









## LIST OF APPENDICES

### Appendix 1. Permission Letter

 <b>KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI</b> <b>UNIVERSITAS PENDIDIKAN GANESHA</b> <b>PROGRAM PASCASARJANA</b> <small>Jalan Udayana Nomor 11 Singaraja, Bali 81116 Telepon 081999446444 Laman <a href="http://www.pasca.undiksha.ac.id">www.pasca.undiksha.ac.id</a></small>			
Singaraja, 16 Januari 2025			
Nomor	: 219/UN48.14.1/KM/2024		
Hal	: <b>Mohon Ijin Pengambilan Data</b>		
Yth.	: .....		
di	: .....		
<p>Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Tesis mahasiswa Program Pascasarjana Universitas Pendidikan Ganesha, kami mohon kesedian Bapak/Ibu untuk dapat menerima dan mengijinkan mahasiswa kami sebagai berikut :</p> <p><b>Nama : MADE DWI SURYA DARMI JAYANTI</b> <b>NIM : 2329081024</b> <b>Program Studi : Pendidikan Bahasa Inggris (S2)</b> <b>Judul Tesis : THE EFFECT OF DIGITAL STORIES AND POWER STRATEGY SUPPORTED BY CANVA ON NARRATIVE WRITING SKILL AND SOCIAL EMOTIONAL AT SMA NEGERI 1 TEJAKULA.</b></p> <p>untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.</p> <p>Atas perhatian, berkenaan dan kerja sama yang baik kami ucapkan terima kasih.</p> <p>dan kerja sama yang baik kami ucapkan terima kasih.</p> <p style="text-align: center;">Menyetujui,</p> <table border="0" style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;"><p>Pembimbing I,</p><p>I Putu Indra Kusuma NIP. 198701172014041001</p></td><td style="width: 50%; vertical-align: top;"><p>Pembimbing II,</p><p>Ni Putu Era Marsakawati NIP. 198303142008122002</p></td></tr></table> <p style="text-align: center;">Mengetahui, a.n. Direktur, Wadir I.</p> <div style="text-align: center;"><p>Putu Arnyana NIP. 1986011005</p></div>		<p>Pembimbing I,</p>  <p>I Putu Indra Kusuma NIP. 198701172014041001</p>	<p>Pembimbing II,</p>  <p>Ni Putu Era Marsakawati NIP. 198303142008122002</p>
<p>Pembimbing I,</p>  <p>I Putu Indra Kusuma NIP. 198701172014041001</p>	<p>Pembimbing II,</p>  <p>Ni Putu Era Marsakawati NIP. 198303142008122002</p>		

## APPENDIX 2.WRITING POST TEST

### Expert Judgment Sheet

Instrument : Post Test after Treatment

Expert : I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.

No	Category	Expert's Judgements		Suggestions
		Relevant	Irrelevant	
1.	<b>Learning Outcomes in Writing Element:</b> At the end of the F Phase, learners are expected to achieve the targeted abilities in English and able to produce texts with clear and detailed organizational structure in narrative text in various topics.	✓		
2.	<b>Learning Achievement:</b> Students are able to compose and write narrative texts by paying attention with social function, generic structure and language features correctly and based to the context.	✓		
3	<b>Indicator to Achieve Learning Competency</b> Write narrative text by paying attention with social function, generic structure, and language features based on the context	✓		
4.	Instruction	✓		

Singaraja, 20<sup>th</sup> January 2025



I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.

NIP. 19870117201404100

## LET'S MAKE STORY!

**Time : 2 X 45 minutes**

**Instruction:**

1. Make a simple narrative story related with the topic consist of at least three paragraphs, with at least 250 words. You just only choose one topic

Topic:

- |                            |                                      |
|----------------------------|--------------------------------------|
| a. Hard working            | f. Good versus evil                  |
| b. Honesty                 | g. Courage and consequences of greed |
| c. Wisdom and cunning      | h. Friendship and loyalty            |
| d. Caution and prudence    | i. Exploration                       |
| e. Love and transformation |                                      |

Title	
Orientation	
Complication	
Resolution	
Moral value	

2. When you make it, use rubric below to make sure about your good quality of your writing.

Aspect	Score	Performance Description	Weighting
Content (C) 20%	4	The story is complete and clear, and the details are relating to the topic.	2X
	3	The story is complete and clear but the details are almost relating to the topic.	
	2	The story is complete clear and the details are not relating to the topic.	
	1	The story is not clear and the details are not relating to the topic.	
Organization (O) 15%	4	Orientation, complication, and resolution, and moral value are complete and arranged with proper connectives	1,5 X
	3	Orientation, complication, and resolution, and moral value are almost complete and arranged with almost proper connectives.	

Aspect	Score	Performance Description	Weighting
	2	Orientation, complication, and resolution, and moral value are not complete and arranged with few misuse connectives.	
	1	Orientation, complication, and resolution, and moral value are not complete and arranged with misuse connectives.	
Grammar (G) 20%	4	Very few grammatical inaccuracies.	2X
	3	Few grammatical inaccuracies, but not effect on meaning.	
	2	Numerous grammatical inaccuracies.	
	1	Frequent grammatical inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and words forms.	1,5X
	3	Few misuses of vocabularies, word forms, and not change the meaning.	
	2	Limited range confusing words, and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanic (M) 10%	4	It uses correct spelling, punctuation, and capitalization.	1,0X
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalizations.	
	1	It is dominated by errors of spelling, punctuation, and capitalization	
Originality (OR) 20	4	100%, no plagiarism detected using plagiarism checker tool	2X
	3	1-10% similarity to other source, still considered original	
	2	11-30% similarity, needs improvement to reduce plagiarism	
	1	More than 30% similarity is considered high plagiarism	

## APPENDIX 3. WRITING POST TEST

### Expert Judgment Sheet

Instrument : Post Test after Treatment

Expert : Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd

No	Category	Expert's Judgements		Suggestions
		Relevant	Irrelevant	
1.	<b>Learning Outcomes in Writing Element:</b> At the end of the F Phase, learners are expected to achieve the targeted abilities in English and able to produce texts with clear and detailed organizational structure in narrative text in various topics.	✓		
2.	<b>Learning Achievement:</b> Students are able to compose and write narrative texts by paying attention with social function, generic structure and language features correctly and based to the context.	✓		
3	<b>Indicator to Achieve Learning Competency</b> Write narrative text by paying attention with social function, generic structure, and language features based on the context	✓		
4.	Instruction	✓		

Singaraja, 27<sup>th</sup> January 2025



Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.  
NIP. 198303142008122002



## LET'S MAKE STORY!

**Time : 2 X 45 minutes**

**Instruction:**

1. Make a simple fable / fairy tale related with the topic consist of at least three paragraphs, with at least 250 words.

Topic:

- |                            |                                      |
|----------------------------|--------------------------------------|
| a. Hard working            | f. Good versus evil                  |
| b. Honesty                 | g. Courage and consequences of greed |
| c. Wisdom and cunning      | h. Friendship and loyalty            |
| d. Caution and prudence    | i. Exploration                       |
| e. Love and transformation |                                      |

Title	
Orientation	
Complication	
Resolution	
Moral value	

2. When you make it, use rubric below to make sure about your good quality of your writing.

Aspect	Score	Performance Description	Weighting
Content (C) 20%	4	The story is complete and clear, and the details are relating to the topic.	2X
	3	The story is complete and clear but the details are almost relating to the topic.	
	2	The story is complete clear and the details are not relating to the topic.	
	1	The story is not clear and the details are not relating to the topic.	
Organization (O) 15%	4	Orientation, complication, and resolution, and moral value are complete and arranged with proper connectives	1,5 X
	3	Orientation, complication, and resolution, and moral value are almost complete and arranged with almost proper connectives.	

Aspect	Score	Performance Description	Weighting
	2	Orientation, complication, and resolution, and moral value are not complete and arranged with few misuse connectives.	
	1	Orientation, complication, and resolution, and moral value are not complete and arranged with misuse connectives.	
Grammar (G) 20%	4	Very few grammatical inaccuracies.	2X
	3	Few grammatical inaccuracies, but not effect on meaning.	
	2	Numerous grammatical inaccuracies.	
	1	Frequent grammatical inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and words forms.	1,5X
	3	Few misuses of vocabularies, word forms, and not change the meaning.	
	2	Limited range confusing words, and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanic (M) 10%	4	It uses correct spelling, punctuation, and capitalization.	1,0X
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalizations.	
	1	It is dominated by errors of spelling, punctuation, and capitalization	
Originality (OR) 20	4	100%, no plagiarism detected using plagiarism checker tool	2X
	3	1-10% similarity to other source, still considered original	
	2	11-30% similarity, needs improvement to reduce plagiarism	

Aspect	Score	Performance Description	Weighting
	1	More than 30% similarity is considered high plagiarism	

HAVE A NICE DAY AND GOOD 🙏🏻





#### Appendix 4. Writing Assessment Rubric

Aspect	Score	Performance Description	Weighting
Content (C) 20%	4	The story is complete and clear, and the details are relating to the topic.	2X
	3	The story is complete and clear but the details are almost relating to the topic.	
	2	The story is complete clear and the details are not relating to the topic.	
	1	The story is not clear and the details are not relating to the topic.	
Organization (O) 15%	4	Orientation, complication, and resolution, and moral value are complete and arranged with proper connectives	1,5 X
	3	Orientation, complication, and resolution, and moral value are almost complete and arranged with almost proper connectives.	
	2	Orientation, complication, and resolution, and moral value are not complete and arranged with few misuse connectives.	
	1	Orientation, complication, and resolution, and moral value are not complete and arranged with misuse connectives.	
Grammar (G)	4	Very few grammatical inaccuracies.	2X
	3	Few grammatical inaccuracies, but	

Aspect	Score	Performance Description	Weighting
20%		not effect on meaning.	
	2	Numerous grammatical inaccuracies.	
	1	Frequent grammatical inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and words forms.	1,5X
	3	Few misuses of vocabularies, word forms, and not change the meaning.	
	2	Limited range confusing words, and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanic (M) 10%	4	It uses correct spelling, punctuation, and capitalization.	1,0X
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalizations.	
	1	It is dominated by errors of spelling, punctuation, and capitalization	
Originality (OR) 20	4	100%, no plagiarism detected using plagiarism checker tool	2X
	3	1-10% similarity to other source, still considered original	
	2	11-30% similarity, needs improvement to reduce plagiarism	
	1	More than 30% similarity is considered high plagiarism	

(Saffana, 2022)

Students' score:

$$(C \times 2 \times 0.2) + (O \times 1.5 \times 0.15) + (G \times 2 \times 0.2) + (V \times 1.5 \times 0.15) + (M \times 1 \times 0.1) + (OR \times 2 \times 0.2)$$

## **APPENDIX 5. QUESTIONNAIRE STUDENTS' SOCIAL EMOTIONAL**

### **Purpose**

- Assess the development of students' social-emotional.
- Provide constructive feedback to help students understand their strengths and weakness areas for improvement.

### **Basic Competency in Social Emotional Learning**

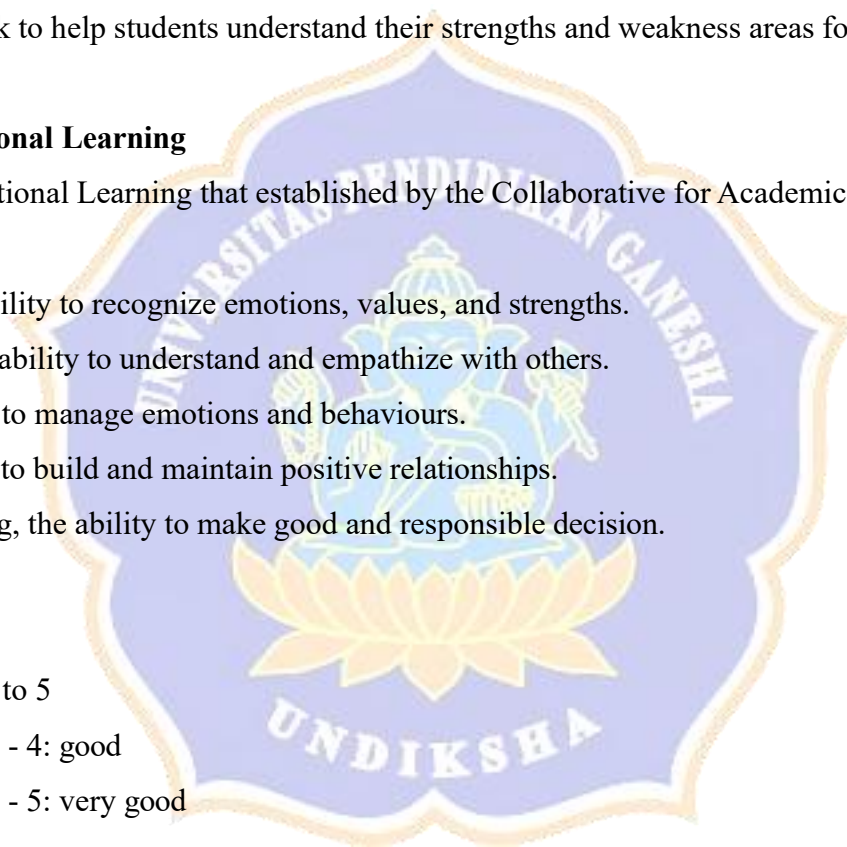
There are five aspects of Social Emotional Learning that established by the Collaborative for Academic, Social and Emotional Learning (CASEL):

- Self-awareness, means the ability to recognize emotions, values, and strengths.
- Social-awareness, means the ability to understand and empathize with others.
- Self-management, the ability to manage emotions and behaviours.
- Relationship skill, the ability to build and maintain positive relationships.
- Responsible Decision-Making, the ability to make good and responsible decision.

### **Structure of Rubric**

The rubric uses a rating scale from 1 to 5

- |                 |                |
|-----------------|----------------|
| - 1: very poor  | - 4: good      |
| - 2: poor       | - 5: very good |
| - 3: sufficient |                |



No	Aspect / Indicators	Question Number
1.	Self – Awareness	1, 2, 3, 4, 5
2.	Social – Awareness	6, 7, 8, 9, 10
3.	Self – Management / self-control	11, 12, 13, 14, 15, 16, 17, 18, 19, 20
4.	Relationship Skill	21, 22, 23, 24, 25
5.	Responsible Decision - Making	26, 27, 28, 29, 30

**Table 1.1. Social Emotional Learning by Martin et al., 2022**

**Instruction:**

Read each question or statement carefully before answering. Put an checklist (✓) on the answer you think is most appropriate based on your opinion. All answers you provide will be kept confidential and will only be used for research purposes. Your choices will not affect the assessment in your class. Thank you for your time and participation in completing this questionnaire. Your answers are very useful for this research.

*Bacalah setiap pertanyaan atau pernyataan dengan saksama sebelum menjawab. Beri tanda centang (✓) pada jawaban yang menurut Anda paling tepat berdasarkan pendapat Anda. Semua jawaban yang Anda berikan akan dijaga kerahasiaannya dan hanya akan digunakan untuk keperluan penelitian. Pilihan Anda tidak akan mempengaruhi penilaian di dalam kelas. Terima kasih atas waktu dan partisipasi Anda dalam mengisi kuesioner ini. Jawaban Anda sangat berguna untuk penelitian ini.*

No	Statement	Answer					Relevant	Irrelevant	Suggestions
		5	4	3	2	1			
Self – Awareness									
1.	Saya mampu menggali emosi saya saat menulis cerita.						✓		
2.	Digital Story membantu saya menggali ide yang berharga dalam pembuatan sebuah cerita narrative.						✓		
3.	Saya memahami bagaimana perasaan saya mempengaruhi ide dan struktur cerita yang saya buat.						✓		
4.	Proses merevisi dan mengedit cerita membuat saya peka terhadap kekuatan dan kelemahan diri dalam menulis berbantuan Canva.						✓		
5.	Saya yakin bahwa saya dapat menyelesaikan tugas sekolah berupa menulis cerita secara kreatif dengan berbantuan Canva.						✓		

No	Statement	Answer					Relevant	Irrelevant	Suggestions
		5	4	3	2	1			
Social – Awareness									
6.	Saya mudah memahami teman setelah membaca cerita mereka.						✓		
7.	Saya memberikan masukan/ dukungan kepada teman yang mengalami kesulitan dalam menyusun cerita.						✓		
8.	Saya lebih percaya diri dalam menulis.						✓		
9.	Saya merasa terpengaruh ketika menerima <i>feedback</i> dari teman terhadap peningkatan struktur tulisan saya.						✓		
10.	Berdiskusi bersama teman memberikan saya kesadaran dalam peningkatan tulisan saya.						✓		
Self – Control									



No	Statement	Answer					Relevant	Irrelevant	Suggestions
		5	4	3	2	1			
11.	Saya mengatur waktu yang baik dalam menyelesaikan setiap tahap dalam menulis						✓		
12	Saya membuat daftar prioritas sebelum mulai menulis.						✓		
13.	Saya tidak langsung mengunggah cerita sebelum memeriksa kembali ejaan dan tata bahasa.						✓		
14.	Saya sangat bersemangat menyelesaikan draft cerita saya sehingga bisa menyelesaikan cerita tersebut tepat waktu						✓		
15.	Saya sering mengedit tulisan saya sebelum menyelesaikan cerita.						✓		
16.	Saya tetap tenang saat menghadapi tantangan teknis saat menggunakan teknologi untuk menulis.						✓		
17.	Saya dapat mengontrol keinginan untuk terus memperbaiki tugas menulis						✓		

No	Statement	Answer					Relevant	Irrelevant	Suggestions
		5	4	3	2	1			
	sehingga tugas menulis selesai tepat waktu.								
18.	Saya mampu fokus pada tujuan utama saat menggunakan Canva untuk menghasilkan cerita yang baik.						✓		
19.	Saya mampu mengatur waktu dengan baik saat menggunakan aplikasi Canva untuk membuat sebuah cerita.						✓		
20.	Saya memiliki batas waktu ketika menyelesaikan tugas saya sehingga tugas bisa diselesaikan tepat waktu						✓		
Relationship Skill									
21.	Saya mampu menjaga hubungan harmonis dengan teman meski menghadapi tekanan dalam penyelesaiana tugas menulis saya.						✓		

No	Statement	Answer					Relevant	Irrelevant	Suggestions
		5	4	3	2	1			
22.	Saya mencari bantuan dari rekan jika menghadapi kesulitan dalam pengerjaan tugas menulis.						✓		
23.	Saya menghargai ide – ide yang dibuat oleh teman saya dalam pembuatan tugas menulis.						✓		
24.	Saya merasa didukung oleh rekan saat menggunakan teknologi untuk meningkatkan keterampilan menulis.						✓		
25.	Saya merasa bahwa kolaborasi melalui <i>Digital Story</i> yang di dukung oleh <i>Canva Application</i> membantu saya menghasilkan tulisan yang lebih baik.						✓		
Responsible – Decision Making									
26.	Saya merasa lebih percaya diri dalam membuat tulisan menggunakan Canva.						✓		

No	Statement	Answer					Relevant	Irrelevant	Suggestions
		5	4	3	2	1			
27.	Strategi yang digunakan sekarang meningkatkan saya untuk mengeksplorasi ide.						✓		
28.	Pengalaman belajar menggunakan strategy tersebut membuat saya menjadi lebih baik dalam menulis.						✓		
29.	Saya merasa bahwa penggunaan strategi tersebut bermanfaat bagi perkembangan kemampuan menulis saya.						✓		
30.	Saya merasa penggunaan strategi tersebut membuat proses belajar menulis menjadi lebih menarik dan menyenangkan.						✓		

Singaraja, 21<sup>st</sup> January 2025



Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.

NIP. 198303142008122002

## APPENDIX 6. QUESTIONNAIRE STUDENTS' SOCIAL EMOTIONAL

### Purpose

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3.	Self – Management / self-control	11, 12, 13, 14, 15, 16, 17, 18, 19, 20
4.	Relationship Skill	21, 22, 23, 24, 25
5.	Responsible Decision – Making	26, 27, 28, 29, 30

**Table 1.1. Social Emotional Learning by Martin et al., 2022**

**Instruction:**

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*Bacalah setiap pertanyaan atau pernyataan dengan saksama sebelum menjawab. Beri tanda centang (✓) pada jawaban yang menurut Anda paling tepat berdasarkan pendapat Anda. Semua jawaban yang Anda berikan akan dijaga kerahasiaannya dan hanya akan digunakan untuk keperluan penelitian. Pilihan Anda tidak akan mempengaruhi penilaian di dalam kelas. Terima kasih atas waktu dan partisipasi Anda dalam mengisi kuesioner ini. Jawaban Anda sangat berguna untuk penelitian ini.*



No	Statement	Answer					Relevant	Irrelevant	Suggestions
		5	4	3	2	1			
Self – Awareness									
1.	Saya mampu menggali emosi saya saat menulis cerita.						✓		
2.	Digital Story membantu saya menggali ide yang berharga dalam pembuatan sebuah cerita narrative.						✓		
3.	Saya memahami bagaimana perasaan saya mempengaruhi ide dan struktur cerita yang saya buat.						✓		
4.	Proses merevisi dan mengedit cerita membuat saya peka terhadap kekuatan dan kelemahan diri dalam menulis berbantuan Canva.						✓		
5.	Saya yakin bahwa saya dapat menyelesaikan tugas sekolah berupa						✓		

No	Statement	Answer					Relevant	Irrelevant	Suggestions
		5	4	3	2	1			
	menulis cerita secara kreatif dengan berbantuan <i>Canva</i> .								
<b>Social – Awareness</b>									
6.	Saya mudah memahami teman setelah membaca cerita mereka.						✓		
7.	Saya memberikan masukan/ dukungan kepada teman yang mengalami kesulitan dalam menyusun cerita.						✓		
8.	Saya lebih percaya diri dalam menulis.						✓		
9.	Saya merasa terpengaruh ketika menerima <i>feedback</i> dari teman terhadap peningkatan struktur tulisan saya.						✓		
10.	Berdiskusi bersama teman memberikan saya kesadaran dalam peningkatan tulisan saya.						✓		

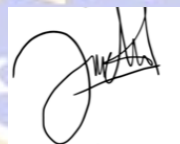
No	Statement	Answer					Relevant	Irrelevant	Suggestions
		5	4	3	2	1			
Self – Control									
11.	Saya mengatur waktu yang baik dalam menyelesaikan setiap tahap dalam menulis						✓		
12	Saya membuat daftar prioritas sebelum mulai menulis.						✓		
13.	Saya tidak langsung mengunggah cerita sebelum memeriksa kembali ejaan dan tata bahasa.						✓		
14.	Saya sangat bersemangat menyelesaikan draft cerita saya sehingga bisa menyelesaikan cerita tersebut tepat waktu						✓		
15.	Saya sering mengedit tulisan saya sebelum menyelesaikan cerita.						✓		
16.	Saya tetap tenang saat menghadapi tantangan teknis saat menggunakan teknologi untuk menulis.						✓		

No	Statement	Answer					Relevant	Irrelevant	Suggestions
		5	4	3	2	1			
17.	Saya dapat mengontrol keinginan untuk terus memperbaiki tugas menulis sehingga tugas menulis selesai tepat waktu.						✓		
18.	Saya mampu fokus pada tujuan utama saat menggunakan Canva untuk menghasilkan cerita yang baik.						✓		
19.	Saya mampu mengatur waktu dengan baik saat menggunakan aplikasi Canva untuk membuat sebuah cerita.						✓		
20.	Saya memiliki batas waktu ketika menyelesaikan tugas saya sehingga tugas bisa diselesaikan tepat waktu						✓		
<b>Relationship Skill</b>									
21.	Saya mampu menjaga hubungan harmonis dengan teman meski menghadapi tekanan dalam penyelesaian tugas menulis saya.						✓		

No	Statement	Answer					Relevant	Irrelevant	Suggestions
		5	4	3	2	1			
22.	Saya mencari bantuan dari rekan jika menghadapi kesulitan dalam pengerjaan tugas menulis.						✓		
23.	Saya menghargai ide – ide yang dibuat oleh teman saya dalam pembuatan tugas menulis.						✓		
24.	Saya merasa didukung oleh rekan saat menggunakan teknologi untuk meningkatkan keterampilan menulis.						✓		
25.	Saya merasa bahwa kolaborasi melalui <i>Digital Story</i> yang di dukung oleh <i>Canva Application</i> membantu saya menghasilkan tulisan yang lebih baik.						✓		
Responsible – Decision Making									
26.	Saya merasa lebih percaya diri dalam membuat tulisan menggunakan Canva.						✓		

No	Statement	Answer					Relevant	Irrelevant	Suggestions
		5	4	3	2	1			
27.	Strategi yang digunakan sekarang meningkatkan saya untuk mengeksplorasi ide.						✓		
28.	Pengalaman belajar menggunakan strategy tersebut membuat saya menjadi lebih baik dalam menulis.						✓		
29.	Saya merasa bahwa penggunaan strategi tersebut bermanfaat bagi perkembangan kemampuan menulis saya.						✓		
30.	Saya merasa penggunaan strategi tersebut membuat proses belajar menulis menjadi lebih menarik dan menyenangkan.						✓		

Singaraja, 21<sup>st</sup> January 2025



I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.  
NIP. 198701172014041001



## Appendix 7. ALUR TUJUAN PEMEBELAJARAN, CAPAIAN PEMBELAJARAN DAN TUJUAN PEMBELAJARAN

**Nama Sekolah** : SMA Negeri 1 Tejakula

**Mata Pelajaran** : Bahasa Inggris Lanjut

**Fase / Kelas** : F / XI

**Semester** : Genap

### ALUR TUJUAN PEMBELAJARAN

1. Memahami gagasan utama dan makna tersirat teks dengar dan teks tulis multimoda yang kompleks terkait dengan topik konkrit yang terjadi dilingkungan sekitar.
2. Memahami gagasan utama dan makna tersirat teks dengar dan teks tulis multimoda yang kompleks dengan topik abstrak terkait isu mutakhir atau topik terkait mata Pelajaran lain.
3. Memproduksi teks yang menjelaskan manfaat dan kelemahan atau argument yang mendukung dan menantang tentang berbagai pilihan atau pendapat.
4. Memproduksi teks dengan struktur organisasi yang jelas dan detail.
5. Menerapkan kemampuan berbahasa Inggris untuk berkomunikasi dalam berbagai jenis teks.
6. Menerapkan kemampuan berbahasa Inggris untuk berinteraksi dengan lisan dan spontan secara teratur dengan penutur asli Bahasa Inggris

ANALISIS KETERKAITAN  
CAPAIAN PEMBELAJARAN DAN TUJUAN PEMBELAJARAN  
BAHASA INGGRIS TINGKAT LANJUT FASE F

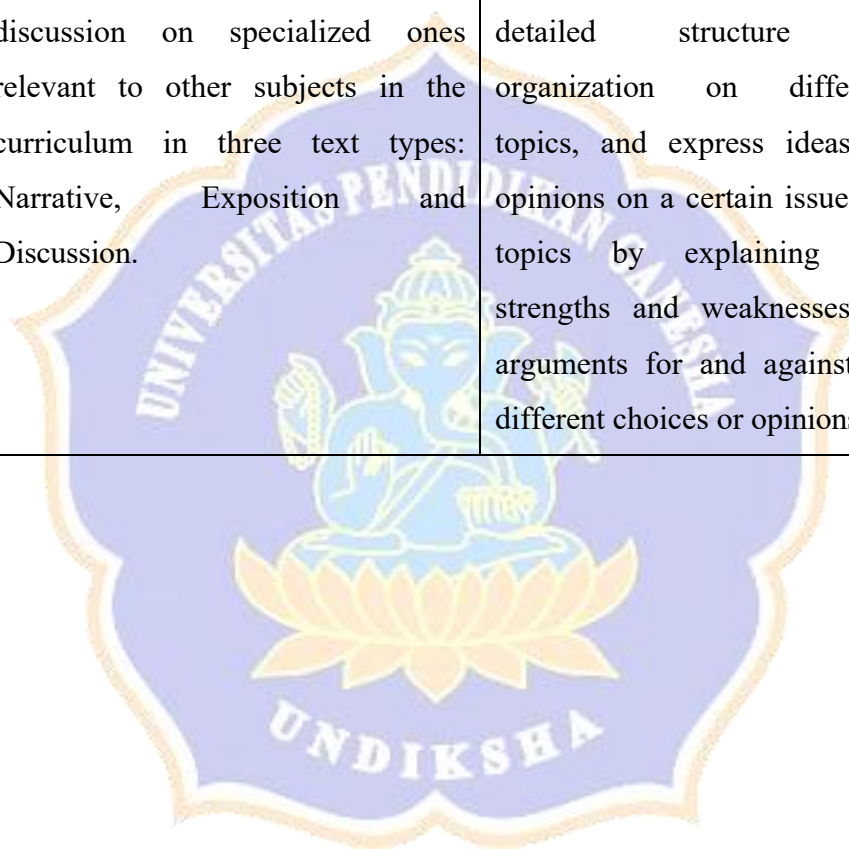
Fase	: F
Capaian Pembelajaran Akhir Fase	: Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti naratif, eksposisi, diskusi, teks sastra, teks otentik maupun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

CAPAIAN PER ELEMEN

<i>Menyimak (Listening)</i>	<b>Membaca (reading)</b>	<b>Menulis (writing)</b>	<b>Berbicara (speaking)</b>
Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa	Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan	Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa	Pada akhir Fase ini, peserta didik mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris

<b>Menyimak (Listening)</b>	<b>Membaca (reading)</b>	<b>Menulis (writing)</b>	<b>Berbicara (speaking)</b>
<p>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><i>At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject and to comprehend main ideas of complex listened texts, on both concrete and abstract topics (on events in their surrounding and</i></p>	<p>mampu memahami gagasan utama dari teks tulisan, baik dalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, yang kompleks baik 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>At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject, and can comprehend main ideas of complex written texts, both in print and on screen, single or multiple, both on</p>	<p>Inggris wajib dan mampu memproduksi teks dengan struktur organisasi yang jelas dan detail dalam jenis teks naratif, eksposisi dan diskusi tentang berbagai topik dan menjelaskan pendapat atau pandangan terkait isu dalam topik tertentu dengan menjelaskan manfaat dan kelemahan atau argumen yang mendukung dan menentang tentang berbagai pilihan atau pendapat.</p> <p>At the completion of Phase F, students are expected to achieve the targeted</p>	<p>wajib dan mampu berinteraksi dengan lancar dan spontan secara teratur dengan penutur asli Bahasa Inggris, serta cukup mungkin tanpa ada hambatan bagi kedua belah pihak yang berkomunikasi atau berinteraksi dalam jenis teks naratif, eksposisi, dan diskusi.</p> <p>At the end of this Phase, students are expected to achieve the targeted competence in the compulsory English subject and can interact fluently and spontaneously, and can interact regularly with</p>

<b>Menyimak (Listening)</b>	<b>Membaca (reading)</b>	<b>Menulis (writing)</b>	<b>Berbicara (speaking)</b>
<i>current issue), including those specialized ones relevant to other subjects in the curriculum in Narrative, Exposition and Discussion texts.</i>	concrete and abstract topics (on events in their surrounding and current issue), including the discussion on specialized ones relevant to other subjects in the curriculum in three text types: Narrative, Exposition and Discussion.	competence in the compulsory English subject, and can produce texts with a clear and detailed structure of organization on different topics, and express ideas or opinions on a certain issues or topics by explaining the strengths and weaknesses or arguments for and against of different choices or opinions.	English native speakers and quite possibly without hindrances for both sides of interactants or can interact in these text types that is Narrative, Exposition and Discussion.



