

APPENDIX

Appendix 1 Attachment Letters



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 3843/UN48.7.1/DT/2024

1 Oktober 2024

Perihal : **Permohonan Izin Observasi**

Yth. Kepala Sekolah SMA Negeri 1 Seririt
di Seririt

Dalam rangka pengumpulan data untuk menyelesaikan proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Kadek Refi Marsita Yani
NIM	: 2112021073
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025

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

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



a.n. Dekan,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

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



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 3841/UN48.7.1/DT/2024

1 Oktober 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala Sekolah SMA Negeri 1 Seririt
di Kecamatan Seririt

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

Nama	: Ni Kadek Refi Marsita Yani
NIM	: 2112021073
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: Proposal penelitian skripsi dengan judul: The Effect of Subtitled Videos Combined with the Flipped Classroom Method on Students' Reading Comprehension.

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

a.n. Dekan,
Wakil Dekan I,


Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

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

Appendix 2 Data Experimental Group

No.	Name	F/M
1	GA	F
2	IGAASP	M
3	IGBSA	F
4	IGKMS	M
5	INCYMW	F
6	IAKMW	M
7	IKND	F
8	KANGM	M
9	KBC	F
10	KDAL	F
11	KDDD	F
12	KRM	M
13	KAAL	M
14	KOK	F
15	KW	F
16	KBSI	F
17	KIR	M
18	KRCW	F
19	KYS	M
20	LMA	F
21	MHA	F
22	NLASW	F
23	NMLC	F
24	NPTA	F
25	PAS	F
26	PM	M
27	PACM	M
28	PDPM	F
29	PKKC	F

30	PLA	F
31	PSRM	F
32	PVS	M
33	RA	F
34	VGES	M
35	IKF	M
36	GA	M



Appendix 3 Data Control Group

No.	Name	F/M
1	DPADCD	F
2	IGWAE	M
3	IGAADP	F
4	IGAAY	F
5	IGAKRDA	F
6	IGBPSD	M
7	IGGBJ	F
8	IMAW	M
9	IAKDP	F
10	IAMD	F
11	IBKDG	M
12	IGAAIA	M
13	IKVS	M
14	KAM	M
15	KG	F
16	KHSD	F
17	KNWA	M
18	KPWJW	M
19	KPAS	M
20	KRW	F
21	KTMO	F
22	KAN	M
23	KAAP	F
24	KJH	M
25	KNSD	F
26	KPR	F
27	KRO	F
28	LMTG	F
29	MDA	M

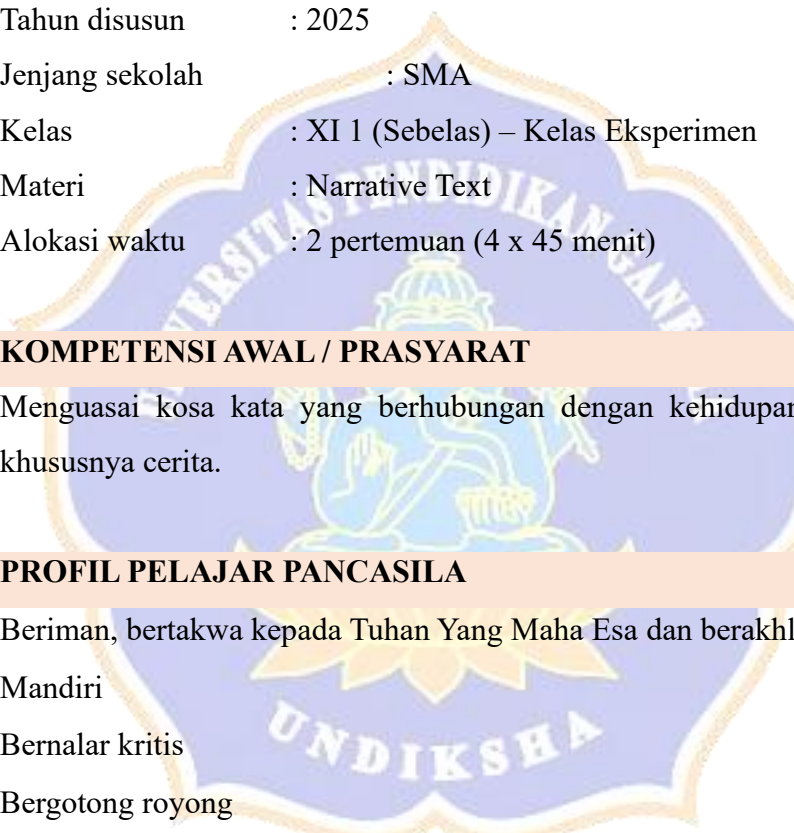
30	MTWK	M
31	NKDS	F
32	NNDS	F
33	PBP	M
34	PM	F
35	PPS	F
36	PWA	F



MODUL AJAR

I. INFORMASI UMUM

a. IDENTITAS MODUL AJAR



Mata Pelajaran	: Bahasa Inggris
Penyusun	: Ni Kadek Refi Marsita Yani
Instansi	: SMA Negeri 1 Seririt
Tahun disusun	: 2025
Jenjang sekolah	: SMA
Kelas	: XI 1 (Sebelas) – Kelas Eksperimen
Materi	: Narrative Text
Alokasi waktu	: 2 pertemuan (4 x 45 menit)

b. KOMPETENSI AWAL / PRASYARAT

Menguasai kosa kata yang berhubungan dengan kehidupan sehari-hari, khususnya cerita.

c. PROFIL PELAJAR PANCASILA

- Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
- Mandiri
- Bernalar kritis
- Bergotong royong

d. SARANA DAN PRASARANA

- LDC
- Laptop
- Speaker
- Papan tulis
- Kamus
- Lembar kerja siswa

e. MODEL/METODA/TEKNIK PEMBELAJARAN

Flipped classroom method, class discussion, pair work, individual work, group work

II. KOMPONEN INTI

a. CAPAIAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik membaca dan merespon **narrative text**. Mereka membaca untuk memahami alur cerita, tokoh, dan pesan moral dalam teks. Mereka melihat dan mengevaluasi detail spesifik dan gagasan utama dalam narrative text. Teks ini akan berbentuk digital, termasuk teks visual, multimodal, atau interaktif seperti video dengan subtitle. Pemahaman mereka terhadap struktur teks naratif (orientasi, komplikasi, resolusi) mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilan dalam melakukan kesimpulan sederhana untuk memahami informasi implisit dalam teks.

b. TUJUAN PEMBELAJARAN

- Meeting 1:
 - Peserta didik memahami struktur dan unsur kebahasaan dalam narrative text
 - Peserta didik dapat mengidentifikasi informasi dari narrative text yang dibaca
- Meeting 2:
 - Peserta didik dapat menganalisis moral value dalam narrative text

c. PEMAHAMAN BERMAKNA

Narrative text merupakan jenis teks yang bertujuan untuk menceritakan suatu peristiwa atau cerita secara kronologis, baik itu cerita fiksi maupun nonfiksi. Teks ini biasanya bertujuan untuk menghibur pembacanya dan seringkali berisi pesan moral atau pelajaran hidup.

d. PERTANYAAN PEMATIK

- *Who likes reading or hearing folk tales? What story impressed you the most?*
- *What did you know about narrative text?*
- *Are narrative texts fictional stories or non-fictional stories?*

e. KEGIATAN PEMBELAJARAN

➤ MEETING 1 (90 Menit)

Pre-Class Activity (Belajaran Mandiri di Rumah)

KEGIATAN PEMBELAJARAN
- Siswa menonton video bersubtitle yang diberikan terkait penjelasan pengertian, struktur (orientation, complication, resolution), dan ciri kebahasaan dari narrative text (https://youtu.be/Atkt-vhxFIc?si=LJqS9vrI_xaPHeP6)
- Siswa menonton video bersubtitle terkait contoh narrative text yang diberikan (https://youtu.be/jKi2SvWOCXc?si=syBpcz_ovzAcv2JR)
- Siswa mencatat poin-poin penting terkait dengan video yang telah ditonton

In-Class Activity (Pembelajaran di Kelas)

KEGIATAN PEMBELAJARAN	WAKTU (MENIT)
PEMBUKA	10
- Menyapa siswa, menanyakan keadaan siswa (kesadaran diri)	
- Berdoa Bersama-sama sebelum memulai kegiatan pembelajaran (kesadaran diri, manajemen diri)	
- Mendata kehadiran siswa	
- Membuka kelas dengan pertanyaan pematik: <i>"Who likes reading, hearing, or watching folk tales?"</i> dan	

kemudian menanyakan terkait apa yang telah peserta didik pelajari di rumah	
- Peserta didik berbagi jawaban mereka dalam diskusi kelas	
INTI	
• Activity 1	
- Guru bertanya kepada peserta didik secara bergantian terkait pemahaman mereka dengan video bersubtitle yang telah ditonton pada fase pre-classroom.	35
- Guru memberikan latihan soal dalam bentuk true or false statement terkait pemahaman siswa terhadap video bersubtitle yang telah ditonton pada fase pre-classroom.	
• Activity 2	
- Guru memberikan contoh narrative text dalam bentuk video bersubtitle lainnya yang berjudul “The Wind and The Sun” (https://youtu.be/10Z8A4u3CtI?si=gBhSool-keBJ-N8E) kepada peserta didik dan memberikan arahan untuk bekerja secara berpasangan (<i>in pairs</i>) untuk mengidentifikasi struktur dari narrative text dalam sebuah exercise sheet yang telah disediakan	35
- Setiap kelompok mempresentasikan hasil analisisnya selama 5 menit di depan kelas	
- Guru memberikan umpan balik dan penjelasan tambahan jika diperlukan	
PENUTUP	
- Siswa menyimpulkan kembali apa yang telah dipelajari	10
- Kegiatan pembelajaran ditutup dan diakhiri dengan berdoa bersama	

➤ **MEETING 2 (90 Menit)**

Pre-Class Activity (Belajaran Mandiri di Rumah)

KEGIATAN PEMBELAJARAN
- Siswa menonton dua contoh narrative text dengan judul yang berbeda yaitu The Dog and His Bone (https://youtu.be/Oq-vK6nyPDY?si=i5RYF2M5VtTX85Q3) dan The Frightened Lion (https://youtu.be/17o2rPGryuk?si=1lxgd4_1d0TJ2Lse)
- Siswa menjawab pertanyaan reflektif terkait dua video yang telah ditonton: 1. <i>What are the differences between the endings of the two stories?</i> 2. <i>What are the similarities between the two stories?</i>

In-Class Activity (Pembelajaran di Kelas)

KEGIATAN PEMBELAJARAN	WAKTU (MENIT)
PEMBUKA	10
- Menyapa siswa, menanyakan keadaan siswa (kesadaran diri)	
- Berdoa Bersama-sama sebelum memulai kegiatan pembelajaran (kesadaran diri, manajemen diri)	
- Mendata kehadiran siswa	
INTI	35
• Activity 1	
- Membuka kelas dengan pertanyaan terkait materi yang telah diberikan pada <i>pre-classroom activity</i>: “<i>what have you learn during the pre-classroom activity?</i>” secara bergantian kepada peserta didik	
- Peserta didik berbagi jawaban mereka dalam diskusi kelas	

- Masing-masing peserta didik mengerjakan exercise dalam bentuk fill in the blank dengan worksheet yang telah disediakan terkait dengan video yang telah ditonton pada fase pre-classroom	
• Activity 2	
- Guru memberikan contoh narrative text dalam bentuk video bersubtitle lainnya yang berjudul "The City Mouse and The Country Mouse" (https://youtu.be/Atkt-vhxFIc?si=LJqS9vrI_xaPHeP6) kepada peserta didik dan memberikan arahan untuk bekerja secara berkelompok untuk mengidentifikasi moral value yang bisa diambil dalam cerita tersebut dalam sebuah exercise sheet yang telah disediakan	35
- Guru menunjuk peserta didik secara bergantian untuk mempresentasikan hasil analisis yang telah mereka kerjakan didepan kelas, serta mengajak siswa lainnya untuk memperhatikan dan mengoreksi jika terdapat kesalahan dalam presentasi. Guru mengamati dan memberikan masukan apabila diperlukan	
PENUTUP	
- Siswa menyimpulkan apa yang telah mereka pelajari	
- Guru memberikan pertanyaan refleksi: "What did you learn today about writing narrative text?"	10
- Kegiatan pembelajaran ditutup dan diakhiri dengan berdoa bersama	

f. ASSESMENT DAN PENILAIAN

➤ MEETING 1

Metode: *Flipped Classroom Method, In Pair Discussion*

1. Tujuan Penilaian:

- Mengevaluasi pemahaman peserta didik terhadap narrative text

- Menilai kemampuan peserta didik dalam in pairs discussion dan mengungkapkan pendapatnya terkait narrative text

2. Assesmen:

- True or False Worksheet

TRUE OR FALSE WORKSHEET - The Bear and The Bee

Video Source: https://youtu.be/jKi2SvWOCXc?si=syBpcz_ovzAcv2JR

Name :
 Number :
 Class :
 Learning Material : Narrative Text

Instruction:

Read every statement below carefully. Write T if the statement is True and F if the statement is False. Give your reason or evidence for each of your answers.

No.	Statement	T / F	Reason / Evidence from the Text
1.	Mr. Bear finds honey in his cupboard at the beginning of the story		
2.	Mr Bear gets stung on the nose by the bee		
3.	Mr. Bear politely asks the bee for some honey		

4.	The bees chase and sting Mr. Bear after he destroys their hive		
5.	At the end of the story, Mrs. Bear tells Mr. Bear that the honey was actually behind the flour		

Key answer:

1. Mr. Bear finds honey in his cupboard at the beginning of the story (F)
2. Mr Bear gets stung on the nose by the bee (T)
3. Mr. Bear politely asks the bee for some honey (F)
4. The bees chase and sting Mr. Bear after he destroys their hive (T)
5. At the end of the story, Mrs. Bear tells Mr. Bear that the honey was actually behind the flour (T)

• **Story Map Worksheet**

STORY TABLE WORKSHEET – The Wind and The Sun

Video Source: <https://youtu.be/l0Z8A4u3CtI?si=gBhSool-kebJ-N8E>

Members of Group :
 Number :
 Class :
 Learning Material : Narrative Text

Instruction:

After watching the subtitled video, complete the story table below based on the information in the video.

No.	Elements		Answer
1.	Character	Who are the characters in this story	
2.	Setting	Time	
		Place	
3.	Generic Structure	Orientation	
		Complication	
		Resolution	

Key Answer:

1. The characters: Mr. Bear, Bee, and Mrs. Bear
2. Settings
 - Time: in the afternoon, can be seen from normal activities
 - Place: at Mr. Bear's house, in the forest, and around the beehive
3. Generic Structure
 - Orientation: Mr. Bear loves honey. One day, he looks inside his cupboard and realizes there is no honey left. "Oh no! No honey!" he says. Determined to find some, he walks into the forest. Soon, he sees a beehive hanging from a tree and smells the sweet scent of honey.
 - Complication: Mr. Bear becomes excited. "Mmmmmm! Honey!" he exclaims, and immediately sticks his paw into the beehive. Suddenly, a loud buzzing sound fills the air—ZZZZZZ!—and a bee flies out. "Hey, bear! Go away! This is not your honey!" the bee warns. But Mr. Bear is annoyed. "I am bigger than you," he says. "And I am stronger than you too. I can do what I want! Now, buzz off!" He sticks his paw into the hive again. ZING! A bee stings him right on his nose. "My nose! Oooh. I'm so angry!" Mr. Bear growls. In his anger, he grabs a big stick and

tries to hit the bee, but the bee is too fast. The more he misses, the angrier he gets. "GARRRRGHH! I WILL SQUASH YOU!" he roars. The bee flies back into the hive. Mr. Bear yells, "AH HAH! Now you're trapped!" and begins smashing the hive with his stick. *Smash! Smash! Smash!* He destroys the beehive completely.

- Resolution: But just then, a peculiar buzzing sound begins to amplify. The shattered hive releases a swarm of bees, numbering in the thousands. They encircle Mr. Bear's head and start stinging him all over, including his ear, elbow, arms, legs, hands, and, most noticeably, nose. Mr. Bear slams the door shut on his way home, covered with stings. BAM! In his rear, Mrs. Bear materializes. "You pulled it off once more, didn't you?" she states. "You became angry." After counting his bee stings, Mr. Bear says, "Yes," with a sorrowful expression on his face. "This is the remedy for bee stings," Mrs. Bear explains. Additionally, there is honey in the cabinet. It's concealed under the flour.

