Appendix 1 Blue Print

	Competence		One	Question	Question	
	Core Competence	Basic Competence	Indicators	Indicator	Types	Instrument
1.	Process, think, and	4.8 Capturing	Compile the	Create a	Written test	Write a simple narrative
	present in the concrete	the meaning of	narrative texts in	simple		text about Indonesian
	domain and abstract	oral and	the form of legends	narrative text.		legend by using your own
	domain related to	written				words. Pay attention to the
	development of what	narrative texts				social function, structure,
	they have learnt in the	in the form of				and language features of
	school autonomously,	legend.				narrative text!
	effectively, and					
	creatively, and also					
	able to use the method					
	based on the scientific					
	rule.					

Appendix 2 Rubric of Writing

			Score		
Criteria	20-18	17-15	14-12	11-6	5-1
	Excellent to Good	Good to Adequate	Adequate to Fair	Unacceptable-not	College-level work
	Appropriate title,	Adequate title,	Mediocre or scant	Shaky or minimally	Absence of
	effective introductory	introduction, and	introduction or	recognizable	introduction or
	paragraph, topic is	conclusion; body of	conclusion; problem	introduction;	conclusion; no
	stated, leads to body;	essay is acceptable,	with the orders of	organization can	apparent
Organization:	transitional expression	but some evidence	ideas in body; the	barely be seen; severe	organization of
Introduction,	is used; arrangement	may be lacking, some	generalizations may	problems with	body; severe lack
Body, and	of material shows plan	ideas aren't fully	not be fully	ordering of ideas;	of supporting
Conclusion	(could be outlined by	developed; sequence	supported by the	lack of supporting	evidence; writer
Conclusion	reader); supporting	is logical but	evidence given;	evidence; conclusion	has not made any
	evidence given for	transitional	problems of	weak or illogical;	effort to organize
	generalizations;	expressions may be	organization	inadequate effort at	the composition
	conclusion logical and	absent or misused	interfere	organization	(could not be
	complete				outlined by reader)
Logical	Essay addresses the	Essay addresses the	Development of	Ideas complete; essay	Essay is complete

development	assigned topic; the	issues but misses	ideas not complete	does not reflect	inadequate and
of ideas:	ideas are concrete and	some points; ideas	or essay is somewhat	careful thinking or	does not reflect
Content	thoroughly developed;	could be more fully	off the topic;	was hurriedly written;	college-level work;
	no extraneous	developed; some	paragraphs aren't	inadequate effort in	no apparent effort
	material; essay	extraneous material is	divided exactly right	area of content	to consider the
	reflects thought	presents			topic carefully
	Native-like fluency in	Advanced proficiency	Ideas are getting	Numerous serious	Severe grammar
	English grammar;	in English Grammar;	through to the	grammar problems	problems interfere
	correct use of relative	some grammar	reader, but grammar	interfere with	greatly with the
	clauses, prepositions,	problems don't	problems are	communication of the	message; reader
Grammar	modals, articles, verb	influence	apparent and have a	writers ideas;	can't understand
Graininai	forms, and tense	communication,	negative effect on	grammar review of	what the writer
	sequencing; no	although the reader is	communication; run-	some areas clearly	was trying to say;
	fragments or run-on	aware of them; no	on sentences or	needed; difficult to	unintelligible
	sentences.	fragments or run-on	fragments present.	read sentences.	sentences
		sentences.			structure.
Punctuation,	Correct use of English	Some problems with	Uses general writing	Serious problems	Complete
spelling, and	writing conversations;	writing conversations	conversations but	with format of paper;	disregard for
mechanics	left and right margins,	or punctuation;	has errors; spelling	parts of essay not	English writing

	all needed capitals,	occasional spelling	problems distract	legible; errors in	conventions; paper
	paragraphs indented,	errors; left margin	reader; punctuation	sentence punctuation	illegible; obvious
	punctuation and	correct; paper is neat	errors interfere with	and final punctuation;	capitals missing,
	spelling; very neat	and legible	ideas	unacceptable to	no margins, severe
				educated readers	spelling problems
	Precise vocabulary	Attempts variety;	Some vocabulary	Poor expression of	Inappropriate use
Style and	usage; use of parallel	good vocabulary; not	misused; lack	ideas; problems in	of vocabulary; no
quality of	structures; concise;	wordy; register OK;	awareness of	vocabulary; lacks	concept of register
expression	register good	style fairly concise	register; may be too	variety of structure	or sentence variety
			wordy		

(Brown, 2004: 244-255)

Appendix 3 Questions of the Test

Write a simple narrative text about Indonesian legend by using your own words. Pay attention to the social function, structure, and language features of narrative text!