Lingkup Materi	Elemen	Tujuan Pembelajaran (TP)	Indikator Ketercapaian Kompetensi (IKTP)	PPP Terkait	Alokasi Waktu
Narrative (Legend)	Menyimak (Listening)	Peserta didik mampu menemukan dan menganalisis gagasan utama dari teks yang didengarkan.	☺ Mengidentifikasi tokoh, plot, dan alur cerita narrative (Legend) lisan dan tulis. ☺ Menemukan dan menganalisis gagasan utama dari teks narrative lisan dan tulis	Bergotong royong dan bernalar kritis	3 X 45 menit
	Menulis (Writing)	Peserta didik mampu Menyusun dan menulis teks narrative dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks	☺ Menyusun plot dan alur cerita narrative (Legend) ☺ Menyusun cerita narrative (legend) yang sesuai. ☺ Menulis teks narrative dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.	Kreatif, berkebhinekaan global, beriman dan bertaqwa, serta berakhlak mulia	6 X 45 menit
	Membaca (reading)	Peserta didik mampu memahami informasi implicit dan explicit (ide pokok dan informasi detail) dari teks yang dibaca.	☺ Mengidentifikasi struktur teks narrative (legend). ☺ Mengidentifikasi unsur kebahasaan teks narrative (legend) ☺ Menemukan informasi tersurat dan tersirat pada teks narrative tertulis	Bernalar kritis	3 X 45 menit



Lingkup Materi	Elemen	Tujuan Pembelajaran (TP)	Indikator Ketercapaian Kompetensi (IKTP)	PPP Terkait	Alokasi Waktu
	Berbicara (speaking)	Peserta didik mampu menceritakan kembali teks narrative yang telah ditulis dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.	☺ Mengidentifikasi peran tokoh dalam sebuah cerita legenda ☺ Menceritakan Kembali alur sebuah cerita legenda ☺ Melakukan percakapan sesuai dengan tokoh yang diperankan dari sebuah cerita legenda	Kreatif, bernalar kritis dan bergotong royong	6 X 45 menit

Lingkup Materi	Elemen	Tujuan Pembelajaran (TP)	Indikator Ketercapaian Kompetensi (IKTP)	PPP Terkait	Alokasi Waktu
Narrative (Fairy tale)	Menyimak (Listening)	Peserta didik mampu mengidentifikasi ciri – ciri kebahasaan dari teks narrative, diantaranya <i>noun phrases, and adverbs of time, place and manner</i> dari teks yang di dengar	☺ Mengidentifikasi ciri – ciri kebahasaan dari teks narrative (Fairy tale) ☺ Menemukan dan menganalisis unsur kebahasaan <i>adverb of time, place and manner</i> dari teks narrative (fairy tale)	Bernalar kritis	3 X 45 menit
	Menulis (Writing)	Peserta didik mampu menulis teks narrative dengan memperhatikan fungsi social, struktu teks, dan unsur kebahasaan secara benar sesuai konteks	☺ Menyusun element <i>story</i> dari cerita narrative (fairy tale) ☺ Menyusun paragraph acak dari teks narrataive (fairy tale) sesuai struktur teks	Kreatif, bernalar kritis	6 X 45 menit



Lingkup Materi	Elemen	Tujuan Pembelajaran (TP)	Indikator Ketercapaian Kompetensi (IKTP)	PPP Terkait	Alokasi Waktu
			☺ Menulis teks narrative (fairy tale) dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks		
	Membaca (reading)	Peserta didik mampu memahami informasi implicit and explicit (ide pokok dan informasi detail) dari teks yang dibaca	☺ Mengidentifikasi <i>element of the story</i> dari teks narrative (fairy tale) ☺ Mengidentifikasi unsur kebahasaan teks narrative (fairy tale) ☺ Menemukan informasi tersurat dan tersirat teks narrative (Fairy tale)	Kreatif, berkebhinekaan global, beriman, bertaqwa, dan berakhlak mulia	6 X 45 menit
	Berbicara (speaking)	Peserta didik mampu menceritakan Kembali teks narrative yang telah ditulis dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks	☺ Mengidentifikasi plot dan setting dalam sebuah cerita (Fairy tale) ☺ Menceritakan Kembali alur dari sebuah cerita (Fairy tale) ☺ Mempraktekkan cerita singkat dari percakapan sesuai tokoh yang diperankan dari sebuah cerita (Fairy tale)	Kreatif, bernalar kritis, dan gotong royong	3 X 45 menit

Lingkup Materi	Elemen	Tujuan Pembelajaran (TP)	Indikator Ketercapaian Kompetensi (IKTP)	PPP Terkait	Alokasi Waktu
Narrative (Fantasy)	Menyimak (Listening)	Peserta didik mampu menemukan dan menganalisis gagasan utama dari teks narrative (Fantasy story) yang didengar	☺ Mengidentifikasi karakteristik dari teks narrative (fantasy story) yaitu <i>orientation, complication, resolution, and moral value</i> ☺ Menemukan dan menganalisis gagasan utama dari teks narrative (fantasy story) lisan	Gotong royong, bernalar kritis	3 X 45 menit
	Menulis (Writing)	Peserta didik mampu menulis teks narrative dengan memperhatikan fungsi social, struktu teks, dan unsur kabahasaan secara benar sesuai konteks	☺ Menyusun element <i>story</i> dari cerita narrative (fantasy) ☺ Menyusun paragraph acak dari teks narrataive (fantasy) sesuai struktur teks ☺ Menulis teks narrative (fantasy) dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks	Kreatif, bernalar kritis	6 X 45 menit
	Membaca (reading)	Peserta didik mampu memahami informasi implicit and explicit (ide	☺ Mengidentifikasi <i>element of the story</i> dari teks narrative (fantasy)	Kreatif, berkebhinekaan global, beriman,	3 X 45 menit

Lingkup Materi	Elemen	Tujuan Pembelajaran (TP)	Indikator Ketercapaian Kompetensi (IKTP)	PPP Terkait	Alokasi Waktu
		pokok dan informasi detail) dari teks yang dibaca	<ul style="list-style-type: none"> <li>☺ Mengidentifikasi unsur kebahasaan teks narrative (fantasy)</li> <li>☺ Menemukan informasi tersurat dan tersirat teks narrative (fantasy)</li> </ul>	bertaqwa, dan berakhlak mulia	
	Berbicara (speaking)	Peserta didik mampu menceritakan Kembali teks narrative yang telah ditulis dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks	<ul style="list-style-type: none"> <li>☺ Mengidentifikasi plot dan setting dalam sebuah cerita (fantasy)</li> <li>☺ Menceritakan Kembali alur dari sebuah cerita ((fantasy)</li> <li>☺ mempraktekkan cerita singkat dari percakapan sesuai tokoh yang diperankan dari sebuah cerita (fantasy)</li> </ul>	Kreatif, berkebhinekaan global, beriman, bertaqwa, dan berakhlak mulia	4 X 45 menit

## APPENDIX 8. LESSON PLAN IN EXPERIMENTAL GROUP

### LESSON PLAN 1

Name of School : SMA Negeri 1 Tejakula  
Grade / Semester : XI / Even Semester  
Academic Year : 2024 / 2025  
Time Allocation : 3 X 45 minutes  
Theme or Topic : Fable (Hard working and Honesty)  
Learning Objective : Students try to make a simple short story about narrative text based on the theme.  
Learning Strategy : Digital Stories combined with POWER Strategy supported by Canva

#### Teaching Scenario

	Activities	Time allocation
Pre activities	<ul style="list-style-type: none"><li>✍ The teacher greets the study and check students' attendance. (e.g: Good morning / afternoon students... any absent today? Is there any letter or information about him / her)</li><li>✍ The teacher checks the cleanliness of the class and make sure about the condition of the classroom</li><li>✍ The teacher reminds the students about the topic in the previous day by asking some questions (e.g: Students, do you still remember about the topic in the previous meeting?)</li></ul>	10 minutes
Whilst Activities	<ul style="list-style-type: none"><li>✍ The teacher asked the student to watch some videos to find out some inspiration before students start writing.</li><li>✍ Teacher gave theme to the students and they choose one of it. Then students <u>plan</u> to make story by find out the best title, characters, setting place and time, and taking notes on their notebooks of all of the information</li><li>✍ Students try to <u>organize</u> the story by arrange the information that they wrote down on their paper in the planning stage based on their main idea. After that, they</li></ul>	110 minutes

	Activities	Time allocation
	<p>organize the structure like orientation, complication, resolution, and supporting details. Students also organized their points into a structure plot. After that, teacher checked students' difficulties when they planned and organize their story.</p> <p>✍ Students started to <u>write</u> narrative story (fable) based on the plots that they had written</p> <p>✍ Students <u>edited</u> their story based on the teacher's feedback (paying attention to the content, organization, grammar, vocabulary, mechanics, and originality)</p> <p>✍ Students could <u>revise</u> their story based on the teacher's feedback and clarified their writing, did not forget to thought the moral value of that story.</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story</p> <p>✍ The teacher says goodbye</p>	15 minutes

Learning material : Fable story based on theme

### GRASSHOPPER AND ANT

Link video: <https://youtu.be/diweldiALac?si=EiidYuDeZs24fozq>

One bright day in late autumn a family of Ants were bustling about in the warm sunshine, drying out the grain they had stored up during the summer, when a starving Grasshopper, his fiddle under his arm, came up and humbly begged for a bite to eat.

“What!” cried the Ants in surprise, “haven’t you stored anything away for the winter? What in the world were you doing all last summer?”

“I didn’t have time to store up any food,” whined the Grasshopper; “I was so busy making music that before I knew it the summer was gone.”

The Ants shrugged their shoulders in disgust. “Making music, were you?” they cried. “Very well; now dance!” And they turned their backs on the Grasshopper and went on with their work.

Moral value: There’s a time for work and a time for play.



## THE BOY WHO CRIED WOLF

Link video: <https://youtu.be/b9YllX5eeKY>

A Shepherd Boy tended his master's Sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd's pipe.

One day as he sat watching the Sheep and the quiet forest, and thinking what he would do should he see a Wolf, he thought of a plan to amuse himself.

His Master had told him to call for help should a Wolf attack the flock, and the Villagers would drive it away. So now, though he had not seen anything that even looked like a Wolf, he ran toward the village shouting at the top of his voice, "Wolf! Wolf!"

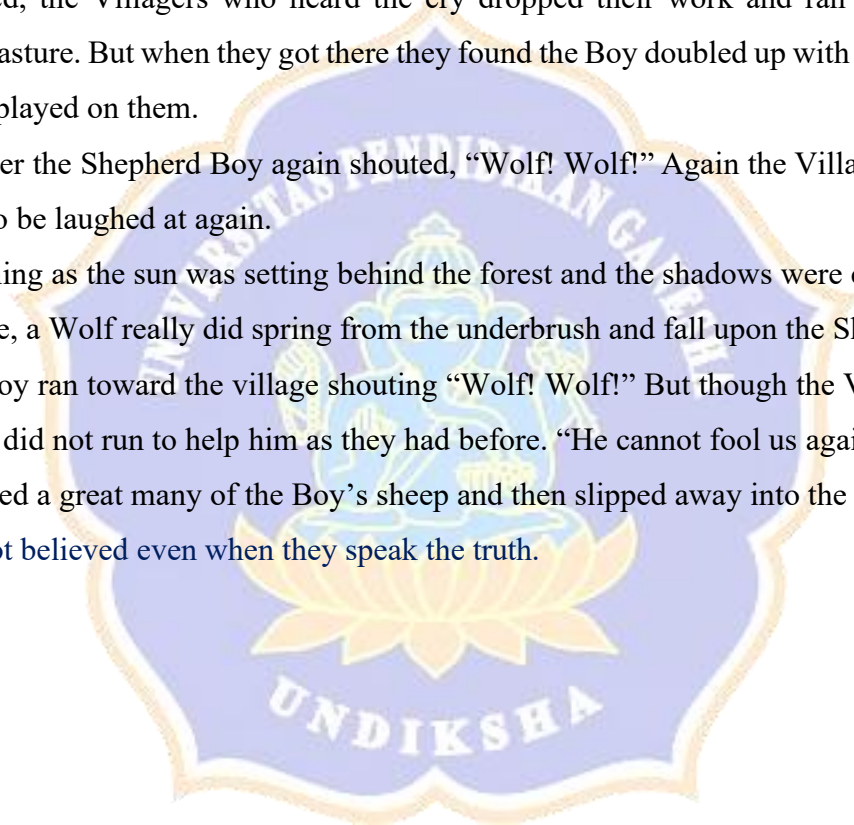
As he expected, the Villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there they found the Boy doubled up with laughter at the trick he had played on them.

A few days later the Shepherd Boy again shouted, "Wolf! Wolf!" Again the Villagers ran to help him, only to be laughed at again.

Then one evening as the sun was setting behind the forest and the shadows were creeping out over the pasture, a Wolf really did spring from the underbrush and fall upon the Sheep.

In terror the Boy ran toward the village shouting "Wolf! Wolf!" But though the Villagers heard the cry, they did not run to help him as they had before. "He cannot fool us again," they said. The Wolf killed a great many of the Boy's sheep and then slipped away into the forest.

Moral: Liars are not believed even when they speak the truth.





## LESSON PLAN 2

Name of School : SMA Negeri 1 Tejakula

Grade / Semester : XI / Even Semester

Academic Year : 2024 / 2025







Time Allocation : 2 X 45 minutes

Theme or Topic : Fable (Wisdom and Cunning; Caution and Prudence)

Learning Objective : Students able make a simple short story about narrative text based on the theme.

Learning Strategy : Digital Stories combined with POWER Strategy supported by Canva

### Teaching Scenario

	Activities	Time allocation
Pre activities	<p> The teacher greets the study and check students' attendance. (e.g: Good morning / afternoon students... any absent today? Is there any letter or information about him / her)</p> <p> The teacher checks the cleanliness of the class and make sure about the condition of the classroom</p> <p> The teacher reminds the students about the topic in the previous day by asking some questions (e.g: Students, do you still remember about the topic in the previous meeting?)</p>	5 minutes
Whilst Activities	<p> The teacher asked the student to watch some videos to find out some inspiration before students start writing.</p> <p> Teacher gave theme to the students and they choose one of it. Then students <u>plan</u> to make story by find out the best title, characters, setting place and time, and taking notes on their notebooks of all of the information</p> <p> Students try to <u>organize</u> the story by arrange the information that they wrote down on their paper in the planning stage based on their main idea. Think which part as orientation, complication, resolution, and supporting details. Students also organized their points</p>	80 minutes

	Activities	Time allocation
	<p>into a structure plot. After that, teacher checked students' difficulties when they planned and organize their story.</p> <p>✍ Students started to <u>write</u> fable story based on the plots that they had written</p> <p>✍ Students <u>edited</u> their story based on the teacher's feedback (paying attention to the content, organization, grammar, vocabulary, mechanics, and originality)</p> <p>✍ Students could <u>revise</u> their story based on the teacher's feedback and clarified their writing, did not forget to put the moral value of that story based on their imagination</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story before implementing it in Canva</p> <p>✍ The teacher says goodbye</p>	5 minutes

Learning material : Fable story based on theme

### CROCODILE AND MOUSE DEER

Link video: <https://youtu.be/HOPDA70XnE>

Once upon time there were a smart mouse deer. He lived near a river. The mouse deer used to go to the river to drink.

One day, the mouse deer was thirsty. He wanted to drink in the river but he knew that crocodiles were staying and waiting underwater to eat him. He thought hard and got bright idea. He said out loudly. "I will put in my leg and find out whether the water is warm or not" Of course the mouse deer did not do what he said. He did not put his leg but the mouse deer took a wood stick and put one end into the water. Blurr...! Surely a crocodile grabbed the wood stick and pulled it underwater. Seeing that, the mouse deer laughed and said "Stupid crocodile! Can't you see the difference between a wood stick and a leg?" Then the mouse deer ran to another side of the river and drink some water.

On the following day, the mouse deer was hungry. He wanted to eat some grass on the side of the river so he had to cross the dangerous river which was full of crocodiles. Again he thought hard and found another smart idea and said loudly "Crocodiles come up!" then some crocodiles rose from the water. They looked happy and saw their sharp teeth and said "Hello,

Mouse Deer. Do you come to be my lunch? We are hungry” The mouse deer just smiled and replied. “Sorry, Crocodiles, not today, I come to you to bring an invitation from the king. You are invited to the party. The king ordered me to count all crocodiles in this river so he knew how to prepare enough meal for you. ”All the crocodiles felt happy and said “Really...? Tell us what to do,” said a crocodile. “You have to line up from this side of the river to the other side,” said the mouse deer. Not long after that the crocodile got all his friends and family. He ordered to lined up across the river.

The mouse deer then jumped on the Crocodile’s back. “One,” the mouse deer counted. He jumped onto the next crocodile, “Two.” And he jumped again on the next crocodile, “Three.” he kept jumping until he arrived on the other side of the river. “Just enough,” said the mouse deer. “I have counted all of you” He laughed and ran to the field of grass.

Moral value: The story of the smart mouse deer teaches us that intelligence and clever thinking can help us overcome dangerous situations. Instead of using force or fighting, the mouse deer uses his wit and creativity to outsmart the crocodiles and stay safe.

### THE CROWN AND SNAKE

Link video: <https://youtu.be/A011pYZyAv4>

Once upon a time, there lived a pair of crows in a huge mango tree. One morning, when the crows flew away to search for food, a snake crawled up the tree and ate some of their eggs. When the crows returned, they were shocked to find some eggs missing.

As days passed, the snake became greedy and ate all the eggs. The crows were very upset and didn’t know what to do. So, they decided to ask their wise friend, the Fox, for advice.

The Fox thought carefully and came up with a clever plan. He told the crows to wait until the ladies from the royal family came to bathe by the river. When that happened, one of the crows should pick up a beautiful necklace from the ladies and drop it into the snake’s hole.

The next morning, the female crow followed the plan. She took a necklace and dropped it into the snake’s hole. When the royal guards saw this, they chased the crow to the snake’s hole. When the snake came out to get the necklace, one of the guards quickly took out his spear and killed the snake. The crows were happy and lived peacefully on the mango tree again.

Moral Value of the Story: This story teaches us that being wise, patient, and seeking help can help us solve even the toughest problems. Intelligence and teamwork are powerful tools to overcome challenges.

### LESSON PLAN 3

Name of School : SMA Negeri 1 Tejakula

Grade / Semester : XI / Even Semester

Academic Year : 2024 / 2025

Time Allocation : 3 X 45 minutes

Theme or Topic : Fairy Tale (Love and Transformation, Good vs Evil)

Learning Objective : Students try to make a simple short story about narrative text based on the theme.

Learning Strategy : Digital Stories combined with POWER Strategy supported by Canva

#### Teaching Scenario

	Activities	Time allocation
Pre activities	<p>✍ The teacher greets the study and check students' attendance.</p> <p>✍ The teacher checks the cleanliness of the class and make sure about the condition of the classroom</p> <p>✍ The teacher reminds the students about the topic in the previous day by asking some questions</p>	10 minutes
Whilst Activities	<p>✍ The teacher asked the student to watch some videos to find out some inspiration before students start writing (video related with fairy tale)</p> <p>✍ Teacher gave theme to the students and they choose one of it. Then students <u>plan</u> to make story by find out the best title, characters, setting place and time, and taking notes on their notebooks of all of the information</p> <p>✍ Students try to <u>organize</u> the story by arrange the information that they wrote down on their paper in the planning stage based on their main idea. Think which part as orientation, complication, resolution, and supporting details. Students also organized their points into a structure plot. After that, teacher checked students' difficulties when they planned and organize their story.</p> <p>✍ Students started to <u>write</u> fable story based on the plots</p>	110 minutes



	Activities	Time allocation
	<p>that they had written</p> <p>✍ Students <u>edited</u> their story based on the teacher's feedback (paying attention to the content, organization, grammar, vocabulary, mechanics, and originality)</p> <p>✍ Students could <u>revise</u> their story based on the teacher's feedback and clarified their writing, did not forget to put the moral value of that story based on their imagination</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story before implementing it in Canva</p> <p>✍ The teacher says goodbye</p>	15 minutes

Learning material : Fairy tale story based on theme

### BEAUTY AND THE BEAST

Link: <https://youtu.be/9ftLpp1aJcI>

Once upon a time as a merchant set off for market, he asked each of his three daughters what she would like as a present on his return. The first daughter wanted a brocade dress, the second a pearl necklace, but the third, whose name was Beauty, the youngest, prettiest and sweetest of them all, said to her father:

"All I'd like is a rose you've picked specially for me!"

When the merchant had finished his business, he set off for home. However, a sudden storm blew up, and his horse could hardly make headway in the howling gale. Cold and weary, the merchant had lost all hope of reaching an inn when he suddenly noticed a bright light shining in the middle of a wood. As he drew near, he saw that it was a castle, bathed in light.

"I hope I'll find shelter there for the night," he said to himself. When he reached the door, he saw it was open, but though he shouted, nobody came to greet him. Plucking up courage, he went inside, still calling out to attract attention. On a table in the main hall, a splendid dinner lay already served. The merchant lingered, still shouting for the owner of the castle. But no one came, and so the starving merchant sat down to a hearty meal.

Overcome by curiosity, he ventured upstairs, where the corridor led into magnificent rooms and halls. A fire crackled in the first room and a soft bed looked very inviting. It was now late, and the merchant could not resist. He lay down on the bed and fell fast asleep. When

he woke next morning, an unknown hand had placed a mug of steaming coffee and some fruit by his bedside.

The merchant had breakfast and after tidying himself up, went downstairs to thank his generous host. But, as on the evening before, there was nobody in sight. Shaking his head in wonder at the strangeness of it all, he went towards the garden where he had left his horse, tethered to a tree. Suddenly, a large rose bush caught his eye.

Remembering his promise to Beauty, he bent down to pick a rose. Instantly, out of the rose garden, sprang a horrible beast, wearing splendid clothes. Two bloodshot eyes, gleaming angrily, glared at him and a deep, terrifying voice growled: "Ungrateful man! I gave you shelter, you ate at my table and slept in my own bed, but now all the thanks I get is the theft of my favorite flowers! I shall put you to death for this slight!" Trembling with fear, the merchant fell on his knees before the Beast.

"Forgive me! Forgive me! Don't kill me! I'll do anything you say! The rose wasn't for me, it was for my daughter Beauty. I promised to bring her back a rose from my journey!" The Beast dropped the paw it had clamped on the unhappy merchant.

"I shall spare your life, but on one condition, that you bring me your daughter!" The terror-stricken merchant, faced with certain death if he did not obey, promised that he would do so. When he reached home in tears, his three daughters ran to greet him. After he had told them of his dreadful adventure, Beauty put his mind at rest immediately.

"Dear father, I'd do anything for you! Don't worry, you'll be able to keep your promise and save your life! Take me to the castle. I'll stay there in your place!" The merchant hugged his daughter.

"I never did doubt your love for me. For the moment I can only thank you for saving my life." So Beauty was led to the castle. The Beast, however, had quite an unexpected greeting for the girl. Instead of menacing doom as it had done with her father, it was surprisingly pleasant.

In the beginning, Beauty was frightened of the Beast, and shuddered at the sight of it. Then she found that, in spite of the monster's awful head, her horror of it was gradually fading as time went by. She had one of the finest rooms in the Castle, and sat for hours, embroidering in front of the fire. And the Beast would sit, for hours on end, only a short distance away, silently gazing at her. Then it started to say a few kind words, till in the end, Beauty was amazed to discover that she was actually enjoying its conversation. The days passed, and Beauty and the Beast became good friends. Then one day, the Beast asked the girl to be his wife.



Taken by surprise, Beauty did not know what to say. Marry such an ugly monster? She would rather die! But she did not want to hurt the feelings of one who, after all, had been kind to her. And she remembered too that she owed it her own life as well as her father's.

"I really can't say yes," she began shakily. "I'd so much like to..." The Beast interrupted her with an abrupt gesture.

"I quite understand! And I'm not offended by your refusal!" Life went on as usual, and nothing further was said. One day, the Beast presented Beauty with a magnificent magic mirror. When Beauty peeped into it, she could see her family, far away.

