

edmodo

king, prince, eldest daughter, second daughter, and youngest daughter  
 Liked • Feb 08, 2020, 11:40 AM

Suci Dharma  
 which one orientation , complication and resolution and describe characteristics of character  
 Liked • Feb 08, 2020, 12:31 PM

Write a reply

VendiSasti\_30 Vitesa  
 When the king decided to test his three daughters how much they loved him  
 in a kingdom  
 The king was angry because he misunderstood the opinion of his third daughter  
 When the prince made a plan to make the king understand the meaning of the words of his third daughter. Finally the king understood at once what the prince and princess wanted to teach him.  
 Don't be too quick to interpret something before we understand what is meant which is to be conveyed  
 Liked • Replies • Feb 08, 2020, 1:44 PM

Suci Dharma  
 which one orientation , complication and resolution and describe characteristics of character  
 Liked • Feb 08, 2020, 11:12 PM

VendiSasti\_30 Vitesa

edmodo

Please let about the character about this story  
 Liked • Reply • Feb 08, 2020, 10:02 AM

Manik LestariB  
 The story is carried out at a great kingdom led by a wealthy leader.  
 The place at the forest and kingdom.  
 When the father asked his daughters how much they love him. But the youngest daughter replied that he loved his father as well he liked out the answer sent the child out of the castle.  
 The princess was helped by smart prince who found it in the forest, who wants to propose to her.  
 The moral message is that in this world it is not just about wealth and should respect those who truly love you regardless.  
 Liked • Replies • Feb 08, 2020, 10:02 AM

Show more replies

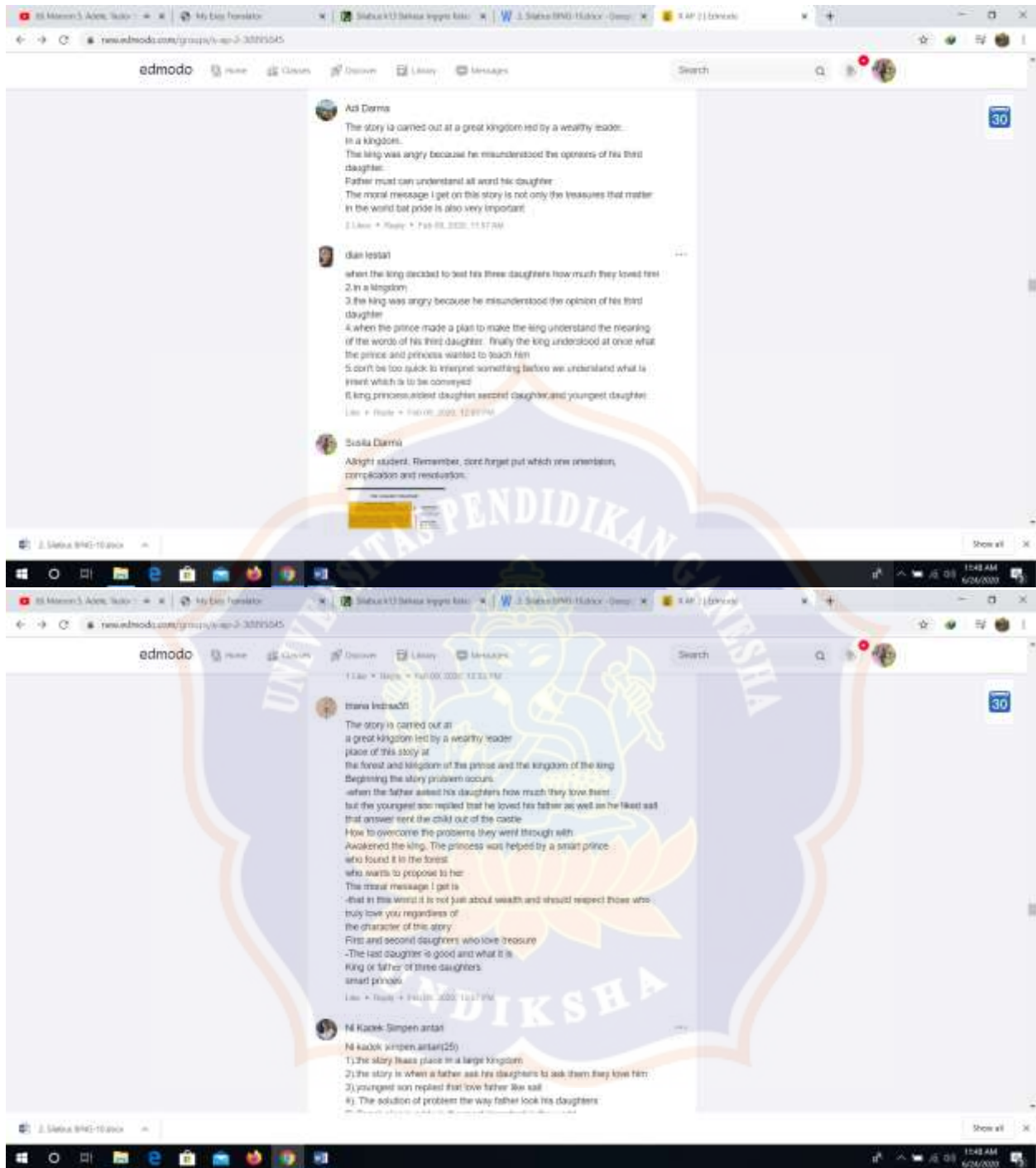
Suci Dharma  
 which one orientation , complication and resolution and describe characteristics of character  
 Liked • Feb 08, 2020, 12:31 PM

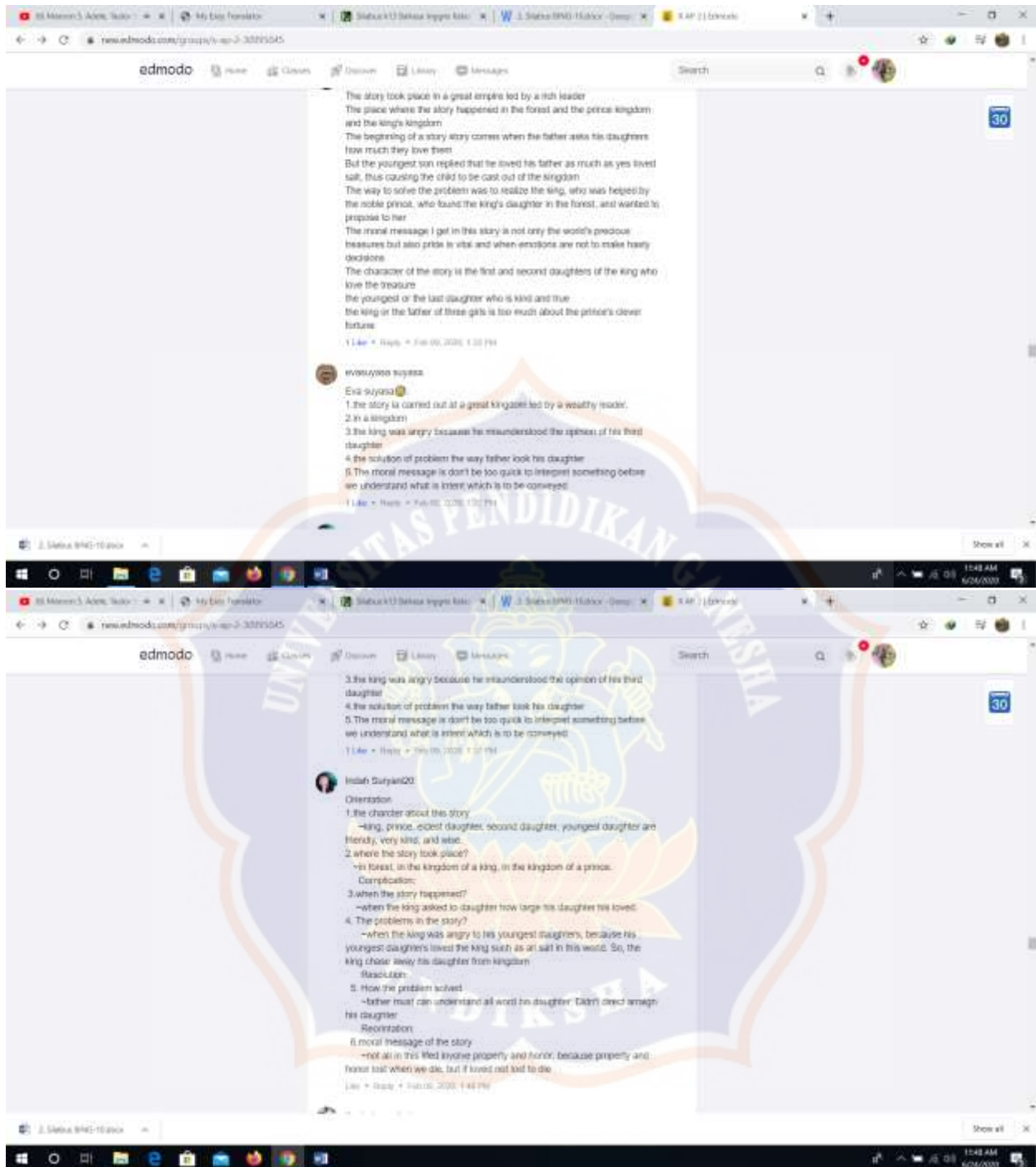
Suci Dharma  
 Please check your grammat and vocabulary used  
 Liked • Feb 11, 2020, 10:10 AM

Write a reply

angella Prabel







edmodo interface showing a post by **Ayindaasa Inda** with the following text:

Orientacion  
1.the character about this story  
-king, prince, eldest daughter, second daughter, youngest daughter are friendly, very kind, and wise.  
2.where the story took place?  
-in forest, in the kingdom of a king, in the kingdom of a prince.  
Complication:  
3.when the story happened?  
-when the king asked to daughter how large his daughter his loved.  
4. The problems in the story?  
-when the king was angry to his youngest daughters, because his youngest daughters loved the king such as all well in this world. So, the king chase away his daughter from kingdom.  
Resolution:  
5. How the problem solved  
-father must can understand all word his daughter. Didn't died again his daughter.  
Recreation:  
6.moral message of the story  
-not all in the filed involve property and honor, because property and honor lost when we die, but if loved not lost to die.

Like + Reply + 24/08/2020 2:13 PM

edmodo interface showing a post by **Derka\_26** with the following text:

no daughter.  
Recreation:  
6.moral message of the story  
-don't ever belittle small thing because small thing can very mean.

Like + Reply + 24/08/2020 2:17 PM

Post by **Hi Karla Juni Arta** with the following text:

Hi Karla Juni Arta(21)

The main characters and another character:  
-king, selfish.  
-first daughter : beautiful, lovely.  
-second daughter : beautiful, lovely.  
-youngest daughter : beautiful, simple.  
-prince : kind hearted, handsome.

When the story happened?  
When the father asked his daughter : how much their love for his father was.

edmodo

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Alan Suryapermana\_05

1. The main characters and another characters?  
King, eldest daughter, second daughter, youngest daughter and prince.
2. When the story happened?  
When the king gathered his daughters around him and asked each of them the same question: "How much do you love me?"
3. Where the story took place?  
In the kingdom and in the woods.
4. The problem in the story?  
The problem in the story is youngest daughter love king as much as all the salt in the world and more! The king was very surprised at her answer then the king said angrily "Leave this kingdom right now and never come back!"
5. How the problem solved?  
When the king is offered food, which looks very delicious. But when the king came to taste it, he frowned and shouted, "This food does not contain salt! I can't eat it! At the same time someone wearing a veil brought him salt. The salt bearer lifted his veil and the king saw his youngest daughter. He immediately understood what the prince and his daughter wanted to teach.
6. Moral message of the story?  
The moral message in the story is Don't make decisions too quickly if you don't know what the word you mean and don't ever make a decision if you don't understand what you're talking about.

