

APPENDICES

Interview Transcript

R: Selamat pagi Mam Dyan, terima kasih telah meluangkan waktu untuk di wawancari pada hari ini. Lalu bisakah Mam ceritakan sedikit tentang pendekatan Mam dalam mengajar Bahasa Inggris di kelas XI ini?

ET: Tentu. Saya mengajar siswa dengan menggunakan buku ajar (LKS) dan materi yang telah sampaikan secara oral maupun melalui papan tulis saya suruh anak-anak untuk mencatat di buku tulis mereka masing-masing. untuk mempermudah mereka dalam mengerjakan setiap tugas yang saya berikan.

R: Begitu ya Mam, lalu bagaimanakah kemampuan siswa kelas XI dalam pembelajaran reading skillnya Mam?

ET: Dikarenakan kelas XI di gabung jadinya rata-rata siswa itu hanya bisa membaca teks paragraf namun tidak memahami isi dari teks tersebut.

R: Baik Mam, kalau untuk mengajar reading di kelas XI ini, apakah ada kesulitan dalam mengajar hal itu ya Mam?

ET: Pasti ada, karena kelas XI materi teks yang digunakan dalam pembelajaran reading itu banyak salah satunya adalah teks naratif. Terlebih lagi para siswa hanya membaca teks saja dan tidak memahami isi bagian setiap paragraf sehingga membuat para siswa kesulitan untuk menjawab pertanyaan.

R: Baik Mam Dyan, terima kasih untuk waktu yang telah diluangkan dan informasinya.

ET: Iya Pak sama-sama.

Lesson Plan Cycle 1

RPP

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	:	SMA Kawung 2 Surabaya
Mata Pelajaran	:	Bahasa Inggris
Kelas / Semester	:	XI /2 (dua)
Materi	:	Narrative Text (Reading)
Alokasi Waktu	:	2 JP x 35 Menit

A. Kompetensi Inti

KI 1	Menghargai dan menerapkan ajaran agama yang dianutnya
KI 2	“Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli ,gotong royong, kerjasama, toleran, damai, santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.”
KI 3	“Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada

	bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.”
KI 4	“Mengolah,menalar,dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.”

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	<p>3.8.1 Peserta didik dapat menjelaskan legenda rakyat sederhana.</p> <p>3.8.2 Peserta didik dapat mengurutkan struktur teks naratif.</p> <p>3.8.3 Peserta didik dapat menganalisis karakter, watak tokoh, setting di dalam legenda rakyat sederhana.</p>
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	4.8.1 Peserta didik dapat mendemonstrasikan teks naratif lisan dan tulis sederhana di hadapan siswa siswi lainnya dengan berani.

B. Tujuan Pembelajaran

Tujuan pembelajaran adalah:

1. Peserta didik mampu menjelaskan pengertian legenda dengan benar
2. Peserta didik mampu mengurutkan struktur teks naratif dengan benar.
3. Peserta didik mampu menganalisis karakter, watak tokoh, setting di dalam legenda rakyat sederhana dengan teliti.

C. Penguatan Pendidikan Karakter

1. Religius
2. Kedisiplinan
3. Keberanian
4. Kemandirian
5. Tekun
6. Kerja sama
7. Kreativitas
8. Rasa ingin tahu
9. Berfikir kritis

D. Materi Pembelajaran:

1. Materi Pembelajaran : Narrative Text
2. Fungsi Sosial : Untuk mengetahui susunan struktur teks biografi dan
Mendemonstrasikan teks narrative di hadapan siswa siswi lain.
3. Unsur Kebahasaan :

There are language features that

1) Using Simple Past Tense

Example: - Once upon a time, in a small village, there lived a kind, generous old man. One day, as he was walking through the forest, he stumbled upon a giant squash. Amazed, he inched closer.

- In this example, the use of past tenses such as “lived”, “was walking”, “stumbled”, “amazed” and “inched” is used to describe past events.

2) Using Adverbial of Time

Example: - Early one morning, Sarah decided to go for a jog in the park. As she jogged, the sun began to rise, casting a golden glow over the trees. Later that day, she met her friends for lunch and shared her morning adventure with them.

- In this example, adverbials of time such as “early one morning,” “as she jogged,” and “later that day” are used to provide context and indicate the sequence of events, helping the reader understand when each action took place.

3) Using Adjectives

Example: - The brave knight entered the dark, mysterious forest, ready to face any challenges that lay ahead.

- In this example, the adjectives “brave,” “dark,” and “mysterious” add depth to the description, giving the reader a clearer sense of the knight’s personality and the atmosphere of the forest.

4) Using Noun Phrases.

Example: - The bright morning sun cast a golden glow on the calm waters of the lake, creating a breathtaking view.

- In this example, the noun phrases are “the bright morning sun” and “the calm waters of the lake.” These phrases provide more detailed descriptions, with “the bright morning sun” referring to the sun and “the calm waters of the lake” highlighting the lake’s peaceful appearance.

4. Topik

Teks naratif adalah teks yang menceritakan suatu cerita atau menggambarkan rangkaian peristiwa.

