

APPENDIX



Appendix 1. Blueprint Narrative Writing Assessment For Assessing Writing Ability And Creativity Test

This current study will employ a writing assessment as the research instrument to collect participant data. The instrument was adapted from the theory of criteria of narrative assessment from Heaton (1998, p.145) and developed from the theory of creativity in writing narratives by Cropley (1997). Some indicators are mentioned in the theory of criteria narrative writing including scoring of writing, description of scoring, and question description. The questions were arranged by following the question description including the pre-writing question to guide the year 2 participant during the research. Additionally, the writing test instrument will be developed by adding instructions to guide the students to write their narrative stories. The blueprint narrative writing assessment for assessing writing ability and creativity test are as follows:

No	Theory	Indicator	Description		Question Description	Item
			Score of Writing	Description of Scoring		
1	Criteria of Narrative Assessment (Heaton, 1988, p.145)	Content	30-27	Excellent to very good; knowledgeable substantives	- Understanding to give thought and ideas or points and knowledgeable content related to the topic.	Pre-writing (1, 2, 3, and 4,)
			26-22	Good to average; some knowledge of the subject – little substantive.		
			21-17	Far too poor; does not show knowledge of subject non-substantives-etc.		

No	Theory	Indicator	Description		Question Description	Item
			Score of Writing	Description of Scoring		
			16 – 13	Very poor, does not show knowledge of the subject - substantives etc.		
Organizational	20-18	Excellent to very good; fluent expression – ideas stated.	- Applying and starting the story, expression and ideas.	Pre-writing (1, 2, 3, and 4,)		
	17-14	Good to average; somehow choppy-loosely organized but main ideas stand out – etc.				
	13-10	Fair to poor; non-fluent -ideas confused or disconnected -etc.				
	9-7	Very poor; does not communicate -no organisation.				
	Vocabulary	20-18	Excellent to very good, sophisticated range-effective word/ idiom choice and usage.	Remembering the word usage, uncommon words or familiar in uncommon	Pre-writing (1, 2, 3, and 4,)	

No	Theory	Indicator	Description		Question Description	Item
			Score of Writing	Description of Scoring		
			17-14	Good to average, adequate range-occasional errors of word/ idiom form, choice, usage but meaning not occurred.	settings, idiom choice, effective word, usage and imagination.	
			13-10	Fair to poor limited range-frequent errors of word/idiom form, choice usage etc.		
			9-7	Very poor, essentially translation -little knowledge of English vocabulary.		
		Language use	25-22	Excellent to very good; effective complex construction.	- Applying the good construction and effective words and	Pre-writing (1, 2, 3, and 4,)
			21-19	Good to average, effective but		

No	Theory	Indicator	Description		Question Description	Item
			Score of Writing	Description of Scoring		
				simple construction.	sentences in the story.	
			17-11	Fair to poor; problems in simple/ complex construction.		
			10-5	Very poor; essential translation-little knowledge of English vocabulary.		
		Mechanics	5	Excellent to very good; demonstrate mastery of convention.	Analysing the language usage by present standards, there are no vulgar or “illiterate” errors in the usage of informal written English and the sentence structure is	Pre-writing (1, 2, 3, and 4,)
			4	Good to average; occasional errors of spelling, punctuation, and capitalization.		
			3	Fair to frequent errors of spelling, punctuation, and capitalisation.		

No	Theory	Indicator	Description		Question Description	Item
			Score of Writing	Description of Scoring		
			2	Very poor; no mastery of convention-dominated by errors of spelling punctuation, and capitalization, paragraphing.	usually correct, even in varied and complicated sentence patterns.	

The scoring rubric was adopted from Cropley (1997) and will be presented in the table creativity evaluation grid. The creativity evaluation grid will gain the score for the pre-writing and writing tests given to the students. The creativity evaluation grid are as follows:

Indicator	Sub-Indicator	Description	Score of Writing	Item
			Maximum Score	
Fluency	The number of words used.	The story length that students can make with several words used and express their ideas easily.	5	Writing test
		The length of the story that the student makes, and the number of words present the ideas including spelling, punctuation, grammar rules and vocabulary.	4	
		The length of the story that students make, the number of	3	

