



ENGLISH EDUCATION DEPARTMENT IAIN KEDIRI

KELAS X -GANJIL

MODUL AJAR BAHASA INGGRIS

SMA/MA/SMK KELAS - X



Penyusun:

Nerisa Quri Nafa

Dhayun Saputris

Ainun Syaifullah

Editor:

Nerisa Quri Nafa

Words of the Author

Dear teachers,

In Indonesia, curriculum development is fairly active. The requirement to always incorporate the most recent references is crucial. In the following, we have created a teaching module for junior high and high school English classes. Despite the fact that this module is not yet complete, we hope that what has been assembled might serve as a resource for useful student teaching resources.

This Teaching Module includes lesson ideas and exercises to assess students' proficiency with this module.

All of the writers hope that the included lesson plans and resources might be utilized as references for more effective classroom practice.

The writers express gratitude to Mrs. Ima Fitriyah, who directed the development of this instructional module, as well as the editors, design templates, and those who submitted the instructional module to Guru Berbagi.

We are aware of the numerous flaws in the production of this module; thus, any ideas from our valued readers would be greatly appreciated. Thanks.

The authors



ENGLISH EDUCATION DEPARTMENT IAIN KEDIRI

KELAS X -GANJIL

MODUL AJAR BAHASA INGGRIS
“RECOUNT TEXT”
SMA/MA/SMK KELAS - X



Penyusun:

Nerisa Quri Nafa – 932200519

Kelas X –Ganjil

MODUL AJAR BAHASA INGGRIS KELAS X

| INFORMASI UMUM | |
|---------------------------------------|---|
| 1. Kode Modul Ajar | - |
| 2. Kode ATP Acuan | - |
| 3. Nama Penyusun/Institusi/Tahun | Nerisa Quri Nafa / IAIN Kediri / 2021 – 2022 |
| 4. Jenjang Sekolah | SMA / MA / SMK / SEDERAJAT |
| 5. Fase/Kelas | E / X (Sepuluh) |
| 6. Domain/Topik | Menulis dan menceritakan kejadian di masa lalu |
| 7. Kata Kunci | <i>Recount Text</i> |
| 8. Pengetahuan/Keterampilan Prasyarat | <i>Writing</i> |
| 9. Alokasi waktu (menit) | 2 X 45 Menit (90 Menit) |
| 10. Jumlah Pertemuan (JP) | 2 JP |
| 11. Modal Pembelajaran | Tatap muka |
| 12. Metode Pembelajaran | 1) Inductive approach 2) Tanya jawab, diskusi, dan mengerjakan soal |
| 13. Sarana Prasarana | 1) Media: Power Point, Laptop, LCD Proyektor, Handphone, Papan Tulis, Spidol, Spidol Warna/ Pen Warna/ Stabilo. 2) Sumber belajar: <i>E-Learning, E-Book, Buku paket/LKS, Video Youtube.</i> |
| 14. Target Peserta Didik | Reguler |
| 15. Karakteristik Peserta Didik | Siswa reguler yang aktif berdiskusi dalam kegiatan pembelajaran dan bernalar kritis serta mampu menulis dan menceritakan kejadian di masa lalu (<i>Recount Text</i>) dengan mandiri dan tidak pantang menyerah. |

KOMPETENSI INTI**A. Tujuan Pembelajaran**

Setelah melakukan pembelajaran, diharapkan peserta didik mampu:

- E1. Menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari teks recount
- E2. Membedakan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount lisan dan tulis
- E3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah
- E4. Menyusun teks recount, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks

B. Pemahaman Bermakna

Recount text merupakan salah satu jenis teks dalam belajar bahasa Inggris yang memiliki fungsi untuk menceritakan kembali kejadian atau pengalaman yang terjadi dimasa lalu. Teks ini bertujuan untuk memberikan informasi dan/atau menghibur pembaca yang membaca tulisan *recount text*.

C. Pertanyaan Pemantik

1. Apakah kalian (peserta didik) pernah mengalami peristiwa menyenangkan atau menyedihkan di masa lalu? Mengapa?
2. Bagaimana peristiwa menyenangkan atau menyedihkan itu terjadi? Jelaskan!

D. Persiapan Pembelajaran

- a. Guru menyusun LKPD

KEGIATAN PEMBELAJARAN

PERTEMUAN PERTAMA

A. Tujuan Pembelajaran

- Menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari teks recount lisan dan tulis
- Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount lisan dan tulis
- Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis

B. Kegiatan Pembelajaran

| Tahap Pembelajaran | Kegiatan Pembelajaran |
|----------------------|---|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> ➤ Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai. ➤ Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan. ➤ Guru mengecek kehadiran peserta didik. ➤ Guru memberi apersepsi tentang materi yang akan dipelajari. ➤ Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. ➤ Guru menyampaikan garis besar cakupan materi yang dipelajari. ➤ Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan. |
| Kegiatan Inti | <ul style="list-style-type: none"> ➤ Guru membagi atau membuat kelompok untuk peserta didik. ➤ Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang akan dipelajari dengan cara mengamati video yang berhubungan dengan materi. Berikut link Youtube tentang <i>Recount Text</i>: https://youtu.be/aNy0a_OM3JQ ➤ Peserta didik secara berkelompok menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari sebuah teks recount. ➤ Peserta didik secara berkelompok menganalisis fungsi sosial, |

| | |
|------------------|--|
| | <p>struktur teks, dan unsur kebahasaan teks recount dalam grup.</p> <ul style="list-style-type: none"> ➤ Setelah melakukan diskusi kelompok, guru mengarahkan peserta didik untuk mempresentasikan hasil diskusinya didepan kelas, dan peserta didik secara individu menulis hasil diskusi yang disampaikan temannya. ➤ Peserta didik diberikan sebuah LKPD dan peserta didik mencari dan mengumpulkan informasi tentang fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks recount. Hingga pada akhirnya peserta didik menemukan informasi terkait text recount. ➤ Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis hasil jawaban dan menyamakan persepsi tentang materi yang dipelajari. |
| Kegiatan Penutup | <ul style="list-style-type: none"> ➤ Guru memberikan feedback tentang materi recount teks. ➤ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. ➤ Guru dan peserta didik berdo'a bersama untuk mengakhiri pembelajaran. |

PERTEMUAN KEDUA

A. Tujuan Pembelajaran

- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah
- Menyusun teks recount, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks

B. Kegiatan Pembelajaran

| Tahap Pembelajaran | Kegiatan Pembelajaran |
|----------------------|--|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> ➤ Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai. ➤ Guru memberi motivasi kepada peserta didik dan menanyakan |

| | |
|------------------|--|
| | <p>kondisi kesehatan.</p> <ul style="list-style-type: none"> ➤ Guru mengecek kehadiran peserta didik. ➤ Guru memberi apersepsi tentang materi yang akan dipelajari. ➤ menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. ➤ Guru menyampaikan garis besar cakupan materi yang dipelajari. ➤ Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan. |
| Kegiatan Inti | <ul style="list-style-type: none"> ➤ Guru bersama peserta didik mengingat kembali terkait materi yang sudah disampaikan. ➤ Guru menyampaikan lanjutan materi pada pertemuan pertama. ➤ Peserta didik aktif menanggapi secara lisan terkait <i>recount text</i>. ➤ Guru memberi tugas untuk mengerjakan LKPD dan membuat <i>recount text</i> sesuai pengalaman yang peserta didik alami. ➤ Peserta didik mengumpulkan hasil pekerjaan kepada guru. |
| Kegiatan Penutup | <ul style="list-style-type: none"> ➤ Guru memfasilitasi kepada peserta didik untuk menyampaikan kelebihan dan kekurangan/kesusahan dalam materi <i>recount text</i>. ➤ Guru dan peserta didik berdo'a bersama untuk mengakhiri pembelajaran. |

Assesmen

1) Teknik Penilaian

- a. Pengetahuan : Lembar Kerja Peserta Didik
- b. Keterampilan : Membuat *recount text*
- c. Sikap : Observasi/pengamatan terhadap kerja kelompok

2) Instrumen Penilaian

- a. Pengetahuan : Isian singkat dan uraian
- b. Keterampilan : Rubrik penilaian menulis
- c. Sikap : Lembar observasi

LAMPIRAN

A. MATERI

“RECOUNTTEKS”

1. Definition and Social Function

Recount text is a text that telling the reader about one story, action or activity in the past. The social function of Recount Text is to retell events for the purpose of informing or entertaining the reader.

