



**AN ANALYSIS OF CORE COMPONENTS OF A TEACHING MODULE
BASED ON THE MINISTRY OF EDUCATION GUIDELINES AND
THEIR ALIGNMENT WITH LEARNING OBJECTIVES: A
DESCRIPTIVE QUANTITATIVE STUDY**

THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF EDUCATION
JEMBER UNIVERSITY**

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DEDICATION

This thesis is dedicated to my parent. A strong man who rests in heaven accompanied by the prayers, my late father, Mulyono and for a strong and beautiful woman named Priyatin with a humble nature yet full of determination, my beloved mother, who nurture their daughter with the hope of empowering her for a brighter future.

MOTTO

“Natas, nitis, netes”
-unknown-

STATEMENT OF THESIS AUTHENTICITY

I declare that this thesis is my original work. All material sourced from other references has been fully cited and adequately acknowledged.

I affirm that this thesis has resulted from my research and work since the date of approval of the thesis title. This work has not been submitted, either in whole or in part, to fulfill any other academic requirement. In the preparation process, I have followed all ethical procedures and thesis writing guidelines set by the university and faculty. I am also fully aware of the consequences of violating these provisions.

I hereby grant permission to the University of Jember to archive and publish my thesis, either in whole or in part, in the university or faculty library in various forms of media, both currently available and in the future.

Jember, 11st June 2025

The writer

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CONSULTANTS' APPROVAL

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Finally, I hope this thesis will benefit both me and the readers. Any constructive suggestions or feedback will be greatly appreciated and welcomed to enhance this work.

Jember, 11st June 2025

The Writer

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180210401078

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SUMMARY

An Analysis of Core Components of A Teaching Module Based on The Ministry of Education Guidelines And Their Alignment with Learning Objectives: A Descriptive Quantitative Study; Putri Muri Widhi Astika; 180210401078; 2025; 89 pages; English Education Study Program, Language and Arts Department, Faculty of Education, University of Jember.

This thesis investigates the structure and internal coherence of a Grade X English teaching module, focusing on the extent to which its components—learning objectives, activities, assessments, and media are complete and aligned according to standards outlined in the Merdeka Curriculum.

Using a quantitative descriptive approach and a document analysis design, the study evaluates the module through checklists and assessment rubrics to determine both completeness and component alignment.

The analysis reveals that all mandatory components (learning objectives, activities, assessments, and learning media) are present and well-developed. The learning objectives are clearly stated, measurable, and reflect cognitive processes across Bloom’s revised taxonomy. Learning activities are organized systematically over two meetings using the Problem Based Learning (PBL) model, integrating engaging and student-centered strategies such as video analysis, group discussions, and storytelling. The assessment component includes both formative and summative measures with clear rubrics for skills, knowledge, and attitudes, ensuring alignment with instructional goals. Learning media include a variety of tools (e.g., YouTube videos, PowerPoint, Google Forms, mobile phones) that support differentiated and technology-integrated instruction. The results show a full alignment between objectives, activities, and assessments, with each component scoring the maximum score of 3, resulting in a total of 9 classified as “Excellent.” This confirms the module’s high quality and classroom readiness.

The study contributes practically by offering a replicable framework for teachers to self-evaluate their instructional materials. It also adds to the empirical literature by addressing the often-overlooked issue of structural alignment in lesson planning. While limited to a single module and document-based data, the research provides clear insights into best practices for creating coherent, goal-driven teaching modules that support active and meaningful learning.

CHAPTER 1. INTRODUCTION

This chapter consists of four sections: the background of the study, the research question, the research objective, and the research contribution.

1.1 Background of the Study

Lesson plan is one of the important components in an effective learning process. Lesson plan is one of the most essential components in organizing an effective and goal-oriented learning process. The shift from the traditional RPP (Rencana Pelaksanaan Pembelajaran) to a more integrated and flexible *teaching module* reflects a paradigm change in curriculum implementation, aiming to provide teachers with greater autonomy while ensuring that learning remains systematic and student-centered. A teaching module serves not merely as a formal requirement, but more importantly, as a pedagogical tool that helps teachers manage classroom activities, sequence instruction, and align learning experiences with intended outcomes. However, in the implementation of classroom practices, there are still many cases where teachers still lack knowledge in compiling teaching modules, and lack the ability to ensure meaningful integration between objectives, activities, and assessments (Nisak, Hariandi, & Risdalina, 2022). This often results in fragmented learning experiences that fail to support the development of student competencies in a measurable and purposeful way.

According to Richards and Bohlke (2011), "*A well-structured lesson plan helps the teacher manage time efficiently, stay focused on objectives, and provide meaningful learning experiences.*" In line with this, Schmidt and Brown (2017) stress that effective lesson plans are those that clearly reflect instructional goals through carefully selected objectives and activities that are achievable and assessable. They argue that the design of curricula and lesson plans directly influences student engagement and learning success. Similarly, Bower and Richards (2017) emphasize that learning objectives must be tightly aligned with

instructional strategies and assessment methods in order to shape intended learning outcomes. They also highlight the importance of technology as a supporting tool in aligning pedagogy and content delivery in the classroom.

Moreover, Anderson and Krathwohl (2001), through the revised Bloom's taxonomy, emphasize that instructional planning must integrate the cognitive dimensions (Remembering to Creating) with the knowledge dimensions (Factual to Metacognitive) to ensure that learning objectives, learning tasks, and assessments are cohesively connected. Without this integration, learning activities become disconnected, and evaluation processes become less meaningful. This aligns with Tyler's (1949) foundational principle that educational activities should be selected based on their relevance to defined objectives, and that evaluation should be an extension of both planning and instruction.

Despite a growing body of literature emphasizing the importance of well-aligned lesson planning, there remains a significant gap in studies that critically evaluate how teaching modules are structured in relation to their objectives, particularly in daily classroom practices. Many modules appear complete on paper with clearly written objectives, listed materials, and assessment items but upon deeper examination, lack the logical coherence needed to ensure pedagogical effectiveness. Taba (1962) points out that curriculum development should begin with specifying clear objectives, followed by the selection of learning content and activities that serve those objectives. If this sequence is not followed, even a structurally "complete" lesson plan may fall short of facilitating student achievement.

This concern becomes particularly relevant in the context of teaching narrative text to Grade X students, a topic that forms a core component of English instruction at the secondary level in Indonesia. Narrative text is not only essential in developing students' reading comprehension, but also plays a crucial role in enhancing their understanding of plot structure, character development, and critical thinking. However, existing teaching modules often treat narrative text

superficially, presenting it as a textual product rather than a meaningful communicative genre. This results in a lack of depth in learning activities and assessments, which tend to focus on surface-level understanding rather than deeper interpretation or production.

In addition, many teachers struggle to independently evaluate and revise their teaching modules due to the absence of practical and easy-to-use analytical tools. This leads to a repetitive use of modules without critical reflection on whether the objectives, materials, activities, and assessments are still relevant or effective. As Ornstein and Hunkins (2018) argue, curriculum and instruction should be flexible, reflective, and open to ongoing revision based on classroom realities and student needs.

In response to this issue, the current study seeks to fill the gap by conducting a simple but systematic analysis of a Grade X teaching module based on narrative text. The study will examine the internal structure of the module and the logical connection between objectives, materials, activities, and assessments, using analysis criteria derived from established educational frameworks. By applying a descriptive qualitative approach to a limited sample, the study aims to generate practical insights that can help both current and prospective teachers improve the pedagogical quality of their lesson planning. The findings are expected to contribute to the development of more coherent, goal-oriented, and student-responsive teaching practices, particularly in the context of English language learning at the secondary level.

1.2 Research Question

1. How is the availability and completeness of core components of the selected teaching module according to the regulations set by the Ministry of Education and Culture?
2. How suitable are the core components of the selected teaching module?

1.3 Research Objective

Based on the two research questions there are 2 research objectives, to analyze the completeness and organization of the components in selected teaching module based on standard teaching module structure, and to evaluate the alignment between learning objectives and the corresponding activities and assessments in the teaching modules.

1.4 Research Contributions

1. Practical contribution

This research is expected to provide direct contribution for teachers and prospective teachers in improving the quality of teaching modules. Teachers can get an idea about the importance of compiling teaching modules that are not only complete in terms of components, but also in line with objectives, activities, and assessments. The results of this study can also be used as a reference in teacher training or teaching module compilation workshops to focus more on the suitability between learning objectives and designed activities. In addition, simple assessment instruments such as checklists or rubrics used in this study can be adapted by teachers to conduct independent evaluations of their teaching modules.

2. Empirical contribution

Empirically, this study enriches the literature review on learning planning analysis, especially on the aspects of structure and alignment between teaching module components. This study provides real data from the practice of compiling teaching modules in the field that can be used as a basis for developing a more effective learning planning model. In addition, the findings of this study can also be a reference for other researchers who want to conduct further studies in the fields of learning evaluation, instructional design, or curriculum development.

CHAPTER 2. LITERATURE REVIEW

This chapter consists of seven sections: definition of teaching module, function of teaching module, teaching module components, learning objectives, Bloom's Taxonomy and Revised Anderson & Krathwohl (2001), Connection between Objectives, Activities, and Assessment. And previous related studies.

2.1 Definition of Teaching Module

Teaching modules are one of the teaching tools designed to assist teachers in carrying out learning that is structured, directed, and in accordance with learning outcomes. In the official document of the Merdeka Curriculum issued by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022), teaching modules are described as "a number of media tools or means, methods, instructions, and guidelines that are systematically and attractively designed." Teaching modules are designed as a learning implementation guides that provide flexibility for teachers in customizing learning content according to the needs and characteristics of students.

Moreover, Permendikbud No. 16 of 2022 states that teaching modules are part of teaching tools in the implementation of the Merdeka Curriculum which are developed in reference to the learning outcomes (CP) and profiles of Pancasila learners. Teaching modules are flexible and can be developed by teachers themselves, adapted from available modules, or adapted from various sources, as long as they adhere to the principles of differentiated and learner-centred learning.

According to experts, teaching modules have a definition that is not much different. According to Majid (2011), teaching modules are "*learning packages that are arranged systematically and attractively which contain materials, methods, and evaluations to be used independently or guided in achieving certain competencies.*" Daryanto (2013) also states that teaching modules are "a form of teaching material that is systematically arranged, including learning content, learning strategies, and assessment tools to support the active learning process." This definition emphasises

that teaching modules are not just a collection of materials, but rather a whole device that aligns objectives, content, activities, and evaluation.

2.2 Functions of Teaching Modules

The main function of the teaching module is to guide learning activities in the classroom. According to Majid (2011: 173), the teaching module functions as a teacher's tool in carrying out learning activities so that the learning process can take place effectively, efficiently, and purposefully. Teaching modules provide clear direction for teachers in structuring the flow of activities, choosing strategies, and managing learning time. Modules also function as a systematic learning resource for students, so that they can follow the learning process more independently and purposefully. In the context of the Merdeka Curriculum, teaching modules help teachers implement differentiated learning and ensure students' active involvement in learning activities.

In addition, according to Kemdikbud (2021) in the Independent Curriculum guide, the teaching module functions as an operational document developed to assist teachers in translating learning outcomes into concrete learning steps. Teaching modules in the Merdeka Curriculum also function to provide flexibility for teachers in adapting learning according to the characteristics of students and the context of the education unit. Well-designed teaching modules also facilitate the process of reflection and evaluation of learning, both by teachers and students. This is in line with the principle of competency-based learning which is the foundation of the Merdeka Curriculum.

2.3 Teaching module components

In implementing the Merdeka Curriculum, teaching modules act as teaching tools designed to assist teachers in carrying out structured learning and in accordance with learning outcomes. According to the Ministry of Education and Culture's Learning and Assessment Guidelines, teaching modules contain at least four main components:

- **Learning Objectives:** This is a statement about the competencies that learners must achieve after following the learning process. This objective is formulated based on the learning outcomes and the flow of learning objectives that have been set.
- **Learning Steps:** Contains the sequence of learning activities designed to achieve the learning objectives. These steps include introductory, core and concluding activities that are adapted to the characteristics of the learners.
- **Learning assessment:** Covers the methods and instruments used to assess learners' competence achievement. This assessment can be formative or summative, and is designed to provide constructive feedback.
- **Learning Media:** A tool used in the learning process to facilitate learners' understanding of the material. This media can be in the form of printed materials, audio, visual, or other multimedia.

In addition to these four main components, teaching modules can also be equipped with additional components to enrich the learning process, such as:

- **General Information:** Includes module identity, such as the author's name, institution, subject, grade/phase, and topic or subtopic covered.
- **Pancasila Learner Profile:** Describes the dimensions of the Pancasila learner profile that are developed through learning, such as faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity.
- **Meaningful Understanding:** A statement that explains the meaning or significance of the material learnt, so that learners can relate the learning to everyday life.
- **Sparking questions:** These are questions designed to stimulate critical thinking and discussion among learners, and encourage further exploration of the material.
- **Learning Activities:** Describes in detail the activities that will be carried out by teachers and students during the learning process, including the strategies and methods used.

