

Appendix 1**Schedule of The Research**

No	Time Schedule	Activity
1.	November 2011	Preliminary observation and design research proposal
2.	May 2012	Seminar of research proposal and revising research proposal
3.	May –June 2012	Giving treatment and collecting data
4.	June 2012	Analyzing data
5.	July 2012	Writing research report

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Appendix 2

The Result of Pre-Test Score in Experimental Group

No	Name	C	O	V	LU	M	Total
1	Student 1	17,33	12,33	12,00	13,67	2,00	57,33
2	Student 2	20,67	16,33	16,67	16,33	3,33	73,33
3	Student 3	17,00	12,33	14,00	13,33	2,00	58,67
4	Student 4	17,33	10,67	11,00	10,33	2,00	51,33
5	Student 5	21,33	15,33	17,67	17,33	3,67	75,33
6	Student 6	19,00	14,00	13,00	13,33	3,00	62,33
7	Student 7	21,67	15,00	17,33	17,33	3,67	75,00
8	Student 8	23,33	16,00	16,33	17,33	3,67	76,67
9	Student 9	21,33	15,00	15,00	16,00	3,00	70,33
10	Student 10	16,67	15,00	15,00	13,00	2,00	61,67
11	Student 11	21,00	15,00	15,33	16,33	3,00	70,67
12	Student 12	15,67	11,33	11,00	11,67	2,00	51,67
13	Student 13	18,33	14,00	13,33	16,33	3,00	65,00
14	Student 14	21,33	15,67	16,67	15,67	3,67	73,00
15	Student 15	19,00	14,00	13,67	16,00	2,67	65,33
16	Student 16	19,67	15,00	15,67	14,67	3,00	68,00
17	Student 17	20,33	13,67	13,67	15,67	3,33	66,67
18	Student 18	20,67	15,67	14,67	17,00	3,00	71,00

19	Student 19	20,00	15,33	14,33	13,33	3,00	66,00
20	Student 20	16,67	14,00	13,67	13,33	2,33	60,00
21	Student 21	17,33	13,33	14,00	13,33	2,33	60,33
22	Student 22	21,33	15,67	15,33	15,67	3,33	71,33
23	Student 23	21,00	15,33	14,00	17,33	3,00	70,67
24	Student 24	17,67	13,00	12,67	12,33	2,33	58,00
	Average	19,40	14,29	14,42	14,86	2,85	65,82

The Result of Pre-Test Score in Control Group

No	Name	C	O	V	LU	M	Total
1	Student 1	12,67	10,00	9,33	11,00	2,00	45,00
2	Student 2	17,67	12,67	12,67	14,67	2,67	60,33
3	Student 3	22,33	16,67	18,33	17,00	3,33	77,67
4	Student 4	19,67	14,33	15,67	15,67	3,00	68,33
5	Student 5	23,00	17,33	17,33	19,00	3,67	80,33
6	Student 6	21,67	16,00	16,00	18,00	3,33	75,00
7	Student 7	19,00	13,67	14,00	14,67	3,00	64,33
8	Student 8	17,67	11,00	11,67	11,67	2,33	54,33
9	Student 9	22,67	18,33	18,67	19,33	3,67	82,67
10	Student 10	22,33	17,00	17,00	15,67	3,33	75,33
11	Student 11	17,00	12,67	12,67	13,33	2,00	57,67

12	Student12	16,00	10,67	10,67	12,33	2,00	51,67
13	Student 13	19,67	17,00	15,67	17,67	3,33	73,33
14	Student 14	21,00	15,00	14,00	17,00	3,33	70,33
15	Student 15	20,67	16,33	14,67	15,67	3,00	70,33
16	Student 16	22,33	17,00	16,67	18,67	3,00	77,67
17	Student 17	23,33	17,67	16,33	18,33	3,67	79,33
18	Student 18	20,00	15,33	14,00	15,33	2,67	67,33
19	Student 19	17,00	12,33	14,33	13,00	2,67	59,33
20	Student 20	19,33	15,33	15,67	13,67	3,00	67,00
21	Student 21	18,00	12,33	12,00	14,00	2,33	58,67
22	Student 22	23,00	17,33	17,00	18,00	3,33	78,67
23	Student 23	22,00	16,67	15,67	17,67	3,33	75,33
24	Student 24	20,33	15,00	16,00	14,00	3,00	68,33
Average		19,93	14,90	14,83	15,64	2,96	68,26

Appendix 3

Normality Test of Pre-Test Score in Experimental Group

One-Sample Kolmogorov-Smirnov Test

		Experiment
N		24
Normal	Mean	65,8192
Parameters(a,b)	Std. Deviation	7,28112
Most Extreme	Absolute	,149
Differences	Positive	,068
	Negative	-,149
Kolmogorov-Smirnov Z		,729
Asymp. Sig. (2-tailed)		,662

a Test distribution is Normal.

b Calculated from data

Normality Test of Pre-Test Score in Control Group

One-Sample Kolmogorov-Smirnov Test

		control
N		24
Normal	Mean	68,2629
Parameters(a,b)	Std. Deviation	10,03465
Most Extreme	Absolute	,124
Differences	Positive	,077
	Negative	-,124
Kolmogorov-Smirnov Z		,608
Asymp. Sig. (2-tailed)		,854

a Test distribution is Normal.

b Calculated from data.