Orientation	
Complication	
Resolution	

Appendix 4 Lesson Plan of Experimental Group

School : MA Walisongo Pecangaan

Subject : English

Class/Semester : 11th grade/2nd semester

Material : Narrative text

Time Allotment : 6 x 45 minutes

A. Core Competence

2. Inspire and practice the religion doctrine which is followed.

- 3. Inspire and practice the attitudes of honest, discipline, well mannered, care (community self-help, cooperative, tolerant, and peace), responsible, responsive, and pro-active in interaction effectively based on students' development in the environment, family, school, society, and natural environment, nation, country, region, and international.
- 4. Comprehend, apply, and analyze factual, conceptual, procedural, and meta-cognitive knowledge based on students' curiosity about science, technology, art, culture, and humanity through knowledge about humanity, nationality, country, and civilization which are related to cause of phenomenon and event, and also apply the procedural knowledge specific domain which is appropriate to their skill and interest to solve problem.
- 5. Process, think, and present in the concrete domain and abstract domain related to development of what they have learnt in the school autonomously, effectively, and creatively, and also able to use the method based on the scientific rule.

B. Basic Competence and Indicators

Basic Competence	Indicator
3.8 Analyze social functions, generic	1. Determine the social functions and
structure, and language features in	generic structures in narrative
simple narrative texts in the form of	texts.
folk legends, according to the context.	2. Indicate the language features in

	narrative text
4.8 Capturing the meaning of oral and	1. Explain the meaning of oral and
written narrative texts in the form of	written narrative texts in the form
legend.	of legend.
	2. Compile the narrative texts in the
	form of legends

C. Learning Purpose

In the end of the learning process 75% students are able to:

- 1. Determine the social function and generic structure of the narrative text correctly through discussion
- 2. Indicate the language features of narrative text accurately through discussion
- 3. Explain the meaning of written narrative texts through discussion properly and correctly
- 4. Compile the narrative texts in groups appropriately.

D. Learning Material

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Social Function

The purpose of Narrative text is to entertain the reader / listener in a story with sequential events that lead to a climax, and finally find a solution.

Generic Structure

- 1) Orientation
- 2) Compilation
- 3) Resolution

4) Re-orientation/Coda

Language Features

- 1. Focus on specific or individual participant
- 2. Use simple past tense
- 3. Use of temporal conjunction
- 4. Use past continuous tense
- 5. Use of direct and indirect speech
- 6. Use adverb of time

Example:

	The Legend of Malin Kundang
	A long time ago, in a small village near the beach
	in West Sumatra, a woman and her son lived. They
Orientation	were Malin Kundang and her mother. Her mother was a
Orientation	single parent because Malin Kundang's father had
	passed away when he was a baby. Malin Kundang had
	to live hard with his mother
	Malin Kundang was a healthy, dilligent, and
	strong boy. He usually went to sea to catch fish. After
	getting fish he would bring it to his mother, or sold the
	caught fish in the town. One day, when Malin
Compilation	Kundang was sailing, he saw a merchant's ship which
Compilation	was being raided by a small band of pirates. He helped
	the merchant. With his brave and power, Malin
	Kundang defeated the pirates.
	The merchant was so happy and thanked to him. In
	return the merchant asked Malin Kundang to sail with

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

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

Resolution

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

Source: (https://www.jagoanbahasainggris.com/2017/02/materi-narrative-text-beserta-dialog-dan-soal-latihan.html)

E. Learning Method

Approach : Communicative Approach

Model : Cooperative Learning

Method : Round table Technique

F. Learning Media

- Paper

- Whiteboard

- Marker

G. Learning Sources

- Hartanto, R., & Purwanto, B. (2017). *English Text Types*. Semarang: Fastindo.