Indicator	Sub-Indicator	Description	Score of Writing	Item
			Maximum Score	
		words present the ideas with spelling, less punctuation, including grammatical errors, but still deliver with vocabulary.		
		The length of the story that makes, the number of words presented the ideas lack spelling, less punctuation, grammatical errors and less vocabulary.	2	
		The length of the story that makes, the number of words present the ideas with a lack of spelling, lack of punctuation, lack spelling, lack punctuation, grammatical, lack of vocabulary.	1	
Flexibility	The flexibility in sentence structure and content or ideas.	The results of the story have a variety of simple or combined sentences. The students can develop the theme of the story and contain imagination that does not occur in the real world	5	Writing Test
		The result of the story has a variety of simple combined sentences. The students can develop the theme of the story and contain good content or ideas.	4	

Indicator	Sub-Indicator	Description	Score of Writing	Item
			Maximum Score	
		The result of the story has a variety of simple combined sentences and some knowledge of the subject.	3	
		Far too poor with the sentence structure, contain knowledge or content that is difficult to understand	2	
		Very poor, has no sentence structure combined and content or ideas.	1	
Authenticity	The extent to which develops the originality of the story.	The story has new themes, an unexpected ending, and a new character created by the students themselves.	5	Writing Test
		The story has new themes and delivers an unexpected ending without the new character created by the students themselves.	4	
		The story has new themes, and still has an unexpected ending, but missing the new character created by the students themselves.	3	
		Lack of new themes, tries to deliver an unexpected ending, lack of new character.	2	

Indicator	Sub-Indicator	Description	Score of Writing	Item
			Maximum Score	
		Lack of new themes, lack of unexpected ending, lack of new character created.	1	
Detail	The ability of students to decorate stories so that they look interesting.	There is an interesting story, feeling that expresses feelings in the portrayal of characters.	5	Writing Test
		There is an interesting story, that still needs to be expressed in the portrayal of characters.	4	
		There is an interesting story however lack of feeling in the portrayal of characters.	3	
		There is no interesting story or lack of feeling expressed in the portrayal of characters.	2	
		There is no interesting story, feeling doesn't express feeling in the portrayal of characters.	1	

To calculate the students' work, the current study as above arrange the scoring rubric for the student's work. The student's work for both, narrative writing ability and creative narrative writing will be scored by following the scoring rubric are as follows:

Scoring of Narrative Writing (Prewriting)

Scores:

$\frac{\text{Total score listed} \times 100}{\text{Total Score (100)}} = \text{Total Score achieved}$

Total Score (100)

Scoring of Creativity in Narrative Writing (Writing test)

Scoring :

Total score listed x 100 = Total Score achieved

20

This current study as above employs the interview research instrument to collect the interview (open-ended questions) from the participants to gain data about creativity from the participants. Here the questions for interviewing to gain data about creativity as above designed by following the criteria of creativity, Cropley (1997) and developed by following creativity in the era of Artificial Intelligence, Esling (2020) mentioned that there are different views of creativity in AI as the tool that able to be used for creativity depends on the role and place. However, compared with human creativity and AI when writing text, Karadogan (2023) found some aspects could be compared between creativity AI and humans, where AI lacks emotional depth, originality and creativity, ethical consideration, reader acceptance, Bias, automatic writing assistance, story generation, plot and character analysis, recommendation system, translation and accessibility and content moderation. However, this current study will focus on human creativity in writing text only and developed by concerns and consideration of creativity in AI. There the interview (open-ended questions) as above arranged and developed by following the concern and consideration between AI and human creativity in writing, Karadogan (2023) and the criteria of writing by following Cropley (1997). The instrument blue print of interview guide are as follows:

Indicator	Sub Indicator	Description	Question
Fluency	The number of words used.	The story length that students can make with several words	1. Are there any difficulties you find when you write your story?

Indicator	Sub Indicator	Description	Question
		used and express their ideas easily.	<p>2. Sometimes writing stories can be challenging. When you're struggling to find the right words or phrases, what do you do to help yourself keep going?</p> <p>3. Do you need to write new vocabularies that you found from the digital stories given?</p> <p>4. Connected with digital story and pre-writing test, do these steps support your writing process?</p> <p>5. How do you decide which words to use when you're writing a story?</p> <p>6. Connected with the digital story or any tools that supported your writing, What</p>

Indicator	Sub Indicator	Description	Question
			do you think helped you express your ideas so effortlessly?
Flexibility	The flexibility in sentence structure and content or ideas.	The results of the story have a variety of simple or combined sentences. The students can develop the theme of the story and contain imagination that does not occur in the real world	7. How the digital stories help you to create an imaginary story during your writing process? 8. How the digital story given help you to create a theme for your story?
Authenticity	The extent to which develops the originality of the story.	The story has new themes, an unexpected ending, and a new character created by the students themselves.	9. How the digital story given help you to create a new character? 10. How the digital story given help you to create an unexpected ending?
Detail	The ability of students to decorate stories so that they look interesting.	There is an interesting story, feeling that expresses feelings in the portrayal of characters.	11. How the digital story help you to create an interesting story? 12. How the digital story help to express the feeling during the writing process?