"You won't feel so lonely now," were the words that accompanied the gift. Beauty stared for hours at her distant family. Then she began to feel worried. One day, the Beast found her weeping beside the magic mirror.

"What's wrong?" he asked, kindly as always.

"My father is gravely ill and close to dying! Oh, how I wish I could see him again, before it's too late!" But the Beast only shook its head.

"No! You will never leave this castle!" And off it stalked in a rage. However, a little later, it returned and spoke solemnly to the girl.

"If you swear that you will return here in seven days time, I'll let you go and visit your father!" Beauty threw herself at the Beast's feet in delight.

"I swear! I swear I will! How kind you are! You've made a loving daughter so happy!" In reality, the merchant had fallen ill from a broken heart at knowing his daughter was being kept prisoner. When he embraced her again, he was soon on the road to recovery. Beauty stayed beside him for hours on end, describing her life at the Castle, and explaining that the Beast was really good and kind. The days flashed past, and at last the merchant was able to leave his bed. He was completely well again. Beauty was happy at last. However, she had failed to notice that seven days had gone by.

Then one night she woke from a terrible nightmare. She had dreamt that the Beast was dying and calling for her, twisting in agony.

"Come back! Come back to me!" it was pleading. The solemn promise she had made drove her to leave home immediately.

"Hurry! Hurry, good horse!" she said, whipping her steed onwards towards the castle, afraid that she might arrive too late. She rushed up the stairs, calling, but there was no reply. Her heart in her mouth, Beauty ran into the garden and there crouched the Beast, its eyes shut, as though dead. Beauty threw herself at it and hugged it tightly.

"Don't die! Don't die! I'll marry you . . ." At these words, a miracle took place. The Beast's ugly snout turned magically into the face of a handsome young man.

"How I've been longing for this moment!" he said. "I was suffering in silence, and couldn't tell my frightful secret. An evil witch turned me into a monster and only the love of a maiden willing to accept me as I was, could transform me back into my real self. My dearest! I'll be so happy if you'll marry me."

The wedding took place shortly after and, from that day on, the young Prince would have nothing but roses in his gardens. And that's why, to this day, the castle is known as the Castle of the Rose.

**Moral value: the story teaches that love, kindness, and inner beauty are more important than outward appearance, and that true transformation comes from acceptance and compassion.**

### SNOW WHITE AND THE SEVEN DWARFS

Link: <https://youtu.be/wY-74rdtgbE>

A long time ago, there lived a beautiful princess who had smooth and white skin named Snow White. Her mother died when she was a child and now her father married again. The new queen was very pretty but she was so mean to Snow White.

The queen dreamt to be the most beautiful lady in the kingdom. She would often ask her magic mirror, "Mirror, mirror on the wall! Who is the most beautiful one in this kingdom?" And the magic mirror would say, "You are, Your Majesty!"

One day, the mirror changed its answer, "Your daughter, Snow White, is the most beautiful one in this kingdom." The queen envied for Snow White's beauty. So she decided to order the huntsman to take Snow White to the forest and kill her. "I want you to bring me her heart," ordered her. When the huntsman reached the forest, however, he took pity on Snow White and set her free. He convinced the queen that he had killed Snow White by bringing a deer's heart and told her it was her heart.

Deep in the forest, Snow White wandered all night to find a safe place. The next morning, she finally found a tiny cottage and went inside. There was nobody there. She only saw seven plates on the table and seven tiny beds in the bedroom. Then she went to the kitchen and cooked a delightful meal. She also cleaned the entire house. As she grew tired, she fell asleep on one of the tiny beds.

In the afternoon, the seven dwarfs who lived in the cottage came home. They were surprised to find a girl was sleeping on the bed. Snow White woke up and told them her whole story. The dwarfs had great sympathy for her and asked her to stay with them. They loved and

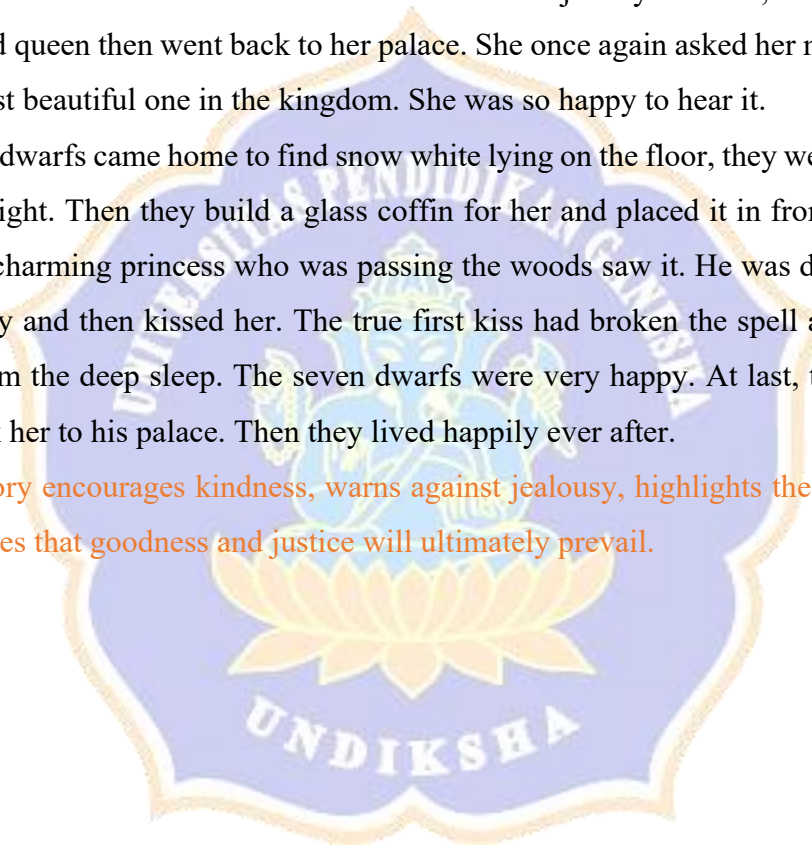
cared for her very much, so they told her to not open the door to strangers when they were away.

Meanwhile, in the palace, the queen asked her mirror and she knew that Snow White was still alive and lived with the seven dwarfs in the forests. She was so furious and decided to make a magic potion that would put Snow White into deep sleep forever. Then she dipped a red shiny apple into the poisonous potion.

One morning, the wicked queen disguised herself as an old peasant woman. She came to the cottage and called Snow White through the window. “Oh, pretty lady! Let me in! I have something special for you!” said her. “I’m sorry, old lady, I can’t let you in. The seven dwarfs have told to stay away from strangers,” Snow White replied. “I have a juicy and sweet apple, my dear. Do you want it?” she offered. Snow White took it and just by one bite, she fell onto the floor. The wicked queen then went back to her palace. She once again asked her mirror and now she was the most beautiful one in the kingdom. She was so happy to hear it.

When the seven dwarfs came home to find snow white lying on the floor, they were deeply upset and cried all night. Then they build a glass coffin for her and placed it in front of their cottage. One day, a charming princess who was passing the woods saw it. He was dazzled by Snow White’s beauty and then kissed her. The true first kiss had broken the spell and Snow White awakened from the deep sleep. The seven dwarfs were very happy. At last, the prince married her and took her to his palace. Then they lived happily ever after.

Moral value: The story encourages kindness, warns against jealousy, highlights the power of friendship, and assures that goodness and justice will ultimately prevail.



## LESSON PLAN 4

Name of School : SMA Negeri 1 Tejakula

Grade / Semester : XI / Even Semester

Academic Year : 2024 / 2025







Time Allocation : 2 X 45 minutes

Theme or Topic : Fairy Tale (Courage and Consequences of Greed, True Beauty Lies Within)

Learning Objective : Students able make a simple short story about narrative text based on the theme.

Learning Strategy : Digital Stories combined with POWER Strategy supported by Canva

### Teaching Scenario

	Activities	Time allocation
Pre activities	<p> The teacher greets the study and check students' attendance. (e.g: Good morning / afternoon students... any absent today? Is there any letter or information about him / her)</p> <p> The teacher checks the cleanliness of the class and make sure about the condition of the classroom</p> <p> The teacher reminds the students about the topic in the previous day by asking some questions (e.g: Students, do you still remember about the topic in the previous meeting?)</p>	5 minutes
Whilst Activities	<p> The teacher asked the student to watch some videos to find out some inspiration before students start writing.</p> <p> Teacher gave theme to the students and they choose one of it. Then students <u>plan</u> to make story by find out the best title, characters, setting place and time, and taking notes on their notebooks of all of the information</p> <p> Students try to <u>organize</u> the story by arrange the information that they wrote down on their paper in the planning stage based on their main idea. Think which part as orientation, complication, resolution, and</p>	80 minutes



	Activities	Time allocation
	<p>supporting details. Students also organized their points into a structure plot. After that, teacher checked students' difficulties when they planned and organize their story.</p> <p>✍ Students started to <u>write</u> fable story based on the plots that they had written</p> <p>✍ Students <u>edited</u> their story based on the teacher's feedback (paying attention to the content, organization, grammar, vocabulary, mechanics, and originality)</p> <p>✍ Students could <u>revise</u> their story based on the teacher's feedback and clarified their writing, did not forget to put the moral value of that story based on their imagination</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story before implementing it in Canva</p> <p>✍ The teacher says goodbye</p>	5 minutes

Learning material : Fairy tale story based on theme

Link: [https://youtu.be/\\_VCpAYajmvo](https://youtu.be/_VCpAYajmvo)

### JACK AND THE BEANSTALK

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow. Short story One morning, Jack's mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and went back home. When Jack's mother saw the beans she was very angry. She threw the beans out of the window. The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside. Jack heard a voice. 'Fee, fi, fo, fum!' Jack ran into a cupboard. An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. 'Lay!' said the giant. The hen laid an egg. It was made of gold. 'Sing!' said the giant. The harp began to sing. Soon the

giant was asleep. Jack jumped out of the cupboard. He took the hen and the harp. Suddenly, the harp sang, ‘Help, master!’ The giant woke up and shouted, ‘Fee, fi, fo, fum!’ Jack ran and started climbing down the beanstalk. The giant came down after him. Jack shouted, ‘Mother! Help!’ Jack’s mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

**Moral value:** The story teaches that fortune Favors the bold, and one should seize opportunities with courage and cleverness while being mindful of ethical boundaries.

### LESSON PLAN 5

Name of School	: SMA Negeri 1 Tejakula
Grade / Semester	: XI / Even Semester
Academic Year	: 2024 / 2025
Time Allocation	: 3 X 45 minutes
Theme or Topic	: Fantasy (Resourcefulness and Survival; Hero’s Journey)
Learning Objective	: Students try to explore their imagination by making a simple short story about narrative text based on the theme.
Learning Strategy	: Digital Stories combined with POWER Strategy supported by Canva
Teaching Scenario	

	Activities	Time allocation
Pre activities	<p>✍ The teacher greets the study and check students’ attendance.</p> <p>✍ The teacher checks the cleanliness of the class and make sure about the condition of the classroom</p> <p>✍ The teacher reminds the students about the topic in the previous day by asking some questions</p>	10 minutes
Whilst Activities	<p>✍ The teacher asked the student to watch a video to find out some inspiration before students start writing (video related with fairy tale)</p> <p>✍ Teacher gave theme to the students and they choose one of it. Then students <u>plan</u> to make story by find out the best title, characters, setting place and time, and taking</p>	110 minutes



	Activities	Time allocation
	<p>notes on their notebooks of all of the information</p> <p>✍ Students try to <u>organize</u> the story by arrange the information that they wrote down on their paper in the planning stage based on their main idea. Think which part as orientation, complication, resolution, and supporting details. Students also organized their points into a structure plot. After that, teacher checked students' difficulties when they planned and organize their story.</p> <p>✍ Students started to <u>write</u> fable story based on the plots that they had written</p> <p>✍ Students <u>edited</u> their story based on the teacher's feedback (paying attention to the content, organization, grammar, vocabulary, mechanics, and originality)</p> <p>✍ Students could <u>revise</u> their story based on the teacher's feedback and clarified their writing, did not forget to put the moral value of that story based on their imagination</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story before implementing it in Canva</p> <p>✍ The teacher says goodbye</p>	15 minutes

Learning material : fantasy story based on theme

### HANSEL AND GRETEL

Link: <https://youtu.be/iA8UxmWKUcg>

Once upon a time, in a small village, there lived a poor woodcutter and his two children, Hansel and Gretel. This beloved fairytale takes us on a journey of hardship, courage, and unexpected triumph. Facing abandonment, a treacherous forest, and a wicked witch, Hansel and Gretel demonstrate resilience and resourcefulness. Join me as we explore their remarkable story of survival and the ultimate triumph of good over evil.

Hansel and Gretel's world was turned upside down when their mother passed away. Their father, seeking companionship, remarried a woman who turned out to be cruel and heartless. In a desperate act of cruelty, the stepmother led the children deep into the forest and abandoned

them. Left alone, Hansel and Gretel relied on their wit and the breadcrumbs Hansel had cleverly dropped along the way.

Unfortunately, their breadcrumbs were devoured by hungry birds, leaving the children lost and without a way back home. As they ventured deeper into the forest, hunger and exhaustion began to take hold. But just when all hope seemed lost, a miraculous sight appeared before their weary eyes—a cottage made entirely of chocolate, candies, and cake. The siblings, driven by their desperate hunger, couldn't resist indulging in the delectable treats.

Unbeknownst to them, the cottage belonged to a wicked witch who lured children into her home with the intention of consuming them. Hansel and Gretel's initial delight quickly turned into a terrifying ordeal as the witch captured them and locked them in a cage. The witch's sinister plan involved making a soup out of Hansel, her first victim. As the pot of water began to boil, Gretel summoned all her courage and devised a daring plan to save herself and her brother.

Gretel, seizing an opportunity, quietly escaped her cage and, with a sudden burst of bravery, gave the wicked witch a powerful shove. The witch, overwhelmed by the unexpected force, tumbled into the boiling water intended for Hansel. The siblings were finally free from the clutches of the wicked witch, but their trials were far from over.

Inside the witch's cottage, Hansel and Gretel discovered a hidden treasure. Filled with joy and relief, they gathered the riches and set off on their journey back home. Upon their return, they were greeted with tears of joy by their loving father, who had mourned their absence and regretted the actions of his cruel wife. The family was reunited, and they never again experienced the pangs of hunger or the torment of abandonment.

**Moral value:** Hansel and Gretel teaches that cleverness, cooperation, and courage can help overcome adversity, that one should be cautious of strangers, and that family love and resourcefulness are powerful forces in facing life's challenges.

## LESSON PLAN 6

Name of School : SMA Negeri 1 Tejakula

Grade / Semester : XI / Even Semester

Academic Year : 2024 / 2025








Time Allocation : 2 X 45 minutes

Theme or Topic : Fantasy (Friendship and Loyalty, Exploration)

Learning Objective : Students try to explore their idea by making a simple short story about narrative text based on the theme.

Learning Strategy : Digital Stories combined with POWER Strategy supported by Canva

### Teaching Scenario

	Activities	Time allocation
Pre activities	<p> The teacher greets the study and check students' attendance.</p> <p> The teacher checks the cleanliness of the class and make sure about the condition of the classroom.</p> <p> The teacher reminds the students about the topic in the previous day by asking some questions.</p>	5 minutes
Whilst Activities	<p> The teacher asked the student to watch a video to find out some inspiration before students start writing.</p> <p> Teacher gave theme to the students and they choose one of it. Then students <u>plan</u> to make story by find out the best title, characters, setting place and time, and taking notes on their notebooks of all of the information</p> <p> Students try to <u>organize</u> the story by arrange the information that they wrote down on their paper in the planning stage based on their main idea. Think which part as orientation, complication, resolution, and supporting details. Students also organized their points into a structure plot. After that, teacher checked students' difficulties when they planned and organize their story.</p> <p> Students started to <u>write</u> fable story based on the plots</p>	80 minutes

	Activities	Time allocation
	<p>that they had written</p> <p>✍ Students <u>edited</u> their story based on the teacher's feedback (paying attention to the content, organization, grammar, vocabulary, mechanics, and originality)</p> <p>✍ Students could <u>revise</u> their story based on the teacher's feedback and clarified their writing, did not forget to put the moral value of that story based on their imagination</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story before implementing it in Canva</p> <p>✍ The teacher says goodbye</p>	5 minutes

Learning material : Fantasy story based on theme

Link: <https://youtu.be/5b9XPSkIDtE>

### THE ENCHANTED FOREST ADVENTURE

In a peaceful village nestled between lush green hills, there lived a young girl named Emily. Emily was known throughout the village for her insatiable curiosity and adventurous spirit. She had explored every nook and cranny of her village, but what intrigued her the most was the dense, mysterious forest that bordered the village.

The forest was rumoured to be enchanted, with whispering trees and magical creatures. Many villagers warned Emily to stay away, but her curiosity beckoned her. One sunny morning, she decided to embark on a grand adventure into the heart of the Enchanted Forest.

With her backpack filled with snacks, a map, and a compass, Emily set off on her journey. The moment she entered the forest, she felt an enchanting breeze that seemed to guide her. The trees seemed to sway in rhythm with her footsteps, and the birds above sang melodies of encouragement.

As Emily ventured deeper, she encountered a mischievous squirrel named Sammy. Sammy offered to be her guide through the forest, and with his help, she discovered hidden waterfalls, secret groves, and sparkling ponds inhabited by playful water nymphs.

One day, as Emily and Sammy were exploring a grove of glowing mushrooms, they stumbled upon a friendly talking fox named Felix. Felix had a magical ability to communicate with animals, and he introduced Emily to a world of woodland creatures with their own unique languages.

Together with her newfound friends, Emily embarked on quests to solve riddles, help the forest's creatures, and unlock the secrets of the Enchanted Forest. She learned about the importance of teamwork, kindness, and harmony in the natural world.

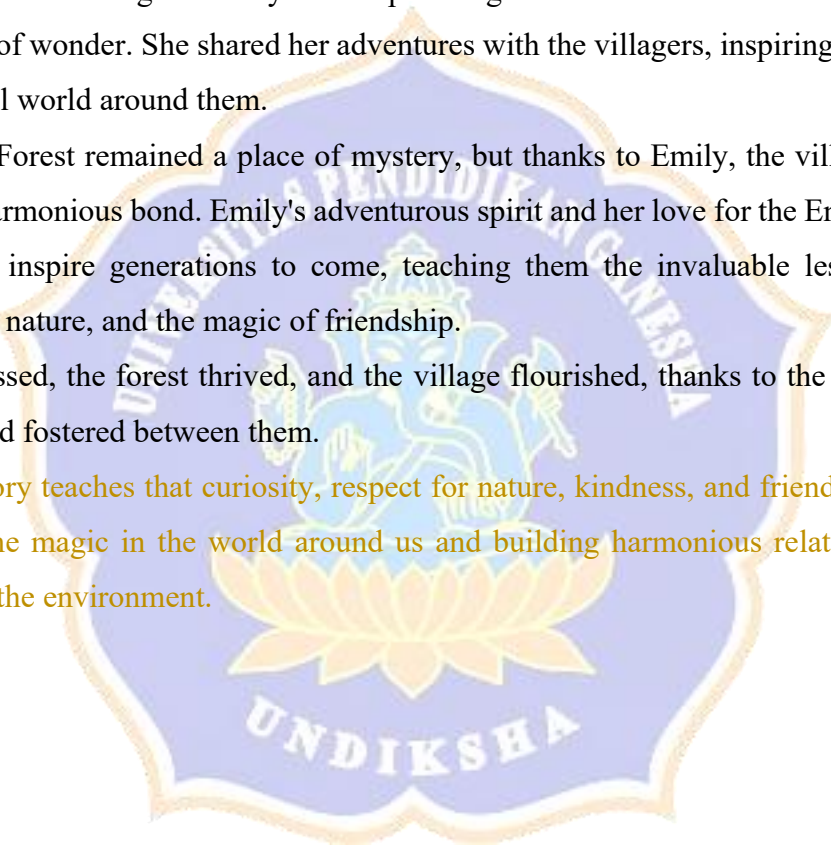
As Emily's adventures continued, she encountered the grand old oak tree, Elder Oak, who revealed the forest's greatest secret. The Enchanted Forest was indeed magical, but its true power lay in the love and care of those who ventured within its depths.

Emily returned to her village not only with captivating tales but also with a heart full of wisdom and a sense of wonder. She shared her adventures with the villagers, inspiring them to appreciate the natural world around them.

The Enchanted Forest remained a place of mystery, but thanks to Emily, the village and the forest forged a harmonious bond. Emily's adventurous spirit and her love for the Enchanted Forest continued to inspire generations to come, teaching them the invaluable lessons of curiosity, respect for nature, and the magic of friendship.

As the years passed, the forest thrived, and the village flourished, thanks to the magical connection Emily had fostered between them.

**Moral value:** The story teaches that curiosity, respect for nature, kindness, and friendship are keys to unlocking the magic in the world around us and building harmonious relationships between people and the environment.





## LESSON PLAN 7

Name of School : SMA Negeri 1 Tejakula

Grade / Semester : XI / Even Semester

Academic Year : 2024 / 2025

Time Allocation : 3 X 45 minutes

Theme or Topic : Myth (The Struggle Between Good and Evil; The Power of Love and Sacrifice)

Learning Objective : Students try to explore their idea by making a simple short story about narrative text based on their imagination and perspective.

Learning Strategy : Digital Stories combined with POWER Strategy supported by Canva

### Teaching Scenario

	Activities	Time allocation
Pre activities	<p>✍ The teacher greets the study and check students' attendance.</p> <p>✍ The teacher checks the cleanliness of the class and make sure about the condition of the classroom</p> <p>✍ The teacher reminds the students about the topic in the previous day by asking some questions</p>	10 minutes
Whilst Activities	<p>✍ The teacher asked the student to watch a video to find out some inspiration before students start writing (video related with fairy tale)</p> <p>✍ Teacher gave theme to the students and they choose one of it. Then students <u>plan</u> to make story by find out the best title, characters, setting place and time, and taking notes on their notebooks of all of the information</p> <p>✍ Students try to <u>organize</u> the story by arrange the information that they wrote down on their paper in the planning stage based on their main idea. Think which part as orientation, complication, resolution, and supporting details. Students also organized their points into a structure plot. After that, teacher checked students'</p>	110 minutes



	Activities	Time allocation
	<p>difficulties when they planned and organize their story.</p> <p>✍ Students started to <u>write</u> fable story based on the plots that they had written</p> <p>✍ Students <u>edited</u> their story based on the teacher's feedback (paying attention to the content, organization, grammar, vocabulary, mechanics, and originality)</p> <p>✍ Students could <u>revise</u> their story based on the teacher's feedback and clarified their writing, did not forget to put the moral value of that story based on their imagination</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story before implementing it in Canva</p> <p>✍ The teacher says goodbye</p>	15 minutes

Learning material : Short story about myth around you

Link: <https://youtu.be/RhaepLsP5eg>

### A TRAGIC STORY OF LOVE

Once upon a time, in Greece, there lived a great musician named Orpheus. When he played his lyre, he could create some of the most beautiful music ever heard. Even the birds would come to his window to watch him play.

Orpheus lived at home with Eurydice, his beloved wife. Orpheus was fascinated with Eurydice too. They were truly meant to be together.

However, when picking flowers in the woods, Eurydice was bitten by a snake. She died on the spot. Orpheus' life was forever changed. He couldn't play the lyre anymore because he was so depressed.

He made the decision to react one day. He told his friends, "I'm going to Hades, the God of the Underworld, and I'm going to get Eurydice back." However, the underworld was filled with dangers, and no one had ever returned from it. Orpheus, on the other hand, had made up his mind and travelled to Hades with his lyre.

When he arrived at the River of Death, he requested the boatman to transport him to the other side. The captain of the boat refused. He told Orpheus, "Only the dead can pass." Orpheus,

on the other hand, began to play his lyre. The boatman was so overwhelmed with emotion that he agreed to take Orpheus over the river.

Orpheus met a three-headed dog, the fierce Cerberus, as he approached Hades' gate. Orpheus quickly began playing his lyre, and Cerberus was magically charmed, allowing Orpheus to enter. Orpheus ran upon Hades and Persephone, the Underworld's King and Queen, who were surprised to see him. Hades asked, "What are you doing here, mortal?"

Orpheus informed Hades how much he loved Eurydice while playing his lyre. "You, Hades, had a loving relationship with your wife as well," Orpheus pointed out. "Since everybody dies," he said, "why not let Eurydice live for a few more years?" Orpheus' words and singing moved Hades and Persephone, and they agreed to set Eurydice free.

However, there was one condition. "As a sign of your belief in me," Hades continued, "Eurydice must walk behind you as you return to the upper world, and you must not look back at Eurydice until you have left the Underworld." Orpheus agreed.

The ascent of the couple began. Orpheus was concerned since he wasn't sure if he could trust Hades. He could see the exit in no time. Orpheus moved out of the cave and into the light, but just as he did, he turned around to make sure Eurydice was following him.

Orpheus and Eurydice returning to the upper world. Orpheus had disobeyed Hades, and all Orpheus heard was a fading "I love you!" as Eurydice was dragged back to Hades' underworld. He spent the rest of his days playing the most beautiful music he'd ever heard among the birds and trees. Some think Orpheus' and Eurydice's spirits reunited after a long separation and are still together.

Moral value: The story teaches that love requires trust and patience, and that doubt and impatience can lead to irreversible consequences. It also reflects on the enduring power of love beyond life and loss.

#### BARONG AND RANGDA

Link: <https://youtu.be/WhqcjvGOXn8?si=HtHVZBeK1t6Jzm-m>

In the village of Saha, there lived a powerful and benevolent king named Erlangga. He was a just ruler who maintained harmony among his people. However, one day he faced a difficult decision when his beloved queen fell ill. Desperate to save her life, Erlangga turned to the dark arts and sought the help of the powerful sorceress Rangda.

Rangda, although able to cure the queen, had sinister intentions. She used her dark magic to gain control over the kingdom and unleashed her evil forces upon the land. Chaos and suffering spread across Saha as Rangda's influence grew stronger.

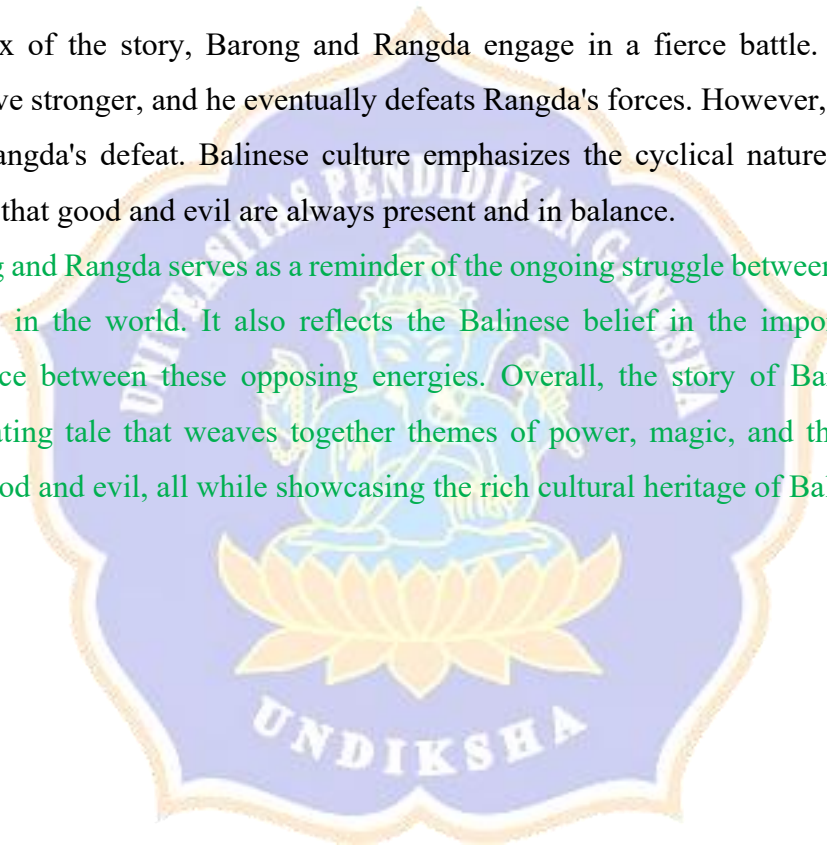
Desperate to save his kingdom, Erlangga turned to the spirit world for help. From the heavens descended Barong, a mythical creature representing the embodiment of good and protection. Barong took the form of a lion-like creature, with intricate and colorful ornaments adorning his body. He possessed the power to counter Rangda's dark magic.

