

APPENDICES



MODUL AJAR

NARRATIVE TEXT

Pertemuan 1 dan 2

SMA NEGERI 2 SINTANG

BAHASA INGGRIS TAHUN 2023/2024



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MODUL AJAR BAHASA INGGRIS

**SMA NEGERI 2
SINTANG**

MATERI NARRATIVE TEXT

Pertemuan 1

A. IDENTITAS

MATA PELAJARAN	: BAHASA INGGRIS
PENYUSUN	: YULIANA.T.A, M.Pd
SEKOLAH	: SMA NEGERI 2 SINTANG
TAHUN PENYUSUNAN	: 2024
JENJANG / KELAS	: SMA / X
ALOKASI WAKTU	: 40 MENIT
FASE	: E
DIMENSI CP	:

1. MENYIMAK-BERBICARA (LISTENING-SPEAKING)

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian konteks.

2. MEMBACA-MEMIRSA (READING-VIEWING)

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam text.

3. MENULIS-MEMPRESENTASIKAN (WRITING-PRESENTING)

Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non fiksi. Melalui aktifitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis,

mengulas, dan menulis ulang berbagai jenis tipe teks dan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar . mereka menyampaikan ide melalui kosa kata dan kata kerja umum dalam tulisannya . mereka menyajikan informasi menggunakan berbagai metode presentasi untuk menyesuaikan dengan pembaca /pemisra dan untuk mencapaitujuan yang berbeda-beda dalam bentuk cetak dan digital.

KOMPETENSI AWAL

- Peserta didik memiliki pengetahuan awal tentang Teks Narrative dalam kehidupan sehari-hari, berdasarkan video awal yang diberikan.

PROFILE BELAJAR PANCASILA

- Beriman, Bertakwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
- Gotong Royong
- Mandiri
- Bernalar Kritis
- Kreatif
- Nasionalisme

METODE

- Pertemuan 1 dan 2 Menggunakan Project Based Learning dan tatap muka.

SARANA DAN PRASARANA

Pembelajaran menggunakan:

Media/Alat:

Laptop/komputer, LCD, Video, Audio, Speaker .

TEKNIK

Roundtable Technique

ASESEMEN

Unjuk kerja

Individu dan kelompok

ISI MODUL

MATERI YANG AKAN DIPELAJARI

TEKS NARRATIVE (NARRATIVE TEXT)

1. Definition

Narrative text **menceritakan cerita imajinatif ataupun cerita nyata yang dimodifikasi**, dan disusun melalui urutan kejadian yang terjadi di masa lalu.

2. Purpose

The aim of narrative text is to entertain the readers through the amusing story Tujuan narrative text adalah untuk menghibur para pembaca dengan ceritanya yang menarik.

3. Generic Structure of Narrative Text

1) Orientation

Merupakan bagian pembuka dari sebuah cerita teks narasi. Bagian ini mengenalkan tokoh dalam cerita (characters) serta latar terjadinya cerita yang meliputi latar tempat, waktu, suasana, dan keadaan sosial (setting).

2) Complication

Bagian ini berisi permasalahan yang terjadi di dalam sebuah cerita. Secara lebih detail, complication terbagi lagi menjadi 3 bagian, yaitu:

- Rising action: Masalah mulai muncul
- Climax: Puncak permasalahan
- Falling action: Tensi permasalahan mulai menurun, dan mulai menemukan titik penyelesaian.

3) Resolution

Bagian ini berisi penyelesaian atau akhir dari sebuah cerita teks narasi. Sebuah cerita bisa ditutup dengan akhir yang menyenangkan (happy ending), akhir yang menyedihkan (sad ending), atau akhir yang menggantung (cliffhanger).

4) Re-orientation

Bagian terakhir dari struktur teks narasi (narrative text) ini biasanya berisi kesimpulan, pesan moral (moral value), atau perubahan watak tokoh di akhir cerita. Reorientation ini sifatnya opsional karena tidak harus selalu ada pada suatu teks naratif.

4. Language Features of Narrative Text

- Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)

- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.

5. Kinds of Narrative Text

- 5) Fictional narrative
- 6) Autobiography
- 7) Biography
- 8) Memoir
- 9) Legend

6. Example of Narrative Text

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

TUJUAN PEMBELAJARAN

Melalui model pembelajaran **Project base Learning** menggunakan media PPT, Video dan Gambar diharapkan siswa mampu :

1. Mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan narrative text
2. Menemukan informasi umum dan khusus pada narrative text
3. Mengidentifikasi penggunaan simple past tense dalam narrative text
4. Mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis recount text
5. Secara individu peserta didik mampu **menghasilkan sebuah teks narrative text (C6)**
6. Meningkatkan motivasi dan pembentukan karakter peserta didik

PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik dapat :

Pertemuan 1:

1. Mengetahui definisi dan tujuan narrative tex
2. Menganalisis struktur dan unsur kebahasaan narrative text

Pertemuan 2:

1. Membuat narrative text dengan benar

PERTANYAAN PEMANTIK

- Have you ever heard the story of Bukit Kelam?
- What is the story of Bukit Kelam?

LEARNING

FIRST MEETING

Kegiatan Awal (20 Menit)

Orientasi Kelas

1. Pendidik memberi salam (greeting).
2. Pendidik bertanya kabar siswa.
3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME)
4. Pendidik memeriksa kehadiran peserta didik.
5. Pendidik mengajak siswa melakukan brainstorming

Apersepsi

6. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari-harinya.
7. Pendidik mengajukan pertanyaan pemantik berdasarkan gambar (bernalar kritis)



- Have you ever heard the story of Bukit Kelam?
- What is the story of Bukit Kelam?

**Kegiatan
Inti (50
menit)**

1. Pendidik menunjukan sebuah video cerita kepada peserta didik
2. Bersama pendidik, peserta didik menganalisis isi cerita seperti nama tokoh, alur cerita, dan sebagainya
3. Peserta didik diberikan materi melalui PowerPoint
4. Peserta didik diberikan sebuah narrative text
5. Peserta didik mengidentifikasi narrative text sesuai struktur dan unsur kebahasaannya dengan benar

**Kegiatan
Penutup (20
menit)**

1. Guru mengajak siswa bermain games/quis tentang narrative text
2. Memberikan umpan balik terhadap proses pembelajaran
3. Menyimpulkan apa yang dipelajari hari ini.
4. Menyampaikan agenda pertemuan berikutnya
5. Guru dan siswa mengakhiri pembelajaran dengan berdoa dan mengucapkan salam.