H. Learning Activity

Meeting 1: 2 x 45 minutes

Activity	Description	Time Allotment
Pre-activity Pre-activity	 Teacher enters the class and greets the students. Teacher asks about students' condition in English. Teacher checks the students' attendance. Teacher asks about previous material and teacher give review about previous material. Teacher informs the purpose of the learning activity. 	20 minutes

Main-activity	• Observing	
	- The teacher asks	
	students to read	
	examples of	
	narrative text.	
	• Questioning	
	- Students are given	
	the opportunity to	50 minutes
	ask questions about	
	the material to be	
	learned.	
	• Associating	
	- Teacher asks	
	students to make	
	simple narrative text.	
Post-activity	Teacher and students	
	concludes the material	20 minutes
	Teacher closes the class	20 minutes
	and leaves the class	

Meeting 2:2 x 45 minutes

Activity	Description	Time Allotment
Pre-activity	 Teacher enters the class and greets the students. Teacher asks about students' condition in English. Teacher checks the students' attendance. Teacher asks about previous material and 	10 minutes

	teacher give review	
	about previous material.	
	•	
	• Teacher informs the	
	purpose of the learning	
	activity.	
Main-activity	• Exploring	
	- Teacher divides	
	students into groups.	
	One group consists	
	of 4 to 6 students.	
	- Teacher asks each	
	group to provide a	
	paper.	
	- Teacher asks one of	
	the students in each	
	group to come	
	forward to take a roll	50 minutes
	of paper in which	
	there is the title of	
	the narrative text that	
	they will make.	
	- Teacher explains	
	how to learn using	
	round table	
	techniques.	
	- Teacher asks each	
	group to make narrative text.	
Doot opticities		
Post-activity	Teacher and students	30 minutes
	concludes the material	

• Teacher closes the class	
and leaves the class	

Meeting 3 : 2 x 45 minutes

Activity	Description	Time Allotment
Pre-activity	 Teacher enters the class and greets the students. Teacher asks about students' condition in English. Teacher checks the students' attendance. Teacher asks about previous material and teacher give review about previous material. Teacher informs the purpose of the learning activity. 	15 minutes
Main-activity Post-activity	 Communicating Teacher asks students to present the results of the narrative text made by each group in front of the class. Teacher and students concludes the material Teacher closes the class and leaves the class 	50 minutes 15 minutes

I. Assessment

1. Attitude

Technique: Observation

Observation Sheet

			Observation Aspect																		
No	Name		Hon	est		r	ole	ran	ıt	D	isci	pliı	ne	Re	spo	nsil	ole	C	oop	erati	ive
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1																					
2																					
3																					
4																					
5																					

Note:

1 = Low

2 = enough

3 = Good

4 = Very Good

Scoring:

$$Score = \frac{score\ result}{20} \times 100$$

A = 90-100

B = 70-89

C = 50-69

D = < 50

2. Skill

Basic Competence	Indicator	Material	Indicator of question	Instrument
4.8 Capturing	1. Compile	Narrative	Create a	Write a simple narrative
the meaning of	the	Text	simple	text about Indonesian
oral and written	narrative		narrative	legend by using your own
narrative texts	texts in the		text.	words. Pay attention to
in the form of	form of			the social function,

legend.	legends		structure, and language
			features of narrative text!

