**Appendix**

1. **PRE-TEST POST TEST**
2. **PRE-TEST**

Make a story narrative text!

They are some requirements:

1. Minimal three paragraphs (minimum 95 words)
2. The writing consists of orientation, complications, and resolution
3. Each paragraph consists of a minimum of eight sentences
4. **POST TEST**

Make a story narrative text!

They are some requirements:

1. Minimal three paragraphs (minimum 95 words)
2. The writing consists of orientation, complications, and resolution
3. Each paragraph consists of a minimum of eight sentences
4. **MODUL AJAR**

**BAHASA INGGRIS**

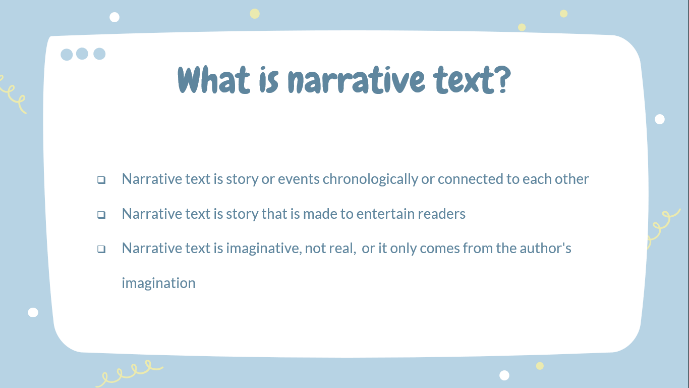
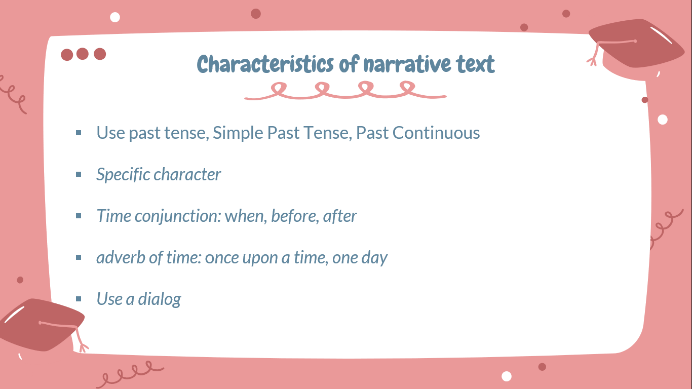
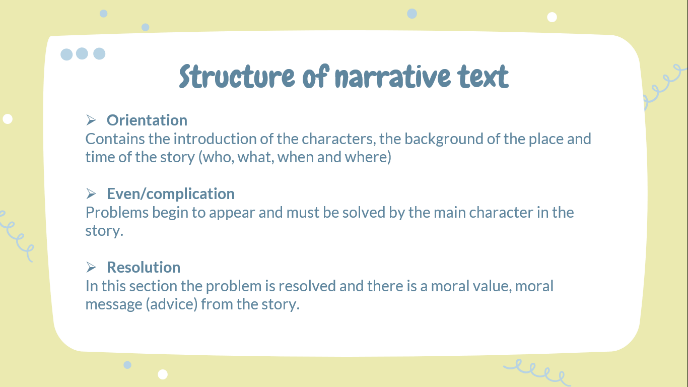
|  |  |
| --- | --- |
| **IDENTITAS** | **MODUL** |
| **Nama Penyusun** | Fira Zuhria |
| **Satuan Pendidikan** | SMA Kemala Bhayangkari 3 Porong |
| **Tahun Pembuatan** | 2023 |
| **Mapel** | BAHASA INGGRIS |
| **Jenjang** | SMA |
| **Kelas** | X-1 |
| **Alokasi Waktu** | 1X Pertemuan X 2 JP X 45 menit |
| **Domain Konten** | 1. Menyimak 2. Menulis |
| **Tujuan Pembelajaran** | **Writing**  Mendeskripsikan narrative text mengunakan media picture series dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks secara kritis, kreatif, dan mandiri dengan tingkat kelancaran dengan ketepatan yang optimal |
| **Konten Utama** | Menulis text narrative menggunakan media picture series |
| **Pertanyaan Inti** | * What are the characteristics of narrative text? * How to use picture series in writing narrative text? |
| **Prasyarat Pengetahuan/Keterampilan** | * Siswa mampu menuangkan ide atau imajinasi tentang narrative text menggunakan media picture series secara tertulis |
| **Profil Pelajar Pancasila** | Siswa yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir kritis dan kreatif |
| **Jumlah Siswa** | 36-39 Siswa |
| **Assessment** | Individu  Jenis assessment: tertulis |
| **Materi, Alat dan Bahan Ajar** | 1. Materi   Narrative Text   * Description of narrative text: memberikan informasi tentang narrative text * Media picture series: memberikan informasi penggunaan picture series sebagai media dalam pembelajaran  1. Media  * Picture Series, laptop, LCD, projector, Power point presentation  1. Metode  * Menyimak * Penugasan individu  1. Sumber:   [https://www.twinkl.co.id/resource/t-t-5302-](https://www.twinkl.co.id/resource/t-t-5302-cinderella-story-sequencing-cards-4-per-a4) |

