserta didik menyimpulkan materi yang telah dipelajari dengan merespon pertanyaan guru yang sifatnya menuntun dan menggali. ● Guru mengajak peserta didik merefleksi pembelajaran yang dialami hari ini, apa yang menarik dari pembelajaran hari ini? Mengapa? Apa hambatan yang ditemui dalam mempelajari materi hari ini? ● Guru menyampaikan materi pada pertemuan berikutnya. ● Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa
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Pertemuan ke-4

<p style="text-align: center;">Langkah-Langkah Pembelajaran</p>	
<p>Pendahuluan (10 Menit)</p> <ul style="list-style-type: none"> ● Persiapan ● Apersepsi ● Motivasi 	<ul style="list-style-type: none"> ● Guru membuka pembelajaran dengan salam dan berdoa sebelum memulai pembelajaran. ● Guru menanyakan kabar dan memeriksa kehadiran peserta didik sebagai sikap disiplin. ● Guru meminta peserta didik mempersiapkan perlengkapan alat tulis dan media/alat yang akan digunakan saat proses pembelajaran. ● Guru memberikan informasi tentang ruang lingkup materi, tujuan pembelajaran, dan langkah pembelajaran yang akan dilaksanakan. ● Mereview kembali materi pelajaran yang telah dipelajari pada pertemuan sebelumnya. ● Guru mempersilahkan siswa untuk duduk berpasangan atau berkelompok sesuai dengan minat dan gaya belajar.
<p>Kegiatan Inti (70menit)</p>	<ul style="list-style-type: none"> ● Berelaborasi, menemukan kosa kata di dalam teks dongeng/legenda yang sudah dibaca ● Peserta didik diminta untuk menuliskan kosa kata baru yang mereka dapat dari teks yang mereka baca. ● Peserta didik menyebutkan kosa kata dan artinya
<p>Penutup (10 Menit)</p>	<ul style="list-style-type: none"> ● Peserta didik menyimpulkan materi yang telah dipelajari dengan merespon pertanyaan guru yang sifatnya menuntun dan menggali. ● Guru mengajak peserta didik merefleksi pembelajaran yang dialami hari ini, apa yang menarik dari pembelajaran hari ini? Mengapa? Apa hambatan yang ditemui dalam mempelajari materi hari ini? ● Guru menyampaikan materi pada pertemuan berikutnya. ● Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa

Pertemuan ke-5

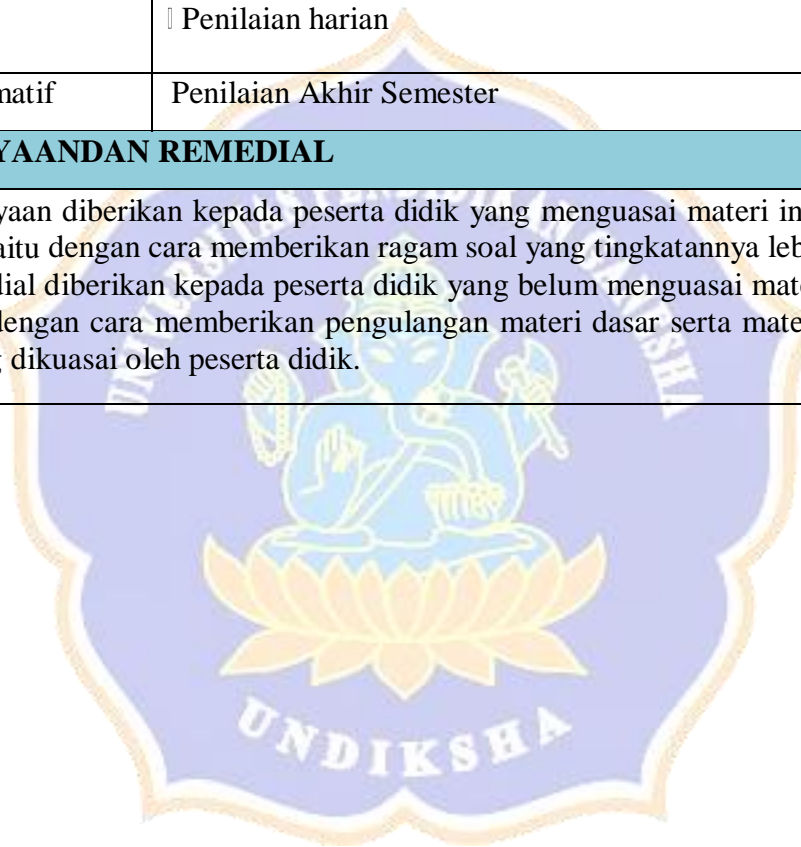
Langkah-Langkah Pembelajaran	
<p>Pendahuluan (10 Menit)</p> <ul style="list-style-type: none"> ● Persiapan ● Apersepsi ● Motivasi 	<ul style="list-style-type: none"> ● Guru membuka pembelajaran dengan salam dan berdoa sebelum memulai pembelajaran. ● Guru menanyakan kabar dan memeriksa kehadiran peserta didik sebagai sikap disiplin. ● Guru meminta peserta didik mempersiapkan perlengkapan alat tulis dan media/alat yang akan digunakan saat proses pembelajaran. ● Guru memberikan informasi tentang ruang lingkup materi, tujuan pembelajaran, dan langkah pembelajaran yang akan dilaksanakan. ● Mereview kembali materi pelajaran yang telah dipelajari pada pertemuan sebelumnya sebagai prasyarat pengetahuan pada materi yang akan dipelajari. ● Guru mempersilahkan siswa duduk berpasangan atau berkelompok sesuai dengan minat dan gaya belajar.
<p>Kegiatan Inti (70menit)</p>	<p style="text-align: center;"><i>Stimulation</i>(pemberian rangsangan)</p> <ul style="list-style-type: none"> ● Guru mengajak siswa menyimak sebuah video tentang seseorang yang sedang menceritakan The Legend of Kebo Iwa ● Murid menyimak dengan cermat. <p style="text-align: center;"><i>Problem statement (Identifikasi Masalah)</i></p> <ul style="list-style-type: none"> ● Guru memberikan kesempatan kepada murid untuk mengemukakan apa yang mereka rasakan setelah menyimak video. ● Guru memberi kesempatan kepada murid untuk menyampaikan atau menilai kekurangan serta kelebihan dari video yang disimak. <p style="text-align: center;"><i>Data Collection (Pengumpulan Data)</i></p> <ul style="list-style-type: none"> ● Guru membagikan lembar kerja dan meminta murid untuk memikirkan sebuah cerita naratif khas Indonesia yang akan ditulis dan diceritakan ● Murid mengumpulkan data ● Murid mencari informasi melalui kajian literatur ● Murid mencatat hasil pengumpulan data dan informasinya di lembar kerja murid <p style="text-align: center;"><i>Data Processing (Pengolahan Data)</i></p> <ul style="list-style-type: none"> ● Murid mendiskusikan dan mengolah data yang telah dikumpulkan melalui diskusi kelompok atau Tanya jawab dengan guru sesuai minat murid ● Hasil pengolahan data dituliskan dalam lembar kerja murid yang dibuat sesuai dengan minat mereka <p style="text-align: center;"><i>Verification (Pembuktian)</i></p> <ul style="list-style-type: none"> ● Murid melakukan pemeriksaan secara cermat untuk membuktikan benar atau tidaknya informasi yang mereka peroleh. ● Guru meminta beberapa siswa untuk menyampaikan hasilnya di depan kelas <i>dengan berbagai cara yang mereka sukai.</i> <p style="text-align: center;"><i>Generalization (menarik kesimpulan/generalisasi)</i></p> <ul style="list-style-type: none"> ● Murid melakukan proses menarik kesimpulan tentang apa yang sudah mereka pelajari

Penutup (10 Menit)	<ul style="list-style-type: none"> ● Peserta didik menyimpulkan materi yang telah dipelajari dengan merespon pertanyaan guru yang sifatnya menuntun dan menggali. ● Guru mengajak peserta didik merefleksi pembelajaran yang dialami hari ini, apa yang menarik dari pembelajaran hari ini? Mengapa? Apa hambatan yang kalian temui dalam mempelajari materi hari ini? ● Menyampaikan materi pada pertemuan berikutnya. ● Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa
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Pertemuan ke-6

Langkah-Langkah Pembelajaran	
Pendahuluan (10 Menit)	<ul style="list-style-type: none"> ● Guru membuka pembelajaran dengan salam dan berdoa sebelum memulai pembelajaran. ● Guru menanyakan kabar dan memeriksa kehadiran peserta didik sebagai sikap disiplin. ● Guru meminta peserta didik mempersiapkan perlengkapan alat tulis dan media/alat yang akan digunakan saat proses pembelajaran. ● Guru memberikan informasi tentang ruang lingkup materi, tujuan pembelajaran, dan langkah pembelajaran yang akan dilaksanakan. ● Mereview kembali materi pelajaran yang telah dipelajari pada pertemuan sebelumnya sebagai prasyarat pengetahuan pada materi yang akan dipelajari. ● Guru mempersilahkan siswa duduk berpasangan atau berkelompok sesuai dengan minat dan gaya belajar.
Kegiatan Inti (70menit)	<ul style="list-style-type: none"> ● Guru memberikan satu cerita legenda berjudul “Si Pitung”. ● Guru memberikan petunjuk untuk peserta didik membaca cerita yang diberikan. ● Peserta didik menulis ulang teks naratif yang diberikan dengan menggunakan bahasa sendiri. ● Peserta didik menunjukkan hasil tulisannya dan menerima masukan dari teman dan guru.
Penutup (10 Menit)	<ul style="list-style-type: none"> ● Peserta didik menyimpulkan materi yang telah dipelajari dengan merespon pertanyaan guru yang sifatnya menuntun dan menggali. ● Guru mengajak peserta didik merefleksi pembelajaran yang dialami hari ini, apa yang menarik dari pembelajaran hari ini? Mengapa? Apa hambatan yang kalian temui dalam mempelajari materi hari ini? ● Menyampaikan materi pada pertemuan berikutnya. ● Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa

F. ASESMEN	
Asesmen non kognitif	<ul style="list-style-type: none"> ▮ Apa yang sedang kamu rasakan saat ini? ▮ Bagaimana perasaanmu saat belajar sendiri di rumah? ▮ Hal apa yang paling menyenangkan dan tidak menyenangkan?
Asesmen kognitif	Terlampir
Asesmen Formatif	<ul style="list-style-type: none"> ▮ Kuis ▮ Unjuk kerja ▮ Penilaian harian
Asesmen Sumatif	Penilaian Akhir Semester
G. PENGAYAANDAN REMEDIAL	
<p>Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik,yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi. Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.</p>	



H. Refleksi Guru dan Murid

Refleksi Murid

Guru membagikan refleksi kepada murid melalui google form dengan pertanyaan dan pilihan jawaban sebagai berikut.

Bagaimana perasaan kalian setelah mengikuti kegiatan pembelajaran hari ini?



(Sangat Senang)



(Senang)



(Biasasaja)



(Bosan)



(Lelah)



(Sedih)



(InginMenangis)

Refleksi Guru

Setelah menyelesaikan proses pembelajaran, guru melakukan refleksi dengan mencatat hal-hal yang sudah disampaikan kepada murid, hasil pembelajaran yang dicapai, maupun bagian yang belum diselesaikan serta membuat rencana perbaikan proses pembelajaran pada masa yang akan datang.

LEMBAR KERJA

PERTEMUAN 1

GENERIC STRUCTURE, SOCIAL FUNCTION, PAST TENSE, ACTION

VERBS, SEQUENCE WORDS

Tujuan

1. Mengidentifikasi karakteristik dari teks naratif, termasuk fungsi social dan struktur teks.
2. Mengidentifikasi ciri-ciri kebahasaan dari teks naratif, difokuskan pada noun phrase, past tense, action verbs, and sequence words.

Alat dan Bahan

1. Video
2. LK

Definition and Social Function

Narrative text is a type of text that tells a story or describes a sequence of events. The purpose of a narrative text is to entertain or inform the reader by presenting a series of events in a coherent and engaging way.

Characteristics of Narrative Text

1. Using past tenses

Narrative texts often contain past tense because they typically recount events or stories that have already occurred. Using the past tense helps to create a sense of time and sequence, which enables the reader to follow the plot and understand the progression of events. Also, writing in the past tense gives context and shows a clear link between actions and their results, which helps the reader get into the story and understand what the characters are going through.

Here's an example:

“Once upon a time, in a small village, there lived a kind, generous old man. One day, as he was walking through the forest, he stumbled upon a giant squash. Amazed, he inched closer.” In this example, the use of past tenses such as “lived”, “was walking”, “stumbled”, “amazed” and “inched” is used to describe past events.

2. Using adverbial of time (Sequence word)

Narrative texts often use adverbials of time to provide a clear structure and sense of progression to the story. These time expressions help the reader understand when events are happening, how they are related to one another, and the overall flow of the narrative.

Here’s an example:

“Early one morning, Sarah decided to go for a jog in the park. As she jogged, the sun began to rise, casting a golden glow over the trees. Later that day, she met her friends for lunch and shared her morning adventure with them.” In this example, adverbials of time such as “early one morning,” “as she jogged,” and “later that day” are used to provide context and indicate the sequence of events, helping the reader understand when each action took place.

3. Using adjectives

Adjectives are words that describe or modify nouns, or, put it simply, adjectives are words that give more information about a noun such as its color, shape, size, characteristics, etc. In narrative text, adjectives help create a more detailed and vivid story.

Example: “The brave knight entered the dark, mysterious forest, ready to face any challenges that lay ahead.” In this example, the adjectives “brave,” “dark,” and “mysterious” add depth to the description, giving the reader a clearer sense of the knight’s personality and the atmosphere of the forest.

4. Using noun phrases

A noun phrase is a group of words that contains a noun along with any accompanying modifiers, such as adjectives, adverbs, or other nouns that provide more information about

the main noun. Noun phrases help create detailed and vivid descriptions in stories. In narrative texts, noun phrases can be used to give more detailed descriptions, highlight certain parts of a character or setting, or explain complicated ideas concisely.

Example: “The bright morning sun cast a golden glow on the calm waters of the lake, creating a breathtaking view.” In this example, the noun phrases are “the bright morning sun” and “the calm waters of the lake.” These phrases provide more detailed descriptions, with “the bright morning sun” referring to the sun and “the calm waters of the lake” highlighting the lake’s peaceful appearance.

Social Function of Narrative Text

The purpose of a narrative text is to tell a story or recount a series of events in an engaging and entertaining way for the reader. Some narrative texts may also have didactic or instructive purposes, such as teaching moral lessons or sharing information about historical events or specific cultural traditions. Narrative texts also have social functions, which include entertaining, providing information, and of course, educating the readers.

Generic Structure of Narrative Text

1. Orientation

Orientation sets the stage for the story. Ideally, the orientation should answer the questions “who,” “where,” and “when.” So, when reading the orientation part, we should be able to identify the character and setting (both time and place) of the story.

2. Complication

This section contains the problems that occur within a story. It is divided into three parts, namely:

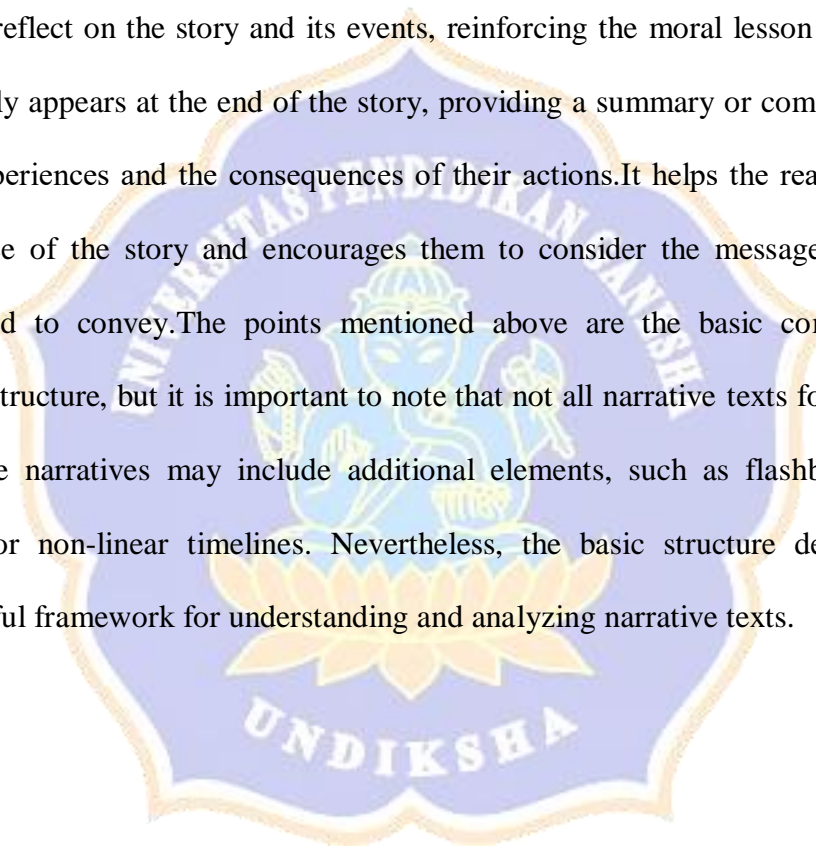
- Rising action: Problems begin to emerge
- Climax: Peak of the problem
- Falling action: The tension of the problem begins to decrease, and the solution starts to emerge

3. Resolution

The resolution is the part of the narrative where the conflict or problem introduced earlier in the story is resolved or addressed. This may involve characters finding a solution to their issues, overcoming obstacles, or experiencing personal growth. The resolution helps tie up loose ends, providing closure for the reader and allowing them to see how the events of the story have impacted the characters.

