

# Appendices

## Appendix 1

Mata Pelajaran : Bahasa Inggris Fase : D Penulis : Reni Murdaya Yuvita Sari, S.Pd Instansi : SMPN 05 Kayan Hulu	<b>Capaian Fase D :</b> Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.
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Alur dan tujuan pembelajaran ini memuat peta jalur pembelajaran Bahasa Inggris pada fase D yang merupakan turunan dari capaian pembelajaran (CP) yang sudah ditetapkan. Alur dan tujuan ini memuat enam keterampilan berbahasa yaitu menyimak - berbicara, membaca - memirsa, dan menulis - mempresentasi. Setiap keterampilan berbahasa tersebut memiliki capaian tertentu yang kesemuanya mengerucut pada tujuan akhir yakni kemampuan berinteraksi dan berkomunikasi dalam Bahasa Inggris. Kemudian, pada fase ini dibagi kedalam tiga tingkatan kelas yakni 7, 8, dan 9. Setiap tingkatan tersebut memiliki kedalaman dan keluasan konteks materi yang berbeda-beda.

Alur dan tujuan pembelajaran ini disusun berdasarkan Edisi Revisi Taksonomi Bloom, dengan pendekatan berbasis genre. Pendekatan tersebut sejalan dengan tujuan pembelajaran bahasa secara umum yakni untuk berkomunikasi, yang pada prosesnya tidak sekedar menekankan pada permasalahan grammatical semata, melainkan lebih kepada memberikan kesempatan nyata kepada siswa untuk memahami tentang bagaimana bahasa itu dibangun dan bagaimana bahasa tersebut digunakan dalam berbagai konteks sosial.

## Elemen Capaian Pembelajaran

<b>Menyimak - Berbicara</b>	<b>Membaca dan Memirsa</b>	<b>Menulis dan Mempresentasikan</b>
<p>Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan</p>	<p>Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p>	<p>Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.</p>

memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

*By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.*

*By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.*

*By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.*

## Alur Tujuan Pembelajaran

Kelas: 7

Alur Tujuan Pembelajaran	Elemen	Referensi/Catatan/Inspirasi Adaptasi
<b>Menyimpulkan</b> ide utama dan informasi detail yang relevan dari diskusi mengenai berbagai macam topik yang telah familiar dalam konteks kehidupan di sekolah dan di rumah.	<i>Menyimak – Berbicara</i>	
<b>Merespons</b> dengan menceritakan satu teks familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri.	<i>Membaca dan Memirsa</i>	
<b>Menggunakan</b> bahasa Inggris untuk berinteraksi dan bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.	<i>Menyimak – Berbicara</i>	

<p><b>Mengidentifikasi</b> tujuan teks dan informasi tersirat dengan menggunakan inferensi simpulan dalam sebuah teks yang di print.</p>	<p><i>Membaca dan Memirsa</i></p>	
<p><b>Mengevaluasi</b> ide utama dan informasi spesifik dalam berbagai jenis teks berbentuk cetak atau digital, termasuk diantaranya teks visual.</p>	<p><i>Membaca dan Memirsa</i></p>	
<p><b>Menyusun</b> argumen sederhana berdasarkan teks informasi dan imajinasi.</p>	<p><i>Menulis dan Mempresentasikan</i></p>	
<p><b>Membuat</b> contoh teks informasi dan imajinasi dengan menggunakan kalimat sederhana.</p>	<p><i>Menulis dan Mempresentasikan</i></p>	

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**Kelas: 8**

<b>Alur Tujuan Pembelajaran</b>	<b>Elemen</b>	<b>Referensi/Catatan/Inspirasi Adaptasi</b>
<b>Menggunakan</b> struktur kalimat dan kata kerjasederhana untuk memperjelas jawaban	<i>Menyimak – Berbicara</i>	
<b>Merespons</b> dengan menceritakan satu teks tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri.	<i>Membaca dan Memirsa</i>	

<p><b>Mengidentifikasi</b> tujuan teks dan informasi tersirat dengan menggunakan inferensi simpulan dalam sebuah teks bergambar.</p>	<p><i>Menulis dan Mempresentasikan</i></p>	
<p><b>Menyusun</b> argumen berdasarkan teks informasi dan imajinasi secara lisan</p>	<p><i>Menulis dan Mempresentasikan</i></p>	
<p><b>Mengevaluasi</b> ide utama dan informasi spesifik dalam berbagai jenis teks berbentuk cetak atau digital, termasuk diantaranya teks multimodal atau interaktif.</p>	<p><i>Membaca dan Memirsa</i></p>	
<p><b>Membuat</b> contoh teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana.</p>	<p><i>Menulis dan Mempresentasikan</i></p>	



<b>Menyajikan</b> teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana secara lisan	<i>Menulis dan Mempresentasikan</i>	
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**Appendix 2**

**Learning Module Cycle One**

**ENGLISH TEACHING MODULE**

**NARRATIVE TEXT**



**PROCEDED BY:**

**Deni Irma Suryani**

**NIM: 200407125**

**SMP NEGERI 05 KAYAN HULU**

## TEACHING MODULE FOR ENGLISH

### NARRATIVE TEXT CYCLE ONE

GENERAL INFORMATION	
<b>A. SCHOOL IDENTITY</b>	
Name Of Teacher	Deni Irma Suryani
School	SMP Negeri 05 Kayan Hulu
Academic Year	2024-2025
School Level	Junior High School
Class	VIII
Phase	D
Subject	English
Sub-material	Narrative Text
Time Allocation	2x35
Outcome Element	<p><b>Reading and Viewing:</b> By the end of Phase D, learners use spoken, written and visual texts in English to interact and communicate in more diverse contexts and in formal and informal situations. Learners can use a variety of text types such as narratives, descriptions, procedures, specialized texts (short messages, advertisements) and authentic texts to be the main reference in learning English in this phase. Learners use English to discuss and express wishes/feelings. Their understanding of written texts is developing, and inference skills begin to emerge when understanding implied information. They produce written and visual texts in structured English with a wider range of vocabulary. They understand purpose and audience when producing written and visual texts in English.</p>
<b>B. Initial Competency</b>	<ol style="list-style-type: none"> <li>1. Definition of Narrative Text</li> <li>2. Social Function of Narrative Text</li> </ol>
<b>C. Profile of Pancasila Students</b>	

Cooperation	Work together to find more information about the material
Independent	Gather information to explain the problem
Critical Thinking	Able to analyze the social purpose of the given narrative text and can relate it to daily life and analyze the linguistic elements of the text.
Believing, fearing God Almighty, and having Noble Character	Able to respect other people's opinions in a discussion forum
<b>D. Learning Strategy</b>	
Learning Model	Problem Based Learning
Learning Methods	Guided Reading
Learning Media	1. Students' worksheet 2. Narrative Text
Facilities and Infrastructure	laptop, marker, whiteboard
Target Learners	Learners are able to identify the general structure, linguistic elements and social functions of fairy tales and legend.

<b>Core Components</b>	
<b>A. Learning Objectives</b>	
<b>Reading and Viewing:</b>	
<ol style="list-style-type: none"> <li>1. read a narrative text with good comprehension.</li> <li>2. identify the main idea and key information in a narrative text.</li> <li>3. use sentence structures and vocabulary they have learned when reading narrative texts. recognize the purpose of the narrative texts they read.</li> <li>4. develop the ability to infer sentences in narrative texts. understand the implied information in the narrative texts they read.</li> </ol>	
<b>B. Meaningful Understanding</b>	
Learners learn to understand, express and produce narrative texts in English well. They also compose structured narrative texts, understand implied messages, use diverse vocabulary in talking	

about narrative texts, and understand the purpose of communication in telling narrative stories.

### C. Sparking Question

1. What are the folklores or legends in your village?
2. Have you read legend story?
3. What story of legend you have read?

