

## Instrumen Penelitian

### MODUL AJAR BAHASA INGGRIS KELAS CONTROL

Nama penyusun	Firda Wulan Sudarsono
Institusi	SMA Walisongo Gempol
Tahun pembuatan	2023
Mapel	Bahasa Inggris
Jenjang	SMA
Kelas	X (Sepuluh)
Alokasi Waktu	2 X 45 menit
Kode	ING.E.FIR.10.B.1
Tahapan	Fase E
Domain Konten	Narrative Text
Pertanyaan Inti	<ol style="list-style-type: none"><li>1. What is the main idea from the text?</li><li>2. What is the Narrative text?</li></ol>
Konten utama	Narrative Text
Tujuan pembelajaran	<ol style="list-style-type: none"><li>1. Setelah menyaksikan (C1) power point yang telah dipaparkan oleh guru tentang "Narrative", siswa dapat menemukan informasi pada power point tersebut.</li><li>2. Setelah diberikan Teks Narrative, siswa dapat mendiskusikan (C2) jenis-jenis struktur teks dari teks narrative.</li><li>3. Setelah mendiskusikan, siswa dapat menjawab soal yang telah diberikan oleh guru..</li></ol>
Elemen	Membaca, menulis, Menjawab Pertanyaan
Prasyarat pengetahuan/keterampilan	<ul style="list-style-type: none"><li>• Siswa mampu membaca dan merespon berbagai macam teks secara mandiri.</li><li>• Siswa mampu menunjukkan keterampilan merespon teks yang makin kompleks.</li><li>• Siswa mampu menulis melalui aktivitas yang dipandu dan menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan kata kerja dalam tulisannya.</li></ul>

Target profil pelajar Pancasila	Siswa yang beriman, bertakwa YME, Berbinneka Global, mandiri, bernalar kritis dan kreatif
Target siswa	Siswa Reguler/tipikal
Jumlah siswa	27 siswa
Keseterdiaan materi	Pengayaan lebih lanjut : YA Alternatif penjelasan tambahan : YA
Model pembelajaran	Tatap Muka (student Centered Learning)
Metode Pembelajaran	Diskusi, Menerangkan, menjawab soal.
Assessment	Individu Jenis assessment : tertulis
Materi ajar, alat dan bahan	<p>A. Materi :</p> <p>Narrative Text</p> <p>□ Narrative <i>text</i> adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung. Narrative text umumnya bersifat imajinatif, alias tidak nyata.</p>

- *Fungsi sosial* : untuk menghibur audiens atau pembaca.
- *Struktur text* (informasi rinci dan informasi tertentu): orientasi (orientation), komplikasi (complication), resolusi (resolution), dan re-orientation (reorientasi)
- *Unsur kebahasaan*: Menggunakan simple past tense (keterangan waktu lampau) Ditandai dengan penggunaan to be: was/were, dan penggunaan kata kerja ke dua (verb 2) Menggunakan adverb of Time (keterangan waktu) Bentuk keterangan waktu yang digunakan seperti once upon a time, one day, one sunny afternoon, dan lain-lain. Menggunakan direct speech (ungkapan langsung) Ungkapan langsung biasanya ditandai dengan tanda kutip. Kalimat dalam tanda kutip digunakan untuk mempertegas alur cerita agar terlihat lebih nyata. Menggunakan specific character (tokoh khusus) Setiap narrative text memiliki karakter atau tokoh yang membangun cerita.

*Topik*: fable, folklore, myth, etc. B.

Media :

Laptop, Computer, LCD, gambar, PowerPoint Presentation C.

Metode :

Menyimak, diskusi kelompok, penugasan individu D.

Sumber :

- Youtube
- Suara guru
- [www. dailyenglish.com](http://www.dailyenglish.com)
- [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files)

<http://learnenglish.britishcouncil.org/en>

<p><b>Kegiatan Awal (10 Menit)</b></p>	<p><b><u>Langkah pembelajaran</u></b></p> <p>Kegiatan Awal:</p> <ol style="list-style-type: none"> <li>1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;</li> <li>2. Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks khusus berbentuk <i><b>Teks Narrative</b></i> dengan menggunakan metode skimming dan scanning.</li> <li>3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan.</li> <li>4. Mengkondisikan siswa untuk siap mengikuti pelajaran dengan menjelaskan tentang teks narrative pada siswa.</li> <li>5. Memberikan sejumlah pertanyaan contoh-contoh teks narrative yang mereka ketahui.</li> </ol>
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**Kegiatan Inti  
(65 Menit)**

1. Siswa diberikan salah satu teks Narrative serta akan diajar menggunakan teknik skimming dan scanning Langkah- langkahnya yaitu:
  - Pertimbangkan apa yang akan kita cari dalam sebuah buku.
  - Periksa daftar isi atau kata pengantar untuk menentukan apakah informasi yang Anda inginkan ada di sana.
  - Bacalah dengan cermat buku tersebut, halaman demi halaman.
  - Periksa judul dan subjudulnya.
  - Baca teks yang ditemukan dengan cepat.
  - Berhentilah ketika Anda yakin telah menemukan apa yang Anda cari.
  - Baca dengan kecepatan normal dan pahami secara menyeluruh apa yang Anda cari.
2. Meminta siswa untuk menganalisa ide pokok, struktur teks dan unsur kebahasaannya
3. Memberikan kesempatan untuk siswa membaca dan berdiskusi tentang ide pokok, struktur teks dan unsur kebahasaannya pada teks narrative.
4. Memberikan kesempatan untuk siswa memberitahukan hasil diskusi yang dilakukan.

### **Sangkuriang and Dayang Sumbi**

Once upon a time, a happy family lived in a kingdom in Priangan Land. They were a father in the form of a dog, his name was Tumang, a mother who was called Dayang Sumbi, and a child who was called Sangkuriang. One day, Dayang Sumbi asked her son to hunt with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his dog. After that, he took the dog's liver and carried it home.

Soon, Dayang Sumbi discovered it was not Deer Liver but Tumang's dog. So, She was furious and hit Sangkuriang's head. In that incident, Sangkuriang got wounded, and a scar was cast away from their home.

Years passed, and Sangkuriang traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound on Sangkuriang's head. It matched her son's wound, who had left several years earlier. Soon she realized that she had fallen in love with her son.

She couldn't marry him, but how to say it? Then, she found the way. She needed a lake and a boat to celebrate their wedding day. Sangkuriang had to make them one night before sunrise. He built a lake. With dawn just a moment away, the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crow for a new day.

	<p>Sangkuriang failed to marry her. He was outraged and then kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.</p> <p>(This story source from <a href="https://www.studybahasainggris.com/contoh-narrative-textsangkuriang-dalam-bahasa-inggris/">https://www.studybahasainggris.com/contoh-narrative-textsangkuriang-dalam-bahasa-inggris/</a>)</p>
<b>Penutup (10 menit)</b>	<p>Memberi panduan kepada siswa dan menyimpulkan kegiatan yang dilaksanakan pada hari ini</p> <p>Siswa diperbolehkan menanyakan pertanyaan yang berkaitan dengan materi hari ini</p> <p>Ketua kelas memimpin kelas untuk doa penutup</p>
<b>Kegiatan Awal (Pertemuan kedua)</b>	<ul style="list-style-type: none"> <li>✚ Mengucapkan salam ketika masuk kelas.</li> <li>✚ Guru meminta peserta didik berdo'a bersama. ✚ Guru mengecek kehadiran peserta didik.</li> <li>✚ Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya yaitu tentang narrative text fiksi yang ada di Indonesia dan luar negeri.</li> <li>✚ Guru menyampaikan tujuan pembelajaran yang akan dicapai</li> </ul>
<b>Kegiatan Inti (60 Menit)</b>	<ul style="list-style-type: none"> <li>- Setelah mempelajari teks narrative yang telah dijelaskan oleh guru dan melihat penjelasan lainnya dari video, siswa akan diberikan soal kuis untuk mengetahui seberapa paham tentang materi kemarin.</li> <li>- Siswa diberikan waktu 45 menit untuk mengerjakan soal yang diberikam.</li> <li>- Setelah mengerjakan kuis. Siswa mengumpulkan hasil pekerjaannya di depan.</li> </ul>
<b>Kegiatan penutup</b>	<ul style="list-style-type: none"> <li>- Memberi panduan kepada siswa dan menyimpulkan kegiatan yang dilaksanakan pada hari ini</li> <li>- Siswa diperbolehkan menanyakan pertanyaan yang berkaitan dengan materi hari ini</li> <li>- Ketua kelas memimpin kelas untuk doa penutup</li> </ul>

<b>Penilaian</b>	<p style="text-align: center;"><b>ASSESSMENT RUBRIC</b></p> <p>Name : ..... Class/ Number : .....</p> <p>Skor Pretest</p> <p>Pilihan Ganda: jumlah soal 10 X 10 = 100</p> <p>Skor Post test</p> <p>Jumlah Soal 5 X 20= 100.</p> <p>Kode nilai / predikat :</p> <table border="1" data-bbox="517 548 1037 763"> <tr> <td>75,01 – 100,00</td> <td>= Sangat Baik (SB)</td> </tr> <tr> <td>50,01 – 75,00</td> <td>= Baik (B)</td> </tr> <tr> <td>25,01 – 50,00</td> <td>= Cukup (C)</td> </tr> <tr> <td>00,00 – 25,00</td> <td>= Kurang (K)</td> </tr> </table>		75,01 – 100,00	= Sangat Baik (SB)	50,01 – 75,00	= Baik (B)	25,01 – 50,00	= Cukup (C)	00,00 – 25,00	= Kurang (K)
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25,01 – 50,00	= Cukup (C)									
00,00 – 25,00	= Kurang (K)									
<p>Kegiatan refleksi ini bisa membantu siswa maupun guru untuk mengevaluasi pemahaman terhadap materi advertisement</p> <table border="1" data-bbox="509 880 1308 1153"> <tr> <td>Before I studied this chapter</td> <td>I didn't understand about...</td> </tr> <tr> <td>When I studied this chapter</td> <td>I found some difficulties... And I overcome them by...</td> </tr> </table> <p>After I have studied this chapter      I think...</p> <p>_____</p>		Before I studied this chapter	I didn't understand about...	When I studied this chapter	I found some difficulties... And I overcome them by...					
Before I studied this chapter	I didn't understand about...									
When I studied this chapter	I found some difficulties... And I overcome them by...									
<b>Daftar Pustaka</b>	<ol style="list-style-type: none"> <li>1. <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>2. <a href="http://learnenglish.britishcouncil.org/en">http://learnenglish.britishcouncil.org/en</a></li> </ol>									



## **Lembar Kerja Peserta Didik**

Satuan Pendidikan	: SMA Walisongo Gempol
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / 1
Materi Pokok	: Narrative Text.
Elemen	: Membaca, menulis, Menjawab Soal.