➤ MEETING 2

Metode: *Flipped Classroom Method, Group Discussion*

1. Tujuan Penilaian:

- Mengevaluasi kemampuan siswa dalam memahami isi dari dua narrative text atau lebih
- Menilai kemampuan peserta didik dalam memahami moral value dari narrative text

2. Assesmen

- Matching Statement

The Dog and His Bone

(Video source: <https://youtu.be/Oq-vK6nyPDY?si=i5RYF2M5VtTX85Q3>)

Name :
Number :
Class :
Learning Material : Narrative Text

Word Bank:

greedy	happy	reflection	loses
--------	-------	------------	-------

Instruction:

Fill in the blanks using the current short sentence from the box.

1. The dog sees his own ____ in the water and thinks it's another dog.
2. He becomes ____ because he wants a bigger bone.
3. The dog ____ his own bone after jumping into the water.
4. The story teaches us to be ____ with what we have.

Answer Key:

1. reflection
2. greedy
3. loses
4. happy

The Frightened Lion

(Video source: https://youtu.be/17o2rPGryuk?si=1lxgd4_1d0TJ2Lse)

Word Bank:

monster	afraid	imagination
---------	--------	-------------

 frog

Instruction: Fill in the blanks using the correct word from the box.

1. Lion thinks there's a ____ outside his window.

2. He becomes very ____ and hides under the bed.
 3. In reality, the sound just a dancing ____.
 4. The story teaches us that sometimes our ____ makes things scarier than they really are.
-

Answer Key:

1. monster
2. afraid
3. frog
4. imagination

• **Group Discussion**

Discussion Questions – The City Mouse and The Country Mouse

(Video source: https://youtu.be/Atkt-vhxFIc?si=LJqS9vrI_xaPHeP6)

Name :
Number :
Class :
Learning Material : Narrative Text

Instruction: Watch the subtitled videos “The City Mouse and The Country Mouse” carefully. Then, answer the following discussion questions based on your understanding of the story.

Questions:

1. What do you think is the moral value of the story?
2. Do you think the city mouse is truly happy with his life? Explain!
3. Why did the country mouse decide to return home? What does this tell us about her values?

4. In your opinion, is it better to live a simple and safe life or an exciting but risky life? Explain your answer!

g. REMIDIAL DAN PENGAYAAN

- **Remidial** : Latihan soal tambahan dengan tingkat kesulitan yang disesuaikan
- **Pengayaan** : Menganalisis narrative text yang lebih kompleks dengan elemen cerita yang mendalam

h. REFLEKSI PESERTA DIDIK

Instruction: Please answer the questions below based on your experience during today's lesson.

Google form link:

<https://docs.google.com/forms/d/e/1FAIpQLSe3h7zrTufgJluMiGQwkyQ48t9FD0eZdxFJXBqhekc10wErbQ/viewform?usp=sharing>

1. What did you know about narrative text?
2. How do the subtitled videos you watch help you understand the narrative text?
3. Which part of the narrative text is the easiest and most difficult to understand? Why?
4. What is the biggest challenge you face when writing your own narrative text? And how to solve it?
5. What is your experience in giving and receiving feedback from friends during peer reviews? Does it help you?

III. LAMPIRAN

a. BAHAN PEMBELAJARAN, BACAAN GURU DAN PESERTA DIDIK

- **Subtitled video about narrative text:**

https://youtu.be/Atkt-vhxFIc?si=LJqS9vrI_xaPHeP6
https://youtu.be/jKi2SyWOCXc?si=syBpcz_ovzAcv2JR
<https://youtu.be/l0Z8A4u3CtI?si=gBhSooI-kebJ-N8E>
<https://youtu.be/Oq-vK6nyPDY?si=i5RYF2M5VtTX85Q3>
https://youtu.be/l7o2rPGryuk?si=1lxgd4_1d0TJ2Lse
https://youtu.be/Atkt-vhxFIc?si=LJqS9vrI_xaPHeP6

- **PowerPoint narrative text:**

https://drive.google.com/file/d/1jElM-xYUmoHs_zejUgz_OpolmRAPJcZ_/view?usp=drive_link

- **Source about narrative text:**

<https://www.ruangguru.com/blog/struktur-dari-narrative-text>

Mengetahui,
Kepala SMA Negeri 1 Seririt

Ngurah Putu Wiswayana, S.Pd., M.Pd.
Pembina Tingkat 1
Nip. 19730928 199801 1 002

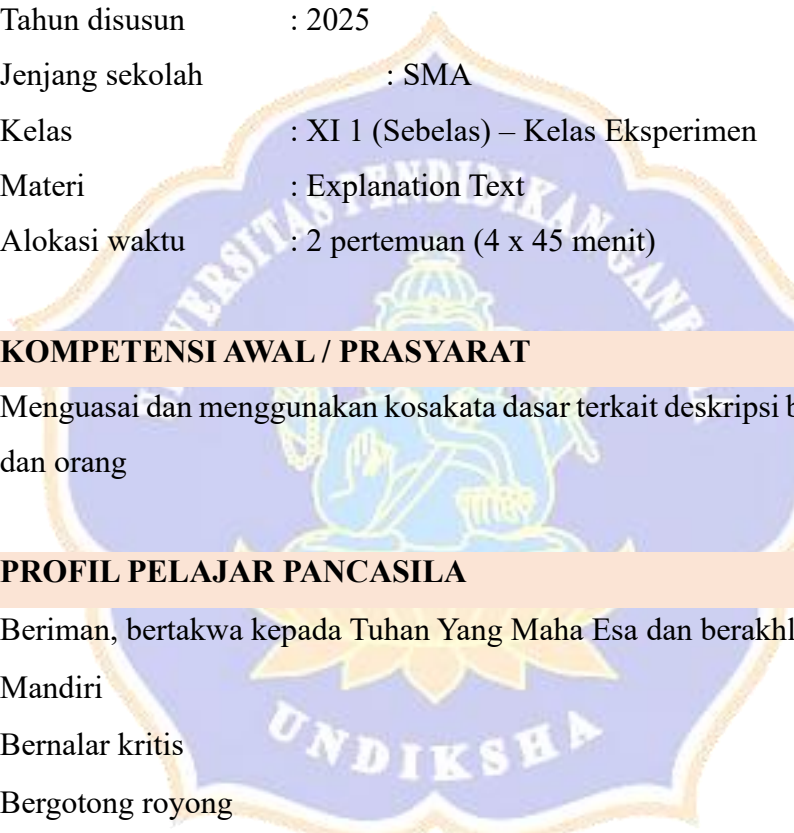
Seririt, 22 Februari 2025
Guru Mata Pelajaran
Bahasa Inggris Kelas XI

Ni Kadek Refi Marsita Yani
NIM. 2112021073

MODUL AJAR

I. INFORMASI UMUM

a. IDENTITAS MODUL AJAR



Mata Pelajaran	: Bahasa Inggris
Penyusun	: Ni Kadek Refi Marsita Yani
Instansi	: SMA Negeri 1 Seririt
Tahun disusun	: 2025
Jenjang sekolah	: SMA
Kelas	: XI 1 (Sebelas) – Kelas Eksperimen
Materi	: Explanation Text
Alokasi waktu	: 2 pertemuan (4 x 45 menit)

b. KOMPETENSI AWAL / PRASYARAT

Menguasai dan menggunakan kosakata dasar terkait deskripsi benda, tempat dan orang

c. PROFIL PELAJAR PANCASILA

- Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
- Mandiri
- Bernalar kritis
- Bergotong royong

d. SARANA DAN PRASARANA

- LDC
- Laptop
- Papan tulis
- Kamus
- Lembar kerja peserta didik

e. MODEL/METODA/TEKNIK PEMBELAJARAN

Flipped classroom method, class discussion, individual work, , group work

II. KOMPONEN INTI

i. CAPAIAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik membaca dan merespon **explanation text**. Mereka membaca untuk mengidentifikasi dan memahami ciri-ciri benda, tempat, atau individu yang dijelaskan dalam teks. Mereka mengevaluasi detail tertentu, kosakata deskriptif, dan gagasan utama dalam explanation text. Teks yang digunakan berupa teks digital, visual, multimodal, atau interaktif seperti video dengan *subtitle*. Pemahaman peserta didik terhadap struktur explanation text akan berkembang dan mampu mengidentifikasi tujuan penulis dan mengembangkan keterampilan dalam Menyusun dan menyampaikan secara jelas dan terstruktur.

j. TUJUAN PEMBELAJARAN

- Meeting 1:
 - Peserta didik memahami pengertian dan tujuan explanation text
 - Peserta didik dapat mengidentifikasi struktur dan ciri kebahasaan explanation text
 - Peserta didik mampu menyusun kalimat sederhana dalam explanation text
- Meeting 2:
 - Peserta didik mampu mengidentifikasi cause dan effect yang terjadi dalam explanation text
 - Peserta didik dapat menggunakan kosakata dan grammar yang sesuai dalam explanation text

k. PEMAHAMAN BERMAKNA

Explanation text merupakan jenis teks yang bertujuan untuk mendeskripsikan seseorang, tempat, benda, atau peristiwa secara detail. Explanation text memiliki tujuan untuk memberikan Gambaran yang jelas tentang suatu subjek kepada pembaca.

I. PERTANYAAN PEMATIK

- *How do you explain something to someone who has never seen it?*
- *How do you make a description that is interesting and easy to understand?*
- *Why are clear and detailed descriptions important in everyday life?*

m. KEGIATAN PEMBELAJARAN

➤ MEETING 1 (90 Menit)

Pre-Class Activity (Belajaran Mandiri di Rumah)

KEGIATAN PEMBELAJARAN
- Peserta didik diberikan materi di <i>Google Classroom</i> mengenai explanation text, yang mencakup pengertian, tujuan, struktur, dan contoh teks.
- Peserta didik menonton video dengan <i>subtitle</i> di <i>Google Classroom</i> terkait contoh explanation text yang berjudul <i>Floods</i> (https://youtu.be/9hQZCiZ21fk?feature=shared)
- Peserta didik mencatat poin-poin penting terkait dengan video yang telah ditonton
- Peserta didik menjawab pertanyaan reflektif di kolom <i>Google Classroom</i> yang telah disediakan sebelum melaksanakan <i>in-class activity</i> : 1. <i>What type of explanation text is the video about?</i>

In-Class Activity (Pembelajaran di Kelas)

KEGIATAN PEMBELAJARAN	WAKTU (MENIT)
PEMBUKA	10
- Menyapa peserta didik, menanyakan keadaan peserta didik (kesadaran diri)	
- Berdoa Bersama-sama sebelum memulai kegiatan pembelajaran (kesadaran diri, manajemen diri)	
- Mendata kehadiran peserta didik	

- Membuka kelas dengan pertanyaan pematik: <i>"How do you explain something to someone who has never seen it?"</i> dan kemudian menanyakan terkait apa yang telah peserta didik pelajari di rumah	
- Peserta didik berbagi jawaban mereka dalam diskusi kelas	
INTI	
• Activity 1	
- Guru bertanya kepada peserta didik secara bergantian terkait pemahaman mereka dengan video bersubtitle yang telah ditonton pada <i>pre-classroom activity</i> terkait dengan explanation text	
- Guru memberikan contoh explanation text dalam bentuk video dengan subtitle lainnya yang berjudul Hurricane (https://youtu.be/J2_Bk4dVS0?feature=shared) kepada peserta didik dan memberikan arahan untuk bekerja secara berpasangan (pair work) untuk mengerjakan latihan fill in the blanks	45
• Activity 2	
- Setiap kelompok mempresentasikan hasil analisisnya selama 5 menit di depan kelas	
- Guru mempersilahkan peserta didik lainnya memberikan umpan balik terhadap hasil analisis yang dipresentasikan dan memberikan penjelasan tambahan jika diperlukan	25
PENUTUP	
- Peserta didik menyimpulkan kembali apa yang telah dipelajari	
- Guru memberikan pertanyaan refleksi: <i>"What can you conclude on today's lesson?"</i> dan menunjuk beberapa peserta didik untuk menjawab	10

- Kegiatan pembelajaran ditutup dan diakhiri dengan berdoa bersama	
--	--

➤ **MEETING 2 (90 Menit)**

Pre-Class Activity (Belajaran Mandiri di Rumah)

KEGIATAN PEMBELAJARAN
- Peserta didik menonton contoh explanation text yang berjudul Tsunami (https://youtu.be/MfsugkikLJI?feature=shared)
- Peserta didik diminta untuk menjawab pertanyaan setelah menonton video tersebut di Google Classroom dan melakukan diskusi bersama dengan pertanyaan:
1. <i>What language features used in the video? Please mention and explain!</i>

In-Class Activity (Pembelajaran di Kelas)

KEGIATAN PEMBELAJARAN	WAKTU (MENIT)
PEMBUKA	10
- Menyapa peserta didik, menanyakan keadaan peserta didik (kesadaran diri)	
- Berdoa Bersama-sama sebelum memulai kegiatan pembelajaran (kesadaran diri, manajemen diri)	
- Mendata kehadiran peserta didik	
- Membuka kelas dengan pertanyaan terkait materi yang telah diberikan pada <i>pre-classroom activity</i> : “How do you make a description that is interesting and easy to understand?” secara bergantian kepada peserta didik	
- Peserta didik berbagi jawaban mereka dalam diskusi kelas	45
INTI	

• Activity 1	
- Guru meminta peserta didik untuk menonton contoh explanation text lainnya yang berjudul Solar Eclipse (https://youtu.be/E6OtLfszaVI?feature=shared) kepada peserta didik	
- Masing-masing peserta didik diminta untuk bekerja secara berkelompok (group work) untuk mengerjakan latihan cause and effect terkait informasi yang didapatkan dalam video	
• Activity 2	
- Tiap kelompok bergiliran melaporkan kepada seluruh kelas tentang bagaimana kegiatan yang telah mereka selesaikan berjalan. Guru memberikan umpan balik dan menilai kemampuan peserta didik	25
PENUTUP	
- Pada langkah terakhir ini, siswa mensintesis pengetahuan mereka.	
- Guru memberikan pertanyaan refleksi: "What did you learn today about Solar Eclipse?"	10
- Kegiatan pembelajaran ditutup dan diakhiri dengan berdoa bersama	

f. ASSESMENT DAN PENILAIAN

➤ MEETING 1

Metode: *Flipped Classroom Method, Pair Work*

3. Tujuan Penilaian:

- Mengevaluasi pemahaman peserta didik terhadap explanation text
- Menilai kemampuan peserta didik dalam pair work dan mengidentifikasi informasi yang didapatkan

4. Assessment:

- Fill in the Blanks

FILL IN THE BLANKS

Video Source: https://youtu.be/J2_Bk4dVS0?feature=shared

Members of the Group :

Class :

Instruction:

Fill in each blank with the correct word or phrase based on the video you have watched.

1. A hurricane is a huge ___ that forms over warm ___ waters near the ___.
2. The warm air above the ocean ___ upward, creating an area of ___ pressure below.
3. As this moist air rises, it forms ___.
4. The clouds and winds begin to ___ around, powered by the ocean's ___ and water ___.
5. Hurricanes can be as wide as ___ miles when viewed from the ___.
6. The calmest part of the hurricane is called the ___.
7. The most damaging winds are found in the ___, which surrounds the eye.
8. The rain bands are a series of ___ clouds that give the hurricane a ___-like appearance.
9. Category ___, ___, and ___ are the most dangerous types of hurricanes.
10. In the Pacific Ocean, hurricanes are called ___.