E. Pendekatan/Model/Metode Pembelajaran

1. Pendekatan: Saintifik
2. Model : Discovery Learning
3. Metode : Pemberian rangsangan, Identifikasi masalah, Pengumpulan data, Pembuktian dan Menarik simpulan.

F. Media/ alat dan sumber pelajaran

1. Pembelajaran tatap muka/luring
2. Media/Alat: Laptop, Proyektor, Text Narrative
3. Sumber pembelajaran:
 - Materi ajar dari youtube yang disiapkan oleh guru

G. Langkah-langkah Pembelajaran

Pendahuluan (10 menit)	
Tahap	Kegiatan
Salam tegur sapa	<p>Guru menyampaikan salam dan selanjutnya peserta didik menjawab.</p> <p>Guru meminta ketua kelas untuk memimpin do'a sebelum memulai pelajaran.</p> <p>Guru mengecek kehadiran peserta didik dan menanyakan kesiapan dalam mengikuti pembelajaran.</p> <p>Guru menyampaikan informasi cakupan materi pembelajaran yang akan dilaksanakan.</p> <p>Guru menyampaikan tujuan pembelajaran</p>
Kegiatan inti (100 menit)	
Mengamati dan mengumpulkan informasi	
Teacher	Student

<p>Guru menampilkan video pembelajaran teks naratif menggunakan youtube.</p>	<p>Siswa menyimak video yang diperlihatkan oleh guru.</p> <p>Siswa membaca dan memahami teks naratif yang di berikan guru.</p> <p>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.</p> <p>Siswa mengamati pesan moral dari cerita legenda.</p> <p>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks narrative yang telah ditayangkan.</p>
<p>Teacher</p>	<p>Student</p>
<p>Guru memberi umpan agar murid bertanya tentang hal yang belum di mengerti.</p>	<p>Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu dari teks narrative yang telah di perlihatkan.</p>
<p>Mengasosiasi</p>	
<p>Teacher</p>	<p>Student</p>
<p>Guru memberikan teks naratif dengan judul “The Jack and The Beanstalk”</p> <p>Guru meminta murid untuk membuat kelompok dan Guru</p>	<p>Siswa membaca dan memahami teks naratif yang telah diberikan oleh guru.</p>

sambil menjelaskan penerapan metode Round-Robin.	Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu tentang teks naratif yang diberikan oleh guru.
Teacher	Student
Guru meminta murid untuk membaca dan memahami teks naratif.	Dimulai dengan satu peserta, setiap orang mendapat waktu 1-3 menit untuk bergerak searah jarum jam untuk menyampaikan sudut pandangnya. Dalam metode ini kelas dibagi menjadi 6 kelompok yang beranggotakan 4 orang. Guru memberikan pembacaan teks narasi dan setiap siswa dalam satu kelompok diinstruksikan untuk membagi paragraf secara merata kepada seluruh anggota kelompok sehingga satu siswa hanya fokus memahami satu paragraf teks narasi yang diberikan guru. Setelah itu, setiap siswa pada masing-masing kelompok secara bergiliran menjelaskan kepada kelompok lain tentang paragraf cerita yang telah dibagikan dan dipahami oleh mereka.
Evaluasi	
Teacher	Student

Guru meminta murid untuk mengerjakan soal yang telah disiapkan.	Siswa mengerjakan lembar soal yang telah diberikan oleh guru, sesuai dengan apa yang telah dijelaskan oleh para siswa lainnya dengan metode round-robin.
Penutup (20 menit)	
Penutup	Menyimpulkan hal-hal yang telah dipelajari. Siswa mengumpulkan lembar soal yang telah selesai mereka kerjakan. Menyampaikan rencana kegiatan yang akan datang.

I. Penilaian Proses dan Hasil Pembelajaran

1. Penilaian Pengetahuan

- a. Teknik: Peserta didik mengamati guru tentang penggunaan metode round-robin dengan baik dan dapat mengimplementasikan di dalam teks naratif.
- b. Bentuk: Tes tertulis
- c. Instrumen: -

2. Penilaian Keterampilan

- a. Teknik: Peserta didik mengerjakan soal tes yang telah disiapkan oleh guru terkait naratif teks dengan judul “The Jack and The Beanstalk”.
- b. Bentuk: Tes tertulis
- c. Instrumen:

Jack and the Beanstalk

Once upon a time, there was a poor widow and her son Jack, who lived in a small cottage. They were so poor that their only possession was a cow named Milky-White. One day, when they had nothing left to eat, the widow told Jack to take the cow to the market and sell her so they could buy food.

On the way to the market, Jack met a mysterious old man who offered to trade him magic beans for Milky-White. Intrigued by the idea of magic beans, Jack agreed to the trade and returned home with the beans. His mother was furious and threw the beans out the window before sending Jack to bed without dinner.

The next morning, Jack awoke to find a giant beanstalk had grown overnight from the beans. He decided to climb the beanstalk and found himself in a land high above the clouds. There, he discovered a castle inhabited by a terrifying giant and his wife. The giant had a goose that laid golden eggs and a magical harp that played beautiful music.