Appendix 4

t-test of Pre-Test Score in Experimental and Control Groups

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Nilai Equal variances assumed	2,120	,152	-,966	46	,339	-2,44375	2,53072	-7,53782	2,65032	
			-,966	41,962	,340	-2,44375	2,53072	-7,55108	2,66358	

Appendix 5

The Result of Post-Test Score in Experiment Group

No	Name	C	O	V	LU	M	Total
1	Student 1	24,0	18,00	20,0	19,00	4,00	85,00

		0		0			
2	Student 2	23,6 7	18,67	19,0 0	18,33	4,00	83,67
3	Student 3	24,0 0	18,00	18,0 0	19,67	4,00	83,67
4	Student 4	23,6 7	18,33	18,3 3	19,67	4,00	84,00
5	Student 5	24,3 3	19,00	18,6 7	18,67	4,00	84,67
6	Student 6	23,3 3	17,33	17,0 0	19,67	4,00	81,33
7	Student 7	25,6 7	19,00	19,0 0	20,00	4,00	87,67
8	Student 8	25,0 0	18,00	18,0 0	19,33	4,00	84,33
9	Student 9	24,6 7	17,00	17,3 3	19,67	4,00	82,67
10	Student 10	23,0 0	18,33	18,3 3	19,67	4,00	83,33
11	Student 11	26,0 0	18,33	18,3 3	19,67	4,00	86,33
12	Student 12	22,0 0	18,00	17,6 7	20,00	4,00	81,67
13	Student 13	22,3 3	17,00	17,6 7	19,67	3,67	80,33
14	Student 14	23,6 7	18,00	18,3 3	18,67	4,00	82,67
15	Student 15	24,6 7	17,33	17,0 0	18,67	4,00	81,67
16	Student 16	24,3 3	18,33	19,6 7	18,67	4,00	85,00
17	Student 17	24,3 3	17,33	18,0 0	20,33	3,67	83,67
18	Student 18	26,0 0	18,00	17,6 7	20,33	4,00	86,00
19	Student 19	25,0 0	18,33	18,0 0	20,67	4,00	86,00
20	Student 20	26,0 0	19,67	20,0 0	19,33	4,00	89,00
21	Student 21	24,3 3	18,67	19,3 3	19,33	4,00	85,67
22	Student 22	23,3 3	18,67	19,6 7	19,67	4,00	85,33
23	Student 23	26,0 0	18,33	17,3 3	20,33	4,00	86,00
24	Student 24	23,6 7	18,00	19,0 0	18,33	4,00	83,00
RATA-RATA		24,2 9	18,15	18,3 9	19,47	3,97	84,28

The Result of Post-Test Score in Control Group

No	Name	C	O	V	LU	M	Total
1	Student 1	23,00	18,33	18,00	18,33	4,00	81,67
2	Student 2	20,33	15,00	14,33	15,33	2,67	67,67
3	Student 3	22,33	17,33	17,67	19,00	4,00	80,33
4	Student 4	21,67	14,00	13,67	15,67	3,00	68,00
5	Student 5	24,33	17,33	16,67	19,00	4,00	81,33
6	Student 6	21,67	14,00	14,33	15,33	3,33	68,67
7	Student 7	22,67	18,00	18,67	19,33	4,00	82,67
8	Student 8	22,00	14,67	15,00	15,67	3,33	70,67
9	Student 9	27,33	20,00	20,33	22,33	4,33	94,33
10	Student 10	22,33	16,33	17,00	16,67	3,33	75,67
11	Student 11	21,33	14,67	13,67	15,67	3,00	68,33
12	Student 12	21,33	16,67	16,00	17,00	3,00	74,00
13	Student 13	23,67	17,67	17,33	19,33	4,00	82,00
14	Student 14	24,67	18,00	17,33	19,33	4,00	83,33
15	Student 15	21,33	16,00	15,33	16,33	3,33	72,33
16	Student 16	23,67	17,33	17,33	19,67	3,67	81,67
17	Student 17	24,00	16,67	16,00	18,67	4,00	79,33
18	Student 18	24,67	17,33	18,00	19,67	4,00	83,67
19	Student 19	23,00	16,33	16,00	17,33	3,67	76,33

20	Student 20	25,00	17,67	17,67	19,00	4,00	83,33
21	Student 21	22,33	16,33	16,33	17,33	3,67	76,00
22	Student 22	21,67	18,67	19,67	18,00	4,00	82,00
23	Student 23	23,00	17,00	19,00	18,00	4,00	81,00
24	Student 24	24,67	16,00	16,33	18,67	4,00	79,67
RATA-RATA		23,00	16,72	16,74	17,94	3,68	78,08

Appendix 6

The Mean of Post-Test Score in Experimental and Control Groups

Group Statistics

	Grop	N	Mean	Std. Deviation	Std. Error Mean
Nilai	Experiment	24	84,2783	2,06338	,42119
	Control	24	78,0833	6,48628	1,32401

t-test of Post-Test Score in Experimental and Control Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	21,577	,000	4,459	46	,000	6,19500	1,38939	3,39831	8,99169
	Equal variances not assumed			4,459	27,608	,000	6,19500	1,38939	3,34715	9,04285

APPENDIX 8

RENCANA PELAKSANAAN PEMBELAJARAN (1)

Sekolah : SMA NU 2 GRESIK

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

Indikator :

- Define “what is narrative text”

- Identify the plot of the story and the genre of narrative text.
- Answer the questions

A. Tujuan Pembelajaran

- The students are asked to identify the plot and the genre of narrative text based on the story given.