Key Answers:

1. storm, ocean, equator
2. rises, low
3. clouds
4. spin, heat, vapor
5. 300, top

6. eye
7. eye wall
8. dense, pinwheel
9. three, four, five
10. thyphoons

➤ **MEETING 2**

Metode: *Flipped Classroom Method, Group Work*

1. Tujuan Penilaian:

- Mengevaluasi pemahaman peserta didik terhadap explanation text
- Menilai kemampuan peserta didik dalam group discussion dan menganalisis cause dan effect yang terjadi dalam explanation text

2. Assesmen:

- Cause and Effect Worksheet

CAUSE AND EFFECT WORKSHEET

Video Source: <https://youtu.be/E6OtLfszaVI?feature=shared>

Members of the Groups :

Class :

Instruction:

Read each sentence below. Decide which part is the cause (why something happens) and which is the effect (what happens). Write C next to the cause and E next to the effect

1. () The Moon comes between the Earth and the Sun
() A shadow falls on parts of the Earth
2. () The Moon blocks the light of the Sun
() The sky becomes dark in some areas on Earth
3. () The Moon is much smaller than the Sun

- ☐ Only a part of the Earth sees the eclipse
4. ☐ The Moon completely covers the Sun in the umbra
☐ A Total Solar Eclipse occurs
5. ☐ The Moon is in front of the Sun but doesn't fully cover it in the antumbra
☐ An Annual Solar Eclipse appears
6. ☐ Only a part of the Moon is in front of the Sun in the penumbra
☐ A Partial Solar Eclipse occurs
7. ☐ Looking at Solar Eclipse with bare eyes
☐ Your eyes can be harmed by UV rays
8. ☐ You use a torch and two balls to create shadows
☐ You can see how a Solar Eclipse works at home

III. LAMPIRAN

a. BAHAN PEMBELAJARAN, BACAAN GURU DAN PESERTA DIDIK

- **Subtitled video about explanation text:**
<https://youtu.be/MfsugkikLJI?feature=shared>
<https://youtu.be/9hOZCiZ21fk?feature=shared>
https://youtu.be/J2_Bk4dVS0?feature=shared
<https://youtu.be/E6OtLfszaVI?feature=shared>
- **PowerPoint explanation text:**
https://drive.google.com/file/d/1--h1kFGzmXJAsAMTOcqs4NqmynenRjS0/view?usp=drive_link
- **Material about explanation text:**
<https://www.ruangguru.com/blog/apa-saja-aspects-of-explanation-text>

Seririt, 22 Februari 2025

Mengetahui,
Kepala SMA Negeri 1 Seririt

Guru Mata Pelajaran
Bahasa Inggris Kelas XI

Ngurah Putu Wiswayana, S.Pd., M.Pd.

Pembina Tingkat 1

Nip. 19730928 199801 1 002

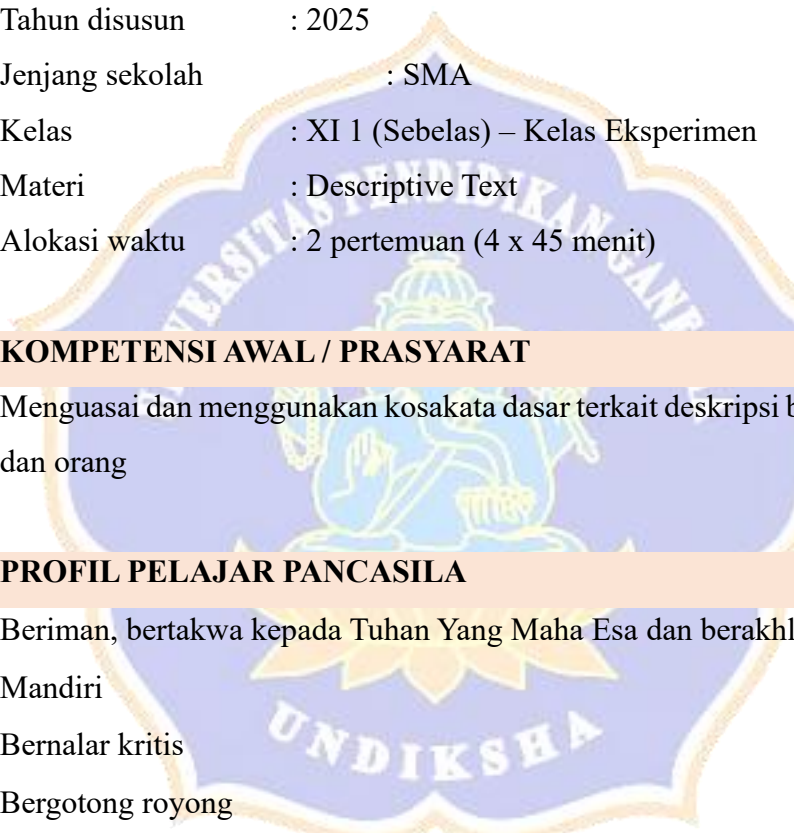
Ni Kadek Refi Marsita Yani

NIM. 2112021073

MODUL AJAR

I. INFORMASI UMUM

a. IDENTITAS MODUL AJAR



Mata Pelajaran	: Bahasa Inggris
Penyusun	: Ni Kadek Refi Marsita Yani
Instansi	: SMA Negeri 1 Seririt
Tahun disusun	: 2025
Jenjang sekolah	: SMA
Kelas	: XI 1 (Sebelas) – Kelas Eksperimen
Materi	: Descriptive Text
Alokasi waktu	: 2 pertemuan (4 x 45 menit)

b. KOMPETENSI AWAL / PRASYARAT

Menguasai dan menggunakan kosakata dasar terkait deskripsi benda, tempat dan orang

c. PROFIL PELAJAR PANCASILA

- Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
- Mandiri
- Bernalar kritis
- Bergotong royong

d. SARANA DAN PRASARANA

- LDC
- Laptop
- Papan tulis
- Kamus
- Lembar kerja siswa

e. MODEL/METODA/TEKNIK PEMBELAJARAN

Flipped classroom method, class discussion, individual work, group work

II. KOMPONEN INTI

a. CAPAIAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik membaca dan merespon **descriptive text**. Mereka membaca untuk mengidentifikasi dan memahami ciri-ciri benda, tempat, atau individu yang dijelaskan dalam teks. Mereka mengevaluasi detail tertentu, kosakata deskriptif, dan gagasan utama dalam descriptive text. Teks yang digunakan berupa teks digital, visual, multimodal, atau interaktif seperti video dengan *subtitle*. Pemahaman peserta didik terhadap struktur descriptive text akan berkembang dan mampu mengidentifikasi tujuan penulis dan mengembangkan keterampilan dalam Menyusun dan menyampaikan secara jelas dan terstruktur.

b. TUJUAN PEMBELAJARAN

- Meeting 1:
 - Peserta didik memahami pengertian dan tujuan descriptive text
- -Siswa mampu mengenali dan memahami rincian yang ditawarkan oleh tulisan deskriptif.
- Meeting 2:
 - Peserta didik mampu Menyusun pernyataan yang sesuai terkait descriptive text
 - Peserta didik dapat mempresentasikan descriptive text yang telah dibuat

c. PEMAHAMAN BERMAKNA

Descirptive text merupakan jenis teks yang bertujuan untuk mendeskripsikan seseorang, tempat, benda, atau peristiwa secara detail. Descriptive text adalah untuk memberikan pembaca gambaran yang akurat tentang topik tersebut.

d. PERTANYAAN PEMATIK

- *How do you explain something to someone who has never seen it?*
- *How do you make a description that is interesting and easy to understand?*
- *Why are clear and detailed descriptions important in everyday life?*

e. KEGIATAN PEMBELAJARAN

➤ MEETING 1 (90 Menit)

Pre-Class Activity (Belajaran Mandiri di Rumah)

KEGIATAN PEMBELAJARAN
- Siswa diberikan materi di <i>Google Classroom</i> mengenai descriptive text, yang mencakup pengertian, tujuan, struktur, dan contoh teks.
- Siswa menonton video dengan <i>subtitle</i> di <i>Google Classroom</i> terkait contoh descriptive text describing people (https://youtu.be/vbn7bz8lnw8?si=B_zlOxgIpSpWHEOn)
- Siswa mencatat poin-poin penting terkait dengan video yang telah ditonton
- Siswa menjawab pertanyaan reflektif di kolom <i>Google Classroom</i> yang telah disediakan sebelum melaksanakan <i>in-class activity</i> : 2. <i>After listening to Alejandro's description of his family, what did you think about his family?</i>

In-Class Activity (Pembelajaran di Kelas)

KEGIATAN PEMBELAJARAN	WAKTU (MENIT)
PEMBUKA	10
- Menyapa siswa, menanyakan keadaan siswa (kesadaran diri)	
- Berdoa Bersama-sama sebelum memulai kegiatan pembelajaran (kesadaran diri, manajemen diri)	
- Mendata kehadiran siswa	
- Membuka kelas dengan pertanyaan pematik: <i>"How do you explain something to someone who has never</i>	

seen it?” dan kemudian menanyakan terkait apa yang telah peserta didik pelajari di rumah	
- Peserta didik berbagi jawaban mereka dalam diskusi kelas	
INTI	
• Activity 1	
- Guru bertanya kepada peserta didik secara bergantian terkait pemahaman mereka dengan video bersubtitle yang telah ditonton pada <i>pre-classroom activity</i> terkait dengan descriptive text	
- Guru memberikan contoh descriptive text dalam bentuk video dengan <i>subtittle</i> lainnya kepada peserta didik (https://youtu.be/CU3Wqb3eadc?si=s-Ntcxx2tg9r9k8Q) dan memberikan latihan matching statement yang dikerjakan secara kelompok (group work) untuk mengidentifikasi jawaban yang benar terkait pernyataan-pernyataan tersebut	35
- Setiap kelompok mempresentasikan hasil analisisnya selama 5 menit di depan kelas	
- Guru mempersilahkan peserta didik lainnya memberikan umpan balik terhadap hasil analisis yang dipresentasikan dan memberikan penjelasan tambahan jika diperlukan	
• Activity 2	
- Guru memberikan kuis singkat dengan 5 soal essay untuk mengetahui pemahaman peserta didik	35
- Hasil kerja siswa dikumpulkan dan nantinya akan dinilai oleh guru	
PENUTUP	
- Siswa menyimpulkan kembali apa yang telah dipelajari	10

- Guru memberikan pertanyaan refleksi: <i>"What can you conclude on today's lesson?"</i> dan menunjuk beberapa peserta didik untuk menjawab	
- Kegiatan pembelajaran ditutup dan diakhiri dengan berdoa bersama	

➤ **MEETING 2 (90 Menit)**

Pre-Class Activity (Belajaran Mandiri di Rumah)

KEGIATAN PEMBELAJARAN	
- Peserta didik menonton tiga contoh descriptive text yang berbeda terkait benda, tempat, dan orang (https://youtu.be/IEF6rtgcZxQ?si=eVDdc_USjo9Pa3K7) yang telah disediakan di <i>Google Classroom</i>	
- Peserta didik diminta untuk menjawab beberapa pertanyaan refleksi di <i>Google Classroom</i> dan dapat saling memberikan komentar <i>feedback</i> terhadap jawaban siswa lainnya	

In-Class Activity (Pembelajaran di Kelas)

KEGIATAN PEMBELAJARAN	WAKTU (MENIT)
PEMBUKA	10
- Menyapa siswa, menanyakan keadaan siswa (kesadaran diri)	
- Berdoa Bersama-sama sebelum memulai kegiatan pembelajaran (kesadaran diri, manajemen diri)	
- Mendata kehadiran siswa	
- Membuka kelas dengan pertanyaan terkait materi yang telah diberikan pada <i>pre-classroom activity</i> : <i>"How did you think a descriptive text can be</i>	

<i>interesting and easy to understand?”</i> secara bergantian kepada peserta didik	
- Peserta didik berbagi jawaban mereka dalam diskusi kelas	
INTI	
• Activity 1	
- Guru meminta peserta didik untuk bekerja secara berkelompok untuk mengerjakan latihan True/False terkait video yang telah mereka tonton sebelumnya pada in-class activity	35
• Activity 2 (Presentation)	
- Guru menunjuk peserta didik secara bergantian untuk mempresentasikan hasil kerja peserta didik yang telah mereka buat didepan kelas. Guru memberikan umpan balik dan menilai kemampuan peserta didik serta mempersilahkan kepada peserta didik lainnya untuk memberikan <i>feedback</i>	35
PENUTUP	
- Siswa menyimpulkan apa yang telah mereka pelajari	
- Guru memberikan pertanyaan refleksi: <i>”What did you learn today about writing descriptive text?”</i>	
- Kegiatan pembelajaran ditutup dan diakhiri dengan berdoa bersama	10

f. ASSESMENT DAN PENILAIAN

➤ MEETING 1

Metode: *Flipped Classroom Method, Group Discussion*

5. Tujuan Penilaian:

- Mengevaluasi pemahaman peserta didik terhadap descriptive text
- Menilai kemampuan peserta didik dalam group discussion dan mengungkapkan pendapatnya terkait descriptive text

6. Assesmen:

- Matching Statement

WORD BANK MATCHING EXERCISE

Video Source: <https://youtu.be/CU3Wqb3eadc?si=ZakWnjCDolJLbYj0>

Name :

Number :

Class :

Instruction:

Match each description (A-F) with the correct name from the Word Bank.

Descriptions:

- 1) () This person is bald and has facial hair. He has green eyes and is a bit overweight.
- 2) () She is tall and slim. She has curly white hair, and wears noticeable earrings.
- 3) () He has a gray haircut, wear glasses, always clean and have average height.
- 4) () This short and thin lady has a medium-length wavy blonde hair and freckles.
- 5) () He is short and fat, has a mustache, and a mole on his cheek.
- 6) () She is the boss and stands out with spiky green hair and a tattoo on her wrist

Word Bank:

A. Miss Overby

B. Mr. Jonathan

C. Mr. Kim

D. Mrs. Anderson

E. Mr. Vetigan

F. Miss Walker

Key Answers:

- 1) B
- 2) D
- 3) C
- 4) A
- 5) E
- 6) F

➤ **MEETING 2**

Metode: *Flipped Classroom Method, Self-Assessment*

3. Tujuan Penilaian:

- Mengevaluasi kemampuan siswa dalam menyusun kerangka descriptive text
- Menilai kemampuan peserta didik dalam menulis descriptive text dengan bagian-bagian yang sesuai

4. Assesmen:

- True or False Statement

TRUE OR FALSE WORKSHEET - The Bear and The Bee

Video Source: https://youtu.be/jKi2SvWOCXc?si=syBpcz_ovzAcv2JR

Name :

Number :

Class :

Instruction:

Read every statement below carefully. Write T if the statement is True and F if the statement is False. Give your reason or evidence for each of your answers.

No.	Statement	T / F	Reason / Evidence from the Text
1.	Denise said her apartment is cozy and convenient for getting to college		
2.	The bedroom closet of Denise is enormous.		
3.	Denise's roommate is neat and always keeps the bathroom clean		
4.	Denise keeps her room tidy and her books are organized		
5.	Denise's room has a balcony with a beautiful view and plants		
6.	Denise's roommate has short blond hair and brown eyes		
7.	Denise's biology teacher studied animals in Australia		
8.	Denise dislikes calculus because the teacher is strict and does not explain well		
9.	Dr. Rubus is short and friendly		
10.	Denise hates spicy food		

Key Answer:

1. T
2. F (the closet is small, but it fits everything she needs)

3. F (her roommate is messy in the bathroom)
4. T
5. T
6. F (she has long, dark brown hair and green eyes)
7. F (she studied animals in Madagascar)
8. T
9. F (he is tall and intimidating)
10. F (she loves spicy Indian food)

g. REMIDIAL DAN PENGAYAAN

- **Remidial** : Latihan soal tambahan dengan tingkat kesulitan yang disesuaikan
- **Pengayaan** : Menganalisis descriptive text yang lebih kompleks dan mendalam

h. REFLEKSI PESERTA DIDIK

Instruction: *Please answer the questions below based on your experience during today's lesson.*

Google form link:

<https://docs.google.com/forms/d/e/1FAIpQLScIzrnUdpeLUH7QdbGxsKyiYXe4WhsgLqpFXbmPPL8hTarLHA/viewform?usp=sharing>

6. What did you know about descriptive text?
7. How do the subtitled videos you watch help you understand the descriptive text?
8. Which part of the descriptive text is the easiest and most difficult to understand? Why?
9. What is your biggest challenge when writing your own descriptive text? And how to solve it?
10. What is your experience during group discussion in solving the questions? Does it help you?