LEARNING

SECOND MEETING

Kegiatan Awal (10 Menit)

Orientasi Kelas

1. Pendidik memberi salam (greeting).
2. Pendidik bertanya kabar siswa.
3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME)
4. Pendidik memeriksa kehadiran peserta didik.
5. Pendidik mengajak siswa melakukan brainstorming

Apersepsi

1. Pendidik memberikan pertanyaan sebagai evaluasi materi minggu lalu
2. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari-harinya.

Ruang Lingkup

1. Mengingatn pekerjaan pekan lalu tentang persiapan pembuatan Project Narrative text
2. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
3. Menjelaskan asesmen yang akan didapatkan peserta didik.

**Kegiatan
Inti
(40 Menit)**

Mendesain Perencanaan Proyek

1. Peserta didik membuat narrative text menggunakan Teknik round table
2. Peserta didik diberikan LKPD oleh guru.
3. Peserta didik diberikan penjelasan tentang LKPD yang diberikan.

Memonitor Keaktifan dan Perkembangan Proyek

1. Peserta didik secara individu menyiapkan diri untuk menulis narrative text menggunakan round table technique
2. Guru mengamati aktifitas peserta didik
3. Guru memantau keaktifan peserta didik sebelum melakukan rekonstruksi, memantau realisasi perkembangan dan membimbing jika peserta didik mengalami kesulitan.

Menguji Hasil

1. Siswa memberikan LKPD yang telah dikerjakan kepadaguru.
2. Guru berdiskusi tentang prototipe proyek, memantau keaktifan peserta didik, mengukur ketercapaian standard.

Evaluasi Pengalaman Belajar

1. Peserta didik saling memberi tanggapan tentang proyek dikerjakan
2. Guru memberikan penguatan dan apresiasi kepada peserta didik.

**Kegiatan
Penutup
(10 menit)**

1. Guru memberikan soal melalui wordwall sebanyak 5 soal kepada siswa secara individu menggunakan HP masing-masing diakhir sesi.
2. Memberikan umpan balik terhadap proses pembelajaran
3. Menyimpulkan apa yang dipelajari hari ini.
4. Menyampaikan agenda pertemuan berikutnya
5. Guru dan siswa mengakhiri pembelajaran dengan membacaberdoa dan mengucapkan salam.

LEARNING

THIRD MEETING

Kegiatan Awal (10 Menit)

Orientasi Kelas

1. Pendidik memberi salam (greeting).
2. Pendidik bertanya kabar siswa.
3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME)
4. Pendidik memeriksa kehadiran peserta didik.
5. Pendidik mengajak siswa melakukan brainstorming

Apersepsi

1. Pendidik memberikan pertanyaan sebagai evaluasi materi minggu lalu
2. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya.

Ruang Lingkup

1. Mengingatn pekerjaan pekan lalu tentang persiapan pembuatan Project Narrative text
2. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
3. Menjelaskan asesmen yang akan didapatkan peserta didik.

**Kegiatan
Inti
(40 Menit)**

Mendesain Perencanaan Proyek

1. Guru mengingatkan kembali project menulis narrative text menggunakan Teknik round table
2. Siswa latihan menulis narrative text menggunakan Teknik round table

Memonitor Keaktifan dan Perkembangan Proyek

1. Peserta didik secara berkelompok menyiapkan diri untuk menulis narrative text menggunakan round table technique
2. Guru mengamati aktifitas peserta didik
3. Guru memantau keaktifan peserta didik sebelum melakukan rekonstruksi, memantau realisasi perkembangan dan membimbing jika peserta didik mengalami kesulitan.

Menguji Hasil

1. Siswa memberikan LKPD yang telah dikerjakan kepadaguru.
2. Guru berdiskusi tentang prototipe proyek, memantau keaktifan peserta didik, mengukur ketercapaian standard.

Evaluasi Pengalaman Belajar

1. Peserta didik saling memberi tanggapan tentang proyek dikerjakan
2. Guru memberikan penguatan dan apresiasi kepada peserta didik.

**Kegiatan
Penutup
(10 menit)**

1. Memberikan umpan balik terhadap proses pembelajaran
2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya
4. Guru dan siswa mengakhiri pembelajaran dengan membacaberdoa dan mengucapkan salam.

LEARNING**FOURTH MEETING****Kegiatan
Awal
(10 Menit)****Orientasi Kelas**

6. Pendidik memberi salam (greeting).
7. Pendidik bertanya kabar siswa.
8. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman, bertaqwa kepada Tuhan YME)
9. Pendidik memeriksa kehadiran peserta didik.
10. Pendidik mengajak siswa melakukan brainstorming

Apersepsi

3. Pendidik memberikan pertanyaan sebagai evaluasi materi minggu lalu
4. Pendidik memberikan penjelasan singkat tentang narrative text.

Ruang Lingkup

4. Mengingatn pekerjaan pekan lalu tentang persiapan pembuatan Project Narrative text
5. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
6. Menjelaskan asesmen yang akan didapatkan peserta didik.

**Kegiatan
Inti
(40 Menit)**

Mendesain Perencanaan Proyek

3. Guru mengingatkan kembali project menulis narrative text menggunakan Teknik round table
4. Siswa menulis narrative text menggunakan Teknik round table

Memonitor Keaktifan dan Perkembangan Proyek

4. Peserta didik secara berkelompok menyiapkan diri untuk menulis narrative text menggunakan round table technique
5. Guru mengamati aktifitas peserta didik
6. Guru memastikan setiap peserta didik berpartisipasi aktif dalam menyampaikan ide
7. Guru memantau keaktifan peserta didik sebelum melakukan rekonstruksi, memantau realisasi perkembangan dan membimbing jika peserta didik mengalami kesulitan.

Menguji Hasil

3. Siswa memberikan LKPD yang telah dikerjakan kepadaguru.
4. Guru berdiskusi tentang prototipe proyek, memantau keaktifan peserta didik, mengukur ketercapaian standard.

Evaluasi Pengalaman Belajar

3. Peserta didik saling memberi tanggapan tentang proyek dikerjakan
4. Guru memberikan penguatan dan apresiasi kepada peserta didik.

**Kegiatan
Penutup
(10 menit)**

5. Memberikan umpan balik terhadap proses pembelajaran
6. Menyimpulkan apa yang dipelajari hari ini.
7. Menyampaikan agenda pertemuan berikutnya
8. Guru dan siswa mengakhiri pembelajaran dengan berdoa dan mengucapkan salam.