**Read the text below and answer the questions number 1 to 4.**

### **Talaga Warna**

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became furious. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared. Prabu took the necklace. "My beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much." the princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do

that terrible thing. In their silence, people heard the queen crying. Everyone was sad and began crying, too—a pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom.

Today, people call the Lake Telaga Warna. It means ‘Lake of Colors’. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colors, from the reflection of the trees and flowers around it. But some people believe that the colors are from the princess’s necklace, which still lies in pieces at the bottom of the lake.

(source:[https://roboguru.ruangguru.com/forum/telaga-warna-the-king-of-a-famous-kingdom-incipanas-west-java\\_FRM-YI62MUYQ](https://roboguru.ruangguru.com/forum/telaga-warna-the-king-of-a-famous-kingdom-incipanas-west-java_FRM-YI62MUYQ))

1. Which of the following statements is correct?

- a. King Prabu and his queen had lots of children.
- b. The little princess was a very good child.
- c. Prabu gave his wife a necklace for her birthday.
- d. The people in Prabu’s kingdom loved their royal family.
- e. The            people envied seeing the            king’s happiness            to            having a  
                 beautiful            princess

2. The people were shocked

- a. by Prabu’s words to his daughter.
- b. by the princess’s bad behavior.
- c. when the royal family appeared.
- d. when the queen began to cry.
- e. because of her kindness

3. "I don't want it! It's ugly!" The underlined word means: a. hideous

- b. cheap
- c. attractive
- d. not modern
- e. inexpensive

4. The lake is called Talaga Warna because ...

- a. of the necklace that lies at the bottom.
- b. of the colors reflected in the water.
- c. that was the name of the princess.
- d. It is located in Puncak.
- e. they had dreamt of a child for a very long time.

**The following questions numbered 5 to 8 are related to the text below.**

It was the rainy season in Banten. The villagers who were farmers were happy as the rain would water their rice fields and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what he would buy for himself, his wife, and his beautiful, beloved daughter, Nyi Banjarsari.

One night, Pak Bong had a terrible dream. An old man came to him and said the rain would never stop. There would be a great flood. Pak Bong had the same dream in the following nights. He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village.

Everybody laughed at Pak Bong. "You are joking, Pak Bong. How can we leave our rice fields? We are going to have a great harvest, remember?". Pak Bong did not give up. He kept on asking the villagers to evacuate to the hill. Finally, some villagers believed him. Together with his wife and his daughter Nyi Banjarsari, Pak Bong and his friends went to the hill. In the meantime, heavy rain fell day and night. It continued until water entered the houses.

Soon, the village was flooded! Pak Bong and his friends could not do anything. They were sad because their village was underwater. Then they prayed and asked how their village could be saved. The answer came in Pak Bong's dream. In his dream, the same old man told him how to save their village. "If you want the water to dry up, you have to sacrifice your daughter. She has to jump into the water!" said the old man. Pak Bong was very sad. He then told his family about his dream. "Father, if this is the only way to save our village, I will jump into the water," said Nyi Banjarsari. Her parents could not prevent their daughter from jumping into the water. After she had drowned, the water dried up. Pak Bong and his friends then returned to their village. Although the villagers had lost their harvest, they still had their lives and could rebuild their houses. To show their thankfulness and gratefulness to Nyi Banjarsari, the villagers named their village 'Banjarsari

Source: [https://roboguru.ruangguru.com/forum/it-was-the-rainy-season-in-banten-the-villagers-whowere-farmers\\_FRM-ELSHX168](https://roboguru.ruangguru.com/forum/it-was-the-rainy-season-in-banten-the-villagers-whowere-farmers_FRM-ELSHX168)

5. What is the best title for the story?

- a. The climate in Banten
- b. How Banjarsari village got its name
- c. Pak Bong's dreams
- d. Pak Bong and his family
- e. The beautiful woman, Banjarsari

6. Which of the following is correct?

- a. There was no warning about the flood.
- b. Nobody listened to Pak Bong.
- c. Nyi Banjarsari died to save the village.
- d. The villagers were able to save their rice fields.
- e. The villagers were all with Pak Bong up the hill

7. 'After she had drowned, the water dried up. 'The underlined word means: a. died underwater

- b. fallen into the water
- c. jumped into the water

]

- d. sank underwater
- e. dived

8. "He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village." The underlined word refers to ...

- a. The villagers
- b. Pak Bong and his family
- c. Pak bong and the old man
- d. The villagers and Pak Bong
- e. The old man and Banjarsari

9. "It was the rainy season in Banten. The villagers who were farmers were happy as the rain would water their rice fields and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what he would buy for himself, his wife, and his beautiful, beloved daughter, Nyi Banjarsari."

The piece of the story above is part of.....

- a. Resolution
- b. Complication
- c. Orientation
- d. Resolution
- e. Conclusion

10. What is the main idea of paragraph 1?

- a. Villagers who work as farmers are happy because the rain will irrigate their rice fields and soon they will harvest rice.
- b. Pak Bong had the same dream the following night. He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village.
- c. Although the villagers had lost their harvest, they still had their lives and could rebuild their houses.
- d. The village was flooded! Pak Bong and his friends could not do anything. They were sad because their village was underwater.

e. Pak Bong had a terrible dream, he kept on asking the villagers to evacuate to the hill. Finally, some villagers believed him.

### **Key Answers**

1. D
2. B
3. A
4. B 5. B
6. C
7. A
8. B
9. C
10. A

## MODUL AJAR BAHASA INGGRIS KELAS EKSPERIMEN

Nama penyusun	Firda Wulan Sudarsono
Institusi	SMA Walisongo Gempol
Tahun pembuatan	2023
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Konten utama	Narrative Text
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Elemen	Membaca, menulis, Menjawab Pertanyaan
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Materi ajar, alat dan bahan	<p>A. Materi :</p> <p>Narrative Text</p> <ul style="list-style-type: none"> <li>□ Narrative <i>text</i> adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung. Narrative text umumnya bersifat imajinatif, alias tidak nyata.</li> <li>□ <i>Fungsi sosial</i> : untuk menghibur audiens atau pembaca.</li> <li>□ <i>Struktur text</i> (informasi rinci dan informasi</li> </ul>
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	<p>tertentu): orientasi (orientation), komplikasi (complication), resolusi (resolution), dan re-orientation (reorientasi)</p> <p>□ <i>Unsur kebahasaan</i>: Menggunakan simple past tense (keterangan waktu lampau) Ditandai dengan penggunaan to be: was/were, dan penggunaan kata kerja ke dua (verb 2) Menggunakan adverb of Time (keterangan waktu) Bentuk keterangan waktu yang digunakan seperti once upon a time, one day, one sunny afternoon, dan lain-lain. Menggunakan direct speech (ungkapan langsung) Ungkapan langsung biasanya ditandai dengan tanda kutip. Kalimat dalam tanda kutip digunakan untuk mempertegas alur cerita agar terlihat lebih nyata. Menggunakan specific character (tokoh khusus) Setiap narrative text memiliki karakter atau tokoh yang membangun cerita.</p> <p><i>Topik</i>: fable, folklore, myth, etc. B.</p> <p>Media : Laptop, Computer, LCD, gambar, PowerPoint Presentation C.</p> <p>Metode : Menyimak, diskusi kelompok, penugasan individu D.</p> <p>Sumber :</p> <ul style="list-style-type: none"> <li>• Youtube</li> <li>• Suara guru</li> <li>• <a href="http://www.dailyenglish.com">www. dailyenglish.com</a></li> <li>• <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> </ul> <p><a href="http://learnenglish.britishcouncil.org/en">http://learnenglish.britishcouncil.org/en</a></p>
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<p><b>Kegiatan Awal (10 Menit)</b></p>	<p><u><b>Langkah pembelajaran</b></u></p> <p>Kegiatan Awal:</p> <p>Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks khusus berbentuk <i><b>Teks Narrative</b></i> dalam kehidupan sehari-hari. Mengenalkan metode SQ3R sebagai variasi dalam pembelajaran Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan. Mengkondisikan siswa untuk siap mengikuti pelajaran dengan menjelaskan tentang teks narrative pada siswa. Memberikan sejumlah pertanyaan contoh-contoh teks narrative yang mereka ketahui.</p>
	<p>- Guru akan menjelaskan tentang metode SQ3R dari PPT disertai dari beberapa sumber lainnya. Langkah-langkahnya: □ Pertama, peneliti memberikan teks bacaan. Kemudian peneliti</p>

<p><b>Kegiatan Inti (65 Menit)</b></p>	<p>memandu mereka untuk menerapkan strategi SQ3R. Pertama, siswa diminta untuk membaca sekilas teks bacaan tersebut selama kurang lebih lima menit (Survey). Hal ini bertujuan agar siswa dapat menemukan beberapa poin dari teks bacaan seperti judul, karakter, tempat, dan ide utama.</p> <p>□ Kedua, siswa membuat beberapa pertanyaan yang berhubungan dengan teks berdasarkan kata kunci yang diberikan (Questions) misalnya; "Mengapa penulis ingin melarang ponsel?". Hal ini berguna bagi siswa untuk membuat mereka penasaran tentang apa yang dipikirkan penulis tentang masalah tersebut.</p> <p>□ Setelah itu siswa membaca keseluruhan teks dengan seksama (Read). Pada langkah ini, peneliti membimbing mereka untuk mendapatkan informasi rinci dari teks dan mengingatkan mereka untuk mendapatkan jawaban dari pertanyaan-pertanyaan mereka.</p> <p>□ Setelah menemukan jawaban dari teks, siswa menulis jawaban dari pertanyaan mereka sendiri tanpa membaca teks lagi (Recite). pertanyaan tanpa membaca teks lagi (Recite).</p> <p>□ Terakhir, siswa bekerja secara berpasangan dan mereka meninjau kembali isi teks bersama-sama (Review).</p> <p>- Setelah dijelaskan metode tersebut, siswa diberikan sebuah teks narrative untuk menerapkan langkah-langkah dari metode SQ3R yang telah dijelaskan.</p> <p>- Setelah itu, siswa diberi latihan soal untuk mengasah kemampuannya.</p>
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- Lalu, tugasnya dikumpulkan.

### **Sangkuriang and Dayang Sumbi**

Once upon a time, a happy family lived in a kingdom in Priangan Land. They were a father in the form of a dog, his name was Tumang, a mother who was called Dayang Sumbi, and a child who was called Sangkuriang. One day, Dayang Sumbi asked her son to hunt with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his dog. After that, he took the dog's liver and carried it home.

Soon, Dayang Sumbi discovered it was not Deer Liver but Tumang's dog. So, She was furious and hit Sangkuriang's head. In that incident, Sangkuriang got wounded, and a scar was cast away from their home.

Years passed, and Sangkuriang traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound on Sangkuriang's head. It matched her son's wound, who had left several years earlier. Soon she realized that she had fallen in love with her son.

She couldn't marry him, but how to say it? Then, she found the way. She needed a lake and a boat to celebrate their wedding day. Sangkuriang had to make them one night before sunrise. He built a lake. With dawn just a moment away, the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crow for a new day.