III. LAMPIRAN

a. BAHAN PEMBELAJARAN, BACAAN GURU DAN PESERTA DIDIK

- **Subtitled video about descriptive text:**
https://youtu.be/vbn7bz81nw8?si=B_z1Oxg1pSpWHEOn
<https://youtu.be/CU3Wqb3eadc?si=s-Ntcxx2tg9r9k8Q>
https://youtu.be/IEF6rtgcZxQ?si=eVDdc_USjo9Pa3K7
- **PowerPoint of descriptive text:**
https://drive.google.com/file/d/1gWE-i8kWqjh_1Rum9x19QiKsjo7Zk2Ap/view?usp=drive_link
- **Source about descriptive text:**
<https://www.zenius.net/blog/descriptive-text>

Mengetahui,
Kepala SMA Negeri 1 Seririt

Ngurah Putu Wiswayana, S.Pd., M.Pd.
Pembina Tingkat 1
Nip. 19730928 199801 1 002

Seririt, 24 Februari 2025
Guru Mata Pelajaran
Bahasa Inggris Kelas XI

Ni Kadek Refi Marsita Yani
NIM. 2112021073

MODUL AJAR

I. INFORMASI UMUM

a. IDENTITAS MODUL AJAR



Mata Pelajaran	: Bahasa Inggris
Penyusun	: Ni Kadek Refi Marsita Yani
Instansi	: SMA Negeri 1 Seririt
Tahun disusun	: 2025
Jenjang sekolah	: SMA
Kelas	: XI (Sebelas) – Kelas Kontrol
Materi	: Narrative Text
Alokasi waktu	: 2 pertemuan (4 x 45 menit)

b. KOMPETENSI AWAL / PRASYARAT

Menguasai kosa kata yang berhubungan dengan kehidupan sehari-hari, khususnya cerita.

c. PROFIL PELAJAR PANCASILA

- Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
- Mandiri
- Bernalar kritis
- Bergotong royong

d. SARANA DAN PRASARANA

- LDC
- Laptop
- Papan tulis
- Kamus
- Lembar kerja siswa

e. MODEL/METODA/TEKNIK PEMBELAJARAN

Traditional method, class discussion, pair work, individual work, group discussion

II. KOMPONEN INTI

a. CAPAIAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik membaca dan merespon **narrative text**. Mereka membaca untuk memahami alur cerita, tokoh, dan pesan moral dalam teks. Mereka melihat dan mengevaluasi detail spesifik dan gagasan utama dalam narrative text. Mereka mulai memahami struktur cerita, yang mencakup tiga bagian utama: pendahuluan, konflik, dan penyelesaian. Mereka belajar menyimpulkan informasi dasar dari petunjuk tekstual dan memahami maksud penulis.

b. TUJUAN PEMBELAJARAN

- Meeting 1:
 - Peserta didik memahami struktur dan unsur kebahasaan dalam narrative text
 - Peserta didik dapat mengidentifikasi informasi dari narrative text yang dibaca
- Meeting 2:
 - Peserta didik dapat menganalisis moral value dalam narrative text

c. PEMAHAMAN BERMAKNA

Narrative text merupakan jenis teks yang bertujuan untuk menceritakan suatu peristiwa atau cerita secara kronologis, baik itu cerita fiksi maupun nonfiksi. Teks ini biasanya bertujuan untuk menghibur pembacanya dan seringkali berisi pesan moral atau pelajaran hidup.

d. PERTANYAAN PEMATIK

- *Who likes reading or hearing folk tales? What story impressed you the most?*

- *What did you know about narrative text?*
- *Are narrative texts fictional stories or non-fictional stories?*

e. KEGIATAN PEMBELAJARAN

➤ MEETING 1 (90 Menit)

KEGIATAN PEMBELAJARAN	WAKTU (MENIT)
PEMBUKA	10
- Menyapa siswa, menanyakan keadaan siswa (kesadaran diri)	
- Berdoa Bersama-sama sebelum memulai kegiatan pembelajaran (kesadaran diri, manajemen diri)	
- Mendata kehadiran siswa	
- Membuka kelas dengan pertanyaan pematik: <i>"Who likes reading, hearing, or watching folk tales?"</i> dan kemudian menjelaskan terkait tujuan pembelajaran dan memperkenalkan materi	35
INTI	
• Activity 1	
- Guru mulai menjelaskan materi terkait narrative text dan contoh narrative text yang berjudul "The Bear and The Bee" kepada siswa dengan menggunakan <i>Powerpoint Presentation</i> dan mengajak siswa untuk memperhatikan dan menulis informasi yang didapatkan	
- Guru bertanya kepada peserta didik secara bergantian terkait pemahaman yang telah mereka dapatkan	35
- Guru memberikan latihan soal dalam bentuk true or false statement terkait pemahaman siswa terhadap video bersubtitle yang telah ditonton pada fase pre-classroom.	
• Activity 2	35

- Guru memberikan contoh narrative text lainnya yang berjudul “The Wind and The Sun” kepada peserta didik kepada peserta didik dan memberikan arahan untuk bekerja secara berpasangan (<i>in pairs</i>) untuk mengidentifikasi struktur dari narrative text dalam sebuah exercise sheet yang telah disediakan	
- Setiap kelompok mempresentasikan hasil analisisnya selama 5 menit didepan kelas	
- Guru memberikan umpan balik dan penjelasan tambahan jika diperlukan	
PENUTUP	10
- Siswa menyimpulkan kembali apa yang telah dipelajari	
- Kegiatan pembelajaran ditutup dan diakhiri dengan berdoa bersama	

➤ **MEETING 2 (90 Menit)**

KEGIATAN PEMBELAJARAN	WAKTU (MENIT)
PEMBUKA	10
- Menyapa siswa, menanyakan keadaan siswa (kesadaran diri)	
- Berdoa Bersama-sama sebelum memulai kegiatan pembelajaran (kesadaran diri, manajemen diri)	
- Mendata kehadiran siswa	
- Membuka kelas dengan pertanyaan terkait apa yang telah mereka pelajari sebelumnya secara bergantian kepada peserta didik	
- Guru kemudian menjelaskan tujuan pembelajaran yang akan dicapai	
INTI	35
• Activity 1	

- Guru memberikan dua contoh narrative text berbeda dengan judul “The Dog and His Bone” dan “The Frightened Lion” kepada peserta didik dan meminta peserta didik untuk membacanya dengan seksama	10
- Masing-masing peserta didik mengerjakan exercise dalam bentuk fill in the blank dengan worksheet yang telah disediakan terkait dengan dua narrative teks yang telah dibaca	
Activity 2 (Presentation)	
- Guru memberikan narrative text lainnya kepada peserta didik yang berjudul “The City Mouse and The Country Mouse” dan memberikan arahan untuk bekerja secara berkelompok untuk mengidentifikasi moral value yang bisa diambil dalam cerita tersebut dalam sebuah exercise sheet yang telah disediakan	25
- Guru menunjuk peserta didik secara bergantian untuk mempresentasikan hasil analisis yang telah mereka kerjakan didepan kelas, serta mengajak siswa lainnya untuk memperhatikan dan mengoreksi jika terdapat kesalahan dalam presentasi. Guru mengamati dan memberikan masukan apabila diperlukan	
PENUTUP	10
- Siswa menyimpulkan apa yang telah mereka pelajari	
- Guru memberikan pertanyaan refleksi: “What did you learn today about writing narrative text?”	
- Kegiatan pembelajaran ditutup dan diakhiri dengan berdoa bersama	

f. ASSESMENT DAN PENILAIAN

➤ MEETING 1

Metode: Traditional Method, *In Pair Discussion*

7. Tujuan Penilaian:

- Mengevaluasi pemahaman peserta didik terhadap narrative text
- Menilai kemampuan peserta didik dalam in pairs discussion dan mengungkapkan pendapatnya terkait narrative text

8. Assesmen:

- **True or False Worksheet**

TRUE OR FALSE WORKSHEET - The Bear and The Bee

Video Source: https://youtu.be/jKi2SvWOCXc?si=syBpcz_ovzAcv2JR

Name :
 Number :
 Class :
 Learning Material : Narrative Text

Instruction:

Read every statement below carefully. Write T if the statement is True and F if the statement is False. Give your reason or evidence for each of your answers.

No.	Statement	T / F	Reason / Evidence from the Text
1.	Mr. Bear finds honey in his cupboard at the beginning of the story		
2.	Mr Bear gets stung on the nose by the bee		
3.	Mr. Bear politely asks the bee for some honey		

4.	The bees chase and sting Mr. Bear after he destroys their hive		
5.	At the end of the story, Mrs. Bear tells Mr. Bear that the honey was actually behind the flour		

Key answer:

6. Mr. Bear finds honey in his cupboard at the beginning of the story (F)
7. Mr Bear gets stung on the nose by the bee (T)
8. Mr. Bear politely asks the bee for some honey (F)
9. The bees chase and sting Mr. Bear after he destroys their hive (T)
10. At the end of the story, Mrs. Bear tells Mr. Bear that the honey was actually behind the flour (T)

• **Story Map Worksheet**

STORY TABLE WORKSHEET – The Wind and The Sun

Video Source: <https://youtu.be/l0Z8A4u3Ctl?si=gBhSool-kebJ-N8E>

Members of Group :
 Number :
 Class :
 Learning Material : Narrative Text

Instruction:

After watching the subtitled video, complete the story table below based on the information in the video.

No.	Elements		Answer
1.	Character	Who are the characters in this story	
2.	Setting	Time	
		Place	
3.	Generic Structure	Orientation	
		Complication	
		Resolution	

Key Answer:

4. The characters: Mr. Bear, Bee, and Mrs. Bear
5. Settings
 - Time: in the afternoon, can be seen from normal activities
 - Place: at Mr. Bear's house, in the forest, and around the beehive
6. Generic Structure
 - Orientation: Mr. Bear loves honey. One day, he looks inside his cupboard and realizes there is no honey left. "Oh no! No honey!" he says. Determined to find some, he walks into the forest. Soon, he sees a beehive hanging from a tree and smells the sweet scent of honey.
 - Complication: Excitement spreads throughout Mr. Bear. "Umm, no! "Honey!" he cries out, and dives headfirst into the beehive. Out of nowhere, a bee soars into the air, and a deafening buzzing sound reverberates through the air. "Hello, bear!" Remove yourself! Be cautious, honey! This is not yours! the bee says. But it has irritated Mr. Bear. "I am larger than you," he declares. "And I also have more strength than you. I am free to do as I like! Quit bothering me now! Once again, he probes the beehive with his paw. ZING! On the bridge of his nose, a bee stings him. A snout! Ugh, I'm fuming! The bear makes a low, low sound. In his wrath, he reaches for a large stick, but the bee is moving too quickly to be struck.

- . The more he misses, the angrier he gets. "GARRRRRGHH! I WILL SQUASH YOU!" he roars. The bee flies back into the hive. Mr. Bear yells, "AH HAH! Now you're trapped!" and begins smashing the hive with his stick. *Smash! Smash! Smash!* He destroys the beehive completely.
- Resolution: But just then, a peculiar buzzing sound begins to amplify. The shattered hive releases a swarm of bees, numbering in the thousands. They encircle Mr. Bear's head and start stinging him all over, including his ear, elbow, arms, legs, hands, and, most noticeably, nose. Mr. Bear slams the door shut on his way home, covered with stings. BAM! In his rear, Mrs. Bear materializes. "You pulled it off once more, didn't you?" she states. "You became angry." After counting his bee stings, Mr. Bear says, "Yes," with a sorrowful expression on his face. "This is the remedy for bee stings," Mrs. Bear explains. Additionally, there is honey in the cabinet. That's where the flour is."

➤ MEETING 2

Metode: *Traditional Method, Group Discussion*

5. Tujuan Penilaian:

- Mengevaluasi kemampuan siswa dalam memahami isi dari dua narrative text atau lebih
- Menilai kemampuan peserta didik dalam memahami moral value dari narrative text

6. Assesmen

- **Matching Statement**

The Dog and His Bone

(Video source: <https://youtu.be/Oq-vK6nyPDY?si=i5RYF2M5VtTX85Q3>)

Name :
 Number :
 Class :

Learning Material : Narrative Text

Word Bank:

greedy	happy	reflection	loses
--------	-------	------------	-------

Instruction:

Fill in the blanks using the current short sentence from the box.

5. The dog sees his own ____ in the water and thinks it's another dog.
 6. He becomes ____ because he wants a bigger bone.
 7. The dog ____ his own bone after jumping into the water.
 8. The story teaches us to be ____ with what we have.
-

Answer Key:

5. reflection
6. greedy
7. loses
8. happy

The Frightened Lion

(Video source: https://youtu.be/17o2rPGryuk?si=1lxgd4_1d0TJ2Lse)

Word Bank:

monster	afraid	imagination	frog
---------	--------	-------------	------

Instruction: Fill in the blanks using the correct word from the box.

5. Lion thinks there's a ____ outside his window.
 6. He becomes very ____ and hides under the bed.
 7. In reality, the sound just a dancing ____.
 8. The story teaches us that sometimes our ____ makes things scarier that they really are.
-

Answer Key:

5. monster
6. afraid
7. frog
8. imagination

• **Group Discussion**

Discussion Questions – The City Mouse and The Country Mouse

(Video source: https://youtu.be/Atkt-vhxFIc?si=LJqS9vrI_xaPHeP6)

Name :
Number :
Class :
Learning Material : Narrative Text

Instruction: Watch the subtitled videos “The City Mouse and The Country Mouse” carefully. Then, answer the following discussion questions based on your understanding of the story.

Questions:

5. What do you think is the moral value of the story?
6. Do you think the city mouse is truly happy with his life? Explain!
7. Why did the country mouse decide to return home? What does this tell us about her values?
8. In your opinion, is it better to live a simple and safe life or an exciting but risky life? Explain your answer!

g. REMIDIAL DAN PENGAYAAN

- **Remidial** : Latihan soal tambahan dengan tingkat kesulitan yang disesuaikan

- **Pengayaan** : Menganalisis narrative text yang lebih kompleks dengan elemen cerita yang mendalam

h. REFLEKSI PESERTA DIDIK

Instruction: Please answer the questions below based on your experience during today's lesson.

11. What did you know about narrative text?
12. How do the subtitled videos you watch help you understand the narrative text?
13. Which part of the narrative text is the easiest and most difficult to understand? Why?
14. What is the biggest challenge you face when writing your own narrative text? And how to solve it?
15. What is your experience in giving and receiving feedback from friends during peer reviews? Does it help you?

