THE USE OF WEBLOG TO IMPROVE STUDENTS' ABILITY IN READING NARRATIVE TEXT

(A Pre-Experimental Research at the Tenth Grade Students of SMA Muhammadiyah Limbung)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in partial Fulfillment of the Requirement for the Degree of Education in English Department

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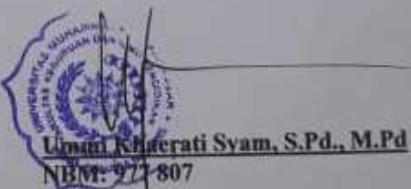
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MOTTO

DON'T LET ANYONE RUSH YOU WITH THEIR TIME LIFE BECAUSE AS EINSTEIN SAID

"NOT EVERYTHING THAT COUNTS CAN BE COUNTED AND NOT EVERYTHING THAT'S COUNTED TRULY COUNTS."

I dedicated this thesis to

My beloved parents, my families and all of my friends.

ABSTRACT

Ita Adryani syam. The Use of Weblog to Improve Students' Ability in Reading Narrative Text *(A Pre-Experimental Research at the Tenth Grade Students of SMA Muhammadiyah Limbung)***.** Faculty of Teachers Training and Education, Muhammadiyah University of Makassar (supervised by Nurdevi Bte. Abdul and Saiful).

This research aimed finding the improvement of the students' ability in reading narrative text by using weblog that focused on generic structure in terms of identify orientation, complication, and resolution. The writer applied pre-experimental method with one group pre-test - post-test design, and collected the data based on the test. The sample of the research was clas X MIA 2 of SMA Muhammadiyah Limbung which consisted of 29 students. The sample was taken by using purposive sampling technique.

The research findings showed that the tenth grade students of SMA Muhammadiyah Limbung had poor score in pre-test. After treatment, their reading ability in narrative text increase significantly. The result of the research were the mean score of reading narrative text in term of identify orientation obtained by the students through pre-test was 66 and post–test was 80 with the t-test value orientation is greater than t-table (11.4>2.04). Mean score of reading narrative text in term of identify complication obtained by the students through pre-test was 66 and post–test was 79 with the t-test value complication is greater than t-table (9.9>2.04). Mean score of reading narrative text in term of identify resolution obtained by the students through pre-test was 70 and post–test was 79 with the t-test value resolution is greater than t-table (3.8>2.04). Reading narrative text in term of identify orientation improved 21.2%, complication improved 19.7%, and resolution improved 12.9%. The result of calculating t-test of the indicators in the students' t–test reading ability in reading narrative text (orientation, complication and orientation) was greater than t-table 25.1>2.04. It was concluded that the use of Weblog improve students' ability in reading narrative text exactly in terms of identifying orientation, complication, and resolution.

Keywords: Reading, Narrative Text, Weblog

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November 2018, Makassar

The Researcher

Ita Adryani Syam

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CHAPTER I

INTRODUCTION

This chapter described the background of the research, problem statement, objective of the study, significance of the study, and scope of the study.

A. Background

English as a foreign language in Indonesia played an important role in many aspects of life like education, economy, international relationship, technology, etc. Consequently, the teaching of English become an International enterprise. The widespread need for English as second or foreign language needs a considerable pressure on the educational resources of many countries. Related to the problems in teaching English, Indonesia introduces English since in elementary school as a local content, to give English to children as early as possible in order to prepare them in covering the globalization era. English becomes a compulsory subject in Junior High School, Senior High School and University (Mulyasa in Parmin, 2014).

There were four skills in English language, such as listening, speaking, reading and writing. The students were expected to have ability in those language skills, which reveal receptive and productive language use. Teaching English is not easy, English teachers should not only master the language, but they should also be able to make their students learn. English has now become a priority in Indonesia (Murcia et al in Parmin, 2014).

In Umiyati (2011) who has been stated that reading is clearly one of the most important skills in learning English, it can be seen that many instances around the world argue that reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject, but may never actually have to speak the language.

One of kinds of reading is narrative text. Narrative text is a text which contains about story fantasy, fairy tale, or a true story that has been exaggerated readers'opinion (Utami, 2016).

Godwin in Montalvo (2013) states that a blog was an example of asynchronous Internet tools. It means that the user can post and be heard not at the same time. Most blogs are personal or journalistic in nature and, as such, allow students express their own opinions with a freedom that cannot be experienced in synchronous tools such as real-time discussion forums, for example. So, the writer hopes that the using Weblog can give positive effects to improve students' ability in reading narrative text.

Based on the writer's observation at the Tenth Grade Students of SMA MUHAMMADIYAH LIMBUNG, the writer found the problem in teaching reading especially in narrative text. It means that the achievement of the students in reading narrative text is still low and its need the improvement. The students were difficulties to find out the orientation, complication and resolution of the text that they have read.

This condition become the reason of the writer to choose appropriate teaching technique that can cover the problem and the teachers were demanded to create some strategies or activities which can explore the students' ability in reading narrative text through the use of Weblog.

The writer thinks that the use of Weblog was an effective method to improve reading comprehension of students that forces them to interact critically with the text. The purpose of this method was to provide students' motivation to be active in reading activity. It meant that in a teaching-learning process, students were motivated to improve their ideas or opinion through asking some questions and answering to find out the orientation, complication and resolution of the text and they can share with the other friends.

Based on the reasons above, the writer wanted to conduct an experimental research in reading comprehension with the title: *The Use of Weblog to Improve Students' Ability in Reading Narrative Text at SMA MUHAMMADIYAH LIMBUNG.*

B. Problem Statement

Based on the background above, this study focused on the use of weblog to improve students' in reading ability, especially in narrative text:

1. Does the use of weblog improve students' reading ability in terms of identify orientation of narrative text?

2. Does the use of weblog improve students' reading ability in terms of identify complication of narrative text?

3. Does the use of weblog improve students' reading ability in terms of identify resolution of narrative text?

C. Objective of the Study

Referring to the background and the problems, the aims of the study were to know that:

1. To know the use of weblog to improve students' reading ability in terms of identify orientation of narrative text.

2. To know the use of weblog to improve students' reading ability in terms of identify complication of narrative text.

3. To know the use of weblog to improve students' reading ability in terms of identify resolution of narrative text.

D. Significance of the Study

This research were expected to give a contribution to the teaching and learning of English for Practical benefits:

1. For students

    The use of *weblog,* students was expected to be able to learn more varied, interesting, and provide additional time for students to learn because it can be used and study outside of school hours. Give the subject matter more meaningful to students so that is expected to improve the quality of education itself.

2. For Teachers

    It allows teachers to implement learning and could achieve a higher quality of learning process interesting, because it can stimulate students to learn independently and interactively.

3. For schools

    The results of this study was expected to contribute positively as a learning resource for students.

E. Scope of the Study

The scope of the research limit was to know the improvement students' ability in reading narrative text through the use of Weblog at tenth grade of students SMA MUHAMMADIYAH LIMBUNG that the researcher focused on orientation, complication, and resolution of the narrative text.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter described the previous of related research, concept of weblog, the concept of reading comprehension, and conceptual framework.

A. Previous of Related Research

There were some previous of related literature about this research:

1. Montalvo (2013) in her researched *"Improving Reading Comprehension and Self-directed Learning through the Use of Explicit Reading Strategies and Personal Blogs on High School Students"*. She found that the use of technology and the teaching of phased explicit reading strategies, such as types of texts, finding the main idea, and summarizing, improved students' reading comprehension.

2. VanEpps (2012) this research showed that blogging can used to support reading comprehension, these findings call for teachers to evolve their instructional practices and make sure they utilized the rapidly changing technologies that available to their students on a daily basis. By incorporating these technologies, students will be able to participate in authentic experiences that build motivation and support their learning.

3. DeLallo (2011) in her research *"The Effect of Classroom Blogging on Reading Comprehension and Interpersonal Contacts among Fifth Students"*. She found that the use of CSR to structure students' blog posts

when discussing a novel positively impacts and improve s students' reading comprehension.

4. Hsu & Wang (2010) in their research showed that using blogs correlated positively with higher retention rate. The article also describes challenges encountered in this project, and suggests integration strategies for college reading instruction.

5. Namwar & Rastgoo (2008) In their journal entitled "Weblog as a Learning Tool In Higher Education" states that using weblog help users to develop literacy skills, critical thinking skills, knowledge construction ability, cooperative learning, academic development and etc.

Based on researches above, it made the writer to compose a research by formula title *"The Use of Weblog to Improve Students' ability in Reading Narrative Text at SMA MUHAMMADIYAH LIMBUNG"*. This researched was different with previous researches above because in this researched focused on orientation, complication, and resolution of narrative text through the use of Weblog.

B. The Concept of Weblog (Blog)

1. Definition of Weblog (Blog)

A blog is a website that works in the same way as a diary, with the exception that the others users who visit it can give their opinions on what the blog owner writes, who may accompany his/her comments with photos, links and videos (Rubio, et al in Al-Sagaby and Allamankhrah, 2014). A blog can

also be defined as a web page that includes entries (blog posts) arranged in an ascending chronological order. It operates through a content management system controlled by the blog manager and contains a mechanism whereby older entries are archived (Sharqawi and El-Razzeq in Al –Sagaby and Allamankhrah, 2014).

A blog is more like of an online newspaper with the exception that materials published on blogs are arranged in an ascending chronological order and configured in a way to show the most recent information firstly (Al-Badri in Al-Sagaby and Allamankhrah, 2014). A blog may also refer to a website of a person who writes a mixture of things in the form of calendar that contains events, biographies and opinions on a web page within which stories, personal experiences, discussions and debates are published with photos and audio records usually attached thereto (Al-Zaran in Al-Sagaby and Allamankhrah, 2014).