B. Materi Pembelajaran

Jaka tarub and Nawang wulan storie

Text book

Question and answer exercises

Dictionary

C. Metode Pembelajaran

SWELL (social-interactive writing English language learner) method.

D. Langkah-langkah Pembelajaran

a. Technique and strategies

- Make a group works
- Presentation
- Question and answer the questions

b. Class Activity

i. Kegiatan awal

- a. Greeting
- b. Check the students' attendance list
- c. Introduce SWELL method which will going to be used in teaching and learning process
- d. Review the material about writing "narrative text".

ii. Kegiatan inti

- The students are given a story (Jaka Tarub and Nawang Wulan). Read the story deeply and understand it.
- The students do the exercise "answer the questions about the element of narrative text" based on the story given and collected

- Discuss with his/her group to identify and classify the genre of narrative (Jaka Tarub and Nawang Wulan) define orientation, complication/problem, resolution in written form.
- One of the groups (using lottery) presents the material in front of the class based on the material given.

iii. kegiatan akhir

- The teacher asks the students to reflect on and evaluate their own or their friends' performances of the task.
- The teacher give the feedback language of the student performances.

VII. References :

<http://indonesianfolklore.blogspot.com>

Achmad doddy, Ach.sugeng, efendy. Developing English competencies BSE Dictionary

Teacher partner

Researcher

Izza Latifatun Nisa'. M.Pd

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Acknowledgment

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THE TEACHING AND LEARNING MATERIAL

What is narrative text ? A narrative text is an account of events. Ex: fairy tales, legends, adventure stories, science fiction, myth, etc

The characteristic of narrative text are to amuse, entertain, and deal with actual or vicarious experience in different ways. It deals with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution.

The frame work is orientation (introduce main characters in a setting of time and place), complications/problems (main characters find ways to solve the problem), resolution.

Common features:

- Presented in spoken or written form
- Told/written in past tense (sometimes in present tense)
- Told/written in the first/third person (I, We, she, he, it, they)

- Chronological (plot or content have a chronology of events that happened in a particular order)
- Typical characters, settings and events are used in each genre
- Connectives are widely used to move the narrative along and to affect the reader/listener
- To signal time (later that day, once)
- To move the setting (meanwhile back at the cave, on the other side of the forest)
- To surprise or create suspense (suddenly, without warning)

Instruction : - Read and discuss with your group to understand the story and identify the plot and genre of the text!

Jaka Tarub and Nawang Wulan

Folklore from East Java

A Tarub was a handsome young man. He was very popular in the village. Many young girls fell in love with him. However Jaka Tarub thought that they were not beautiful enough to be his wife. That's why he was still single. He wanted to have a very beautiful wife. As always, Jaka Tarub went to the forest to collect some woods. Suddenly he heard some noise from the waterfall. He was curious. The noise was from the girls taking a bath in the waterfall slowly, Jaka Tarub walked to the area. When he arrived there, he saw seven beautiful girls taking a bath. He was really amazed by their beauty. After they were finished, the girls slowly took their shawls. Amazingly after they wore the shawls, they flew to the sky. They were not humans. They were fairies! After that Jaka Tarub went home. He was very restless. He was still thinking about those seven beautiful girls.

On the next day, Jaka Tarub then decided to go back to the waterfall. When those fairies were taking a bath, he stole one of their shawls. And that made one fairy could not fly back to the sky. She cried. Jaka Tarub then approached her. "What's wrong? Why are you crying?" "I lost my shawl. I cannot go back home. All my sisters have left me. My name is Nawang Wulan. I will give you anything if you can find my shawl." "I'll help you. But if we can't find it, you can stay at my house. You can be my wife," said Jaka Tarub. Then Jaka Tarub pretended to look for the shawl. And of course they could not find it. After that they went to Jaka Tarub's home. Later they got married. They had a baby girl. They had a happy life. They always had enough rice to eat. They did not have to work hard like their neighbours. It was because Nawang Wulan used her magic in cooking.