Its text that serves retell events or experiences that occurred in the past. That is mean, the events that are notified in the Recount Text occur before you write the text. For example, events that took places last year, last month, or even yesterday. Well, the events that are retold in Recount Text can be experiences such as holidays, competitions, or birthdays.

“Jadi Recount Text ini bercerita mengenai pengalaman atau kejadian yang dialami seseorang dimasa lalu. Kejadian tersebut diceritakan secara berurutan atau secara kronologis. Sedangkan fungsi dari Recount text untuk menceritakan kembali peristiwa yang bertujuan untuk menginformasikan atau menghibur pembaca”.

2. Generic Structure

Recount Text consists of 3 parts, that are Orientation, Series of Events, and Reorientation.



1) Orientation

This section is the opening part of the text or introduction that contains the background of an incident, such as who was involved, or when and where there the incident occurred.

“Orientation ini menceritakan siapa saja yang terlibat dalam cerita, apa yang terjadi, dimana tempatnya peristiwa terjadi, dan kapan terjadi peristiwanya.”

2) Series of Events

This section is part of the content of the text that contains a series of sequential events experienced by the author.

“Event ini menceritakan tentang apa yang terjadi (lagi) dan menceritakan urutan ceritanya.”

For example, if the Recount Text tells about the experience of the race, then the Series of Event section contains a series of events that were experienced sequentially, starting from the beginning of the preparation of the race until the end of the race.

3) Reorientation

This section is the closing of the text which contains conclusions, messages, impressions, or feelings of the author on the events experienced. “Reorientation ini berisi penutup cerita/akhir cerita.”

For example, the author tells about his experience in the competition and it turns out that he won 1st place in the competition, then the author can tell how happy he was when he found out that he had won 1st place.

For example!



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3. Language Feature

➤ Using Simple Past Tense

Why must Simple Past Tense? *Kenapa harus Simple Past Tense?* Because the events being told are events that happened in the past, so we have to use a tense that serves to express events that happened in the past, that is Simple Past Tense.

“Recount Text ini menceritakan kejadian dimasa lampau sehingga recount text harus menggunakan tense yang berfungsi untuk mengungkapkan kejadian di masa lampau yakni Simple Past Tense”.

Pola kalimat Simple Past Tense:

- 1 **Subject + Verb 2**
Contoh: *I ran.*
- 2 **Subject + be + Complement**
Contoh: *It was hard.*

| | | |
|--|--------------------|--|
| <p><i>I</i> <i>He</i> <i>She</i> <i>It</i> <i>Singular subject</i></p> | <p><i>was</i></p> | <p>Noun (Kata benda)</p> <p>Adjective (Kata sifat)</p> |
| <p><i>You</i> <i>They</i> <i>We</i> <i>Plural subject</i></p> | <p><i>were</i></p> | <p>Adverb (Kata keterangan)</p> |

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➤ **Using Adverb of Time and Adverb of Sequence**

Adverb of Time

(Keterangan Waktu)

Gunakan *adverb of time* untuk menunjukkan masa lalu.

Contoh:

- * Yesterday
- ☆ Last week
- * Last month
- ☆ An hour ago
- * A year ago

Adverb of Sequence

(Keterangan Urutan)

Gunakan *adverb of sequence* untuk menunjukkan urutan terjadinya kejadian.

Contoh:

- ♥ First
- ♥ Then
- ♥ After that
- ♥ At last
- ♥ Finally

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➤ **Conjunctions and chronological connectors**

Conjunctions are words that link other words, phrases, or clauses together.

There are:for, and, nor, but, or, yet,after, although, as, as if, as long as, as much as, as soon as, as though, because, before, by the time, even if, even though, if, in order that, in case, in the event that, lest, now that, once, only, only if, provided that, since, so, supposing, that, than, though, till, unless, until, when, whenever, where, whereas, wherever, whether or not, while, both/and, either/or, neither/nor, not only/but, whether/or.

4. Types Recount Text

Here are the types of recount text that you need to know.

1. Personal Recount

This type of text is used to retell an event experienced by one person. This paper will tell in detail what was done and what events were experienced.

2. Factual Recount

This type of recount text also tells about events or events in the past. The events narrated were experienced by other people. Even so, it is certain that this event actually happened.

3. Imaginative Recount

This type of text tells of an event in the past that didn't actually happen or was just an imagination. This type of text is also written in a coherent way, but there is no emphasis on who the actors or characters are in the story.

5. Examples of Recount Text

Example 1

A week ago, my boyfriend and I went to the beach. We headed from home at 2 PM and finally got there at 4 PM. It took so long but I enjoyed the ride. We were so hungry when we got to the beach. We decided to buy some foods before strolling around the beach.

At half-past 4, we started to walk around the beach. I was so happy to be there with my boyfriend. He hold my hand and we talked about many things. He told me about his family and school. I told him about my cat and we talked about anything until the sun was going to set.

It was very beautiful. We enjoyed the sunset and he gave me his jacket to protect me. At 6 PM, we went back home. On the way we stopped for dinner. We ate burger and ice cream. We finished our trip by 9 PM and he went back home safely.

Example 2

Coronavirus has ruined my friend's life. He lost his mother because of this virus. His mother was 52 years old when she infected by the virus. It was like a rolling coaster, he said. It was like a dream for him because he lost his mother immediately.

His mother went back from Singapore last month. She was doing well, but 2 weeks later she felt sick. She got fever and cough. My friend and her father brought her to the hospital. The laboratory test said that his mom is infected by coronavirus. She went to the isolation room and she died there, alone.

It was really difficult for my friend. Not only because of his mother, but also his father. This pandemic made him lost his job. Now, my friend quit school and decided to get a job.

Two days ago, he told me that he got a job. He started to work as a content writer. He said that it's a remote job during this pandemic. He told me to be careful and I told him that he was doing great. Hope everything gonna be alright for all of us!

Example 3

Being a princess is never an easy task. That also applied for Princess Adelle. Her day was never easy. Her schedules had always been prepared beforehand by the royal assistant. She barely had any free day. Sometimes, even on national holidays, she got a schedule. That day was not very different.

It was the first day of 2017 and Princess Adelle was very tired because she was up all night, attending The New Year's Eve event in the Royal Palace. Although she could barely sleep, she tried to wake up early. She woke up at 6 a.m. She should be ready before 8 a.m., so she washed herself and put on the dress that had been prepared for her by her assistant. After

that, she had breakfast with the member of the royal family. At 9 a.m., she went to a charity event for the orphans held by several social institutions of the country. The event finished right before the time for lunch, so Princess Adelle enjoyed her lunch with the company of social workers and the orphan children. After lunch, she continued her schedule to attend the inauguration of a new public school near the palace. She gave her speech there mentioning that she was very happy to be invited to the event. She hoped that the new school would be able to help the students to be successful in the future.

She arrived back at the palace at 3 p.m. and attended her riding class with her instructor. Horse riding was able to make her happy again and she could refresh her mind after a long day activities outside the palace. She finished her riding class at 6 p.m. and prepared herself for dinner with the member of the royal family. She was very relieved that the family dinner finished early. She finally went back to her room at 8 p.m. She threw herself in bed immediately because she felt really tired and wanted to take a rest so badly.

One day felt so long for Princess Adelle and it was only one sample of her schedules for a day. Sometimes, the schedules were even tighter than this. Princess Adelle knew that it was one of her duty as a princess. She enjoyed it, because she could meet different kinds of people from her activities.

B. LEMBAR KERJA PESERTA DIDIK (LKPD)

- **Task 1: Make a group of four. Then discuss the following problems about:**

(You can search from your books or internet)

1. The social function of Recount text
2. The structure of the text (mention 3 points)
3. The language feature of the text (there are 3 points)

- **Task 2: Look at the picture to answer the question follow it orally.**

1. How long is your school holiday?
2. What did you do during school holiday?
3. Do you have an unforgettable experience during school holiday?

Liburan... !!



4. Have you ever told it to your friend?
5. What do you say to start telling your experience?
6. Do you tell the events step by step?
7. How do you feel about it?

• **Task 3: Read the following Personal Recount Text**

1. Analyze to find out what the function and structure and language features of recount text! (Write them in appropriate column)
2. Analyze the past verb and underline them!
3. Analyze the adverb of place and time and underline them!
For making different, please underline with different color!

Look at the example below!

Thief

There days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to closer and see. A few minutes later, police came and took him.