III. LAMPIRAN

a. BAHAN PEMBELAJARAN, BACAAN GURU DAN PESERTA DIDIK

- **PowerPoint narrative text:**
https://drive.google.com/file/d/1jElM-xYUmoHs_zejUgz_OpolmRAPJcZ/view?usp=drive_link
- **Material about narrative text:**
<https://www.ruangguru.com/blog/struktur-dari-narrative-text>

Mengetahui,
Kepala SMA Negeri 1 Seririt

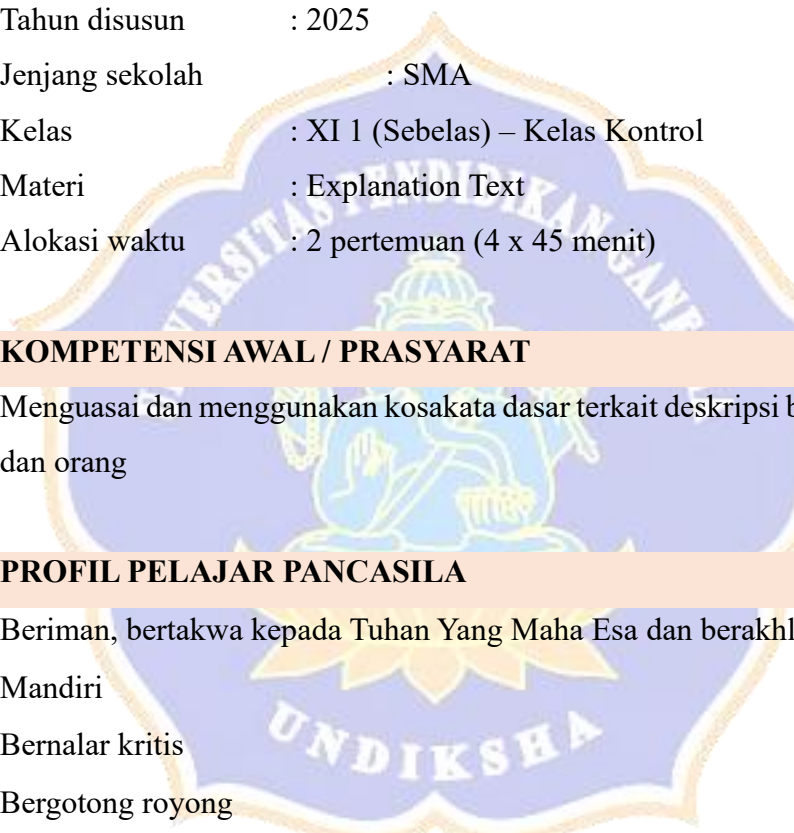
Seririt, 25 Februari 2025
Guru Mata Pelajaran
Bahasa Inggris Kelas XI



MODUL AJAR

I. INFORMASI UMUM

a. IDENTITAS MODUL AJAR



Mata Pelajaran	: Bahasa Inggris
Penyusun	: Ni Kadek Refi Marsita Yani
Instansi	: SMA Negeri 1 Seririt
Tahun disusun	: 2025
Jenjang sekolah	: SMA
Kelas	: XI 1 (Sebelas) – Kelas Kontrol
Materi	: Explanation Text
Alokasi waktu	: 2 pertemuan (4 x 45 menit)

b. KOMPETENSI AWAL / PRASYARAT

Menguasai dan menggunakan kosakata dasar terkait deskripsi benda, tempat dan orang

c. PROFIL PELAJAR PANCASILA

- Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
- Mandiri
- Bernalar kritis
- Bergotong royong

d. SARANA DAN PRASARANA

- LDC
- Laptop
- Papan tulis
- Kamus
- Lembar kerja peserta didik

e. MODEL/METODA/TEKNIK PEMBELAJARAN

Traditional classroom method, class discussion, pair work, group work

II. KOMPONEN INTI

a. CAPAIAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik membaca dan merespon **explanation text**. Mereka membaca untuk mengidentifikasi dan memahami ciri-ciri benda, tempat, atau individu yang dijelaskan dalam teks. Mereka mengevaluasi detail tertentu, kosakata eksplanasi, dan gagasan utama dalam explanation text. Pemahaman peserta didik terhadap struktur explanation text akan berkembang dan mampu mengidentifikasi tujuan penulis dan mengembangkan keterampilan dalam Menyusun dan menyampaikan secara jelas dan terstruktur.

b. TUJUAN PEMBELAJARAN

- Meeting 1:
 - Peserta didik memahami pengertian dan tujuan explanation text
 - Peserta didik dapat mengidentifikasi struktur dan ciri kebahasaan explanation text
 - Peserta didik mampu menyusun kalimat sederhana dalam explanation text
- Meeting 2:
 - Peserta didik mampu mengidentifikasi cause dan effect yang terjadi dalam explanation text
 - Peserta didik dapat menggunakan kosakata dan grammar yang sesai dalam explanation text

c. PEMAHAMAN BERMAKNA

Explanation text merupakan jenis teks yang bertujuan untuk mendeskripsikan seseorang, tempat, benda, atau peristiwa secara detail. Explanation text memiliki tujuan untuk memberikan Gambaran yang jelas tentang suatu subjek kepada pembaca.

d. PERTANYAAN PEMATIK

- *How do you explain something to someone who has never seen it?*
- *How do you make a description that is interesting and easy to understand?*
- *Why are clear and detailed descriptions important in everyday life?*

e. KEGIATAN PEMBELAJARAN

➤ MEETING 1 (90 Menit)

KEGIATAN PEMBELAJARAN	WAKTU (MENIT)
PEMBUKA	10
- Menyapa peserta didik, menanyakan keadaan peserta didik (kesadaran diri)	
- Berdoa Bersama-sama sebelum memulai kegiatan pembelajaran (kesadaran diri, manajemen diri)	
- Mendata kehadiran peserta didik	
- Membuka kelas dengan pertanyaan pematik: " <i>How do you explain something to someone who has never seen it?</i> " dan peserta didik berbagi jawaban mereka dalam diskusi kelas	
- Guru memperkenalkan materi kepada peserta didik	
INTI	45
• Activity 1	
- Guru menjelaskan terkait materi explanation text kepada peserta didik	
- Guru memberikan contoh explanation text berjudul Hurricane kepada peserta didik dan memberikan arahan untuk bekerja secara berpasangan (pair work) untuk mengerjakan latihan fill in the blanks	
• Activity 2	25
- Setiap kelompok mempresentasikan hasil analisisnya selama 5 menit didepan kelas	

- Guru mempersilahkan peserta didik lainnya memberikan umpan balik terhadap hasil analisis yang dipresentasikan dan memberikan penjelasan tambahan jika diperlukan	
PENUTUP	
- Peserta didik menyimpulkan kembali apa yang telah dipelajari	
- Guru memberikan pertanyaan refleksi: " <i>What can you conclude on today's lesson?</i> " dan menunjuk beberapa peserta didik untuk menjawab	10
- Kegiatan pembelajaran ditutup dan diakhiri dengan berdoa bersama	

➤ **MEETING 2 (90 Menit)**

KEGIATAN PEMBELAJARAN	WAKTU (MENIT)
PEMBUKA	
- Menyapa peserta didik, menanyakan keadaan peserta didik (kesadaran diri)	
- Berdoa Bersama-sama sebelum memulai kegiatan pembelajaran (kesadaran diri, manajemen diri)	
- Mendata kehadiran peserta didik	10
- Membuka kelas dengan pertanyaan terkait materi yang telah dipelajari pada meeting sebelumnya: " <i>What did we discuss during our last meeting?</i> " secara bergantian kepada peserta didik	
- Peserta didik berbagi jawaban mereka dalam diskusi kelas	
INTI	
• Activity 1	
- Guru meminta peserta didik untuk membaca contoh explanation text lainnya yang berjudul Solar Eclipse kepada peserta didik	45

- Masing-masing peserta didik diminta untuk bekerja secara berkelompok (group work) untuk mengerjakan latihan cause and effect terkait informasi yang didapatkan dalam video	
• Activity 2	
- Kelas dibagi menjadi beberapa kelompok kecil, dan instruktur bergantian menunjukkan hasil kerja mereka kepada siswa. Setelah mengevaluasi kemajuan setiap siswa, instruktur memberikan komentar dan saran.	25
PENUTUP	
- Peserta didik menyimpulkan apa yang telah mereka pelajari	
- Guru memberikan pertanyaan refleksi: "<i>What did you learn today about Solar Eclipse?</i>"	
- Kegiatan pembelajaran ditutup dan diakhiri dengan berdoa bersama	10

f. ASSESMENT DAN PENILAIAN

➤ MEETING 1

Metode: *Traditional Classroom Method, Pair Work*

9. Tujuan Penilaian:

- Mengevaluasi pemahaman peserta didik terhadap explanation text
- Menilai kemampuan peserta didik dalam pair work dan mengidentifikasi informasi yang didapatkan

10. Assessment:

- Fill in the Blanks

FILL IN THE BLANKS

Members of the Group :

Class :

Instruction:

Fill in each blank with the correct word or phrase based on the video you have watched.

11. A hurricane is a huge ___ that forms over warm ___ waters near the ___.
12. The warm air above the ocean ___ upward, creating an area of ___ pressure below.
13. As this moist air rises, it forms ___.
14. The clouds and winds begin to ___ around, powered by the ocean's ___ and water ___.
15. Hurricanes can be as wide as ___ miles when viewed from the ___.
16. The calmest part of the hurricane is called the ___.
17. The most damaging winds are found in the ___, which surrounds the eye.
18. The rain bands are a series of ___ clouds that give the hurricane a ___-like appearance.
19. Category ___, ___, and ___ are the most dangerous types of hurricanes.

20. In the Pacific Ocean, hurricanes are called ____.

Key Answers:

11. storm, ocean, equator
12. rises, low
13. clouds
14. spin, heat, vapor
15. 300, top
16. eye
17. eye wall
18. dense, pinwheel
19. three, four, five
20. thyphoons

➤ **MEETING 2**

Metode: *Traditional Classroom Method, Group Work*

3. Tujuan Penilaian:

- Mengevaluasi pemahaman peserta didik terhadap explanation text
- Menilai kemampuan peserta didik dalam group discussion dan menganalisis cause dan effect yang terjadi dalam explanation text

4. Assesmen:

- Cause and Effect Worksheet

CAUSE AND EFFECT WORKSHEET

Members of the Groups :

Class :

Instruction:

Read each sentence below. Decide which part is the cause (why something happens) and which is the effect (what happens). Write C next to the cause and E next to the effect

9. ☐ The Moon comes between the Earth and the Sun
☐ A shadow falls on parts of the Earth
10. ☐ The Moon blocks the light of the Sun
☐ The sky becomes dark in some areas on Earth
11. ☐ The Moon is much smaller than the Sun
☐ Only a part of the Earth sees the eclipse
12. ☐ The Moon completely covers the Sun in the umbra
☐ A Total Solar Eclipse occurs
13. ☐ The Moon is in front of the Sun but doesn't fully cover it in the antumbra
☐ An Annual Solar Eclipse appears
14. ☐ Only a part of the Moon is in front of the Sun in the penumbra
☐ A Partial Solar Eclipse occurs
15. ☐ Looking at Solar Eclipse with bare eyes
☐ Your eyes can be harmed by UV rays
16. ☐ You use a torch and two balls to create shadows
☐ You can see how a Solar Eclipse works at home

III. LAMPIRAN

a. BAHAN PEMBELAJARAN, BACAAN GURU DAN PESERTA DIDIK

- PowerPoint explanation text:

https://drive.google.com/file/d/1--h1kFGzmXJAsAMTOcqs4NgmynenRjS0/view?usp=drive_link

[h1kFGzmXJAsAMTOcqs4NgmynenRjS0/view?usp=drive_link](https://drive.google.com/file/d/1--h1kFGzmXJAsAMTOcqs4NgmynenRjS0/view?usp=drive_link)

- Material about explanation text:

<https://www.ruangguru.com/blog/apa-saja-aspects-of-explanation-text>

Mengetahui,
Kepala SMA Negeri 1 Seririt

Seririt, 25 Februari 2025
Guru Mata Pelajaran
Bahasa Inggris Kelas XI

Ngurah Putu Wiswayana, S.Pd., M.Pd.
Pembina Tingkat 1
Nip. 19730928 199801 1 002

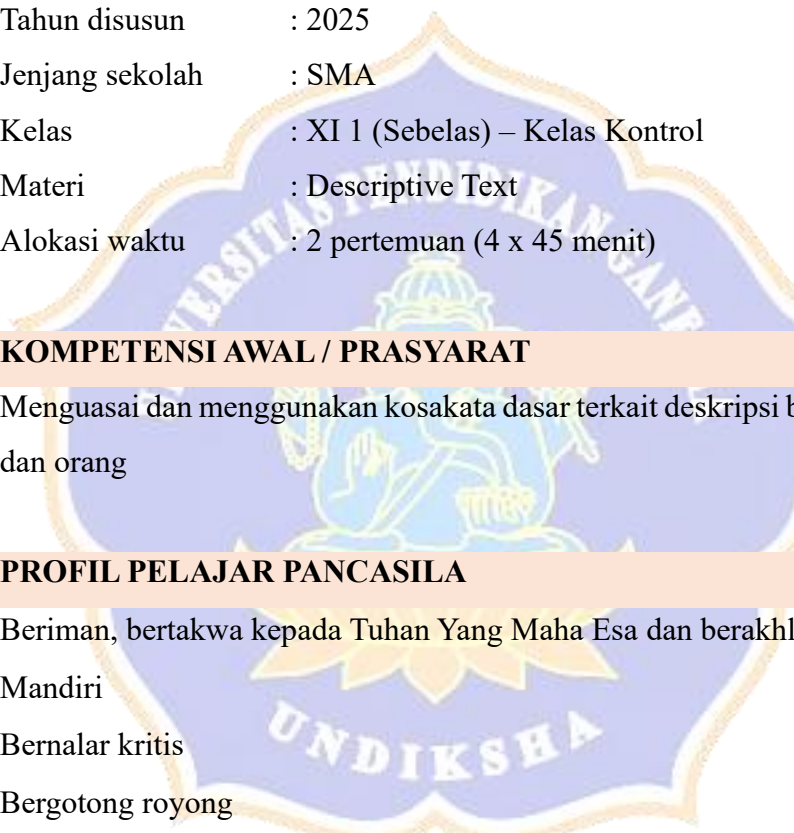
Ni Kadek Refi Marsita Yani
NIM. 2112021073



MODUL AJAR

I. INFORMASI UMUM

a. IDENTITAS MODUL AJAR



Mata Pelajaran	: Bahasa Inggris
Penyusun	: Ni Kadek Refi Marsita Yani
Instansi	: SMA Negeri 1 Seririt
Tahun disusun	: 2025
Jenjang sekolah	: SMA
Kelas	: XI 1 (Sebelas) – Kelas Kontrol
Materi	: Descriptive Text
Alokasi waktu	: 2 pertemuan (4 x 45 menit)

b. KOMPETENSI AWAL / PRASYARAT

Menguasai dan menggunakan kosakata dasar terkait deskripsi benda, tempat dan orang

c. PROFIL PELAJAR PANCASILA

- Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
- Mandiri
- Bernalar kritis
- Bergotong royong

d. SARANA DAN PRASARANA

- LDC
- Laptop
- Papan tulis
- Kamus
- Lembar kerja siswa

e. **MODEL/METODA/TEKNIK PEMBELAJARAN**

Traditional method, class discussion, individual work, group discussion

II. **KOMPONEN INTI**

a. **CAPAIAN PEMBELAJARAN**

Pada akhir pembelajaran, peserta didik membaca dan merespon **descriptive text**. Mereka membaca untuk mengidentifikasi dan memahami ciri-ciri benda, tempat, atau individu yang dijelaskan dalam teks. Mereka mengevaluasi detail tertentu, kosakata deskriptif, dan gagasan utama dalam descriptive text. Pemahaman peserta didik terhadap struktur descriptive text akan berkembang dan mampu mengidentifikasi tujuan penulis dan mengembangkan keterampilan dalam menyusun dan menyampaikan secara jelas dan terstruktur.

b. **TUJUAN PEMBELAJARAN**

- Meeting 1:
 - Peserta didik memahami pengertian dan tujuan descriptive text
- -Siswa mampu mengenali dan memahami rincian yang ditawarkan oleh tulisan deskriptif.
- Meeting 2:
 - Peserta didik mampu menyusun pernyataan yang sesuai terkait descriptive text
 - Peserta didik mampu mempresentasikan descriptive text yang telah dibuat

c. **PEMAHAMAN BERMAKNA**

Descriptive text merupakan jenis teks yang bertujuan untuk mendeskripsikan seseorang, tempat, benda, atau peristiwa secara detail. Descriptive text memiliki tujuan untuk memberikan gambaran yang jelas tentang suatu subjek kepada pembaca.

d. **PERTANYAAN PEMATIK**

- *How do you explain something to someone who has never seen it?*

- *How do you make a description that is interesting and easy to understand?*
- *Why are clear and detailed descriptions important in everyday life?*

e. KEGIATAN PEMBELAJARAN

➤ MEETING 1 (90 Menit)

KEGIATAN PEMBELAJARAN	WAKTU (MENIT)
PEMBUKA	10
- Menyapa siswa, menanyakan keadaan siswa (kesadaran diri)	
- Berdoa Bersama-sama sebelum memulai kegiatan pembelajaran (kesadaran diri, manajemen diri)	
- Mendata kehadiran siswa	
- Membuka kelas dengan pertanyaan pematik: <i>"How do you explain something to someone who has never seen it?"</i> dan melakukan diskusi kecil Bersama-sama	
- Guru memperkenalkan diri dihadapan peserta didik dan menyampaikan tujuan pembelajaran	35
INTI	
• Activity 1	
- Guru mulai menjelaskan materi terkait descriptive text kepada siswa dengan menggunakan <i>Powerpoint Presentation</i> dan mengajak siswa untuk memperhatikan dan menulis informasi yang didapatkan serta bertanya secara bergantian kepada siswa terkait pemahaman yang telah mereka dapatkan	
- Guru memberikan contoh <i>how to describe people's appearance</i> dalam bentuk teks dan memberikan latihan matching statement untuk mengidentifikasi jawaban yang benar terkait pernyataan-pernyataan tersebut	35
- Setiap kelompok mempresentasikan hasil analisisnya selama 5 menit didepan kelas	