Sangkuriang failed to marry her. He was outraged and then kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung.

(This story source from  
<https://www.studybahasainggris.com/contohnarrative-text-sangkuriang-dalam-bahasa-inggris/>)

### **Penutup (10 menit)**

Memberi panduan kepada siswa dan menyimpulkan kegiatan yang dilaksanakan pada hari ini  
Siswa diperbolehkan menanyakan pertanyaan yang berkaitan dengan materi hari ini  
Ketua kelas memimpin kelas untuk doa penutup

Kegiatan Awal (Pertemuan kedua)	<div>✚ Mengucapkan salam ketika masuk kelas.</div> <div>✚ Guru meminta peserta didik berdoa bersama. ✚ Guru mengecek kehadiran peserta didik.</div> <div>✚ Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya yaitu tentang narrative text fiksi yang ada di Indonesia dan luar negeri.</div> <div>✚ Guru menyampaikan tujuan pembelajaran yang akan dicapai</div>									
Kegiatan Inti (60 Menit)	<div>- Siswa dijelaskan tentang teks Narrative yang ada di PPT</div>									
	<div>- Meminta siswa untuk menganalisa ide pokok, struktur teks dan unsur kebahasaannya</div> <div>- Memberikan kesempatan untuk siswa membaca dan berdiskusi tentang ide pokok, struktur teks dan unsur kebahasaannya pada teks narrative.</div> <div>- Memberikan kesempatan untuk siswa memberitahukan hasil diskusi yang dilakukan.</div> <div>-</div>									
Kegiatan penutup	<div>- Memberi panduan kepada siswa dan menyimpulkan kegiatan yang dilaksanakan pada hari ini</div> <div>- Siswa diperbolehkan menanyakan pertanyaan yang berkaitan dengan materi hari ini</div> <div>- Ketua kelas memimpin kelas untuk doa penutup</div>									
Penilaian	<div>ASSESSMENT RUBRIC</div> <div>Name : ..... Class/ Number : .....</div> <div>Skor Pretest</div> <div>Pilihan Ganda: jumlah soal 10 X 10 = 100</div> <div>Skor Post test</div> <div>Jumlah Soal 5 X 20 = 100. Kode nilai / predikat :</div> <table><tr><td>75,01 – 100,00</td><td>= Sangat Baik (SB)</td></tr><tr><td>50,01 – 75,00</td><td>= Baik (B)</td></tr><tr><td>25,01 – 50,00</td><td>= Cukup (C)</td></tr><tr><td>00,00 – 25,00</td><td>= Kurang (K)</td></tr></table>		75,01 – 100,00	= Sangat Baik (SB)	50,01 – 75,00	= Baik (B)	25,01 – 50,00	= Cukup (C)	00,00 – 25,00	= Kurang (K)
75,01 – 100,00	= Sangat Baik (SB)									
50,01 – 75,00	= Baik (B)									
25,01 – 50,00	= Cukup (C)									
00,00 – 25,00	= Kurang (K)									
REFLECTION	<div>Kegiatan refleksi ini bisa membantu siswa maupun guru untuk mengevaluasi pemahaman terhadap materi advertisement</div> <table><tr><td>Before I studied this chapter</td><td>I didn't understand about...</td></tr><tr><td>When I studied this chapter</td><td>I found some difficulties... And I overcome them by...</td></tr></table>		Before I studied this chapter	I didn't understand about...	When I studied this chapter	I found some difficulties... And I overcome them by...				
Before I studied this chapter	I didn't understand about...									
When I studied this chapter	I found some difficulties... And I overcome them by...									

	<table border="1"> <tr> <td>After I have studied this chapter</td><td>I think...</td></tr> <tr> <td colspan="2"></td></tr> </table>	After I have studied this chapter	I think...		
After I have studied this chapter	I think...				
<b>Daftar Pustaka</b>	<p>3. <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a> 4. <a href="http://learnenglish.britishcouncil.org/en">http://learnenglish.britishcouncil.org/en</a></p>				

## Lembar Kerja Peserta Didik

Satuan Pendidikan : SMA Walisongo Gempol  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI / 1  
 Materi Pokok : Narrative Text.  
 Elemen : Membaca, menulis, Menjawab Soal.

**Read the text below and answer the questions number 1 to 4.**

### Talaga Warna

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became furious. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared.

Prabhu took the necklace. "My beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much." the princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing. In their silence, people heard the queen crying. Everyone was sad and began crying, too—a pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom.

Today, people call the Lake Telaga Warna. It means 'Lake of Colors'. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colors, from the reflection of the trees and flowers around it. But some people believe that the colors are from the princess's necklace, which still lies in pieces at the bottom of the lake.

source:[https://roboguru.ruangguru.com/forum/telaga-warna-the-king-of-a-famous-kingdom-incipanas-west-java\\_FRM-YI62MUYQ](https://roboguru.ruangguru.com/forum/telaga-warna-the-king-of-a-famous-kingdom-incipanas-west-java_FRM-YI62MUYQ)

1. Which of the following statements is correct?

- a. King Prabu and his queen had lots of children.
- b. The little princess was a very good child.
- c. Prabu gave his wife a necklace for her birthday.
- d. The people in Prabu's kingdom loved their royal family.
- e. The people envied seeing the king's happiness to having a beautiful princess

2. The people were shocked

- a. by Prabu's words to his daughter.
- b. by the princess's bad behavior.
- c. when the royal family appeared.
- d. when the queen began to cry.
- e. because of her kindness

3. "I don't want it! It's ugly!" The underlined word means: a. hideous

- b. cheap
- c. attractive
- d. not modern
- e. inexpensive

4. The lake is called Talaga Warna because ...

- a. of the necklace that lies at the bottom.
- b. of the colors reflected in the water.
- c. that was the name of the princess.
- d. It is located in Puncak.
- e. they had dreamt of a child for a very long time.

**The following questions numbered 5 to 8 are related to the text below.**

It was the rainy season in Banten. The villagers who were farmers were happy as the rain would water their rice fields and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what he would buy for himself, his wife, and his beautiful, beloved daughter, Nyi Banjarsari.

One night, Pak Bong had a terrible dream. An old man came to him and said the rain would never stop. There would be a great flood. Pak Bong had the same dream in the following nights. He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village.

Everybody laughed at Pak Bong. "You are joking, Pak Bong. How can we leave our rice fields? We are going to have a great harvest, remember?". Pak Bong did not give up. He kept on asking the villagers to evacuate to the hill. Finally, some villagers believed him. Together with his wife and his daughter Nyi Banjarsari, Pak Bong and his friends went to the hill. In the meantime, heavy rain fell day and night. It continued until water entered the houses.

Soon, the village was flooded! Pak Bong and his friends could not do anything. They were sad because their village was underwater. Then they prayed and asked how their village could be saved. The answer came in Pak Bong's dream. In his dream, the same old man told him how to save their village. "If you want the water to dry up, you have to sacrifice your daughter. She has to jump into the water!" said the old man. Pak Bong was very sad. He then told his family about his dream. "Father, if this is the only way to save our village, I will jump into the water," said Nyi Banjarsari. Her parents could not prevent their daughter from jumping into the water. After she had drowned, the water dried up. Pak Bong and his friends then returned to their village. Although the villagers had lost their harvest, they still had their lives and could rebuild their houses. To show their thankfulness and gratefulness to Nyi Banjarsari, the villagers named their village 'Banjarsari

source: [https://roboguru.ruangguru.com/forum/it-was-the-rainy-season-in-banten-the-villagers-whowere-farmers\\_FRM-ELSHX168](https://roboguru.ruangguru.com/forum/it-was-the-rainy-season-in-banten-the-villagers-whowere-farmers_FRM-ELSHX168)

5. What is the best title for the story?

- a. The climate in Banten
- b. How Banjarsari village got its name
- c. Pak Bong's dreams
- d. Pak Bong and his family
- e. The beautiful woman, Banjarsari

6. Which of the following is correct?

- a. There was no warning about the flood.
- b. Nobody listened to Pak Bong.
- c. Nyi Banjarsari died to save the village.
- d. The villagers were able to save their rice fields.
- e. The villagers were all with Pak Bong up the hill

7. 'After she had drowned, the water dried up. 'The underlined word means: a. died underwater

- b. fallen into the water
- c. jumped into the water
- d. sank underwater
- e. dived

8. "He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village." The underlined word refers to ...

- a. The villagers
- b. Pak Bong and his family
- c. Pak bong and the old man
- d. The villagers and Pak Bong
- e. The old man and Banjarsari

9. "It was the rainy season in Banten. The villagers who were farmers were happy as the rain would water their rice fields and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what he would buy for himself, his wife, and his beautiful, beloved daughter, Nyi Banjarsari."

The piece of the story above is part of.....

- a. Resolution
- b. Complication
- c. Orientation
- d. Resolution
- e. Conclusion

10. What is the main idea of paragraph 1?

- a. Villagers who work as farmers are happy because the rain will irrigate their rice fields and soon they will harvest rice.
- b. Pak Bong had the same dream the following night. He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village.
- c. Although the villagers had lost their harvest, they still had their lives and could rebuild their houses.
- d. The village was flooded! Pak Bong and his friends could not do anything. They were sad because their village was underwater.
- e. Pak Bong had a terrible dream, he kept on asking the villagers to evacuate to the hill. Finally, some villagers believed him.

### Key Answers

- 1. D
- 2. B
- 3. A
- 4. B 5. B
- 6. C
- 7. A
- 8. B

9. C

10. A

## SOAL PRE-TEST

### THE PROUD LION

One day, a rat walked past a lion sleeping in the deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw.

"What a tasty meal!" he said.

"Mr. Lion, King of the Forest," cried the rat, "please pity me. I'm too small to be a good meal for you. If you let me go, I'll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness."

The lion laughed, "How can you ever repay me?"

But since he was not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest. He ran to see what it was. It was the lion. He had fallen into a hole in the ground and was caught in a rope net.

The lion looked up and saw the rat. "Mr. Rat," he called out, "Mr. Rat, please jump down and help me."

The rat jumped down into the hole and started to bite through the net. The lion was soon able to climb out of the hole.

"Mr. Lion," said the rat, "yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you."

Source: <https://www.sawanonlinebookstore.com/the-proud-lion/>

#### Answer the question below!

1. What is the main idea of the text above?
2. What did the lion say when he caught the rat?
3. Did the lion let the rat go because he took pity on him or simply because he wasn't hungry?
4. Did the rat keep his promise to the lion?
5. What was the lion caught in?
6. What would the lion do to the rat if the lion wasn't hungry?
7. Why did the lion catch the rat?
8. What did the rat say to the lion to convince him to let him go?
9. How did the rat help the lion?
10. What is the moral lesson of the story?



## Soal Post-Test

### THE OLD MAN AND HIS SONS

Once there lived an old man who had many sons, they were always quarreling with one another and this made him very sad. He longed to see them live peacefully so he thought up a clever plan to show them their folly.