I asked to the fruits seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly. It was a pity event and I hoped it would never happen again.

| | |
|-------------|---|
| Title | Thief |
| Orientation | <p>There days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to closer and see. A few</p> |

| | |
|----------------|--|
| | minutes later, police came and took him. |
| Events | I asked to the fruits seller what had happened actually and she said that the thief tried to steal someone’s wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly. |
| Re-orientation | It was a pity event and I hoped it would never happen again. |

1. Social Function: To retell past events based on someone’s experience
2. Use simple past tense (Yellow)
3. Use adverb of place (Green)
4. Use adverb of time (Blue)

Theatre Ticket

Last week I went to the theatre. It was the only theatre at my town. I had 1 (one) free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before. I went home and I was very disappointed about that.

| | |
|----------------|--|
| Title | |
| Orientation | |
| Events | |
| Re-orientation | |

- **Task 4: Watch the following video, then give your feedback or opinion regarding the content of the video!** (Link Youtube: <https://youtu.be/h5VDsxHH0e8>)

1. Have your ever visited tourism places in Yogyakarta?

2. When did you go there?
3. How did you go there? And with whom?
4. What did you do first there?
5. What did you do after that?
6. How do you feel about it?

- **Task 5: Create and write a recount text according to the experience you have experienced!**

C. INSTRUMEN PENILAIAN

1. Sikap (Penilaian Observasi)

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum.

| No | Nama Siswa | Aspek Perilaku yang Dinilai | | | | Jumlah | Skor | Kode |
|----|------------|-----------------------------|------|------|------|--------|-------|-------|
| | | BS | JJ | TJ | DS | Skor | Sikap | Nilai |
| 1 | | 75 | 75 | 75 | 75 | 300 | 75 | B |
| 2 | | | | | | | | |

| | | | | | | | | |
|-----|--|------|------|------|------|------|------|------|
| 3 |  | .... | .... | .... | .... | .... | .... | .... |
| Dst |  | .... | .... | .... | .... | .... | .... | .... |

Keterangan:

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

Catatan:

1) Aspek perilaku dinilai dengan kriteria:

100 = Sangat baik

75 = Baik

50 = Cukup

25 = Kurang

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

3) Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $300 : 4 = 75$

4) Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

5) Format diatas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai.

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

| No | Aspek yang Dinilai | Kriteria | Skor | Skor |
|----|-----------------------|-----------------|------|------|
| | | | 1-5 | 1-4 |
| 1 | Tujuan Komunikatif | Sangat memahami | 5 | 4 |
| | | Memahami | 4 | 3 |
| | | Cukup memahami | 3 | 2 |
| | | Kurang memahami | 2 | 1 |
| | | Hampir tidak | | |

| | | | | | |
|---|---------------------|--|--|---|---|
| | | Tidak memahami | memahami | 1 | - |
| 2 | Keruntutan Teks | Struktur teks yang digunakan sangat runtut | | 5 | 4 |
| | | Struktur teks yang digunakan runtut | | 4 | 3 |
| | | Struktur teks yang digunakan cukup | | 3 | 2 |
| | | Struktur teks yang digunakan kurang runtut | Struktur teks yang digunakan hampir tidak runtut | 2 | 1 |
| | | Struktur teks yang digunakan tidak runtut | | 1 | - |
| 3 | Pilihan Kosakata | Sangat variatif dan tepat | | 5 | 4 |
| | | Variatif dan tepat | | 4 | 3 |
| | | Cukup variatif dan tepat | | 3 | 2 |
| | | Kurang variatif dan tepat | Hampir tidak variatif dan tepat | 2 | 1 |
| | | Tidak variatif dan tepat | | 1 | - |
| 4 | Pilihan Tata Bahasa | Pilihan tata bahasa sangat tepat | | 5 | 4 |
| | | Pilihan tata bahasa tepat | | 4 | 3 |
| | | Pilihan tata bahasa cukup tepat | | 3 | 2 |
| | | Pilihan tata bahasa kurang tepat | Pilihan tata bahasa hampir tidak tepat | 2 | 1 |
| | | Pilihan tata bahasa tidak tepat | | 1 | - |

3. Rubrik untuk Penilaian Unjuk Kerja

| AKTIVITAS | KRITERIA | | |
|---------------------|--|---|--|
| | TERBATAS | MEMUASKAN | MAHIR |
| Melakukan Observasi | Tidak jelas pelaksanaannya | Beberapa kegiatan jelas dan terperinci | Semua kegiatan jelas dan terperinci |
| Simulasi | Fungsi sosial tidak tercapai, struktur, dan unsur kebahasaan tidak | Fungsi sosial kurang, struktur, dan unsur kebahasaan kurang tepat | Fungsi sosial tercapai, struktur, dan unsur kebahasaan tepat |

| | | | |
|-------------------------------|--|--|--|
| | tepat | | |
| Presentasi / Hasil Diskusi | Tidak lancar, topik kurang jelas, tidak mencatat hasil diskusi | Lancar, topik jelas, menunjukkan catatan hasil diskusi tetapi kurang lengkap | Sangat lancar, topik jelas, menunjukkan catatan hasil diskusi yang lengkap |

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

4. RUBRIK PENILAIAN WRITING

- a. Teknik Penilaian : Tulis
- b. Bentuk Instrument : Membuat recount tet secara individu
- c. Kisi-kisi

| No | Aspek Penilain Writing | Skor | Keterangan/RubrikKriteria |
|----|------------------------|------|--|
| 1 | Structure | 4 | Tidak ada kesalahan struktur teks |
| | | 3 | Ada kesalahan struktur namun bisa dipahami |
| | | 1 | Banyak kesalahan struktur dan sulit dipahami |
| 2 | Vocabulary | 3 | Penggunaan kosa kata dengan tepat |
| | | 2 | Penggunaan kosa kata yang kurang tepat namun masih bisa dipahami |
| | | 1 | Penggunaan kosakata yang salah dan sulit dipahami percakapannya |
| 3 | Conjunction | 3 | Penggunaan conjanction dengan tepat |
| | | 2 | Penggunaan conjunction kurang tepat |

| | | | |
|--|--|---|---|
| | | | namun masih dapat dipahami |
| | | 1 | Penggunaan conjunction tidak nyambung dengan kalimat sebelumnya atau sesudahnya |

GLOSARIUM

| | | |
|-------------------------|---|---------------------|
| Recount | : | Mengingat |
| Function | : | Fungsi |
| Purpose | : | Tujuan |
| Entertaining | : | Menghibur |
| Experience | : | Pengalaman |
| Event | : | Peristiwa |
| Orientation | : | Orientasi |
| Series | : | Seri |
| Reorientation | : | Reorientasi |
| Contain | : | Berisi |
| Background | : | Latar belakang |
| Incident | : | Kejadian |
| Occurred | : | Muncul |
| Sequentially | : | secara berurutan |
| Turn out | : | Keluarkan |
| Conjunction | : | Konjungsi |
| Chronological connector | : | Konektor kronologis |

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ENGLISH EDUCATION DEPARTMENT IAIN KEDIRI

Kelas X –Ganjil

MODUL AJAR BAHASA INGGRIS

Narrative Text

SMA/MA Kelas X



Userz

Kelas X –Ganjil

I. INFORMASI UMUM

| | |
|---------------------------------------|---|
| 1. Jenjang Sekolah | SMA/MA |
| 2. Kelas | X |
| 3. Pengetahuan/Keterampilan Prasyarat | Membaca-Memirsakan |
| 4. Alokasi waktu (menit) | 4 X 45 (180 Menit) |
| 5. Jumlah Pertemuan (JP) | 2 JP |
| 6. Metode Pembelajaran | Discovery Learning Problem Based Learning |
| 7. Sarana Prasarana | 1. LKPD/Modul 2. Youtube 3. Papantulis, spidol, laptop, LCD, proyektor |
| 8. Moda Pembelajaran | TatapMuka (TM) |
| 9. Target Peserta Didik | Peserta Didik regular |
| 10. Karakteristik Peserta Didik | Siswa regular yang aktif berdiskusi dalam kegiatan pembelajaran dan bernalar kritis dalam mencari jawaban dan tidak pantang menyerah dalam belajar. |

2. KOMPONEN INTI

A. Tujuan Pembelajaran

E5. Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan beberapa teks dalam bentuk narrative text

E6. Menjelaskan dan menggunakan fungsi sosial, struktur teks dan unsure kebahasaan beberapa teks dalam bentuk Narrative text

B. Pemahaman Bermakna

Teks Narrative dapat menggambarkan keadaan suatu Cerita yang terjadi pada masa lampau.