De Izquierdo and Reyes, (2009) blogs were used as open source and easy to handle web tools. Even people with little technical background can take part in the creation, managing and maintenance of a blog. Blogs allow teachers and students to upload content pertinent to their courses on the web and reach out to people providing opportunities to promote student-teacher, student-student, and students-others interactions. Another reason for using weblog (blogs) is that posts are published instantly, without much time investment. Meanwhile according to Grewling in De Izquierdo and Reyes (2009) gives the biggest reason for using blogs in language teaching is the way they are set up

because they invite participation and have the potential to democratize the classroom since each students is given chance to participate equally. He also brings up the fact that issues like-shyness become less relevant in a blog than in f2f situations and furthermore, that quieter student's participation increase in online environments.

Blogs can also be accessed practically anytime and anywhere so contributors can post and comment at their own convenience and determine their own pace and level of contribution (Grewling in De Izquierdo and Reyes, 2009). De izquierdo and Reyes (2009) states that blog give students more control over their own learning and when created by students themselves, blogs can also give students the ownership of a personal space, a sense of belonging that is not so easily achieved in f2f environments.

Parazhar in De Izquierdo and Reyes (2009) assures that blogs offer many benefits to our students since they help to enhance the skills of communicating, sharing, analyzing, reflecting, reading, writing, keeping records and promote collaboration among grown-ups.

2. **Components of Blog**

Duffy and Bruns in Al-Sagaby and Allamankhrah (2014) state that an educational blog consists of ten major elements as follows:

a. Blog Title: This title is chosen by the blogger, preferably a short and innovative one.

b. Pages: An additional page other than the basic one that contains blogger's CV or any information he likes which remains visible without archiving.

c. Entries: Topics that are dated and arranged in a reverse order from newest to oldest.

d. Fixed Links: Links to permanents titles which are called bookmarks,

e. Comments: Opinions which blog readers write regarding blog topics and replies given by the blogger.

f. Archive: A record of older entries which allows readers to access older posts easily.

g. RSS: Allows readers to keep abreast of any updating of the blogs without the need to visit it.

h. Search Engine: Blogs offer opportunity to search for a certain topic within their contents.

i. Labels or Tags: Keywords under which entries are places in a row.

j. Trackback: Allows tracking references by other users to the blog's topics in other blogs or websites.

3. **Characteristic of Blog**

According to Yang (2009) suggest that there are some characteristics of blogs that makes them useful tools for language teaching and learning.

a. Blogs can stimulate reading and motivate learning

The use of blogs is a way to provide such motivation for reading in a language other than one's mother tongue, through the interactive nature of

the blog. Rodzvilla in Yang (2009) said that studies have also shown that internet access motivates many students to read extensively. In other words, blogs allow people to exchange information without space and time constraints, to broaden their knowledge, and to meet personal needs and interests at the same time.

b. Community building through blogs

Blogs is like a small learning community (Efimova & Fiedler in Yang, 2009). A global community therefore forms through blogs, for example, a pair of readers was highly motivated to read different types of novels, so they collected any related information and compiled it to share the information with novel lovers.

c. Blogs provide hyperlinks to other resources

There are many ways in which users or teachers can create more learning resources by adding hyperlinks in their blogs. According to Efimova and Fiedler in Yang (2009) explain that the use of hyperlinks makes it possible for new readers to learn the previous course of the discussion more easily and to make the blog more enjoyable with pictures or sounds. For example, teachers can make good use of other sites embedded with audio and visual materials to enhance students' learning motivation. As a result, students gain more knowledge through links to many sites if they choose to follow the hyperlink.

d. Blogs provide a learning space

Blogs do not merely establish scaffolding for beginner, nor do they merely allow students to learn from multiple perspectives or receive support from advanced students. They also create a relatively learner-centered environment that allows students to learn at their own pace (Efimova and Fiedler learning in Yang, 2009). However, if the information that the students are learning is incorrect, then all of the students are being misinformed.

4. **Types of Blogs**

There are several types of blogs which differ from each other in terms of content or the way or presenting information. These types are as follows (Livington in Al-Sagaby and Allamankhrah, 2014):

a. In terms of the media they contain: A blog comprising videos is called vlog, one comprising links is called linklog, and one comprising photos is called photolog.

b. In terms of method: Types of blogs can be identified via the method through which they are written. A blogs written via mobile is called mblog.

c. Business blog such as those used to promote a trademark or a certain commodity and non-profit blogs such as blogs created by government organizations and institutions.

d. In terms of the topic it takcles: A blog dealing with education is called edublog and one dealing with the blogger himself is called personal blog.

As far as language learning is concerned. Campbell (2003) divides blogs into three main categories as follows:

1) Instructor blog is run by a teacher of a class and serves the objectives of language learning such as :

    a) Giving daily passages assignments to practice reading and linking the passages source with other websites for further reading or explaining the meanings of some words. This is turn encourages students to discover more language-related websites.

    b) Reminding students of homework and topics to be discussed in the future. Links to websites that present topics relating to discussion can also be provided.

2) Learner blog is run by students themselves either individually or through small collaborative groups. This may be the most suitable type of blogs to practice reading, writing and free expression.

3) Class Blog is the fruit of a collaborative effort of a whole class. It could be used to disseminate ideas about a certain issue. In this type of blogs posting comments is open even for teachers, parents and others.

The research will use class blog that can improve students' reading ability, searching reading text, posting and giving a comment about all of the reading texts in

the blog. English teachers can also use blogs as discussion forum to increase time and opportunities for students to learn the target language.

5. Procedures of Using Blog

According to Chew and Lee (2013) state that there are some steps in using Blog in the class:

a. The students will instruct to post materials in the blogs for their course mates to read for a period of one week. The guidelines for students will also post in both the blog.

> **GUIDELINES FOR MEMBERS**
>
> **You can …**
> …Share Articles, news, comics, stories, poems, jokes & riddles
>
> **You should…**
> … provide a brief description of what you want to share
> … post something at least once a week
> … Read at least half of what has been posted
> … comment on what you have read about the orientation, complication and resolution of the story that have posted.
>
> **You must not…**
> … post material with sensitive content (e.g. about politics or religion)
> … post pictures without text

Figure 2.1 Guidelines for Members

(Chew and Lee, 2013)

b. The students will allow to selects any form of reading material to fulfill the 'freedom of choice'. Evidence that they have read a post will derive from their comments. They will allow to respond very briefly to avoid deter them from reading.

C. The Concept of Reading Comprehension

1. Reading

a. The definition of Reading

Patel (2008) states reading is an active process which consisted of recognition and comprehension skill. Reading is an important activity in live with which one can update his or her knowledge. Reading skill is an important tool for academic success. Reading is most useful and important skill for people.

This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Reading is very important for students to get knowledge. Therefore the learner of English must know reading English.

According to Mikulecky (2008) states reading is the basis of instruction in all aspect of language learning using textbook for language course, writing revising, developing vocabulary, acquiring grammar, editing and using computer assisted language learning programs.

Hermida (2009) states a surface approach to reading is the tacit acceptance of information contained in the text. Students taking a surface approach to reading usually consider this information as isolated and unlinked facts. This leads to superficial retention of material for examinations and does not promote understanding or long-term retention of knowledge and information. In contrast, a deep approach to reading is an approach where the reader uses higher-order cognitive skills such as the ability to analyze, synthesize, solve problems, and thinks meta-cognitively in order to negotiate meanings with the author and to construct new meaning from the text.

Goestina (2016) sates that reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning. Reading Is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers' competence continues to grow through engagement with various types of text and wide reading for various purposes over alife-time".

Based on the definitions above, we can conclude if reading is the important skill in teaching learning. It can be a key to achieve the goal of teaching learning especially in English language learning.

b. The Objective of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Grabe in Haris (2011), he defines the objectives of reading into several points, they are as follows:

1) Reading to search information

2) Reading to skim quickly

3) Reading to learn (from text)

4) Reading to write (or search information needed for writing)

5) Reading to analyze the text

6) Reading for general information

Based on the objectives above, we can understand that reading need a special attention. It was not surprised if reading is one of the important skills in learning foreign language.

c. The Types of Reading

Wood in Goestina (2016) indicated the types of reading are important categories as follows:

1) Skimming

The eyes run quickly over the text to discover what is about the main idea and the gist. The skimming occurs when the reader looks quickly at the contents page of a book or at the chapter heading, subheadings etc. this is sometimes called previewing. When the reader glances quickly through a newspaper to see the main items of the day

are this will often mean just glancing at headlines. What the reader goes through a particular passage such as newspaper article merely to get the gist.

2) Scanning

The reader looks out for a particular item he believes in the text. The scanning can be done to find name date and static or facts in written text. The eyes start quickly at the lines of a written.

3) Pre-Reading

According to Ajideh (2003) says that pre-reading activities have tended to focus exclusively on preparing the reader for likely linguistic difficulties in a text; more recently attention has shifted to cultural or conceptual difficulties. However, pre-reading, activities may not just offer compensation for eleventh language reader's supposed linguistic or socio-cultural inadequacies; they may also remind readers of what they do, in fact, already know and think, that is to activate existing schematic knowledge. Furthermore, he explains the portions to look at in reading the text book chapters are: (1) Read the title, (2) Read the interaction or opening paragraph, (3) Read each bold face heading, (4) Nice any typographical aids, (5) Notice any typographical aids, (6) Any graphs or pictures, and (7) Read the last paragraph or summary.

d. Reading Technique

Technique can be strategies or tactics. There are so many strategies in reading techniques. Brown in Haris (2011) states in his book about strategies for reading comprehension states below:

1) Identify the purpose in reading

2) Use of graphemic rules and patterns to aid in bottom-up decoding

3) Use efficient silent reading techniques for relatively rapid comprehension

4) Skim the text for main ideas

5) Scan the text for specific information

6) Use semantic mapping or clustering

7) Guess when you are certain

8) Analyze vocabulary

9) Distinguish between literal and implied meaning

10) Capitalize on discourse markers to process relationship

e. Kinds of Reading Text

1. Descriptive text

Artono (2008) states that descriptive text is a part or factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words.

2. Narrative text

According to Crystal (2008) "a narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign. Refers to Bal (2009) "a text that not consist solely of narration, in the specific sense. In every narrative text, one point can to passage that concern something other than event such as an opinion about something, for example a disclosure of face, or of a location". In addition, Schmidt and Richard (2002) narrative text are oral account of a real or fictional story and the genre structure underlying stories.