|  |  |
| --- | --- |
| **KOMPETISI** | **INTI** |
| **TREATMENT** | **MEETING KE-1** |
| **ADVERTISEMENT** |  |
| **Kegiatan Awal**  **(15 Menit)** | 1. Ucapan salam dan berdoa memulai pembelajaran, memeriksa kehadiran siswa penilaian sikap 2. Apersepsi materi/tema/kegiatan pembelajaran sesuai pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. 3. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh   Pertanyaan pemantik:   1. Have you studied narrative text?? 2. What do you know about picture series media? |
| **Kegiatan Inti**  **(70 menit)** | 1. Guru menyajikan power point tentang “narrative text” 2. Guru menjelaskan penggunaan picture series menggunakan teks narrative 3. Siswa memahami dan mencatat hasil pembelajaran materi teks narrative menggunakan media picture series 4. Guru dan siswa membuat kesimpulan materi teks narrative menggunakan media picture series, serta memberikan kesempatan kepada siswa untuk menanyakan kembali hal-hal yang belum dipahami.   Refleksi guru:   1. How do you feel about today’s learning? 2. Have you understood the material that we have discussed today? 3. How well do you understand today's learning material? |
| **Penutup**  **(10 menit)** | 1. Peserta didik membuat kesimpulan terkait dengan materi yang dipelajari pada hari ini dengan penuh antusias, cermat, dan tepat   Refleksi hasil kegiatan:   * What's fun in today's learning? * What will you do to improve your learning outcomes today? * Today's learning makes life more meaningful (yes/no)  1. Guru memberikan apresiasi kepada seluruh siswa yang telah mngikuti pembelajaran dengan baik |
| **Assessment** |  |
| **Formatif:** | Tugas individu    Make a story narrative text with the title “Snow White and The Seven Dwarfs!  They are some requirements:   1. Minimal three paragraphs (minimum 95 words) 2. The writing consists of orientation, complications, and resolution 3. Each paragraph consists of a minimum of eight sentences |

1. **Student’s Assessment**

**ESL Composition Profile (**Jacobs *et al,* 1981, in Weigle, 2002; Boardman & Frydenberg, 2002)

|  |  |  |
| --- | --- | --- |
| **Category** | **Score** | **Criteria** |
| **CONTENT** | 25-21 | **EXCELLENT TO VERY GOOD:** knowledgeable • substantive •thorough development of thesis • relevant to assigned topic |
| 20-16 | **GOOD TO AVERAGE:** some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail |
| 15-11 | **FAIR TO POOR:** limited knowledge of subject • little substance •inadequate development of topic |
| 10-0 | **VERY POOR:** does not show knowledge of subject • non-substantive • non pertinent • OR not enough to evaluate |
| **ORGANIZATION** | 25-21 | **EXCELLENT TO VERY GOOD:** fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive |
| 20-16 | **GOOD TO AVERAGE:** somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing |
| 15-11 | **FAIR TO POOR:** non-fluent • ideas confused or disconnected • lacks logical sequencing and development |
| 10-0 | **VERY POOR:** does not communicate • no organization • OR not enough to evaluate |
| **LANGUAGE USE** | 25-21 | **EXCELLENT TO VERY GOOD:** effective complex constructions • few errors of agreement, tense, number, word order/function, article, pronouns, prepositions |
| 20-16 | **GOOD TO AVERAGE:** effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, article, pronouns, prepositions but meaning seldom obscured |
| 15-11 | **FAIR TO POOR:** major problems in simple/ complex constructions • frequent errors of negation, tense, number, word order/function, article, pronouns, prepositions and/ or fragments, run-ons, deletions • meaning confused or obscured |
| 10-0 | **VERY POOR:** virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate |
| **VOCABULARY** | 15-13 | **EXCELLENT TO VERY GOOD:** sophisticated range •effective word/idiom choice and usage • word for mastery • appropriate register |
| 12-10 | **GOOD TO AVERAGE:** adequate range • occasional errors of effective word/idiom form, choice, usage but meaning not obscured |
| 9-7 | **FAIR TO POOR:** limited range • frequent errors of effective word/idiom form, choice, usage • meaning confused or obscured |
| 6-0 | **VERY POOR:** essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate |
| **MECHANICS** | 10 | **EXCELLENT TO VERY GOOD:** demonstrates masteryof conventions • few errors of spelling, punctuation, capitalization, paragraphing |
| 9-8 | **GOOD TO AVERAGE:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured |
| 7-6 | **FAIR TO POOR:** frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured |
| 5-0 | **VERY POOR:** no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate |

1. **PPT**
2. **Student’s pre-test and post test score**
   1. The result of pre-test