### D. Learning Preparation

1. Teachers prepare teaching materials
2. Teacher prepares student worksheet
3. Teacher develop the assessment instruments used

## Learning Activities

### First Meeting

Stages	Teacher Activities	Learner Activities	Time Allocation
Preliminary activities	a. The teacher gives greetings in English and Indonesian, then checks the students' responses.	a. Students give certain responses to greetings in English and Indonesian given by the teacher	10 Minutes
	b. The teacher leads a prayer together before starting the lesson.	b. Students pray before starting the lesson	
	c. The teacher gives a brainstorm about the topic to be learned and motivates students to give responses or ideas.	c. Students listen carefully and give some response to brainstorming given by teacher.	
Main Activities	a. The teacher explains the material and gives examples of narrative texts to the students.	a. Students pay attention to the explanation about the material and example of narrative text by the teacher	50 Minutes
	b. The teacher divides the	b. Students form groups of 4	

	students into groups of 4 people per group.	students per group	
	c. The teacher explains the concept of Guided Reading in detail, making sure all students understand.	c. Students pay close attention to the explanation of Guided Reading	
	d. The teacher circulates among the groups, providing support and guidance as students read the text either silently or aloud.	d. Students read the text silently or aloud in their groups, while the teacher provides support and guidance.	
	e. The teacher encourages students' active engagement and enthusiasm in group discussions about the text read.	e. Students are actively and enthusiastically involved in the learning and discussion in the text reading group.	
	f. The teacher provides texts for analysis and assists students in analyzing them thoroughly.	f. Students carefully analyze the text given by the teacher	
	g. The teacher assigns tasks related to the text and makes sure students do them correctly.	g. Students do the task given by the teacher correctly	
Closing activities	a. The teacher summarizes the lesson learned during the meeting and makes sure the students listen carefully.	a. Students listen carefully to the conclusion of the learning at this meeting from the teacher	10 minutes
	b. The teacher asks the students to convey their brief understanding of the lesson learned.	b. Students give their brief understanding on the learning at this meeting	

	c. The teacher leads a collective prayer before the class end and receives greetings from the students.	c. Students pray together before class ends and greet to the teacher	
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Learning Activities			
Second meeting			
Stages	Teacher Activities	Learner Activities	Time Allocation
Preliminary activities	a. The teacher greets the students with Indonesian and English	a. Students give certain respond to the greeting in English and Indonesia	10 Minutes
	b. The teacher asks the students to pray before starting the lesson	b. Students pray before starting the lesson	
	c. The teacher gives brainstorming to students	c. Students listen carefully and give some response to brainstorming given by teacher	
Main activities	a. The teacher reminds the students about the procedure text material	a. Students listen carefully when the teacher reminds them about the procedure text material	50 Minutes
	b. The teacher asks about students' understanding of the explanation of the text procedure material.	b. Students gave responses on some questions given by the teacher	
	c. The teacher asks students to do an essay assignment	c. Students do the essay assignment carefully	

	d. The teacher asks the students to collect their work	d. Students collect their work	
Closing Activities	a. The teacher concludes the learning in this meeting	a. Students listen carefully to the conclusion of the learning at this meeting from the teacher	10 Minutes
	b. The teacher asks the students to give a brief understanding of the learning in this meeting	b. Students give their brief understanding on the learning at this meeting	
	c. The teacher greetings and asks students to pray to conclude the learning on this meeting.	c. Students respond greetings and pray as a closing of learning at this meeting	

The researcher

**Deni Irma Suryani**  
**NIM. 200407125**

Approved by

The Chair of SMP 05 Kayan Hulu

Teacher of the Subject

**Rinawati Lakinau, S.Pd**

**Reni Murdaya Yuvita Sari, S.pd**



<b>Assessment</b>	
Attitude Assessment	Attitude assessment is obtained from the results of observations during learning activities (attitude assessment in the form of: Active, cooperation, and creative)
Formative Assessment	Formative assessment is obtained from individual assignments in the form of project assessments. ( <i>Instrument and assessment rubric attached</i> )
<b>Learner Reflection Learner &amp; Teacher</b>	
Teacher Reflection	<ol style="list-style-type: none"> <li>1. Have the learning objectives been achieved?</li> <li>2. Do learners cooperate well in discussion activities?</li> </ol>
Learner Reflection	<ol style="list-style-type: none"> <li>1. What is the material that is difficult to understand?</li> <li>2. What activities are difficult to complete?</li> </ol>
<b>Students Worksheet</b> ( <i>attached</i> )	
<b>Teacher reading materials and learners</b>	
Material Summary	<b>1. What is narrative text?</b> Narrative text is a type of text that tells a series of events in a chronological or interconnected system. Narrative text is generally imaginative, not real or in the form of the imagination of the author. Narrative text is a story with complication, or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.
	<b>2. Social Function</b> Narrative text is a type of text that tells a series of events in a chronological or interconnected system. Narrative text is generally imaginative, not real or in the form of the imagination of the author. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The social function of narrative is to amuse, entertain and to deal with an

	<p>actual or vicarious experience in different ways. It also deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Story, as an important part of culture, is very identical to the narrative. Story or narrative can be used to convey moral value which is very helpful to build one's personality. Even a character of a nation can very much be influenced by stories (fairy tale, legend, fable, myth) which spread all over the nation and are told from generation</p>
	<p><b>3. Generic structure of Recipe Procedure Text</b></p> <p><b>1) Orientation</b> Introducing the participants and informing the time and place. Set the scene: where and when the story takes place and introduce the story participants: who and what is involved in the story.</p> <p><b>2) Complication</b> Exploring the conflict in the story. It shows the rising crisis and the climax of the story.</p> <p><b>3) Resolution</b> Showing the way the participants of the story solve the crises, for better or worse.</p> <p><b>4) Re-orientation/Coda</b> This is a closing remark to the story, and it is optional. It consists of a moral lesson, advice or teaching from the writer</p> <p><b>4. Language Features</b></p> <ul style="list-style-type: none"> <li>• Using simple past tense.</li> <li>• Using action verbs</li> <li>• Using temporal conjunction.</li> <li>• Using saying and thinking verb.</li> <li>• Conjunction of Time</li> <li>• Using Adjective</li> </ul>

<b>Glossary</b>	
Sosial function	The purpose of writing a text in society
Structure	The general order and form of a narrative
Language feature	Grammar/writing

Reference	
Internet	Canva.com <a href="https://www.ruangguru.com/blog/struktur-dari-narrative-text">https://www.ruangguru.com/blog/struktur-dari-narrative-text</a> <a href="https://katadata.co.id/">https://katadata.co.id/</a>

### Activity Meeting 1

*Read carefully the text below with your group, then answer some questions by paying attention to the reading text with the guidance of the teacher.*

#### The Origin of Lake Toba

The story of the origin of Lake Toba tells the tale of a man named Batara Guru who fell in love with a beautiful mortal woman named Ompu Ni Bolon. They had a son named Batara Sihar, who possessed supernatural powers.

One day, Batara Sihar caught a fish that turned out to be a magical creature. When he cooked the fish, it turned into a beautiful woman named Boru Toba. Batara Sihar and Boru Toba fell in love and had a son named Partomuan. However, the gods were angered by Batara Sihar's relationship with a magical creature, and they punished him by turning him and his family into stone. The stone family created a huge hole in the ground where they stood, and it eventually filled with water to become Lake Toba.

The story of the origin of Lake Toba holds great significance in Indonesian culture, particularly in the Batak culture of North Sumatra where the lake is located. The story symbolizes the importance of respecting and preserving nature, as well as the consequences of disobeying the gods. The story has been passed down for generations through oral tradition, and it continues to be a beloved and important part of Indonesian folklore.

#### Part 1

##### *True or False*

1. Batara Sihar and Boru Toba had a daughter named Partomuan.  
True / False
2. The gods punished Batara Sihar by turning him into a river.

True / False

3. The story is part of Indonesian folklore, particularly in the Batak culture.

True / False

4. Lake Toba was created by a volcanic eruption.

True / False

5. The story emphasizes the consequences of disobeying the gods.

True / False

## Part 2

### *Fill in the Blanks*

1. Batara Guru fell in love with a beautiful mortal woman named \_\_\_\_\_.
2. Batara Sihar caught a fish that turned out to be a \_\_\_\_\_ creature.
3. The gods punished Batara Sihar by turning him and his family into \_\_\_\_\_.
4. The stone family created a huge hole in the ground that eventually filled with water to become \_\_\_\_\_.
5. The story has been passed down for generations through \_\_\_\_\_ tradition.