With these components, the teaching module is expected to be a comprehensive guide for teachers in designing and implementing effective and meaningful learning, in accordance with the principles of Merdeka Curriculum.

2.4 Learning Objectives

Learning objectives are statements that describe the expected learning outcomes after learners follow the learning process. Gagné (1985) states that learning objectives are descriptions of changes in learners' behaviour that can be observed and measured after following the learning process. Gagné emphasises that learning objectives should reflect five categories of learning outcomes: verbal information, intellectual skills, cognitive strategies, attitudes and motor skills.

Meanwhile, Robert Mager (1984) states that learning objectives should be written in a specific and measurable form. Mager suggests that each learning objective should include three main elements, namely:

- Performance (expected behaviour): What the learner must do.
- Conditions: In what situations or conditions learners should show the behaviour.
- Criteria: How well or to what extent the behaviour should be performed.

An example of an objective according to Mager: *"Students can name five types of alternative energy without looking at a book within five minutes."* The objective is specific, measurable, and describes observable learning outcomes.

2.5 Bloom's Taxonomy and Revised Anderson & Krathwohl (2001)

Bloom's Taxonomy is a framework developed by Benjamin Bloom and friends in 1956 to classify learning objectives into several domains. This taxonomy is very influential in the world of education, especially in designing instructional goals, formulating questions, and evaluating student learning outcomes. Bloom divides learning objectives into three main domains: cognitive, affective and

psychomotor. However, it is the cognitive domain that is most widely developed and used by educators in developing learning objectives.

The cognitive domain in Bloom's original Taxonomy consists of six levels of thought processes, namely: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. These levels are arranged hierarchically, ranging from low-level to high-level thinking processes. Each level reflects a different level of cognitive complexity, so it can help teachers in determining the level of difficulty of a learning objective.

In 2001, Lorin Anderson (Bloom's former student) and David Krathwohl revised Bloom's Taxonomy. This revision aimed to adapt the taxonomy framework to the development of learning theory and the needs of 21st century education. The main changes in this revision include:

- Use of active verbs to indicate a more dynamic cognitive process.
- Changes in the order and structure of cognitive levels.
- Addition of knowledge dimension.

Anderson and Krathwohl's revision classify the cognitive domain into six categories as follows:

- Remembering: Recalling information that has been learnt.
- Understanding: Understanding the meaning of information.
- Applying: Using information in a new context.
- Analysing: Distinguishing information into parts and understanding the relationships between the parts.
- Evaluating: Judging based on certain criteria and standards.
- Creating: Combining elements to form something new.

In addition, the knowledge dimension in this revision is divided into four categories:

- Factual Knowledge: Basic knowledge of specific terms and details.
- Conceptual Knowledge: Knowledge of systems and relationships between concepts.
- Procedural Knowledge: Knowledge of how to do something.
- Metacognitive Knowledge: Knowledge of thinking and learning strategies.

This revision of Bloom's Taxonomy is more flexible and contextualised, so it is more in line with modern learning practices, including in the preparation of teaching modules. A good teaching module should reflect learning objectives that match the cognitive levels in this taxonomy, so that the learning process can run structured and in-depth. By using this taxonomy, teachers can develop learning outcomes that are challenging, varied and appropriate to the characteristics of the learners.

2.6 Connection between Objectives, Activities, and Assessment.

In developing an effective teaching module, the relationship between learning objectives, learning activities, and assessment is a fundamental principle that cannot be separated. These three components support each other in forming a learning process that is meaningful, systematic, and orientated towards achieving learner competencies.

According to Wiggins and McTighe (2005) in the Backward Design approach, a good learning planning process starts from formulating clear and measurable objectives, continues with designing relevant assessments to measure the achievement of these objectives, and ends with designing learning activities that support learners in achieving these objectives. Thus, assessments and activities must be aligned with the objectives that have been set from the beginning.

In the context of the Merdeka Curriculum, learning objectives are formulated based on Learning Outcomes (CP) which are then derived into Learning Objectives (TP) and Learning Objective Flow (ATP). These objectives must be described in the form of learning activities that are concrete, active, and contextual, and able to encourage meaningful involvement of students. The activities arranged

in the teaching module must provide opportunities for learners to develop the competencies contained in the TP, both in aspects of knowledge, skills and attitudes.

Furthermore, assessment in the teaching module serves as a tool to measure the achievement of learning objectives. Assessment is not only summative, but also formative, which can provide continuous feedback for learners and teachers. A well-designed assessment should reflect the indicators of the learning objectives and be in line with the activities carried out in the learning activities. Therefore, alignment between objectives, activities and assessment needs to be maintained in order for the learning process to take place in a purposeful and effective manner.

The alignment of these three components is also emphasised in Permendikbudristek Number 16 of 2022 on Primary and Secondary Education Process Standards, which states that the learning process must be designed and implemented systematically, interactively, inspiring, fun, challenging, and motivating learners to actively participate and provide sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of learners. Thus, the close relationship between objectives, activities, and assessments in the teaching module is one indicator of the quality of learning planning that is not only structured, but also oriented towards holistic development of learners' competencies and characters.

2.7 Previous Related Studies

Research by Putri (2021) entitled Evaluation of Components of High School English Teaching Modules Based on the 2013 Curriculum Structure and the Independent Curriculum examines the extent to which the components in the lesson plan are complete and organized. The results show that several teaching modules still do not meet the completeness of components such as the Pancasila student profile, learning differentiation, and teacher reflection.

Meanwhile, Sari and Prasetyo (2022) in their research entitled Analysis of the Suitability of Activities and Assessments in English Teaching Modules with Learning Objectives highlighted the importance of integration between learning

objectives, learning activities, and assessment instruments. They found that in several modules, although the learning objectives were clearly written, the activities and assessments designed did not fully support the achievement of these objectives.

Another study by Lestari (2023) entitled *Application of the Backward Design Principle in Compiling English Teaching Modules in the Independent Curriculum* shows that a learning planning approach that starts from learning objectives is very important to ensure that activities and assessments are on target. This study also shows that teaching modules that are designed without considering the principles of systematic learning design tend to be less aligned between their important elements. Based on the three studies, it can be concluded that there are still challenges in ensuring the completeness and organization of components in teaching modules, as well as in aligning learning activities and assessments with learning objectives. Therefore, this study was conducted to strengthen previous studies by focusing on document analysis of high school English teaching modules.

CHAPTER 3. RESEARCH METHODS

This chapter explains the research methodology that was used in this study. It consists of research design, research context, data collection method, data analysis and data validation.

3.1 Research Design

This study uses a quantitative descriptive approach, which aims to provide an objective picture of the completeness and suitability of the components in the English language learning module. The data collected will be analyzed numerically to determine the general tendency of the structure and quality of the learning module based on certain categories. This approach is considered appropriate because the expected results are in the form of a numerical summary, such as scores and percentages, of certain aspects in the analyzed document.

According to Sukardi (2009), quantitative descriptive research is a research method used to describe or depict a phenomenon or condition that occurs when the research is conducted, the results of which are presented in the form of numbers or statistics. In this context, the learning module document becomes the object of analysis using measuring instruments in the form of checklists and assessment rubrics to produce quantitative data.

This type of research is documentary research, namely research that relies on documents as the main data source. The document analyzed is the English language learning module for class X which has been compiled based on the Merdeka Curriculum. According to Moleong (2017), documentary research is very suitable for use in qualitative and quantitative approaches, depending on the objectives and analysis methods applied by the researcher.

3.2 Research Context

The subject of this study is the English teaching module document for Grade X used in secondary education units. Specifically, the research focuses on a module implemented at SMAN Pronojiwo, which serves as the subject of this study. SMAN Pronojiwo was chosen for this research for several reasons: it is representative of secondary schools in the region, providing insights into the practical application of

the Merdeka Curriculum. The school also offered an ideal context for exploring how teaching modules align with the curriculum standards, particularly in enhancing English language learning among students. Moreover, the school's willingness to participate in the study and provide access to the teaching materials made it a suitable candidate for the research.

The object of this study is twofold:

1. **Completeness of the Teaching Module Components:** This includes the examination of whether all mandatory components are present in the module. These components include learning objectives, learning activities, assessment plans, and learning media. The analysis will assess whether these components are appropriately integrated in line with the educational standards outlined by the Ministry of Education.
2. **Suitability of the Module Components:** This aspect evaluates the alignment between the teaching module components—specifically how well the learning objectives are aligned with the designed activities and assessments. Ensuring this alignment is crucial for maintaining coherence and achieving effective learning outcomes.

Arikunto (2010) defines the subject of the study as the entity or source from which information is collected, which in this case is the teaching module used at SMAN Pronojiwo. The object of the study, according to Arikunto (2010), refers to the key aspects of the study, which here are the completeness and suitability of the module's components. By focusing on this particular module, the study aims to provide an in-depth and thorough analysis, rather than spreading the research across multiple modules, ensuring that a detailed evaluation is possible.

The decision to focus on one module document is based on the desire for a more focused and manageable analysis. By limiting the scope to a single module, the study can provide a detailed examination of its components—learning objectives, activities, assessments, and media allowing for a clearer understanding of how well the module meets the curriculum's requirements. This approach not only allows for a comprehensive analysis of a real-world teaching tool but also ensures that the research remains feasible in terms of time and resources.

This focused approach provides valuable insights into the practical application of teaching modules in real classrooms and serves as a reference for future module development in similar educational contexts.

3.3 Data Collection Method

The data collection technique in this study was the documentation technique. The analyzed teaching module documents were reviewed based on official guidelines from the Ministry of Education, Culture, Research and Technology, especially in terms of the completeness and arrangement of components. According to Sugiyono (2018), documentation is a data collection technique used to obtain information from written documents, either in the form of notes, reports, modules, or official archives.

The instruments used in data collection consisted of a checklist to assess the existence of mandatory components in the teaching module and an assessment rubric to measure the level of suitability between components. The rubric used consisted of a three-point scale, namely a score of 3 for the category "Excellent" or very appropriate, a score of 2 for "Good" or quite appropriate, and a score of 1 for "Needs Improvement" or needs improvement. This rubric was compiled with reference to the backward design approach from McTighe and Wiggins (2005) and Brookhart (2011), which emphasizes the importance of alignment between learning objectives, learning activities, assessments, and learning media. In addition to the core components of learning objectives, activities, and assessments, learning media was included in the evaluation to assess its role in supporting the teaching and learning process. Media such as videos, presentations, and digital tools were considered for their contribution to the overall effectiveness of the module.

3.4 Data Analysis Method

Data analysis was conducted using quantitative descriptive methods. Data obtained from the checklist and assessment rubric were calculated and summed to

determine the total score of each component analyzed. Furthermore, the score was categorized into certain classifications, such as excellent, good, or needs improvement. For example, if a module obtains a maximum score of 12 from the four aspects analyzed (learning objectives, learning activities, assessments, and learning media), then the module is categorized as excellent or very feasible.

According to Sudjana (2005), descriptive analysis is used to present data in the form of numbers, tables, and graphs to provide an overview of certain conditions or tendencies found in the study. Therefore, the data in this study will be presented in the form of frequency tables and interpretive narratives based on the results of the score calculation. With this approach, researchers can explain the extent to which the teaching module has met the completeness and suitability standards set by the Ministry of Education, Culture, Research, and Technology.

To facilitate the interpretation of assessment results, the total scores obtained from the four components (learning objectives, learning activities, assessments, and learning media) were classified into three levels of suitability. A score range of 10–12 is categorized as highly appropriate, indicating that the module is of high quality and ready for implementation. A score range of 7–9 is classified as appropriate, suggesting that the module is generally suitable but may require minor revisions. Meanwhile, a score range of 1–6 is considered less appropriate, meaning the module needs significant improvement before it can be effectively used.

3.5 Data Validation

The validity of the data in this study was maintained through the use of valid instruments that had been adjusted to the official guidelines of the Ministry of Education, Culture, Research and Technology. In addition, researchers conducted cross-checks between sections in the teaching module to ensure consistency of content and relationships between components. Discussions with supervising lecturers and mentor teachers were also conducted to avoid bias in scoring.

According to Arikunto (2010), data validity can be improved by using the right measuring instruments and conducting repeated data checking processes. In

this case, the instruments used in this study have gone through a validation process by education experts and practitioners so that the results obtained can be scientifically accounted for.

CHAPTER 4. FINDINGS AND DISCUSSION

This chapter provides some aspects related to the description of the findings. It consists of the findings of the study and discussions related to the findings.

