

MODUL AJAR

Teks 2, Narrative Text

1. Informasi umum

A. Identitas Modul

Nama Penyusun : Fransiska Poeitrykan Amelia Paskalani, S.Pd
Nama Institusi : SMAK Untung Suropati Krian
Jenjang sekolah : SMA
Kelas : X
Alokasi waktu : 9 Jam Pelajaran (JP) = 9 x 45 = 405 menit

B. KOMPETENSI AWAL

Mampu membuat kalimat past tense
Menguasai regular iregular verb 2
Memahami penggunaan kata keterangan urutan (sequence word)

C. PROFIL PELAJAR PANCASILA

- Mandiri
- Mernalar kritis
- Kreatif
- Bergotong royong

D. SARANA DAN PRASARANA

- LCD proyektor,
- Komputer,
- Tayangan slide PowerPoint (ppt),
- Video pembelajaran yang telah disiapkan, dan
- Media lain.

E. TARGET PESERTA DIDIK

- PIK : Memiliki gaya belajar yang terbatas. Memiliki kesulitan dengan bahasa dan pemahaman materi ajar, kurang percaya diri, kesulitan berkonsentrasi jangka panjang
- PU : Mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir arah tinggi (HOTS), dan memiliki keterampilan memimpin

F. Model Pembelajaran yang Digunakan

Blended learning melalui model pembelajaran dengan menggunakan pendekatan berbasis text (Genre-Based Approach) terintegrasi pembelajaran berdiferensiasi berbasis Social Emotional Learning (SEL).

2. KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

10.5 Peserta didik mampu mengidentifikasi ide utama, detail dan topik teks Narrative lisan tulis

10.6 Peserta didik mampu menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara

10.7 Peserta didik mampu mengevaluasi detil spesifik dan inti dari teks narrative lisan dan tulis

10.8 Peserta didik mampu mengulas teks narrative tulis dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar

B. PEMAHAMAN BERMAKNA


Narrative is a text that tells a story which aims to entertain the audience. It has elements such as plot, characters, and point of view. It consists of orientation, complication, and resolution. It often uses past tense. We can use it in our daily life when we talk about past event/story.

C. PERTANYAAN PEMANTIK

1. Why is learning narrative important?
2. Why do you think narrative text is interesting?
3. Have you read or heard a good story?
4. What makes a good story?

D. KEGIATAN PEMBELAJARAN

a. Kegiatan Pembelajaran

Pertemuan 1	Alokasi waktu
<p style="text-align: center;">Kegiatan pendahuluan</p> <ol style="list-style-type: none">1. Doa; absensi;2. Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.3. Memberikan pertanyaan pemantik berdasarkan gambar:  <p>What makes you like reading? Why do you think narrative text is interesting?</p> <ol style="list-style-type: none">4. Menyampaikan tujuan pembelajaran5. Menyampaikan penilaian hasil pembelajaran	10 menit
<p style="text-align: center;">Kegiatan Inti</p> <p>BKOF</p> <ol style="list-style-type: none">1. Guru memberikan contoh teks narrative dalam bentuk lisan	70 menit




[youtube.com/watch?v=LNgC1y19-8M&t=11s](https://www.youtube.com/watch?v=LNgC1y19-8M&t=11s)


2. Peserta didik mengamati video dengan seksama
3. Guru meminta peserta didik untuk membuat pertanyaan yang berhubungan dengan video yang telah dilihat, misalnya
 - “How are the characteristic of the participants in the story?”
 - “What is the problem in the story?”
 - “When did they fight for the first time?”
 - “What happen to them after they fight?”
4. Peserta didik menyampaikan jawaban dari pertanyaan yang mereka buat dan guru memberi respon dari jawaban mereka. (Berpikir Kritis)
5. Peserta didik untuk menyampaikan kosakata yang belum mereka ketahui, menyampaikan pola kalimat yang digunakan dalam cerita.
6. Peserta didik untuk mendengarkan teks narrative “The legend of crying stone” dan meminta siswa untuk mengisi kata-kata rumpang dalam teks yang diberikan pada LKPD 2 (mandiri)
7. Peserta didik menyampaikan kosa kata yang sulit, topik cerita dari teks, isi teks, pesan moral yang ingin disampaikan penulis.
8. Guru membagi peserta dalam kelompok sesuai dengan kemampuannya pada tes formatif. Kemudian setiap kelompok diberi link sebuah video yang berbeda-beda sesuai tingkat kesulitan bahasa dalam cerita di video tersebut. (diferensiasi materi)
9. Guru meminta peserta didik untuk mengerjakan LKPD 3 bersama dengan kelompoknya. (gotong royong)
10. Peserta didik menyampaikan hasil diskusi kelompoknya dan guru memberikan respon sesuai dengan jawaban masing-masing kelompok.