Jack stole the goose and the harp, but as he was leaving, the harp cried out, alerting the giant. The giant chased Jack down the beanstalk, but Jack managed to climb down quickly and cut the beanstalk down. The giant fell to his death, and Jack and his mother were able to live in comfort with the wealth provided by the golden eggs.

Question:

1. What is the mother's Jack ordered?
2. Why the mother's Jack asked him going to the market?
3. Who did Jack meet at the market?
4. What is the mysterious old man offered to Jack?
5. Why Jack agreed with the mysterious man offered?
6. Why Jack's mother was furious and threw the beans out the window?
7. When did Jack find a giant beanstalk that came from magic beans?
8. How did Jack find the castle above the clouds?

9. Where does Jack meet the giant and his wife?

10. How can Jack and his mother live happily?

Scoring Rubrik

Subject	Score Range	Statement
Letter Knowledge	1-25	Limited knowledge of letters; struggle to recognize and identify letters
	26-50	Developing knowledge of letters; beginning to recognize and identify letters
	51-75	Proficient knowledge of letters; able to recognize and identify letters accurately
	76-100	Advanced knowledge of letters; easily recognizes and identifies letters
Phoenemic Awariness	1-25	Minimal awareness of individual sounds in words; difficulty manipulating sounds in spoken language
	26-50	Developing awareness of individual sounds in words; starting to manipulate sounds in spoken language
	51-75	Proficient awareness of individual sounds in words; able to manipulate sounds in spoken language
	76-100	Advanced awareness of individual sounds in words; effortlessly manipulates sounds in spoken language

Decoding	1-25	Struggles with decoding unfamiliar words; relies heavily on guessing or context
	26-50	Developing decoding skills; beginning to decode unfamiliar words with some accuracy
	51-75	Proficient decoding skills; accurately decodes unfamiliar words using phonics and word attack skills
	76-100	Advanced decoding skills; automatically and effortlessly decodes unfamiliar words
Fluency	1-25	Reads slowly and with great effort; frequent pauses and hesitations
	26-50	Developing fluency; improving reading speed and pace; occasional pauses and hesitations
	51-75	Proficient fluency; reads with appropriate pacing and expression; minimal pauses or hesitations
	76-100	Advanced fluency; reads fluently and smoothly with natural pacing and expression
Understanding	1-25	Limited understanding of the text; struggles to comprehend main ideas and key details
	26-50	Developing understanding of the text; starting to comprehend main ideas and key details
	51-75	Developing understanding of the text; starting to comprehend main ideas and key details

	76-100	Advanced understanding of the text; demonstrates inferencing, making connections, and analyzing text
--	--------	--

Assessment

Knowledge Assessment: Reading Test

Skill Assessment: Reading Skill

Subject	Score Range	Statement
Letter Knowledge	1-25	Limited knowlegde of letters; struggle to recognize and identify letters
	26-50	Developing knowledge of letters; beginning to recognize and identify letters
	51-75	Proficient knowledge of letters; able to recognize and identify letters accurately
	76-100	Advanced knowledge of letters; easily recognizes and identifies letters
Decoding	1-25	Struggles with decoding unfamiliar words; relies heavily on guessing or context
	26-50	Developing decoding skills; beginning to decode unfamiliar words with some accuracy
	51-75	Proficient decoding skills; accurately decodes unfamiliar words using phonics and word attack skills
	76-100	Advanced decoding skills; automatically and effortlessly decodes unfamiliar words
Understanding	1-25	Limited understanding of the text; struggles to comprehend main ideas and key details

	26-50	Developing understanding of the text; starting to comprehend main ideas and key details
	51-75	Developing understanding of the text; starting to comprehend main ideas and key details
	76-100	Advanced understanding of the text; demonstrates inferencing, making connections, and analyzing text
Total Nilai : $x = \frac{n1+n2+n3}{3} \times 100\%$		

Surabaya, 3rd June 2024

Mengetahui,

Guru Mata Pelajaran,

Peneliti

Dyan Wahyuningtyas, S.Pd

Yuesrizal Habib Al Rasyid

NPM. 20620026



Kepala Sekolah

Arshianty Hayuningtyas, S.Pd.

Lesson Plan Cycle 2

RPP

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	:	SMA Kawung 2 Surabaya
Mata Pelajaran	:	Bahasa Inggris
Kelas / Semester	:	XI /2 (dua)
Materi	:	Narrative Text (Reading)
Alokasi Waktu	:	2 JP x 35 Menit

A. Kompetensi Inti

KI 1	Menghargai dan menerapkan ajaran agama yang dianutnya
KI 2	Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli ,gotong royong, kerjasama, toleran, damai, santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3	Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada

	bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
KI 4	Mengolah,menalar,dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	<p>3.8.1 Peserta didik dapat menjelaskan legenda rakyat sederhana.</p> <p>3.8.2 Peserta didik dapat mengurutkan struktur teks naratif.</p> <p>3.8.3 Peserta didik dapat menganalisis karakter, watak tokoh, setting di dalam legenda rakyat sederhana.</p>
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	4.8.1 Peserta didik dapat mendemonstrasikan teks naratif lisan dan tulis sederhana di hadapan siswa siswi lainnya dengan berani.

