

**THE USE OF MULTIMEDIA-MEDIATED ACTIVITY IN TASK-BASED
LANGUAGE TEACHING TO TEACH NARRATIVE TEXT IN
A SENIOR HIGH SCHOOL**

BEST PRACTICE



by:

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FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA
2022**

RATIFICATION SHEET

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the questions and references, as a scientific paper should.



الجامعة الإسلامية
الاندونيسية

Yogyakarta, 05 April, 2022

The Writer

A handwritten signature in black ink is written over a yellow 1000 Rupiah stamp. The stamp features the Garuda Pancasila and the text 'REPUBLIK INDONESIA', '1000', and 'METERAI TEMPEL'. A unique serial number '52586AJX710588965' is visible at the bottom of the stamp.

M. Ichsan Pratama Wicaksono

15322098

MOTTO

“Solve Et Coagula/Dissolve And Coagulate”



DEDICATION

Appreciatively, I dedicated this best practice to myself, my family, my lecturers, and others especially:

1. My beloved parents and sibling: Ir. Djoko Winarsono, Seventina Agustini and my beloved sisters Monika Aditya Putri, Indah Hapsari Pratiwi and Anisa Riski Winastuti.
2. My Greatest support system The Strokes and all the playlist that support me in my ups and downs
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4. All of my friends in Lampung or Jogja that support me until now.
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8. Last of it thank you so much for all the experience that I've gained since I took chance and went to Jogja.

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مَسْبَبِ اللَّهِ تَمْخَّرَ لَا مُيَخَّرَ لَا

Alhamdulillahirobbil'alamin, all good things praises due to Allah SWT, who has given us physical and spiritual faith, and strength of health to all for the writer to finish this thesis as partial fulfillment of requirements to obtain the Sarjana Pendidikan degree in English Language Education.

First, I say many thanks to my parents who always support and pray for me to be able to finish this lecture as well as possible because without them both, I am nothing. Secondly, to my sisters, and people who surrounding me with positivity. Then, lastly, I would like to express my deepest gratitude to all lecturers, staff of the Islamic University of Indonesia, my best practices supervisor Mrs. Astri Hapsari S.S., M.Tesol, faculty, and English study program for helping me to complete this final project.

The writer believes this best practice is still far from perfect. Therefore, suggestions and recommendations are compulsory for further improvements. The researcher expects this thesis can be beneficial for the readers.

Thank you for all the support in everything way.

Yogyakarta, 05 April, 2022



M. Ichsan Pratama Wicaksono

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ABSTRACT

This best practice aims to describe the use of multimedia-mediated activity in a task-based language teaching approach in teaching narrative text for 11th grade of senior highschool students. From my perspective as a pre-service English teacher after doing the best practices, I learned that students tend to get bored by using only textbooks in the learning material. I learned that as a teacher we had to pay attention to what student's interest in any kind of term. Multimedia-mediated activities, organized in a task-based approach, can be a way that sparked their interest in the teaching material. I recommended that pre-service teachers must have a wide variety of pedagogical approaches that integrated multimedia-mediated activities to deal with the students' interest and engagement to the learning material issues.

Keywords: teaching English, narrative text, multimedia-mediated activities
task-based language teaching

CHAPTER I

INTRODUCTION

1.1 Teaching Context

I was assigned for a pre-service English teacher internship in the academic year 2017/2018. The pre-service teacher program lasted two months. In the first month, I started as an observer, in order to understand the school system and how the teacher taught in class, in this case, English teacher. Based on my observations, I was concerned about the fact that those facilities were rarely used. Teaching and learning English activities rarely included multimedia-mediated activities. At that time of my observation, teaching and learning activities in the class only used the blackboard and used drill and rote activities. Teachers asked students to recite and memorize the content of study and what they taught in the classroom and also students one by one recite the lesson when their turn comes. In my case, the outcome in teaching narrative text is distinguishing social functions, text structure, and linguistic elements of speaking and written narrative texts by giving and asking for information related to short stories, according to the context of their use. Task-based language teaching has the potential to fulfill this need.

1.2 Consideration for using Multimedia-Mediated Activity in Task Based

Language to Teach Narrative Text

Using multimedia-mediated in task based language teaching to teach narrative text gives students experience to learn a narrative text material more entertaining. encouraging them to learn for much further. Mayer (2005) suggests that the ways to motivate students' learning were through using multimedia. This multimedia-mediated activity was a part of a task-based language teaching approach which I chose as the pedagogical approach for my teaching practice. In Southeast Asia English Language

Teaching (ELT) this pedagogical approach has been widely practiced and investigated by some scholars (Hapsari, Ammar, & Ghali, 2019; Wulandari, Candria, Wulandari, & Laksono, 2017; and McDonough & Chaikitmongkol 2007). In the Southeast Asia context, for example, Hapsari, Ammar & Ghali (2019) found that pre-service English teachers assigned in the SEA (Southeast Asia) Teacher Program implemented a variety of practices of situated TBLT.