## Part 3

### *Short answer*

1. Describe the relationship between Batara Sihar and Boru Toba. How did it lead to the creation of Lake Toba?
2. What lesson or message can be learned from the story of the origin of Lake Toba?
3. Explain the cultural significance of the story for the Batak people.
4. How do the supernatural elements in the story contribute to its overall meaning and impact?
5. Identify and explain the meaning of an unfamiliar word from the text!

### Appendix 3

#### Students' Worksheet

**Read the text carefully and answer the questions below with your own words!**

#### Text 1

##### The Legend of Roro Jonggrang

Long time ago, there was a kingdom named Prambanan. All the people of Prambanan lived peacefully. But then, the Prambanan kingdom was attacked and occupied by the Pengging kingdom. Prambanan then was ruled by Bandung Bondowoso of Pengging kingdom. He was a mean king. He also had great supernatural power. His soldiers were not only humans, but also genies.

The king of Prambanan had a beautiful daughter named Roro Jonggrang. Bandung Bondowoso fell in love with her and wanted to marry her. "You're very beautiful. Would you be my queen?" asked Bandung Bondowoso. Roro Jonggrang was shocked. She didn't like Bandung Bondowoso because he was a mean person. She wanted to refuse, but she afraid that Bandung Bondowoso would be angry and endangered the people of Prambanan. Then, she came up with a plan. "If you want to marry me, you have to build a thousand temples for me in just one night," said Roro Jonggrang. "What? That's impossible!" said Bandung Bondowoso. But he did not give up. He consulted with his advisor. "Your Majesty can asked the genies to help built the temples," said the advisor.

So, Bandung Bondowoso summoned his entire genies soldier and commanded them to help him built a thousand temples. The genies worked in unbelievable speed. Meanwhile, Roro Jonggrang heard from her servant that the building of a thousand temples was almost finished. She was so worried. But again, she came up with a great idea. She asked all of her servants to help her. "Please prepare a lot of straw and mortar. Please hurry up!" said Roro Jonggrang. "Burn the straw and make some noise pounding the mortar, quickly." All those servants did what Roro Jonggrang ordered them; burning straw and pounding the mortar, making the genies think that the sun is going to rise.

"It's already dawn. We have to go," said the leader of the genies to Bandung Bondowoso. All the genies immediately stopped their work and ran for cover from the sun, which they afraid of. They didn't know that the light was from the fire that burning the straw, not from the sun.

Bandung Bondowoso can't stop the genies from leaving. He was angry. He knew Roro Jonggrang had just tricked him. "You cannot fool me, Roro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple." He pointed his finger to Roro Jonggrang

and said some mantras. Magically, Roro Jonggrang's body turned into stone. Until now, the temple is still standing in Prambanan area, Central Java. And the temple is called Roro Jonggrang temple.

(source: <https://katadata.co.id/>)

1. What is the main idea of the story about Roro Jonggrang?
2. What problem did Roro Jonggrang have in the story?
3. What does the word "genies" mean in the story?
4. How did Roro Jonggrang trick the genies into stopping their work?
5. What lesson can we learn from Roro Jonggrang's story?

## **Text 2**

### **Malin Kundang**

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument... and finally he sailed with the bigship. Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cakewhich brought by his mother until scattered. His mother very broken heart because MALin rebellious to her, who had growth him.

Then, his mother cursed Malin became stone. Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out.

Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

(source: <https://travel.detik.com/>)

1. What is the main topic of the story about Malin Kundang?
2. Why did Malin Kundang join the big ship?
3. What does the word "vacillated" mean in the context of the story?
4. What did Malin Kundang do when his mother approached him with a plate of village cake?
5. What conclusion can be drawn from Malin Kundang's actions towards his mother?

### Key answer of reading comprehension

No	Questions	Answers	Scores
1	What is the main idea of the story about Roro Jonggrang	The main idea is that Roro Jonggrang cleverly avoided marrying Bandung Bondowoso by tricking him into thinking it was dawn, resulting in her becoming a stone statue and creating the Roro Jonggrang temple.	4
		Roro Jonggrang tricked Bandung Bondowoso to avoid marrying him.	3
		Roro Jonggrang did not want to marry Bandung Bondowoso because he was mean	2
		Out of text/not answered	1
2	What problem did Roro Jonggrang have in the story?	Roro Jonggrang had to find a way to avoid marrying Bandung Bondowoso without causing harm to her people	4
		Roro Jonggrang needed to stop Bandung Bondowoso from building the temples.	3
		Roro Jonggrang was afraid of Bandung Bondowoso because he was mean.	2
		Out of text/not answered	1

3	What does the word "genies" mean in the story?	In the story, "genies" are magical beings that can help build the temples quickly because of their supernatural powers.	4
		"Genies" are supernatural beings with magical abilities.	3
		"Genies" are soldiers commanded by Bandung Bondowoso.	2
		Out of text/not answered	1
4	How did Roro Jonggrang trick the genies into stopping their work?	Roro Jonggrang made her servants burn straw and pound mortar to create the illusion of dawn, causing the genies to think the sun was rising and flee.	4
		Roro Jonggrang used a clever trick to make the genies believe it was morning.	3
		Roro Jonggrang burned straw and made noise to fool the genies	2
		Out of text/not answered	1
5	What lesson can we learn from Roro Jonggrang's story?	We can learn that cleverness and quick thinking can help solve difficult problems, but sometimes there may be unexpected consequences.	4
		The story teaches us that intelligence can be used to overcome challenges.	3
		The lesson is to be resourceful in difficult situations.	2
		Out of text/not answered	1
6	What is the main topic of the story about Malin Kundang?	The main topic is about Malin Kundang, a diligent boy who became a successful trader but was cursed into a stone by his mother due to his disobedience.	4
		Malin Kundang became a successful trader but was cursed by his mother.	3
		Malin Kundang was cursed into a stone by his mother.	2
		Out of text/not answered	1
7	Why did Malin Kundang join the big ship?	Malin Kundang joined the big ship because he wanted to improve his family's life.	4
		Malin Kundang joined the big ship to find a better life.	3
		Malin Kundang joined the ship for a better future.	2
		Out of text/not answered	1
8	What does the word "vacillated" mean in the context of the story?	"Vacillated" means to be unsteady or to waver. In the context of the story, it describes the big ship being rocked by a big storm.	4



		"Vacillated" means to be unsteady or to waver.	3
		"Vacillated" means to move back and forth.	2
		Out of text/not answered	1
9	What did Malin Kundang do when his mother approached him with a plate of village cake?	Malin Kundang did not admit that she was his mother and kicked the village cake until it scattered.	4
		Malin Kundang denied his mother and kicked the cake	3
		Malin Kundang didn't recognize his mother and rejected her.	2
		Out of text/not answered	1
10	What conclusion can be drawn from Malin Kundang's actions towards his mother?	Malin Kundang's disobedience and disrespect towards his mother led to his downfall and transformation into a stone.	4
		Malin Kundang's disrespect to his mother caused his transformation into a stone.	3
		Malin Kundang was punished by his mother because he disrespected her.	2
		Out of text/not answered	1

### The scale

No	Criteria	Score
1	Students can answer the questions completely and clearly according to the answer key and details related to the reading text displayed. Answers cover all important aspects of the story and show deep understanding.	4
2	Students can answer the question quite fully and clearly, but there is a slight lack of detail or understanding. Answers cover most of the important aspects, but there are some details missing.	3
3	Students can only answer part of the question with incomplete details, showing limited understanding. Answers cover some important aspects but miss many key details.	2
4	Students cannot answer the questions correctly or answers are irrelevant, showing a lack of understanding of the topic and main idea of the text. Answers do not reflect the essence of the story	1