Penutup

1. Guru memberi penegasan dan motivasi untuk pertemuan berikutnya.
2. Guru memberi refleksi dan siswa menuliskan hasil refleksi di aplikasi G-form
3. Menutup proses pembelajaran dengan berdoa dan mengucapkan salam.

10 menit

<p>Pertemuan 2</p>	<p>Alokasi waktu</p>
<p style="text-align: center;">Kegiatan pendahuluan</p> <ol style="list-style-type: none"> 1. Guru membuka dengan salam dan meminta perwakilan peserta didik untuk memimpin doa 2. Guru memastikan peserta didik siap untuk belajar dan mengecek kehadiran peserta didik 3. Memberikan pertanyaan pemantik berdasarkan gambar :  <p>Why must we preserving folklore? What folklore have you read so far?</p> <ol style="list-style-type: none"> 4. Menyampaikan tujuan pembelajaran 5. Menyampaikan penilaian hasil pembelajaran 	<p>10 menit</p>
<p style="text-align: center;">Kegiatan Inti</p> <p><u>MOT</u></p> <ol style="list-style-type: none"> 1. Guru mengulas sedikit tentang materi yang lalu. 2. Peserta didik diarahkan untuk masuk ke dalam kelompok. 3. (Masih di dalam kelompok) Setiap kelompok diberi 1 buku cerita narrative yang di dalamnya ada bermacam-macam judul cerita (cerita rakyat, dongeng, dll). (diferensiasi materi, untuk siswa kurang paham diberi cerita yang pendek) 4. Setiap kelompok memilih 2 teks yang ada dalam buku tersebut. Mereka membaca teks tersebut secara bergantian. 5. Peserta didik berdiskusi mencari fungsi sosial, unsur kebahasaan teks, dan tata bahasa serta menjawab pertanyaan yang tersedia di LK1. (Gotong royong) 6. Peserta didik menyampaikan hasil diskusi kelompok di depan kelas dan kelompok lain menanggapi. 7. Guru memberikan penjelasan terkait hasil diskusi siswa terkait fungsi sosial, unsur kebahasaan teks, dan tata bahasa. 8. Peserta didik mengerjakan tugas secara mandiri dari LK 2 yang sudah disediakan. (Mandiri) 9. Hasil tugas mandiri dijumlahkan dengan hasil teman dalam 1 kelompok. 10. Guru mengumumkan kelompok yang nilainya tertinggi dan siswa dengan nilai tertinggi 11. Guru memberikan reward kepada kelompok dan siswa dengan nilai tertinggi 	<p>70 menit</p>
<p style="text-align: center;">Penutup</p> <ol style="list-style-type: none"> 1. Guru memberi penegasan dan motivasi untuk pertemuan berikutnya. 2. Guru memberi refleksi dan siswa menuliskan hasil refleksi di aplikasi G-form 3. Menutup proses pembelajaran dengan berdoa dan mengucapkan salam. 	<p>10 menit</p>

<p>Pertemuan 3</p>	<p>Alokasi waktu</p>
<p style="text-align: center;">Kegiatan pendahuluan</p> <ol style="list-style-type: none"> 1. Guru membuka dengan salam dan meminta perwakilan peserta didik untuk memimpin doa 2. Guru memastikan peserta didik siap untuk belajar dan mengecek kehadiran peserta didik 3. Memberikan pertanyaan pemantik berdasarkan gambar : <div style="text-align: center;"> <p>Narrative Essay Structure</p>  </div> <p>Why do you think writing is important?</p> 4. Menyampaikan tujuan pembelajaran 5. Menyampaikan penilaian hasil pembelajaran 	<p>10 menit</p>
<p style="text-align: center;">Kegiatan Inti</p> <p>JCOT</p> <ol style="list-style-type: none"> 1. Guru mengulas sedikit tentang materi minggu lalu. 2. Peserta didik mengamati gambar skema untuk narrative writing. 3. Guru menjelaskan tentang langkah – langkah menulis teks narrative 4. Peserta didik membentuk kelompok baru namun tetap sesuai dengan kemampuannya pada tes formatif. 5. Peserta didik menerima gambar yang acak dan diminta untuk mengurutkan gambar tersebut sehingga dapat menjadi sebuah cerita yang runtut. (LK 1) 6. Salah satu kelompok menyampaikan hasil urutan gambar dan ditanggapi kelompok lain sehingga memiliki kesamaan urutan dalam satu kelas. 7. Guru memberikan masukan dari hasil presentasi tersebut dan menunjukan urutan yang benar. 8. Setiap kelompok membuat cerita narrative berdasarkan urutan gambar tersebut dengan panduan yang sudah disediakan. (LK 2) 9. Setelah cerita selesai, setiap kelompok memindahkan hasil cerita yang mereka buat dalam bentuk ppt/video. 10. Setiap kelompok menampilkan hasil presentasi yang sudah dibuat. 11. Kelompok lain dan guru menanggapi hasil presentasi mengenai struktur teks, tata bahasa (tanda baca, huruf kapital, tenses, dll) 	<p>70 menit</p>
<p style="text-align: center;">Penutup</p> <ol style="list-style-type: none"> 1. Guru memberi penegasan dan motivasi untuk pertemuan berikutnya. 2. Guru memberi refleksi dan siswa menuliskan hasil refleksi di aplikasi G-form 3. Menutup proses pembelajaran dengan berdoa dan mengucapkan salam. 	<p>10 menit</p>

