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APPENDICES

# Appendix 1 LESSON PLAN

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

# SATUAN PENDIDIKAN : SMA AL-IRSYAD TEGAL MATA PELAJARAN : BAHASA INGGRIS KELAS/SEMESTER : XI/II

**TAHUN PELAJARAN : 2023/2024**

# MATERI : NARRATIVE TEXT ALOKASI WAKTU : 2 x 45 Menit (2JP)

1. **KOMPETENSI INTI (K1)**

K1-1 : Menghargai dan Menghormati ajaran agama yang dianutnya

K1-2 : Menunjukkan integritas, ketaatan, kewajiban, empati (menerima perbedaan, kerjasama), kesopanan, keyakinan diri, dalam berinteraksi dengan baik dalam lingkungan sosial dan alam sesuai dengan lingkup pergaulan dan keberadaannya.

K1-3 : Mendengarkan Narrative Text sederhana dengan menggunakan strategi mendengarkan secara aktif, seperti memperlihatkan intonasi, nada, dan ekspresi yang digunakan dalam pembacaan.

K1-4 : Mengidentifikasi dan merespon unsur-unsur Narrative dalam teks narratif sederhana dengan memahami karakter, setting, plot, dan konflik yang terdapat dalam cerita tersebut, serta mampu menagkap pesan atau moral yang disampaikan melalui narasi tersebut.

# KOMPETENSI DASAR DAN INDIKATOR

|  |  |
| --- | --- |
| **KOMPETENSI DASAR (KD)** | **INDIKATOR PENCAPAIAN KOMPETENSI** |
| 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan  konteks penggunaannya. | 3.5.1 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dalam teks naratif cerita pendek. |
| * 1. Teks Naratif      1. Mendengarkan teks narratif sederhana dengan menggunakan strategi mendengarkan.      2. Mengidentifikasi dan merespons teks naratif yang didengarkan. | 4.5.1.1 Siswa mampu mendengarkan dan memahami teks naratif sederhana.  4.5.2.2 Siswa mampu mengidentifikasi unsur-unsur naratif dalam teks yang didengarkan dan Siswa mampu merespons teks yang didengarkan. |

1. **TUJUAN PEMBELAJARAN**
   1. Memahami konsep dasar narrative text, termasuk definisi dan kegunaannya.

|  |  |  |
| --- | --- | --- |
| 2. | Mengidentifikasi unsur-unsur naratif dalam sebuah cerita pendek. |  |
| 3. | Meningkatkan kemampuan mendengarkan dan memahami cerita. |
| 4. | Mendorong diskusi untuk memperdalam pemahaman tentang cerita didengarkan. | yang |
| 5.  **D.** | Menyimpulkan pembelajaran yang telah dilakukan dan memberikan rumah untuk memperkuat pemahaman konsep  **PENGUATAN PENDIDIKAN KARAKTER (PPK)** | tugas |
| 1. | Religius |  |
| 2. | Percaya diri |  |
| 3. | Tanggung jawab |  |
| 4. | Kreatif dan inovatif |  |
| 5. | Kerja sama |  |

# NILAI KARAKTER YANG DIKEMBANGKAN

* 1. Ketelitian: Siswa akan melatih kemampuan mendengarkan secara aktif dan memahami dengan baik teks naratif, yang membutuhkan ketelitian dalam menangkap detail-detail penting seperti karakter, setting, dan alur cerita.
  2. Analisis: Siswa akan belajar untuk mengidentifikasi unsur-unsur naratif dengan tepat dan melakukan analisis terhadap karakter, setting, dan konflik dalam cerita, yang mengembangkan kemampuan analisis dan kritis mereka.
  3. Empati: Dengan memberikan respons yang relevan dan mendalam terhadap teks naratif, siswa akan melatih kemampuan empati mereka

dengan merespons karakter dan situasi yang muncul dalam cerita, serta memahami pesan moral yang terkandung di dalamnya.

* 1. Kreativitas: Siswa akan didorong untuk merespons teks naratif dengan kreativitas, baik itu dalam bentuk analisis karakter maupun penangkapan esensi cerita secara keseluruhan, yang mengembangkan kemampuan kreatif dan berpikir out-of-the-box mereka.

# METODE PEMBELAJARAN

* Model : PjBL (Project Based Learning).
* Pendekatan : Saintifik Approach-TPACK
* Metode : Tanya jawab, permainan, diskusi kelompok, dan penugasan
* Strategi : Media Digital Crossword Puzzle Game

# MEDIA PEMBELAJARAN

* LCD projector
* Laptop
* Powerpoint
* Speaker
* Digital Crossword puzzle Game

# SUMBER BELAJAR

Kementerian Pendidikan dan Kebudayaan. Buku Siswa Mata Pelajaran Bahasa Inggris Kelas XI.

# KEGIATAN PEMBELAJARAN (Pertemuan 1) <

|  |  |
| --- | --- |
| **KEGITAN**  **PEMBELAJA RAN** | **DESKRIPSI**  **KEGIATAN PEMBELAJARAN** |
| **Kegiatan Pendahuluan**  **(5 Menit)** | **Orientasi**   * Guru membuka   pembelajaran dengan mengucapkan salam.   * Guru meminta salah satu peserta ddik untuk memimpin doa. * Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.   **Motivasi**   * Guru memberikan motivasi hal positif dan menghubungkan materi dalam kehidupan sehari- hari.   Apersepsi   * Guru membacakan teks narratif sederhana lalu menanyakan tentang hal yang merujuk pada materi sebagai stimulus awal:   *“Can you mention the vocabulary in the text?”*  **Pemberian Acuan**   * Guru menyampaikan Kompetensi Dasar, Tujuan Pembelajaran dan Penilaian yang akan dilakukan   **Mengorganisasikan peserta didik untuk belajar**   * Peserta didik diminta untuk membuat kelompok |
| **Kegiatan inti pertanyaan mendasar**  **(5 Menit)** | **Mengamati/Observasi**   * Guru menampilan dua buah teks narratif melalui PPT **Menanya** * Guru meminta peserta didik untuk membaca kedua teks tersebut dan mengajukan beberapa pertanyaan:   *“What is the text about?”*  *“What are the elements of the text?” “What is the generic structure of the text?”*  *“What are the language features of the text?"* |
|  | * Guru menjelaskan materi tentang teks narratif menggunakan PPT slides. |

|  |  |
| --- | --- |
| **Mendesain Perencanaan Produk**  **(10 Menit)** | Guru mengarahkan peserta didik untuk duduk sesuai kelompok. Guru memberikan sebuah teks narratif sederhana  Siswa diminta untuk mencatat vocabulary yang mereka belum mengetahui artinya  **Mengasosiasikan/Mengolah Informasi**   * Setelah itu, guru menginformasikan agar peserta didik mempresentasikan hasil kelompoknya masing-masing. |
| **Menyusun**  **Jadwal Pembuatan**  **(10 Menit)** | * 5 menit untuk membaca teks narratif yang Guru berikan kepada peserta   didik   * 5 Menit untuk menjelaskan vocabulary dan artinya yang ada pada teks narratif tersebut * Guru menjelaskan singkat tentang media digital Crossword puzzle game. * Guru memberikan link media digital Crossword puzzle game dan Peserta didik diminta untuk mengerjakan soal vocabulary pada crossword puzzle. |
| **Memonitoring keaktifan dan perkembangan proyek**  **(5 Menit)** | * Guru memantau keaktifan peserta didik dalam melakukan Kegiatan tersebut sesuai jadwal, mencatat setiap tahapan, dan membimbing peserta didik yang mengalami kesulitan. |
| **Menguji hasil (5 Menit)** | Mengkomunikasikan   * Guru membimbing proses pemaparan proyek dan mengarahkan kelompok lain untuk menganggapi dan memberikan apresiasi |
| **Evaluasi Pengalaman belajar dan Kegiatan Penutup**  **(5 Menit)** | * Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: * *“What have we learned in this meeting?”* * *“Did you enjoy today’s lesson?* * Guru dan Peserta didik membaca doa dan mengucapkan salam untuk mengakhiri pembelajaran. |

**Pertemuan 2 <**

|  |  |
| --- | --- |
| **KEGITAN PEMBELAJARAN** | **DESKRIPSI**  **KEGIATAN PEMBELAJARAN** |

|  |  |
| --- | --- |
| **Kegiatan Pendahuluan (5 Menit)** | **Orientasi**   * Guru membuka   pembelajaran dengan mengucapkan salam.   * Guru meminta salah satu peserta ddik untuk memimpin doa. * Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.   **Motivasi**   * Guru memberikan motivasi hal positif dan menghubungkan materi pembelajaran dalam kehidupan sehari- hari.   **Pemberian Acuan**   * Guru menyampaikan Pembelajaran dan Penilaian yang akan dilakukan |
| **Kegiatan inti pertanyaan mendasar**  **(10 Menit)** | **Mengamati/Observasi**   * Guru menampilan dua buah teks pada PPT slides   **Menanya**   * Guru Bertanya kepada peserta didik kosakata baru yang ada dalam teks narrative * Peserta didik diminta untuk mencatat kosakata baru yang ada dalam teks narratif tersebut. |
| **Mendesain Perencanaan Produk**  **(10 Menit)** | * Guru menjelaskan cara menggunakan permainan digital crossword puzzle game.   Guru memberikan akses link untuk menghubungkan permainan digital crossword puzzle game.  Guru mengarahkan siswa untuk mengerjakan soal tentang kosakata yang ada di permainan digital crossword puzzle game.  Siswa diminta mengerjakan crossword puzzle game secara individual. |
| **Asosiasi (5 Menit)** | * Guru berkeliling untuk memantau dan membantu peserta didik   yang mengalami kesulitan.   * Guru dan peserta didik saling berdiskusi jika ada kosakata yang belum dimengerti. |
|  | Mengkomunikasikan   * Peserta didik yang telah menyelesaikan digital crossword puzzle |

|  |  |
| --- | --- |
| **Menguji hasil ( 5 Menit)** | game kemudian berbagi hasil dan mendiskusikan jawabannya bersama. |
| **Kegiatan Penutup (10 Menit** | * Guru memberikan umpan balik atas permainan digital crossword puzzle game * Peserta didik diminta untuk membuat kalimat sederhana menggunakan kosakata baru yang telah dipelajari. * Guru memberikan tugas tambahan untuk mencari dan mencatat kosakata baru dari teks narratif lainnya * Guru dan peserta didik menutup pelajaran dengan do’a dan salam. |

1. Pengetahuan : Tes Tulis, Bentuk (Multiple Choice)
2. Ketrampilan : Penilaian proyek dan Penugasan
3. Sikap : Observasi

# Instrumen Penilaian

1. **Pengetahuan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teknik** | **Bentuk Instrumen** | **Butir Instrumen** | **Waktu Pelaksana an** | **Keterangan** |
| **Penugasan** | Pertanyaan tertulis terkait definisi, fungsi  soial, struktur dan unsur kebahasaan teks narratif yang berbentuk uraian  menggunakan LKPD | Terlampir | Saat Pembelaja ran | Penilaian pencapaian pembelajaran (assessment of learning) |

# Ketrampilan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teknik** | **Bentuk Instrumen** | **Butir Instrumen** | **Waktu Pelaksanaan** | **Keterangan** |
| **Penugasan** | Menentukan definisi, fungsi sosial, struktur dan unsur kebahasaan teks narratif secara tertulis menggunakan media digital Crossword puzzle  game | Terlampir | Saat pembelajaran berlangsung | Penilaian pencapaian pembelajaran (assessment of learning) |

**LEMBAR PENGAMATAN SIKAP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspek yang dinilai** | **Skor** | | | **Catatan** |
|  | **1** | **2** | **3** |  |
| **Santun** |  | | |  |
| **Peduli** |  | | |  |
| **Jujur** |  | | |  |

# RUBRIK PENILAIAN SIKAP

|  |  |
| --- | --- |
| **Aspek** | **Deskripsi** |
| **Santun** | * Sering menunjukan sikap santun (skor   3)   * Pernah menunjukan sikap santun (skor 2) * Tidak pernah menunjukan sikap santun (skor 1) |
| **Peduli** | * Sering menunjukan sikap peduli (skor 3) * Pernah menunjukan sikap peduli (skor 2)   -Tidak pernah menunjukan sikap peduli |

|  |  |
| --- | --- |
|  | (skor 1) |
| **Jujur** | -Sering menunjukan sikap jujur (skor 3)  -Pernah menunjukan sikap jujur (skor 2)  -Tidak pernah menunjukan sikap jujur (skor 1) |

1. **PEMBELAJARAN REMIDIAL DAN PENGAYAAN**
   1. Remedial

Remidial diberikan kepada peserta didik yang belum mencapai KKM. Remedial dilakukan dengan pembelajaran ulang. Pembelajaran dilakukan dengan mempelajari kembali materi tentang Narrative Text

* 1. Pengayaan

Pengayaan diberikan kepada peserta didik yang telah mencapai KKM untuk menambah wawasan. Peserta didik membuat teks sederhana tentang Narrative Text

Tegal, 3 Mei 2024

# Mengetahui,

**Guru Mata Pelajaran Peneliti**



**Dicky Adhiprabowo, S.Pd Royin Tanjalin Nasfar**

**NIPY : 290817183 NPM : 1620600028**

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**SATUAN PENDIDIKAN : SMA AL-IRSYAD TEGAL MATA PELAJARAN : BAHASA INGGRIS KELAS/SEMESTER : XI/II**

# TAHUN PELAJARAN : 2023/2024

**MATERI : NARRATIVE TEXT ALOKASI WAKTU : 2 x 45 Menit (2JP)**

# KOMPETENSI INTI (K1)

K1-1 : Menghargai dan Menghormati ajaran agama yang dianutnya

K1-2 : Menunjukkan integritas, ketaatan, kewajiban, empati (menerima perbedaan, kerjasama), kesopanan, keyakinan diri, dalam berinteraksi dengan baik dalam lingkungan sosial dan alam sesuai dengan lingkup pergaulan dan keberadaannya.

K1-3 : Mendengarkan Narrative Text sederhana dengan menggunakan strategi mendengarkan secara aktif, seperti memperlihatkan intonasi, nada, dan ekspresi yang digunakan dalam pembacaan.

K1-4 : Mengidentifikasi dan merespon unsur-unsur Narrative dalam teks narratif sederhana dengan memahami karakter, setting, plot, dan konflik yang terdapat dalam cerita tersebut, serta mampu menagkap pesan atau moral yang disampaikan melalui narasi tersebut.