There are some considerations and concerns when writing using artificial intelligence AI, the previous research was taken from Karadogan (2023). Connected with the concern and consideration, this current research is going to develop some interview questions by following the concern and consideration, to see the creativity done by humans.

Concern	Description	Question
Lack of Emotional Depth	AI lacks genuine emotion and empathy, making it difficult to produce literature with real emotional resonance. Human emotions and experiences are often at the centre of literary works.	13. Can you write a story that expresses feelings such as happy, sad, etc after you read the digital story? Do you need extra help or tools to support your work ? (AI, google translate, or teacher assistant ?
Originality and Creativity	While AI can generate text, it relies heavily on the patterns and data it has been trained on, potentially leading to unoriginal or derivative work.	14. Can you write your own story that comes out of your imagination after reading the digital story? Or do you need to copy from the digital story to create your own ?
Ethical Considerations	The use of AI in literature raises ethical questions about authorship, copyright and the potential for AI-generated content to devalue human creativity	
Reader Acceptance	Readers may have reservations about accepting AI-generated literature as equivalent to human-generated works. Authenticity and personal connection with the author may be lost	15. Can you write a narrative story with your own words after reading the digital story
Bias	AI models can inherit biases present in training data, which can lead to biased or stereotyped content in AI-generated literature.	16. Can you write a story that can be understood easily by your reader ?
Automated Writing Assistance	Artificial intelligence can be used as a tool to assist writers in various aspects of the creative process. For example, it	17. After reading the digital story, do you need your teacher's assistance to help your choice of words?

	can help generate ideas, suggest synonyms or alternative sentence structures, and even check for grammatical errors and consistency of style.	18. After reading the digital story, do you understand about words used to write the narrative story?
Story Generation	AI can generate stories or narratives. This involves training AI models on large text datasets and enabling them to create new stories based on the patterns and structures they have learnt. However, these stories often lack emotional depth and may appear to be stereotypical.	19. Can you write the stories with structure and pattern that you have learnt after read the digital story?
Plot and Character Analysis	Artificial intelligence can analyse existing literature to identify patterns in plot structures, character development and themes. This can be valuable for literary analysis and academic research	20. Can you identify your plot and characters after reading the digital story ?
Recommendation Systems	AI-supported recommendation systems can recommend books, articles or stories based on the reader's preferences and past reading history, and improve the reading experience.	21. After reading the digital story given, do you need to read another digital story or book story to help you create your own story?
Translation and Accessibility	AI-assisted translation services can make literature from different cultures and languages more accessible to a global audience.	22. After reading the digital story, can you identify the different languages and new cultures compared with your daily language and culture? Do you find any differences and need any translation tools to understand them?

Appendix 2. Pre-writing test

Instruction:

1. You are going to write a narrative story about **“My Adventure”**. Your adventure started when you were trapped in a jungle. You have to build a shelter, find another person to help you and find food to survive. You explore the island bravely. You discover lots of unpredictable experiences, meet strangers, and something wonderful.

2. You must answer some of the questions related to your story below. The questions are given to help you develop your ideas and story. Your answer will help you to complete your writing paragraph.

1. What problem will you write in your story?

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2. How will the problem be resolved?

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3. Who are your favourite characters in the story? What makes them special?