b. Refleksi Peserta Didik dan Guru

For your learning journal (Students)

Before I studied this material,	I didn't understand _____ _____
When I was studying this material,	I had some difficulties _____ And I overcome them by _____ _____
After I studying this material,	I think _____ _____

Refleksi Guru

1. Tuliskan hal-hal yang sudah dilakukan dengan baik pada pembelajaran ini!
2. Tuliskan hal-hal yang dapat perbaiki di pelajaran berikutnya!
3. Tuliskan 1 hal yang akan digali lebih dalam (materi, cara mengajar, kemampuan siswa)!

c. Media

- Video youtube
- Buku cerita narrative
- Teks lisan (mp3)

E. PENGAYAAN DAN REMIDIAL

Pengayaan : Diberikan kepada siswa yang telah melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) berupa penambahan bacaan dari jenis teks serupa untuk memperkaya pengetahuan.

[https://www.liveworksheets.com/worksheets/en/English language/Narrative text/A_mystery_story_ze3207331hj](https://www.liveworksheets.com/worksheets/en/English_language/Narrative_text/A_mystery_story_ze3207331hj)

Remidial : Diberikan kepada siswa yang belum melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen ulang.

[https://www.liveworksheets.com/worksheets/en/English language/Narrative text/Sangkuriang_xg3288368hk](https://www.liveworksheets.com/worksheets/en/English_language/Narrative_text/Sangkuriang_xg3288368hk)

F. SUMBER BELAJAR

<https://www.examples.com/education/essays/narrative-essay-outline-templates.html>

<https://www.youtube.com/watch?v=bF9IxILt4XE>

<https://www.brilio.net/ragam/37-contoh-soal-essay-narrative-text-lengkap-dengan-jawabannya-221013v/contoh-soal-essay-narrative-text-221013m.html>

<http://englishstory12.blogspot.com/2012/11/kumpulan-narrative-fable-terlengkap.html>

<http://www.aminlimpo.com/2021/06/narrative-text-dan-soal-untuk.html>

LAMPIRAN- LAMPIRAN

Rancangan Asesmen Diagnostik

A. Diagnostik Kognitif

Pertanyaan	Jawaban	Skor (Kategori)	Rencana Tindak Lanjut
What is the purpose of narrative text?	To amuse or entertain the reader	Paham Utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan
	To describe something	Tidak Paham (PIK)	Memberikan pembelajaran remedial
What kind of verb is used in narrative text?	Present verb	Tidak Paham (PIK)	Memberikan pembelajaran remedial
	Past verb	Paham Utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan

B. Rancangan Asesmen Formatif

TP	Materi	Indikator Butir Soal	SOAL	Level Kognitif (*)	Bentuk Soal (**)	Nomor Soal
LEMBAR KERJA UNTUK SISWA PAHAM						
10.5 Peserta didik dapat mengidentifikasi ide utama, detail dan topik	Narrative	Disajikan sebuah teks narrative, siswa mampu menyimpulkan isi cerita dari video	1. What is the story about?	L2	Uraian	
		Disajikan sebuah teks narrative, siswa mampu menjelaskan detail peristiwa	2. What did the wolf do when the girl on the way to Grandma's house?	L2		

10.7 Peserta didik mampu mengevaluasi detail spesifik dan inti dari teks narrative		Disajikan sebuah teks narrative, siswa mampu menyimpulkan sifat dari salah satu karakter	3. What is a good description for the wolf ?	L3		
		Disajikan sebuah teks narrative, siswa mampu menjelaskan alasan peristiwa	4. Why was Little Red Riding Hood not frightened of the wolf at Grandma's house ?	L3		
		Disajikan sebuah teks narrative, siswa mampu menyimpulkan pesan moral	5. What is the moral value of the story?	L3		

