



SMKN 3 REJANG LEBONG

RENCANA PEMBELAJARAN MENDALAM

Bahasa Inggris kelas XI
Semester Ganjil

NARRATIVE TEXT

Disusun Oleh:
Oktavia Hasanah, S.Pd



Identitas Mata Pelajaran

Nama Sekolah : SMK Negeri 3 Rejang Lebong
Mata Pelajaran : Bahasa Inggris
Fase/Kelas/Semester : F/XI/Ganjil
Materi : Narrative Text
Alokasi Waktu : 4 JP (6 Pertemuan)
Tahun Pelajaran : 2026/2027
Penyusun : Oktavia Hasanah, S.Pd



A. IDENTIFIKASI

1. Identifikasi Murid

Murid memiliki pemahaman dasar mengenai Narrative Text di kelas X, perlu peningkatan pemahaman kosa kata yang digunakan, struktur teks dan kebahasaan dalam Narrative text agar dapat membuat Narrative Text sesuai dengan struktur dan kebahasaannya.

2. Identifikasi Mata Pelajaran

Materi ini akan diawali dengan mengecek pemahaman murid terhadap definisi dan tujuan dari Narrative Text, struktur dan kebahasaan Narrative Text; dan jenis-jenis Narrative Text. Kemudian murid akan diberikan contoh-contoh teks serta tugas mengevaluasi informasi yang terdapat di dalam tesk tersebut. kemudian murid juga diminta membuat Narrative Text multimodal sesuai dengan struktur dan kebahasaannya.

3. Dimensi Profil Lulusan

- ⇒ Penalaran Kritis
- ⇒ Kreativitas
- ⇒ Kolaborasi
- ⇒ Kemandirian
- ⇒ Komunikasi

B. DESAIN PEMBELAJARAN

1. Capaian Pembelajaran (CP)

⇒ Menyimak-Berbicara (Listening-Speaking)

Memahami alur informasi secara keseluruhan dari teks lisan fiksi dan non fiksi tentang isu terkini atau topik terkait mata pelajaran lain; menggunakan bahasa Inggris untuk mengungkapkan pendapat dan mempertahankan argumen tentang topik yang dibahas.

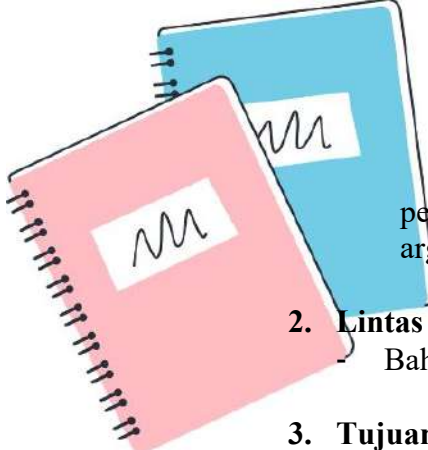
⇒ Membaca - Memirsa (Reading - Viewing)

Mengevaluasi informasi tersurat dan tersirat dari berbagai jenis teks fiksi dan non fiksi tertulis atau teks multimodal tentang isu terkini atau topik yang terkait mata pelajaran lain.

⇒ Menulis-Mempresentasikan (Writing-Presenting)

Mengomunikasikan gagasan atau pengalaman secara tertulis atau multimodal dalam berbagai jenis teks fiksi dan nonfiksi dengan struktur teks dan unsur kebahasaan yang tepat dan kompleks dengan menggunakan berbagai media presentasi (cetak dan digital) untuk mencapai tujuan yang berbeda-beda; menunjukkan strategi koreksi dalam kaidah menulis baik dengan bantuan





pendidik maupun mandiri; mengungkapkan pendapat dan mempertahankan argumen tentang isu terkini atau topik yang terkait mata pelajaran lain.

2. Lintas Disiplin Ilmu

Bahasa Indonesia (macam-macam cerita rakyat)

3. Tujuan Pembelajaran

- Murid mampu memahami informasi lisan secara keseluruhan dari Narrative Text;
- Murid mampu mengevaluasi informasi tersurat dan tersirat dari Narrative Text tertulis atau teks multimodal;
- Murid mampu membuat dan mempresentasikan Narrative Text multimodal dengan struktur dan unsur kebahasaan yang tepat dan kompleks;
- Murid mampu menerapkan strategi koreksi dalam kaidah menulis secara mandiri maupun bantuan guru.

4. Topik Pembelajaran

- Definition and communicative purpose of narrative text;
- General structure of narrative text;
- Language features of narrative text;
- Types of narrative text.

5. Kerangka Pembelajaran

a. Praktik Pedagogis

Pendekatan : Genre Based Approach, Pendekatan Mendalam.

Model : Project Based Learning (PJBL).

Metode : Diskusi kelompok dan presentasi.

b. Lingkungan Pembelajaran

Budaya Belajar : Kolaboratif, rasa ingin tahu, kemandirian

Ruang Fisik : Ruang Kelas

Ruang Virtual : Youtube

c. Pemanfaatan Digital

- Video pembelajaran (Youtube)
- Discovery Education (Puzzle maker)
- Asesmen (Wayground)
- Pembuatan proyek (Canva)

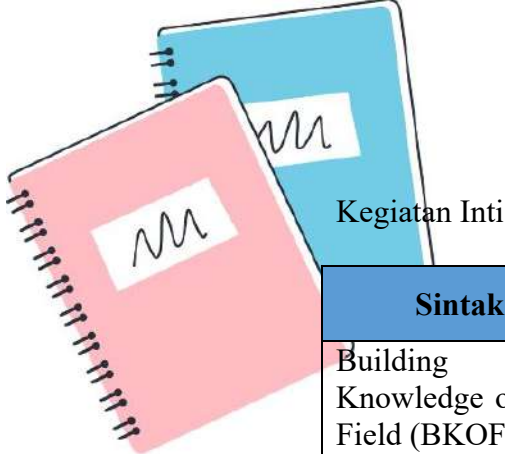
C. PENGALAMAN BELAJAR

Pertemuan 1

Kegiatan Awal/Pendahuluan

Tahap	Kegiatan	Alokasi Waktu
Emosional	Berkesadaran, bermakna, menggembirakan 1. Guru membuka pembelajaran dengan salam dan sapaan ramah untuk menciptakan suasana positif. 2. Guru dan murid berdoa Bersama. 3. Guru memeriksa kehadiran murid. 4. Ice Breaking.	15'





