

## OBSERVATION CHECKLIST

## Meeting 1

Teacher's Name : Agustina Tridalia Bayu, S.Pd  
 Education Unit : SMAS Nurantara Indah Sintang  
 Class : X A  
 Material : Narrative Text  
 Date and Time : Selasa, 22 April 2025  
 Time Allocation : 2 x 40 menit

NO.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Pre-activity	a. Students respond well the teacher greeting		✓		
		b. The students pray before they start the lesson.		✓		
		c. The students respond well the attendance checklist		✓		
2.	Student activity	a. Students pay attention to the teacher when explain the material about narative text		✓		

	<p>b. Understanding: Students get to know the material independently or with the help of the teacher.</p> <p>Identifying: Students practice understanding by finding important aspects in the material.</p> <p>Discussion: Students share views and enrich understanding with friends.</p> <p>Presenting: Students present learning outcomes to hone communication skills.</p>		✓		
	c. Students practice role play in front of the class after the teacher explains the material and examples		✓		
	d. Students doing well when the teacher ask them to practice speaking in front of the class antusiasticly		✓		

3	Closing activity	e. Students pay attention when the teacher evaluates after the practice is carried out.		✓		
		f. The students are active during the teaching and learning process.		✓		
		a. Students express their opinions after following the learning process		✓		
		b. Students and teacher draw the conclusions		✓		
		c. Students listen carefully to the teacher to convey the learning activities for the next meeting		✓		
		d. The Students pray before end the lesson		✓		
		e. Students answer the teacher greeting		✓		

The percentage of students involvement :  $\frac{\text{total score}}{\text{Max score}} \times 100 \%$

Max score

Sintang, 24 April 2025

Observer



Agustina Fridalia Bayu, S.Pd

Score	Description	Percentage range
1	Students show little to no engagement struggles significantly, or does not participate in the activity..	0%-25%
2	Fair students participates minimally, shows some effort but struggles to meet expectations.	26%-50%
3✓	Students participates actively, meet expectations, and demonstrates moderate progress.	51%-75%
4	Students fully engages, exceeds expectations, and shows significant enhancement in speaking activities.	76%-100%

## Appendix 2

## OBSERVATION CHECKLIST

## Meeting 1

Teacher's Name : *Agustina Fridalia Bayu, S. Pd*  
 Education Unit : *SMAS Nurantara Indah Sintang*  
 Class : *X A*  
 Material : *Narrative Texts*  
 Date and Time : *Selasa, 6 Mei 2025*  
 Time Allocation : *2 x 40 menit*

NO.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Pre-activity	a. Students respond well the teacher greeting			✓	
		b. The students pray before they start the lesson.			✓	
		c. The students respond well the attendance checklist			✓	
2.	Student activity	a. Students pay attention to the teacher when explain the material about narative text			✓	

		<p>b. Understanding: Students get to know the material independently or with the help of the teacher.</p> <p>Identifying: Students practice understanding by finding important aspects in the material.</p> <p>Discussion: Students share views and enrich understanding with friends.</p> <p>Presenting: Students present learning outcomes to hone communication skills.</p>		✓		
		c. Students practice role play in front of the class after the teacher explains the material and examples			✓	
		d. Students doing well when the teacher ask them to practice speaking in front of the class antusiasticly		✓		

		e. Students pay attention when the teacher evaluates after the practice is carried out.			✓	
		f. The students are active during the teaching and learning process.		✓		
3	Closing activity	a. Students express their opinions after following the learning process			✓	
		b. Students and teacher draw the conclusions			✓	
		c. Students listen carefully to the teacher to convey the learning activities for the next meeting			✓	
		d. The Students pray before end the lesson			✓	
		e. Students answer the teacher greeting				✓

The percentage of students involvement :  $\frac{\text{total score}}{\text{Max score}} \times 100 \%$

Sintang, 6 Mei 2025

Observer

  
Agustina Fridalia Bayu, S.Pd

Score	Description	Percentage range
1	Students show little to no engagement struggles significantly, or does not participate in the activity..	0%-25%
2	Fair students participates minimally, shows some effort but struggles to meet expectations.	26%-50%
3	Students participates actively, meet expectations, and demonstrates moderate progress.	51%-75%
✓4	Students fully engages, exceeds expectations, and shows significant enhancement in speaking activities.	76%-100%



### Appendix 3

#### INTERVIEW GUIDELINE

(For Students)

Name of students :

Date and time :

1. Are you actively involved in class?
2. Do you enjoy participating in activities in class?
3. Are you involved in discussions in class?
4. Do you present with great enthusiasm?
5. How can role play technique help you to improve your speaking performance?
6. How can role play technique motivate your learning process in the class?
7. What do you feel during learning process by using role play technique?
8. What is the difference between before and after learning English using role play technique?

Sintang, March 25, 2025  
Interviewer



Veronica Amgelia  
NIM 210507167

## TRANSCRIPT OF INTERVIEW WITH STUDENTS

### Cycle 1

Day/Date : Friday/April 25th, 2025

Cycle : 1

R : Are you actively involved in class?