LEMBAR KERJA SISWA TIDAK PAHAM

10.5 Peserta didik dapat mengidentifikasi ide utama, detail dan topik	Narrative	Disajikan sebuah teks narrative, siswa mampu mengidentifikasi aspek-aspek fungsi sosial dari teks narrative tentang konteks penggunaan waktu (tempat)	1. When did the Jack meet the butcher? 2. Where did the story take place?	L1 L1	Uraian	
10.7 Peserta didik mampu mengevaluasi detail spesifik dan inti dari teks narrative		Disajikan sebuah teks narrative, siswa mampu menyimpulkan sifat	3. How are the characteristic of each characters?	L3		

		dari setiap karakter			
		Disajikan sebuah teks narrative, siswa mampu menyimpulkan permasalahan	4. What was the problem in the story?	L3	
		Disajikan sebuah teks narrative, siswa mampu menyimpulkan akhir cerita	5. What was the ending of the story?	L3	

Lembar soal Formatif

1. Reading Comprehension

Read the text Carefully

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into a part of his room, but all the rest was quite dark and shady.

So, he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder.

He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess' mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise from someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?"

Hesitantly the giantess opened a very big cupboard and hid Jack there.



Answer the questions based on the text above.

1. When did the Jack meet the butcher?
2. How are the characteristic of each characters?
3. Where did the story take place?

4. What was the problem in the story?
 5. What was the ending of the story?
2. Watch the video below then answer the question based on the video.



<https://www.youtube.com/watch?v=0YuIrp3Hu18>

1. What is the story about?
2. What did the wolf do when he got to Grandma's?
3. What is a good description for the wolf ?
4. Why was Little Red Riding Hood not frightened of the wolf at Grandma's house ?
5. What is the moral value of the story?

Pendoman penskoran

No	Soal	Jawaban	Score
1.	When did the Jack meet the butcher?	On the way to the market	20
2.	How are the characteristic of each characters?	Widow : grumpy Jack : silly, fool Butcher : crafty, Giantess : soft hearted	
3.	Where did the story take place?	In the village	20
4.	What was the problem in the story?	Jack sold his cow for beans	20
5.	What was the ending of the story?	Jack hide in the big cupboard	20

No	Soal	Jawaban	Score
1.	What is the story about?	A girl who wanted to visit her grandmother and met a wolf	20
2.	What did the wolf do when the girl on the way to Grandma's house?	Ask her about where her grandma's house was	
3.	What is a good description for the wolf ?	He is tricky,	20
4.	Why was Little Red Riding Hood not frightened of the wolf at Grandma's house ?	Because the wolf disguised as her grandmother	20
5.	What is the moral value of the story?	Don't easily give your trust to people you have just met	20

C. Rancangan Asesmen Sumatif

TP	Materi	Indikator Butir Soal	SOAL	Level Kognitif (*)	Bentuk Soal (**)	Nomor Soal
10.5 Peserta didik dapat mengidentifikasi ide utama, detail dan topik	Narrative	<p>Disajikan sebuah teks narrative, siswa mampu menyimpulkan judul cerita</p> <p>Disajikan sebuah teks narrative, siswa mampu mengidentifikasi informasi tersurat</p>	<p>Teks 1</p> <p>1. What is the best title of the text above?</p> <p>2. What did they have for breakfast?</p>	L3	uraian	
10.7 Peserta didik mampu mengevaluasi detail spesifik dan inti dari teks narrative	Narrative	<p>Disajikan sebuah teks narrative, siswa mampu menjelaskan rangkaian peristiwa</p> <p>Disajikan sebuah teks narrative, siswa mampu menjelaskan peristiwa yang terjadi</p>	<p>3. Why did the three bears go for a walk?</p> <p>4. What happened in the bear's house?</p>	L2	Uraian	
10.8 Peserta didik mampu mengulas teks narrative dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar	Narrative	Disajikan sebuah teks acak, siswa mampu menyusun teks dengan baik dan memberi tanda baca, huruf kapital dengan tepat	Read the text below and arrange it correctly	uraian		

Teks untuk sumatif

Teks 1

Once upon a time, there were three bears, a Papa Bear, a Mama Bear and a Baby Bear. One day, the three bears sat down to breakfast. "This porridge is too hot!" said Papa Bear. "This porridge is too hot!" said Mama Bear. "This porridge is too hot!" said Baby Bear. "Let's go for a walk!" said Mama Bear. "When we come back, our porridge will be just right." Along came Goldilocks. She walked into the houses. She saw three bowls of porridge. "This is too hot," said Goldilocks. "This is too cold," said Goldilocks. "This is just right!" said Goldilocks. And she ate all up. She ate the Baby Bear's porridge. Then Goldilocks went into the living room. She saw three chairs. "This is too hard," said Goldilocks. "This is too soft," said Goldilocks. "This is just right!" said Goldilocks. Then CRASH, the chair broke.