B. Tujuan Pembelajaran

Tujuan pembelajaran adalah:

1. Peserta didik mampu menjelaskan pengertian legenda dengan benar
2. Peserta didik mampu mengurutkan struktur teks naratif dengan benar.
3. Peserta didik mampu menganalisis karakter, watak tokoh, setting di dalam legenda rakyat sederhana dengan teliti.

C. Penguatan Pendidikan Karakter

1. Religius
2. Kedisiplinan
3. Keberanian
4. Kemandirian
5. Tekun
6. Kerja sama
7. Kreativitas
8. Rasa ingin tahu
9. Berfikir kritis

D. Materi Pembelajaran:

1. Materi Pembelajaran : Narrative Text
2. Fungsi Sosial : Untuk mengetahui susunan struktur teks biografi dan
Mendemonstrasikan teks narrative di hadapan siswa siswi lain.
3. Unsur Kebahasaan :

There are language features that

1) Using Simple Past Tense

Example: - Once upon a time, in a small village, there lived a kind, generous old man. One day, as he was walking through the forest, he stumbled upon a giant squash. Amazed, he inched closer.

- In this example, the use of past tenses such as “lived”, “was walking”, “stumbled”, “amazed” and “inched” is used to describe past events.

2) Using Adverbial of Time

Example: - Early one morning, Sarah decided to go for a jog in the park. As she jogged, the sun began to rise, casting a golden glow over the trees. Later that day, she met her friends for lunch and shared her morning adventure with them.

- In this example, adverbials of time such as “early one morning,” “as she jogged,” and “later that day” are used to provide context and indicate the sequence of events, helping the reader understand when each action took place.

3) Using Adjectives

Example: - The brave knight entered the dark, mysterious forest, ready to face any challenges that lay ahead.

- In this example, the adjectives “brave,” “dark,” and “mysterious” add depth to the description, giving the reader a clearer sense of the knight’s personality and the atmosphere of the forest.

4) Using Noun Phrases.

Example: - The bright morning sun cast a golden glow on the calm waters of the lake, creating a breathtaking view.

- In this example, the noun phrases are “the bright morning sun” and “the calm waters of the lake.” These phrases provide more detailed descriptions, with “the bright morning sun” referring to the sun and “the calm waters of the lake” highlighting the lake’s peaceful appearance.

4. Topik

Teks naratif adalah teks yang menceritakan suatu cerita atau menggambarkan rangkaian peristiwa.

E. Pendekatan/Model/Metode Pembelajaran

1. Pendekatan: Saintifik
2. Model : Discovery Learning
3. Metode : Pemberian rangsangan, Identifikasi masalah, Pengumpulan data, Pembuktian dan Menarik simpulan.

F. Media/ alat dan sumber pelajaran

1. Pembelajaran tatap muka/luring
2. Media/Alat: Laptop, Proyektor, Text Narrative
3. Sumber pembelajaran:
 - Materi ajar dari youtube yang disiapkan oleh guru

G. Langkah-langkah Pembelajaran

Pendahuluan (10 menit)	
Tahap	Kegiatan
Salam tegur sapa	<p>Guru menyampaikan salam dan selanjutnya peserta didik menjawab.</p> <p>Guru meminta ketua kelas untuk memimpin do'a sebelum memulai pelajaran.</p> <p>Guru mengecek kehadiran peserta didik dan menanyakan kesiapan dalam mengikuti pembelajaran.</p> <p>Guru menyampaikan informasi cakupan materi pembelajaran yang akan dilaksanakan.</p> <p>Guru menyampaikan tujuan pembelajaran</p>
Kegiatan inti (100 menit)	
Mengamati dan mengumpulkan informasi	
Teacher	Student

<p>Guru menampilkan video pembelajaran teks naratif menggunakan youtube.</p>	<p>Siswa menyimak video yang diperlihatkan oleh guru.</p> <p>Siswa membaca dan memahami teks naratif yang di berikan guru.</p> <p>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.</p> <p>Siswa mengamati pesan moral dari cerita legenda.</p> <p>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks narrative yang telah ditayangkan.</p>
<p>Teacher</p>	<p>Student</p>
<p>Guru memberi umpan agar murid bertanya tentang hal yang belum di mengerti.</p>	<p>Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu dari teks narrative yang telah di perlihatkan.</p>
<p>Mengasosiasi</p>	
<p>Teacher</p>	<p>Student</p>
<p>Guru memberikan teks naratif dengan judul “The Story of Jaka Tarub and the Seven Nymphs”</p> <p>Guru meminta murid untuk membuat kelompok dan Guru</p>	<p>Siswa membaca dan memahami teks naratif yang telah diberikan oleh guru.</p> <p>Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu tentang teks naratif yang diberikan oleh guru.</p>