ASESMEN

Rancangan Asesmen Formatif

Waktu dilakukan : Setiap pertemuan

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : Melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Waktu Pelaksanaan	Jenis Asesmen
1. Diperlihatkan video tentang liburan mengidentifikasi nama tempat, tokoh dan apa yang dilakukan dalam video tersebut	Pertemuan 1	Lisan
2. Setelah mengamati penjelasan materi dan video, Peserta didik mampu Menganalisis fungsi Sosial struktur teks dan unsur kebahasaan dalam kelompoknya dengan benar	Pertemuan 1	Lisan
3. Setelah mengamati penjelasan materi dan video, peserta didik mampu narrative text dengan benar menggunakan round table technique	Pertemuan 2	Unjuk Kerja
4. Setelah memberikan evaluasi terhadap hasil kerja siswa, peserta didik mampu menyebutkan struktur umum dan unsur kebahasaan naratif teks dan latihan menulis naratif teks dengan baik	Pertemuan 3	Lisan dan Unjuk Kerja
5. Setelah mereview pembelajaran sebelumnya, siswa mampu menulis teks naratif dengan benar sesuai unsur kebahasaan dan strukturnya	Pertemuan 4	Unjuk kerja

ASSESSMENT INSTRUMENT

Formative Assessment

Meeting : 2 dan 4
 Tujuan : Peserta didik mampu menulis narrative text
 Jenis : Unjuk Kerja
 Rubrik :

Components of Writing	Score	Indicator
Content	4	Relevant to the topic and easy to understand.
	3	Rather relevant to the topic and easy to understand.
	2	Relevant to the topic but is not quite easy to understand.
	1	Quite relevant to the topic but is not quite easy to understand.
Organization	4	Most of the sentences are related to the main idea.
	3	Some sentences are related to the main idea
	2	Few sentences related to the main idea
	1	Quite sentences are unrelated to each other.
Vocabulary and Mechanic	4	Correct in choice of words, spelling and punctuation.
	3	Some errors in choice of words, spelling and punctuation.
	2	Occasional errors in choice of words, spelling and punctuation.
	1	Frequent errors in choice of words, spelling, and punctuation
Grammar	4	No grammatical accuracies.
	3	Some grammatical inaccuracies
	2	Numerous Grammatical Inaccuracies.
	1	Frequent grammatical inaccuracies.

LKPD

Mapel : Bahasa Inggris
Materi : Narrative Text
Kelas/Semester : X/Ganjil
Waktu : 2x45 menit
Petunjuk : Buatlah sebuah narrative text sesuai dengan struktur dan unsur kebahasaannya (Minimal 3 paragraph)

The Result of Students' Observation Sheets on the First Cycle

Observation Checklist (For Students)

Cycle/Meeting : 1 / 1
 Education Unit : SMA Negeri 2 Sintang
 Class/Semester : X/2
 Sub Material : Narrative Text
 Date and Time : 12 Februari 2024
 Time Allocation : 2 x 45 minutes

No.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	a. Students answer the teacher's greeting actively				✓
		b. Students pray before they start the lesson.				✓
		c. Students provide answers to the attendance checklist.			✓	
		d. Students listen to the motivation that given by teacher well		✓		
		e. Students follow the brainstorming or ice breaking that given by teacher actively		✓		
		f. Students enthusiastic listen to teacher explanation about the learning purpose		✓		
2.	Main Activity	a. Students give respond when teacher ask something related	✓			

		to the material				
		b. The students pay attention when the teacher explains about narrative text			✓	
		c. Students read examples given by teacher		✓		
		d. Students identify the generic and language features of narrative text		✓		
		e. The students pay attention when teacher emphasize about writing narrative text by using round table technique		✓		
3.	Closing activities	a. Students enthusiastic play the games and quiz related to the material		✓		
		b. Students give the conclusion about the material			✓	
		b. Students listen carefully and pay attention to the feedback given by the teacher			✓	

		c. Students listen carefully to the next lesson plan that will be done at the next meeting.			✓	
		c. Students pray together				✓

Sintang,
Observer


Yuliana Tetean.A. S.Pd. M.Pd
NIP. 196503171988032014

The percentage of students' involvement: $\frac{\text{Total Score}}{\text{Max Score}} \times 100\%$

Scale:

- 1 = Only few students do the activities (0-8)
- 2 = Half of students do the activities (9-16)
- 3 = Most of students do the activities (17-26)
- 4 = All students do the activities (27-36)

**Observation Checklist
(For Students)**

Cycle/Meeting : 1 / 2
 Education Unit : SMA Negeri 2 Sintang
 Class/Semester : X / 2
 Sub Material : Narrative Text
 Date and Time : 13 Februari 2024
 Time Allocation : 2 x 45 minutes

No.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	a. Students answer the teacher's greeting actively				✓
		b. Students pray before they start the lesson.				✓
		c. Students provide answers to the attendance checklist.			✓	
		d. Students listen to the motivation that given by teacher well			✓	
		e. Students follow the brainstorming or ice breaking that given by teacher actively			✓	
		f. Students enthusiastic listen to teacher explanation about the learning purpose			✓	
2.	Main	a. Students review the previous			✓	

	Activity	material about narrative text				
		b. Students mention the language features and generic structure of narrative text		✓		
		c. Students listen carefully to teacher's instructions about the procedure of round table technique			✓	
		d. Students actively discuss and choose the topic in a group			✓	
		e. Students give their opinion to each other well			✓	
		f. Students write their opinion in a paper actively			✓	
		g. Students start to write their work based on group's result into their paper using their own word well		✓		
		h. Students correct each other's work well		✓		
		i. Students collect their work			✓	
3.	Closing activities	a. Students enthusiastic play the games and quiz related to the material			✓	

		b. Students give the conclusion about the material			✓	
		c. Students listen carefully and pay attention to the feedback given by the teacher			✓	
		d. Students listen carefully to the next lesson plan that will be done at the next meeting.				✓
		e. Students pray together				✓

Sintang,
Observer



Yuliana Tetean, A. S. Pd. M. Pd
NIP. 196503171988032014

The percentage of students' involvement: $\frac{\text{Total Score}}{\text{Max Score}} \times 100\%$

Scale:

1 = Only few students do the activities (0-8)