The battle between Barong and Rangda ensued, a clash of cosmic forces that represented the ultimate struggle between good and evil. Rangda's dark magic and terrifying minions, including witches and monstrous creatures, attempted to overpower Barong. But Barong's divine power and protection shielded him and those who were loyal to him.

The dance-drama depicting this battle is a mesmerizing spectacle. The performers don elaborate costumes and masks, bringing Barong and Rangda to life in an intricate and expressive performance.

In the climax of the story, Barong and Rangda engage in a fierce battle. Barong's magical powers prove stronger, and he eventually defeats Rangda's forces. However, the story doesn't end with Rangda's defeat. Balinese culture emphasizes the cyclical nature of these forces, symbolizing that good and evil are always present and in balance.

Moral value: Barong and Rangda serves as a reminder of the ongoing struggle between positive and negative forces in the world. It also reflects the Balinese belief in the importance of harmony and balance between these opposing energies. Overall, the story of Barong and Rangda is a captivating tale that weaves together themes of power, magic, and the eternal struggle between good and evil, all while showcasing the rich cultural heritage of Bali.



## LESSON PLAN 8

Name of School : SMA Negeri 1 Tejakula

Grade / Semester : XI / Even Semester

Academic Year : 2024 / 2025

Time Allocation : 2 X 45 minutes

Theme or Topic : Myth (Creation and Origin Stories)

Learning Objective : Students try to explore their idea by making a simple short story about narrative text based on their imagination and perspective

Learning Strategy : Digital Stories combined with POWER Strategy supported by Canva

### Teaching Scenario

	Activities	Time allocation
Pre activities	<p>✍ The teacher greets the study and check students' attendance.</p> <p>✍ The teacher checks the cleanliness of the class and make sure about the condition of the classroom.</p> <p>✍ The teacher reminds the students about the topic in the previous day by asking some questions.</p>	5 minutes
Whilst Activities	<p>✍ The teacher asked the student to watch a video to find out some inspiration before students start writing.</p> <p>✍ Teacher gave theme to the students and they choose one of it. Then students <u>plan</u> to make story by find out the best title, characters, setting place and time, and taking notes on their notebooks of all of the information</p> <p>✍ Students try to <u>organize</u> the story by arrange the information that they wrote down on their paper in the planning stage based on their main idea. Think which part as orientation, complication, resolution, and supporting details. Students also organized their points into a structure plot. After that, teacher checked students' difficulties when they planned and organize their story.</p>	80 minutes



	Activities	Time allocation
	<p>✍ Students started to <u>write</u> fable story based on the plots that they had written</p> <p>✍ Students <u>edited</u> their story based on the teacher's feedback (paying attention to the content, organization, grammar, vocabulary, mechanics, and originality)</p> <p>✍ Students could <u>revise</u> their story based on the teacher's feedback and clarified their writing, did not forget to put the moral value of that story based on their imagination</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story before implementing it in Canva</p> <p>✍ The teacher says goodbye</p>	5 minutes

Learning material : Short story about myth around you

Link: <https://youtu.be/7qWMy0vzb0o>

### CALONARANG

Calon Arang was a powerful and feared witch who lived in a village in Bali. She was known for her dark magic and her ability to communicate with spirits. Despite her abilities, she was shunned and feared by the villagers due to her malevolent actions and sinister reputation.

Calon Arang had a beautiful daughter named Ratna Manggali. Ratna was kind-hearted and innocent, unlike her mother. She was loved by the villagers, who saw her as a victim of her mother's evil ways. Calon Arang's greed and cruelty knew no bounds. She practiced black magic and often used it to harm the villagers, causing sickness and death among them.

As Calon Arang's actions became increasingly wicked, the villagers grew desperate to stop her. They sought the help of a powerful and wise priest named Mpu Bharadah. Mpu Bharadah was known for his knowledge of white magic and his ability to counteract dark spells.

Mpu Bharadah agreed to help the villagers and devised a plan to defeat Calon Arang. He asked Ratna to infiltrate her mother's lair and steal the magical book that contained her dark spells. Ratna, motivated by her desire to save her village, agreed to the risky task.



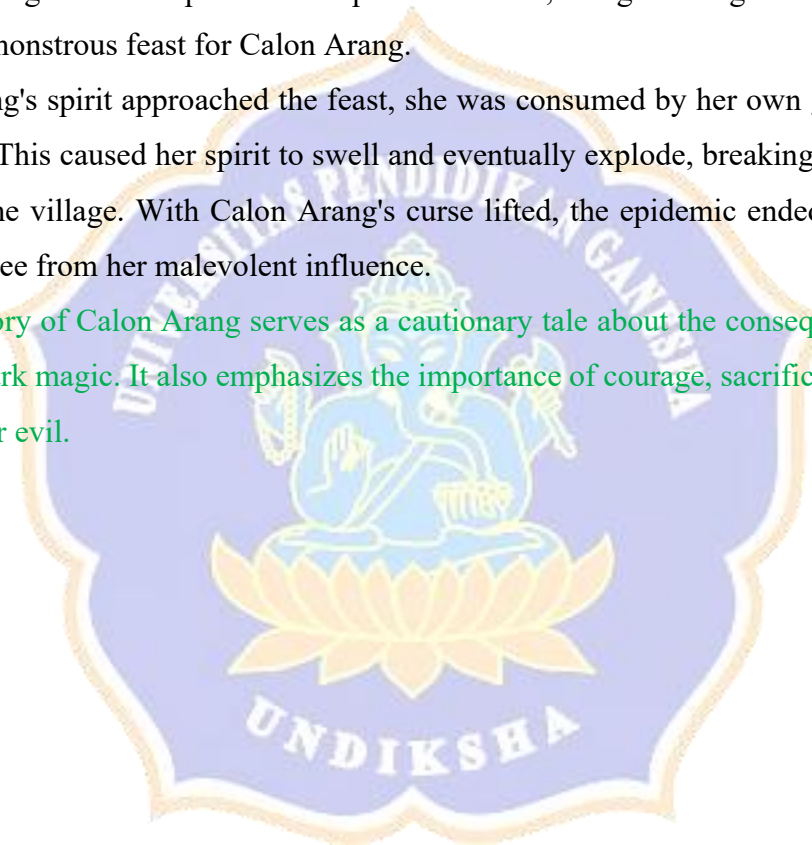
Ratna managed to steal the book from her mother's possession. When Calon Arang discovered the theft, she flew into a rage and unleashed her most destructive spells upon the village. But Mpu Bharadah was prepared. He used his own magic to counteract Calon Arang's spells, protecting the villagers.

A fierce battle ensued between Calon Arang and Mpu Bharadah. In the end, Mpu Bharadah's white magic proved to be stronger, and he managed to defeat Calon Arang. However, in her last moments, Calon Arang cursed the village, causing a deadly epidemic to spread among the villagers.

Realizing the seriousness of the curse, Mpu Bharadah devised another plan. He instructed the villagers to make a large offering of food and flowers, which they placed on a platform in the middle of the village. He then performed a powerful ritual, using his magic to transform the offerings into a monstrous feast for Calon Arang.

As Calon Arang's spirit approached the feast, she was consumed by her own greed and consumed the food. This caused her spirit to swell and eventually explode, breaking the curse she had placed on the village. With Calon Arang's curse lifted, the epidemic ended, and the village was finally free from her malevolent influence.

Moral value: The story of Calon Arang serves as a cautionary tale about the consequences of greed, power, and dark magic. It also emphasizes the importance of courage, sacrifice, and the triumph of good over evil.



## APPENDIX 9. LESSON PLAN IN CONTROL GROUP

### LESSON PLAN 1

Name of School : SMA Negeri 1 Tejakula  
Grade / Semester : XI / Even Semester  
Academic Year : 2024 / 2025  
Time Allocation : 3 X 45 minutes  
Theme or Topic : Fable (Hard working and Honesty)  
Learning Objective : Students try to make a simple short story about narrative text based on the theme.  
Learning Strategy : Conventional Strategy

#### Teaching Scenario

	Activities	Time allocation
Pre activities	<ul style="list-style-type: none"><li>✍ The teacher greets the study and check students' attendance. (e.g: Good morning / afternoon students... any absent today? Is there any letter or information about him / her)</li><li>✍ The teacher checks the cleanliness of the class and make sure about the condition of the classroom</li><li>✍ The teacher reminds the students about the topic in the previous day by asking some questions (e.g: Students, do you still remember about the topic in the previous meeting?)</li></ul>	10 minutes
Whilst Activities	<ul style="list-style-type: none"><li>✍ Teacher asked students to read fable stories to find out some inspiration before start their writing project</li><li>✍ Students <u>plan or picking a topic</u> and encouraged to take a few moments to pick the topic that was given for their narrative. During this phase, they brainstormed ideas or mentally outlined the key points to include in their story.</li><li>✍ Students arranged their information that they wrote down on paper in the planning stage based on their main</li></ul>	110 minutes

	Activities	Time allocation
	<p>idea. After that, they <u>organized</u> the structure (orientation, complication, and resolution) and supporting details. After that, students <u>organize</u> their points into a structured plot. And then, teacher checked students' difficulties when they planned and organized their story ideas or mentally outlined the key points to include in their story.</p> <p>✍ Students <u>write</u> narrative text based on their outline, supporting detail in each paragraph if it is needed. They also <u>think</u> about the moral value of that story</p> <p>✍ The implement their project in Canva without get feedback from their teacher or peers.</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story</p> <p>✍ The teacher says goodbye</p>	15 minutes

Learning material : Short story with about fable based on theme

### GRASSHOPPER AND ANT

One bright day in late autumn a family of Ants were bustling about in the warm sunshine, drying out the grain they had stored up during the summer, when a starving Grasshopper, his fiddle under his arm, came up and humbly begged for a bite to eat.

“What!” cried the Ants in surprise, “haven’t you stored anything away for the winter? What in the world were you doing all last summer?”

“I didn’t have time to store up any food,” whined the Grasshopper; “I was so busy making music that before I knew it the summer was gone.”

The Ants shrugged their shoulders in disgust. “Making music, were you?” they cried. “Very well; now dance!” And they turned their backs on the Grasshopper and went on with their work.

Moral value: There’s a time for work and a time for play.

## THE BOY WHO CRIED WOLF

A Shepherd Boy tended his master's Sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd's pipe.

One day as he sat watching the Sheep and the quiet forest, and thinking what he would do should he see a Wolf, he thought of a plan to amuse himself.

His Master had told him to call for help should a Wolf attack the flock, and the Villagers would drive it away. So now, though he had not seen anything that even looked like a Wolf, he ran toward the village shouting at the top of his voice, "Wolf! Wolf!"

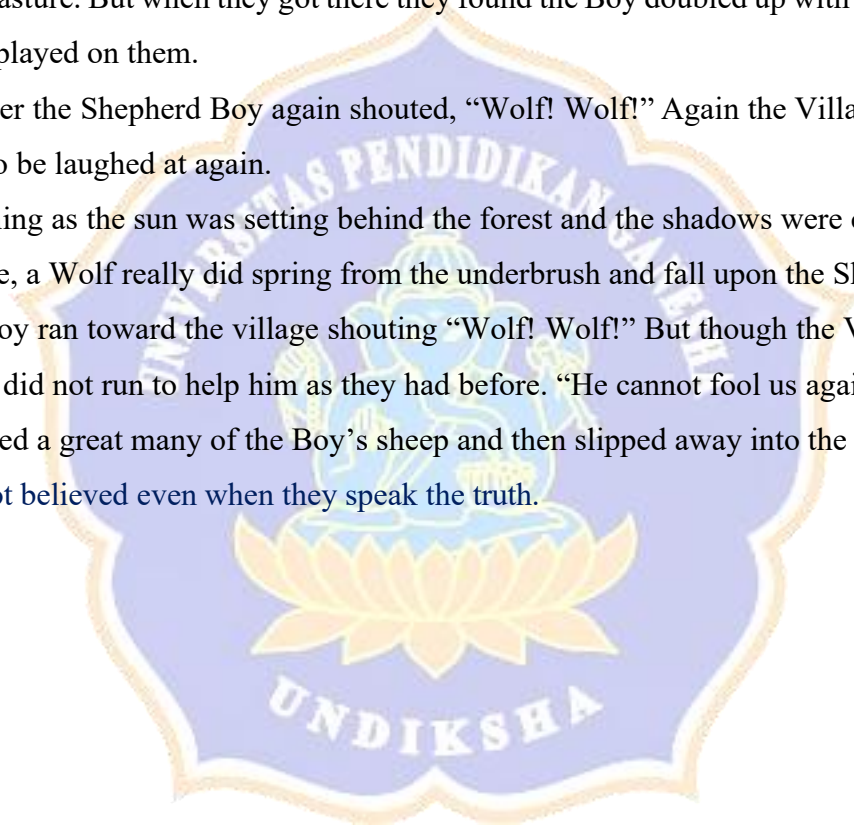
As he expected, the Villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there they found the Boy doubled up with laughter at the trick he had played on them.

A few days later the Shepherd Boy again shouted, "Wolf! Wolf!" Again the Villagers ran to help him, only to be laughed at again.

Then one evening as the sun was setting behind the forest and the shadows were creeping out over the pasture, a Wolf really did spring from the underbrush and fall upon the Sheep.

In terror the Boy ran toward the village shouting "Wolf! Wolf!" But though the Villagers heard the cry, they did not run to help him as they had before. "He cannot fool us again," they said. The Wolf killed a great many of the Boy's sheep and then slipped away into the forest.

Moral: Liars are not believed even when they speak the truth.



## LESSON PLAN 2

Name of School : SMA Negeri 1 Tejakula

Grade / Semester : XI / Even Semester

Academic Year : 2024 / 2025







Time Allocation : 2 X 45 minutes

Theme or Topic : Fable (Wisdom and Cunning; Caution and Prudence)

Learning Objective : Students able make a simple short story about narrative text based on the theme.

Learning Strategy : Conventional Strategy

### Teaching Scenario

	Activities	Time allocation
Pre activities	<p> The teacher greets the study and check students' attendance. (e.g: Good morning / afternoon students... any absent today? Is there any letter or information about him / her)</p> <p> The teacher checks the cleanliness of the class and make sure about the condition of the classroom</p> <p> The teacher reminds the students about the topic in the previous day by asking some questions (e.g: Students, do you still remember about the topic in the previous meeting?)</p>	5 minutes
Whilst Activities	<p> Teacher asked students to read fable stories to find out some inspiration before start their writing project</p> <p> Students <u>plan or picking a topic</u> and encouraged to take a few moments to pick the topic that was given for their narrative. During this phase, they brainstormed ideas or mentally outlined the key points to include in their story.</p> <p> Students arranged their information that they wrote down on paper in the planning stage based on their main idea. After that, they <u>organized</u> the structure (orientation, complication, and resolution) and supporting details. After that, students <u>organize</u> their</p>	80 minutes



	Activities	Time allocation
	<p>points into a structured plot. And then, teacher checked students' difficulties when they planned and organized their story ideas or mentally outlined the key points to include in their story.</p> <p>✍ Students <u>write</u> narrative text based on their outline, supporting detail in each paragraph if it is needed. They also <u>think</u> about the moral value of that story</p> <p>✍ The implement their project in Canva without get feedback from their teacher or peers.</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story before implementing it in Canva</p> <p>✍ The teacher says goodbye</p>	5 minutes

Learning material : Short story with about fable based on theme

### **CROCODILE AND MOUSE DEER**

Once upon time there were a smart mouse deer. He lived near a river. The mouse deer used to go to the river to drink.

One day, the mouse deer was thirsty. He wanted to drink in the river but he knew that crocodiles were staying and waiting underwater to eat him. Hi thought hard and got bright idea. He said out loudly. "I will put in my leg and find out whether the water is warm or not" Of course the mouse deer did not do what he said. He did not put his leg but the mouse deer took a wood stick and put one end into the water. Blurrr...! Surely a crocodile grabbed the wood stick and pulled it underwater. Seeing that, the mouse deer laughed and said "Stupid crocodile! Can't you see the difference between a wood stick and a leg?" Then the mouse deer ran to another side of the river and drink some water.

On the following day, the mouse deer was hungry. He wanted to eat some grass on the side of the river so he had to cross the dangerous river which was full of crocodiles. Again he thought hard and found another smart idea and said loudly "Crocodiles come up!" then some crocodiles rose from the water. They looked happy and saw their sharp teeth and said "Hello, Mouse Deer. Do you come to be my lunch? We are hungry" The mouse deer just smiled and replied. "Sorry, Crocodiles, not today, I come to you to bring an invitation from the king. You

are invited to the party. The king ordered me to count all crocodiles in this river so he knew how to prepare enough meal for you. "All the crocodiles felt happy and said "Really...? Tell us what to do," said a crocodile. "You have to line up from this side of the river to the other side," said the mouse deer. Not long after that the crocodile got all his friends and family. He ordered to lined up across the river.

The mouse deer then jumped on the Crocodile's back. "One," the mouse deer counted. He jumped onto the next crocodile, "Two." And he jumped again on the next crocodile, "Three." he kept jumping until he arrived on the other side of the river. "Just enough," said the mouse deer. "I have counted all of you" He laughed and ran to the field of grass.

**Moral value:** The story of the smart mouse deer teaches us that intelligence and clever thinking can help us overcome dangerous situations. Instead of using force or fighting, the mouse deer uses his wit and creativity to outsmart the crocodiles and stay safe.

### THE CROWN AND SNAKE

Once upon a time, there lived a pair of crows in a huge mango tree. One morning, when the crows flew away to search for food, a snake crawled up the tree and ate some of their eggs. When the crows returned, they were shocked to find some eggs missing.

As days passed, the snake became greedy and ate all the eggs. The crows were very upset and didn't know what to do. So, they decided to ask their wise friend, the Fox, for advice.

The Fox thought carefully and came up with a clever plan. He told the crows to wait until the ladies from the royal family came to bathe by the river. When that happened, one of the crows should pick up a beautiful necklace from the ladies and drop it into the snake's hole.

The next morning, the female crow followed the plan. She took a necklace and dropped it into the snake's hole. When the royal guards saw this, they chased the crow to the snake's hole. When the snake came out to get the necklace, one of the guards quickly took out his spear and killed the snake. The crows were happy and lived peacefully on the mango tree again.

**Moral Value of the Story:** This story teaches us that being wise, patient, and seeking help can help us solve even the toughest problems. Intelligence and teamwork are powerful tools to overcome challenges.

### LESSON PLAN 3

Name of School : SMA Negeri 1 Tejakula

Grade / Semester : XI / Even Semester

Academic Year : 2024 / 2025








Time Allocation : 3 X 45 minutes

Theme or Topic : Fairy Tale (Love and Transformation, Good vs Evil)

Learning Objective : Students try to make a simple short story about narrative text based on the theme.

Learning Strategy : Conventional Strategy

#### Teaching Scenario

	Activities	Time allocation
Pre activities	<p> The teacher greets the study and check students' attendance.</p> <p> The teacher checks the cleanliness of the class and make sure about the condition of the classroom</p> <p> The teacher reminds the students about the topic in the previous day by asking some questions</p>	10 minutes
Whilst Activities	<p> Teacher asked students to read fairy tale stories to find out some inspiration before start their writing project</p> <p> Students <u>plan or picking a topic</u> and encouraged to take a few moments to pick the topic that was given for their narrative. During this phase, they brainstormed ideas or mentally outlined the key points to include in their story.</p> <p> Students arranged their information that they wrote down on paper in the planning stage based on their main idea. After that, they <u>organized</u> the structure (orientation, complication, and resolution) and supporting details. After that, students <u>organize</u> their points into a structured plot. And then, teacher checked students' difficulties when they planned and organized their story ideas or mentally outlined the key points to include in their story.</p> <p> Students <u>write</u> narrative text based on their outline,</p>	110 minutes

	Activities	Time allocation
	<p>supporting detail in each paragraph if it is needed. They also <u>think</u> about the moral value of that story</p> <p>✍ The implement their project in Canva without get feedback from their teacher or peers.</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story before implementing it in Canva</p> <p>✍ The teacher says goodbye</p>	15 minutes

Learning material : Short story about fairy tale based on theme

### BEAUTY AND THE BEAST

Once upon a time as a merchant set off for market, he asked each of his three daughters what she would like as a present on his return. The first daughter wanted a brocade dress, the second a pearl necklace, but the third, whose name was Beauty, the youngest, prettiest and sweetest of them all, said to her father:

"All I'd like is a rose you've picked specially for me!"

When the merchant had finished his business, he set off for home. However, a sudden storm blew up, and his horse could hardly make headway in the howling gale. Cold and weary, the merchant had lost all hope of reaching an inn when he suddenly noticed a bright light shining in the middle of a wood. As he drew near, he saw that it was a castle, bathed in light.

"I hope I'll find shelter there for the night," he said to himself. When he reached the door, he saw it was open, but though he shouted, nobody came to greet him. Plucking up courage, he went inside, still calling out to attract attention. On a table in the main hall, a splendid dinner lay already served. The merchant lingered, still shouting for the owner of the castle. But no one came, and so the starving merchant sat down to a hearty meal.

Overcome by curiosity, he ventured upstairs, where the corridor led into magnificent rooms and halls. A fire crackled in the first room and a soft bed looked very inviting. It was now late, and the merchant could not resist. He lay down on the bed and fell fast asleep. When he woke next morning, an unknown hand had placed a mug of steaming coffee and some fruit by his bedside.



The merchant had breakfast and after tidying himself up, went downstairs to thank his generous host. But, as on the evening before, there was nobody in sight. Shaking his head in wonder at the strangeness of it all, he went towards the garden where he had left his horse, tethered to a tree. Suddenly, a large rose bush caught his eye.

Remembering his promise to Beauty, he bent down to pick a rose. Instantly, out of the rose garden, sprang a horrible beast, wearing splendid clothes. Two bloodshot eyes, gleaming angrily, glared at him and a deep, terrifying voice growled: "Ungrateful man! I gave you shelter, you ate at my table and slept in my own bed, but now all the thanks I get is the theft of my favourite flowers! I shall put you to death for this slight!" Trembling with fear, the merchant fell on his knees before the Beast.

"Forgive me! Forgive me! Don't kill me! I'll do anything you say! The rose wasn't for me, it was for my daughter Beauty. I promised to bring her back a rose from my journey!" The Beast dropped the paw it had clamped on the unhappy merchant.

"I shall spare your life, but on one condition, that you bring me your daughter!" The terror-stricken merchant, faced with certain death if he did not obey, promised that he would do so. When he reached home in tears, his three daughters ran to greet him. After he had told them of his dreadful adventure, Beauty put his mind at rest immediately.

"Dear father, I'd do anything for you! Don't worry, you'll be able to keep your promise and save your life! Take me to the castle. I'll stay there in your place!" The merchant hugged his daughter.

"I never did doubt your love for me. For the moment I can only thank you for saving my life." So Beauty was led to the castle. The Beast, however, had quite an unexpected greeting for the girl. Instead of menacing doom as it had done with her father, it was surprisingly pleasant.

In the beginning, Beauty was frightened of the Beast, and shuddered at the sight of it. Then she found that, in spite of the monster's awful head, her horror of it was gradually fading as time went by. She had one of the finest rooms in the Castle, and sat for hours, embroidering in front of the fire. And the Beast would sit, for hours on end, only a short distance away, silently gazing at her. Then it started to say a few kind words, till in the end, Beauty was amazed to discover that she was actually enjoying its conversation. The days passed, and Beauty and the Beast became good friends. Then one day, the Beast asked the girl to be his wife.

Taken by surprise, Beauty did not know what to say. Marry such an ugly monster? She would rather die! But she did not want to hurt the feelings of one who, after all, had been kind to her. And she remembered too that she owed it her own life as well as her father's.



"I really can't say yes," she began shakily. "I'd so much like to..." The Beast interrupted her with an abrupt gesture.

"I quite understand! And I'm not offended by your refusal!" Life went on as usual, and nothing further was said. One day, the Beast presented Beauty with a magnificent magic mirror. When Beauty peeped into it, she could see her family, far away.

"You won't feel so lonely now," were the words that accompanied the gift. Beauty stared for hours at her distant family. Then she began to feel worried. One day, the Beast found her weeping beside the magic mirror.

"What's wrong?" he asked, kindly as always.

"My father is gravely ill and close to dying! Oh, how I wish I could see him again, before it's too late!" But the Beast only shook its head.

"No! You will never leave this castle!" And off it stalked in a rage. However, a little later, it returned and spoke solemnly to the girl.

"If you swear that you will return here in seven days time, I'll let you go and visit your father!" Beauty threw herself at the Beast's feet in delight.

"I swear! I swear I will! How kind you are! You've made a loving daughter so happy!" In reality, the merchant had fallen ill from a broken heart at knowing his daughter was being kept prisoner. When he embraced her again, he was soon on the road to recovery. Beauty stayed beside him for hours on end, describing her life at the Castle, and explaining that the Beast was really good and kind. The days flashed past, and at last the merchant was able to leave his bed. He was completely well again. Beauty was happy at last. However, she had failed to notice that seven days had gone by.

Then one night she woke from a terrible nightmare. She had dreamt that the Beast was dying and calling for her, twisting in agony.

"Come back! Come back to me!" it was pleading. The solemn promise she had made drove her to leave home immediately.

"Hurry! Hurry, good horse!" she said, whipping her steed onwards towards the castle, afraid that she might arrive too late. She rushed up the stairs, calling, but there was no reply. Her heart in her mouth, Beauty ran into the garden and there crouched the Beast, its eyes shut, as though dead. Beauty threw herself at it and hugged it tightly.

"Don't die! Don't die! I'll marry you . . ." At these words, a miracle took place. The Beast's ugly snout turned magically into the face of a handsome young man.

"How I've been longing for this moment!" he said. "I was suffering in silence, and couldn't tell my frightful secret. An evil witch turned me into a monster and only the love of a maiden

willing to accept me as I was, could transform me back into my real self. My dearest! I'll be so happy if you'll marry me."

The wedding took place shortly after and, from that day on, the young Prince would have nothing but roses in his gardens. And that's why, to this day, the castle is known as the Castle of the Rose.

**Moral value: the story teaches that love, kindness, and inner beauty are more important than outward appearance, and that true transformation comes from acceptance and compassion**

### SNOW WHITE AND THE SEVEN DWARFS

A long time ago, there lived a beautiful princess who had smooth and white skin named Snow White. Her mother died when she was a child and now her father married again. The new queen was very pretty but she was so mean to Snow White.

The queen dreamt to be the most beautiful lady in the kingdom. She would often ask her magic mirror, "Mirror, mirror on the wall! Who is the most beautiful one in this kingdom?" And the magic mirror would say, "You are, Your Majesty!"

One day, the mirror changed its answer, "Your daughter, Snow White, is the most beautiful one in this kingdom." The queen envied for Snow White's beauty. So she decided to order the huntsman to take Snow White to the forest and kill her. "I want you to bring me her heart," ordered her. When the huntsman reached the forest, however, he took pity on Snow White and set her free. He convinced the queen that he had killed Snow White by bringing a deer's heart and told her it was her heart.

Deep in the forest, Snow White wandered all night to find a safe place. The next morning, she finally found a tiny cottage and went inside. There was nobody there. She only saw seven plates on the table and seven tiny beds in the bedroom. Then she went to the kitchen and cooked a delightful meal. She also cleaned the entire house. As she grew tired, she fell asleep on one of the tiny beds.