This report attempted to describe the teaching learning process on using multimedia-mediated activity with task based language teaching in that school. This report was conducted to answer a question about how task based language teaching works on teaching narrative text. This study aimed to describe the teaching and learning process about teaching narrative text by using task based language teaching in that school. Result of this best practice will contribute to teaching and learning scope in Indonesia, especially on the teacher's side. This report result will enrich the teacher's knowledge about using multimedia-mediated activity in task based teaching language teaching narrative text for Islamic Senior High School.

CHAPTER II

CONSTRUCTS

2.1 Task Based Language Teaching to teach narratives text

Task-based language teaching is a language teaching approach that depends on theories of language obtaining and advances the utilization of significant objective language as well as learning open doors for seeing how importance is made through interaction in the target language (Long, 1996; Skehan, 1996).

Despite the fact that task-based class room activity can take various shapes and appearances, various powerful pedagogical guides in the field have presented a three-stage model which comprise of pre-task activities, the actual task performance and post activities (e.g. Willis and Willis, 2007). During the pre-task phase, teachers and learners normally set up the task performance cognitively, socio-emotionally and according to an organizational perspective. During the stage of actual task performance, Students will work on the assignment alone, in pairs, or in groups (or a combination of both) and will discuss task results and performance techniques, as well as deal with any obstacles they encounter; interim whole-class discussions, personalized teacher-learner interaction, or inside their pairs or groups may be used to accomplish this. During the post task phase, the task's conclusion will be reported and examined, and the task's performance will be discussed as needed. Focus on form may be embedded in this stage, for example, when the teacher asks the pupils to practice specific rules or linguistic pieces that were prominent in the activities they completed.

2.2 Using Multimedia-mediated Activities in Task Based Language Teaching to Teach Narrative Text

Using Multimedia-mediated activities in task based language teaching to teach narrative text. The purpose of narration is to amuse or entertain the readers with actual

or imaginary experiences in different ways. According to, Cahyono (1997) cited from Luthfiyati, Latief & Suharmanto (2013) stated that narration usually refers to telling a story. The ideas in the narration are developed chronologically. Equally important, narrative text is a text that elaborates problematic events which is producing a conjuncture and ends with a resolution Gerot & Wignell (1994). This is in line with Herlina (2012) who proposes that narrative text is one of text types connected with logical and chronological series that is also connected with the events induced or experienced by factors.

There are some types of writing text; one of them is narrative text. Narrative text is a story which uses spoken or written language (Anderson, M & Anderson, K., 2003). Narrative texts are written in past tense verbs because they tell stories that have already happened. written in the past tense verb because it tells a story that has already happened. There are many types of stories: fictitious, factual, or a combination of both. They include fairy tales, mysteries, science fiction, romance, horror stories, adventure stories, parables, myths and legends, historical stories, ballads, life stories, and personal experiences. In general, stories have three levels of composition: orientation, complexity, and resolution. The story is written in the past tense verb to tell a story that has already happened. I used a pre-task- actual task- review method as proposed by Willis and Willis (2007) for task-based language teaching. Willis and Willis (2007) argued this task-based language teaching method was practiced in a number of pedagogical guides of task-based language teaching in the field.

CHAPTER III

IMPLEMENTATION

This section describes task based language teaching in multimedia activities to teach narrative text, such as: video and audio. During my internship, I used multimedia twice in 11th grade. My material was narrative text. From my previous teaching practice I found that the students in SOCIAL class was very active. So I already prepared myself for another active class at that time.

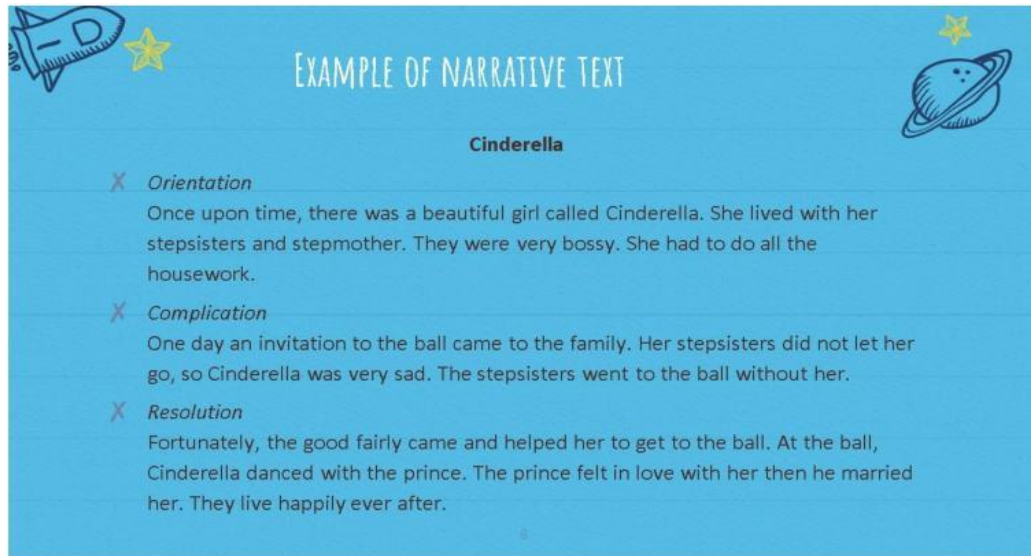
3.1. Pre-task

I prepared a powerpoint for the material and also used a video and an audio that showed narrative text. There were two meetings and two task with a different day. On the first meeting I'm using a video to teach narrative and the second meeting I'm using an audio to teach narrative text. This way was ordered to prepare the task performance cognitively, socio-emotionally and from an organizational point of view as suggested by Willis & Willis (2007).