C. Pertanyaan Pemantik

1. Apakah sebelumnya pernah diceritakan sebuah kisah turun temurun atau dari mulut ke mulut?
2. Sebutkan judul cerita yang pernah kamu ketahui atau dengar?
3. Mengapa cerita tersebut masih bertahan sampai sekarang?

E.

Kegiatan Pembelajaran I: What do You Think about Narrative Text?

PERTEMUAN PERTAMA**A. Tujuan Pembelajaran**

Mengidentifikasi dan menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks dalam bentuk Narrative text.

B. Kegiatan Pembelajaran

| No | Tahap Pembelajaran | Kegiatan Pembelajaran |
|----|--------------------|--|
| 1. | Pendahuluan | <p>Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran</p> <p>Memeriksa kehadiran peserta didik sebagai sikap disiplin</p> <p>Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</p> <p>Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</p> |
| 2. | Inti | <p>Siswa diarahkan untuk mengamati video yang berkaitan dengan Narrative text. https://www.youtube.com/watch?v=wZN1yU9vHCE</p> <p>Siswa Memahami fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks dalam bentuk Narrative text.</p> <p>Guru mengajukan beberapa pertanyaan untuk mengetahui pemahaman siswa terkait Narrative text.</p> <p>Siswa menanggapi pertanyaan yang diberikan oleh guru terkait Narrative Text.</p> <p>Peserta didik dan guru secara bersama-sama membahas fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks terhadap contoh dan pembahasan yang telah disediakan oleh guru.</p> |

| | | |
|----|---------|--|
| 3. | Penutup | Guru memberikan umpan balik terhadap pembelajaran yang telah dipelajari. Guru memberikan tugas kepada siswa untuk menjawab soal terkait Narrative Text. Guru menutup kelas dengan salam dan mengarahkan siswa untuk berdo'asebelum meninggalkan ruang kelas. |
|----|---------|--|

C. Asesmen

1. Formatif

a. Tertulis

i. Mengerjakan LKPD (Lembar Kerja Peserta Didik)

2. Sumatif

Mengerjakan Soal di akhir pembelajaran.

D. Penilaian

1. Rubrik Penilaian Keaktifan

| NO | Aspek Keaktifan | Skor | Keterangan/Rubrik/Kriteria |
|----|-----------------|------|--|
| 1. | Aspek keaktifan | 5 | Peserta didik mampu menanggapi/ bertanya dengan baik. |
| | | 3 | Peserta didik kurang menanggapi/ bertanya dengan baik. |
| | | 2 | Peserta didik tidak menanggapi/ bertanya. |

Pedoman skor: $\frac{\text{Jumlah perolehan}}{\text{Skor maksimal}} \times 5$

2. Rubrik Penilaian Multiple Choice

| Aspek Penilaian | Skor |
|-----------------|------|
|-----------------|------|

| | |
|------------------------------------|---|
| Benar | 1 |
| Salah dan tidak menjawab | 0 |
| Penilaian = Soal benar x 5 = Nilai | |

PERTEMUAN KEDUA

A. Tujuan Pembelajaran

Menganalisis fungsi sosial,
struktur teks dan unsur kebahasaan beberapa teks dalam bentuk Narrative text.

B. Kegiatan Pembelajaran

| NO | Tahap Pembelajaran | Kegiatan Pembelajaran |
|----|--------------------|---|
| 1. | Pendahuluan | <ol style="list-style-type: none"> Melakukan pembuka dengan salam pembuka, memanjatkan syukur kepada Tuhan dan berdoa untuk memulai pembelajaran Memeriksa kehadiran peserta didik sebagai sikap disiplin Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. |
| 2. | Inti | <ol style="list-style-type: none"> Guru menjelaskan materi yang sudah dibuat melalui PowerPoint Guru mengajukan beberapa pertanyaan untuk mengetahui pemahaman siswa terkait Narrative text. Siswa menanggapi PowerPoint yang diberikan oleh guru terkait Narrative Text. Siswa diarahkan untuk membentuk 4-5 kelompok Siswa diarahkan untuk menganalisis materi yang telah guru sampaikan. Siswa mengumpulkan hasil diskusi terkait materi Narrative text. Peserta didik dan guru secara bersama-sama membahas fungsi sosial, |

| | | |
|----|---------|---|
| | | struktur teks dan unsur kebahasaan beberapa teks terhadap contoh dan pembahasan yang telah disediakan oleh guru. |
| 3. | Penutup | <ol style="list-style-type: none"> 1. Guru memberikan umpan balik terhadap pembelajaran yang telah dipelajari. 2. Guru menyimpulkan kembali materi yang sudah disampaikan. 3. Guru menutup kelas dengan salam dan mengarahkan siswa untuk berdo'asebelum meninggalkan ruang kelas. |

C. Asesmen

1. Formatif

a. Tertulis

i. Mengerjakan LKPD (Lembar Kerja Peserta Didik)

3. Sumatif

Mengerjakan Soal di akhir pembelajaran.

D. Penilaian

1. Rubrik Penilaian keaktifan

| NO | Aspek Keaktifan | Skor | Keterangan/Rubrik/Kriteria |
|----|-----------------|------|---|
| 1. | Aspek keaktifan | 5 | Peserta didik mampu menanggapi/bertanya dengan baik. |
| | | 3 | Peserta didik kurang menanggapi/bertanya dengan baik. |
| | | 2 | Peserta didik tidak menanggapi/bertanya. |

Pedoman skor: $\frac{\text{Jumlah perolehan}}{\text{Skor maksimal}} \times 5$

2. Rubrik Penilaian Essay

| Aspek Penilaian | Skor |
|---|------|
| Benar | 10 |
| Salah | 5 |
| Tidak Menjawab | 0 |
| Penilaian = Jumlah Benar = Nilai | |

3. LAMPIRAN

A. Lembar Kerja Peserta Didik

PEMBELAJARAN PERTAMA

A. Arti ‘Narrative’

Menurut kamus Cambridge, narrative bisa berarti narasi (noun) atau naratif (adjective).
 Narrative (noun) is a story or a description of a series of events.
 Narrative (adjective) means telling a story or describing a series of events.

Jadi, narrative adalah cerita fiksi atau cerita karangan yang dibuat untuk menghibur pembaca. Narrative text biasanya kita jumpai dalam bentuk dongeng, cerita rakyat, maupun cerita fiksi lainnya. Tujuan Narrative text adalah untuk menghibur pembaca atau pendengar dalam suatu cerita dengan kejadian berurutan yang mengarah ke dalam suatu klimaks, dan akhirnya menemukan penyelesaian.

B. Jenis Cerita Narrative Text

| No | Kinds of Narrative text | Deskripsi | Contoh |
|----|---------------------------|--|--|
| 1 | Myth | Cerita tentang kepercayaan yang berkembang di masyarakat umum dan sudah ada di duluhinggasekara ng | Story of Nyi Blorong. Story of Nyi Roro Kidul. Story of buaya putih. Yeti (the big foot). dll. |
| 2 | Folk tale/folklore | Cerita tentang tokoh-tokoh sejarah (fiktif maupun nyata/nonfiktif) yang menjadi panutan atau simbol dari kebudayaan (culture) sebuah daerah. | Kabayan. Story of Klan Santang, Story of Prabu Siliwangi. story of Gajah Mada, dll |
| 3 | Fable | Cerita yang ditokohkan oleh hewan sebagai pelakunya. | The smart parrot, the greedy crocodile. Si |

| | | | |
|---|-------------------|--|---|
| | | | Monyet dan Kura-Kura baik. dll. |
| 4 | Legend | Cerita ini mengisahkan tentang asal-usul terjadinya sebuah tempat atau munculnya sesuatu yang dihubungkan dengan kesaktian orang-orang tertentu | The legend of Ang. Malinkundang. sangkuriang. The legend of Batur Lake. the legend of toba lake, Roro Jonggrang. the legend of viking, the legend of Zeus. dll. |
| 5 | Fairy tale | Cerita yang berlatar kerajaan atau istana yang biasanya terdapat karakter-karakter seperti: raja, ratu, pangeran, putris, peri, dan penyihir jahat. | Harry potter, Thumbelina, Rappunzel, Thinkerbell, Snow white and seven dwarf, Cinderella, dll. |
| 6 | Mystery | cerita misteri adalah cerita tentang sesuatu yang belum diketahui dengan pasti dan menarik keinginan orang-orang dan biasanya tentang kejadian horor atau supranatural | Hilangnya kapal dan pesawat di Segitiga Bermuda |
| 7 | Classic | Cerita klasik adalah cerita kuno yang tak dikenal batasan waktu bisa di nikmati hingga sekarang | Wayang |

C. Structure of Narrative Text

Struktur umum (generic structure) dalam narrative text terbagi menjadi 3 bagian, yaitu:

1. Orientation

Bagian Orientation berisikan tentang pengenalan tokoh-tokoh, latar belakang tempat dan waktu dari cerita. (siapa, apa, kapan, dan dimana)

2. Complication

Padangian complication, masalah-masalah mulai muncul dan harus di selesaikan oleh tokoh utama pada cerita tersebut

3. Resolution

Resolution adalah di mana cerita berakhir. Padangian ini masalah terselesaikan oleh tokoh utama. D

alambagian Resolution jugabiasanyaterdapat moral value
ataunasihatdariceritatersebutatau yang biasadisebutjugadengan Coda.