According to Sulistyo (2013) Generic structure of narrative text is divided into five element, they are: 1. Orientation (introduction) It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened. 2. Sequence of Events (complication) This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the Character is prevented to reach his or her wants. It is in the middle of story. 3. Resolution It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem. 4. Re-orientation It tells what the story has

told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution. It can be seen in the following example. 5. Evaluation This part can be joined in orientation part. It contains the narrative begin. Evolution tells about the time and place of the event being storied. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students (readers) find more than one complication and resolution. It can happen when the problem (complication) was still arisen or unsolved in scheme.

By looking the opinion above, the researcher prefer to Schmidt and Richard's opinion, narrative text is about oral account and fictional story. Fictional means that the students read with their own imagination of story and can make them easy to understand in reading a story. In this research, the researcher focus on identify of orientation, complication and resolution of narrative text.

2. **Reading Comprehension**

a. The Definition of Reading Comprehension

According to Klingner, et al (2007) suggests reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use. This process also includes the variables related to the text, for example the readers'

interest of the texts and their understanding of the genres of the texts. It means that what the readers learn and how they respond and comprehend the text is individualistic. The process of constructing meaning depends on the individual competencies, such as experience and how to interpret the text.

One of the goals Reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language. According to Blachowicz and Ogle in Yazdani and Mohammadi (2015) state that reading comprehension is a process demanding skill and strategies. Klingner (2007) states that reading comprehension involves much more that readers responses to text. Reading comprehension is a multi of component, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text its self (interest in text, understanding of text types).

Paragraphs above defined the definitions of reading and comprehension. We can combine into briefly definition about reading comprehension. Reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Prior knowledge, in turn, depends on lived experience (Pang, et al, 2003). According to Anderson in Klingner (2007:) defines reading comprehension is the process of

constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.

It meant that reading with comprehension has meaning that the reader is able to extract from the selection its essential facts and understanding, visualized details and sense the readiness of facts. Reading Comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques or strategies Good readers recognize and get meaning from word they see in print, and use their knowledge of the structure of the language to begin forming a mental nation of the topic.

b. The Levels of Reading Comprehension

Teaimah in Al-Sagaby and Allamankhrah (2014) classifies reading comprehension into three levels: comprehending the text, criticizing the text and interacting with the text. The others have identified reading levels suitable for Grade 4 stage and following stages:

1) Literal comprehension: This is called "reading on the lines". It includes the skills of enriching vocabulary, identifying and remembering details, outlining the general idea stated in the text, understanding the organizational structure of the text, and following instructions.

2) Interpretative comprehension: This is called "reading between the lines". It includes interpreting the figurative meanings of words,

identifying the writer's main themes and point of views, drawing conclusions, outlining the central idea not stated in the text, interpreting feelings, and analyzing characters.

3) Applied comprehension: This is called "reading beyond the lines". It includes the following skills: evaluating the writer's degree of accuracy in expressing ideas, distinguishing between facts and opinions, and finding solutions to problems (Teaimah and Al-Sheibi in Al-Sagaby and Allamankhrah, 2014).

c. The Factors Influencing Reading Comprehension

Inside factors are divided into four components. The first is linguistic component (what the readers know about the language). When the students learn language, they learn three systems (Johnson in Goestina, 2016); they are:

1) Phonological Knowledge; It includes of the different phonemes (individual sounds) in the language.

2) Syntactic Knowledge; It refers to the orderly arrangement among words in sentence.

3) Semantic Knowledge; It refers to our knowledge of words' meaning. It is also includes our knowledge of the relationship among words.

D. Conceptual Framework

INPUT		PROCESS		OUTPUT
The materials that are taught	→	Teaching reading narrative text using Weblog	→	The students' reading narrative text achievement

PROCESS column (top to bottom):
- Teaching reading narrative text using Weblog
- Internet connection
- Blogspot
- Reading Materials and Examples

OUTPUT column (top to bottom):
- The students' reading narrative text achievement
- Identifying orientation of narrative text
- Identifying complication of narrative text
- Identifying orientation of narrative text

Figure 2.2 Conceptual Framework

Figure 2.2 was explained about learning process in increasing students' reading ability of narrative text by using Blog in which the students can share and post the reading text that they wanted to read and the other students should read the post and giving their comment about the orientation, complication and resolution of the narrative text. Then, the students can read the reading text anywhere and anytime using Blog. So, the writer thought that the process will help the students to improve reading ability to identify orientation, complication and resolution of narrative text.

CHAPTER III

RESEARCH METHOD

This chapter described the method of the research, participants, the research variables, research instrument, procedures of collecting data, and technique of data analysis.

A. Research Design

The research was a pre-experimental design. According to Hadi in Rohaniyah (2008) stated that an experimental design was one of the precise methods to examine the cause and effect. In this research, the writer prepared or set up the use of Weblog to improve students' reading ability in narrative text.

There were three types of the research design. Those were pre-test, treatment and post-test.

Table 3.1 Pre-test and Post-test

Pre-test	Treatment	Post-test
O_1	X	O_2

Notes:

O_1= Pre-test

X = Treatment

O_2 = Post-test

(Gay in Goestina, 2016)

B. Research Variables and Indicators

1. Research Variables

In this research the writer also took two variables, these were:

a. Independent Variable (X)

Independent variable was variable which can give influence or response to dependent variable. In this research, the independent variable was the result of the test from the use of Weblog.

b. Dependent Variable (Y)

Dependent Variable was variable which caused or influenced by other variable. Dependent variable in this research was the result of the test about students' ability in reading narrative text.

2. Research Indicators

The indicator of the research was the students' ability in reading narrative text can be improved. It focused on the ability of students to found out the generic structures which were related to the orientation, complication, and resolution of the text.

C. Population and Sample

1. Population

The population of this research was the Tenth Grade Students of SMA MUHAMMADIYAH LIMBUNG which consisted of five classes in Academic Year 2018-2019. The total number of population were 160 students. (Source: Tata Usaha SMA MUHAMMADIYAH LIMBUNG).

2. Sample

In selecting the sample, the writer used purposive sampling technique, because the sample was selected based on the writer's observation that is the best part to be the sample of the research. This technique determined the sample based on certain consideration. One class was selected for the research. The class was X MIA 2 which consisted 29 students.

D. Research Instrument

In this research, the writer used reading test in essay form which consisted of 10 items. The reading test was only focus in finding the generic structures refers to orientation, complication and resolution of narrative text because the students' achievement in reading comprehension was less understandable. The test was used essay questions, in which the students were expected to answer the questions based on the students' knowledge about the generic structures refers to orientation, complication and resolution of narrative text. The pre-test was used to see the students' ability in reading narrative text before treatment by using Weblog. Then, the post-test was administered to know the students' reading ability in narrative text after treatment by using Weblog.

E. Procedures of Collecting Data

To collect the data, the writer used of some procedures:

1. Pre-test

Before giving the treatment, the writer was given a pre-test. It took in 30 minutes. The material tests that the writer was used consist of 10 items. That relevant with the material based on the curriculum at the Tenth Grade Students of SMA MUHAMMADIYAH LIMBUNG. The pre-test was used to know the prior knowledge of the students' ability in reading narrative text.

2. Treatment

The writer was given treatment by using Weblog. The treatment of the research were conducted in six meetings in which each meeting needs 90 minutes.

The procedures of the treatment were as follows:

a. Opening activities

   1) Teacher gave apperception

   2) Teacher gave some question to the students based on the topic to active students' prior knowledge.

b. Lesson activities

   1)   The teacher explained the definition of Weblog;

   2)   The teacher explained how to use of Weblog;

   3)   The teacher asked the students to open Weblog;

   4)   All of the students should read and give a comment about the the orientation, complication and resolution of the text.

c. Closing activities

   1) The teacher summarized the learning material.

   2) The teacher closed the class.

3. Post-test

Post-test was carried out in the last meeting. The writer employed post-test to find out the value of treatment whether the result of post-test better then pre-test or not.

F. Technique of Data Analysis

The steps were undertaken in quantitative employing the following formulates:

Table 3.2 Rubric for Identify Orientation of Narrative Text

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the orientation	40
2	The answer states or implies the orientation from the story	30
3	Indicator inaccurate or incomplete understanding of orientation	20
4	The answer includes minimal or no understanding of orientation	10

Pollard (2007)

Table 3.3 Rubric for Identify Complication of Narrative Text

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the complication	40
2	The answer states or implies the complication from the story	30
3	Indicator inaccurate or incomplete understanding of complication	20
4	The answer includes minimal or no understanding of complication	10

Pollard (2007)

Table 3.4 Rubric for Identify Resolution of Narrative Text

No	Criteria	Score
1	Resolution reflects resource readings in development of idea it is excellent.	40
2	Resolution reflects readings in development of idea it is good.	30
3	Resolution reflects only reading in development of idea it is poor.	20
4	Resolution does not reflect any reading of resources in development idea.	10

Pollard (2007)

1. Calculation the mean of the students answered by using formula:

$$\overline{X} = \frac{\sum X}{N}$$

Where: $\overline{X}$ = Mean core

$\sum x$ = The raw of all score

N   = The number of subjects

(Subana, et al, 2005)

2. The percentage of increasing achievement used the following formula: X_2-X_1

$$P = \frac{X2-X1}{X1} x100\%$$

Where: P= Percentage

X_2= Average score of Post-test

X_1= Average score of Pre-test

(Gay in Goestina, 2016)

3. After collecting the data of the students, we was classified the score of the students into the following criteria:

Table 3.5 Classify the Score of the Students

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

(Depdikbud 2010)

4. The significance difference between the students' pre-test and post-test, the writer applied the formula as follow:

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{(\sum d)^2}{N}}{N(N-1)}}}$$

Where:

T   = Test of significance

D   = The difference between the method pairs $(X_1 - X_2)$

Md   = The mean of Ds

$\sum_d 2$ = The sum of the square

$(\sum_d)2$ = The square of $\sum d$

N   = Number of students

(Subana, et al, 2005)

5. The criteria for the hypothesis testing was as follows:

Table 3.6 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Subana, et al, 2005)

Table 3.5 meant (1) the t-test value was smaller than t-table value, the null hypothesis was accepted, while the alternative hypothesis was rejected, and (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter described the findings and discussions.