The formula:

$$\text{Score} = \frac{\text{Obtain score}}{\text{total score}}$$

In this research, to know the average of the students score the researcher will use formula below:

$$Mx \frac{\sum x}{n}$$

$Mx$  = Mean

$\sum x$  = total score all students

$N$  = Number of students

**Appendix 4**

**Learning Module Cycle Two**

**ENGLISH TEACHING MODULE**

**NARRATIVE TEXT**



**PROCEDED BY:**

**Deni Irma Suryani**

**NIM: 200407125**

**SMP NEGERI 05 KAYAN HULU**

## TEACHING MODULE FOR ENGLISH

### NARRATIVE TEXT CYCLE TWO

GENERAL INFORMATION	
<b>E. SCHOOL IDENTITY</b>	
Name Of Teacher	Deni Irma Suryani
School	SMP Negeri 05 Kayan Hulu
Academic Year	2024-2025
School Level	Junior High School
Class	VIII
Phase	D
Subject	English
Sub-material	Narrative Text
Time Allocation	2x35
Outcome Element	<p><b>Reading and Viewing:</b> By the end of Phase D, learners use spoken, written and visual texts in English to interact and communicate in more diverse contexts and in formal and informal situations. Learners can use a variety of text types such as narratives, descriptions, procedures, specialized texts (short messages, advertisements) and authentic texts to be the main reference in learning English in this phase. Learners use English to discuss and express wishes/feelings. Their understanding of written texts is developing, and inference skills begin to emerge when understanding implied information. They produce written and visual texts in structured English with a wider range of vocabulary. They understand purpose and audience when producing written and visual texts in English.</p>
<b>F. Initial Competency</b>	3. Definition of Narrative Text 4. Social Function of Narrative Text
<b>G. Profile of Pancasila Students</b>	

Cooperation	Work together to find more information about the material
Independent	Gather information to explain the problem
Critical Thinking	Able to analyze the social purpose of the given narrative text and can relate it to daily life and analyze the linguistic elements of the text.
Believing, fearing God Almighty, and having Noble Character	Able to respect other people's opinions in a discussion forum
<b>H. Learning Strategy</b>	
Learning Model	Problem Based Learning
Learning Methods	Guided Reading
Learning Media	3. Students' worksheet 4. Narrative Text
Facilities and Infrastructure	laptop, marker, whiteboard
Target Learners	Learners are able to identify the general structure, linguistic elements and social functions of fairy tales and legend.

<b>Core Components</b>	
<b>E. Learning Objectives</b>	
<b>Reading and Viewing:</b>	
5. read a narrative text with good comprehension. 6. identify the main idea and key information in a narrative text. 7. use sentence structures and vocabulary they have learned when reading narrative texts. recognize the purpose of the narrative texts they read. 8. develop the ability to infer sentences in narrative texts. understand the implied information in the narrative texts they read.	
<b>F. Meaningful Understanding</b>	
Learners learn to understand, express and produce narrative texts in English well. They also compose structured narrative texts, understand implied messages, use diverse vocabulary in talking	

about narrative texts, and understand the purpose of communication in telling narrative stories.

### G. Sparking Question

4. What are the folklores or legends in your village?
5. Have you read legend story?
6. What story of legend you have read?

### H. Learning Preparation

4. Teachers prepare teaching materials
5. Teacher prepares student worksheet
6. Teacher develop the assessment instruments used

### Learning Activities

#### First Meeting

Stages	Teacher Activities	Learner Activities	Time Allocation
Preliminary activities	d. The teacher gives greetings in English and Indonesian, then checks the students' responses.	d. Students give certain responses to greetings in English and Indonesian given by the teacher	10 Minutes
	e. The teacher leads a prayer together before starting the lesson.	e. Students pray before starting the lesson	
	f. The teacher gives a brainstorm about the topic to be learned and motivates students to give responses or ideas.	f. Students listen carefully and give some response to brainstorming given by teacher.	
Main Activities	h. The teacher explains the material and gives examples of narrative texts to the students.	h. Students pay attention to the explanation about the material and example of narrative text by the teacher	50 Minutes
	i. The teacher divides the	i. Students form groups of 4	

	students into groups of 4 people per group.	students per group	
	j. The teacher explains the concept of Guided Reading in detail, making sure all students understand.	j. Students pay close attention to the explanation of Guided Reading	
	k. The teacher circulates among the groups, providing support and guidance as students read the text either silently or aloud.	k. Students read the text silently or aloud in their groups, while the teacher provides support and guidance.	
	l. The teacher encourages students' active engagement and enthusiasm in group discussions about the text read.	l. Students are actively and enthusiastically involved in the learning and discussion in the text reading group.	
	m. The teacher provides texts for analysis and assists students in analyzing them thoroughly.	m. Students carefully analyze the text given by the teacher	
	n. The teacher assigns tasks related to the text and makes sure students do them correctly.	n. Students do the task given by the teacher correctly	
Closing activities	d. The teacher summarizes the lesson learned during the meeting and makes sure the students listen carefully.	d. Students listen carefully to the conclusion of the learning at this meeting from the teacher	10 minutes
	e. The teacher asks the students to convey their brief understanding of the lesson learned.	e. Students give their brief understanding on the learning at this meeting	

	f. The teacher leads a collective prayer before the class end and receives greetings from the students.	f. Students pray together before class ends and greet to the teacher	
--	---	--	--

Learning Activities			
Second meeting			
Stages	Teacher Activities	Learner Activities	Time Allocation
Preliminary activities	d. The teacher greets the students with Indonesian and English	d. Students give certain respond to the greeting in English and Indonesia	10 Minutes
	e. The teacher asks the students to pray before starting the lesson	e. Students pray before starting the lesson	
	f. The teacher gives brainstorming to students	f. Students listen carefully and give some response to brainstorming given by teacher	
Main activities	e. The teacher reminds the students about the procedure text material	e. Students listen carefully when the teacher reminds them about the procedure text material	50 Minutes
	f. The teacher asks about students' understanding of the explanation of the text procedure material. g. The teacher asks students to do an essay assignment	f. Students gave responses on some questions given by the teacher g. Students do the essay assignment carefully	



	h. The teacher asks the students to collect their work	h. Students collect their work	
Closing Activities	d. The teacher concludes the learning in this meeting	d. Students listen carefully to the conclusion of the learning at this meeting from the teacher	10 Minutes
	e. The teacher asks the students to give a brief understanding of the learning in this meeting	e. Students give their brief understanding on the learning at this meeting	
	f. The teacher greetings and asks students to pray to conclude the learning on this meeting.	f. Students respond greetings and pray as a closing of learning at this meeting	

The researcher

**Deni Irma Suryani**  
**NIM. 200407125**

Approved by

The Chair of SMP 05 Kayan Hulu

Teacher of the Subject

**Rinawati Lakinau, S.Pd**

**Reni Murdaya Yuvita Sari, S.pd**

<b>Assessment</b>	
Attitude Assessment	Attitude assessment is obtained from the results of observations during learning activities (attitude assessment in the form of: Active, cooperation, and creative)
Formative Assessment	Formative assessment is obtained from individual assignments in the form of project assessments. ( <i>Instrument and assessment rubric attached</i> )
<b>Learner Reflection Learner &amp; Teacher</b>	
Teacher Reflection	3. Have the learning objectives been achieved? 4. Do learners cooperate well in discussion activities?
Learner Reflection	3. What is the material that is difficult to understand? 4. What activities are difficult to complete?
<b>Students Worksheet</b> ( <i>attached</i> )	
<b>Teacher reading materials and learners</b>	
Material Summary	<b>5. What is narrative text?</b> Narrative text is a type of text that tells a series of events in a chronological or interconnected system. Narrative text is generally imaginative, not real or in the form of the imagination of the author. Narrative text is a story with complication, or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.
	<b>6. Social Function</b> Narrative text is a type of text that tells a series of events in a chronological or interconnected system. Narrative text is generally imaginative, not real or in the form of the imagination of the author. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The social function of narrative is to amuse, entertain and to deal with an