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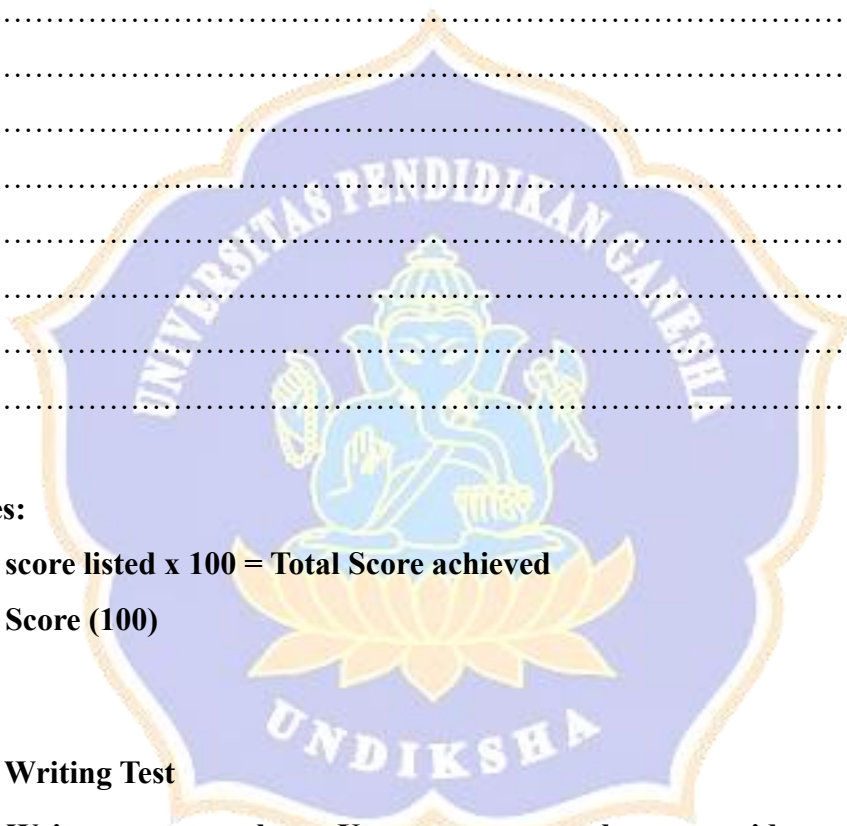
4. What is your favourite part of your story? Why do you like it?

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Scores:

Total score listed x 100 = Total Score achieved

Total Score (100)



Appendix 3. Writing Test

Instruction: Write your story here. Use your answer above to guide your paragraph. Remember to complete your story with the content mentioned in instruction no.1. Be Creative!

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Score:

Total score listed x 100 = Total Score achieved

Appendix 4. Interview (Open – Ended Question)

Instruction: The following questionnaire contains statements related to the criteria of creativity for the research survey. The statement was provided to gain data about creativity during the research, especially the treatment of the experimental class. You are suggested to read each statement carefully and respond to the statement by writing your answer in the provided space. In this section, your answer will not be marketed or labelled as wrong or right. However, your responses will be used to find the data that comes from your perspectives.

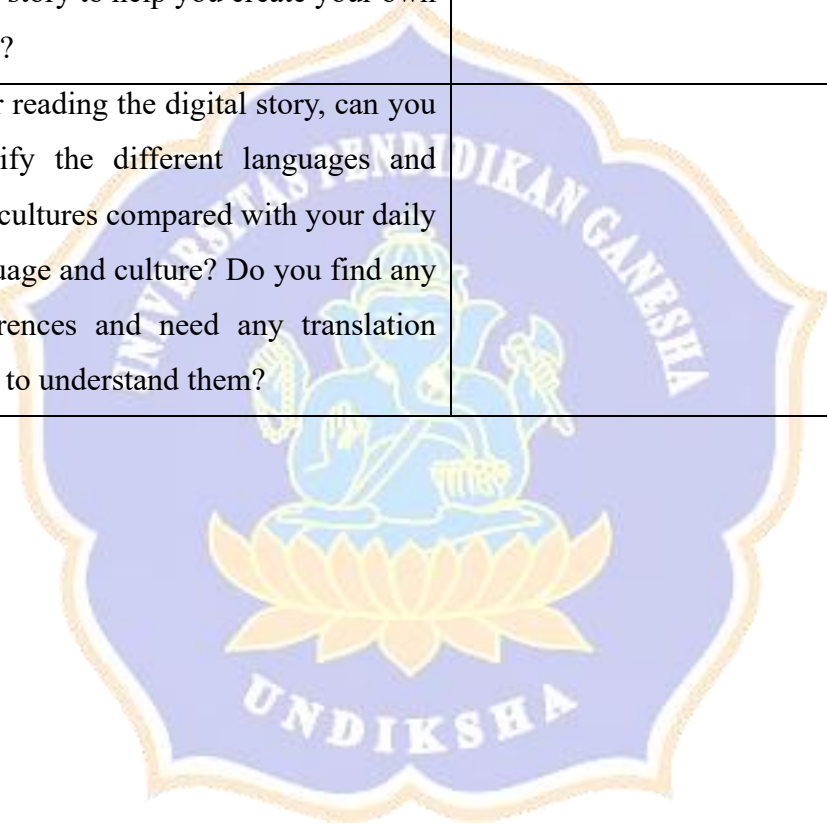
Table 4 The Open – Ended Question

No	Question	Answer
1	Are there any difficulties you find when you write your story?	
2	Sometimes writing stories can be challenging. When you're struggling to find the right words or phrases, what do you do to help yourself keep going?	