Coda / reorientation(optional) – lesson from the story.

Re-orientation/Coda (Kesimpulan/pesan moral) |
sebuahpenutupberupakesimpulanataupesan moral yang disampaikan.

CATATAN: Kadangkalasiswa (generic structure) narrative text bisaberisi: Orientation, Complication, Evaluation, Resolution dan Reorientation. Meski “Evaluation” dan “Re-orientation” merupakanpilihan, bisaditambahkandanbisatidak.Evaluation berisipenilaian/evaluasiterhadapjalannyaceritaataukonflik, sedangkan re-orientation berisipenyimpulanakhircerita.

E. Ciri-ciri Narrative Text

1. Isi teks

- Isi teksataupunkaranganmembahasmengenaicerita, peristiwadankisahertentu yang terdiridaribeberapasusunanparagraf, sertamenggunakangayabahasa yang naratifataumenceritakansesuidenganurutanwaktu.
- Cerita yang dibuatmempunyaikronologiatauurutansecarajelas, mulaidariawalceritasampaidenganakhircerita.
- Memuatsuatuperistiwa, yang di dalamnyaterdapatkonflik.
- Memilikiunsur-unsurpembentuk, sepertitema, setting, latar, waktu, karakterataupenokohan, tokohdanlainnya.

2. UnsurKebahasaan

- Menggunakan Simple Past tense (killed, drunk,etc)
- Adverb of time (Once upon a time..., Long,long ago... A long time ago..., It happened one day that..., etc)
- Time conjunction (when, then, suddenly, etc)
- Karakterpesifiktidakumum (Cinderella, Snow White, Aladin, etc)
- Action verbs yaitusebuah kata kerja yang menunjukkantindakan (killed, dug, walked, etc)
- Direct speech. Kalimatujaranlangsungdalam present tense (Snow White said, "My name is Snow White)

F. Contoh Narrative Text**The Legend of MalinKundang****(Orientation)**

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother

(Events)

MalinKundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone. Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "MalinKundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was MalinKundang's mother.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged MalinKundang and for three times he yelled at her. At last MalinKundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger. Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn't apologize. MalinKundang just laughed and really set sail

(Resolution)

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Question about Narrative Text :

Choose the best answer from Narrative text below!

Cinderella



Once upon a time there was a wife of a rich man fell sick, and soon she closed her eyes and departed. Everyday, Cinderella went out to her mother's grave, and wept, and she remained pious and good .When winter came, the snow spread a white sheet over the grave, and by the time the spring sun had drawn it off again, the man had taken another wife. The woman had brought with her into the house two daughters, who were beautiful and fairy of face but vile and black of heart. Since then a bad time for the poor step-child began.

One day the King gave orders for a festival and all the beautiful young girls in the country were invited, in order that his son might choose himself a bride. When the two step-sisters heard that they were to appear among the number, they were delighted, called Cinderella

and made to help them grooming, Cinderella obeyed, but wept, because she too would have liked to go with them to dance, and begged her step-mother said” you cannot go with us, you have no clothes and cannot dance.

When the step-mother and her daughters had gone away, Cinderella went to her mother’s grave and cried, Shiver and Quiver, My little tree, silver and gold throw down over me.” Suddenly a bird threw down a magnificent gold and silver dress to her, and were golden too. At the party her step-sister and the step-mother however did not recognize her, and thought she must be a foreign princess, for she looked so beautiful in the golden dress.

1. The story above tells about
 - a. **Snow White**
 - b. Sleeping Beauty
 - c. Dwarfs
 - d. Cinderella
 - e. Princess
2. The first paragraph is the..... of the story
 - a. complication
 - b. reorientation
 - c. **orientation**
 - d. resolution
 - e. coda
3. Why does Cinderella’s mother dead ? Because she.....
 - a. **fell sick**
 - b. fell injured
 - c. fell disappointed
 - d. fell ill
 - e. fell wounded
4. The genre of the text is.....
 - a. recount
 - b. procedure
 - c. **narrative**
 - d. legend
 - e. news item
5. When the winter came, the snow.....
 - a. **spread a white sheet**
6. Cinderella lived with her
 - a. two step-mother
 - b. her mother
 - c. **two step-sister and step-mother**
 - d. her sisters
 - e. two step-sister
7. How did her step-mother treat Cinderella ?
 - a. she allowed go any where
 - b. she doesn’t her to allow
 - c. she allows goes every where
 - d. she didn’t go any where
 - e. **she didn’t allow her go**
8. Why couldn’t Cinderella go to the festival?
 - a. she doesn’t dance
 - b. she has dance
 - c. she didn’t dance
 - d. **she didn’t have clothes and couldn’t dance**
 - e. she couldn’t dance
9. The last story called ...
 - a. complication
 - b. orientation

- c. coda
d. resolution
e. twist
10. The step-mother however did not “recognize” her. The same meaning of the word “recognize” is...
- a. to see
b. to know
c. to told
d. to talk
e. to tell
11. Orientation of the story means ...
- a. to begin the story**
b. to amuse the reader
c. to finish the story
d. to tell the people
e. to end the story
12. The purpose of the author to write the story is ...
- a. to tell the reader
b. to entertain the reader
c. to told the reader
d. to explain the reader
e. to describe the reader
13. What orientation of the third paragraph ?
- a. step-mother gone away
b. step-mother and her daughter had gone away
c. step-mother passed away
d. step-mother and her daughter
e. her daughter had gone away
14. Finally Cinderella must be a foreign
- a. princess**
b. daughter
c. cousin
d. queen
e. sister
15. The two step-sister always feels....
- a. upset
b. jealous
c. wonder
d. regret
e. angry
16. The story of Cinderella talks about
- a. rich girl
b. clever girl
c. lazy girl
d. proud girl
e. beautiful girl
17. The daughter of the King is.....
- a. prince
b. witch
c. princess
d. dwarf
e. queen
18. Cinderella’s story expresses about
- a. beautiful girl
b. poor girl
c. dwarf
d. little girl
e. rich girl
19. Cinderella looked so beautiful in the golden dress. The antonym of “beautiful” is.....
- a. handsome
b. smart
c. ugly
d. wonderful
e. nice
20. The complication stated in paragraph
- a. one
b. two
c. second
d. three
e. first

PERTEMUAN KEDUA

Do the task below!

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. Even if the turtle passed him, he would be able to race to the finish line ahead of him.

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.

Answer the questions!

1. What kind of the text above?
2. What is the purpose of the text above?
3. Who was boasting?
4. Who could run fast?
5. Who wanted to challenge the rabbit to a race?
6. What happened at the start of the race?
7. What happened at the half-way point?
8. What did the turtle do?
9. Who won the race?
10. What lesson do we learn from this story?

The following is an example of a narrative text about a legend story of The Magic Mirror from the Spanish, read the text below, then observe and determine (place the text position into the table and color it where necessary):

1. Social Function

2. Text structure

3. Language features (Simple Past tense , Noun phrase, time connectives and conjunctions, adverbs and adverbial phrases, action verbs, saying and thinking verbs)

The Magic Mirror

A Spanish Story



The King of Granada decided to marry. First, the news was told to his barber, then to the night watchman, and then to the oldest women in the city. The barber told all his customers, who told all their friends. That night, the night watchman shouted the news in a loud voice, so that all the young women were kept awake by thinking of the news. The old women constantly reminded the young that the king had decided to marry.