A. Findings

The findings of the research that reading narrative text by using Weblog could improve students' reading ability in terms of identify orientation, complication and resolution of narrative text. In the further interpretation of the data analysis were given below:

1. The Students' reading ability in term of identify orientation of narrative text

Students' reading narrative text in term of identify orientation by using Weblog had different in pre-test and post-test. In pre-test the students' ability in reading narrative text was less understandable about orientation but after applied the use of Weblog the students more understandable about identify orientation of narrative text, it can be seen clearly in table 4.1

Table 4.1 Students' score of orientation

No	Narrative Text	The Student's Score		Improvement (%)
		Pre-test	**Post-test**	
	Orientation	66	80	21.2%

Table 4.1 showed that the improvement percentages of students in reading narrative text in term of identify orientation was 21.2% after using

Weblog in reading narrative text in term of identified orientation. The mean score of the students in pre-test were 66 and post-test which to be 80.
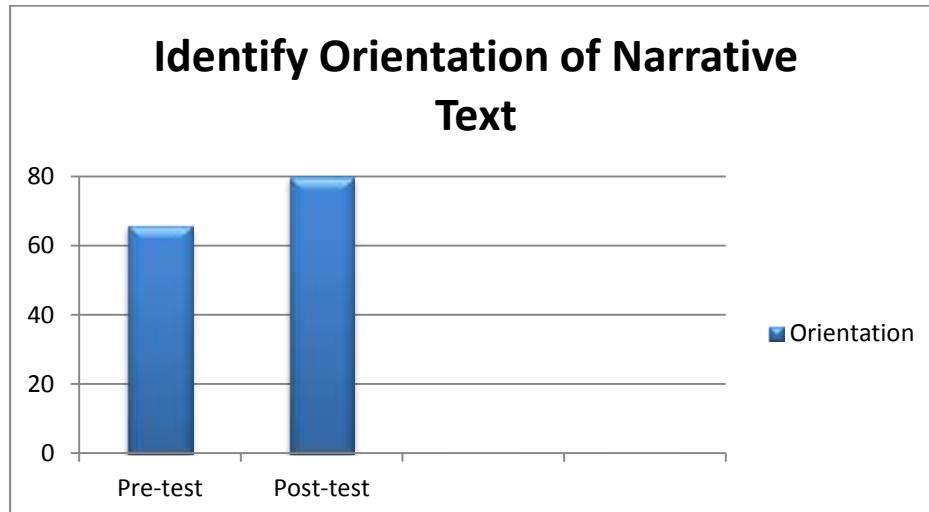
Graphic 4.1 The mean score of orientation

Graphic 4.1 showed that there was improvement of the students in reading narrative text in term of identify orientation from pre-test with the mean score was 66 to post-test with the mean score was 80.

Table 4.2 Classification of orientation (Pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	4	14%
4	Fairly Good	66-75	12	41%
5	Fairly	56-65	13	45%
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			29	100%

Table 4.2 showed that the Classification of the students Score reading narrative text in term of identify orientation in pre-test there were 4 (14%) students got good, 12 (41%) students got fairly good, and 13 (45%) students got fairly.

Table 4.3 Classification of orientation (Post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	3	10%
3	Good	76-85	22	76%
4	Fairly Good	66-75	4	14%
5	Fairly	56-65	0	0
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			29	100%

Table 4.3 showed that the classification of the students score reading narrative text in term of identify orientation in post-test there were 3 (10%) students got very good, 22 (76%) students got good, and 4 (14%) students got fairly good.

**2. The Students' reading ability in term of identify complication of narrative text**

Students' reading narrative text in terms of identify complication by using Weblog had different in pre-test and post-test. In pre-test the students still less understand about complication but after using Weblog the students more understand about identify complication of narrative text, it can be seen clearly in table 4.4

Table 4.4 Students' score of complication

No	Narrative Text	The Student's Score		Improvement (%)
		Pre-test	Post-test	
	Complication	66	79	19.7%

Table 4.4 showed that the improvement percentages of students in reading narrative text in term of identify complication was 19.7 % after using Weblog. The mean score of the students in pre-test were 66 and post-test which to be 79.
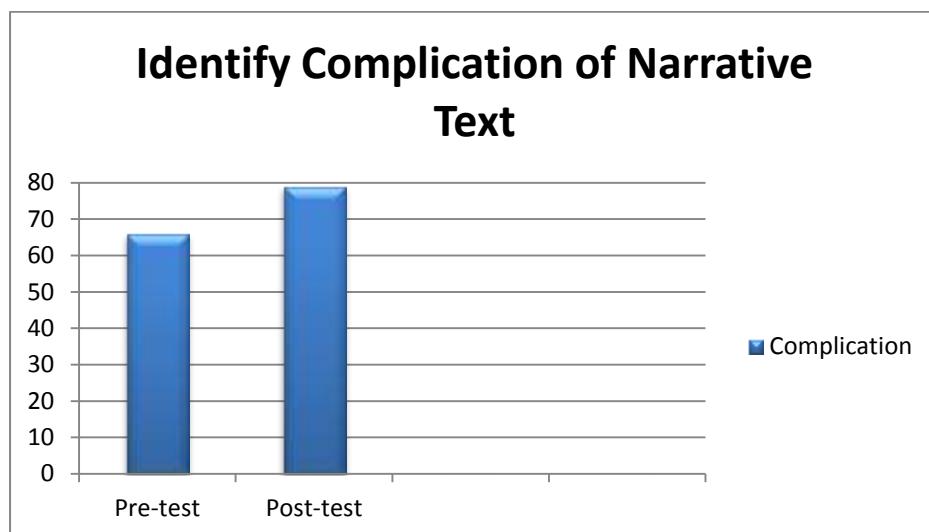
Graphic 4.2 Mean score of complication

Graphic 4.2 showed that there was improvement of the students in reading narrative text in terms of identify complication from pre-test with the mean score was 66 to post-test with the mean score was 79.

Table 4.5 Classification of complication (Pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	3	10%
4	Fairly Good	66-75	15	52%
5	Fairly	56-65	11	38%
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			29	100%

Table 4.5 showed that the Classification of the students score reading narrative text in term of identify complication in pre-test there were 3 (10%) students got good, 15 (52%) students fairly good, and 11 (38%) students got fairly.

Table 4.6 Classification of complication (Post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	1	3%
3	Good	76-85	25	86%
4	Fairly Good	66-75	3	10%
5	Fairly	56-65	0	0
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			29	100%

Table 4.6 showed that the Classification of the students score reading narrative text in term of complication in post-test there were 1 (3%) student got very good, 25 (86%) students got good, and 3 (10%) students got fairly good.

3. **The Students' reading ability in term of identify resolution of narrative text**

Students' reading narrative text in terms of identify resolution by using Weblog had different in pre-test and post-test. In pre-test the students still less understand about resolution but after using Weblog the students more understand about identify resolution of narrative text, it can be seen clearly in table 4.7

Table 4.7 Students' score of resolution

No	Narrative Text	The Student's Score		Improvement (%)
		Pre-test	Post-test	
	Resolution	70	79	12.9%

Table 4.7 showed that the improvement percentages of students in reading narrative text in term of identify resolution was 12.1 % after using Weblog. The mean score of the students in pre-test were 70 and post-test which to be 79.
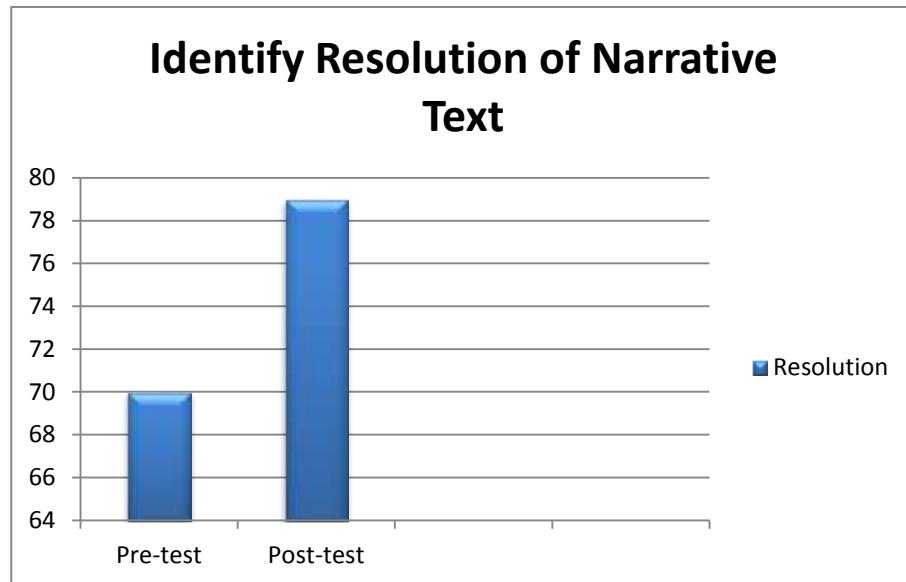
Graphic 4.3 Mean score of resolution

Graphic 4.3 showed that there was improvement of the students in reading narrative text in terms of identify resolution from pre-test with the mean score was 70 to post-test with the mean score was 79.

Table 4.8 Classification of resolution (Pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	4	14%
4	Fairly Good	66-75	23	79%
5	Fairly	56-65	1	3.5%
6	Poor	36-55	1	3.5%
7	Very Poor	0.0-35	0	0
Total			29	100%

Table 4.8 showed that the Classification of the students score reading narrative text in term of identify resolution in pre-test there were 4 (14%) students got good, 23 (79%) students got fairly good, 1 (3.5%) student got fairly, and 1 (3.5%) student got poor .