Goldilocks felt tired. She went into the bedroom. She saw three beds. "This bed is too hard," said Goldilocks. "This bed is too soft," said Goldilocks. "This bed is just right!" said Goldilocks. And she fell fast asleep. The three bears came home. They went into the kitchen. "Someone's been eating my porridge," said Papa Bear. "Someone's been eating my porridge," said Mama Bear. "Someone's been eating my porridge," said Baby Bear. "And they ate it all up!" The three bears went into the living room.

"Someone's been sitting in my chair!" said Papa Bear. "Someone's been sitting in my chair!" said Mama Bear. "Someone's been sitting in my chair!" said Baby Bear. "And now it's broken!" The three bears went into the bedroom. "Someone's been sleeping in my bed!" said Papa Bear. "Someone's been sleeping in my bed!" said Mama Bear. "Someone's been sleeping in my bed!" said Baby Bear. And here she is!" Goldilocks woke up. She saw three angry bears looking at her. Goldilocks jumped out of bed. She ran out of the house. And she never came back again.

Teks 2

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning, she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

Teks acak

the dwarfs said, if you want, you may live here with us. snow white answered, oh, could i? thank you. finally, snow white and the seven dwarfs lived happily ever after.

once upon a time there lived a little girl named snow white. she lived with her aunt and uncle because her parents were dead. one day she heard her uncle and aunt talking about leaving snow white in the castle because they both wanted to go to america and they didn't have enough money to take snow white.

meanwhile, the seven dwarfs were coming home from work. there they found snow white sleeping. then snow white woke up. she saw the dwarfs. the dwarfs said, what is your name? snow white said, my name is snow white. then, snow white told the dwarfs the whole story.

snow white didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. the next morning, she ran away into the woods. she was very tired and hungry. then she saw a little cottage. she knocked but no one answered so she went inside and fell asleep.

Pedoman penskoran

No	Soal	Jawaban	Skor
1.	What is the best title of the text above?	Goldilocks and three bears	10
2.	What did they have for breakfast?	Ask her about where her grandma's house was	10
3.	Why did the three bears go for a walk?	He is tricky,	10
4.	What happened in the bear's house?	Because the wolf disguised as her grandmother	10

Pedoman penskoran menyusun teks acak

No	Aspek	Skor	Kriteria
1.	Penyusunan paragraf	4	Keempat paragraf tersusun berurutan
		3	Tiga paragraf tersusun berurutan
		2	Dua paragraf tersusun berurutan
		1	Hanya ada satu paragraf sesuai urutan
2.	Penggunaan Huruf kapital	4	Semua paragraf menggunakan huruf kapital sesuai dengan kaedah penggunaan huruf kapital
		3	Tiga paragraf menggunakan huruf kapital sesuai dengan kaedah penggunaan huruf kapital
		2	Dua paragraf menggunakan huruf kapital sesuai dengan kaedah penggunaan huruf kapital
		1	Hanya ada satu paragraf yang menggunakan huruf kapital sesuai dengan kaedah penggunaan huruf kapital
3.	Penggunaan tanda baca kalimat langsung (quotation mark)	4	Menggunakan tanda baca kalimat langsung dengan sangat tepat
		3	Menggunakan tanda baca kalimat langsung dengan tepat
		2	Menggunakan tanda baca kalimat langsung dengan kurang tepat
		1	Menggunakan tanda baca kalimat langsung dengan kurang tepat

Nilai : jumlah skor x 5

Jumlah skor tertinggi : $12 \times 5 = 60$

Keterangan : hasil akhir didapat dari penjumlahan nilai soal uraian dengan nilai soal mengurutkan paragraf acak