4.1 The Completeness of The Teaching Module Components

The teaching module analyzed in this study is an English module for Grade 10 students, focusing on the topic of narrative text. This module was developed by an English teacher with the initials M.M. and is intended to be used in the context of implementing the Kurikulum Merdeka. The analysis in this chapter focuses specifically on the four core components of the module as outlined by the Ministry of Education, namely: learning objectives, learning activities, assessment plan, and teaching materials/media (Kemdikbudristek, 2021). These components are examined in terms of their completeness and their alignment with the stated learning objectives. In conducting this study, researchers repeatedly checked and analysed the teaching module documents, using a checklist table based on the completeness of the teaching module components according to Kemendikbudristek. According to the Ministry of Education and Research, the teaching module components must at least include: learning objectives, assessment plans (at the beginning and end), learning steps, and learning media.

4.1.1 Learning Objectives

Table 1. Learning objective of the teaching module.

Component	Checklist	Description
Learning Objectives	✓	There are 3 learning objectives included in the learning objectives flow. Learning objectives are explicitly and completely listed at the beginning of the teaching module.

Based on the analysis of the teaching modules used as the object of research, it was found that the learning objectives component was explicitly and completely listed. There are three learning objectives written at the beginning of the module, which reflect the learning outcomes to be achieved by students. The three objectives are as follows:

- *10.A.4: Analyse and contextually infer the social functions, text structures, and linguistic elements of fictional and nonfictional narrative oral and written texts critically, creatively, and politely related to the topic of Indonesian cultural diversity with optimal fluency and accuracy.*
- *10.B.2: Analyse, infer meaning, and evaluate the social function, text structure, and linguistic elements of fictional and nonfictional narrative oral and written texts critically, creatively, and honestly related to the topic of Indonesian cultural diversity with an optimal level of fluency and accuracy.*
- *10.C.2: Design written texts and orally present fictional and nonfictional narrative texts related to the topic of Indonesian cultural diversity by paying attention to social functions, text structures, and linguistic elements according to the context politely, critically, creatively, and independently with an optimal level of fluency and accuracy.*

Alur Tujuan Pembelajaran	<p>Melalui pendekatan scientific dengan model pembelajaran Problem Based learning, peserta didik mampu:</p> <p>10.A.4 Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>10.B.2 Menganalisis, menyimpulkan makna, dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif, dan jujur terkait topik keanekaragaman budaya Indonesia dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>10.C.2 Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk naratif fiksi dan non fiksi (narrative) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>dengan sikap beriman, bertakwa kepada Tuhan YME, berkebinekaan global, mandiri, berpikir kritis, dan kreatif.</p>
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Picture 1. Learning objectives of teaching module.

These objectives show that the module developers have referred to important elements in English learning, namely social functions, text structures, and linguistic elements, and have considered the dimensions of the Pancasila Learner Profile such as critical, creative, polite, honest, and independent attitudes.

Thus, it can be concluded that the learning objectives component in this teaching module is available and fulfils the criteria for the existence of components as expected in the preparation of teaching modules based on the Merdeka Curriculum.

4.1.2 Learning Activities

Table 2. Learning activities of the teaching module.

Component	Checklist	Description
Learning Activities	✓	There are learning activities that are divided into 2 meeting sessions. Both learning activities last 2 x 35 minutes. The activities are written in a complete and structured manner, including introductory activities, core activities, and closing activities.

	<p>B. Pertemuan Kedua</p> <p>Kegiatan Pembelajaran</p> <p>1. Kegiatan Pendahuluan (10 menit)</p> <p>Orientasi</p> <ul style="list-style-type: none"> - Mengucapkan salam ketika masuk kelas. - Guru meminta peserta didik berdo'a bersama. - Guru mengecek kebersihan kelas. - Guru mengecek kehadiran peserta didik. <p>Warming Up</p> <ul style="list-style-type: none"> - Guru memberikan motivasi dalam bentuk pemberian moto kepada siswa. <p style="padding-left: 20px;"><i>"Do you remember our moto?"</i></p> <p style="padding-left: 20px;"><i>"English.... Yes, I can" 3X</i></p> <p style="padding-left: 20px;">Guru : <i>"Are you ready?"</i></p> <p style="padding-left: 20px;">Siswa : <i>"Ready, ready, ready.... Yes, I am ready"</i></p> <ul style="list-style-type: none"> - Ice Breaking : <i>"1, 2, wekwek, 4, 5, wekwek, 7, 8, wekwek... dst"</i> <p style="padding-left: 20px;"><i>Tebak Gambar Cerita Narrative Text</i></p>	
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Picture 2. Learning activities of teaching module.

The results of the analysis of the English teaching modules of class X studied show that the learning activity component is available in a complete and

structured manner. This component is found on pages 4 to 9 of the teaching module, and includes two learning meetings, each of which lasts 2 x 35 minutes.

Learning activities are arranged in accordance with the learning stages commonly used in the Merdeka Curriculum, which starts from introductory activities, core activities, to closing activities. This activity also implements the Problem Based Learning (PBL) learning model which encourages active involvement of students in the process of critical thinking and problem solving.

In the first meeting, learning activities began with class orientation, apperception, and delivery of learning objectives. The core activities include a series of activities such as observing pictures, listening to the video story "Timun Mas", group discussions, and filling in the LKPD. Learning is completed with presentation of discussion results and reflection on the material that has been learned.

Whereas in the second meeting, students listened to the video story "Bawang Merah dan Bawang Putih" and analysed the elements of narrative text. The activity continued with making summaries in groups and presentations through story telling techniques. At the end of learning, learners reflect and reinforce through feedback and filling in the Google Form as an evaluation.

Thus, it can be concluded that the learning activity components in this teaching module are presented completely, with a clear structure, appropriate content, and activities that are in line with the principles of active and differentiated learning in the Merdeka Curriculum.

4.1.3 Assessment

Table 3. Assesment of the teaching module.

Component	Checklist	Description
Assessment	✓	There is an assessment plan in the teaching module, including formative and summative assessments. The module also provides systematic assessment guidelines and rubrics for various aspects.

Lampiran 6

RUBRIK PENILAIAN

a. Instrumen dan Rubrik Penilaian Sikap

No	Nama Siswa	Bertakwa pada Tuhan YME				Mandiri				Berfikir kritis				Kreatif				Berkebinekaan global				Nilai
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																						
2.																						
3.																						
4.																						
n																						

Keterangan:

- 4 = jika empat indikator sangat terlihat.
- 3 = jika tiga indikator terlihat.
- 2 = jika dua indikator kurang terlihat
- 1 = jika satu indikator tidak terlihat

Picture 3. Assesment of teaching module.

In the teaching modules analysed in this study, the assessment plan component has been compiled completely and in detail. This shows that the module authors have understood the importance of assessment as an integral part of the learning process. The assessment plan is found on pages 10 to 27 of the module, which includes various forms of assessment both formative and summative.

The formative assessment in this module is designed to support process-orientated learning. Assessment is carried out continuously through various activities, such as filling in the Learner Worksheet (LKPD), group discussions, observation of learning activities, and presentation activities such as storytelling. The main purpose of this formative assessment is to provide direct feedback to learners during the learning process, so that teachers can monitor the development of student competence and take corrective action if necessary. This assessment covers various dimensions, namely attitude, knowledge and skills assessment, each of which is accompanied by a clear assessment rubric. For example, attitude assessment uses indicators such as piety, independence, critical thinking, creativity, and global diversity, all of which reflect the profile of Pancasila learners.

Meanwhile, summative assessment is used to evaluate learners' final achievement of the learning objectives. Summative assessment in this module is conducted through various forms of tests, such as written questions (essays and multiple choice), narrative text summary writing tasks, and oral presentation activities. This assessment aims to measure the extent to which learners have mastered important elements in narrative text, such as text structure, linguistic elements, and social functions, in accordance with the learning outcomes of phase E. In addition, summative assessment is also adjusted to the learning indicators that have been set and implemented through contextual and authentic activities.

The module also provides systematic assessment guidelines and rubrics, including assessment criteria for each aspect, a rating scale of 1 to 4, and a formula for calculating the final score. The assessment rubrics for writing and speaking skills, for example, include aspects of content, text organization, mechanics, vocabulary, pronunciation, fluency, and grammar. All of these components reflect teachers' efforts to ensure that the assessment process is objective, transparent, and orientated towards the development of learners' competencies as a whole.

The existence of a structured assessment plan in this module shows that the preparation of the module has referred to the principles of developing teaching modules in the Merdeka Curriculum, especially in terms of alignment with students, comprehensive learning, and diagnostic, formative, and summative assessments. Assessment is not only used as a means of measuring end results, but also as part of a meaningful learning process. Thus, the components of the assessment plan in this module can be said to be complete, relevant, and in accordance with learning needs.

4.1.4 Learning Media

Table 4. Learning media of the teaching module.

Component	Checklist	Description
Learning Media	✓	There is an explanation of the learning media used during the implementation of learning, including YouTube videos,

		power points, assignment sheets, google forms, and mobile phones.
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One of the important components in the teaching module is learning media, which plays a role in supporting the achievement of learning objectives through the use of tools or sources that are in accordance with the characteristics of the material and students. Based on the teaching module documents studied, the learning media component is found in Appendix 9: Learning Media Development Design, which is located on page 32.

In the appendix, the list of learning media used is clearly presented, as follows:

- YouTube video - shown at the beginning of the lesson using a projector as an introduction to the material in visual and audio form.
- PowerPoint - used after the video as a presentation media containing further explanation of the narrative text material.
- Task Sheet (LKPD) - provided in printed form and distributed to learners to support practical activities and independent understanding.
- Google Form - used for reflection and evaluation activities as a form of technology-based formative and summative assessment.
- Mobile phones - used by learners to check vocabulary in digital dictionaries, both online and offline.

Lampiran 9

Design Pengembangan Media Pembelajaran

No	Media	Kegiatan Pembelajaran
1	Video YouTube	Video ditampilkan di depan kelas dengan menggunakan proyektor/In focus di awal pembelajaran
2	Power Point	Power point ditayangkan setelah penayangan video tentang Narrative text.
3	Lembar Tugas	Lembar tugas berbentuk kertas print out dibagikan kepada setiap peserta didik.
4	Google Form	Peserta didik mengisi soal-soal refleksi dan evaluasi dengan google form
5	Handphone	Peserta didik akan menggunakan Handphone untuk mengecek vocabulary di kamus digital baik online maupun digital

Picture 4. Learning media of teaching module.

The existence of this learning media component shows that the teaching module has fulfilled one of the important elements of the completeness of the teaching module according to the principles of learning development in the Merdeka Curriculum. The use of varied and multimodal media also supports the achievement of learner competencies through an interactive and contextual approach. In addition, the media used are relevant to the characteristics of students at Vocational Highschool level and support Problem Based Learning (PBL) based learning applied in this module.

The results of the completeness analysis are shown in the following table:

Table 5. Summary of Completeness of Teaching Module Components

No	Component	Checklist	Brief Explanation
1	Learning Objectives	✓	Three learning objectives are written explicitly and completely, reflecting learning outcomes.
2	Learning Activities	✓	Activities are divided into two sessions, consisting of introduction, core, and closing according to Merdeka Curriculum.

3	Assessment Plan	✓	Contains formative and summative assessments complete with indicators and assessment rubrics.
4	Learning Media	✓	Using media such as videos, PPT, worksheer, Google Form, and mobile phones that support PBL.

All components in the teaching module are fully available as required by the Ministry of Education and Culture (2021). Therefore, this teaching module can be categorised as complete in terms of component structure. Thus, it can be concluded that this teaching module has included complete and appropriate learning media components, which support the achievement of learning objectives and facilitate meaningful learning experiences for students.

4.2 Suitability of Teaching Module Components

The analysis of the suitability of the components in the teaching module was carried out using an assessment rubric based on instructional quality standards, including Brookhart's (2011) framework, which emphasizes alignment between objectives, activities, and assessments. Although Brookhart focuses on these three components, learning media is included in this analysis as it plays a vital supporting role in achieving learning outcomes. Learning media, such as videos and digital tools, enhances activities, reinforces assessments, and ensures that the objectives are effectively communicated and experienced by students. Therefore, including learning media ensures a holistic evaluation of the teaching module.

4.2.1 The suitability of learning objectives

Table 6. The suitability of learning objectives.