1 Like + Reply + Feb 08, 2020, 3:02 PM

Hudaq Agus Susandika\_03

1. when the king decided to test his three daughters how much they loved him
2. in a kingdom

the king was angry because he misinterpreted the opinion of his third daughter

1 Like + Reply + Feb 08, 2020, 3:02 PM

edmodo

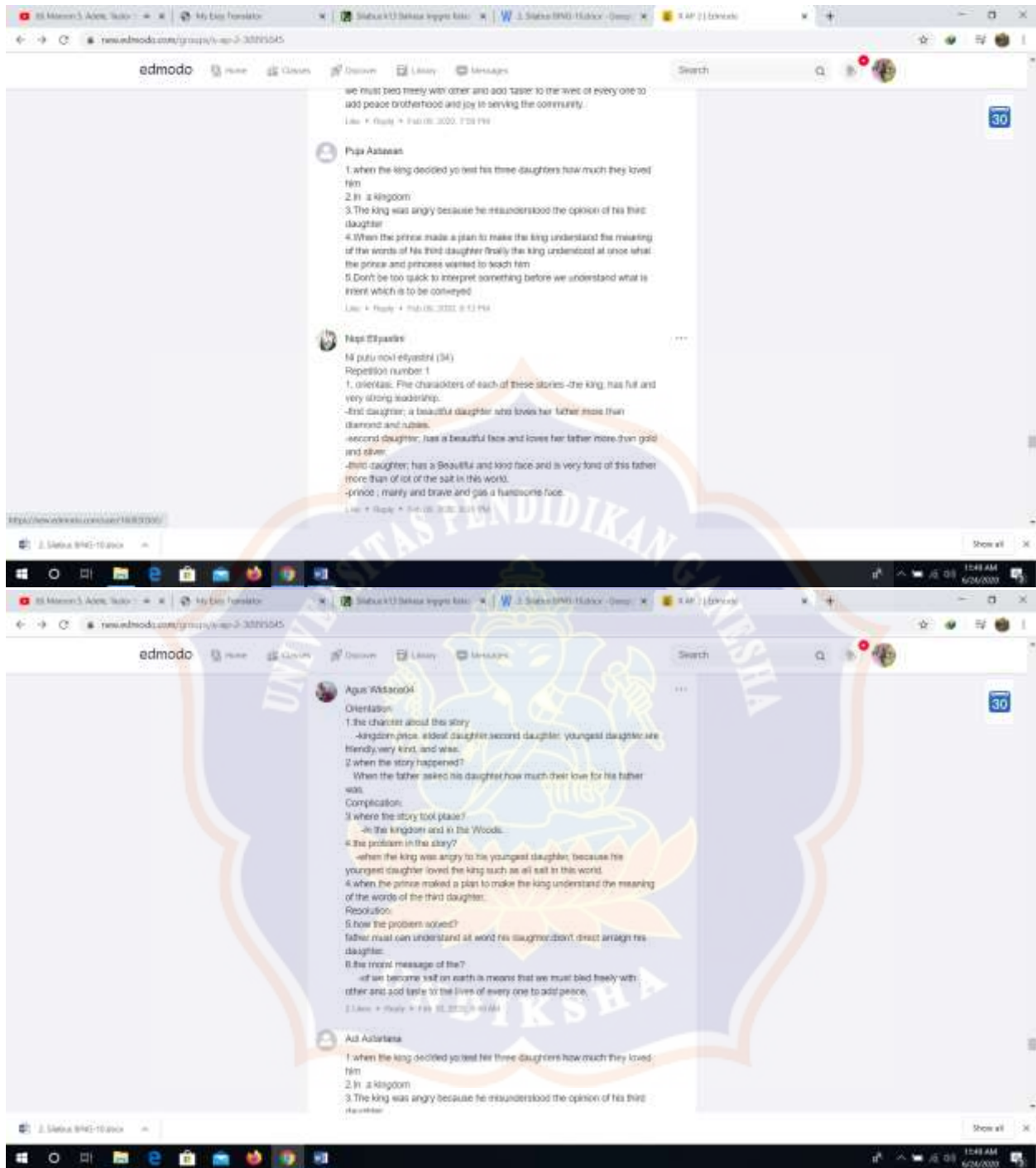
Home Groups Discussion Library Messages Search

5. the moral message is don't despair quickly

1 Like + Reply + Feb 08, 2020, 3:02 PM

Dina Artati\_1  
(Dina Arta Pratiwi)  
(2)

1. When the story happened  
- when they asked their daughters to gather and his father asked how much he loved his father.
2. Where the story happened  
- in the father's kingdom, in the prince's kingdom and in the forest.
3. The problem in the story  
- when the father expelled his daughter from the palace, because when his father asks about how much his daughter loves him, his daughter replies "I love you as much as all the salt in the world and more", his father does not accept his daughter's answer because he does not want to be equated with salt.
4. How the problem solved  
- the prince invited the king to the kingdom, then served food without salt or basilisk, the king could not eat, then came someone brought salt and said "this is salt" and hopefully this food is better now"
5. The moral message  
- the moral message we get from this story is, don't assume everything that is valuable is everything, sometimes what we see in our eyes is nothing in our lives can be together for everything, for example when the second princess says I love you as much as diamonds that exist throughout the world, and the king smiled happily, and when his last daughter said he loved his father as much as salt in the whole world but his father chased him away.
6. The main character and another character  
- king, wife





Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Noqi Etyastivi  
Student

Total Points  
**0 / 3**

Submitted January 17, 2020 (Time Taken: 00:00)

Switch Marked

Delete Quiz Submissions

Questions

- 1 **Incorrect** 0 / 1
- 2 **Incorrect**
- 3 **Incorrect**

Question 1  
0 / 1 points

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Ni Kadak Juni Arini  
Student

Total Points  
**1 / 3**

Submitted January 26, 2020 (Time Taken: 00:00)

Switch Marked

Delete Quiz Submissions

Questions

- 1 **Incorrect** 0 / 1
- 2 **Correct**
- 3 **Incorrect**

Question 1  
0 / 1 points

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

To live

Correct  **Incorrect**  Partial Credit

Comments

dan live

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Pen Avidiya23  
Grade

Total Points  
0 / 3  
Submitted January 20, 10:21 AM / New Answer 07/20

Switch Answer

Delete Quiz Submission

Questions

- 1 Incorrect 0 / 1
- 2 Incorrect
- 3 Incorrect

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a flat when we were in Paris. (past tense)

We used to live in a flat when we were in Paris

Correct Incorrect Partial Credit

Comments

0/0 Lines

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Pen Avidiya23  
Grade

Total Points  
0 / 3  
Submitted January 20, 10:21 AM / New Answer 07/20

Switch Answer

Delete Quiz Submission

Questions

- 1 Incorrect 0 / 1
- 2 Incorrect
- 3 Incorrect

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a flat when we were in Paris. (past tense)

We used to live in a flat when we were in Paris

Correct Incorrect Partial Credit

Comments

0/0 Lines

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Endra Ad Puzia\_14  
Created

Total Points  
1 / 3  
Submitted January 20, 10:25 AM (New Take: 0/2)

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect 0 / 1
- 2 correct
- 3 incorrect

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

We to lived in a fat when we were in Paris.

Correct Incorrect Partial Credit

Comments

0/0 Lines

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Agus Santiana20  
Created

Total Points  
0 / 3  
Submitted January 20, 11:41 AM (New Take: 0/2)

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect 0 / 1
- 2 incorrect
- 3 incorrect

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

Not live to

Correct Incorrect Partial Credit

Comments

0/0 Lines

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Ahlan Buryapemana  
Created

Total Points  
1 / 3  
Submitted January 20, 11:49 AM (New Take: 2/5)

Switch Marked

Delete Quiz Submission

Questions

- 1 incorrect 0 / 1
- 2 correct
- 3 incorrect

Question 1  
0 / 1 points

We \_\_\_\_\_ in a fat when we were in Paris. (not to live)

Not living to

Correct Incorrect Partial Credit

Comments  
did not

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Agus Widiana01  
Created

Total Points  
0 / 3  
Submitted January 20, 11:53 AM (New Take: 2/5)

Switch Marked

Delete Quiz Submission

Questions

- 1 incorrect 0 / 1
- 2 incorrect
- 3 incorrect

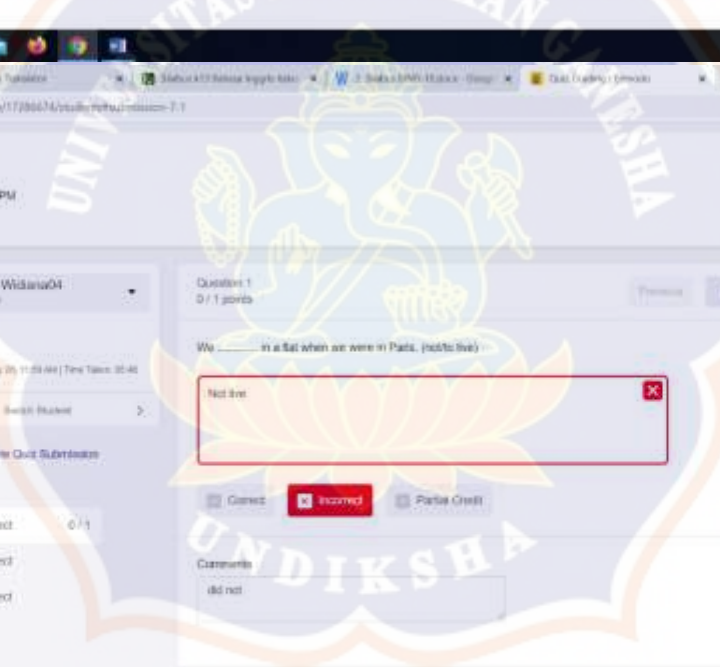
Question 1  
0 / 1 points

We \_\_\_\_\_ in a fat when we were in Paris. (not to live)

Not live

Correct Incorrect Partial Credit

Comments  
did not



Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Ni Kadik Sri Handayani  
Created

Total Points  
1 / 3  
Submitted January 20, 10:20 PM | You | Seen 10-6

Switch Marker

Delete Quiz Submissions

Questions

- 1 incorrect 0 / 1
- 2 correct
- 3 incorrect

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (not to live)

To live

Correct Incorrect Partial Credit

Comments  
did not

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

jeni priyanti17  
Created

Total Points  
2 / 3  
Submitted January 20, 10:20 PM | You | Seen 11-6

Switch Marker

Delete Quiz Submissions

Questions

- 1 incorrect 0 / 1
- 2 correct
- 3 correct

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (not to live)

We were not to live in a fat when we were in paris

Correct Incorrect Partial Credit

Comments  
did not

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

pen priyanti17  
Grade

Total Points  
2 / 3  
Submitted January 20, 10:23 PM / You / Seen 21:46

Switch Marked

Delete Quiz Submissions

Questions

1 ✘ incorrect 0 / 1

2 ✔ correct

3 ✔ correct

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (not to live)

We were not to live in a fat when we were in paris ✘

Correct ✘ Incorrect ✔ Partial Credit

Comments

ditu

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

I Radek Agus Suwadi ...  
Grade

Total Points  
0 / 3  
Submitted January 20, 12:04 PM / You / Seen 12:51

Switch Marked

Delete Quiz Submissions

Questions

1 ✘ incorrect 0 / 1

2 ✘ incorrect

3 ✘ incorrect

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (not to live)