AF : Yes, sure

R : Do you enjoy participating in activities in class?

AF : Yes, I'm enjoy!

R : Are you involved in discussions in class?

AF : Yes, I'm involved disccussions with my friend

R : Do you present with great enthusiasm?

AF : Not sure!

R : How can role play technique help you to improve your speaking  
perfomance?

AF : With the teacher providing a role play script, we can enter the role and  
learn a lot of vocabulary through the characters we get

R : How can role play technique motivate you learning process in the class?

AF : The motivation is that this technique will help me in the future, with my  
lacking abilities I want to learn more and remember more vocabulary,  
especially English

R : What do feel during learning process by using role play technique?

AF : I'm nervous, because I'm afraid there will be a mistake

R : What is the difference between before and after learning english using  
role play technique?

AF : Previously I felt that my English was difficult, but after I learned English  
using this role-playing technique, it turned out to make it easier for me to  
learn English with a fun technique.

- R : Are you actively involved in class?
- STT : Not sure!
- R : Do you enjoy participating in activities in class?
- STT : Yes, I'm enjoy!
- R : Are you involved in discussions in class?
- STT : Yes, of course!
- R : Do you present with great enthusiasm?
- STT : Yes, but a little worried!
- R : How can role play technique help you to improve your speaking performance?
- STT : With the role playing characters that I get, it helps improve public speaking better.
- R : How can role play technique motivate you learning process in the class?
- STT : From this technique, I am motivated to improve my vocabulary, especially English.
- R : What do feel during learning process by using role play technique?
- STT : Exciting and enjoyable!
- R : What is the difference between before and after learning english using role play technique?
- STT : Previously I was not fluent in English, after studying English I feel a little more fluent in pronouncing it.

- R : Are you actively involved in class?
- OPT : I think, No!
- R : Do you enjoy participating in activities in class?
- OTP : Yes, I'm enjoy!
- R : Are you involved in discussions in class?
- OTP : Yes, involved!
- R : Do you present with great enthusiasm?
- OTP : Not sure!
- R : How can role play technique help you to improve your speaking performance?
- OTP : By getting a script in role playing, we learn a lot of new vocabulary.
- R : How can role play technique motivate you learning process in the class?
- OTP : With more practice in class, it motivates me to be more diligent, especially in learning English.
- R : What do feel during learning process by using role play technique?
- OTP : Exciting!
- R : What is the difference between before and after learning english using role play technique?
- OTP : Previously, when I spoke English, I was still hesitant in pronouncing it, but now with the role play technique, I feel that my pronunciation is more fluent and this makes me enthusiastic to continue learning.

- R : Are you actively involved in class?
- J : Less involved!
- R : Do you enjoy participating in activities in class?
- J : Yes, I'm enjoy!
- R : Are you involved in discussions in class?
- J : Yes, sometimes!
- R : Do you present with great enthusiasm?
- J : Less enthusiastic!
- R : How can role play technique help you to improve your speaking performance?
- J : By using role-playing techniques, we can train our public speaking and train our confidence in speaking in front of the class.
- R : How can role play technique motivate you learning process in the class?
- J : Not enough to motivate me!
- R : What do feel during learning process by using role play technique?
- J : I'm happy!
- R : What is the difference between before and after learning english using role play technique?
- J : Previously I always felt awkward in speaking in front of the class, after learning to use role-playing techniques I feel more fluent in pronouncing things.

- R : Are you actively involved in class?
- CJ : Yes, I'm involved!
- R : Do you enjoy participating in activities in class?
- CJ : Yes, I'm enjoy!
- R : Are you involved in discussions in class?
- CJ : Yes, I'm involved!
- R : Do you present with great enthusiasm?
- CJ : Sometimes yes, sometimes no!
- R : How can role play technique help you to improve your speaking performance?
- CJ : With role-playing techniques after the teacher gives a script through the characters we get, with so much vocabulary that I learned.
- R : How can role play technique motivate you learning process in the class?
- CJ : Motivate me to learn more English in the future
- R : What do feel during learning process by using role play technique?
- CJ : Exciting!
- R : What is the difference between before and after learning english using role play technique?
- CJ : Previously, English was indeed fun, after using the role-playing technique, I felt that learning was different from before and made me more interested in learning again.

- R : Are you actively involved in class?
- RGS : Yes, I am actively involved in class.
- R : Do you enjoy participating in activities in class?
- RGS : No, I don't enjoy participating in class activities because I often feel lazy.
- R : Are you involved in discussions in class?
- EGS : No, I am not active in classroom discussions.
- R : Do you present with great enthusiasm?
- RGS : No, I don't present with great enthusiasm.
- R : How can role play technique help you to improve your speaking performance?
- RGS : Role play helps me improve my speaking activities by communicating with my friends.
- R : How can role play technique motivate your learning process in the class?
- RGS : It motivates me by listening to the teacher's explanation.
- R : What do you feel during learning process by using role play technique?
- RGS : I feel bored during the learning process using role play.
- R : What is the difference between before and after learning English using role play technique?
- RGS : I feel there is no difference before and after learning English using the role play technique.

