

**INTEGRATING STORY MAPPING TECHNIQUE AND DIGITAL MEDIA
TO TEACH ENGLISH**

Best Practice

Presented to the Department of English Language Education

As Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan

Degree in English Language Education



By

Pipit Indah Aryaningrum

20322035

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION FACULTY OF
SOCIAL AND CULTURAL SCIENCES UNIVERSITAS ISLAM**

INDONESIA

YOGYAKARTA 2025

APPROVAL SHEET

**INTEGRATING STORY MAPPING TECHNIQUE AND DIGITAL
MEDIA TO TEACH ENGLISH**

By

Pipit Indah Aryaningrum

20322035




Approved on

October 17th, 2025

By

Supervisor


Anandayu Suri Andini, S.S., M.A

NIP.173220501

RATIFICATION SHEET

**INTEGRATING STORY MAPPING TECHNIQUE AND DIGITAL MEDIA
TO TEACH ENGLISH**

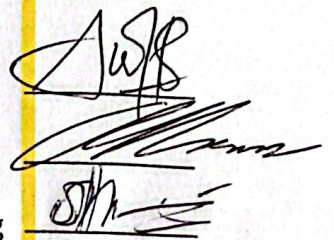
By ISLAM

Pipit Indah Aryaningrum (20322035)

**Defended before the Board of Examiners
on 7th November 2025 and Declared Acceptable.**

Board of Examiners

Chairperson : Anandayu Suri Andini S.S., M.A.
First Examiner : Adam Anshori S.S., M.A.
Second examiner : Dwiansari Ramadhani, S.S., M.App.Ling

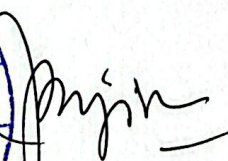


Yogyakarta, 7th November 2025

**Department of English Language Education Faculty of Social and Cultural
Sciences Universitas Islam Indonesia
Head of Department**



Puji Rahayu, S.Pd., MLST., Ph.D.
NIP.053310402



STATEMENT OF WORK'S ORIGINALLY

I honestly confirm that this thesis was originally written by me. This thesis does not contain any work from others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, 7 September 2025

The Writer,



Pipit Indah Aryaningrum
20322035

MOTTO

“Dan barangsiapa bertaqwa kepada Allah, niscaya dia menjadikan kemudahan bagi-Nya dalam urusannya”

(Q.S At-Talaq : 4)

“Life can be heavy , especially if you try to carry it all at once, part of growing up and moving into new chapters of your life is about catch or release. What I mean by that is, knowing what things to keep and what things to release. You can not carry all things. Decide what is yours to hold and let the rest go.”

“Long Story Short, I Survived”

Taylor Swift

DEDICATION

This thesis is dedicated with utmost gratitude to Almighty God, whose blessings and guidance have enabled me to reach this achievement.

I extend my deepest appreciation to my beloved parents, Mr. Sugiyanto and Mrs. Peni Nuryandani, for their unwavering love, prayers, and encouragement, as well as my two brothers and three sisters for their constant support and motivation. To my dearest ones who have accompanied me throughout this journey, and to myself for the perseverance shown in overcoming challenges. I express sincere recognition. Special appreciation is also given to my supervising lecturer, Miss Anandayu Suri Ardini, S.S., M.A., for her invaluable guidance, support, and inspiration during the completion of this work.

Finally, I acknowledge my peers and colleagues for their collaboration and companionship, which made this academic journey both meaningful and memorable.

This thesis, entitled “Enhancing EFL Learning through the Integraion of Digital Media and Paper-Based Resources: A Multimodal Approach to Student Engagement using Story Mapping”, stands as a reflection of collective effort, perseverance, and divine guidance.

ACKNOWLEDGEMENT

Assalamualaikum warahmatullahi wabarakatuh.

Alhamdulillah rabbil‘alamin, praise to be Allah Almighty for His endless blessings and guidance, who enabled me to complete this thesis as one of requirements for obtaining a Bachelor of Education in English Language Education. Blessings and salutations are also devoted to the Prophet Muhammad SAW, who has guided us from darkness to light.

I would like to express my deepest gratitude to the following people:

1. My beloved Family: Mr. Sugiyanto, Mrs. Peni Nurayandani, Mrs. Dita, Mr. Andy, Mr. Danang, Mrs. Nurunnisa, and Putri — for their unconditional love, prayers, and encouragement
2. My Honorable and inspiring supervisor lecturer, Ista Maharsi S.S., M.Hum. For her invaluable guidance, patience, inspiration, and encouragement throughout the process of completing this thesis.
3. All of the lecturers and English Language Education Department staff for helped me a lot during the entire semester. Their knowledge, insights, guidance, and continuous assistance have greatly supported my academic development and the completion of this thesis.
4. For my special someone, thank you so much for always being there for me and always giving me encouragement in completing my thesis and collages.
5. Lastly, but just as importantly, for my best friend “Five Girls” thank you so much for always loving and supporting me when I am at my worst.

Yogyakarta, October 2025

The researcher,



Pipit Indah Aryaningrum

20322035

TABLE OF CONTENTS

Table of Contents

APPROVAL SHEET	i
RATIFICATION SHEET	ii
MOTTO.....	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS.....	vii
LIST OF FIGURES.....	viii
ABSTRACT	ix
CHAPTER I BACKGROUND OF THE TEACHING PRACTICE	1
CHAPTER II CONSTRUCT OF THE TEACHING PRACTICE	5
2.1 Embracing Multimodality in EFL Instruction: Enhancing Engagement and Understanding	5
2.2 Story Map Learning in EFL Context	6
2.3 Steps to Integrate Story Mapping Techniques for English Learning.....	9
CHAPTER III THE IMPLEMENTATION	11
3.1 Pre-Teaching activity: Pear-Deck Questionnaire as Warming-Up.....	12
3.2 Whilst-Teaching Activity	13
3.2.1 Presentation and Exploration of Narrative Text.....	13
3.2.2 Exploring Visual Stimuli.....	15
3.2.3 Jumbled Narrative Pictures: Collaborative Story Creation.....	17
3.3 Post-Teaching Activity: Reflection and Feedback.....	24
CHAPTER IV REFLECTION AND CONCLUSION	25
A. Reflection.....	25
B. Conclusion	28
References	29
Rpp Narrative Text Kelas 11.....	31
RENCANA PELAKSANAAN PEMBELAJARAN (RPP).....	32
Lampiran Materi.....	59
1. Materi PPT 1	63
2. Materi PPT 2.....	64

LIST OF FIGURES

Figure 1 Steps to Integrate Story Mapping	6
Figure 2 Pear-Deck Presentation as Warming-Up Activity	7
Figure 3 Using PowerPoint to present Narrative Text of Short Story	9
Figure 4 Visual Stimuli to Enhance Understanding Narrative Texts	10
Figure 5 Short Story Mapping from Jumbled Pictures as Student's Assessment	11
Figure 6 Student's Project Work	13
Figure 7 The Positive Effects of Innovative Strategies on Student Academic Performance	14

**ENHANCING EFL LEARNING THROUGH THE INTEGRATION OF
DIGITAL MEDIA AND PAPER-BASED RESOURCES:
A MULTIMODAL APPROACH TO STUDENT ENGAGEMENT USING
STORY MAPPING**

By

Pipit Indah Aryaningrum

20322035

ABSTRACT

This best practice report presents a comprehensive framework for enhancing English as a Foreign Language (EFL) learning through the strategic integration of digital media and paper-based resources, utilizing a multimodal approach to boost student engagement. Central to the framework is story mapping, a technique that helps learners visualize and organize narrative elements, thereby improving comprehension and writing performance. The approach was applied in varied classroom contexts, combining digital tools such as interactive storytelling applications and online collaborative platforms with traditional resources including printed texts and graphic organizers. This integration fostered an interactive environment that accommodated diverse learning styles while promoting active participation and collaboration. Classroom evidence demonstrated that combining digital and traditional resources increased students' motivation, engagement, and language proficiency. Teachers also reported improvements in students' writing outcomes as well as heightened enthusiasm for language learning. Overall, the findings highlight the importance of adopting flexible, multimodal teaching strategies. This report provides practical insights and recommendations for educators seeking to integrate digital and paper-based resources, ultimately supporting the creation of dynamic and inclusive classrooms that empower EFL learners to thrive.

Keywords: Digital Media, English as a Foreign Language (EFL), Multimodal Learning, Paper-Based Resources, Story-Mapping, Student Engagement

CHAPTER I

BACKGROUND OF THE TEACHING PRACTICE

In the digital era, English language learning has experienced a significant transformation. The integration of technology into education has reshaped the way teachers deliver lessons and how students engage with learning materials. However, in many classrooms, traditional approaches that rely on printed materials and direct instruction are still dominant. These conventional methods have their strengths, especially in fostering direct interaction between teachers and students, but they often fail to maintain students' motivation and engagement in today's technology-driven environment.

The conventional model of teaching English, which often relies on face-to-face instruction, printed materials, and structured classroom environments, provides a solid foundation for innovative practices in the digital era. This model's focus on direct teacher and student interaction fosters a personal connection that is crucial for language acquisition, allowing for immediate feedback and clarification of concepts. Additionally, the use of printed materials, such as textbooks and worksheets, offers tangible resources that help students engage with the language in a systematic way.

However, as education transitions into a more digital landscape, these conventional practices can be enhanced through the integration of technology. In this regard, digital tools can complement face-to-face instruction by providing interactive platforms for collaboration, enabling students to practice their language

skills in real time with their peers. Furthermore, online resources can enrich printed materials by offering a variety of content that caters to different learning styles and preferences. By combining the strengths of both conventional and digital approaches, educators can create a more dynamic and engaging learning environment that prepares students with essential English language skills, particularly writing competence, vocabulary development, grammatical accuracy, and the ability to organize ideas coherently in narrative texts. These skills are crucial for enabling students to communicate effectively and express their ideas creatively in an increasingly interconnected world.

A significant way to achieve this is by integrating paper-based media alongside digital tools. By incorporating paper-based resources with digital platforms, teachers can create a balanced learning environment that accommodates various learning styles and promotes deeper engagement. The integration of various modes and media in learning is commonly referred to as multimodality, a concept that emphasizes the use of multiple forms of communication to enhance meaning-making. According to Coyle (2018) and Zhao and Lai (2021), multimodal learning involves combining texts, visuals, audio, and digital interaction to construct a richer learning experience that supports both comprehension and engagement in English as a Foreign Language (EFL) classrooms.

Within this broader educational context, the teaching practice was conducted at SMA Negeri 1 Pakem, specifically in Class XI IIS 1 during the 2023/2024 academic year. The lessons were carried out in an offline classroom setting, mostly scheduled in the last period of the school day. At this time, many

students appeared tired and less enthusiastic, which often resulted in a decrease in focus and engagement during lessons. Moreover, since the school had not implemented strict regulations regarding mobile phone use, some students were easily distracted by non-academic activities such as browsing social media.

In addition to these situational challenges, students demonstrate varying levels of English proficiency. Some learners struggled with limited vocabulary and grammatical knowledge, which made it difficult for them to express their ideas effectively in English, particularly in writing. These difficulties often led to low confidence and a lack of motivation to participate actively. Considering this classroom reality, it became essential to develop a teaching approach that could not only stimulate students' interest but also assist them in overcoming challenges in organizing and expressing their ideas in written form.

To address these challenges, the focus of this teaching practice was to implement a multimodal learning approach that integrates both digital media and paper-based resources through the use of story mapping techniques. The combination of these two modes was designed to make learning more interactive and meaningful by accommodating diverse learning styles and preferences. Digital tools such as Pear Deck and PowerPoint supported visual and participatory learning, while paper-based story maps allowed students to organize their ideas and visualize the structure of narrative texts more clearly.

Positioned within the global context of EFL studies, this teaching practice aligns with previous research emphasizing the effectiveness of multimodal instruction in promoting engagement and language acquisition (Coyle, 2018; Lai &

Hwang, 2019; Zhao & Lai, 2021; Lee & Kim, 2023). While numerous studies have demonstrated the benefits of multimodal learning in various educational settings, this practice contributes by contextualizing those findings within the Indonesian high school EFL classroom, offering a practical model of how technology and traditional resources can be integrated to enhance English learning.

The purpose of this teaching practice is to enhance students' motivation, engagement, and writing performance through the integration of digital and paper-based materials using story mapping techniques. By creating an engaging and balanced learning environment, this study aims to provide a meaningful best practice example for EFL teachers seeking innovative ways to incorporate multimodal strategies in their own classrooms.