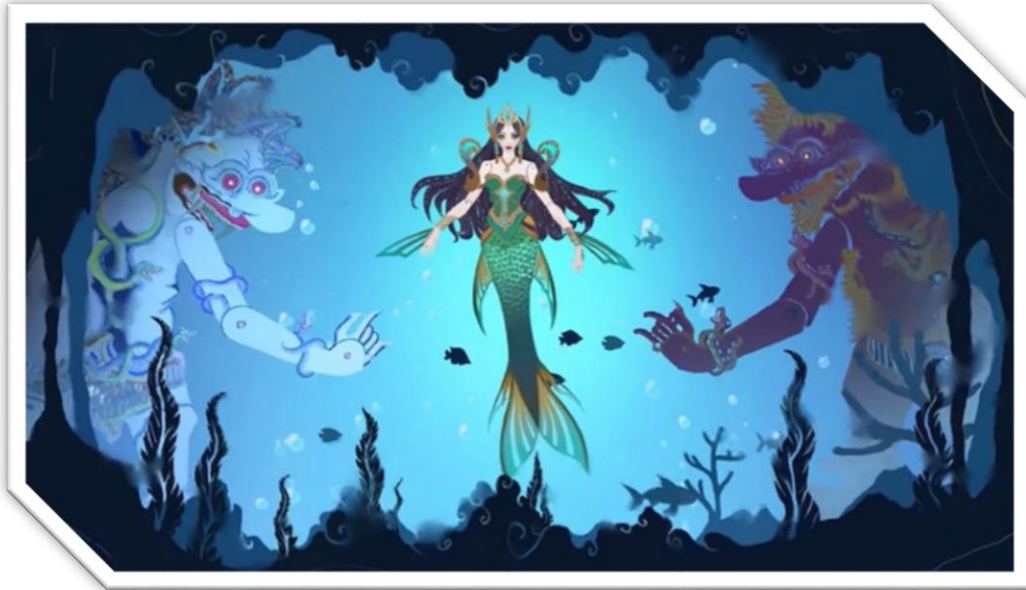
4. Re-orientation / Evaluation

Re-orientation, also known as evaluation, is an optional component of a narrative text that serves to reflect on the story and its events, reinforcing the moral lesson or theme. This section typically appears at the end of the story, providing a summary or commentary on the characters' experiences and the consequences of their actions. It helps the reader understand the significance of the story and encourages them to consider the message or lesson the author intended to convey. The points mentioned above are the basic components of a narrative text structure, but it is important to note that not all narrative texts follow this exact structure. Some narratives may include additional elements, such as flashbacks, multiple perspectives, or non-linear timelines. Nevertheless, the basic structure described above provides a useful framework for understanding and analyzing narrative texts.



Petunjuk Kerja

Read the narrative text the discuss some questions bellow!



The Queen of the Southern Seas, Kadita, was once the princess of a small island nation. Admired by everyone, Kadita was considered by all to be genuine, intelligent, and kind-hearted. However, fate often finds its way to hit people with strife. Kadita was no different. As the heir apparent to the king, a member within the royal family grew jealous of Kadita and conspired to ruin her — An unknown mage wielding the power of black magic viciously attacked the princess. Kadita came under a powerful spell that robbed her of all her beauty, giving her a strange skin disease in the process.

The sorcerers of the kingdom tried everything they could think of to help their beloved princess, but no one could break the spell. Over time, the people's love for Kadita faded, causing her to lose power and confidence. Out of tremendous despair, Kadita trudged to a high cliff, facing the oceans and threw herself away into the stormy Southern Seas. However, Kadita was rescued by the ocean demons. Using the trident of the seas, the ocean demons were able to break Kadita's powerful spell and restore her to her past beauty. On that day, Kadita became the legendary Queen of the Southern Seas. Assuming all-new powers, Kadita became adept at controlling the ocean waters and the weather.

One day a royal ship, carrying the wicked mage and some of Kadita's conspirators was passing by the Southern Seas. Suddenly, a massive storm blew the ship apart, rowing all the royals in it, to the bottom. Everyone thought it was an unfortunate coincidence but instead, it was Kadita, who was seeking her vengeance.

Sailors from all corners of the world came to fear the Southern Seas any longer. Survivors recanted their experiences after facing Kadita. Some say she had the appearance of a strange mermaid, while others said she was more beautiful than the princess they knew before. As stories of Kadita began to spread, legends say that she possesses seven legendary spears, each with its own unique abilities, used to punish any invaders who intended to violate the Southern Seas.

Lembar Kerja Siswa

1. The best title for the video :

2. The video is about :

Generic structure

3. Orientation :

4. Complication

• Rising Action :

• Climax :

Past Tense

Based on the text, write **3 (three)** sentences contain **action verb** and **past tense** then underline the verb!

1. _____

2. _____

3. _____

4. _____

5. _____

Sequence Words

Based on the text, write **3 (three)** sentences contain **sequence words** the underline them!

1. _____

—

2. _____

—

3. _____

—

4. _____

—

5. _____

—



LKS PERTEMUAN 3

A. Answer the following questions

1. Do you like to watch a movie?
2. Do you like to read a story?
3. What kind of story do you like?
4. Tell your friends the title of the story you have ever read!

B. Answer the following questions based on the movie you have watched!

1. Who is the major character of the movie?
2. Who is your favorite character?
3. Is the story of the movie interested?
4. What was happened in the beginning of the story?
5. What is the problem happened in the story?
6. How was the problem solved?
7. Is the end of the story satisfied you?
8. What do you expect to be happened at the end of the story?

C. Read the following story

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

“Yummy, this is my lunch,” said Baya.

“No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat.

After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura live in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sua broke the promise.

Answer these questions!

1. What is the title of narrative text above?
2. How many characters in the story?
3. What is seen Baya?
4. Why are they fighting?
5. Anyone who violates the agreement between Sura and Baya?
6. What lessons can we learn in the story?

LKS PERTEMUAN 3

LANGUAGE FEATURE

Tujuan

1. Mengidentifikasi ciri-ciri kebahasaan dari teks naratif, difokuskan pada past tense, action verbs, dan sequence words.
2. Memahami informasi implisit dan explicit seperti ide pokok dan informasi detail teks naratif.

A. Simple Past Tense

The simple past tense is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

Examples

- John Cabot **sailed** to America in 1498.
- My father **died** last year.
- He **lived** in Fiji in 1976.

You always use the simple past when you say when something happened, so it is associated with certain past time expressions

- **Frequency:** often, sometimes, always

I sometimes walked home at lunchtime.

I often brought my lunch to school.

- **A definite point in time:** last week, when I was a child, yesterday, six weeks ago

We saw a good film last week.

Yesterday, I arrived in Geneva.

She finished her work at seven o'clock

I went to the theatre last night

- **An indefinite point in time:** the other day, ages ago, a long time ago
People lived in caves a long time ago.
She played the piano when she was a child.

Forming Simple Past Tense for Regular Verbs

Affirmative

Subject+ verb + ed

I skipped.

Negative

Subject+ did not+ infinitive without to/verb 1

They didn't go.

Interrogative

Did + subject+ infinitive without to/verb 1

Did she arrive?

Interrogative negative

Did not+ subject+ infinitive without to/verb 1

Didn't you lay?

Forming Simple Past Tense for Regular Verbs

to go

- He **went** to a club last night.
- Did he **go** to the cinema last night?
- He didn't **go** to bed early last night.

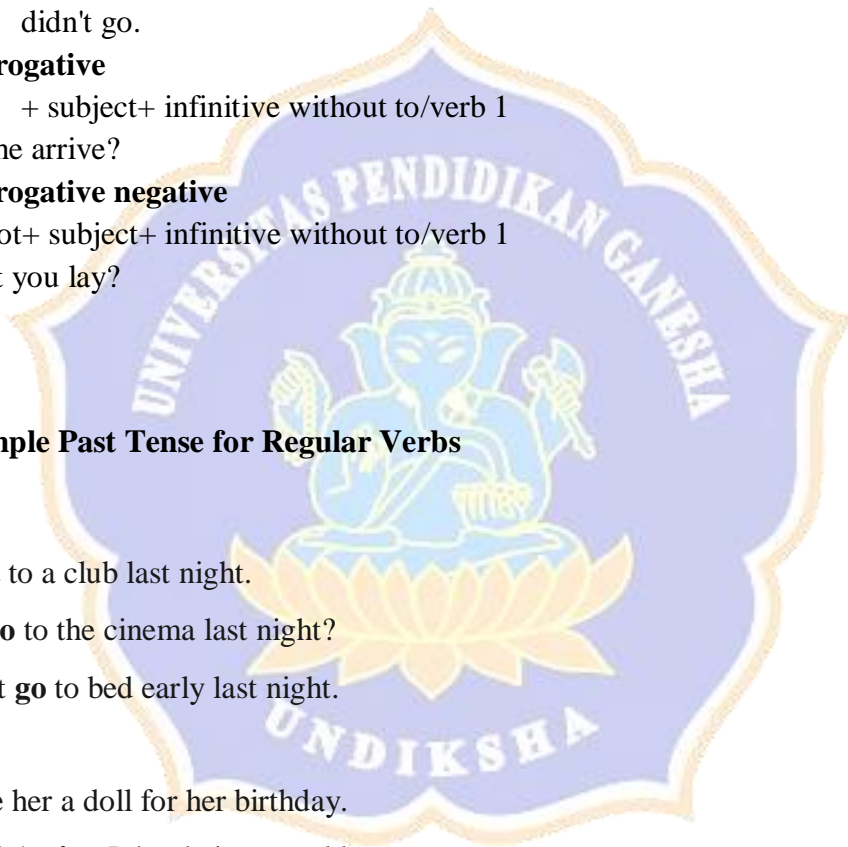
to give

- We **gave** her a doll for her birthday.
- They didn't **give** John their new address.
- Did Barry **give** you my passport?

to come

- My parents **came** to visit me last July.
- We didn't **come** because it was raining.
- Did he **come** to your party last week?