Sintak	Kegiatan	Alokasi Waktu
Building Knowledge of The Field (BKOF) Memahami	Berkesadaran dan mengembirakan 1. Guru melakukan apersepsi dengan menampilkan sebuah gambar dan mengajukan pertanyaan pemantik berdasarkan gambar yang ditampilkan seperti: ○ What do you think about the picture? ○ What do you think the story is about? ○ What type of the text that story about the picture? 2. Guru menyampaikan tujuan pembelajaran dan Teknik penilaian yang akan dilakukan. 3. Guru memberikan words search puzzle untuk mengidentifikasi beberapa kosa kata yang berhubungan dengan materi yang akan dibahas. Seperti: <pre> D X Y F G D C A V S Q S N E E U Q A K C A S O R E P P I R N C E S S A G Y J D H Z C K P R E O K K U N C E W Q O C K I D D E W A Z M R M I T T X E T N R E O C K I D D E W A O G S S N L B S O O Z U B I L W E B D C C L Y A V G C C O N J U N U C C T I O N W R T T Y M F M E E H M T A K U U V W J V H N N Z I X S T I Z R I Y D L L E R Q A J J F N X V J C O I N G B R E S Y N A F K Y R W C X A K L V C B A Q R S Y N A F K Y R W C X A K L J Z T L L E X X Q L K T B N D S R M M A T C I C T R L A J T A T R J U N A M Z T T E M J N X F Y H B P E M D O C W G D D B K T V S G G P Z E F V Y E D T I Y T X B L X D A R M A B M D D S E E Y T R H Z W O A J N G U S N A W N E E O T B P S S E E K K A R R N T W N N E E O T B P S S E E K F L K A K L Y T L G G Z L D Y A O L C M H U J W U A W H G A V E Q M C Q M F X C M U J X R W G E Q E I Q L G O F D C L H D D R G </pre> 4. Guru memberikan penguatan hasil kerja murid.	40'
Modeling of The Text (MOT) Memahami, Mengaplikasikan	Berkesadaran, bermakna, mengembirakan 1. Murid menyimak model Narrative Text yang berjudul “the legend of Banyuwangi” yang diberikan oleh guru melalui video. 2. Murid diberikan lembar kerja untuk mengidentifikasi kata-kata kunci dan informasi tersurat dari sebuah tayangan video yang telah ditampilkan (LKPD 1) 3. Guru memberikan pendampingan kepada murid yang mengalami kesulitan. 4. Murid Bersama guru membahas hasil identifikasi pada LKPD yang diberikan. 5. Guru memberikan apresiasi terhadap hasil kerja murid. 6. Guru menyampaikan rencana pembelajaran berikutnya. 7. Ice breaking (bila memungkinkan)	125'

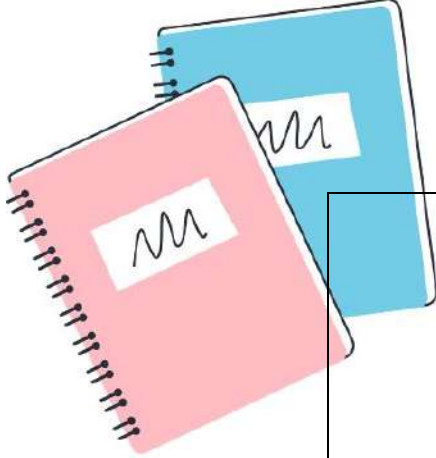


Pertemuan 2

Sintak	Kegiatan	Alokasi Waktu
Modeling of The Text (MOT) Mengaplikasikan	bermakna, mengembirakan 1. Murid diberikan lembar kerja untuk menentukan makna kontekstual narrative text yang diberikan bentuk tulisan (LKPD 2). 2. Guru memberikan pendampingan kepada murid yang mengalami kesulitan. 3. Murid bersama guru membahas hasil identifikasi pada LKPD yang diberikan. 4. Guru memberikan apresiasi terhadap hasil kerja murid. 5. Ice breaking (bila memungkinkan)	180'

Pertemuan 3 dan 4

Sintak	Kegiatan	Alokasi Waktu
Modeling of The Text (MOT) Memahami	Berkesadaran, bermakna, mengembirakan 1. Guru menampilkan gambar berkaitan dengan Narrative Text.  2. Murid memberikan komentar, menjawab dan bertanya-jawab terkait gambar tersebut. 3. Guru memberikan ice breaking dengan game whisper (berbisik) berkaitan dengan gambar yang ditampilkan.	30'
Joint Construction of The Text (JCOT) Mengaplikasi	Bermakna, mengembirakan 1. Guru membentuk murid menjadi beberapa kelompok (5 orang/kelompok) 2. Guru melakukan pembelajaran berdiferensiasi dengan memberikan beberapa narrative text multimodal (teks tulis, comic strip dan video) 3. Murid diminta untuk menganalisis fungsi social, struktur teks dan unsur kebahasaan beberapa teks tersebut. (LKPD 3) 4. Murid berdiskusi mengenai tugas yang diberikan secara kelompok menggunakan LKPD yang diberikan. 5. Guru memberikan pendampingan terhadap kelompok yang mengalami kesulitan.	330'

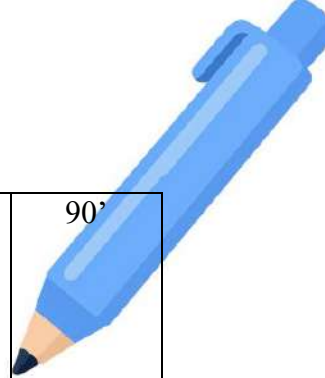


	6. Setiap kelompok diberi kesempatan untuk mempresentasikan hasil diskusi kelompoknya di depan kelas. 7. Kelompok lain diminta untuk memberikan tanggapan terkait presentasi. 8. Guru memberikan penguatan terhadap hasil diskusi mengenai fungsi social, struktur teks, unsur kebahasaan dan macam-macam teks narrative. 9. Ice breaking (bila memungkinkan)	
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Pertemuan 5