The old women asked the barber, 'How will the king choose a wife?'

To which he replied: 'To find a worthy woman, I am afraid I shall have great trouble.'

'What, you?' Exclaimed the women. 'What have you got to do with providing the king with a wife?'

'I am the only man permitted to rub the royal face,' said he. 'And what's more, I have a magic mirror. If any woman who is not thoroughly good looks into the mirror, the blemishes on her character will appear as spots on its glossy surface.'

'Is this one of the conditions?' Asked all.

'That is the only condition,' replied the barber. 'Any woman from eighteen years upwards is eligible, but they will have to be able to justify their claim – each woman will have to gaze into the mirror with me by her side.'

The one condition imposed on those who wanted to become Queen of Granada was made known. Strange to say, no woman came forward to the barber to have a look into the mirror. Days and weeks went by, and the king was no closer to getting a wife. Some ladies would try to convince their friends to go before the mirror, but none seemed willing to take the step.

The king was a very handsome man, and was loved by all his subjects. So it was surprising that none of the lovely ladies who attended court should try to become his wife. Many excuses were given. Some were already engaged to be married. Others claimed to be too proud to enter the barber's shop. Still others assured their friends that they had decided it would be better to stay single.

Every morning the king would ask the barber if any young lady had come forward to look into the mirror, but the answer was always the same – that many watched his shop to see if others went inside, but none had ventured in herself.

'Ah, Granada, Granada!' Exclaimed the king. 'Is there no maiden in this land willing to offer herself to be the bride of the king? Kings I know in other lands have no trouble getting married. Why is this happening to me?'

'Your Majesty,' replied the barber, 'there is one possibility. There is a shepherdess on the mountainside who may risk looking into the mirror, but would you marry such a lowly person?'

'Ask her to come,' answered the king. 'In the presence of my assembled court, let the gentle shepherdess look into the mirror.'

So the barber brought the shepherdess to court. It was proclaimed throughout the city that the shepherdess was to be tested, and the royal hall was soon filled with all the grand ladies and knights of the king's household.

When the shepherdess entered the room, she felt very shy at being surrounded by so many riches. The king received her kindly, telling her that if she wanted to be his wife she would have to gaze into the magic mirror. If she had ever done anything bad, the mirror would show the same number of stains on its surface as the bad things she had done.

'Sir,' replied the shepherdess, 'everyone makes mistakes and I am no different. I've made mistakes with my flock but I think they must forgive me because every day they let me take care of them and if they sense danger, they come to me for protection. I love my sheep and do my best for them. Truly I have no ambition to become queen, but I'm not afraid to look into that magic mirror.'

Saying this, she walked up to the mirror and gazed into it, blushing slightly, perhaps at the sight of her own reflection.

The court ladies surrounded her. When they saw that the magic mirror showed no spots on its surface, they snatched it from her, passing the mirror from one to the other. They exclaimed,

'Look! There are no spots when any of us look into the mirror either. This is not a magic mirror – a trick has been played on us!'

But the king said, 'Ladies, you are right that there is no magic in this mirror, but if you had been as confident about your characters as this shepherdess, who is now going to be my queen, you would not have refused to look into the mirror. I know now that my bride is truly the best amongst you all.'

B. Glosarium

| | |
|---------------------|---------------------|
| Drawn it off | Menariknya |
| Delighted | Senangsekali |
| Magnificent gold | Emas yang luarbiasa |
| The vizier | Wazir |
| Feeling infatuated | Merasatergila-gila |
| Tightly surrounding | Mengelilingirapat |
| Fiercely | Denganganas |
| Spit out | Meludahkan |
| Chaotic situation | Situasikacau |

C. DaftarPustaka

<https://worldstories.org.uk/reader/the-magic-mirror/english/351>

<https://steemit.com/history/@alamcraft/the-legend-of-batu-gantung-hanging-stone-inlake-toba-north-sumatera-indonesia>

<https://www.youtube.com/watch?v=feGNmB0ieu0featureyoutu.be>

KementerianPendidikandanKebudayaan. 2015. BahasaInggris SMA/MA Kelas X. Jakarta: KementerianPendidikandanKebudayaan



ENGLISH EDUCATION DEPARTMENT IAIN KEDIRI

Kelas X – Ganjil

MODUL AJAR BAHASA INGGRIS PROCEDURE TEXT SMA/MA Kelas X



Userz

AinunSyaifullah (93221801)

| INFORMASI UMUM | |
|---|---|
| A. IDENTITAS SEKOLAH | |
| Nama Penyusun | Ainun Syaifullah |
| Tingkat>Nama Sekolah | SMK/SMA |
| Tahun Pembelajaran | 2021/2022 |
| Kelas | X |
| Fase | E |
| Materi Pembelajaran | Procedure Text |
| Capaian Pembelajaran | Pada akhir pembelajaran (Fase E), peserta didik dapat membaca dan merespon berbagai macam teks, seperti halnya teks narasi, deskripsi, prosedur, eksposisi, recount dan report. |
| Alokasi Waktu | 2 x 45 menit |
| B. Kompetensi Awal | |
| <ul style="list-style-type: none"> a. Definition of procedure text b. Social function of the procedure text c. Generic structure of the procedure text d. Language features of the procedure text | |
| C. Sarana dan Prasarana | |
| Media | LKPD (Lembar Kerja Peserta Didik), Laptop, LCD Proyektor, Handphone, Papan Tulis, Spidol. |
| Sumber Belajar/Sumber Materi | LKPD (Lembar Kerja Peserta Didik), E-Learning, E-Book, Buku paket/LKS. |
| D. Targer Peserta Didik | |
| <ul style="list-style-type: none"> a. Peserta didik regular b. Peserta didik yang cerdas, istimewa, aktif dan berbakat | |
| E. Model Pembelajaran | |
| TPR (Total Physical Response), Direct Method, Project Based Learning | |

| KOMPETENSI INTI | |
|---|--|
| E. Tujuan Pembelajaran | |
| <p>E7. Menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dan isi sebuah teks prosedur.</p> <p>E8. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks prosedur.</p> <p>E9. Menyimpulkan isi teks prosedur teks dengan kalimat yang sederhana dan menggunakan kalimat peserta didik secara mandiri.</p> <p>E10. Membuat prosedur teks sederhana secara mandiri dan menggunakan kalimat sendiri.</p> <p>E11. Mempresentasikan hasil karya peserta didik berupa prosedur teks yang telah dibuat.</p> | |
| F. Pemahaman Bermakna | |
| <p>Procedure text adalah text yang memuat Langkah – Langkah untuk melakukan sesuatu. Bentuknya bisa bermacam – macam, seperti halnya resep makanan atau minuman, cara membuat sebuah benda, cara menggunakan atau mengoperasikan suatu alat atau benda, dan masih banyak lagi.</p> | |
| G. Pertanyaan Pemantik | |

- a. Apa yang kalian ketahui tentang mainan layang - layang?
- b. Bagaimana cara bermain layang - layang?
- c. Apakah kalian pernah membuat sebuah layang - layang?

H. Persiapan Pembelajaran

- b. Guru menyusun LKPD.
- c. Guru menyusun instrument assessment yang digunakan.

I. Kegiatan Pembelajaran

Pertemuan Pertama

| | |
|----------------------|--|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> ➤ Guru memberisalam dan mengajak berdo'asebelum pembelajaran dimulai. ➤ Guru mengecek kehadiran peserta didik. ➤ Guru memberi persepsi tentang materi yang akan dipelajari. ➤ Guru memberi motivasi kepada peserta didik dan menanyakan kondisi Kesehatan. ➤ Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. ➤ Guru menyampaikan garis besar cakupan materi yang dipelajari. ➤ Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan. |
| Kegiatan Inti | <ul style="list-style-type: none"> ➤ Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang akan dipelajari dengan cara mengamati video yang berhubungan dengan materi. ➤ Guru membagi atau membuat kelompok untuk peserta didik. ➤ Peserta didik secara berkelompok menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari sebuah teks prosedur. ➤ Peserta didik secara berkelompok menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur dalam grup. ➤ Peserta didik diberikan sebuah LKPD dan peserta didik mencari dan mengumpulkan informasi tentang fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks prosedur. Hingga pada akhirnya peserta didik menemukan informasi terkait prosedur text. ➤ Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis hasil jawaban dan menyamakan persepsi tentang materi yang dipelajari. |
| Kegiatan Penutup | <ul style="list-style-type: none"> ➤ Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. ➤ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. ➤ Guru dan peserta didik berdo'a Bersama. |