He brought home a small bundle of sticks and sent for his sons. He asked his sons. He asked his youngest son to try and break the bundle, but he could not. Then he asked the rest to try. One by one, each of them tried but failed.

Then the old man untied the bundle and asked his sons to try again. They broke the sticks at once. Now came the time to teach them their lesson. "My sons," he said, "learn a lesson from these sticks. You could not break them as long as they were bound together, but the moment they were separated from one another, they were broken into pieces. In the same way, you will come to no harm as long as you remain united. But, you will all perish if you are divided."

Source: <https://www.bedtimeshortstories.com/old-man-sons-aesops-fables>

#### I. Answer the question below!

1. What are the main ideas from the text above?
2. Why was the old man very sad?
3. What the old man made his sons see their folly?
4. What does "he" refer to in the second paragraph and "they" refer to in the last paragraph?
5. What did the old man teach his sons using the bundle of sticks?
6. What was the old man's plan to show his sons their folly?
7. What did the old man ask his youngest son to do with the bundle of sticks?
8. Why did the old man ask his sons to try and break the bundle of sticks?
9. How did the old man's plan help his sons understand the importance of unity?
10. Write down in your own words the messages of this story.

## Key Answers of pre-test and post-test Pre-Test

1. The main idea of the text is that even though the lion is the king of the forest and initially feels superior to the rat, the rat can save the lion's life by helping him escape from a rope net. This act of kindness and gratitude between the two characters highlights the importance of empathy and teamwork, regardless of size or strength.
2. When the lion caught the rat, he said, "What a tasty meal!."
3. Based on the provided text, the lion let the rat go not because he took pity on him, but because he wasn't feeling very hungry.
4. Yes, It did. the rat kept his promise to the lion. After the lion let the rat go, the rat later saved the lion's life when he was caught in a rope net, demonstrating that even someone as small as the rat could help the lion, as the rat had promised.
5. The lion had fallen into a hole in the ground and was entangled in a rope net.
6. The lion let the rat go because he wasn't feeling very hungry 7. The lion caught the rat because he considered it a tasty meal.
8. The Rat expressed gratitude for the lion's kindness and mentioned the possibility of future repayment.
9. The rat helped the lion by jumping down into the hole and biting through the net, allowing the lion to climb out and freeing him from the trap.
10. The moral lesson of the story is that even the smallest and seemingly least capable individuals can make a significant difference and contribute to the well-being of others, regardless of size or strength.

## Post-Test

1. The old man's plan to teach his sons a lesson about the importance of staying united. He demonstrates that they could not break the bundle of sticks when they were together, but each one was easily broken when they were separated.
2. The old man was very sad because his sons were always quarreling with one another, and this made him feel very sad.
3. The old man made his sons see their folly by using a small bundle of sticks as a metaphor.
4. In the second paragraph, "he" refers to the old man. In the last paragraph, "they" refers to the sticks.
5. The old man used the bundle of sticks to teach his sons a lesson about the importance of unity.
6. The old man's plan to show his sons their folly involved bringing home a small bundle of sticks. He asked his sons, starting with the youngest, to try and break the bundle while it was tied together.
7. The old man asked his youngest son to try and break the bundle of sticks.
8. The old man asked his sons to try and break the bundle of sticks as part of a clever plan to teach them a lesson about unity.
9. The old man's plan helped his sons understand the importance of unity by using the bundle of sticks as a metaphor. When the sons attempted to break the bundle while it was tied together, they failed individually. However, when the old man untied the bundle and asked them to try again, they were able to break the individual sticks easily.
10. The story conveys several messages:

Unity is Strength: The bundle of sticks symbolizes the strength that comes from unity. The sons, when bound together, couldn't break the bundle, emphasizing that they were stronger as a collective.

Consequences of Disunity: The breaking of the individual sticks after untying the bundle illustrates the vulnerability that comes with division. The old man warns that if the sons are divided, they may face harm or even perish.

Importance of Peaceful Coexistence: The old man, saddened by his sons' constant quarreling, longs for them to live peacefully. The story suggests that harmony within the family is desirable for the well-being of its members.

Parental Wisdom: The old man, as a parental figure, uses a practical and visual demonstration to impart a valuable life lesson to his sons. This reflects the idea that parental guidance and wisdom can help shape the behavior and understanding of children.

Overall, the story teaches the timeless lesson that unity, peace, and cooperation within a family are essential for its strength and survival.

### Semi-Structured Interview

No	Original	Adapted
1	I often acquire valuable information through this approach.	This method provided me with useful information.
2	I can learn about the instructor's thoughts and experiences through this approach.	This method allowed me to learn about getting information from a reading.
3	I often engage in critical thinking (Evaluating ideas and opinions and solving problems through this approach.	Using this method, I can analyze and solve difficulties.
4	I get a chance to see how ideas can be applied to teaching/professional situations through this approach.	I was able to observe the procedures involved in analyzing a text using this method.
5	I can review information, check on my level of understanding, and get help if necessary through this approach.	By using this method, I can fact-check, assess my level of understanding, and analyze a passage.

## LEMBAR VALIDASI MODUL AJAR

Nama Validator : Dr. Dian Novita, M.Pd.

Tanggal Pengisian : 23 Desember 2023

**Mata Pelajaran** : Bahasa Inggris

**Subtopik** : Narrative Text

**Sekolah** : SMA Walisongo Gempol

**Semester** : Genap

### A. Petunjuk

1. Dimohon Bapak/ibu untuk memvalidasi Rencana Pelaksanaan Pembelajaran (RPP) pada kolom yang telah disediakan.
2. Keterangan skor penilaian: 1: tidak valid  
2: kurang valid  
3: valid  
4: sangat valid
3. Komentar dan saran perbaikan dapat ditulis di akhir lembar validasi pada kolom yang telah tersedia.

No	Aspek yang dinilai	Nilai yang diberikan			
		1	2	3	4
I	<b>Format RPP:</b> 1. Sesuai format Kurikulum 2013 2. Kesesuaian Penjabaran tujuan pembelajaran ke dalam langkah-langkah pembelajaran. 3. Kesesuaian urutan langkah-langkah pembelajaran terhadap tujuan pembelajaran. 4. Kejelasan rumusan langkah-langkah pembelajaran.				
II	<b>Isi RPP:</b> 1. Identitas mata pelajaran, meliputi: satuan pendidikan, kelas, mata pelajaran, jumlah pertemuan 2. Tujuan Pembelajaran 3. Materi ajar 4. Model pembelajaran yang digunakan 5. Kegiatan pembelajaran sesuai dengan model yang digunakan 6. Alokasi waktu 7. Sumber belajar 8. Penilaian				

<b>III</b>	<b>Bahasa dan Tulisan</b> 1. Menggunakan bahasa sesuai dengan kaidah bahasa Indonesia yang baku 2. Bahasa yang digunakan bersifat komunikatif 3. Bahasa mudah dipahami 4. Tulisan mengikuti aturan EYD				
<b>IV</b>	<b>Manfaat Lembar Modul Ajar:</b> 1. Dapat digunakan sebagai pedoman untuk pelaksanaan pembelajaran 2. Dapat digunakan untuk menilai keberhasilan proses pembelajaran				
<b>V.</b>	<b>Penilaian (Validasi) Umum</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
	Penilaian umum terhadap Modul Ajar				

Keterangan :

- A. Dapat digunakan tanpa revisi
- B. Dapat digunakan dengan revisi kecil
- C. Dapat digunakan dengan revisi besar
- D. Belum dapat digunakan

## VI. Saran dan

### Komentar Catatan :

Instrumen dapat digunakan dengan revisi sesuai dengan masukan yang telah diberikan.

Sidoarjo, 23 Desember 2023

Validator



(Dr.Dian Novita, M.Pd.)

### LEMBAR VALIDASI PRE-TES DAN POS-TEST A. Petunjuk

1. Dimohon Bapak/Ibu dapat memberikan penilaian beberapa aspek yang terdapat dalam soal
2. Penilaian dilakukan dengan memberikan tanda checklist (V) pada kolom yang disediakan apabila soal sesuai dengan aspek yang dinilai dan tanda (X) apabila soal tidak sesuai dengan aspek yang dinilai 1 = Sangat Kurang Baik 2 = Kurang Baik 3 = Cukup Baik 4 = Baik 5 = Sangat Baik
3. Dimohon Bapak/Ibu mengisi kolom komentar dan saran mengenai keseluruhan soal

No.Solal	Aspek yang diamati	Nilai Pengamatan					Catatan
		1	2	3	4	5	
1-5	1. Soal sesuai dengan silabus (SK/KD/Indikator)						
	2. Soal dirumuskan singkat dan jelas						
	3. Batasan pertanyaan dan jawaban yang diharapkan jelas						
	4. Soal yang diberikan dapat melatih siswa dalam berpikir kritis						
	5. Apakah petunjuk pengerjaan soal dituliskan secara jelas.						
	6. Soal menggunakan Bahasa yang komunikatif, mudah dipahami dan tidak menimbulkan penafsiran ganda						

Apakah media ini bermanfaat dan mudah dipahami?

- a. Ya
- b. Tidak

\*) Lingkari salah satu Catatan

dan saran:

Instrumen dapat digunakan dengan revisi sesuai dengan masukan yang telah diberikan.

**Sidoarjo, 27 Desember 2023**

**Validator**

A handwritten signature in black ink, appearing to read 'Dian Novita' with a stylized flourish at the end.