3.2. Actual Task

Task.1. Delivering Knowledge on Narrative Texts

This activity was a multimedia-mediated activity by using power point slides. I explained the materials, the definition of narrative text, types of narrative text, the generic structure of narrative text. I used what was recognized as a situated task-based approach, which was a weak version of task-based language teaching (Carless, 2007). In a situated task-based approach, the teacher explained the material at the beginning of the lesson.



EXAMPLE OF NARRATIVE TEXT

Cinderella

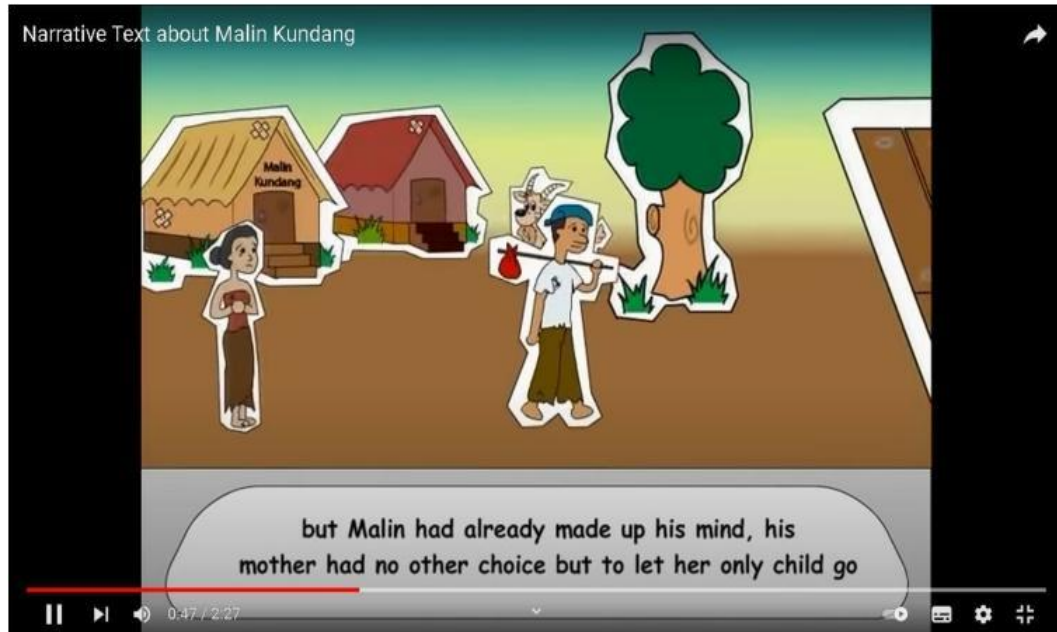
X Orientation
Once upon time, there was a beautiful girl called Cinderella. She lived with her stepsisters and stepmother. They were very bossy. She had to do all the housework.

X Complication
One day an invitation to the ball came to the family. Her stepsisters did not let her go, so Cinderella was very sad. The stepsisters went to the ball without her.

X Resolution
Fortunately, the good fairy came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince felt in love with her then he married her. They live happily ever after.

In a stronger version of task-based learning, the teacher's explanation came after the students were familiar with some authentic examples without further explanation on the social function and text structure at the end of the lesson. However, I decided to use a weaker version of task-based learning, which was a situated task-based language teaching because the students needed direct explanation on the structure of the text. I also implemented multimedia-mediated activities by using an online YouTube video of a narrative text entitled Malin Kundang (<https://www.youtube.com/watch?v=ItN0t3ld-AM>). It was an animated video with subtitle. The duration of the video was not too long, only 2 minutes 27 seconds. The narrator of the video had a good, clear pronunciation, and not too fast for the students.

Then I showed an example video about narrative text. That is a video about Malin Kundang.



Images 2. Video about Malin Kundang

I showed a video that relates to the subject matter, narrative text. I provided a video learning media about narrative text and showed them in front of the classroom to the students. I asked several students about what they saw from the video and asked them about the definition of narrative text, orientation, complication, resolutions and the moral lesson that the video gave. I also encouraged them to find the moral lesson of the narrative text. On the next stage, students were instructed to do an activity. I asked them to read the narrative text that I had given the answers and the questions. I gave several minutes for the students to work on their tasks. After all the students finished their task, we discussed it together. I asked some students to read the questions.

Task 2. Focusing on the Listening and Speaking Skills

In this activity, I still taught them about narrative text, but the difference was the goal which was the listening and the speaking of the students. The multimedia-mediated activities I planned involved using audio and worksheets. At that time, I prepared a speaker for the listening activity. I opened the class by greetings and prayed together before get into the lesson. Then, I recalled about our last material, grateful the students could answer perfectly about our last material. I still explained a bit of narrative text and especially the use and the types of narrative text. After that, I gave them a worksheet about listening. So I played the material about narrative text twice until the students fully listened. Then the students listened to and answered the questions.