## TRANSCRIPT OF INTERVIEW WITH STUDENTS

### Cycle II

Day/Date : Friday/May 9th, 2025

Cycle : 2

R : Are you actively involved in class?

OPT : Sometimes I am active, sometimes I am not.

R : Do you enjoy participating in activities in class?

OPT : Yes, I enjoy participating in class activities.

R : Are you involved in discussions in class?

OPT : Yes, I am involved, especially in group discussions where we have to work together.

R : Do you present with great enthusiasm?

OPT : Yes, I present with great enthusiasm.

R : How can role play technique help you to improve your speaking performance?

OPT : By being given an English script, it automatically helps me learn English, especially in pronunciation.

R : How can role play technique motivate your learning process in the class?

OPT : Learning in a team through role play helps me to be more useful in the future in the workplace and gives me broader experience.

R : What do you feel during the learning process by using role play technique?

OPT : I feel happy because it helps me improve my English.

R : What is the difference between before and after learning English using role play technique?

OPT : Before learning through role play, I spoke English a bit stiffly. Now, I feel my pronunciation is more fluent, even though not perfect yet.



- R : Are you actively involved in class?
- AF : Yes, I am actively involved in class.
- R : Do you enjoy participating in activities in class?
- AF : Yes, I enjoy participating in class activities.
- R : Are you involved in discussions in class?
- AF : Yes, I am involved in class discussions.
- R : Do you present with great enthusiasm?
- AF : Sometimes I do, but not always.
- R : How can role play technique help you to improve your speaking performance?
- AF : It helps me learn fluency and improve my pronunciation.
- R : How can role play technique motivate your learning process in the class?
- AF : It motivates me to study harder and prepare myself for the future, because nowadays being able to speak English makes it easier to find a job.
- R : What do you feel during the learning process by using role play technique?
- AF : I feel happy.
- R : What is the difference between before and after learning English using role play technique?
- AF : Before, I didn't really understand English, but after learning through role play, I gained many things, especially in developing my English skills.

- R : Are you actively involved in class?
- STT : Yes, I am actively involved in class.
- R : Do you enjoy participating in activities in class?
- STT : Yes, I do.
- R : Are you involved in discussions in class?
- STT : Yes, I am.
- R : Do you present with great enthusiasm?
- STT : Yes, I do.
- R : How can role play technique help you to improve your speaking performance?
- STT : It helps because it makes me more confident in doing public speaking in front of the class.
- R : How can role play technique motivate your learning process in the class?
- STT : It motivates me to learn more about different aspects of English.
- R : What do you feel during the learning process by using role play technique?
- STT : It feels fun and exciting.
- R : What is the difference between before and after learning English using role play technique?
- STT : At first, I felt less confident, but now I feel quite confident.

- R : Are you actively involved in class?
- J : Yes, I am.
- R : Do you enjoy participating in activities in class?
- J : Yes, I enjoy it and I feel happy.
- R : Are you involved in discussions in class?
- J : Yes, I am involved.
- R : Do you present with great enthusiasm?
- J : Sometimes only.
- R : How can role play technique help you to improve your speaking performance?
- J : It helps me improve my pronunciation and allows me to master more vocabulary.
- R : How can role play technique motivate your learning process in the class?
- J : It makes me want to learn more in the future. At first, I wasn't really interested in learning English, but after using role play technique, I became more interested.
- R : What do you feel during the learning process by using role play technique?
- J : I feel happy.
- R : What is the difference between before and after learning English using role play technique?
- J : Before, I didn't understand English very well, but after learning through role play, I understand it better.

- R : Are you actively involved in class?
- CJ : Yes, I am actively involved.
- R : Do you enjoy participating in activities in class?
- CJ : Yes, I enjoy it because I can interact with my friends and discover new things.
- R : Are you involved in discussions in class?
- CJ : Yes, I am involved.
- R : Do you present with great enthusiasm?
- CJ : Yes, I do, because when I see my friends present with enthusiasm, I also feel motivated.
- R : How can role play technique help you to improve your speaking performance?
- CJ : By practicing speaking, my English pronunciation has improved.
- R : How can role play technique motivate your learning process in the class?
- CJ : My motivation is to become more fluent in English.
- R : What do you feel during the learning process by using role play technique?
- CJ : I feel happy because I learn something new while interacting with my friends.
- R : What is the difference between before and after learning English using role play technique?
- CJ : The difference is that it was quite difficult before, but after learning through role play, I can express myself better in English.

- R : Are you actively involved in class?
- RGS : Not really.
- R : Do you enjoy participating in activities in class?
- RGS : Yes, I enjoy it.
- R : Are you involved in discussions in class?
- RGS : Rarely.
- R : Do you present with great enthusiasm?
- RGS : Not really.
- R : How can role play technique help you to improve your speaking performance?
- RGS : It helps improve my speaking skills in terms of pronunciation and gaining new vocabulary.
- R : How can role play technique motivate your learning process in the class?
- RGS : It doesn't really motivate me because I don't really like English.
- R : What do you feel during the learning process by using role play technique?
- RGS : I feel happy.
- R : What is the difference between before and after learning English using role play technique?
- RGS : Before, I felt that my vocabulary and pronunciation were still lacking. Afterward, I feel they have improved a little.