CHAPTER II

CONSTRUCT OF THE TEACHING PRACTICE

In recent years, EFL education has progressively adopted a multimodal approach that integrates different types of media, such as digital tools and traditional paper-based resources, to enrich the learning experience. This approach accommodates diverse learning styles and preferences, leading to greater student engagement and improved language proficiency. One significant technique within this framework is story mapping, which serves as a visual strategy to help learners identify and organize the key narrative elements—such as characters, setting, conflict, and plot—into a coherent structure. According to Lee and Kim (2023), visual scaffolding tools like story mapping provide learners with concrete frameworks for understanding how ideas are connected within a text. This visual organization supports students not only in comprehending narrative structures but also in generating and sequencing ideas more effectively when composing their own writing. In this way, story mapping functions as both a comprehension aid and a productive writing tool, reinforcing critical aspects of narrative composition in EFL classrooms.

2.1 Embracing Multimodality in EFL Instruction: Enhancing Engagement and Understanding

Multimodality refers to the integration of various modes of communication and representation in the learning process. Research shows that a multimodal approach, which integrates different types of media, including digital and paper-

based resources, can greatly enhance language learning and retention (Coyle, 2018; Gunter et al., 2020). In EFL settings, digital media provides valuable opportunities for interactive and personalized learning experiences. Tools such as educational apps, online platforms, and visual organizers enable students to access information in multiple formats, thereby supporting diverse learning needs. By engaging learners through visual, textual, and auditory modes, multimodal instruction not only fosters comprehension but also stimulates creativity and collaboration in classroom activities.

Building upon this framework, the use of visual learning strategies plays a vital role in realizing the goals of multimodal instruction. Visual representations help students conceptualize abstract ideas, organize information systematically, and make meaning more effectively—particularly in the development of narrative writing skills. These strategies provide concrete support for EFL learners who often struggle to connect ideas or sequence events coherently when writing in English.

2.2 Story Map Learning in EFL Context

Visual learning strategies have become increasingly important in English as a Foreign Language (EFL) instruction because they help learners process and retain information through imagery and spatial organization. These strategies enable students to visualize abstract ideas, categorize information systematically, and form meaningful conceptual links. According to Lee and Kim (2023), the use of visual scaffolding in EFL instruction strengthens comprehension and promotes deeper engagement by transforming complex linguistic input into accessible, structured

visual representations. In line with this perspective, Al-Shahrani (2020) emphasizes that visual learning techniques support learners with diverse cognitive styles by offering concrete representations that enhance clarity and memory retention.

Within this broader pedagogical framework, story mapping has emerged as one of the most effective visual learning strategies to facilitate both comprehension and writing in narrative-based instruction. Story mapping refers to the process of visually arranging narrative components—such as characters, setting, conflict, and plot—into an organized diagram that illustrates how a story unfolds. As noted by Alharbi (2021), story mapping helps EFL students simplify intricate narrative elements into manageable parts, improving their understanding of story structure and coherence. Similarly, Zang (2022) asserts that using visual organizers like story maps assists learners in developing logical connections between story events, which consequently enhances their ability to produce well-structured narrative writing. Building upon these insights, Lee and Kim (2023) highlight that visual tools such as story mapping serve not only as comprehension aids but also as productive writing frameworks that stimulate creativity and support critical thinking in EFL classrooms.

Moreover, story map learning has been shown to enhance students' writing performance through several key benefits. First, it provides cognitive benefits by helping learners organize and sequence ideas logically, making abstract narrative structures easier to understand and reproduce. The visual arrangement of story elements allows students to see relationships between characters, settings, and plot events, promoting a clearer conceptual grasp of narrative organization (Alharbi,

2021; Zang, 2022). Second, it offers linguistic benefits, as students can focus more effectively on language use—such as vocabulary and grammar—once they have established a solid narrative framework. The visual outline of a story reduces cognitive load during writing and enables learners to plan language choices more deliberately (Lee and Kim, 2023). Third, story mapping provides motivational and affective benefits by engaging students in a creative and interactive learning process. Visual mapping fosters a sense of autonomy and accomplishment, which increases learners' confidence and willingness to express ideas in English (Al-Shahrani, 2020).

Furthermore, Kuo and Yang (2022) indicate that integrating technology into language learning not only enhances motivation but also accommodates diverse learning styles, resulting in a more personalized and interactive educational experience. By leveraging digital tools, educators can design multimodal learning environments that promote creativity, collaboration, and engagement. In this context, embedding visual strategies such as story mapping within digital platforms enables learners to plan, create, and share their narratives innovatively. The synergy of visual learning and technological active participation, and strengthens students' narrative writing skills in EFL classrooms.

2.3 Steps to Integrate Story Mapping Techniques for English Learning

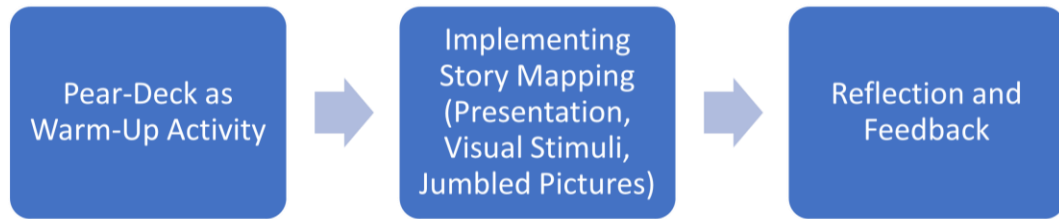


Figure 1 Steps to Integrate Story Mapping

Integrating story mapping techniques into EFL instruction can be effectively implemented through a clearly defined steps process that enhances student engagement and comprehension. The process begins with “Warming-Up Activities”, which are essential for activating students’ prior knowledge and preparing them for narrative exploration. As Zhao and Lai (2021) emphasize, these initial activities not only ignite student interest but also promote active participation, thereby establishing a positive atmosphere for the lesson.

The subsequent step is “Exploring Visual Stimuli”, during which educators present images or illustrations that correspond to various narrative elements. This visual engagement fosters students’ critical thinking and creativity, reinforcing the notion that visual aids can significantly enhance comprehension (Islam & Putra, 2021). In the third step, termed “Student Activity (Jumbled Narrative Texts)”, learners have the opportunity to collaborate in reconstructing stories from mixed-up components. This interactive approach not only encourages teamwork but also deepens their understanding of narrative structure. Research by Lee and Kim (2023) highlights the advantages of collaborative learning in enhancing writing skills within this context. Ultimately the progressive approach leads to improved student

learning outcomes, evident in enhanced writing capabilities and heightened motivation. Zhang (2021) notes that when students engage in creative and interactive learning experiences, their attitude toward language acquisition becomes more positive, resulting in better overall performance. Thus, this systematic integration of Story Mapping enriches educational experiences and empowers learners in English as a Foreign Language (EFL) setting.

CHAPTER III

THE IMPLEMENTATION

This chapter describes the implementation of the teaching practice conducted to enhance English as a Foreign Language (EFL) learning through the integration of digital media and paper-based resources. The approach adopted in this classroom practice followed a multimodal learning framework, aiming to engage students through a combination of visual, auditory, and interactive learning experiences. The implementation involved digital tools such as Peer Deck, Story Mapping, and PowerPoint as the primary media to support student engagement and comprehension.

The teaching plan specifically focused on short story learning, particularly designed based on observations from earlier classes that revealed many students to be visual learners who benefited from interactive and image-based materials. To address these learning needs, the activities were structured to blend digital interactivity with traditional paper-based story mapping tasks. The use of animated visuals and interactive presentations aimed to make abstract narrative concepts more accessible and meaningful for students.

The primary objective of this teaching practice was to enhance the overall learning experience by integrating multimodal resources that make the lesson more interactive, engaging, and instructionally effective. By combining visual, collaborative, and reflective elements, the learning design sought to motivate students, accommodate different learning styles, and improve their ability to

comprehend and produce narrative texts in English.

The following sections outline the sequence of classroom activities, including pre-teaching, whilst-teaching, and post-teaching stages, along with the procedures, media, and strategies applied throughout the lesson.

3.1 Pre-Teaching activity: Pear-Deck Questionnaire as Warming-Up



Figure 2 Pear-Deck Presentation as Warming-Up Activity

At the beginning of the lesson, the teacher initiated a warm-up activity using Pear Deck, an interactive platform that allows students to participate in real time. The session began with an “Emotion Check”, where students were prompted to assess their current stress or energy levels on a simple three-point scale: low, moderate, or high. This check aimed to help both the teacher and the students become aware of the class’s overall emotional state and readiness to learn. By identifying their level of stress or alertness, students were encouraged to reflect on how they felt before starting the lesson, while the teacher could adapt the classroom interaction and pacing accordingly to ensure a more focused and supportive environment.

Following the “Emotion Check”, students engaged in a short question-and-answer activity through Pear Deck related to their previous experiences with

storytelling and narrative texts. This tasks helped activate their background knowledge and stimulate curiosity about the topic. The interactive nature of Pear Deck also allowed every student to contribute responses anonymously, reducing pressure and increasing participation, especially among those who were typically less confident in sharing their ideas.

This activity allowed the teacher to gauge students' emotional readiness and establish a positive classroom atmosphere before proceeding to the main instructional phase.

3.2 Whilst-Teaching Activity

The main instructional phase consisted of several integrated steps designed to support students' comprehension and production of narrative writing through multimodal techniques.

3.2.1 Presentation and Exploration of Narrative Text

Generic Structure	
Title Orientation	The Story of Sangkuriang and Tangkuban Perahu Mountain Once, there was a kingdom in Plerengan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which called is Dayang Sumbi, and a child which was called Sangkuriang.
Complication	One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home. Soon Dayang Sumbi found out that it was not deer liver but Tumang's, his own dog. So, she was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home. Years go by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left several years earlier. Soon she realized that she fell in love with her own son. She couldn't marry him but how to say it.
Resolution	Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete, Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light, it made the cock crowed for a new day. Sangkuriang failed to marry her. She was very angry and kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung.

Berikut ini adalah unsur kebahasaan dari Narrative Text/ The Characteristics / Language Feature of Narrative Text :

- **Past tense:** (Killed, drunk, went, won, sent, etc) (terbunuh, mabuk, pergi, menang, mengirim, dll).
- **Keterangan waktu (Adverb of time):** (Once upon a time, today, one day, will, yesterday, later, etc) (Pada suatu waktu, hari ini, suatu hari, akan, kemaren, nanti, dll).
- **Konjungsi waktu (Time conjunction):** (When, then, suddenly, before, after, until, a soon as, etc) (ketika, kemudian, tiba-tiba, sebelum, sesudah, sampai, segera, dll).
- **Karakter spesifik (Specific character):** penggunaan karakter cerita yang spesifik, bukan umum. (Cinderella, Alibabo, Putri Salju, Tangled, Ariel, dll).
- **Kata kerja aksi (Action verbs)/ kata kerja yang menunjukkan suatu tindakan:** (Killed, walked, wrote, stayed, dug, etc) (terbunuh, berjalan, menulis, tinggal, digali, dll).
- **Membacakan pidato langsung untuk membuat ceritanya seakan lebih hidup (Direct speech):** (Princess said, "My name is Princess") (Princess berkata, "Namaku Princess"). Pidato langsung memakai present tense.
- **Saying and thinking verb:** Kata kerja yang menunjukan ujaran atau pelsapan. (Said, told, thought, etc) (berkata, bercerita, berpikir, dll).



Figure 3 Using PowerPoint to present Narrative Text of Short Story

Once the warm-up activity concluded, the teacher presented a short narrative text through a PowerPoint slideshow to introduce the features and structure of narrative writing, including orientation, complication, and resolution. Visuals were used to highlight important vocabulary, sequence of events, and emotional tone. Students discussed the meaning of unfamiliar words and observed how images complemented textual information. This activity reflected the principles of multimodal learning, combining visual and verbal inputs to enhance comprehension and engagement.