Rubric

CRITERIA	SCORE	DESCRIPTION
	20-18	Appropriate title, effective
	Excellent to Good	introductory paragraph, topic is stated,
		leads to body; transitional expression
		is used; arrangement of material
		shows plan (could be outlined by
		reader); supporting evidence given for
		generalizations; conclusion logical
		and complete
	17-15	Adequate title, introduction, and
	Good to Adequate	conclusion; body of essay is
		acceptable, but some evidence may be
		lacking, some ideas aren't fully
		developed; sequence is logical but
		transitional expressions may be absent
		or misused
Organization:	14-12	Mediocre or scant introduction or
Introduction,	Adequate to Fair	conclusion; problem with the orders
Body, and		of ideas in body; the generalizations
Conclusion		may not be fully supported by the
		evidence given; problems of
		organization interfere
	11-6	Shaky or minimally recognizable
	Unacceptable-not	introduction; organization can barely
		be seen; severe problems with
		ordering of ideas; lack of supporting
		evidence; conclusion weak or
		illogical; inadequate effort at
	7.1	organization
	5-1	Absence of introduction or
	College-level work	conclusion; no apparent organization
		of body; severe lack of supporting
		evidence; writer has not made any
		effort to organize the composition
Tartul	20.10	(could not be outlined by reader)
Logical	20-18	Essay addresses the assigned topic;

development of	Excellent to Good	the ideas are concrete and thoroughly		
ideas: Content		developed; no extraneous material;		
		essay reflects thought		
	17-15	Essay addresses the issues but misses		
	Good to Adequate	some points; ideas could be more		
	1	fully developed; some extraneous		
		material is presents		
	14-12	Development of ideas not complete or		
	Adequate to Fair	essay is somewhat off the topic;		
		paragraphs aren't divided exactly		
		right		
	11-6	Ideas complete; essay does not reflect		
	Unacceptable-not	careful thinking or was hurriedly		
	•	written; inadequate effort in area of		
		content		
	5-1	Essay is complete inadequate and		
	College-level work	does not reflect college-level work; no		
	_	apparent effort to consider the topic		
		carefully		
	20-18	Native-like fluency in English		
	Excellent to Good	grammar; correct use of relative		
		clauses, prepositions, modals, articles,		
		verb forms, and tense sequencing; no		
		fragments or run-on sentences		
	17-15	Advanced proficiency in English		
	Good to Adequate	Grammar; some grammar problems		
		don't influence communication,		
		although the reader is aware of them;		
		no fragments or run-on sentences		
Grammar	14-12	Ideas are getting through to the reader,		
	Adequate to Fair	but grammar problems are apparent		
		and have a negative effect on		
		communication; run-on sentences or		
		fragments present		
	11-6	Numerous serious grammar problems		
	Unacceptable-not	interfere with communication of the		
		writers ideas; grammar review of		
		some areas clearly needed; difficult to		
		read sentences		
	5-1	Severe grammar problems interfere		

	College level work	grantly with the maggage; reader con't		
	College-level work	greatly with the message; reader can't		
		understand what the writer was trying		
		to say; unintelligible sentences		
		structure		
	20-18	Correct use of English writing		
	Excellent to Good	conversations; left and right margins,		
		all needed capitals, paragraphs		
		indented, punctuation and spelling;		
		very neat		
	17-15	Some problems with writing		
	Good to Adequate	conversations or punctuation;		
	_	occasional spelling errors; left margin		
		correct; paper is neat and legible		
	14-12	Uses general writing conversations		
Punctuation,	Adequate to Fair	but has errors; spelling problems		
spelling, and	i idoquato to i uni	distract reader; punctuation errors		
mechanics		interfere with ideas		
	11-6	Serious problems with format of		
	Unacceptable-not	paper; parts of essay not legible;		
	Onacceptable-not			
		errors in sentence punctuation and		
		final punctuation; unacceptable to		
		educated readers		
	5-1	Complete disregard for English		
	College-level work	writing conventions; paper illegible;		
		obvious capitals missing, no margins,		
		severe spelling problems		
	20-18	Precise vocabulary usage; use of		
	Excellent to Good	parallel structures; concise; register		
		good		
	17-15	Attempts variety; good vocabulary;		
	Good to Adequate	not wordy; register OK; style fairly		
	1	concise		
Style and quality	14-12	Some vocabulary misused; lack		
of expression	Adequate to Fair	awareness of register; may be too		
	i racquate to rum	wordy		
	11-6	Poor expression of ideas; problems in		
	Unacceptable-not	vocabulary; lacks variety of structure		
	5-1	Inappropriate use of vocabulary; no		
	College-level work	concept of register or sentence variety		
	College-level work	concept of register of sentence variety		