$$40 + 60 = 100$$

Rubrik penilaian Berpikir Kritis

No	Indikator	Tidak memenuhi standar (25% dari deskriptor = 1)	Memenuhi standar minimal (50% dari deskriptor = 2)	Memenuhi Standar (75% dari deskriptor = 3)	Memenuhi standar maksimal (100% dari deskriptor = 4)
1.	Merumuskan masalah	Tidak mampu merumuskan masalah	Kemampuan merumuskan masalah masih sangat minim	Mampu merumuskan masalah	Mampu merumuskan masalah secara sempurna
2.	Memberikan argumentasi	Tidak mampu memberikan argumentasi secara akurat	Kemampuan memberikan argumentasi secara akurat masih sangat minim	Mampu memberikan argumentasi	Mampu memberikan argumentasi secara akurat dan terpercaya
3.	Memberikan evaluasi	Tidak mampu memberikan evaluasi	Kemampuan memberikan evaluasi masih sangat minim	Mampu memberikan evaluasi	Mampu memberikan evaluasi secara sempurna
4.	Mengambil keputusan dan tindakan	Tidak mampu mengambil keputusan dan tindakan	Kemampuan mengambil keputusan dan tindakan	Mampu mengambil keputusan dan tindakan	Mampu mengambil keputusan dan tindakan secara sempurna

Rubrik penilaian Gotong Royong

No	Aspek	Penskoran
1.	Kemampuan bekerja sama	Skor 4 apabila menunjukkan kerjasama yang sangat baik Skor 3 apabila menunjukkan kerjasama yang baik Skor 2 apabila menunjukkan kerjasama yang cukup baik Skor 1 apabila menunjukkan kerjasama yang kurang baik
2.	Kemampuan menjelaskan kepada teman	Skor 4 apabila mampu menjelaskan kepada temannya dengan sangat baik sesuai materi yang sedang dipelajari Skor 3 apabila mampu menjelaskan kepada temannya dengan baik sesuai materi yang sedang dipelajari Skor 2 apabila mampu menjelaskan kepada temannya dengan cukup baik sesuai materi yang sedang dipelajari Skor 1 apabila menjelaskan kepada temannya kurang baik
3.	Kekompakan	Skor 4 apabila menunjukkan kekompakan dalam kelompok dengan sangat baik Skor 3 apabila menunjukkan kekompakan dalam kelompok dengan baik Skor 2 apabila menunjukkan kekompakan dalam kelompok dengan cukup Skor 1 apabila kurang menunjukkan kekompakan dalam kelompok
4.	Keaktifan	Skor 4 apabila selalu aktif dalam kegiatan diskusi kelompok

		Skor 3 apabila sering aktif dalam kegiatan diskusi kelompok Skor 2 apabila kadang-kadang aktif dalam kegiatan diskusi kelompok Skor 1 apabila kurang menunjukkan keaktifan dalam kegiatan diskusi kelompok
5.	Kemampuan menerima penjelasan teman	Skor 4 apabila mampu menerima dan memahami penjelasan teman sesuai materi pembelajaran dengan sangat baik Skor 3 apabila mampu menerima dan memahami penjelasan teman sesuai materi pembelajaran dengan baik Skor 2 apabila mampu menerima dan memahami penjelasan teman sesuai materi pembelajaran dengan cukup baik Skor 1 apabila kurang mampu menerima dan memahami penjelasan teman sesuai materi pembelajaran

Keterangan : Angka sesuai kategori skor

Kategori Skor : 4 = sangat baik, 3 = baik, 2 = cukup, 1 = kurang

Keterangan : Nilai = $\frac{\text{jumlah skor perolehan}}{\text{skor maksimal}} \times 100$

Interval Nilai	Predikat	Keterangan
93-100	A	Sangat Baik
84-92	B	Baik
75-83	C	Cukup
<75	D	Kurang

A. Lembar kerja peserta didik

Pertemuan 1

LK 1

Let's check your knowledge on Indonesia folklore by reading these statements. Tick (v) if it is true of false

No.	Knowledge of Indonesian folklore	True	False
1.	A legend is a larger-than-life story that are passed down from one generation to the other.		
2.	Stories, customs, and beliefs that are passed from one generation to the other are folklore		
3.	Malin Kundang is a legend from West Sumatra		
4.	Mouse, deer, and crocodile typical animals used in folklore from Java		
5.	Roro Anteng and Joko Seger are the characters of the legend of Tengger		
6.	Loro Jonggrang asked Bandung Bondowoso to mak a thousand of temples in one night, if he wanted to marry her.		

LK 2

Listen and complete the text based on what you have heard.

Once upon atime in a village there 1) _____ a mother and her daughter. Her daughter was very beautiful but she had very bad behavior. She never helped her mother to work. The girl just spent her time to beautify herself and 2) _____ her beauty in the mirror every day. While her mother had to work hard to earn a living to support their life. Besides lazy, she was also very spoiled. She would cry as she 3) _____ something that she asked, of course that situation made her mother sad. But somehow she still loved her daughter

One day, the girl asked her mother to buy new gown for her. Her mother 4) _____ her request at first because she did not have enough money, but her mother was forced to obey her request. So she 5) _____ her daughter request in the end. Then her mother asked her daughter to accompany her to the market.