Sequence Words



Sequence words are words that help us understand the order of events that are happening in a narrative or text. Sequencing words tell us things like what happened first, what happened next, and what happened that was unexpected. Think of them as signal words that help us identify the next event and the end of a story.

Examples of sequence words

'First' and 'today' are great examples of sequence words found at the beginning of a story. These words are signals that tell you a story is starting.

'Then', 'later', 'after' and 'suddenly' are sequence words that might be found in the middle of a story, and signal that a new event is being described.



Petunjuk Kerja (Instruction)

Read the narrative text the discuss some questions bellow!

The Legend of the Crying Stone

In the past, on a hill far from the country, there lived a poor widow and her only daughter. Her daughter was really beautiful, yet lazy. She did not want to help her mother at all. Moreover, she was also really spoiled, her mother must fulfil whatever she wanted.

One day, the woman and her daughter went to the market. The beautiful daughter wore her best clothes and walked in front of her mother. She did not walk side by side with her mother as she felt ashamed. Everyone looked at her and was amazed by her beauty.

“Hi girl, you look so beautiful. Anyway, who is the old woman behind you? Is she your mother? Why do you let her bring such a heavy shopping basket?” asked the man. “Oh my Gosh, of course she is not. She is just my maid and it is her job to help me shop,” answered the daughter.

Every time she got such questions, she would respond the same. Her mother just remained silent. However, hearing that thing over and over again made the mother's heart hurt. Suddenly, the mother stopped and sat off the road, crying.

“Mom, why do you stop there? Let’s get going or we won’t be home before midnight,” shouted the daughter.

The mother did not respond to her, she raised her hands and prayed, “My Lord, please, forgive me for my inability to educate this child. I’m willing if you punish this disobedient child, Lord.”

The sky suddenly darkened, a huge lightning bolt struck, and it started to rain. The daughter started to panic as she could not move her leg, slowly her legs turned to stone and continued to spread to other parts of his body. “Mom, I am really sorry. Please, forgive me. Help me mom, help! Help me, please.”

However, it was too late. There’s no point in regretting what she did, her whole body had turned to stone. Surprisingly, from the stone statue’s eyes, tears kept flowing. That is why, people called that statue, the crying stone.



Based on the legend above, list the chronology of the events in the story and rewrite the story using sequence words provided!

1. Once upon a time,

2. One day,

3. While,

4. After that,

5 A little later,

6 Then,

7 Suddenly,



8 But then,

9 Eventually,

Based on the text above, write sentences contain affirmative and negative simple past tense!

Affirmative

1. _____
—

2. _____
—

3. _____
—

Negative

1. _____
—

2. _____
—

3. _____
—

Exercise 1

Write down the correct form of the verb given in the bracket to make a sentence into the simple past tense!

1. You _____ my window's glass. (*break*)
2. I _____ something near that place. (*see*)
3. He _____ from London sometimes ago. (*come*)

4. She _____ an iPhone. (*buy*)
5. He _____ anyone yet for the mission. (*not/choose*)
6. _____ they _____ with the committee? (*speak*)
7. He _____ on the table all day. (*stand*)
8. His head _____ to the door. (*strike*)
9. I _____ about this earlier. (*hear*)
10. The birds _____ away in the sky. (*flying*)
11. _____ you _____ with her yesterday? (*sleep*)
12. Our soldiers _____ the battle. (*win*)
13. A Farmer _____ suicide after hearing this news. (*commit*)
14. He _____ a letter to the principal. (*write*)
15. An apple _____ from the tree. (*fall*)

Exercise 2

Complete the sentences with the SIMPLE PAST of the verbs in the bracket!

- 1) They _____ (watch) TV last night.
- 2) Priscila _____ (talk) to her friends all day.
- 3) I _____ (have) a terrible headache yesterday.
- 4) Bob _____ (come) home from school late.
- 5) They _____ (arrive) late and _____ (miss) the bus.
- 6) She _____ (study) hard and _____ (pass) the exam.
- 7) He _____ (call) the office to tell them he was sick.
- 8) I _____ (speak) to the director as he was leaving the room.
- 9) Dr. Johnson _____ (get up) early this morning.
- 10) Mary _____ (do) her homework and _____ (go) to school.

Exercise 3

- 1) Chris _____ (find) a ten-dollar bill.

2) The dog _____ (follow) us down the road.

3) Those students _____ (work) hard last semester.

4) Lúcio _____ (stop) at the corner and _____ (call) us.

5) I _____ (try) to talk to Helen last night.

6) I _____ (pay) the phone bill yesterday.

7) My dad _____ (catch) a cold when he _____ (be) in Canada.

8) She _____ (leave) home early yesterday.

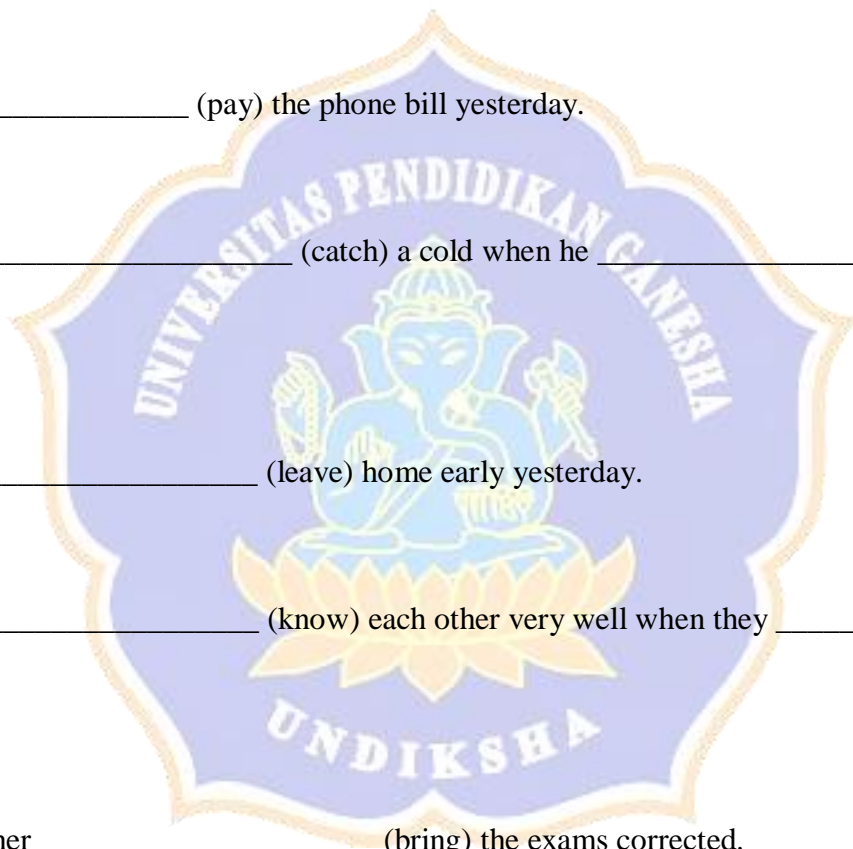
9) They _____ (know) each other very well when they _____ (be) kids.

10) The teacher _____ (bring) the exams corrected.

11) She was cleaning the vase when she _____ (drop) it.

12) We _____ (jog) in the park yesterday.

13) The fire _____ (occur) while we _____ (be) out.



14) I _____ (meet) some nice people at the party last weekend.

15) Carol _____ (sleep) until late on the weekend. Then, she
_____ (go) out to lunch.



LKS PERTEMUAN 4

THE LEGEND OF SITU BAGENDIT

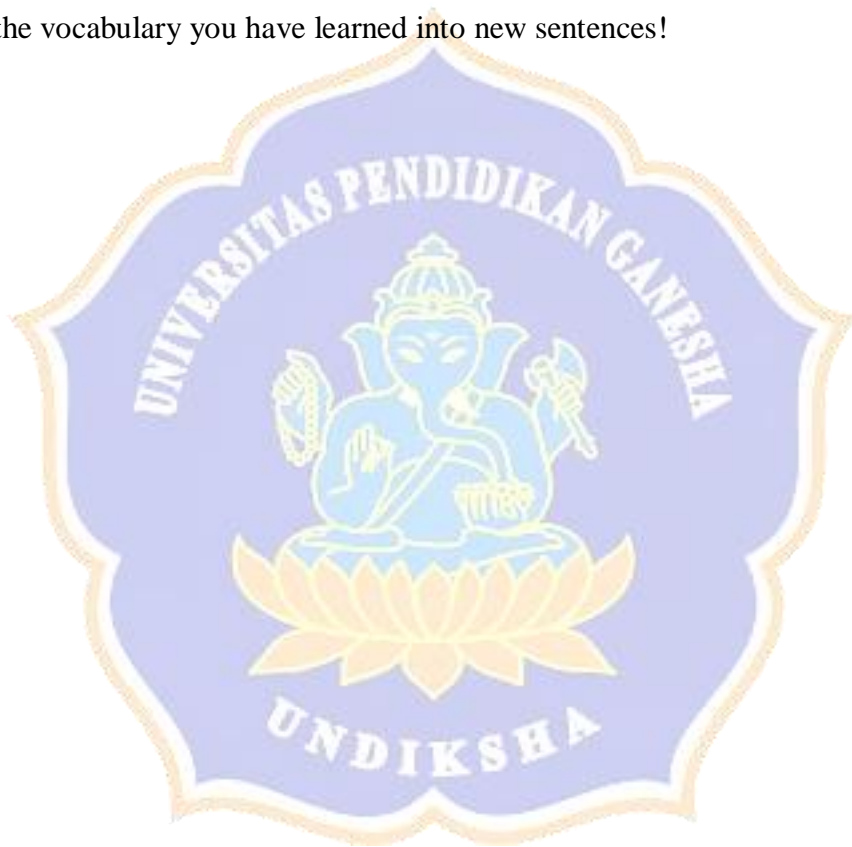
Nyai Bagendit was a widow. She was the richest person in the village. She had a very big house full with a lot of jewellery. She also had many servants working for her. Nyai Bagendit was also known for her bad attitude. She did not like to help others. Whenever the villagers needed some money, they borrowed the money from her. However, when they returned it, the villager had to pay double. If they were not able to return the debt, Nyai Bagendit would ask her servants to take the villagers' belongings. Nyai Bagendit also hated beggars. She thought that beggars were lazy people. She never felt sorry to any beggars coming to her house. So when the old beggar came to her house, Nyai Bagendit immediately asked her to go. "Go away you lazy old woman! Go out of my house!" said Nyai Bagendit. "Please, Nyai, give me some money or just give me some food. I'm so hungry", said the beggar. "Food? You asked for food? This is my house not a restaurant. Go now! I don't want to see you here!" Nyai Bagendit then threw a stone to the old beggar.