One day, Jaka Tarub asked her about the magic. Nawang Wulan did not tell him the secret and asked him not to open the cooking pan's lid. She said that if Jaka Tarub opened the lid, they had to work hard to get a lot of rice to cook. One day, Jaka Tarub was really curious. He then opened the cooking pan's lid. He saw there was only a small portion of rice to cook. When she got home, Nawang Wulan knew that Jaka Tarub had opened the lid. She was angry because she already lost the magic in cooking. Now she had to take a big portion of rice to cook. Slowly there was not enough rice in the silo. And when Nawang Wulan wanted to take the last portion of rice, she found her shawl. Jaka Tarub hid the shawl in the silo. Nawang Wulan was really happy. She then said, "I will go home now. Take care of our daughter.

When there is full moon, take her out of the house and I'll come to get her." Nawang Wulan then flew to the sky. Jaka Tarub was really sad. And to keep the promise, Jaka Tarub always went out of the house with his daughter when there was full moon. But Nawang Wulan never came back.

Answer the questions based on the story you have studied!

1. Who is the character in this story?
2. Where did the story happen?
3. When did the story happen?
4. Mention the events in this story!
5. What did happen at the end of the story?
6. What are the types of the sentences used in this story?

7. Mention the connection words that were used in the story!
8. In which paragraph is orientation?
9. In which paragraph is complication?
10. In which paragraph is resolution?

RENCANA PELAKSANAAN PEMBELAJARAN (2)

Sekolah : SMA NU 2 GRESIK

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

Indikator :

- Complete the story with the words given
- Identify the verb (underline)
- Identify the genre of narrative text

A. Tujuan Pembelajaran

- The students are asked to identify the plot, the genre and the verb of narrative text based on the story given.

B. Materi Pembelajaran

Cindelas stories

Vocabulary exercises

Dictionary

Text book

C. Metode Pembelajaran

SWELL (social-interactive writing English language learner) method.

D. Langkah-langkah Pembelajaran

a. Technique and strategies

- Memorization (Vocabulary)
- Complete the paragraph
- Classify the text

b. Class Activity

i. Kegiatan awal

- a. Greeting
- b. Check the students attendance list
- c. The teacher asks what the students' have study in the previous class
- d. Review material, about the vocabulary (verb) and simple Past Tense.

ii. Kegiatan inti

- The students are given a Cindelas story. Read the story deeply and understand it.
- Complete the text with the words given related with the story.
- The students do the exercise "answer the questions about the element of narrative text" based on the story given and collected
- The students' make a group works (2 students') and discuss with his/her friends to define orientation, complication/problem, resolution in written form.
- The students of the group presentasion in front of the class

iii. Kegiatan akhir

- The teacher ask the students to reflect on, feedback language, and evaluate their own friends' performances.
- make summary of the lesson
- give homework individually (read the story and rewrite)

VII. References :

<http://indonesianfolklore.blogspot.com>

Achmad doddy, Ach.sugeng, efendy. Developing English competencies BSE Dictionary

Teacher partner

Researcher

Izza Latifatun Nisa'. M.Pd

Musa Al Firdaus

Acknowledgment

Head master of SMA NU 2 Gresik

Muhammad Nur Kirom. M.Pd

THE TEACHING AND LEARNING MATERIAL

Simple Past Tense

Past tense adalah suatu bentuk kalimat yang digunakan untuk menunjukkan suatu kegiatan atau keadaan yang terjadi di masa lampau.

Kalimat ini dapat dibentuk dengan memakai kata kerja bentuk kedua (verb –II) dan was/were untuk kalimat yang memakai kata sifat, keterangan dan benda.

Contoh :

I bought a book yesterday.[Saya membeli sebuah buku kemarin]

We went to the zoo last week [kami pergi ke kebun binatang minggu kemarin].

Harry looked for his father this morning.[Harry mencari ayahnya tadi pagi].

I did not [didn't] see you at school.

Did you eat?

Perhatikan cara pembentukannya:

[+] S + verb-II + O/C

[-] S + Did not + verb -I + O/C

[?] Did + S + verb -I + O/C ?

Keterangan waktu yang digunakan : yesterday, ... ago, last...dan this...

B. Kalimat past tense dengan memakai to be (was,were) digunakan bila diikuti

kata sifat, kata benda, kata keterangan dan pada kalimat passive.

Contoh : They were sick.

He was here.

I was a student.

We were called by the teachers.

Secara garis besar kata kerja di dalam bahasa Inggris dibagi dua :

1. Kata kerja regular (beraturan)

Contoh :

Mencuci	to wash	wash	washed	washed	washing
---------	---------	------	--------	--------	---------

Membuka	to open	open	opened	opened	opening
---------	---------	------	--------	--------	---------

Belajar	to study	study	studied	studied	studying
---------	----------	-------	---------	---------	----------

2. Kata kerja irregular (tidak beraturan)

Contoh :

Memakan	to eat	eat	ate	eaten	eating
---------	--------	-----	-----	-------	--------

Meminum	to drink	drink	drank	drunk	drinking
---------	----------	-------	-------	-------	----------

Membeli	to buy	buy	bought	bought	buying
---------	--------	-----	--------	--------	--------

Complete this text with the words given and underline the verbs

Cindelas (Folklore from East Java)

RADEN Putra was the king of Jenggala _____ (1). He had a beautiful queen. Besides that, the king also had a beautiful _____ (2). Unlike the queen, the concubine had bad personalities. She was _____ (3) with the queen, so she planned to make the queen leave the palace. By doing so, she could be the new queen.