“All right, but I do not want to walk beside you. You had to walk behind me because I will be 6) _____ if other see me.” she said

Although her mother was sad, she continued to obey her request. So they went to the market to buy her daughter a new gown. The girl was walking in front while her mother was walking behind her and carry a basket on their way to the market. Although they were our mother and a daughter, they looked very different. They 7) _____ like they came from the same family. They even looked like a boss and a servant. How couldn't be like that? Her daughter 8) _____ beautifully and wore a very nice gown while her mother looked old and wore very simple dress.

On the way to the market. There was a man, greeting them. “Hey, pretty girl, is she your mother?” asked a man. “Of course, she is not my mother. She is my maid.” Said the girl. His mother felt so sad 9) _____ her answer but she was silent although her heart was crying. Along the street people kept asking the beautiful girl about her mother. But the girl always said that the old woman behind her was 10) _____.

In the end, the mother 11) _____ any longer to hear the answer that comes out of her daughter mouth. Then she prayed to God, “Lord, please punish this ungrateful child.” she said. After saying this 12) _____ immediately turned to be Stone. The change came slowly from her feet up to her head. Seeing his legs turn to be a stone, the girls scream. “Oh no. What happened to my legs?” She shouted. Then she 13) _____ that she had treated her mother badly. “Mom, forgive me, please forgive me.” she cried in panic. The girl kept crying and begging for 14) _____, but it was too late. Her whole body eventually became a stone.

Her mother was sad to see what happened to her daughter, but she could not do anything else. Although she had completely become a stone, people can still see her tears that is 15) _____ this stone named *Batu Menangis*.

Teks lengkap

Once upon a time in a village there lived a mother and her daughter. Her daughter was very beautiful but she had very bad behavior. She never helped her mother to work. The girl, just spent her time to beautify herself, and admire her beauty in the mirror every day. While her mother had to work hard to earn a living to support their life. Besides lazy, she was also very spoiled. She would cry as she wasn't given something that she asked, of course that situation made her mother sad. But somehow she still loved her daughter

One day, the girl asked her mother to buy new gown for her. Her mother rejected her request at first because she did not have enough money, but her mother was forced to obey her request. So she fulfilled her daughter request in the end. Then her mother asked her daughter to accompany her to the market.

“All right, but I do not want to walk beside you. You had to walk behind me because I will be embarrassed if other see me.” she said

Although her mother was sad, she continued to obey her request. So they went to the market to buy her daughter a new gown. The girl was walking in front while her mother was walking behind her and carry a basket on their way to the market. Although they were our mother and a daughter, they looked very different. They did not look like they came from the same family. They even looked like a boss and

a servant. How couldn't be like that? Her daughter dressed up beautifully and wore a very nice gown while her mother looked old and wore very simple dress. On the way to the market.

There was a man, greeting them. "Hey, pretty girl, is she your mother?" asked a man. "Of course, she is not my mother. She is my maid." Said the girl. His mother felt so sad to hear her answer but she was silent although her heart was crying. Along the street people kept asking the beautiful girl about her mother. But the girl always said that the old woman behind her was her maid.






In the end, the mother could not stand any longer to hear the answer that comes out of her daughter mouth. Then she prayed to God, "Lord, please punish this ungrateful child." she said. After saying this the girl's legs immediately turned to be Stone. The change came slowly from her feet up to her head. Seeing his legs turn to be a stone, the girls scream. "Oh no. What happened to my legs?" She shouted. Then she cried and realize that she had treated her mother badly. "Mom, forgive me, please forgive me." she cried in panic. The girl kept crying and begging for her mother's forgiveness, but it was too late. Her whole body eventually became a stone.

Her mother was sad to see what happened to her daughter, but she could not do anything else. Although she had completely become a stone, people can still see her tears that is the reason why this stone named *Batu Menangis*.

LK 3

Group discussion

Watch the video from the link below with your group. Take note on several events you find important and interesting.

- 1. <https://www.youtube.com/watch?v=aQibQlpNIfw>
- 2. <https://www.youtube.com/watch?v=gFALZZu4I7U>
- 3. <https://www.youtube.com/watch?v=q4-GDduWgGM>
- 4. <https://www.youtube.com/watch?v=Q8B7dKfUDjc>
- 5. https://www.youtube.com/results?search_query=fairy+tales+story+in+english+with+moral

After you watch the video, discuss the following questions with your group.