The old beggar was very sad. She then said, "Nyai Bagendit, I know you are the richest person in this village. You have everything but you never help other people. You are not grateful to God. Wait for the punishment from God. You will be punished!" The old beggar then left Nyai Bagendit's house.

"Ha ha ha! You are right. I'm the richest person here. So no one can punish me, not even God can punish me!" Nyai Bagendit was very arrogant. Nyai Bagendit then went back to her big house. Not long after that, an earthquake happened. Her house fell down. Nyai Bagendit cried for help. "Help me! Somebody please help me!" But nobody listened to her crying for help. Nobody in the village felt the earthquake. Amazingly, the earthquake only happened in Nyai Bagendit's house. The land was opened. It was so big that the entire Nyai Bagendit's house, and all her wealth were gone. The villagers just watched what happened to

Nyai Bagendit and her house. They were amazed. They knew that God punished Nyai Bagendit for behaving badly and never helped other people. Slowly, the place where Nyai Bagendit's house stood became lake. Since then, people named the lake as Situ Bagendit It means Lake of Bagendit.

1. Read the legend text above!
2. Find out 10 new vocabulary words from the text!
3. Rewrite the vocabulary you have learned into new sentences!



LKS PERTEMUAN 5

WRITING AND PRESENT A NARRATIVE TEXT

Tujuan:

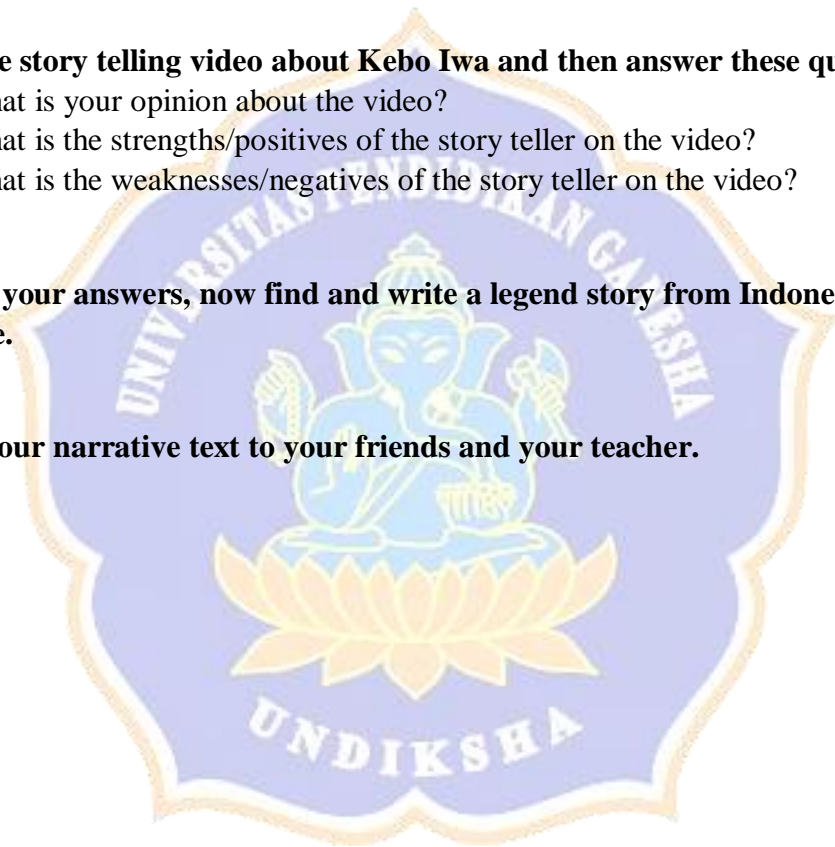
1. Menulis teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.
2. Mempresentasikan teks naratif secara lisan baik dalam bentuk monolog maupun dialog yang telah ditulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

A. Watch the story telling video about Kebo Iwa and then answer these questions:

1. What is your opinion about the video?
2. What is the strengths/positives of the story teller on the video?
3. What is the weaknesses/negatives of the story teller on the video?

B. Based on your answers, now find and write a legend story from Indonesia that you really like.

C. Present your narrative text to your friends and your teacher.



LKS PERTEMUAN 6

WRITING AND PRESENT A NARRATIVE TEXT

1. Please read this narrative text firstly.

Pitung is a pious young man from Rawa Belong. He diligently studied the Koran in Haji Naipin. Finished learning the Koran he was trained in martial arts. After years of religious knowledge and the ability to master the martial increased.

At that time the Dutch were colonized Indonesia. Pitung pitied the plight experienced by young people. Meanwhile, kumpeni (the name for the Netherlands), a group of employer and the landlord lives wallowing in luxury. Homes and their fields guarded by thugs who ferociously.

With the assistance of his friends of the Rais and Jii, Pitung began planning the robbery of the employer and the wealthy landlords. Rampokannya results were distributed to the poor. In front of a starving family home laid Sepikul rice. Families who wrapped it provides compensation payable moneylenders. And orphaned children parcel dikiriminya clothes and other gifts.

Pitung success and his friends because of two things. First, it has a high martial arts and dikhabarkan they are immune to bullets. Second, people do not want to tell where Pitung is now. However, the robbery victim Pitung rich with kumpeni always trying to persuade people to open my mouth.

Kumpeni also use violence to force people to testify. One day, kumpeni and wealthy landlords managed to get information about family Pitung. So they seized both her parents and the Hajj Naipin. With a heavy ordeal finally they get the information about where and confidential Pitung are immune.

Armed with all that information, police were ambushed Pitung kumpeni. Of course Pitung and his friends fight. But unfortunately, information about the immune secret Pitung already open. He was pelted with rotten eggs and shot. Thus he was killed, Pitung still regarded as a defender of the common people.

2. Please re-write the story entitled “Si Pitung” into minimal 1 paragraph using your own words and present it in front of the class.



Writing Rubric

	1 Does Not Meet	2 Partially Meets	3 Does Not Fully Meet	4 Meets	5 More Than Meets	6 Exceeds
CONTENT/IDEAS	Writing is extremely limited in communicating knowledge, with no central theme.	Writing is limited in communicating knowledge. Length is not adequate for development.	Writing does not clearly communicate knowledge. The reader is left with questions.	Writes related, quality paragraphs, with little or no details.	Writing is purposeful and focused. Piece contains some details.	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.
ORGANIZATION	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is brief and underdeveloped with very weak transitions and closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong beginning, middle, and end, with some transitions and good closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.
VOCABULARY/ WORD CHOICE	Careless or inaccurate word choice, which obscures meaning.	Language is trite, vague or flat.	Shows some use of varied word choice.	Uses a variety of word choice to make writing interesting.	Purposeful use of word choice.	Effective and engaging use of word choice.
VOICE	Writer's voice/ point of view shows no sense of audience.	Writer's voice/ point of view shows little sense of audience.	Writer's voice/ point of view shows that sense of audience is vague.	Writer uses voice/point of view. Writes with the understanding of a specific audience.	Writer has strong voice/ point of view. Writing engages the audience.	Writes with a distinct, unique voice/point of view. Writing is skillfully adapted to the audience.
SENTENCE FLUENCY	Frequent run-ons or fragments, with no variety in sentence structure.	Many run-ons or fragments. Little variety in sentence structure.	Some run-ons or fragments. Limited variety in sentence structure.	Uses simple compound, and complex, sentences.	Frequent and varied sentence structure.	Consistent variety of sentence structure throughout.
CONVENTIONS	Parts of speech show lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Limited evidence of spelling strategies.	Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling.	Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent use of spelling strategies.	Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies.

Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic

DAFTAR PUSTAKA

1. Modul pembelajaran Bahasa Inggris Fase F:
<https://guru.kemdikbud.go.id/perangkat-ajar/toolkits/dzmxGKQJbn?index=5>
2. Buku Bahasa Inggris Tingkat Lanjut. Kementerian Pendidikan, Kebudayaan, Riset, Teknologi. Badan Standar, Kurikulum, dan Asesmen Pendidikan
3. Narrative Text
<https://ielc.co.id/en/narrative-text-definition-characteristics-functions-types-and-example/>
<https://www.youtube.com/watch?v=z6TbxlPr10w>
<https://mobile-legends.fandom.com/wiki/Kadita/Story>
4. Simple Past Tense
<https://www.ef.com/wen/english-resources/english-grammar/simple-past-tense/>

GLOSARIUM

- Social Function** : Tujuan penulisan teks.
- Generic Structure** : Sistematika atau alur yang tersaji dalam sebuah teks
- Language Feature** : Macam-macam gaya penulisan atau Bahasa yang digunakan dalam sebuah teks



Lampiran: Instrumen Penilaian Sikap

INSTRUMEN PENILAIAN SIKAP

Petunjuk :

Lembaran ini diisi oleh guru untuk menilai sikap murid. Berilah tanda cek (v) pada kolom skor sesuai sikap spiritual yang ditampilkan oleh murid, dengan criteria sebagai berikut:

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

Nama :

Kelas :

Tanggal Pengamatan :

Materi Pokok :

No	Aspek Pengamatan	Skor				Keterangan
		1	2	3	4	
1	Mengikuti kegiatan pembelajaran dengan tepat waktu					
2	Mengumpulkan tugas dengan tepat waktu					
3	Menggunakan pakaian rapi saat mengikuti kegiatan pembelajaran					
4	Tertib dalam mengikuti kegiatan pembelajaran					
5	Menghargai pendapat teman dalam diskusi					
6	Menerima pendapat teman dalam diskusi					
7	Memberi solusi dengan santun terhadap pendapat teman yang bertentangan dalam diskusi.					

8	Bekerjasama dengan teman yang berbeda status social suku dan agama dalam diskusi.				
9	Tidak pernah memotong pembicaraan teman ketika menyampaikan pendapatnya.				
10	Bertanggung jawab terhadap apa yang dikerjakan				

Petunjuk Penyelesaian :

Peserta didik memperoleh nilai :

Amat Baik : apabila memperoleh skor 30 - 40

Baik : apabila memperoleh skor 20 - 29

Cukup : apabila memperoleh skor 10 - 19

Kurang : apabila memperoleh skor 1 -9



Lampiran: Instrumen Penilaian Keterampilan

Rubrik Penilaian Proyek

No	Aspek	Skor Terpenuhi	Poin diisi dengan angka pilihan 1, 2, 3, dan 4	Total Poin
1	Perencanaan	Mengumpulkan sumber informasi		
		Rancangan jadwal proses pelaksanaan proyek		
		Pemilihan media komunikasi (kampanye)		
2	Proses Pelaksanaan Proyek	Menganalisis sumber informasi untuk menjawab tiga buah pertanyaan		
		Analisis sumber informasi untuk mengemukakan ide lainnya terkait sumber energy terbarukan		
		Kerjasama kelompok		
3	Hasil media komunikasi	Daya tarik media (mempunyai nilai seni)		
		Kebenaran isi media sesuai konten		
		Kemudahan memahami		

		media		
4	Presentasi	Penggunaan bahasa yang baik dan benar		
		Penyampaian mudah dipahami		
		Daya tarik media yang digunakan		
		Kekompakan		
<p> $\text{Nilai total} = \frac{\text{total seluruh aspek}}{52} \times 100$ </p>				

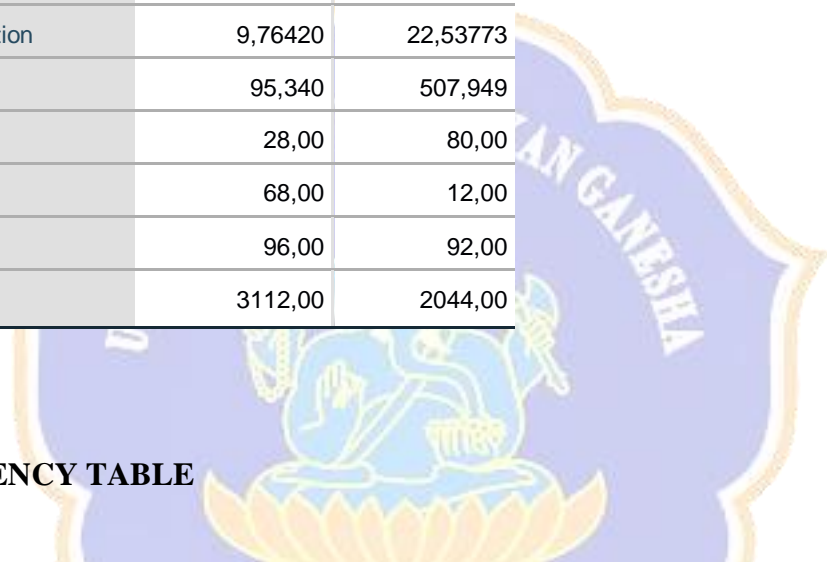


APPENDIX 08

THE RESULT OF REALIBITY OF INSTRUMENT

Statistics

		POST TEST	PRE TEST
N	Valid	36	36
	Missing	0	0
Mean		86,4444	56,7778
Median		88,0000	60,0000
Mode		96,00	48,00
Std. Deviation		9,76420	22,53773
Variance		95,340	507,949
Range		28,00	80,00
Minimum		68,00	12,00
Maximum		96,00	92,00
Sum		3112,00	2044,00



FREQUENCY TABLE

PRE TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12,00	1	2,8	2,8	2,8
	16,00	2	5,6	5,6	8,3
	20,00	1	2,8	2,8	11,1
	24,00	2	5,6	5,6	16,7
	36,00	2	5,6	5,6	22,2
	44,00	1	2,8	2,8	25,0
	48,00	5	13,9	13,9	38,9
	52,00	1	2,8	2,8	41,7
	56,00	1	2,8	2,8	44,4
	60,00	3	8,3	8,3	52,8
	64,00	3	8,3	8,3	61,1
	66,00	2	5,6	5,6	66,7

68,00	1	2,8	2,8	69,4
72,00	1	2,8	2,8	72,2
76,00	2	5,6	5,6	77,8
80,00	3	8,3	8,3	86,1
84,00	3	8,3	8,3	94,4
88,00	1	2,8	2,8	97,2
92,00	1	2,8	2,8	100,0
Total	36	100,0	100,0	

POST TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68,00	4	11,1	11,1	11,1
	76,00	5	13,9	13,9	25,0
	80,00	3	8,3	8,3	33,3
	84,00	2	5,6	5,6	38,9
	88,00	6	16,7	16,7	55,6
	92,00	3	8,3	8,3	63,9
	96,00	13	36,1	36,1	100,0
	Total	36	100,0	100,0	

Case Processing Summary^a

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
PRE TEST	36	100,0%	0	0,0%	36	100,0%
POST TEST	36	100,0%	0	0,0%	36	100,0%

a. Limited to first 100 cases.

Descriptives

		Statistic	Std. Error
PRE TEST	Mean	56,7778	3,75629
	95% Confidence Interval for Mean	Lower Bound	49,1521
		Upper Bound	64,4034
	5% Trimmed Mean	57,3086	

	Median	60,0000	
	Variance	507,949	
	Std. Deviation	22,53773	
	Minimum	12,00	
	Maximum	92,00	
	Range	80,00	
	Interquartile Range	31,00	
	Skewness	-,462	,393
	Kurtosis	-,713	,768
POST TEST	Mean	86,4444	1,62737
	95% Confidence Interval for Mean	Lower Bound	83,1407
		Upper Bound	89,7482
	5% Trimmed Mean	86,9383	
	Median	88,0000	
	Variance	95,340	
	Std. Deviation	9,76420	
	Minimum	68,00	
	Maximum	96,00	
	Range	28,00	
	Interquartile Range	19,00	
	Skewness	-,642	,393
	Kurtosis	-,891	,768



Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE TEST	,112	36	,200*	,946	36	,076
POST TEST	,197	36	,001	,848	36	,000

*. This is a lower bound of the true significance.