2 = Half of students do the activities (9-16)

3 = Most of students do the activities (17-26)

4 = All students do the activities (27-36)

The Result of Students' Observation Sheets on the Second Cycle

Observation Checklist (For Students)

Cycle/Meeting : 2 / 1
 Education Unit : SMA Negeri 2 Sintang
 Class/Semester : X/2
 Sub Material : Narrative Text
 Date and Time : 15 Februari 2024
 Time Allocation : 2 x 45 minutes

No.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	a. Students answer the teacher's greeting actively				✓
		b. Students pray before they start the lesson.				✓
		c. Students provide answers to the attendance checklist.			✓	
		d. Students listen to the motivation that given by teacher well				✓
		e. Students follow the brainstorming or ice breaking that given by teacher actively			✓	
		f. Students enthusiastic listen to teacher explanation about the learning purpose				✓
2.	Main Activity	a. Students mention the definition of narrative text				✓

		b. Students mention the structure and language features of narrative text well			✓	
		c. The students pay attention when teacher emphasize about writing narrative text by using round table technique				✓
		d. Students writing the text in a group actively			✓	
		e. Students give feedback to each other in a group well			✓	
3.	Closing activities	a. Students enthusiastic play the games and quiz related to the material				✓
		b. Students give the conclusion about the material				✓
		c. Students listen carefully and pay attention to the feedback given by the teacher				✓
		d. Students listen carefully to the next lesson plan that will be done at the next meeting.			✓	
		e. Students pray together				✓

Sintang,
Observer



Yuliana Tetean, A. S.Pd, M.Pd
NIP. 196503171988032014

The percentage of students' involvement: $\frac{\text{Total Score}}{\text{Max Score}} \times 100\%$

Scale:

- 1 = Only few students do the activities (0-8)
- 2 = Half of students do the activities (9-16)
- 3 = Most of students do the activities (17-26)
- 4 = All students do the activities (27-36)

**Observation Checklist
(For Students)**

Cycle/Meeting : 2 / 2
 Education Unit : SMA Negeri 2 Sintang
 Class/Semester : X/2
 Sub Material : Narrative Text
 Date and Time : 16 Februari 2024
 Time Allocation : 2 x 45 minutes

No.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	a. Students answer the teacher's greeting actively				✓
		b. Students pray before they start the lesson.				✓
		c. Students provide answers to the attendance checklist.				✓
		d. Students listen to the motivation that given by teacher well				✓
		e. Students follow the brainstorming or ice breaking that given by teacher actively				✓
		f. Students enthusiastic listen to teacher explanation about the learning purpose				✓
2.	Main Activity	a. Students preview the previous material about narrative text			✓	

		b. Students pay attention on teacher's short explanation about narrative text				✓
		c. The students prepare their stuff that needed to write in a group			✓	
		d. Students choose the topic actively				✓
		e. Students share their own ideas on a paper and pass the paper to their right friends			✓	
		f. Students start write their work used their own words well			✓	
		g. Students correct and give feedback to each other's acvately				✓
3.	Closing activities	a. Students enthusiastic play the games and quiz related to the material				✓
		b. Students give the conclusion about the material				✓
		c. Students listen carefully and pay attention to the feedback given by the teacher				✓

		d. Students listen carefully to the next lesson plan that will be done at the next meeting.			✓	
		e. Students pray together				✓

Sintang,
Observer


Yuliana Tetean.A. S.Pd. M.Pd
NIP. 196503171988032014

The percentage of students' involvement: $\frac{\text{Total Score}}{\text{Max Score}} \times 100\%$

Scale:

- 1 = Only few students do the activities (0-8)
- 2 = Half of students do the activities (9-16)
- 3 = Most of students do the activities (17-26)
- 4 = All students do the activities (27-36)

The Result of Field Note on First Cycle

Field Note

Cycle/Meeting : 1/1
 Date/Time : 12 Februari 2024
 Class/Semester : X/2
 Theme/subtheme : Narrative Text

No.	Notes
	• beberapa siswa : - terlihat pacif (kurang berprestasi) - bermain ponsel. - bicara bercanda dengan teman sebangkunya - Igo ke toilet. - Ada siswa yang menggonggong teman * buat kecupakan kelet.

Sintang,
Observer



Yuliana Tetean, A. S.Pd, M.Pd
 NIP. 196503171988032014

Field Note

Cycle/Meeting : 1/2
 Date/Time : 13 Februari 2024
 Class/Semester : XD / 2
 Theme/subtheme : Narrative Text

No.	Notes
	~ siswa cukup aktif dalam mengikuti proses kbm di kelas. ~ cukup antusias dalam berpartisipasi dalam kerja kelompok

Sintang,
 Observer



Yuliana Tetean.A. S.Pd. M.Pd
 NIP. 196503171988032014

The Result of Field Note on Second Cycle

Field Note

Cycle/Meeting : 2/1
 Date/Time : 15 Februari 2024
 Class/Semester : X/2
 Theme/subtheme : Narrative Text

No.	Notes
	~ beberapa siswa terlihat kurang antusias ketika mereview pelajaran ~ beberapa siswa berbicara keras, bercanda dengan teman. ~ Izin ke toilet. * Buat kesepakatan keluar

Sintang,
Observer



Yuliana Tetean A. S. Pd. M. Pd
 NIP. 196503171988032014

Field Note

Cycle/Meeting : 2/2
 Date/Time : 16 Februari 2024
 Class/Semester : X/2
 Theme/subtheme : Narrative Text

No.	Notes
	• Beberapa siswa : - ingin ke toilet. - bercanda dengan teman sekelompok. • Sebagian besar terlihat antusias ketika meninjau pelajaran • Sebagian besar siswa terlibat aktif dalam diskusi.

Sintang,
 Observer



Yuliana Tetean, A. S.Pd, M.Pd
 NIP. 196503171988032014

The Interview Transcript of Cycle One

Name : SS

Class : XD

1. What do you think about learning English?

(bagaimana pendapatmu tentang belajar Bahasa Inggris?)

Answer: **Untuk sekarang, jujur sedikit bosan miss karena ayah saya buka kursus Bahasa Inggris jadi sudah 10 tahun saya belajar Bahasa Inggris terus**

2. What do you think about writing narrative text?

(bagaimana pendapatmu menulis teks narrative dalam Bahasa Inggris?)