1. What is the main idea of the story? _____
2. What are the characteristics of the participants in the story? _____
3. What can you learn from the story? _____
4. What problem did the main character face? _____
5. How was the ending of the story? Explain it! _____

Pertemuan 2

LK 1

Choose two story from the book that your teacher have given to you. Read them with your group. Discuss with your group about the social function, generic structure and language features of those text. Then answer the questions below based on the text you have read. (choose 1 text only)

1. What is the story about?
2. Write down the characters and the setting of the story!
3. Explain about the orientation or the beginning of the story!
4. What is the complication or main problem of the story you have read?
5. List the the storyline in chronological order in your own word!

LK 2

Read the text below and answer the questions.

THE OLD MAN AND HIS SONS

Once there lived an old man who had many sons, they were always quarrelling 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."

1. What is the main idea from the text above?
2. Why the old man very sad?
3. What the old man made them saw their folly?
4. Who is the "He" in the second paragraph and "them" in the last paragraph in line 3?
5. Write down your own words the messages of the story!

THREE FISH

Three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. 'This pond is full of fish', they told each other excitedly. 'we have never fished here before. We must come back tomorrow morning with our nets and catch these fish!' So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' The second of the three fish agreed. 'You are right', he said. 'We must leave the pond.'

But the youngest fish laughed. 'You are worrying without reason', he said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe'.

The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then. The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him – he was caught and killed.

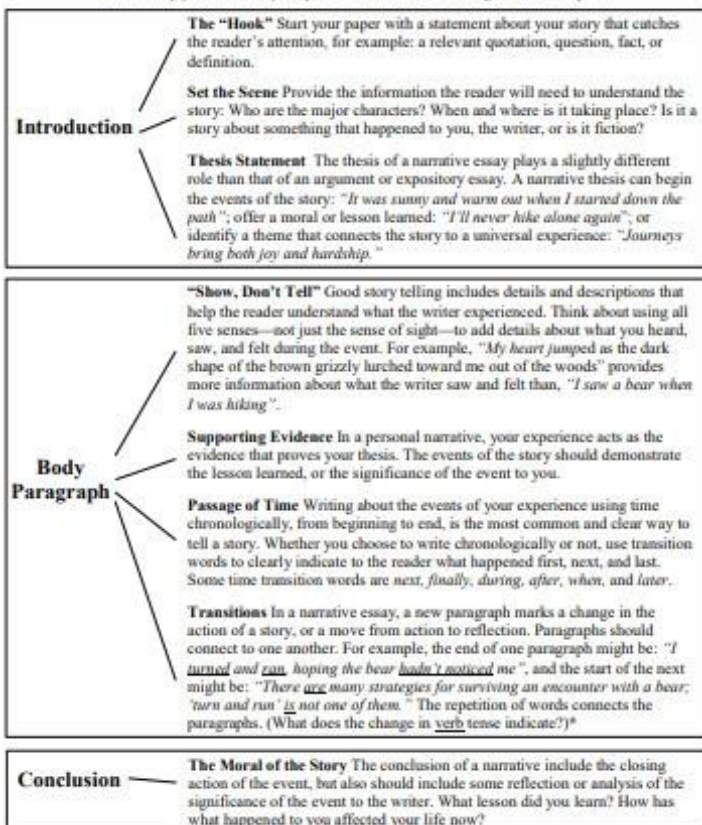
1. What is the main idea of the text?
2. When was the setting of the story?
3. What was the idea of the eldest fish?
4. How was the ending of the story?
5. What is the moral value of the story?

Pertemuan 3

Narrative writing outline

Narrative essay outline Template

"Narrative" is a term more commonly known as "story." Narratives written for college or personal narratives, tell a story, usually to some point, to illustrate some truth or insight. Following are some tools to help you structure your personal narrative, breaking it down into parts.



LK 1

Arrange the picture below into the correct order

<p>ENGLISH WITH ME!</p>	<p>ENGLISH WITH ME!</p>
<p>ENGLISH WITH ME!</p>	<p>ENGLISH WITH ME!</p>
	<p>ENGLISH WITH ME!</p>

LK 2

Write a fable story based on the pictures you have arranged. Use the outline below.

Name: _____

Date: _____

Narrative Writing Template Worksheet

The plot is the sequence of events that occur in a narrative or story.

Directions: Write a narrative that includes each part of plot listed below.

Exposition / Beginning

Rising Action

Climax

Falling Action and Resolution

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Krian, 01 Agustus 2022

Mengetahui

Kepala SMA Katolik Untung Suropati Krian

Guru Mata Pelajaran

Ellysabeth Elly Susiana,S.Ag

Fransiska Poeitryka A. P. ,S.Pd