Criterion	Excellent (3 points)	Good (2 points)	Needs Improvement (1 point)	Score
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Learning Objectives	Objectives are clear, specific, and measurable.	Objectives are clear but may not be fully measurable.	Objectives are vague or unclear.	3
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Alur Tujuan Pembelajaran	<p>Melalui pendekatan ilmiah dengan model pembelajaran Problem Based learning, peserta didik mampu:</p> <p>10.A.4 Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (<i>narrative</i>) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>10.B.2 Menganalisis, menyimpulkan makna, dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk naratif fiksi dan nonfiksi (<i>narrative</i>) secara kritis, kreatif, dan jujur terkait topik keanekaragaman budaya Indonesia dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>10.C.2 Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk naratif fiksi dan non fiksi (<i>narrative</i>) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>dengan sikap beriman, bertakwa kepada Tuhan YME, berkebinekaan global, mandiri, berpikir kritis, dan kreatif.</p>
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Picture 5. The suitability of learning objectives

Based on the analysis of the learning objectives in the teaching modules reviewed, it can be said that the learning objectives have been written clearly, relevant, and measurable with the material to be taught, namely Narrative Text on the topic of Indonesian cultural diversity. The objectives have mentioned the expected abilities, such as analysing, inferring, evaluating, designing, and presenting.

The objectives are written in operational form such as analyzing, inferring meaning, evaluating social functions and linguistic elements, and designing and presenting narrative texts. In addition, each objective is equipped with a specific topic context, namely "Indonesian cultural diversity" and is accompanied by values that reflect the Pancasila Student Profile such as "polite, critical, creative, and independent".

The measurability aspect of the objectives is strengthened by the learning indicators in the next section of the module, which elaborate the objectives into

learning activities and learner learning products that can be concretely observed and measured. For example, learners are asked to arrange random sentences into a summary of narrative text, find linguistic elements from a video, and create and present a summary in the form of storytelling. Thus, learning objectives that initially appeared general have been supported by specific indicators and forms of assessment that enable systematic assessment of learning outcomes.

Based on these considerations, it can be concluded that the learning objectives have been written clearly, specifically, and measurably, so they deserve a score of 3 in this assessment category.

4.2.2 The suitability of learning activities

Table 7. The suitability of learning activities.

Criterion	Excellent (3 points)	Good (2 points)	Needs Improvement (1 point)	Score
Learning Activities	Activities are well-aligned with the objectives and designed to achieve them.	Activities are mostly aligned but may be slightly disconnected from the objectives.	Activities are not aligned with the objectives.	3

Based on the results of the analysis related to the suitability of learning activities with learning objectives in the teaching module, it can be said that the learning activities designed in two meetings in the teaching module have been arranged systematically and are oriented towards achieving learning objectives and relevant indicators in accordance with Phase E Learning Outcomes in the Merdeka Curriculum. Each activity in the core activities refers directly to the predetermined indicators.

	<p>2. Mengorganisasi siswa</p> <ul style="list-style-type: none"> - Guru membagi-bagi peserta didik menjadi beberapa kelompok. 1 kelompok terdiri dari 4-5 orang - Guru membagikan lembar LKPD 1 dan 2 yang harus peserta didik kerjakan dengan cara menyimak video yang akan ditampilkan oleh guru tentang cerita fiksi berupa narrative text secara berkelompok. - Peserta didik mendengarkan penjelasan guru mengenai pertanyaan-pertanyaan yang ada di LKPD 1 dan 2 <p>3. Membimbing penyelidikan</p> <ul style="list-style-type: none"> - Peserta didik menyimak video cerita fiksi tentang <i>"Timun Mas"</i> sambil mengerjakan lembar LKPD 1 yang telah mereka dapatkan sebelumnya. https://www.youtube.com/watch?v=8iEYKJ_TjI - Video diputarkan maksimal 2 Kali sampai soal-soal diisi semuanya oleh peserta didik - Peserta didik dengan bimbingan guru membahas LKPD 1 hasil diskusi bersama kelompok - Peserta didik mengerjakan LKPD 2 dengan cara menyimak Video tentang <i>"Timun Mas"</i> - Peserta didik dengan bimbingan dan arahan guru membahas LKPD 2. - Pemberian Ice breaking <i>"Ini... One, yang ini two, dan yang ini.... Three..."</i> - Guru membagikan LKPD 3 kepada setiap kelompok untuk didiskusikan dan dikerjakan bersama kelompoknya <p>4. Mengembangkan dan menyajikan hasil</p> <ul style="list-style-type: none"> - Peserta didik menjelaskan jawaban atas pertanyaan-pertanyaan yang ada di LKPD 3 secara lisan. - Peserta didik dipersilahkan untuk memberikan komentar terhadap hasil jawaban temannya dan dipersilahkan mengoreksi bila ada kesalahan - Guru menjelaskan materi narrative text sebagai materi penguatan. <p>5. Menganalisis dan mengevaluasi hasil pemecahan masalah</p> <ul style="list-style-type: none"> - Guru memberikan kesempatan kepada peserta didik untuk menanyakan materi yang belum dipahami selama pembelajaran berlangsung - Peserta didik dengan arahan dan bimbingan guru menyimpulkan hasil diskusi pada pembelajaran <p>3. Kegiatan penutup (10 menit)</p> <ul style="list-style-type: none"> - Menanyakan bagaimana perasaan peserta didik selama mengikuti kegiatan pembelajaran dengan meminta satu atau dua perwakilan peserta didik menyampaikan secara langsung. <i>"What Do you feel after studying English with me?"</i> <i>"Are you happy?"</i>
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Picture 6. The suitability of learning activities (First meeting)

In the first meeting, the learning process begins with observing a video of a fictional story entitled Timun Mas. This activity is aimed at building learners' understanding of the context of the story, as well as encouraging them to analyse the social function, text structure, and linguistic elements of oral narrative text. This activity is relevant to learning outcomes 10.A.4 and 10.B.2, which emphasise the importance of critical thinking and the ability to understand narrative text thoroughly.

Next, learners work on student worksheet (LKPD) 1, which contains the task of organising random sentences into a story summary. This activity is in accordance with indicator 10.A.4.1 because it develops students' ability to organise information coherently and logically from the stories they listen to.

Then, students are invited to analyse the linguistic elements found in the video through LKPD 2. They identify action verb (second form verb), adverb of time, time conjunction, and direct speech. This activity directly supports the

achievement of indicator 10.A.4.2, as well as strengthening the understanding of the linguistic characteristics of narrative text.

Still at the first meeting, students work on LKPD 3 which focuses on analysing the social function and structure of narrative text, including orientation, complication, resolution, and re-orientation. This activity strongly supports indicators 10.B.4.1 and 10.B.4.2 because students are trained to analyse the content and structure of the text and answer questions based on detailed information from the text.

<p>B. Pertemuan Kedua</p> <p>Kegiatan Pembelajaran</p> <p>1. Kegiatan Pendahuluan (10 menit)</p> <p>Orientasi</p> <ul style="list-style-type: none"> - Mengucapkan salam ketika masuk kelas. - Guru meminta peserta didik berdo'a bersama. - Guru mengecek kebersihan kelas. - Guru mengecek kehadiran peserta didik. <p>Warming Up</p> <ul style="list-style-type: none"> - Guru memberikan motivasi dalam bentuk pemberian moto kepada siswa. <i>"Do you remember our moto?"</i> <i>"English... Yes, I can" 3X</i> Guru : <i>"Are you ready?"</i> Siswa : <i>"Ready, ready, ready.... Yes, I am ready"</i> - Ice Breaking : <i>"1, 2, wekwek, 4, 5, wekwek, 7, 8, wekwek... dst"</i> <i>Tebak Gambar Cerita Narrative Text</i> <p>Apersepsi</p> <ul style="list-style-type: none"> - Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya yaitu tentang narrative text fiksi yang ada di Indonesia dan luar negeri. - Mengajukan pertanyaan yang berkaitan dengan materi yang akan disampaikan. <i>"What the story do you like?"</i> <i>"Is it fairytale, legend, Myth, Romance, horror stories, Science fiction, fable, history, or Folktale/Folklore?"</i> <p>Motivasi</p> <ul style="list-style-type: none"> - Guru memotivasi peserta didik dengan menayangkan video tentang motivasi menuntut ilmu. tautan : https://bit.ly/motivasilmu-4 - Memberikan gambaran manfaat mempelajari pelajaran narrative text dalam kehidupan sehari-hari <p>Pemberian Acuan</p> <ul style="list-style-type: none"> - Guru menyampaikan tujuan pembelajaran yang akan dicapai <p>3. Kegiatan Inti (60 menit)</p> <p>1. Orientasi siswa pada masalah</p> <ul style="list-style-type: none"> - Peserta didik mengamati beberapa buah gambar tentang cerita fiksi yang berupa dongeng yang ada di Indonesia dan luar negeri lalu siswa menebak cerita yang sesuai dengan gambar tersebut. - Peserta didik Menyimak sebuah video tentang narrative text

Picture 7. The suitability of learning activities (Second meeting)

In the second meeting, the core activities began with listening to the video of the Bawang Merah and Bawang Putih folktale, which was then followed by the task of making a summary of the story. This activity was aimed at achieving indicator 10.C.2.1, where students were asked to write a summary of the story by paying attention to the structure and content of the text appropriately.

The summary that has been made is then read out in front of the class in the form of storytelling. This activity reflects indicator 10.C.2.2, which requires students to present their work orally by paying attention to fluency, pronunciation accuracy, and expression. This activity not only develops speaking skills, but also builds confidence and communication skills.

The activity is closed with a discussion and reflection session, where students give responses to their friends' presentations. Although not explicitly listed in the learning indicators, this activity strongly supports the development of the Pancasila learner profile, especially in the dimensions of critical thinking, creativity, and the ability to cooperate and respect the opinions of others.

Thus, all learning activities designed in these two meetings are appropriate and support the achievement of learning objectives optimally. The Problem Based Learning approach used, supported by video media, LKPD, and group discussions, provides a meaningful and contextualised learning experience for students.

4.2.3 The suitability of assesment

Table 8. The suitability of assesment.

Criterion	Excellent (3 points)	Good (2 points)	Needs Improvement (1 point)	Score
Assessment	Assessments are directly aligned with the learning objectives and clearly measure student outcomes.	Assessments are somewhat aligned, but could better measure the objectives.	Assessments are not aligned with the objectives or not clearly defined.	3

Lampiran 6

RUBRIK PENILAIAN

a. Instrumen dan Rubrik Penilaian Sikap

No	Nama Siswa	Bertakwa pada Tuhan YME				Mandiri				Berfikir kritis				Kreatif				Berkebinekaan global				Nilai
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																						
2.																						
3.																						
4.																						
n																						

Keterangan:

- 4 = jika empat indikator sangat terlihat.
- 3 = jika tiga indikator terlihat.
- 2 = jika dua indikator kurang terlihat
- 1 = jika satu indikator tidak terlihat

Indikator Penilaian Sikap:

1. **Beriman dan bertakwa kepada Tuhan Yang Maha Esa**
 - a. Berdoa sebelum dan sesudah belajar
 - b. Menghormati agama dan kepercayaan teman yang berbeda agama
 - c. Menghargai teman yang sedang beribadah
 - d. Memiliki moral yang baik/berkelakuan baik
2. **Mandiri**
 - a. selalu sadar terhadap dirinya sendiri,
 - b. sadar akan kebutuhan dan kekurangannya
 - c. sadar terhadap situasi atau keadaan yang dihadapi, peserta didik juga
 - d. memiliki kemampuan regulasi diri yang terwujud dalam kemampuan membatasi diri terhadap hal yang disukainya
3. **Berfikir kritis**
 - a. Mampu menganalisis suatu informasi sebelum mengambil sebuah keputusan apakah informasi tersebut dapat diterima apa tidak.
 - b. Kemampuan memecahkan masalah bagi anak yang berpikir kritis dilakukan secara analisis
 - c. Mampu berfikir tingkat tinggi (HOTS)
 - d. Mampu menyelesaikan soal-soal dengan cepat dan tepat.

Picture 8. The suitability of assesment

The assessment presented in the range of pages 10 to 27 in the English language learning module for grade X with the Narrative Text material has been designed systematically and comprehensively to ensure the achievement of the learning objectives that have been set, namely 10.A.4, 10.B.2, and 10.C.2. All assessment instruments, both formative and summative, are in line with learning indicators that refer to the ability to listen, read, write, and present narrative texts that are relevant to the Indonesian cultural context.

The formative assessment in the form of LKPD 1 to 4 gradually measures students' cognitive aspects, starting from the ability to rearrange random sentences into a story summary, identify linguistic elements (such as action verbs, adverbs of time, time conjunctions, and direct speech), to analyzing the text structure and content of the narrative presented through learning videos and written texts. This shows that the assessment not only tests basic understanding, but also encourages critical thinking skills and skills in analyzing linguistic contexts in depth.

Furthermore, in the skill aspect, summative assessment is carried out through summary writing and storytelling activities, which directly measure students' writing and speaking skills with clear indicators. The skills assessment rubric has also been prepared with concrete and measurable indicators, such as text organization, vocabulary, mechanics, and fluency, grammar, and pronunciation for presentation activities. This ensures that the assessment process is carried out objectively and can show students' learning achievements as a whole.