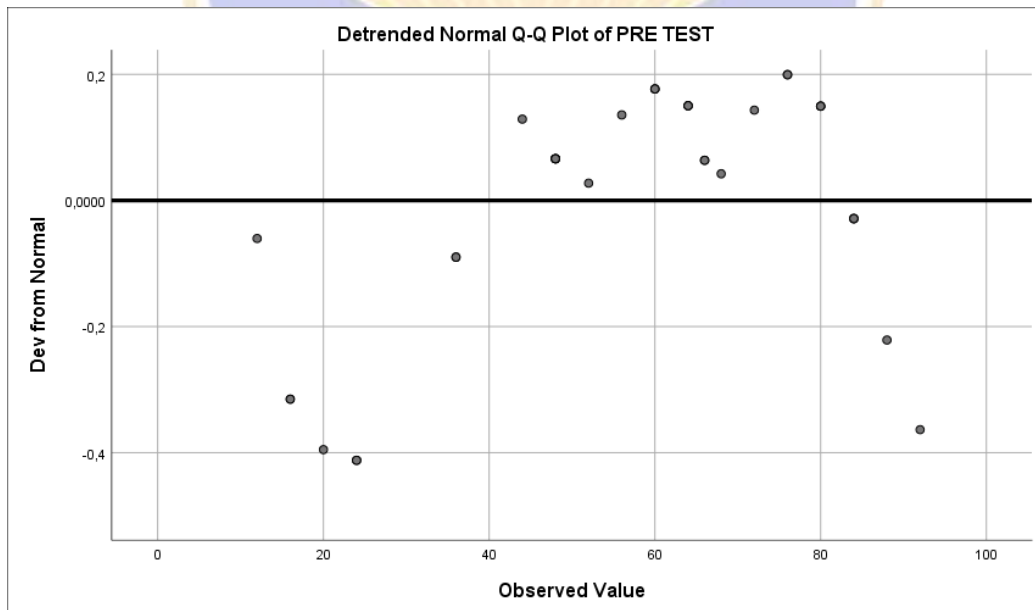
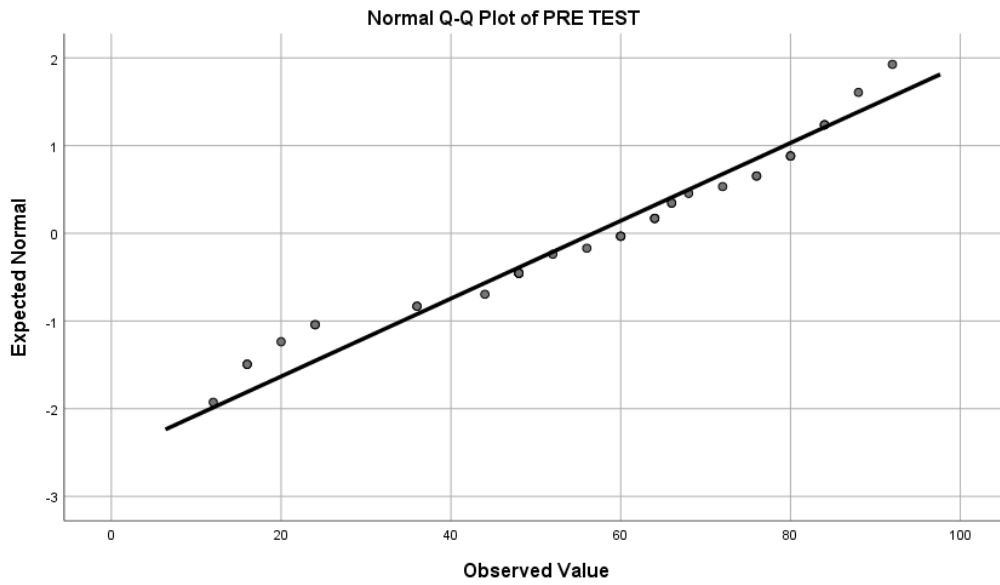
a. Lilliefors Significance Correction

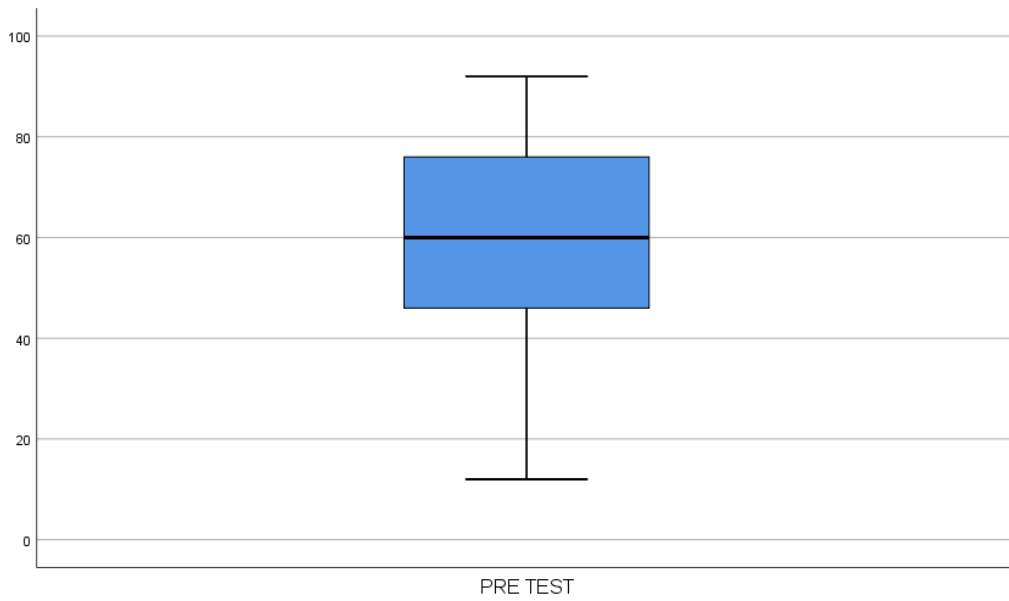
PRE TEST Stem-and-Leaf Plot

Frequency	Stem & Leaf
3,00	1 . 266
3,00	2 . 044

2,00	3 .	66
6,00	4 .	488888
2,00	5 .	26
9,00	6 .	000444668
3,00	7 .	266
7,00	8 .	0004448
1,00	9 .	2

Stem width: 10,00
Each leaf: 1 case(s)