In the afternoon, the seven dwarfs who lived in the cottage came home. They were surprised to find a girl was sleeping on the bed. Snow White woke up and told them her whole story. The dwarfs had great sympathy for her and asked her to stay with them. They loved and cared for her very much, so they told her to not open the door to strangers when they were away.

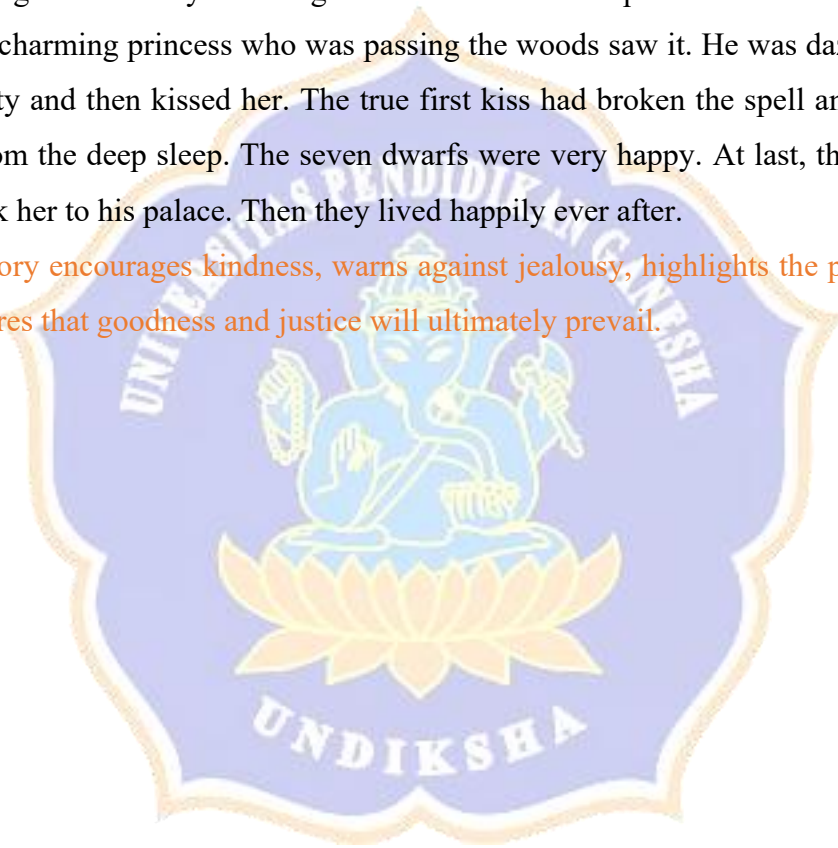
Meanwhile, in the palace, the queen asked her mirror and she knew that Snow White was still alive and lived with the seven dwarfs in the forests. She was so furious and decided to

make a magic potion that would put Snow White into deep sleep forever. Then she dipped a red shiny apple into the poisonous potion.

One morning, the wicked queen disguised herself as an old peasant woman. She came to the cottage and called Snow White through the window. “Oh, pretty lady! Let me in! I have something special for you!” said her. “I’m sorry, old lady, I can’t let you in. The seven dwarfs have told to stay away from strangers,” Snow White replied. “I have a juicy and sweet apple, my dear. Do you want it?” she offered. Snow White took it and just by one bite, she fell onto the floor. The wicked queen then went back to her palace. She once again asked her mirror and now she was the most beautiful one in the kingdom. She was so happy to hear it.

When the seven dwarfs came home to find snow white lying on the floor, they were deeply upset and cried all night. Then they build a glass coffin for her and placed it in front of their cottage. One day, a charming princess who was passing the woods saw it. He was dazzled by Snow White’s beauty and then kissed her. The true first kiss had broken the spell and Snow White awakened from the deep sleep. The seven dwarfs were very happy. At last, the prince married her and took her to his palace. Then they lived happily ever after.

Moral value: The story encourages kindness, warns against jealousy, highlights the power of friendship, and assures that goodness and justice will ultimately prevail.



## LESSON PLAN 4

Name of School : SMA Negeri 1 Tejakula

Grade / Semester : XI / Even Semester

Academic Year : 2024 / 2025







Time Allocation : 2 X 45 minutes

Theme or Topic : Fairy Tale (Courage and Consequences of Greed, True Beauty Lies Within)

Learning Objective : Students able make a simple short story about narrative text based on the theme.

Learning Strategy : Conventional Strategy

### Teaching Scenario

	Activities	Time allocation
Pre activities	<p> The teacher greets the study and check students' attendance. (e.g: Good morning / afternoon students... any absent today? Is there any letter or information about him / her)</p> <p> The teacher checks the cleanliness of the class and make sure about the condition of the classroom</p> <p> The teacher reminds the students about the topic in the previous day by asking some questions (e.g: Students, do you still remember about the topic in the previous meeting?)</p>	5 minutes
Whilst Activities	<p> Teacher asked students to read some fairy tale stories to find out some inspiration before start their writing project</p> <p> Students <u>plan or picking a topic</u> and encouraged to take a few moments to pick the topic that was given for their narrative. During this phase, they brainstormed ideas or mentally outlined the key points to include in their story.</p> <p> Students arranged their information that they wrote down on paper in the planning stage based on their main</p>	80 minutes



	Activities	Time allocation
	<p>idea. After that, they <u>organized</u> the structure (orientation, complication, and resolution) and supporting details. After that, students <u>organize</u> their points into a structured plot. And then, teacher checked students' difficulties when they planned and organized their story ideas or mentally outlined the key points to include in their story.</p> <p>✍ Students <u>write</u> narrative text based on their outline, supporting detail in each paragraph if it is needed. They also <u>think</u> about the moral value of that story</p> <p>✍ The implement their project in Canva without get feedback from their teacher or peers.</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story before implementing it in Canva</p> <p>✍ The teacher says goodbye</p>	5 minutes

Learning material : Short story about fairy tale based on theme

### JACK AND THE BEANSTALK

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow. Short story One morning, Jack's mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and went back home. When Jack's mother saw the beans she was very angry. She threw the beans out of the window. The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside. Jack heard a voice. 'Fee, fi, fo, fum!' Jack ran into a cupboard. An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. 'Lay!' said the giant. The hen laid an egg. It was made of gold. 'Sing!' said the giant. The harp began to sing. Soon the giant was asleep. Jack jumped out of the cupboard. He took the hen and the harp. Suddenly, the harp sang, 'Help, master!' The giant woke up and shouted, 'Fee, fi, fo, fum!' Jack ran and



started climbing down the beanstalk. The giant came down after him. Jack shouted, ‘Mother! Help!’ Jack’s mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

**Moral value:** The story teaches that fortune Favors the bold, and one should seize opportunities with courage and cleverness while being mindful of ethical boundaries.

## LESSON PLAN 5

Name of School	: SMA Negeri 1 Tejakula
Grade / Semester	: XI / Even Semester
Academic Year	: 2024 / 2025
Time Allocation	: 3 X 45 minutes
Theme or Topic	: Fantasy (Resourcefulness and Survival; Hero’s Journey)
Learning Objective	: Students try to explore their imagination by making a simple short story about narrative text based on the theme.
Learning Strategy	: Conventional Strategy

### Teaching Scenario

	Activities	Time allocation
Pre activities	<p>✍ The teacher greets the study and check students’ attendance.</p> <p>✍ The teacher checks the cleanliness of the class and make sure about the condition of the classroom</p> <p>✍ The teacher reminds the students about the topic in the previous day by asking some questions</p>	10 minutes
Whilst Activities	<p>✍ Teacher asked students to read fantasy stories to find out some inspiration before start their writing project</p> <p>✍ Students <u>plan or picking a topic</u> and encouraged to take a few moments to pick the topic that was given for their narrative. During this phase, they brainstormed ideas or mentally outlined the key points to include in their story.</p> <p>✍ Students arranged their information that they wrote down on paper in the planning stage based on their main</p>	110 minutes

	Activities	Time allocation
	<p>idea. After that, they <u>organized</u> the structure (orientation, complication, and resolution) and supporting details. After that, students <u>organize</u> their points into a structured plot. And then, teacher checked students' difficulties when they planned and organized their story ideas or mentally outlined the key points to include in their story.</p> <p>✍ Students <u>write</u> narrative text based on their outline, supporting detail in each paragraph if it is needed. They also <u>think</u> about the moral value of that story</p> <p>✍ The implement their project in Canva without get feedback from their teacher or peers.</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story before implementing it in Canva</p> <p>✍ The teacher says goodbye</p>	15 minutes

Learning material : Short story about fantasy based on theme

### HANSEL AND GRETEL

Once upon a time, in a small village, there lived a poor woodcutter and his two children, Hansel and Gretel. This beloved fairytale takes us on a journey of hardship, courage, and unexpected triumph. Facing abandonment, a treacherous forest, and a wicked witch, Hansel and Gretel demonstrate resilience and resourcefulness. Join me as we explore their remarkable story of survival and the ultimate triumph of good over evil.

Hansel and Gretel's world was turned upside down when their mother passed away. Their father, seeking companionship, remarried a woman who turned out to be cruel and heartless. In a desperate act of cruelty, the stepmother led the children deep into the forest and abandoned them. Left alone, Hansel and Gretel relied on their wit and the breadcrumbs Hansel had cleverly dropped along the way.

Unfortunately, their breadcrumbs were devoured by hungry birds, leaving the children lost and without a way back home. As they ventured deeper into the forest, hunger and exhaustion began to take hold. But just when all hope seemed lost, a miraculous sight appeared before

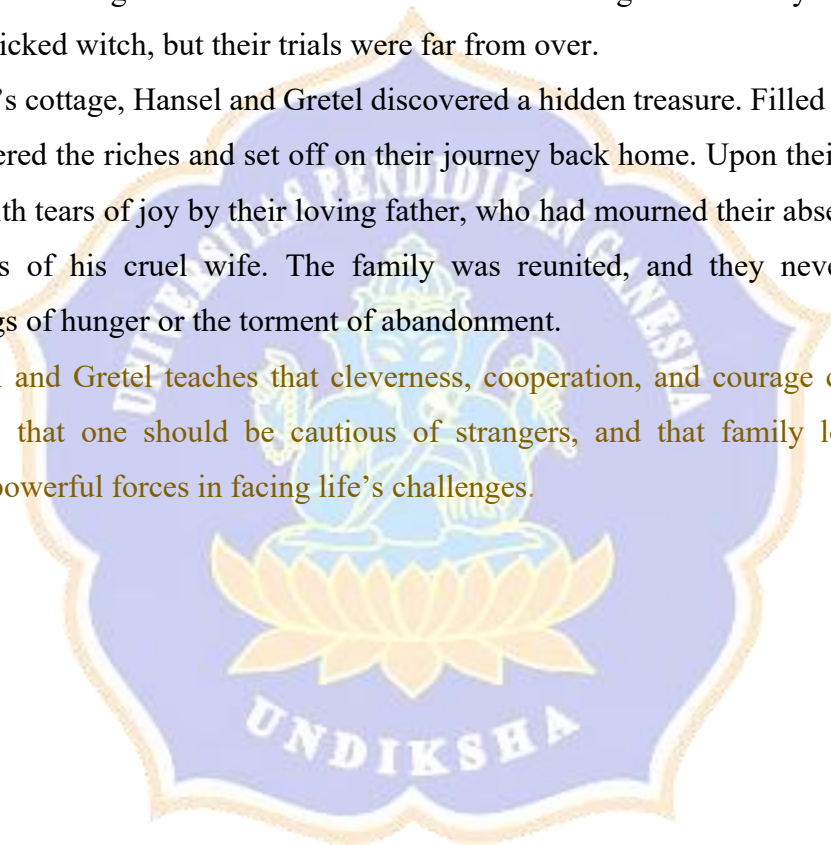
their weary eyes—a cottage made entirely of chocolate, candies, and cake. The siblings, driven by their desperate hunger, couldn't resist indulging in the delectable treats.

Unbeknownst to them, the cottage belonged to a wicked witch who lured children into her home with the intention of consuming them. Hansel and Gretel's initial delight quickly turned into a terrifying ordeal as the witch captured them and locked them in a cage. The witch's sinister plan involved making a soup out of Hansel, her first victim. As the pot of water began to boil, Gretel summoned all her courage and devised a daring plan to save herself and her brother.

Gretel, seizing an opportunity, quietly escaped her cage and, with a sudden burst of bravery, gave the wicked witch a powerful shove. The witch, overwhelmed by the unexpected force, tumbled into the boiling water intended for Hansel. The siblings were finally free from the clutches of the wicked witch, but their trials were far from over.

Inside the witch's cottage, Hansel and Gretel discovered a hidden treasure. Filled with joy and relief, they gathered the riches and set off on their journey back home. Upon their return, they were greeted with tears of joy by their loving father, who had mourned their absence and regretted the actions of his cruel wife. The family was reunited, and they never again experienced the pangs of hunger or the torment of abandonment.

**Moral value: Hansel and Gretel teaches that cleverness, cooperation, and courage can help overcome adversity, that one should be cautious of strangers, and that family love and resourcefulness are powerful forces in facing life's challenges.**



## LESSON PLAN 6

Name of School : SMA Negeri 1 Tejakula

Grade / Semester : XI / Even Semester

Academic Year : 2024 / 2025







Time Allocation : 2 X 45 minutes

Theme or Topic : Fantasy (Friendship and Loyalty, Exploration)

Learning Objective : Students try to explore their idea by making a simple short story about narrative text based on the theme.

Learning Strategy : Conventional Strategy

### Teaching Scenario

	Activities	Time allocation
Pre activities	<p> The teacher greets the study and check students' attendance.</p> <p> The teacher checks the cleanliness of the class and make sure about the condition of the classroom.</p> <p> The teacher reminds the students about the topic in the previous day by asking some questions.</p>	5 minutes
Whilst Activities	<p> Teacher asked students to some fantasy stories to find out some inspiration before start their writing project</p> <p> Students <u>plan or picking a topic</u> and encouraged to take a few moments to pick the topic that was given for their narrative. During this phase, they brainstormed ideas or mentally outlined the key points to include in their story.</p> <p> Students arranged their information that they wrote down on paper in the planning stage based on their main idea. After that, they <u>organized</u> the structure (orientation, complication, and resolution) and supporting details. After that, students <u>organize</u> their points into a structured plot. And then, teacher checked students' difficulties when they planned and organized</p>	80 minutes

	Activities	Time allocation
	<p>their story ideas or mentally outlined the key points to include in their story.</p> <p>✍ Students <u>write</u> narrative text based on their outline, supporting detail in each paragraph if it is needed. They also <u>think</u> about the moral value of that story</p> <p>✍ The implement their project in Canva without get feedback from their teacher or peers.</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story before implementing it in Canva</p> <p>✍ The teacher says goodbye</p>	5 minutes

Learning material : Short story about fantasy based on theme

### THE ENCHANTED FOREST ADVENTURE

In a peaceful village nestled between lush green hills, there lived a young girl named Emily. Emily was known throughout the village for her insatiable curiosity and adventurous spirit. She had explored every nook and cranny of her village, but what intrigued her the most was the dense, mysterious forest that bordered the village.

The forest was rumoured to be enchanted, with whispering trees and magical creatures. Many villagers warned Emily to stay away, but her curiosity beckoned her. One sunny morning, she decided to embark on a grand adventure into the heart of the Enchanted Forest.

With her backpack filled with snacks, a map, and a compass, Emily set off on her journey. The moment she entered the forest, she felt an enchanting breeze that seemed to guide her. The trees seemed to sway in rhythm with her footsteps, and the birds above sang melodies of encouragement.

As Emily ventured deeper, she encountered a mischievous squirrel named Sammy. Sammy offered to be her guide through the forest, and with his help, she discovered hidden waterfalls, secret groves, and sparkling ponds inhabited by playful water nymphs.

One day, as Emily and Sammy were exploring a grove of glowing mushrooms, they stumbled upon a friendly talking fox named Felix. Felix had a magical ability to communicate



with animals, and he introduced Emily to a world of woodland creatures with their own unique languages.

Together with her newfound friends, Emily embarked on quests to solve riddles, help the forest's creatures, and unlock the secrets of the Enchanted Forest. She learned about the importance of teamwork, kindness, and harmony in the natural world.

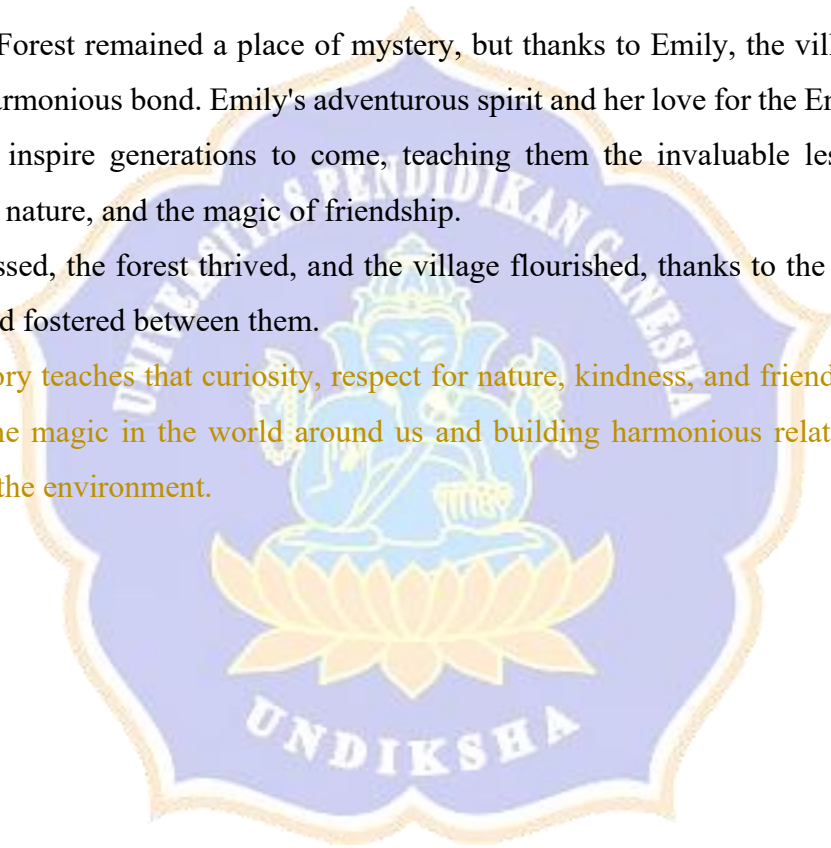
As Emily's adventures continued, she encountered the grand old oak tree, Elder Oak, who revealed the forest's greatest secret. The Enchanted Forest was indeed magical, but its true power lay in the love and care of those who ventured within its depths.

Emily returned to her village not only with captivating tales but also with a heart full of wisdom and a sense of wonder. She shared her adventures with the villagers, inspiring them to appreciate the natural world around them.

The Enchanted Forest remained a place of mystery, but thanks to Emily, the village and the forest forged a harmonious bond. Emily's adventurous spirit and her love for the Enchanted Forest continued to inspire generations to come, teaching them the invaluable lessons of curiosity, respect for nature, and the magic of friendship.

As the years passed, the forest thrived, and the village flourished, thanks to the magical connection Emily had fostered between them.

**Moral value:** The story teaches that curiosity, respect for nature, kindness, and friendship are keys to unlocking the magic in the world around us and building harmonious relationships between people and the environment.



## LESSON PLAN 7

Name of School : SMA Negeri 1 Tejakula

Grade / Semester : XI / Even Semester

Academic Year : 2024 / 2025

Time Allocation : 3 X 45 minutes

Theme or Topic : Myth (The Struggle Between Good and Evil; The Power of Love and Sacrifice)

Learning Objective : Students try to explore their idea by making a simple short story about narrative text based on their imagination and perspective.

Learning Strategy : Conventional Strategy

### Teaching Scenario

	Activities	Time allocation
Pre activities	<p>✍ The teacher greets the study and check students' attendance.</p> <p>✍ The teacher checks the cleanliness of the class and make sure about the condition of the classroom</p> <p>✍ The teacher reminds the students about the topic in the previous day by asking some questions</p>	10 minutes
Whilst Activities	<p>✍ Teacher asked students to read some myth story in Bali to find out some inspiration before start their writing project</p> <p>✍ Students <u>plan or picking a topic</u> and encouraged to take a few moments to pick the topic that was given for their narrative. During this phase, they brainstormed ideas or mentally outlined the key points to include in their story.</p> <p>✍ Students arranged their information that they wrote down on paper in the planning stage based on their main idea. After that, they <u>organized</u> the structure (orientation, complication, and resolution) and supporting details. After that, students <u>organize</u> their points into a structured plot. And then, teacher checked students' difficulties</p>	110 minutes

	Activities	Time allocation
	<p>when they planned and organized their story ideas or mentally outlined the key points to include in their story.</p> <p>✍ Students <u>write</u> narrative text based on their outline, supporting detail in each paragraph if it is needed. They also <u>think</u> about the moral value of that story</p> <p>✍ The implement their project in Canva without get feedback from their teacher or peers.</p>	
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story before implementing it in Canva</p> <p>✍ The teacher says goodbye</p>	15 minutes

Learning material : Short story with about myth based on theme

### A TRAGIC STORY OF LOVE

Once upon a time, in Greece, there lived a great musician named Orpheus. When he played his lyre, he could create some of the most beautiful music ever heard. Even the birds would come to his window to watch him play.

Orpheus lived at home with Eurydice, his beloved wife. Orpheus was fascinated with Eurydice too. They were truly meant to be together.

However, when picking flowers in the woods, Eurydice was bitten by a snake. She died on the spot. Orpheus' life was forever changed. He couldn't play the lyre anymore because he was so depressed.

He made the decision to react one day. He told his friends, "I'm going to Hades, the God of the Underworld, and I'm going to get Eurydice back." However, the underworld was filled with dangers, and no one had ever returned from it. Orpheus, on the other hand, had made up his mind and travelled to Hades with his lyre.

When he arrived at the River of Death, he requested the boatman to transport him to the other side. The captain of the boat refused. He told Orpheus, "Only the dead can pass." Orpheus, on the other hand, began to play his lyre. The boatman was so overwhelmed with emotion that he agreed to take Orpheus over the river.

Orpheus met a three-headed dog, the fierce Cerberus, as he approached Hades' gate. Orpheus quickly began playing his lyre, and Cerberus was magically charmed, allowing Orpheus to enter. Orpheus ran upon Hades and Persephone, the Underworld's King and Queen, who were surprised to see him. Hades asked, "What are you doing here, mortal?"

Orpheus informed Hades how much he loved Eurydice while playing his lyre. "You, Hades, had a loving relationship with your wife as well," Orpheus pointed out. "Since everybody dies," he said, "why not let Eurydice live for a few more years?" Orpheus' words and singing moved Hades and Persephone, and they agreed to set Eurydice free.

However, there was one condition. "As a sign of your belief in me," Hades continued, "Eurydice must walk behind you as you return to the upper world, and you must not look back at Eurydice until you have left the Underworld." Orpheus agreed.

The ascent of the couple began. Orpheus was concerned since he wasn't sure if he could trust Hades. He could see the exit in no time. Orpheus moved out of the cave and into the light, but just as he did, he turned around to make sure Eurydice was following him.

Orpheus and Eurydice returning to the upper world. Orpheus had disobeyed Hades, and all Orpheus heard was a fading "I love you!" as Eurydice was dragged back to Hades' underworld. He spent the rest of his days playing the most beautiful music he'd ever heard among the birds and trees. Some think Orpheus' and Eurydice's spirits reunited after a long separation and are still together.

**Moral value:** The story teaches that love requires trust and patience, and that doubt and impatience can lead to irreversible consequences. It also reflects on the enduring power of love beyond life and loss.

### BARONG AND RANGDA

In the village of Saha, there lived a powerful and benevolent king named Erlangga. He was a just ruler who maintained harmony among his people. However, one day he faced a difficult decision when his beloved queen fell ill. Desperate to save her life, Erlangga turned to the dark arts and sought the help of the powerful sorceress Rangda.

Rangda, although able to cure the queen, had sinister intentions. She used her dark magic to gain control over the kingdom and unleashed her evil forces upon the land. Chaos and suffering spread across Saha as Rangda's influence grew stronger.

Desperate to save his kingdom, Erlangga turned to the spirit world for help. From the heavens descended Barong, a mythical creature representing the embodiment of good and protection. Barong took the form of a lion-like creature, with intricate and colorful ornaments adorning his body. He possessed the power to counter Rangda's dark magic.

The battle between Barong and Rangda ensued, a clash of cosmic forces that represented the ultimate struggle between good and evil. Rangda's dark magic and terrifying minions, including witches and monstrous creatures, attempted to overpower Barong. But Barong's divine power and protection shielded him and those who were loyal to him.

The dance-drama depicting this battle is a mesmerizing spectacle. The performers don elaborate costumes and masks, bringing Barong and Rangda to life in an intricate and expressive performance.

In the climax of the story, Barong and Rangda engage in a fierce battle. Barong's magical powers prove stronger, and he eventually defeats Rangda's forces. However, the story doesn't end with Rangda's defeat. Balinese culture emphasizes the cyclical nature of these forces, symbolizing that good and evil are always present and in balance.

**Moral value:** Barong and Rangda serves as a reminder of the ongoing struggle between positive and negative forces in the world. It also reflects the Balinese belief in the importance of harmony and balance between these opposing energies. Overall, the story of Barong and Rangda is a captivating tale that weaves together themes of power, magic, and the eternal struggle between good and evil, all while showcasing the rich cultural heritage of Bali.

### LESSON PLAN 8

Name of School	: SMA Negeri 1 Tejakula
Grade / Semester	: XI / Even Semester
Academic Year	: 2024 / 2025
Time Allocation	: 2 X 45 minutes
Theme or Topic	: Myth (Creation and Origin Stories)
Learning Objective	: Students try to explore their idea by making a simple short story about narrative text based on their imagination and perspective
Learning Strategy	: Conventional Strategy

#### Teaching Scenario

	Activities	Time allocation
Pre activities	<p>✍ The teacher greets the study and check students' attendance.</p> <p>✍ The teacher checks the cleanliness of the class and make sure about the condition of the classroom.</p>	5 minutes



	Activities	Time allocation
	<p>✍ The teacher reminds the students about the topic in the previous day by asking some questions.</p>	
Whilst Activities	<p>✍ Teacher asked students to read myth stories about myth in Bali to find out some inspiration before start their writing project</p> <p>✍ Students <u>plan or picking a topic</u> and encouraged to take a few moments to pick the topic that was given for their narrative. During this phase, they brainstormed ideas or mentally outlined the key points to include in their story.</p> <p>✍ Students arranged their information that they wrote down on paper in the planning stage based on their main idea. After that, they <u>organized</u> the structure (orientation, complication, and resolution) and supporting details. After that, students <u>organize</u> their points into a structured plot. And then, teacher checked students' difficulties when they planned and organized their story ideas or mentally outlined the key points to include in their story.</p> <p>✍ Students <u>write</u> narrative text based on their outline, supporting detail in each paragraph if it is needed. They also <u>think</u> about the moral value of that story</p> <p>✍ The implement their project in Canva without get feedback from their teacher or peers.</p>	80 minutes
Post Activities	<p>✍ The teacher asks the students about their difficulties when making that story before implementing it in Canva</p> <p>✍ The teacher says goodbye</p>	5 minutes

Learning material : Short story with title “Calonarang”

### CALONARANG

Calon Arang was a powerful and feared witch who lived in a village in Bali. She was known for her dark magic and her ability to communicate with spirits. Despite her abilities, she was shunned and feared by the villagers due to her malevolent actions and sinister reputation.