All forms of assessment used have reflected a direct relationship with the learning objectives to be achieved. The emphasis on the Indonesian cultural context also makes the assessment not only academically relevant, but also socially and contextually meaningful for students. Thus, it can be concluded that the assessment in this module is appropriate and effective in measuring student learning outcomes clearly and in a focused manner

4.2.4 The suitability of learning media

Table 9. The suitability of learning media.

Criterion	Excellent (3 points)	Good (2 points)	Needs Improvement (1 point)	Score
Learning media	The media is appropriate, relevant, and highly supportive of achieving learning objectives.the material.	Media is quite relevant, supports some learning objectives.	Media is not relevant or does not support learning objectives.	3

**Design Pengembangan Media
Pembelajaran**

No	Media	Kegiatan Pembelajaran
1	Video YouTube	Video ditampilkan di depan kelas dengan menggunakan proyektor/In focus di awal pembelajaran
2	Power Point	Power point ditayangkan setelah penayangan video tentang Narrative text.
3	Lembar Tugas	Lembar tugas berbentuk kertas print out dibagikan kepada setiap peserta didik.
4	Google Form	Peserta didik mengisi soal-soal refleksi dan evaluasi dengan google form
5	Handphone	Peserta didik akan menggunakan Handphone untuk mengecek vocabulary di kamus digital baik online maupun digital

Picture 9. The suitability of learning media

The learning media in the teaching module is a critical component in ensuring the effective delivery of content and supporting student engagement. In this study, the suitability of the learning media was evaluated based on its alignment with the learning objectives, the appropriateness of its use in the learning activities, and its role in assessing student understanding.

The module incorporates a variety of media tools, including YouTube videos, PowerPoint presentations, Google Forms, and mobile phones. These media were chosen to cater to the diverse learning needs of students and to support the Problem-Based Learning (PBL) model applied in the module. The media is used strategically to introduce content, provide context, and engage students in active learning. For instance, video resources are used to present narrative texts, which students then analyze and discuss in group activities. This multimodal approach not only aligns with the learning objectives but also enhances students' ability to critically engage with the material.

The Google Forms integrated into the module provide a platform for both formative assessments and reflection, allowing students to apply the concepts they have learned and receive immediate feedback. Furthermore, the inclusion of mobile phones as a tool for vocabulary checks and quick research reinforces the module's commitment to integrating technology into the learning process, making the learning experience more interactive and responsive to students' needs.

In terms of alignment, the learning media effectively supports the learning activities outlined in the module. The videos and digital tools are directly tied to the instructional goals, providing students with the necessary resources to achieve the

learning outcomes. Additionally, the use of media enhances the overall learning experience by offering students varied ways to interact with the content, from visual learning through videos to active participation via online quizzes and group discussions.

Overall, the learning media in this module is highly suitable, as it aligns well with the module's learning objectives and supports the delivery of activities and assessments. The use of diverse media enhances the engagement and effectiveness of the learning process, ensuring that students can achieve the intended learning outcomes in a dynamic and interactive manner.

Based on the results of the assessment of the suitability between components in the teaching module, the following results were obtained:

The assessment was carried out based on a three-level rubric (Excellent = 3, Good = 2, Needs Improvement = 1) for each main component, so that the maximum score for each component is 3.

Table 10. Module component suitability score

Component	Maximum score	Obtained score	Category
Learning objectives	3	3	Excellent
Learning activities	3	3	Excellent
Assesment	3	3	Excellent
Learning Media	3	3	Excellent
Total	12	12	Highly Appropriated

Based on the assessment with the three rubrics above, all components received maximum scores. This assessment shows that there is a high alignment between learning objectives, learning activities, and assessments designed in the teaching module. This reflects systematic learning planning and is oriented towards learning outcomes.

4.3 Discussion

The results of this study indicate that the English teaching module for Grade X with the analyzed narrative text material has fulfilled the mandatory components according to the standards set by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek, 2021). Completeness of components such as learning objectives, activities, assessments, and learning media are essential prerequisites for the effective use of the module in the learning process.

The analysis also revealed a good match between these components, particularly between learning objectives, learning activities, and assessments, demonstrating that the module compiler has applied systematic and integrated planning. This alignment is crucial for ensuring that the learning experience is cohesive and that students achieve the intended competencies (Arikunto, 2010).

Moreover, this module integrates various cognitive domains from the revised Bloom's taxonomy (Anderson & Krathwohl, 2001), from understanding and applying to analyzing, evaluating, and creating. Activities such as analyzing the social function and structure of narrative texts, as well as designing and presenting these texts, focus on developing Higher Order Thinking Skills (HOTS). This shows that the module does not merely aim for rote memorization but fosters critical and creative thinking, essential for 21st-century learners.

Additionally, the inclusion of learning media enhances the overall alignment by supporting the delivery of content and facilitating student engagement. The varied media, such as videos, presentations, and digital tools, serve to reinforce the learning objectives and provide students with multiple ways to interact with the material. This integration of media ensures a richer, more engaging learning experience and better supports the intended outcomes.

The module also adheres to the principles of formative and summative assessments, which are in line with effective evaluation practices that serve as both diagnostic tools and mechanisms for continuous feedback (Brookhart, 2011). The detailed assessment rubrics included in the module not only evaluate student performance but also contribute to reinforcing learning through timely feedback.

This study provides a practical contribution by showing how the narrative text teaching module for Grade X was carefully designed, paying attention to the

integration of key learning components. This approach addresses a common gap found in many teaching modules, where the alignment between objectives, activities, assessments, and media is often overlooked. Through a simple but systematic analysis, this study offers valuable insights into the quality and structure of the module.

Ultimately, the results of this study serve as a foundation for teachers and module developers, encouraging improvements in narrative text learning planning and offering a basis for further research in the field of curriculum design and evaluation in schools.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents some aspects related to the research that has been conducted. It provides two sessions such as a conclusion and suggestions.

5.1 Conclusion

This study set out to analyze the structure and alignment of components in an English teaching module for Grade X, with a specific focus on narrative text material. The findings demonstrate that the teaching module fulfills all essential components as required by the Ministry of Education, Culture, Research, and Technology. Key elements including learning objectives, learning activities, assessments, and learning media were not only present but also cohesively interconnected.

The learning objectives were articulated clearly, measurably, and in line with the expected learning outcomes of the Merdeka Curriculum. Learning activities were systematically designed to reflect and support these objectives through meaningful, student-centered strategies. Likewise, the assessment instruments both formative and summative were well-aligned with the objectives and appropriately measured various domains of student competencies. The overall score of 12 out of 12 confirms that the module is highly appropriate and ready for classroom implementation.

These results affirm the importance of aligning learning objectives, activities, and assessments to ensure the quality and effectiveness of teaching modules. Furthermore, the findings provide practical insights for teachers and curriculum designers on how to design coherent, well-structured instructional materials that promote active learning and measurable outcomes.

5.2 Limitations

While this study provides valuable insights, it is important to acknowledge several limitations. First, the analysis was limited to a single teaching module focusing on narrative text for Grade X. Therefore, the generalizability of the

findings may be restricted, particularly for different grades, subjects, or module formats.

Second, the assessment was conducted using a checklist and a three-point rubric, which, although effective for basic analysis, may not capture the full complexity and nuance of pedagogical design. More refined or varied instruments might reveal deeper insights.

Third, the analysis relied solely on document review without triangulation through classroom observation or teacher interviews. As a result, this study does not capture how the module is actually implemented in real teaching contexts or how students respond to the learning experiences it proposes.

5.3 Suggestions

Based on the findings and limitations of this research, the following suggestions are offered:

1. **For teachers and practitioners:** When developing or revising teaching modules, it is crucial to ensure alignment between objectives, learning activities, and assessments. Employing frameworks such as Backward Design or Bloom's Taxonomy can guide this alignment more systematically.
2. **For future researchers:** Further studies should consider analyzing a broader range of teaching modules across various subjects and grades. In addition, triangulating data through classroom observations, interviews, or student feedback would provide a more comprehensive understanding of how module design influences actual learning.
3. **For curriculum developers and policymakers:** Providing training on practical module analysis and design especially concerning component alignment can help teachers independently assess and improve their instructional planning. The use of simplified rubrics and checklists, such as those in this study, could be incorporated into professional development programs.

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APPENDIX

Appendix 1 : Research Matrix

RESEARCH MATRIX

Title	Research question	Indicator	Data Resource	Research Method
<p>A Basic Analysis Of Lesson Plan Structure And Alignment With Learning Objectives</p>	<p>1. How complete and organized are the components of the selected lesson plans based on standard lesson plan structure? 2. To what extent do the learning activities and assessments align with the stated learning objectives in the lesson plans?</p>	<p>1. Teaching module components. 2. Suitability of activities and assessments with learning objectives</p>	<p>English teaching module document for grade X used in secondary education units</p>	<p>1. Research Design : Quantitative descriptive approach 2. Data Collection Method : Documentation. 3. Data Analysis Method : Data obtained from the checklist and assessment rubric were calculated and summed to determine the total score of each component analyzed. Furthermore, the score was categorized into certain classifications, such as excellent, good, or needs improvement.</p>

Appendix 2 : The completeness of the teaching module components

Component	Present/absent	Description
Learning Objectives	Present	There are 3 learning objectives included in the learning objectives flow. Learning objectives are explicitly and completely listed at the beginning of the teaching module.
Learning Activities	Present	There are learning activities that are divided into 2 meeting sessions. Both learning activities last 2 x 35 minutes. The activities are written in a complete and structured manner, including introductory activities, core activities, and closing activities.
Learning Media	Present	There is an explanation of the learning media used during the implementation of learning, including YouTube videos, power points, assignment sheets, google forms, and mobile phones.

Appendix 3 : Suitability of Teaching Module Components

Criterion	Excellent (3 points)	Good (2 points)	Needs Improvement (1 point)	Score
Learning Objectives	Objectives are clear, specific, and measurable.	Objectives are clear but may not be fully measurable.	Objectives are vague or unclear.	3
Learning Activities	Activities are well-aligned with the objectives and designed to achieve them.	Activities are mostly aligned but may be slightly disconnected from the objectives.	Activities are not aligned with the objectives.	3
Assessment	Assessments are directly aligned with the learning objectives and clearly measure student outcomes.	Assessments are somewhat aligned, but could better measure the objectives.	Assessments are not aligned with the objectives or not clearly defined.	3
Learning media	The media is appropriate, relevant, and	Media is quite relevant, supports some	Media is not relevant or does not	

	highly supportive of achieving learning objectives.the material.	learning objectives.	support learning objectives.	3
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Appendix 4 : Teaching Module

MODUL AJAR NARRATIVE TEXT KELAS X



Nama : Mega Maranata, S.Pd.

Bidang Studi : Bahasa Inggris

MODUL AJAR

Nama Penyusun	Mega Maranata, S.Pd
Institusi	SMA Negeri 1 Pronojiwo
Mapel	Bahasa Inggris
Kelas	X Semua kompetensi keahlian
Alokasi waktu	4 X 35 menit (2 pertemuan)
Tahapan	Fase E
Elemen (skill focus)	A. Menyimak dan Berbicara B. Membaca dan Memirsa C. Menulis dan Mempresentasikan
Konten utama	Narrative Text
Capaian Pembelajaran	<p>A. Menyimak dan Berbicara</p> <p>Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p> <p>B. Membaca dan Memirsa</p> <p>Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka</p>

	<p>mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p> <p>C. Menulis dan Mempresentasikan</p> <p>Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>
Alur Tujuan Pembelajaran	<p>Melalui pendekatan scientific dengan model pembelajaran Problem Based learning, peserta didik mampu:</p> <p>10.A.4 Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (<i>narrative</i>) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>10.B.2 Menganalisis, menyimpulkan makna, dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk naratif fiksi dan nonfiksi (<i>narrative</i>) secara kritis, kreatif, dan jujur terkait topik keanekaragaman budaya Indonesia dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>10.C.2 Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk naratif fiksi dan non fiksi (<i>narrative</i>) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>dengan sikap beriman, bertakwa kepada Tuhan YME, berkebinekaan global, mandiri, berpikir kritis, dan kreatif.</p>
Indikator Pembelajaran	<p>10.A.4.1 Menyusun daftar kalimat acak terkait narrative text fiksi berupa summary (rangkuman) cerita fiksi yang ada dalam video.</p>

	<p>10.A.4.2 Menemukan unsur kebahasaan berupa action verb (Verb 2), Adverb of time, Time conjunction, Direct speech yang terdapat pada video teks naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>10.B.4.1 Menganalisis fungsi sosial, generic structure, struktur teks dan unsur kebahasaan naratif secara lisan dan tulisan dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>10.B.4.2 Menjawab informasi rinci dari teks naratif tulis dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal dengan bentuk tes tertulis</p> <p>10.C.2.1 Membuat rangkuman/ringkasan cerita teks narrative fiksi dari video yang sudah ditayangkan oleh guru terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat ketepatan penulisan yang benar dan optimal</p> <p>10.C.2.2 Menceritakan kembali rangkuman cerita narrative fiksi yang telah dibuat terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal dengan cara story telling</p>
Pertanyaan inti	<ol style="list-style-type: none"> 1. What is procedure text? 2. What is the function of procedure text? 3. What are the generic structure of procedure text?
Target profil pelajar Pancasila	Peserta didik yang beriman, bertakwa kepada Tuhan YME, berkebinekaan global, mandiri, berpikir kritis, dan kreatif
Jumlah siswa	30 Orang
Model pembelajaran	Problem Based Learning
Kegiatan Pembelajaran	<p>A. Pertemuan pertama</p> <p>Kegiatan Pembelajaran</p> <p>1. Kegiatan Pendahuluan (10 menit)</p> <p>Orientasi</p> <ul style="list-style-type: none"> - Guru mengucapkan salam ketika masuk kelas. - Guru meminta peserta didik berdo'a bersama. - Guru mengecek kebersihan kelas.