**(Dr. Dian Novita, M.Pd)**



## Instrumen Penelitian

## MODUL AJAR BAHASA INGGRIS KELAS CONTROL

Nama penyusun	Firda Wulan Sudarsono
Institusi	SMA Walisongo Gempol
Tahun pembuatan	2023
Mapel	Bahasa Inggris
Jenjang	SMA
Kelas	X (Sepuluh) Mipa 2
Alokasi Waktu	2 X 45 menit
Kode	ING.E.FIR.10.B.1
Tahapan	Fase E
Domain Konten	Narrative Text
Pertanyaan Inti	<ol style="list-style-type: none"> <li>1. What is the main idea from the text?</li> <li>2. What is the Narrative text?</li> </ol>
Konten utama	Narrative Text
Tujuan pembelajaran	<ol style="list-style-type: none"> <li>1. Setelah menyaksikan (C1) power point yang telah dipaparkan oleh guru tentang "Narrative", siswa dapat menemukan informasi pada power point tersebut.</li> <li>2. Setelah diberikan Teks Narrative, siswa dapat mendiskusikan (C2) jenis-jenis struktur teks dari teks narrative.</li> <li>3. Setelah mendiskusikan, siswa dapat menjawab soal yang telah diberikan oleh guru..</li> </ol>
Elemen	Membaca, menulis, Menjawab Pertanyaan

Prasyarat pengetahuan/keterampilan	<ul style="list-style-type: none"> <li>Siswa mampu membaca dan merespon berbagai macam teks secara mandiri.</li> <li>Siswa mampu menunjukkan keterampilan merespon teks yang makin kompleks.</li> <li>Siswa mampu menulis melalui aktivitas yang dipandu dan menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan kata kerja dalam tulisannya.</li> </ul>
Target profil pelajar Pancasila	Siswa yang beriman, bertakwa YME, Berbinneka Global, mandiri, bernalar kritis dan kreatif
Target siswa	Siswa Reguler/tipikal
Jumlah siswa	27 siswa
Keseterdiaan materi	Pengayaan lebih lanjut : YA Alternatif penjelasan tambahan : YA
Model pembelajaran	Tatap Muka (student Centered Learning)
Metode Pembelajaran	Diskusi, Menerangkan, menjawab soal.
Assessment	Individu Jenis assessment : tertulis
Materi ajar, alat dan bahan	<p>A. Materi :</p> <p>Narrative Text</p> <p>□ Narrative <i>text</i> adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung. Narrative text umumnya bersifat imajinatif, alias tidak nyata.</p>

- *Fungsi sosial* : untuk menghibur audiens atau pembaca.
- *Struktur text* (informasi rinci dan informasi tertentu): orientasi (orientation), komplikasi (complication), resolusi (resolution), dan re-orientation (reorientasi)
- *Unsur kebahasaan*: Menggunakan simple past tense (keterangan waktu lampau) Ditandai dengan penggunaan to be: was/were, dan penggunaan kata kerja ke dua (verb 2) Menggunakan adverb of Time (keterangan waktu) Bentuk keterangan waktu yang digunakan seperti once upon a time, one day, one sunny afternoon, dan lain-lain. Menggunakan direct speech (ungkapan langsung) Ungkapan langsung biasanya ditandai dengan tanda kutip. Kalimat dalam tanda kutip digunakan untuk mempertegas alur cerita agar terlihat lebih nyata. Menggunakan specific character (tokoh khusus) Setiap narrative text memiliki karakter atau tokoh yang membangun cerita.

*Topik*: fable, folklore, myth, etc. B.

Media :

Laptop, Computer, LCD, gambar, PowerPoint Presentation C.

Metode :

Menyimak, diskusi kelompok, penugasan individu D.

Sumber :

- Youtube
- Suara guru
- [www. dailyenglish.com](http://www.dailyenglish.com)
- [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files)

<http://learnenglish.britishcouncil.org/en>

<p><b>Kegiatan Awal (10 Menit)</b></p>	<p><b><u>Langkah pembelajaran</u></b></p> <p>Kegiatan Awal:</p> <ol style="list-style-type: none"> <li>1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;</li> <li>2. Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks khusus berbentuk <i><b>Teks Narrative</b></i> dengan menggunakan metode skimming dan scanning.</li> <li>3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan.</li> <li>4. Mengkondisikan siswa untuk siap mengikuti pelajaran dengan menjelaskan tentang teks narrative pada siswa.</li> <li>5. Memberikan sejumlah pertanyaan contoh-contoh teks narrative yang mereka ketahui.</li> </ol>
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**Kegiatan Inti  
(65 Menit)**

1. Siswa diberikan salah satu teks Narrative serta akan diajar menggunakan teknik skimming dan scanning Langkah- langkahnya yaitu:
  - Pertimbangkan apa yang akan kita cari dalam sebuah buku.
  - Periksa daftar isi atau kata pengantar untuk menentukan apakah informasi yang Anda inginkan ada di sana.
  - Bacalah dengan cermat buku tersebut, halaman demi halaman.
  - Periksa judul dan subjudulnya.
  - Baca teks yang ditemukan dengan cepat.
  - Berhentilah ketika Anda yakin telah menemukan apa yang Anda cari.
  - Baca dengan kecepatan normal dan pahami secara menyeluruh apa yang Anda cari.
2. Meminta siswa untuk menganalisa ide pokok, struktur teks dan unsur kebahasaannya
3. Memberikan kesempatan untuk siswa membaca dan berdiskusi tentang ide pokok, struktur teks dan unsur kebahasaannya pada teks narrative.
4. Memberikan kesempatan untuk siswa memberitahukan hasil diskusi yang dilakukan.

### Sangkuriang and Dayang Sumbi

Once upon a time, a happy family lived in a kingdom in Priangan Land. They were a father in the form of a dog, his name was Tumang, a mother who was called Dayang Sumbi, and a child who was called Sangkuriang. One day, Dayang Sumbi asked her son to hunt with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his dog. After that, he took the dog's liver and carried it home.

Soon, Dayang Sumbi discovered it was not Deer Liver but Tumang's dog. So, She was furious and hit Sangkuriang's head. In that incident, Sangkuriang got wounded, and a scar was cast away from their home.

Years passed, and Sangkuriang traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound on Sangkuriang's head. It matched her son's wound, who had left several years earlier. Soon she realized that she had fallen in love with her son.

She couldn't marry him, but how to say it? Then, she found the way. She needed a lake and a boat to celebrate their wedding day. Sangkuriang had to make them one night before sunrise. He built a lake. With dawn just a moment away, the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crow for a new day.

	<p>Sangkuriang failed to marry her. He was outraged and then kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.</p> <p>(This story source from <a href="https://www.studybahasainggris.com/contoh-narrative-textsangkuriang-dalam-bahasa-inggris/">https://www.studybahasainggris.com/contoh-narrative-textsangkuriang-dalam-bahasa-inggris/</a>)</p>
<b>Penutup (10 menit)</b>	<p>Memberi panduan kepada siswa dan menyimpulkan kegiatan yang dilaksanakan pada hari ini</p> <p>Siswa diperbolehkan menanyakan pertanyaan yang berkaitan dengan materi hari ini</p> <p>Ketua kelas memimpin kelas untuk doa penutup</p>
<b>Kegiatan Awal (Pertemuan kedua)</b>	<ul style="list-style-type: none"> <li>✚ Mengucapkan salam ketika masuk kelas.</li> <li>✚ Guru meminta peserta didik berdo'a bersama. ✚ Guru mengecek kehadiran peserta didik.</li> <li>✚ Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya yaitu tentang narrative text fiksi yang ada di Indonesia dan luar negeri.</li> <li>✚ Guru menyampaikan tujuan pembelajaran yang akan dicapai</li> </ul>
<b>Kegiatan Inti (60 Menit)</b>	<ul style="list-style-type: none"> <li>- Setelah mempelajari teks narrative yang telah dijelaskan oleh guru dan melihat penjelasan lainnya dari video, siswa akan diberikan soal kuis untuk mengetahui seberapa paham tentang materi kemarin.</li> <li>- Siswa diberikan waktu 45 menit untuk mengerjakan soal yang diberikam.</li> <li>- Setelah mengerjakan kuis. Siswa mengumpulkan hasil pekerjaannya di depan.</li> </ul>

<b>Kegiatan penutup</b>	<ul style="list-style-type: none"> <li>- Memberi panduan kepada siswa dan menyimpulkan kegiatan yang dilaksanakan pada hari ini</li> <li>- Siswa diperbolehkan menanyakan pertanyaan yang berkaitan dengan materi hari ini</li> <li>- Ketua kelas memimpin kelas untuk doa penutup</li> </ul>								
<b>Penilaian</b>	<p style="text-align: center;"><b>ASSESSMENT RUBRIC</b></p> <p>Name : .....</p> <p>Class/ Number : .....</p> <p>Skor Pretest</p> <p>Pilihan Ganda: jumlah soal 10 X 10 = 100</p> <p>Skor Post test</p> <p>Jumlah Soal 5 X 20= 100.</p> <p>Kode nilai / predikat :</p> <table border="1"> <tr> <td>75,01 – 100,00</td><td>= Sangat Baik (SB)</td></tr> <tr> <td>50,01 – 75,00</td><td>= Baik (B)</td></tr> <tr> <td>25,01 – 50,00</td><td>= Cukup (C)</td></tr> <tr> <td>00,00 – 25,00</td><td>= Kurang (K)</td></tr> </table>	75,01 – 100,00	= Sangat Baik (SB)	50,01 – 75,00	= Baik (B)	25,01 – 50,00	= Cukup (C)	00,00 – 25,00	= Kurang (K)
75,01 – 100,00	= Sangat Baik (SB)								
50,01 – 75,00	= Baik (B)								
25,01 – 50,00	= Cukup (C)								
00,00 – 25,00	= Kurang (K)								
<b>REFLECTION</b>	<p>Kegiatan refleksi ini bisa membantu siswa maupun guru untuk mengevaluasi pemahaman terhadap materi advertisement</p> <table border="1"> <tr> <td>Before I studied this chapter</td><td>I didn't understand about...</td></tr> <tr> <td>When I studied this chapter</td><td>I found some difficulties... And I overcome them by...</td></tr> </table>	Before I studied this chapter	I didn't understand about...	When I studied this chapter	I found some difficulties... And I overcome them by...				
Before I studied this chapter	I didn't understand about...								
When I studied this chapter	I found some difficulties... And I overcome them by...								



	<div>After I have studied this chapter</div> <div>I think...</div>
<b>Daftar Pustaka</b>	<ol style="list-style-type: none"> <li>1. <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>2. <a href="http://learnenglish.britishcouncil.org/en">http://learnenglish.britishcouncil.org/en</a></li> </ol>

## Lembar Kerja Peserta Didik

Satuan Pendidikan	: SMA Walisongo Gempol
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / 1
Materi Pokok	: Narrative Text.
Elemen	: Membaca, menulis, Menjawab Soal.

**Read the text below and answer the questions number 1 to 4.**

### **Talaga Warna**

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became furious. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared.

Prabhu took the necklace. "My beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much." the princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into

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pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing. In their silence, people heard the queen crying. Everyone was sad and began crying, too—a pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom.

Today, people call the Lake Telaga Warna. It means ‘Lake of Colors’. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colors, from the reflection of the trees and flowers around it. But some people believe that the colors are from the princess’s necklace, which still lies in pieces at the bottom of the lake.

(source:[https://roboguru.ruangguru.com/forum/telaga-warna-the-king-of-a-famous-kingdom-incipanas-west-java\\_FRM-YI62MUYQ](https://roboguru.ruangguru.com/forum/telaga-warna-the-king-of-a-famous-kingdom-incipanas-west-java_FRM-YI62MUYQ))

1. Which of the following statements is correct?

- a. King Prabu and his queen had lots of children.
- b. The little princess was a very good child.
- c. Prabu gave his wife a necklace for her birthday.
- d. The people in Prabu’s kingdom loved their royal family.
- e. The            people envied seeing the            king’s happiness            to            having a  
                         beautiful            princess

2. The people were shocked

- a. by Prabu’s words to his daughter.
- b. by the princess’s bad behavior.
- c. when the royal family appeared.
- d. when the queen began to cry.

e. because of her kindness

3. "I don't want it! It's ugly!" The underlined word means: a. hideous

b. cheap

c. attractive

d. not modern

e. inexpensive

4. The lake is called Talaga Warna because ...

a. of the necklace that lies at the bottom.

b. of the colors reflected in the water.

c. that was the name of the princess.

d. It is located in Puncak.

e. they had dreamt of a child for a very long time.