THE KING AND HIS DAUGHTERS

In a kingdom far, far away lived a king and his three daughters. The king loved them very much for they were good and beautiful girls, but one day he decided to test how much they loved him. The King gathered his daughters around him and asked each of them the same question, "How much do you love me?" "Oh, father," said the eldest daughter, "I love you as much as all the diamonds and all the rubies in the world and more!" "That is excellent," said the king happily. "Dear Father," said the second daughter, "I love you as much as all the gold and silver in the world and more!" "Wonderful!" said her father and smiled. Then it was the youngest daughter's turn. "My father and king, I love you as much as all the salt in the world and more!" The King was very surprised at her answer. "What did you say? I think I must have misheard you," frowned the king. "I said that I love you as much as salt," repeated the youngest daughter. "How dare you! Your sisters love me as much as diamonds and gold, and you love me as little as salt," said the King angrily. "Leave this Kingdom right now and never go back!"

The little princess hid herself in the woods, but she soon got very tired. She sat on a log and started to cry, when a prince, who was passing by on his steed, heard her. As soon as he saw the pretty princess, the young prince fell in love with her. The prince took her to his castle and soon asked her to marry him. The young princess told him that she would only marry him if her father, the king, came to the wedding. "Sadly, my father is angry with me and has told me never return to his kingdom," she explained. "Don't worry, my darling, I will send him an invitation to our wedding. And when he arrives, we will teach him a lesson," said the prince and immediately sent a wedding invitation to the king. But the clever prince didn't write that he was marrying the King's daughter.

So when the wedding day came, the King arrived. He sat at the banquet table in the place of honour next to the prince. The king said "This meal has no salt in it! I can't eat it!". At once a person wearing a veil brought him salt and said, "here you are, my king! I hope that the meal will taste better now." The King immediately recognised her voice. The salt bearer lifted her veil and the king saw his youngest daughter. He understood at once what the prince and princess wanted to teach him. Ashamed of what he had done, the king begged his daughter to forgive him. The princess cried out in joy, "Oh, my father! I forgive you and I love you with all my heart!" They hugged each other and the king, the prince and the princess lived happily ever after.

Answer:

1. Daughters
2. Decided
3. Excellent
4. Surprised
5. Passing
6. Castle
7. Invitation
8. Ashamed

Answer The Questions below!

1. Why was the king angry with his youngest daughter?
.....
2. Why did the king asked his three daughters with the same question?
.....
3. How did the prince meet the princess?
.....
4. What did the prince and princess do to teach the king?
.....
5. What is the meaning of frowned?
.....

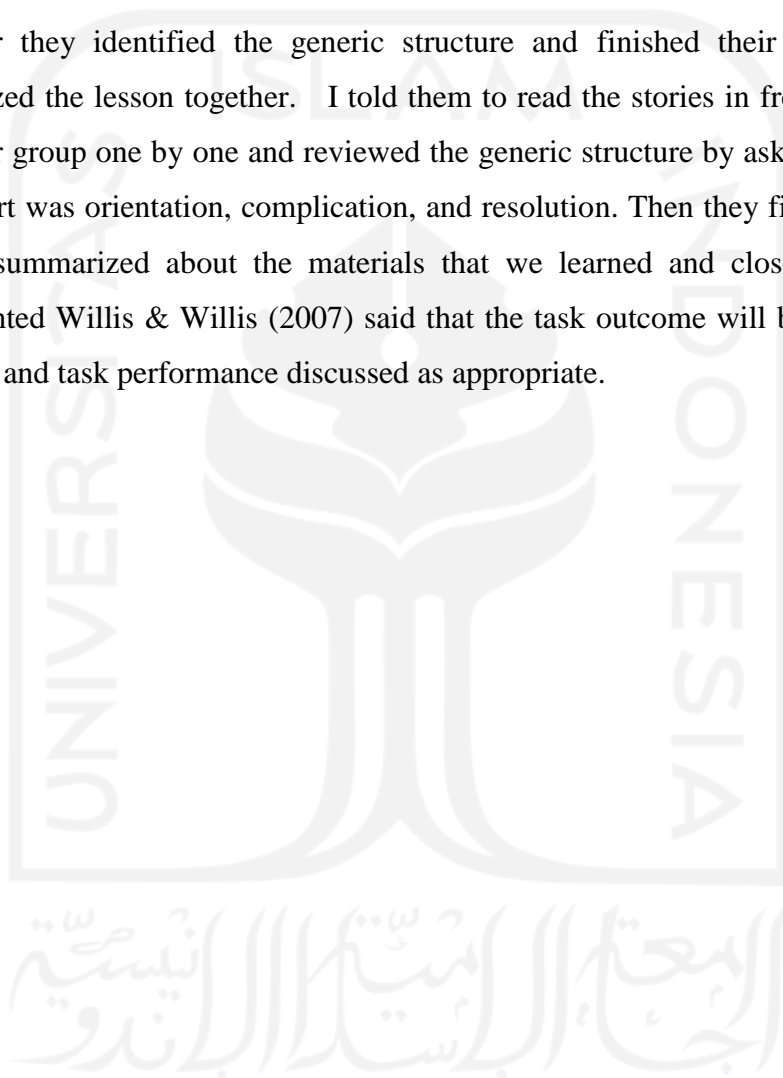
Images 3. Listening Activity

When the students worked on their task, students were very active and enthusiastic to complete the task that I gave, demonstrated by their expressions that fully listened to the audio. The next stage was I instructed the students to create a group consisting of five students. Then I gave the stories about narrative text to each group and told them to identify the generic structure. In this case I implemented Willis & Willis (2007)'s concept in students will be working on the task individually, in pairs or in a group (or

a combination of both) and will discuss task outcomes and task performance strategies and deal with any obstacle they may meet.