Pertemuan Kedua

| | |
|----------------------|---|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> ➤ Guru memberisalam dan mengajak berdo'asebelum pembelajaran dimulai. ➤ Guru mengecek kehadiran peserta didik. ➤ Guru memberi persepsi tentang materi yang akan dipelajari. ➤ Guru memberi motivasi kepada peserta didik dan menanyakan kondisi Kesehatan. |
|----------------------|---|

| | |
|------------------|---|
| | <ul style="list-style-type: none"> ✚ Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. ✚ Guru menyampaikan garis besar cakupan materi yang dipelajari. ✚ Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan. |
| Kegiatan Inti | <ul style="list-style-type: none"> ✚ Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang sudah dipelajari pada pertemuan sebelumnya. ✚ Peserta didik dikelompokkan sesuai kelompok dalam pertemuan sebelumnya. ✚ Peserta diberikan LKPD dan peserta didik membuat teks prosedur sederhana dengan menggunakan kalimat sendiri secara mandiri, akan tetapi mereka boleh berdiskusi dengan kelompok mereka. ✚ Peserta didik mempresentasikan hasil karya berupa teks prosedur sederhana yang sudah dibuat secara mandiri. ✚ Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis hasil teks prosedur yang sudah dibuat dan menyamakan persepsi tentang materi yang sudah dipelajari. |
| Kegiatan Penutup | <ul style="list-style-type: none"> ✚ Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. ✚ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. ✚ Guru dan peserta didik berdo' a bersama. |

J. Assesment Formatif

- a. Ketika peserta didik sudah diberikan tugas untuk berdiskusi dengan kelompok mereka, guru akan berkeliling mengutaris setiap kelompok yang ada di kelas. Dengan tujuan untuk mengecek keaktifan diskusi setiap kelompok dan guru juga akan bertanya kepada setiap kelompok terkait materi pembelajaran, apabila terdapat kelompok yang mengalami kesulitan, akan dibantu oleh guru.
- b. Mengerjakan LKPD (Lembar Kerja Peserta Didik).
- c. Berani bertanya dan mengemukakan pendapat saat waktu pembelajaran dimulai.
- d. Bertanggung jawab dalam mengerjakan tugasnya sebagai peserta didik.

K. Pengayaan dan Remedial

- a. Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik, yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi.
- b. Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.

Lampiran

A. Lembar Kerja Peserta Didik

Terlampir

B. Bahan Bacaan Guru dan Peserta Didik

- a. Buku paket atau LKS

- b. Lembar Kerja Peserta Didik
- c. E-Book

C. Glosarium

| | |
|----------------|---|
| Procedure Text | Text yang memuat Langkah – Langkah untuk melakukan sesuatu. Bentuknya bisa bermacam – macam, seperti halnya resep makanan atau minuman, cara membuat sebuah benda, cara menggunakan atau mengoperasikan suatu alat atau benda, dan masih banyak lagi. |
|----------------|---|

D. Daftar Pustaka

- ❖ Grace, Eaudia. 2019. Pathway to English. Jakarta: PT Gravindo Pratama.
- ❖ Lande, Shyla. 2017. Forward English for Vocational School. Jakarta: Penerbit Erlangga.
- ❖ Frank, Marcella. 2013. Modern English. Jakarta: Stamford Heile.

MATERI PROCEDURE TEXT

A. Pengertian Procedure Text

Procedure Text adalah teks yang isinya berkaitan dengan cara membuat, melakukan, atau mengoperasikan sesuatu secara berurutan (dalam langkah-langkah yang teratur mulai dari awal sampai akhir). Terkadang procedure text juga menyebutkan berbagai bahan atau alat yang diperlukan.

B. Tujuan Procedure Text

Tujuan komunikatif procedure text adalah menggambarkan bagaimana sesuatu yang dikerjakan sesuai dengan urutan melalui langkah – langkah yang jelas dan teratur. Dengan kata lain, jenis teks ini memberikan petunjuk cara – cara melakukan sesuatu dengan menempuh urutan yang benar.

C. Generic Structure of Procedure Text

Procedure text memiliki kemasusunan umum atau generic structure diantaranya adalah sebagai berikut:

1. Goal/Aim (Tujuan)

Goal atau aim berarti tujuan dalam pembuatan atau peng- operasian sesuatu.

2. Materials (Bahan – bahan)

Materials adalah bahan-bahan yang diperlukan untuk melakukan sesuatu. Namun demikian, terdapat pula Procedure Text yang tidak memerlukan bahan-bahan. Sebagai contoh, “How to use the computer.” (Bagaimana cara menggunakan komputer). Ada 3 jenis Procedural Text yang tidak menggunakan bagian materials. Perhatikan penjelasan berikut ini.

Pertama, Procedure Text yang menjelaskan bagaimana bekerja atau cara melakukan instruksi secara manual contohnya, How to use video game, the computer, the tape recorder, the fax, dan sebagainya. Kedua, Procedural Text yang menginstruksikan bagaimana melakukan aktivitas-aktivitas tertentu atauaturannya. Contohnya, road safety rules, video game rules, dan sebagainya. Ketiga, Procedural Text yang berhubungan dengan sifat atau kebiasaan manusia. Contohnya, How to live happily, atau How to succeed, dan sebagainya.

3. Steps (Langkah - langkah)

Bagian ini memuat langkah-langkah atau urutan yang harus dilakukan agar tujuan dapat tercapai. Sebagai catatan, pada Procedure Text berupa How to biasanya tidak menyebutkan (menyertakan) materi yang dibutuhkan (material needed).

D. Bentuk, Ciri – Ciri, dan Contoh Procedure Text

Bentuk dari prosedur text adalah sebagai berikut: Procedural Text dapat digunakan dalam bentuk recipes/ cookbooks, craft instructions, game rules, science experiments/ report, dan sebagainya. Kemudian Adapun ciri – ciri dari prosedur text, yaitu:

1. Menggunakan pola kalimat imperative (perintah), misalnya, cut, don't mix, dan sebagainya;
2. Menggunakan action verbs, misalnya turn, put, don't, mix, dan sebagainya.
3. Menggunakan connectives (kata penghubung) untuk mengurutkan kegiatan, misalnya then, while, dan sebagainya.
4. Menggunakan adverbials (kata keterangan) untuk menyatakan secara rinci waktu, tempat, serta cara yang akurat, misalnya for five minutes, 2 hours, dan sebagainya.
5. Menggunakan simple present tense.
6. Biasanya menggunakan penomoran, firstly, secondly, next, then, dan sebagainya.
7. Menjelaskan bahan-bahan yang ada, walaupun tidak harus selalu ada.

Setelah memahami tentang apa itu prosedur text, pastinya kita juga harus mengetahui seperti apa contoh dari prosedur text tersebut. Dan berikut ini adalah contoh dari prosedur text tersebut:

Contoh Prosedur Text

How to Make Pancake

Ingredients:

| | |
|--|--|
| <ul style="list-style-type: none"> • three tablespoons of sugar • 100 ml of liquid milk • A teaspoon of baking powder | <ul style="list-style-type: none"> • An egg • Butter • Six tablespoons of flour |
|--|--|

Steps:

1. Mix the egg well
2. Add the flour, liquid milk, sugar, and baking powder. Stir it well.
3. Add the butter which is already melted, stir it and let it stand in 3 minutes
4. Pour a tablespoon of vegetable oil on the pan. Heat it and cook the dough of the pancake on the pan. When the colour of the pancake is brown, it is the sign that the pancake is ready to serve.
5. Put the topping as you like. You can add Nutella and cheese. Happy cooking!