**The following questions numbered 5 to 8 are related to the text below.**

It was the rainy season in Banten. The villagers who were farmers were happy as the rain would water their rice fields and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what he would buy for himself, his wife, and his beautiful, beloved daughter, Nyi Banjarsari.

One night, Pak Bong had a terrible dream. An old man came to him and said the rain would never stop. There would be a great flood. Pak Bong had the same dream in the following nights. He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village.

Everybody laughed at Pak Bong. "You are joking, Pak Bong. How can we leave our rice fields? We are going to have a great harvest, remember?" Pak Bong did not give up. He kept on asking the villagers to evacuate to the hill. Finally, some villagers believed him. Together with his wife and his daughter Nyi

Banjarsari, Pak Bong and his friends went to the hill. In the meantime, heavy rain fell day and night. It continued until water entered the houses.

Soon, the village was flooded! Pak Bong and his friends could not do anything. They were sad because their village was underwater. Then they prayed and asked how their village could be saved. The answer came in Pak Bong's dream. In his dream, the same old man told him how to save their village. "If you want the water to dry up, you have to sacrifice your daughter. She has to jump into the water!" said the old man. Pak Bong was very sad. He then told his family about his dream. "Father, if this is the only way to save our village, I will jump into the water," said Nyi Banjarsari. Her parents could not prevent their daughter from jumping into the water. After she had drowned, the water dried up. Pak Bong and his friends then returned to their village. Although the villagers had lost their harvest, they still had their lives and could rebuild their houses. To show their thankfulness and gratefulness to Nyi Banjarsari, the villagers named their village 'Banjarsari

Source: [https://roboguru.ruangguru.com/forum/it-was-the-rainy-season-in-banten-the-villagers-whowere-farmers\\_FRM-ELSHX168](https://roboguru.ruangguru.com/forum/it-was-the-rainy-season-in-banten-the-villagers-whowere-farmers_FRM-ELSHX168)

5. What is the best title for the story?

- a. The climate in Banten
- b. How Banjarsari village got its name
- c. Pak Bong's dreams
- d. Pak Bong and his family
- e. The beautiful woman, Banjarsari

6. Which of the following is correct?

- a. There was no warning about the flood.
- b. Nobody listened to Pak Bong.
- c. Nyi Banjarsari died to save the village.
- d. The villagers were able to save their rice fields.
- e. The villagers were all with Pak Bong up the hill

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7. 'After she had drowned, the water dried up.' The underlined word means: a. died underwater

- b. fallen into the water
- c. jumped into the water
- d. sank underwater
- e. dived

8. "He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village." The underlined word refers to ... a. The villagers

- b. Pak Bong and his family
- c. Pak bong and the old man
- d. The villagers and Pak Bong
- e. The old man and Banjarsari

9. "It was the rainy season in Banten. The villagers who were farmers were happy as the rain would water their rice fields and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what he would buy for himself, his wife, and his beautiful, beloved daughter, Nyi Banjarsari."

The piece of the story above is part of.....

- a. Resolution
- b. Complication
- c. Orientation
- d. Resolution
- e. Conclusion

10. What is the main idea of paragraph 1?

- a. Villagers who work as farmers are happy because the rain will irrigate their rice fields and soon they will harvest rice.
- b. Pak Bong had the same dream the following night. He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village.
- c. Although the villagers had lost their harvest, they still had their lives and could rebuild their houses.
- d. The village was flooded! Pak Bong and his friends could not do anything. They were sad because their village was underwater.
- e. Pak Bong had a terrible dream, he kept on asking the villagers to evacuate to the hill. Finally, some villagers believed him.

### Key Answers

- 1. D
- 2. B
- 3. A
- 4. B 5. B
- 6. C
- 7. A
- 8. B
- 9. C
- 10. A

## MODUL AJAR BAHASA INGGRIS KELAS EKSPERIMEN

Nama penyusun	Firda Wulan Sudarsono
Institusi	SMA Walisongo Gempol
Tahun pembuatan	2023
Mapel	Bahasa Inggris
Jenjang	SMA
Kelas	X (Sepuluh) Mipa 3
Alokasi Waktu	2 X 45 menit
Kode	ING.E.FIR.10.B.1
Tahapan	Fase E
Domain Konten	Narrative Text
Pertanyaan Inti	3. What is the main idea from the text? 4. What is the Narrative text?
Konten utama	Narrative Text
Tujuan pembelajaran	4. Setelah menyaksikan (C1) power point yang telah dipaparkan oleh guru tentang “Narrative”, siswa dapat menemukan informasi pada power point tersebut. 5. Setelah diberikan Teks Narrative, siswa dapat mendiskusikan (C2) jenis-jenis struktur teks dari teks narrative. 6. Setelah mendiskusikan, siswa dapat menjawab soal yang telah diberikan oleh guru.
Elemen	Membaca, menulis, Menjawab Pertanyaan
Prasyarat pengetahuan/keterampilan	<ul style="list-style-type: none"> <li>Siswa mampu membaca dan merespon berbagai macam teks secara mandiri.</li> <li>Siswa mampu menunjukkan keterampilan merespon teks yang makin kompleks.</li> <li>Siswa mampu menulis melalui aktivitas yang dipandu dan menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan kata kerja dalam tulisannya.</li> </ul>
Target profil pelajar Pancasila	Siswa yang beriman, bertakwa YME, Berbinneka Global, mandiri, bernalar kritis dan kreatif
Target siswa	Siswa Reguler/tipikal
Jumlah siswa	27 siswa
Keseterdiaan materi	Pengayaan lebih lanjut : YA Alternatif penjelasan tambahan : YA
Model pembelajaran	Tatap Muka (student Centered Learning)
Metode Pembelajaran	Diskusi, Menerangkan, menjawab soal.
Assessment	Individu Jenis assessment : tertulis



Materi ajar, alat dan bahan	<p>A. Materi :</p> <p>Narrative Text</p> <ul style="list-style-type: none"> <li>□ Narrative <i>text</i> adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung. Narrative text umumnya bersifat imajinatif, alias tidak nyata.</li> <li>□ <i>Fungsi sosial</i> : untuk menghibur audiens atau pembaca.</li> <li>□ <i>Struktur text</i> (informasi rinci dan informasi</li> </ul>
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	<p>tertentu): orientasi (orientation), komplikasi (complication), resolusi (resolution), dan re-orientation (reorientasi)</p> <p>□ <i>Unsur kebahasaan</i>: Menggunakan simple past tense (keterangan waktu lampau) Ditandai dengan penggunaan to be: was/were, dan penggunaan kata kerja ke dua (verb 2) Menggunakan adverb of Time (keterangan waktu) Bentuk keterangan waktu yang digunakan seperti once upon a time, one day, one sunny afternoon, dan lain-lain. Menggunakan direct speech (ungkapan langsung) Ungkapan langsung biasanya ditandai dengan tanda kutip. Kalimat dalam tanda kutip digunakan untuk mempertegas alur cerita agar terlihat lebih nyata. Menggunakan specific character (tokoh khusus) Setiap narrative text memiliki karakter atau tokoh yang membangun cerita.</p> <p><i>Topik</i>: fable, folklore, myth, etc. B.</p> <p>Media : Laptop, Computer, LCD, gambar, PowerPoint Presentation C.</p> <p>Metode : Menyimak, diskusi kelompok, penugasan individu D.</p> <p>Sumber :</p> <ul style="list-style-type: none"> <li>• Youtube</li> <li>• Suara guru</li> <li>• <a href="http://www.dailyenglish.com">www. dailyenglish.com</a></li> <li>• <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> </ul> <p><a href="http://learnenglish.britishcouncil.org/en">http://learnenglish.britishcouncil.org/en</a></p>
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<p><b>Kegiatan Awal (10 Menit)</b></p>	<p><u><b>Langkah pembelajaran</b></u></p> <p>Kegiatan Awal:</p> <p>Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks khusus berbentuk <i><b>Teks Narrative</b></i> dalam kehidupan sehari-hari. Mengenalkan metode SQ3R sebagai variasi dalam pembelajaran Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan. Mengkondisikan siswa untuk siap mengikuti pelajaran dengan menjelaskan tentang teks narrative pada siswa. Memberikan sejumlah pertanyaan contoh-contoh teks narrative yang mereka ketahui.</p>
	<p>- Guru akan menjelaskan tentang metode SQ3R dari PPT disertai dari beberapa sumber lainnya. Langkah-langkahnya: □ Pertama, peneliti memberikan teks bacaan. Kemudian peneliti</p>

<p><b>Kegiatan Inti (65 Menit)</b></p>	<p>memandu mereka untuk menerapkan strategi SQ3R. Pertama, siswa diminta untuk membaca sekilas teks bacaan tersebut selama kurang lebih lima menit (Survey). Hal ini bertujuan agar siswa dapat menemukan beberapa poin dari teks bacaan seperti judul, karakter, tempat, dan ide utama.</p> <p>□ Kedua, siswa membuat beberapa pertanyaan yang berhubungan dengan teks berdasarkan kata kunci yang diberikan (Questions) misalnya; "Mengapa penulis ingin melarang ponsel?". Hal ini berguna bagi siswa untuk membuat mereka penasaran tentang apa yang dipikirkan penulis tentang masalah tersebut.</p> <p>□ Setelah itu siswa membaca keseluruhan teks dengan seksama (Read). Pada langkah ini, peneliti membimbing mereka untuk mendapatkan informasi rinci dari teks dan mengingatkan mereka untuk mendapatkan jawaban dari pertanyaan-pertanyaan mereka.</p> <p>□ Setelah menemukan jawaban dari teks, siswa menulis jawaban dari pertanyaan mereka sendiri tanpa membaca teks lagi (Recite). pertanyaan tanpa membaca teks lagi (Recite).</p> <p>□ Terakhir, siswa bekerja secara berpasangan dan mereka meninjau kembali isi teks bersama-sama (Review).</p> <p>- Setelah dijelaskan metode tersebut, siswa diberikan sebuah teks narrative untuk menerapkan langkah-langkah dari metode SQ3R yang telah dijelaskan.</p> <p>- Setelah itu, siswa diberi latihan soal untuk mengasah kemampuannya.</p>
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- Lalu, tugasnya dikumpulkan.

### **Sangkuriang and Dayang Sumbi**

Once upon a time, a happy family lived in a kingdom in Priangan Land. They were a father in the form of a dog, his name was Tumang, a mother who was called Dayang Sumbi, and a child who was called Sangkuriang. One day, Dayang Sumbi asked her son to hunt with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his dog. After that, he took the dog's liver and carried it home.