The concubine asked _____ (4) to help her do the bad plan. They told the king that the queen wanted to poison him. The king was _____ (5). He sent the queen to a jungle. It is the punishment for her. There was one condition that the king did not know, the queen was _____ (6)

After several months lived in the _____ (7), the queen gave birth to a healthy baby boy. She named him Cindelas. He grew up as a nice, healthy, and _____ (8) young man. One day, while Cindelas helped her mother to collect some _____ (9) an eagle dropped an egg. He took the egg and carefully took care of it.

The _____ (10) hatched into a chick and then it became a strong rooster. The rooster had a magical skill. It was very _____ (11) and skilful in fighting with other roosters. Besides that, the rooster could also sing. The song was about Cindelas and his father, Raden Putra. "My _____ (12) is Cindelas. He lives in the jungle. His father is a _____ (13). His name is Raden Putra." The rooster often sang the song.

When Cindelas first heard that _____ (14), he ignored it. However, he could not stand it anymore. He talked to his mother about it. His mother told him the whole story. Cindelas was very _____ (15). He decided to go to the palace to meet the king, his father. Cindelas also brought his rooster to go to the palace.

On the way to go there, he met some people. They asked him to fight his rooster with their roosters. Cindelas' rooster won the _____ (16). He won again and again. Cindelas

great rooster was heard by King Raden Putra. So, he invited Cinderelas to _____ (17) to fight his rooster with the king's rooster.

The king made a _____ (18). If Cinderelas' rooster won the fight, he would get all king's jewelers. However, if Cinderelas's rooster lost, he would be punished in a jail. The two roosters fought bravely. In just few minutes, Cinderelas' rooster won the fight! Then, the rooster sang the song.

The king was surprised, he asked who Cinderelas was. He then told the king about her mother living in the jungle. Later, the palace healer admitted his _____ (9). He said that the queen was innocent. She never tried to kill the king. The king was very angry. He ordered the concubine to be sent _____ (20). The king immediately went to the jungle to pick up his wife. He apologized for sending her to the jungle and made her the queen again.

<http://indonesianfolklore.blogspot.com>

jail	song	mistake	handsome
wife	fight	jealous	pregnant
egg	angry	jungle	kingdom
bet	palace	powerful	fire woods
king	master	magical	palace healer

Write the verbs on the board by rotation and discuss with your friends!

ASSESSMENT 1

Answer the questions based on the story you have studied!

1. Who is the character in this story?
2. Where did the story happen?
3. When did the story happen?
4. Mention the events in this story!
5. What did happen at the end of the story?
6. What are the types of the sentences used in this story?

7. Mention the connection words that were used in the story!
8. In which paragraph is orientation?
9. In which paragraph is complication?
10. In which paragraph is resolution?

RENCANA PELAKSANAAN PEMBELAJARAN (3)

Sekolah : SMA NU 2 GRESIK

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

Indikator :

- Watching Movie
- Classify the genre of narrative text (orientation, complication, resolution).

A. Tujuan Pembelajaran

The students are asked to compose a narrative text

B. Materi Pembelajaran

Fairy Tales stories

Vocabulary exercises

Dictionary

Video

C. Metode Pembelajaran

SWELL (social-interactive writing English language learner) method.

Group works

D. Langkah-langkah Pembelajaran

a. Technique and strategies

- Make a simple narrative text based on the story, use your own words.

b. Class Activity

i. Kegiatan awal

a. Greeting

b. The teacher check the attendance list of students

c. The teacher asks what the students' have study in the previous class

d. The student presentation about their rewrite (Cindelas story)

ii. Kegiatan inti

- Students make a group works (2 students)

- Watching movie together

- Students rewrite about the story together with their group.

- The group works presentation their story in front of the class

iii. Kegiatan akhir

- The teacher asks the students to reflect on, feedback language, and evaluate their own friends' performances of the task.

- Make summary of the lesson

E. References:

<http://indonesianfolklore.blogspot.com>

Achmad doddy, Ach.sugeng, efendy. Developing English competencies BSE

Dictionary

Youtube.com

Teacher partner

Researcher

Izza Latifatun Nisa'. M.Pd

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RENCANA PELAKSANAAN PEMBELAJARAN (4)

Sekolah : SMA NU 2 GRESIK

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

Indikator :

- Identify the difficult words
- Complete the sentences
- Arrange the paragraph into a good text
- Classify the genre of narrative text (orientation, complication, resolution).

A. Tujuan Pembelajaran

The students are asked to compose a narrative text

B. Materi Pembelajaran

Legend stories
 Vocabulary exercises
 Dictionary
 Text book

C. Metode Pembelajaran

SWELL (social-interactive writing English language learner) method.