3.2.2 Exploring Visual Stimuli

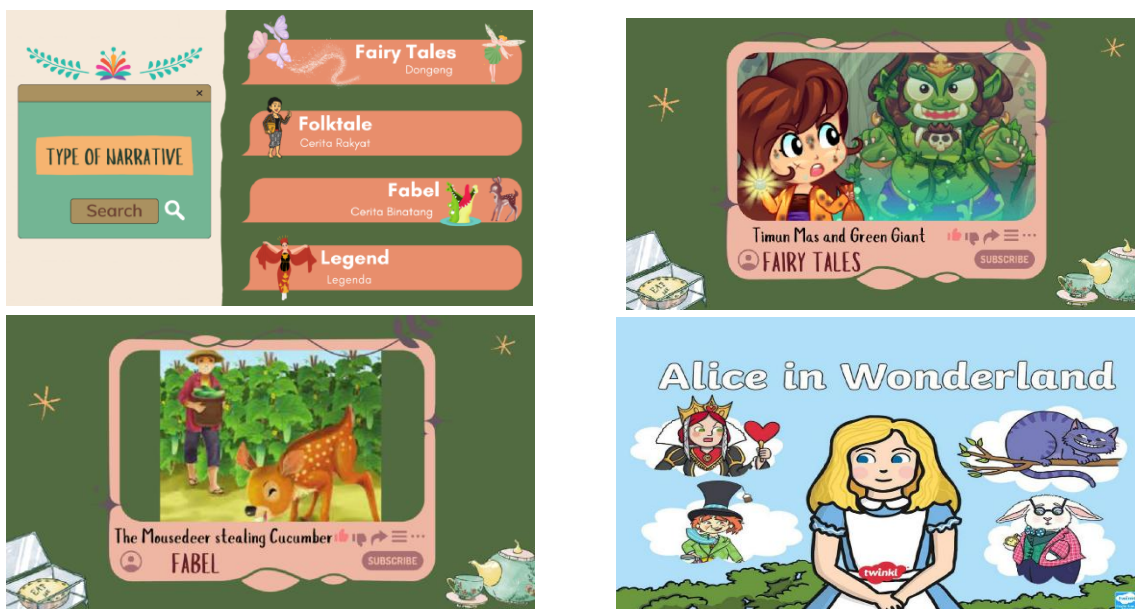


Figure 4 Visual Stimuli to Enhance Understanding Narrative Texts

In the second meeting, the instructional focus transitioned to the use of visual stimuli as a means to deepen students' comprehension of narrative texts. During this session, the students were presented with two distinct types of images that were directly related to the short stories discussed in the previous class. The objective of incorporating these visuals was to stimulate students' opinions and encourage them to express their thoughts about the images, thereby creating a meaningful connection between visual elements and the narrative content they had already encountered. This approach not only engaged students but also facilitated a richer understanding of the text.

As part of the exploration, students participated in collaborative discussions in which they identified and recorded challenging vocabulary that they came across

within the sentences of the narrative texts. To aid in this process, they utilized dictionaries to look up the meanings of unfamiliar words. This vocabulary-building exercise served a dual purpose; it expanded their lexicon and reinforced their understanding of how language operates within the context of narrative writing. Specifically, students gained insights into the usage of various linguistic structures, such as conjunctions that link ideas, the application of the past tense for storytelling, and the identification of action verbs that drive the narrative forward.

Under the strategic guidance of the teacher, students delivered an analysis of the social functions and structural components of the narrative text. This analytical approach promoted a comprehensive grasp of narrative writing conventions, helping students to recognize how different elements of the narrative work together to tell a story effectively. By examining the interplay between the text and the corresponding visuals, students gained a more nuanced understanding of storytelling, enabling them to appreciate the artistry behind narrative construction. Overall, the incorporation of visual stimuli not only enriched the learning experience but also equipped students with essential skills that would aid in their future writing endeavors.

3.2.3 Jumbled Narrative Pictures: Collaborative Story Creation

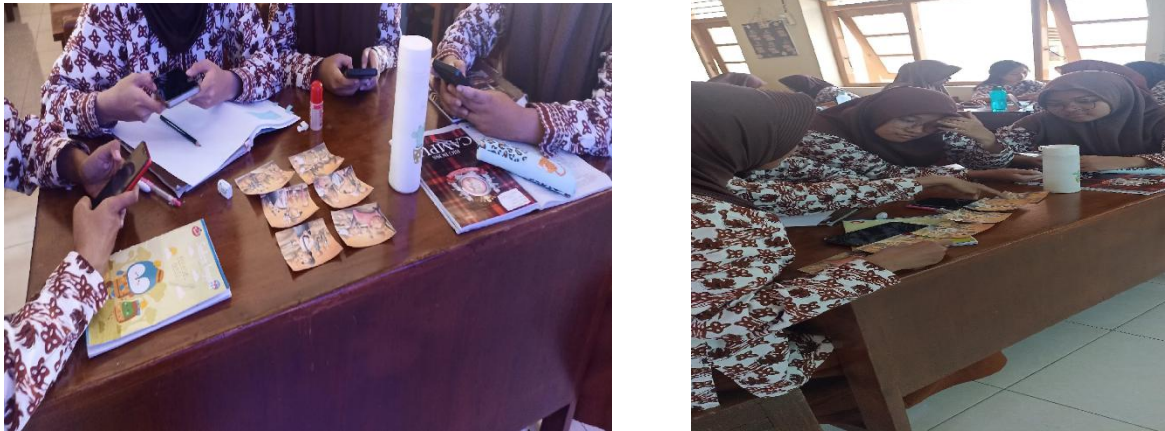


Figure 5 Short Story Mapping from Jumbled Pictures as Student's Assessment

In the final meeting, students engaged in an enriching and interactive project focused on jumbled narrative pictures. This project was designed to foster creativity while promoting collaboration among students. The teacher played a crucial role by introducing a selection of randomly illustrated pictures that represented a variety of genres, such as fables, legends, fairy tales, and folklore. The use of visual prompts in creative writing has been shown to enhance students' imaginative capabilities (Islam & Putra, 2021). By providing these illustrations, the teacher not only captured the students' attention but also encouraged them to draw inspiration from diverse narrative traditions.

As students formed small groups, they entered a collaborative learning environment that enriched the storytelling process. Working in groups has been identified as a beneficial practice in educational settings, as it promotes peer interaction and encourages the exchange of ideas, leading to deeper understanding

of the writing process (Johnson & Johnson, 2019). Building on this spirit teamwork, the next phase focused on preparing students to carry out their group project effectively. Before engaging in the creative task, both the teacher and students took several preparatory steps to ensure that each group understood the objectives and was equipped with the necessary materials.

A. Preparation Stage

Before beginning the activity, student were asked to prepare all necessary materials to support the completion of their group task. These included stationery supplies such as pencils, markers, coloring tools, scissors, glue or tape, and a white cardboard sheet to be used as the base for their story map. The teacher then distributed sets of jumbled pictures to each group, ensuring that each set represented a complete story with mixed sequences.

B. Instruction Stage

To ensure clarity and guide students effectively, the teacher gave explicit, step-by-step instructions for the group project. Students were told:

“Now it’s time to work groups of four. Each group will receive a set of jumbled pictures and create a story map by arranging the pictures in the correct order. I will randomly assign a story tittle to each group. For example, Group 2 will work on the story “Little Red Riding Hood”.

The teacher emphasized that each group should discuss, analyze, and determine the logical order of events before finalizing the sequence. Students have reminded that the picture labeled number one represents the beginning of the story, and the

subsequent images should be ordered accordingly, with the last picture representing the conclusion of the narrative.

C. Implementation Stage

Once instructions were clear, students began working collaboratively according to the following steps:

1. Cutting the Pictures.

The teacher first directed students to prepare their materials and begin the task: *“Please use your scissors carefully to cut out all the pictures given to your group. Make sure each picture remains neat and complete.”*

Students then used their scissors to cut out the jumbled pictures distributed by the teacher. Each group ensured that all picture pieces were intact and ready for the next stage.

2. Sequencing the Story

After cutting, the teacher guided students to determine the correct order of the pictures: *“Now, please discuss with your group which picture should come first and which should come next. Think carefully about the logical sequence of the story—from the beginning to the end.”*

Students collaboratively arranged the pictures in chronological order. They were reminded that the first picture represents the beginning of the story, and the following images should continue in sequence until the final picture, which marks the ending of the narrative.

3. Designing the Story Map

Once the order was agreed upon, the teacher explained the next task:

“Please glue your pictures on the poster paper in the correct sequence.” Each group then glued their arranged pictures onto a white poster sheet. This step helped students visualize the narrative flow before moving to the writing phase.

4. Developing the Narrative:

After completing the story map layout, the teacher instructed students to expand their work into a written narrative: *“Now, please turn your arranged story pictures into a complete written story. Remember to follow the narrative structure—orientation, complication, and resolution. Don’t forget to use past tense verbs, time connectors, and descriptive language.”* Following this instruction, students wrote their narratives in groups, ensuring that their stories were coherent, well-structured, and grammatically accurate.

5. Decorating

Once the stories were finished, the teacher encouraged students to add a creative touch to their work: *“Please decorate your story map with colors or drawings to make it more attractive. Don’t forget to write your group’s name at the bottom of your poster.”* Students used colored pencils, markers, and other materials to decorate their story maps creatively. They also labeled their group members’ names to finalize their project presentation.

The implementation of mind mapping during this stage was particularly beneficial, as it allowed students to visually organize their thoughts and structure

their narratives (Bawden & McOwan, 2020). Mind mapping not only aids in the organization of ideas but also enhances comprehension and retention, making it a valuable tool in the writing process. By creating story outlines through mind mapping, students set a foundation for coherent storytelling, ensuring they consider the relationships between various elements of their narratives. It also activated their prior knowledge of narrative structure and vocabulary, preparing them for the drafting stage.

Hare and Tortoise Story

One day, a hare saw a tortoise was very slowly. The hare laughed at the tortoise and said "You are such a slowcoach!"

"My dear friend! you are so proud of your speed. Let's have a race to see who is faster," the tortoise said.

RACE START!

The hare ran very fast and very far.

"The tortoise will take a very long time to come near me," the hare thought.

The hare started feeling bored. In the meantime, he began to drink some water.

"The tortoise must still be far behind, I'm going to sleep," the hare said. After that, he went to sleep. The birds on the tree were confused with the hare's behavior.

"Why is he fall sleep while racing? He's Very arrogant!"

JACK AND THE BEANSTALK

Member of group :

1. Kezia Caroline W /15
2. Nadia Salsa Matiana /20
3. Pelangi Hazza I /25
4. Syio Nadiah Hwaida /21

1. One day, Jack's mother told him to sell their only cow.

2. On the way, Jack suddenly met an old man who offered him magic beans. "If you plant it, overnight this nut will grow into a giant tree that will scrape the sky," said the grandfather.

3. He saw that a big nut tree had grown out of his magic bean! He climbed a nut tree and reached a kingdom in the sky.

4. Jack climbs the beanstalk and reaches a kingdom in the sky. There lived a giant and his wife. Jack entered the house and found the giant's wife in the kitchen. Jack said, "Can you give me something to eat? I'm very hungry!" The kind wife gave him bread and milk.

Once upon a time, there lived a rich merchant and his three sons. The rich merchant was sick.

Before he died, he wanted to leave something to his children. The first son got a race with the second son got a donkey and the third son got a cat.

Of course the first son and second son will get a lot of money from their father's inheritance. The third son was discouraged.

The cat immediately closed the sack and carried it on his shoulders to give it to the King.

"King, I brought a gift for you." "This gift is from the Marquis de Carabas," said the cat respectfully.

The king was happy when opening the sack. He found a rabbit in it. What a coincidence. The king hasn't eaten yet.

The king then ordered his servant to catch the rabbit. Since then, every day, the cat brings gifts to the King.

One morning, the cat saw the king leaving with his daughter in a horse-drawn carriage. Knowing this, the cat asked his master to immediately go to the horse and jump into the water. The cat gives a warning if it hears the sound of a horse-drawn carriage to pretend that it can't swim.

Not long after the horse-drawn carriage arrived, the cat pretended to ask the King for help, to help his master who was pretending to be drowning. The King ordered the soldiers to help the cat's master.

Keep Running Gingerbread Man !!

kidsshortmoralstories.com

Figure 6 Student's Project Work

Once the planning phase was complete, students moved to the writing stage where they elaborated their sentences according to the established linguistic elements of narrative texts. They focused on incorporating descriptive language, dialogue, and adhering to the conventions of narrative structure, which includes a clear introduction, development, and conclusion (Brown, 2022). They were also instructed to apply appropriate narrative language features, including the use of past tense verbs, time connectors, and descriptive expressions to convey events clearly and vividly. Throughout the writing process, the teacher provided guidance and feedback, helping groups maintain coherence and unity between paragraphs. This stage allowed students to integrate language knowledge with creativity while practicing the grammatical and structural conventions of narrative writing. Educators can thus recognize the value of such innovative approaches to instruction, as they effectively foster both creativity and critical thinking in students. (Jones & Richards, 2020).

In the final stage, each group compiled their completed story and submitted it to the teacher for evaluation. Selected groups were invited to share their stories with the class, providing an opportunity to appreciate the diversity of interpretations that emerged from the same set of pictures. This sharing session served as both a peer-learning and reflection opportunity, allowing students to learn from one another's approaches, recognize creative variations, and strengthen their confidence in using English to express original ideas.