	<ul style="list-style-type: none"> - Guru mengecek kehadiran peserta didik. <p>Warming Up</p> <ul style="list-style-type: none"> - Guru memberikan motivasi dalam bentuk pemberian moto kepada siswa. <i>"Do you remember our moto?"</i> <i>"English.... Yes, I can" 3X</i> Guru : <i>"Are you ready?"</i> Siswa : <i>"Ready, ready, ready.... Yes, I am ready"</i> Guru : <i>"How are you class?"</i> Siswa : <i>"My head, my soul, my body.... is happy"</i> - Ice Breaking : <i>"1, 2, wekwek, 4, 5, wekwek, 7, 8, wekwek,.. dst"</i> <i>"1 clap, 2 clap, 3 clap... no clap... big applouse"</i> <p>Apersepsi</p> <ul style="list-style-type: none"> - Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya yaitu tentang Procedure Text. <i>"Do you remember what the material did you learn in last meeting?"</i> - Guru mengajukan pertanyaan-pertanyaan pemantik yang berkaitan dengan materi yang akan disampaikan yaitu materi Narrative text dengan cara mengaitkan materi dengan kehidupan sehari-hari. Contohnya: <i>"What will you do if you have to help your mother to make your brother/sister sleep?"</i> <i>"When you were young what did your parents do when you want to sleep?"</i> <i>"Has your mother told the story to you?"</i> <i>"What was story?"</i> <p>Motivasi</p> <ul style="list-style-type: none"> - Guru memotivasi peserta didik akan pentingnya manfaat mempelajari materi teks naratif dalam kehidupan sehari-hari. <p>Pemberian Acuan</p> <ul style="list-style-type: none"> - Guru menyampaikan tujuan pembelajaran yang akan dicapai. <p>2. Kegiatan Inti (50 menit)</p> <p>1. Orientasi siswa pada masalah</p> <ul style="list-style-type: none"> - Peserta didik merespon pertanyaan-pertanyaan yang berkaitan dengan teks narrative. - Peserta didik mengamati beberapa gambar tentang narrative text berupa dongeng yang ada di Indonesia dan dongeng yang ada di luar negeri sebagai pembandingan. - Peserta didik mengamati gambar yang sesuai dengan cerita fiksi berupa dongeng yang ada di Indonesia sesuai dengan video yang akan diputarkan selanjutnya.
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	<p>2. Mengorganisasi siswa</p> <ul style="list-style-type: none"> - Guru membagi-bagi peserta didik menjadi beberapa kelompok. 1 kelompok terdiri dari 4-5 orang - Guru membagikan lembar LKPD 1 dan 2 yang harus peserta didik kerjakan dengan cara menyimak video yang akan ditampilkan oleh guru tentang cerita fiksi berupa narrative text secara berkelompok. - Peserta didik mendengarkan penjelasan guru mengenai pertanyaan-pertanyaan yang ada di LKPD 1 dan 2 <p>3. Membimbing penyelidikan</p> <ul style="list-style-type: none"> - Peserta didik menyimak video cerita fiksi tentang “<i>Timun Mas</i>” sambil mengerjakan lembar LKPD 1 yang telah mereka dapatkan sebelumnya. https://www.youtube.com/watch?v=8iExYKj_TjI - Video diputarkan maksimal 2 Kali sampai soal-soal diisi semuanya oleh peserta didik - Peserta didik dengan bimbingan guru membahas LKPD 1 hasil diskusi bersama kelompok - Peserta didik mengerjakan LKPD 2 dengan cara menyimak Video tentang “<i>Timun Mas</i>” - Peserta didik dengan bimbingan dan arahan guru membahas LKPD 2. - Pemberian Ice breaking “<i>Ini.... One, yang ini two, dan yang ini.... Three...</i>” - Guru membagikan LKPD 3 kepada setiap kelompok untuk didiskusikan dan dikerjakan bersama kelompoknya <p>4. Mengembangkan dan menyajikan hasil</p> <ul style="list-style-type: none"> - Peserta didik menjelaskan jawaban atas pertanyaan-pertanyaan yang ada di LKPD 3 secara lisan. - Peserta didik dipersilahkan untuk memberikan komentar terhadap hasil jawaban temannya dan dipersilahkan mengoreksi bila ada kesalahan - Guru menjelaskan materi narrative text sebagai materi penguatan. <p>5. Menganalisis dan mengevaluasi hasil pemecahan masalah</p> <ul style="list-style-type: none"> - Guru memberikan kesempatan kepada peserta didik untuk menanyakan materi yang belum dipahami selama pembelajaran berlangsung. - Peserta didik dengan arahan dan bimbingan guru menyimpulkan hasil diskusi pada pembelajaran <p>3. Kegiatan penutup (10 menit)</p> <ul style="list-style-type: none"> - Menanyakan bagaimana perasaan peserta didik selama mengikuti kegiatan pembelajaran dengan meminta satu atau dua perwakilan peserta didik menyampaikan secara langsung. “<i>What Do you feel after studying English with me?</i>” “<i>Are you happy?</i>”
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	<ul style="list-style-type: none"> - Mengingatkan peserta didik untuk kegiatan pembelajaran berikutnya. - Mengakhiri kegiatan dengan doa dan salam <p>B. Pertemuan Kedua</p> <p>Kegiatan Pembelajaran</p> <p>1. Kegiatan Pendahuluan (10 menit)</p> <p>Orientasi</p> <ul style="list-style-type: none"> - Mengucapkan salam ketika masuk kelas. - Guru meminta peserta didik berdo'a bersama. - Guru mengecek kebersihan kelas. - Guru mengecek kehadiran peserta didik. <p>Warming Up</p> <ul style="list-style-type: none"> - Guru memberikan motivasi dalam bentuk pemberian moto kepada siswa. <i>"Do you remember our moto?"</i> <i>"English.... Yes, I can" 3X</i> Guru : <i>"Are you ready?"</i> Siswa : <i>"Ready, ready, ready.... Yes, I am ready"</i> - Ice Breaking : <i>"1, 2, wekwek, 4, 5, wekwek, 7, 8, wekwek,.. dst"</i> <i>Tebak Gambar Cerita Narrative Text</i> <p>Apersepsi</p> <ul style="list-style-type: none"> - Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya yaitu tentang narrative text fiksi yang ada di Indonesia dan luar negeri. - Mengajukan pertanyaan yang berkaitan dengan materi yang akan disampaikan. <i>"What the story do you like?"</i> <i>"Is it fairytale, legend, Myth, Romance, horror stories, Science fiction, fable, history, or Folktale/Folklore?"</i> <p>Motivasi</p> <ul style="list-style-type: none"> - Guru memotivasi peserta didik dengan menayangkan video tentang motivasi menuntut ilmu. tautan : https://bit.ly/motivasiilmu-4 - Memberikan gambaran manfaat mempelajari pelajaran narrative text dalam kehidupan sehari-hari <p>Pemberian Acuan</p> <ul style="list-style-type: none"> - Guru menyampaikan tujuan pembelajaran yang akan dicapai <p>3. Kegiatan Inti (60 menit)</p> <p>1. Orientasi siswa pada masalah</p> <ul style="list-style-type: none"> - Peserta didik mengamati beberapa buah gambar tentang cerita fiksi yang berupa dongeng yang ada di Indonesia dan luar negeri lalu siswa menebak cerita yang sesuai dengan gambar tersebut. - Peserta didik Menyimak sebuah video tentang narrative text
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	<p>berupa cerita fiksi yang ada di Indonesia berjudul "<i>Bawang Merah Bawang Putih</i>" https://www.youtube.com/watch?v=jPUKpzACc8</p> <ul style="list-style-type: none"> - Peserta didik mengidentifikasi definition, social function, unsur kebahasaan dan generic structure yang ada pada video "<i>Bawang Merah dan Bawang Putih</i>" <p>2. Mengorganisasi siswa</p> <ul style="list-style-type: none"> - Peserta didik duduk bersama kelompoknya masing-masing seperti yang sudah dibentuk pada pertemuan sebelumnya. - Guru membagikan lembar LKPD 4 yang berisi tentang intruksi-intruksi yang harus dikerjakan bersama dengan kelompoknya. <p>3. Membimbing penyelidikan</p> <ul style="list-style-type: none"> - Peserta didik mendengarkan penjelasan guru mengenai intruksi-intruksi yang ada di LKPD 4 yaitu peserta didik diminta untuk membuat summary/ringkasan tentang cerita narrative yang sesuai dengan video yang telah diputar. - Peserta didik menyimak kembali video narrative text berupa cerita fiksi tentang "<i>Bawang Merah dan Bawang Putih</i>" untuk lebih dipahami dan lalu menuliskan hasil ringkasannya di buku sekitar 7-10 kalimat saja secara berkelompok. <p>4. Mengembangkan dan menyajikan hasil</p> <ul style="list-style-type: none"> - Peserta didik secara bergiliran mempresentasikan hasil summary/ringkasan cerita yang telah mereka buat bersama kelompoknya di depan kelas dengan cara membacakannya secara story telling. <p>5. Menganalisis dan mengevaluasi hasil pemecahan masalah</p> <ul style="list-style-type: none"> - Peserta didik dengan dibimbing oleh guru memberikan tanggapan tentang hasil presentasi temannya. - Guru memberikan kesempatan kepada peserta didik untuk menanyakan materi yang belum dipahami selama pembelajaran berlangsung. - Peserta didik dengan bimbingan dan arahan guru menyimpulkan hasil diskusi pada pembelajaran <p>3. Kegiatan penutup (10 menit)</p> <ul style="list-style-type: none"> - Menanyakan bagaimana perasaan peserta didik selama mengikuti kegiatan pembelajaran dengan meminta satu atau dua perwakilan peserta didik menyampaikan secara langsung. - Meminta peserta didik untuk melakukan refleksi dan evaluasi dengan kegiatan pembelajaran hari ini dengan cara mengisi google form yang akan di share kan di WA Group. https://docs.google.com/forms/d/1a3qBmPnCTxm8Zf_2_RDJ1vc4TfWWx6Is5i9QHKGgQFk/edit
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	<ul style="list-style-type: none"> - Mengingatkan peserta didik untuk kegiatan pembelajaran berikutnya yaitu tentang Narrative text terkait cerita Non Fiksi berupa Biography. - Peserta didik diminta untuk mengisi lembar evaluasi terkait materi narrative text melalui google form yang di share kan melalui WA Grup :English Class <p>https://docs.google.com/forms/d/1eppfKrKRsUYZGQKywTfpCkE7HalkZNvc5LVx8kc01c0/edit</p> <ul style="list-style-type: none"> - Mengakhiri kegiatan dengan doa dan salam
Assesmen	Formatif: proses (LKPD-penerapan sintak-sikap) Sumatif: evaluasi
Pedoman Penilaian	Rubrik
Refleksi pembelajaran	<ul style="list-style-type: none"> - Peserta didik dituntun untuk menyampaikan pendapat mereka mengenai materi pembelajaran procedure text yang telah diajarkan. - Feedback peserta didik dilihat dari perasaan peserta didik, kelebihan dan kelemahan pada saat proses pembelajaran menurut penilaian peserta didik.

Mengetahui
Kepala Sekolah

Pronojiwo, Nopember 2022

Guru Bidang Studi

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Lampiran 1

Bahan Ajar

Narrative text is a kind of text to retell the story using past tense.

The purpose of the text is to entertain or to amuse the readers or listeners about the story.

Function:

- To entertain the readers.
- To teach or inform.
- To change social opinion

The Generic Structure of Narrative text:

Orientation	It set the scene and introduce the participants (it answers the question: who, when, what, and where)
Complication	Tells the problems of the story and how the main characters solve them. This part includes situations, activities, or events that lead problem/complication to the climax. It shows when the crisis arise
Resolution	The crisis is resolved, for better or worse. It shows the end of the story, usually a happy ending
Re-orientation	(optional) The ending of the story.