sambil menjelaskan penerapan metode Round-Robin.	
Teacher	Student
Guru meminta murid untuk membaca dan memahami teks naratif.	Dimulai dengan satu peserta, setiap orang mendapat waktu 1-3 menit untuk bergerak searah jarum jam untuk menyampaikan sudut pandangnya. Dalam metode ini kelas dibagi menjadi 6 kelompok yang beranggotakan 4 orang. Guru memberikan pembacaan teks narasi dan setiap siswa dalam satu kelompok diinstruksikan untuk membagi paragraf secara merata kepada seluruh anggota kelompok sehingga satu siswa hanya fokus memahami satu paragraf teks narasi yang diberikan guru. Setelah itu, setiap siswa pada masing-masing kelompok secara bergiliran menjelaskan kepada kelompok lain tentang paragraf cerita yang telah dibagikan dan dipahami oleh mereka.
Evaluasi	
Teacher	Student

Guru meminta murid untuk mengerjakan soal yang telah disiapkan.	Siswa mengerjakan lembar soal yang telah diberikan oleh guru, sesuai dengan apa yang telah dijelaskan oleh para siswa lainnya dengan metode round-robin.
Penutup (20 menit)	
Penutup	Menyimpulkan hal-hal yang telah dipelajari. Siswa mengumpulkan lembar soal yang telah selesai mereka kerjakan. Menyampaikan rencana kegiatan yang akan datang.

J. Penilaian Proses dan Hasil Pembelajaran

1. Penilaian Pengetahuan

- a. Teknik: Peserta didik mengamati guru tentang penggunaan metode round-robin dengan baik dan dapat mengimplementasikan di dalam teks naratif.
- b. Bentuk: Tes tertulis
- c. Instrumen: -

2. Penilaian Keterampilan

- a. Teknik: Peserta didik mengerjakan soal tes yang telah disiapkan oleh guru terkait naratif teks dengan judul “The Story of Jaka Tarub and The Seven Nymphs”.
- b. Bentuk: Tes tertulis

c. Instrumen:

The Story of Jaka Tarub and the Seven Nymphs

Jaka Tarub was a young man who lived in a village near a forest. One day, while he was hunting, he stumbled upon a group of seven nymphs who were bathing in a nearby river. Jaka Tarub was captivated by their beauty and stole one of their shawls, which was imbued with magic.

The nymphs, however, discovered the theft and demanded that Jaka Tarub return the shawl. He did so, but one of the nymphs, named Nawang Wulan, fell in love with him and decided to stay behind in the human world to be with him.

Jaka Tarub and Nawang Wulan fell in love and got married, and they had a son together. However, one day, Nawang Wulan found the shawl and realized that she was a nymph.

She knew that she had to return to her world, but she couldn't bear to leave her husband and son behind. In the end, Nawang Wulan returned to her world, leaving Jaka Tarub and their son behind. However, she promised to return and visit them every year.

Question:

1. Where does Jaka Tarub lives?
2. When did he found a group of seven nymps?
3. What did the nymps do in the river?
4. What did Jaka Tarub do when he saw the angels?
5. Why did Jaka Tarub stole a shawl of one of the 7 nymps?
6. What did the nymps do when they found out the shawl thief?
7. Why does Nawang Wulan decided to stay in the human world
8. How can Nawang Wulan return to her world?
9. What did Nawang Wulan do when she realized that she was an nym?
10. What promise did Nawang Wulan make to her husband and children?

Scoring Rubrik

Subject	Score Range	Statement
Letter Knowledge	1-25	Limited knowlegde of letters; struggle to recognize and identify letters
	26-50	Developing knowledge of letters; beginning to recognize and identify letters
	51-75	Proficient knowledge of letters; able to recognize and identify letters accurately
	76-100	Advanced knowledge of letters; easily recognizes and identifies letters
Phoenemic Awarness	1-25	Minimal awareness of individual sounds in words; difficulty manipulating sounds in spoken language
	26-50	Developing awareness of individual sounds in words; starting to manipulate sounds in spoken language
	51-75	Proficient awareness of individual sounds in words; able to manipulate sounds in spoken language
	76-100	Advanced awareness of individual sounds in words; effortlessly manipulates sounds in spoken language
Decoding	1-25	Struggles with decoding unfamiliar words; relies heavily on guessing or context

	26-50	Developing decoding skills; beginning to decode unfamiliar words with some accuracy
	51-75	Proficient decoding skills; accurately decodes unfamiliar words using phonics and word attack skills
	76-100	Advanced decoding skills; automatically and effortlessly decodes unfamiliar words
Fluency	1-25	Reads slowly and with great effort; frequent pauses and hesitations
	26-50	Developing fluency; improving reading speed and pace; occasional pauses and hesitations
	51-75	Proficient fluency; reads with appropriate pacing and expression; minimal pauses or hesitations
	76-100	Advanced fluency; reads fluently and smoothly with natural pacing and expression
Understanding	1-25	Limited understanding of the text; struggles to comprehend main ideas and key details
	26-50	Developing understanding of the text; starting to comprehend main ideas and key details
	51-75	Developing understanding of the text; starting to comprehend main ideas and key details
	76-100	Advanced understanding of the text; demonstrates inferencing, making connections, and analyzing text