- Guru mempersilahkan peserta didik lainnya memberikan umpan balik terhadap hasil analisis yang dipresentasikan dan memberikan penjelasan tambahan jika diperlukan	
• Activity 2	
- Guru memberikan kuis singkat dengan 5 soal essay untuk mengetahui pemahaman peserta didik	35
- Hasil kerja siswa dikumpulkan dan nantinya akan dinilai oleh guru	
PENUTUP	10
- Siswa menyimpulkan kembali apa yang telah dipelajari	
- Guru memberikan pertanyaan refleksi: " <i>What can you conclude on today's lesson?</i> " dan menunjuk beberapa peserta didik untuk menjawab	
- Kegiatan pembelajaran ditutup dan diakhiri dengan berdoa bersama	

➤ **MEETING 2 (90 Menit)**

KEGIATAN PEMBELAJARAN	WAKTU (MENIT)
PEMBUKA	10
- Menyapa siswa, menanyakan keadaan siswa (kesadaran diri)	
- Berdoa Bersama-sama sebelum memulai kegiatan pembelajaran (kesadaran diri, manajemen diri)	
- Mendata kehadiran siswa	
- Membuka kelas dengan pertanyaan terkait materi yang telah dipelajari pada pertemuan sebelumnya: " <i>What did we learn during our last meeting?</i> " secara bergantian kepada peserta didik	
- Peserta didik berbagi jawaban mereka dalam diskusi kelas	

INTI	
• Activity 1	
- Guru memberikan sebuah dialog kepada peserta didik terkait describing place, person, and thing kepada peserta didik dan memberikan arahan untuk bekerja secara berkelompok yang terdiri dari 4-5 siswa untuk mengerjakan latihan True/False	45
• Activity 2 (Presentation)	
- Guru menunjuk peserta didik secara bergantian untuk mempresentasikan hasil kerja peserta didik yang telah mereka buat didepan kelas. Guru memberikan umpan balik dan menilai kemampuan peserta didik serta mempersilahkan kepada peserta didik lainnya untuk memberikan <i>feedback</i>	25
PENUTUP	
- Siswa menyimpulkan apa yang telah mereka pelajari	
- Guru memberikan pertanyaan refleksi: "<i>What did you learn today about writing descriptive text?</i>"	
- Kegiatan pembelajaran ditutup dan diakhiri dengan berdoa bersama	10

f. ASSESMENT DAN PENILAIAN

➤ MEETING 1

Metode: *Flipped Classroom Method, Group Discussion*

1. Tujuan Penilaian:

- Mengevaluasi pemahaman peserta didik terhadap descriptive text
- Menilai kemampuan peserta didik dalam group discussion dan mengungkapkan pendapatnya terkait descriptive text

2. Assesmen:

- Matching Statement

WORD BANK MATCHING EXERCISE

Name :

Number :

Class :

Instruction:

Match each description (A-F) with the correct name from the Word Bank.

Descriptions:

() This person is bald and has facial hair. He has green eyes and is a bit overweight.

() She is tall and slim. She has curly white hair, and wears noticeable earrings.

() He has a gray haircut, wear glasses, always clean and have average height.

() This short and thin lady has a medium-length wavy blonde hair and freckles.

() He is short and fat, has a mustache, and a mole on his cheek.

() She is the boss and stands out with spiky green hair and a tattoo on her wrist

Word Bank:

D. Miss Overby

E. Mr. Jonathan

F. Mr. Kim

D. Mrs. Anderson

E. Mr. Vetigan

F. Miss Walker

Key Answers:

- 7) B
- 8) D
- 9) C
- 10) A
- 11) E
- 12) F

➤ **MEETING 2**

Metode: *Flipped Classroom Method, Self-Assessment*

1. Tujuan Penilaian:

- Mengevaluasi kemampuan siswa dalam menyusun kerangka descriptive text
- Menilai kemampuan peserta didik dalam menulis descriptive text dengan bagian-bagian yang sesuai

2. Assesmen:

- True or False Statement

TRUE OR FALSE WORKSHEET - The Bear and The Bee

Name :

Number :

Class :

Instruction:

Read every statement below carefully. Write T if the statement is True and F if the statement is False. Give your reason or evidence for each of your answers.

No.	Statement	T / F	Reason / Evidence from the Text
-----	-----------	-------	---------------------------------

1.	Denise said her apartment is cozy and convenient for getting to college		
2.	Denise has a very large closet in her bedroom		
3.	Denise's roommate is neat and always keeps the bathroom clean		
4.	Denise keeps her room tidy and her books are organized		
5.	Denise's room has a balcony with a beautiful view and plants		
6.	Denise's roommate has short blond hair and brown eyes		
7.	Denise's biology teacher studied animals in Australia		
8.	Denise dislikes calculus because the teacher is strict and does not explain well		
9.	Dr. Rubus is short and friendly		
10.	Denise hates spicy food		

Key Answer:

11. T
12. F (the closet is small, but it fits everything she needs)
13. F (her roommate is messy in the bathroom)
14. T
15. T
16. F (she has long, dark brown hair and green eyes)
17. F (she studied animals in Madagascar)
18. T
19. F (he is tall and intimidating)

20. F (she loves spicy Indian food)

g. REMIDIAL DAN PENGAYAAN

- **Remidial** : Latihan soal tambahan dengan tingkat kesulitan yang disesuaikan
- **Pengayaan** : Menganalisis descriptive text yang lebih kompleks dan mendalam

h. REFLEKSI PESERTA DIDIK

Instruction: *Please answer the questions below based on your experience during today's lesson.*

Google form link:

<https://docs.google.com/forms/d/e/1FAIpQLSc1zrnUdpeLUH7QdbGxsKyiYXe4WhsgLqpFXbmPPL8hTarLHA/viewform?usp=sharing>

16. What did you know about descriptive text?
17. How do the subtitled videos you watch help you understand the descriptive text?
18. Which part of the descriptive text is the easiest and most difficult to understand? Why?
19. What is your biggest challenge when writing your own descriptive text? And how to solve it?
20. What is your experience during group discussion in solving the questions? Does it help you?

III. LAMPIRAN

a. BAHAN PEMBELAJARAN, BACAAN GURU DAN PESERTA DIDIK

- **PowerPoint of descriptive text:**
https://drive.google.com/file/d/1gWE-i8kWqjh_1Rum9x19QiKsjo7Zk2Ap/view?usp=drive_link

- **Source about descriptive text:**

<https://www.zenius.net/blog/descriptive-text>

Mengetahui,
Kepala SMA Negeri 1 Seririt

Seririt, 25 Februari 2025
Guru Mata Pelajaran
Bahasa Inggris Kelas XI

Ngurah Putu Wiswayana, S.Pd., M.Pd.
Pembina Tingkat 1
Nip. 19730928 199801 1 002

Ni Kadek Refi Marsita Yani
NIM. 2112021073



Appendix 10 Blueprint of Reading Comprehension Test

BLUEPRINT OF READING COMPREHENSION TEST

No.	Core Competence	General Indicator	Cognitive Level	Type of Question	Number of Questions
1	Identifying the main idea in a reading text.	Determine the main idea and explicit information.	Understanding	Multiple Choice	1, 3, 7, 8
2	Inferring explicit information.	Inferring reasons, conditions, or impacts of the information in the text.	Inference	Multiple Choice	2, 5, 9
3	Analysing the meaning of the information.	Assessing the hidden meaning or effect of a statement.	Analysis	Multiple Choice	4, 6, 10

READING COMPREHENSION TEST

Name :

Number :

Class :

Instruction:

- 1) Write your name and class on the answer sheet provided.
- 2) Read, understand, and carefully work through the following questions.
- 3) Answer the following questions accurately and correctly.
- 4) Time allocation: 60 minutes.

A. MULTIPLE CHOICE

Choose the most correct answer from options A, B, C, or D.

Read the text carefully to answer questions number 1 to 3.

The Water Cycle

Have you ever wondered where rain comes from or how clouds are formed? Well, that's exactly what the water cycle is all about. Let's explore it together!

When the sun heats up water in rivers, lakes, and oceans, the water turns into water vapour and rises into the air. This process is called evaporation. You can even see evaporation at home—ask your mom to heat some water. As the water gets hot, you'll notice steam rising. That's water vapour!

When the water vapour reaches the cooler parts of the sky, it cools down and turns into tiny droplets of water. These droplets combine with dust particles and gases to form clouds. This process is called condensation. You can try this yourself by holding a cold lid over the hot water. After a while, you'll see water droplets on the lid, just like how clouds form!

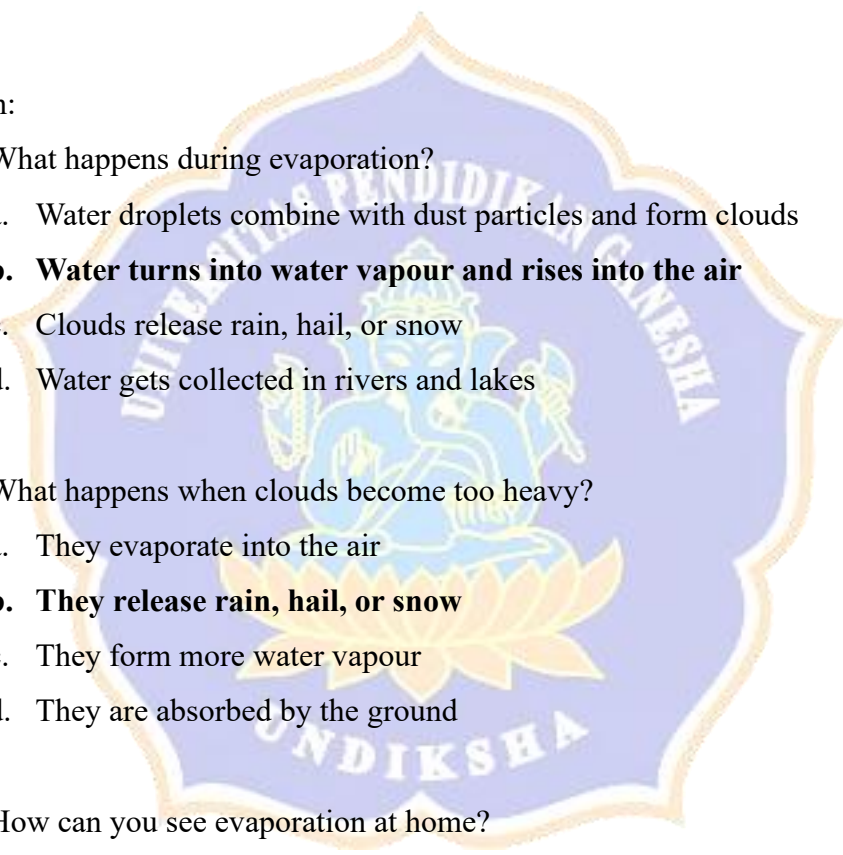
When the clouds get too heavy and can no longer hold the water, they release it as rain, hail, or snow. This process is called precipitation.

After precipitation, the water gets collected in rivers, lakes, oceans, and also seeps into the ground as groundwater.

The water cycle is a continuous process involving evaporation, condensation, precipitation, and collection.

(source: https://drive.google.com/file/d/1bL48w_RRCdeEpNu8EXY-jGrEgNoKgZmq/view?usp=drive_link)

Question:

- 
1. What happens during evaporation?
 - a. Water droplets combine with dust particles and form clouds
 - b. Water turns into water vapour and rises into the air**
 - c. Clouds release rain, hail, or snow
 - d. Water gets collected in rivers and lakes
 2. What happens when clouds become too heavy?
 - a. They evaporate into the air
 - b. They release rain, hail, or snow**
 - c. They form more water vapour
 - d. They are absorbed by the ground
 3. How can you see evaporation at home?
 - a. By holding a cold lid over hot water
 - b. By heating water and noticing steam rising**
 - c. By looking at clouds in the sky
 - d. By collecting water droplets from the ground

B. SHORT ANSWER

Answer the following questions with short and clear sentences.

Read the text below to answer questions number 4 and 5.

The Girl and the Ice Cream Truck

Looking out at the street below, a girl sits at the window of her bedroom. So far, summer has eluded her. She has a list of things she wants to do: eat ice cream, swim, picnic, and pick strawberries.

Winter coats and gloves are becoming old for her. The snow and overcast sky had worn her down. Summer, her mom replies, is still a ways off. More snow is on the way, according to her father. Nevertheless, she remains steadfastly positioned by the window, anticipating the arrival of summer.

As she continues to look, she sees an ice cream truck passing by. A mobile ice cream parlor! "That means summer has arrived!" she exclaims. She rushes to her wardrobe, gets her swimsuit and summer cap, and puts them on overjoyed. Running down the stairs and out the door, she then. *FAST POP!* Glancing downward, she notices her bare feet. embedded in the frosty grass. Confused, she exclaims, "But. but. I saw an ice cream truck!" on the other hand.

As she raises her eyes to look, she catches the ice cream truck as it approaches the car repair shop from around the bend.

(source:

https://drive.google.com/file/d/1b9ol5rDmiOJK_i3p4e44IDMY5YlpWqI/view?usp=drive_link)

Question:

4. What does the ice cream truck symbolize in the story?
5. If you were the girl, how would you feel when you realized the ice cream truck wasn't a sign of summer?

Read the text carefully to answer questions number 6 to 7

The Ant and The Dove

Once upon a time, there was a very thirsty ant who went to a river to drink water. At the same time, a dove was sitting on a tree nearby.

While drinking, the ant lost his balance and fell into the river. He struggled and shouted, “Help! Help!” but no one could hear him. The dove saw the ant in trouble from the tree. She was worried because the ant could drown.

The dove quickly plucked a leaf and dropped it into the river. The ant climbed onto the leaf and was safe. He thanked the dove for saving his life. A few days later, the dove was sitting on the tree again. Suddenly, the ant saw a hunter aiming his arrow at the dove. To help his friend, the ant bit the hunter’s leg. The hunter cried out in pain, and his arrow missed the dove. Now, the ant had saved the dove’s life in return.

(source:

https://drive.google.com/file/d/18QibmUHFAy_jdbzRzKkgyoddjUcO-j7v/view?usp=drive_link)

Question:

6. Why did the ant fall into the river?
7. What does the ant’s action at the end of the story show about his character?

C. TRUE OR FALSE

Determine whether the following statements are true or false based on the text.

For questions 8–10, please read the material thoroughly and provide your answers.

My School

My name is Alice. Today, I’m going to tell you about my school. I love my school very much. We go to school to study and learn many other things. At school, we can make new friends, play many games, and learn good habits.

My school is great and beautiful. It has 25 buildings, consisting of 19 classrooms, a principal’s room, a teachers’ room, and our library. There are many books in the library. We are not allowed to eat or make noise in there. We also have

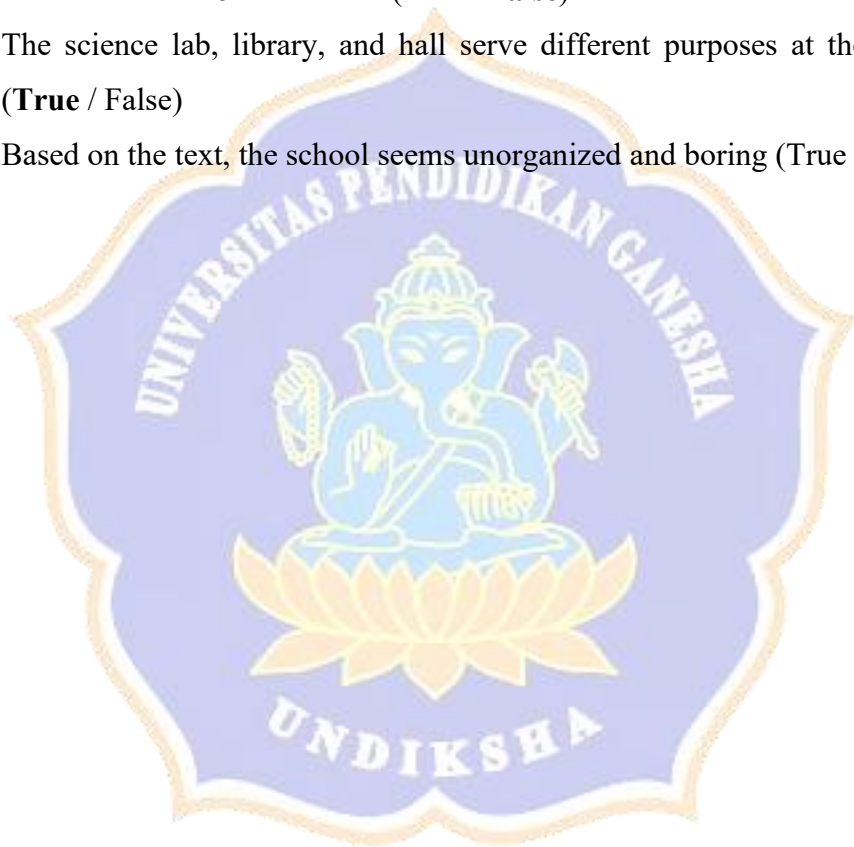
science laboratory. We do experiments, analysis, and research in it. In my school, there is also a hall. It is used only for events. Lastly, we have a cafeteria. My school has a large cafeteria that sells a lot of delicious food and soft drinks.