Other Generic Structures of Narrative text:

Evaluation	(optional) The stepping back to evaluate the story or the moral message of the story
Coda	(optional) changes of the characters of lesson/value of the story.

The Grammatical Features of Narrative Texts:

- Adjectives** to build noun groups to describe the people, animals or things in the story, such as ... a nice, diligent and kind-hearted man, etc.
- Time connectives and conjunctions** to sequence events through time, such as however, although, later, then.
- Adverbs and adverbial phrases** to locate the particular events, such as once upon a time, long time ago.
- Action verbs** to indicate the actions, such as stood, explained, provided, smashed
- Saying and thinking verbs** to indicate what characters are feeling thinking or saying, such as told, realized, decided'

□ **Past Tense**

Past tense (killed, drunk, etc)

⌘ **Adverb of time** (Once upon a time, one day, etc)

⌘ **Time conjunction** (when, then, suddenly, etc)

⌘ **Specific character.** The character of the story is specific, not general.

(Cinderella, Snow White, Alibaba, etc)

⌘ **Action verbs.** A verb that shows an action. (killed, dug, walked, etc)

⌘ **Direct speech.** It is to make the story lively.

(Snow White said, "My name is Snow White). The direct speech uses present tense.

☑ **Past tense for statement (positive form)**

Subject	Verb in the past	Complement
Mambang Khayali	Transformed	himself into a cannon that could shoot at the enemy
He	Felt	very thirsty.
He	Asked	the Green Princess for a drink
His request	was denied	
The head cannon	was bouncing up	to Aceh
the rear	Remained	at the Deli.

Subject	Verb be: was/were	Verb ing/adjective/noun phrase
I	was	at school this morning
she	was	doing homework when you came

☑ **Past tense for negative statement (negative form)**

subject	did not	verb infinitive	complement
The Green Princess	did not	return	to her glass coffin
The princess	did not	accept	his proposal to marry her

☑ **Past tense for questions (interrogative form)**

question word	did	subject	verb infinitive	complement
	Did	she	accept	his proposal to marry her?
	Did	Putri Hijau	mention	her brother's name ?
What	did	Putri Hijau	mention?	

Lampiran 2

LEMBAR KERJA PESERTA DIDIK 1

Satuan Pendidikan : SMA Negeri 1 Pronojiwo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / Genap
Materi Pokok : Narrative text
Indikator Pembelajaran : 10.A.4.1 Menyusun daftar (C1) kalimat acak terkait narrative text fiksi berupa summary (rangkuman) cerita timun mas yang ada dalam video.

Arrange the following jumbled sentences become a good arrangement of summary a Narrative text. Handwrite your work in your exercise book.

- 1. Inside the fruit was a baby girl and named her Timun Mas
- 2. An old Indonesian fairy tale, a story of a widow who dreamed of having a child
- 3. Little that the girl know, she must be given as an offering to the giant when she was of age
- 4. She struck a deal with a giant and she was given a giant golden fruit
- 5. When the giant almost caught her, Timun Mas threw the cucumber seeds,
- 6. The widow gave some magical stuff; cucumber seeds, needles, salt, and spice from the helmit in Gunung Kidul
- 7. As the time come the widow ask Timun Mas to run to the forest where her battle to change her fate begins
- 8. Timun mas had finally stopped Buta ijo then returning to her house

Write your work below:

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....

Answer Key LKPD 1

1. An old Indonesian fairy tale, a story of a widow who dreamed of having a child.
2. She struck a deal with a giant and she was given a giant golden fruit.
3. Inside the fruit was a baby girl and named her Timun Mas.
4. Little that the girl know, she must be given as an offering to the giant when she was of age.
5. As the time come the widow ask Timun Mas to run to the forest where her battle to change her fate begins.
6. The widow gave some magical stuff; cucumber seeds, needles, salt, and spice from the helmit in Gunung Kidul
7. When the giant almost caught her, Timun Mas threw the cucumber seeds, needles, salt, and spice. Buta ijo has lost
8. Timun mas had finally stopped Buta ijo then returning to her house

Lampiran 3**LEMBAR KERJA PESERTA DIDIK 2**

Satuan Pendidikan : SMA Negeri 1 Pronojiwo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / Genap
Materi Pokok : Narrative text
Indikator Pembelajaran : 10.A.4.2 Menemukan unsur kebahasaan berupa action verb (Verb 2), Adverb of time, Time conjunction, Direct speech yang terdapat pada video teks naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal

Find out the action verb (Verb 2), adverb of time, time conjunction, and direct speech in the video of Timun Mas!

No.	Unsur kebahasaan	Hasil Pengamatan pada video	Nilai
1.	Action verb (Verb 2) (min. 5 words)		
2.	Adverb of time (min. 2 words)		
3.	Time conjunction (min.2 words)		
4.	Direct Speech (min. 2 sentence)		
Jumlah nilai			

Answer Key LKPD 2

No.	Unsur kebahasaan	Hasil Pengamatan pada video	Nilai
1.	Action verb (Verb 2)	Lived, delighted, embraced, stopped, shrieked, howled, transformed, hurled, held, tossed, appeared, threw, arrived, came,	20
2.	Adverb of time	In two weeks Over the years	10
3.	Time conjunction	Then, suddenly, when, etc	10
4.	Direct Speech	“They will help your daughter against the monster” “When the child turns six years old, you will return her to me to become my meal.” He said.	10
Jumlah nilai			50

Lampiran 4

LEMBAR KERJA PESERTA DIDIK 3

Satuan Pendidikan	: SMA Negeri 1 Pronojiwo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / Genap
Materi Pokok	: Narrative text
Indikator Pembelajaran	: 10.B.4.1 Menganalisis fungsi sosial, generic structure, struktur teks naratif secara lisan dan tulisan dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal (Question No.1-6)
	10.B.4.2 Menjawab informasi rinci dari teks naratif tulis dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal dengan bentuk tes tertulis (Question No. 7-10)

The Legend of Lutung Kasarung

Long time ago, there was a king named Prabu Tapa Agung. Prabu Tapa Agung was an old king. He had two daughters, Purbararang and Purbasari. Prabu Tapa Agung planned to retire as a king. He wanted Purbasari to replace him as the leader of the kingdom. Hearing this, Purbararang was angry.

"You cannot ask her to be the queen, Father. I'm older than she is. It's supposed to be me, not her. It's impossible, Father!" said Purbararang.

"No, Purbararang, no. It's because I love you and I choose Purbasari as the queen because she is only one who deserves to be a queen. After all, she is your little sister.", answered the king.

"No, Father. It's hurt me."

Purbararang then set a bad plan with her fiancée, Indrajaya. They went to a witch together and asked her to put a spell on Purbasari. Then they gave her a bowl of drinks and told Purbasari to drink it. Later, Purbasari had a bad skin. There were black dots all over her body.

"Oh my God, what happened with my skin, my body, my face, and my breathe!" said Purbasari.

"Hahaha You are not as beautiful as I am. You cannot be the queen. Instead, you have to leave this palace and stay in a jungle," said Purbararang.

Purbasari was very sad. Now she had to stay in the jungle. Everyday she spent her time playing with some animals there. There was one monkey that always tried to cheer her up. It was not just an ordinary monkey, he had magical power. And he also could talk with humans. The monkey's name was Lutung Kasarung. He was actually a God. His name was Sanghyang Gurumina. Lutung Kasarung planned to help Purbasari. He made a small lake and asked her to take a bath there.

"My princess, I'll help you to get back to the palace." Said Lutung Kasarung.

"Thank you, Lutung. You're very good. But how can I go back to the palace. While my body is smell and disgusting." Replied Purbasari.

"Never say never, Princess. You only need to bathe in the small lake which I have made."

Amazingly, her bad skin was cured. Now she got her beautiful skin back.

After that, she asked Lutung Kasarung to accompany her to go back to the palace. Purbararang was very shocked. She knew she had to come up with another bad idea. She then said,

"Those who have longer hair will be the queen." Said Purbararang.

The king then measured his daughters' hair. Purbasari had longer hair than Purbararang. But Purbararang did not give up.

Answer Key LKPD 3

1. Narrative text
2. To entertain the readers, to teach or inform, to change social opinion
3.
 1. Orientation
 2. Complication
 3. Resolution
 4. Re-Orientation
4. Purbararang was angry because her father wanted Purbasari to replace him as the leader of the kingdom. Purbararang wanted to be a queen
5. Purbararang then set a bad plan with her fiance, Indrajaya. They went to a witch together and asked her to put a spell on Purbasari. Then they gave her a bowl of drinks and told Purbasari to drink it. Later, Purbasari had a bad skin. There were black dots all over her body.
6. Suddenly, Lutung Kasarung changed into a very handsome man. He was even more handsome than Indrajaya. Purbararang and Indrajaya very surprised. Purbasari then became the queen. She forgave Purbararang and her fiance and let them stay in the palace.
7. Prabu Tapa Agung = wise
Purbararang = wicked
Purbasari = good, patient, like to forgive the people.
8. In the Kingdom
9. The ending is happy ending because finally Purbasari then became the queen. She forgave Purbararang and her fiance and let them stay in the palace.
10. The moral lesson of Lutung Kasarung is that we should not be greedy towards anyone, and that we should always be patient, because kindness will bring us good fortunes.

Lampiran 6

RUBRIK PENILAIAN

a. Instrumen dan Rubrik Penilaian Sikap

No	Nama Siswa	Bertakwa pada Tuhan YME				Mandiri				Berfikir kritis				Kreatif				Berkebinekaan global				Nilai
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																						
2.																						
3.																						
4.																						
n																						

Keterangan:

- 4 = jika empat indikator sangat terlihat.
- 3 = jika tiga indikator terlihat.
- 2 = jika dua indikator kurang terlihat
- 1 = jika satu indikator tidak terlihat

Indikator Penilaian Sikap:

1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa

- a. Berdoa sebelum dan sesudah belajar
- b. Menghormati agama dan kepercayaan teman yang berbeda agama
- c. Menghargai teman yang sedang beribadah
- d. Memiliki moral yang baik/berkelakuan baik

2. Mandiri

- a. selalu sadar terhadap dirinya sendiri,
- b. sadar akan kebutuhan dan kekurangannya
- c. sadar terhadap situasi atau keadaan yang dihadapi, peserta didik juga
- d. memiliki kemampuan regulasi diri yang terwujud dalam kemampuan membatasi diri terhadap hal yang disukainya

3. Berfikir kritis

- a. Mampu menganalisis suatu informasi sebelum mengambil sebuah keputusan apakah informasi tersebut dapat diterima apa tidak.
- b. Kemampuan memecahkan masalah bagi anak yang berpikir kritis dilakukan secara analisis
- c. Mampu berfikir tingkat tinggi (HOTS)
- d. Mampu menyelesaikan soal-soal dengan cepat dan tepat.

4. **Kreatif**
 - a. Memiliki usaha daya cipta
 - b. memiliki kemampuan untuk menciptakan
 - c. bersifat (mengandung) daya cipta
 - d. memiliki imajinasi tinggi
5. **Berkebinekaan global**
 - a. Mencintai perbedaan suku, agama, ras, bangsa dan Bahasa.
 - b. Memiliki wawasan luas terhadap perbedaan budaya dan bangsa
 - c. Memiliki sikap toleransi terhadap keragaman suku bangsa, tradisi, dan adat istiadat serta agama dan aliran kepercayaan
 - d. Bijak dalam penggunaan teknologi informasi

Nilai akhir sikap diperoleh dari modus (skor yang sering muncul) dari kelima aspek sikap di atas.

Kategori nilai sikap:

- Sangat Baik : apabila memperoleh nilai akhir 4
 Baik : apabila memperoleh nilai akhir 3
 Cukup : apabila memperoleh nilai akhir 2
 Kurang : apabila memperoleh nilai akhir 1

Catatan :

***Rumus Perhitungan nilai sikap siswa, sebagai berikut:**

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Kriteria Nilai

- A = 80 – 100 : Sangat Baik
 B = 70 – 79 : Baik
 C = 60 – 69 : Cukup
 D = < 60 : Kurang

b. Rubrik penilaian pengetahuan

Elemen : A. Menyimak dan Berbicara

- a. Teknik penilaian : Tertulis
- b. Bentuk Soal : Essay
- c. Indikator Pembelajaran : 10.A.4.1 Menyusun daftar kalimat acak terkait narrative text fiksi berupa summary (rangkuman) cerita fiksi yang ada dalam video.