3.3 Review Method

After they identified the generic structure and finished their task, then we summarized the lesson together. I told them to read the stories in front of the class with their group one by one and reviewed the generic structure by asking them about which part was orientation, complication, and resolution. Then they finished the task and we summarized about the materials that we learned and closed the class. I implemented Willis & Willis (2007) said that the task outcome will be reported and reviewed and task performance discussed as appropriate.



CHAPTER IV

CONCLUSION

4.1. Conclusion

Using a situated task based language teaching to teach narrative text was pretty useful in my class. The three-stage model which consists of pre-task activities, the actual task performance and post activities really made the teaching process much easier. Therefore, the outcome in teaching narrative text are distinguishing social functions, text structure, and linguistic elements of speaking and written narrative text. There were also several problems that I had faced during my teaching activity. First, the projector was having a problem, the screen turned blank when I tried to connect my laptop, and it took me a minute to fix the problem. Second, the speaker does not function properly, therefore, I had to bring my own speaker and ask the students to help me adjust the speaker for the class. Thus, by experiencing those problems, it was not an easy thing to apply multimedia activity into the classroom, school with good facilities does not mean that there will be no technical problem. As a teacher, we should spend five minutes before starting the class, to check if the facilities that we would use worked properly.

4.2. Recommendation

In the future, I hope that every teacher would consider task based teaching language with multimedia-mediated activity as an obligation in their lesson, in order to avoid dullness in the class, thus the students feel that learning English is not very hard as long as they can enjoy it.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan : MAN YOGYAKARTA III

Mata pelajaran : Bahasa Inggris

Kelas/Semester : XI/I

Materi pokok : Narrative Text

Alokasi Waktu : 2 x 45'

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya	3.5.1 Mengidentifikasi fungsi sosial dari teks naratif lisan dan tulis, sesuai dengan konteks penggunaannya. 3.5.2 Mengidentifikasi struktur teks dari teks naratif lisan dan tulis sesuai dengan konteks penggunaannya. 3.5.3 Mengidentifikasi unsur kebahasaan dari teks naratif lisan dan tulis, sesuai dengan konteks penggunaannya.
4.5 Menangkap makna secara kontekstual terkait dengan fungsi social, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis, terkait cerita pendek	4.5.1 Mendeskripsikan makna teks naratif lisan dan tulis. 4.5.2 Mendeskripsikan teks naratif lisan dan tulis, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan teks naratif, terkait cerita pendek.

C. Tujuan Pembelajaran

Melalui pembelajaran Active Learning dengan metoda demonstrasi, diskusi dan praktik, peserta didik dapat menjelaskan, membedakan dan menyusun fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks naratif dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya.

D. Materi Pembelajaran

1. Fungsi Sosial:

- Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb.

2. Struktur:

- Pendahuluan(orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.
- Penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita/
- Krisis yang terjadi terhadap tokoh utama (komplikasi)
- Ulasan atau komentar (reorientasi), opsional.

3. Unsur Kebahasaan

- Tata bahasa: tense Simple, Continuous, Perfect, dalam bentuk Present dan Past, dengan atau tanpa kata kerja bantu modal, secara terintegrasi
- Kosakata: terkait karakter, watak, dan setting dalam cerita pendek
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
- Semua jenis adverbia.
- Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, dan tulisan tangan

4. Metakognitif

- Membuat text yang berisi cerita fiktif atau non fiktif sesuai dengan struktur kalimat yang benar (menggunakan, simple tense, continuous, perfect, dalam bentuk present dan past.

E. Metode Pembelajaran

1. Pendekatan : project based learning
2. Model Pembelajaran : active learning
3. Metode pembelajaran : demonstrasi, diskusi, praktek

F. Media/Alat dan Bahan Pembelajaran

Media pembelajaran : LCD, video, powerpoint, whiteboard.