Calon Arang had a beautiful daughter named Ratna Manggali. Ratna was kind-hearted and innocent, unlike her mother. She was loved by the villagers, who saw her as a victim of her mother's evil ways. Calon Arang's greed and cruelty knew no bounds. She practiced black magic and often used it to harm the villagers, causing sickness and death among them.

As Calon Arang's actions became increasingly wicked, the villagers grew desperate to stop her. They sought the help of a powerful and wise priest named Mpu Bharadah. Mpu Bharadah was known for his knowledge of white magic and his ability to counteract dark spells.

Mpu Bharadah agreed to help the villagers and devised a plan to defeat Calon Arang. He asked Ratna to infiltrate her mother's lair and steal the magical book that contained her dark spells. Ratna, motivated by her desire to save her village, agreed to the risky task.

Ratna managed to steal the book from her mother's possession. When Calon Arang discovered the theft, she flew into a rage and unleashed her most destructive spells upon the village. But Mpu Bharadah was prepared. He used his own magic to counteract Calon Arang's spells, protecting the villagers.

A fierce battle ensued between Calon Arang and Mpu Bharadah. In the end, Mpu Bharadah's white magic proved to be stronger, and he managed to defeat Calon Arang. However, in her last moments, Calon Arang cursed the village, causing a deadly epidemic to spread among the villagers.

Realizing the seriousness of the curse, Mpu Bharadah devised another plan. He instructed the villagers to make a large offering of food and flowers, which they placed on a platform in the middle of the village. He then performed a powerful ritual, using his magic to transform the offerings into a monstrous feast for Calon Arang.

As Calon Arang's spirit approached the feast, she was consumed by her own greed and consumed the food. This caused her spirit to swell and eventually explode, breaking the curse she had placed on the village. With Calon Arang's curse lifted, the epidemic ended, and the village was finally free from her malevolent influence.

**Moral value:** The story of Calon Arang serves as a cautionary tale about the consequences of greed, power, and dark magic. It also emphasizes the importance of courage, sacrifice, and the triumph of good over evil.

## Appendix 10. Case Processing Summary

Group		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Writing	C	66	100.0%	0	.0%	66	100.0%
	E	66	100.0%	0	.0%	66	100.0%
SEL	C	66	100.0%	0	.0%	66	100.0%
	E	66	100.0%	0	.0%	66	100.0%



## Descriptives

	Group		Statistic	Std. Error
Writing	C	Mean	69.64	.706
		95% Confidence Interval for Mean	Lower Bound	68.23
			Upper Bound	71.05
		5% Trimmed Mean	69.67	
		Median	70.00	
		Variance	32.943	
		Std. Deviation	5.740	
		Minimum	56	
		Maximum	81	
		Range	25	
		Interquartile Range	8	
		Skewness	-.115	.295
		Kurtosis	-.269	.582
	E	Mean	75.11	.757
		95% Confidence Interval for Mean	Lower Bound	73.59
			Upper Bound	76.62
		5% Trimmed Mean	75.14	
		Median	75.00	
		Variance	37.850	
		Std. Deviation	6.152	
		Minimum	61	
		Maximum	88	

SEL		Range		27	
		Interquartile Range		10	
		Skewness		-.223	.295
		Kurtosis		-.353	.582
	C	Mean		111.23	.549
		95% Confidence Interval for Mean	Lower Bound	110.13	
			Upper Bound	112.32	
		5% Trimmed Mean		111.31	
		Median		111.00	
		Variance		19.901	
		Std. Deviation		4.461	
		Minimum		101	
		Maximum		120	
		Range		19	
		Interquartile Range		6	
		Skewness		-.241	.295
		Kurtosis		-.277	.582
	E	Mean		127.44	.486
		95% Confidence Interval for Mean	Lower Bound	126.47	
			Upper Bound	128.41	
		5% Trimmed Mean		127.36	
		Median		127.00	
		Variance		15.604	
		Std. Deviation		3.950	



		Minimum	119	
		Maximum	138	
		Range	19	
		Interquartile Range	4	
		Skewness	.280	.295
		Kurtosis	.303	.582



### Appendix 11. Tests of Normality

Group		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Writing	C	.092	66	.200*	.980	66	.351
	E	.105	66	.067	.976	66	.224
SEL	C	.097	66	.200*	.977	66	.255
	E	.104	66	.074	.978	66	.294

a. Lilliefors Significance Correction

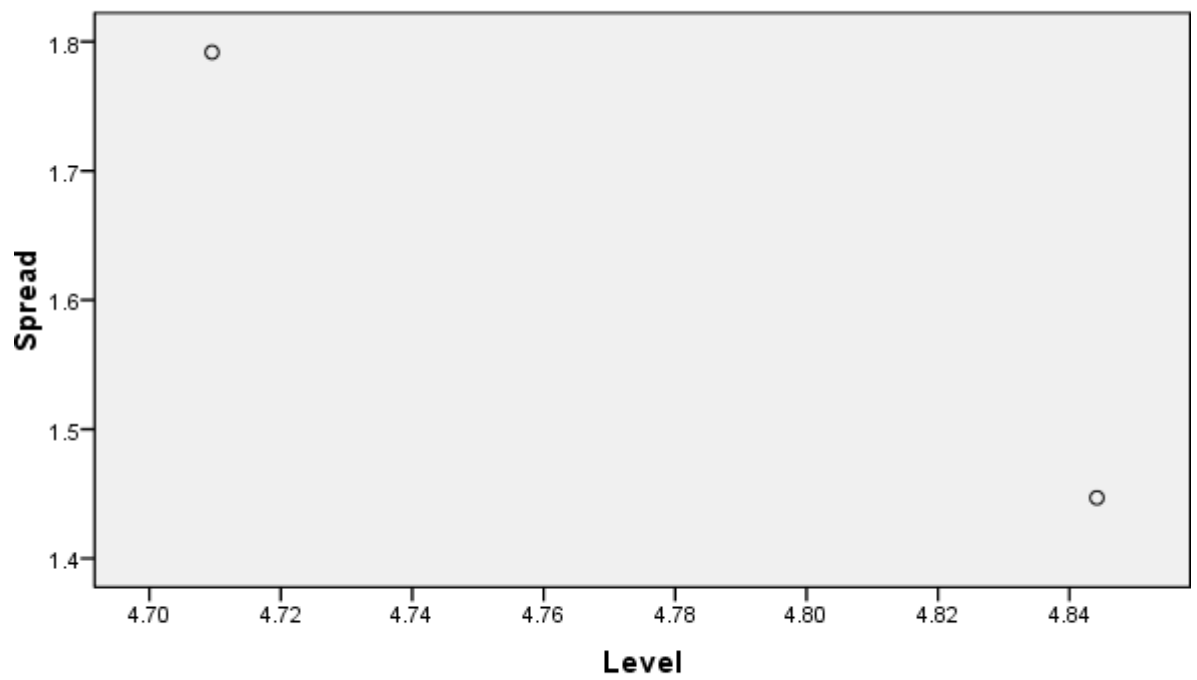
\*. This is a lower bound of the true significance.

### Appendix 12. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Writing	Based on Mean	.296	1	130	.587
	Based on Median	.313	1	130	.577
	Based on Median and with adjusted df	.313	1	129.589	.577
	Based on trimmed mean	.306	1	130	.581
SEL	Based on Mean	1.306	1	130	.255
	Based on Median	1.227	1	130	.270
	Based on Median and with adjusted df	1.227	1	129.631	.270
	Based on trimmed mean	1.358	1	130	.246

**SEL**

**Spread vs. Level Plot of SEL by Group**



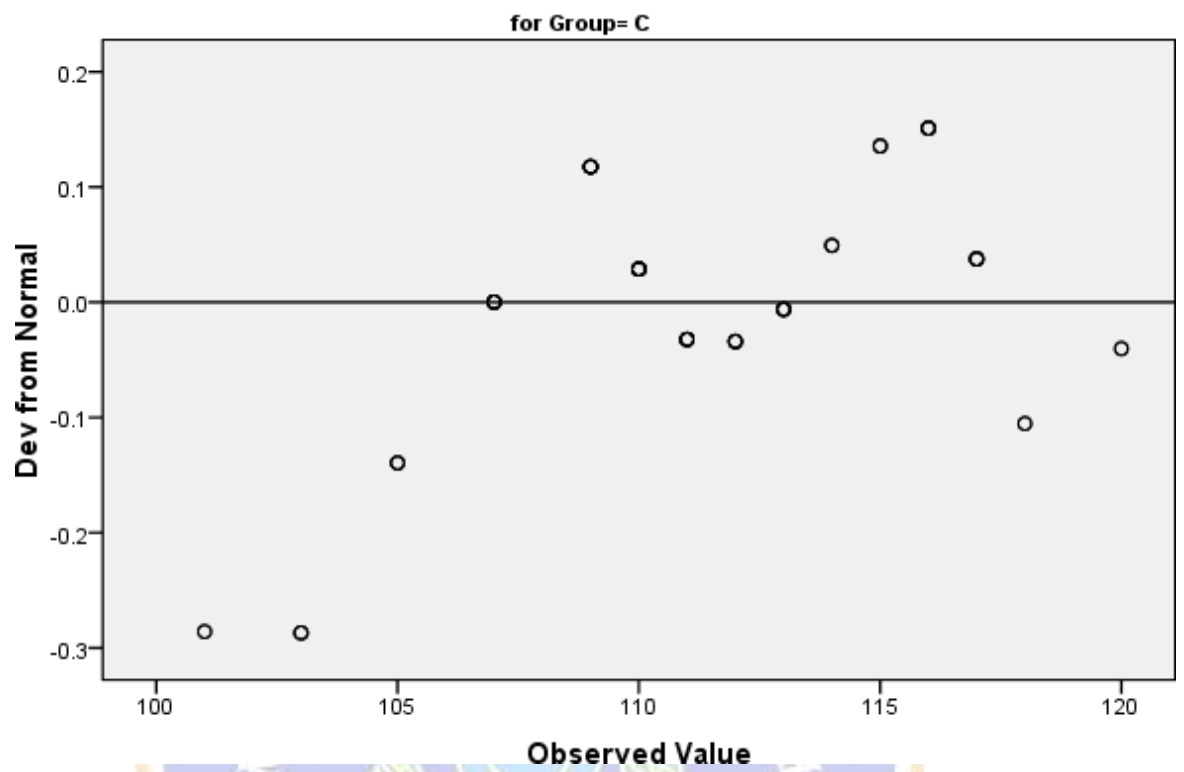
\* Plot of LN of Spread vs LN of Level

Slope = -2.561 Power for transformation = 3.561

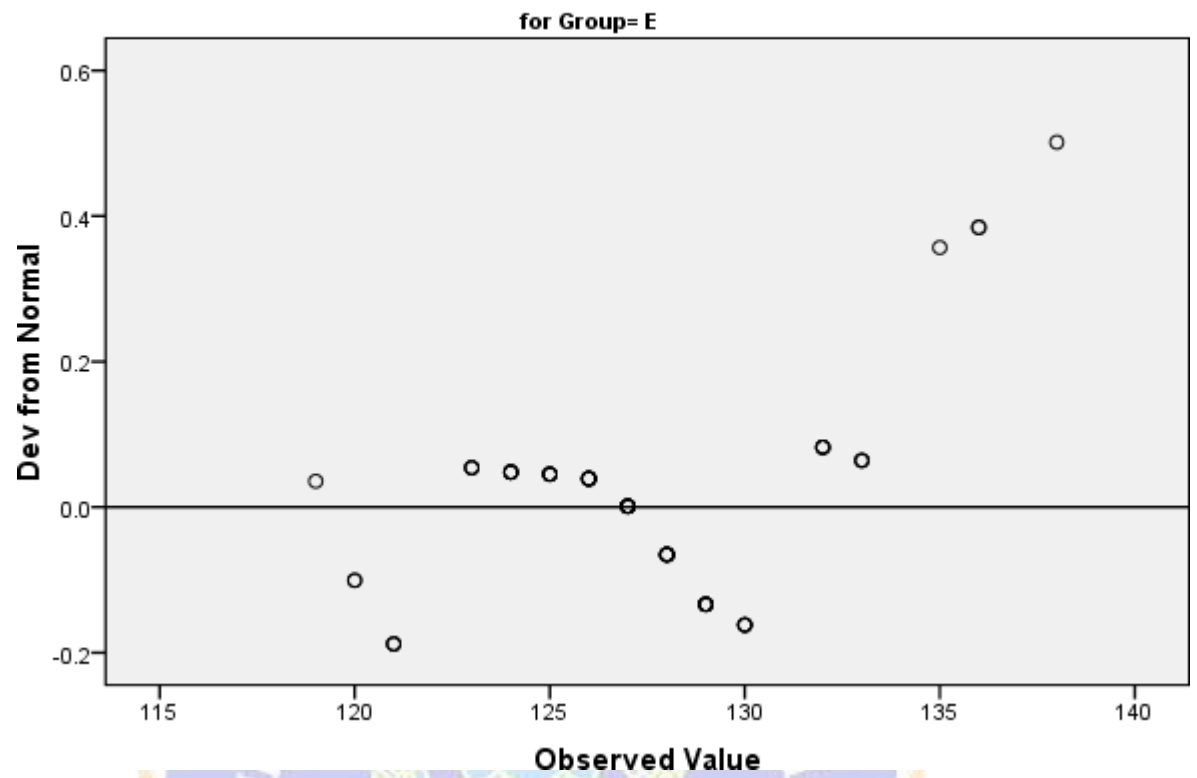


**Detrended Normal Q-Q Plots**

## Detrended Normal Q-Q Plot of SEL



### Detrended Normal Q-Q Plot of SEL

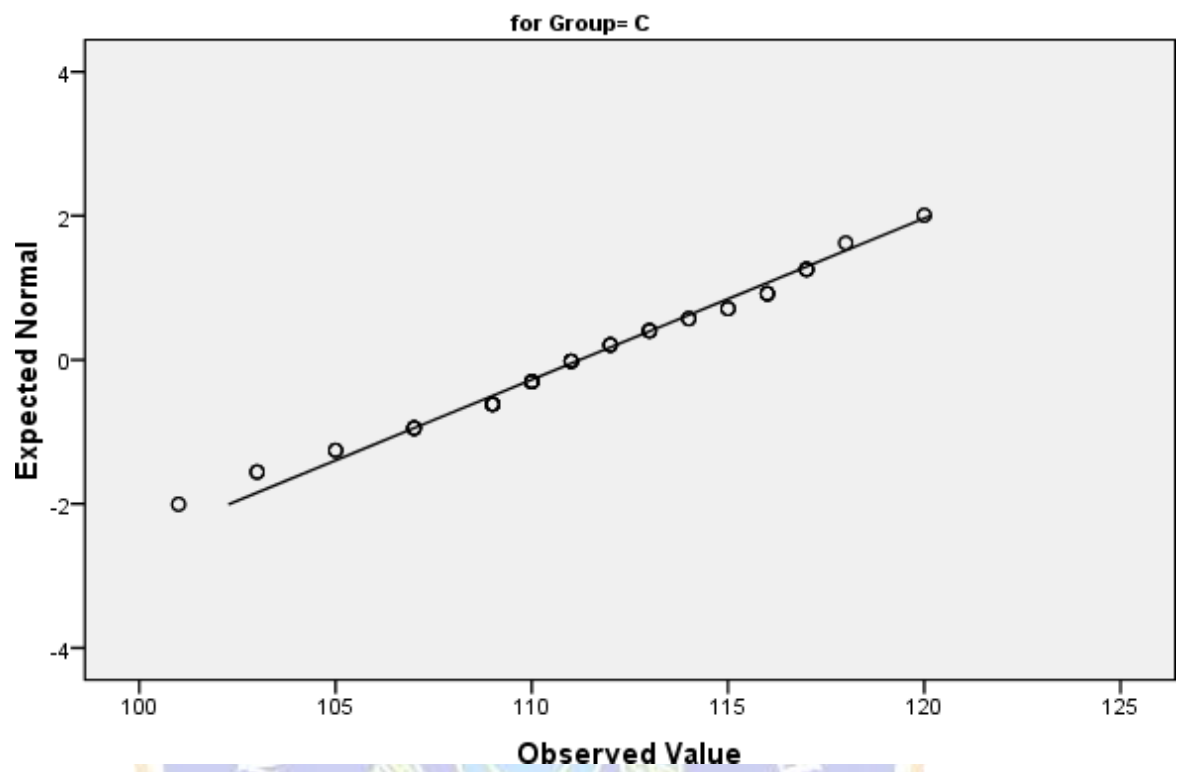


Normal Q-Q Plots

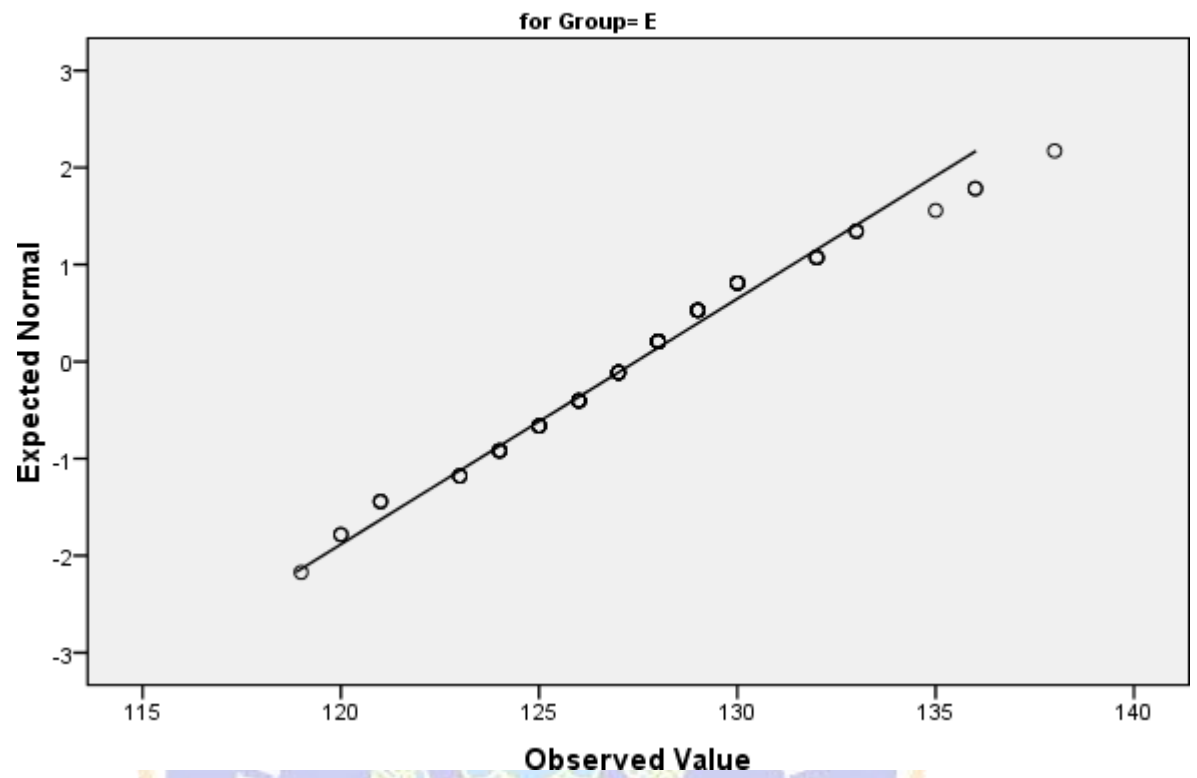




## Normal Q-Q Plot of SEL



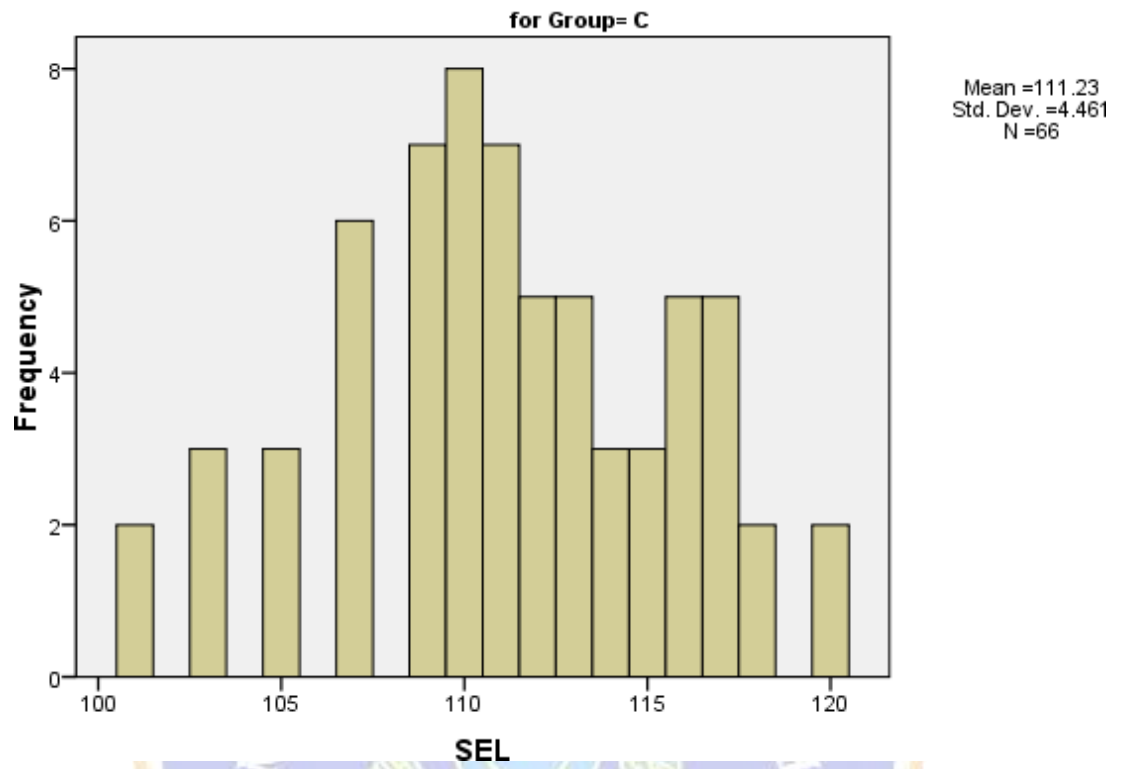
Normal Q-Q Plot of SEL



Histograms



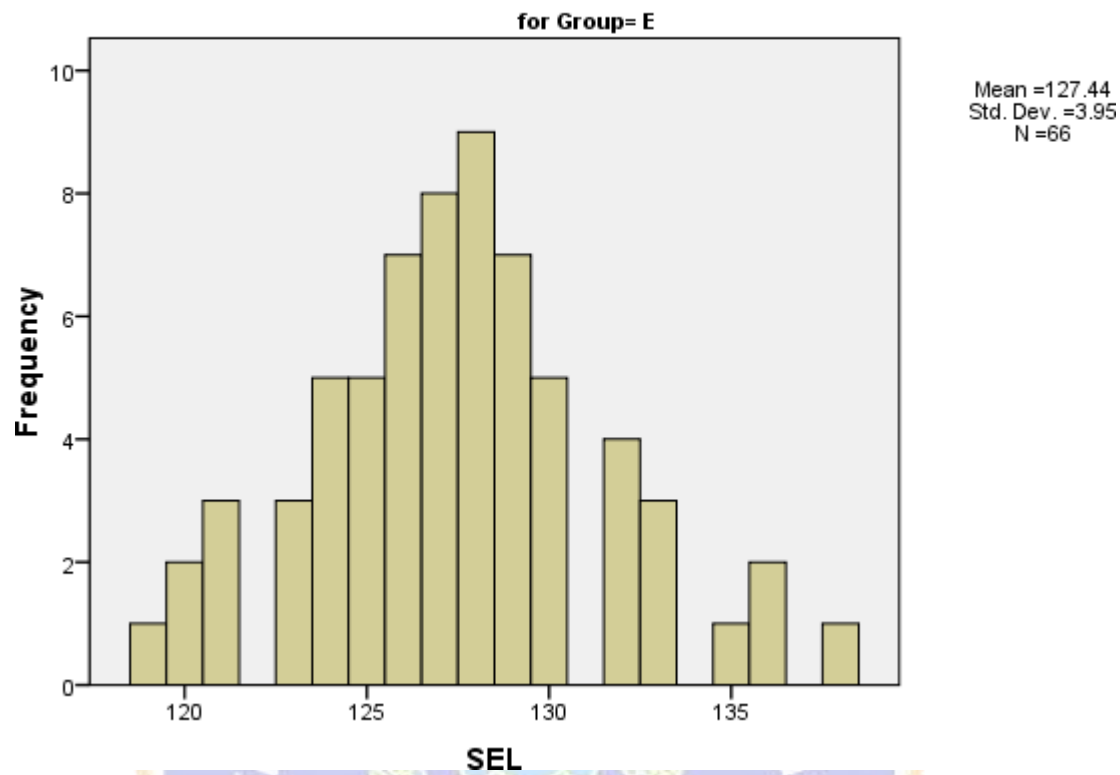
## Histogram



SEL



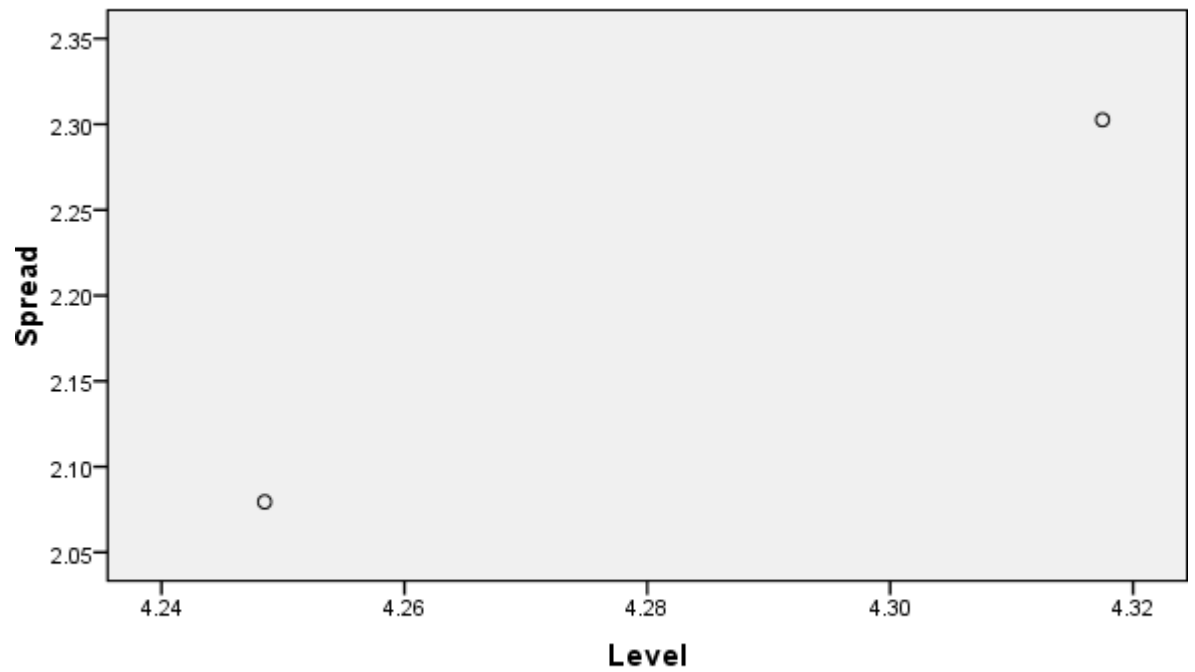
Histogram



Writing



**Spread vs. Level Plot of Writing by Group**



\* Plot of LN of Spread vs LN of Level

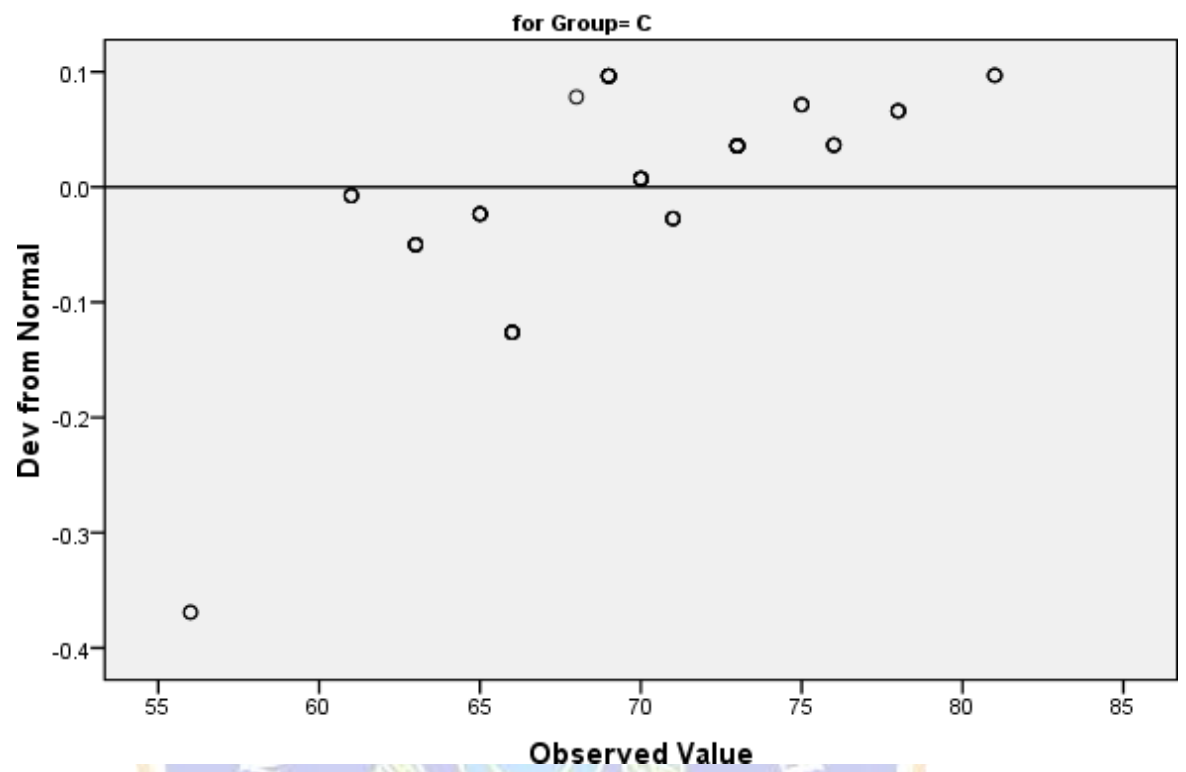
Slope = 3.234 Power for transformation = -2.234