Sintak	Kegiatan	Alokasi Waktu
Independent Construction of The Text (ICOT)	Berkesadaran, mengembirakan 1. Murid diberikan tayangan sebuah video narrative text tentang “ <i>The Legend of Malin Kundang</i> ” dengan link: https://www.youtube.com/watch?v=4O4z6D5AK_c 2. Murid diberikan beberapa pertanyaan lisan terkait informasi yang ada dalam video tersebut. ○ Why did Malin’s father leave the village? ○ Did Malin’s father back home? ○ What did Malin promise to his mom before leaving her? ○ How can Malin survive from the pirates hijacking? ○ How did Malin become rich? ○ What happened when Malin’s mother met him again? ○ How did Malin’s mother curse him? ○ What can we learn from the story? ○ What kind of the text narrative based on video? 3. Murid menjawab pertanyaan secara lisan dengan mengangkat tangan dan guru menentukan yang berhak menjawab. 4. Guru memberikan apresiasi kepada murid yang sudah berani menjawab pertanyaan. 5. Guru memberikan pertanyaan untuk memancing rasa ingin tahu siswa Seperti: ○ How to make famous story to be interesting to watch, listen, and read? 6. Murid menjawab pertanyaan secara lisan. Guru memberikan apresiasi kepada murid yang sudah menjawab pertanyaan dan memberikan penguatan atas jawaban mereka.	30’
Penentuan Pertanyaan Mendasar Memahami		



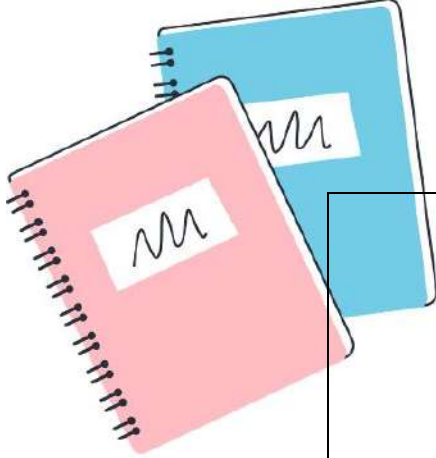


Mendesain Perencanaan Proyek Mengaplikasi	Berkesadaran, bermakna, mengembirakan 1. Guru membentuk murid menjadi kelompok sebanyak 6 kelompok. 2. Guru meminta murid untuk membuat Narrative text multimodal. Misalnya: komik digital, digital storytelling atau video animasi) menggunakan CANVA dengan cerita narrative yang pernah ada ataupun yang baru dengan struktur teks, kaidah kebahasaan yang tepat. 3. Murid mendiskusikan rancana proyek teks multimodal mereka. 4. Murid memilih format multimodal yang akan mereka buat. 5. Murid menentukan alur cerita (narasi), karakter, dan properti yang akan dipakai. 6. Guru memastikan setiap kelompok telah memiliki rencana yang jelas untuk pembuatan proyek secara berkelompok. 7. Guru meminta setiap kelompok untuk membuat catatan awal mengenai rencana desain dan perkiraan hasil yang diharapkan. 8. Guru mendampingi dan memfasilitasi murid yang mengalami kesulitan.	90'
Menyusun Jadwal Mengaplikasi	Berkesadaran, bermakna 1. Guru dan murid membuat batas waktu pengerjaan proyek. 2. Guru dan murid membuat sketsa kegiatan pengerjaan proyek mereka dengan rincian sebagai berikut: a. Menentukan cerita yang akan dibuat menjadi teks multimodal, Menulis naskah cerita dan pembagian tugas anggota kelompok. b. Membuat karakter dan mendesain isi video. c. Merekam suara atau mengedit video. d. Finishing dan pengumpulan tugas. 3. Guru mengarahkan murid untuk mulai menyiapkan kebutuhan dalam pembuatan teks multimodal (dapat dilakukan disekolah atau ditugaskan untuk membawa di pertemuan berikutnya).	60'

Pertemuan 6

Sintak	Kegiatan	Alokasi waktu'
Memonitor proyek Mengaplikasi	Berkesadaran, bermakna, mengembirakan 1. Murid membuat dan mendesain Narrative Text multimodal sesuai dengan naskah	120'



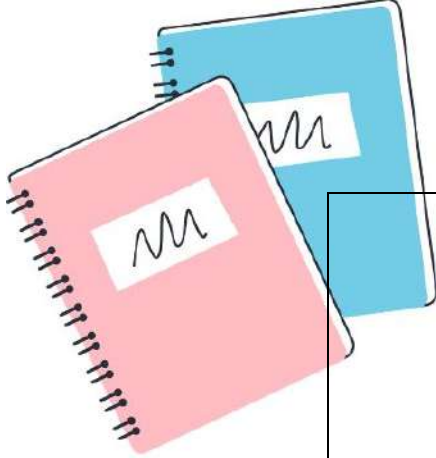


	cerita yang mereka buat. 2. Guru mengarahkan murid untuk mencari referensi dari buku, internet, atau sumber lain yang relevan. 3. Guru memantau kegiatan murid selama proses pembuatan Narrative Text Multimodal. 4. Murid mulai mengedit video sesuai dengan kreativitas mereka namun tetap sesuai dengan pesan dalam cerita serta struktur teks dan kaidah kebahasaannya. 5. Guru membimbing murid yang mengalami kesulitan dalam Menyusun alur cerita atau menggunakan aplikasi edit. 6. Murid melakukan penyelesaian dan pengumpulan proyek mereka.	
Menguji hasil Merefleksi	Berkesadaran, bermakna, menggembirakan 1. Guru meminta setiap kelompok mempresentasikan Narrative Text multimodal yang sudah dibuat. 2. Guru mendorong murid untuk menjelaskan desain yang mereka gunakan, alur cerita, pesan moral cerita, jenis narrative text yang digunakan, struktur teks, dan unsur kebahasaan teks. 3. Kelompok lain atau guru memberikan tanggapan dan penilaian sesuai dengan rubrik yang telah ditentukan. 4. Murid menanggapi pertanyaan dari guru atau murid dari kelompok lain. 5. Guru memberikan apresiasi terhadap hasil kerja murid.	30'
Evaluasi pengalaman Merefleksi	Berkesadaran, bermakna, menggembirakan 1. Guru dan murid melakukan refleksi 2. Murid menceritakan pengalaman mereka dan tantangan yang dihadapi dalam membuat Narrative Text multimodal, serta cara mereka memecahkan masalah tersebut. 3. Guru memberikan kuis mengenai narrative text untuk mengukur kemampuan murid menggunakan aplikasi wayground.	20'