Not ✘

Correct ✘ Incorrect ✔ Partial Credit

Comments

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

dan testan  
Score

Total Points  
1 / 3  
Submitted January 20, 12:04 PM | Time Taken 05:11

Switch Market

Delete Quiz Submissions

Questions

- 1 incorrect 0 / 1
- 2 correct
- 3 incorrect

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

not

Correct Incorrect Partial Credit

Comments

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

VandBasia\_36 Viteria  
Score

Total Points  
0 / 3  
Submitted January 20, 12:04 PM | Time Taken 05:11

Switch Market

Delete Quiz Submissions

Questions

- 1 incorrect 0 / 1
- 2 incorrect
- 3 incorrect

Question 1  
0 / 1 points

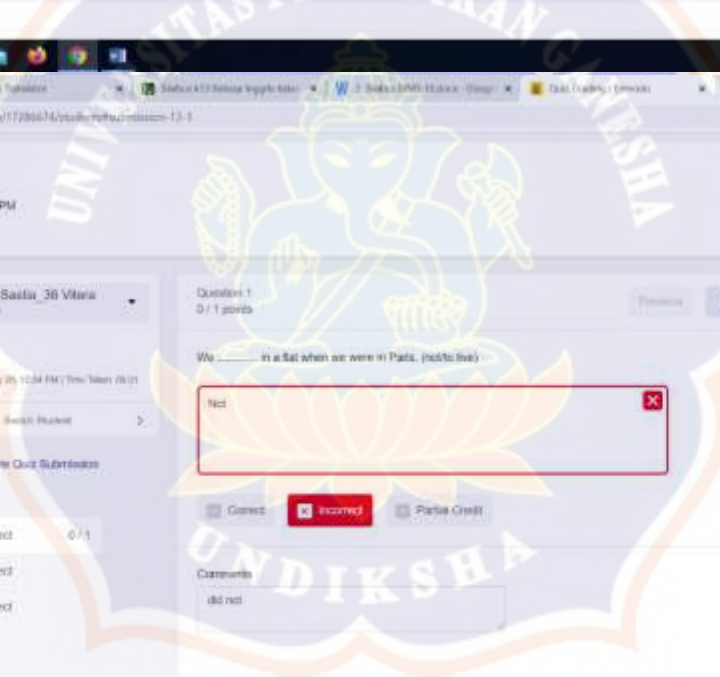
Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

not

Correct Incorrect Partial Credit

Comments  
did not



Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

**Diyah Ely**  
Grade Pending

Total Points  
**1 / 3**

Submitted January 20, 10:39 PM / You have 16/14

Switch Marked

Delete Quiz Submissions

Questions

- 1 ungraded
- 2 ungraded
- 3 **correct**

Question 1  
ungraded / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

Write to live

**Correct** **Incorrect** **Partial Credit**

Comments  
dit

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

**Indah Suryani20**  
Grade Pending

Total Points  
**0 / 3**

Submitted January 20, 10:39 PM / You have 16/14

Switch Marked

Delete Quiz Submissions

Questions

- 1 **incorrect** 0/1
- 2 ungraded
- 3 ungraded

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

Write to live

**Correct** **Incorrect** **Partial Credit**

Comments  
dit



Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Si Widyawati  
0/1 points

Total Points  
1 / 3

Submitted January 20, 10:28 PM / You have 18:30

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect 0 / 1
- 2 incorrect
- 3 correct

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

Write to live

Correct Incorrect Partial Credit

Comments

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Tri Widyawati  
0 / 3

Total Points  
0 / 3

Submitted January 20, 10:28 PM / You have 18:30

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect 0 / 1
- 2 incorrect
- 3 incorrect

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

Write to live

Correct Incorrect Partial Credit

Comments  
did not

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Rendi Yanuar  
Teacher

Total Points  
0 / 3  
Submitted January 20, 10:20 PM / You have 18:30

Switch Marked

Delete Quiz Submissions

Questions

- 1 Incorrect 0 / 1
- 2 Incorrect
- 3 Incorrect

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (not to live)

We used a packet to live

Correct Incorrect Partial Credit

Comments

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Candakawati Cantika  
Teacher

Total Points  
1 / 3  
Submitted January 20, 10:20 PM / You have 18:30

Switch Marked

Delete Quiz Submissions

Questions

- 1 Incorrect 0 / 1
- 2 Incorrect
- 3 Correct

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (not to live)

We're to live

Correct Incorrect Partial Credit

Comments

did not

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

ewalyssa suyasa  
Grade

Total Points  
1 / 3  
Submitted January 20, 12:11 PM / New Take 0/1

Switch Market

Delete Quiz Submissions

Questions

- 1 incorrect 0 / 1
- 2 incorrect
- 3 correct

Question 1  
0 / 1 points

We \_\_\_\_\_ in a fat when we were in Paris. (not to live)

We don't live in a fat when we were in paris

Correct Incorrect Partial Credit

Comments  
did not

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Darlika 26  
Grade

Total Points  
0 / 3  
Submitted January 20, 12:11 PM / New Take 0/1

Switch Market

Delete Quiz Submissions

Questions

- 1 incorrect 0 / 1
- 2 incorrect
- 3 incorrect

Question 1  
0 / 1 points

We \_\_\_\_\_ in a fat when we were in Paris. (not to live)

To Living

Correct Incorrect Partial Credit

Comments  
did not

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Ananda\_mibola\_07  
Grade

Total Points  
0 / 3  
Submitted January 20, 12:52 PM / Time Taken 18:07

Switch Marked

Delete Quiz Submissions

Questions

- 1 Incorrect 0 / 1
- 2 Incorrect
- 3 Incorrect

Question 1  
0 / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

To living

Correct Incorrect Partial Credit

Comments  
did not

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

aridat saputra\_09  
Grade Pending

Total Points  
0 / 3  
Submitted January 20, 12:52 PM / Time Taken 18:33

Switch Marked

Delete Quiz Submissions

Questions

- 1 ungraded
- 2 Incorrect
- 3 ungraded

Question 1  
ungraded: 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

did

Correct Incorrect Partial Credit

Comments

Grammar quiz Close

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

**Ayuindaana Inda**  
Grade Pending

Total Points  
**0 / 3**

Submitted January 26 10:18 PM / You / Seen 10/18

Switch Market

Delete Quiz Submissions

Questions

- 1 ungraded
- 2 ungraded
- 3 ungraded

Question 1  
ungraded / 1 points Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

We still to lived

Correct  Incorrect  Partial Credit

Comments

Grammar quiz Close

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

**Dina Ariati3**  
Grade Pending

Total Points  
**0 / 3**

Submitted January 26 10:18 PM / You / Seen 10/18

Switch Market

Delete Quiz Submissions

Questions

- 1 ungraded
- 2 ungraded
- 3 ungraded

Question 1  
ungraded / 1 points Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

We still to lived

Correct  Incorrect  Partial Credit

Comments

Grammar quiz Close

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

**Bukar Auli28**  
Grade Pending

Total Points  
**0 / 3**  
Submitted January 20, 12:52 PM / You have 0/3

Switch Market

Delete Quiz Submissions

Questions

- 1 ungraded
- 2 ungraded
- 3 ungraded

Question 1  
ungraded / 1 points Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

We to lived in a fat when we were in paris.

Correct  Incorrect  Partial Credit

Comments

Grammar quiz Close

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

**Puri Ayu28**  
Grade Pending

Total Points  
**0 / 3**  
Submitted January 20, 12:57 PM / You have 0/3

Switch Market

Delete Quiz Submissions

Questions

- 1 ungraded
- 2 ungraded
- 3 ungraded

Question 1  
ungraded / 1 points Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

None to lived

Correct  Incorrect  Partial Credit

Comments

Grammar quiz Close

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

angella Pratiwi  
Grade Pending

Total Points  
**0 / 3**  
Submitted January 20, 10:40 PM / You have 0/3

Switch Market

Delete Quiz Submissions

Questions

- 1 ungraded
- 2 ungraded
- 3 ungraded

Question 1  
ungraded / 1 points Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

We lived in a fat when we were in Paris

Correct  Incorrect  Partial Credit

Comments

Grammar quiz Close

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Ni Kadak Singen antari  
Grade Pending

Total Points  
**0 / 3**  
Submitted January 20, 10:40 PM / You have 0/3

Switch Market

Delete Quiz Submissions

Questions

- 1 ungraded
- 2 ungraded
- 3 ungraded

Question 1  
ungraded / 1 points Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (past to live)

We not to lived in a fat when we were in paris

Correct  Incorrect  Partial Credit

Comments

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Ni Kadak Singen antari  
Grade Pending

Total Points  
0 / 3  
Submitted January 20, 10:48 PM / You / Seen 10/21

Switch Answer

Delete Quiz Submissions

Questions

- 1 ungraded
- 2 ungraded
- 3 ungraded

Question 1  
ungraded / 1 points

Previous Next

We \_\_\_\_\_ in a fat when we were in Paris. (add to this)

We not to trust in a fat when we were in paris

Correct Incorrect Partial Credit

Comments

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

angella Pratiwi  
Grade Pending

Total Points  
0 / 3  
Submitted January 20, 10:48 PM / You / Seen 10/21

Switch Answer

Delete Quiz Submissions

Questions

- 1 ungraded
- 2 ungraded
- 3 ungraded

Question 2  
ungraded / 1 points

Previous Next

They \_\_\_\_\_ their father. (to help)

They helped their father

Correct Incorrect Partial Credit

Comments



Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Full Ayu28  
Grade Pending

Total Points  
**0 / 3**  
Submitted January 20 12:57 PM / You have 0/3

Switch Marker

Delete Quiz Submissions

Questions

- 1 ungraded
- 2 ungraded
- 3 ungraded

Question 2  
ungraded / 1 points

Previous Next

They \_\_\_\_ their father. (30 help)

Help to:

Correct Incorrect Partial Credit

Comments

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Bakir Awh28  
Grade Pending

Total Points  
**0 / 3**  
Submitted January 20 12:58 PM / You have 0/3

Switch Marker

Delete Quiz Submissions

Questions

- 1 ungraded
- 2 ungraded
- 3 ungraded

Question 2  
ungraded / 1 points


Previous Next

They \_\_\_\_ their father. (30 help)

They helped their father

Correct Incorrect Partial Credit

Comments



Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Dina Arta13  
Grade Pending

Total Points  
**0 / 3**

Submitted January 20, 10:38 PM / You View 10:38

Switch Market

Delete Quiz Submissions

Questions

- 1 ungraded
- 2 ungraded
- 3 ungraded

Question 2  
ungraded / 1 points

Previous Next

They \_\_\_\_\_ their father. (30 help)

Help to:

Correct Incorrect Partial Credit

Comments

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Ayundaiaa Inda  
Grade Pending

Total Points  
**0 / 3**

Submitted January 20, 11:38 PM / You View 10:38

Switch Market

Delete Quiz Submissions

Questions

- 1 ungraded
- 2 ungraded
- 3 ungraded

Question 2  
ungraded / 1 points


Previous Next

They \_\_\_\_\_ their father. (30 help)

Help to:

Correct Incorrect Partial Credit

Comments



Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

andwi saputra\_09  
Grade Pending

Total Points  
**0 / 3**  
Submitted January 20, 12:52 PM / You have 18:38

Switch Marked

Delete Quiz Subtasks

Questions

- 1 ungraded
- 2 **Incorrect** 0 / 1
- 3 ungraded

Question 2  
0 / 1 points

Previous Next

They \_\_\_\_ their father. (30 help)

include

Correct **Incorrect** Partial Credit

Comments  
helped

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Ananda\_mikola\_07  
Grade Pending

Total Points  
**0 / 3**  
Submitted January 20, 12:52 PM / You have 18:38

Switch Marked

Delete Quiz Subtasks

Questions

- 1 **Incorrect**
- 2 **Incorrect** 0 / 1
- 3 **Incorrect**

Question 2  
0 / 1 points

Previous Next

They \_\_\_\_ their father. (30 help)

To helping

Correct **Incorrect** Partial Credit

Comments  
helped

Grammar quiz

Assigned Due 01/20/2020 1:00 PM  
Assigned To XAP 2

Delika\_26  
Score

Total Points  
**0 / 3**  
Submitted January 20, 10:11 AM (Time Taken: 05:04)

Switch Marked

Delete Quiz Submissions

Questions

- 1 Incorrect
- 2 Incorrect 0 / 1
- 3 Incorrect

Question 2  
0 / 1 points

Previous Next

They \_\_\_\_\_ their father. (to help)

To helping

Correct Incorrect Partial Credit

Comments  
helped

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Inah Suryani20  
Score

Total Points  
**40 / 50**  
Submitted March 18, 11:45 AM (Time Taken: 14:41)

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct 10 / 10
- 2 Incorrect
- 3 correct
- 4 correct
- 5 correct

Question 1  
10 / 10 points

Previous Next

They \_\_\_\_\_ something to drink (to order)

They ordered something to drink

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**Sri Widayati**  
Teacher

Total Points  
**30 / 50**  
Submitted March 15, 11:47 AM (Time Taken: 14:55)

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct 10 / 10
- 2 incorrect
- 3 correct
- 4 correct
- 5 incorrect

Question 1  
10 / 10 points

Previous Next

They \_\_\_\_ something to drink (to order)

They ordered something to drink

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**Puri Ayu D**  
Teacher

Total Points  
**20 / 50**  
Submitted March 15, 11:49 AM (Time Taken: 14:55)

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct 10 / 10
- 2 incorrect
- 3 incorrect
- 4 incorrect
- 5 correct

Question 1  
10 / 10 points

Previous Next

They \_\_\_\_ something to drink (to order)