3.3 Post-Teaching Activity: Reflection and Feedback

At the end of the lesson, students reflected on their learning through a short discussion and feedback form on Pear Deck. They were prompted to describe what they learned from the story-mapping and picture-based writing activities, identify difficulties, and suggest improvements for future lessons.

The teacher summarized the key points of the session, acknowledged student efforts, and emphasized how visual and collaborative strategies—such as story mapping and picture sequencing—can strengthen their narrative writing skills. This stage promoted self-reflection, consolidated understanding, and prepared students for independent writing in the next session.

CHAPTER IV

REFLECTION AND CONCLUSION

A. Reflection

Reflecting on my recent experiences teaching English to Class XI IIS, I am pleased to share how the integration of digital media and paper-based resources, along with innovative teaching methods, significantly enhanced student engagement. My initial concern was that the students might feel unmotivated during the last hour of the school day, particularly from 14:00 to 15:30 WIB, a time when fatigue often sets in, and subjects like English can seem overwhelming. However, the outcomes exceeded my expectations.

To address this challenge, I implemented a multimodal learning approach that integrated peer feedback, collaborative projects, and digital storytelling activities. Rather than focusing on project-based learning as a separate method, these collaborative elements functioned as part of the multimodal framework designed to engage students through multiple modes of learning—visual, verbal, and interactive. This approach not only made the lessons more dynamic but also encouraged students to take greater ownership of their learning process.

The enthusiasm and participation of Class XI IIS 1 during these sessions were remarkable. Students who were previously less engaged became active contributors, confidently sharing their ideas and working collaboratively to construct stories and analyze narratives. When I introduced interactive digital storytelling alongside traditional reading tasks, students showed higher motivation and demonstrated a deeper understanding of narrative structures. Their enthusiasm

for participating in discussions and collaborative projects increased significantly, as reflected in their active contribution to group storytelling, willingness to share feedback, and sustained attention during digital activities. This behavioral change demonstrated how the integration of visual and interactive elements within the multimodal framework effectively enhanced student engagement and participation. This transformation reaffirmed that integrating diverse teaching modes and resources can meaningfully accommodate different learning styles and sustain students' interest in English learning.

Student feedback has also been enlightening. Many expressed appreciation for the variety of resources, noting that the combination of digital and paper-based materials made learning more enjoyable and accessible. This feedback reinforced my belief in the value of integrating different modalities to cater to diverse learning preferences. This experience has contributed significantly to my professional growth. I have developed new skills in utilizing digital tools effectively and have become more confident in designing lessons that incorporate a range of resources.

Reflecting on the overall teaching practice, the implementation of multimodal learning through the combination of digital tools and story mapping techniques provided a meaningful and engaging learning experience for students. Throughout the lessons, students showed increased enthusiasm and participation, particularly during collaborative tasks where they could share ideas and visualize narrative structures together. The integration of visual, interactive, and paper-based materials not only captured students' attention but also encouraged them to express their creativity and understanding more confidently. This strategy proved effective in

fostering students' enthusiasm, confidence, and active engagement throughout the writing activities. The positive classroom atmosphere and students' willingness to participate in every stage of the lesson indicate that multimodal learning can serve as a powerful approach for creating dynamic, student-centered English classrooms.

Furthermore, the integration of digital media and paper-based resources, supported by innovative and collaborative teaching strategies, has shown its potential to enhance EFL learning in practical and meaningful ways. The high level of engagement demonstrated by Class XI IIS 1 and the warm, cooperative attitude of the students at SMA Negeri 1 Pakem have inspired me to continue exploring creative approaches to motivate and connect with learners. This experience deepened my understanding of how combining technology with traditional methods can make English language learning more accessible and enjoyable.

I am grateful for the opportunity to contribute to my students' learning journey and to observe their growth throughout this process. As an educator, I believe it is essential to embrace a multimodal approach that prepares students for the complexities of English language use in today's digital world. This teaching practice has not only strengthened my pedagogical skills but also reinforced my commitment to continuously develop engaging, student-centered learning environment. Moving forward, I am eager to further explore and share these insights with colleagues, contributing to the ongoing development of innovative EFL teaching practices.

B. Conclusion

In conclusion, the integration of digital media and paper-based resources combined with innovative teaching strategies, has proven to be an effective and engaging approach to enhancing EFL learning. The active participation and enthusiasm shown by Class XI IIS students, along with their warmth and openness during lessons at SMA Negeri 1 Pakem, have inspired me to keep developing creative ways to motivate and connect with learners. I am deeply grateful for the opportunity to contribute to their learning journey and to witness their growth throughout the process.

To fully optimize the benefits of multimodal learning, educators should carefully choose and combine various learning resources that support one another and align with the lesson's objectives. By doing so, teachers can create more dynamic and inclusive classrooms that accommodate students' diverse learning needs.

Moving forward, English teachers should continue to adapt and innovate by integrating multimodal strategies that respond to the changing nature of communication in the digital era. Rather than relying solely on traditional classroom practices, educators are encouraged to design learning experiences that balance technology with meaningful interaction and creativity. This experience has strengthened my belief that effective EFL teaching requires openness to change and a commitment to continual growth. By cultivating flexible and engaging learning environments, teachers can better equip students to use English confidently and meaningfully in real-world contexts.

References

- Alshahrani, A. (2021). The impact of visual aids on EFL learners' comprehension. *Journal of Language Teaching and Research*, 12(3), 456-463.
- Bawden, D., & McOwan, P. (2020). Mind mapping as a strategy for better learning and thinking. *Journal of Educational Research*, 55(2), 115-130.
- Brown, A. (2022). Engaging students in narrative writing: Techniques and strategies. *Writing Education Journal*, 12(4), 45-58.
- Chen, Y., & Huang, H. (2020). Collaborative learning in EFL classrooms: The role of story mapping. *International Journal of Educational Research*, 102, 101-110.
- Coyle, D. (2018). The importance of a multimodal approach in language learning. *Journal of Language Teaching and Research*, 9(3), 456-463. <https://doi.org/10.17507/jltr.0903.12>
- Gunter, G. A., Gunter, R. E., & Schwab, J. (2020). *Technology in the classroom: A comprehensive guide for pre-service and in-service teachers* (8th ed.). Pearson Education
- Islam, A., & Putra, E. (2021). The effect of visual aids on creative writing in EFL contexts. *International Journal of Language Studies*, 15(3), 89-104
- Islam, M. M., & Putra, A. A. (2021). The role of visual prompts in enhancing students' imaginative capabilities in creative writing. *Journal of Educational Research*, 15(3), 121-130.

- Johnson, D. W., & Johnson, R. T. (2019). Cooperative learning: Improving university instruction by extending empowering education. *Journal of Higher Education, 90*(2), 142-157
- Jones, R. H., & Hafner, C. A. (2020). *Understanding digital literacies: A practical guide for language teachers*(2nd ed.). Routledge.
- Jones, T., & Richards, L. (2020). Innovative teaching strategies in the 21st century classroom. *Educational Innovations, 14*(7), 102-119.
- Kuo, Y., & Yang, Y. (2022). The effects of digital tools on EFL learning: A focus on story mapping. *Computers & Education, 178*, 104-112. <https://doi.org/10.1016/j.compedu.2021.104112>
- Lai, M. J., & Hwang, G. J. (2019). A review of trends in mobile technology and learning in the 21st century. *Educational Technology & Society, 22*(1), 1-12. <https://www.jstor.org/stable/26770656>
- Lee, J., & Kim, S. (2023). Enhancing writing skills through story mapping in EFL contexts. *Language Learning Journal, 51*(1), 23-35. <https://doi.org/10.1080/09571736.2022.2034567>
- Zhang, L. (2021). Motivation in language learning: The role of creative strategies. *TESOL Quarterly, 55*(2), 345-362. <https://doi.org/10.1002/tesq.577>
- Zhao, Y., & Lai, M. J. (2021). Student engagement in language learning: The role of multimodal resources. *Language Learning & Technology, 25*(2), 1-15. <https://llt.msu.edu/vol25num2/zhao.pdf>

Rpp Narrative Text Kelas 11

Bahasa Inggris

(Sekolah Menengah Atas Negeri 1 Pakem)



Pipit Indah Aryaningrum

20322035

Prodi Pendidikan Bahasa Inggris

Universitas Islam Indonesia

2023/2024

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA N 1 PAKEM
Mata Pelajaran	: Bahasa dan Sastra Inggris (Peminatan)
Kelas/Semester	: XI /Gasal
Tahun Pelajaran	: 2023/2024
Materi Pokok	: Teks Narrative (Cerita Pendek)
Alokasi Waktu	: 6 JP x 45 menit (2 x Pertemuan)

A. Kompetensi inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, 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 dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya 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, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>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</p>	<p>3.5.1 Menganalisis fungsi sosial, struktur teks, unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek (C4)</p> <p>3.5.2 Membuat resume fungsi sosial, struktur teks dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek (C6)</p>
<p>4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek</p>	<p>4.5.2.1 Membuat teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek dengan memperhatikan fungsi sosial,</p>

	<p>struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. (C6)</p> <p>4.5.2.2 Menyajikan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. (C6)</p>
--	---

C. Tujuan Pembelajaran

Adapun tujuan dari kegiatan pembelajaran menggunakan model *Project Based Learning* yang dipadukan dengan metode *mind mapping*, teknik ATM, dan pendekatan saintifik adalah sebagai berikut:

1. Setelah melakukan **tanya jawab dan diskusi kelompok** di kelas terkait teks naratif, peserta didik mampu **menentukan** fungsi sosial, struktur teks, unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek.
2. Setelah melakukan **tanya jawab dan diskusi kelompok** di kelas terkait teks naratif, peserta didik dapat **membuat resume** fungsi sosial, struktur teks dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek.
3. Setelah **melakukan simulasi dengan guru** di kelas terkait teks naratif, peserta didik dapat **membuat** teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

4. Setelah **membuat teks naratif (cerita pendek)**, peserta didik dapat **menyajikan** teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan proaktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik. (*PPK*)

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler

a. Fakta:

Struktur Teks

- *Orientation*, adalah struktur yang berisi pengenalan latar cerita yang berkaitan dengan waktu, suasana, dan tempat yang berkaitan dengan cerpen.
- *Complication*, berisi urutan kejadian yang dihubungkan secara sebab akibat, pada struktur ini anda mendapatkan karakter atau watak pelaku cerita karena beberapa kerumitan mulai bermunculan.
- *Resolution*, pada struktur ini pengarang mengungkapkan solusi yang yang dialami tokoh.
- *Coda*, merupakan nilai nilai atau pelajaran yang dapat dipetik dari suatu teks oleh pembacanya.

b. Konsep

Teks narrative terkait cerita pendek

c. Prinsip

Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan

- Simple Past dan Past Perfect tense
- Penyebutan kata benda
- Modal auxiliary verbs.
- Ejaan dan tulisan yang jelas dan rapi
- Rujukan kata

d. Prosedur

Membuat teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

2. Materi pembelajaran remedial

Teks narrative terkait cerita pendek

3. Materi pembelajaran pengayaan

Kata-kata terkait dengan nilai moral, kejadian/peristiwa yang terjadi.

E. Metode Pembelajaran

- Pendekatan : Saintifik
- Metode : Mind mapping, teknik ATM (Amati, Tiru dan Modifikasi), diskusi kelompok, tanya jawab, penugasan
- Model : *Project Based learning*

F. Media/alat, Bahan, dan Sumber Belajar

1. Media/Alat Laptop

Handphone

Bahan Tayang (foto, PPT/video)

Aplikasi Pembelajaran:, Kahoot dan WA

2. Sumber Belajar

1. Sudarwati, T. Eudia Grace. 2017. Pathway to English untuk SMA/MA Kelas XI merdek 2013 yang disempurnakan, Kelompok Peminatan. Jakarta: Penerbit Erlangga.
2. Materi Narrative Text by Ningsih SM :
https://www.slideshare.net/ningsih_sm/narrative-text-21140508
3. Year 2 Traditional Tales: The Gingerbread Man Storytelling Lesson 1:
<https://www.twinkl.co.id/resource/year-2-the-gingerbread-man-storytelling-lesson-1-au-tp-1-25-48554>
4. KS1 Alice in Wonderland Story Powerpoint:
<https://www.twinkl.co.id/resource/ks1-alice-in-wonderland-story-powerpoint-t-1-527754>
5. BAHASA INGGRIS Kelas 10 – Narrative Text| GIA Academy dari YouTube : <https://youtu.be/GRQm4x6GtAo?si=T0iNnltEHSkdT3QC>
6. Quizwhizzer:
<https://app.quizwhizzer.com/game/6541a231ae1089000f1d4750>
7. Buku dan sumber lain yang relevan

G. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 (3 x 45 menit)

Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi (*Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (PPK) serta membiasakan membaca dan memaknai (Literasi).*)

- Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin di kelas.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan menanyakan kabar dan kondisi siswa.
- Menjelaskan peraturan yang wajib dipatuhi siswa selama proses belajar mengajar berlangsung diantaranya sebagai berikut:
 - Come to class on time
 - No use cellphones allowed (only needed)
 - Be respectful to others
 - Be ready to learn
 - Listen and follow directions
 - No food & drink
 - Raise your hand to speak.