Penutup

Tahap	Kegiatan	Alokasi waktu'
Refleksi	Berkesadaran, bermakna, menggembirakan 1. Guru memandu murid untuk melakukan refleksi terhadap proses pembelajaran dengan mengajukan pertanyaan sebagai	10'





	berikut dan menuliskan jawaban pada sticky note yang telah disiapkan: ○ Kompetensi apa saja yang sudah dipahami? ○ Kompetensi apa yang belum dipahami ○ Upaya apa yang dilakukan untuk mengatasi kendala dalam pembelajaran? 2. Murid menempelkan sticky note yang telah berisi jawaban mereka pada emoji yang disediakan sesuai dengan perasaan mereka terhadap pembelajaran. 3. Guru memberikan penguatan terhadap pemahaman murid dan memberikan umpan balik. 4. Guru memberi apresiasi atas partisipasi aktif murid dalam proses pembelajaran. 5. Guru menyampaikan rencana pembelajaran berikutnya. 6. Peserta didik memimpin untuk menutup pembelajaran dengan berdoa.	
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D. ASSESMENT PEMBELAJARAN

⇒ Assessment as learning

1. Pertanyaan singkat bagian pemantik.
2. Kuis singkat tentang pengetahuan awal Narrative Text melalui word search puzzle.

⇒ Assessment for learning

1. Pengamatan partisipasi murid dalam kerja kelompok.
2. Penilaian lembar kerja murid.
3. Penilaian proses pembuatan proyek (Narrative Text multimodal)

⇒ Assessment of learning

1. Penilaian presentasi hasil proyek
2. Penilaian kuis menggunakan wayground

Menyetujui
Waka Kurikulum

Rejang Lebong, 13 Juli 2026
Guru Mata Pelajaran

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LEMBAR KERJA 1 LKPD Narrative Text

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / Ganjil

Tujuan Pembelajaran :

Melalui kegiatan murid mampu:

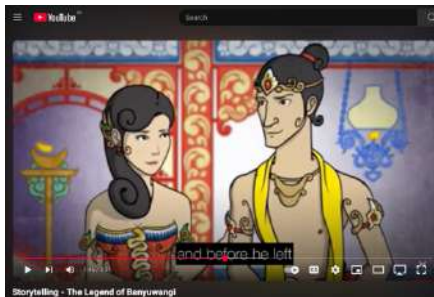
- Murid mampu memahami informasi lisan secara keseluruhan dari Narrative Text;
- Murid mampu mengevaluasi informasi tersurat dan tersirat dari Narrative Text tertulis atau teks multimodal;

Nama :

Kelas :

Part 1

- Watch the video from the link:
<https://www.youtube.com/watch?v=tkG2GjbcvIk&t=38s>



- Write down 10 key words based on the video on the provided column.

Part 2

Decide whether the following statement is True or False based on the video you have watched.

No	Statements	True	False
1	Patih Sidopekso met Sri Tanjung on his way to the palace.		
2	The king wanted to make Sri Tanjung his wife.		
3	Sri Tanjung was betrayed by Patih Sidopekso.		
4	Patih Sidopekso believed to what the King said about his wife		
5	Sri Tanjung was proven to be an honest wife.		





LEMBAR KERJA 2 LKPD Narrative Text



Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / Ganjil
Nama :
Kelas :

Read the following text, then decide the contextual meaning of the word/phrase/sentence from the text correctly.

In Muara Kaman sub district around 120 km from Hulu Tenggarong the capital city of Kutai Kertanegara regency in east Kalimantan. There was a place which was well known as Danau Lipan (Centipede Lake). Although it was known as lake name, it was a wide plain which was grown with many grasses and clumps. Once upon a time, around Hulu Tenggarong was near the ocean and the edge of the sea was in Berubus, Muara Kaman Ulu village (now known as Benua Lawas). There was a kingdom which had a harbor. The harbor was visited by many people in trading.

In the kingdom, there was a beautiful princess; her name was Aji Berdarah Putih Princess. Her parents gave the name because when the princess ate betel vine leaves and swallowed essence water, it would produce white betel vine water through her throat. She was so beautiful and polite, many people liked seeing her beauty. She was clever too in dancing.

The beauty of Aji Berdarah Putih was heard by a Chinese King. He came to Hulu Tenggarong by using a big junk and many of the soldiers. He was so interested to visit her in the kingdom. After sailing for some days, he and his junk arrived in the palace of Aji Berdarah Putih. He fell in love with her beauty. All his wealth such as silk, silver, much money and gold were carried to engage her.

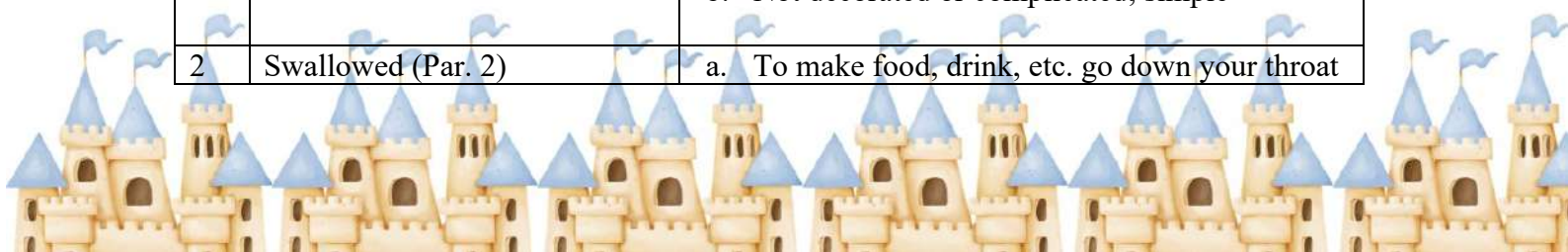
Aji Berdarah Putih Princess was so clever and wise, she would know him more by having lunch together. How shocked she was when she saw the king's style of eating something. He ate without using the right hand but he used her tongue and mouth the same as a dog. She was disguised with his style and felt offended. So she denied his engagement.