They ordered something to drink

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**Ali Dama**  
Created

Total Points  
**50 / 50**  
Submitted March 19, 11:51 AM | Time Taken: 04:57

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct 10 / 10
- 2 correct
- 3 correct
- 4 correct
- 5 correct

Question 1  
10 / 10 points

Previous Next

They \_\_\_\_ something to drink (to order)

Ordered

Correct  Incorrect  Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**Ahlan Buryapemaria\_...**  
Created

Total Points  
**40 / 50**  
Submitted March 19, 11:57 AM | Time Taken: 04:58

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct 10 / 10
- 2 correct
- 3 incorrect
- 4 correct
- 5 correct

Question 1  
10 / 10 points

Previous Next

They \_\_\_\_ something to drink (to order)

Ordered

Correct  Incorrect  Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Ayundaana Inda  
Grade

Total Points  
**40 / 50**  
Submitted March 19, 11:51 AM | Time Taken: 14:32

Switch Answer

Delete Quiz Submissions

Questions

- 1 correct 10 / 10
- 2 correct
- 3 incorrect
- 4 correct
- 5 correct

Question 1  
10 / 10 points

They \_\_\_\_ something to drink (to order)

They ordered something to drink

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Cantikawati Cantika  
Grade

Total Points  
**40 / 50**  
Submitted March 19, 11:51 AM | Time Taken: 14:32

Switch Answer

Delete Quiz Submissions

Questions

- 1 correct 10 / 10
- 2 correct
- 3 incorrect
- 4 correct
- 5 correct

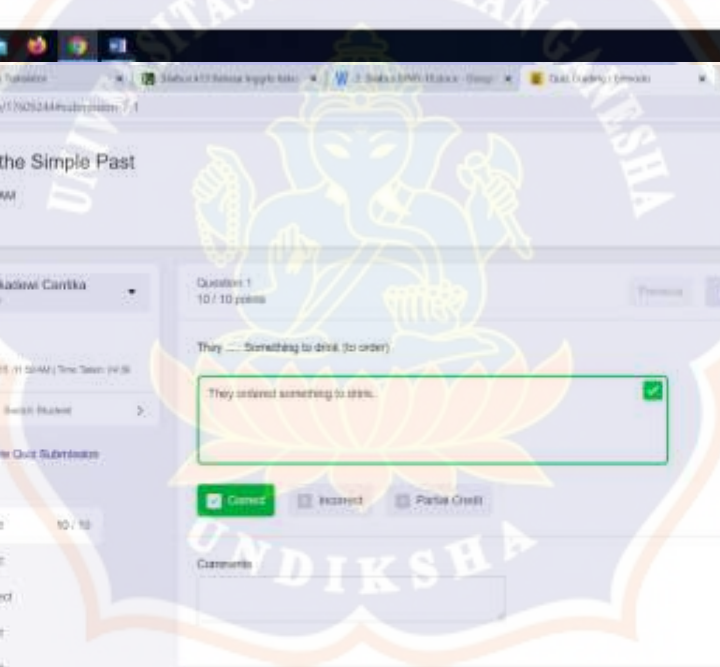
Question 1  
10 / 10 points

They \_\_\_\_ something to drink (to order)

They ordered something to drink

Correct Incorrect Partial Credit

Comments



Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**Bukar Auli28**  
Created

Total Points  
**30 / 50**  
Submitted March 15, 12:51 PM (7hrs 2days 3d 4d)

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct 10 / 10
- 2 incorrect
- 3 incorrect
- 4 correct
- 5 correct

Question 1  
10 / 10 points

They \_\_\_\_ something to drink (to order)

They ordered something to drink

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**Ni Kadak Juni Arini**  
Created

Total Points  
**0 / 50**  
Submitted March 15, 12:12 PM (7hrs 2days 3d 4d)

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect 0 / 10
- 2 incorrect
- 3 incorrect
- 4 incorrect
- 5 incorrect

Question 1  
0 / 10 points

They \_\_\_\_ something to drink (to order)

Match

Correct Incorrect Partial Credit

Comments



Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

VandSastia\_36 Vitaris  
Created

Total Points  
**30 / 50**  
Submitted March 15, 12:27 PM (7hrs 2days 34:25)

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct 10 / 10
- 2 correct
- 3 incorrect
- 4 correct
- 5 incorrect

Question 1  
10 / 10 points

Previous Next

They \_\_\_\_ something to drink (to order)

Ordered

Correct  Incorrect  Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

VandSastia\_36 Vitaris  
Created

Total Points  
**30 / 50**  
Submitted March 15, 12:27 PM (7hrs 2days 34:25)

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct 10 / 10
- 2 correct
- 3 incorrect
- 4 correct
- 5 incorrect

Question 1  
10 / 10 points

Previous Next

They \_\_\_\_ something to drink (to order)

Ordered

Correct  Incorrect  Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Agus Santiana20  
Total Points 40 / 50  
Submitted March 15, 12:44 PM (7hrs 24mins 34.07)

Question 1  
10 / 10 points

They \_\_\_\_ something to drink (to order)

Ordered

Correct  Incorrect  Partial Credit

Comments

Questions

- 1 correct 10 / 10
- 2 correct
- 3 incorrect
- 4 correct
- 5 correct

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Pari Avidiya23  
Total Points 40 / 50  
Submitted March 15, 12:14 PM (7hrs 24mins 34.07)

Question 1  
10 / 10 points

They \_\_\_\_ something to drink (to order)

ordered

Correct  Incorrect  Partial Credit

Comments

Questions

- 1 correct 10 / 10
- 2 correct
- 3 incorrect
- 4 correct
- 5 correct

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Agung Ali Basita Gun...  
0 / 50  
Submitted March 15, 12:27 PM (Two Weeks 04:22)

Question 1  
0 / 10 points

They \_\_\_\_ something to drink (to order)

Drinking

Correct Incorrect Partial Credit

Questions

- 1 incorrect 0 / 10
- 2 incorrect
- 3 incorrect
- 4 incorrect
- 5 incorrect

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Ni Kadak Singen antari  
40 / 50  
Submitted March 15, 3:13 PM (Two Weeks 05:26)

Question 1  
10 / 10 points

They \_\_\_\_ something to drink (to order)

They ordered something to drink

Correct Incorrect Partial Credit

Questions

- 1 correct 10 / 10
- 2 incorrect
- 3 correct
- 4 correct
- 5 correct

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**Dina Arta13**  
Created

Total Points  
**30 / 50**  
Submitted March 11 5:44 PM (Time Taken: 22:46)

Switch Marked

Delete Quiz Submissions

Questions

- 1 **Incorrect** 0 / 10
- 2 **Correct**
- 3 **Incorrect**
- 4 **Correct**
- 5 **Correct**

Question 1  
0 / 10 points

Thy \_\_\_\_ something to drink (to order)

Needed

**Incorrect**

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**Rendi Yansuar**  
Created

Total Points  
**0 / 50**  
Submitted March 23 10:42 AM (Time Taken: 0:41)

Switch Marked

Delete Quiz Submissions

Questions

- 1 **Incorrect** 0 / 10
- 2 **Incorrect**
- 3 **Incorrect**
- 4 **Incorrect**
- 5 **Incorrect**

Question 1  
0 / 10 points

Thy \_\_\_\_ something to drink (to order)

are

**Incorrect**

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

istara Indira35  
Created

Total Points  
**30 / 50**  
Submitted March 18, 2020 (Time Taken: 05:10)

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct
- 2 incorrect
- 3 incorrect
- 4 correct 10 / 10
- 5 correct

Question 4  
10 / 10 points

The secretary (delete) ... the file in yesterday

The secretary deleted the file in yesterday

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Rivald Yansuar  
Created

Total Points  
**0 / 50**  
Submitted March 20, 2020 (Time Taken: 05:41)

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect
- 2 incorrect
- 3 incorrect
- 4 incorrect 0 / 10
- 5 incorrect

Question 4  
0 / 10 points

The secretary (delete) ... the file in yesterday

an

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**Ni Kadik Simpen antari**  
Created

Total Points  
**40 / 50**  
Submitted March 19 2:53 PM (Time Taken 02:28)

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct
- 2 incorrect
- 3 correct
- 4 correct 10 / 10
- 5 correct

Question 4  
10 / 10 points

The secretary (delete) ... the file in yesterday

The secretary deleted the file in yesterday

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**invalyassa kuyasa**  
Created

Total Points  
**20 / 50**  
Submitted March 19 2:53 PM (Time Taken 01:46)

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect
- 2 incorrect
- 3 incorrect
- 4 correct 10 / 10
- 5 correct

Question 4  
10 / 10 points

The secretary (delete) ... the file in yesterday

The secretary deleted the file in yesterday

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Ad Astaria  
Student

Total Points  
0 / 50  
Submitted March 15, 2:28 PM (Time Taken: 02:28)

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect
- 2 incorrect
- 3 incorrect
- 4 incorrect 0 / 10
- 5 incorrect

Question 4  
0 / 10 points

Previous Next

The secretary (delete) ... the file in yesterday

Yess

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Nopi Elyasari  
Student

Total Points  
0 / 50  
Submitted March 15, 3:47 PM (Time Taken: 05:47)

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect
- 2 incorrect
- 3 incorrect
- 4 incorrect 0 / 10
- 5 incorrect

Question 4  
0 / 10 points

Previous Next

The secretary (delete) ... the file in yesterday

Delete someone the file in yesterday

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**Ni Kadak Singen antari**  
Created

Total Points  
**40 / 50**  
Submitted March 11 2:52 PM (Time Taken: 02:28)

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct
- 2 incorrect
- 3 correct 10 / 10
- 4 correct
- 5 correct

Question 3  
10 / 10 points

Previous Next

I Traveled ... (visit) around by car with two friends and we (visit) ... lots of interesting places

I have visited around by car with two friends and we visit lots of interesting places

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**Dina Aris13**  
Created

Total Points  
**30 / 50**  
Submitted March 11 3:44 PM (Time Taken: 20:46)

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect
- 2 correct
- 3 incorrect 0 / 10
- 4 correct
- 5 correct

Question 3  
0 / 10 points

Previous Next

I Traveled ... (visit) around by car with two friends and we (visit) ... lots of interesting places

Traveled and visited

Correct Incorrect Partial Credit

Comments



Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

istara Indira35  
Created

Total Points  
**30 / 50**  
Submitted March 16, 2020 11:20 AM (Time Taken: 05:10)

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct
- 2 incorrect
- 3 incorrect 0 / 10
- 4 correct
- 5 correct

Question 3  
0 / 10 points

Previous Next

I Traveled ... (visit) around by car with two friends and we (visit) ... lots of interesting places

I traveling around by car with two friends and we visiting lots of interesting places

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Rivald Yansuar  
Created

Total Points  
**0 / 50**  
Submitted March 20, 2020 11:42 AM (Time Taken: 05:41)

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect
- 2 incorrect
- 3 incorrect 0 / 10
- 4 incorrect
- 5 incorrect

Question 3  
0 / 10 points

Previous Next

I Traveled ... (visit) around by car with two friends and we (visit) ... lots of interesting places

to

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Ad Astaria  
Student

Total Points  
0 / 50  
Submitted March 15, 2:28 PM (Time Taken: 02:28)

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect
- 2 incorrect
- 3 incorrect
- 4 incorrect 0 / 10
- 5 incorrect

Question 4  
0 / 10 points

Previous Next

The secretary (delete) ... the file in yesterday

Yess

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Nopi Elyasari  
Student

Total Points  
0 / 50  
Submitted March 15, 3:47 PM (Time Taken: 05:47)

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect
- 2 incorrect
- 3 incorrect
- 4 incorrect 0 / 10
- 5 incorrect

Question 4  
0 / 10 points

Previous Next

The secretary (delete) ... the file in yesterday

Delete someone the file in yesterday

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**Ni Kadik Simpen antari**  
Created

Total Points  
**40 / 50**  
Submitted March 11 2:53 PM (Time Taken: 02:28)

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct
- 2 incorrect
- 3 correct 10 / 10
- 4 correct
- 5 correct

Question 3  
10 / 10 points

Previous Next

I Traveled ... (visit) around by car with two friends and we (visit) ... lots of interesting places

I have visited around by car with two friends and we visit lots of interesting places