Answer: **gampang gampang susah, miss**

3. What do you think about the activities in learning writing using round table technique?

(bagaimana pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)

Answer: **asik miss karena bisa bekerja sama dengan teman dan memberikan koreksi satu sama lain**

4. How did you feel after learn writing using round table technique?

(bagaimana perasaanmu setelah belajar menulis menggunakan Teknik round table?)

Answer: **senang miss**

5. Does round table technique useful for you to improve your writing ability?

(apakah Teknik round table membantu kamu meningkatkan kemampuan menulismu?)

Answer: **iya, membantu miss**

Name : VA

Class : XD

1. What do you think about learning English?
(bagaimana pendapatmu tentang belajar Bahasa Inggris?)
Answer: **sedikit membosankan, tapi ada serunya miss**
2. What do you think about writing narrative text?
(bagaimana pendapatmu menulis teks narrative dalam Bahasa Inggris?)
Answer: **gampang gampang susah miss**
3. What do you think about the activities in learning writing using round table technique?
(bagaimana pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)
Answer: **lumayan seru miss**
4. How did you feel after learn writing using round table technique?
(bagaimana perasaanmu setelah belajar menulis menggunakan Teknik round table?)
Answer: **lumayan menyenangkan miss**
5. Does round table technique useful for you to improve your writing ability?
(apakah Teknik round table membantu kamu meningkatkan kemampuan menulismu?)
Answer: **iya miss, Teknik ini berguna untuk saya.**

Name : MAR

Class : XD

1. What do you think about learning English?
(bagaimana pendapatmu tentang belajar Bahasa Inggris?)
Answer: **lumayan susah miss**
2. What do you think about writing narrative text?
(bagaimana pendapatmu menulis teks narrative dalam Bahasa Inggris?)
Answer: **susah miss**
3. What do you think about the activities in learning writing using round table technique?
(bagaimana pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)
Answer: **lumayan efektif miss**
4. How did you feel after learn writing using round table technique?
(bagaimana perasaanmu setelah belajar menulis menggunakan Teknik round table?)
Answer: **menyenangkan miss**
5. Does round table technique useful for you to improve your writing ability?
(apakah Teknik round table membantu kamu meningkatkan kemampuan menulismu?)
Answer: **iya miss**

Name : DAP

Class : XD

1. What do you think about learning English?
(bagaimana pendapatmu tentang belajar Bahasa Inggris?)
Answer: **seru miss**
2. What do you think about writing narrative text?
(bagaimana pendapatmu menulis teks narrative dalam Bahasa Inggris?)
Answer: **susah tapi terkadang gampang miss**
3. What do you think about the activities in learning writing using round table technique?
(bagaimana pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)
Answer: **lumayan membantu miss**
4. How did you feel after learn writing using round table technique?
(bagaimana perasaanmu setelah belajar menulis menggunakan Teknik round table?)
Answer: **seru miss**
5. Does round table technique useful for you to improve your writing ability?
(apakah Teknik round table membantu kamu meningkatkan kemampuan menulismu?)
Answer: **iya miss, lumayan membantu**

Name : HH

Class : XD

1. What do you think about learning English?
(bagaimana pendapatmu tentang belajar Bahasa Inggris?)
Answer: **seru miss**
2. What do you think about writing narrative text?
(bagaimana pendapatmu menulis teks narrative dalam Bahasa Inggris?)
Answer: **lumayan susah miss**
3. What do you think about the activities in learning writing using round table technique?
(bagaimana pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)
Answer: **bagus miss**
4. How did you feel after learn writing using round table technique?
(bagaimana perasaanmu setelah belajar menulis menggunakan Teknik round table?)
Answer: **memudahkan saya miss**
5. Does round table technique useful for you to improve your writing ability?
(apakah Teknik round table membantu kamu meningkatkan kemampuan menulismu?)
Answer: **iya miss, membantu saya meningkatkan kemampuan menulis saya**

Name : R

Class : XD

1. What do you think about learning English?
(bagaimana pendapatmu tentang belajar Bahasa Inggris?)
Answer: **lumayan suka miss**
2. What do you think about writing narrative text?
(bagaimana pendapatmu menulis teks narrative dalam Bahasa Inggris?)
Answer: **kadang susah miss**
3. What do you think about the activities in learning writing using round table technique?
(bagaimana pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)
Answer: **menyenangkan miss**
4. How did you feel after learn writing using round table technique?
(bagaimana perasaanmu setelah belajar menulis menggunakan Teknik round table?)
Answer: **senang miss**
5. Does round table technique useful for you to improve your writing ability?
(apakah Teknik round table membantu kamu meningkatkan kemampuan menulismu?)
Answer: **iya, lumayan membantu saya miss**

The Interview Transcript of Cycle Two

Name : ZS

Class : XD

1. Do you like learning English?
(apakah kamu suka belajar Bahasa Inggris?)
Answer: **suka miss**
2. What do you think about writing in English?
(apa pendapatmu tentang menulis dalam Bahasa Inggris?)
Answer: **sedikit susah miss karna kekurangan kosakata**
3. What do you think about the activities in learning writing using round table technique?
(apa pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)
Answer: **menyenangkan miss karena bisa mengerjakan Bersama teman teman**
4. How do you feel after learn writing using round table technique?
(bagaimana perasaanmu setelah belajar menulis menggunakan Teknik round table)
Answer: **Iya miss, meningkatkan**
5. Does round table technique improve your motivation in learning writing?
(apakah Teknik round table meningkatkan motivasimu untuk belajar menulis?)
Answer: **Iya miss, memotivasi saya**
6. Do you think there is a difference in your writing ability before and after using the round table technique?
(menurutmu apakah ada perbedaan kemampuan menulismu sebelum dan setelah menggunakan Teknik round table?)
Answer: **Iya miss, ada**

Name : SGNS

Class : XD

1. Do you like learning English?
(apakah kamu suka belajar Bahasa Inggris?)
Answer: **kadang suka kadang tidak miss**
2. What do you think about writing in English?
(apa pendapatmu tentang menulis dalam Bahasa Inggris?)
Answer: **sedikit susah miss**
3. What do you think about the activities in learning writing using round table technique?
(apa pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)
Answer: **menyenangkan miss karena bisa membantu saya untuk berdiskusi dengan teman**
4. Does round table technique improve your writing ability?
(apakah Teknik round table meningkatkan kemampuan menulismu?)
Answer: **iya miss, meningkatkan**
5. Does round table technique improve your motivation in learning writing?
(apakah Teknik round table meningkatkan motivasimu untuk belajar menulis?)
Answer: **Iya miss**
6. Do you think there is a difference in your writing ability before and after using the round table technique?
(menurutmu apakah ada perbedaan kemampuan menulismu sebelum dan setelah menggunakan Teknik round table?)
Answer: **Iya miss, ada**