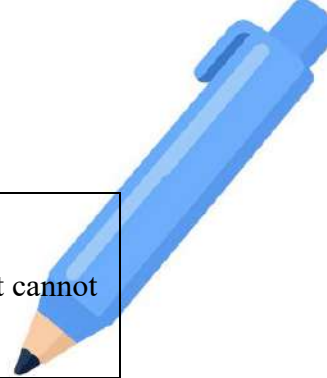
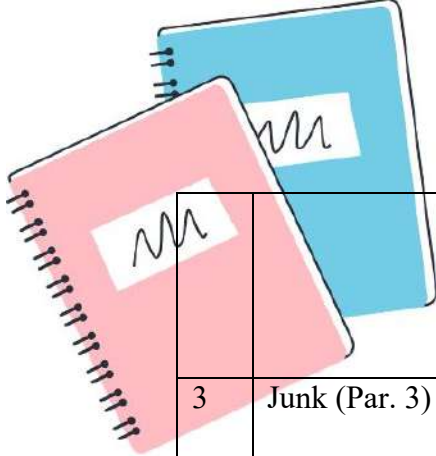
The king thought that the incident as The basement for him. He was so angry with her and her kingdom. He went back to his junk and made an attack to destroy her kingdom. He commanded his soldiers to destroy the kingdom directly. They came cruelly and destroyed the kingdom. Aji Berdarah Putih Princes was so sad knowing the fight in her palace.

The princes was confused so she ate betel vine leave and said "If I am a power centipede's reincarnation, please change the essence of betel vine to centipedes which would destroyed The Chinese king and his soldiers" suddenly, the essence of betel vine became big centipedes and lost the Chinese soldiers directly. Many soldiers came back to the junk and told their king about the cruel centipede to their king. But the big centipedes did not give sorry to them so they and their king were killed by the centipedes in Muara Kaman. Aji Berdarah Putih lost mysteriously in same time of lost of centipedes too, the place of destroyed junk became a Danau Lipan (Centipede Lake)

⇒ **Based on the text, match the following words with the meaning!**

No	Word	Meaning
1	Plain (Par. 1)	a. A large area of flat land b. Not decorated or complicated; simple
2	Swallowed (Par. 2)	a. To make food, drink, etc. go down your throat





		into your stomach b. To take somebody /something in or completely cover them/it so that they/it cannot be seen or exist separately any longer
3	Junk (Par. 3)	a. Chinese boat with a square sail and a flat bottom. b. Things that are considered to have no use or value
4	Right (Par. 4)	a. True or correct as a fact b. The side of the body that is towards the east when a person faces north
5	Essence (Par. 5)	a. A liquid taken from a plant, etc. that contains its smell and taste in a very strong form b. The most important quality or feature

⇒ **Read the text carefully then write the contextual meaning of those words. You can refer the meaning to Oxford Learners Dictionary.**

1. Capital (paragraph 1)
.....
2. Edge (paragraph 1)
.....
3. Engage ((paragraph 3)
.....
4. Directly ((paragraph 5)
.....
5. Palace ((paragraph 5)
.....





LEMBAR KERJA 3 LKPD Narrative Text



Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / Ganjil

Tujuan Pembelajaran :

Melalui kegiatan diskusi, eksplorasi, dan kerja kelompok murid mampu:

1. Murid mampu mengevaluasi informasi tersurat dan tersirat dari Narrative Text tertulis atau teks multimodal;

Nama Kelompok :
Nama Anggota Kelompok :
Kelas :

A. Multimodal dengan teks tulis tentang Princess Serindang Bulan.

Read the following text carefully and answer the questions that follow!

Princess Serindang Bulan

Once upon a time in Bengkulu Province, there lived seven sisters. They are the daughters of Raja Wawang. Of the seven siblings, Putri Serindang Bulan is the youngest daughter. Princess Serindang Bulan is also famous for being the most beautiful. There have been many men wanting to ask for her hand but she always refused with the excuse of not wanting to step over her six siblings.

Her six siblings actually planned to get married after Serindang Bulan was married. They then asked that Serindang Bulan Married first. "O my sister, many men want to propose to you. Get married soon. Don't worry, we will all get a match and get married soon. " said the oldest sister. "Alright my dear sister, I will marry. I hope all of you quickly get a match. " Putri Serindang Bulan agreed.

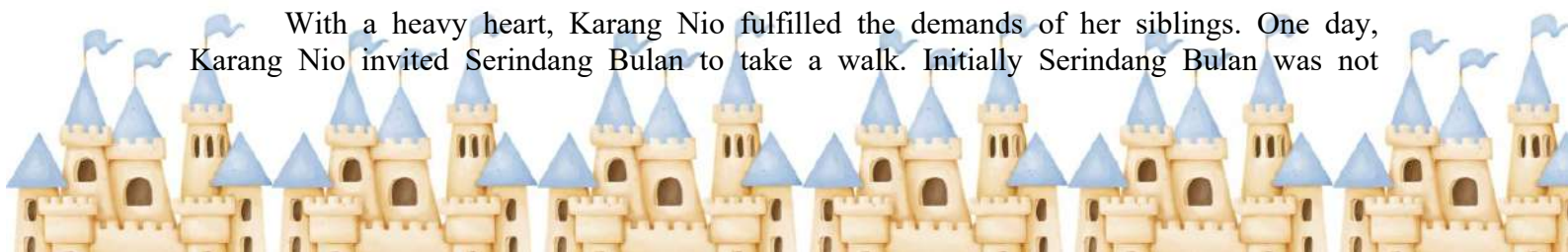
Raja Wawang then immediately spread the news that his youngest daughter, Serindang Bulan, was ready to get married. The young people feel happy. Not long, a Prince Charming came to see Raja Wawang to propose to Princess Serindang Bulan. The Princess accepted the Prince's handsome proposal. Then the Kingdom immediately prepared a grand wedding.