## Appendix 4

### FIELD NOTES

Date and time : Kamis, 24 April 2025  
 Education unit : SMAS Nusantara Indah Sintang  
 Class / semester : X A /  
 Topic : Narrative Texts  
 Cycle : 1 (Meeting 2)

No	Notes
1.	Some students appeared reluctant to participate actively
2.	Lack of self - confidence when speaking in front of the class
3.	A more personal approach may help build students self - confidence

Sintang, 24 April 2025

Collaborator



Agustina Fridalia Bayu, S.Pd

## Appendix 5

### FIELD NOTES

Date and time : Kamis, 8 mei 2025  
 Education unit : SMAS Nusantara Indah Sintang  
 Class / semester : X A /  
 Topic : Narrative Texts  
 Cycle : 2 (Meeting 2)

No	Notes
1.	Compared to the previous session, students showed better involvement and participation
2.	Increased self confidence and motivation to participate
3.	Consistent practice with supportive feedback is effective

Sintang, 8 mei 2025

Collaborator



Agustina Fridalia Bayu, S.Pd

## Appendix 6

### THE RESULTS OF STUDENTS' PERFORMANCE TO SPEAK THROUGH ROLE PLAY TECHNIQUE AT TENTH GRADE STUDENTS IN SMAS NUSANTARA INDAH SINTANG CYCLE I

No.	Student's Name	Aspect of Speaking Performance					
		Pronunciation	Fluency	Vocabulary	Grammar	Interaction	Total Score
1.	AD	2	2	2	2	3	57,9
2.	AG	3	3	3	2	2	61,9
3.	AY	4	4	4	3	4	95,2
4.	BL	2	2	3	2	2	57,1
5.	YY	3	2	2	1	2	47,6
6.	IC	2	3	2	1	2	47,6
7.	GA	3	2	2	2	3	57,1
8.	JI	3	4	3	2	4	76,1
9.	HK	4	3	3	2	3	71,4
10.	RT	3	3	2	2	4	66,6
11.	JN	3	3	4	4	4	85,7
12.	OT	4	4	4	4	4	95,2
13.	LU	2	2	3	1	2	47,6
14.	FR	4	3	4	4	4	90,4
15.	NS	3	3	3	1	2	57,1
16.	NV	1	2	1	1	1	28,5
17.	MT	4	3	2	2	4	71,4
18.	RF	2	2	3	2	4	61,9
19.	SH	4	4	4	4	4	95,2
20.	SL	2	2	2	1	3	47,6
21.	PR	3	3	3	2	3	66,6
<b>TOTAL</b>							1.385,7
<b>AVERAGE</b>							65,99



## Appendix 7

### THE RESULTS OF STUDENTS' PERFORMANCE TO SPEAK THROUGH ROLE PLAY TECHNIQUE AT TENTH GRADE STUDENTS IN SMAS NUSANTARA INDAH SINTANG CYCLE 2

No.	Student's Name	Aspect of Speaking Performance					
		Pronunciation	Fluency	Vocabulary	Grammar	Interaction	Total Score
1.	AD	3	4	3	2	4	76,1
2.	AG	4	4	4	4	4	95,2
3.	AY	4	4	4	4	4	95,2
4.	BL	3	3	3	3	3	71,4
5.	YY	3	2	3	2	3	61,9
6.	IC	3	3	3	2	3	71,4
7.	GA	4	3	3	3	3	76,1
8.	JI	4	4	4	4	4	95,2
9.	HK	4	4	4	4	4	95,2
10.	RT	4	4	4	4	4	95,2
11.	JN	4	4	4	4	4	95,2
12.	OT	4	4	4	4	4	95,2
13.	LU	3	3	3	2	3	66,6
14.	FR	4	4	4	4	4	95,2
15.	NS	4	4	4	4	4	95,2
16.	NV	3	3	3	3	3	71,4
17.	MT	4	4	4	4	4	95,2
18.	RF	4	4	3	3	4	85,7
19.	SH	4	4	4	4	4	95,2
20.	SL	3	3	3	3	3	71,4
21.	PR	3	3	3	3	3	71,4
<b>TOTAL</b>							1.770,6
<b>AVERAGE</b>							84,31