Soon, Dayang Sumbi discovered it was not Deer Liver but Tumang's dog. So, She was furious and hit Sangkuriang's head. In that incident, Sangkuriang got wounded, and a scar was cast away from their home.

Years passed, and Sangkuriang traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound on Sangkuriang's head. It matched her son's wound, who had left several years earlier. Soon she realized that she had fallen in love with her son.

She couldn't marry him, but how to say it? Then, she found the way. She needed a lake and a boat to celebrate their wedding day. Sangkuriang had to make them one night before sunrise. He built a lake. With dawn just a moment away, the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowded for a new day.

Sangkuriang failed to marry her. He was outraged and then kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

(This story source from  
<https://www.studybahasainggris.com/contohnarrative-text-sangkuriang-dalam-bahasa-inggris/>)

### **Penutup (10 menit)**

Memberi panduan kepada siswa dan menyimpulkan kegiatan yang dilaksanakan pada hari ini  
Siswa diperbolehkan menanyakan pertanyaan yang berkaitan dengan materi hari ini  
Ketua kelas memimpin kelas untuk doa penutup

Kegiatan Awal (Pertemuan kedua)	<div>✚ Mengucapkan salam ketika masuk kelas.</div> <div>✚ Guru meminta peserta didik berdo'a bersama. ✚ Guru mengecek kehadiran peserta didik.</div> <div>✚ Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya yaitu tentang narrative text fiksi yang ada di Indonesia dan luar negeri.</div> <div>✚ Guru menyampaikan tujuan pembelajaran yang akan dicapai</div>									
Kegiatan Inti (60 Menit)	<div>- Siswa dijelaskan tentang teks Narrative yang ada di PPT</div>									
	<div>- Meminta siswa untuk menganalisa ide pokok, struktur teks dan unsur kebahasaannya</div> <div>- Memberikan kesempatan untuk siswa membaca dan berdiskusi tentang ide pokok, struktur teks dan unsur kebahasaannya pada teks narrative.</div> <div>- Memberikan kesempatan untuk siswa memberitahukan hasil diskusi yang dilakukan.</div> <div>-</div>									
Kegiatan penutup	<div>- Memberi panduan kepada siswa dan menyimpulkan kegiatan yang dilaksanakan pada hari ini</div> <div>- Siswa diperbolehkan menanyakan pertanyaan yang berkaitan dengan materi hari ini</div> <div>- Ketua kelas memimpin kelas untuk doa penutup</div>									
Penilaian	<div>ASSESSMENT RUBRIC</div> <div>Name : .....</div> <div>Class/ Number : .....</div> <div>Skor Pretest</div> <div>Pilihan Ganda: jumlah soal 10 X 10 = 100</div> <div>Skor Post test</div> <div>Jumlah Soal 5 X 20 = 100. Kode</div> <div>nilai / predikat :</div> <table><tr><td>75,01 – 100,00</td><td>= Sangat Baik (SB)</td></tr><tr><td>50,01 – 75,00</td><td>= Baik (B)</td></tr><tr><td>25,01 – 50,00</td><td>= Cukup (C)</td></tr><tr><td>00,00 – 25,00</td><td>= Kurang (K)</td></tr></table>		75,01 – 100,00	= Sangat Baik (SB)	50,01 – 75,00	= Baik (B)	25,01 – 50,00	= Cukup (C)	00,00 – 25,00	= Kurang (K)
75,01 – 100,00	= Sangat Baik (SB)									
50,01 – 75,00	= Baik (B)									
25,01 – 50,00	= Cukup (C)									
00,00 – 25,00	= Kurang (K)									
REFLECTION	<div>Kegiatan refleksi ini bisa membantu siswa maupun guru untuk mengevaluasi pemahaman terhadap materi advertisement</div> <table><tr><td>Before I studied this chapter</td><td>I didn't understand about...</td></tr><tr><td>When I studied this chapter</td><td>I found some difficulties... And I overcome them by...</td></tr></table>		Before I studied this chapter	I didn't understand about...	When I studied this chapter	I found some difficulties... And I overcome them by...				
Before I studied this chapter	I didn't understand about...									
When I studied this chapter	I found some difficulties... And I overcome them by...									

	After I have studied this chapter	I think...
<b>Daftar Pustaka</b>	3. <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a> 4. <a href="http://learnenglish.britishcouncil.org/en">http://learnenglish.britishcouncil.org/en</a>	

## Lembar Kerja Peserta Didik

Satuan Pendidikan : SMA Walisongo Gempol  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI / 1  
Materi Pokok : Narrative Text.  
Elemen : Membaca, menulis, Menjawab Soal.

**Read the text below and answer the questions number 1 to 4.**

### Talaga Warna

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became furious. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared.

Prabhu took the necklace. "My beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much." the princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing. In their silence, people heard the queen crying. Everyone was sad and began crying, too—a pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom.

Today, people call the Lake Telaga Warna. It means 'Lake of Colors'. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colors, from the reflection of the trees and flowers around it. But some people believe that the colors are from the princess's necklace, which still lies in pieces at the bottom of the lake.

source:[https://roboguru.ruangguru.com/forum/telaga-warna-the-king-of-a-famous-kingdom-incipanas-west-java\\_FRM-YI62MUYQ](https://roboguru.ruangguru.com/forum/telaga-warna-the-king-of-a-famous-kingdom-incipanas-west-java_FRM-YI62MUYQ)

1. Which of the following statements is correct?

- a. King Prabu and his queen had lots of children.
- b. The little princess was a very good child.
- c. Prabu gave his wife a necklace for her birthday.
- d. The people in Prabu's kingdom loved their royal family.
- e. The people envied seeing the king's happiness to having a beautiful princess

2. The people were shocked

- a. by Prabu's words to his daughter.
- b. by the princess's bad behavior.
- c. when the royal family appeared.
- d. when the queen began to cry.
- e. because of her kindness

3. "I don't want it! It's ugly!" The underlined word means: a. hideous

- b. cheap
- c. attractive
- d. not modern
- e. inexpensive

4. The lake is called Talaga Warna because ...

- a. of the necklace that lies at the bottom.
- b. of the colors reflected in the water.
- c. that was the name of the princess.
- d. It is located in Puncak.
- e. they had dreamt of a child for a very long time.

**The following questions numbered 5 to 8 are related to the text below.**

It was the rainy season in Banten. The villagers who were farmers were happy as the rain would water their rice fields and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what he would buy for himself, his wife, and his beautiful, beloved daughter, Nyi Banjarsari.

One night, Pak Bong had a terrible dream. An old man came to him and said the rain would never stop. There would be a great flood. Pak Bong had the same dream in the following nights. He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village.

Everybody laughed at Pak Bong. "You are joking, Pak Bong. How can we leave our rice fields? We are going to have a great harvest, remember?". Pak Bong did not give up. He kept on asking the villagers to evacuate to the hill. Finally, some villagers believed him. Together with his wife and his daughter Nyi Banjarsari, Pak Bong and his friends went to the hill. In the meantime, heavy rain fell day and night. It continued until water entered the houses.

Soon, the village was flooded! Pak Bong and his friends could not do anything. They were sad because their village was underwater. Then they prayed and asked how their village could be saved. The answer came in Pak Bong's dream. In his dream, the same old man told him how to save their village. "If you want the water to dry up, you have to sacrifice your daughter. She has to jump into the water!" said the old man. Pak Bong was very sad. He then told his family about his dream. "Father, if this is the only way to save our village, I will jump into the water," said Nyi Banjarsari. Her parents could not prevent their daughter from jumping into the water. After she had drowned, the water dried up. Pak Bong and his friends then returned to their village. Although the villagers had lost their harvest, they still had their lives and could rebuild their houses. To show their thankfulness and gratefulness to Nyi Banjarsari, the villagers named their village 'Banjarsari

source: [https://roboguru.ruangguru.com/forum/it-was-the-rainy-season-in-banten-the-villagers-whowere-farmers\\_FRM-ELSHX168](https://roboguru.ruangguru.com/forum/it-was-the-rainy-season-in-banten-the-villagers-whowere-farmers_FRM-ELSHX168)

5. What is the best title for the story?

- a. The climate in Banten
- b. How Banjarsari village got its name
- c. Pak Bong's dreams
- d. Pak Bong and his family
- e. The beautiful woman, Banjarsari

6. Which of the following is correct?

- a. There was no warning about the flood.
- b. Nobody listened to Pak Bong.
- c. Nyi Banjarsari died to save the village.
- d. The villagers were able to save their rice fields.
- e. The villagers were all with Pak Bong up the hill

7. 'After she had drowned, the water dried up.' The underlined word means: a. died underwater

- b. fallen into the water
- c. jumped into the water
- d. sank underwater
- e. dived

8. "He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village." The underlined word refers to ...

- a. The villagers
- b. Pak Bong and his family
- c. Pak bong and the old man
- d. The villagers and Pak Bong
- e. The old man and Banjarsari

9. "It was the rainy season in Banten. The villagers who were farmers were happy as the rain would water their rice fields and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what he would buy for himself, his wife, and his beautiful, beloved daughter, Nyi Banjarsari."

The piece of the story above is part of.....

- a. Resolution
- b. Complication
- c. Orientation
- d. Resolution
- e. Conclusion

10. What is the main idea of paragraph 1?

- a. Villagers who work as farmers are happy because the rain will irrigate their rice fields and soon they will harvest rice.
- b. Pak Bong had the same dream the following night. He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village.
- c. Although the villagers had lost their harvest, they still had their lives and could rebuild their houses.
- d. The village was flooded! Pak Bong and his friends could not do anything. They were sad because their village was underwater.
- e. Pak Bong had a terrible dream, he kept on asking the villagers to evacuate to the hill. Finally, some villagers believed him.

### Key Answers

- 1. D
- 2. B
- 3. A
- 4. B 5. B
- 6. C
- 7. A
- 8. B
- 9. C



## SOAL PRE-TEST

### THE PROUD LION

One day, a rat walked past a lion sleeping in the deep forest. just then, the lion woke up and saw the rat. He caught it with his paw.

“What a tasty meal!” he said.

“Mr. Lion, King of the Forest,” cried the rat, “please pity me. I’m too small to good meal for you. If you let me go, I’ll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness.”

The lion laughed, “How can you ever repay me?”

But since he was not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest. He ran to see what it was. It was the lion. He had fallen into a hole in the ground and was caught in a rope net.

The lion looked up and saw the rat. “Mr. Rat,” he called out, “Mr. Rat, please jump down and help me.”

The rat jumped down into the hole and started to bite through the net. The lion was soon able to climb out of the hole.

“Mr. Lion,” said the rat, “yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you.”

Source: <https://www.sawanonlinebookstore.com/the-proud-lion/>

#### Answer the question below!

1. What is the main idea of the text above?
2. What did the lion say when he caught the rat?
3. Did the lion let the rat go because he took pity on him or simply because he wasn’t hungry?
4. Did the rat keep his promise to the lion?
5. What was the lion caught in?
6. What would the lion do to the rat if the lion wasn't hungry?
7. Why did the lion catch the rat?
8. What did the rat say to the lion to convince him to let him go?
9. How did the rat help the lion?
10. What is the moral lesson of the story?