Name : KS

Class : XD

1. Do you like learning English?
(apakah kamu suka belajar Bahasa Inggris?)
Answer: **lumayan suka miss**
2. What do you think about writing in English?
(apa pendapatmu tentang menulis dalam Bahasa Inggris?)
Answer: **agak kesulitan miss**
3. What do you think about the activities in learning writing using round table technique?
(apa pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)
Answer: **memudahkan saya untuk berdiskusi dalam kelompok miss**
4. Does round table technique improve your writing ability?
(apakah Teknik round table meningkatkan kemampuan menulismu?)
Answer: **iya miss**
5. Does round table technique improve your motivation in learning writing?
(apakah Teknik round table meningkatkan motivasimu untuk belajar menulis?)
Answer: **Iya miss, lumayan**
6. Do you think there is a difference in your writing ability before and after using the round table technique?
(menurutmu apakah ada perbedaan kemampuan menulismu sebelum dan setelah menggunakan Teknik round table?)
Answer: **ada miss**

Name : D

Class : XD

1. Do you like learning English?
(apakah kamu suka belajar Bahasa Inggris?)
Answer: **lumayan suka**
2. What do you think about writing in English?
(apa pendapatmu tentang menulis dalam Bahasa Inggris?)
Answer: **agak sulit miss karena kesulitan mencari kosakata**
3. What do you think about the activities in learning writing using round table technique?
(apa pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)
Answer: **sangat efektif miss karena saya bisa bertukar pendapat atau ide**
4. Does round table technique improve your writing ability?
(apakah Teknik round table meningkatkan kemampuan menulismu?)
Answer: **iya miss, meningkatkan kemampuan saya dalam menulis**
5. Does round table technique improve your motivation in learning writing?
(apakah Teknik round table meningkatkan motivasimu untuk belajar menulis?)
Answer: **Iya miss**
6. Do you think there is a difference in your writing ability before and after using the round table technique?
(menurutmu apakah ada perbedaan kemampuan menulismu sebelum dan setelah menggunakan Teknik round table?)
Answer: **ada miss**

Name : DE

Class : XD

1. Do you like learning English?
(apakah kamu suka belajar Bahasa Inggris?)
Answer: **suka miss**
2. What do you think about writing in English?
(apa pendapatmu tentang menulis dalam Bahasa Inggris?)
Answer: **seru miss tapi agak sulit**
3. What do you think about the activities in learning writing using round table technique?
(apa pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)
Answer: **seru miss, karena bisa berdiskusi dengan teman teman**
4. Does round table technique improve your writing ability?
(apakah teknik round table meningkatkan kemampuan menulismu?)
Answer: **iya miss, meningkatkan kemampuan saya dalam menulis**
5. Does round table technique improve your motivation in learning writing?
(apakah teknik round table meningkatkan motivasimu untuk belajar menulis?)
Answer: **Iya miss**
6. Do you think there is a difference in your writing ability before and after using the round table technique?
(menurutmu apakah ada perbedaan kemampuan menulismu sebelum dan setelah menggunakan Teknik round table?)
Answer: **ada miss**

Name : AA

Class : XD

1. Do you like learning English?
(apakah kamu suka belajar Bahasa Inggris?)
Answer: **suka miss**
2. What do you think about writing in English?
(apa pendapatmu tentang menulis dalam Bahasa Inggris?)
Answer: **lumayan sulit miss tapi seru**
3. What do you think about the activities in learning writing using round table technique?
(apa pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)
Answer: **lumayan efektif miss karena membantu berdiskusi dengan teman teman**
4. Does round table technique improve your writing ability?
(apakah teknik round table meningkatkan kemampuan menulismu?)
Answer: **iya miss**
5. Does round table technique improve your motivation in learning writing?
(apakah teknik round table meningkatkan motivasimu untuk belajar menulis?)
Answer: **iya miss**
6. Do you think there is a difference in your writing ability before and after using the round table technique?
(menurutmu apakah ada perbedaan kemampuan menulismu sebelum dan setelah menggunakan Teknik round table?)
Answer: **ada miss**

The Result of Students' Writing Performance in Cycle One

kalos = xD

NO: _____

DATE: _____

in ancient times, one day there lived a mouse deer and a crocodile who were friend, the mouse deer lived ~~in~~ on land while the crocodile lived ~~on~~ in the water. one day there was a festival being held on land. The mouse deer was confused and didn't know who to go with. He wanted to invite the crocodile but the crocodile couldn't go on land either long. Finally the deer invited the deer and the

C + 0 + VM + C

3 + 2 + 2 + 3

= 10

Homo

YD

NO:

DATE:

In a deep forest there lived a mouse deer and a crocodile. They had been enemies for a long time and suddenly a deer came and asked the deer to look for food across the river. Suddenly he saw a crocodile that had been hit and the crocodile asked the deer for help and seduced the deer until he helped but after helping him the crocodile bit the deer's leg and the deer was in pain then the mouse deer came to make the deer and they were safe then lift the crocodile.

$$C + D + V + G$$

$$4 + 3 + 3 + 4$$

$$= 14$$

Once upon a time there lived a mouse deer
and a crocodile.

The deer and the crocodile were very
close friends until one day there was
a party in a jungle. The deer wanted
to go to the party and wanted to bring
the crocodile but the crocodile was sick...
and the mouse deer didn't know
what to do but a deer came who
persuaded the deer.

$$C + 0 + VM + G$$

$$2 + 2 + 2 + 3$$

$$= 9$$

☐ The ugly duckling

☐ one sunny day on Mr. Putus ~~farm~~ there was Mr. Putus
☐ favorite duck, namely Abel the mother duck. A few days
☐ later ~~he~~ egg finally hatched, but unfortunately this duckling
☐ was different from the others, not like the others ~~white~~
☐ and clean, but this duck was the opposite, namely black
☐ and dull. After he started to grow up, all the animals
☐ mocked him because of his shape and skin color, different
☐ from the others and he was very sad to see that all
☐ his friends with him. Finally, a few months later he
☐ had grown up and had white and very shining skin.
☐ He was very beautiful and in the end from here
☐ he knew that he was not a duck. It is not a goose
☐ because he himself is white and all his brothers
☐ are black.