**Detrended Normal Q-Q Plots**

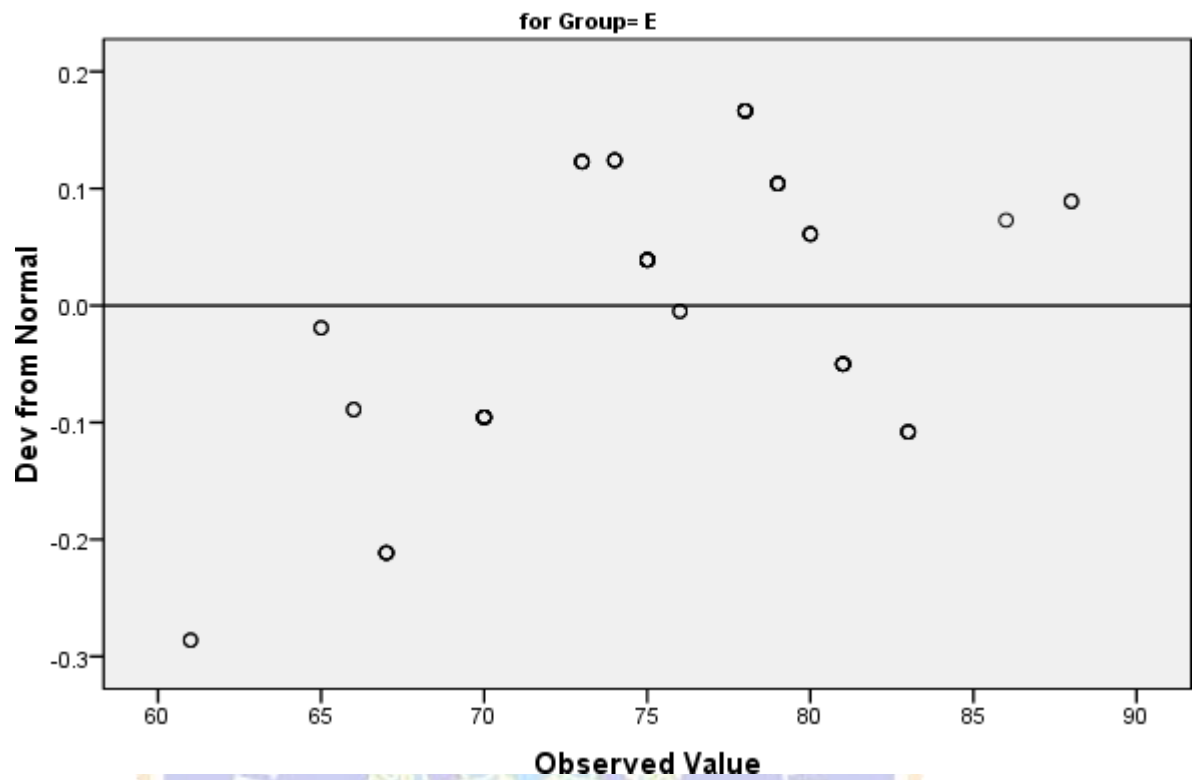




# Detrended Normal Q-Q Plot of Writing



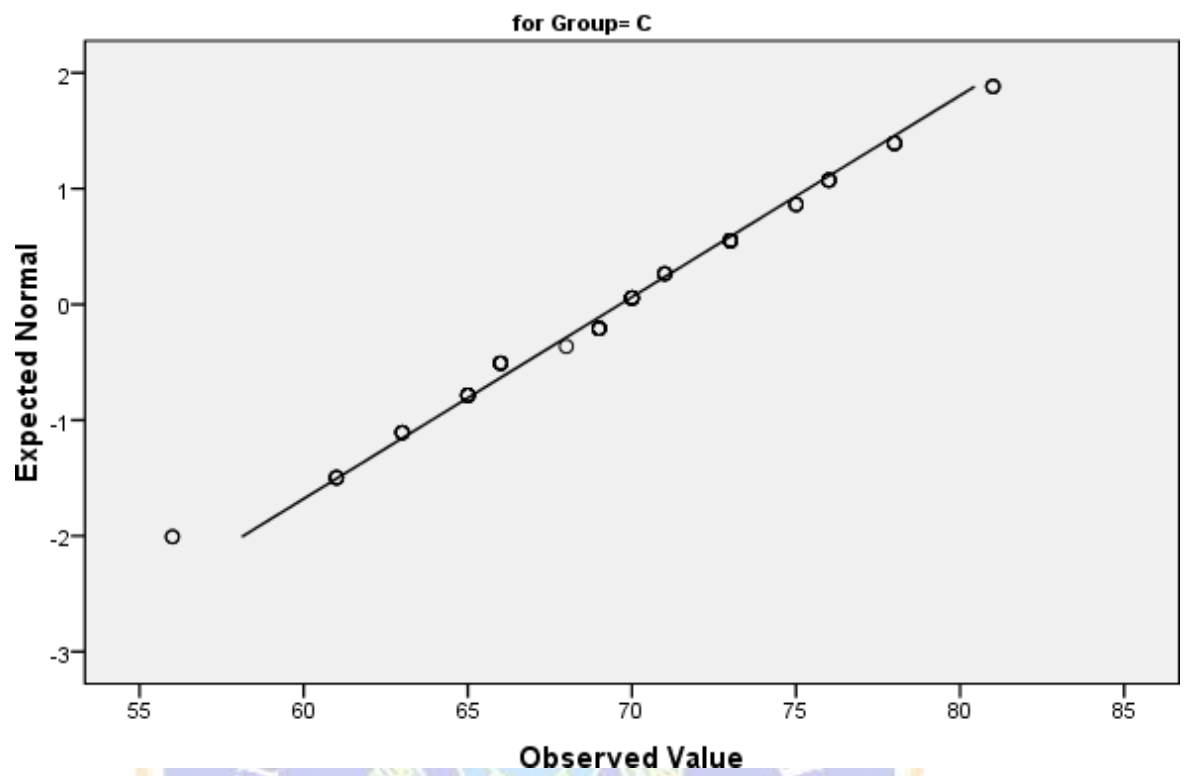
Detrended Normal Q-Q Plot of Writing



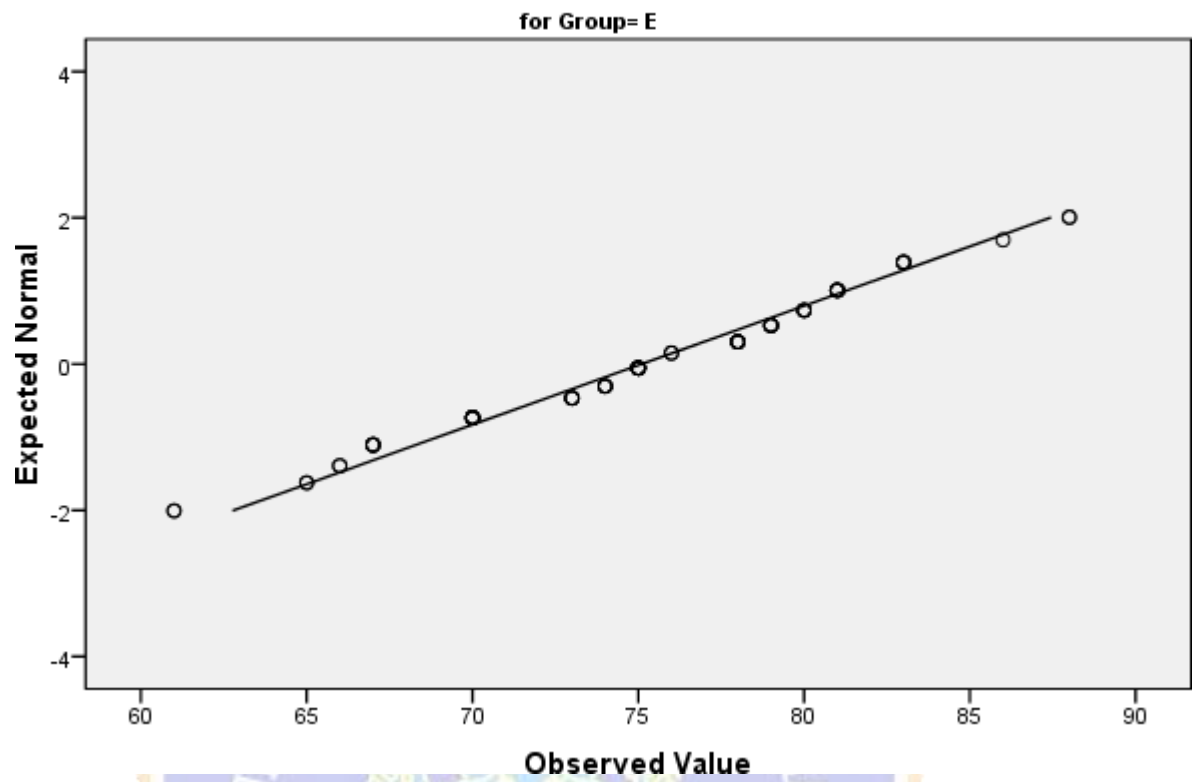
Normal Q-Q Plots



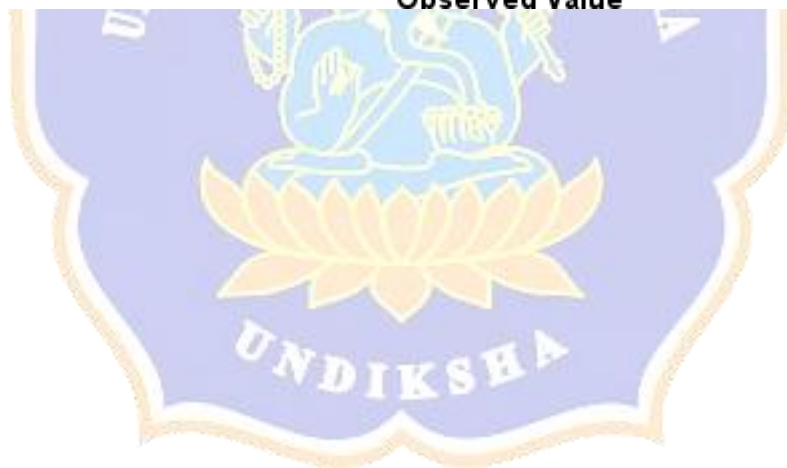
## Normal Q-Q Plot of Writing



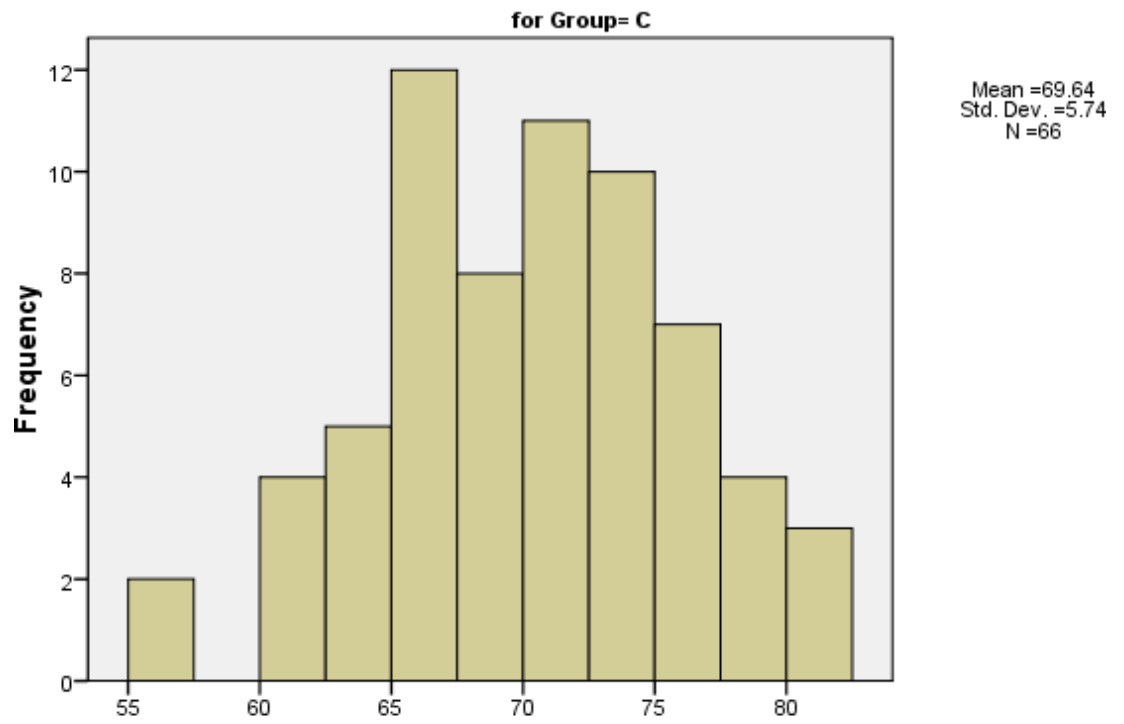
## Normal Q-Q Plot of Writing



Histograms



## Histogram

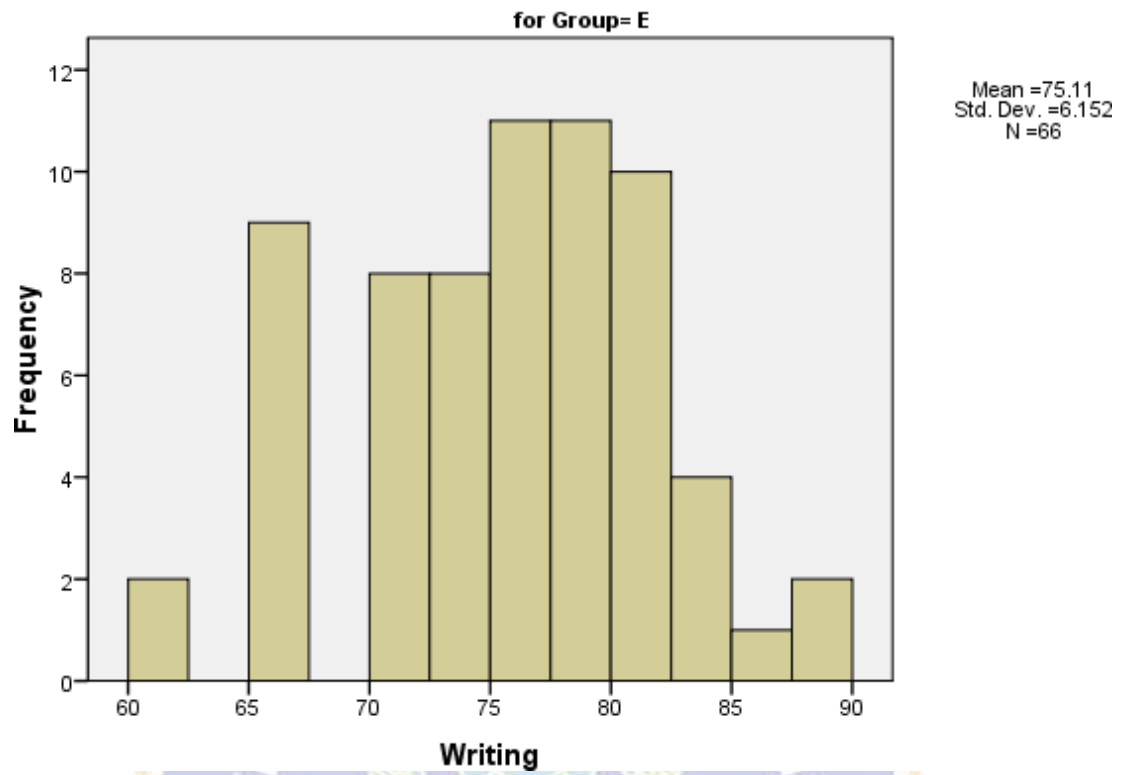


## Writing





## Histogram



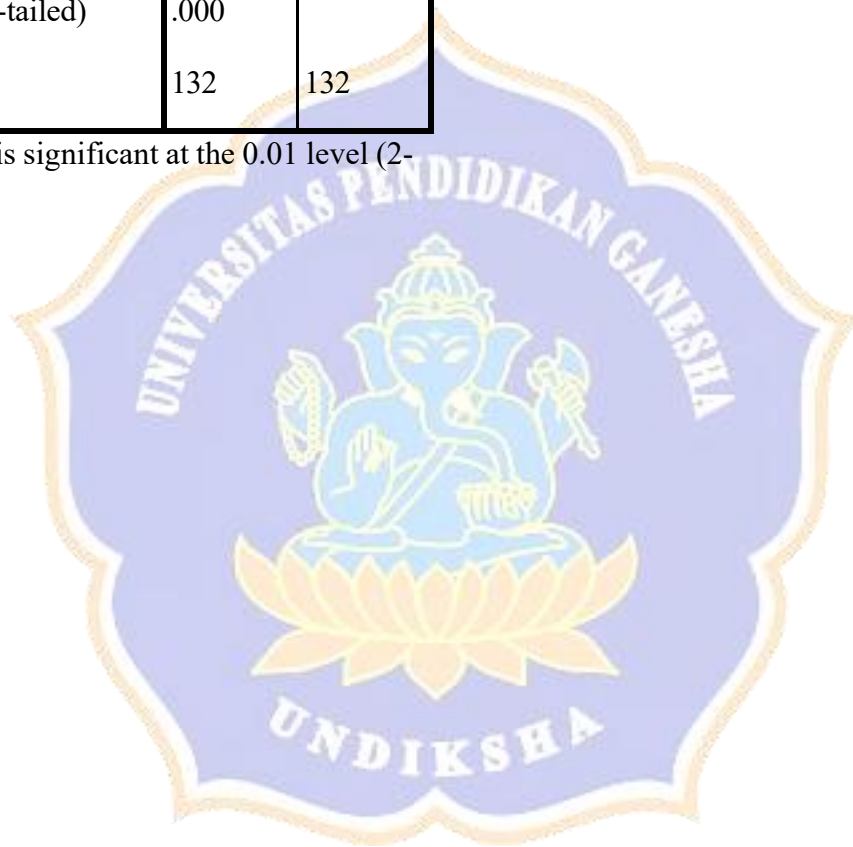
Writing



### Appendix 13. Correlations

		Writing	SEL
Writing	Pearson Correlation	1	.503**
	Sig. (2-tailed)		.000
	N	132	132
SEL	Pearson Correlation	.503**	1
	Sig. (2-tailed)	.000	
	N	132	132

\*\*. Correlation is significant at the 0.01 level (2-tailed).

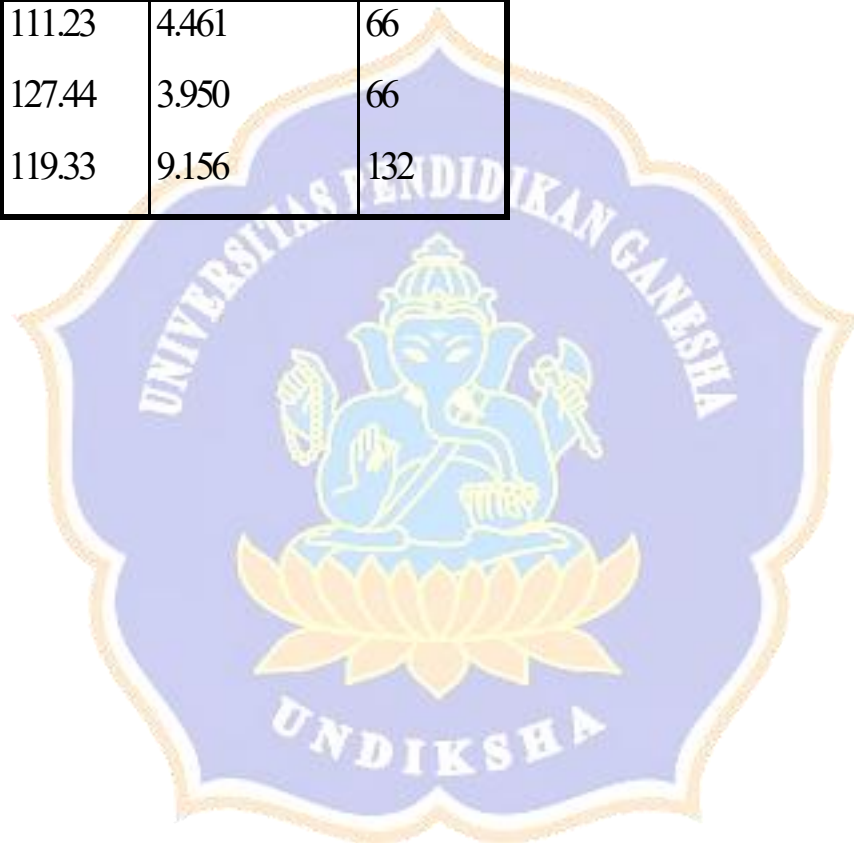


#### Appendix 14. Between-Subjects Factors

		Value Label	N
Group	1	C	66
	2	E	66

#### Descriptive Statistics

	Group	Mean	Std. Deviation	N
Writing	C	69.64	5.740	66
	E	75.11	6.152	66
	Total	72.37	6.532	132
SEL	C	111.23	4.461	66
	E	127.44	3.950	66
	Total	119.33	9.156	132



### Appendix 15. Box's Test of Equality of Covariance Matrices<sup>a</sup>

Box's M	7.306
F	2.395
df1	3
df2	3.042E6
Sig.	.066

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + Group

### Appendix 16. Multivariate Tests<sup>b</sup>

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.999	5.336E4 <sup>a</sup>	2.000	129.000	.000
	Wilks' Lambda	.001	5.336E4 <sup>a</sup>	2.000	129.000	.000
	Hotelling's Trace	827.228	5.336E4 <sup>a</sup>	2.000	129.000	.000
	Roy's Largest Root	827.228	5.336E4 <sup>a</sup>	2.000	129.000	.000
Group	Pillai's Trace	.791	2.438E2 <sup>a</sup>	2.000	129.000	.000
	Wilks' Lambda	.209	2.438E2 <sup>a</sup>	2.000	129.000	.000
	Hotelling's Trace	3.780	2.438E2 <sup>a</sup>	2.000	129.000	.000
	Roy's Largest Root	3.780	2.438E2 <sup>a</sup>	2.000	129.000	.000

a. Exact statistic

b. Design: Intercept + Group

### Appendix 17. Levene's Test of Equality of Error Variances<sup>a</sup>

	F	df1	df2	Sig.
Writing	.296	1	130	.587
SEL	1.306	1	130	.255

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Group

## Appendix 18. Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	Df (derajat bebas)	Mean Square	F	Sig.
Corrected Model	Writing	987.280 <sup>a</sup>	1	987.280	27.892	.000
	SEL	8673.485 <sup>b</sup>	1	8673.485	488.573	.000
Intercept	Writing	691362.189	1	691362.189	1.953E4	.000
	SEL	1879738.667	1	1879738.667	1.059E5	.000
Group	Writing	987.280	1	987.280	27.892	.000
	SEL	8673.485	1	8673.485	488.573	.000
Error	Writing	4601.530	130	35.396		
	SEL	2307.848	130	17.753		
Total	Writing	696951.000	132			
	SEL	1890720.000	132			
Corrected Total	Writing	5588.811	131			
	SEL	10981.333	131			

a. R Squared = .177 (Adjusted R Squared = .170)

b. R Squared = .790 (Adjusted R Squared = .788)

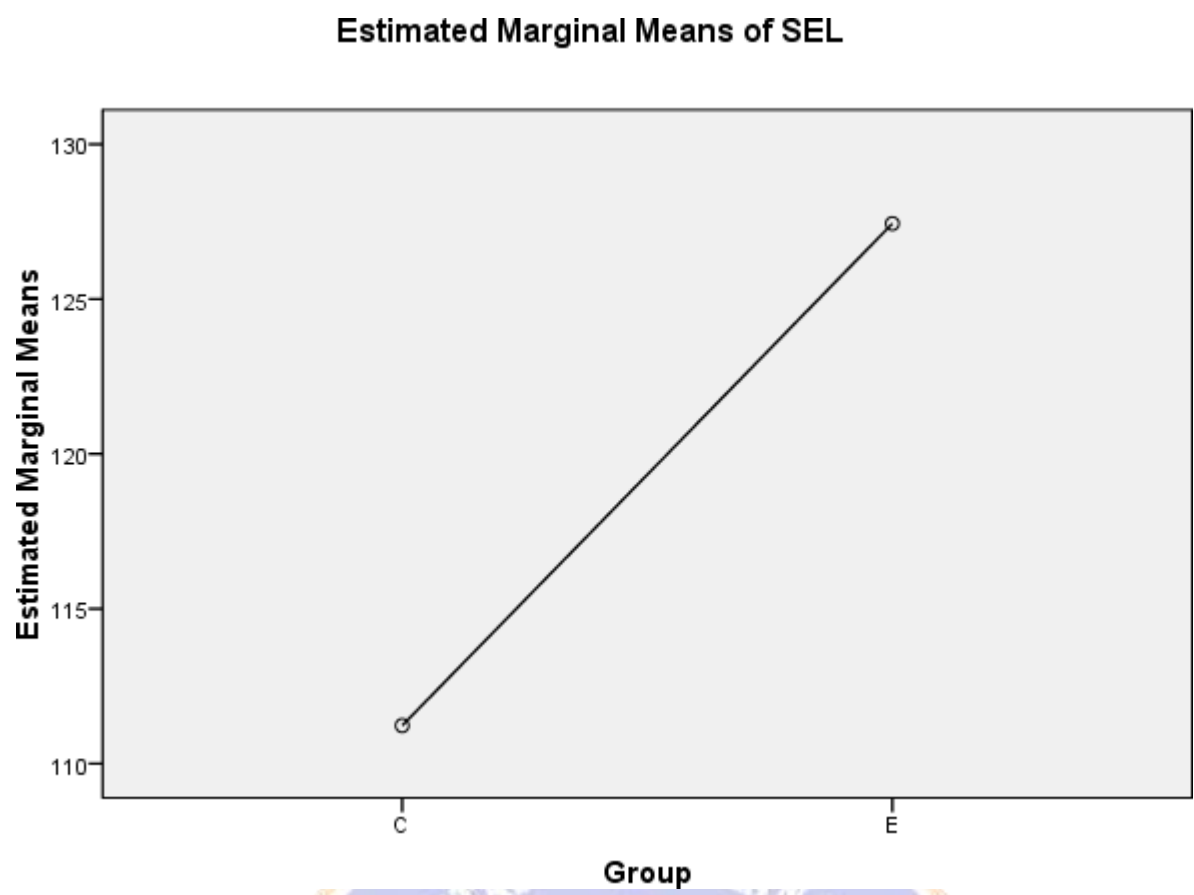
Note:

1. Intercept: Nilai awal atau titik potong (intercept) dari garis regresi. Ini menunjukkan nilai variabel dependen ketika variabel independen bernilai 0.
2. R Square ( $R^2$ ): Koefisien determinasi, yang menunjukkan seberapa besar variasi dalam variabel dependen dapat dijelaskan oleh variabel independen. Nilai  $R^2$  berkisar antara 0 (tidak ada hubungan) hingga 1 (hubungan sempurna).
3. Type III Sum of Squares: Jumlah kuadrat deviasi yang digunakan untuk menghitung efek dari masing-masing variabel independen, setelah mempertimbangkan efek dari variabel independen lainnya.
4. df (Derajat Bebas): Derajat kebebasan, yaitu jumlah nilai yang dapat berubah secara bebas dalam sebuah sampel atau eksperimen.
5. Mean Square (MS): Rata-rata kuadrat deviasi, yang digunakan untuk menghitung varians dan menguji hipotesis.
6. F: F-statistik, yang digunakan untuk menguji hipotesis tentang perbedaan antara kelompok-kelompok atau efek dari variabel independen. Nilai F yang besar menunjukkan bahwa efek dari variabel independen adalah signifikan.