	<p>actual or vicarious experience in different ways. It also deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Story, as an important part of culture, is very identical to the narrative. Story or narrative can be used to convey moral value which is very helpful to build one's personality. Even a character of a nation can very much be influenced by stories (fairy tale, legend, fable, myth) which spread all over the nation and are told from generation</p>
	<p><b>7. Generic structure of Recipe Procedure Text</b></p> <p><b>5) Orientation</b> Introducing the participants and informing the time and place. Set the scene: where and when the story takes place and introduce the story participants: who and what is involved in the story.</p> <p><b>6) Complication</b> Exploring the conflict in the story. It shows the rising crisis and the climax of the story.</p> <p><b>7) Resolution</b> Showing the way the participants of the story solve the crises, for better or worse.</p> <p><b>8) Re-orientation/Coda</b> This is a closing remark to the story, and it is optional. It consists of a moral lesson, advice or teaching from the writer</p> <p><b>8. Language Features</b></p> <ul style="list-style-type: none"> <li>• Using simple past tense.</li> <li>• Using action verbs</li> <li>• Using temporal conjunction.</li> <li>• Using saying and thinking verb.</li> <li>• Conjunction of Time</li> <li>• Using Adjective</li> </ul>

<b>Glossary</b>	
Sosial function	The purpose of writing a text in society
Structure	The general order and form of a narrative
Language feature	Grammar/writing

Reference	
Internet	<p>Canva.com</p> <p><a href="https://www.ruangguru.com/blog/struktur-dari-narrative-text">https://www.ruangguru.com/blog/struktur-dari-narrative-text</a></p> <p><a href="https://katadata.co.id/">https://katadata.co.id/</a></p>

### Students worksheet cycle II

**Read the text carefully and answer the questions below with your own words!**

#### Text 1

#### Cinderella

One day, the court official s announcement that the palace prince was doing a contest looking for the empress. So, all the girls were invited to come to the palace. Cinderella's stepbrother was busy decorating herself with fancy dresses and jewelry to go to the party. Cinderella is sad because she was not allowed to come, and she doesn't have a good clothes. But it turns out Cinderella's sadness is known to the fairy mother, finally the fairy mother bewitching Cinderella's tattered clothes into a beautiful dress. And also the mice became bodyguards while the pumpkin in Cinderella's kitchen turned into a chariot. But the fairy advised that the magic power would disappear at exactly 12 o'clock at night.

Arriving at the palace all the girls looked at Cinderella's envy because they were beautiful and graceful, the prince invited Cinderella to dance. Until Cinderella forgot that it was almost 12.00, finally the palace clock chimed and Cinderella was shocked and ran from before the prince, but the glass shoes were released one. And right, all returned to the beginning, except for the glass shoes that the prince and cinderella still held.

Finally, the prince is looking for the girl who dances with him, and searches for every house that has a daughter, until he comes to Cinderella's house, even though her stepmother tells Cinderella to hide but the prince finds out. Finally Cinderella marries the prince and lives in the palace.

(source: <https://kumparan.com/>)

1. What does the word "chariot" mean in the story?
2. How did Cinderella manage to go to the palace despite her circumstances?
3. What is the main idea of the story about Cinderella?
4. What lesson can we learn from Cinderella's story?
5. Why was Cinderella not allowed to go to the party initially?

## **Text 2**

### **Snow white**

Once upon a time, there was a beautiful girl in a palace, she lived with her uncle and her aunty after her parents passed away. She lived unhappy the actually, her uncle and her aunty always made her upset. All the palace event were guided by them.

Someday, when snow white wanted to go to the bedroom , she passed the dinning room. She saw her uncle and aunty in the dinning room, they told that snow white would be moved out from America. Snow white was so shocked and she felt the flowers pot down. They looked at her and they brought her to the storeroom. Snow white was so sad, and she tried to run away from the palace. It was success , she could run a way by the window. She ran as fast as she could, she entered the forest. She walked and ran alone in the dark forest. She met the wild animal and she hide. After along time, she felt to tired and sleepy, she met a small cottage and she decided to enter. She laid her body in the floor.

Seven dwarfs were so shocked after knowing there was a girl who was laying on the floor, they looked her because their body was so different. Snow white opened her eyes and she met them. She told about her live and they took her as their eldest sister. They lived happy aver after

(source: <https://www.studybahasainggris.com/>)

6. What did Snow White find when she entered the forest?
7. Why did Snow White try to run away from the palace?
8. What conclusion can we draw from Snow White's actions and her new life with the dwarfs?
9. What is the main topic of the story about Snow White?
10. What does the word "storeroom" mean in the context of the story?

### Key answer of reading comprehension

No	Questions	Answers	Scores
1	What does the word 'chariot' mean in the story?	In the story, 'chariot' is a magical carriage that Cinderella uses to go to the palace.	4
		'Chariot' is a vehicle made by the fairy for Cinderella.	3
		'Chariot' is something used for travel.	2
		Out of text/not answered	1
2	How did Cinderella manage to go to the palace despite her circumstances?	With help from her fairy godmother, who transformed her clothes and created a magical chariot.	4
		The fairy godmother used magic to help Cinderella	3
		A fairy helped Cinderella with magic.	2
		Out of text/not answered	1
3	What is the main idea of the story about Cinderella?	The main idea is that Cinderella overcomes her hardships and eventually marries the prince after attending the palace event.	4
		Cinderella finds happiness despite her stepfamily's mistreatment.	3
		Cinderella goes to the palace and meets the prince.	2
		Out of text/not answered	1
4	What lesson can we learn from Cinderella's story?	We learn that kindness and patience can lead to unexpected help and bring happiness.	4
		The story teaches us about kindness and good fortune.	3
		Patience and kindness lead to happiness.	2
		Out of text/not answered	1
5	Why was Cinderella not allowed to go to the party initially?	Cinderella was not allowed to go because her stepfamily prevented her, and she didn't have suitable clothes.	4
		Cinderella's stepfamily didn't let her go and she had no dress.	3
		She was not allowed by her stepfamily.	2
		Out of text/not answered	1
6	What did Snow White find when she entered the forest?	She found a small cottage where she eventually met the seven dwarfs.	4
		She found a cottage and met the dwarfs.	3
		She found a cottage to rest in.	2
		Out of text/not answered	1

7	Why did Snow White try to run away from the palace?	Snow White overheard her uncle and aunt saying she would be moved away, so she decided to escape.	4
		She heard her uncle and aunt planning to send her away.	3
		Snow White overheard her uncle and aunt's conversation.	2
		Out of text/not answered	1
8	What conclusion can we draw from Snow White's actions and her new life with the dwarfs?	The conclusion is that courage and determination can help overcome challenges, leading to a happier life.	4
		The story teaches that courage leads to a better life.	3
		We learn about the importance of being brave.	2
		Out of text/not answered	1
9	What is the main topic of the story about Snow White?	The main topic is about Snow White, who escapes from a difficult life and finds happiness with the dwarfs.	4
		Snow White finds a new life with the seven dwarfs.	3
		Snow White goes to live with dwarfs in the forest.	2
		Out of text/not answered	1
10	What does the word 'storeroom' mean in the context of the story?	'Storeroom' refers to a place where Snow White was locked up by her uncle and aunt.	4
		It's a room where she was kept by her uncle and aunt.	3
		It's a place where things are stored.	2
		Out of text/not answered	1

### The scale

No	Criteria	Score
1	Students can answer the questions completely and clearly according to the answer key and details related to the reading text displayed. Answers cover all important aspects of the story and show deep understanding.	4
2	Students can answer the question quite fully and clearly, but there is a slight lack of detail or understanding. Answers cover most of the important aspects, but there are some details missing.	3
3	Students can only answer part of the question with incomplete details, showing limited understanding. Answers	2

	cover some important aspects but miss many key details.	
4	Students cannot answer the questions correctly or answers are irrelevant, showing a lack of understanding of the topic and main idea of the text. Answers do not reflect the essence of the story	1

The formula:

$$\text{Score} \frac{\text{Obtain score}}{\text{total score}}$$

In this research, to know the average of the students score the researcher will use formula below:

$$Mx \frac{\sum x}{n}$$

$Mx$  = Mean

$\sum x$  = total score all students

$N$  = Number of students



## Appendix 5

### Result Observation of Sheet Cycle One

#### Observation Sheet Cycle One

Education Units : SMPN 05 Kayan Hulu  
 Class/Semester : 8/ I  
 Date and time : 12 September 2021  
 Time Allocation : 2 x 35