**Appendix 8****LESSON PLAN****Merdeka  
Mengajar**

TEACHING MODUL

NARRATIVE TEXTS

MEETING 1

SMAS NUSANTARA INDAH SINTANG

BAHASA INGGRIS TAHUN 2024/2025

**SMAS NUSANTARA INDAH  
SINTANG**

Name : Agustina Fridalia Bayu, S.Pd

## **A. IDENTITY**

Subject : English

Preparation : Agustina Fridalia Bayu, S.Pd

Year of Compilation : 2025

Level/Class : SMA/X A

Time Allocation : 80 Minutes

Phase : E

## **1. LEARNING OUTCOMES**

### **Listening–Speaking**

In this phase, students are trained to read, understand, and respond to narrative texts through the application of scripted role play techniques. Students engage with stories by taking on the roles of characters and performing scenes adapted directly from the text. This method helps students comprehend narrative structures such as orientation, complication, and resolution while practicing authentic language used in storytelling. As they act out scenes from the narrative, students develop listening and speaking skills by focusing on pronunciation, intonation, and emotion. Through this interactive approach, they not only improve their ability to understand the text but also build empathy and interpretation skills by stepping into the shoes of the characters. They also learn to identify key vocabulary and grammatical structures common in narrative texts, such as past tense verbs and sequencing words.

### **Memorizing–Presenting**

In this phase, students focus on memorizing selected scripts adapted from narrative texts and presenting them through role play. Instead of writing their own scripts, students work with teacher-provided or collaboratively edited scripts that are based on the stories they've read. This memorization activity supports students in internalizing language structures and vocabulary, while also helping them improve fluency and accuracy in spoken English. During the presentation, students are expected to perform with expression, confidence, and appropriate body language. This process encourages the development of public speaking skills, reinforces comprehension of narrative content, and enhances students' ability to communicate effectively in English.

### **INITIAL COMPETENCIES**

- Students have initial knowledge about the structure and language features of narrative texts, such as the use of past tense, time connectives (e.g., then, after that, suddenly), and action verbs.
- Students are familiar with basic storytelling elements, including characters, setting, events, and moral values.
- Students have basic speaking and listening skills that allow them to participate in simple dialogues or short performances, including using appropriate intonation and expression.
- Students have experience working in pairs or groups, and are able to collaborate in preparing and practicing scripted texts.

### **PANCASILA LEARNING PROFILE**

- Cooperative

- Critical thinking
- Creative

## **FACILITIES AND INFRASTRUCTURE**

Media or tools : Laptop, whiteboard, scripted, power point, video, LKPD,

<b>Technique</b>	<b>Method</b>	<b>Assesment</b>
Role play technique	Face to Face	Group

## **MODULE CONTENTS**

## **NARRATIVE TEXTS**

### **BAHASA INGGRIS**

### **MEETING 1 AND 2**

### **SMAS NUSANTARA INDAH SINTANG**

## **NARRATIVE TEXTS**

## **MATERIAL STUDY**

### **1. Definition**

Text that aims to entertain and tell a story that has a chronological sequence.

### **2. Text Structure**

- Orientation : introduction of characters, time, and place
- Complication : problems that arise
- Resolution : problem solving
- Re-orientation (optional) : conclusion/message

### **3. Language Features**

- Use Past Tense (e.g. possessed, fell, laid)
- Use adverbs of time (e.g. once upon a time, a very long time ago, one day)
- Use temporal conjunctions (e.g. when, then, after)
- Use action verbs to show actions (e.g., visited, laid, hatched)

- Use direct speech to make the story lively (e.g. Snow White said, “My name is Snow White”.)

#### **4. Example Of Narrative Texts**

### **LEARNING OBJECTIVE**

**Narrator:**

Once upon a time, there was a poor boy named Malin Kundang who lived with his mother.

**Mother:**

Malin, please don't go. I will miss you.

**Malin:**

Mother, I want a better life. I promise I will return.

**Narrator:**

Years later, Malin came back as a rich man with his wife.

**Mother:**

Malin! My son, you're home!

**Malin:**

(Embarrassed) I don't know you, old woman!

**Wife:**

Is she your mother?

**Malin:**

No, she's just a beggar!

**Mother:**

Oh God, if he is really my son, punish him!

**Narrator:**

Suddenly, Malin turned into stone.

1. Identifying the structure and linguistic features of narrative texts.
2. Understanding the contents of narrative texts in general and in detail.
3. Playing characters in narrative texts using appropriate expressions, intonation, and pronunciation.
4. Demonstrating the ability to work together and communicate in groups.
5. Conveying stories through performances confidently and communicatively

### **MEANINGFUL UNDERSTANDING**

After studying this module, students are expected to be able to:

- Students understand that narrative texts are not only for entertainment, but also as a means to convey moral messages, describe human characters, and develop communicative language skills. By playing roles in stories, students learn to put themselves in the perspective of other characters, practice empathy, cooperation, and speaking skills in meaningful contexts.

### **LIGHTER QUESTION**

1. Have you ever read or heard a story that left a strong impression on you? Why was that story so memorable to you?
2. If you could play any character in a story, who would it be and why?

## LEARNING ACTIVITIES

### FIRST MEETING

Teacher Activities
<b>Opening ( 10 minutes )</b>
<ol style="list-style-type: none"> <li>1. Greet students by greeting</li> <li>2. The teacher asks how the students are doing</li> <li>3. The teacher teaches students to start learning activities starting with prayer together</li> <li>4. The teacher checks the students' attendance</li> <li>5. The teacher invites students to do ice breaking</li> </ol>
<b>Core Activities (50 minutes)</b>
<ol style="list-style-type: none"> <li>1. The teacher distributes the narrative text</li> <li>2. Students read the text individually or in groups to understand the story.</li> <li>3. The teacher explains the key parts of the text (orientation, complication,</li> </ol>



resolution) and language features of narrative texts, such as the use of past tense, action verbs, and time connectors.