No	Question	Answer
3	Do you need to write new vocabularies that you found from the digital stories given?	
4	Connected with digital story and pre-writing test, do these steps support your writing process?	
5	How do you decide which words to use when you're writing a story?	
6	Connected with the digital story or any tools that supported your writing, What do you think helped you express your ideas so effortlessly?	
7	How the digital stories help you to create an imaginary story during your writing process?	
8	How the digital story given help you to create a theme for your story?	
9	How the digital story given help you to create a new character?	
10	How the digital story given help you to create an unexpected ending?	

No	Question	Answer
9	How the digital story help you to create an interesting story?	
11	How the digital story help to express the feeling during the writing process?	
12	Can you write a story that expresses feelings such as happy, sad, etc after you read the digital story? Do you need extra help or tools to support your work ? (AI, google translate, or teacher assistant ?	
13	Can you write your own story that comes out of your imagination after reading the digital story? Or do you need to copy from the digital story to create your own ?	
14	Can you write a narrative story with your own words after reading the digital story?	
15	Can you write a story that can be understood easily by your reader ?	
16	<p>After reading the digital story, do you need your teacher's assistance to help your choice of words?</p> <p>After reading the digital story, do you understand about words used to write the narrative story?</p>	

No	Question	Answer
17	Can you write the stories with structure and pattern that you have learnt after read the digital story?	
18	Can you identify your plot and characters after reading the digital story ?	
19	After reading the digital story given, do you need to read another digital story or book story to help you create your own story?	
20	After reading the digital story, can you identify the different languages and new cultures compared with your daily language and culture? Do you find any differences and need any translation tools to understand them?	



Appendix 5. Creativity Scores in Control And Experiment Group

Creativity ability scores			
Group Control		Group Experiment	
Pre-test	Post Test	Pre-test	Post Test
65	70	56	87
55	71	51	86
60	72	60	87
60	78	66	92
60	90	65	95
65	75	66	85
70	70	41	97
60	76	51	87
50	80	41	88
65	75	57	89
70	80	56	87
70	80	61	92
55	75	63	77
65	83	56	91
60	81	59	87
69	77	55	95
79	80	51	93
70	79	56	92
55	78	51	89
60	81	55	96

Appendix 6. Normality Pre-Test Writing Ability In Control And Experiment

Tests of Normality

Control and Experiment		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Writing	Control	.150	20	.200 [*]	.905	20	.051
	Experiment	.181	20	.084	.906	20	.053

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

a. Lilliefors Significance Correction

Appendix 7. Normality Post-Test Writing Ability In Control And Experiment

Tests of Normality

Control and Experiment		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Writing	Control	.138	20	.200 [*]	.942	20	.258
	Experiment	.167	20	.146	.917	20	.087

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

a. Lilliefors Significance Correction

Appendix 8. Normality Pre-Test Creativity In Control And Experiment

Tests of Normality

Control and Experiment		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Creativity	Control	.175	20	.111	.950	20	.374
	Experiment	.162	20	.181	.920	20	.098

a. Lilliefors Significance Correction

Appendix 9. Normality Post-Test Creativity In Control And Experiment

		Tests of Normality					
Post test control and experiment		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Creativity	Control	.138	20	.200 [*]	.942	20	.258
	Experiment	.167	20	.146	.917	20	.087

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

a. Lilliefors Significance Correction

Appendix 10. Homogeneity Test Of Variances Pre-Test Writing Ability In Control And Experiment

		Tests of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Writing	Based on Mean	.202	1	38	.656
	Based on Median	.251	1	38	.619
	Based on Median and with adjusted df	.251	1	37.814	.619
	Based on trimmed mean	.175	1	38	.678

Appendix 11. Homogeneity Test Of Variances Post-Test Writing Ability In Control And Experiment