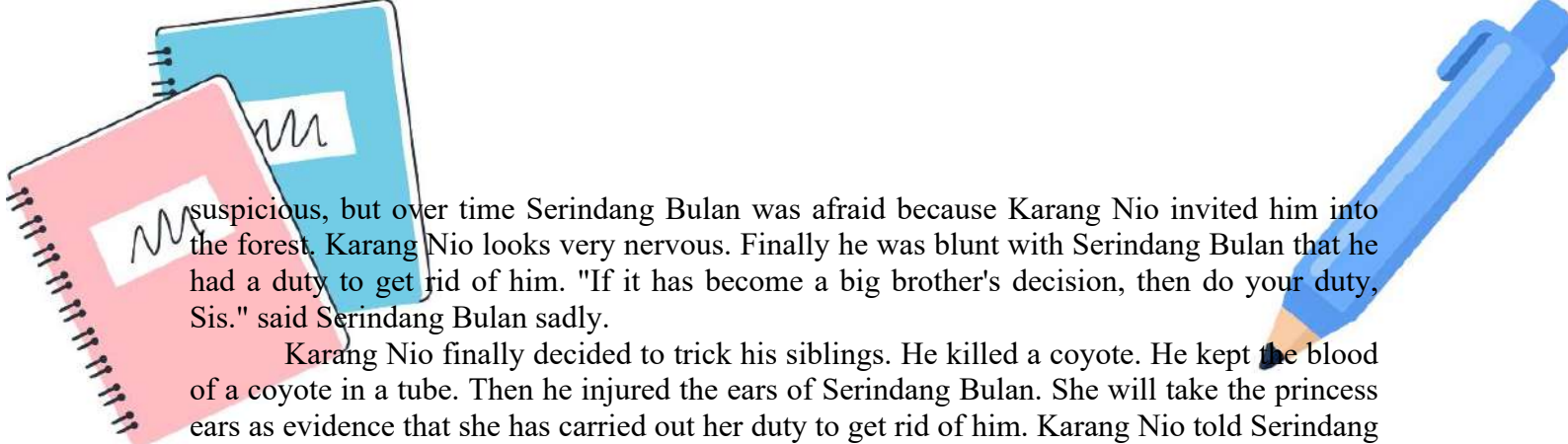
Suddenly a strange incident happened to Princess Serindang Bulan. Towards the wedding, his face turned bad. the princess's body is also full of skin diseases. "What's wrong with your body, O princess? Your body has skin disease. " the Prince asked in amazement. "I also do not know. When I wake up in the morning, my face suddenly becomes bad, my body is full of skin diseases. " said the Princess Serindang Bulan.

Prince becomes disappointed so decides to cancel their marriage. But strangely, after Prince Charming left, Serindang Bulan's face was beautiful again. The princess's body is as healthy as ever. Every time a man proposes, the face of Serindang Bulan will turn bad, but will return to beauty if the marriage is canceled. This continues to be repeated nine times. The family especially his six sisters felt ashamed.

One day, the six Serindang Bulan sisters held a secret meeting. The meeting resulted in a decision that they should get rid of Serindang Bulan because it was considered as a source of trouble for the kingdom. One of them, Karang Nio, initially refused to get rid of Serindang Bulan. Karang Nio is indeed the closest to Serindang Bulan. But with his refusal, it was precisely Karang Nio's duty to get rid of Serindang Bulan. The five older siblings asked for evidence in the form of blood and slices of the ears of the Serindang Bulan, as a sign that he had removed them.

With a heavy heart, Karang Nio fulfilled the demands of her siblings. One day, Karang Nio invited Serindang Bulan to take a walk. Initially Serindang Bulan was not





suspicious, but over time Serindang Bulan was afraid because Karang Nio invited him into the forest. Karang Nio looks very nervous. Finally he was blunt with Serindang Bulan that he had a duty to get rid of him. "If it has become a big brother's decision, then do your duty, Sis." said Serindang Bulan sadly.

Karang Nio finally decided to trick his siblings. He killed a coyote. He kept the blood of a coyote in a tube. Then he injured the ears of Serindang Bulan. She will take the princess ears as evidence that she has carried out her duty to get rid of him. Karang Nio told Serindang Bulan to go on a raft from the Uluu Deus river.

Karang Nio immediately returned to the palace. Arriving at the palace, he showed evidence of blood and ears Serindang Bulan to his older siblings. All her siblings feel happy.

While in the forest, Serindang Bulan went to ride a raft in the river. He finally descended in the Muara Setahun area. There, Serindang Bulan climbed the cliff. On the cliff, the princess made a home for her to live in.

A year has passed since Serindang Bulan left the palace. Once, a boat belonging to Raja Indrapura named Tuanku Raja Alam passed the Estuary a Year. The King saw the sparkle from the hill. Out of curiosity, the King pulled over then got off the boat. He then climbed the cliff source of the sheen. Upon arrival above terbing, Raja saw a house. The king knocked on the door of the house. From the house came Serindang Bulan which made the King surprised. "O beautiful girl, I do not think if the light on the cliff turns out to come from you." said the king.

After getting acquainted, the daughter of Serindang Bulan then told what happened to her. The story of Serindang Bulan made the King moved and then invited him to live in the Indrapura Kingdom. Serindang Bulan agreed.

Arriving in the Kingdom of Indrapura, the King held a meeting. The King told about the Serindang Bulan problem. The king wishes to propose Serindang Bulan. The Kingdom Heads suggested to look at the situation for three days to see if Serindang Bulan's face would turn bad again. After waiting for three days, it turned out that Serindang Bulan's face was still beautiful. Finally the princes married the King to Serindang Bulan.

The princes asked the king to notify the Serindang Bulan guardians. The king then sent a messenger to Raja Wawang's place to inform him about the Serindang Bulan marriage plan with Raja Alam. Hearing the news, Serindang Bulan's brothers were shocked not to play. They blame Karang Nio for failing to get rid of Serindang Bulan. "Never mind my sisters. Stop our fight. It is better for us to go together to attend Serindang Bulan's wedding." Karang Nio said. The Karang Nio brothers finally agreed.

