

Appendix 2

Guidelines of Interview to the Teacher

No.	Related Aspect	Guidelines Interview
1.	Students	<ol style="list-style-type: none">1. How do you prepare your materials before teaching?2. How is student's ability to receive learning material using your strategy?
2.	Problems	<ol style="list-style-type: none">1. Are there any difficulties in implementing of the strategies?
3.	Strategies	<ol style="list-style-type: none">1. What kind of English teaching strategies do you apply to the students?2. Why do you choose these strategies?3. What are the purposes of implementing these strategies?4. How do you implement your teaching strategies?5. What are the strengths and weaknesses of the strategies you use in teaching English?6. What are the steps of the strategies?7. Do you use various learning media in implementing the strategies? What are they?

Appendix 2

OBSERVATION OF TEACHING ENGLISH PROCES

Teaching Process	Description
Pre Activity	
While Activity	
Post Activity	
Evaluation	

Appendix 2

Observation script

Class : VI

Dates : Monday, 29th April 2019

Teacher 1 (T1) : Mrs. Rustiani

No.	Teaching Process	Description
1.	Pre Activity	<ul style="list-style-type: none">• Teacher prepares students to pray• Open the class, (Salam asking condition)• Students: Fine, excellent, wonderful, good, very well...• Check attendance list• Review last material
2.	While Activity	<ul style="list-style-type: none">• Teacher asking students to open the book and reviews• Teacher listens to the presentation from the students• Teacher tells students to memorize the vocabulary• Diagnose the student's problem
3.	Post Activity	<ul style="list-style-type: none">• Review the material• Motivate• Close by Salam
4.	Teaching Media	➤ Magic papers, whiteboard

Appendix 2

Observation script

Class : VI

Dates : Tuesday, 30th April 2019

Teacher 1 (T1) : Mrs. Rustiani

No.	Teaching Process	Description
1.	Pre Activity	<ul style="list-style-type: none">• Teacher talking with students then open the class, (Salam asking condition)• Students: Fine, excellent, wonderful, good, very well...• Checked the student's attendance list• Review the last material
2.	While Activity	<ul style="list-style-type: none">• Teacher tells students to open the book and read the text (<i>The legend of Malin Kundang</i>)• Memorizing• Presentation (make small group)
3.	Post Activity	<ul style="list-style-type: none">• Review the material• Motivate• Close by Salam
4.	Teaching Media	➤ Magic papers, whiteboard

Appendix 2

Observation script

Class : VI

Dates : Thursday, 2nd May 2019

Teacher 1 (T1) : Mrs. Rustiani

No.	Teaching Process	Description
1.	Pre Activity	<ul style="list-style-type: none">• Teacher talking with students then open the class, (Salam asking condition)• Students: Fine, excellent, wonderful, good, very well...• Checked the student's attendance list• Review the last material
2.	While Activity	<ul style="list-style-type: none">• Make small group• Read magic paper• Identification and discuss together• Take note
3.	Post Activity	<ul style="list-style-type: none">• Review the material• Motivate• Close by Salam
4.	Teaching Media	➤ Magic papers, whiteboard

Appendix 2

Observation script

Class : VI

Dates : Tuesday, 14th May 2019

Teacher 2 (T2) : Mr. Mulyani

No.	Teaching Process	Description
1.	Pre Activity	<ul style="list-style-type: none">• Teacher talking with students then open the class, (Salam asking condition)• Students: Fine, excellent, wonderful, good, very well...• Checked the student's attendance list• Review the last material
2.	While Activity	<ul style="list-style-type: none">• Teacher gives general description of the material to be studied.• Describes the material• Presentation (make small group)
3.	Post Activity	<ul style="list-style-type: none">• Review the material• Motivate• Close by Salam
4.	Teaching Media	➤ Papers, whiteboard, LCD, Laptop

Appendix 2

Observation script

Class : VI

Dates : Wednesday, 15th May 2019

Teacher 2 (T2) : Mr. Mulyani

No.	Teaching Process	Description
1.	Pre Activity	<ul style="list-style-type: none">• Teacher talking with students then open the class, (Salam asking condition)• Students: Fine, excellent, wonderful, good, very well...• Checked the student's attendance list• Review the last material
2.	While Activity	<ul style="list-style-type: none">• Discussing the topic• Make small group• Presentation
3.	Post Activity	<ul style="list-style-type: none">• Review the material• Motivate• Close by Salam
4.	Teaching Media	➤ Papers, whiteboard, LCD, Laptop