		Tests of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Writing	Based on Mean	.032	1	38	.859
	Based on Median	.010	1	38	.921
	Based on Median and with adjusted df	.010	1	37.954	.921
	Based on trimmed mean	.012	1	38	.912

Appendix 12. Homogeneity Test Of Variances Pre-Test Creativity In Control And Experiment

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Creativity	Based on Mean	.291	1	38	.593
	Based on Median	.281	1	38	.599
	Based on Median and with adjusted df	.281	1	37.371	.599
	Based on trimmed mean	.290	1	38	.593

Appendix 13. Homogeneity Test Of Variances Post-Test Creativity In Control And Experiment

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Creativity	Based on Mean	.032	1	38	.859
	Based on Median	.010	1	38	.921
	Based on Median and with adjusted df	.010	1	37.954	.921
	Based on trimmed mean	.012	1	38	.912

Appendix 14. Independent Sample Test Equality For Variances In Writing Ability In Control And Experiment

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
NGain_percentage	Equal variances assumed	.276	.602	-5.402	38	<.001	-24.63701	4.56092	-33.87011	-15.40390
	Equal variances not assumed			-5.402	37.997	<.001	-24.63701	4.56092	-33.87014	-15.40388

Appendix 15. T-Test Writing Ability Output In Control And Experiment

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
NGain_percentage	Control	20	36.5210	14.35452	3.20977
	Experiment	20	61.1580	14.49096	3.24028

Appendix 16. Independent Sample Test Equality For Variances In Creativity In Control And Experiment

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
NGain_Percentage	Equal variances assumed	.157	.694	-6.792	38	<.001	-27.13549	3.99530	-35.22354	-19.04744
	Equal variances not assumed			-6.792	37.984	<.001	-27.13549	3.99530	-35.22366	-19.04732

Appendix 17. T-Test Creativity Output In Control And Experiment

Group Statistics

	Creativity Pre and Post	N	Mean	Std. Deviation	Std. Error Mean
NGain_Percentage	Control	20	48.3953	12.50364	2.79590
	Experiment	20	75.5308	12.76350	2.85400

Appendix 18. One-Way ANOVA Writing Ability And Creativity In The Control Group

ANOVA

Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	250.000	1	250.000	10.675	.002
Within Groups	889.900	38	23.418		
Total	1139.900	39			

Descriptives

Score	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Writing	20	72.55	4.839	1.082	70.29	74.81	65	85
Creativity	20	77.55	4.839	1.082	75.29	79.81	70	90
Total	40	75.05	5.406	.855	73.32	76.78	65	90

Appendix 19. One-Way ANOVA Writing Ability And Creativity In The Experiment Group

ANOVA

Score	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	250.000	1	250.000	10.675	.002
Within Groups	889.900	38	23.418		
Total	1139.900	39			

Descriptives

Score	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Writing	20	72.55	4.839	1.082	70.29	74.81	65	85
Creativity	20	77.55	4.839	1.082	75.29	79.81	70	90
Total	40	75.05	5.406	.855	73.32	76.78	65	90

Appendix 20. Lesson Plan

**SANTOSA INTERCULTURAL SCHOOL BALI
PRIMARY SCHOOL
LESSON PLAN
SCHOOL YEAR 2023/2024
SEMESTER 2**

Grade	: 3	4 C	: Collaboration & Critical
Subject	: English	Character Focus	Thinking
Topic	: Narrative (Developing Characters)	Literacy	: Alertness : Online literacy, media literacy
Time Allocation	: 2 x 35 minutes		

Core Competencies

KI-1 :Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

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

Basic Competencies	Indicator	Objectives
1. Understand the concept of a narrative story.	1. The students can identify feelings for their characters.	1. Understand how to create interesting characters.
2. Understand about identify the names and the personal appearance of their characters.	2. The student can identify the name and the personal appearance of their characters.	
	3. The student create their interesting characters.	