Profile Plots



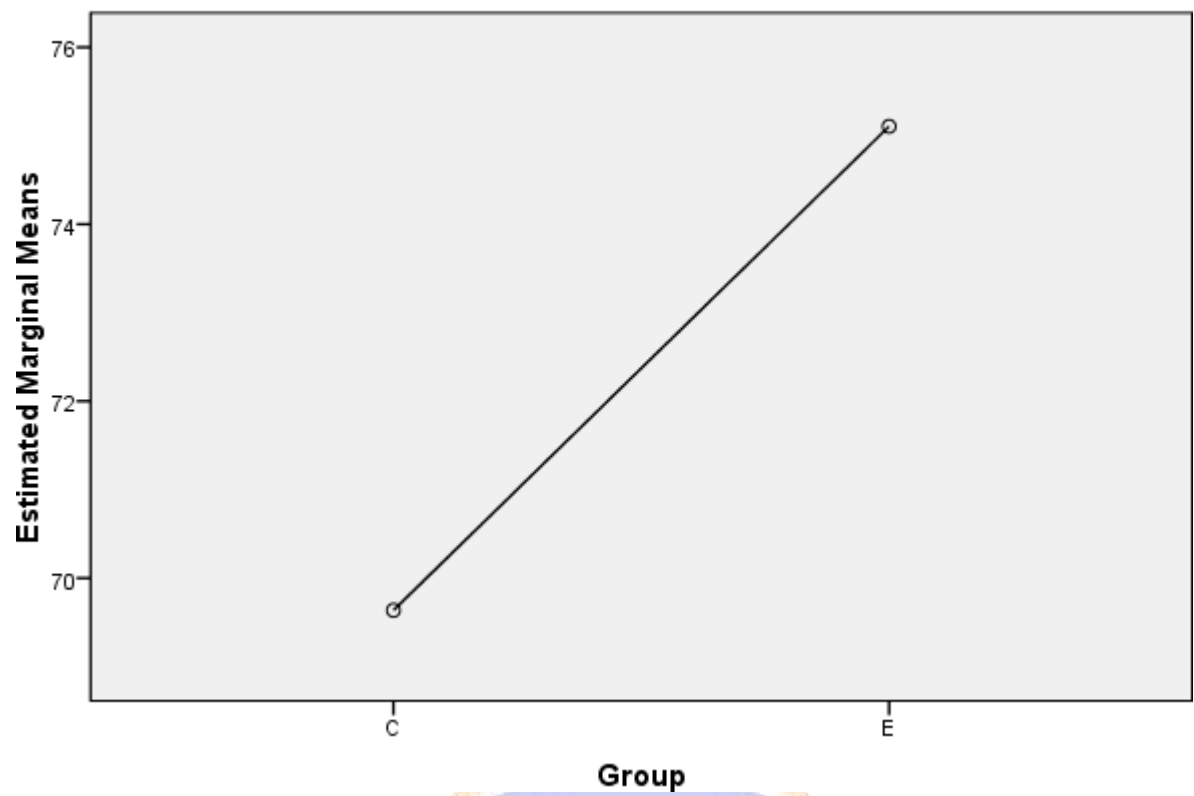
SEL



Writing



Estimated Marginal Means of Writing



Estimated Marginal Means

Group

Dependent Variable	Group	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Writing	C	69.636	.732	68.188	71.085
	E	75.106	.732	73.657	76.555
SEL	C	111.227	.519	110.201	112.253
	E	127.439	.519	126.413	128.465

## Appendix 19. Post Test in Writing (Control Group)

NO	ASPECT																		TOTAL	AVERA NGE
	Content		Result	Organization		Result	Grammar		Result	Vocabulary		Result	Mechanic		Result	Originality		Result		
1	3	20	60	3	15	45	2	20	40	4	15	60	4	10	40	2	20	40	285	71
2	3	20	60	3	15	45	3	20	60	2	15	30	3	10	30	4	20	80	305	76
3	2	20	40	2	15	30	2	20	40	3	15	45	3	10	30	2	20	40	225	56
4	2	20	40	3	15	45	2	20	40	2	15	30	3	10	30	3	20	60	245	61
5	3	20	60	3	15	45	3	20	60	2	15	30	3	10	30	3	20	60	285	71
6	2	20	40	3	15	45	3	20	60	3	15	45	2,5	10	25	3	20	60	275	69
7	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	3	20	60	300	75
8	3	20	60	3	15	45	3	20	60	3	15	45	4	10	40	3	20	60	310	78
9	3	20	60	3	15	45	2	20	40	2	15	30	3	10	30	3	20	60	265	66
10	3	20	60	3	15	45	2	20	40	3	15	45	4	10	40	3	20	60	290	73
11	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	2	20	40	260	65
12	3	20	60	2	15	30	2	20	40	3	15	45	3	10	30	3	20	60	265	66
13	3	20	60	3	15	45	3	20	60	2	15	30	3	10	30	3	20	60	285	71
14	3	20	60	4	15	60	2	20	40	3	15	45	4	10	40	3	20	60	305	76
15	2	20	40	3	15	45	2	20	40	2	15	30	3	10	30	3	20	60	245	61
16	2	20	40	3	15	45	3	20	60	3	15	45	2,5	10	25	3	20	60	275	69
17	3	20	60	3	15	45	3	20	60	2	15	30	4	10	40	2	20	40	275	69
18	3	20	60	3	15	45	3	20	60	3	15	45	4	10	40	3	20	60	310	78
19	3	20	60	3	15	45	2	20	40	3	15	45	2,5	10	25	3	20	60	275	69
20	3	20	60	3,5	15	52,5	2	20	40	2	15	30	3	10	30	2	20	40	252,5	63
21	2	20	40	3	15	45	2	20	40	3	15	45	3	10	30	3	20	60	260	65
22	3	20	60	3	15	45	2	20	40	3	15	45	4	10	40	3	20	60	290	73
23	3	20	60	3	15	45	2	20	40	3	15	45	2,5	10	25	3	20	60	275	69
24	3	20	60	3	15	45	2	20	40	3	15	45	2,5	10	25	3	20	60	275	69
25	3	20	60	2	15	30	2	20	40	3	15	45	2,5	10	25	2,5	20	50	250	63
26	3	20	60	2	15	30	2	20	40	3	15	45	2,5	10	25	2,5	20	50	250	63
27	3	20	60	3	15	45	2	20	40	4	15	60	4	10	40	3	20	60	305	76
28	3	20	60	4	15	60	3	20	60	3	15	45	4	10	40	3	20	60	325	81
29	3	20	60	3	15	45	3	20	60	3	15	45	4	10	40	3	20	60	310	78
30	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	2	20	40	260	65
31	2	20	40	3	15	45	3	20	60	3	15	45	4	10	40	3	20	60	290	73
32	2	20	40	3	15	45	3	20	60	3	15	45	4	10	40	3	20	60	290	73

33	2	20	40	4	15	60	2	20	40	2	15	30	4	10	40	3	20	60	270	68
34	3	20	60	4	15	60	3	20	60	3	15	45	4	10	40	3	20	60	325	81
35	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	3	20	60	280	70
36	2	20	40	2	15	30	2	20	40	3	15	45	3	10	30	2	20	40	225	56
37	2	20	40	3	15	45	2	20	40	2	15	30	3	10	30	3	20	60	245	61
38	3	20	60	2	15	30	2	20	40	3	15	45	2,5	10	25	2,5	20	50	250	63
39	2	20	40	3	15	45	3	20	60	3	15	45	3	10	30	3	20	60	280	70
40	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	3	20	60	300	75
41	3	20	60	3	15	45	3	20	60	3	15	45	4	10	40	3	20	60	310	78
42	3	20	60	3	15	45	2	20	40	2	15	30	3	10	30	3	20	60	265	66
43	3	20	60	3	15	45	2	20	40	3	15	45	4	10	40	3	20	60	290	73
44	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	2	20	40	260	65
45	3	20	60	2	15	30	2	20	40	3	15	45	3	10	30	3	20	60	265	66
46	3	20	60	3	15	45	3	20	60	2	15	30	3	10	30	3	20	60	285	71
47	3	20	60	4	15	60	2	20	40	2	15	30	4	10	40	3	20	60	290	73
48	2	20	40	3	15	45	2	20	40	2	15	30	3	10	30	3	20	60	245	61
49	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	3	20	60	280	70
50	3	20	60	3	15	45	3	20	60	2	15	30	4	10	40	2	20	40	275	69
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52	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	3	20	60	280	70
53	3	20	60	3	15	45	2	20	40	2	15	30	3	10	30	3	20	60	265	66
54	2	20	40	3	15	45	2	20	40	3	15	45	3	10	30	3	20	60	260	65
55	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	3	20	60	280	70
56	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	3	20	60	280	70
57	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	3	20	60	280	70
58	3	20	60	2	15	30	2	20	40	3	15	45	3	10	30	3	20	60	265	66
59	3	20	60	2	15	30	2	20	40	3	15	45	3	10	30	3	20	60	265	66
60	3	20	60	3	15	45	2	20	40	4	15	60	4	10	40	3	20	60	305	76
61	3	20	60	4	15	60	3	20	60	3	15	45	4	10	40	3	20	60	325	81
62	3	20	60	3	15	45	2	20	40	3	15	45	4	10	40	3	20	60	290	73
63	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	2	20	40	260	65
64	2	20	40	3	15	45	3	20	60	3	15	45	4	10	40	3	20	60	290	73
65	2	20	40	3	15	45	3	20	60	3	15	45	4	10	40	3	20	60	290	73
66	2	20	40	4	15	60	3	20	60	2	15	30	4	10	40	3	20	60	290	73
<b>TOTAL</b>	<b>3620</b>			<b>2947,5</b>			<b>3120</b>			<b>2760</b>			<b>2180</b>			<b>3750</b>				

## Appendix 20. Post Test in Writing (Experimental Group)

NO	ASPECT																		TOTAL	AVERA NGE
	Content		Result	Organization		Result	Grammar		Result	Vocabulary		Result	Mechanic		Result	Originality		Result		
1	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	3	20	60	300	75
2	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	3	20	60	300	75
3	3	20	60	3	15	45	2	20	40	3	15	45	4	10	40	3	20	60	290	73
4	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	2	20	40	280	70
5	3	20	60	3	15	45	3	20	60	3	15	45	4	10	40	3	20	60	310	78
6	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	2	20	40	280	70
7	3	20	60	4	15	60	3	20	60	3	15	45	4	10	40	3	20	60	325	81
8	3	20	60	3	15	45	3	20	60	4	15	60	4	10	40	3	20	60	325	81
9	3	20	60	4	15	60	3	20	60	3	15	45	3	10	30	3	20	60	315	79
10	3	20	60	3	15	45	3	20	60	4	15	60	3	10	30	3	20	60	315	79
11	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	2	20	40	260	65
12	3	20	60	4	15	60	3	20	60	4	15	60	3	10	30	3	20	60	330	83
13	3	20	60	4	15	60	3	20	60	4	15	60	3	10	30	4	20	80	350	88
14	3	20	60	4	15	60	3	20	60	4	15	60	3	10	30	3	20	60	330	83
15	3	20	60	3	15	45	3	20	60	4	15	60	3	10	30	3	20	60	315	79
16	3	20	60	3,5	15	52,5	2	20	40	3	15	45	2	10	20	2,5	20	50	267,5	67
17	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	4	20	80	320	80
18	3	20	60	3	15	45	3	20	60	4	15	60	4	10	40	3	20	60	325	81
19	3	20	60	3	15	45	3	20	60	3	15	45	4	10	40	3	20	60	310	78
20	3	20	60	3	15	45	2	20	40	2	15	30	4	10	40	4	20	80	295	74
21	3	20	60	3	15	45	2	20	40	3	15	45	4	10	40	4	20	80	310	78
22	3	20	60	3	15	45	2	20	40	3	15	45	4	10	40	3	20	60	290	73
23	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	3	20	60	280	70
24	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	3	20	60	280	70
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26	3	20	60	3,5	15	52,5	2	20	40	3	15	45	2	10	20	2,5	20	50	267,5	67
27	3	20	60	3,5	15	52,5	2	20	40	3	15	45	2	10	20	2,5	20	50	267,5	67
28	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	4	20	80	320	80
29	3	20	60	3,5	15	52,5	2	20	40	3	15	45	2	10	20	2,5	20	50	267,5	67
30	3	20	60	2	15	30	2	20	40	3	15	45	3	10	30	2	20	40	245	61
31	3	20	60	3,5	15	52,5	2	20	40	3	15	45	2	10	20	2,5	20	50	267,5	67
32	3	20	60	3,5	15	52,5	2	20	40	3	15	45	2	10	20	2,5	20	50	267,5	67



33	3	20	60	3,5	15	52,5	2	20	40	3	15	45	2	10	20	2,5	20	50	267,5	67
34	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	3	20	60	300	75
35	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	3	20	60	300	75
36	3	20	60	3	15	45	2	20	40	3	15	45	4	10	40	3	20	60	290	73
37	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	2	20	40	280	70
38	3	20	60	3	15	45	3	20	60	3	15	45	4	10	40	3	20	60	310	78
39	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	2	20	40	280	70
40	3	20	60	4	15	60	3	20	60	3	15	45	4	10	40	3	20	60	325	81
41	3	20	60	3	15	45	3	20	60	4	15	60	4	10	40	3	20	60	325	81
42	3	20	60	4	15	60	3	20	60	3	15	45	3	10	30	3	20	60	315	79
43	3	20	60	3	15	45	3	20	60	4	15	60	4	10	40	3	20	60	325	81
44	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	2	20	40	260	65
45	3	20	60	4	15	60	3	20	60	4	15	60	3	10	30	3	20	60	330	83
46	3	20	60	4	15	60	3	20	60	4	15	60	3	10	30	4	20	80	350	88
47	3	20	60	4	15	60	3	20	60	4	15	60	3	10	30	3	20	60	330	83
48	3	20	60	3	15	45	3	20	60	4	15	60	3	10	30	3	20	60	315	79
49	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	3	20	60	300	75
50	3	20	60	3	15	45	3	20	60	4	15	60	4	10	40	4	20	80	345	86
51	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	3	20	60	300	75
52	3	20	60	3	15	45	3	20	60	3	15	45	4	10	40	3	20	60	310	78
53	3	20	60	3	15	45	2	20	40	2	15	30	4	10	40	4	20	80	295	74
54	3	20	60	3	15	45	2	20	40	3	15	45	4	10	40	4	20	80	310	78
55	3	20	60	3	15	45	2	20	40	3	15	45	4	10	40	3	20	60	290	73
56	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	3	20	60	280	70
57	3	20	60	3	15	45	2	20	40	3	15	45	3	10	30	3	20	60	280	70
58	3	20	60	3	15	45	3	20	60	2	15	30	4	10	40	3	20	60	295	74
59	3	20	60	4	15	60	2	20	40	3	15	45	4	10	40	3	20	60	305	76
60	3	20	60	2	15	30	2	20	40	3	15	45	3	10	30	2	20	40	245	61
61	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	4	20	80	320	80
62	3	20	60	3	15	45	2	20	40	2	15	30	3	10	30	3	20	60	265	66
63	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	3	20	60	300	75
64	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	4	20	80	320	80
65	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	3	20	60	300	75
66	3	20	60	3	15	45	3	20	60	3	15	45	3	10	30	3	20	60	300	75
<b>TOTAL</b>	<b>3960</b>			<b>3157,5</b>			<b>3460</b>			<b>3105</b>			<b>2130</b>			<b>3950</b>				

**Appendix 21. Post Test\_Social Emotional Learning for Control Group**

NO	Self - Awareness (X1)					Social - Awareness (X2)					Self - Management / Self - Control (X3)										Relationship Skill (X4)					Resposible Decision - making (X5)					Total	
	X1.1	X1.2	X1.3	X1.4	X1.5	X2.1	X2.2	X2.3	X2.4	X2.5	X3.1	X3.2	X3.3	X3.4	X3.5	X3.6	X3.7	X3.8	X3.9	X3.10	X4.1	X4.2	X4.3	X4.4	X4.5	X5.1	X5.2	X5.3	X5.4	X5.5		
1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	115	
2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	120	
3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	111	
4	3	3	3	3	3	4	4	4	4	4	4	3	4	3	4	4	3	4	3	4	3	3	3	3	3	4	4	3	3	3	103	
5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	115	
6	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	4	4	3	3	109
7	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	3	3	3	3	107
8	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	4	116	
9	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	3	3	4	4	109
10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	111
11	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	3	4	4	3	109
12	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	3	3	4	4	109
13	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	4	4	3	3	109
14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	117
15	3	3	3	3	3	4	4	4	4	4	4	3	4	3	4	4	3	4	3	4	3	3	4	4	3	3	3	3	3	3	3	103
16	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	3	3	3	3	107
17	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	3	3	3	3	107
18	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	3	3	3	4	114
19	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	114
20	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	4	4	3	4	110
21	3	3	3	3	3	4	4	4	4	4	4	3	4	3	4	4	3	4	3	4	3	3	3	3	3	3	3	3	4	4	3	103
22	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	118
23	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	3	4	4	4	110
24	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	4	4	4	4	4	4	4	116
25	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	3	4	4	4	110
26	4	4	4	4	4	3	3	3	3	3	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	3	3	3	110
27	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	3	4	4	4	117
28	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	4	4	3	3	3	109
29	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	3	3	3	3	107
30	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	3	4	4	4	110
31	4	4	4	4	4	3	3	3	3	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3	3	4	3	3	110
32	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	4	4	3	3	109
33	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	4	4	4	3	110
34	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	3	117	

35	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	4	116
36	3	3	3	3	3	4	4	4	4	4	4	3	4	3	4	4	3	4	4	4	3	4	3	4	3	3	3	3	4	105
37	3	3	3	3	3	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	3	4	4	4	3	4	4	4	4	111
38	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	115
39	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	3	4	3	4	3	3	107
40	4	4	4	4	4	3	3	4	4	4	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	3	3	3	3	110
41	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	116
42	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	3	3	4	4	110
43	3	3	3	3	3	4	4	4	4	4	4	3	4	3	4	4	3	4	4	4	3	4	4	4	4	4	4	4	4	111
44	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	3	3	3	3	3	3	105
45	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	3	3	4	4	3	3	3	3	105
46	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	4	4	4	4	4	4	4	3	4	4	3	111
47	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	117
48	3	3	3	3	3	4	4	4	4	4	4	3	4	3	4	4	3	4	3	4	3	4	3	3	3	3	3	3	3	101
49	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	3	3	3	3	111
50	4	4	4	4	4	4	4	4	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	3	3	3	3	111
51	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	120
52	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	114
53	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	3	4	4	4	4	4	3	4	4	111
54	3	3	3	3	3	4	4	4	4	4	4	3	4	3	4	4	3	4	3	4	3	3	3	3	3	3	3	3	3	101
55	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	118
56	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	3	4	4	4	111
57	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	4	4	4	4	116
58	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	3	4	4	4	4	3	3	3	3	107
59	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	3	3	3	3	113
60	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	3	4	117
61	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	3	4	4	4	4	4	4	4	4	111
62	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	3	4	3	4	4	4	4	3	3	3	3	113
63	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	113
64	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	113
65	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	3	3	113
66	4	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	3	4	110
Total	256	256	256	256	256	231	231	232	233	233	264	256	263	256	231	263	223	263	226	263	255	253	254	251	252	215	225	225	225	7334
Average	3,9	3,9	3,9	3,9	3,9	3,5	3,5	3,5	3,5	3,5	4,0	3,9	4,0	3,9	3,5	4,0	3,4	4,0	3,4	4,0	3,9	3,8	3,8	3,8	3,8	3,3	3,4	3,4	3,4	111
Total per	1280					1160					2508										1265					1121				

**Appendix 22. Post Test\_Social Emotional Learning for Experimental Group**

NO	Self - Awareness (X1)					Social - Awareness (X2)					Self - Management / Self - Control (X3)										Relationship Skill (X4)					Responsible Decision - Making (X5)					Total
	X1.1	X1.2	X1.3	X1.4	X1.5	X2.1	X2.2	X2.3	X2.4	X2.5	X3.1	X3.2	X3.3	X3.4	X3.5	X3.6	X3.7	X3.8	X3.9	X3.10	X4.1	X4.2	X4.3	X4.4	X4.5	X5.1	X5.2	X5.3	X5.4	X5.5	
1	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4	3	4	4	3	4	119
2	5	5	5	5	4	5	5	4	4	5	5	4	4	4	4	3	5	5	4	4	4	4	4	4	4	4	5	5	5	5	133
3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	5	4	126
4	5	5	5	5	4	5	5	4	4	5	5	4	4	4	4	3	5	5	4	4	4	4	5	5	5	4	5	5	5	5	136
5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	4	4	4	4	5	5	5	5	4	4	4	4	126
6	4	4	4	4	4	4	4	4	4	5	5	5	5	5	4	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4	127
7	4	4	4	4	4	4	4	4	4	5	5	5	5	5	4	4	5	4	5	4	4	4	4	4	4	4	4	4	5	5	129
8	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	5	4	126
9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	5	5	4	5	4	5	4	5	5	129
10	5	5	5	5	4	5	5	4	4	5	5	4	4	4	4	3	5	5	4	4	4	4	5	5	5	4	5	5	5	5	136
11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	5	4	126
12	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	4	5	5	5	4	5	4	4	4	5	4	5	4	5	4	133
13	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	4	5	5	5	4	5	4	4	4	5	4	5	4	5	4	133
14	4	4	4	4	4	4	4	4	4	5	4	5	5	5	5	4	5	5	5	4	5	4	4	4	5	4	5	4	5	4	132
15	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	5	4	126
16	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	4	5	5	5	5	138
17	4	4	4	4	4	4	4	4	4	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	124
18	4	4	4	4	4	4	4	4	4	5	4	4	5	5	5	4	5	5	5	5	5	5	4	5	5	4	5	5	5	4	135
19	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	5	4	127
20	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	5	4	127
21	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	5	4	4	4	5	4	5	4	5	4	121
22	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	5	4	127
23	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	5	4	130
24	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	5	4	127
25	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	4	5	5	5	4	5	4	4	4	5	4	5	4	5	4	133
26	5	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	5	4	129
27	5	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	5	4	129
28	5	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	5	4	129
29	5	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	5	5	130
30	5	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	5	5	130
31	5	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	4	4	128
32	5	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	5	4	5	4	4	4	128
33	5	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	3	3	3	5	4	5	3	4	4	124
34	4	4	5	4	5	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	5	4	4	4	5	4	4	4	5	127

35	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	4	4	4	4	4	5	5	4	4	4	5	4	128
36	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	4	4	4	4	4	5	5	4	4	4	5	4	128
37	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	4	4	4	4	4	5	5	4	4	4	5	4	128
38	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	4	4	4	4	4	5	5	4	4	4	5	4	128
39	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	4	4	4	4	4	5	5	4	4	4	5	4	128
40	4	5	4	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	5	125
41	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	121
42	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	5	5	5	4	4	4	5	4	5	4	4	5	4	4	128
43	5	4	5	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	4	5	4	5	4	5	4	127
44	4	4	4	5	5	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	5	5	4	5	4	4	127
45	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	5	4	4	124
46	4	5	5	5	4	4	5	4	5	4	4	4	4	4	4	4	4	5	5	5	4	5	5	4	4	4	4	4	5	5	132
47	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	5	4	4	4	4	4	4	4	4	123
48	4	5	4	5	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	5	5	4	4	4	5	4	5	4	128
49	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	123
50	4	5	5	5	4	4	5	4	5	4	5	5	5	4	4	4	4	4	4	4	4	4	4	5	5	5	4	5	4	4	132
51	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	121
52	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	5	4	4	5	4	4	4	5	4	125
53	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	5	4	4	124
54	4	5	4	4	4	4	4	4	4	4	4	4	5	4	5	4	5	5	5	4	5	4	4	4	5	4	5	4	5	4	130
55	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	5	4	5	4	124	
56	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	5	4	5	4	5	4	4	4	4	4	4	4	4	4	125
57	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	5	4	4	5	4	4	4	5	125
58	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	120
59	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	123
60	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	120
61	4	4	5	4	5	4	4	4	5	5	4	4	4	4	4	5	5	5	4	4	4	4	4	4	5	5	4	4	4	4	129
62	4	4	4	4	5	4	4	4	4	4	4	4	4	5	5	4	4	4	4	5	4	5	4	5	4	4	4	5	4	4	126
63	4	4	4	5	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	5	4	5	4	4	5	4	4	126
64	4	5	5	4	4	4	4	4	5	5	4	4	4	4	4	4	5	5	5	5	4	4	4	5	5	4	4	5	5	4	132
65	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	5	4	4	4	4	4	4	125
66	4	5	4	4	4	4	4	4	5	4	4	4	4	4	5	4	5	5	5	4	5	5	4	4	4	4	4	4	4	5	129
Total	282	276	274	282	276	267	269	264	269	278	276	273	278	282	287	271	307	304	281	272	293	274	274	278	305	269	298	276	301	278	8414
Average	4,3	4,2	4,2	4,3	4,2	4,0	4,1	4,0	4,1	4,2	4,2	4,1	4,2	4,3	4,3	4,1	4,7	4,6	4,3	4,1	4,4	4,2	4,2	4,2	4,6	4,1	4,5	4,2	4,6	4,2	127,5
Total per	1390					1347					2831										1424					1422					



## Appendix 23. Students' Digital Stories