Bahan pembelajaran : worksheet

G. Sumber Belajar

1. Internet : Britishcourse.com (3 September 2018)
2. Video : <https://youtu.be/ItN0t3ld-AM> (3 September 2018)
3. Audio : <https://youtu.be/snbldBfR6yk> (2 October 2018)
4. Dialog :

A. Langkah-langkah Pembelajaran (dilakukan melalui tahapan pendahuluan, inti, dan penutup)

1. Pertemuan Pertama: (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan pendahuluan	<ol style="list-style-type: none">1. Guru memberi salam (greeting).2. Memperkenalkan topik materi dengan bertanya tentang pemahaman mereka tentang Narrative text. Pertama-tama guru bertanya dengan mengucapkan “<i>Do you guys ever heard about legend story?</i>” “<i>What do you know about that story?</i>”3. Guru memberikan materi tentang narrative text4. Guru memberikan contoh tentang narrative text	10'
Kegiatan Inti	<ol style="list-style-type: none">5. Guru memberikan contoh narrative text kepada peserta didik. *terlampir*6. Peserta didik berlatih menentukan gagasan utama dan informasi rinci.7. Siswa membacakan contoh-contoh narrative text tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.	70'

	<p>8. Guru memberikan latihan dengan memberi beberapa contoh narrative text</p> <p>9. Guru memberikan instruksi kepada peserta didik.</p> <p>10. Guru bertanya kepada peserta didik tentang kejelasan instruksi untuk memastikan bahwa siswa sudah mengerti.</p> <p>11. Peserta didik mengerjakan latihan.</p> <p>12. Guru menunjuk beberapa peserta didik untuk maju dan membacakan hasil latihan mereka.</p> <p>13. Guru mengecek hasil pekerjaan peserta didik.</p>	
Kegiatan penutup	<p>14. Guru dan peserta didik menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan ungkapan tentang formal invitation text.</p> <p>15. Memberikan umpan balik terhadap proses dan hasil belajar.</p>	10'

2. Pertemuan kedua: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan pendahuluan	<p>1. Guru memberi salam (greeting).</p> <p>2. Memperkenalkan topik materi dengan bertanya tentang pemahaman mereka tentang Narrative text. Pertama-tama guru bertanya dengan mengucapkan "<i>Today we still learn narrative text</i>"</p> <p>3. Guru memberikan materi tentang narrative text</p>	10'
Kegiatan Inti	<p>4. Guru memperlihatkan video tentang narrative text</p> <p>5. Guru memberikan contoh narrative text kepada peserta didik. *attach</p> <p>6. Peserta didik berlatih menentukan gagasan utama dan informasi rinci.</p> <p>7. Siswa membacakan contoh-contoh teks naratif tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar</p>	70'

	<p>8. Siswa menyalin contoh-contoh teks naratif sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan.</p> <p>9. Guru memberikan latihan dan memberikan instruksi kepada peserta didik.</p> <p>10. Guru bertanya kepada peserta didik tentang kejelasan instruksi untuk memastikan bahwa siswa sudah mengerti.</p> <p>11. Peserta didik mengerjakan latihan.</p> <p>12. Guru menunjuk beberapa peserta didik untuk maju dan membacakan teks naratif mereka.</p> <p>13. Guru mengecek hasil pekerjaan peserta didik.</p>	
Kegiatan penutup	14. Guru memberi umpan balik terhadap proses dan hasil belajar dan memberikan penghargaan kepada peserta didik yang mempunyai kinerja yang baik.	10'

3. Pertemuan Ketiga (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>1. Guru memberi salam (greeting)</p> <p>2. Re-call topik materi dengan bertanya tentang pemahaman mereka dengan Materi Narrative Text. Pertama-tama guru bertanya dengan mengungkapkan “<i>Do you still remember what Narrative text is?</i>”</p> <p>3. Guru menjelaskan sedikit tentang Narrative Text</p>	10'
Kegiatan Inti	<p>4. Guru menjelaskan sedikit tentang the used and the types dari Narrative Text</p> <p>5. Guru memberikan worksheet tentang listening.</p> <p>6. Guru memberikan latihan dengan menggunakan audio dan memberikan instruksi kepada peserta didik.</p> <p>7. Guru bertanya kepada peserta didik tentang kejelasan instruksi untuk memastikan siswa sudah mengerti.</p> <p>8. Peserta didik mengerjakan latihan.</p> <p>9. Guru dan Peserta didik mengecek hasil latihan bersama.</p>	70'

	<p>10. Guru memberi instruksi untuk membuat kelompok terdiri dari 5 orang.</p> <p>11. Guru memberikan cerita pendek tentang naratif teks kesetiap kelompok.</p> <p>12. Guru memberikan latihan kepada peserta didik</p> <p>13. Peserta didik mengerjakan latihan.</p> <p>14. Guru menunjuk peserta didik untuk maju dan membacakan hasil latihan mereka.</p> <p>15. Guru mengecek hasil pekerjaan peserta didik.</p>	
Kegiatan Penutup	<p>16. Guru memberi umpan balik terhadap proses dan hasil belajar dan memberikan penghargaan kepada peserta didik yang mempunyai kinerja yang baik.</p>	10'

B. Rancangan Penilaian

No	Aspek	IPK	Teknik Penilaian	Bentuk Penilaian
1	tif	<p>3.5.1 Mengidentifikasi fungsi sosial dari teks naratif lisan dan tulis, sesuai dengan konteks penggunaannya.</p> <p>3.5.2 Mengidentifikasi struktur teks dari teks naratif lisan dan tulis sesuai dengan konteks penggunaannya.</p> <p>3.5.3 Mengidentifikasi unsur kebahasaan dari teks naratif lisan dan tulis, sesuai dengan konteks penggunaannya.</p>	Non tes	Non tes

Tertulis

PENILAIAN:

Sleman,... September 2018

Mengetahui,

Guru Pamong,

Guru Mata Pelajaran,

Indarti Puji Astuti, S.Pd., M.Pd.