LEARNING METHOD

Approach	<ul style="list-style-type: none"> Review elements of a narrative story. Discuss what makes a character interesting (appearance, actions, feelings).
Method	<ul style="list-style-type: none"> Class – Centre discussion Students’ presentation Classroom – discussion

LEARNING ACTIVITIES

Type of Activity	Description	Time Allocation
Opening	1. Praying 2. Checking the attendance list.	10 ‘

	<ol style="list-style-type: none"> 3. Asking the students feeling, like what makes them happy to come to school today, etc. 4. Giving a question about the characters that they love 	
Main	<ol style="list-style-type: none"> 1. Present the story on the screen project. 2. Ask 2 or 3 volunteers to express the characters that they love. 3. Explain the sequence of making characters for their story. 4. Students describe their character's story appearance and personality. 5. Ask the student for feedback about their friend's favorite characters. 6. Students have time to imagine their characters that should be different from the discussion. 	50'
Closing	<ol style="list-style-type: none"> 1. Ask the student to create their characters in their writing book. 2. Ask the students to express their characters in 1 sentence why they love the characters. 3. Ask the students to express their feelings. 	15'
LEARNING MEDIA, TOOLS and RESOURCES		
Media	Digital stories, pencils, a writing book, drawing paper, and coloring pencils.	
Tools	Screen project, class computer, internet class	
Resources	Short Stories & Classic Literature for Readers & Teachers (americanliterature.com)	
ASSESSMENT		
	Observation list	Teacher's Feedback
Knowledge: description of the main characters,	Written test: Write a short description of the main character.	<ol style="list-style-type: none"> 1. Students need to be more confidence to express their ideas. 2. The students need a longer time to write their work.
Skills: Writing and Listening, Creativity, and Imagination.	Exercises: Think about your favorite characters before having their written test.	

Denpasar, May 2024

Acknowledged by
Kepala sekolah,

Teacher,

Mr Josep Fredi S.Pd, BSc

Winda Mayasari Pandiangan S.Pd

**SANTOSA INTERCULTURAL SCHOOL BALI
PRIMARY SCHOOL
LESSON PLAN
SCHOOL YEAR 2023/2024
SEMESTER 2**

Grade : 3	4 C : Collaboration & Critical
Subject : English	Chara Thinking
Topic : Narrative (Introduction)	cter : Alertness
Time Allocation : 2 x 35 minutes	Focus : Online literacy, media
	Litera literacy
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Core Competencies

KI-1 :Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

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

Basic Competencies	Indicator	Objectives
1. Understand the concept of a narrative story.	1. The students can identify the concept of a narrative story.	1. Introduce the concept of a narrative story.
2. Understand about story with character, setting, and plot.	2. The student can identify the story with characters, setting, and plot.	2. Introduction to what a narrative story is (a story with characters, setting, plot).
3. Understand the examples of stories.	3. The student can analyze the example of stories.	3. Brainstorm examples of narrative stories (e.g., fairy tales, personal experiences).

LEARNING METHOD

Approach	<ul style="list-style-type: none"> • Present the story on the screen projector. • Ask 2 or 3 students to read the narrative story. • Explain the concept of a narrative story.
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Method	<ul style="list-style-type: none"> • Present the story and analyze the part of the story together. • Class group – discussion • Class – Centre discussion • Students’ presentation • Classroom – discussion 	
LEARNING ACTIVITIES		
Type of Activity	Description	Time Allocation
Opening	<ol style="list-style-type: none"> 1. Praying 2. Checking the attendance list. 3. Asking the students feeling, like what makes them happy to come to school today, etc. 4. Giving a question about the story that they have read at home. 	10 ‘
Main	<ol style="list-style-type: none"> 1. Present the story on the screen projector. 2. Ask 2 or 3 volunteers to read the story. 3. Explain the concept of a narrative story. 4. Analyze the story together based on the concept that the teacher has explained before. 5. Analyses the setting, character, and plot. 6. Give some examples of the stories. 	50 ‘
Closing	<ol style="list-style-type: none"> 1. Ask the student about their feeling after reading some stories. 2. Ask the students to think about the stories that they love to read. 3. Ask the students to express the reason for the story they love to read from the examples given. 	15’
LEARNING MEDIA, TOOLS and RESOURCES		
Media	Digital stories, pencils, a writing book, drawing paper, and coloring pencils.	
Tools	Screen project, class computer,	
Resources	Short Stories & Classic Literature for Readers & Teachers (americanliterature.com)	
ASSESSMENT		
	Observation list	Teacher’s Feedback
Knowledge: Narrative concept, example of narrative, narrative story part.	Written test: Write the new words they read from the story and find the meaning from the Cambridge dictionary/oxford dictionary.	<ol style="list-style-type: none"> 1. Students need to re-read the same story. 2. The students need a longer time to understand the concept of the narrative story part.
Skills: Listening Comprehensive,	Exercises: Thinking about the story the love to read	

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Acknowledged by
Kepala sekolah,

Teacher,

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