Appendix 2

Observation script

Class : VI

Dates : Thursday 16th May 2019

Teacher 2 (T2) : Mr. Mulyani

No.	Teaching Process	Description
1.	Pre Activity	<ul style="list-style-type: none">• Teacher talking with students then open the class, (Salam asking condition)• Students: Fine, excellent, wonderful, good, very well...• Checked the student's attendance list• Review the last material
2.	While Activity	<ul style="list-style-type: none">• Teacher continues the previous material by giving exercises.• Presentation
3.	Post Activity	<ul style="list-style-type: none">• Review the material• Motivate• Close by Salam
4.	Teaching Media	➤ Papers, whiteboard, LCD, Laptop

Appendix 2

INTERVIEW SCRIPT BY TEACHER 1 (T1)

Researcher	Assalamualaikum warohmattulahi wabarakaatuh...
Teacher	Wa'alaikumussalam warohmatullahi wabarakaatuh
Researcher	I'm sorry miss, I would like to ask some questions about your teaching strategy in this school. Is it ok for you?
Teacher	Yes, it is very ok. What are the questions?
Researcher	How do you prepare your materials before teaching?
Teacher	Before teaching I usually arrange annual program and semester program, lesson plan, and then I sorting the material according to KD that will be given to students, after that I prepare material and prepare evaluation in the form of questions to measure the success of students mastering the material that has been taught.
Researcher	What kind of English teaching strategies do you apply to the students?
Teacher	I adapted my strategies to students' abilities. I used several strategies by adjusting the characteristics of the material such as Games, Case-Based small group discussions, large group discussion or question and answer, Demonstrations, Independent study, and Self Awareness Exercise.
Researcher	Why do you choose these strategies?

Teacher	Because students' ability in English language lessons is low and the lesson time is also quite short, only two hours in one week so I use some of these strategies to help students understand the material.
Researcher	What are the purposes of implementing these strategies?
Teacher	Because students' ability to understand material is different, the purpose of implementing the strategies is to help students make it easier to understand the material. When I apply the strategies such as playing games, Case-Based small group discussions, Large group discussion or question and answer, students more easily understand the material and students are more active.
Researcher	How do you implement your teaching strategies?
Teacher	To implement some of the strategies that I have, I usually do four steps; Make assignments meaningful, clear and challenging, Diversify tasks, Pay attention to the level of difficulty, and Monitor student progress.
Researcher	What are the strengths and weaknesses of the strategies you use in teaching English?
Teacher	For the strengths of the strategy that I use is to make it easier for students to understand the material, students are more active and attract students' attention. And for the weakness of the strategy

	that I use is I need more time, because the schedule of English language lessons in a week is only 2 hours, the application is not maximal.
Researcher	Are there any difficulties in implementing of the strategies?
Teacher	Yes there are some difficulties first less time, second lack of student competence and the last lack vocabulary of the students
Researcher	What are the steps of the strategies?
Teacher	There are five steps of the strategies; Preparation, presentation, correlation, concluding, and applying
Researcher	How is student's ability to receive learning material using your strategy?
Teacher	Every student has different style in learning process. One student to other student has different character and style of understanding the teacher explanation. By using a learning strategy that I apply for example games, students more applicative to improve their learning English and students are easier to receive English learning material.
Researcher	Do you use various learning media in implementing the strategies? What are they?
Teacher	Yes I use learning media to implement my strategy, I usually use learning media adjusting to the material to be taught, for example: Text Narrative berupa Legenda Rakyat I use magic paper

Appendix 2

INTERVIEW SCRIPT BY TEACHER 2 (T2)

Researcher	Assalamualaikum warohmattulahi wabarakaatuh...
Teacher	Wa'alaikumussalam warohmatullahi wabarakaatuh
Researcher	I'm sorry miss, I would like to ask some questions about your teaching strategy in this school. Is it ok for you?
Teacher	Yes, it is very ok. What are the questions?
Researcher	How do you prepare your materials before teaching?
Teacher	Automatically, I have understood my goals of teaching based on syllabus. So, I need to find out some additional materials related to the discussion in syllabus and then I usually review RPP.
Researcher	What kind of English teaching strategies do you apply to the students?
Teacher	Because this school uses the K13 curriculum and scientific approach I can modify some game, Case-Based small group discussions, Large group discussion or question and answer, Demonstrations, Independent study, and Self Awareness Exercise.
Researcher	Why do you choose these strategies?
Teacher	Because in this school uses K13 curriculum so I must modify material with some strategies to make students more easily understand the material and make students more active in learning