Table 4.9 Classification of resolution (Post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	24	83%
4	Fairly Good	66-75	5	17%
5	Fairly	56-65	0	0
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			29	100%

Table 4.6 showed that the classification of the students score reading narrative text in term of resolution in post-test there were 24 (83%) students got good and 5 (17%) students got fairly good.

4. Hyphothesis Testing

The hypothesis was tested by using inferential analysis. In this case, the writer used t-test (test of significance) for independent sample test, that was a test to know the significant difference between the result of students' mean scores in pretest and posttest the writer used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N − 1, where N = Number of subject (29 students) then the value of t-table was 2.04 the t-test statistical, analysis for independent sample was applied.

The result of the data analysis t-test of the students' reading narrative test by using Weblog in table 4.7

Table 4.10 The Comparison of T-test and T-table Score

Variables	T-test	T-table	Description
Orientation	11.4	2.04	Significance
Complication	9.9	2.04	Significance
Resolution	3.8	2.04	Significance
X	25.1	2.04	

Table 4.7 showed that the value of the t- test was higher than the value of t-table. The t-test value of orientation were greater than t-table (11.4>2.04), t-test value of complication were greater than t-table (9.9> 2.04) and t-test value of resolution were greater than t-table (3.8> 2.04). The result of calculating t-test of the indicators in the student's t-test in orientation, complication and resolution of reading narrative text was greater than t-table (25.1> 2.08).

The value of the t-test was greater than t-table. The score in variable of reading narrative text was (25.1> 2.04). It was said that the null hypothesis (Ho) was rejected and the alternative hypothesis (H1) was accepted. It meant that there was a significance difference between, the result of the students' ability in reading narrative text in terms of orientation, complication, and resolution by using Weblog after treatment.

If the t-test value was higher than t-table at the level of significance 0.05 and degree freedom (df) 29 (N-1=29-1), thus the alternative hypothesis (H1) was accepted and null hypothesis (HO) was rejected. In contrary, if the value was lower than t-table at the level of significance

0.05 and the degree freedom 28, thus the alternative hypothesis was rejected and null hypothesis was accepted.

B. Discussion

The research findings indicated that the students' ability in reading narrative text by using Weblog showed the improvement of the students reading narrative text in the terms of orientation, complication, and resolution. From the improvement showed the process in pre-test and post-test. The result of the students reading in pre-test was low, especially in finding the orientation, complication and resolution. It showed that the students could not express their ideas and their understandable. It was before using Weblog in reading activities.

Based on the problem above, the writer gave the treatment by using Weblog, so that the students could show the improvement in post-test. In pre-test, only gave the exercise (reading text) to know their prior knowledge before using Weblog.

At the beginning, their reading narrative text was very bad. Almost of them were confused and spent much time to think about the meaning of the word in the reading text. They only read, but they did not understand about how to find out the orientation, complication, and resolution of the reading narrative text.

The writer gave the treatment by using Weblog. As the result, students become active and enjoy in reading activity. They would be easy to do the reading activity. Most of their utterance were correct and no need to read for a long time to understand what they read.

The description of the data collection through reading test as explained to the previous finding section that the students' achievement after using Weblog was significant. In using Weblog in reading activity, the writer found that the mean score of post-test students' achievement is greater than pre-test. In table 4.1 showed that the score of find out the orientation which the mean score of pre-test was 66 and after using Weblog, the mean score of post-test was 80. Then, in table 4.4 showed that the score of find out the complication which the mean score of pretest was 66 and after using Weblog, the mean score of post-test was 79. Also, in table 4.7 showed that the score of find out the resolution which the mean score of pretest was 70 and after using Weblog, the mean score of post-test was 79. Therefore, the writer indicated that there was a significant improvement after treatment by using Weblog.

According to Poling in DeLallo (2012) suggested that Weblog is application that allows for enhanced comprehension and communication among students as well as the ability to build deeper understanding across the curriculum. So, based on the statement above, the writer believed that the use of Weblog in reading narrative text can help the students to interest in doing reading activity and it could make the students understand about the orientation, complication, and resolution of reading narrative text that they read. Then, the use of Weblog gave more good contributon for the students to explore their reading skill and their understandable because the students can read the text whenever and wherever they are.

In addition, Ducate and Lomicka in VanEpps, (2012) stated that the function in using Weblog in the clasroom is to increase opportunities for interaction outside of the traditional classroom, teachers are beginning to employ different types of social software such as blogs, wikis, chat or instant messaging. Also, Hsu and Wang (2010) pointed out blogs' distinguishing features: blog entries can be set to private or open to the public, blog entries can be archived even after the class is finished, blog entries can be cited or linked to by the public, and blog entries can be categorized. Constructing weblogs could improve students reading, then this activity giving students a platform to explore and analyze the various internet materials they gain both independently out of the class and in the classroom (Oravec in Namwar &Rastgoo, 2008).

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 28 indicated that t-table value was 2.04 and t-test value was 25.1. Therefore, it can be concluded that statistically hypothesis of H_I was accepted and the statistically hypothesis of H_O is rejected. It meant that the use of Weblog in teaching reading narrative text could improve the students' ability in reading narrative text.

By seeing the improved of the students' reading ability in terms of identify orientation, complication, and resolution of narrative text by using Weblog. It was concluded that the use of Weblog improve the students' ability in reading narrative text in terms to identify orientation, complication, and resolution. It could be showed from the students' reading test in pre-test and post-test. In pre-test, some students were difficult to answer the questions and find out orientation,

complication, and resolution. But, the students' reading narrative text in post-test, which the content of reading narrative text could be understand. And then, the students were easy to answer the questions and find out orientation, complication, and resolution.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter described conclusion and suggestion of this researched.

A. Conclusion

After conducting the Experimental Research about the Use of Weblog in teaching reading narrative text and based on the writer findings in the previous chapter, the writer concluded that:

1. The use of Weblog is effective to improve the students' ability *in reading narrative text in term of identify orientation*, it was proved by the mean score of orientation before and after giving treatment is *66* becomes *80* improve 21.2% with the t-test value orientation is greater than t-table *(11.4>2.04)* at the Tenth Grade Students of SMA Muhammadiyah Limbung.

2. The use of Weblog is effective to increase the students' ability *in reading narrative text in term of identify complication*, it was proved by the mean score complication before and after giving treatment is *66* becomes *79* improve 19.7% with the t-test value complication is greater than t-table *(9.9>2.04)* at the Tenth Grade Students.

3. The use of Weblog is effective to improve the students' ability *in reading narrative text in term of identify resolution*, it was proved by the mean score complication before and after giving treatment is *70* becomes *79* improve 12.9% with the t-test value complication is greater than t-table *(3.8>2.04).* The result of calculating t-test of the indicators in the student's

t-test reading narrative text (orientation, complication, and resolution) is greater than t-table *25.1 > 2.08*. It means that there is significance difference between before and after giving the treatment at the Tenth Grade Students.

B. Suggestion

Based on the conclusion above, the writer presents some suggestions as follows:

1. It is suggested to the teacher especially for the English Teacher at the Tenth Grade Students of SMA Muhammadiyah Gowa, to use a Weblog as one alternative among other teaching that can be used in teaching reading.

2. It is suggested to the English Teacher at English Teacher at the Tenth Grade Students of SMA Muhammadiyah Limbung, to use a Weblog in presenting the reading narrative text materials because it is effective to increase the students' ability in reading narrative text.

3. It is suggested to the next writer to use this thesis as an additional reference.

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APPENDICES

APPENDIX I

The students' row of pre-test

No	Respondents	Pre-test		
		Orientation	Complication	Resolution
1	ANF	58	70	70
2	ACY	70	63	70
3	BSY	70	70	66
4	ISL	61	56	70
5	ISM	58	76	66
6	KHU	70	63	81
7	MAH	70	70	66
8	MWA	61	68	58
9	MIS	70	70	66
10	MA	70	68	50
11	MUL	61	56	70
12	NFI	61	68	81
13	NIS	70	68	81
14	NMU	70	75	66
15	NAJ	61	62	70
16	NNU	58	76	66
17	NUS	70	56	70
18	RIP	70	75	75
19	RAH	70	56	75
20	RAM	78	68	66
21	RAU	61	62	75
22	RPS	70	56	75
23	SAD	63	68	75
24	SMI	61	56	75
25	SAS	61	62	75
26	SUM	78	68	81
27	SYA	61	68	66
28	ZAK	78	78	75
29	MAK	80	70	75
	Total	$\sum x = 1940$	$\sum x = 1922$	$\sum x = 2055$
	Mean Score (X)	66	66	70

APPENDIX II

The students' row of post-test

No	Respondents	Post-test		
		Orientation	Complication	Resolution
1	ANF	78	77	81
2	ACY	81	80	81
3	BSY	81	83	81
4	ISL	80	75	73
5	ISM	78	80	81
6	KHU	90	83	81
7	MAH	81	83	73
8	MWA	73	80	77
9	MIS	81	83	81
10	MA	81	77	71
11	MUL	71	74	77
12	NFI	75	83	81
13	NIS	85	77	81
14	NMU	81	86	81
15	NAJ	78	80	73
16	NNU	78	80	77
17	NUS	81	78	73
18	RIP	81	80	81
19	RAH	73	77	81
20	RAM	85	77	81
21	RAU	77	74	77
22	RPS	77	80	81
23	SAD	80	80	83
24	SMI	81	77	83
25	SAS	77	77	81
26	SUM	90	83	81
27	SYA	78	80	81
28	ZAK	85	82	81
29	MAK	90	83	81
	Total	$\sum x = 2327$	$\sum x = 2309$	$\sum x = 2295$
	Mean Score (X)	80	79	79

APPENDIX III

The students' score of pre-test (X_1) and post-test (X_2), gain/difference between the method pairs (D) and square of the gain (D^2)