# KOMPETENSI DASAR DAN INDIKATOR

|  |  |
| --- | --- |
| **KOMPETENSI DASAR (KD)** | **INDIKATOR PENCAPAIAN**  **KOMPETENSI** |
| 3.5 Membedakan fungsi sosial,  struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya. | 3.5.1 Menganalisis fungsi sosial,  struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dalam teks naratif cerita pendek. |

|  |  |
| --- | --- |
| * 1. Teks Naratif      1. Mendengarkan teks narratif sederhana dengan menggunakan strategi mendengarkan.      2. Mengidentifikasi dan merespons teks naratif yang didengarkan. | 4.5.1.1 Siswa mampu mendengarkan dan memahami teks naratif sederhana.  4.5.2.2 Siswa mampu mengidentifikasi unsur-unsur naratif dalam teks yang didengarkan dan Siswa mampu  merespons teks yang didengarkan. |

1. **TUJUAN PEMBELAJARAN**
   1. Siswa dapat mengidentifikasi ciri-ciri narrative text.
   2. Siswa dapat memahami dan menganalisis fungsi sosial dan struktur narrative text.
   3. Siswa dapat mengidentifikasi unsur kebahasaan yang terdapat dalam narrative text.
   4. Siswa dapat menyusun narrative text sederhana dengan kosakata yang tepat dan sesuai konteks.
   5. Siswa dapat meningkatkan kosakata mereka melalui permainan crossword puzzle.

# PENGUATAN PENDIDIKAN KARAKTER (PPK)

* 1. Religius
  2. Percaya diri
  3. Tanggung jawab
  4. Kreatif dan inovatif
  5. Kerja sama

# NILAI KARAKTER YANG DIKEMBANGKAN

* 1. Ketelitian: Siswa akan melatih kemampuan mendengarkan secara aktif dan memahami dengan baik teks naratif, yang membutuhkan ketelitian dalam menangkap detail-detail penting seperti karakter, setting, dan alur cerita.
  2. Analisis: Siswa akan belajar untuk mengidentifikasi unsur-unsur naratif dengan tepat dan melakukan analisis terhadap karakter, setting, dan konflik dalam cerita, yang mengembangkan kemampuan analisis dan kritis mereka.
  3. Empati: Dengan memberikan respons yang relevan dan mendalam terhadap teks naratif, siswa akan melatih kemampuan empati mereka dengan merespons karakter dan situasi yang muncul dalam cerita, serta memahami pesan moral yang terkandung di dalamnya.
  4. Kreativitas: Siswa akan didorong untuk merespons teks naratif dengan kreativitas, baik itu dalam bentuk analisis karakter maupun penangkapan esensi cerita secara keseluruhan, yang mengembangkan kemampuan kreatif dan berpikir out-of-the-box mereka.

# METODE PEMBELAJARAN

* Model : PjBL (Project Based Learning).
* Pendekatan : Saintifik Approach-TPACK
* Metode : Tanya jawab, permainan, diskusi kelompok, dan penugasan
* Strategi : Media Digital Crossword Puzzle Game

# MEDIA PEMBELAJARAN

* LCD projector
* Laptop
* Powerpoint
* Speaker
* Digital Crossword puzzle Game

# SUMBER BELAJAR

Kementerian Pendidikan dan Kebudayaan. Buku Siswa Mata Pelajaran Bahasa Inggris Kelas XI.

# KEGIATAN PEMBELAJARAN

**Pertemuan 3 <**

|  |  |
| --- | --- |
| **KEGITAN**  **PEMBELAJARAN** | **DESKRIPSI**  **KEGIATAN PEMBELAJARAN** |
| **Kegiatan Pendahuluan (5 Menit)** | **Orientasi**   * Guru membuka   pembelajaran dengan mengucapkan salam.   * Guru meminta salah satu peserta didik untuk memimpin doa. * Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.   **Motivasi**   * Guru memberikan motivasi hal positif dan menghubungkan materi pembelajaran sebelumnya   **Pemberian Acuan**   * Guru menyampaikan Kompetensi Dasar, Tujuan Pembelajaran dan Penilaian yang akan dilakukan. |
| **Kegiatan inti pertanyaan mendasar**  **(10 Menit)** | **Mengamati/Observasi**   * Guru menjelaskan ciri-ciri teks narratif melalui PPT * Guru menayangkan vidio teks narratif   **Menanya**   * Siswa dibagi dalam kelompok kecil dan diberikan lembar kerja untuk menganalisis narrative text dari cerita rakyat yang telah diputar. * Setiap kelompok mendiskusikan kosakata baru yang belum mereka ketahui. |
| **Menguji Hasil**  **(15 Menit)** | Mengkomunikasikan   * Presentasi hasil diskusi kelompok di depan kelas. * Guru memberikan feedback dan meluruskan jika ada pemahaman yang kurang tepat. |
| **Berdiskusi** | * Guru Memberikan teks narratif text sederhana dan siswa diminta untuk menentukkan ciri-ciri teks narratif yang sudah disediakan oleh guru dan berdiskusi bersama kelompoknya masing-masing. |

|  |  |
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| **(10 Menit)** | * Peserta didik diminta untuk mengerjakan soal narratif text yang ada dalam media digital crossword puzzle game. |
| **Kegiatan Penutup (5 Menit)** | * Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: * *“What have we learned in this meeting?”* * *“Did you enjoy today’s lesson?* * Guru dan Peserta didik membaca doa dan mengucapkan salam untuk mengakhiri pembelajaran. |

# Pertemuan ke 4 <

|  |  |
| --- | --- |
| **KEGITAN PEMBELAJARAN** | **DESKRIPSI KEGIATAN PEMBELAJARAN** |
| **Kegiatan Pendahuluan (5 Menit)** | **Orientasi**   * Guru membuka   pembelajaran dengan mengucapkan salam.   * Guru meminta salah satu peserta didik untuk memimpin doa. * Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.   **Motivasi**   * Guru memberikan motivasi hal positif dan menghubungkan materi pembelajaran sebelumnya   **Pemberian Acuan**   * Guru menyampaikan Kompetensi Dasar, Tujuan Pembelajaran dan Penilaian yang akan dilakukan. |
| **Kegiatan inti** | **Mengamati/Observasi**   * Guru memberi akses link permainan digital crossword puzzle game * Guru menayangkan crossword puzzle game dilayar proyektor * Guru menjelaskan aturan permainan dan memberikan contoh. |

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| --- | --- |
| **pertanyaan mendasar (20 Menit)** | **Menanya**   * Siswa dibagi dalam kelompok kecil dan diminta untuk mengerjakan soal pada media digital Crossword puzzle game * Setiap kelompok diberikan lembar kerja crossword puzzle yang berkaitan dengan kosakata dari narrative text. * Siswa bekerja sama dalam kelompok untuk menyelesaikan crossword puzzle. |
| **Menguji Hasil**  **(5 Menit)** | Mengkomunikasikan   * Setiap kelompok mempresentasikan hasil pekerjaan mereka. * Guru memberikan feedback dan penjelasan lebih lanjut tentang jawaban yang benar |
| **Berdiskusi**  **(10 Menit)** | * Guru Memberikan teks narratif text sederhana dan siswa diminta   untuk mencatat kosakata baru yang ada dalam teks narratif tersebut dikerjakan secara individu. |
| **Kegiatan Penutup (5 Menit** | * Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: * *“What have we learned in this meeting?”* * *“Did you enjoy today’s lesson?* * Guru dan Peserta didik membaca doa dan mengucapkan salam untuk mengakhiri pembelajaran. |

Pengetahuan : Tes Tulis, Bentuk (Multiple Choice) Ketrampilan : Penilaian proyek dan Penugasan Sikap : Observasi

# Instrumen Penilaian

**a. Pengetahuan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teknik** | **Bentuk Instrumen** | **Butir Instrumen** | **Waktu Pelaksanaan** | **Keteranga n** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Penugasan** | Pertanyaan tertulis terkait definisi, fungsi soial, struktur dan unsur kebahasaan teks narratif yang berbentuk uraian menggunakan LKPD | Terlampir | Saat Pembelajaran | Penilaian pencapaian pembelajar an (assessmen t of learning) |

# D. Ketrampilan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teknik** | **Bentuk Instrumen** | **Butir Instrumen** | **Waktu Pelaksanaan** | **Keterangan** |
| **Penugasan** | Menentukan definisi, fungsi sosial, struktur dan unsur kebahasaan teks narratif secara tertulis menggunakan media digital Crossword puzzle  game | Terlampir | Saat pembelajaran berlangsung | Penilaian pencapaian pembelajaran (assessment of learning) |

**LEMBAR PENGAMATAN SIKAP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspek yang dinilai** | **Skor** | | | **Catatan** |
|  | **1** | **2** | **3** |  |
| **Santun** |  | | |  |
| **Peduli** |  | | |  |
| **Jujur** |  | | |  |

# RUBRIK PENILAIAN SIKAP

|  |  |
| --- | --- |
| **Aspek** | **Deskripsi** |
| **Santun** | * Sering menunjukan sikap santun (skor 3) * Pernah menunjukan sikap santun (skor 2) |

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|  | - Tidak pernah menunjukan sikap santun (skor 1) |
| **Peduli** | * Sering menunjukan sikap peduli (skor 3) * Pernah menunjukan sikap peduli (skor 2)   -Tidak pernah menunjukan sikap peduli (skor 1) |
| **Jujur** | -Sering menunjukan sikap jujur (skor 3)  -Pernah menunjukan sikap jujur (skor 2)  -Tidak pernah menunjukan sikap jujur (skor 1) |

1. **PEMBELAJARAN REMIDIAL DAN PENGAYAAN**
   1. Remedial

Remidial diberikan kepada peserta didik yang belum mencapai KKM. Remedial dilakukan dengan pembelajaran ulang. Pembelajaran dilakukan dengan mempelajari kembali materi tentang Narrative Text

* 1. Pengayaan

Pengayaan diberikan kepada peserta didik yang telah mencapai KKM untuk menambah wawasan. Peserta didik membuat teks sederhana tentang Narrative Text

Tegal, 3 Mei 2024

# Mengetahui,

**Guru Mata Pelajaran Peneliti**



**Dicky Adhiprabowo, S.Pd Royin Tanjalin Nasfar**

**NIPY : 290817183 NPM : 1620600028**

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**SATUAN PENDIDIKAN : SMA AL-IRSYAD TEGAL MATA PELAJARAN : BAHASA INGGRIS KELAS/SEMESTER : XI/II**

# TAHUN PELAJARAN : 2023/2024

**MATERI : NARRATIVE TEXT ALOKASI WAKTU : 2 x 45 Menit (2JP)**

# KOMPETENSI INTI (K1)

K1-1 : Menghargai dan Menghormati ajaran agama yang dianutnya

K1-2 : Menunjukkan integritas, ketaatan, kewajiban, empati (menerima perbedaan, kerjasama), kesopanan, keyakinan diri, dalam berinteraksi dengan baik dalam lingkungan sosial dan alam sesuai dengan lingkup pergaulan dan keberadaannya.

K1-3 : Mendengarkan Narrative Text sederhana dengan menggunakan strategi mendengarkan secara aktif, seperti memperlihatkan intonasi, nada, dan ekspresi yang digunakan dalam pembacaan.

K1-4 : Mengidentifikasi dan merespon unsur-unsur Narrative dalam teks narratif sederhana dengan memahami karakter, setting, plot, dan konflik yang terdapat dalam cerita tersebut, serta mampu menagkap pesan atau moral yang disampaikan melalui narasi tersebut.

# KOMPETENSI DASAR DAN INDIKATOR

|  |  |
| --- | --- |
| **KOMPETENSI DASAR (KD)** | **INDIKATOR PENCAPAIAN KOMPETENSI** |
| 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya. | 3.5.1 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dalam teks naratif cerita pendek. |

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| --- | --- |
| * 1. Teks Naratif      1. Mendengarkan teks narratif sederhana dengan menggunakan strategi mendengarkan.      2. Mengidentifikasi dan merespons teks naratif yang didengarkan. | 4.5.1.1 Siswa mampu mendengarkan dan memahami teks naratif sederhana.  4.5.2.2 Siswa mampu mengidentifikasi unsur-unsur naratif dalam teks yang didengarkan dan Siswa mampu  merespons teks yang didengarkan. |

1. **TUJUAN PEMBELAJARAN**
   1. Siswa dapat mengidentifikasi struktur narrative text.
   2. Siswa dapat memahami fungsi sosial dan unsur kebahasaan dalam narrative text.
   3. Siswa dapat meningkatkan kosakata dengan bermain crossword puzzle.
   4. Siswa dapat mengaitkan kosakata baru dengan konteks teks narrative yang dipelajari sebelumnya.

# PENGUATAN PENDIDIKAN KARAKTER (PPK)

* 1. Religius
  2. Percaya diri
  3. Tanggung jawab
  4. Kreatif dan inovatif
  5. Kerja sama

# NILAI KARAKTER YANG DIKEMBANGKAN

* 1. Ketelitian: Siswa akan melatih kemampuan mendengarkan secara aktif dan memahami dengan baik teks naratif, yang membutuhkan ketelitian dalam menangkap detail-detail penting seperti karakter, setting, dan alur cerita.
  2. Analisis: Siswa akan belajar untuk mengidentifikasi unsur-unsur naratif dengan tepat dan melakukan analisis terhadap karakter, setting, dan konflik dalam cerita, yang mengembangkan kemampuan analisis dan kritis mereka.
  3. Empati: Dengan memberikan respons yang relevan dan mendalam terhadap teks naratif, siswa akan melatih kemampuan empati mereka dengan merespons karakter dan situasi yang muncul dalam cerita, serta memahami pesan moral yang terkandung di dalamnya.
  4. Kreativitas: Siswa akan didorong untuk merespons teks naratif dengan kreativitas, baik itu dalam bentuk analisis karakter maupun penangkapan esensi cerita secara keseluruhan, yang mengembangkan kemampuan kreatif dan berpikir out-of-the-box mereka.

# METODE PEMBELAJARAN

* Model : PjBL (Project Based Learning).
* Pendekatan : Saintifik Approach-TPACK
* Metode : Tanya jawab, permainan, diskusi kelompok, dan penugasan
* Strategi : Media Digital Crossword Puzzle Game

# MEDIA PEMBELAJARAN

* LCD projector
* Laptop
* Powerpoint
* Speaker
* Digital Crossword puzzle Game

# SUMBER BELAJAR

Kementerian Pendidikan dan Kebudayaan. Buku Siswa Mata Pelajaran Bahasa Inggris Kelas XI.