	activities.
Researcher	What are the purposes of implementing these strategies?
Teacher	The purpose of implementing these strategies is to make students more easily understand the material and make students more active in learning activities. When I use strategies like game students will be easy to accept the material that I submit.
Researcher	How do you implement your teaching strategies?
Teacher	In this school there are two types of English language learning namely mandatory English and cross-English language. The first step is basic competency mapping, the second step uses project base learning by making groups, of each group tasked with discussing one basic competency and making Power Point. After that, each group will present the results of their discussion and other group giving responses related to five things; Power point, content, presentation style, question-answer interaction and understanding of material.
Researcher	What are the strengths and weaknesses of the strategies you use in teaching English?
Teacher	For the strengths of the strategy that I use is to make it easier for students to understand the material, students are more active and attract students' attention. And for the weakness of the strategy

	that I use is the ability of students in this school is different some are quick to respond and some are passive and some are passive.
Researcher	Are there any difficulties in implementing of the strategies?
Teacher	Yes there are two difficulties, external and internal problem. External problem is from student and internal from teacher.
Researcher	What are the steps of the strategies?
Teacher	The first step is basic competency mapping, the second step uses project base learning by making groups of each group tasked with discussing one basic competency and making Power Point. After that, each group will present the results of their discussion and other group giving responses related to five things: Power point, content, presentation style, question-answer interaction and understanding of material.
Researcher	How is student's ability to receive learning material using your strategy?
Teacher	Every student has different style in learning process. One student to other student has different character and style of understanding the teacher explanation. By using a learning strategy that I apply for example group discussion, the teacher can provide enough space for students to be active. So it is more prioritizing the

	teacher student center only as a facilitator, so that students do not get bored and this strategy can train students' independence, confidence and cooperation in learning activities.
Researcher	Do you use various learning media in implementing the strategies? What are they?
Teacher	Yes. Usually I use LCD projector, Audio, Paper and etc.

Appendix 1

The Curriculum Vitae of the Teacher 1 (T1)

Name	: Rustiani Widiasih, M.Pd
Date of Birth	: Pacitan, 2 November 1977
Address	: Islam
Boarding House	: Jl. Imam Bonjol III/14 Ponorogo
Religion	: ISLAM
Education	: SDN Bandar 1 Pacitan (Th 1989) SMPN 1 Bandar Pacitan (Th 1992) SMA Bakti Ponorogo (Th1995) S1 Universitas Negri Surabaya (Th 2000) S2 Universitas Negeri Semarang
Achievement	: Guru Prestasi Nasional 2017 Juara III Inovasi Pembelajaran 2018
Profession	: Guru Bahasa Inggris SMAN 1 Badegan

Appendix 1

The Curriculum Vitae of the Teacher 2 (T2)

Name : Dr. Mulyani M.Hum

Date of Birth : Ponorogo, 3 September 1971

Address : Islam

Boarding House : Rt. 01 Rw. 03 Ds.Gupolo Kec. Babadan Kab. Ponorogo

Religion : ISLAM

Education : MI Muhammadiyah 3 Ngunut
SMP Muhammadiyah 1 Ponorogo
SMA Muhammadiyah 1 Ponorogo
S1 Universitas Muhammadiyah Ponorogo
S2 Universitas Negeri Semarang
S3 Universitas Negeri Semarang

Achievement : Peserta Olimpiade Guru Nasional 2019

Profession : Guru Bahasa Inggris SMAN 1 Po

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan: SMA Negeri 1 Badegan

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Materi Pokok : *Text Narrative berupa Legenda Rakyat*

Alokasi Waktu : 8 x 45 menit

A. Kompetensi Inti (KI)

KI 1 dan KI 2

Pembelajaran Sikap Spiritual dan Sikap Sosial dilaksanakan secara tidak langsung (indirect teaching) melalui keteladanan, terkait jujur, tanggungjawab, disiplin, dan santun melalui proses pembelajaran Pengetahuan dan Keterampilan. Selanjutnya guru melakukan penilaian sikap tersebut sepanjang proses pembelajaran berlangsung, dan berfungsi sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut

KI 3.

Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4.

Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<p>3.8.1 Mengidentifikasi fungsi sosial teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat.</p> <p>3.8.2 Menjelaskan struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat.</p> <p>3.8.3 Menemukan unsur kebahasaan dalam teks legenda rakyat.</p> <p>3.8.4 Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat</p> <p>3.8.4 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat</p>
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	<p>4.8.1 Menjelaskan makna kata dalam teks</p> <p>4.8.2 Menentukan informasi (berkenaan dengan tokoh, setting, dan tahapan plot) dalam teks legenda rakyat.</p> <p>4.8.3 Menceritakan kembali isi teks legenda rakyat.</p>

C. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik terampil membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mahir menangkap makna dari teks khusus dalam bentuk teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat.

D. Materi Pembelajaran

- Fungsi sosial
Menghibur (amusing) pendengar dan pembaca dengan cerita legenda yang menarik
- Struktur teks
Struktur teks narrative terdiri dari:
 - Orientasi
 - Komplikasi
 - Resolusi
- Unsur kebahasaan dalam teks narrative:
 - Vocabulary : perbendaharaan kata dalam teks Narrative
 - Grammar/pola kalimat : Past Tense, Past Continuous Tense

E. Metode Pembelajaran

- Diskusi, tanya jawab, Project, dan Presentasi

F. Media/alat/bahan/sumber

1. Media/alat : Laptop/komputer, LCD, Video
2. Bahan : PPT dan LKS
3. Sumber Belajar:
 - Buku Siswa Bahasa Inggris Kelas X SMA
 - Koran dan majalah berbahasa Inggris

G. Kegiatan Pembelajaran

1. Pertemuan Pertama: (2 JP)

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi waktu
Kegiatan pendahuluan	<ul style="list-style-type: none">• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;• Memotivasi peserta didik untuk mempelajari materi pembelajaran• Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari• Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	5 menit
Kegiatan inti	<ul style="list-style-type: none">• Membacabeberapa teks narrative berbentuk legenda	5 menit

	rakyat. • Bertanya dan mempertanyakan terkait fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks narrative berbentuk legenda rakyat. • Membahas sebuah contoh analisis teks caption terkait struktur dan unsur kebahasaan • Secara berkelompok, membaca dan mendiskusikan 1teks narrative berbentuk legenda rakyat dengan menggunakan tabel analisis. • Masing- masing kelompok menyampaikan hasil diskusi terkait fungsi, struktur, dan unsur kebahasaan teks narrative berbentuk legenda rakyat.	5 menit 5 menit 30 menit 30 menit
Kegiatan penutup	• Memberikan umpan balik terhadap proses pembelajaran • Menyimpulkan apa yang dipelajari hari ini • Melakukan refleksi pembelajaran • Menyampaikan kegiatan pada pertemuan berikutnya.	10 menit

2. Pertemuan Pertama: (2 JP)

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi waktu
Kegiatan pendahuluan	• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; • Mereview pembahasan pada kegiatan sebelumnya. • Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	5 menit
Kegiatan inti	• Secara berkelompok, saling membacakansebuah teks narrative berbentuk legenda rakyat yang dibawa (masing-masing kelompok membawa teks yang berbeda) • Secara berkelompok mendiskusikan kosa kata dalam teks. • Secara berkelompok menggali informasi dalam teks narrative. Informasi yang digali berkenaan dengan : tokoh, setting, character, conflict,	5 menit 5 menit 20 menit

	serta resolusi, pesan moral dalam cerita. • Membuat rangkuman (summary) tentang cerita yang dibaca. • Menceritakan kembali cerita di depan kelas.	15 menit 30 menit
Kegiatan penutup	• Memberikan umpan balik terhadap proses pembelajaran • Menyimpulkan apa yang dipelajari hari ini • Melakukan refleksi pembelajaran • Menyampaikan kegiatan pada pertemuan berikutnya.	5 menit

H. Penilaian Hasil Belajar

1. Teknik Penilaian:

- Penilaian Sikap : Observasi/pengamatan
- Penilaian Pengetahuan : Tes Tertulis
- Penilaian Keterampilan : Unjuk Kerja/Praktik, Proyek, Portofolio

2. Bentuk Penilaian:

- Observasi : Jurnal guru
- Tes tertulis : Uraian dan lembar kerja
- Unjuk kerja : Praktik/Pedoman Penskoran
- Proyek : Produk/Pedoman Penskoran

3. Instrumen Penilaian (terlampir)

I. Program Tindak Lanjut

1. Remedial

- Peserta didik yang belum mencapai KKM(75) diberi tugas untuk membaca beberapa teks narrative. Setelah dua minggu guru mengevaluasi kemajuan kompetensi peserta didik dalam menangkap maknateks narrative. Kemudian guru melaksanakan penilaian remedial.