Assessment

Knowledge Assessment: Reading Test

Skill Assessment: Reading Skill

Subject	Score Range	Statement
Letter Knowledge	1-25	Limited knowlegde of letters; struggle to recognize and identify letters
	26-50	Developing knowledge of letters; beginning to recognize and identify letters
	51-75	Proficient knowledge of letters; able to recognize and identify letters accurately
	76-100	Advanced knowledge of letters; easily recognizes and identifies letters
Decoding	1-25	Struggles with decoding unfamiliar words; relies heavily on guessing or context
	26-50	Developing decoding skills; beginning to decode unfamiliar words with some accuracy
	51-75	Proficient decoding skills; accurately decodes unfamiliar words using phonics and word attack skills
	76-100	Advanced decoding skills; automatically and effortlessly decodes unfamiliar words
Understanding	1-25	Limited understanding of the text; struggles to comprehend main ideas and key details

	26-50	Developing understanding of the text; starting to comprehend main ideas and key details
	51-75	Developing understanding of the text; starting to comprehend main ideas and key details
	76-100	Advanced understanding of the text; demonstrates inferencing, making connections, and analyzing text
Total Nilai : $x = \frac{n1+n2+n3}{3} \times 100\%$		

Surabaya, 3rd June 2024

Mengetahui,

Guru Mata Pelajaran,

Peneliti

Dyan Wahyuningtyas, S.Pd

Yuesrizal Habib Al Rasyid

NPM. 20620026



Kepala Sekolah

Arshianty Hayuningtyas, S.Pd.

Observation Checklist

Cycle 1

Teachers' Observation Checklist

No.	Review	Result	
		Yes	No
4.	Teacher gives an appercaption.	✓	
5.	Teacher check the presence of the class	✓	
6.	Teacher explain the Narrative Text material	✓	
4.	Teacher explain the role of Round-Robin	✓	
5.	Teacher ask students to make a group consist of 4 students to applied Round-Robin Method	✓	
6.	Teacher asks a question and gives thinking time by using Round-Robin Method		✓
7.	Teacher have ability to keep stay on topic	✓	
8.	Teacher ask students about difficult words		✓
9.	Teacher arrange the time to do Round-Robin	✓	
10.	Teacher provide a reflection on teaching learning		✓

Students' Observation Checklist

No	Description	Yes	No
3.	Students actively participate for responding apperception.	✓	
4.	Students are cooperative and responsive	✓	
5.	Students receive the written text from the teacher	✓	
6.	Students ask the teacher's explanation about Round-Robin	✓	
7.	Students pay attention and ask how to use the round-robin method	✓	
8.	Students take turns presenting solutions		✓
9.	Students work in group	✓	
10.	Students ask the difficult words		✓
11.	Students think about their responses, then independently write them down before Round Robin	✓	
12.	Students make the summary about how to apply Round-Robin method especially in Narrative Text.		✓

Cycle 2

Teachers' Observation Checklist

No.	Review	Result	
		Yes	No
1.	Teacher gives an appercaption.	✓	
2.	Teacher check the presence of the class	✓	
3.	Teacher explain the Narrative Text material	✓	
4.	Teacher explain the role of Round-Robin	✓	
5.	Teacher ask students to make a group consist of 4 students to applied Round-Robin Method	✓	
6.	Teacher asks a question and gives thinking time by using Round-Robin Method	✓	
7.	Teacher have ability to keep stay on topic	✓	
8.	Teacher ask students about difficult words	✓	
9.	Teacher arrange the time to do Round-Robin	✓	
10.	Teacher provide a reflection on teaching learning	✓	

Students' Observation Checklist

No	Description	Yes	No
1.	Students actively participate for responding appercaption.	✓	

2.	Students are cooperative and responsive	✓	
3.	Students receive the written text from the teacher	✓	
4.	Students ask the teacher's explanation about Round-Robin	✓	
5.	Students pay attention and ask how to use the round-robin method	✓	
6.	Students take turns presenting solutions	✓	
7.	Students work in group	✓	
8.	Students ask the difficult words	✓	
9.	Students think about their responses, then independently write them down before Round Robin	✓	
10.	Students make the summary about how to apply Round-Robin method especially in Narrative Text.	✓	

Assessment Cycle 1

Jack and the Beanstalk

Once upon a time, there was a poor widow and her son Jack, who lived in a small cottage. They were so poor that their only possession was a cow named Milky-White. One day, when they had nothing left to eat, the widow told Jack to take the cow to the market and sell her so they could buy food.

On the way to the market, Jack met a mysterious old man who offered to trade him magic beans for Milky-White. Intrigued by the idea of magic beans, Jack agreed to the trade and returned home with the beans. His mother was furious and threw the beans out the window before sending Jack to bed without dinner.