# KEGIATAN PEMBELAJARAN

**Pertemuan 5 <**

|  |  |
| --- | --- |
| **KEGITAN PEMBELAJARAN** | **DESKRIPSI KEGIATAN PEMBELAJARAN** |
| **Kegiatan Pendahuluan (5 Menit)** | **Orientasi**   * Guru membuka   pembelajaran dengan mengucapkan salam.   * Guru meminta salah satu peserta didik untuk memimpin doa. * Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.   **Motivasi**   * Guru memberikan motivasi hal positif dan menghubungkan materi pembelajaran sebelumnya   **Pemberian Acuan**   * Guru menyampaikan Kompetensi Dasar, Tujuan Pembelajaran dan Penilaian yang akan dilakukan. |
| **Kegiatan inti pertanyaan mendasar**  **(15 Menit)** | **Mengamati/Observasi**   * Guru menjelaskan Struktur narrative text melalui PPT * Guru memberikan contoh teks narratif dan meminta peserta didik untuk mengidentifikasi struktur teks narratif tersebut. **Menanya** * Siswa dibagi dalam kelompok kecil untuk menganalisis narrative text dari cerita tersebut * Setiap kelompok mempresentasikan hasil kelompoknya |
| **Menguji Hasil**  **(15 Menit)** | Mengkomunikasikan   * Guru meminta peserta didik untuk mencatat kosakata asing yang belum mereka ketahui. * Peserta didik diminta untuk mengerjakan soal narratif text yang sudah disajikan di media digital crossword puzzle game. |
| **Berdiskusi** | * Guru Memberikan Penjelasan arti tentang kosakata yang dicatat   oleh setiap kelompok   * Peserta didik mencatat arti di buku tulis masing- masing |

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| --- | --- |
| **(5 Menit)** |  |
| **Kegiatan Penutup (5 Menit)** | * Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: * *“What have we learned in this meeting?”* * *“Did you enjoy today’s lesson?* * Guru dan Peserta didik membaca doa dan mengucapkan salam untuk mengakhiri pembelajaran. |

# Pertemuan 6 <

|  |  |
| --- | --- |
| **KEGITAN PEMBELAJARAN** | **DESKRIPSI KEGIATAN PEMBELAJARAN** |
| **Kegiatan Pendahuluan (5 Menit)** | **Orientasi**   * Guru membuka   pembelajaran dengan mengucapkan salam.   * Guru meminta salah satu peserta didik untuk memimpin doa. * Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.   **Motivasi**   * Guru memberikan motivasi hal positif dan menghubungkan materi pembelajaran sebelumnya   **Pemberian Acuan**   * Guru menyampaikan materi yang akan dipelajari pada hari ini menggunakan media pembelajaran digital crossword puzzle game. |
| **Kegiatan inti pertanyaan mendasar** | **Mengamati/Observasi**   * Guru menjelaskan cara bermain digital crossword puzzle game   **Menanya**   * Peserta didik diminta untuk menjawab beberapa pertanyaan yang |

|  |  |
| --- | --- |
| **(15 Menit)** | ada pada permainan crosssword puzzle game.   * Peserta didik berusaha menyelesaikan pertanyaan kosakata pada crossword puzzle game berdasarkan teks narratif yang ada pada media digital crossword puzzle game tersebut. |
| **Menguji Hasil**  **(15 Menit)** | Mengkomunikasikan  - Guru memberikan bantuan kepada peserta didik dan memastikan semua peserta didik terlibat dalam permainan digital crossword puzzle game tersebut. |
| **Berdiskusi (5 Menit)** | * Guru dan peserta didik berdiskusi tentang jawaban yang tepat pada permainan digital crossword puzzle game. |
| **Kegiatan Penutup (5 Menit)** | * Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: * *“What have we learned in this meeting?”* * *“Did you enjoy today’s lesson?* * Guru dan Peserta didik membaca doa dan mengucapkan salam untuk mengakhiri pembelajaran. |

Pengetahuan : Tes Tulis, Bentuk (Multiple Choice) Ketrampilan : Penilaian proyek dan Penugasan Sikap : Observasi

# Instrumen Penilaian

1. **Pengetahuan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teknik** | **Bentuk Instrumen** | **Butir Instrumen** | **Waktu Pelaksanaan** | **Keterangan** |
| **Penugasan** | Pertanyaan  tertulis terkait definisi, fungsi soial, struktur dan unsur kebahasaan teks narratif yang berbentuk uraian menggunakan  LKPD | Terlampir | Saat  Pembelajaran | Penilaian  pencapaian pembelajaran (assessment of learning) |

# Ketrampilan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teknik** | **Bentuk Instrumen** | **Butir Instrumen** | **Waktu Pelaksanaan** | **Keterangan** |
| **Penugasan** | Menentukan definisi, fungsi sosial, struktur dan unsur kebahasaan teks narratif secara tertulis menggunakan media digital Crossword puzzle  game | Terlampir | Saat pembelajaran berlangsung | Penilaian pencapaian pembelajaran (assessment of learning) |

**LEMBAR PENGAMATAN SIKAP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspek yang dinilai** | **Skor** | | | **Catatan** |
|  | **1** | **2** | **3** |  |
| **Santun** |  | | |  |
| **Peduli** |  | | |  |
| **Jujur** |  | | |  |

# RUBRIK PENILAIAN SIKAP

|  |  |
| --- | --- |
| **Aspek** | **Deskripsi** |
| **Santun** | * Sering menunjukan sikap santun (skor 3) * Pernah menunjukan sikap santun (skor 2) * Tidak pernah menunjukan sikap santun (skor 1) |
| **Peduli** | * Sering menunjukan sikap peduli (skor 3) * Pernah menunjukan sikap peduli (skor 2)   -Tidak pernah menunjukan sikap peduli (skor 1) |
| **Jujur** | -Sering menunjukan sikap jujur (skor 3)  -Pernah menunjukan sikap jujur (skor 2)  -Tidak pernah menunjukan sikap jujur (skor 1) |

**K. PEMBELAJARAN REMIDIAL DAN PENGAYAAN**

1. Remedial

Remidial diberikan kepada peserta didik yang belum mencapai KKM. Remedial dilakukan dengan pembelajaran ulang. Pembelajaran dilakukan dengan mempelajari kembali materi tentang Narrative Text

1. Pengayaan

Pengayaan diberikan kepada peserta didik yang telah mencapai KKM untuk menambah wawasan. Peserta didik membuat teks sederhana tentang Narrative Text

Tegal, 3 Mei 2024

# Mengetahui,

**Guru Mata Pelajaran Peneliti**



**Dicky Adhiprabowo, S.Pd Royin Tanjalin Nasfar**

**NIPY : 290817183 NPM : 1620600028**

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**SATUAN PENDIDIKAN : SMA AL-IRSYAD TEGAL MATA PELAJARAN : BAHASA INGGRIS KELAS/SEMESTER : XI/II**

# TAHUN PELAJARAN : 2023/2024

**MATERI : NARRATIVE TEXT ALOKASI WAKTU : 2 x 45 Menit (2JP)**

# KOMPETENSI INTI (K1)

K1-1 : Menghargai dan Menghormati ajaran agama yang dianutnya

K1-2 : Menunjukkan integritas, ketaatan, kewajiban, empati (menerima perbedaan, kerjasama), kesopanan, keyakinan diri, dalam berinteraksi dengan baik dalam lingkungan sosial dan alam sesuai dengan lingkup pergaulan dan keberadaannya.

K1-3 : Mendengarkan Narrative Text sederhana dengan menggunakan strategi mendengarkan secara aktif, seperti memperlihatkan intonasi, nada, dan ekspresi yang digunakan dalam pembacaan.

K1-4 : Mengidentifikasi dan merespon unsur-unsur Narrative dalam teks narratif sederhana dengan memahami karakter, setting, plot, dan konflik yang terdapat dalam cerita tersebut, serta mampu menagkap pesan atau moral yang disampaikan melalui narasi tersebut.

# KOMPETENSI DASAR DAN INDIKATOR

|  |  |
| --- | --- |
| **KOMPETENSI DASAR (KD)** | **INDIKATOR PENCAPAIAN KOMPETENSI** |
| 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya. | 3.5.1 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dalam teks naratif cerita pendek. |
| * 1. Teks Naratif      1. Mendengarkan teks narratif sederhana dengan menggunakan strategi mendengarkan.      2. Mengidentifikasi dan merespons teks naratif yang didengarkan. | 4.5.1.1 Siswa mampu mendengarkan dan memahami teks naratif sederhana.  4.5.2.2 Siswa mampu mengidentifikasi unsur-unsur naratif dalam teks yang didengarkan dan Siswa mampu merespons teks yang didengarkan. |

1. **TUJUAN PEMBELAJARAN**
2. Siswa dapat mengidentifikasi struktur narrative text.
3. Siswa dapat memahami fungsi sosial dan unsur kebahasaan dalam narrative text.
4. Siswa dapat meningkatkan kosakata dengan bermain crossword puzzle.
5. Siswa dapat mengaitkan kosakata baru dengan konteks teks narrative yang dipelajari sebelumnya.

# PENGUATAN PENDIDIKAN KARAKTER (PPK)

* 1. Religius
  2. Percaya diri
  3. Tanggung jawab
  4. Kreatif dan inovatif
  5. Kerja sama

# NILAI KARAKTER YANG DIKEMBANGKAN

* 1. Ketelitian: Siswa akan melatih kemampuan mendengarkan secara aktif dan memahami dengan baik teks naratif, yang membutuhkan ketelitian dalam menangkap detail-detail penting seperti karakter, setting, dan alur cerita.
  2. Analisis: Siswa akan belajar untuk mengidentifikasi unsur-unsur naratif dengan tepat dan melakukan analisis terhadap karakter, setting, dan konflik dalam cerita, yang mengembangkan kemampuan analisis dan kritis mereka.
  3. Empati: Dengan memberikan respons yang relevan dan mendalam terhadap teks naratif, siswa akan melatih kemampuan empati mereka dengan merespons karakter dan situasi yang muncul dalam cerita, serta memahami pesan moral yang terkandung di dalamnya.
  4. Kreativitas: Siswa akan didorong untuk merespons teks naratif dengan kreativitas, baik itu dalam bentuk analisis karakter maupun penangkapan esensi cerita secara keseluruhan, yang mengembangkan kemampuan kreatif dan berpikir out-of-the-box mereka.

# METODE PEMBELAJARAN

* Model : PjBL (Project Based Learning).
* Pendekatan : Saintifik Approach-TPACK
* Metode : Tanya jawab, permainan, diskusi kelompok, dan penugasan
* Strategi : Media Digital Crossword Puzzle Game

# MEDIA PEMBELAJARAN

* LCD projector
* Laptop
* Powerpoint
* Speaker
* Digital Crossword puzzle Game

# SUMBER BELAJAR

Kementerian Pendidikan dan Kebudayaan. Buku Siswa Mata Pelajaran Bahasa Inggris Kelas XI.

# KEGIATAN PEMBELAJARAN

**Pertemuan 7 <**

|  |  |
| --- | --- |
| **KEGITAN PEMBELAJARAN** | **DESKRIPSI KEGIATAN PEMBELAJARAN** |
| **Kegiatan Pendahuluan (5 Menit)** | **Orientasi**   * Guru membuka   pembelajaran dengan mengucapkan salam.   * Guru meminta salah satu peserta didik untuk memimpin doa. * Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.   **Motivasi**   * Guru memberikan motivasi hal positif dan menghubungkan materi pembelajaran sebelumnya   **Pemberian Acuan**   * Guru menyampaikan Kompetensi Dasar, Tujuan Pembelajaran dan Penilaian yang akan dilakukan. |
| **Kegiatan inti pertanyaan mendasar**  **(15 Menit)** | **Mengamati/Observasi**   * Guru mempresentasikan pengertian karakter dalam sebuah teks narratif melalui PPT * Guru memberikan contoh teks narratif dan Peserta didik diminta untuk menganalisis contoh karakter dalam sebuah teks narratif yang diberikan oleh guru |
| **Elaborasi (15 Menit)** | Mengkomunikasikan   * Peserta didik berdiskusi dalam kelompok kecil untuk menganalisis karakter dalam cerita yang mereka ketahui. * Setiap kelompok menyajikan hasil analisis mereka didepan kelas. * Peserta didik diminta untuk mengerjakan soal media digital crossword puzzle game. |
| **Berdiskusi (5 Menit)** | * Guru Memberikan Penjelasan tentang karakter dalam cerita teks narratif teks |

|  |  |
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| **Kegiatan Penutup (5 Menit)** | * Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: * *“What have we learned in this meeting?”* * *“Did you enjoy today’s lesson?* * Guru dan Peserta didik membaca doa dan mengucapkan salam untuk mengakhiri pembelajaran. |

# Pertemuan 8<

|  |  |
| --- | --- |
| **KEGITAN PEMBELAJARAN** | **DESKRIPSI KEGIATAN PEMBELAJARAN** |
| **Kegiatan Pendahuluan (5 Menit)** | **Orientasi**   * Guru membuka   pembelajaran dengan mengucapkan salam.   * Guru meminta salah satu peserta didik untuk memimpin doa. * Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.   **Motivasi**   * Guru memberikan motivasi hal positif dan menghubungkan materi pembelajaran sebelumnya   **Pemberian Acuan**   * Guru menyampaikan Penjelasan permainan digital crossword puzzle game pada pertemuan hari ini |
| **Kegiatan inti pertanyaan mendasar**  **(15 Menit)** | **Mengamati/Observasi**   * Guru memberikan penjelasan aturan permainan crossword puzzle dan peserta didik diminta untuk mengerjakan soal tentang pencapaian kosakata peserta didik |
| **Elaborasi (15 Menit)** | Mengkomunikasikan  -Guru membimbing dan memberikan bantuan jika ada kesulitan. |
| **Berdiskusi (5 Menit)** | * Guru Memberikan Penjelasan tentang kosakata asing yang ada pada teks narrative dalam permainan digital Crossword puzzle game. |
| **Kegiatan Penutup (5 Menit)** | * Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: * *“What have we learned in this meeting?”* * *“Did you enjoy today’s lesson?* * Guru dan Peserta didik membaca doa dan mengucapkan salam |

|  |  |
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|  | untuk mengakhiri pembelajaran. |

Pengetahuan : Tes Tulis, Bentuk (Multiple Choice) Ketrampilan : Penilaian proyek dan Penugasan Sikap : Observasi