☐ $C + O + VM + G$

☐ $3 + 3 + 2 + 4$

☐ $= 12$

xP

No : _____

Date : _____

CATS AND DOGS

☐ Once upon a time, there was a cat and dog living
☐ in the same neighborhood but they never got along.
☐ they sometimes fight continuously almost every day.
☐ They also sometimes scratch and bite each other.
☐ and when there is food and toys they always
☐ fight over each other, there is not even
☐ a day without fighting

$$C + O + VM + G$$

$$2 + 1 + 4$$

$$= 10$$

The Result of Students' Writing Performance in Cycle Two

Once upon a time there were two people walking in the forest. They know that something dangerous can happen in the forest at any time.

After that, his friend came down from the tree and asked his friend on the ground:
C + O + U + M + E

$$\square \quad 1 + 1 + 1 + 1$$

24

Narrative Text

Bullying of Classmates

Deon is child who studies at SMA 2 Bandung, he lives in Gedong ombo village, tuban, East Java. He is a quiet child who has high achievements and enthusiasm at SMA 2 Bandung. He has cancer and lung disease.

When Deon entered Bandung High School, Deon had no friends at all, because his friends thought Deon was a nerd (strange), but Deon always got first place in his class.

At that time there was a girl who liked Deon, and there was a boy who liked the girl, the boy did not accept that the girl liked Deon.

Then the boy planned something with his friend to hurt the sickly Deon in an empty house. They injured Deon so badly that Deon suffered greatly and was helpless.

After that incident, the children who bullied or bullied Deon received news that Deon had died. They were very sorry for what they had done to Deon and after reading the letter that Deon had written for them.

$$C + O + V M + S$$

$$4 + 4 + 4 + 3$$

$$= 15$$

The future starts today.

Best Friends

In a small town, there lived two boys named Jaehyun and Mark. They have been friends since childhood and always do everything together. One day, Jaehyun moved to another city because of his father's job. Mark felt very sad because he had to part with his best friends.

Even though the distance separates them, Jaehyun and Mark still maintain their relationship. They wrote letters to each other and told stories about each other's lives. Every holiday they try to meet at the place they have planned.

When they were adults, Jaehyun and Mark met again in the big city. They realized how strong their bond of friendship was despite being apart for so long. They support each other in every step of their respective lives.

$$\begin{aligned}
 &C + O + VM + G \\
 &4 + 4 + 4 + 4 \\
 &= 16
 \end{aligned}$$

☐ kelas : XD

☐ mapal : Bahasa Inggris

☐

☐

☐ A true Friend

☐ one day there were two people walking in the forest.

☐ they knew that something dangerous could happen in the forest at any time.

☐

☐ so they both promised each other that if there was any danger they would always be together.

☐ suddenly they saw a very large bear heading towards them. the two of them quickly gathered the nearest tree.

☐

☐ But unfortunately others don't know how to plant trees. so, guided by his common sense, he gasped the ground and pretended to be dead.

☐ the bear approached the person on the ground.

☐ smelled the hearing and slowly left the place

☐ because the bear didn't like to touch dead people

☐

☐ After that, his friend came down from the

☐ tree and asked his friend, ~~what~~ what did the ~~beard~~ bear

☐ whisper in your ear? Another friend replied

☐ the bear just told me not to trust fake friends

☐ Input

☐

$$C + 0 + UM + 6$$

$$= 4 + 4 + 3 + 3$$

$$= 14$$

Bahasa Inggris

Date X D

☐ Narrative text

☐ Find another best friend.

☐ One day two friends were walking through the forest. They
☐ are Jojo and Jeje. They feel and know that this mysterious
☐ tragedy will befall them at any moments. So they make an amazing
☐ promise to save and hold hands.

☐ but ^{big} a tiger came and tried to eat him. Then Jojo immediately
☐ climbed the tree to reach a higher position. But Jeje just cried
☐ because she couldn't climb. Then Jeje. Then Jeje tried to lie
☐ on the floor. He behaved like a dead creature.

☐ The tiger came to Jeje. It kissed his ear and then slowly
☐ left the place. ... because tiger don't touch dead bodies.
☐ Currently Jojo came down and came to Jeje he asked her

☐ "Hey, what did tiger say in your ear?" Jeje then replied, "The
☐ tiger suggested that I find another close friend."

☐ $C + O + U + M + C$

☐ $4 + 4 + 3 + 4$

☐ $= 15$

The Result of Students' Score in Cycle One

NO	Name	C	O	VM	G	Score	Total Score
1.	AM	1	2	1	2	6	37,5
2.	AAP	2	1	3	3	9	56,25
3.	AA	3	3	2	4	12	75
4.	A	4	2	3	2	11	68,75
5.	CO	1	1	2	1	5	31,25
6.	DAP	1	1	1	2	5	31,25
7.	DDA	1	1	2	1	5	31,25
8.	DP	2	2	1	2	7	43,75
9.	D	2	2	3	2	9	56,25
10.	HC	2	2	3	2	9	56,25
11	HH	1	2	1	2	6	37,5
12.	MZ	2	1	1	2	6	37,5
13.	M	2	2	1	1	4	37,5
14	MDP	2	2	3	4	11	68,75
15.	MAF	2	1	2	2	7	43,75
16.	MAR	1	1	2	2	6	37,5
17.	MF	4	4	3	3	14	87,5

18.	NDS	4	3	3	4	14	87,5
19	RA	4	3	2	4	13	81,25
20	R	3	2	2	3	10	62,5
21	RDL	2	2	1	2	7	43,25
22	RFS	2	1	1	1	5	31,25
23.	SDA	1	1	1	2	5	31,25
24.	SS	2	1	3	4	10	62,5
25	SGNS	3	3	1	1	4	25
26	TCNP	2	2	1	1	6	37,5
27	VA	2	2	1	1	6	37,5
28.	YA	2	2	2	3	9	56,25
29.	YCM	2	1	2	4	9	56,25
30.	YWP	3	3	2	4	12	75
31	ZS	2	1	2	2	4	43,75
TOTAL INDIVIDUAL SCORE						1,562,5	
AVERAGE						51	