1. Orientation

No	Respondents	Orientation			
		Pre-test	Post-test	D(X2-X1)	D^2
1	ANF	58	78	20	400
2	ACY	70	81	11	121
3	BSY	70	81	11	121
4	ISL	61	80	19	361
5	ISM	58	78	20	400
6	KHU	70	90	20	400
7	MAH	70	81	11	121
8	MWA	61	73	12	144
9	MIS	70	81	11	121
10	MA	70	81	11	121
11	MUL	61	71	10	100
12	NFI	61	75	14	196
13	NIS	70	85	15	225
14	NMU	70	81	11	121
15	NAJ	61	78	17	289
16	NNU	58	78	20	400
17	NUS	70	81	11	121
18	RIP	70	81	11	121
19	RAH	70	73	3	9
20	RAM	78	85	7	49
21	RAU	61	77	16	256
22	RPS	70	77	7	49
23	SAD	63	80	17	289
24	SMI	61	81	20	400
25	SAS	61	77	16	256
26	SUM	78	90	12	144
27	SYA	61	78	17	289
28	ZAK	78	85	7	49
29	MAK	80	90	10	100
	Total	$\sum x = 1940$	$\sum x = 2327$	$\sum x = 387$	$\sum x = 5773$

2. Complication

No	Respondents	Complication			
		Pre-test	Post-test	D(X2-X1)	D^2
1	ANF	70	77	7	49
2	ACY	63	80	17	289
3	BSY	70	83	13	169
4	ISL	56	75	19	361
5	ISM	76	80	4	16
6	KHU	63	83	20	400
7	MAH	70	83	13	169
8	MWA	68	80	12	144
9	MIS	70	83	13	169
10	MA	68	77	9	81
11	MUL	56	74	18	324
12	NFI	68	83	15	225
13	NIS	68	77	9	81
14	NMU	75	86	11	121
15	NAJ	62	80	18	324
16	NNU	76	80	4	16
17	NUS	56	78	22	484
18	RIP	75	80	5	25
19	RAH	56	77	21	441
20	RAM	68	77	9	81
21	RAU	62	74	12	144
22	RPS	56	80	24	576
23	SAD	68	80	12	144
24	SMI	56	77	21	441
25	SAS	62	77	15	225
26	SUM	68	83	15	225
27	SYA	68	80	12	144
28	ZAK	78	82	4	16
29	MAK	70	83	13	169
	Total	$\sum x = 1922$	$\sum x = 2309$	$\sum x = 387$	$\sum x = 6053$

3. Resolution

No	Respondents	Resolution			
		Pre-test	Post-test	D(X2-X1)	D^2
1	ANF	70	81	11	121
2	ACY	70	81	11	121
3	BSY	66	81	15	225
4	ISL	70	73	3	9
5	ISM	66	81	15	225
6	KHU	81	81	0	0
7	MAH	66	73	7	49
8	MWA	58	77	19	361
9	MIS	66	81	15	225
10	MA	50	71	21	441
11	MUL	70	77	7	49
12	NFI	81	81	0	0
13	NIS	81	81	0	0
14	NMU	66	81	15	225
15	NAJ	70	73	3	9
16	NNU	66	77	11	121
17	NUS	70	73	3	9
18	RIP	75	81	6	36
19	RAH	75	81	6	36
20	RAM	66	81	15	225
21	RAU	75	77	2	4
22	RPS	75	81	6	36
23	SAD	75	83	8	64
24	SMI	75	83	8	64
25	SAS	75	81	6	36
26	SUM	81	81	0	0
27	SYA	66	81	15	225
28	ZAK	75	81	6	36
29	MAK	75	81	6	36
	Total	$\sum x = 2055$	$\sum x = 2295$	$\sum x = 240$	$\sum x = 2988$

APPENDIX IV

Scoring classification of the students pre-test and post-test

1. Orientation

No	Respondents	Orientation			
		Pre-test	Classification	Post-test	Classification
1	ANF	58	Fair	78	Good
2	ACY	70	Fairly Good	81	Good
3	BSY	70	Fairly Good	81	Good
4	ISL	61	Fair	80	Good
5	ISM	58	Fair	78	Good
6	KHU	70	Fairly Good	90	Very Good
7	MAH	70	Fairly Good	81	Good
8	MWA	61	Fair	73	Fairly Good
9	MIS	70	Fairly Good	81	Good
10	MA	70	Fairly Good	81	Good
11	MUL	61	Fair	71	Fairly good
12	NFI	61	Fair	75	Fairly good
13	NIS	70	Fairly Good	85	Good
14	NMU	70	Fairly Good	81	Good
15	NAJ	61	Fair	78	Good
16	NNU	58	Fair	78	Good
17	NUS	70	Fairly Good	81	Good
18	RIP	70	Fairly Good	81	Good
19	RAH	70	Fairly Good	73	Fairly Good
20	RAM	78	Good	85	Good
21	RAU	61	Fair	77	Good
22	RPS	70	Fairly Good	77	Good
23	SAD	63	Fair	80	Good
24	SMI	61	Fair	81	Good
25	SAS	61	Fair	77	Good
26	SUM	78	Good	90	Very Good
27	SYA	61	Fair	78	Good
28	ZAK	78	Good	85	Good
29	MAK	80	Good	90	Very Good

2. Complication

No	Respondents	Complication			
		Pre-test	Classification	Post-test	Classification
1	ANF	70	Fairly Good	77	Good
2	ACY	63	Fair	80	Good
3	BSY	70	Fairly Good	83	Good
4	ISL	56	Fair	75	Fairly Good
5	ISM	76	Good	80	Good
6	KHU	63	Fair	83	Good
7	MAH	70	Fairly Good	83	Good
8	MWA	68	Fairly Good	80	Good
9	MIS	70	Fairly Good	83	Good
10	MA	68	Fairly Good	77	Good
11	MUL	56	Fair	74	Fairly Good
12	NFI	68	Fairly Good	83	Good
13	NIS	68	Fairly Good	77	Good
14	NMU	75	Fairly Good	86	Very Good
15	NAJ	62	Fair	80	Good
16	NNU	76	Good	80	Good
17	NUS	56	Fair	78	Good
18	RIP	75	Fairly Good	80	Good
19	RAH	56	Fair	77	Good
20	RAM	68	Fairly Good	77	Good
21	RAU	62	Fair	74	Fairly Good
22	RPS	56	Fair	80	Good
23	SAD	68	Fairly Good	80	Good
24	SMI	56	Fair	77	Good
25	SAS	62	Fair	77	Good
26	SUM	68	Fairly Good	83	Good
27	SYA	68	Fairly Good	80	Good
28	ZAK	78	Good	82	Good
29	MAK	70	Fairly Good	83	Good

3. Resolution

No	Respondents	Resolution			
		Pre-test	Classification	Post-test	Classification
1	ANF	70	Fairly Good	81	Good
2	ACY	70	Fairly Good	81	Good
3	BSY	66	Fairly Good	81	Good
4	ISL	70	Fairly Good	73	Fairly Good
5	ISM	66	Fairly Good	81	Good
6	KHU	81	Good	81	Good
7	MAH	66	Fairly Good	73	Fairly Good
8	MWA	58	Fair	77	Good
9	MIS	66	Fairly Good	81	Good
10	MA	50	Poor	71	Fairly Good
11	MUL	70	Fairly Good	77	Good
12	NFI	81	Good	81	Good
13	NIS	81	Good	81	Good
14	NMU	66	Fairly Good	81	Good
15	NAJ	70	Fairly Good	73	Fairly Good
16	NNU	66	Fairly Good	77	Good
17	NUS	70	Fairly Good	73	Fairly Good
18	RIP	75	Fairly Good	81	Good
19	RAH	75	Fairly Good	81	Good
20	RAM	66	Fairly Good	81	Good
21	RAU	75	Fairly Good	77	Good
22	RPS	75	Fairly Good	81	Good
23	SAD	75	Fairly Good	83	Good
24	SMI	75	Fairly Good	83	Good
25	SAS	75	Fairly Good	81	Good
26	SUM	81	Good	81	Good
27	SYA	66	Fairly Good	81	Good
28	ZAK	75	Fairly Good	81	Good
29	MAK	75	Fairly Good	81	Good

APPENDIX V

Mean score of the pre-test and post-test and gain (D)

a. The students' mean score of pre test and post-test in reading narrative text in term of identify orientation.

Pre-test $\qquad\qquad$ Post-test

$$\overline{X}_1 = \frac{\sum X}{N} \qquad\qquad \overline{X}_2 = \frac{\sum X}{N}$$

$$= \frac{1940}{29} \qquad\qquad = \frac{2327}{29}$$

$$= 66 \text{ (Fairly Good)} \qquad\qquad = 80 \text{ (Good)}$$

b. The students' mean score of pre test and post-test in reading narrative text in term of identify complication.

Pre-test $\qquad\qquad$ Post-test

$$\overline{X}_1 = \frac{\sum X}{N} \qquad\qquad \overline{X}_2 = \frac{\sum X}{N}$$

$$= \frac{1922}{29} \qquad\qquad = \frac{2309}{29}$$

$$= 66 \text{ (Fairly Good)} \qquad\qquad = 79 \text{ (Good)}$$

c. The students' mean score of pre test and post-test in reading narrative text in term of identify resolution.

Pre-test $\qquad\qquad$ Post-test

$$\overline{X}_1 = \frac{\sum X}{N} \qquad\qquad \overline{X}_2 = \frac{\sum X}{N}$$

$$= \frac{2055}{29} \qquad\qquad = \frac{2295}{29}$$

$$= 70 \text{ (Fairly Good)} \qquad\qquad = 79 \text{ (Good)}$$

d. The students' mean score of gain (D) orientation

$$Md = \frac{\Sigma d}{N}$$

$$Md = \frac{387}{29}$$

$$Md = 9,9$$

e. The students' mean score of gain (D) complication

$$Md = \frac{\Sigma d}{N}$$

$$Md = \frac{387}{29}$$

$$Md = 9,9$$

f. The students' mean score of gain (D) resolution

$$Md = \frac{\Sigma d}{N}$$

$$Md = \frac{240}{29}$$

$$Md = 8,3$$

APPENDIX VI

The percentages of the students' ability in reading narrative text.