No	Aspect	Indicator	Rating			
			1	2	3	4
1	Pre-activity	a. Students give certain responses to greetings in English and Indonesian given by the teacher				√
		b. Students pray before starting the lesson				√
		c. Students listen carefully and give some response to brainstorming given by teacher		√		
2	Main-activity	a. Students pay attention to the explanation about the material and example of narrative text by the teacher		√		
		b. Students form groups of 4 students per group				√
		c. Students pay close attention to the explanation of Guided Reading		√		
		d. Students read the text silently or aloud in their groups, while the teacher provides support and guidance.			√	
		e. Students are actively and enthusiastically involved in the learning and discussion in the text reading group.		√		
		f. Students carefully analyze the text given by the teacher		√		
		g. Students do the task given by the teacher correctly			√	
3		a. Students listen carefully to the conclusion of the learning at this meeting from the teaching		√		

	Closing- activity	b. Students give brief understanding on learning at this meeting	√			
		c. Students pray together before class ends and greet to the teacher				√

In this research, the researcher will use the formula below to calculate the observation score from the observation sheet for students:

$$\text{Score} = \frac{\text{obtained score}}{\text{total score}} \times 100$$

Sintang, 12-09- 2024

Observer



Renvy Murdava Yuvita Sari, S.Pd

## Appendix 6

## Result of Observation Sheet Cycle Two

## Observation Sheet Cycle Two

Education Units : SMPN 05 Kayan Hulu  
 Class/Semester : 8 / II  
 Date and time : 14 September 2021  
 Time Allocation : 2 x 35

No	Aspect	Indicator	Rating			
			1	2	3	4
1	Pre-activity	d. Students give certain responses to greetings in English and Indonesian given by the teacher				✓
		e. Students pray before starting the lesson				✓
		f. Students listen carefully and give some response to brainstorming given by teacher			✓	
2	Main-activity	h. Students pay attention to the explanation about the material and example of narrative text by the teacher			✓	
		i. Students form groups of 4 students per group				✓
		j. Students pay close attention to the explanation of Guided Reading			✓	
		k. Students read the text silently or aloud in their groups, while the teacher provides support and guidance.				✓
		l. Students are actively and enthusiastically involved in the learning and discussion in the text reading group.				✓
		m. Students carefully analyze the text given by the teacher			✓	
		n. Students do the task given by the teacher correctly				✓
3		d. Students listen carefully to the conclusion of the learning at this meeting from the teaching			✓	

	Closing- activity	e. Students give brief understanding on learning at this meeting		✓		
		f. Students pray together before class ends and greet to the teacher				✓

In this research, the researcher will use the formula below to calculate the observation score from the observation sheet for students:

$$\text{Score} = \frac{\text{obtained score}}{\text{total score}} \times 100$$

Sintang, 17-09-2024

Observer



Reny Murdava Yuvita Sari, S.Pd

## Appendix 7

## Result of Field Note Cycle One

## Appendix 5

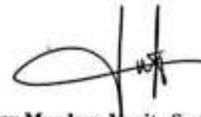
## Field Note

Cycle/Meeting : I  
 Day/Date : Kamis, 12 September 2024  
 Time : 2 x 35  
 Theme/Subtheme : Narrative Text

Teacher	Students
3. The teacher explains the material very well based on learning module.	1. Students greet and pray before the lesson starts 2. Some students looked passive to the brainstorming given by the teacher. 3. Some student look passive in learning and discussion in the text reading group 4. Some students talked to their classmates while the teacher was explaining the material

Sintang, 12-09-2024

Observer


Reny Murdaya Yuvita Sari, S.pd

## Appendix 8

## Result of Field Note Cycle Two

## Appendix 5

## Field Note

Cycle/Meeting : II  
 Day/Date : Selasa, 17 September 2024  
 Time : 2x35  
 Theme/Subtheme : Paratative Text

Teacher	Students
1. The teacher teaches the material based on learning modul 2. The teacher is good at explaining her technique	1. Students greet and pray before the lesson starts 2. Almost all students already active to the brainstorming given by teacher 3. The students get paid attention to the material and technique that teacher used 4. The class actively and enthusiastically involved in the learning and discussion in the text reading group 5. Students looked fun and enjoy the learning process

Sintang, 17-09-2024

Observer

Reny Murdaya Yovita Sari, S.pd

**Appendix 9****Interview Guideline Cycle One**

Name of Students:

***Questions***

1. What do you think about writing a narrative text?
2. What is your opinion about using the Guided Reading Strategy? Have you ever learned to use this strategy?
3. How was your experience when reading comprehension of narrative text using the Guided Reading Strategy?
4. Do you feel happy and enjoy after learning narrative text? Why?
5. Can Guided Reading Strategy improve your reading comprehension skills?

**Appendix 10****Interview Guideline Cycle Two**

Name of Students:

***Questions***

1. What do you think about writing a narrative text?
2. What is your opinion about using the Guided Reading Strategy? Have you ever learned to use this strategy?
3. How was your experience when reading comprehension of narrative text using the Guided Reading Strategy?
4. Do you feel happy and enjoy after learning narrative text? Why?
5. Can Guided Reading Strategy improve your reading comprehension skills?



**Appendix 11****Transcript Of Interview Cycle One**

Name of Students: AG

R: What is your opinion about narrative stories?

S: What I know is that it is a story, miss.

R: What is your opinion about using the guided reading strategy? Have you ever learned using this strategy?

S: About the strategy, first, miss, it's fun because I can read together with other friends, miss.

R: How was your experience reading narrative text using this guided reading strategy?

S: The material is interesting, miss, but I still find it difficult to understand, miss.

R: Did you enjoy and feel happy while learning guided reading?

S: Yes, I enjoyed it, miss, even though I was still a little confused, miss.

R: Can the guided reading strategy improve your reading comprehension skills?

S: Yes, it can, because it is easier to understand, miss.

Interviewer

Deni Irma Suryani

### **Transcript Of Interview Cycle One**

Name of Students: GR

R: What is your opinion about narrative stories?

S: It's a legendary story, like a fairy tale.

R: What is your opinion about using the guided reading strategy? Have you ever learned using this strategy?

S: I don't fully understand yet how this guided reading strategy can help me understand the text better.

R: How was your experience reading narrative text using this guided reading strategy?

S: I feel more confident reading English texts because we do it together, miss.

R: Did you enjoy and feel happy while learning guided reading?

S: I enjoyed and had fun during the learning process.

R: Can the guided reading strategy improve your reading comprehension skills?

S: With guided reading, I now know how to find the main idea and important parts of the text.

Interviewer

Deni Irma Suryani

### Transcript Of Interview Cycle One

Name of Students: GR

R: What is your opinion about narrative stories?

S: It's a legendary story, like a fairy tale.

R: What is your opinion about using the guided reading strategy? Have you ever learned using this strategy?

S: I don't fully understand yet how this guided reading strategy can help me understand the text better.

R: How was your experience reading narrative text using this guided reading strategy?

S: I feel more confident reading English texts because we do it together, miss.

R: Did you enjoy and feel happy while learning guided reading?

S: I enjoyed and had fun during the learning process.

R: Can the guided reading strategy improve your reading comprehension skills?

S: With guided reading, I now know how to find the main idea and important parts of the text.

Interviewer

Deni Irma Suryani

### **Transcript Of Interview Cycle One**

Name of Students: WS

R: What is your opinion about narrative stories?

S: It's a folk tale, miss.

R: What is your opinion about using the guided reading strategy? Have you ever learned using this strategy?

S: This is the first time, miss, that you've used this strategy.

R: How was your experience reading narrative text using this guided reading strategy?

S: Because you explained it with examples earlier, I understand a little now, even though there's still a lot I don't fully grasp, miss.

R: Did you enjoy and feel happy while learning guided reading?

S: Yes, I enjoyed it, miss.

R: Can the guided reading strategy improve your reading comprehension skills?