Apersepsi

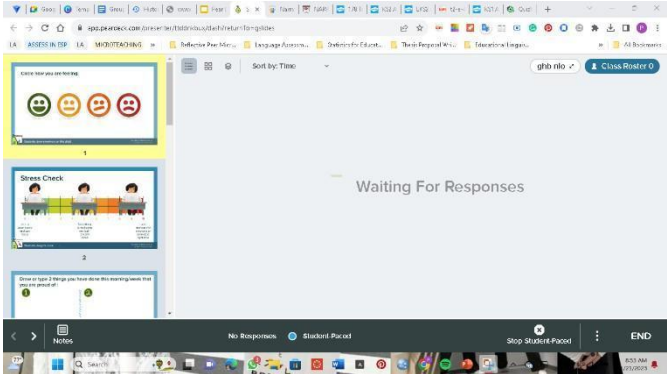
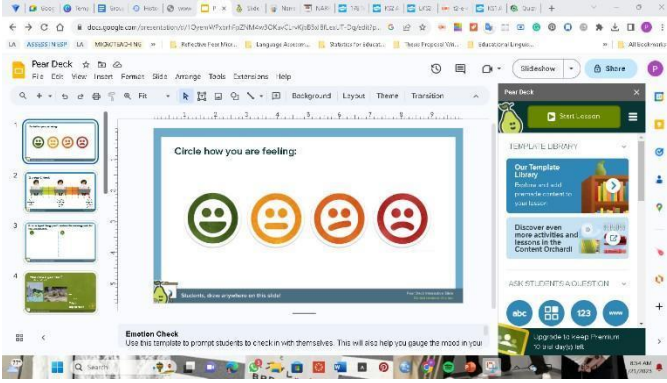
- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan yang akan dipelajari.
Menyebutkan judul cerita rakyat (short story) traditional
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Apabila *materi/tema/ proyek* ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:
Fungsi sosial, struktur teks dan unsur kebahasaan narrative dalam bentuk cerita pendek
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan.

Pemberian Acuan

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari
- Menyampaikan garis besar cakupan materi
- Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan
- Membagi peserta didik menjadi 9 Kelompok (dengan setiap anggota kelompok berjumlah 4 orang)

Kegiatan Inti (105 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<ul style="list-style-type: none"> • Peserta didik mengisi butir pertanyaan pemantik (warm-up) pada platform Peardeck dengan join session menggunakan code melalui link Peardeck.com yang ditayangkan guru di layar LCD  
Problem	<ul style="list-style-type: none"> • Dari tampilan slide Powerpoint, peserta didik menyimak teks naratif dalam bentuk cerita pendek

Statement (pertanyaan/ identifikasi masalah)	<ul style="list-style-type: none"> • Melalui diskusi kelompok, peserta didik menentukan judul-judul cerita baik lokal maupun internasional yang termasuk ke dalam teks naratif dalam bentuk cerita pendek (short story).
Data Collection (Pengumpulan Data)	<ul style="list-style-type: none"> • Melalui diskusi kelompok peserta didik menganalisis karakter yang terlibat, alur cerita, dan akhir cerita tersebut. • Melalui diskusi kelompok, peserta didik menemukan pesan moral dari teks naratif dalam bentuk cerita pendek yang telah mereka pilih
Data Processing (Pengolahan Data)	<ul style="list-style-type: none"> • Bersama kelompok peserta didik membuat resume hasil analisis tentang unsur-unsur teks naratif dalam bentuk cerita pendek. • Peserta didik mengumpulkan jawaban dengan mendokumentasikannya dan mengirim dalam bentuk file melalui WhatsApp Group/Google Drive

Verification (pembuktian)	<ul style="list-style-type: none"> • Perwakilan peserta didik menyampaikan hasil diskusi mereka.
------------------------------	---

	<ul style="list-style-type: none"> • Peserta didik dan guru berdiskusi dan melakukan tanya jawab mengenai hasil resume dari teks naratif di kelas.
Generalization (menarik kesimpulan)	<ul style="list-style-type: none"> • Peserta didik dan guru melakukan refleksi melalui platform Peardeck.com • Peserta didik mengisi evaluasi proses belajar mengajar guru dan peserta didik melalui link google form dan platform Peardeck.com
Kegiatan Penutup (15 Menit)	
<p>Guru:</p> <ol style="list-style-type: none"> 1) Memberikan umpan balik terhadap proses dan hasil pembelajaran. 2) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	

2. Pertemuan Ke-2 (3 x 45 Menit)

Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi (*Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (PPK) serta membiasakan membaca dan memaknai (Literasi).*

- Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin dikelas.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan menanyakan kabar dan kondisi siswa.

Apersepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, *Fungsi sosial, struktur dan unsur kebahasaan teks narrative terkait cerita pendek*
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Apabila *materi/tema/projek* ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang
 - Teks *Narrative* terkait cerita pendek
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari
- Menyampaikan garis besar cakupan materi
- Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan
- Membagi peserta didik menjadi 9 Kelompok (dengan setiap anggota kelompok berjumlah 4 orang).

Kegiatan Inti (105 Menit)

Sintak Pembelajaran	Model	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan) = Stimulus Material		<ul style="list-style-type: none"> • Peserta didik diberi 2 macam gambar yang terkait dengan teks naratif cerita pendek yang ditayangkan guru di layar LCD. • Peserta didik menyampaikan pendapat dan opini mereka terhadap gambar yang mereka lihat di layar. • Peserta didik diberikan penjelasan materi terkait pengertian, fungsi sosial, struktur, ciri dan jenis-jenis teks narrative oleh guru melalui file tayangan slide PPT.
Problem statement (pertanyaan/ identifikasi Data collection (pengumpulan data)		<ul style="list-style-type: none"> • Peserta didik dan guru berlatih (tanya-jawab) terkait fungsi sosial, struktur teks dan unsur kebahasaan suatu teks naratif dalam bentuk cerita pendek (short story).

Generic Structure

Title Orientation	The Story of Sangkuriang and Tangkuban Perahu Mountain Once, there was a kingdom in Phangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.
Complication	One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home. Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home. Years go by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left several years earlier. Soon she realized that she fell in love with her own son. She couldn't marry him but how to say it.
Resolution	Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day. Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

<p>Data Collection/Pengumpulan Data and Data processing (pengolahan Data)</p>	<ul style="list-style-type: none"> • Melalui kolaborasi dan kerjasama kelompok, peserta didik menuliskan kosa kata sulit yang mereka temukan dalam kalimat-kalimat dari suatu teks naratif (short story) dan menemukan arti kata tersebut dari kamus • Peserta didik mengumpulkan informasi yang relevan dari isi teks untuk menentukan fungsi sosial, penggunaan kebahasaan (conjunction, time of conjunction, past tense, action verb) dan struktur teks naratif dengan bimbingan guru.
<p>Verification (pembuktian)</p>	<ul style="list-style-type: none"> • Peserta didik menjawab pertanyaan yang disampaikan guru, mengajukan pertanyaan, dan membuat catatan terkait topik yang telah dibahas bersama guru.

<p>Generalization (menarik kesimpulan)</p>	<ul style="list-style-type: none"> • Peserta didik dengan bimbingan guru, menyimpulkan hasil diskusi dan pembahasan materi dari seluruh kegiatan pembelajaran hari ini. • Peserta didik dan guru melakukan refleksi melalui aplikasi Peardeck.com
--	---

Kegiatan Penutup (10 Menit)

Guru:

- 1) Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 2) Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas.
- 3) Guru memberikan apresiasi atas hasil kinerja, partisipasi dan kerjasama yang baik selama kegiatan belajar mengajar kepada seluruh peserta didik.
- 4) Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

3. Pertemuan Ke-3 (3 x 45 Menit)

Kegiatan Pendahuluan (15 Menit)

Guru:

Orientasi (*Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (PPK) serta membiasakan membaca dan memaknai (Literasi).*)

- Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin di kelas
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan menanyakan kabar dan kondisi siswa

Apersepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.

Fungsi sosial, struktur dan unsur kebahasaan teks narrative terkait cerita pendek

- Mengingat kembali materi prasyarat dengan bertanya
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari
- Apabila *materi/tema/proyek* ini dikerjakan dengan baik dan sungguh-sungguh maka peserta didik diharapkan dapat menjelaskan tentang Teks *Narrative* terkait cerita pendek
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari
- Menyampaikan garis besar cakupan materi
- Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan
- Membagi peserta didik menjadi 9 kelompok (dengan setiap anggota kelompok berjumlah 4 orang)

Kegiatan Inti (105 Menit)

**Sintak Model
Pembelajaran**

Kegiatan Pembelajaran

<p>Stimulation (stimulasi/pemberian rangsangan) + Stimulus Material</p>	<ul style="list-style-type: none"> ● Peserta didik diberikan 2 macam teks naratif bergambar sesuai dengan urutan yang baik dan benar yang ditayangkan guru di layar PPT. ● Peserta didik mengingat kembali struktur teks, unsur kebahasaan, ciri-ciri, dan jenis teks naratif yang mereka lihat di layar PPT.
<p>Problem statement</p>	<ul style="list-style-type: none"> ● Melalui kolaborasi dan kerjasama kelompok, peserta didik
<p>(pertanyaan/identifikasi) Data collection (Pengumpulan data)</p>	<p>mengidentifikasi teks narrative (short story) bergambar acak tentang beberapa genre (fable, legend, fairy tale, folklore, dsb) sesuai jumbled pictures yang diberikan guru secara acak dan menyesuaikan minat serta kesepakatan setiap kelompok dengan mengikuti langkah berikut ini:</p> <p>a. Pre-writing</p> <p>Menentukan judul cerita pendek yang akan disusun dengan menyesuaikan gambar acak yang telah mereka pilih</p> <p>Membuat karangan cerita sesuai gambar melalui brainstorming atau mind mapping</p> <p>b. Writing</p>

	<p>Membuat elaborasi kalimat berdasarkan unsur kebahasaan teks naratif</p> <p>Menyusun kalimat tersebut menjadi beberapa paragraf sesuai struktur teks naratif</p> <p>c. Revising</p> <p>Menambah, mengurangi dan memodifikasi beberapa kata atau kalimat dalam cerita agar lebih coherent dan cohesive menggunakan acuan cohesive devices.</p> <p>d. Editing</p> <p>Membaca ulang cerita pendek yang telah disusun dan melakukan editing pada ejaan, tata bahasa dan bagian lainnya yang perlu diperbaiki untuk mendapatkan konsistensi karakter alur cerita</p> <p>e. Publishing</p> <p>Menulis cerita pendek yang telah diedit dan siap dikomunikasikan dengan guru dan teman dari kelompok lainnya</p> <p>Mencantumkan referensi pada bagian akhir</p>
--	--

Verification (pembuktian)	<ul style="list-style-type: none"> • Peserta didik mengumpulkan hasil analisis teks naratif dalam bentuk cerita pendek kepada guru • Peserta didik mempresentasikan hasil teks naratif dalam bentuk cerita pendek dengan cara telling story (speaking) di depan kelas secara kelompok
---------------------------	---

H. Penilaian Hasil Pembelajaran Sikap - Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Peserta didik	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1								
2		

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$

4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

I. Penilaian Pengetahuan

A. Pengetahuan Kisi kisi

KD	IPK	MATERI	INDIKATOR SOAL	BENTUK	NO
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.	1 Menentukan fungsi sosial teks naratif terkait cerita pendek. 2 Menganalisis struktur teks narrative terkait cerita pendek. 3 Menemukan unsur kebahasaan dalam bentuk teks narrative terkait cerita pendek.	Teks Naratif	Disajikan teks naratif, peserta didik dapat 1 Menentukan fungsi sosial teks narrative terkait cerita pendek. 2 Menganalisis struktur teks narrative terkait cerita pendek. 3 Menemukan unsur kebahasaan dalam bentuk teks narrative terkait cerita pendek.	uraian	1-3

J. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik : _____

Kelas : _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		

	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

K. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	

2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	

L. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan (Pronunciation)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (Intonation)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan, dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (fluency)	Sangat lancar	5	4	
		Lancar	4	3	
		Cukup lancar	3	2	
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (accuracy)	Sangat tepat	5	4	
		Tepat	4	3	
		Cukup tepat	3	2	
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

Pakem, 28 November 2023

Mengetahui

Kepala SMAN 1 Pakem

Guru Mata Pelajaran

Drs. H. Achmad Zaenal Pribadi, M. Pd

Yani Suwarti, S.Pd

NIP. 00530 199303 1 004

Lampiran Materi

The Story of Sangkuriang and Tangkuban Perahu Mountain



Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in the form of a dog, his name is Tumang, a mother which was called Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and warned because he hunted no deer. Then he thought of shooting his own dog. Then he took the dog's liver and carried it home. Soon, Dayang Sumbi found out that it was not deer liver but Tumang's, his own dog. So, she was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scarred and then cast away from their home.