# Instrumen Penilaian

* 1. **Pengetahuan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teknik** | **Bentuk Instrumen** | **Butir Instrumen** | **Waktu Pelaksanaan** | **Keteranga n** |
| **Penugasan** | Pertanyaan tertulis terkait definisi, fungsi soial, struktur dan unsur kebahasaan teks narratif yang berbentuk uraian menggunakan LKPD | Terlampir | Saat Pembelajaran | Penilaian pencapaian pembelajara n (assessment of learning) |

# Ketrampilan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teknik** | **Bentuk Instrumen** | **Butir Instrumen** | **Waktu Pelaksanaan** | **Keterangan** |
| **Penugasan** | Menentukan definisi, fungsi sosial, struktur dan unsur kebahasaan teks narratif secara tertulis menggunakan media digital Crossword puzzle  game | Terlampir | Saat pembelajaran berlangsung | Penilaian pencapaian pembelajaran (assessment of learning) |

**LEMBAR PENGAMATAN SIKAP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspek yang dinilai** | **Skor** | | | **Catatan** |
|  | **1** | **2** | **3** |  |
| **Santun** |  | | |  |
| **Peduli** |  | | |  |
| **Jujur** |  | | |  |

# RUBRIK PENILAIAN SIKAP

|  |  |
| --- | --- |
| **Aspek** | **Deskripsi** |
| **Santun** | * Sering menunjukan sikap santun (skor 3) * Pernah menunjukan sikap santun (skor 2) * Tidak pernah menunjukan sikap santun (skor 1) |
| **Peduli** | * Sering menunjukan sikap peduli (skor 3) * Pernah menunjukan sikap peduli (skor 2)   -Tidak pernah menunjukan sikap peduli (skor 1) |
| **Jujur** | -Sering menunjukan sikap jujur (skor 3)  -Pernah menunjukan sikap jujur (skor 2)  -Tidak pernah menunjukan sikap jujur (skor 1) |

1. **PEMBELAJARAN REMIDIAL DAN PENGAYAAN**
2. Remedial

Remidial diberikan kepada peserta didik yang belum mencapai KKM. Remedial dilakukan dengan pembelajaran ulang. Pembelajaran dilakukan dengan mempelajari kembali materi tentang Narrative Text

1. Pengayaan

Pengayaan diberikan kepada peserta didik yang telah mencapai KKM untuk menambah wawasan. Peserta didik membuat teks sederhana tentang Narrative Text

Tegal, 3 Mei 2024

# Mengetahui,

**Guru Mata Pelajaran Peneliti**



**Dicky Adhiprabowo, S.Pd Royin Tanjalin Nasfar**

**NIPY : 290817183 NPM : 1620600028**

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**SATUAN PENDIDIKAN : SMA AL-IRSYAD TEGAL MATA PELAJARAN : BAHASA INGGRIS KELAS/SEMESTER : XI/II**

# TAHUN PELAJARAN : 2023/2024

**MATERI : NARRATIVE TEXT ALOKASI WAKTU : 2 x 45 Menit (2JP)**

# KOMPETENSI INTI (K1)

K1-1 : Menghargai dan Menghormati ajaran agama yang dianutnya

K1-2 : Menunjukkan integritas, ketaatan, kewajiban, empati (menerima perbedaan, kerjasama), kesopanan, keyakinan diri, dalam berinteraksi dengan baik dalam lingkungan sosial dan alam sesuai dengan lingkup pergaulan dan keberadaannya.

K1-3 : Mendengarkan Narrative Text sederhana dengan menggunakan strategi mendengarkan secara aktif, seperti memperlihatkan intonasi, nada, dan ekspresi yang digunakan dalam pembacaan.

K1-4 : Mengidentifikasi dan merespon unsur-unsur Narrative dalam teks narratif sederhana dengan memahami karakter, setting, plot, dan konflik yang terdapat dalam cerita tersebut, serta mampu menagkap pesan atau moral yang disampaikan melalui narasi tersebut.

# KOMPETENSI DASAR DAN INDIKATOR

|  |  |
| --- | --- |
| **KOMPETENSI DASAR (KD)** | **INDIKATOR PENCAPAIAN KOMPETENSI** |

|  |  |
| --- | --- |
| 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya. | 3.5.1 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dalam teks naratif cerita pendek. |
| * 1. Teks Naratif      1. Mendengarkan teks narratif sederhana dengan menggunakan strategi mendengarkan.      2. Mengidentifikasi dan merespons teks naratif yang didengarkan. | 4.5.1.1 Siswa mampu mendengarkan dan memahami teks naratif sederhana.  4.5.2.2 Siswa mampu mengidentifikasi unsur-unsur naratif dalam teks yang didengarkan dan Siswa mampu merespons teks yang didengarkan. |

* 1. **TUJUAN PEMBELAJARAN**
     1. Siswa dapat menganalisis plot dan tema dalam narrative text.
     2. Siswa dapat menyusun narrative text dengan plot dan tema yang jelas.

# PENGUATAN PENDIDIKAN KARAKTER (PPK)

* + 1. Religius
    2. Percaya diri
    3. Tanggung jawab
    4. Kreatif dan inovatif
    5. Kerja sama

# NILAI KARAKTER YANG DIKEMBANGKAN

1. Ketelitian: Siswa akan melatih kemampuan mendengarkan secara aktif dan memahami dengan baik teks naratif, yang membutuhkan ketelitian dalam menangkap detail-detail penting seperti karakter, setting, dan alur cerita.
2. Analisis: Siswa akan belajar untuk mengidentifikasi unsur-unsur naratif dengan tepat dan melakukan analisis terhadap karakter, setting, dan konflik dalam cerita, yang mengembangkan kemampuan analisis dan kritis mereka.
3. Empati: Dengan memberikan respons yang relevan dan mendalam terhadap teks naratif, siswa akan melatih kemampuan empati mereka

dengan merespons karakter dan situasi yang muncul dalam cerita, serta memahami pesan moral yang terkandung di dalamnya.

1. Kreativitas: Siswa akan didorong untuk merespons teks naratif dengan kreativitas, baik itu dalam bentuk analisis karakter maupun penangkapan esensi cerita secara keseluruhan, yang mengembangkan kemampuan kreatif dan berpikir out-of-the-box mereka.

# METODE PEMBELAJARAN

* Model : PjBL (Project Based Learning).
* Pendekatan : Saintifik Approach-TPACK
* Metode : Tanya jawab, permainan, diskusi kelompok, dan penugasan
* Strategi : Media Digital Crossword Puzzle Game

# MEDIA PEMBELAJARAN

* LCD projector
* Laptop
* Powerpoint
* Speaker
* Digital Crossword puzzle Game

# SUMBER BELAJAR

Kementerian Pendidikan dan Kebudayaan. Buku Siswa Mata Pelajaran Bahasa Inggris Kelas XI.

# KEGIATAN PEMBELAJARAN

**Pertemuan 9 <**

|  |  |
| --- | --- |
| **KEGITAN PEMBELAJARAN** | **DESKRIPSI KEGIATAN PEMBELAJARAN** |
| **Kegiatan Pendahuluan (5 Menit)** | **Orientasi**   * Guru membuka   pembelajaran dengan mengucapkan salam.   * Guru meminta salah satu peserta didik untuk memimpin doa. * Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.   **Motivasi**   * Guru memberikan motivasi hal positif dan menghubungkan materi pembelajaran sebelumnya   **Pemberian Acuan**   * Guru menyampaikan Kompetensi Dasar, Tujuan Pembelajaran dan Penilaian yang akan dilakukan. |
| **Kegiatan inti pertanyaan mendasar**  **(15 Menit)** | **Mengamati/Observasi**   * Guru menjelaskan Konsep plot dalam narrative text melalui PPT * Guru memberikan contoh teks narratif pendek dan peserta didik diminta untuk mengidentifikasi bagian-bagian plot tersebut. |
| **Elaborasi (15 Menit)** | * Peserta didik dibagi menjadi kelompok kecil dan diberikan tugas untuk menganalisis plot dari cerita pendek yang telah disediakan * Guru memberikan soal pada media digital crossword puzzle game. |
| **Berdiskusi**  **(5 Menit)** | * Setiap kelompok mempresentasikan hasil mereka didepan kelas |
| **Kegiatan Penutup (5 Menit)** | * Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: * *“What have we learned in this meeting?”* * *“Did you enjoy today’s lesson?* * Guru dan Peserta didik membaca doa dan mengucapkan salam |

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|  | untuk mengakhiri pembelajaran. |

# Pertemuan 10 <

|  |  |
| --- | --- |
| **KEGITAN**  **PEMBELAJARAN** | **DESKRIPSI**  **KEGIATAN PEMBELAJARAN** |
| **Kegiatan Pendahuluan (5 Menit)** | **Orientasi**   * Guru membuka   pembelajaran dengan mengucapkan salam.   * Guru meminta salah satu peserta didik untuk memimpin doa. * Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.   **Motivasi**   * Guru memberikan motivasi hal positif dan menghubungkan materi pembelajaran sebelumnya   **Pemberian Acuan**   * Guru menyampaikan Tujuan Pembelajaran dan Penilaian yang akan dilakukan. |
| **Kegiatan inti pertanyaan mendasar**  **(15 Menit)** | **Mengamati/Observasi**   * Guru memberikan instruksi soal yang ada pada permainan crossword puzzle * Guru memberikan beberapa soal pada permainan digital   crossword puzzle game sesuai dengan kosakata bahasa inggris pada teks narratif. |
| **Menguji Hasil (15 Menit)** | Mengkomunikasikan  - Guru meminta peserta didik untuk mencatat kosakata asing yang belum mereka ketahui. |
| **Berdiskusi (5 Menit)** | * Guru Memberikan Penjelasan arti tentang kosakata * Peserta didik diminta untuk mencatat arti di buku tulis masing- masing |
| **Kegiatan Penutup (5 Menit)** | * Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: * *“What have we learned in this meeting?”* * *“Did you enjoy today’s lesson?* |

|  |  |
| --- | --- |
|  | * Guru dan Peserta didik membaca doa dan mengucapkan salam untuk mengakhiri pembelajaran. |

* 1. Pengetahuan : Tes Tulis, Bentuk (Multiple Choice)
  2. Ketrampilan : Penilaian proyek dan Penugasan
  3. Sikap : Observasi

# Instrumen Penilaian

1. **Pengetahuan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teknik** | **Bentuk Instrumen** | **Butir**  **Instrumen** | **Waktu**  **Pelaksanaan** | **Keteranga**  **n** |
| **Penugasan** | Pertanyaan tertulis terkait definisi, fungsi soial, struktur dan unsur kebahasaan teks narratif yang berbentuk uraian menggunakan LKPD | Terlampir | Saat Pembelajaran | Penilaian pencapaian pembelajar an (assessmen t of learning) |

# Ketrampilan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teknik** | **Bentuk Instrumen** | **Butir**  **Instrumen** | **Waktu**  **Pelaksanaan** | **Keterangan** |
| **Penugasan** | Menentukan definisi, fungsi sosial, struktur dan unsur kebahasaan teks narratif secara tertulis  menggunakan | Terlampir | Saat pembelajaran berlangsung | Penilaian pencapaian pembelajaran (assessment of learning) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | media digital Crossword puzzle game |  |  |  |

**LEMBAR PENGAMATAN SIKAP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspek yang dinilai** | **Skor** | | | **Catatan** |
|  | **1** | **2** | **3** |  |
| **Santun** |  | | |  |
| **Peduli** |  | | |  |
| **Jujur** |  | | |  |

# RUBRIK PENILAIAN SIKAP

|  |  |
| --- | --- |
| **Aspek** | **Deskripsi** |
| **Santun** | * Sering menunjukan sikap santun (skor 3) * Pernah menunjukan sikap santun (skor 2) * Tidak pernah menunjukan sikap santun (skor 1) |
| **Peduli** | * Sering menunjukan sikap peduli (skor 3) * Pernah menunjukan sikap peduli (skor 2)   -Tidak pernah menunjukan sikap peduli (skor 1) |
| **Jujur** | -Sering menunjukan sikap jujur (skor 3)  -Pernah menunjukan sikap jujur (skor 2)  -Tidak pernah menunjukan sikap jujur (skor 1) |

1. **PEMBELAJARAN REMIDIAL DAN PENGAYAAN**
2. Remedial

Remidial diberikan kepada peserta didik yang belum

mencapai KKM. Remedial dilakukan dengan pembelajaran ulang. Pembelajaran dilakukan dengan mempelajari kembali materi tentang Narrative Text

1. Pengayaan

Pengayaan diberikan kepada peserta didik yang telah mencapai KKM untuk menambah wawasan. Peserta didik membuat teks sederhana tentang Narrative Text

Tegal, 3 Mei 2024

# Mengetahui,

**Guru Mata Pelajaran Peneliti**



**Dicky Adhiprabowo, S.Pd Royin Tanjalin Nasfar**

**NIPY : 290817183 NPM : 1620600028**

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**SATUAN PENDIDIKAN : SMA AL-IRSYAD TEGAL MATA PELAJARAN : BAHASA INGGRIS KELAS/SEMESTER : XI/II**

# TAHUN PELAJARAN : 2023/2024

**MATERI : NARRATIVE TEXT ALOKASI WAKTU : 2 x 45 Menit (2JP)**

# KOMPETENSI INTI (K1)

K1-1 : Menghargai dan Menghormati ajaran agama yang dianutnya

K1-2 : Menunjukkan integritas, ketaatan, kewajiban, empati (menerima perbedaan, kerjasama), kesopanan, keyakinan diri, dalam berinteraksi dengan baik dalam lingkungan sosial dan alam sesuai dengan lingkup pergaulan dan keberadaannya.

K1-3 : Mendengarkan Narrative Text sederhana dengan menggunakan strategi mendengarkan secara aktif, seperti memperlihatkan intonasi, nada, dan ekspresi yang digunakan dalam pembacaan.

K1-4 : Mengidentifikasi dan merespon unsur-unsur Narrative dalam teks narratif sederhana dengan memahami karakter, setting, plot, dan konflik yang terdapat dalam cerita tersebut, serta mampu menagkap pesan atau moral yang disampaikan melalui narasi tersebut.