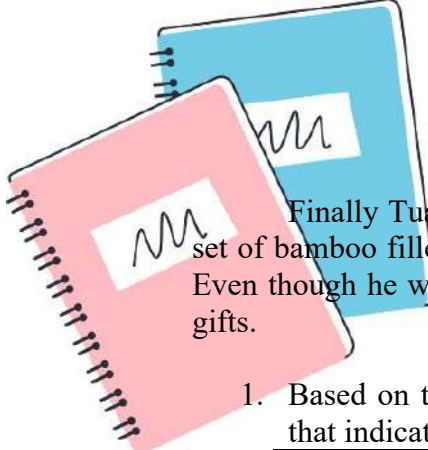
Then the six sisters departed. When they arrived in the Kingdom of Indrapura, they immediately met with Tuanku Raja Alam. The six sisters asked for gold dowry as a condition for marrying their younger sister, Serindang Bulan.

Raja Alam agreed to the dowry request from the six sisters but on one condition, they had to recognize their own sister, Serindang Bulan. If not, they will all be punished. The king then prepared six girls who were dressed and whose face resembled Serindang Bulan. They were confronted by the six sisters Serindang Bulan. The six Serindang Bulan sisters were asked to show the original Serindang Bulan.

The five sisters were confused because they did not know the original Serindang Bulan. But Karang Nio remembered that she had injured Serindang Bulan's ears. And sure enough, there was one girl who had a scar on her ear which meant she was the real Serindang Bulan. Finally the princess serindang with Karang Nio embraced while crying, longing to miss.

"Very nice. It means you still recognize Serindang Bulan. I will fulfill the bride price by giving you your gold request. I assume there is no longer a grudge between you guys." said the king.





Finally Tuanku Raja Alam married Serindang Bulan. While the Six sisters received a set of bamboo filled with gold. Serindang Bulan does not hold grudges at all to her siblings. Even though he was married and living separately from his siblings, he still often sent them gifts.

1. Based on the text above, analyze the parts of the text and write down the sentences that indicate the parts of the text!

No	Generic Structures	Paragraph in the text
1		
2		
3		

2. Analyze the words/phrases that relate to the language features listed in the table!

No	Generic Structures	Paragraph in the text
1	Noun	
2	Verb	
3	Adjective	
4	Adverb	
5	Metaphor	
6	Conjunction	
7	Phrase	

3. Based on the text, analyze the following general and specific information!

No	Generic Structures	Paragraph in the text
1	Topic of the text	
2	Purpose of the text	
3	Character in the text	
4	Setting of place and time	
5	The moral value of the text	



B. Text Multimodal dengan comic strip tentang Malin Kundang

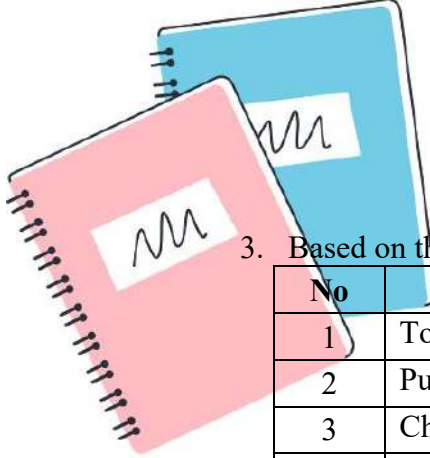


- Based on the text above, analyze the parts of the text and write down the sentences that indicate the parts of the text!

No	Generic Structures	Paragraph in the text
1		
2		
3		

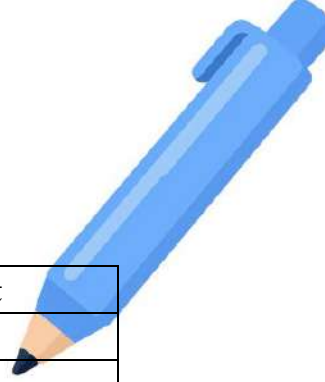
- Analyze the words/phrases that relate to the language features listed in the table!

No	Generic Structures	Paragraph in the text
1	Noun	
2	Verb	
3	Adjective	
4	Adverb	
5	Metaphor	
6	Conjunction	
7	Phrase	



3. Based on the text, analyze the following general and specific information!

No	Generic Structures	Paragraph in the text
1	Topic of the text	
2	Purpose of the text	
3	Character in the text	
4	Setting of place and time	
5	The moral value of the text	



C. Multimoda Video tentang Roro Jongrang and Bandung Bondowoso

1. Based on the video you have watched, analyze the parts of the text and write down the sentences that indicate the parts of the text!

Link : <https://www.youtube.com/watch?v=e0Qks9WpGCc>

No	Generic Structures	Paragraph in the text
1		
2		
3		

2. Analyze the words/phrases that relate to the language features listed in the table!

No	Generic Structures	Paragraph in the text
1	Noun	
2	Verb	
3	Adjective	
4	Adverb	
5	Metaphor	
6	Conjunction	
7	Phrase	

3. Based on the text, analyze the following general and specific information!

No	Generic Structures	Paragraph in the text
1	Topic of the text	
2	Purpose of the text	
3	Character in the text	
4	Setting of place and time	
5	The moral value of the text	





RUBRIK PENILAIAN



LK 1 Part 1

- Menuliskan 1-2 key words score: 1
- Menuliskan 3-4 key words score: 2
- Menuliskan 5-6 key words score: 3
- Menuliskan 7-8 key words score: 4
- Menuliskan 9-10 key words score: 5

Maksimal score: 5

Part 2

Jika benar score: 1

Jika salah score: 0

Maksimal score: 5

Total Nilai : (score part 1 + score part 2) x 10
: (5+5) x 10 = 100

LK 2

A. Match words with the meaning

⇒ 1 pasangan kata dan maknanya yang benar = 1 point

Maksimal point = 5 point

B. Contextual meaning of the words

⇒ 1 kata dan maknanya = 1 point

Maksimal point = 5 point

Total nilai = (Point A + Point B) x 10
= (5+5) x 10 = 100

LK 3

A. Analisis teks tulis

⇒ Struktur teks = 3 point

⇒ Unsur kebahasaan = 7 point

⇒ Informasi teks = 5 point

Total point 1 = 15

B. Analisis comic strip

⇒ Struktur teks = 3 point

⇒ Unsur kebahasaan = 7 point

⇒ Informasi teks = 5 point

Total point 2 = 15

C. Analisis video

⇒ Struktur teks = 3 point

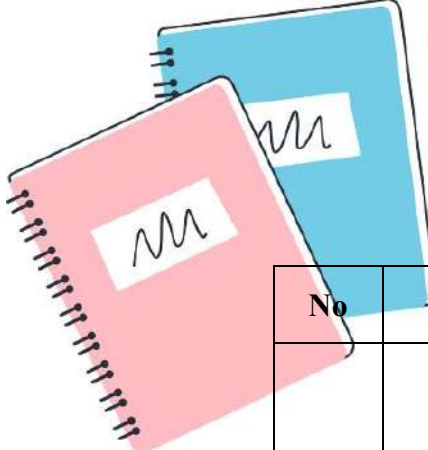
⇒ Unsur kebahasaan = 7 point

⇒ Informasi teks = 5 point

Total point 3 = 15

Total nilai = ((point 1 + point 2 + point 3) / 9) x 20
= ((15+15+15) / 9) x 20
= (45/9) x 20 = 100