4. After reading the text, students engage in a small group discussion about the characters, plot, and moral message of the narrative.
5. The teacher asks guiding questions
6. The teacher distributes the role play scripts to each group.
7. Roles are assigned
8. The teacher explains how to bring the characters to life through facial expressions, body movements, and appropriate intonation.
9. Students are given time to practice their roles in their groups, giving each other feedback on pronunciation and expression.

#### **Closing Activity (20 minutes)**

1. Summarize what you learned today
2. Present the agenda for the next meeting
3. Teachers and students end the lesson by praying and saying hello.

### **SECOND MEETING**

#### **Initial Activities (10 minutes)**

<ol style="list-style-type: none"> <li>1. Greet students by saying hello</li> <li>2. The teacher asks how the students are doing</li> <li>3. The teacher invites students to start learning activities by praying together</li> <li>4. The teacher checks the students' attendance</li> <li>5. The teacher invites students to do ice breaking</li> <li>6. Before starting new section, the teacher asks questions as an evaluation of last week's material.</li> <li>7. The teacher reviews the narrative texts material that was studied in the first meeting.</li> <li>8. Explain the learning objectives</li> <li>9. Explain the assessments that students will receive</li> </ol>
<b>Core Activity (60 minutes)</b>
<ol style="list-style-type: none"> <li>1. Each group performs their role play in front of the class.</li> <li>2. The teacher provides feedback after each performance, correcting issues such as pronunciation, expression, and intonation.</li> <li>3. Other students give positive feedback and discuss whether the expressions and movements used fit the roles being played.</li> <li>4. Then the teacher gives appreciation to the students.</li> </ol>
<b>Closing Activity ( 10 minutes )</b>
<ol style="list-style-type: none"> <li>1. The teacher provides feedback on the learning process</li> <li>2. Summarize what you learned today</li> <li>3. Teachers and students end the lesson by praying and saying greetings</li> </ol>

**STUDENT WORKSHEET**

Subject	: English
Material	: Narrative Text
Class	: X A
Time	: 2 x 40 minutes
Instructions	: Done in groups
Working Time	: Next meeting
Instructions	: Please read and understand the role play script that has been given. Mark the dialogue section according to your role, then memorize it gradually. Practice with a group by paying attention to pronunciation, intonation, and expression. After enough practice, try to perform your role without reading the script. Show confidence when performing in front of the class and enjoy the process!

Sintang, Mei 9<sup>th</sup>, 2025

Known By  
English Teacher



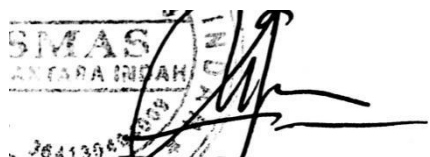
Agustina Fridalia Bayu, S.Pd

Researcher



Veronica Angelia  
NIM.210507167

Acknowledged by:  
The Principle of SMAS Nusantara Indah Sintang



Klara Niuntri, SP

## Appendix 9

### LESSON PLAN



**Merdeka  
Mengajar**

TEACHING MODUL

NARRATIVE TEXTS

MEETING 2

SMAS NUSANTARA INDAH SINTANG

BAHASA INGGRIS TAHUN 2024/2025

**SMAS NUSANTARA INDAH  
SINTANG**

Name : Agustina Fridalia Bayu, S.Pd

**A. IDENTITY**

Subject : English

Preparation : Agustina Fridalia Bayu, S.Pd

Year of Compilation : 2025

Level/Class : SMA/X A

Time Allocation : 80 Minutes

Phase : E

## **1. LEARNING OUTCOMES**

### **Listening–Speaking**

In this phase, students are trained to read, understand, and respond to narrative texts through the application of scripted role play techniques. Students engage with stories by taking on the roles of characters and performing scenes adapted directly from the text. This method helps students comprehend narrative structures such as orientation, complication, and resolution while practicing authentic language used in storytelling. As they act out scenes from the narrative, students develop listening and speaking skills by focusing on pronunciation, intonation, and emotion. Through this interactive approach, they not only improve their ability to understand the text but also build empathy and interpretation skills by stepping into the shoes of the characters. They also learn to identify key vocabulary and grammatical structures common in narrative texts, such as past tense verbs and sequencing words.

### **Memorizing–Presenting**

In this phase, students focus on memorizing selected scripts adapted from narrative texts and presenting them through role play. Instead of writing their own scripts, students work with teacher-provided or collaboratively edited scripts that are based on the stories they've read. This memorization activity supports students in internalizing language structures and vocabulary, while also helping them improve fluency and accuracy in spoken English. During the presentation, students are expected to perform with expression, confidence, and appropriate

body language. This process encourages the development of public speaking skills, reinforces comprehension of narrative content, and enhances students' ability to communicate effectively in English.