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**Dina Aris13**  
Created

Total Points  
**30 / 50**  
Submitted March 11 3:44 PM (Time Taken: 20:46)

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect
- 2 correct
- 3 incorrect 0 / 10
- 4 correct
- 5 correct

Question 3  
0 / 10 points

Previous Next

I Traveled ... (visit) around by car with two friends and we (visit) ... lots of interesting places

Traveled and visited

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

istara Indira35  
Created

Total Points  
**30 / 50**  
Submitted March 18, 2020 AM (Time Taken: 05:10)

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct
- 2 incorrect
- 3 incorrect 0 / 10
- 4 correct
- 5 correct

Question 3  
0 / 10 points

Previous Next

I Traveled ... (visit) around by car with two friends and we (visit) ... lots of interesting places

I traveling around by car with two friends and we visiting lots of interesting places

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Rivald Yansuar  
Created

Total Points  
**0 / 50**  
Submitted March 20, 2020 AM (Time Taken: 05:41)

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect
- 2 incorrect
- 3 incorrect 0 / 10
- 4 incorrect
- 5 incorrect

Question 3  
0 / 10 points

Previous Next

I Traveled ... (visit) around by car with two friends and we (visit) ... lots of interesting places

to

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Rendi Yanzuar  
Teacher

Total Points  
0 / 50  
Submitted March 20, 10:42 AM | Time Taken 30:41

Switch Marked

Delete Quiz Submissions

Questions

- 1 incorrect
- 2 incorrect
- 3 incorrect 9 / 10
- 4 incorrect
- 5 incorrect

Question 3  
0 / 10 points

Previous Next

I Traveled ... (visit) around by car with two friends and we (visit) ... lots of interesting places

for

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

Candikawati Cantika  
Teacher

Total Points  
40 / 50  
Submitted March 20, 11:51 AM | Time Taken 34:38

Switch Marked

Delete Quiz Submissions

Questions

- 1 correct
- 2 correct
- 3 incorrect
- 4 correct
- 5 correct 10 / 10

Question 5  
10 / 10 points

Previous Next

The people (whisper) ... something to each other

The people whispered something to each other

Correct Incorrect Partial Credit

Comments

Positive statements in the Simple Past

Assigned Due 05/21/2020 2:00 AM  
Assigned To XAP 2

**Cariskadwi Cariska**  
Grade

Total Points  
**40 / 50**  
Submitted March 15, 11:51 AM / Time Taken: 14:55

Switch Answer

Delete Quiz Submission

Questions

- 1 correct
- 2 correct
- 3 incorrect
- 4 correct
- 5 correct 10 / 10

Question 5  
10 / 10 points

the people (whisper) ... something to each other

The people whispered something to each other

Correct Incorrect Partial Credit

Comments

edmodo

Write a comment

**Rusli Darma** posted to XAP 2  
Teacher - Siska S Pratiwi  
Mar 15, 11:51 PM

Post test writing about narrative

Good evening all students a up 2. Welcome again to the Edmodo platform. For the results of exercises and pre-writing, you have gone well. Meanwhile, the teacher will upload the second grammar exercise and post-test writing assignments about narrative text. For you have any reason please ask me a message on the Edmodo platform. Please students first read the instruction and how to upload the assignment can be done as discussed by the teacher in the discussion section on class. For instruction such as:

1. Make your narrative text minimum of 200 words - maximum 500 words
2. Make your text only re paragraphs from the answer
3. If you like a start to writing, please look at the generic structure about the narrative text in the previous meeting
4. Use simple past tense
5. Stay about your information in the text as complicated it read to the reader. Enjoy writing it or don't plagiarize because of mostly the first policy.

Like Comment

Write a comment

Download video from this page (3.6 KB)

edmodo

Write a comment...

**Susila Dama** posted to X AP 2  
Teacher - Brian S. Margala  
Feb 07 8:30 AM

Good morning all student XP2, this is material for the next meeting about the narrative text. All students please read and analyze language features about the narrative text. After that watching, please focus on the main characters and another character, when the story happened, where the story took place, the problems in the story, how the problems solved, and the moral message of the story. please write your answer in the comment section using English. please comment start from now until Sunday, February, 08h 2020 1:00 AM

**The King and His Daughter**

Download video from this page

edmodo

Creating Overview  
Group Work and Individual  
Due: Jan 22nd 2020, 1:30 PM

18 Turned In 17 Not Turned In 0 Graded 35 All Students

15 of your students haven't viewed this assignment

Request Permission

Student Name	Viewed	Grade
Prof Auliyah25	Jan 22, 2020 - 8:30 PM	Enter Grade
Adi Dornal	Jan 22, 2020 - 8:22 AM	Enter Grade
Kepi Eljasetri	Jan 22, 2020 - 11:20 AM	Enter Grade
Diyah Ertiy	Jan 22, 2020 - 7:30 PM	Enter Grade
Ni Kadek Sri Handayani	Jan 22, 2020 - 10:30 PM	Enter Grade

Assignment Options  
Average graded score: ...  
35 Items 1  
Send a Reminder

UNDIKSHA

edmodo

Group Work and Individual  
Due: Jan 22nd 2020, 1:30 PM

18 Turned In 17 Not Turned In 0 Graded 35 All Students

15 of your students haven't viewed this assignment

Request Permission

Student Name	Submitted	Grade
Agus Santana28	Jan 22, 2020 - 10:27 AM	Enter Grade
Indah Suyani25	Jan 22, 2020 - 10:11 PM	Enter Grade
Ahlan Suyapriandani_05	Jan 22, 2020 - 10:14 AM	Enter Grade
malakayala suyasa	Jan 22, 2020 - 9:59 AM	Enter Grade
VendiSatria_38 Wana	Jan 22, 2020 - 12:45 PM	Enter Grade

Positive statements in the Simple Past

Assigned Due: 05/21/2020 2:00 AM  
Assigned To: XAP 2

Dina Aris13  
Total Points: 30 / 50  
Submitted: March 18 5:44 PM (You have 2h left)

Question 1  
0 / 10 points

They \_\_\_\_\_ something to drink (to order)

Needed

Correct Incorrect Partial Credit

Questions

- 1 incorrect 0 / 10
- 2 correct
- 3 incorrect
- 4 correct
- 5 correct



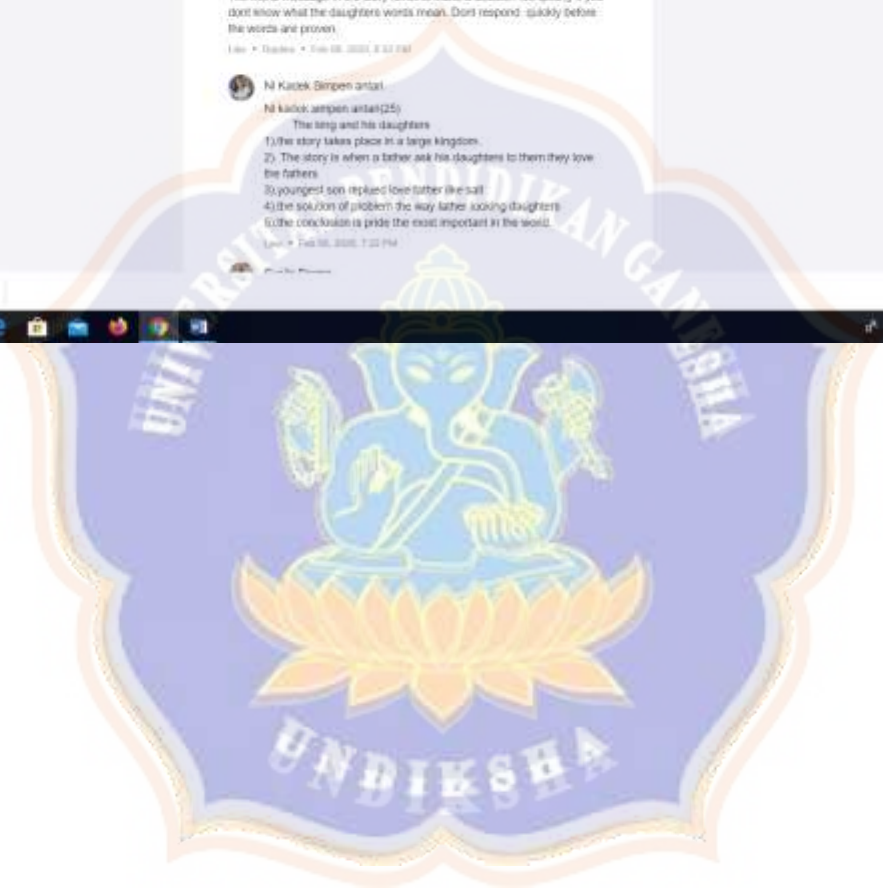
edmodo

12 Likes 41 Comments

**Ni Kadek Juni Ardi**  
Hi, Kadek Juni ardi(20)

When the story happened , when the father asked his daughter, how much their love for his father was.  
2 this story takes place in the kingdom of a king who has three daughters.  
The problem with the story is when a father misunderstands his daughter the third daughter the father does not seek to know or does not know what his daughter said, he quickly concludes words that he does not understand.  
The solution of this problem, is the way the father must looking for his third daughter. To find out what the daughters words are.  
The moral message in the story is not to make a decision too quickly if you dont know what the daughters words mean. Dont respond quickly before the words are proven.

**Ni Kadek Birpen ardi**  
Hi Kadek Birpen ardi(25)  
The king and his daughters  
1)the story takes place in a large kingdom.  
2) The story is when a father ask his daughters to them they love for fathers  
3) youngest son respect for father like said  
4)the solution of problem the way father asking daughters  
5)the conclusion is pride the most important in the world.



# Lesson plan and Syllabus



SCHOOL : SMK MASUDIRINI  
 LESSON : ENGLISH LANGUAGE  
 CLASS/ SEMESTER : X / GENAP  
 MATERIAL : NARRATIVE  
 TIME ALLOCATION : 3 JP (8 meetings)

### A. LEARNING OBJECTIVE

Develop collaborative attitudes and responsibilities in learning and working both individually and in groups.

### B. BASIC COMPETENCE

Basic competence	Indicator
3.8.Analyzing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.	3.8.1 Demonstrate social function, text structure, and linguistic elements in oral and written narrative texts by giving and requesting information related to simple folk legends, according to the context of their use.
4.1 Presenting short and simple narrative texts related to folk legends verbally and in writing by paying attention to social functions,	4.8.1 Understanding the meaning of oral and written texts through various listening and reading strategies.

text structures and linguistic elements correctly and in context.	
---	--

### C. Learning Material

- a. Narrative text
- b. Kind of narrative

### D. Learning method

- a. Approach : Scaffolding technique
- b. Learning model : Edmodo
- c. Method :

- Discussion to understand the appropriate vocabulary and expressions used in simple narrative texts in the form.
- Assignments to gather information and carry out activities related to simple narrative texts in the form

### E. Learning Media

- a. Media : Video from y tube and simple past tense.
- b. Tools and Material : PPT slide presentation.

**F. Learning resource** : Articles relating to simple narrative texts are in the form of legends

### G. Learning Steps

- Knowledge : knowing, understanding, applying, analyzing, evaluating, to creating
- Skills : observe, ask questions, try, reason, serve and create.

First Meeting

Step	Activities	Time
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<p>Orientation Pre Activity</p>	<ol style="list-style-type: none"> <li>1. The teacher greets and checks the presence of students</li> <li>2. The teacher explains some of the English learning activities in this chapter.</li> <li>3. The teacher explores the commitment of students to be actively involved in the learning process.</li> </ol>	<p>10 minutes</p>
<p>Apperception</p>	<ol style="list-style-type: none"> <li>1. Asking questions that related to the Edmodo Platform to review</li> <li>2. The teacher prepares students to take part in the competency of writing a paragraph writing using Edmodo as a platform.</li> <li>3. Describe the purpose of learning or basic competencies to be achieved</li> <li>4. The teacher tells students to use their smartphone to download the Edmodo platform.</li> </ol>	<p>20 minutes</p>
<p>Post Activities</p>	<ol style="list-style-type: none"> <li>1. The teacher created a class group on Edmodo to be added by XP2 students.</li> <li>2. The teacher shared group code with students to enter the class group that has been created.</li> <li>3. The teacher sets up a class group that has been added by students XP 2</li> <li>4. The teacher observes and checked whether all students have entered the class group at Edmodo.</li> <li>5. The teacher tells all students to fill in their photos on the profile photo on Edmodo.</li> </ol>	<p>60 minutes</p>
<p>Whilst activities</p>	<ol style="list-style-type: none"> <li>1. The teacher concludes about using Edmodo</li> <li>2. The teacher assigns students at home to look for learning how to sign in to group class</li> <li>3. The teacher greets, the student answers the teacher's greetings.</li> </ol>	<p>25 minutes</p>



SCHOOL : SMK MASUDIRINI  
LESSON : ENGLISH LANGUAGE  
CLASS/ SEMESTER : X / GENAP  
MATERIAL : NARRATIVE  
TIME ALLOCATION : 3 JP (8 meetings)

### **A. LEARNING OBJECTIVE**

Develop collaborative attitudes and responsibilities in learning and working both individually and in groups.