The next morning, Jack awoke to find a giant beanstalk had grown overnight from the beans. He decided to climb the beanstalk and found himself in a land high above the clouds. There, he discovered a castle inhabited by a terrifying giant and his wife. The giant had a goose that laid golden eggs and a magical harp that played beautiful music.

Jack stole the goose and the harp, but as he was leaving, the harp cried out, alerting the giant. The giant chased Jack down the beanstalk, but Jack managed to climb down quickly and cut the beanstalk down. The giant fell to his death, and Jack and his mother were able to live in comfort with the wealth provided by the golden eggs.

Question:

1. What is the mother's Jack ordered?
2. Why the mother's Jack asked him going to the market?
3. Who did Jack meet at the market?
4. What is the mysterious old man offered to Jack?
5. Why Jack agreed with the mysterious man offered?
6. Why Jack's mother was furious and threw the beans out the window?

7. When did Jack find a giant beanstalk that came from magic beans?
8. How did Jack find the castle above the clouds?
9. Where does Jack meet the giant and his wife?
10. How can Jack and his mother live happily?

Angel putri
Felompok I

60

1. What is the mother's Jack ordered?
2. Why the mother's Jack asked him going to the market?
3. Who did Jack meet at the market?
4. What is the mysterious old man offered to Jack?
5. Why Jack agreed with the mysterious man offered?
6. Why Jack's mother was furious and threw the beans out the window?
7. When did Jack find a giant beanstalk that came from magic beans?
8. How did Jack find the castle above the clouds?
9. Where does Jack meet the giant and his wife?
10. How can Jack and his mother live happily

- 1). take the cow to the market and sell her ~~cow~~ they could by food. X
- 2). Because they don't have something to eat and to sell the cow ✓
- 3). Mysterious old man. ✓
- 4). magic beans ✓
- 5). Because ~~the mother~~ Jack trust him. X
- 6). Because the mother get angry. X
- 7). The next morning ✓
- 8). He decided to climb the beanstalk and found him self ✓
in land high above the clouds.
- 9). in the castle. ✓
- 10). the giant fell to his death. and Jack and his mother were
were able to live in confort with the wealth provided by the
golden eggs. X

B = 5

S = 4

Qielva
U. Hampson 2

70

1. What is the mother's Jack ordered?
2. Why the mother's Jack asked him going to the market?
3. Who did Jack meet at the market?.
4. What is the mysterious old man offered to Jack?
5. Why Jack agreed with the mysterious man offered?
6. Why Jack's mother was furious and threw the beans out the window?
7. When did Jack find a giant beanstalk that came from magic beans?
8. How did Jack find the castle above the clouds?
9. Where does jack meet the giant and his wife?
10. How can Jack and his mother live happily

1. to the market and buy food ~~X~~ ✓
2. for sale the cow in market ~~X~~ ✓
3. a mysterious old man ✓
4. a magic beans ✓
5. because he was intrigued by the idea of magic beans X
6. because he trade the ~~Milk-White~~ ~~rose~~ for the magic beans ✓
7. after he awake in morning ✓
8. ~~with~~ he climb the beanstalk ✓
9. in the castle ✓
10. with the deal of giant and the golden eggs X

B = 7
J = 8

Name = Rizki Firmansyah Amirudin

kelompok = 2

70

1. What is the mother's Jack ordered?
2. Why the mother's Jack asked him going to the market?
3. Who did Jack meet at the market?
4. What is the mysterious old man offered to Jack?
5. Why Jack agreed with the mysterious man offered?
6. Why Jack's mother was furious and threw the beans out the window?
7. When did Jack find a giant beanstalk that came from magic beans?
8. How did Jack find the castle above the clouds?
9. Where does Jack meet the giant and his wife?
10. How can Jack and his mother live happily

1. to the market and sell buy food X
2. to sale cow in market ✓
3. in mysterious old man ✓
4. a magic beans ✗ ✓
5. because he was intrigued by the idea X
6. because he ~~had~~ ^(trade) the milk ~~with~~ with magic beans ✓
7. after he awake in morning ✓
8. with climbing ~~steps~~ the beanstalk ✓
9. in castle ✓
10. with the dead giant and the garden egg

X

B = 7

S = 3

Assessment Cycle 2

The Story of Jaka Tarub and the Seven Nymphs

Jaka Tarub was a young man who lived in a village near a forest. One day, while he was hunting, he stumbled upon a group of seven nymphs who were bathing in a nearby river. Jaka Tarub was captivated by their beauty and stole one of their shawls, which was imbued with magic.

The nymphs, however, discovered the theft and demanded that Jaka Tarub return the shawl. He did so, but one of the nymphs, named Nawang Wulan, fell in love with him and decided to stay behind in the human world to be with him.

Jaka Tarub and Nawang Wulan fell in love and got married, and they had a son together. However, one day, Nawang Wulan found the shawl and realized that she was a nymph.

She knew that she had to return to her world, but she couldn't bear to leave her husband and son behind. In the end, Nawang Wulan returned to her world, leaving Jaka Tarub and their son behind. However, she promised to return and visit them every year.