(source:

[https://drive.google.com/file/d/1fCXBgZEwbN5A5PQukgr9sladma8h9Z5-
/view?usp=drive_link](https://drive.google.com/file/d/1fCXBgZEwbN5A5PQukgr9sladma8h9Z5-/view?usp=drive_link))

Answer the following statement with true/false.

8. The school has 25 classrooms (True / **False**)
9. The science lab, library, and hall serve different purposes at the school
(**True** / False)
10. Based on the text, the school seems unorganized and boring (True / **False**)



Appendix 12 Researcher Notes

Meting 2:

RESEARCHER NOTE

Class/Group : XI I/Experimental Group

Meeting No. : 2

Learning Topic : Descriptive Text

1. Student Activity Observation (√ as appropriate)

Student Engagement:

- ☐ Very active (asking a lot, involved in the discussions and activities)
- √ Active (occasionally asking, involved in discussions and activities but not dominant)
- ☐ Less active (passive, only listens)
- ☐ Not Active (does not show any involvement at all)

Respond to Subtitled Videos:

- ☐ Makes it easier to understand the text in the video
- √ Helps recognize new words
- ☐ Doesn't have much impact on understanding
- ☐ Causes confusion
- ☐ Other:

Response to The Flipped Classroom Method:

- ☐ Students are more prepared because they have studied the material before the classroom session
- √ Students are more confident in discussions
- ☐ Students having difficulty understanding the material without direct guidance

- ☐ Students are less motivated to study before the classroom session
- ☐ Other:

2. Challenges and Obstacles Encountered

- **Were there any technical obstacles (e.g., the issue in accessing videos, unclear subtitles, etc.)?**

No / Yes, if yes, explain:

Yes. Students were unfamiliar with the learning method and struggled to adapt.

- **Did students have difficulty understanding the material?**

No / Yes, if yes, explain:

No. Students understand the material.

- **Other obstacles that happen during the learning process?**

No / Yes, if yes, explain:

Some students didn't watch the video during the pre-class activity for some reason, like trouble with the signal and not enough time.

3. Reflection and Initial Findings

- **How effective is this method compared to traditional methods?**

Since this is their first time using the flipped classroom method, they are still unfamiliar and still trying to adapt.

- **What factors support the success / failure of implementing this method?**

The signal. The time management of the students.

- **Additional notes from the researcher?**

Should be given much more time for the pre-class activity since students also studying for other subjects.

Meeting 3:

RESEARCHER NOTE

Class/Group : XI/Experimental Group

Meeting No. : 3

Learning Topic : Descriptive Text

1. Student Activity Observation (✓ as appropriate)

Student Engagement:

- ☐ Very active (asking a lot, involved in the discussions and activities)
- ✓ Active (occasionally asking, involved in discussions and activities but not dominant)
- ☐ Less active (passive, only listens)
- ☐ Not Active (does not show any involvement at all)

Respond to Subtitled Videos:

- ✓ Makes it easier to understand the text in the video
- ☐ Helps recognize new words
- ☐ Doesn't have much impact on understanding
- ☐ Causes confusion
- ☐ Other:

Response to The Flipped Classroom Method:

- ☐ Students are more prepared because they have studied the material before the classroom session
- ✓ Students are more confident in discussions
- ☐ Students having difficulty understanding the material without direct guidance
- ☐ Students are less motivated to study before the classroom session
- ☐ Other:

2. Challenges and Obstacles Encountered

- **Were there any technical obstacles (e.g., the issue in accessing videos, unclear subtitles, etc.)?**

No / Yes, if yes, explain:

Yes. Some students still struggle to access the video because of the signal, but it is fewer compared to the last meeting.

- **Did students have difficulty understanding the material?**

No / Yes, if yes, explain:

No. Students understand the material because the additional of visualisation in the video.

- **Other obstacles that happen during the learning process?**

No / Yes, if yes, explain:

Yes. Only a technical obstacle, like a bad signal.

3. Reflection and Initial Findings

- **How effective is this method compared to traditional methods?**

Because they have studied the topic beforehand, students are more prepared for in-class activities.

- **What factors support the success / failure of implementing this method?**

The schedule for conducting pre-class activity is really important.

- **Additional notes from the researcher?**

The pre-class activity should be conducted 2-3 days before the classroom session so that students will have enough time to prepare and in case they have a problem with the signal again.

Meeting 4:

RESEARCHER NOTE

Class/Group : XI/Experimental Group

Meeting No. : 4

Learning Topic : Explanation Text

1. Student Activity Observation (✓ as appropriate)

Student Engagement:

- ☐ Very active (asking a lot, involved in the discussions and activities)
- ✓ Active (occasionally asking, involved in discussions and activities but not dominant)
- ☐ Less active (passive, only listens)
- ☐ Not Active (does not show any involvement at all)

Respond to Subtitled Videos:

- ✓ Makes it easier to understand the text in the video
- ✓ Helps recognize new words
- ☐ Doesn't have much impact on understanding
- ☐ Causes confusion
- ☐ Other:

Response to The Flipped Classroom Method:

- ✓ Students are more prepared because they have studied the material before the classroom session
- ✓ Students are more confident in discussions
- ☐ Students having difficulty understanding the material without direct guidance
- ☐ Students are less motivated to study before the classroom session
- ☐ Other:

2. Challenges and Obstacles Encountered

- **Were there any technical obstacles (e.g., the issue in accessing videos, unclear subtitles, etc.)?**

No / Yes, if yes, explain:

There are almost no technical obstacles since the students are given more time for the pre-class activity.

- **Did students have difficulty understanding the material?**

No / Yes, if yes, explain:

No. They understand the material perfectly.

- **Other obstacles that happen during the learning process?**

No / Yes, if yes, explain:

No.

3. Reflection and Initial Findings

- **How effective is this method compared to traditional methods?**

More effective because students already come prepared for the classroom activity.

- **What factors support the success / failure of implementing this method?**

The students' participation is the main factor to support this method.

- **Additional notes from the researcher?**

Conducting pre-class activity for 2-3 days before the classroom session is very effective because all students can participate in that and make them come prepared before the class discussion.

Meeting 5:

RESEARCHER NOTE

Class/Group : XI 1/Experimental Group

Meeting No. : 5

Learning Topic : Explanation Text

1. Student Activity Observation (√ as appropriate)

Student Engagement:

- √ Very active (asking a lot, involved in the discussions and activities)
- √ Active (occasionally asking, involved in discussions and activities but not dominant)
- ☐ Less active (passive, only listens)
- ☐ Not Active (does not show any involvement at all)

Respond to Subtitled Videos:

- √ Makes it easier to understand the text in the video
- ☐ Helps recognize new words
- ☐ Doesn't have much impact on understanding
- ☐ Causes confusion
- ☐ Other:

Response to The Flipped Classroom Method:

- √ Students are more prepared because they have studied the material before the classroom session
- √ Students are more confident in discussions
- ☐ Students having difficulty understanding the material without direct guidance
- ☐ Students are less motivated to study before the classroom session
- ☐ Other:

2. Challenges and Obstacles Encountered

- **Were there any technical obstacles (e.g., the issue in accessing videos, unclear subtitles, etc.)?**

No / Yes, if yes, explain:

No.

- **Did students have difficulty understanding the material?**

No / Yes, if yes, explain:

No.

- **Other obstacles that happen during the learning process?**

No / Yes, if yes, explain:

No.

3. Reflection and Initial Findings

- **How effective is this method compared to traditional methods?**

Students are more prepared and active in classroom discussions.

- **What factors support the success / failure of implementing this method?**

The success was supported by students' interest in the videos.

- **Additional notes from the researcher?**

Some students find subtitles helpful because they make it easier to understand the contents of the text.

Meeting 6:

RESEARCHER NOTE

Class/Group : XI I/Experimental Group

Meeting No. : 6

Learning Topic : Descriptive Text

1. Student Activity Observation (✓ as appropriate)

Student Engagement:

- ✓ Very active (asking a lot, involved in the discussions and activities)
- ✓ Active (occasionally asking, involved in discussions and activities but not dominant)
- ☐ Less active (passive, only listens)
- ☐ Not Active (does not show any involvement at all)

Respond to Subtitled Videos:

- ✓ Makes it easier to understand the text in the video
- ✓ Helps recognize new words
- ☐ Doesn't have much impact on understanding
- ☐ Causes confusion
- ☐ Other:

Response to The Flipped Classroom Method:

- ✓ Students are more prepared because they have studied the material before the classroom session
- ✓ Students are more confident in discussions
- ☐ Students having difficulty understanding the material without direct guidance
- ☐ Students are less motivated to study before the classroom session
- ☐ Other:

2. Challenges and Obstacles Encountered

- **Were there any technical obstacles (e.g., the issue in accessing videos, unclear subtitles, etc.)?**

No / Yes, if yes, explain:

No.

- **Did students have difficulty understanding the material?**

No / Yes, if yes, explain:

No.

- **Other obstacles that happen during the learning process?**

No / Yes, if yes, explain:

No.

3. Reflection and Initial Findings

- **How effective is this method compared to traditional methods?**

Students come more prepared during class discussions than the control group.

- **What factors support the success / failure of implementing this method?**

Student preparedness before class and involvement in discussions supports the success of this method.

- **Additional notes from the researcher?**

Some students began to show improvement in answering reading comprehension questions.

Meeting 7:

RESEARCHER NOTE

Class/Group : XI I/Experimental Group

Meeting no. : 7

Learning Topic : Descriptive Text

1. Student Activity Observation (√ as appropriate)

Student Engagement:

- √ Very active (asking a lot, involved in the discussions and activities)
- √ Active (occasionally asking, involved in discussions and activities but not dominant)
- ☐ Less active (passive, only listens)
- ☐ Not Active (does not show any involvement at all)

Respond to Subtitled Videos:

- √ Makes it easier to understand the text in the video
- √ Helps recognize new words
- ☐ Doesn't have much impact on understanding
- ☐ Causes confusion
- ☐ Other:

Response to The Flipped Classroom Method:

- √ Students are more prepared because they have studied the material before the classroom session
- √ Students are more confident in discussions
- ☐ Students having difficulty understanding the material without direct guidance
- ☐ Students are less motivated to study before the classroom session
- ☐ Other:

2. Challenges and Obstacles Encountered

- **Were there any technical obstacles (e.g., the issue in accessing videos, unclear subtitles, etc.)?**

No / Yes, if yes, explain:

No.

- **Did students have difficulty understanding the material?**

No / Yes, if yes, explain:

No.

- **Other obstacles that happen during the learning process?**

No / Yes, if yes, explain:

No.

3. Reflection and Initial Findings

- **How effective is this method compared to traditional methods?**

This method is increasingly effective because students can understand the context of the reading more quickly.

- **What factors support the success / failure of implementing this method?**

Student readiness increases as they become accustomed to studying the material before class.

- **Additional notes from the researcher?**

Class discussions become lively because students bring a variety of prior understandings.

Appendix 13 Content Validity Lesson Plan of Experimental Group

Expert 1:

VALIDATION FORM OF LESSON PLAN EXPERIMENTAL GROUP

Researcher Identity

Name : Ni Kadek Refi Marsita Yani

NIM : 2112021073

Major : English Language Education

Title : The Effect of Subtitled Videos Combined with the Flipped

Classroom

Method on Students' Reading Comprehension

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

No.	Statement	Judgement		Notes
		Relevant	Not Relevant	
FORMAT				
1	Include the identity of the lesson plan with the school name, class, learning material, and time allocation.	√		
2	The components of the lesson plan include the objectives, learning steps, and assessment.	√		
3	The lesson plan is organized coherently.	√		
LEARNING ACTIVITY				
Pre-Class Activity				

4	Include the introduction of the topic with subtitled videos as the source of information	√		
5	Students discussing the topic on the platform provided	√		
In-Class Activity				
6	Teacher delivers the learning objective for the meeting and introduces the learning topic through an initial question	√		
7	Students are instructed to work on the assignment individually or collaboratively	√		
8	Students present their assignment	√		
9	Teacher giving feedback on the students' assignment and the topic learned	√		
LANGUAGE				
10	The language used in the lesson plan is easy to understand and communicative	√		

Suggestions:

Singaraja, 5th May 2025

Expert 1

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

Expert 2:

VALIDATION FORM OF LESSON PLAN EXPERIMENTAL CLASS

Researcher Identity

Name : Ni Kadek Refi Marsita Yani

NIM : 2112021073

Major : English Language Education

Title : The Effect of Subtitled Videos Combined with the Flipped Classroom

Method on Students' Reading Comprehension

Expert Name : Luh Gd Rahayu Budiata, S.Pd., M.Pd.