## B. BASIC COMPETENCE

Basic competence	Indicator
3.8 Analyzing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.	3.8.1 Demonstrate social function, text structure, and linguistic elements in oral and written narrative texts by giving and requesting information related to simple folk legends, according to the context of their use.
4.8 Presenting short and simple narrative texts related to folk legends verbally and in writing by paying attention to social functions, text structures and linguistic elements correctly and in context.	4.8.1 Understanding the meaning of oral and written texts through various listening and reading strategies.

## C. Learning Material

- a. Narrative text
- b. Kind of narrative

#### D. Learning method

- a. Approach : Scaffolding technique
- b. Learning model : Edmodo
- c. Method :
- Discussion to understand the appropriate vocabulary and expressions used in simple narrative texts in the form.
  - Assignments to gather information and carry out activities related to simple narrative texts in the form

#### E. Learning Media

- a. Media : Video from y tube and simple past tense.
- b. Tools and Material : PPT slide presentation.

**F. Learning resource** : Articles relating to simple narrative texts are in the form of legends

#### G. Learning Steps

- Knowledge : knowing, understanding, applying, analyzing, evaluating, to creating
- Skills : observe, ask questions, try, reason, serve and create.

#### First Meeting

Step	Activities	Time
Orientation Pre Activity	<ol style="list-style-type: none"><li>1. The teacher greets and checks the presence of students</li><li>2. The teacher explains some of the English learning activities in this chapter.</li><li>3. The teacher explores the commitment of students to be actively involved in the learning process.</li></ol>	10 minutes
Apperception	<ol style="list-style-type: none"><li>1. The teacher gives orientation about changing profile photos on Edmodo</li></ol>	25 minutes



	2. The teacher gives orientation about the types of tools available on Edmodo and how to upload or post	
Post Activities	<ol style="list-style-type: none"> <li>1. Teacher explanation about tools in Edmodo</li> <li>2. The teacher gives an explanation about the use of quiz tools on the Edmodo platform as well as the ways and types of quizzes available on the Edmodo platform.</li> <li>3. The teacher gives an orientation on how to answer a quiz on Edmodo and upload their quiz answers.</li> </ol>	60 minutes
Whilst activities	<ol style="list-style-type: none"> <li>1. the teacher gives conclusions about the tools that are on Edmodo</li> <li>2. Teacher give explanation about material in the next meeting</li> </ol>	25 minutes

SCHOOL

: SMK MASUDIRINI

LESSON

: ENGLISH LANGUAGE

CLASS/ SEMESTER

: X / GENAP

MATERIAL

: NARRATIVE

TIME ALLOCATION

: 3 JP (8 meetings)

### A. LEARNING OBJECTIVE

Develop collaborative attitudes and responsibilities in learning and working both individually and in groups.

### B. BASIC COMPETENCE

Basic competence	Indicator
<p>3.8 Analyzing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.</p>	<p>3.8.1 Demonstrate social function, text structure, and linguistic elements in oral and written narrative texts by giving and requesting information related to simple folk legends, according to the context of their use.</p> <p>3.8.2 Identify social functions, text structure, and linguistic elements in oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.</p>
<p>4.8. Presenting short and simple narrative texts related to folk legends verbally and in writing by paying attention to social functions, text structures and linguistic elements correctly and in context.</p>	<p>4.8.1 Understanding the meaning of oral and written texts through various listening and reading strategies.</p> <p>4.8.2 Answering various questions regarding oral and written</p>

	narrative texts in the form of short stories.
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### C. Learning Material

- a. Narrative text
- b. Kind of narrative

### D. Learning method

- a. Approach : Scaffolding technique
- b. Learning model : Edmodo
- c. Method :
  - Discussion to understand the appropriate vocabulary and expressions used in simple narrative texts in the form.
  - Assignments to gather information and carry out activities related to simple narrative texts in the form

### E. Learning Media

- a. Media : Video from y tube and simple past tense.
- b. Tools and Material : PPT slide presentation.

**F. Learning resource** : Articles relating to simple narrative texts are in the form of legends


### G. Learning Steps

- Knowledge : knowing, understanding, applying, analyzing, evaluating, to creating
- Skills : observe, ask questions, try, reason, serve and create.

Third Meeting

Step	Activities	Time
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<p>Orientation Pre Activity</p>	<ol style="list-style-type: none"> <li>1. The teacher greets and checks the presence of students</li> <li>2. The teacher explains some of the English learning activities in this chapter.</li> <li>3. The teacher explores the commitment of students to be actively involved in the learning process.</li> </ol>	<p>10 minutes</p>
<p>Apperception</p>	<ol style="list-style-type: none"> <li>1. The teacher gives a grammar quiz to students to try to implement the tools available on Edmodo</li> <li>2. The teacher gives a grammar quiz consisting of three questions by answering using short answers</li> </ol>	<p>25 minutes</p>
<p>Post Activities</p>	<ol style="list-style-type: none"> <li>1. The teacher gives time to answer the grammar quiz. On the Edmodo platform, the time has been inserted to answer the question.</li> <li>2. The teacher observes all students in answering the quiz given and helps if there are difficulties</li> </ol>	<p>60 minutes</p>
<p>Whilst activities</p>	<ol style="list-style-type: none"> <li>1. The teacher observes student activities in answering the questions given</li> <li>2. Teacher and students alike evaluate grammar quiz done by students</li> <li>3. The teacher gives the first quiz aims to find out how students can answer the quiz given and whether there are problems in completing the quiz given</li> </ol>	<p>25 minutes</p>



SCHOOL : SMK MASUDIRINI  
LESSON : ENGLISH LANGUAGE  
CLASS/ SEMESTER : X / GENAP  
MATERIAL : NARRATIVE  
TIME ALLOCATION : 3 JP (8 meetings)

### **A. LEARNING OBJECTIVE**

Develop collaborative attitudes and responsibilities in learning and working both individually and in groups.

### **B. BASIC COMPETENCE**

<b>Basic competence</b>	<b>Indicator</b>
3.8. Analyzing social functions, text structure, and linguistic elements of several oral and written	3.8.1. Demonstrate social function, text structure, and linguistic elements in oral and written narrative texts

<p>narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.</p>	<p>by giving and requesting information related to simple folk legends, according to the context of their use.</p> <p>3.8.2. Identify social functions, text structure, and linguistic elements in oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.</p>
<p>4.8. Presenting short and simple narrative texts related to folk legends verbally and in writing by paying attention to social functions, text structures and linguistic elements correctly and in context.</p>	<p>4.8.1. Understanding the meaning of oral and written texts through various listening and reading strategies.</p> <p>4.8.2. Answering various questions regarding oral and written narrative texts in the form of short stories.</p>

**C. Learning Material**

- a. Narrative text
- b. Kind of narrative

#### D. Learning method

- a. Approach : Scaffolding technique
- b. Learning model : Edmodo
- c. Method :
- Discussion to understand the appropriate vocabulary and expressions used in simple narrative texts in the form.
  - Assignments to gather information and carry out activities related to simple narrative texts in the form

#### E. Learning Media

- c. Media : Video from y tube and simple past tense.
- d. Tools and Material : PPT slide presentation.

**F. Learning resource** : Articles relating to simple narrative texts are in the form of legends

#### G. Learning Steps

- Knowledge : knowing, understanding, applying, analyzing, evaluating, to creating
- Skills : observe, ask questions, try, reason, serve and create.

#### Fourth Meeting

Step	Activities	Time
Orientation Pre Activity	<ol style="list-style-type: none"><li>1. The teacher greets and checks the presence of students</li><li>2. The teacher explains some of the English learning activities in this chapter.</li><li>3. The teacher explores the commitment of students to be actively involved in the learning process.</li></ol>	10 minutes

Apperception	<ol style="list-style-type: none"> <li>1. The teacher gives a grammar quiz to students to try to implement the tools available on Edmodo</li> <li>2. The teacher gives a grammar quiz consisting of three questions by answering using short answers</li> </ol>	25 minutes
Post Activities	<ol style="list-style-type: none"> <li>3. The teacher gives time to answer the grammar quiz. On the Edmodo platform, the time has been inserted to answer the question.</li> <li>4. The teacher observes all students in answering the quiz given and helps if there are difficulties</li> </ol>	60 minutes
Whilst activities	<ol style="list-style-type: none"> <li>1. The teacher observes student activities in answering the questions given</li> <li>2. Teacher and students alike evaluate grammar quiz done by students</li> <li>3. The teacher gives the first quiz aims to find out how students can answer the quiz given and whether there are problems in completing the quiz given</li> </ol>	25 minutes

#### H.ASSESSMENT OF LEARNING OUTCOMES

Aspect	Instrument Form	Assessment Techniques
Knowledge	Assignment: a) Individual assignment: Completing oral and written transgender texts from simple narrative texts in the form of legend	Individual assignment assessment rubric



	Group work: Analyze parts of narrative texts from several texts.	Evaluation rubric for group assignments
Practice	Observation: consultation of rewriting a simple narrative text in the form of a folk legend	Checklist of skill
	Product: Rewriting a simple narrative text in the form of a folk legend	Rubric of resolution assessment



SCHOOL : SMK MASUDIRINI  
 LESSON : ENGLISH LANGUAGE  
 CLASS/ SEMESTER : X / GENAP  
 MATERIAL : NARRATIVE  
 TIME ALLOCATION : 3 JP (8 meetings)

**A. LEARNING OBJECTIVE**

Develop collaborative attitudes and responsibilities in learning and working both individually and in groups.

**B. BASIC COMPETENCE**

Basic competence	Indicator
3.8.Analyzing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.	3.8.1. Demonstrate social function, text structure, and linguistic elements in oral and written narrative texts by giving and requesting information related to simple folk legends, according to the context of their use.  3.8.2. Identify social functions, text structure, and linguistic elements in oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.