How to Make Sayur Asem

Materials/Ingredients:

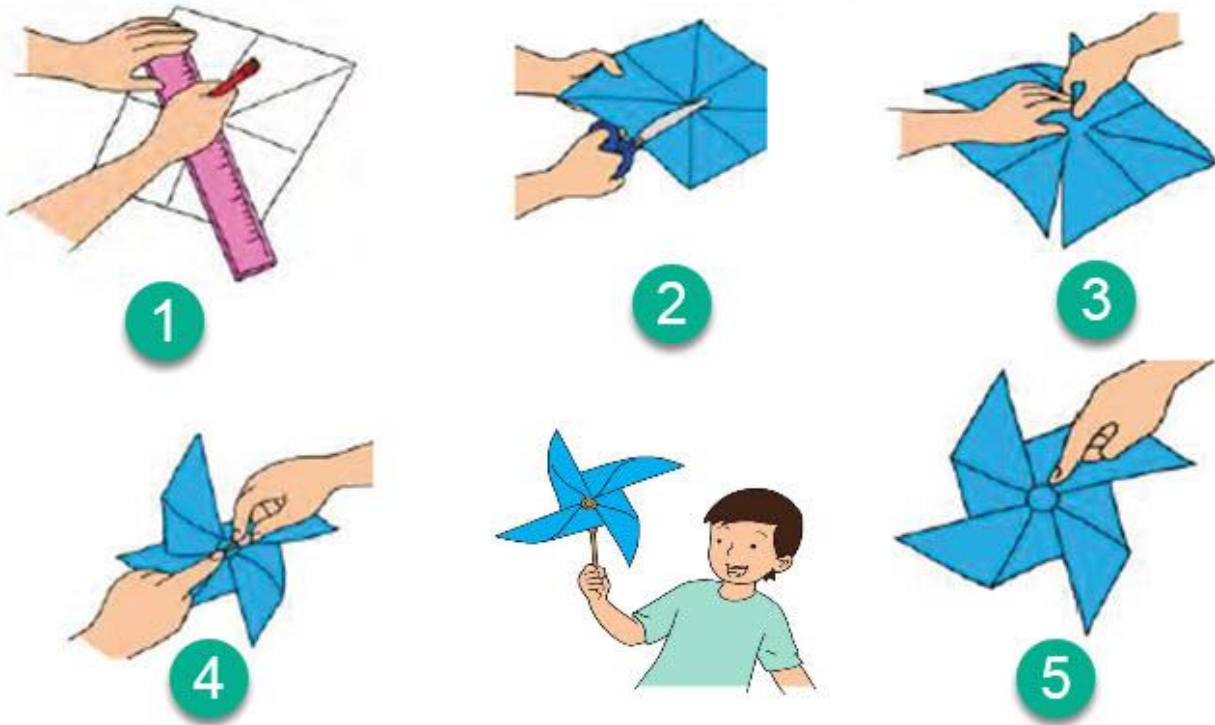
| | |
|--|--|
| <ul style="list-style-type: none"> • 100 grams of green papaya, cut into pieces • 50 grams melinjo • 50 grams of melinjo leaves • 5 rods long beans, cut into pieces • 4 pieces of cabbage, cored severity, cut into pieces • 6 grains hazelnut • 5 red onions • 3 cloves of garlic • 2 red chilies • 1 knuckles galangal, crushed | <ul style="list-style-type: none"> • 2 tablespoons peanut • 2 liters of water • 1 piece of sweet corn, cut into 3 parts • ½ fruit squash, diced • ½ stem eggplant, cut into pieces • 2 teaspoons tamarind • 1 tablespoon brown sugar • ½ teaspoon shrimp paste • salt to taste • 2 bay leaves • 2 tablespoons brown sugar |
|--|--|

Steps:

1. Cook the water until boils, put the material in advance
2. First of all, put the hard vegetables such as corn, betel nut and peanuts, boiled until the vegetables soft
3. Put a spice that has been mashed, bay leaves and galangal, wait until the water boil.
4. Add the remaining vegetables that have not been included. Taste it.
5. Add when less – salt or fresh tamarind

Remove from stove and serve it.

BRAINSTROMING



- a. Watch the picture!
- b. Discuss the picture in a group!

What does the picture tell us about?

How to make a windmill according to the picture above?

LEARNING ACTIVITIES INDIVIDUALLY

Learning Activity 1: Analyze the generic structure of this procedure text!

How to make a kite

Tools and materials to make a kite:

- Construction paper
- Thread
- Stick–stick or pipe cleaners for skewers
- Scissors
- Ruler
- Color marker or pencil
- Duct tape

Steps:

- Prepare one sheet of paper to make the body of the kite. If forced to does not exist, you can combine the four sheets of paper with masking tape.
- Use masking tape to combine two pieces of paper that make up the top, then snap also two sheets of paper that formed the bottom. Connect the two parts of it with and be sure attached tightly.
- Cut the four corners of the paper so that it becomes the shape of the kite. Take a look at the above picture to get an idea of its proportions.
- The shape of the kite takes a little longer at the bottom about 7.62 cm from the cusp. The cusp is where two corners and kite was right.
- Tie two pieces of sticks or pipe cleaners into one tightly. Skewers of wood you can use as a stick. All types of yarn can be used to tie a taut second stick.
- As long as the bonds are not loose and do not use the rope (the rope is too thick). To ensure both a stick tied to a place that was fitting, align first with paper that has been cut into the shape of a kite. Cut excess yarn on their bonds.
- Make 4 holes in paper-shaped kite at any angle. Insert the thread through each hole and all around each stick.
- If you want, leave a little extra at the top to insert the tape later. Tie rod in position on a kite-shaped paper.
- Tie the thread to the left and right sides of the sticks horizontally. Then tie the thread to the middle of the yarn into the thread to fly kites. This thread was made all that you need to fly a kite.
- Bond paper or tape on the corners of the kite to form the tail. You can add a bit of material on the ends of the kite so that adds to the burden and the ability to levitate. The tail also complements the appearance of your unique kite.

Source: <https://www.kuliahbahasainggris.com/procedure-text-how-to-make-a-kite-dalam-bahasa-inggris-beserta-artinya/>

LEARNING ACTIVITIES INDIVIDUALLY**Learning activity 2: Answer these question below individually!**

Materials/Ingridients:

- 1 plate of White rice
- 2 Eggs
- Tea spoon of Salt
- 2 cloves of Onion
- Tomato sauce.
- 3 cloves of Garlic
- 1/2 stick of Leeks
- Chili
- Pepper
- Cooking oil

Tools:

- Frying pan
- Stove
- Spoon
- Spatula and Plate

Steps:

1. Prepare a frying pan and pour the cooking oil according to your taste.
2. Heat the frying pan by using a medium flame.
3. After the cooking oil is hot, put the garlic, onion and chili.
4. Stir all the materials until ripe and fragrant.
5. Put the supplementary materials according to your taste.
6. Use Spatula to Stir until evenly cooked. And put eggs and scramble until cooked.
7. Put white rice and stir until mixed with all ingredients.
8. Add tomato sauce, pepper, and salt until all materials are blended.
9. After everything on the frying pan was fragrant, serve into the plate.
10. you could decorate with the sliced tomatoes and other complementary materials as you like to make your fried rice looks interesting.
11. Your interesting fried rice is ready to served.

Question:

1. What is the best tittle of the text above?
2. What materials do you need to make it?
3. What tools do you need to make it?
4. What will you do after put egg and scramble?
5. Why do we need to use spatula?

RUBRIK ASSESMENT HASIL KERJA PESERTA DIDIK

| Aspek | Belum Cukup (0 - 6) | Cukup (6 - 7) | Baik (8 – 9) | Sangat Baik (9 - 10) |
|---------------------------------|--|--|---|---|
| Proses penyusunan teks prosedur | Pesertadidiktidakterlibatdalam penyusunan teks prosedur. | Pesertadidikterlibatdalam proses pembuatan teks prosedur. | Pesertadidikterlibatdalam penyusunan teks prosedur, tetapi menutup diri untuk berdiskusi. | Pesertadidikterlibatdalam penyusunan teks prosedur dan aktif untuk berdiskusi. |
| Hasil Presentasi | Pesertadidiktidak mampu mempresentasikan hasil teks prosedur yang dibuatnya. | Pesertadidiktidak mampu mempresentasikan hasil teks prosedur yang dibuatnya, tetapi mempunyai sikap yang kurang baik. | Pesertadidiktidak mampu mempresentasikan hasil teks prosedur yang dibuatnya dengan sikap yang baik, namun tidak mampu berdiskusi. | Pesertadidiktidak mampu mempresentasikan hasil teks prosedur yang dibuatnya dengan sikap yang baik dan mampu berdiskusi. |
| Hasil penyusunan teks prosedur | Pesertadidiktidak Menyusun teks prosedur | Pesertadidikkurang mampu dalam mengidentifikasi dan kurang mampu dalam penyusunan teks prosedur sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan yang baik. | Pesertadidikmampu dalam mengidentifikasi, tetapi kurang mampu dalam penyusunan teks prosedur sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan yang baik. | Pesertadidikmampu dalam mengidentifikasi dan mampu dalam penyusunan teks prosedur sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan yang baik |