2. Pengayaan

- Bagi peserta didik mempunyai nilai di atas 75 diberi pengayaan berupa tugas mandiri untuk membaca cerita legenda dari negara lain dan membuat rangkuman, kemudian mempublikasi dengan ditempel di madding.

Mengetahui,
Kepala SMAN I Bedegan

Ponorogo, September 2018
Guru Mapel Bahasa Inggris

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LAMPIRAN 1

MATERI PEMBELAJARAN PERTEMUAN 1 dan 2

Teks Narrative berbentuk Legend

- Fungsi sosial
Menghibur (amusing) pendengar dan pembaca dengan cerita legenda yang menarik
- Struktur teks
Struktur teks narrative terdiri dari:
 - Orientasi
 - Komplikasi
 - Resolusi
- Unsur kebahasaan dalam teks narrative:
 - Vocabulary : perbendaharaan kata dalam teks Narrative
 - Grammar/pola kalimat : Past Tense, Past Continuous Tense

Contoh teks narrative

The Legend of Tangkuban Perahu

Orientation	Once upon a time, in West Java, there lived a wise king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. One day, she was weaving a cloth. Suddenly, one of her tool fell to the ground. She was very tired at the time so she was too lazy to take it. Then she just shouted outloud.
Complication	<p>“Anybody there? Bring me my tool. I will give you special present. If you are female, I will consider you as my sister. If you are male, I will marry you”</p> <p>Suddenly a male dog named Tumang came. He brought her falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had to marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much. He often went hunting to the wood using his arrow. When he went hunting Tumang always with him.</p>

	<p>One day Dayang Sumbi wanted to eat deer's heart.</p> <p>"Sangkuriang, will you hunt for a deer today? I want to eat a deer's heart so much." Asked Dayang Sumbi.</p> <p>"Of course, mom. Whatever you want, I will give it for you." Replied Sangkuriang. "Tumang, where are you? Come on, we have to hunt for a deer."</p> <p>Then Sangkuriang went to the wood with his arrow and his faithful dog, Tumang. But after several days in the wood Sangkuriang could not find any deer. They were all disappeared. Sangkuriang was exhausted and desperate.</p> <p>"Oh God, where can I find a deer? I don't want to 25isappoint my mom. Oh! I know,"</p> <p>Sangkuriang then called Tumang and kill him. He did not know that Tumang was his father. At home he gave Tumang's heart to her mother.</p> <p>"Sangkuriang, are you sure it's a deer's heart? You can't lie to me! It is Tumang's heart, isn't it? Why did you kill him?" said Dayang Sumbi full of angry. She hit Sangkuriang at his head. Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.</p> <p>Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realized it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God, so she stayed young forever. Both of them did not know each other. So they fell in love and then they decided to marry.</p> <p>But then Dayang Sumbi recognized a scar on Sangkuriang's head.</p> <p>"Sangkuriang, why there is a scar on your head?" asked Dayang Sumbi.</p> <p>"Oh, when I was a child, my mom hit me on my head." Replied him.</p> <p>Dayang Sumbi was very shocked. She knew that Sangkuriang was his son. It was impossible for them to marry. She</p>
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	<p>told him but he did not believe her. Sangkuriang wished that they married soon. So Dayang Sumbi gave him a very difficult condition.</p> <p>“Sangkuriang, if you want to marry me. I have a condition for you. I want you to build a lake and a big boat in one night. I need them for our honeymoon. Can you do that?”</p> <p>“What! Impossible!. But, it’s okay. For you, I will do it. I can do that!”. Sangkuriang agreed.</p> <p>With the help of genies and spirits, Sangkuriang tried to build them. By midnight he had finished the lake by building a dam in Citarum river. Then he started building the boat. It was almost dawn when he nearly finished it. Meanwhile Dayang Sumbi kept watching on them. She was very worried when she knew this. So she made lights in the east.</p> <p>“Huh? Troops, stop your work! It’s already dawn. The sun will start to rise. Quickly, go home, go home!” said the chair of the genies. They left Sangkuriang alone.</p> <p>“Sangkuriang, you can’t finish my condition. It’s mean that you can’t marry me. You know?” said Dayang Sumbi.</p> <p>“You cheated! You maked the light, so that my troops go. Because of that, I could not fulfill your condition.” Shouted Sangkuriang.</p>
Resolution	<p>Sangkuriang was very angry. So he kicked the boat. Then the boat turned out to be Mount Tangkuban Perahu. It means boat upside down. From a distant it looks like a boat upside down.</p>