### **INITIAL COMPETENCIES**

- Students have initial knowledge about the structure and language features of narrative texts, such as the use of past tense, time connectives (e.g., then, after that, suddenly), and action verbs.
- Students are familiar with basic storytelling elements, including characters, setting, events, and moral values.
- Students have basic speaking and listening skills that allow them to participate in simple dialogues or short performances, including using appropriate intonation and expression.
- Students have experience working in pairs or groups, and are able to collaborate in preparing and practicing scripted texts.

### **PANCASILA LEARNING PROFILE**

- Cooperative
- Critical thinking
- Creative

### **FACILITIES AND INFRASTRUCTURE**

Media or tools : Laptop, whiteboard, scripted, power point, video, LKPD,

<b>Technique</b>	<b>Method</b>	<b>Assesment</b>
Role play technique	Face to Face	Group

**MODULE CONTENTS**

**NARRATIVE TEXTS**

**BAHASA INGGRIS**

**MEETING 1 AND 2**

**SMAS NUSANTARA INDAH SINTANG**

**NARRATIVE TEXTS**

**MATERIAL STUDY**

**1. Definition**



Text that aims to entertain and tell a story that has a chronological sequence.

## **2. Text Structure**

- Orientation : introduction of characters, time, and place
- Complication : problems that arise
- Resolution : problem solving
- Re-orientation (optional) : conclusion/message

## **3. Language Features**

- Use Past Tense (e.g. possessed, fell, laid)
- Use adverbs of time (e.g. once upon a time, a very long time ago, one day)
- Use temporal conjunctions (e.g. when, then, after)
- Use action verbs to show actions (e.g., visited, laid, hatched)
- Use direct speech to make the story lively (e.g. Snow White said, “My name is Snow White”.)

## **4. Example Of Narrative Texts**

- Narrator : Once upon a time, in a quiet forest, a lion was sleeping under a big tree. (Mouse tiptoes and runs across the lion’s body)
- Lion : (roaring) Who dares to wake me up?!
- Mouse : (trembling) I’m so sorry, Mr. Lion! I didn’t mean to wake you. Please don’t eat me!
- Lion : Why shouldn’t I? You are so small!
- Mouse : If you let me go, I promise I will help you one day!
- Lion : (laughing) You? Help me? That’s funny! But fine, I’ll let you go.
- Narrator : A few days later, the lion was walking through the forest and

suddenly got caught in a hunter's net.

- Lion : (struggling) Help! Help! Somebody help me!
- Mouse : (running in) Don't worry, I'm here! I'll help you.
- Narrator : The mouse chewed the ropes and freed the lion.
- Lion : Thank you, little mouse! I was wrong to laugh at you.
- Mouse : (smiling) Even small friends can be great helpers.

### **LEARNING OBJECTIVE**

6. Identifying the structure and linguistic features of narrative texts.
7. Understanding the contents of narrative texts in general and in detail.
8. Playing characters in narrative texts using appropriate expressions, intonation, and pronunciation.
9. Demonstrating the ability to work together and communicate in groups.
10. Conveying stories through performances confidently and communicatively.

### **MEANINGFUL UNDERSTANDING**

After studying this module, students are expected to be able to:

- Students understand that narrative texts are not only for entertainment, but also as a means to convey moral messages, describe human characters, and develop communicative language skills. By playing roles in stories, students learn to put themselves in the perspective of other characters, practice empathy, cooperation, and speaking skills in meaningful contexts.

### **LIGHTER QUESTION**

3. Have you ever read or heard a story that left a strong impression on you? Why was that story so memorable to you?

4. If you could play any character in a story, who would it be and why?

## **LEARNING ACTIVITIES**

### **FIRST MEETING**

<b>Teacher Activities</b>
<b>Opening ( 10 minutes )</b>

6. Greet students by greeting
7. The teacher asks how the students are doing
8. The teacher teaches students to start learning activities starting with prayer together
9. The teacher checks the students' attendance
10. The teacher invites students to do ice breaking

### **Core Activities (50 minutes)**

10. The teacher distributes the narrative text
11. Students read the text individually or in groups to understand the story.
12. The teacher explains the key parts of the text (orientation, complication, resolution) and language features of narrative texts, such as the use of past tense, action verbs, and time connectors.
13. After reading the text, students engage in a small group discussion about the characters, plot, and moral message of the narrative.
14. The teacher asks guiding questions
15. The teacher distributes the role play scripts to each group.
16. Roles are assigned
17. The teacher explains how to bring the characters to life through facial expressions, body movements, and appropriate intonation.
18. Students are given time to practice their roles in their groups, giving each other feedback on pronunciation and expression.

### **Closing Activity (20 minutes)**

4. Summarize what you learned today
5. Present the agenda for the next meeting
6. Teachers and students end the lesson by praying and saying hello.