Group works

D. Langkah-langkah Pembelajaran

a. Technique and strategies

- Complete the paragraphs
- Compose a text
- Classify the text

b. Class Activity

i. Kegiatan awal :

- a. Greeting
- b. The Teacher check the students attendance list
- c. The teacher asks what the students' have study in the previous class
- d. The student presentation about their rewrite about Beanstalk in the last meeting
- e. Review material, "Jaka Panjer and Lara Inten", about the Vocabulary, connection words, the Verb and the genre.

ii. Kegiatan inti

- Complete with the right connection words.
- The teacher gives random paragraphs of the story "Jaka Panjer and Lara Inten", discuss with his/her pairs and arrange into a good text.
- Classify the genre of narrative text

iii. Kegiatan akhir

- The teacher asks the students to reflect on, feedback language, and evaluate their own friends' performances of the task.
- Make summary of the lesson

E. References:

<http://indonesianfolklore.blogspot.com>

Achmad doddy, Ach.sugeng, efendy. Developing English competencies BSE
Dictionary

Teacher partner

Researcher

Izza Latifatun Nisa'. M.Pd

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TEACHING AND LEARNING MATERIAL

Arrange into good paragraphs! (each group have different paragraph), then stamp at the blackboard!

A

JOKO Panjer, take the cows home. It's late and going to rain soon.' "Yes, father. I'm going home now. The cows are also full." The boy, Joko Panjer, was a shepherd. Everyday his father always asked him to take the cows to the field to eat some grass. Joko Panjer was a nice and diligent boy. He always obeyed and helped his poor parents.

B

One day, while Joko was busy looking after the cows, a little girl came to him.

"Hello, young girl. What's your name? And what are you doing here? Where do you live?" Joko gave her some questions. He was surprised to see a little girl on the field. He felt that the girl was not from his neighbourhood. "I'm Joko Panjer. Lara Inten, where do you live? Where are you from?" "If I tell you, you don't want to play with me. So, may I be your friend?"

C

Everyday he did not have a friend to talk and play together. All of his friends were in the village. Since then, Lara Inten and Joko were friends. They always had a good time on the field. Sometimes, they played hide and seek and other times they just sang some songs. They were happy!

D

In one afternoon, while Joko and Lara were playing, suddenly some men came to them.

Those men were soldiers from the kingdom. "Princess Lara, here you are. Now we know why you always disappear in the palace. "You are a princess? Why didn't you tell me?" asked Joko to Lara. "I already told you. If you know who I am, you don't want to play with me."

"I want you to be my friend, because I am lonely."

E

Lara then returned back to the palace. She talked to her parents about Joko. The king and the queen then decided to ask Joko and his family to stay in the palace. Now everyday, Joko and Lara could play together. Joko's parents were very happy. Now the family were not poor anymore.

Arrange and write a good text and classify the genre of the text.

RENCANA PELAKSANAAN PEMBELAJARAN (5)

Sekolah : SMA NU 2 GRESIK

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

Indikator :

- Watching Movie
- Define the character, where and when the story happens, the plot of the story.
- Identify the orientation, evaluation, complication, resolution, re-orientation.
- Identify the connection words which are used in the story that they have read.
- write a narrative text

A. Tujuan Pembelajaran

The students can write a simple narrative text about the story given, (use your own words).

B. Materi Pembelajaran

Fairy Tales stories

Vocabulary exercises

Dictionary

C. Metode Pembelajaran

SWELL (social-interactive writing English language learner) method.

Group works

D. Langkah-langkah Pembelajaran

a. Technique and strategies

- Make a simple narrative text based on the story, use your own words.

b. Class Activity

i. Pre Task (10’):

a. Greeting

b. The teacher check the attendance list of students

c. Review the materials (discuss the summary of the story).

ii. During Task (60’)

- Students make a pair work (2 students)

-Watching movie together

- Students identify the orientation, evaluation, complication, resolution, re-orientation.

- Students identify the connection words which are used in the story that they have watch.

- The student rewrite about the story with their own words.

iii. Post Task (10’)

- Make summary of the lesson

E. References:

<http://indonesianfolklore.blogspot.com>

Achmad doddy, Ach.sugeng, efendy. Developing English competencies BSE

Dictionary

Youtube.com

Teacher partner

Researcher

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RENCANA PELAKSANAAN PEMBELAJARAN (6)

Sekolah : SMA NU 2 GRESIK

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

Indikator :

- Define the character, where and when the story happen, the plot of the story.
- Identify the orientation, evaluation, complication, resolution, re-orientation.
- Identify the connection words which are used in the story that they have read.
- Identify the grammar which is used in the story that they have read.
- write a simple narrative text.

A. Tujuan Pembelajaran

The students can compose a simple narrative text about the story that ever read

B. Materi Pembelajaran

Fairy Tales stories

Vocabulary exercises

Dictionary

C. Metode Pembelajaran

SWELL (social-interactive writing English language learner) method.