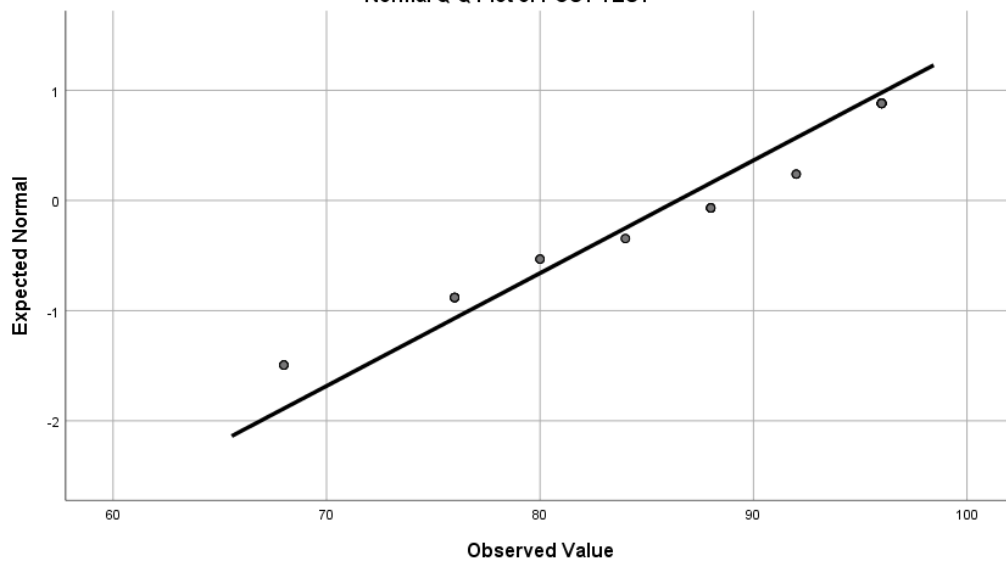


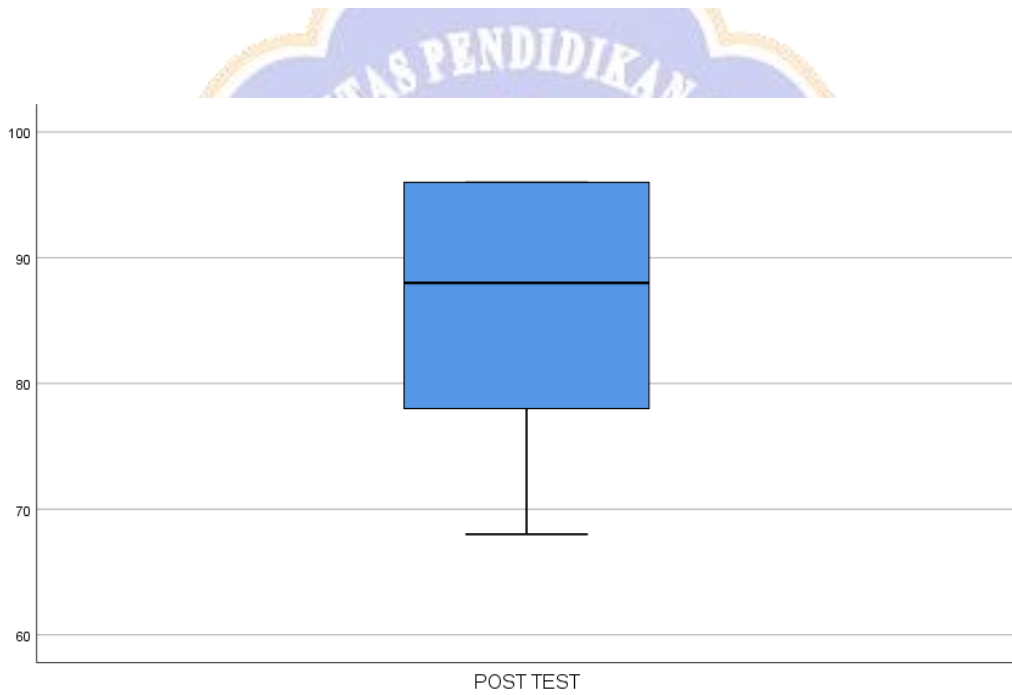
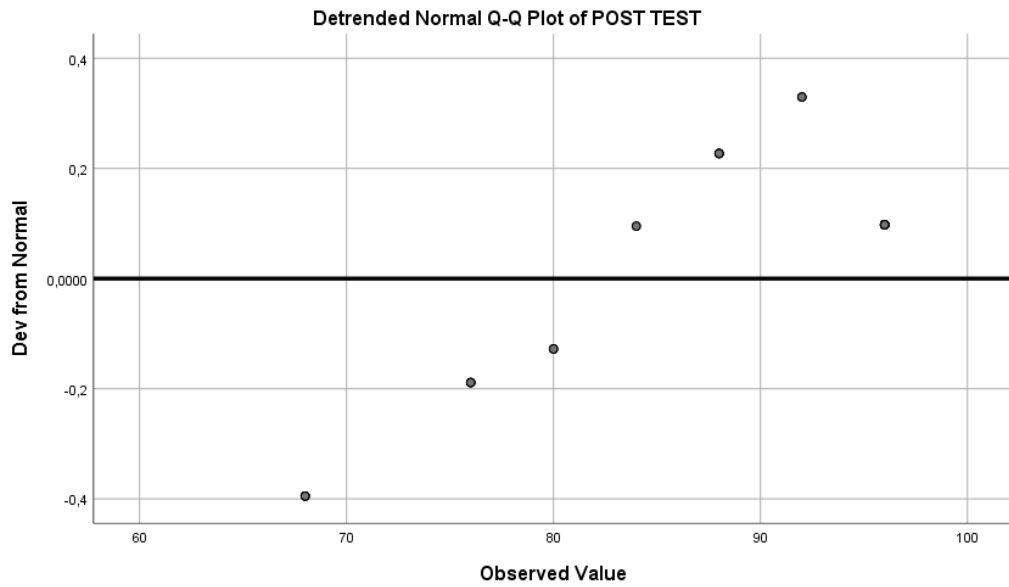
POST TEST Stem-and-Leaf Plot

Frequency	Stem & Leaf
4,00	6 . 8888
,00	7 .
5,00	7 . 66666
5,00	8 . 00044
6,00	8 . 888888
3,00	9 . 222
13,00	9 . 6666666666666

Stem width: 10,00
Each leaf: 1 case(s)

Normal Q-Q Plot of POST TEST





Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	20,407	1	70	,000
	Based on Median	17,259	1	70	,000
	Based on Median and with adjusted df	17,259	1	46,985	,000
	Based on trimmed mean	20,095	1	70	,000

ANOVA

Pretest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15842,000	1	15842,000	52,519	,000
Within Groups	21115,111	70	301,644		
Total	36957,111	71			



APPENDIX 09**STUDENTS SUMMATIVE SCORE**

No	Name	Score Pre-test	Score Post-test
1	Gde Gita Buddhi Utama	24	68
2	I Gede Agus Dharma Putra	48	76
3	I Gede Angga Bintang Permana	20	84
4	I Gede Angga Graha Wicaksana	24	68
5	I Gede Pasek Galang Suryadinata	52	96
6	I Gede Ryan Ari Febrio	66	96
7	I Gusti Ayu Agung Agustianingsih	48	88
8	I Gusti Ayu Made Dwi Indah Anggita	36	92
9	I Gusti Bagus Agung Manda Utama	56	92
10	I Gusti Lanang Agung Bayu Suta	76	88
11	I Ketut Adi Wirartha	44	76
12	I Komang Arya Wiguna	68	88
13	I Komang Dicky Ananda Arjana	16	80
14	I Komang Nararya Dipa Pradnya	48	84
15	I Putu Agus Susila Adi Saputra	84	96
16	Komang Elisya Putri Maharani	36	76
17	Made Anggita Maharani Nindya Merta	84	92
18	Ni Kadek Dian Amelia Dewi	76	96
19	Ni Kadek Dwi Jesica Putri	60	80
20	Ni Kadek Pradnyan Sari Nitiloka	80	96
21	Ni Ketut Devia Jatinationsih	48	68
22	Ni Komang Liyang Pandesari	60	68
23	Ni Luh Gendis Mirnawati	80	96
24	Ni Luh Handayani	60	88
25	Ni Luh Reswa Aulya	64	80
26	Ni Nengah Dwi Ginantari	66	96

27	Ni Nyoman Novriyanti Dian Puspita	92	96
28	Ni Putu Ayu Mira Sugiawidari	72	88
29	Ni Putu Dea Lestari	80	88
30	Ni Putu Echa Mellya Sari	64	96
31	Ni Putu Erna Sari	84	96
32	Ni Putu Pipien Senja Arini	64	96
33	Ni Putu Shinta Dei Widiartini	48	76
34	Ni Wayan Anggi Wideasih	88	96
35	Ni Wayan Anggita Putri	12	76
36	Ni Wayan Nea Waini	16	96



APPENDIX 10

PRE-TEST

PRE-TEST

Nama : I Gede Paseh Galang Suryadinata
 No : 05
 Kelas : XI.2

52

1. B	6. C	11. D	16. D	21. A
2. C	7. C	12. B	17. B	22. B
3. A	8. D	13. C	18. C	23. B
4. C	9. B	14. A	19. B	24. B
5. B	10. B	15. D	20. A	25. A

PRE-TEST

Nama : I Gede Agus Dharma Putra
 Absen : 02
 kelas : XI.2

48

Pre-Test.

1. C	6. C	11. A	16. D	21. A
2. A	7. B	12. A	17. C	22. B
3. C	8. D	13. B	18. B	23. D
4. C	9. B	14. E	19. A	24. E
5. A	10. C	15. D	20. C	25. A

PRE-TEST

Date: 9 - 10 - 2023

Name : Ni Putu Dea Lestari
 Class : XI.2
 No. : 29

72

1. C	6. C	11. B	16. D	21. A
2. C	7. D	12. C	17. B	22. B
3. C	8. A	13. D	18. C	23. B
4. C	9. B	14. E	19. A	24. B
5. A	10. A	15. B	20. C	25. A

PRE-TEST

Name : I Gede Lanang Agung Bayu Sita
 No : 19
 Kelas : XI.2

76

PRE-TEST

1. C	6. C	11. A	16. B	21. A
2. D	7. C	12. E	17. A	22. B
3. C	8. B	13. C	18. C	23. E
4. C	9. B	14. E	19. A	24. B
5. B	10. B	15. B	20. C	25. A

POST-TEST

No. _____ Date: _____

Nama : I Puku Agus Susda Adi Saputra
No : 15
Kelas : XI.2

Post test

96

1	C	11. A	21. A.
2	D	12. C	22. B.
3	E	13. C	23. D.
4	C	14. E	24. B.
5	B	15. B	25. A.
6	C	16. D	
7	D	17. B	
8	A	18. C	
9	B	19. A	
10	B	20. C	

No. _____ Date: _____

Post test

Nama : Ni Winda Ardyan Sari Nipitoka
Kelas : XI.2
No : 20

80

1	C	11. D	21. B. A
2	D	12	22. B
3	E	13	23. A
4	L	14.	24. B
5	A	15.	25. A
6	C	16. B	
7	D	17. B	
8	A	18. C	
9	B	19. A	
10	B	20. C	

No. _____ Date: _____

* Post-test *

Nama : I Gusti Ayu Made Pui Indah Anggila
Kelas : XI.2
Absen : 08

92

- 1 C
- 2 D
- 3 E
- 4 C
- 5 B
- 6 C
- 7 D
- 8 B
- 9 B
- 10 B
- 11 A
- 12 C
- 13 C
- 14 E
- 15 A
- 16 D
- 17 B
- 18 C
- 19 A
- 20 C
- 21 A
- 22 B
- 23 E
- 24 B
- 25 A

No. _____ Date: _____

POST-TEST

Nama : I Eede Pasela Galang Suryadinata
No : 05
Kelas : XI.2

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1. C	6. C	11. A	16. D	21. A
2. D	7. D	12. C	17. B	22. B
3. E	8. A	13. C	18. C	23. E
4. C	9. B	14. E	19. A	24. B
5. C	10. B	15. B	20. C	25. A

APPENDIX 12

DOCUMENTATIONS





RIWAYAT HIDUP



Putu Ayu Radha Paramitha lahir di Karangasem tanggal 12 Januari 2001. Penulis lahir dari pasangan I Kadek Surata dan Ni Putu Adi Susanti. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jalan Untung Surapati, Desa Peladung Buda Paing, Kecamatan Karangasem, Kabupaten Karangasem, Provinsi Bali. Penulis menyelesaikan Pendidikan Dasar di SD Negeri 1 Karangasem dan lulus pada tahun 2013. Kemudian Penulis melanjutkan di SMP Negeri 2 Amlapura dan lulus pada tahun 2016, penulis lulus dari SMA Negeri 2 Amlapura pada tahun 2019 jurusan MIPA dan melanjutkan pendidikan ke Sarjana Program Studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada awal semester 2023, penulis telah menyelesaikan Tugas Akhir yang berjudul “The Effect of Class Management on Students’ Reading English Achievement in SMAN 2 Amlapura”.