### Soal Post-Test

## THE OLD MAN AND HIS SONS

Once there lived an old man who had many sons, they were always quarreling with one another and this made him very sad. He longed to see them live peacefully so he thought up a clever plan to show them their folly.

He brought home a small bundle of sticks and sent for his sons. He asked his sons. He asked his youngest son to try and break the bundle, but he could not. Then he asked the rest to try. One by one, each of them tried but failed.

Then the old man untied the bundle and asked his sons to try again. They broke the sticks at once. Now came the time to teach them their lesson. "My sons," he said, "learn a lesson from these sticks. You could not break them as long as they were bound together, but the moment they were separated from one another, they were broken into pieces. In the same way, you will come to no harm as long as you remain united. But, you will all perish if you are divided."

Source: <https://www.bedtimeshortstories.com/old-man-sons-aesops-fables>

### I. Answer the question below!

1. What are the main ideas from the text above?
2. Why was the old man very sad?
3. What the old man made his sons see their folly?
4. What does "he" refer to in the second paragraph and "they" refer to in the last paragraph?
5. What did the old man teach his sons using the bundle of sticks?
6. What was the old man's plan to show his sons their folly?
7. What did the old man ask his youngest son to do with the bundle of sticks?
8. Why did the old man ask his sons to try and break the bundle of sticks?
9. How did the old man's plan help his sons understand the importance of unity?
10. Write down in your own words the messages of this story.

### **Key Answers of pre-test and post-test Pre-Test**

1. The main idea of the text is that even though the lion is the king of the forest and initially feels superior to the rat, the rat can save the lion's life by helping him escape from a rope net. This act of kindness and gratitude between the two characters highlights the importance of empathy and teamwork, regardless of size or strength.
2. When the lion caught the rat, he said, "What a tasty meal!."
3. Based on the provided text, the lion let the rat go not because he took pity on him, but because he wasn't feeling very hungry.
4. Yes, It did. the rat kept his promise to the lion. After the lion let the rat go, the rat later saved the lion's life when he was caught in a rope net, demonstrating that even someone as small as the rat could help the lion, as the rat had promised.
5. The lion had fallen into a hole in the ground and was entangled in a rope net.
6. The lion let the rat go because he wasn't feeling very hungry 7. The lion caught the rat because he considered it a tasty meal.
8. The Rat expressed gratitude for the lion's kindness and mentioned the possibility of future repayment.
9. The rat helped the lion by jumping down into the hole and biting through the net, allowing the lion to climb out and freeing him from the trap.
10. The moral lesson of the story is that even the smallest and seemingly least capable individuals can make a significant difference and contribute to the well-being of others, regardless of size or strength.

### **Post-Test**

1. The old man's plan to teach his sons a lesson about the importance of staying united. He demonstrates that they could not break the bundle of sticks when they were together, but each one was easily broken when they were separated.
2. The old man was very sad because his sons were always quarreling with one another, and this made him feel very sad.
3. The old man made his sons see their folly by using a small bundle of sticks as a metaphor.
4. In the second paragraph, "he" refers to the old man. In the last paragraph, "they" refers to the sticks.
5. The old man used the bundle of sticks to teach his sons a lesson about the importance of unity.
6. The old man's plan to show his sons their folly involved bringing home a small bundle of sticks. He asked his sons, starting with the youngest, to try and break the bundle while it was tied together.
7. The old man asked his youngest son to try and break the bundle of sticks.
8. The old man asked his sons to try and break the bundle of sticks as part of a clever plan to teach them a lesson about unity.
9. The old man's plan helped his sons understand the importance of unity by using the bundle of sticks as a metaphor. When the sons attempted to break the bundle while it was tied together, they failed individually. However, when the old man untied the bundle and asked them to try again, they were able to break the individual sticks easily.
10. The story conveys several messages:

**Unity is Strength:** The bundle of sticks symbolizes the strength that comes from unity. The sons, when bound together, couldn't break the bundle, emphasizing that they were stronger as a collective.

**Consequences of Disunity:** The breaking of the individual sticks after untying the bundle illustrates the vulnerability that comes with division. The old man warns that if the sons are divided, they may face harm or even perish.

**Importance of Peaceful Coexistence:** The old man, saddened by his sons' constant quarreling, longs for them to live peacefully. The story suggests that harmony within the family is desirable for the well-being of its members.

**Parental Wisdom:** The old man, as a parental figure, uses a practical and visual demonstration to impart a valuable life lesson to his sons. This reflects the idea that parental guidance and wisdom can help shape the behavior and understanding of children.

Overall, the story teaches the timeless lesson that unity, peace, and cooperation within a family are essential for its strength and survival.

### Semi-Structured Interview

No	Original	Adapted
1	I often acquire valuable information through this approach.	This method provided me with useful information.
2	I can learn about the instructor's thoughts and experiences through this approach.	This method allowed me to learn about getting information from a reading.
3	I often engage in critical thinking (Evaluating ideas and opinions and solving problems through this approach.	Using this method, I can analyze and solve difficulties.
4	I get a chance to see how ideas can be applied to teaching/professional situations through this approach.	I was able to observe the procedures involved in analyzing a text using this method.
5	I can review information, check on my level of understanding, and get help if necessary through this approach.	By using this method, I can fact-check, assess my level of understanding, and analyze a passage.

## LEMBAR VALIDASI MODUL AJAR

Nama Validator : Hj. Maria Ulfa'AA

Tanggal Pengisian : 28 Desember 2023

**Mata Pelajaran** : Bahasa Inggris

**Subtopik** : Narrative Text

**Sekolah** : SMA Walisongo Gempol

**Semester** : Genap

### A. Petunjuk

1. Dimohon Bapak/ibu untuk memvalidasi Rencana Pelaksanaan Pembelajaran (RPP) pada kolom yang telah disediakan.
2. Keterangan skor penilaian: 1: tidak valid  
2: kurang valid  
3: valid  
4: sangat valid
3. Komentar dan saran perbaikan dapat ditulis di akhir lembar validasi pada kolom yang telah tersedia.

No	Aspek yang dinilai	Nilai yang diberikan			
		1	2	3	4
I	<b>Format RPP:</b> 1. Sesuai format Kurikulum 2013 2. Kesesuaian Penjabaran tujuan pembelajaran ke dalam langkah-langkah pembelajaran. 3. Kesesuaian urutan langkah-langkah pembelajaran terhadap tujuan pembelajaran. 4. Kejelasan rumusan langkah-langkah pembelajaran.				
II	<b>Isi RPP:</b> 1. Identitas mata pelajaran, meliputi: satuan pendidikan, kelas, mata pelajaran, jumlah pertemuan 2. Tujuan Pembelajaran 3. Materi ajar 4. Model pembelajaran yang digunakan 5. Kegiatan pembelajaran sesuai dengan model yang digunakan 6. Alokasi waktu 7. Sumber belajar				
	8. Penilaian				

<b>III</b>	<b>Bahasa dan Tulisan</b> 1. Menggunakan bahasa sesuai dengan kaidah bahasa Indonesia yang baku 2. Bahasa yang digunakan bersifat komunikatif 3. Bahasa mudah dipahami 4. Tulisan mengikuti aturan EYD				
<b>IV</b>	<b>Manfaat Lembar Modul Ajar:</b> 1. Dapat digunakan sebagai panduan untuk pelaksanaan pembelajaran 2. Dapat digunakan untuk menilai keberhasilan proses pembelajaran				
<b>V.</b>	<b>Penilaian (Validasi) Umum</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
	Penilaian umum terhadap Modul Ajar				

Keterangan :

- A. Dapat digunakan tanpa revisi
- B. Dapat digunakan dengan revisi kecil
- C. Dapat digunakan dengan revisi besar
- D. Belum dapat digunakan

**VI. Saran dan Catatan :**

Sudah baik dapat  
digunakan

**Gempol, 28 Desember 2023**

**Validator**



**(Hj Maria Ulfa. SS)**

### LEMBAR VALIDASI PRE-TES DAN POS-TEST A. Petunjuk

1. Dimohon Bapak/Ibu dapat memberikan penilaian beberapa aspek yang terdapat dalam soal
2. Penilaian dilakukan dengan memberikan tanda checklist (V) pada kolom yang disediakan apabila soal sesuai dengan aspek yang dinilai dan tanda (X) apabila soal tidak sesuai dengan aspek yang dinilai 1 = Sangat Kurang Baik 2 = Kurang Baik 3 = Cukup Baik 4 = Baik 5 = Sangat Baik

No.Soa	Aspek yang diamati	Nilai Pengamatan					Catatan
		1	2	3	4	5	
1-5	1. Soal sesuai dengan silabus (SK/KD/Indikator)				V		
	2. Soal dirumuskan singkat dan jelas				V		
	3. Batasan pertanyaan dan jawaban yang diharapkan jelas			V			
	4. Soal yang diberikan dapat melatih siswa dalam berpikir kritis				V		
	5. Apakah petunjuk pengerjaan soal dituliskan secara jelas.				V		



	6. Soal menggunakan Bahasa yang komunikatif, mudah dipahami dan tidak menimbulkan penafsiran ganda				V		
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3. Dimohon Bapak/Ibu mengisi kolom komentar dan saran mengenai keseluruhan soal

Apakah media ini bermanfaat dan mudah dipahami?

- ☒ a. Ya
- ☐ b. Tidak

\*) Lingkari salah satu Catatan

dan saran:

Sudah baik dan dapat digunakan

Gempol, 28 Desember 2023

Validator



(Hj Maria Ulfa. SS)

## Data Nilai Siswa

### Kelas Control

No. Absen	Pre-Test	Latihan	Post-Test
1	75	40	75
2	60	60	75
3	40	30	95
4	35	10	95
5	40	30	95
6	45	50	85
7	53	40	75
8	40	0	5
9	55	60	75
10	55	40	95
11	80	70	75
12	40	30	75
13	40	30	90
14	70	60	90
15	0	10	40
16	25	30	75
17	50	60	80
18	50	40	75
19	50	50	95
20	45	50	80
21	35	50	70
22	45	50	75
23	23	50	80
24	50	60	80
25	80	50	80
26	70	20	75
27	10	30	75

**Kelas Eksperimen**

No. Absen	Pre-Test	Latihan	Post-Test
1	95	70	97
2	85	80	85
3	70	80	85
4	45	30	80
5	56	75	89
6	85	70	95
7	90	60	100
8	63	70	96
9	85	80	85
10	80	80	85
11	40	60	90
12	70	90	85
13	85	80	80
14	70	70	85
15	70	80	85
16	70	90	90
17	70	80	85
18	85	90	85
19	80	70	90
20	80	80	85
21	95	70	100
22	75	80	90
23	70	70	85
24	65	80	95
25	50	65	80

## Dokumentasi