S: This strategy is quite helpful, but I still need to learn a lot more, miss, to truly understand, miss.

Interviewer

Deni Irma Suryani

### **Transcript Of Interview Cycle One**

Name of Students: SB

R: What is your opinion about narrative stories?

S: I don't really understand, miss.

R: What is your opinion about using the guided reading strategy? Have you ever learned using this strategy?

S: Miss, I don't fully understand why we have to read the text slowly or stop at every paragraph. Is that also part of the strategy, miss?

R: How was your experience reading narrative text using this guided reading strategy?

S: The material is interesting, but I still don't fully understand it, miss.

R: Did you enjoy and feel happy while learning guided reading?

S: I enjoyed it, miss.

R: Can the guided reading strategy improve your reading comprehension skills?

S: I'm still trying, miss, because from your explanation, this material seems quite easy, miss.

Interviewer

Deni Irma Suryani

### **Transcript Of Interview Cycle One**

Name of Students: NV

R: What do you think about narrative stories?

S: Sorry, Miss, I don't really understand yet.

R: What do you think about using the guided reading strategy? Have you ever learned using this strategy?

S: In my opinion, this is the first time, Miss.

R: How was your experience reading narrative texts using this guided reading strategy?

S: My experience so far is that I still don't really understand, Miss. I'm still confused, Miss.

R: Did you enjoy and feel happy while learning guided reading?

S: Yes, I'm happy, Miss.

R: Can the guided reading strategy improve your reading comprehension skills?

S: I'm still confused, Miss.

Interviewer

Deni Irma Suryani

### **Transcript Of Interview Cycle One**

Name of Students: BR

R: What do you think about narrative stories?

S: I'm still confused, Miss.

R: What do you think about using the guided reading strategy? Have you ever learned using this strategy?

S: Maybe, Miss.

R: How was your experience reading narrative texts using this guided reading strategy?

S: My experience so far, Miss, is that there's still a lot I don't know, Miss.

R: Did you enjoy and feel happy while learning guided reading?

S: I'm happy, Miss, because the learning process is fun.

R: Can the guided reading strategy improve your reading comprehension skills?

S: Yes, it can, Miss.

Interviewer

Deni Irma Suryani

## Appendix 12

### Transcript Of Interview Cycle Two

Name of Students: AG

R: What do you think about narrative stories?

S: Narrative stories are stories that truly exist in society and are widely believed by people.

R: What do you think about using the guided reading strategy? Have you ever learned using this strategy?

S: It's easier to understand with this strategy. This strategy is being used here for the first time.

R: How was your experience reading narrative texts using this guided reading strategy?

S: It's easier to understand the content of the text, and it helps improve understanding of the text structure.

R: Did you enjoy and feel happy while learning guided reading?

S: Yes, I'm happy and enjoyed the learning process.

R: Can the guided reading strategy improve your reading comprehension skills?

S: Yes, it can, because it makes it easier for me to understand while learning.

Interviewer

Deni Irma Suryani



## **Transcript Of Interview Cycle Two**

Name of Students: GR

R: What do you think about narrative stories?

S: Legendary stories, like fairy tales.

R: What do you think about using the guided reading strategy? Have you ever learned using this strategy?

S: In my opinion, this reading strategy is very helpful for me in understanding the content of the text, but it also helps in discovering new vocabulary and new experiences in reading. This is one of the first strategies I encountered.

R: How was your experience reading narrative texts using this guided reading strategy?

S: It's easier to understand, miss, and easier to grasp.

R: Did you enjoy and feel happy while learning guided reading?

S: I was happy and enjoyed the learning process.

R: Can the guided reading strategy improve your reading comprehension skills?

S: Yes, it can, miss.

Interviewer

Deni Irma Suryani

## **Transcript Of Interview Cycle Two**

Name of Students: WS

R: What do you think about narrative stories?

S: Stories that are legendary and passed down through generations.

R: What do you think about using the guided reading strategy? Have you ever learned using this strategy?

S: It's easier to understand with this strategy. This is also a new strategy for me, miss.

R: How was your experience reading narrative texts using this guided reading strategy?

S: It was my first experience, and I enjoyed the process more, so the strategy made it easier to understand the text during reading comprehension, miss.

R: Did you enjoy and feel happy while learning guided reading?

S: Yes, I was happy, miss.

R: Can the guided reading strategy improve your reading comprehension skills?

S: Yes, it can, miss, because by remembering and understanding, I became more knowledgeable, miss.

Interviewer

Deni Irma Suryani

### **Transcript Of Interview Cycle Two**

Name of Students: SB

R: What do you think about narrative stories?

S: Like folktales.

R: What do you think about using the guided reading strategy? Have you ever learned using this strategy?

S: The strategy used is easier to understand. This strategy is new here, miss, and that's what makes me interested in learning.

R: How was your experience reading narrative texts using this guided reading strategy?

S: It helped improve my reading comprehension.

R: Did you enjoy and feel happy while learning guided reading?

S: I enjoyed and liked the learning process because the material was interesting, and I also understood a bit more.

R: Can the guided reading strategy improve your reading comprehension skills?

S: Yes, it can, miss..

Interviewer

Deni Irma Suryani

### **Transcript Of Interview Cycle Two**

Name of Students: NV

R: What do you think about narrative stories?

S: Narrative stories that are legendary in society.

R: What do you think about using the guided reading strategy? Have you ever learned using this strategy?

S: The strategy you use, miss, is the first of its kind in this school.

R: How was your experience reading narrative texts using this guided reading strategy?

S: My experience during the learning process was that it became more interesting, miss, because it was often connected to folktales.

R: Did you enjoy and feel happy while learning guided reading?

S: Yes, I enjoyed it, miss.

R: Can the guided reading strategy improve your reading comprehension skills?

S: Yes, it can, because your explanations are easy for me to understand

Interviewer

Deni Irma Suryani

## **Transcript Of Interview Cycle Two**

Name of Students: BR

R: What do you think about narrative stories?

S: Folktales, miss, that have existed for a long time.

R: What do you think about using the guided reading strategy? Have you ever learned using this strategy?

S: The strategy used is easier, miss. The strategy you use is different from the teachers here, miss.

R: How was your experience reading narrative texts using this guided reading strategy?

S: My experience while learning narrative texts made me curious and helped me understand the texts I read better.

R: Did you enjoy and feel happy while learning guided reading?

S: I enjoyed learning with such an interesting strategy.

R: Can the guided reading strategy improve your reading comprehension skills?

S: Yes, it can, miss, because it's easier to understand and helps me discover new things in the story more easily.

Interviewer

Deni Irma Suryani

## Appendix 13

## Result of Test Cycle One

Name. Grez Cilla Agustin Aneza  
Class. VIII A  
Subject. Bahasa Inggris

(100)

Text 1

- ☐ 1. Bandung Bondowoso of Pengging Kingdom
- ☐ 2. Bandung Bondowoso summoned his entire gones soldier and common than.
- ☐ 3. She wanted to refuse ✓
- ☒ 4. The gones worked in unbelievable speed
- ☒ 5. Bandung Bondowoso can't stop the gones from leaving

Text 2

- ☐ 6. The main topic of the story about Malin Kundang is the child's betrayal of his mother and the consequences of disloyalty and pride.
- ☐ 7. Malin Kundang joined the being ship because he wanted to improve the lives of his family, who lived in poverty. He hopes that by working on the ship, he can gain wealth and change his fate
- ☐ 8. The meaning of the word "undecided" in the context of the story is feeling doubtful or unsure. In the story, his mother felt hesitant and worried when Malin Kundang to sail on a big ship because she was afraid of the dangers.
- ☒ 9. When his mother came to him carrying a plate of village cakes, Malin Kundang refused to acknowledge his mother.
- ☒ 10. The conclusion that can be drawn from Malin Kundang's actions towards his mother is that arrogance and indifference towards parents can have bad consequences.

Name : WILU SUHENDRA APRIAN  
 Class : VIII 8a  
 Subject : B. Inggris

67.5  
 Date

### Jawaban

☐

Text 1

☐

1. Bandung Bondowoso

☐

2. how to refuse prince bandung bondowoso's marriage proposal

☐

3. a magical spirit that grants wishes and often lives in a lamp or bottle

☐

4. making noise to imitate the sunrise

☐

5. appreciating what others do for you and never lying to them.