LAMPIRAN 2

INSTRUMEN PENILAIAN PERTEMUAN 1 KISI-KISI PENILAIAN HARIAN

Kompetensi Dasar	IPK	Materi	Indikator Soal	Bentuk Soal
3.9 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	3.9.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat.	<ul style="list-style-type: none"> • Fungsi sosial Menghibur (amusing) pendengar dan pembaca dengan cerita legenda yang menarik • Struktur teks Struktur teks narrative terdiri dari: <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi • Unsur kebahasaan dalam teks narrative: <ul style="list-style-type: none"> - Vocabulary : perbendaharaan kata dalam teks Narrative - Grammar/pola kalimat : Past Tense, Past Continuous Tense 	Disajikan sebuah teks legenda, peserta didik dapat mengidentifikasi:	Tes tertulis
	3.9.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat.		• Fungsi sosial	
	3.9.3 Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat.		• Struktur teks	
	3.8.4 Membedakan		• Unsur kebahasaan	
			Disajikan beberapa teks legenda, peserta didik dapat menerapkan unsur kebahasaan tentang meminta dan memberi informasi dalam teks tersebut	

	fungsi sosial, struktur teks dan unsur kebahasaan beberapa khusus dalam bentuk teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat			
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a. SOAL

- Tertulis
 - Read the text one more time, and then discuss the answer of these questions and write it in a piece of paper!

Text:

The Legend of Banyuwangi

Long time ago in eastern part of Java Island, Banyuwangi was called Blambangan. It was a kingdom under a wise king. The king's name was Prabu Menak Prakoso who had a handsome, young and smart son. Raden Banterang was his name. Raden Banterang liked hunting very much. He often went to forest around Blambangan to hunt animals.

One day when he was in a forest he, saw a deer. He chased it and the deer ran deeper into the forest. His horse was strong and in good condition so he left his guards behind. Unfortunately he lost the deer. As he took a rest under a big banyan tree suddenly a lovely lady appeared in front of him. Raden Banterang was very surprised to see a beautiful girl alone in the forest. He was suspicious that she was not a human being. So he asked her.

“Excuse me lovely lady, do you live around here?”

“No, I don't. I'm from Klungkung, Bali. My name is Surati. I'm a princess, the daughter's king of Klungkung. I need your help.”

“I will gladly help you, but please tell me what is your problem?”

“I’m in danger. There was a rebellion in Klungkung. The rebel killed my father but I could escape. My guards took me here but I lose them. Now I’m alone. I don’t know where to go. I have no relative here. Please help me”

“You are coming to the right person. I’m prince Banterang from Blambangan kigdom. I will protect you. Please come with me.”

Then Raden Banterang took Surati home. He fell in love with her and then several months later he married her.

One day when Surati was in the street he met a man. The man called him. “Surati, Surati!”

She was surprised to realize that the man was her brother Rupaksa. Rupaksa told her that it was Raden Banterang who killed their father. He came to Blambangan to take revenge and asked Surati to join him. Surati was shocked but she refused to join.

“I’m really shocked to hear the news. But I’m not sure. Raden Banterang is now my husband. He’s very kind to me. He never hurts me. He’s protecting me. As a good wife I will never betray him. It is my duty to serve him.”

“But he killed our father.”

“It is hard for me to believe it. When I met him he was here, not in Klungkung.”

Rupaksa was disappointed with her sister. He was also very angry to her.

“OK then. I have to go now. But please keep my head dress. Put it under your pillow”

Rupaksa gave his head dress to his sister Surati. To respect her older brother, Surati put it under her pillow.

Several days later, Raden Banterang was hunting in a forest when he met a man that looked like a priest. The man greeted him politely. Then he said something.

“Your life is in danger. Someone has an evil intention to you”

“Who is he?”

“Your wife Surati”

“Surati? How do you know?”