M. Ichsan Pratama W.

NIP. 198007062007102003

الجمهورية الإسلامية اندونيسية

Meeting 1

Example:

Malin Kundang

(Orientation)

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.

(Complication)

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.

(Resolution)

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.

Snow White

(Orientation)

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

(Complication)

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

(Resolution)

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after

Activity 1. Please read the short story below and answer the questions!

Tangkuban Parahu

Long time ago in West Java, there lived a woman named Dayang Sumbi. She was thirsting for a husband. Along her life she kept praying and praying. At last, God heard her pray. A male dog picked her up and Dayang Sumbi got married to the dog and called the dog 'Tumang'. After years, Dayang Sumbi gave a birth to baby and named him Sangkuriang. Unfortunately, Dayang Sumbi never told Sangkuriang who his father was.

One day, Sangkuriang was hunting with Tumang in the forest and he found nothing except a little animal. He blamed Tumang for the failure and then he killed Tumang. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and expelled him.

Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi, recognized the wanderer as Sangkuriang.

Unintentionally, Sangkuriang forced Dayang Sumbi to marry him. Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night.

At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her. Then the women punched the grains with grain puncher to make noise which disturbed the ghosts and fairies.

The morning came before Sangkuriang completed the boat. Unfortunately the fairies and the ghosts also left Sangkuriang alone. Finally Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu.

1. Who is Sangkuriang?

2. What is Dayang Sumbi prayed for?

3. Where is Dayang Sumbi lived?

4. Who is Sangkuriang father?

5. Why Sangkuriang killed Tumang?

6. What should Sangkuriang do to marry Dayang Sumbi?

7. The complication start when?

8. Who is the main carachter from the text above?

9. What is the second paragraph about?

10. What is done by Dayang Sumbi to prevent Sangkuriang for marrying her?

Activity 2. Please read the text and answer the questions below

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach (kereta), two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

1. What is the purpose of the text above?

- a. To tell us how to write a story
- b. To inform what happened in the past
- c. To give a description of a beautiful girl
- d. To retell about Cindrella's experience/memory
- e. To entertain readers with an actual, or vicarious experience

2. What was there at the palace one day?

- a. A game
- b. A birthday party
- c. Glass slippers
- d. A ball
- e. Crown part

3. Why did the king hold the event at his palace?

- a. To celebrate his birthday
- b. To entertain his people
- c. To celebrate his wedding
- d. To show give amusement to his guests.
- e. To find his crown prince a wife

4. How was the end of the story?

- a. The prince married Cinderella.
- b. The king gave the kingdom to Cinderella.
- c. Cinderella was killed by her step mother .
- d. Cinderella was betrayed by the king.
- e. The prince turned into a horse forever.

5. “She also gave Cinderella a lovely dress....” (Paragraph 4). The underlined word has the same meaning with

- a. boring
- b. Polite
- c. Pretty
- d. honest
- e. Loyal

Meeting 2

Activity 1. Write the verbs in the bracket in the form of simple past!

The Fly and the Bull

There was once a little fly who (1) _____ (think) he was very important. He (2) _____ (feel) proud of himself. One sunny morning, he (3) _____ (fly) around looking for someone to talk to. He (4) _____ (see) a bull grazing in a field. He (5) _____ (decide) to fly down to talk to him.

The little fly flew down and (6) _____ (buzz) around the bull’s head. The bull didn’t bother him. He (7) _____ (go) on chewing the grass.

The fly then buzzed right inside the bull's ear. The bull (8) _____ (continue) chewing the grass. The fly thought, "What a stupid animal!"

Now the fly decided to land on one of the bull's horn to make the bull notice him. He (9) _____ (wait) for the bull to say something, but the bull (10) _____ (keep) quiet.

The fly then (11) _____ (shout) angrily, "Oh, Bull, if you find that I am too heavy for you, let me know and I'll fly away!"

The bull (12) _____ (laugh) and said, "Little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone."

II. Answer the questions correctly!

1. Where and when did the story happen?
2. Who were involved in the story?
3. Mention the generic structure of the text above?
4. Why did the fly shout angrily to the bull?
5. What did the bull think about the fly?

Activity 2. Please read the text and answer the questions!