The Result of Students' Score in Cycle Two

NO	Name	C	O	VM	G	Score	Total Score
1.	AM	3	3	2	3	11	68,75
2.	AAP	4	4	4	4	16	100
3.	AV	1	1	1	1	4	25
4.	A	4	3	3	3	13	81,25
5.	CO	1	1	1	1	4	25
6.	CSZ	4	4	4	4	16	100
7.	DDA	4	4	3	3	14	87,5
8.	DE	4	4	3	3	14	87,5
9.	DP	4	4	3	3	14	87,5
10.	D	4	4	4	3	15	93,75
11.	HC	3	2	3	3	11	68,75
12	HH	1	1	1	1	4	25
13	KS	4	4	3	4	15	93,75
14.	MZ	1	1	1	1	4	25
15.	M	4	4	3	4	14	87,5
16.	MDP	1	1	1	1	4	25

Instrument Validation Request

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA STKIP PERSADA KHATULISTIWA SINTANG SINTANG-KALIMANTAN BARAT <i>Jl. Pertamina Sengkuang Km.4, Kotak Pos 126, Telp. (0565)2022386, 2022387</i> <i>Email: stkippersada@gmail.com Website: www.persadakhatulistiwa.ac.id</i>		
	FORMULIR SURAT PERMOHONAN VALIDASI INSTRUMEN PENELITIAN TA		
	Kode :	Edisi	Revisi
018FA3-1	1	1	Tanggal Terbit 1 Agustus 2021

Hal : Permohonan Validasi Instrumen TA
 Lampiran : 1 Bendel

Kepada Yth.
Bapak Henry Elisa, M.Pd
Dosen Prodi Pendidikan Bahasa Inggris
Di
Tempat

Dengan hormat,

Sehubungan dengan pelaksanaan Tugas Akhir (TA), dengan ini saya:

Nama : Gabriela Apriani Koli
 NIM : 200407130
 Program Studi : Pendidikan Bahasa Inggris
 Judul AT : THE USE OF ROUND TABLE TECHNIQUE TO IMPROVE
 STUDENTS' WRITING ABILITY IN WRITING NARRATIVE
 TEXT AT TENTH GRADE OF STATE SENIOR HIGH SCHOOL 2
 SINTANG

Mohon Bapak berkenan memberikan validasi terhadap instrumen penelitian TA yangtelah saya susun. Sebagai bahan pertimbangan, bersama ini saya lampirkan; (1) Proposal TA, (2) kisi-kisi instrumen penelitian TA, dan (3) draft instrumen penelitian TA.

Demikian permohonan saya, atas bantuan dan perhatian Bapak/Ibu diucapkan terima kasih.

Mengetahui,
 Kaprodi Pendidikan Bahasa Inggris

 Siyone, M.Pd
 NIDN: 1115028901

Sintang, 2 Februari 2023
 Pemohon


 Gabriela Apriani Koli
 NIM. 200407130

Instrument Validation Statement

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA STKIP PERSADA KHATULISTIWA SINTANG SINTANG-KALIMANTAN BARAT Jl. Pertamina Sengkuang Km. 4, Kotak Pos 126, Telp. (0565)2022386, 2022387 Email: stkippersada@gmail.com Website: www.persadakhatulistiwa.ac.id			
	FORMULIR SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA			
	Kode :	Edisi	Revisi	Tanggal Terbit
019FA3-1	1	1	1 Agustus 2021	

SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA

Saya yang bertanda tangan di bawah ini:

Nama : Henry Elisa, M, Pd
 NIDN : 1131018703
 Prodi : Pendidikan Bahasa Inggris

menyatakan bahwa instrumen penelitian TA atas nama mahasiswa:

Nama : Gabriela Aprianj Koli
 NIM : 200407130
 Program Studi: Pendidikan Bahasa Inggris
 Judul TA : THE USE OF ROUND TABLE TECHNIQUE TO IMPROVE
 STUDENTS' WRITING ABILITY IN WRITING NARRATIVE TEXT
 AT TENTH GRADE OF STATE SENIOR HIGH SCHOOL 2 SINTANG

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan:

✓	Layak digunakan untuk penelitian
✓	Layak digunakan dengan perbaikan
	Tidak layak digunakan untuk penelitian yang bersangkutan

dengan catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Sintang, 2 Februari 2024

Validator



Henry Elisa, M. Pd

NIDN. 1131018703



Benar tanda ✓

Catatan:

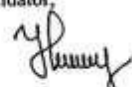
Instrument Validation Result

HASIL VALIDASI INSTRUMEN PENELITIAN TA

Nama Mahasiswa : Gabriela Apriani Koli
 NIM : 200407124
 Judul : THE USE OF ROUND TABLE TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY IN WRITING NARRATIVE TEXT AT TENTH GRADE OF STATE SENIOR HIGH SCHOOL 2 SINTANG

No.	Variable	Saran/Tanggapan
1.	observation checklist cycle 1/m1	accepted
2.	observation checklist cycle 1/m2	accepted
3.	Field note	accepted
4.	interview guideline cycle 1	accepted
5.	interview guideline cycle 2	accepted
6.	module	raise that based on the topic.
	Komentar Umum/Lain-Lain:	

Sintang, 2 Februari 2024
 Validator,


 Henry Elisa, M. Pd
 NIDN. 1131018703

Research Permission



Nomor : 286/B-6/G1/II/2024

Lampiran : 1 (satu) lembar

Perihal : Izin Penelitian

Kepada

Yth. Kepala SMAN 2 Sintang

Di Tempat

Dengan hormat,

Berkenaan dengan tugas akhir mahasiswa atau skripsi, kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa kami:

Nama : Gabriela Apriani Koli

NIM : 2000407130

Jurusan : Pendidikan Bahasa dan Seni

Program Studi : Pendidikan Bahasa Inggris

Untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin dengan judul:

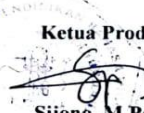
“The Use of Round Table Technique To Improve Students’ Ability In Writing Narrative Text At Tenth Grade of State Senior High School 2 Sintang ”. Adapun tanggal dan waktu penelitian sepenuhnya adalah hasil koordinasi kedua belah pihak.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Sintang, 02 Februari 2024

Mengetahui
Ketua STKIP Persada Khatulistiwa

Didin Syafruddin S.P., M.Si
 NIDN. 1102066603

Ketua Prodi PBI

Sijono, M.Pd.
 NIDN. 1115028901

Documentation



Picture 1. The students review the material about narrative text



Picture 2. Writer guide the students to write narrative text using round table technique



Picture 3. The students started to write narrative text using round table technique



Picture 4. The writer interviewed the students