# KOMPETENSI DASAR DAN INDIKATOR

|  |  |
| --- | --- |
| **KOMPETENSI DASAR (KD)** | **INDIKATOR PENCAPAIAN**  **KOMPETENSI** |
| 3.5 Membedakan fungsi sosial,  struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya. | 3.5.1 Menganalisis fungsi sosial,  struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dalam teks naratif cerita pendek. |

|  |  |
| --- | --- |
| * 1. Teks Naratif      1. Mendengarkan teks narratif sederhana dengan menggunakan strategi mendengarkan.      2. Mengidentifikasi dan merespons teks naratif yang didengarkan. | 4.5.1.1 Siswa mampu mendengarkan dan memahami teks naratif sederhana.  4.5.2.2 Siswa mampu mengidentifikasi unsur-unsur naratif dalam teks yang didengarkan dan Siswa mampu  merespons teks yang didengarkan. |

1. **TUJUAN PEMBELAJARAN**
   1. Siswa dapat menyusun narrative text sederhana dengan menggunakan kosakata yang tepat dan sesuai konteks.
   2. Siswa dapat meningkatkan kosakata mereka melalui permainan teka- teki silang digital.

# PENGUATAN PENDIDIKAN KARAKTER (PPK)

* 1. Religius
  2. Percaya diri
  3. Tanggung jawab
  4. Kreatif dan inovatif
  5. Kerja sama

# NILAI KARAKTER YANG DIKEMBANGKAN

* 1. Ketelitian: Siswa akan melatih kemampuan mendengarkan secara aktif dan memahami dengan baik teks naratif, yang membutuhkan ketelitian dalam menangkap detail-detail penting seperti karakter, setting, dan alur cerita.
  2. Analisis: Siswa akan belajar untuk mengidentifikasi unsur-unsur naratif dengan tepat dan melakukan analisis terhadap karakter,

setting, dan konflik dalam cerita, yang mengembangkan kemampuan analisis dan kritis mereka.

* 1. Empati: Dengan memberikan respons yang relevan dan mendalam terhadap teks naratif, siswa akan melatih kemampuan empati mereka dengan merespons karakter dan situasi yang muncul dalam cerita, serta memahami pesan moral yang terkandung di dalamnya.
  2. Kreativitas: Siswa akan didorong untuk merespons teks naratif dengan kreativitas, baik itu dalam bentuk analisis karakter maupun penangkapan esensi cerita secara keseluruhan, yang mengembangkan kemampuan kreatif dan berpikir out-of-the-box mereka.

# METODE PEMBELAJARAN

* Model : PjBL (Project Based Learning).
* Pendekatan : Saintifik Approach-TPACK
* Metode : Tanya jawab, permainan, diskusi kelompok, dan penugasan
* Strategi : Media Digital Crossword Puzzle Game

# MEDIA PEMBELAJARAN

* LCD projector
* Laptop
* Powerpoint
* Speaker
* Digital Crossword puzzle Game

# SUMBER BELAJAR

Kementerian Pendidikan dan Kebudayaan. Buku Siswa Mata Pelajaran Bahasa Inggris Kelas XI.

# KEGIATAN PEMBELAJARAN

**Pertemuan 11 <**

|  |  |
| --- | --- |
| **KEGITAN PEMBELAJARAN** | **DESKRIPSI KEGIATAN PEMBELAJARAN** |
| **Kegiatan Pendahuluan (5 Menit)** | **Orientasi**   * Guru membuka   pembelajaran dengan mengucapkan salam.   * Guru meminta salah satu peserta didik untuk memimpin doa. * Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.   **Motivasi**   * Guru memberikan motivasi hal positif dan menghubungkan materi pembelajaran sebelumnya   **Pemberian Acuan**   * Guru menyampaikan Kompetensi Dasar, Tujuan Pembelajaran dan Penilaian yang akan dilakukan. |
| **Kegiatan inti pertanyaan mendasar**  **(15 Menit)** | **Mengamati/Observasi**   * Guru menjelaskan cara menulis teks narratif * Guru menjelaskan struktur narrative text dan unsur kebahasaan yang diperlukan. * Guru memberikan contoh-contoh narrative text kepada peserta didik. |
| **Praktik Menulis (20 Menit)** | * Peserta didik diminta untuk menulis teks narratif sederhana dalam kelompok kecil. * Peserta didik diminta untuk mengerjakan soal pada media digital crossword puzzle game. * Guru memberikan bimbingan dan masukan kepada setiap kelompok. |
| **Kegiatan Penutup (5 Menit)** | * Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: * *“What have we learned in this meeting?”* * *“Did you enjoy today’s lesson?* * Guru dan Peserta didik membaca doa dan mengucapkan salam |

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|  | untuk mengakhiri pembelajaran. |

# Pertemuan 12<

|  |  |
| --- | --- |
| **KEGITAN PEMBELAJARAN** | **DESKRIPSI KEGIATAN PEMBELAJARAN** |
| **Kegiatan Pendahuluan (5 Menit)** | **Orientasi**   * Guru membuka   pembelajaran dengan mengucapkan salam.   * Guru meminta salah satu peserta didik untuk memimpin doa. * Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.   **Motivasi**   * Guru memberikan motivasi hal positif dan menghubungkan materi pembelajaran sebelumnya   **Pemberian Acuan**   * Guru menyampaikan Tujuan Pembelajaran dan Penilaian yang akan dilakukan. |
| **Demonstrasi (15 Menit)** | **Mengamati/Observasi**   * Guru menjelaskan bagaimana cara bermain permainan digital crossword puzzle * Guru menjelaskan bagaimana permainan digital crossword puzzle ini dapat membantu meningkatkan pencapaian kosakata siswa. |
| **Kegiatan Inti (20 Menit)** | * Peserta didik diminta untuk menjawab soal tentang vocabulary menentukan arti persamaan arti kata dan perbedaan arti kata pada permainan crossword puzzle game secara individu. * Guru memberikan tugas akhir, peserta didik diminta untuk menganalisis teks narratif secara individu |
| **Kegiatan Penutup (5 Menit)** | * Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: * *“What have we learned in this meeting?”* * *“Did you enjoy today’s lesson?* |

|  |  |
| --- | --- |
|  | * Guru dan Peserta didik membaca doa dan mengucapkan salam untuk mengakhiri pembelajaran. |

* 1. Pengetahuan : Tes Tulis, Bentuk (Multiple Choice)
  2. Ketrampilan : Penilaian proyek dan Penugasan
  3. Sikap : Observasi

# Instrumen Penilaian

1. **Pengetahuan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teknik** | **Bentuk Instrumen** | **Butir Instrumen** | **Waktu Pelaksanaan** | **Keteranga n** |
| **Penugasan** | Pertanyaan tertulis terkait definisi, fungsi soial, struktur dan unsur kebahasaan teks narratif yang berbentuk uraian menggunakan  LKPD | Terlampir | Saat Pembelajaran | Penilaian pencapaian pembelajar an (assessmen t of learning) |

# Ketrampilan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teknik** | **Bentuk Instrumen** | **Butir**  **Instrumen** | **Waktu**  **Pelaksanaan** | **Keterangan** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Penugasan** | Menentukan definisi, fungsi sosial, struktur dan unsur kebahasaan teks narratif secara tertulis menggunakan media digital Crossword puzzle  game | Terlampir | Saat pembelajaran berlangsung | Penilaian pencapaian pembelajaran (assessment of learning) |

**LEMBAR PENGAMATAN SIKAP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspek yang dinilai** | **Skor** | | | **Catatan** |
|  | **1** | **2** | **3** |  |
| **Santun** |  | | |  |
| **Peduli** |  | | |  |
| **Jujur** |  | | |  |

# RUBRIK PENILAIAN SIKAP

|  |  |
| --- | --- |
| **Aspek** | **Deskripsi** |
| **Santun** | * Sering menunjukan sikap santun (skor 3) * Pernah menunjukan sikap santun (skor 2) * Tidak pernah menunjukan sikap santun (skor 1) |
| **Peduli** | * Sering menunjukan sikap peduli (skor 3) * Pernah menunjukan sikap peduli (skor 2)   -Tidak pernah menunjukan sikap peduli (skor 1) |
| **Jujur** | -Sering menunjukan sikap jujur (skor 3)  -Pernah menunjukan sikap jujur (skor 2)  -Tidak pernah menunjukan sikap jujur (skor 1) |

1. **PEMBELAJARAN REMIDIAL DAN PENGAYAAN**
2. Remedial

Remidial diberikan kepada peserta didik yang belum mencapai KKM. Remedial dilakukan dengan pembelajaran ulang. Pembelajaran dilakukan dengan mempelajari kembali materi tentang Narrative Text

1. Pengayaan

Pengayaan diberikan kepada peserta didik yang telah mencapai KKM untuk menambah wawasan. Peserta didik membuat teks sederhana tentang Narrative Text

Tegal, 3 Mei 2024

# Mengetahui,

**Guru Mata Pelajaran Peneliti**



**Dicky Adhiprabowo, S.Pd Royin Tanjalin Nasfar**

**NIPY : 290817183 NPM : 1620600028**

# BAHAN AJAR

**Satuan Pendidikan : Sma Al-Irsyad Tegal Mata Pelajaran : Bahasa Inggris Kelas/Semester : XI/II**

# Tahun Pelajaran : 2023/2024 Materi : Narrative Text Alokasi Waktu : 12 X JP

**Tujuan Pembelajaran :**

1. Memahami konsep dasar narrative text, termasuk definisi dan kegunaannya.
2. Mengidentifikasi unsur-unsur naratif dalam sebuah cerita pendek.
3. Meningkatkan kemampuan mendengarkan dan memahami cerita.
4. Mendorong diskusi untuk memperdalam pemahaman tentang cerita yang didengarkan.
5. Menyimpulkan pembelajaran yang telah dilakukan dan memberikan tugas rumah untuk memperkuat pemahaman konsep

# Materi Pembelajaran Pertemuan 1 & 2

1. **Definition of Narrative Text :** Narrative text is a form of literature crafted to captivate and entertain readers through imaginative storytelling, weaving intricate plots and characters to transport them into different worlds and experiences, evoking emotions and sparking curiosity through its narrative elements.

# . Steps to Use Digital Crossword Puzzle Games The steps are as follows:

1. Before the researcher starts the Digital Crosword Puzzle Game media, the researcher will explain to the students what the Crossword Puzzle Game means.
2. Second, the researcher will ask students questions about crossword puzzle game to find out whether students understand the game.
3. Third, the researcher displays the initial display on the Digital Web Crossword puzzle game that contains all the Questions.
4. Then, The researcher creates a Crossword puzzle with the questions and answers, and provides links to students on the web
5. After that, Students answer the questions on the links that havee been shared on the Digital Crossword puzzle game web. According to the questions and fill in the answers in the empty white boxes down and horizontal. According to the instructions
6. And finally, if the students has answered all the questions correctly, the box will be Green, but if the box is purple, it means the students answer is still not correct.

# Text 1

**Malin Kundang**

Once upon a time, on the north coast of Sumatera lived a poor woman and his son, who called Malin Kundang. His Father eventually died, and his mother lived alone as a poverty-stricken old woman. Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. One day, Malin Kundang decide going to overseas and promise to come back.

After several years had gone by, Malin Kudang finally decide to return to his village. He arrived wearing fine clothes and traveling on one of his ships. Someone arriving in such splendor was uncommon to the villagers, so many of them went down to the harbor to view the sight.

One of the villagers recognized Malin Kundang form a scar that he had received while playing as a child. Upon recognizing the mark, the villager went to tell Malin Kundang's mother that her son had returned. Excitedly, she went to the shore and recognized her son the minute her eyes fell on him.

When the older woman called him her son, he refused to believe that he head such an old woman as a mother. His disbelief was heightened when his wife questioned why he had not told her that he had an elderly, poor mother.

In an alternate translation, Malin Kundang was on the ship with just his crew. When his mother attempted to embrace him, he was too embarrassed by her ragged appearance to acknowledge her and instead, had one of them carry her away.

Distraught and finally realizing he son's wickedness, Malin Kundang's mother gave up on her son's acknowledging her and prayed to her god to punish her son for his behavior.

The day after his mother's prayer, Malin Kudang sailed out of the village. Shortly thereafter, the ships was met by a violent storm. Malin Kundang believed the storm was his god's and nature's ways of punishing him for his mistreatment of his mother.

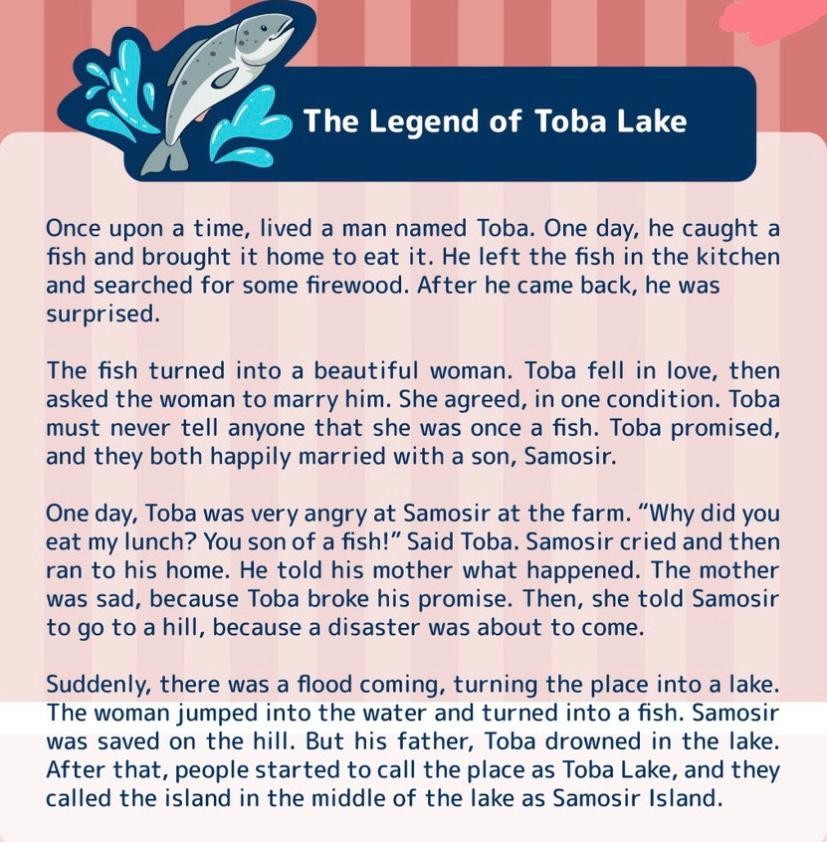
He felt guilty about his behavior towards her, asked for forgiveness, and began to pray. However, his repentance was too late, for the ship was destroyed at sea. But, in some translations of the tale, Malin Kundang was turned into coral. In other, the ship, the crew, and he become rock formations that are still standing.

# Text 2

**John's Journey Through an Enigmatic Bookstore**

During his daily stroll through the bustling city streets, John encountered an enigmatic old bookstore tucked away in a narrow alley. Inside, he found a treasure trove of rare books and manuscripts, each imbued with a sense of mystery and wonder. As he perused the shelves, John stumbled upon a dusty tome filled with obscure symbols and cryptic messages, its pages worn with age. Intrigued, he decided to purchase the book and delve into its secrets.