Question:

1. Where does Jaka Tarub lives?
2. When did he found a group of seven nympts?
3. What did the nympts do in the river?
4. What did Jaka Tarub do when he saw the angels?
5. Why did Jaka Tarub stole a shawl of one of the 7 nympts?
6. What did the nympts do when they found out the shawl thief?
7. Why does Nawang Wulan decided to stay in the human world
8. How can Nawang Wulan return to her world?
9. What did Nawang Wulan do when she realized that she was an nympt?
10. What promise did Nawang Wulan make to her husband and children?

Angel.
kelompok 1.

100

1. Where does Jaka Tarub lives?
2. When did he found a group of seven nymps?
3. What did the nymps do in the river?
4. What did Jaka Tarub do when he saw the angels?
5. Why did Jaka Tarub stole a shawl of one of the 7 nymps?
6. What did the nymps do when they found out the shawl thief?
7. Why does Nawang Wulan decided to stay in the human world?
8. How can Nawang Wulan return to her world?
9. What did Nawang Wulan do when she realized that she was an nymf?
10. What promise did Nawang Wulan make to her husband and children?

- 1). lived in a village near a forest. ✓
- 2). while he was hunting in the river. ✓
- 3). take a bath ✓
- 4). stole one of their shawls. ✓
- 5). Because Jaka tarub was captivated by their beauty. ✓
- 6). discovered of the theft and demanded that Jaka Tarub return the shawl. ✓
- 7). Because she fell in love with him (Jaka tarub). ✓
- 8). Nawang wulan realized that she was a nymph when she found the shawl. ✓
- 9). she return to her world. ✓
- 10). She promised to return and visit them every year. ✓

B = 10
S = 0

Qielva
Kelompok 2



1. Where does Jaka Tarub lives?
2. When did he found a group of seven nymps?
3. What did the nymps do in the river?
4. What did Jaka Tarub do when he saw the angels?
5. Why did Jaka Tarub stole a shawl of one of the 7 nymps?
6. What did the nymps do when they found out the shawl thief?
7. Why does Nawang Wulan decided to stay in the human world?
8. How can Nawang Wulan return to her world?
9. What did Nawang Wulan do when she realized that she was an nymf?
10. What promise did Nawang Wulan make to her husband and children?

1. in a village near a forest ✓
2. while he was hunting ✓
3. bathing ✓
4. stole one of their shawls ✓
5. because he was captivated by their beauty ✓
6. demanded to return the shawl ✓
7. because she fell in love with Jaka Tarub ✓
8. with the shawl ✗
9. returned to her world ✓
10. returned and visit them every year ✓

$$B = 9$$
$$S = 1$$

R10
Kx10mpok 2

90

1. Where does Jaka Tarub lives?
2. When did he found a group of seven nymps?
3. What did the nymps do in the river?
4. What did Jaka Tarub do when he saw the angels?
5. Why did Jaka Tarub stole a shawl of one of the 7 nymps?
6. What did the nymps do when they found out the shawl thief?
7. Why does Nawang Wulan decided to stay in the human world?
8. How can Nawang Wulan return to her world?
9. What did Nawang Wulan do when she realized that she was an nymf?
10. What promise did Nawang Wulan make to her husband and children?

1. In a village near forest ✓
2. while he was hunting ✓
3. bathing ✓
4. stole one of their shawls ✓
5. because he was captivated by their beauty ✓
6. demanded to return the shawls ✓
7. because she fell in love with Jaka Tarub ✓
8. with the shawl (found her shawl) ✗
9. returned to her world ✓
10. returned and visit them every year ✓

B=9

S=1

Research Certificate Letter



**YAYASAN PENDIDIKAN HARAPAN SENTOSA
SEKOLAH MENENGAH ATAS “ KAWUNG 2 “**

JL. Raya Simo Gunung 25 - Telp. (031) 5613679 Surabaya

NSS : 304056011236 - NPSN : 20532148 - e-mail : smakawungdua@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 082.2/SMA.KW.2/E.23/VI/2024

Yang bertanda tangan dibawah ini :

Nama : **ARSHIANTY HAYUNINGTYAS,S,Pd.**
Jabatan : Kepala Sekolah
Unit Kerja : SMA Kawung 2 Surabaya

Dengan ini menerangkan bahwa :

Nama : **YUESRIZAL HABIB AL RASYID**
N P M : 20.62.0026
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Universitas : Wujaya Kusuma Surabaya

Telah melakukan penelitian di SMA Kawung 2 Surabaya pada tanggal 21 sampai 21 Mei sampai dengan tanggal 7 Juni 2024 dengan judul : **USING ROUND-ROBIN METHOD TO IMPROVE READING COMPREHENSION OF ELEVEN GRADE STUDENTS AT SMA KAWUNG 2 SURABAYA.**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai mana perlunya.

Surabaya, 05 Juni 2024
Kepala Sekolah

Arshianty Hayuningtyas, S.Pd.

Documentation