Year go by, Sangkuriang had traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the Woman looked at the wound in Sangkuriang's head. It matched her son's wound who had left several years earlier. Soon she realized that she fell in love with her own son. She couldn't marry him but how to say it.

Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With dawn just a moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the

eastern horizon with flashes of light. It made the cock crowed for a new day. Snagkuriang failed to marry her. She was very angry and kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung.

A. Answer the following questions. (Quizwhizzer)

1. From these Narrative stories, which one IS NOT a legend?

- a. Rapunzel
- b. Baturaden
- c. Tangkuban Perahu
- d. Purbasari & Purbararang
- e. Batu Menangis

2.



What is the picture about?

- a. It is a romantic story
 - b. It is a legend story
 - c. It is myth story
 - d. It is a fairytale story
 - e. It is a fable story
3. What is the social function of the narrative text?
- a. To tell stories for future events and share to the readers
 - b. To tell stories or past events and inform the readers
 - c. To tell stories or present events and inform the readers
 - d. To tell stories or past events and entertain the readers
 - e. To tell stories or present events and entertain the readers

4. What is a LEGEND text?
 - a. A real-life story to entertain readers or listeners
 - b. A story from the past which cannot be proven but many people believe
 - c. A story which tells about animals and their life in order to give a lesson
 - d. A story tells about past experience in order to inform people
 - e. An imaginative story to entertain people
5. What is the orientation of narrative text?
 - a. The social function of the text.
 - b. The title of the text which represents the whole text.
 - c. The middle paragraph of the story which is the core of the text
 - d. The end of paragraph which contains of moral value
 - e. The opening paragraph where the characters of the story are introduced
6. “Six of them go to Taberu and ask for her hand in marriage.” The underlined phrase can be replaced by...
 - a. Propose
 - b. Accompany
 - c. Promise
 - d. Admit
 - e. Intend
7. The generic structure of narrative text are...
 - a. Orientation, coda, complication, introduction
 - b. Complication, reorientation, orientation, resolution
 - c. Introduction, resolution, complication, reorientation
 - d. Orientation, complication, resolution, reorientation
 - e. Reorientation, complication, introduction, resolution

8. After Bawang Putih's father died, she lived with...
- a. Her grandmother
 - b. Her stepmother and sister
 - c. Her stepfather
 - d. Her daughter
 - e. Her mother
9. Where Bawang Putih washed her stepmother's cloth?
- a. In the lake
 - b. In the sea
 - c. In the river
 - d. In the village
 - e. In the zoo
10. What an old woman give to Bawang Putih?
- a. A cloth
 - b. A cucumber
 - c. A jewel
 - d. A gold
 - e. **A pumpkin**

Lampiran Materi






1. Materi PPT 1

<p>I. TUJUAN PEMBELAJARAN:</p> <p>Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:</p> <p>3.7.1. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> 	<p>I. TUJUAN PEMBELAJARAN:</p> <p>Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:</p> <p>4.7.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, tulis, sangat pendek dan sederhana, terkait fairy tales</p> 
<p>Pengertian Narrative text</p> <p>Narrative text is imaginative story to entertain people (Narrative text cerita imajinatif yang bertujuan menghibur orang)</p> 	<p>Tujuan Narrative text</p> <p>The Purpose of Narrative Text is to amuse or to entertain the reader with a story. Narrative text bertujuan untuk menghibur pembaca tentang suatu kisah atau cerita.</p> 
<p>Jenis Narrative text</p> <p>Narrative text bisa berupa teks imajiner, faktual, atau kombinasi keduanya.</p> <p>Berikut ini jenis-jenis narrative text:</p> <p><i>fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.</i></p> 	<p>Generic Structure Narrative text</p> <ol style="list-style-type: none"> 1. Orientation (Pendahuluan) di mana karakter, setting, dan waktu cerita ditetapkan. Biasanya menjawab pertanyaan siapa? kapan? dimana? Misalnya: Once upon a time, there was a wolf lived in the forest. 2. Complication or problem Mencantumkan awal masalah yang menyebabkan krisis (klimaks). Complication biasanya melibatkan karakter utama. 3. Resolution Akhir dari cerita yang berupa solusi dari masalah. Perlu adanya resolusi dari masalah. Masalah dapat diselesaikan dapat menjadi lebih baik atau malah lebih buruk, bahagia atau sedih. Kadang-kadang ada beberapa komplikasi yang harus dipecahkan. Hal ini menambah dan mempertahankan minat dan ketegangan bagi pembaca nya. 4. Reorientation/Coda merupakan pernyataan penutup cerita dan bersifat opsional. Bisa berisi tentang pelajaran moral, saran atau pengajaran dari penulis. 
<p>Berikut ini adalah unsur kebahasaan dari Narrative Text/ The Characteristics / Language Feature of Narrative Text :</p> <ul style="list-style-type: none"> ➤ Past tense: (Killed, drunk, went, won, sent, etc)/terbunuh, mabuk, pergi, menang, mengirim, dll). ➤ Keterangan waktu (Adverb of time): (Once upon a time, today, one day, will, yesterday, later, etc) (Pada suatu waktu, hari ini, suatu hari, akan, kemaren, nanti, dll). ➤ Konjungsi waktu (Time conjunction): (When, then, suddenly, before, after, until, a soon as, etc) (ketika, kemudian, tiba-tiba, sebelum, sesudah, sampai, segera, dll). ➤ Karakter spesifik (Specific character): penggunaan karakter cerita yang spesifik, bukan umum. (Cinderella, Alibaba, Putri Gajus, Tangled, Ariel, dll) ➤ Kata kerja aksi (Action verbs): kata kerja yang menunjukkan suatu tindakan: (Killed, walked, wrote, stayed, dug, etc) (terbunuh, berjalan, menulis, tinggal, digali, dll) ➤ Membacakan pidato langsung untuk membuat ceritanya seakan lebih hidup (Direct speech). (Princess said, "My name is Princess") (Princess berkata, "Namaku Princess"). Pidato langsung memakai present tense. ➤ Saying and thinking verb: Kata kerja yang menunjukkan ujaran atau pelaporan. (Said, told, thought, etc) (berkata, bercerita, berpikir, dll). 	

2. Materi PPT 2



Classroom Rules

 <p>Come to class on time.</p>	 <p>Be ready to learn.</p>
 <p>No use of cellphones allowed</p>	 <p>Listen and follow directions.</p>
 <p>Be respectful to others.</p>	 <p>No food & drink</p>
	 <p>Raise your hand to speak.</p>



Narrative TEXT

Presented by Ms. Pipit Indah A



What is, NARRATIVE TEXT ?



Narrative text is an imaginative story to entertain people.



TYPE OF NARRATIVE

Search 



Fairy Tales
Dongeng



Folktale
Cerita Rakyat

Fabel

Cerita Binatang



Legend
Legenda



Timun Mas and Green Giant



 **FAIRY TALES**

SUBSCRIBE





EXAMPLE OF LOCAL FOLKTALES

- | | |
|--|---|
| <input type="checkbox"/> Sangkuriang _____ | <input type="checkbox"/> The Origin of Batur Lake _____ |
| <input type="checkbox"/> Si Kabayan _____ | <input type="checkbox"/> Lake Toba & Samosir Island _____ |
| <input type="checkbox"/> Purbasari & Purbararang _____ | <input type="checkbox"/> Malin Kundang _____ |
| <input type="checkbox"/> Jaka Tarub & Nawangwulam _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Roro Jonggrang & Bandungbondowoso _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Ande-Ande Lumut & Kleting Kuning _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Bawang Putih & Bawang Merah _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Asal Mula Huruf Jawa (Aji Saka) _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> The Origin of Banyuwangi _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> The Origin of Surabaya _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> The Origin/Legend of Baturaden _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> The Origin of Merap Mountain _____ | <input type="checkbox"/> _____ |

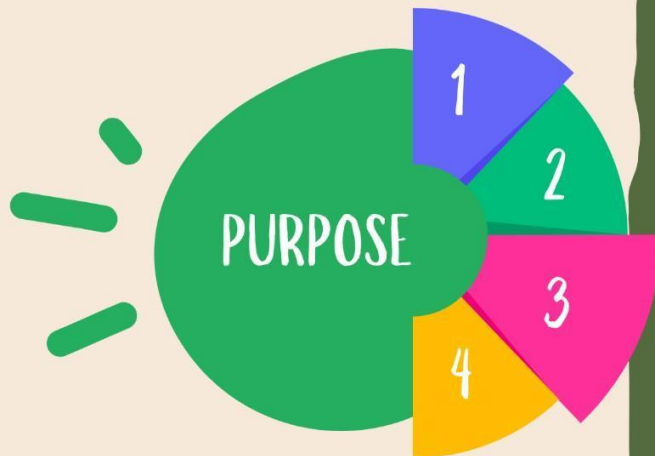
PURPOSE

Click Here!

TUJUAN TEKS NARATIVE

- ✦ Why is the text **written**?
- ✦ The text is **written for**...
- ✦ What is the **purpose**...
- ✦ What is the **social function**...
- ✦ What is the writer's **intention**...





To amuse

To entertain

To teach us to have
good character

To make us learn
something from the story

LANGUAGE FEATURES

DIRECT SPEECH

- "Why are you crying my friend?"
- "Oh god! Let me come out"
- ".....!"

TIME CONJUNCTION

- Then
- When

ACTION VERBS

- Killed, cried, saw



ADVERB OF TIME

- Once upon a time
- One day
- Long time ago

PAST TENSE

- He lived in the jungle
- She saw a big house
- Aji Saka went to the kingdom

SPECIFIC CHARACTERS

- Jaka Tarub, Aji Saka, Timun Mas

Simple Past

When to USE

- (finished) actions/events in the past
Example: I flew to Italy last summer.
- actions/events that happened regularly in the past
Example: I always went to school by bus.

* (hand-drawn star)

Last year/month..

in 2008..

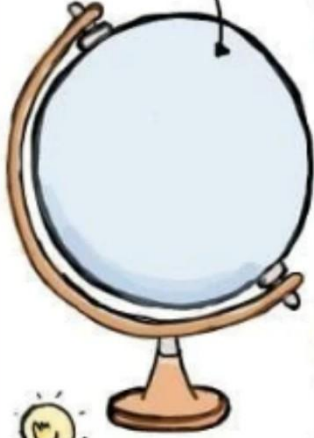
two weeks ago

Last summer

Signal words


your examples

How to FORM:



+ Subject + 2nd form of the verb

We went to Paris last year.
My family and I visited many sights and stayed in a nice B&B.



- didn't (did not) + a finite form of the verb

The French didn't speak English very much.
So sometimes we didn't understand them.

? Question words

When/where/why **did** you go?

? Yes/No


Did he leave?

to be < I / he / she / it was
you / we / you / they were

to stop → stopped
to cry → cried
to arrive → arrived


Short answers





✓ Yes, he did.
✗ No, he didn't.



GENERIC STRUCTURE

of Narrative Text



ORIENTATION	COMPLICATION	RESOLUTION	RE ORIENTATION
Introduction to the character, place, time	Masalah	Solusi Masalah	The ending of the story
			

EXAMPLE OF NARRATIVE : TOBA LAKE

Once a fisherman named **Batara Guru Sahala** lived in Batakland. One day, he **caught** a fish. To his surprise, he found that the fish could talk! It begged Sahala to set it free. Sahala did accordingly.

As soon as the fish was free, it changed into a woman. She was so **beautiful** that the fisherman fell in love with her at once. He asked her to marry him. The woman **agreed** to marry Sahala. **However**, she told him that he must never let out the secret that she was once a fish. Sahala **promised** her that he would not tell anyone about it.

They were happily married, and had two daughters. Every morning, Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the girls ate it. When Sahala learnt what they had done with his meal, he got very **angry**. He shouted at them, saying, "You behaved exactly like the daughters of a fish."