# Text Narrative Kelompok



1. **Question in Media Digital Crossword Puzzle Game**

# Malin Kundang

Once upon a time, on the north coast of Sumatera lived a poor woman and his son, who called Malin Kundang. His Father eventually died, and his mother lived alone as a poverty-stricken old woman. Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. One day, Malin Kundang decide going to overseas and promise to come back.

* 1. Malin Kundang grew up as a skillful young boy. What is a synonym for "skillful" in the context?
  2. Malin Kundang's father eventually died, leaving his mother in poverty. What is an antonym for "poverty-stricken"?
  3. Malin Kundang decided to go overseas and promised to return. What is a synonym for "decided" in the context?

After several years had gone by, Malin Kudang finally decide to return to his village. He arrived wearing fine clothes and traveling on one of his ships. Someone arriving in such splendor was uncommon to the villagers, so many of them went down to the harbor to view the sight.

One of the villagers recognized Malin Kundang form a scar that he had received while playing as a child. Upon recognizing the mark, the villager went to tell Malin Kundang's mother that her son had returned. Excitedly, she went to the shore and recognized her son the minute her eyes fell on him.

* 1. "Splendor" in the context means ?
  2. The Antonym word "Uncommon" ?
  3. Synonym "Recognized" in the context can be replaced with?
  4. The Antonym "Excitedly" in the context is most opposite to ?
  5. Antonym "Arrived" in the context can be synonymously replaced with ?

# The Legend of Toba Lake

One day, Toba was very angry at Samosir at the farm. "Why did you eat my lunch? you son of a fish!" Said Toba. Samosir cried and then ran to his home. He told this mother what happened. The mother was sad, because Toba broke his promise. Then, she told Samosir to go to a hill, because a disaster was about to come.

* 1. What is the meaning of ―Disaster‖ In the text?
  2. What is the meaning ―Hill‖ In the Text?

# Materi Pembelajaran Pertemuan 3 & 4

* + 1. **The characteristics of narrative text** usually include the following:

1. Clear Plot: Narrative text has a well-structured storyline, starting from the introduction, conflict, culmination, and resolution. This storyline usually follows a chronological pattern or a specific time sequence.
2. Defined Characters: Stories in narrative text involve clear and well- defined characters. Each character has a role in the story and usually develops or changes over the course of the story.
3. Descriptive Language: The language used in narrative text tends to be descriptive to describe the setting, atmosphere, and characters in the story. The use of vivid words and sentences that describe details help the reader or listener to imagine what is happening in the story.
4. Clear Time Sequence: Stories in narrative text are usually organized in time order, either chronologically (by time) or using flashbacks to give context to the story.
5. Strong Characterization: Characters in narrative texts have different characteristics and traits. Strong characterizations help to bring the story to life and capture the attention of the reader or listener.

# Analysis Narrative Text

**True Friends**

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend who was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

# Question in Media Digital Crossword puzzle

1. What is the opposite of "together" as used in the story?
2. What is another word for "suddenly" in the context?
3. What is the opposite of "climbed" in the context?
4. What does "pretended" mean in the context?
5. What is the opposite of "breathless" in the context?
6. What does "smelt" mean in the context?
7. What is the opposite of "near" as used in the story?
8. What is another word for "advised" in the context?
9. What is the opposite of "believe" in the context?
10. What is the opposite of "false" as used in the story?
11. What is another word for "forest" in the context?
12. What is the opposite of "large" as used in the story?
13. What does "closer" mean in the context?
14. What does "view" mean in the context?
15. What does ―Led‖ Mean in the text?

# Materi Pembelajaran pertemuan 5 & 6

**1. Structure of Narrative Text**

# Orientation (Introduction):

* 1. Introduces the main characters, setting, and background information.
  2. Sets the scene and establishes the context for the story.
  3. Answers the basic questions of who, what, when, and where.

# Complication (Conflict):

* 1. Introduces a problem, challenge, or conflict that the main characters must face.
  2. This is the central part of the narrative where the action takes place and tension builds.

# Series of Events (Rising Action):

* 1. Describes the sequence of events that occur as the main characters attempt to resolve the conflict.
  2. Events unfold and complications arise, leading to heightened suspense or drama.

# Climax:

* 1. The turning point of the story where the conflict reaches its peak.
  2. Often the most intense moment where the main characters must make a critical decision or face a major crisis.

# Resolution (Falling Action):

* 1. Shows how the conflict is resolved or how the characters deal with the outcome of the climax.
  2. Loose ends are tied up, and questions raised during the story are answered.

# Conclusion (Denouement):

* 1. Wraps up the story and provides closure.
  2. Reflects on the experience or lesson learned from the events of the narrative.
  3. Sometimes hints at future events or leaves room for interpretation.

# Analysis Narrative Text

**Sangkuriang and Dayang Sumbi**

Once upon a time, a happy family lived in a kingdom in Priangan Land. They were a father in the form of a dog, his name was Tumang, a mother who was called Dayang Sumbi, and a child who was called Sangkuriang. One day, Dayang Sumbi asked her son to hunt with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his dog. After that, he took the dog’s liver and carried it home.

Soon, Dayang Sumbi found out that it was not deer lever but Tumang’s dog. So, She was furious and hit Sangkuriang’s head. In that incident, Sangkuriang got wounded, and a scar was cast away from their home.

Years passed, and Sangkuriang traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound on Sangkuriang’s head. It matched her son’s wound, who had left several years earlier. Soon she realized that she had fallen in love with her son.

She couldn’t marry him, but how to say it? Then, she found the way. She needed a lake and a boat to celebrate their wedding day.

Sangkuriang had to make them one night before sunrise. He built a lake.

With dawn just a moment away, the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowded for a new day.

Sangkuriang failed to marry her. He was outraged and then kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

# Question Media Digital Crossword Puzzle Game

* 1. What is a synonym for "furious" in the text?
  2. What is an antonym for "found out" in the text?
  3. What is a synonym for "traveled" as used in the text?
  4. What is an antonym for "complete" as used when describing the boat?
  5. What is a synonym for "beautiful" referring to the woman Sangkuriang met?
  6. What is an antonym for "failed" regarding Sangkuriang's attempt to marry Dayang Sumbi?
  7. What is a synonym for "realized" in the context of the woman recognizing her son?
  8. What is an antonym for "lit up" referring to Dayang Sumbi's action?

# Materi Pembelajaran Pertemuan 7 & 8

1. **Types of Characters:**
   1. Protagonist: The main character, often facing the central conflict of the story.
   2. Antagonist: The character or force opposing the protagonist, creating conflict.
   3. Supporting Characters: Help develop the story and support the main characters.
   4. Static Characters: Do not change throughout the story.
   5. Dynamic Characters: Experience significant development or change.

# Developing Characters

1. Physical Description: Appearance, clothing, and other physical traits.
2. Personality: Traits like kindness, bravery, or evilness.
3. Motivation: The reasons behind the character’s actions and desires.
4. Conflict: How the character deals with challenges.
5. Dialogue: Conversations that reveal personality and relationships.
6. Actions: What the character does, showing their true nature.

# Analysis Text:

**The Brave Explorer**

In a quaint village nestled between lush green hills, there lived a young girl named Maya. Maya was known for her fearless spirit and insatiable curiosity. From a young age, she would often wander into the dense forest that bordered her village, seeking adventure and discovering hidden treasures of nature.

One day, while exploring deeper into the forest than she had ever ventured before, Maya stumbled upon an ancient cave. Intrigued by its ominous entrance, she hesitated only briefly before bravely stepping inside. The cave was dark and mysterious, filled with echoes of dripping water and strange, glowing fungi on its walls.

As Maya ventured further into the depths of the cave, she encountered challenges that tested her courage and wit. She had to navigate through narrow passages, cross treacherous underground streams,

and decipher cryptic symbols carved into the stone walls. Despite moments of fear and uncertainty, Maya’s determination and quick thinking never faltered.

After what seemed like an eternity, Maya emerged from the cave triumphant, clutching a rare crystal that shimmered in the sunlight. Her fearless exploration not only earned her the admiration of her fellow villagers but also taught her valuable lessons about bravery, perseverance, and the wonders that await those who dare to explore the unknown.

# Question in Media Digital Crossword Puzzle Game

1. What is a synonym for "fearless" describing Maya's character?
2. What is a synonym for "curiosity" as seen in Maya's desire to explore?
3. What is a synonym for "triumphant" describing Maya's emergence from the cave?
4. What is an antonym for "dark" describing the cave Maya entered?
5. What is an antonym for "hesitated" before Maya entered the cave?
6. What does "ominous" mean in the context of the cave's entrance?
7. What does "treacherous" mean as Maya crossed underground streams?

# Materi Pembelajaran Pertemuan 9 & 10

1. **Components of Plot**
   1. Introduction (Exposition)\*:
      * Character Description and Background : The part where the reader is introduced to the main characters and the background of the situation or place where the story takes place.
      * Initial Tension Creation: The initial elements of the story that build the reader's interest and present the conflict or challenge that the main character will face.
   2. Rising Action:
      * Growing Conflict: The main conflict or problem in the story gets more complex or worse, prompting the main character to take action.
      * Character Development\*\*: The main and supporting characters experience development or change in response to the growing conflict.
   3. Climax:
      * Peak Point of Action: The peak of tension where the conflict reaches a critical point or potential resolution. This is a crucial moment in the story where the reader is emotionally involved and the tension reaches its peak.
   4. Falling Action:
      * Conflict Resolution: The direct consequence of the climax, where the story begins to move towards resolution.
      * Explanation and Resolution: The sequence of events that leads to the resolution or answer to the main conflict in the story.
   5. Resolution:
      * Closure of the Story: The end of the story, where all the main plots and sub-plots are tied together and the issues raised in the story are defused or resolved.
      * Lesson or Message: There may be a moral lesson or message conveyed to the reader through the experiences of the main character**.**

# Question In Media Digital Crossword Puzzle Game

**The Mysterious Package**

In a bustling city, there lived a young journalist named Sarah. One ordinary morning, Sarah received a mysterious package at her doorstep. Intrigued and slightly wary, she opened it to find an old, weathered journal filled with cryptic symbols and faded pages. Determined to uncover its secrets, Sarah delved into the journal's contents, translating each passage diligently. As she pieced together the puzzle, she discovered clues leading to a hidden treasure rumored to be buried beneath an abandoned mansion on the outskirts of town.

Driven by curiosity and the thrill of adventure, Sarah embarked on a journey filled with twists and turns. She encountered challenges along the way, from deciphering ancient riddles to navigating through dark tunnels under the mansion. Just when she thought she had solved the mystery, Sarah faced a betrayal from someone she trusted. In a heart- pounding climax, she confronted the villain in a dramatic showdown deep within the mansion's hidden chambers. With quick thinking and courage, Sarah emerged victorious, uncovering not only the treasure but also a newfound sense of resilience and determination.

1. What is a synonym for "intrigued" as Sarah's initial reaction to the package?
2. What is a synonym for "determined" describing Sarah's attitude towards uncovering the journal's secrets?
3. What is a synonym for "delved" into the journal's contents?
4. What is an antonym for "weathered" describing the journal Sarah found?
5. What is an antonym for "ordinary" as used to describe the morning Sarah received the package?

# Materi Pembelajaran Pertemuan 10 & 11

1. **Analysis Text**

# The Lost Necklace

In a quiet village by the sea, there lived a young girl named Emily. One sunny afternoon, while exploring the sandy shores, Emily stumbled upon a shimmering necklace half-buried in the sand. Intrigued by its beauty and the mystery of how it got there, she decided to keep it, hoping to unravel its story. Little did she know, the necklace belonged to a mermaid who had lost it while exploring the human world. As Emily wore the necklace, she began to experience dreams of underwater adventures and glimpses of the mermaid's life. Determined to return the necklace to its rightful owner, Emily embarked on a quest to find the mermaid and uncover the true meaning behind their unexpected connection.

# The Enchanted Forest

Deep in the heart of an ancient forest, there lived a young boy named Liam. Liam had always been fascinated by the stories of magical creatures whispered among the villagers. One misty morning, while wandering deeper into the woods than he had ever gone before, Liam stumbled upon a hidden glade bathed in ethereal light. There, he encountered a mystical creature known as the Guardian of the Forest — a wise old owl with shimmering feathers and eyes that seemed to hold the secrets of the universe. The Guardian revealed to Liam a prophecy that foretold of a great peril threatening their home. With newfound courage and determination, Liam vowed to protect the forest and its inhabitants from the looming danger, embarking on a journey that would test his bravery and lead him to discover the true meaning of friendship and courage.

# Quetion in Media Digital Crossword Puzzle game

**The Rabbit And The Turtle**

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full speed to the finish line but found the turtle there waiting for him.