Group works

D. Langkah-langkah Pembelajaran

a. Technique and strategies

- Make a simple narrative text based on the model, use your own words.

b. Class Activity

i. Kegiatan awal

a. Greeting

b. The Teacher check the students attendance list

c. The teacher asks what the students' have study in the previous class

ii. Kegiatan inti

- The students underline the verb of the text " the golden snail"
- The students are asked to compose a narrative text based on answering the

questions and use their own words.

iii. Kegiatan akhir

- Make summary of the lesson
- Give homework individually (read the story and understand)

E. References:

<http://indonesianfolklore.blogspot.com>

Achmad doddy, Ach.sugeng, efendy. Developing English competencies BSE

Dictionary

Youtube.com

Teacher partner

Researcher

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TEACHING AND LEARNING MATERIAL

Underline the Verbs and circle the connection words!

Keong Emas (The Golden Snail)
Folklore From Central Java

PRINCE Raden Putra
and Dewi Limaran
were husband and
wife. They lived in a
palace. Prince Raden Putra's father was the king of the kingdom.



One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. "Yuck!" said Dewi Limaran and then she threw it away into a river. She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in the good condition. The floor was mopped. And she also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind." It happened again and again every morning.

The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her. "Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as

a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holy gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere.

He then prayed and meditated. He asked the gods to give him the holy gamelan. He wanted to break the witch's spell. After several days praying and meditating, finally gods granted his wish. He immediately brought the holy gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

Answer the questions !

1. When did the story happen?
2. Where did the story happen?
3. Who is the character in this story?
4. Mention the events in this story!
5. What did happen at the end of the story?
6. What are the types of the sentences used in this story?

Assessment

Write a narrative text based on the story given, classify base on the genre of narrative text. Use your own words!

APPENDIX 8

Lembar Observasi Implementasi Task-Based Instruction di dalam Kelas

Hari/ tanggal : _____
 Waktu : _____
 Pertemuan ke : _____

No	Proses PBM	Pelaksanaan	
		Ya	Tidak
1.	Perencanaan		
a.	Membuat rencana pembelajaran.		
b.	Menyiapkan materi pelajaran.		
c.	Menyiapkan sumber belajar.		
d.	Menyiapkan media pembelajaran		
e.	Menyiapkan alat pengumpul data		
2.	Pelaksanaan		
a.	Menjelaskan tujuan, manfaat dan langkah-langkah pembelajaran.		
b.	Mengadakan apersepsi dengan bertanya jawab tentang cerita narasi.		
c.	Memberikan cerita narasi kepada siswa untuk dibaca dan dipahami		
d.	Memberikan tugas kepada siswa (Kelompok)		
e.	Memeriksa pertanyaan yang diajukan (helper) kepada (writer)		
f.	Memberikan kesempatan kepada siswa untuk mempresentasikan/ melaporkan hasil kerjanya		
3.	Evaluasi		
a.	Melaksanakan evaluasi proses dan hasil.		
b.	Menyimpulkan materi bersama siswa.		
c.	Melakukan penskoran perkembangan siswa		
d.	Memberikan penugasan berupa PR.		

Keterangan : Pada setiap indikator yang dilaksanakan diisi dengan tanda ceklis (v)

Guru Mata Pelajaran

Lembar Observasi Implementasi Task-Based Instruction di dalam Kelas

Hari/ tanggal : _____
 Waktu : _____
 Pertemuan ke : _____

No	Proses PBM	Pelaksanaan	
		Ya	Tidak
1.	Perencanaan		
a.	Membuat rencana pembelajaran.		
b.	Menyiapkan materi pelajaran.		
c.	Menyiapkan sumber belajar.		
d.	Menyiapkan media pembelajaran		
e.	Menyiapkan alat pengumpul data		
2.	Pelaksanaan		
a.	Menjelaskan tujuan, manfaat dan langkah-langkah pembelajaran.		
b.	Mengadakan apersepsi dengan bertanya jawab tentang cerita narasi.		
c.	Memberikan cerita narasi kepada siswa untuk dibaca dan dipahami		
d.	Memberikan tugas kepada siswa (Kelompok)		
e.	Memeriksa pertanyaan yang diajukan (helper) kepada (writer)		
f.	Memberikan kesempatan kepada siswa untuk mempresentasikan/ melaporkan hasil kerjanya		
3.	Evaluasi		
a.	Melaksanakan evaluasi proses dan hasil.		
b.	Menyimpulkan materi bersama siswa.		
c.	Melakukan penskoran perkembangan siswa		
d.	Memberikan penugasan berupa PR.		

Keterangan : Pada setiap indikator yang dilaksanakan diisi dengan tanda ceklis (v)

Guru Mata Pelajaran

Lembar Observasi Implementasi Task-Based Instruction di dalam Kelas

Hari/ tanggal : _____
 Waktu : _____
 Pertemuan ke : _____

No	Proses PBM	Pelaksanaan	
		Ya	Tidak
1.	Perencanaan		
a.	Membuat rencana pembelajaran.		
b.	Menyiapkan materi pelajaran.		
c.	Menyiapkan sumber belajar.		
d.	Menyiapkan media pembelajaran		
e.	Menyiapkan alat pengumpul data		
2.	Pelaksanaan		
a.	Menjelaskan tujuan, manfaat dan langkah-langkah pembelajaran.		
b.	Mengadakan apersepsi dengan bertanya jawab tentang cerita narasi.		
c.	Memberikan cerita narasi kepada siswa untuk dibaca dan dipahami		
d.	Memberikan tugas kepada siswa (Kelompok)		
e.	Memeriksa pertanyaan yang diajukan (helper) kepada (writer)		
f.	Memberikan kesempatan kepada siswa untuk mempresentasikan/ melaporkan hasil kerjanya		
3.	Evaluasi		
a.	Melaksanakan evaluasi proses dan hasil.		
b.	Menyimpulkan materi bersama siswa.		
c.	Melakukan penskoran perkembangan siswa		
d.	Memberikan penugasan berupa PR.		