“I am a priest. I have clear spiritual vision. I just want to save you. Search her room. If you find a head dress under her pillow then my words are correct. It is from a man who will help her kill you”

“Thank you your Holiness”

Raden Banterang was shocked. He was very angry to his wife then he immediately went home. When he got to the palace he immediately searched Surati's bed room. As he found the head dress under her pillow he was sure that the priest was right.

“You are unfaithful wife. I know that you want me dead. This is the evidence. This is from a man who will help you kill me. Tell me who he is”

Surati was shocked and cried.

“It is my brother's head dress. I met him several days ago when you went hunting. He gave me his head dress and told me to put it under my pillow. So I put it there to respect him. It is him who want to kill you, not me”

But Raden Banterang did not trust her. He gave her a death sentence. He took his wife to a river bank as he would stab his wife and throw her body into the river.

“Before I die, let me say a few words”

“Please do”

“After I die, just throw my body into the river. If the water become dirty and smelly, it means that I am guilty. But if the water become clear and fragrance come out of it, it means that I am innocence”

Then as Raden Banterang would stab her wife with a kris Surati threw herself into the river. Amazingly the water became clear and fragrance came out of it. Surati was innocent! Raden Banterang regretted his emotional behavior. Since then on he changed the name of his kingdom into Banyuwangi. Banyu means water and Wangi means fragrance.

Questions:

1. What is the purpose of the text?
2. Identify the structure of the text!
 - a. Orientation
 - b. Complication
 - c. Resolution
3. Explain about the linguistic features of the text!

b. RUBRIK

Rubrik Penilaian tes tulis

Criteria	Skor
Konsep benar disampaikan dengan bahasa yang jelas	
Konsep kurang tepat disampaikan dengan bahasa yang jelas	
Konsep salah disampaikan dengan bahasa yang jelas	

Penilaian Sikap

Jurnal Guru

NO	HARI/TGL	NAMA	PRILAKU/ KEJADIAN	BUTIR SIKAP	POS/NEG	TINDAK LANJUT
1						
2						
3						
4						
5						

Appendix 3

DOCUMENTATION



Interview moment with Teacher 1 at SMAN 1 Badegan



Interview moment with Teacher 2 at SMAN 1 Ponorogo



Greeting and Explanation the material by Teacher 1 (T1)



Discussion moment by students SMAN 1 Badegan



Greeting and Explanation the material by Teacher 2 (T2)



Presentation moment by students SMAN 1 Ponorogo

ENGLISH POIN

NAME: Cika Verdiana Setiawan CLASS: X IPA 2

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Point Book

You must read this Magic Paper using English.

Magic Paper

Malin Kundang

Dahulu kala, hiduplah seorang lelaki muda. Namanya Malin Kundang. Dia tinggal dengan ibunya. Dia tinggal di sebuah desa dekat hutan. Ibunya sangat mencintainya.

Suatu hari, Malin Kundang ingin pergi dari rumahnya untuk bekerja. Dia meminta izin kepada ibunya untuk pergi. Dia berjanji akan kembali segera sebagai orang kaya.

Malin Kundang bekerja di kapal besar. Dia adalah pekerja yang rajin. Kemudian, segalanya berubah. Dia menjadi orang kaya. Dia menikah dengan anak bosnya.

Suatu hari, dia dan isterinya mengunjungi desanya. Ibunya menemui Malin Kundang. Malin Kundang tidak mengakuinya. Dia malu pada isterinya karena ibunya adalah orang yang miskin. Dia telah mengatakan kepada isterinya kalau dia adalah orang kaya.

Ibu Malin Kundang terkejut mendengar perkataan Malin Kundang. Malin Kundang berkata bahwa dia bukan ibunya. Ibunya berdoa, "jika lelaki itu bukan anakku, ampuni dia. Jika lelaki itu anakku, hukumlah dia."

Selanjutnya, langit menjadi gelap. Tuhan menghukum Malin Kundang. Malin Kundang berubah menjadi batu.

Lelaki muda : young man
 Sangat mencintai anaknya : love her son very much
 Meminta izin : asked for permission
 Berjanji : promised
 Kapal besar : big ship
 Telah mengatakan : had told
 Segalanya berubah : everything changed
 Mengunjungi : visited
 Menemui : met
 Tidak mengakuinya : didn't admit
 Malu : ashamed
 Ampuni : forgive
 Hukum : punish

Magic Paper