* 1. What is the Meaning of ―Could‖ ?
  2. What is the Synonym of ―Taired‖
  3. What is the Antonym of ―Start‖
  4. What is Antonym of ―Quit‖?
  5. What is the Synonym ―Surprised‖

# Link PPT Presentasi :

1. **PPT RPP 1**

# Media Pembelajaran

[**https://docs.google.com/presentation/d/18nniNe4PJTFaPXVnYLdSLQf**](https://docs.google.com/presentation/d/18nniNe4PJTFaPXVnYLdSLQfL8G8MMLi/edit?usp=drive_link&ouid=109365854624953943015&rtpof=true&sd=true)[**L8G8MMLi/edit?usp=drive\_link&ouid=109365854624953943015&rtpof=true&**](https://docs.google.com/presentation/d/18nniNe4PJTFaPXVnYLdSLQfL8G8MMLi/edit?usp=drive_link&ouid=109365854624953943015&rtpof=true&sd=true)[**sd=true**](https://docs.google.com/presentation/d/18nniNe4PJTFaPXVnYLdSLQfL8G8MMLi/edit?usp=drive_link&ouid=109365854624953943015&rtpof=true&sd=true)

1. **PPT RPP 2**

[**https://docs.google.com/presentation/d/18vJVe6LUIUfGSD2UaECZS8o6**](https://docs.google.com/presentation/d/18vJVe6LUIUfGSD2UaECZS8o6DpPF3IrD/edit?usp=drive_link&ouid=109365854624953943015&rtpof=true&sd=true)[**DpPF3IrD/edit?usp=drive\_link&ouid=109365854624953943015&rtpof=true&sd**](https://docs.google.com/presentation/d/18vJVe6LUIUfGSD2UaECZS8o6DpPF3IrD/edit?usp=drive_link&ouid=109365854624953943015&rtpof=true&sd=true)

[**=true**](https://docs.google.com/presentation/d/18vJVe6LUIUfGSD2UaECZS8o6DpPF3IrD/edit?usp=drive_link&ouid=109365854624953943015&rtpof=true&sd=true)

1. **PPT RPP 3**

[**https://docs.google.com/presentation/d/18h\_7BToYDofRxJtQRIWHAoh**](https://docs.google.com/presentation/d/18h_7BToYDofRxJtQRIWHAohqfLJMbz-m/edit?usp=drive_link)[**qfLJMbz-m/edit?usp=drive\_lin**](https://docs.google.com/presentation/d/18h_7BToYDofRxJtQRIWHAohqfLJMbz-m/edit?usp=drive_link)**k**

1. **PPT RPP 4**

[**https://docs.google.com/presentation/d/18lrPGSoyBFOsUHa-**](https://docs.google.com/presentation/d/18lrPGSoyBFOsUHa-5Bvj1duomJZb-n7I/edit?usp=drive_link)[**5Bvj1duomJZb-n7I/edit?usp=drive\_lin**](https://docs.google.com/presentation/d/18lrPGSoyBFOsUHa-5Bvj1duomJZb-n7I/edit?usp=drive_link)**k**

1. **PPT RPP 5**

[**https://docs.google.com/presentation/d/18wCaGX8ruixrT3Bzi\_LwAUE0**](https://docs.google.com/presentation/d/18wCaGX8ruixrT3Bzi_LwAUE0c0FNiMeH/edit?usp=drive_link&ouid=109365854624953943015&rtpof=true&sd=true)[**c0FNiMeH/edit?usp=drive\_link&ouid=109365854624953943015&rtpof=true&s**](https://docs.google.com/presentation/d/18wCaGX8ruixrT3Bzi_LwAUE0c0FNiMeH/edit?usp=drive_link&ouid=109365854624953943015&rtpof=true&sd=true)[**d=true**](https://docs.google.com/presentation/d/18wCaGX8ruixrT3Bzi_LwAUE0c0FNiMeH/edit?usp=drive_link&ouid=109365854624953943015&rtpof=true&sd=true)

1. **PPT RPP 6**

[**https://docs.google.com/presentation/d/192CBmsry4C3iTfwVcGZO7\_Xl**](https://docs.google.com/presentation/d/192CBmsry4C3iTfwVcGZO7_XlahfsHcEE/edit?usp=drive_link&ouid=109365854624953943015&rtpof=true&sd=true)[**ahfsHcEE/edit?usp=drive\_link&ouid=109365854624953943015&rtpof=true&sd**](https://docs.google.com/presentation/d/192CBmsry4C3iTfwVcGZO7_XlahfsHcEE/edit?usp=drive_link&ouid=109365854624953943015&rtpof=true&sd=true)

[**=true**](https://docs.google.com/presentation/d/192CBmsry4C3iTfwVcGZO7_XlahfsHcEE/edit?usp=drive_link&ouid=109365854624953943015&rtpof=true&sd=true)

# Appendix 2 The Score of Pre-test Experimental Class

|  |  |  |
| --- | --- | --- |
| No | Students | Pre-Test |
| 1. | APA | 46 |
| 2. | AY | 50 |
| 3. | ARR | 46 |
| 4. | AA | 56 |
| 5. | ANI | 53 |
| 6. | BMA | 46 |
| 7. | DM | 56 |
| 8. | FKS | 53 |
| 9. | FBF | 50 |
| 10. | GAP | 53 |
| 11. | GML | 60 |
| 12. | KN | 50 |
| 13. | KM | 46 |
| 14. | NTZ | 53 |
| 15. | NZ | 56 |
| 16. | NPNAP | 50 |

|  |  |  |
| --- | --- | --- |
| 17. | NIUA | 53 |
| 18. | NAS | 60 |
| 19. | RNM | 56 |
| 20. | SA | 60 |
| 21. | SKA | 63 |
| 22. | SM | 60 |
| 23. | SS | 50 |
| 24. | UAR | 53 |
| 25. | VKN | 60 |
| 26. | YSLMH | 73 |
| 27. | ZAS | 70 |
| 28. | ZR | 56 |
| 29. | ZNA | 66 |
| 30. | SZK | 63 |

**Appendix 3 The Score of Pre-test Control Class**

|  |  |  |
| --- | --- | --- |
| No | Students | Pre-Test |
| 1. | ANA | 46 |
| 2. | AKL | 53 |
| 3. | ANS | 50 |
| 4. | AVR | 46 |
| 5. | ANH | 43 |
| 6. | ADR | 50 |
| 7. | AU | 53 |
| 8. | DAF | 50 |
| 9. | ENP | 56 |
| 10. | FSD | 53 |

|  |  |  |
| --- | --- | --- |
| 11. | FSZ | 46 |
| 12. | FMH | 50 |
| 13. | INP | 46 |
| 14. | JN | 53 |
| 15. | KAR | 56 |
| 16. | KPA | 60 |
| 17. | LXY | 53 |
| 18. | LFY | 50 |
| 19. | LFT | 60 |
| 20. | NB | 50 |
| 21. | NO | 53 |
| 22. | NZA | 43 |
| 23. | NATC | 40 |
| 24. | NS | 46 |
| 25. | RKS | 60 |
| 26. | RKR | 63 |
| 27. | RAP | 60 |

|  |  |  |
| --- | --- | --- |
| 28. | RPR | 56 |
| 29. | RF | 60 |
| 30. | TNA | 63 |

# Appendix 4 The Score of Post-test Experimental Class

|  |  |  |
| --- | --- | --- |
| No | Students | Post-Test |
| 1. | APA | 73 |
| 2. | AY | 76 |
| 3. | ARR | 73 |

|  |  |  |
| --- | --- | --- |
| 4. | AA | 76 |
| 5. | ANI | 70 |
| 6. | BMA | 66 |
| 7. | DM | 70 |
| 8. | FKS | 73 |
| 9. | FBF | 80 |
| 10. | GAP | 76 |
| 11. | GML | 83 |
| 12. | KN | 76 |
| 13. | KM | 73 |
| 14. | NTZ | 76 |
| 15. | NZ | 80 |
| 16. | NPNAP | 66 |
| 17. | NIUA | 76 |
| 18. | NAS | 83 |
| 19. | RNM | 73 |
| 20. | SA | 83 |
| 21. | SKA | 86 |
| 22. | SM | 83 |
| 23. | SS | 80 |
| 24. | UAR | 66 |
| 25. | VKN | 80 |

|  |  |  |
| --- | --- | --- |
| 26. | YSLMH | 86 |
| 27. | ZAS | 83 |
| 28. | ZR | 73 |
| 29. | ZNA | 86 |
| 30. | SZK | 83 |

**Appendix 5 The score of Post-test Control Class**

|  |  |  |
| --- | --- | --- |
| No | Students | Pre-Test |
| 1. | ANA | 63 |
| 2. | AKL | 73 |

|  |  |  |
| --- | --- | --- |
| 3. | ANS | 70 |
| 4. | AVR | 66 |
| 5. | ANH | 63 |
| 6. | ADR | 73 |
| 7. | AU | 76 |
| 8. | DAF | 70 |
| 9. | ENP | 73 |
| 10. | FSD | 80 |
| 11. | FSZ | 66 |
| 12. | FMH | 73 |
| 13. | INP | 70 |
| 14. | JN | 73 |
| 15. | KAR | 76 |
| 16. | KPA | 83 |
| 17. | LXY | 73 |
| 18. | LFY | 76 |
| 19. | LFT | 83 |

|  |  |  |
| --- | --- | --- |
| 20. | NB | 70 |
| 21. | NO | 73 |
| 22. | NZA | 66 |
| 23. | NATC | 73 |
| 24. | NS | 76 |
| 25. | RKS | 70 |
| 26. | RKR | 80 |
| 27. | RAP | 76 |
| 28. | RPR | 73 |
| 29. | RF | 76 |
| 30. | TNA | 83 |

# Appendix 6 Attandance list of Students Experimental and Control Class

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Nama Siswa | MEI | | | | | | | | | | | | |
| TANGGAL | | | | | | | | | | | | |
| 6 | 7 | 8 | 11 | 13 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 25 |
| 1. | Annisa Putri Amalia | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. | Asifa Yulianti | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. | Aulia Rizky Ramadhani | ✓ | ✓ | ✓ | ✓ | S | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4. | Ayu Amalia | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5. | Azzahra Nurul Izza | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6. | Bilqis Maylinda Aziz | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7. | Dinda Maharani | ✓ | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8. | Filza Khanifah Salwa | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | S | ✓ |
| 9. | Firsha Bosu Firantika | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10. | Gendis Anugrah Putri | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | S | ✓ | ✓ | ✓ |
| 11. | Gita Mulyana Lestari | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12. | Karina Nasywa | ✓ | ✓ | ✓ | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13. | Kayla Madani | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 14. | Nabila tsabita Zarqa | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15. | Nailatuz Zulfa | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 16. | Natazkia Putri Nur A.P | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | I | ✓ | ✓ | ✓ |
| 17. | Nayla Isma Uzlifatul A. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 18. | Nuril Adnin Salsabilah | ✓ | ✓ | ✓ | S | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 19. | Raya Nur Maulida | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 20. | Safitri Amanah | ✓ | ✓ | ✓ | ✓ | ✓ | I | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ |
| 21. | Salwa Khurul Aini | ✓ | ✓ | ✓ | S | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 22. | Syafa’ah Muna | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 23. | Syifah Salianty | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | S | ✓ | ✓ | ✓ |
| 24. | Ummu Aulia Ramadhani | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ |
| 25. | Valerie Kaisha Nursyifa | ✓ | ✓ | ✓ | S | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 26. | Yughi Shifa Linafusil M.H | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 27. | Zahra Alya Salsabil | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | S | ✓ | ✓ | ✓ |
| 28. | Zakrina Ramadhani | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. | Zakya Nur Aulia | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | S | ✓ |
| 30. | Safwa Zafira Kinasih | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Appendix 7 Control Class**

|  |  |  |
| --- | --- | --- |
| No | Nama Siswa | MEI |
| TANGGAL |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 6 | 7 | 8 | 11 | 13 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 25 |
| 1. | Adinda Noor Aisya | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. | Amira Khalisha Luthfia | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. | Amrillah Nofia Saputri | ✓ | ✓ | ✓ | ✓ | S | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4. | Ananda Valeyna Ramadhani | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5. | Anggi Nur Hidayati | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6. | Aulia Diani Rahmawati | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7. | Azqiyatul Ulya | ✓ | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8. | Diza Aisha Fatima | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | S | ✓ |
| 9. | Elsyahla Naura Purnama | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10. | Fauziah Sylvia Dewi | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | S | ✓ | ✓ | ✓ |
| 11. | Felia Sufah Zahrani | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12. | Firda Maulidia Hasanah | ✓ | ✓ | ✓ | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 13. | Ines Nasyilla Putri | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 14. | Jihan Nabila | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15. | Khalinda Aulia Rifa | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 16. | Kharena Putri Arsita | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 17. | Liontina X’sa Yunita | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 18. | Lulu Fadia Yasmin | ✓ | ✓ | ✓ | S | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 19. | Luna Felicia Talitha | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 20. | Nabilah | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 21. | Nadien Oktaviarin | ✓ | ✓ | ✓ | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 22. | Navika Zahra Astria | ✓ | ✓ | ✓ | S | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 23. | Niken Ayu Tirta Cay | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 24. | Nova Sabrina | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 25. | Rahma Khairunnisa Setia | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ |
| 26. | Rahmi Kayla Ramadhani | ✓ | ✓ | ✓ | S | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 27. | Revina Aulia Putri | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 28. | Risma Putri Ramadhani | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | S | ✓ | ✓ | ✓ |
| 29. | Rizki Fitriani | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 30. | Tuhfahanun Nadiyah A. | ✓ | ✓ | I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | S | ✓ |

# Appendix 8 Research Permission Latter



**Appendix 9 Surat Keterangan Selesai Penelitian**



# Appendix 10 Validity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item**  **Pertanyaan** | **Nilai r hitung** | **Nilai r tabel** | **Nilai Signifikansi** | **Keterangan** |
| 1 | 0,670 | 0,423 | 0,001 | Valid |
| 2 | 0,284 | 0,423 | 0,225 | Tidak Valid |
| 3 | 0,273 | 0,423 | 0,244 | Tidak Valid |
| 4 | 0,373 | 0,423 | 0,105 | Tidak Valid |
| 5 | 0,384 | 0,423 | 0,095 | Tidak Valid |
| 6 | 0,340 | 0,423 | 0,142 | Tidak Valid |
| 7 | 0,621 | 0,423 | 0,003 | Valid |
| 8 | 0,621 | 0,423 | 0,003 | Valid |
| 9 | 0,599 | 0,423 | 0,005 | Valid |
| 10 | 0,683 | 0,423 | 0,001 | Valid |
| 11 | 0,541 | 0,423 | 0,014 | Valid |
| 12 | 0,817 | 0,423 | 0,000 | Valid |
| 13 | 0,546 | 0,423 | 0,013 | Valid |
| 14 | 0,569 | 0,423 | 0,009 | Valid |
| 15 | 0,180 | 0,423 | 0,447 | Tidak Valid |
| 16 | 0,291 | 0,423 | 0,213 | Tidak Valid |
| 17 | 0,539 | 0,423 | 0,014 | Valid |
| 18 | 0,364 | 0,423 | 0,115 | Tidak Valid |
| 19 | 0,577 | 0,423 | 0,008 | Valid |
| 20 | 0,631 | 0,423 | 0,003 | Valid |
| 21 | 0,565 | 0,423 | 0,009 | Valid |
| 22 | 0,340 | 0,423 | 0,142 | Tidak Valid |
| 23 | 0,579 | 0,423 | 0,007 | Valid |
| 24 | 0,317 | 0,423 | 0,174 | Tidak Valid |
| 25 | 0,227 | 0,423 | 0,336 | Tidak Valid |
| 26 | 0,353 | 0,423 | 0,127 | Tidak Valid |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 27 | 0,524 | 0,423 | 0,018 | Valid |
| 28 | 0,568 | 0,423 | 0,009 | Valid |
| 29 | 0,529 | 0,423 | 0,016 | Valid |
| 30 | 0,617 | 0,423 | 0,004 | Valid |
| 31 | 0,568 | 0,423 | 0,009 | Valid |
| 32 | 0,559 | 0,423 | 0,010 | Valid |
| 33 | 0,586 | 0,423 | 0,007 | Valid |
| 34 | 0,710 | 0,423 | 0,000 | Valid |
| 35 | 0,609 | 0,423 | 0,004 | Valid |
| 36 | 0,239 | 0,423 | 0,309 | Tidak Valid |
| 37 | 0,568 | 0,423 | 0,009 | Valid |
| 38 | 0,305 | 0,423 | 0,191 | Tidak Valid |
| 39 | 0,524 | 0,423 | 0,018 | Valid |
| 40 | 0,487 | 0,423 | 0,029 | Valid |
| 41 | 0,240 | 0,423 | 0,240 | Tidak Valid |
| 42 | 0,272 | 0,423 | 0,247 | Tidak Valid |
| 43 | 0,642 | 0,423 | 0,002 | Valid |
| 44 | 0,501 | 0,423 | 0,024 | Valid |
| 45 | 0,331 | 0,423 | 0,154 | Tidak Valid |
| 46 | 0,508 | 0,423 | 0,022 | Valid |
| 47 | 0,281 | 0,423 | 0,231 | Tidak Valid |
| 48 | 0,329 | 0,423 | 0,157 | Tidak Valid |
| 49 | 0,392 | 0,423 | 0,088 | Tidak Valid |
| 50 | 0,460 | 0,423 | 0,041 | Valid |

**Appendix 11 Research Instrument (Vocabulary Pre-test & Post-test) Mr. Thompson**

Once upon a time, in a quaint little village nestled among rolling

hills, there lived a miserly old man named Mr. Thompson. He was known throughout the village for his tightfistedness and reluctance to part with even a single penny.