The girls **did not** understand what their father meant. They went home and asked their mother about it. When they told her what he has said, she was very **annoyed**. **Although** Sahala apologized to her. Later, she would not forgive him for breaking his promise.

Then, the earth **began** to tremble, and volcanoes started to erupt. The earth cracked to form a big hole. People said that this hole became Lake Toba.



EXAMPLE OF NARRATIVE : TOBA LAKE

Once a fisherman named **Batara Guru Sahala** lived in Batakland. One day, he **caught** a fish. To his surprise, he found that the fish could talk! It begged Sahala to set it free. Sahala did accordingly.

As soon as the fish was free, it changed into a woman. She was so **beautiful** that the fisherman fell in love with her at once. He asked her to marry him. The woman **agreed** to marry Sahala. **However**, she told him that he must never let out the secret that she was once a fish. Sahala **promised** her that he would not tell anyone about it.

They were happily married, and had two daughters. Every morning, Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the girls ate it. When Sahala learnt what they had done with his meal, he got very **angry**. He shouted at them, saying, "You behaved exactly like the daughters of a fish."

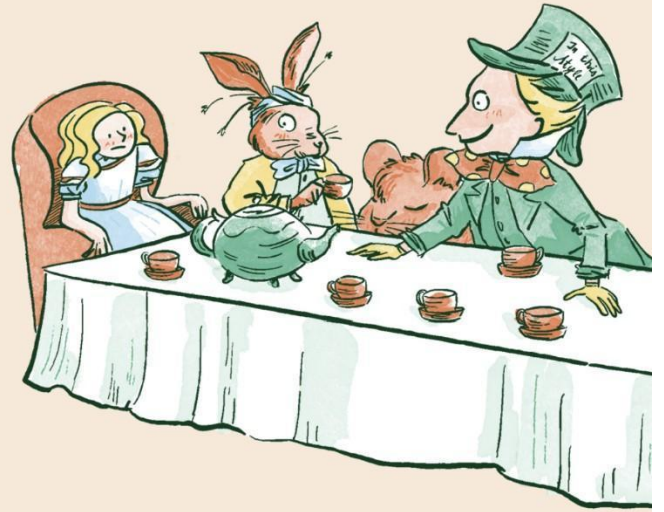
The girls **did not** understand what their father meant. They went home and asked their mother about it. When they told her what he has said, she was very **annoyed**. **Although** Sahala apologized to her. Later, she would not forgive him for breaking his promise.

Then, the earth **began** to tremble, and volcanoes started to erupt. The earth cracked to form a big hole. People said that this hole became Lake Toba.



* YOUR TURN! *

Time to work in groups of four to make a Poster of a narrative text with your own creativity on Canva. Please take notes of the generic structures and highlight the specific language features.



lllll

* STORY EXAMPLES HUNT ACTIVITY

1

Search for books or movies in the classroom or school library that exemplify each of the story structures we have studied today.

2

Afterward, each group will share their findings and write it on their Canva project how they align with different story structures.



*

RESOURCE PAGE

Use these icons and illustrations in your Canva Presentation. Use the code below to search for more images in the Elements tab. Happy designing! Don't forget to delete this page before presenting.

set:nAFrFC9gXWM



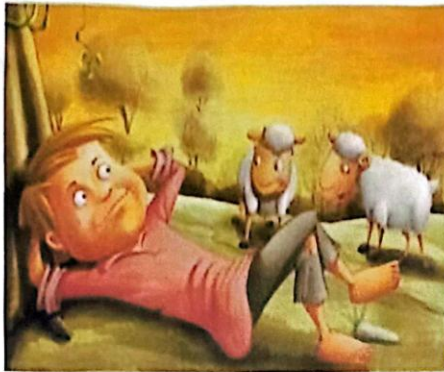
3. Lampiran Hasil LKPD Siswa Kelas XI IPS 1

A. Project Siswa

1. "The Boy Who Cried Wolf Story"

"The Boy Who Cried Wolf Story"

Adira Khaula Nisa
Amallya Setya A
Gita Kusumawardani
Zahra Kamila

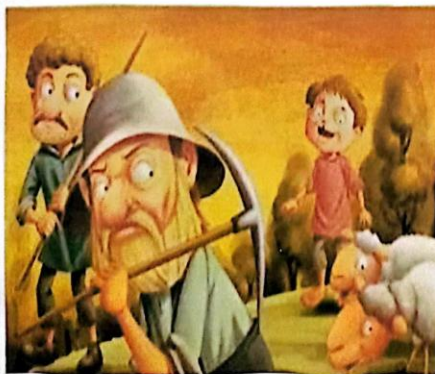


① one day there was a boy who was tending his sheep behind a hill. At this moment, he felt very bored. there was an ignorant idea in his head.

② He went to the field then he shouted "HELP... HELP... THERE IS A WOLF HERE. HE EATS ALL MY SHEEP"



③ The farmers ran to the boy carrying pitchforks. "where is the wolf?"



2. "Little Red Riding Hood"

Little Red Riding Hood



One day, there lived a beautiful princess wearing a red riding hood who lived with her mother. That morning, her mother told the princess to give food to her grandmother.

While on her way, the princess met a witch disguised as a wolf. Then the princess asked the wolf where her grandmother's house was, and the wolf told her grandmother's house.



After being told by the wolf, the princess then went to her grandmother's house. When she got there, she knocked on the door, but there was no answer, so she went straight into the house. She went to her grandmother's room. She tried to wake her grandmother but there was no answer. When she patted her shoulder, she woke up. The grandmother turned out to have changed into a wolf. The wolf wanted to eat the princess, but the princess avoided her and ran out of the house.

When I ran out of the house, a hunter appeared who wanted to help the princess and killed the wolf, and the wolf died.





A few days later, after that incident, the princess' friend came to visit her. The princess told her about the incident she experienced a few days ago.

After that, his friend came home. A moment later, he heard a knock on the door, and the princess opened the door. When she opened the door, a grandmother came, selling apples. Because she felt sorry for the princess, she bought an apple from the grandmother.



After his grandmother left, he ate the apple. After eating the apple, he felt dizzy and fainted. It turned out he was poisoned by the apple he bought from the apple seller's grandmother. It turned out that the apple seller was a witch disguised as an apple seller. The witch had previously disguised herself as a wolf and became the princess's grandmother. The witch tried to kill the prince.



And in the end, the princess was able to fall asleep for four years because the dwarf was confused about how to wake up the daughter of the dwarves and asked for help from the prince of the overseas country. Mr. Having the strength to come, the prince came and kissed the princess, and the princess woke up, and they loved each other and lived happily.



3. Princess and The Pea Story”

The Princess and The Pea Story



Once upon a time there was a prince who wished to marry a princess, but she would have to be a real princess.

He travelled around the world to get one, but nowhere could he get exactly what he wished. There were beautiful princesses enough, but it was difficult to find out whether or not they were real ones.

There was always something about them which was not as it should be. So he came home again and was unhappy, for he would have loved very much to get a real princess.



Nama Anggota:

Arfan wildan (5)

Cornelius Carlo (7)

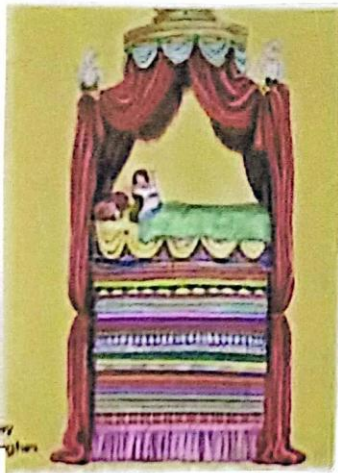
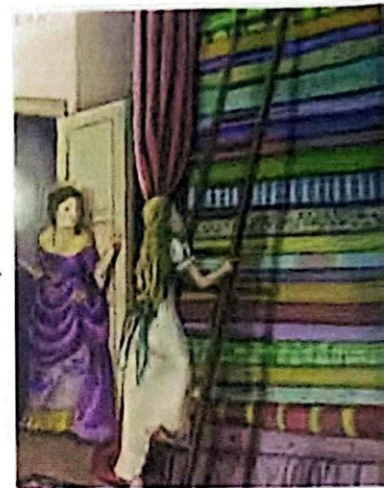
Muhammad Khoisar (19)

Nauval F (21)

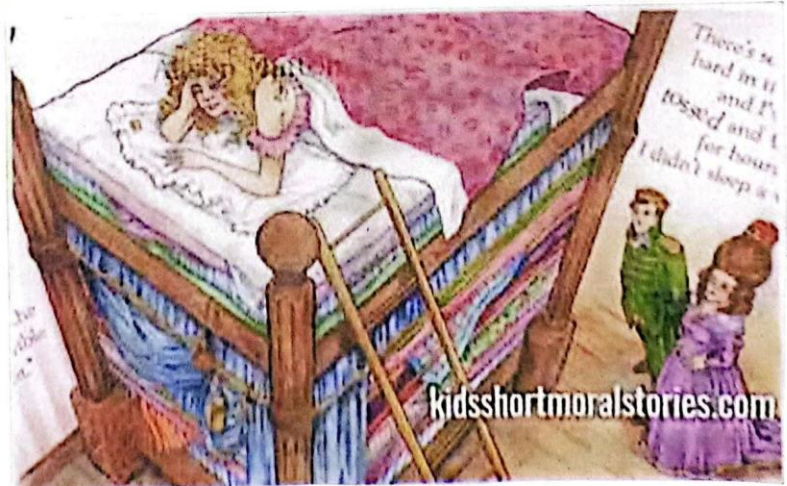


One evening a dreadful storm came on: there was thunder and lightning and the rain poured down in torrents. There was a knock on the door and saw a princess standing in front of the door.

Then she took twenty mattresses and laid all of them on the floor and then twenty eider down beds on top of the mattresses.



The princess didn't sleep all night, she sleep on a mattress that was so hard that her body hurt.



So the royal prince took her for his wife.

4. Tortoise and The Hare”

Hare and Tortoise ~ Story ~



"My dear friend! you are so proud of your speed. Let's have a race to see who is faster!" the tortoise said.

One day, a hare saw a tortoise walk very slowly. The hare laughed at the tortoise and said "You are such a slowcoach!"



RACE START!



The hare ran very fast and very far.
"The tortoise will take a very long time to come near me." the hare thought.



The hare started feeling bored. In the meantime, he began to drink some water.



"The tortoise must still be far behind, I'm going to sleep," the hare said. After that, he went to sleep. The birds on the tree were confused with the hare's behavior.
"Why is he fall asleep while racing? He's very arrogant!"

I WIN
FINALLY I
CAN BEAT THE HARE
IN A RACE!



The tortoise slowly but steadily passed the hare. the hare suddenly woke up and saw the tortoise Just crossing the finishing line.



The hare started running very fast. But it was too late. The tortoise already won the race the hare was extremely disappointed to find his competitor already there as a winner.



"I shouldn't have slept earlier." the hare said.

TEAM:
Alfitriah Cinta N. (03)
Miranti Nilam S. (19)
Nikesha Kalya W. (22)
Revaghiary Novani S. (27)

5. Magic Cooking Pot"

The Magic Cooking Pot



Once upon a time there lived a child and her mother in the village. At that time they were having financial difficulties, so the children were starving, there was no food in their house. After that she went out of the house and met an old woman.

The old woman asked the child why she was crying. The child answered that the child was hungry. Then the old woman gave him a pot and told him that cooking using the pot uses a spell.



"Moon, I went to the forest to find food yeah"

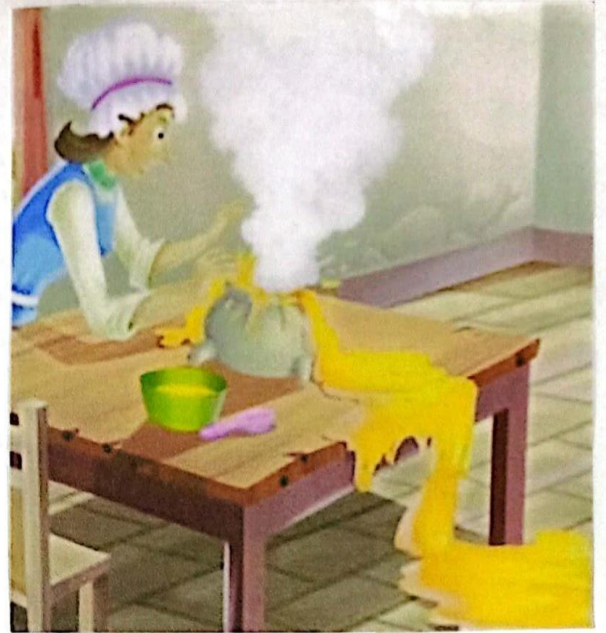
"Be Careful, my daughter. Don't go home to late"



"Cook this pot with a spell, otherwise there will be danger coming"

"What is the spell?"