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☐

### Jawaban

☐

Text 2

☐

6. he lived in the seashore with his mother

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7. closed to the beach near their village

☐

8. wanted to join ~~with~~ with them because he wanted to improve his family life

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## Appendix 14

## Result of Test Cycle Two

Nama : XVIII SUHENDRA APRIAN  
Kelas : VIII

Text 1 cinderella

1. Chariot is a ~~veh~~ vehicle made by the fairy godmother for cinderella

2. a fairy godmother helps cinderella with her magic

3. The lesson we can learn is patience and fortitude in facing life trials.

4. Patience and kindness lead to happiness

5. Cinderella stepfamily didn't let her go and she had no dress

Text 2 snow white

6. Snow white found a cottage to rest

7. She hear her uncle and aunt planning to sent her

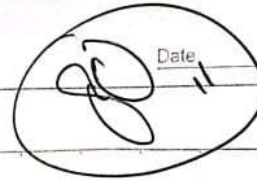
8. Teaches that courage lead to a better life

9. The main topic is about snow white who escape from a difficult life and find happiness

10. It's a place.



Name : "Berlian"  
 class : VIII 8a  
 Subject : B. Inggris



Jawaban

☐

Text 1 Cinderella

☐

1. Chariot is a vehicle made by the fairy godmother for Cinderella.

☐

4. Patience and fortitude

☐

2. The godmother help Cinderella

☐

3. Main idea

☐

5. Cinderella want to go party

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☐

Jawaban

☐

Text 2 Snow white

☐

6. Snow white found a cottage to rest

☐

7. Cause she hear their conversation

☐

8. She found her happiness

☐

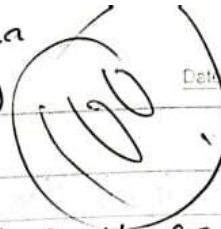
9. I don't know

☐

10. Store room is place where her uncle and aunt locked her up.

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Nama: Grezella Agustín Aneza  
 Kelas : VIII A  
 Ma. Pel : B. Inggris (Mis Ema)



☐ \* Text 1 Cinderella

☐ 1. "Chariot" is a vehicle made by the fairy godmother for Cinderella

☐ 2. a godmother ~~for cinderella~~ helps Cinderella with her magic.

☐ 3. Is about the struggle of kind and hopeful girl to achieve happiness, despite facing bad treatment from her stepfamily. This story also contains values about miracles, true love, and justice that ultimately comes despite difficulties.

☐ 4. The lesson we can learn is patience and fortitude in facing life's trials.

☐ 5. They were afraid that the more beautiful and elegant Cinderella would attract the prince's attention, so they treated her unfairly.

☐ \* Text 2 Snow White

☐ 6. Snow White found a cottage to rest

☐ 7. the reason why Snow White ran away was because she heard the conversation of her uncle and her aunt who wanted to kick her out

☐ 8. The conclusion we can draw from the story of Snow White is that courage and perseverance in the face of adversity can bring big changes in a person's life. Apart from that, this story also teaches us about the importance of friendship, solidarity, and how a new better life can be created when we are surrounded by people who care and accept us for who we are

## Appendix 15

### The Result of Scoring Reading Comprehension Test Cycle One

[illegible]

## Appendix 16

## The Result of Scoring Reading Comprehension Test Cycle Two

[illegible]

**Appendix 17****Percentage Increase of Each Student in Both Cycles**

Name	Score Cycle 1	Score Cycle 2
AE	47.5	82.5
ANP	70	95
AW	47.5	85
ASM	60	85
AM	55	82.5
APZ	62.5	85
BE	35	80
BR	57.5	82.5
CO	50	82.5
CV	45	85
EJ	50	82.5
GEA	37.5	87.5
GFT	40	85
GOA	50	85
GAA	100	100
HO	57.5	82.5
IW	55	82.5
JC	60	85
MF	47.5	85
NHC	60	82.5
NO	35	80
RY	45	85
SR	65	90
SOB	52.5	85
SL	47.5	82.5
SM	55	82.5
WSA	67.5	92.5
Percentage	90.30%	



## Appendix 18

## Research Permission



Nomor : 339/B-6/G1/IX/2024  
 Lampiran : 1 (satu) lembar  
 Perihal : Izin Penelitian

Kepada

Yth. Kepala SMP Negeri 5 Kayan Hulu

Di Tempat

Dengan hormat,

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

Nama : Deni Irma Suryani  
 NIM : 200407125  
 Jurusan : Pendidikan Bahasa dan Seni  
 Program Studi : Pendidikan Bahasa Inggris

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

**"Improving Students' Reading Comprehension of Narrative Text Through Guided Reading Strategy".** 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, 09 September 2024

Mengetahui  
 Ketua STKIP Persada Khatulistiwa  
 Didin Syafruddin, S.P., M.Si  
 NIDN. 1102066603

Ketua Prodi PBI  
 Sijono, M.Pd  
 NIDN. 1115028901



## Appendices 19

### Research Statement



**PEMERINTAH KABUPATEN SINTANG**  
**SEKOLAH MENENGAH PERTAMA NEGERI 5 KAYAN HULU**  
**AKREDITASI "B"**



Alamat : Jalan Sintang - Serawal kec.Kayan Hulu kode pos 78694

#### SURAT KETERANGAN

Nomor :400.3.5.1.4 / 104/ SMPN.5 / XI / 2024

Berdasarkan surat Perkumpulan Badan Pendidikan Karya Bangsa Sekolah Tinggi Keguruan dan Ilmu Pendidikan Persada Katulistiwa Program Studi Pendidikan Bahasa Inggris Sintang – Kalimantan Barat Nomor 339/B-6/GJ/IX/2024 Tanggal 09 September 2024 tentang Izin Mengadakan Penelitian, maka Kepala Sekolah SMP Negeri 5 Kayan Hulu dengan ini menerangkan mahasiswa dibawah ini

Nama : Deni Irma Suryani  
 NIM : 200407125  
 Jurusan : Pendidikan Bahasa dan Seni  
 Program Studi : Pendidikan Bahasa Inggris

Benar telah mengadakan penelitian di SMP Negeri 5 Kayan Hulu pada tanggal 12-17 september 2024 guna melengkapi data pada penyusunan Skripsi yang berjudul **"Improving Students' Reading Compehension of Narative Text Through Guided Reading Strategy"**

Demikian surat Keterangan ini dibuat dengan sebenar-benarnya serta dapat pergunakan sebagaimana mestinya.



Entogong, 28 November 2024  
 Kepala Sekolah

*Rinawati Lakinawati*  
 Rinawati Lakinawati, S.Pd  
 Pembina

NIP. 19801112 200604 2 006

## Appendix 20

### Documentation



P.1 The Researcher Teach the Students



P.2 The Students Follow and Listen to the Researcher the Class



P.3 The Researcher Doing an Interview



### BIOGRAPHY



Deni Irma Suryani, born in Dusun Engkurai, Engkurai Village, North Pinoh District, Melawi Regency on December 12, 2001, the third of four children, born to Mr. Andreas Demat and Mrs. Katarina Ani. Has taken education starting from SDN 13 Entogong in 2000-2013 and continued his education at the First Menenggah School (SMP) in 2013-2000 at SMPN 05 Kayan Hulu, then continued his education at the Senior High School (SMA) in 2017-2020 at SMAN 1 Sintang. Then in 2020 continued his education at STKIP Persada Khatulistiwa Sintang and chose the English Education study program. During his education at STKIP Persada Khatulistiwa Sintang, the researcher had participated in several UKM, namely the Catholic Student Association (PMK) and the Arts UKM. Researchers have participated in student forums and served in the Public Relations section in 2022-2023, became administrators of HMPS ELLSA for 3 periods in 2020-2023, have been administrators in the PMKRI forum in 2021-2022, and have interned at the Persada Khatulistiwa Sintang Laboratory Kindergarten.