1. What is the antonym of "Village"?
   1. Town
   2. City
   3. Hamlet
   4. Suburb
   5. Countryside

# Sarah's Joyful Birthday Celebration with Friends

It was Sarah's birthday, and she was very excited. Her friends came to celebrate together, bringing cake and small gifts. They played fun games and laughed all afternoon.

1. The synonym of the word "joyful" is...
2. sad
3. happy
4. angry
5. disappointed
6. restless

# Tales of Mark's Adventures in Forest Exploration

Mark is an adventurer who likes exploring wilderness forests. He often spent hours walking amidst the trees and climbing mountains. Each adventure gives him new experiences and interesting stories to share with his friends.

1. The antonym of the word "walk" is...
2. run
3. running
4. standing
5. sit
6. go for a walk

# Finding Serenity in the Flower Garden

One morning, Emily went to the flower garden to take a break from her busy life. He sat under a shady tree while enjoying the scent of fragrant flowers. The gentle breeze made the leaves sway.

1. The synonym of the word "Busy" is...
2. Quiet
3. Idle
4. Active
5. Relaxed
6. Still

# A Sunny Day of Friendship

One sunny morning, Sarah and Jessica went to the playground to play on the swings. They laughed and talked happily. After a while, they decided to try a new game at the park.

1. The synonyms of the word ―sunny‖ in the text are....
2. dark
3. cloudy
4. bright
5. gloomy
6. dim

# A Journey Through Lush Forests

Within the lush forest, there is a wide variety of beautiful flora and fauna. Tall trees reach up to the sky, and the river flows quietly between the trees. The sound of birds singing accompanies the footsteps of visitors.

1. The antonym of the word ―quiet‖ in the text is...
2. noisy
3. peaceful
4. Calm
5. quiet
6. Silent

# The Beauty of Nature After a Night of Rain

After raining all night, the sun shone brightly in the morning. Raindrops still hang on the tips of the leaves of the trees. The environment feels fresh and clean after the rain.

1. The synonyms of the word ―shone‖ in the text are...
2. faint
3. Gleamed
4. bright
5. dark
6. shady

# Children's Soccer Fun on a Sunny Day

The children are happily running around on the green grass field. They play soccer with great enthusiasm, laughing happily when they score a goal. The sunny weather makes the atmosphere even more pleasant.

1. The antonym of the word ―great‖ in the text is...
2. Large
3. Small
4. Grand
5. Significant
6. Important

# Romantic Serenity

On a beautiful beachfront, the young couple sat together under a coconut tree. They enjoyed the serene atmosphere, listening to the waves hitting the shore. The clear blue sky added to the beauty of the place.

1. The synonyms of the word ―beautiful‖ in the text are....
2. Elegance
3. Ugliness
4. attractive
5. Strength
6. ruined

# Malin Kundang

Once upon a time, on the north coast of Sumatera lived a poor woman and his son, who called Malin Kundang. His Father eventually died, and his mother lived alone as a poverty-stricken old woman. Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. One day, Malin Kundang decide going to overseas and promise to come back.

After several years had gone by, Malin Kudang finally decide to return to his village. He arrived wearing fine clothes and traveling on one of his ships. Someone arriving in such splendor was uncommon to the villagers, so many of them went down to the harbor to view the sight.

One of the villagers recognized Malin Kundang form a scar that he had received while playing as a child. Upon recognizing the mark, the villager went to tell Malin Kundang's mother that her son had returned. Excitedly, she went to the shore and recognized her son the minute her eyes fell on him.

When the older woman called him her son, he refused to believe that he head such an old woman as a mother. His disbelief was heightened when his wife questioned why he had not told her that he had an elderly, poor mother.

In an alternate translation, Malin Kundang was on the ship with just his crew. When his mother attempted to embrace him, he was too embarrassed by her ragged appearance to acknowledge her and instead, had one of them carry her away.

Distraught and finally realizing he son's wickedness, Malin Kundang's mother gave up on her son's acknowledging her and prayed to her god to punish her son for his behavior.

The day after his mother's prayer, Malin Kudang sailed out of the village. Shortly thereafter, the ships was met by a violent storm. Malin Kundang believed the storm was his god's and nature's ways of punishing him for his mistreatment of his mother.

He felt guilty about his behavior towards her, asked for forgiveness, and began to pray. However, his repentance was too late, for the ship was destroyed at sea. But, in some translations of the tale, Malin Kundang was turned into coral. In other, the ship, the crew, and he become rock formations that are still standing.

1. What the meaning of the underline word ―Distraught‖ and finally realizing he son's wickedness?

A). Putus asa B). Menyerah

C). Sakit hati D). Lelah

E). Gelisah

1. ―Malin Kudang sailed out of the village‖ What the meaning of the underline word?
2. Berlayar B). Berjalan C). Berlaut D). Berangkat E). Pulang
3. What the meaning of the underline word In other, the ship, the crew, and he become rock formations that are still standing.
4. Pesawat
5. Sepeda
6. Kapal
7. Kereta api
8. Motor

# John's Journey Through an Enigmatic Bookstore

During his daily stroll through the bustling city streets, John encountered an enigmatic old bookstore tucked away in a narrow alley. Inside, he found a treasure trove of rare books and manuscripts, each imbued with a sense of mystery and wonder. As he perused the shelves, John stumbled upon a dusty tome filled with obscure symbols and cryptic messages, its pages worn with age. Intrigued, he decided to purchase the book and delve into its secrets.

1. What is a synonym for "dusty" in the text?
2. Clean
3. Moist
4. Dry
5. Dirty
6. Damp

# The Adventurous Pursuit of New Heights

John is an adventurer who is never satisfied with his adventures. Whenever he finds the highest peak of a mountain, he always looks for a higher mountain to climb. He also loved exploring dark and mysterious caves. However, his friends were often worried about his dangerous habits.

1. What is the synonym of the word ―dark‖ in the narrative text? A). Bright
2. Dim C). Clear D). Sunny E). Gloomy

# A Tale of Kindness in the Forest

Once upon a time, in a small village nestled between rolling hills, there lived a young girl named Lily. She was known for her kindness and her love for animals. Every day, she would wander into the forest, where she would feed the birds and rabbits, and talk to the squirrels. One day, while exploring deeper into the woods, she stumbled upon a hidden clearing where a wounded deer lay. Without hesitation, Lily rushed to the deer's side and gently tended to its injuries.

1. The meaning of the underlined word ―kindness‖ is?
2. Kekejaman
3. Kebencian
4. Kebaikan
5. Kejujuran
6. Ketidakpedulian

# The Storybook Haven of Mr. Johnson's Bookstore

In a bustling city where skyscrapers reached for the clouds, there was a humble bookstore tucked away on a quiet street corner. The owner, Mr. Johnson, had a passion for literature that was evident in every corner of his shop. From classic novels to modern bestsellers, his shelves were always stocked with treasures waiting to be discovered. Every evening, just before closing time, Mr. Johnson would sit at the counter, lost in the pages of a beloved book.

1. The meaning of the underlined word ―humble‖ is?
2. Proud
3. Confident
4. Modest
5. Quarrel
6. Laugh

# Tales of Healing Waters in the Desert's Embrace

In the heart of the desert, where the sun blazed relentlessly and the sand dunes stretched for miles, there stood an ancient oasis. Its waters were cool and refreshing, a sanctuary for weary travelers who dared to brave the desert's harsh embrace. Legends whispered of a magical spring hidden deep within the oasis, said to possess healing powers beyond imagination. Many sought its mystical waters, but few were deemed worthy to drinkfrom its depths.

1. The meaning of the underlined word ―weary‖ is?
2. Ceria
3. Lelah
4. Takut
5. Lapar
6. Marah

# Unraveling the Secrets of the Hidden Treasure

In a small village nestled among the hills, there lived a young girl named Emily. She had always dreamed of traveling the world and experiencing new adventures. One day, she stumbled upon a dusty old map hidden in the attic of her house. The map revealed the location of a legendary treasure buried deep within the nearby forest. Excited by the discovery, Emily set out on a journey to find the treasure, unaware of the challenges that awaited her.

1. The meaning of the underlined word ―Legendary‖ is?
2. Legendaris
3. Terkenal
4. Menakjubkan
5. Tak Terbayangkan
6. Rahasia

# Harmony in the Heart of Nature

Once upon a time, in a quaint village nestled between rolling hills and lush forests, there lived a young girl named Lily. She was known throughout the village for her kind heart and gentle nature. Every day, Lily would wander through the woods, admiring the beauty of nature and singing songs to the birds.

1. What is the synonym of the word "forests" in the text above?
2. Woods
3. Jungle
4. Grove
5. Modern
6. Ordinary
7. What is the antonym of the word "young" in the text above?
8. Fresh
9. Mature
10. Old
11. Youthful
12. Junior

# Princess Aurora

In a land of eternal winter, where snowflakes danced in the air and ice castles shimmered in the moonlight, there lived a young princess named Aurora. She had a heart as pure as crystal and a smile that could melt even the coldest of hearts. Despite the hardships of her kingdom, Aurora remained optimistic and hopeful for a brighter future.

1. What is the synonym of the word "hopeful" in the text above?
2. Confident
3. Optimistic
4. Expectant
5. Limited
6. Positive
7. What is the antonym of the word "brighter" in the text above?
8. Darker
9. Luminous
10. Radiant
11. Shining
12. Clearer
13. What does the word "optimistic" mean in the text above?
14. Percaya Diri
15. Menyerah
16. Berharap Lebih
17. Hati-hati
18. Diragukan

# Emily's Discovery

Emily loved exploring the old abandoned mansion at the edge of town. As she ventured deeper into the dusty corridors, she stumbled upon a hidden staircase leading down into darkness. With trembling hands, she reached for the rusty doorknob and pushed the door open, revealing a secret chamber filled with ancient artifacts.

1. What is the meaning of the word "rusty"?
2. Berkarat
3. Bersinar
4. Berkilau
5. Berbau harum
6. Bersih

# Delving into the Mysteries of the Ancient Forest

The ancient forest was said to be home to mystical creatures and enchanted beings. Mia, an adventurous spirit, decided to explore its depths despite the warnings of locals. As she wandered deeper into the woods, she stumbled upon a shimmering pool guarded by a majestic unicorn.

1. What is the meaning of the word "stumbled"?
2. Walked
3. Tripped
4. Jumped
5. Small
6. Ran

# Pursuing the City of Light

Max was always curious about the world beyond his small village. One day, he set out on a journey to seek out the fabled City of Light, rumored to hold the answers to life's greatest mysteries. Despite facing many challenges along the way, Max never lost hope in his quest for knowledge.

1. What is the meaning of the word "fabled"?
2. Terkenal
3. Nyata
4. Biasa
5. Dongeng
6. Ditakuti

# Emily’s Golden Connection

As the sun dipped below the horizon, casting a golden hue across the sky, Emily found herself lost in the beauty of the moment. She watched as the colors danced and merged, creating a masterpiece that only nature could orchestrate. It was in moments like these that Emily felt truly alive, connected to something greater than herself.

1. The antonym for "creating" in the text is
2. Destroyiong
3. Innovating
4. Revising
5. Developing
6. Declined

# Whispers of Forgotten Civilizations

The ancient ruins stood as a testament to the passage of time, their weathered stones whispering tales of civilizations long gone. Sarah traced her fingers along the crumbling walls, imagining the lives that once thrived within these forsaken walls. Despite the decay, there was a haunting beauty to the ruins, a reminder of the impermanence of all things.

1. The meaning of word "crumbling" in the text is?
2. Intact
3. Collapse
4. aged
5. historic
6. ancient

# Aurora and the Enchanted Spellbook

Once upon a time, in the heart of a dense forest, there stood a majestic castle. The castle, with its towering spires and ivy-covered walls, was said to be enchanted. Legend had it that a powerful sorcerer had once lived within its walls, casting spells to protect the kingdom from harm.

Within the castle walls, there resided a young princess named Aurora. Aurora was known far and wide for her beauty and grace. However, despite her luxurious surroundings, she longed for adventure beyond the castle gates.

One fateful day, Aurora stumbled upon a hidden chamber deep within the castle. Inside, she discovered a dusty old book filled with cryptic symbols and mysterious incantations. Intrigued, Aurora began to study the ancient text, determined to unlock its secrets.

As she delved deeper into the pages, Aurora uncovered a spell of great power. With trembling hands, she recited the incantation aloud, and in a flash of light, she was transported to a distant realm.

1. What the meaning of underlined word "aloud"? A). Verbally

B). Quietly C). Silently

D). Confidently

E.) Clear

1. What does "grace" mean in the text? A). Keanggunan

B). Elegance C). Kelembutan D). Keangkuhan E). Kebaikan

# Appendix 12 Documentation



**Validity Test Pre-test Experimental Class**



# Pre-test Control Class



**Media Pembelajaran Digital Crossword Puzzle Game**



# Post-test Experimental Class Post-test Control Class