1. Orientation

$$P = \frac{X_2-X_1}{X_1} \times 100\%$$

$$P = \frac{80-66}{66} \times 100\%$$

$$P = \frac{14}{66} \times 100\%$$

$$P = 21{,}2\%$$

2. Complication

$$P = \frac{X_2-X_1}{X_1} \times 100\%$$

$$P = \frac{79-66}{66} \times 100\%$$

$$P = \frac{13}{66} \times 100\%$$

$$P = 19{,}7\%$$

3. Resolution

$$P = \frac{X_2-X_1}{X_1} \times 100\%$$

$$P = \frac{79-70}{70} \times 100\%$$

$$P = \frac{9}{70} \times 100\%$$

$$P = 12{,}9\%$$

APPENDIX VII

Test of significance

   a. Test of significance of orientation

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{(\sum d)^2}{N}}{N(N-1)}}}$$

$$T = \frac{9,9}{\sqrt{\dfrac{5773 - \dfrac{(387)^2}{29}}{29(29-1)}}}$$

$$T = \frac{9,9}{\sqrt{\dfrac{5773 - \dfrac{149769}{29}}{29(29-1)}}}$$

$$T = \frac{9,9}{\sqrt{\dfrac{5773 - 5164}{812}}}$$

$$T = \frac{9,9}{\sqrt{\dfrac{609}{812}}}$$

$$T = \frac{9,9}{\sqrt{0,.75}}$$

$$T = \frac{9,9}{0.87}$$

$$T = 11.4$$

b. Test of significance of complication

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{\left(\sum d\right)^2}{N}}{N(N-1)}}}$$

$$T = \frac{9,9}{\sqrt{\dfrac{6053 - \dfrac{(387)^2}{29}}{29(29-1)}}}$$

$$T = \frac{9,9}{\sqrt{\dfrac{6053 - \dfrac{149769}{29}}{29(29-1)}}}$$

$$T = \frac{9,9}{\sqrt{\dfrac{6053 - 5164}{812}}}$$

$$T = \frac{9,9}{\sqrt{\dfrac{889}{812}}}$$

$$T = \frac{9,9}{\sqrt{1,1}}$$

$$T = \frac{9,9}{1.0}$$

$$T = 9.9$$

c. Test of significance of resolution

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{(\sum d)^2}{N}}{N(N-1)}}}$$

$$T = \frac{8,3}{\sqrt{\dfrac{2988 - \dfrac{(240)^2}{29}}{29(29-1)}}}$$

$$T = \frac{8,3}{\sqrt{\dfrac{2988 - \dfrac{57600}{29}}{29(29-1)}}}$$

$$T = \frac{8,3}{\sqrt{\dfrac{5773 - 1986}{812}}}$$

$$T = \frac{8,3}{\sqrt{\dfrac{3787}{812}}}$$

$$T = \frac{8,3}{\sqrt{4,7}}$$

$$T = \frac{8,3}{2,2}$$

$$T = 3.8$$

APPENDIX VIII

Table distribution of t-value

Degree of freedom (df) = N − 1=29 − 1= 28, T- table= 2.04841

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400

Instruments

 A. Pre-test

The Legend of Kesodo Feast

Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.

Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed there night and day hoping that the God would listen. The prayer was heard and Betoro Bromo promised them many children. However, they had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to   sacrifice the youngest child, Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater. There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tengerese calendar)". It was Kusuma's voice. Kusuma's brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be offered to the Gods. And this has been done generation after generation until today.

Questions:

1. What is the title of the story above?
2. How many characters in the story above? Mention them!
3. Who was Roro Anteng?
4. How could Roro Anteng and Joko Seger name the place where they lived Tengger?
5. Why were Roro Anteng and Joko Seger sad?

6. What was the requirement for Roro Anteng and Joko Seger to have a child?
7. How many children did Roro Anteng and Joko Seger have?
8. What happened to Kusuma?
9. When do the Tenggerese hold the annual offering ceremony?
10. What do the Tenggerese offer to the Gods instead of human being?

B. Post-test

The Legend Of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin

Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Questions:

1. What is the title of the story above?
2. How many characters in the story above? Mention them!
3. Who was Malin Kundang?
4. How did the merchant allow Malin Kundang to join him in the sail?
5. Why did Malin Kundang and his mother have to live hard?
6. What happened many years after Malin Kundang join the sail?
7. How did the local people react when they saw Malin Kundang landing on the coast?
8. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?
9. What made Malin Kundang's mother sad and angry?
10. What did she do when Malin Kundang denied that she was his mother?

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : SMA MUHAMMADIYAH LIMBUNG
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : X/Ganjil
Materi Pokok   : Teks Naratif; Informasi Terkait Legenda Rakyat
Alokasi Waktu   : 4 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti
- **KI-1: Menghayati dan mengamalkan** ajaran agama yang dianutnya.
- **KI-2 : Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3:** Memahami, menerapkan, dan menganalisis 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
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B.   Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	• Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif • Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat • Memahami unsur kebahasaan dari teks naratif dalam memberi

	dan meminta informasi terkait legenda rakyat
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	• Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

➢ Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
➢ Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
➢ Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
➢ Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
➢ Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

D. Materi Pembelajaran

➢ Fungsi Sosial
   Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan
➢ Struktur Teks
   Dapat mencakup:
   - Orientasi
   - Komplikasi
   - Resolusi
   - Orientasi ulang
➢ Unsur Kebahasaan
   - Kalimat-kalimat dalamsimple past tense, past continuous, dan lainnya yang relevan
   - Kosa kata: terkait karakter, watak, dan setting dalam legenda
   - Adverbia penghubung dan penujuk waktu
   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
➢ Topik
   Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

Weblog

F. Media Pembelajaran

1. **Media**
   ❖ Buku Pembelajaran
2. **Alat/Bahan**
   ❖ Spidol & papan tulis
   ❖ Laptop & infocus

G. Sumber Belajar

❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
❖ Kamus Bahasa Inggris
❖ Internet
❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. **Pertemuan Ke-1 (2 x 45 Menit)**
Kegiatan Pendahuluan (10 Menit)
Guru :   **Orientasi**   ● Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan   ● berdoa untuk memulai pembelajaran   Memeriksa kehadiran peserta didik sebagai sikap disiplin   ● Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.   **Aperpepsi**   ● Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya   ● Mengingatkan 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 dalam kehidupan sehari-hari.   ● Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :   *kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita*   ● Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung   ● Mengajukan pertanyaan   **Pemberian Acuan**   ● Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.   ● Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung   ● Pembagian kelompok belajar   ● Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**
Stimulation (stimullasi/ pemberian rangsangan)	**KEGIATAN LITERASI** Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita dengan cara : → **Melihat** (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. → **Mengamati** ● Lembar kerja materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita ● Pemberian contoh-contoh materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita untuk dapat dikembangkan peserta didik, dari media interaktif, dsb → **Membaca**. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan kalimat-kalimat yang memuat bagian-bagian legenda dari
	sebuah cerita → **Menulis** Menulis resume dari hasil pengamatan dan bacaan terkait kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita → **Mendengar** Pemberian materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita oleh guru. → **Menyimak** Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : *kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita* untuk melatih rasa *syukur,* kesungguhan dan *kedisiplinan*, ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	**CRITICAL THINKING (BERPIKIR KRITIK)** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : → **Mengajukan pertanyaan** tentang materi : *kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection	**KEGIATAN LITERASI** Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang

(pengumpulan data)	telah diidentifikasi melalui kegiatan:
	→ **Mengamati obyek/kejadian**
	Mengamati dengan seksama materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya.
	→ **Membaca sumber lain selain buku teks**
	Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang sedang dipelajari.
	→ **Aktivitas**
	Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang sedang dipelajari.
	→ **Wawancara/tanya jawab dengan nara sumber**
	Mengajukan pertanyaan berkaiatan dengan materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang telah disusun dalam daftar pertanyaan kepada guru.
	COLLABORATION (KERJASAMA)
	Peserta didik dibentuk dalam beberapa kelompok untuk:
	→ **Mendiskusikan**
	Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita
	→ **Mengumpulkan informasi**
	Mencatat semua informasi tentang materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.
	→ **Mempresentasikan ulang**
	Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita sesuai dengan pemahamannya.
	→ **Saling tukar informasi** tentang materi :
	kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita
	dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan

	berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	**COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)** Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : → **Berdiskusi** tentang data dari Materi : *kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita* → Mengolah informasi dari materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita
Verification (pembuktian)	**CRITICAL THINKING (BERPIKIR KRITIK)** Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : *kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita* **antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	**COMMUNICATION (BERKOMUNIKASI)** Peserta didik berdiskusi untuk menyimpulkan → Menyampaikan hasil diskusi tentang materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : *kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita* → Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita dan ditanggapi oleh kelompok yang mempresentasikan. → Bertanya atas presentasi tentang materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

	CREATIVITY (KREATIVITAS)
	→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara *tertulis* tentang materi : *kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita*
	→ Menjawab pertanyaan tentang materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
	→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang akan selesai dipelajari
	→ Menyelesaikan uji kompetensi untuk materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (10 Menit)

Peserta didik :
- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :
- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

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

Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi
- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan 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 dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
  persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**
Stimulation (stimullasi/ pemberian rangsangan)	**KEGIATAN LITERASI** Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif dengan cara : → **Melihat** (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. → **Mengamati** ● Lembar kerja materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif ● Pemberian contoh-contoh materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif untuk dapat dikembangkan peserta didik, dari media interaktif, dsb → **Membaca**. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
	→ **Menulis** Menulis resume dari hasil pengamatan dan bacaan terkait persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif → **Mendengar**