"Stop, little pot, stop!"



The mother and little girl wanted to try cooking porridge using a magic pot given by the old woman. But the little girl didn't pronounce the spell correctly. So the porridge in the magic pot overflowed and made more and more porridge come out.



The porridge was getting more and more abundant, as a result there was a flood of porridge in their village. Then someone came who wanted to help the child and mother to stop the increasing amount of porridge. But a resident who wanted to help did not read the spell correctly. Then the mother told her child to say the right spell, and finally the flood of porridge stopped.

6. "Three Little Pigs"

Members of the group :

- Ending Wina A. (10)
- Risma Nanda P. (28)
- Vika Nur Eka S. (34)
- Yasinta Nur A. (85)

THREE LITTLE PIGS



Once upon a time there were three little pigs, one of the pigs had a house made of straw

Then a wolf came and disturbed him by blowing up the thatched house



Then the pig met his brother at his house

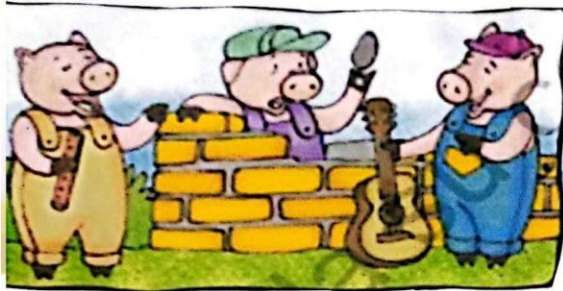


However, the wolf did not give up and blew up his brother's house



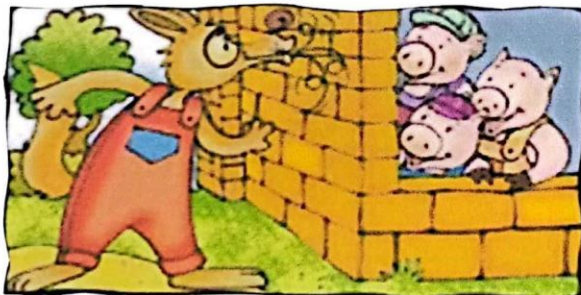
After his brother's house collapsed due to the wolves' actions, the two of them walked around singing





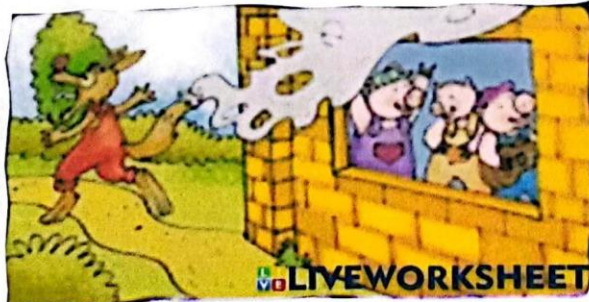
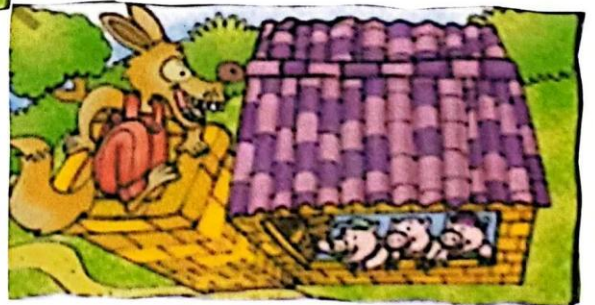
Then the yellow pig and blue pig met the purple pig who was building a house.

Yellow pigs and blue pigs help purple pigs to make houses out of bricks.



After the house was completed, the three little pigs lived in a purple pig house made of coal the evil wolf came to the purple pig's house and tried to blow it away, but failed.

because the wolf didn't give up, the wolf entered the house through the chimney



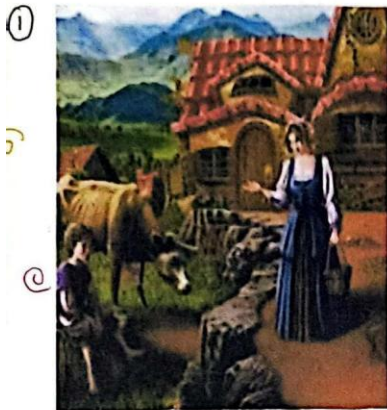
The experiment failed. The wolf's tail caught fire and left the house. The three little pigs lived happily and safely.

7. "Jack and The Beanstalk"

JACK AND THE BEANSTALK

Member of group :

1. Kezia Caroline W / 15
2. Nadia Salsa Meiliana / 20
3. Pelangi Hazna I / 25
4. Syiea Nadiah Huwaida / 31



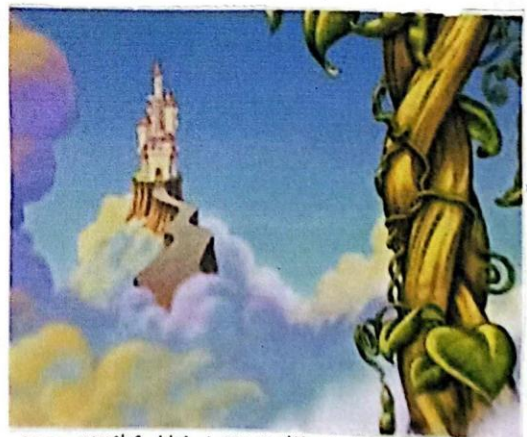
One day, Jack's mother told him to sell their only cow.



On the way, Jack suddenly met an old man who offered him magic beans. "If you plant it, overnight this nut will grow into a giant tree that will scratch the sky," said the grandfather.

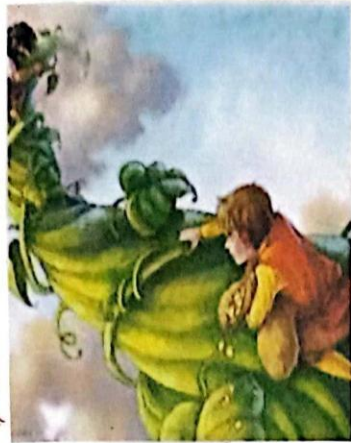


He saw that a big nut tree had grown out of his magic bean! He climbed a nut tree and reached a kingdom in the sky.



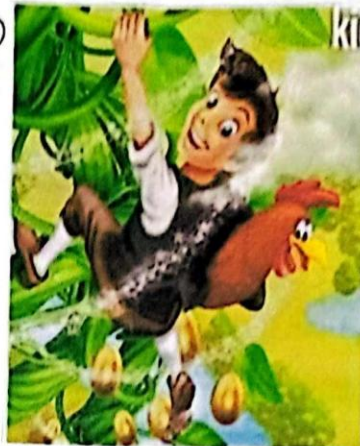
Jack climbs the bean stalk and reaches a kingdom in the sky. There lived a giant and his wife. Jack entered the house and found the giant's wife in the kitchen. Jack said, "Can you give me something to eat? I'm very hungry!" The kind wife gave him bread and milk.

5



The giant came home while Jack was eating. Then Jack hid. In the evening Jack crawled out of his hiding place, grabbed a sack of gold coins and climbed down the beanstalk.

6



He climbed up the nut tree and went to the giant mansion again. When the giant fell asleep, Jack picked up the chicken and got off the nut tree.

7



After successfully entering the giant's residence, Jack immediately hid so as not to be discovered. A magic harp plays a song for the giant so that the giant falls asleep. Jack immediately came out of hiding to get the harp. It turned out that the magic harp shouted and immediately woke up the giant.

8



The giant wakes up and sees Jack with a harp. Jack ran into his house and picked up an axe. He cut a nut tree. The giant fell and died.

8. "Keep Running, Gingerbread Man"



Pict 1 = Once upon a time there was a little old lady along with a little old man who lived in a little cottage. One day, the little old woman decided to make a gingerbread man. The little old man got the oven ready and the little old lady began baking.

Pict 2: The little old lady cautiously placed her gingerbread man in the oven to bake. Shortly there was a sound coming from the oven! It was the gingerbread man. He ran out of the oven and directly out of the front door.

Pict 3: "Stop Gingerbread man!" cried the little old man and the little old woman. But the gingerbread man wouldn't stop.

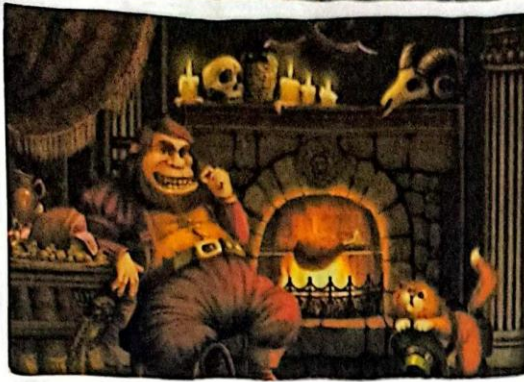
Pict 4: Eventually he came to a cow's field. "You look tasty," said the cow.

Pict 5: Next the gingerbread man reached the horse stable. "You look so delicious," said the horse.

Pict 6: "I can help you," said the fox, "you can hold onto my tail while I swim across." and that is exactly what the gingerbread man did. "I'm so happy I met you!" said the gingerbread man.

Pict 7: Gingerbread man jumped on the fox's nose, but the fox betrayed him and ate him in one big bite.

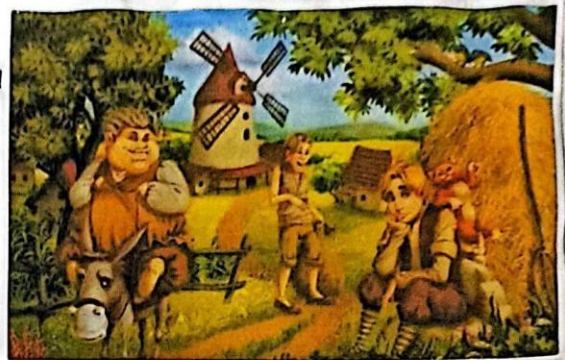
9. "Puss in The Boots"



Once upon a time, there lived a rich merchant and his three sons. The rich merchant was sick.

Before He died, he wanted to leave something to his children. The first son got a rice mill, the second son got a donkey, and the third son got a cat.

Ofcourse the first son and second son will get a lot of money from their father's inheritance. The third son was discouraged.



The cat immediately closed the sack and carried it on his shoulders to give it to the King. "King, I brought a gift for you." "This gift is from the Marquis de Carabas," said the cat respectfully.

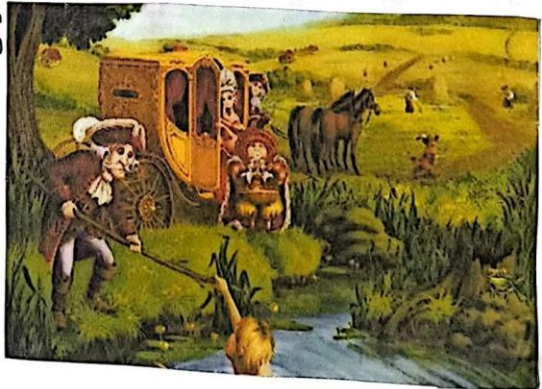
The king was happy. When opening the sack, he found a rabbit in it. What a coincidence. The king hasn't eaten yet.

The king then ordered his servant to cook the rabbit. Since then, every day, the cat brings gifts to the King.



One morning, the cat saw the king leaving with his daughter in a horse-drawn carriage. Knowing this, the cat asked his master to immediately go to the lake and jump into the water. The cat gives a message if it hears the sound of a horse-drawn carriage to pretend that it can't swim.

Not long after the horse-drawn carriage arrived, the cat pretended to ask the King for help, to help his master who was pretending to be drowning. The King ordered the soldiers to help the Cat's master.





Because he felt sorry, the King invited the young man to go with him to the palace. Meanwhile, the King's daughter has fallen in love with the handsome young man who owns a cat. Not long afterward, he married the King's daughter. He also lives happily with his beloved smart cat.

(Part 1)

In a fairy tale, it is said that there was a clever cat who was given or wore shoes, the cat was orange and its food was mice. The cat is very smart.



(Part 2)

the cat is very smart and skilled at catching mice. everyday the cat catches mice non-stop, because mice are the only food he likes.



Nama Anggota :

1. Eka Insiya Juliana (09)
2. Ignarius Raditya (13)
3. Nur Aini Khazamah (24)
4. Syeifa Mafira F (30)

XI IPS 1