<p>4.8. Presenting short and simple narrative texts related to folk legends verbally and in writing by paying attention to social functions, text structures and linguistic elements correctly and in context.</p>	<p>4.8.1. Understanding the meaning of oral and written texts through various listening and reading strategies.</p> <p>4.8.2. Answering various questions regarding oral and written narrative texts in the form of short stories.</p>
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**C. Learning Material**

- a. Narrative text
- b. Kind of narrative

**D. Learning method**

- a. Approach : Scaffolding technique
- b. Learning model : Edmodo
- c. Method :
  - Discussion to understand the appropriate vocabulary and expressions used in simple narrative texts in the form.
  - Assignments to gather information and carry out activities related to simple narrative texts in the form

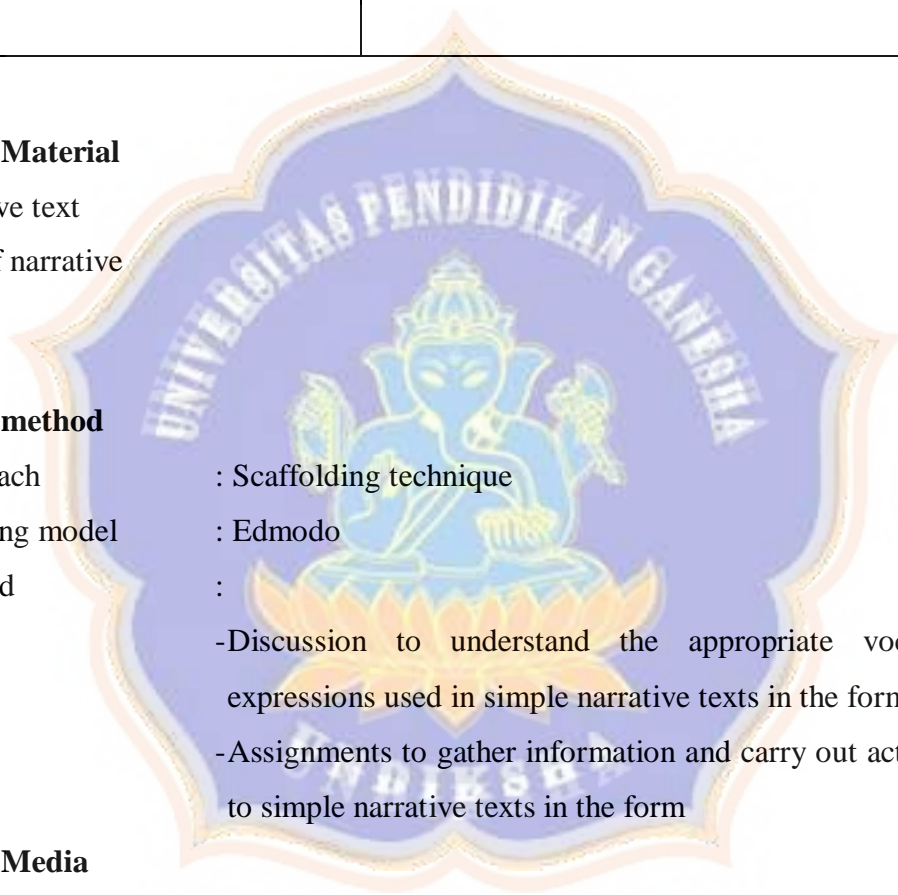
**E. Learning Media**

- a. Media : Video from y tube and simple past tense.
- b. Tools and Material : PPT slide presentation.

**F. Learning resource** : Articles relating to simple narrative texts are in the form of legends

**G. Learning Steps**

Knowledge : knowing, understanding, applying, analyzing, evaluating, to creating



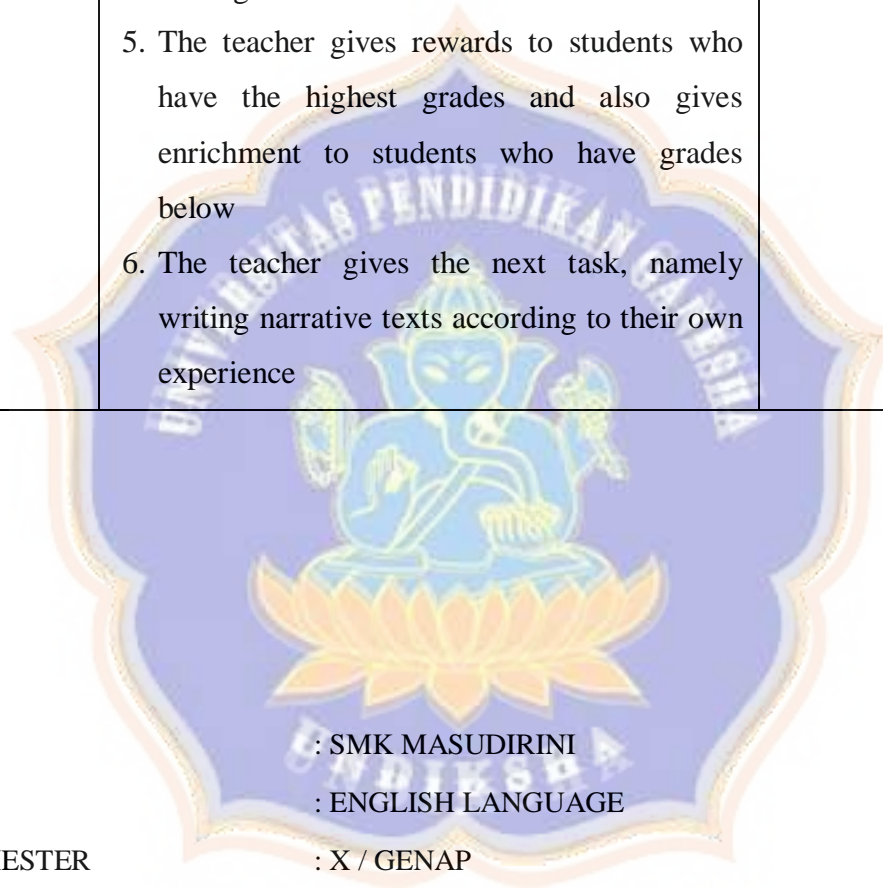
Skills

: observe, ask questions, try, reason, serve and create.

#### Fourth Meeting

Step	Activities	Time
Orientation Pre Activity	<ol style="list-style-type: none"><li>1. The teacher greets and checks the presence of students</li><li>2. The teacher explains some of the English learning activities in this chapter.</li><li>3. The teacher explores the commitment of students to be actively involved in the learning process.</li></ol>	10 minutes
Apperception	<ol style="list-style-type: none"><li>1. The teacher shares videos and material about narrative text in the class group on Edmodo platform</li><li>2. The teacher gives instructions and procedures for learning narrative through class groups. The teacher conveys the material for online and innovative learning</li></ol>	25 minutes
Post Activities	<ol style="list-style-type: none"><li>1. The teacher monitors each student to read the material provided on Edmodo and analyzes the video given by the teacher.</li><li>2. The teacher helps students when students need guidance in the online learning process.</li></ol>	60 minutes
Whilst activities	<ol style="list-style-type: none"><li>1. The teacher checks several students who can collect the pretest writing that is made.</li></ol>	25 minutes

	<ol style="list-style-type: none"> <li>2. The teacher sees a history of pre-test submissions sent by students.</li> <li>3. The teacher evaluates the results obtained by the student. The teacher gives students to comment on the results from their friend</li> <li>4. The teacher gives a score obtained by each student viewed through the results of rubric writing</li> <li>5. The teacher gives rewards to students who have the highest grades and also gives enrichment to students who have grades below</li> <li>6. The teacher gives the next task, namely writing narrative texts according to their own experience</li> </ol>	
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SCHOOL : SMK MASUDIRINI  
 LESSON : ENGLISH LANGUAGE  
 CLASS/ SEMESTER : X / GENAP  
 MATERIAL : NARRATIVE  
 TIME ALLOCATION : 3 JP (8 meetings)

**A. LEARNING OBJECTIVE**

Develop collaborative attitudes and responsibilities in learning and working both individually and in groups.

## B. BASIC COMPETENCE

Basic competence	Indicator
3.8.Analyzing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.	3.8.1. Demonstrate social function, text structure, and linguistic elements in oral and written narrative texts by giving and requesting information related to simple folk legends, according to the context of their use.  3.8.2. Identify social functions, text structure, and linguistic elements in oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.
4.8.Presenting short and simple narrative texts related to folk legends verbally and in writing by paying attention to social functions, text structures and linguistic elements correctly and in context.	4.8.1. Understanding the meaning of oral and written texts through various listening and reading strategies.  4.8.2. Answering various questions regarding oral and written

	narrative texts in the form of short stories.
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**C. Learning Material**

- a. Narrative text
- b. Kind of narrative

**D. Learning method**

- a. Approach : Scaffolding technique
- b. Learning model : Edmodo
- c. Method :
  - Discussion to understand the appropriate vocabulary and expressions used in simple narrative texts in the form.
  - Assignments to gather information and carry out activities related to simple narrative texts in the form
  -

**E. Learning Media**

- a. Media : Video from y tube and simple past tense.
- b. Tools and Material : PPT slide presentation.

**F. Learning resource** : Articles relating to simple narrative texts are in the form of legends

**G. Learning Steps**

- Knowledge : knowing, understanding, applying, analyzing, evaluating, to creating
- Skills : observe, ask questions, try, reason, serve and create.

Fifth Meeting

Step	Activities	Time
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<p>Orientation Pre Activity</p>	<ol style="list-style-type: none"> <li>1. The teacher greets and checks the presence of students</li> <li>2. The teacher explains some of the English learning activities in this chapter.</li> <li>3. The teacher explores the commitment of students to be actively involved in the learning process.</li> </ol>	<p>10 minutes</p>
<p>Apperception</p>	<ol style="list-style-type: none"> <li>1. The teacher gives instructions about students having to answer grammar assignments first before making post-test writing.</li> <li>2. The teacher gives instructions on how to answer grammar quizzes that are shared in class groups on Edmodo.</li> <li>3. The teacher gives grammar quizzes related to the post writing that students will make.</li> <li>4. The teacher gives a grammar quiz by answering the short answer.</li> </ol>	<p>25 minutes</p>
<p>Post Activities</p>	<ol style="list-style-type: none"> <li>1. The teacher discusses with students about the quiz given</li> <li>2. The teacher monitors the students in answering the quiz given</li> </ol>	<p>60 minutes</p>
<p>Whilst activities</p>	<ol style="list-style-type: none"> <li>1.The teacher gives grades to each student who answers the quiz given</li> <li>2.The teacher gives input to the results obtained by students on the quiz given</li> <li>3.The teacher compares the results obtained by students in pre grammar exercises and post grammar exercises.</li> </ol>	<p>25 minutes</p>



	4.The aim is for the teacher to know whether there is a significant influence on the results of student writing on the Edmodo platform as a scaffolding technique	
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SCHOOL

: SMK MASUDIRINI

LESSON

: ENGLISH LANGUAGE

CLASS/ SEMESTER

: X / GENAP

MATERIAL

: NARRATIVE

TIME ALLOCATION

: 3 JP (8 meetings)

### A. LEARNING OBJECTIVE

Develop collaborative attitudes and responsibilities in learning and working both individually and in groups.

### B. BASIC COMPETENCE

Basic competence	Indicator

<p>3.8. Analyzing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.</p>	<p>3.8.1. Demonstrate social function, text structure, and linguistic elements in oral and written narrative texts by giving and requesting information related to simple folk legends, according to the context of their use.</p> <p>3.8.3. Identify social functions, text structure, and linguistic elements in oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.</p>
<p>4.8. Presenting short and simple narrative texts related to folk legends verbally and in writing by paying attention to social functions, text structures and linguistic elements correctly and in context.</p>	<p>4.8.1. Understanding the meaning of oral and written texts through various listening and reading strategies.</p> <p>4.8.2. Answering various questions regarding oral and written narrative texts in the form of short stories.</p>

### C. Learning Material

- a. Narrative text
- b. Kind of narrative

### D. Learning method

- a. Approach : Scaffolding technique
- b. Learning model : Edmodo
- c. Method :
  - Discussion to understand the appropriate vocabulary and expressions used in simple narrative texts in the form.
  - Assignments to gather information and carry out activities related to simple narrative texts in the form

### E. Learning Media

- a. Media : Video from y tube and simple past tense.
- b. Tools and Material : PPT slide presentation.

**F. Learning resource** : Articles relating to simple narrative texts are in the form of legends

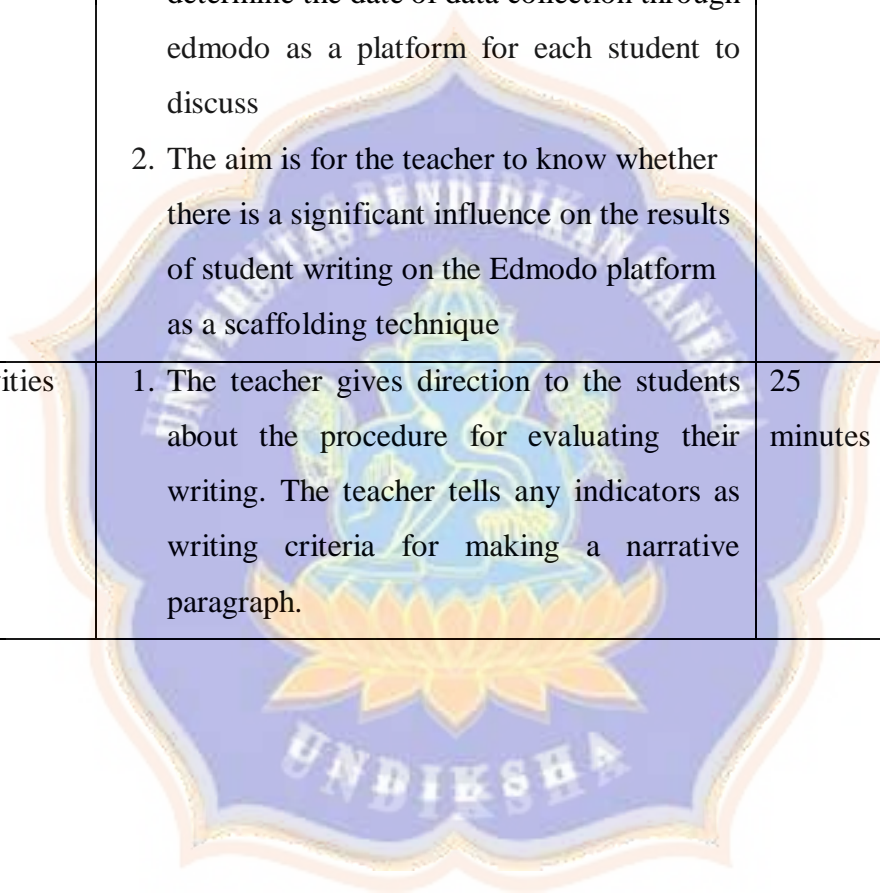
### G. Learning Steps

- Knowledge : knowing, understanding, applying, analyzing, evaluating, to creating
- Skills : observe, ask questions, try, reason, serve and create.