	Pemberian materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif oleh guru.
	→ **Menyimak**
	Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :
	persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
	untuk melatih rasa ***syukur,*** kesungguhan dan ***kedisiplinan***, ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	**CRITICAL THINKING (BERPIKIR KRITIK)**
	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :
	→ **Mengajukan pertanyaan** tentang materi :
	persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
Data collection (pengumpulan data)	**KEGIATAN LITERASI**
	Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan:
	→ **Mengamati obyek/kejadian**
	Mengamati dengan seksama materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya.
	→ **Membaca sumber lain selain buku teks**
	Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif yang sedang dipelajari.
	→ **Aktivitas**
	Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif yang sedang dipelajari.
	→ **Wawancara/tanya jawab dengan nara sumber**
	Mengajukan pertanyaan berkaiatan dengan materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif yang telah disusun dalam daftar pertanyaan kepada guru.
	COLLABORATION (KERJASAMA)
	Peserta didik dibentuk dalam beberapa kelompok untuk:
	→ **Mendiskusikan**
	Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif

	→ **Mengumpulkan informasi** Mencatat semua informasi tentang materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. → **Mempresentasikan ulang** Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif sesuai dengan pemahamannya. → **Saling tukar informasi** tentang materi : *persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif* dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	**COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)** Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : → **Berdiskusi** tentang data dari Materi : *persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif* → Mengolah informasi dari materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
Verification (pembuktian)	**CRITICAL THINKING (BERPIKIR KRITIK)** Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : *persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif*

	antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	**COMMUNICATION (BERKOMUNIKASI)** Peserta didik berdiskusi untuk menyimpulkan → Menyampaikan hasil diskusi tentang materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.
	→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : *persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif* → Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif dan ditanggapi oleh kelompok yang mempresentasikan. → Bertanya atas presentasi tentang materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. **CREATIVITY (KREATIVITAS)** → Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara *tertulis* tentang materi : *persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif* → Menjawab pertanyaan tentang materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. → Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif yang akan selesai dipelajari → Menyelesaikan uji kompetensi untuk materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (10 Menit)

Peserta didik :
- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai

pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :
- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

3. Pertemuan Ke-3 (2 x 45 Menit)
Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi
- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi
- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan 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 dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
  struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan
- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**

Stimulation (stimullasi/ pemberian rangsangan)	**KEGIATAN LITERASI**
	
	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat dengan cara :
	→ **Melihat** (tanpa atau dengan Alat)
	   Menayangkan gambar/foto/video yang relevan.
	→ **Mengamati**
	● Lembar kerja materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	● Pemberian contoh-contoh materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat untuk dapat dikembangkan peserta didik, dari media interaktif, dsb
	→ **Membaca**.
	   Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat

	→ **Menulis**
	   Menulis resume dari hasil pengamatan dan bacaan terkait struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	→ **Mendengar**
	   Pemberian materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat oleh guru.
	→ **Menyimak**
	   Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :
	   struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	   untuk melatih rasa *syukur,* kesungguhan dan *kedisiplinan*, ketelitian, mencari informasi.

Problem statemen (pertanyaan/ identifikasi masalah)	**CRITICAL THINKING (BERPIKIR KRITIK)** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : → **Mengajukan pertanyaan** tentang materi : *struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan	**KEGIATAN LITERASI** Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan:

data)	→ **Mengamati obyek/kejadian**
	Mengamati dengan seksama materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya.
	→ **Membaca sumber lain selain buku teks**
	Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang sedang dipelajari.
	→ **Aktivitas**
	Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang sedang dipelajari.
	→ **Wawancara/tanya jawab dengan nara sumber**
	Mengajukan pertanyaan berkaiatan dengan materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang telah disusun dalam daftar pertanyaan kepada guru.
	COLLABORATION (KERJASAMA)
	Peserta didik dibentuk dalam beberapa kelompok untuk:
	→ **Mendiskusikan**
	Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	→ **Mengumpulkan informasi**
	Mencatat semua informasi tentang materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.
	→ **Mempresentasikan ulang**
	Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat sesuai dengan pemahamannya.
	→ **Saling tukar informasi** tentang materi :
	struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai

	cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	**COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)** Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : → **Berdiskusi** tentang data dari Materi : *struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat* → Mengolah informasi dari materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
Verification (pembuktian)	**CRITICAL THINKING (BERPIKIR KRITIK)** Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : *struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat* **antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	**COMMUNICATION (BERKOMUNIKASI)** Peserta didik berdiskusi untuk menyimpulkan → Menyampaikan hasil diskusi tentang materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : *struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat* → Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat dan ditanggapi oleh kelompok yang mempresentasikan. → Bertanya atas presentasi tentang materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. **CREATIVITY (KREATIVITAS)**

	→	Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
		Laporan hasil pengamatan secara *tertulis* tentang materi :
		struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	→	Menjawab pertanyaan tentang materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
	→	Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang akan selesai dipelajari
	→	Menyelesaikan uji kompetensi untuk materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (10 Menit)

Peserta didik :
- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :
- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

4.	**Pertemuan Ke-4 (2 x 45 Menit)**

Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi
- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan 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 dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
  unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan
- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**

Stimulation (stimullasi/ pemberian rangsangan)	**KEGIATAN LITERASI**
	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat dengan cara :
	→ **Melihat** (tanpa atau dengan Alat)
	    Menayangkan gambar/foto/video yang relevan.
	→ **Mengamati**
	  • Lembar kerja materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	  • Pemberian contoh-contoh materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat untuk dapat dikembangkan peserta didik, dari media interaktif, dsb
	→ **Membaca**.
	    Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat

	→ **Menulis**
	    Menulis resume dari hasil pengamatan dan bacaan terkait unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	→ **Mendengar**
	    Pemberian materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat oleh guru.

	→ **Menyimak** Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : *unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat* untuk melatih rasa **syukur,** kesungguhan dan **kedisiplinan**, ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	**CRITICAL THINKING (BERPIKIR KRITIK)** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : → **Mengajukan pertanyaan** tentang materi : *unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	**KEGIATAN LITERASI** Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan: → **Mengamati obyek/kejadian** Mengamati dengan seksama materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya. → **Membaca sumber lain selain buku teks** Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang sedang dipelajari. → **Aktivitas** Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang sedang dipelajari. → **Wawancara/tanya jawab dengan nara sumber** Mengajukan pertanyaan berkaiatan dengan materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang telah disusun dalam daftar pertanyaan kepada guru.
	COLLABORATION (KERJASAMA)

	Peserta didik dibentuk dalam beberapa kelompok untuk:
	→ **Mendiskusikan**
	Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	→ **Mengumpulkan informasi**
	Mencatat semua informasi tentang materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.
	→ **Mempresentasikan ulang**
	Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat sesuai dengan pemahamannya.
	→ **Saling tukar informasi** tentang materi :
	unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	**COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)**
	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :
	→ **Berdiskusi** tentang data dari Materi :
	unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	→ Mengolah informasi dari materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
	→ Peserta didik mengerjakan beberapa soal mengenai materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
Verification (pembuktian)	**CRITICAL THINKING (BERPIKIR KRITIK)**
	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :
	→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :

	unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	**COMMUNICATION (BERKOMUNIKASI)**
	Peserta didik berdiskusi untuk menyimpulkan
	→ Menyampaikan hasil diskusi tentang materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.
	→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :
	unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	→ Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat dan ditanggapi oleh kelompok yang mempresentasikan.
	→ Bertanya atas presentasi tentang materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.
	CREATIVITY (KREATIVITAS)
	→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
	Laporan hasil pengamatan secara *tertulis* tentang materi :
	unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	→ Menjawab pertanyaan tentang materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
	→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang akan selesai dipelajari
	→ Menyelesaikan uji kompetensi untuk materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (10 Menit)

Peserta didik :

● Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang baru dilakukan.

- Mengagendakan pekerjaan rumah untuk materi pelajaran unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :
- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran unsur
- kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
  Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas

- Memberikan penghargaan untuk materi pelajaran unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian

a. Teknik : Performance Assesment
b. Bentuk : Essay
c. Instrument : Narrative Text
d. Pedoman Penilaian
   Skor maksimal = 100
   Nilai siswa = $\frac{\text{Skor perolehan}}{\text{Skor Maksimal}}$ X 100
e. Rubrik Penilaian

1. Orientasi

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the orientation	40
2	The answer states or implies the orientation from the story	30
3	Indicator inaccurate or incomplete understanding of orientation	20
4	The answer includes minimal or no understanding of orientation	10

2. Komplikasi

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the complication	40
2	The answer states or implies the complication from the story	30
3	Indicator inaccurate or incomplete understanding of complication	20
4	The answer includes minimal or no understanding of complication	10

3. Resolusi

No	Criteria	Score
1	Resolution reflects resource readings in development of idea it is excellent.	40
2	Resolution reflects readings in development of idea it is good.	30
3	Resolution reflects only reading in development of idea it is poor.	20
4	Resolution does not reflect any reading of resources in development idea.	10

APPENDIX XI

DOCUMENTATION

CURRICULUM VITAE

Ita Adryani Syam is the first child of Syamsuddin. Y and Darmawati. K. She was born on February 20th, 1996 in Bontosunggu, Jeneponto, South Sulawesi. She has two sisters (Ila Saputri Syam and Sri Damayanti Syam) and two brothers (Muhammad Yusuf Syam And Awal Ramadhan Syam). She began her study at Kindergarten namely TK. Kemala Bhayangkari in 2000. She continued her study at SD Negeri Panrang No.91 and graduated in 2008. Then, he joined at SMP Negeri 1 Binamu and graduated in 2011. Afterwards, she continued her study at SMK Negeri 1 Jeneponto and graduated in 2014. In the year, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. In 2015 she was joined in Excellent Islamic generation (EXIT) English Meeting Club and become a secretary in 2016 and a vice president in 2017. In the year, she was followed student exchange in Temasek Foundation International Specialists Community Action and Leadership Exchange (TFI SCALE) Programme in Singapore. At the end of her study, She could finish her thesis with the title ''The Use of Weblog to Improve Students' Ability in Reading Narrative Text (A Pre-Experimental Research at the Tenth Grade Students of SMA Muhammadiyah Limbung).''