## **SECOND MEETING**

<b>Initial Activities (10 minutes)</b>
<ol style="list-style-type: none"> <li>10. Greet students by saying hello</li> <li>11. The teacher asks how the students are doing</li> <li>12. The teacher invites students to start learning activities by praying together</li> <li>13. The teacher checks the students' attendance</li> <li>14. The teacher invites students to do ice breaking</li> <li>15. Before starting new section, the teacher asks questions as an evaluation of last week's material.</li> <li>16. The teacher reviews the narrative texts material that was studied in the first meeting.</li> <li>17. Explain the learning objectives</li> <li>18. Explain the assessments that students will receive</li> </ol>
<b>Core Activity (60 minutes)</b>

5. Each group performs their role play in front of the class.
6. The teacher provides feedback after each performance, correcting issues such as pronunciation, expression, and intonation.
7. Other students give positive feedback and discuss whether the expressions and movements used fit the roles being played.
8. Then the teacher gives appreciation to the students.

**Closing Activity ( 10 minutes )**

4. The teacher provides feedback on the learning process
5. Summarize what you learned today
6. Teachers and students end the lesson by praying and saying greetings

**STUDENT WORKSHEET**

Subject : English

Material : Narrative Text

Class : X A

Time : 2 x 40 minutes

Instructions : Done in groups

Working Time : Next meeting

Instructions : Please read and understand the role play script that has been given. Mark the dialogue section according to your role, then memorize it gradually. Practice with a group by paying attention to pronunciation, intonation, and expression. After enough practice, try to perform your role without reading the script. Show confidence when performing in front of the class and enjoy the process!

Sintang, Mei 9<sup>th</sup>, 2025

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English Teacher



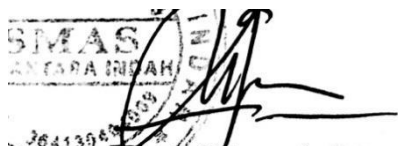
Agustina Fridalia Bayu, S.Pd

Researcher



Veronica Angelia  
NIM.210507167

Acknowledged by:  
The Principle of SMAS Nusantara Indah Sintang



Klara Niuntri, SP

**Appendix 10**

**DOCUMENTATION**

	<b>PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA</b> <b>SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN</b> <b>PERSADA KHATULISTIWA</b> <b>PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS</b> <b>SINTANG - KALIMANTAN BARAT</b> Jl. Pertamina Sengauang KM. 4 Kotak Pos 126 Telp (0565) 2022386, 2022387 Email: <a href="mailto:elepersada@gmail.com">elepersada@gmail.com</a> Website: <a href="http://www.stkipersada.ac.id">www.stkipersada.ac.id</a>	
<b>Nomor : 370/B-G/1/III/2025</b> <b>Lampiran : 1 (satu) lembar</b> <b>Perihal : Izin Penelitian</b>		
Kepada Yth. Kepala SMAS Nusantara Indah Sintang Di Tempat Dengan hormat, Berkenaan dengan tugas akhir mahasiswa atau skripsi, kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa kami: Nama : Veronica Angella NIM : 210507167 Jurusan : Pendidikan Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris Untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin dengan judul: <b>"The Use Of Role Play Technique To Improve Speaking Performance At Tenth Grade A SMAS Nusantara Indah Sintang"</b> . 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. <div style="text-align: right;">Sintang, 10 Maret 2025</div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <b>Mengetahui</b>  <b>Ketua STKIP Persada Khatulistiwa</b>    <b>Didin Syarifuddin, S.P., M.Si</b>          NUPTK. 4538/24645200012       </div> <div style="text-align: center;"> <b>Ketua Prodi PBI</b>    <b>Sihang W.P.d.</b>          NUPTK. 154776766813029       </div> </div>		

Picture 1. Research Permit at SMAS Nusantara Indah Sintang



Picture 2. Learning Process in the Classroom





Picture 3. Learning Process With Collaborator



**YAYASAN NUSANTARA INDAH**  
**SMAS NUSANTARA INDAH SINTANG**  
 Jalan Mt. Haryono Kode Pos 78614 Kab. Sintang – Kalimantan Barat  
 Email : smanusantaraindah2020@yahoo.co.id / NPSN : 30102517  
 Akreditasi B



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**SURAT KETERANGAN**  
 Nomor : 438 / V / SMAS-NI / 2025

Yang bertanda tangan dibawah ini adalah kepala SMAS Nusantara Indah Sintang, menerangkan bahwa nama dibawah ini :

Nama : VERONIKA ANGELIA  
 NIM : 210507167  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Penelitian :  
 “ The Use Of Role Play Technique To Improve Speaking Performance At Tenth Grade A SMAS Nusantara Indah Sintang ”

Telah melaksanakan Penelitian di SMAS Nusantara Indah Sintang.  
 Demikian surat keterangan ini kami buat dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya.

  
 Sintang, 9 Mei 2025  
 Kepala SMAS Nusantara Indah  
 Klara Niuntri, S.P.

*Tembusan :*  
 1. Arsip Sekolah  
 2. Yang bersangkutan

Picture 4. Certificate of Completion of Research