Rubrik Penilaian Membuat Narrative Text Multimodal

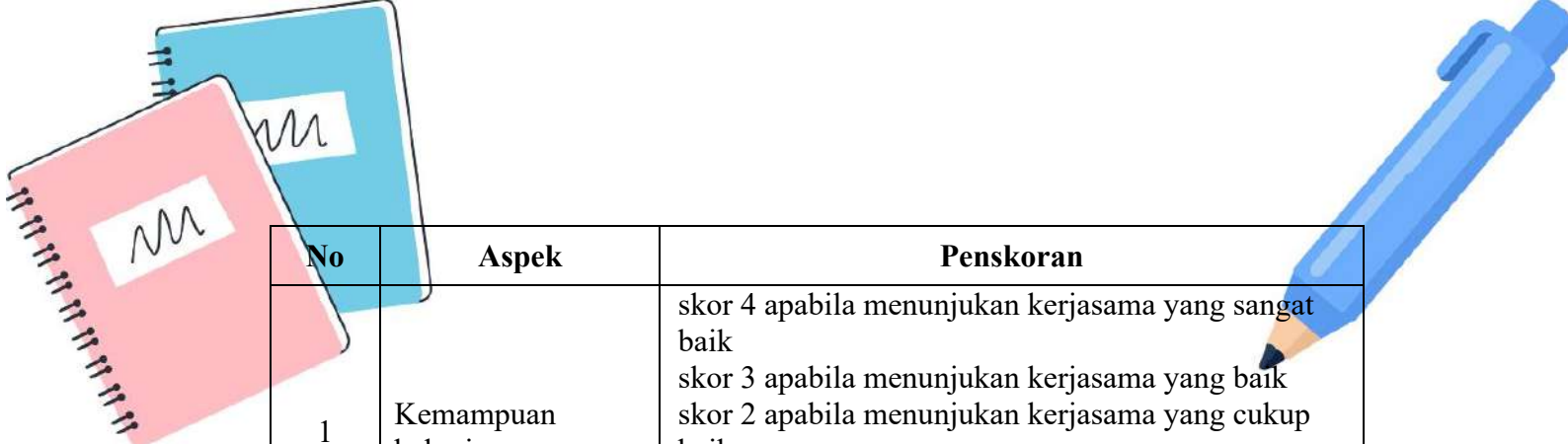
No	Aspek	Kriteria	Skor
1	Isi	Isi sangat sesuai dengan judul, lengkap, dan jelas.	25
		Isi sesuai dengan judul, lengkap, tetapi tidak jelas.	20
		Isi sesuai dengan judul, tetapi tidak lengkap dan tidak jelas.	15
		Isi tidak sesuai dengan judul, tidak lengkap dan tidak jelas.	5
2	Struktur teks	Menggunakan ketiga struktur teks narrative (orientation, complication, resolution).	25
		Menggunakan 2 struktur teks narrative.	20
		Menggunakan 1 struktur teks narrative.	15
		Tidak menggunakan struktur teks narrative.	5
3	Unsur kebahasaan	Menggunakan 5-7 unsur kebahasaan teks narrative.	25
		Menggunakan 3-4 unsur kebahasaan teks narrative.	20
		Menggunakan 1-2 unsur kebahasaan teks narrative.	15
		Tidak menggunakan unsur kebahasaan teks narrative.	5
4	Kreativitas dan imajinasi	Text sangat menarik dan imajinatif	25
		Text cukup menarik dan imajinatif	20
		Text sedikit menarik dan imajinatif	15
		Teks kurang menarik	5

Keterangan Nilai

Total nilai maksimum = 100

Rubrik Penilaian Keterampilan





No	Aspek	Penskoran
1	Kemampuan bekerjasama	skor 4 apabila menunjukkan kerjasama yang sangat baik skor 3 apabila menunjukkan kerjasama yang baik skor 2 apabila menunjukkan kerjasama yang cukup baik skor 1 apabila menunjukkan kerjasama yang kurang baik
2	menjelaskan kepada teman	skor 4 apabila mampu menjelaskan dengan sangat baik skor 3 apabila mampu menjelaskan dengan baik skor 2 apabila mampu menjelaskan dengan cukup baik skor 1 apabila mampu menjelaskan dengan kurang baik
3	kekompakan	skor 4 apabila menunjukkan kekompakan dengan sangat baik skor 3 apabila menunjukkan kekompakan dengan baik skor 2 apabila menunjukkan kekompakan dengan cukup baik skor 1 apabila menunjukkan kekompakan dengan kurang baik
4	Keaktifan	skor 4 apabila selalu aktif dalam diskusi skor 3 apabila sering aktif dalam diskusi skor 2 apabila kadang-kadang aktif dalam diskusi skor 1 apabila kurang aktif dalam diskusi
5	Menerima penjelasan teman	skor 4 apabila mampu menerima dan mamahami penjelasan teman dengan sangat baik skor 3 apabila mampu menerima dan mamahami penjelasan teman dengan baik skor 2 apabila mampu menerima dan mamahami penjelasan teman dengan cukup baik skor 1 apabila kurang mampu menerima dan mamahami penjelasan teman

Keterangan : Angka sesuai kategori skor

Kategori Skor : 4=sangat baik, 3=baik, 2=cukup, 1=kurang

Keterangan Nilai

Nilai = (jumlah skor perolehan/skor maksimal) x 100