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Student’s name |  |  | Aspects |  |  | Score |
|  |  | Content | Organization | Language use | Vocabulary | Mechanics |  |
| 1. | NAS | 20 | 22 | 19 | 11 | 8 | 80 |
| 2. | HAIC | 20 | 19 | 14 | 10 | 9 | 72 |
| 3. | KGA | 19 | 18 | 15 | 9 | 9 | 70 |
| 4. | NRP | 19 | 18 | 16 | 7 | 8 | 68 |
| 5. | YMS | 19 | 18 | 19 | 11 | 8 | 75 |
| 6. | WF | 20 | 19 | 15 | 9 | 7 | 70 |
| 7. | FSFA | 18 | 18 | 12 | 6 | 6 | 60 |
| 8. | RAN | 19 | 19 | 18 | 11 | 8 | 75 |
| 9. | RNA | 20 | 19 | 18 | 11 | 7 | 75 |
| 10. | MMR | 12 | 14 | 12 | 6 | 6 | 50 |
| 11 | CMN | 20 | 21 | 18 | 11 | 8 | 78 |
| 12. | MPR | 23 | 22 | 22 | 13 | 8 | 88 |
| 13. | MI | 19 | 19 | 19 | 10 | 8 | 75 |
| 14. | MHIH | 20 | 19 | 15 | 9 | 7 | 70 |
| 15. | MDAH | 20 | 19 | 16 | 8 | 7 | 70 |
| 16. | KHA | 20 | 20 | 15 | 8 | 7 | 70 |
| 17. | NDM | 19 | 19 | 17 | 8 | 7 | 70 |
| 18. | NPA | 19 | 19 | 20 | 9 | 8 | 75 |
| 19. | MOA | 19 | 19 | 16 | 7 | 7 | 68 |
| 20. | SA | 20 | 21 | 19 | 8 | 7 | 75 |
| 21. | ANR | 19 | 18 | 11 | 6 | 6 | 60 |
| 22. | FFC | 19 | 19 | 16 | 9 | 7 | 70 |
| 23. | RP | 19 | 18 | 16 | 8 | 8 | 69 |
| 24. | JPH | 22 | 22 | 20 | 13 | 8 | 85 |
| 25. | MFN | 23 | 22 | 20 | 12 | 8 | 85 |
| 26. | ANKA | 19 | 19 | 17 | 8 | 7 | 70 |
| 27. | NRS | 21 | 21 | 19 | 11 | 8 | 80 |
| 28. | RNP | 22 | 21 | 18 | 11 | 8 | 80 |
| 29. | MRIN | 22 | 21 | 18 | 13 | 8 | 82 |
| 30. | NMRH | 19 | 17 | 17 | 8 | 8 | 69 |

* 1. The result of post test

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Student’s name |  |  | Aspects |  |  | Score |
|  |  | Content | Organization | Language use | Vocabulary | Mechanics |  |
| 1. | NAS | 23 | 22 | 19 | 13 | 8 | 85 |
| 2. | HAIC | 22 | 20 | 15 | 12 | 9 | 78 |
| 3. | KGA | 24 | 21 | 21 | 13 | 9 | 88 |
| 4. | NRP | 23 | 22 | 21 | 14 | 9 | 89 |
| 5. | YMS | 21 | 22 | 21 | 14 | 9 | 87 |
| 6. | WF | 21 | 21 | 15 | 12 | 9 | 78 |
| 7. | FSFA | 23 | 22 | 22 | 13 | 9 | 89 |
| 8. | RAN | 23 | 22 | 19 | 13 | 8 | 85 |
| 9. | RNA | 23 | 22 | 22 | 14 | 9 | 90 |
| 10. | MMR | 21 | 19 | 19 | 13 | 8 | 80 |
| 11 | CMN | 21 | 18 | 17 | 12 | 8 | 75 |
| 12 | MPR | 23 | 22 | 21 | 14 | 9 | 89 |
| 13. | MI | 23 | 21 | 20 | 13 | 8 | 85 |
| 14. | MHIH | 21 | 21 | 19 | 13 | 8 | 82 |
| 15. | MDAH | 21 | 17 | 18 | 12 | 8 | 75 |
| 16. | KHA | 20 | 17 | 18 | 12 | 8 | 75 |
| 17. | NDM | 24 | 21 | 21 | 13 | 9 | 88 |
| 18. | NPA | 22 | 21 | 21 | 13 | 8 | 85 |
| 19. | MOA | 22 | 22 | 22 | 14 | 9 | 89 |
| 20. | SA | 20 | 19 | 20 | 13 | 8 | 80 |
| 21. | ANR | 22 | 22 | 22 | 13 | 9 | 88 |
| 22. | FFC | 19 | 19 | 21 | 13 | 8 | 80 |
| 23. | RP | 20 | 19 | 20 | 13 | 8 | 80 |
| 24. | JPH | 23 | 22 | 21 | 14 | 9 | 89 |
| 25. | MFN | 23 | 22 | 22 | 14 | 9 | 90 |
| 26. | ANKA | 20 | 18 | 17 | 12 | 8 | 75 |
| 27. | NRS | 23 | 23 | 21 | 14 | 9 | 90 |
| 28. | RNP | 22 | 21 | 20 | 14 | 8 | 85 |
| 29. | MRIN | 21 | 21 | 21 | 14 | 8 | 85 |
| 30. | NMRH | 20 | 18 | 19 | 13 | 8 | 78 |

1. **Dokumentation**