No.	Statement	Judgement		Notes
		Relevant	Not Relevant	
FORMAT				
1	Include the identity of the lesson plan with the school name, class, learning material, and time allocation.	√		
2	The components of the lesson plan include the objectives, learning steps, and assessment.	√		
3	The lesson plan is organized coherently.	√		
LEARNING ACTIVITY				
Pre-Class Activity				
4	Include the introduction of the topic with subtitled videos as the source of information	√		

5	Students discussing the topic on the platform provided	√		
In-Class Activity				
6	Teacher delivers the learning objective for the meeting and introduces the learning topic through an initial question	√		
7	Students are instructed to work on the assignment individually or collaboratively	√		
8	Students present their assignment	√		
9	Teacher giving feedback on the students' assignment and the topic learned	√		
LANGUAGE				
10	The language used in the lesson plan is easy to understand and communicative	√		

Suggestions:

Singaraja, 5th May 2025

Expert 2

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

Appendix 14 Content Validity Lesson Plan of Experimental Group

Expert 1:

VALIDATION FORM OF LESSON PLAN CONTROL CLASS

Researcher Identity

Name : Ni Kadek Refi Marsita Yani

NIM : 2112021073

Major : English Language Education

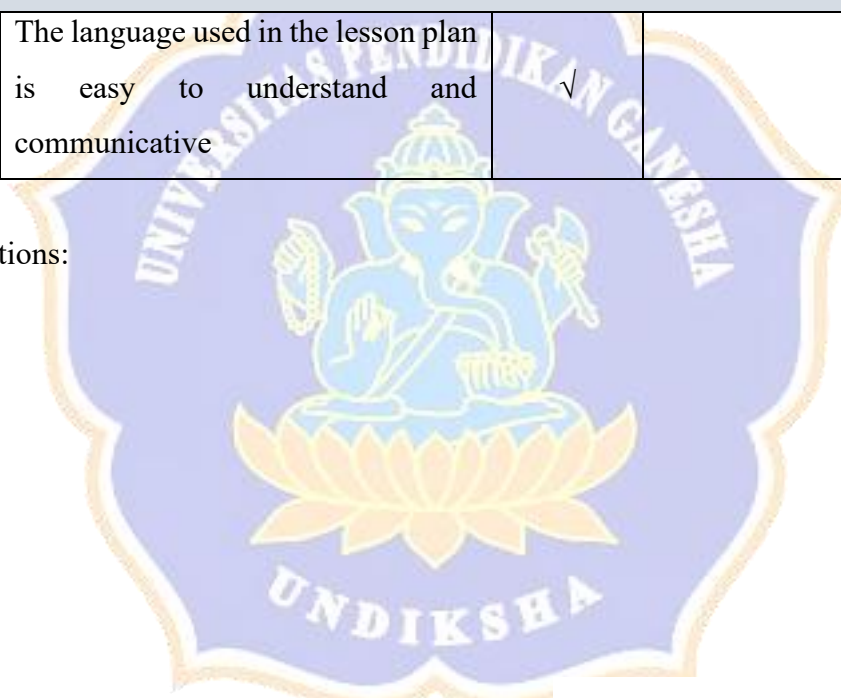
Title : The Effect of Subtitled Videos Combined with the Flipped Classroom Method on Students' Reading Comprehension

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

No.	Statement	Judgement		Notes
		Relevant	Not Relevant	
FORMAT				
1	Include the identity of the lesson plan with the school name, class, learning material, and time allocation.	√		
2	The components of the lesson plan include the objectives, learning steps, and assessment.	√		
3	The lesson plan is organized coherently.	√		
LEARNING ACTIVITY				
4	Teacher delivers the learning objective for the meeting and introduces the learning topic through an initial question	√		

5	Teacher provide the learning material and asking the students to discuss the material	√		
6	Students are instructed to work on the assignment individually or collaboratively	√		
7	Students present their assignment	√		
8	Teacher giving feedback on the students' assignment and the topic learned	√		
LANGUAGE				
9	The language used in the lesson plan is easy to understand and communicative	√		

Suggestions:



Singaraja, 5th May 2025

Expert 1

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

Expert 2:

VALIDATION FORM OF LESSON PLAN CONTROL CLASS

Researcher Identity

Name : Ni Kadek Refi Marsita Yani

NIM : 2112021073

Major : English Language Education

Title : The Effect of Subtitled Videos Combined with the Flipped Classroom Method on Students' Reading Comprehension

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

No.	Statement	Judgement		Notes
		Relevant	Not Relevant	
FORMAT				
1	Include the identity of the lesson plan with the school name, class, learning material, and time allocation.	√		
2	The components of the lesson plan include the objectives, learning steps, and assessment.	√		
3	The lesson plan is organized coherently.	√		
LEARNING ACTIVITY				
4	Teacher delivers the learning objective for the meeting and introduces the learning topic through an initial question	√		
5	Teacher provide the learning material and asking the students to discuss the material	√		

6	Students are instructed to work on the assignment individually or collaboratively	√		
7	Students present their assignment	√		
8	Teacher giving feedback on the students' assignment and the topic learned	√		
LANGUAGE				
9	The language used in the lesson plan is easy to understand and communicative	√		

Suggestions:



Singaraja, 5th May 2025

Expert 1

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

Appendix 15 Content Validity of Reading Comprehension Test

Expert 1:

VALIDATION FORM OF READING COMPREHENSION TEST

A. Identity

Name : Ni Kadek Refi Marsita Yani
NIM : 2112021073
Major : English Language Education
Title : The Effect of Subtitled Videos Combined with the Flipped Classroom
Method to Improve Students' Reading Comprehension

B. Introduction

This validation sheet is used to obtain an assessment regarding the reading comprehension test that the researcher prepared. The researcher would want to show thanks for the willingness of the expert to act as the validator and fill out this validation form.

C. Instruction

1. The researcher kindly requests the willingness for expert to place a checklist (✓) in the assessment column that matches your evaluation.
2. The researcher kindly requests for the expert to provide comments and suggestions for any incorrect parts, as well as additional suggestions for the reading comprehension test in the column provided.

D. Validation

Item No.	Judgement		Notes
	Relevant	Not Relevant	

1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		

E. Suggestion



Singaraja, 9 May 2025

Expert 1

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

Expert 2:

VALIDATION FORM OF READING COMPREHENSION TEST

F. Identity

Name : Ni Kadek Refi Marsita Yani
NIM : 2112021073
Major : English Language Education
Title : The Effect of Subtitled Videos Combined with the Flipped Classroom
Method to Improve Students' Reading Comprehension

G. Introduction

This validation sheet is used to obtain an assessment regarding the reading comprehension test that the researcher prepared. The researcher would like to express gratitude for the willingness of the expert to serve as the validator and fill out this validation form.

H. Instruction

3. The researcher kindly requests the willingness for expert to place a checklist (✓) in the assessment column that matches your evaluation.
4. The researcher kindly requests for the expert to provide comments and suggestions for any incorrect parts, as well as additional suggestions for the reading comprehension test in the column provided.

I. Validation

Item No.	Judgement		Notes
	Relevant	Not Relevant	
1	✓		
2	✓		

3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		

J. Suggestion



Singaraja, 9 May 2025

Expert 2

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

Appendix 16 Content Validity of Researcher Notes

Expert 1:

VALIDATION FORM OF RESEARCHER NOTES

Type of Instrument : Researcher Notes

Objective : To collect observation data, student responses, and reflection during the implementation of subtitled videos combined with the flipped classroom method

Dimensions	Items	Judgement		Notes
		Relevant	Not Relevant	
Student Participation The indicator will include the students' engagement during the implementation	Very Active (asking a lot, involved in the discussions and activities)	√		
	Active (occasionally asking, involved in discussions and activities but not dominant)	√		
	Less Active (passive, only listens)	√		
	Not Active (does not show any involvement at all)	√		
Respond to Subtitled Videos	Makes it easier to understand the text in the video	√		

The indicator will include students' responses to the subtitled videos during the pre-class activities	Helps recognize new words	√		
	Doesn't have much impact on understanding	√		
	Causes confusion	√		
Respond to the Flipped Classroom Method The indicator will include students' responses to the learning method	Students are more prepared because they have studied the material before the classroom session	√		
	Students are more confident in discussions	√		
	Students having difficulty understanding the material without direct guidance	√		
	Students are less motivated to study before the classroom session	√		
Technical Obstacles The indicator will include the challenges and	Were there any technical obstacles (e.g., the issue in accessing videos, unclear subtitles, etc.)?	√		

obstacles encountered during the implementation	Did students have difficulty understanding the material?	√		
Initial Findings	How effective is this method compared to traditional methods?	√		
The indicator will include the reflection of the method and how effective is flipped classroom method is compared to traditional method	What factors support the success / failure of implementing this method?	√		

Singaraja, 9 May 2025

Expert 1

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

Expert 2:

VALIDATION FORM OF RESEARCHER NOTES

Type of Instrument : Researcher Notes

Objective : To collect observation data, student responses, and reflection during the implementation of subtitled videos combined with the flipped classroom method

Dimensions	Items	Judgement		Notes
		Relevant	Not Relevant	
Student Participation The indicator will include the students' engagement during the implementation	Very Active (asking a lot, involved in the discussions and activities)	√		
	Active (occasionally asking, involved in discussions and activities but not dominant)	√		
	Less Active (passive, only listens)	√		
	Not Active (does not show any involvement at all)	√		
Respond to Subtitled Videos	Makes it easier to understand the text in the video	√		
	Helps recognize new words	√		

The indicator will include students' responses to the subtitled videos during the pre-class activities	Doesn't have much impact on understanding	√		
	Causes confusion	√		
Respond to the Flipped Classroom Method The indicator will include students' responses to the learning method	Students are more prepared because they have studied the material before the classroom session	√		
	Students are more confident in discussions	√		
	Students having difficulty understanding the material without direct guidance	√		
	Students are less motivated to study before the classroom session	√		
Technical Obstacles The indicator will include the challenges and	Were there any technical obstacles (e.g., the issue in accessing videos, unclear subtitles, etc.)?	√		

obstacles encountered during the implementation	Did students have difficulty understanding the material?	√		
Initial Findings	How effective is this method compared to traditional methods?	√		
The indicator will include the reflection of the method and how effective is flipped classroom method is compared to traditional method	What factors support the success / failure of implementing this method?	√		

Singaraja, 9 May 2025

Expert 1

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

Appendix 17 Result of Pre-Test and Post-Test Experimental Group

Reading Comprehension Test Scores			
No.	Name	Pre-Test	Post-Test
1	GA	60	70
2	IGAASP	70	80
3	IGBSA	80	100
4	IGKMS	60	80
5	INCYMW	60	90
6	IAKMW	50	60
7	IKND	30	70
8	KANGM	70	80
9	KBC	50	60
10	KDAL	60	90
11	KDDD	90	100
12	KRM	70	90
13	KAAL	50	70
14	KOK	80	90
15	KW	60	80
16	KBSI	70	100
17	KIR	40	60
18	KRCW	80	100
19	KYS	30	60
20	LMA	50	80
21	MHA	50	60
22	NLASW	70	80
23	NMLC	60	90
24	NPTA	50	80
25	PAS	40	100
26	PM	40	60

27	PACM	60	70
28	PDPM	90	100
29	PKKC	50	70
30	PLA	80	100
31	PSRM	70	80
32	PVS	40	60
33	RA	60	90
34	VGES	70	80
35	IKF	80	100
36	GA	60	70



Appendix 18 Result of Pre-Test and Post-Test Control Group

Reading Comprehension Test Scores			
No.	Name	Pre-Test	Post-Test
1	DPADCD	80	90
2	IGWAE	60	70
3	IGAADP	80	90
4	IGAAY	40	50
5	IGAKRDA	60	70
6	IGBPSD	70	80
7	IGGBJ	80	90
8	IMAW	50	60
9	IAKDP	80	90
10	IAMD	60	70
11	IBKDG	30	50
12	IGAAIA	50	60
13	IKVS	80	90
14	KAM	50	60
15	KG	60	70
16	KHSD	70	80
17	KNWA	50	60
18	KPWJW	80	90
19	KPAS	70	80
20	KRW	50	60
21	KTMO	60	70
22	KAN	40	50
23	KAAP	70	80
24	KJH	40	60
25	KNSD	70	80
26	KPR	60	70

27	KRO	40	50
28	LMTG	50	70
29	MDA	30	60
30	MTWK	80	90
31	NKDS	70	80
32	NNDS	60	70
33	PBP	50	60
34	PM	30	40
35	PPS	60	70
36	PWA	80	100



Appendix 19 Inferential Statistical Analysis

A. Normality Test

1) Pre-Test of Experimental Group

One-Sample Kolmogorov-Smirnov Test		
		Pre-Test
N		36
Normal Parameters ^{a,b}	Mean	60.56
	Std. Deviation	15.665
Test Statistic		.125
Asymp. Sig. (2-tailed)		.167

2) Post-Test of Experimental Group

One-Sample Kolmogorov-Smirnov Test		
		Post-Test
N		36
Normal Parameters ^{a,b}	Mean	80.56
	Std. Deviation	14.332
Test Statistic		.135
Asymp. Sig. (2-tailed)		.096

3) Pre-Test of Control Group

One-Sample Kolmogorov-Smirnov Test		
		Pre-Test
N		36
Normal Parameters ^{a,b}	Mean	59.44
	Std. Deviation	15.846
Test Statistic		.136
Asymp. Sig. (2-tailed)		.089

4) Post-Test of Control Group

One-Sample Kolmogorov-Smirnov Test		
		Post-Test
N		36
Normal Parameters ^{a,b}	Mean	66.14
	Std. Deviation	14.693
Test Statistic		.141
Asymp. Sig. (2-tailed)		.067

B. Homogeneity Test

1) Pre-Test of Experimental Group and Control Group

Levene Statistic			df1	df2	Sig.
Score	Based on Mean	.121	3	140	.948
	Based on Median	.128	3	140	.943
	Based on Median and with adjusted df	.128	3	137.989	.943
	Based on trimmed mean	.095	3	140	.963

2) Post-Test of Experimental Group and Control Group

Levene Statistic			df1	df2	Sig.
Score	Based on Mean	.004	1	70	.949
	Based on Median	.000	1	70	1.000
	Based on Median and with adjusted df	.000	1	69.555	1.000
	Based on trimmed mean	.005	1	70	.943

Appendix 20 Hypothesis Result

A. Independent Sample T-Test

Variable	Control		Experimental		t(70)	p	95%CL	
	M	SD	M	SD			LL	UL
Scores	71.11	14.69	80.56	14.33	-2.76	.007	-16.26	-2.62

M = mean; SD = standard deviation; CL = confidence interval; LL = lower limit; UL = upper limit.

B. Paired Sample T-Test

	Paired Differences					t	df	Sig. 2-tailed
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	-20.00	10.954	1.826	-23.706	-16.294	-10.954	35	.001

Appendix 21 Documentation

A. Preliminary Observation



B. Pre-Test



C. Treatment

1) Pre-Class Activities

 1073 Ni Kadek Refi Marsita Yani posted a new material: Meeting 2 - Comparing ...
May 19 (Edited May 25)

3 class comments

 1073 Ni Kadek Refi Marsita Yani posted a new material: Meeting 1 - Narrative Te...
May 18 (Edited May 25)

4 class comments

 1073 Ni Kadek Refi Marsita Yani posted a new material: Meeting 1 - Material of ...
May 18 (Edited May 18)

2 class comments

 Meeting 4 - Explanation of Hurricane

1073 Ni Kadek Refi Marsita Yani • May 22 (Edited May 25)

Good afternoon students! Are you still excited to learn about explanation text? I hope you do!

This is our today's video. Please make sure to watch the video before the classroom session. After you done watching it, let's discuss this question together in our next meeting.

1. What language features used in the video? Please mention and explain!

Your participation is highly valued and happy learning ;)

 Hurricane - Explanation Me...
Video

7 class comments

 Kadek Dian May 22
Alright miss

 ramadhan abiansyah May 22
...

Class comments



-  **Ni Made Lola Chitta P.** May 21
It is a cause and effect explanation text because it focuses on the cause and effects of the flood miss
-  **Gede Ariawan** May 21
I think it cause and effect explanation text because it describe the reasons why floods happen and the consequences that follow it
-  **Km Yuni Susanti** May 21
i agree with friends comment miss. i think it is cause and effect explanation text because it about the causes of how flood happen and what happen because of it.
-  **Dayu Manik** May 21
Cause and effect explanation text miss
-  **DENIA** May 21
In my opinion it cause and effect explanation text because it describe the reason of why flood happen and the consequence that follow
-  **KOMANG RIFA CAHYA** May 21
Cause & Effect Explanation Text miss



Meeting 4 - Explanation of Hurricane



1073 Ni Kadek Refi Marsita Yani • May 22 (Edited May 25)

Good afternoon students! Are you still excited to learn about explanation text? I hope you do!

This is our today's video. Please make sure to watch the video before the classroom session. After you done watching it, let's discuss this question together in our next meeting.

1. What language features used in the video? Please mention and explain!

Your participation is highly valued and happy learning ;)



Hurricane - Explanation Me...
Video

7 class comments

-  **Kadek Dian** May 22
Alright miss
-  **ramadhan abiansyah** May 22



2) In-Class Activities





D. Post-Test



RIWAYAT HIDUP



Ni Kadek Refi Marsita Yani lahir di Seririt pada 22 Juli 2002. Ia merupakan putri dari pasangan Wayan Partika dan Kadek Yasini, berkewarganegaraan Indonesia, dan beragama Hindu. Saat ini, ia berdomisili di Jalan Diponogoro, Kecamatan Seririt, Kabupaten Buleleng, Bali. Pendidikan dasar ditempuh di SD Negeri 3 Seririt dan lulus pada 2015, kemudian melanjutkan ke SMP Negeri 1 Seririt hingga lulus pada 2018, serta menuntaskan pendidikan menengah di SMA Negeri 1 Seririt pada 2021. Pada tahun 2021, ia menempuh pendidikan tinggi di Universitas Pendidikan Ganesha, Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, dan menyelesaikannya pada tahun 2025. Pada akhir semester delapan, ia menyelesaikan Tugas Akhir berjudul "The Effect of Subtitled Videos Combined with the Flipped Classroom Method on Students' Reading Comprehension". Hingga penulisan skripsi ini, ia masih terdaftar sebagai mahasiswa S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Di luar kegiatan akademik, penulis memiliki minat dalam menonton drama dan mempelajari bahasa asing sebagai bentuk pengayaan pengetahuan dan keterampilan berbahasa.