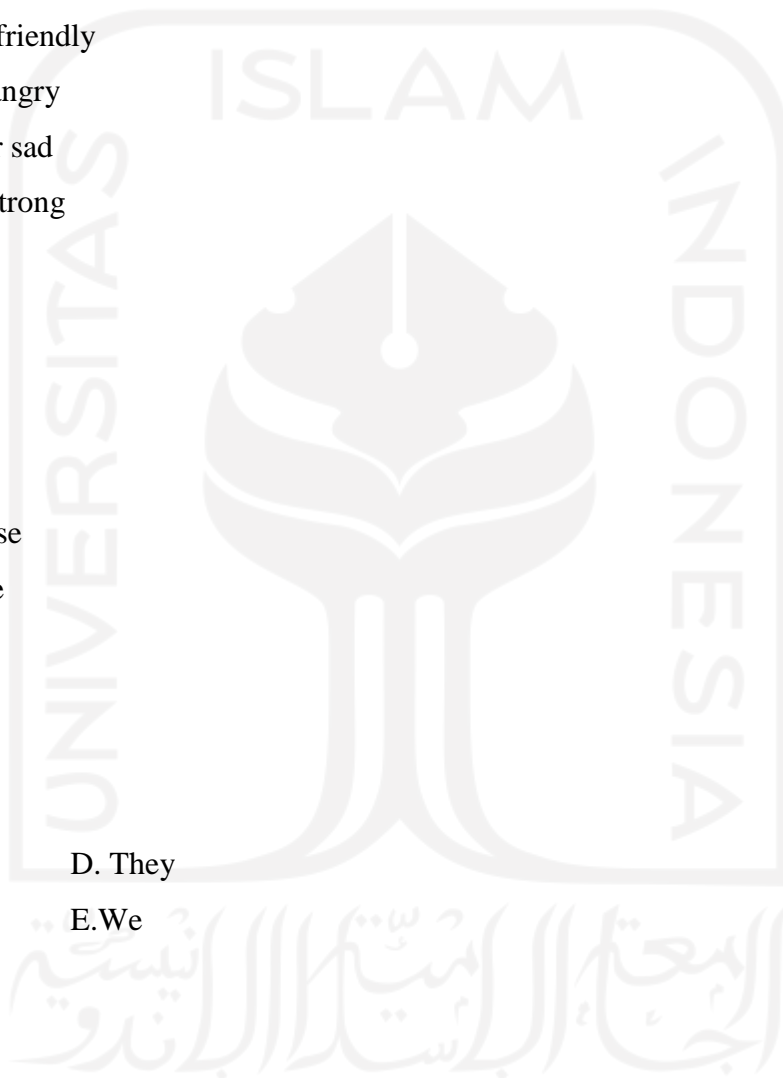
A tiger once caught a fox while hunting for food. The fox was very bold. "I am the king of the forest," he said. But the tiger grew ____ (1) and said that he would eat the fox at once. "If you don't believe me, come for a walk with me," answered the fox quite calmly. "You'll soon see whether all the other animals are afraid of me or not. "Tiger agreed to go with the fox. ____ (2) all the animals saw them coming ____ (3)

ran away as fast as they could. The tiger never found out that animals were really frightened of him and the fox.

1. A. Righted
B. Quite friendly
C. Very angry
D. Rather sad
E. Very strong

2. A. If
B. So
C. Because
D. Before
E. When

3. A. He D. They
B. She E. We
C. It



Meeting 3

Activity 1. Please listen to the audio and answer the questions!

THE KING AND HIS DAUGHTERS

In a kingdom far, far away lived a king and his three (1.). The king loved them very much for they were good and beautiful girls, but one day he (2.) to test how much they loved him. The King gathered his daughters around him and asked each of them the same question:,"How much do you love me?" "Oh, father," said the eldest daughter, "I love you as much as all the diamond and all the rubies in the world and more!" "that is (3.) ," said the king happily. "Dear Father," said the second daughter, " i love you as much as all the gold and silver in the world and more!"

."Wonderful!" said her father and smiled. Then it was the youngest daughter's turn. "My father and king, i love you as much as all the salt in the world and more!". The King was very (4.) at her answer. "What did you say? i think i must have misheard you," frowned the king. "i said that i love you as much as salt," repeated the youngest daughter. "How dare you! Your sisters love me as much as diamonds and gold, and you love me as little as salt," said the King angrily. "Leave this Kingdom rightnow and never go back!".

The little princess hid herself in the woods. but she soon got very tired. She sat on a log and started to cry, when a prince, who was (5.) by on his steed, heard her. As soon as he saw the pretty princess, the young prince fell in love with her. The prince took her to (6.) and soon asked her to marry him. The young princess told him that she would only marry him if her father, the king, came to the wedding. "sadly, my father is angry with me and has told me never return to his kingdom," she

explained. "Don't worry, my darling, I will send him an invitation to our wedding. And when he arrives, we will teach him a lesson," said the prince and immediately sent a wedding (7.) to the king. But the clever prince didn't write that he was marrying the King's daughter.

So when the wedding day came, the King arrived. He sat at the banquet table in the place of honour next to the prince. The king said " This meal has no salt in it! I can't eat it!". At once a person wearing a veil brought him salt and said, "here you are, my king! I hope that the meal will taste better now." The King immediately recognised her voice. The salt bearer lifted her veil and the king saw his youngest daughter. He understood at once what the prince and princess wanted to teach him. (8.) of what he had done, the king begged his daughter to forgive him. The princess cried out in joy, "Oh, my father! I forgive you and I love you with all my heart!" They hugged each other and the king, the prince and the princess lived happily ever after.

Answer:

1. Daughters
2. Decided
3. Excellent
4. Surprised
5. Passing
6. Castle
7. Invitation
8. Ashamed

Answer The Questions below!

1. Why was the king angry with his youngest daughter?

.....

2. Why did the king ask his three daughters with the same question?

.....

3. How did the prince meet the princess?

.....

4. What did the prince and princess do to teach the king?

.....

5. What is the meaning of frowned?

.....