No.	Nomor urutan soal	Score
1.	1	10
2.	2	10
3.	3	10
4.	4	10
5.	5	10
6.	6	10
7.	7	10
8.	8	10
Jumlah Score		

Catatan :

***Rumus Perhitungan nilai pengetahuan siswa, sebagai berikut:**

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Kriteria Nilai

- A = 80 – 100 : SangatBaik
- B = 70 – 79 : Baik
- C = 60 – 69 : Cukup
- D = < 60 : Kurang

- a. Teknik penilaian : Tertulis
- b. Bentuk Soal : Essay
- c. Indikator Pembelajaran : 10.A.4.2 Menemukan unsur kebahasaan berupa action verb (Verb 2), Adverb of time, Time conjunction, Direct speech yang terdapat pada video teks naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal

No.	Unsur Kebahasaan	Score
1	Action verb (Verb 2)	20
2	Adverb of time	10
3	Time conjunction	10
4	Direct Speech	10
Jumlah Score		50

Catatan :

***Rumus Perhitungan nilai pengetahuan siswa, sebagai berikut:**

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Kriteria Nilai

- A = 80 – 100 : SangatBaik
- B = 70 – 79 : Baik
- C = 60 – 69 : Cukup
- D = < 60 : Kurang

Elemen : B. Membaca dan Memirsa

- c. Teknik penilaian : Tertulis
 d. Bentuk Soal : Essay
 c. Indikator Pembelajaran : 10.B.4.1 Mengidentifikasi (C1) fungsi sosial, generic structure, struktur teks naratif secara lisan dan tulisan dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal (Question No.1-6)
- 10.B.4.2 Menjawab informasi rinci dari teks naratif tulis dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal dengan bentuk tes tertulis (Question No. 7-10)

No	Soal Pertanyaan	Score
1.	What is the story about?	5
2.	What is the social function of the story above?	10
3.	What is the generic structure of the story?	20
4.	What is the complication of the story?	10
5.	Which part of story that showed problem is developed?	10
6.	Which part of story that showed problem is resolved?	10
7.	Who are the characters? What are they like?	10
8.	Where did the story happen?	5
9.	What is the ending of the story? Sad ending or bad ending? Mention your reasons!	10
10.	What is/are the moral value of the story?	10
	Total Score	100

Catatan :

***Rumus Perhitungan nilai pengetahuan siswa, sebagai berikut:**

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Kriteria Nilai

- A = 80 – 100 : Sangat Baik
- B = 70 – 79 : Baik
- C = 60 – 69 : Cukup
- D = < 60 : Kurang

c. Rubrik penilaian keterampilan

1. WRITING RUBRIC ASSESSMENT

- a. Teknik penilaian : Tertulis
- b. Bentuk Soal : Melengkapi Tabel
- c. Indikator Pembelajaran : 10.B.5.1 Membuat kalimat imperative terkait teks prosedur berbentuk gambar acak yang harus disusun terlebih dahulu yang kemudian dirancang menjadi sebuah teks procedure yang utuh dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

No	Name	Text Organization				Mechanic				Vocabulary				Content				Score
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																		
2.																		
3.																		
4.																		
n																		

ASPEK	KRITERIA	SKOR
Content	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, lengkap, terperinci, tuntas, mengandung nilai/ada refleksi yang dalam, dapat memberi wawasan baru	4
	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, tetapi kurang lengkap, kurang terperinci.	3
	Topik kurang jelas, cerita kurang menarik dan kurang tepat, tidak lengkap, tidak terperinci, tidak tuntas, dan kurang bernilai	2
	Cerita tidak menarik/tidak jelas, cerita hanya rekaan, tidak diberi bukti-bukti faktual, tidak terperinci, tidak tuntas, dan tidak bernilai	1
	Tujuan tepat, generic structure tepat, terdapat bagian-bagian teks yang benar dan terstruktur, tujuan jelas, dapat disampaikan dengan pola urutan yang tepat	4

Text Organization	Tujuan tepat tetapi generic structure kurang tepat, terdapat bagian-bagian teks yang kurang tepat dan terstruktur, tujuan kurang jelas, pola urutan kurang tepat	3
	Tujuan kurang jelas, karangan tidak diorganisasi sama sekali, tidak jelas generic structure nya. tidak menggunakan urutan langkah-langkah yang tepat.	2
	Tujuan tidak jelas, karangan tidak diorganisasi sama sekali, tidak jelas generic structure nya. tidak menggunakan urutan langkah-langkah yang tepat	1
Vocabulary	Kategori:Sempurna ke sangat baik Kriteria:Penggunaan dan pemilihan kata/idiom/frase tepat, sesuai dan efektif	4
	Kategori:Baik ke rata-rata Kriteria:Sekali-sekali muncul kesalahan bentuk kata /frase/idiom, pemilihan kata dan penggunaannya namun tidak mempengaruhi makna secara esensial	3
	Kategori:Cukup ke lemah/kurang Kriteria:Sering kali muncul kesalahan bentuk kata/frase/idiom dan pilihan kata dan penggunaannya	2
	Kategori:Sangat kurang atau lemah Kriteria:Pada prinsipnya cenderung bersifat menerjemahkan dan pilihan kata dan penggunaannya kurang memadai	1
Mechanic	Tidak ada kesalahan ejaan sama sekali, bila tulis tangan rapi dan jelas terbaca, tidak ada salah ketik, pemilihan jenis dan ukuran huruf sesuai, margin sangat pas	4
	Ada beberapa kesalahan ejaan, tulisan tangan rapi, ada beberapa salah ketik, penentuan jenis, ukuran huruf, margin pas	3
	Cukup banyak kesalahan ejaan dan salah ketik. Tulisan tangan kurang rapi. Jenis, ukuran huruf dan margin tidak konsisten.	2
	Mengabaikan ejaan, tulisan tangan sangat tidak rapi, banyak sekali salah ketik, penentuan jenis, ukuran huruf, dan margin semauanya sendiri	1

Kategori nilai writing:

- Sangat Baik : apabila memperoleh nilai akhir 4
 Baik : apabila memperoleh nilai akhir 3
 Cukup : apabila memperoleh nilai akhir 2
 Kurang : apabila memperoleh nilai akhir 1

Catatan :

***Rumus Perhitungan writing siswa, sebagai berikut:**

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Kriteria Nilai

- A = 80 – 100 : Sangat Baik
B = 70 – 79 : Baik
C = 60 – 69 : Cukup
D = < 60 : Kurang

2. SPEAKING RUBRIC ASSESSMENT

- a. Teknik Penilaian : Presentasi
b. Bentuk Kegiatan : Mempresentasikan

No.	Aspek penilaian	Kriteria penilaian	Skor
1	Content	Isi informasi procedure text lengkap 100% benar	4
		Kelengkapan Isi informasi procedure text 75 % benar	3
		Kelengkapan isi informasi procedure text 50 % benar	2
		Kelengkapan isi informasi procedure text 25% benar	1
2	Pronunciation	Semua pronunciation benar dan dapat dipahami.	4
		Terdapat sedikit kesalahan dalam pronunciation dan masih bisa dipahami.	3
		Terdapat banyak kesalahan dalam pronunciation, namun masih bisa dipahami.	2
		Terdapat banyak kesalahan dalam pronunciation dan sulit untuk dipahami.	1
3	Fluency	Peserta didik menguasai semua materi presentasi dan melakukan presentasi tanpa kesalahan.	4
		Peserta didik menguasai 90% materi presentasi dan melakukan presentasi dengan sedikit kesalahan.	3
		Peserta didik menguasai 80% materi presentasi dan melakukan presentasi dengan beberapa kesalahan.	2
		Peserta didik menguasai 75% materi presentasi dan melakukan presentasi dengan cukup banyak kesalahan.	1
4	Grammar	Semua kalimat yang diucapkan sesuai dengan grammar Bahasa Inggris yang benar	4
		Terdapat 1-4 kesalahan pada grammar	3
		Terdapat 5-8 kesalahan pada grammar	2
		Terdapat 9-10 kesalahan pada grammar	1

Catatan :

*Rumus Perhitungan nilai siswa, sebagai berikut:

$\frac{\text{Jumlah Skor yang diperoleh siswa}}{4} \times 25$

4

Kriteria Nilai

- A = 80 – 100 : Baik Sekali
B = 70 – 79 : Baik
C = 60 – 69 : Cukup
D = < 60 : Kurang

c. Rubrik Penilaian Presentasi

No	Nama Siswa	Aspek				Jumlah Skor	Nilai
		Content	Pronunciation	Fluency	Grammar		
1							
2							
3							
4							
5							

Keterangan Skor :

Baik Sekali : 4

Baik : 3

Cukup : 2

Kurang : 1

Kriteria Nilai

A = 80 - 100

B = 70 - 79

C = 60 - 69

D = < 60

Nilai = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

d. Rubrik Penilaian Diskusi

Nama Kelompok :

Anggota Kelompok :

.....

.....

NO.	Sikap/Aspek yang dinilai	Nilai Kualitatif	Nilai Kuantitatif
1.	Menyelesaikan tugas kelompok dengan baik		
2.	Kerjasama kelompok (Komunikasi)		
3.	Hasil Tugas (Relevan dengan bahan)		
4.	Pembagian Job		
5.	Sistematika pelaksanaan		
Jumlah Nilai Kelompok			

Kriteria Penilaian

Kriteria Indikator	Nilai Kualitatif	Nilai Kuantitatif
80-100	Memuaskan/Baik Sekali	4
70-79	Baik	3
60-69	Cukup	2
45-59	Kurang	1

Kriteria Nilai

Nilai = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

Lampiran 7

KISI-KISI PENULISAN SOAL
Pengetahuan

No.	Alur Tujuan Pembelajaran	Kelas	Materi	Indikator Soal	Level Kognitif	No Soal	Bentuk Soal
1.	<p>10.A.4. Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (<i>narrative</i>) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>10.B.2 Menganalisis, menyimpulkan makna, dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk naratif fiksi dan nonfiksi (<i>narrative</i>) secara kritis, kreatif, dan jujur terkait topik keanekaragaman budaya Indonesia dengan tingkat</p>	X	<p>Narrative Text berupa cerita fiksi dengan memperhatikan struktur teks, dan unsur kebahasaan teks lisan dan tulis secara kritis, kreatif, dan jujur terkait topik keanekaragaman budaya Indonesia.</p>	<p>10. A.4.1. Menyusun daftar kalimat acak terkait narrative text fiksi berupa summary (rangkuman) cerita fiksi yang ada dalam video</p> <p>10.A.4.2 Menemukan unsur kebahasaan berupa action verb (Verb 2), Adverb of time, Time conjunction, Direct speech yang terdapat pada video teks naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>10.B.4.1 Menganalisis fungsi sosial, generic structure, struktur teks dan unsur kebahasaan naratif secara lisan dan tulisan dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia</p>	<p>Pengetahuan (menyimak video)</p>	<p>1</p> <p>1 2 3 4</p> <p>1 2 3 4 5 6</p>	<p>Essay (Menyusun daftar kalimat acak)</p> <p>Mengisi tabel (jawaban ada di dalam video)</p> <p>Essay (Menjawab pertanyaan sesuai dengan isi teks)</p>

	kelancaran dan ketepatan yang optimal			<p>sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>10.B.4.2 Menjawab informasi rinci dari teks naratif tulis dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal dengan bentuk tes tertulis</p>		7 8 9 10	
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KISI- KISI PENULISAN SOAL
Keterampilan

No	Kompetensi Dasar	Kelas	Materi	Indikator Soal	Level Kognitif	No Soal	Bentuk Soal
1.	10.C.2. Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk naratif fiksi dan non fiksi (<i>narrative</i>) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal	X	Narrative Text berupa cerita fiksi dengan memperhatikan struktur teks, dan unsur kebahasaan teks lisan dan tulis secara kritis, kreatif, dan jujur terkait topik keanekaragaman budaya Indonesia.	10.C.2.1 Membuat rangkuman cerita teks narative fiksi dari video yang sudah ditayangkan oleh guru terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat ketepatan penulisan yang benar dan optimal 10.C.2.2 Menceritakan kembali rangkuman cerita narative fiksi dan nonfiksi yang telah dibuat terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal dengan bentuk story telling	Keterampilan	1 2	Essay (Membuat rangkuman dari video cerita fiksi) Reading atau Story telling (Presentasi)

Lampiran 8**Materi Remedial dan Pengayaan:****1. Pengayaan**

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan. Pengayaan akan diberikan dengan cara peserta mencari sendiri referensi tentang macam-macam narrative text di internet lalu membacanya atau menontonnya jika bentuknya video agar menambah wawasan terkait tentang narrative text.

2. Remedial

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial yaitu dengan memberikan soal-soal tambahan yang sesuai dengan indikator pembelajaran yang sama tetapi soal atau latihan-latihan yang berbeda agar nilai peserta didik sesuai dengan Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)

- *Membuat rekaman mengenai fungsi social, unsur kebahasaan dan contoh narrative text atau membuat klipping tentang cerita fiksi berupa narrative text.*