### Sixth Meeting

Step	Activities	Time
Orientation Pre Activity	<ol style="list-style-type: none"><li>1. The teacher greets and checks the presence of students</li><li>2. The teacher explains some of the English learning activities in this chapter.</li><li>3. The teacher explores the commitment of students to be actively involved in the learning process.</li></ol>	10 minutes

Apperception	<ol style="list-style-type: none"> <li>1. The teacher gives instructions about students writing narrative text in the posttest.</li> <li>2. On Edmodo the teacher gives instructions about students about the rules of writing the teacher gives the duration of time in writing as well as in the collection of writing results</li> </ol>	25 minutes
Post Activities	<ol style="list-style-type: none"> <li>1. The teacher then notifies students to determine the date of data collection through edmodo as a platform for each student to discuss</li> <li>2. The aim is for the teacher to know whether there is a significant influence on the results of student writing on the Edmodo platform as a scaffolding technique</li> </ol>	60 minutes
Whilst activities	<ol style="list-style-type: none"> <li>1. The teacher gives direction to the students about the procedure for evaluating their writing. The teacher tells any indicators as writing criteria for making a narrative paragraph.</li> </ol>	25 minutes



SCHOOL : SMK MASUDIRINI  
LESSON : ENGLISH LANGUAGE  
CLASS/ SEMESTER : X / GENAP  
MATERIAL : NARRATIVE  
TIME ALLOCATION : 3 JP (8 meetings)

### A. LEARNING OBJECTIVE

Develop collaborative attitudes and responsibilities in learning and working both individually and in groups.

### B. BASIC COMPETENCE

Basic competence	Indicator
3.8. Analyzing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.	3.8.1. Demonstrate social function, text structure, and linguistic elements in oral and written narrative texts by giving and requesting information related to simple folk legends, according to the context of their use.

	<p>3.8.2. Identify social functions, text structure, and linguistic elements in oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.</p>
<p>4.8. Presenting short and simple narrative texts related to folk legends verbally and in writing by paying attention to social functions, text structures and linguistic elements correctly and in context.</p>	<p>4.8.1. Understanding the meaning of oral and written texts through various listening and reading strategies.</p> <p>4.8.2. Answering various questions regarding oral and written narrative texts in the form of short stories.</p>

**C. Learning Material**

- a. Narrative text
- b. Kind of narrative

**D. Learning method**

- a. Approach : Scaffolding technique
- b. Learning model : Edmodo
- d. Method :

- Discussion to understand the appropriate vocabulary and expressions used in simple narrative texts in the form.
- Assignments to gather information and carry out activities related to simple narrative texts in the form

**E. Learning Media**

- a. Media : Video from y tube and simple past tense.
- b. Tools and Material : PPT slide presentation.

**F. Learning resource** : Articles relating to simple narrative texts are in the form of legends

**G. Learning Steps**

- Knowledge : knowing, understanding, applying, analyzing, evaluating, to creating
- Skills : observe, ask questions, try, reason, serve and create.

**Seventh Meeting**

Step	Activities	Time
Orientation Pre Activity	<ol style="list-style-type: none"> <li>1. The teacher greets and checks the presence of students</li> <li>2. The teacher explains some of the English learning activities in this chapter.</li> <li>3. The teacher explores the commitment of students to be actively involved in the learning process.</li> </ol>	10 minutes
Apperception	<ol style="list-style-type: none"> <li>1. The teacher and students open Edmodo to do an assessment of the results written by the teacher giving the procedure for assessment of each student teacher divides students for each student to check the results of the theme writing online in the discussion column on edmodo</li> </ol>	25 minutes

Post Activities	<ol style="list-style-type: none"> <li>1. The teacher gives stimulation to students who get the lowest score from the results of the post-test writing assessment.</li> <li>2. The teacher gives advice and input to students who have the ability to write less separately not in the discussion because at that time there is a decline in a person's character.</li> <li>3. The teacher gives rewards to students who get the highest score in working on the post-test given</li> <li>4. The aim is for the teacher to know whether there is a significant influence on the results of student writing on the Edmodo platform as a scaffolding technique</li> </ol>	60 minutes
Whilst activities	<ol style="list-style-type: none"> <li>1. Teachers and students provide an assessment of the results of each student's writing. the teacher gives the students to be responsible for the assessment given the teacher mentions one by one the students to submit the results of the assessment in accordance with the assessment rubric provided</li> </ol>	25 minutes



LESSON : ENGLISH LANGUAGE

CLASS/ SEMESTER : X / GENAP

MATERIAL : NARRATIVE

TIME ALLOCATION : 3 JP (8 meetings)

### A. LEARNING OBJECTIVE

Develop collaborative attitudes and responsibilities in learning and working both individually and in groups.

### B. BASIC COMPETENCE

Basic competence	Indicator
3.8.Analyzing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.	3.8.1. Demonstrate social function, text structure, and linguistic elements in oral and written narrative texts by giving and requesting information related to simple folk legends, according to the context of their use.  3.8.2. Identify social functions, text structure, and linguistic elements in oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use.

<p>4.8. Presenting short and simple narrative texts related to folk legends verbally and in writing by paying attention to social functions, text structures and linguistic elements correctly and in context.</p>	<p>4.8.1. Understanding the meaning of oral and written texts through various listening and reading strategies.</p> <p>4.8.2. Answering various questions regarding oral and written narrative texts in the form of short stories.</p>
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**C. Learning Material**

- a. Narrative text
- b. Kind of narrative

**D. Learning method**

- a. Approach : Scaffolding technique
- b. Learning model : Edmodo
- c. Method :
  - Discussion to understand the appropriate vocabulary and expressions used in simple narrative texts in the form.
  - Assignments to gather information and carry out activities related to simple narrative texts in the form

**E. Learning Media**

- a. Media : Video from y tube and simple past tense.
- b. Tools and Material : PPT slide presentation.

**F. Learning resource** : Articles relating to simple narrative texts are in the form of legends

**G. Learning Steps**

Knowledge : knowing, understanding, applying, analyzing, evaluating, to creating

Skills : observe, ask questions, try, reason, serve and create.

### Eighth Meeting

Step	Activities	Time
Orientation Pre Activity	<ol style="list-style-type: none"><li>1.The teacher greets and checks the presence of students</li><li>2.The teacher explains some of the English learning activities in this chapter.</li><li>3.The teacher explores the commitment of students to be actively involved in the learning process.</li></ol>	10 minutes
Apperception	<ol style="list-style-type: none"><li>1.The teacher and students open Edmodo to do an assessment of the results written by the teacher giving the procedure for assessment of each student teacher divides students for each student to check the results of the theme writing online in the discussion column on edmodo</li></ol>	25 minutes
Post Activities	<ol style="list-style-type: none"><li>1.The teacher gives stimulation to students who get the lowest score from the results of the post-test writing assessment. The teacher gives advice and input to students who have the ability to write less separately not in the discussion because at that time there is a decline in a person's character. The teacher gives rewards to students who get the highest score in working on the post-test given</li><li>2.The aim is for the teacher to know whether there is a significant influence on the results</li></ol>	60 minutes

	of student writing on the Edmodo platform as a scaffolding technique	
Whilst activities	1. The teacher provides a cover for the learning process by using Edmodo in the classroom. The teacher conveys the advantages of using online media or online platforms to support students' creativity in expressing their opinions. But the teacher also addresses various obstacles encountered in the process. The teacher and students conclude that Edmodo as a scaffolding technique is very helpful for students in writing narrative paragraphs	25 minutes

#### H. ASSESSMENT OF LEARNING OUTCOMES

Aspect	Instrument Form	Assessment Techniques
Knowledge	Assignment: a) Individual assignment: Completing oral and written transgender texts from simple narrative texts in the form of legend	Individual assignment assessment rubric
	Group work: Analyze parts of narrative texts from several texts.	Evaluation rubric for group assignments
Practice	Observation: consultation of rewriting a simple narrative text in the form of a folk legend	Checklist of skill

	Product: Rewriting a simple narrative text in the form of a folk legend	Rubric of resolution assessment
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# SILABUS

## Bahasa Inggris Umum

Satuan Pendidikan : SMK N 5 Negara

Kelas : X (Sepuluh)

Kompetensi Inti :

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru</li> <li>• Struktur Teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan               <ul style="list-style-type: none"> <li>- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan</li> <li>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</li> <li>- Subjek Pronoun: <i>I, You, We, They, He, She, It</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.</li> <li>- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<ul style="list-style-type: none"> <li>- Kata ganti possessive <i>my, your, his</i>, dsb.</li> <li>- Kata tanya <i>Who? Which? How?</i> Dst.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar</li> <li>- Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya</li> </ul>
<p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang</li> </ul>	<ul style="list-style-type: none"> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</p>	
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menyatakan rencana, menyarankan, dsb.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan atau di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video)</li> <li>- Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya</li> <li>- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan</li> <li>- Bermain game terkait dengan niat mengatasi masalah</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Struktur Teks Dapat mencakup</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</li> </ul>
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>- Fungsi, manfaat, tindakan, kebiasaan</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal</li> <li>- Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i></li> <li>- Kalimat deklaratif dan interogatif dalam tense yang benar</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> </ul> </li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain</li> <li>- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</li> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</li> <li>• Struktur Teks</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.5 Teks pemberitahuan (announcement)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Istilah khusus terkait dengan jenis pemberituannya</li> <li>- Informasi khas yang relevan</li> <li>- Gambar, hiasan, komposisi warna</li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan)</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI</li> <li>• Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain</li> <li>- Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat</li> <li>- Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>simple past tense vs present perfect tense)</p> <p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interrogative dalam <i>simple past tense, present perfect tense</i>.</li> <li>- Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.</li> <li>- Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung</li> <li>- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</li> <li>• Struktur Teks Dapat mencakup:</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan tekanan kata yang benar, dan bertanya jawab tentang isi teks</li> <li>- Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</li> </ul>
<p>4.7 Teks recount – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana,</p>	<ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interrogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan</li> <li>- Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</li> <li>- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Adverbia dan frasa preposisional penunjuk waktu</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- Orientasi</li> <li>- Komplikasi</li> <li>- Resolusi</li> <li>- Orientasi ulang</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya</li> <li>- Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada</li> </ul>
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<ul style="list-style-type: none"> <li>- Orientasi</li> <li>- Komplikasi</li> <li>- Resolusi</li> <li>- Orientasi ulang</li> </ul> <ul style="list-style-type: none"> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat-kalimat dalam <i>simple past tense, past continuous</i>, dan lainnya yang relevan</li> <li>- Kosakata: terkait karakter, watak, dan setting dalam legenda</li> <li>- Adverbia penghubung dan penunjuk waktu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul>	<ul style="list-style-type: none"> <li>- Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi</li> <li>- Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI	
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> </ul>
4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Mengambil teladan dari pesan-pesan dalam lagu</li> <li>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

Mengetahui  
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Pekutatan, 17 Juli 2020  
Guru,

**I Gede Susila Darma, S.Pd.**  
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