Keterangan : Pada setiap indikator yang dilaksanakan diisi dengan tanda ceklis (v)

Guru Mata Pelajaran

Lembar Observasi Implementasi Task-Based Instruction di dalam Kelas

Hari/ tanggal : _____

Waktu : _____

Pertemuan ke : _____

No	Proses PBM	Pelaksanaan	
		Ya	Tidak
1.	Perencanaan		
a.	Membuat rencana pembelajaran.		
b.	Menyiapkan materi pelajaran.		
c.	Menyiapkan sumber belajar.		
d.	Menyiapkan media pembelajaran		
e.	Menyiapkan alat pengumpul data		
2.	Pelaksanaan		
a.	Menjelaskan tujuan, manfaat dan langkah-langkah pembelajaran.		
b.	Mengadakan apersepsi dengan bertanya jawab tentang cerita narasi.		
c.	Memberikan cerita narasi kepada siswa untuk dibaca dan dipahami		
d.	Memberikan tugas kepada siswa (Kelompok)		
e.	Memeriksa pertanyaan yang diajukan (helper) kepada (writer)		
f.	Memberikan kesempatan kepada siswa untuk mempresentasikan/ melaporkan hasil kerjanya		
3.	Evaluasi		
a.	Melaksanakan evaluasi proses dan hasil.		
b.	Menyimpulkan materi bersama siswa.		
c.	Melakukan penskoran perkembangan siswa		
d.	Memberikan penugasan berupa PR.		

Keterangan : Pada setiap indikator yang dilaksanakan diisi dengan tanda ceklis (v)

Guru Mata Pelajaran

Lembar Observasi Implementasi Task-Based Instruction di dalam Kelas

Hari/ tanggal : _____
 Waktu : _____
 Pertemuan ke : _____

No	Proses PBM	Pelaksanaan	
		Ya	Tidak
1.	Perencanaan		
a.	Membuat rencana pembelajaran.		
b.	Menyiapkan materi pelajaran.		
c.	Menyiapkan sumber belajar.		
d.	Menyiapkan media pembelajaran		
e.	Menyiapkan alat pengumpul data		
2.	Pelaksanaan		
a.	Menjelaskan tujuan, manfaat dan langkah-langkah pembelajaran.		
b.	Mengadakan apersepsi dengan bertanya jawab tentang cerita narasi.		
c.	Memberikan cerita narasi kepada siswa untuk dibaca dan dipahami		
d.	Memberikan tugas kepada siswa (Kelompok)		
e.	Memeriksa pertanyaan yang diajukan (helper) kepada (writer)		
f.	Memberikan kesempatan kepada siswa untuk mempresentasikan/ melaporkan hasil kerjanya		
3.	Evaluasi		
a.	Melaksanakan evaluasi proses dan hasil.		
b.	Menyimpulkan materi bersama siswa.		
c.	Melakukan penskoran perkembangan siswa		
d.	Memberikan penugasan berupa PR.		

Keterangan : Pada setiap indikator yang dilaksanakan diisi dengan tanda ceklis (v)

Guru Mata Pelajaran

Lembar Observasi Implementasi Task-Based Instruction di dalam Kelas

Hari/ tanggal : _____
 Waktu : _____
 Pertemuan ke : _____

No	Proses PBM	Pelaksanaan	
		Ya	Tidak
1.	Perencanaan		
a.	Membuat rencana pembelajaran.		
b.	Menyiapkan materi pelajaran.		
c.	Menyiapkan sumber belajar.		
d.	Menyiapkan media pembelajaran		
e.	Menyiapkan alat pengumpul data		
2.	Pelaksanaan		
a.	Menjelaskan tujuan, manfaat dan langkah-langkah pembelajaran.		
b.	Mengadakan apersepsi dengan bertanya jawab tentang cerita narasi.		
c.	Memberikan cerita narasi kepada siswa untuk dibaca dan dipahami		
d.	Memberikan tugas kepada siswa (Kelompok)		
e.	Memeriksa pertanyaan yang diajukan (helper) kepada (writer)		
f.	Memberikan kesempatan kepada siswa untuk mempresentasikan/ melaporkan hasil kerjanya		
3.	Evaluasi		
a.	Melaksanakan evaluasi proses dan hasil.		
b.	Menyimpulkan materi bersama siswa.		
c.	Melakukan penskoran perkembangan siswa		
d.	Memberikan penugasan berupa PR.		

Keterangan : Pada setiap indikator yang dilaksanakan diisi dengan tanda ceklis (v)

Guru Mata Pelajaran