Appendix 5 Lesson Plan of Control Group

School : MA Walisongo Pecangaan

Subject : English

Class/Semester : 11th grade/2nd semester

Material : Narrative text

Time Allotment : 6 x 45 minutes

A. Core Competence

6. Inspire and practice the religion doctrine which is followed.

- 7. Inspire and practice the attitudes of honest, discipline, well mannered, care (community self-help, cooperative, tolerant, and peace), responsible, responsive, and pro-active in interaction effectively based on students' development in the environment, family, school, society, and natural environment, nation, country, region, and international.
- 8. Comprehend, apply, and analyze factual, conceptual, procedural, and meta-cognitive knowledge based on students' curiosity about science, technology, art, culture, and humanity through knowledge about humanity, nationality, country, and civilization which are related to cause of phenomenon and event, and also apply the procedural knowledge specific domain which is appropriate to their skill and interest to solve problem.
- 9. Process, think, and present in the concrete domain and abstract domain related to development of what they have learnt in the school autonomously, effectively, and creatively, and also able to use the method based on the scientific rule.

B. Basic Competence and Indicators

Basic Competence	Indicator		
3.8 Analyze social functions, generic	3. Determine the social functions and		
structure, and language features in	generic structures in narrative		
simple narrative texts in the form of	texts.		
folk legends, according to the context.	4. Indicate the language features in		
	narrative text		

4.8 Capturing the meaning of oral and written narrative texts in the form of legend.

- 3. Explain the meaning of oral and written narrative texts in the form of legend.
- 4. Compile the narrative texts in the form of legends

C. Learning Purpose

In the end of the learning process 75% students are able to:

- 5. Determine the social function and generic structure of the narrative text correctly through discussion
- 6. Indicate the language features of narrative text accurately through discussion
- 7. Explain the meaning of written narrative texts through discussion properly and correctly
- 8. Compile the narrative texts in groups appropriately.

D. Learning Material

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Social Function

The purpose of Narrative text is to entertain the reader / listener in a story with sequential events that lead to a climax, and finally find a solution.

Generic Structure

- 5) Orientation
- 6) Compilation
- 7) Resolution
- 8) Re-orientation/Coda

Language Features

- 1. Focus on specific or individual participant
- 2. Use simple past tense
- 3. Use of temporal conjunction
- 4. Use past continuous tense
- 5. Use of direct and indirect speech
- 6. Use adverb of time

Example:

	The Legend of Malin Kundang		
	A long time ago, in a small village near the beach		
	in West Sumatra, a woman and her son lived. They		
Orientation	were Malin Kundang and her mother. Her mother was a		
Orientation	single parent because Malin Kundang's father had		
	passed away when he was a baby. Malin Kundang had		
	to live hard with his mother		
	Malin Kundang was a healthy, dilligent, and		
	strong boy. He usually went to sea to catch fish. After		
	getting fish he would bring it to his mother, or sold the		
	caught fish in the town. One day, when Malin		
	Kundang was sailing, he saw a merchant's ship which		
Compilation	was being raided by a small band of pirates. He helped		
	the merchant. With his brave and power, Malin		
	Kundang defeated the pirates.		
	The merchant was so happy and thanked to him. In		
	return the merchant asked Malin Kundang to sail with		
	him. To get a better life, Malin Kundang agreed. He		

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

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

Resolution

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

Source: (https://www.jagoanbahasainggris.com/2017/02/materi-narrative-text-beserta-dialog-dan-soal-latihan.html)

E. Learning Method

Approach : Communicative Approach

Model : Discussion

F. Learning Media

- Paper

- Whiteboard

- Marker

G. Learning Sources

- Hartanto, R., & Purwanto, B. (2017). *English Text Types*. Semarang: Fastindo.

H. Learning Activity

Meeting 1: 2 x 45 minutes

Activity	Description	Time Allotment
Pre-activity	 Teacher enters the class and greets the students. Teacher asks about students' condition in English. Teacher checks the students' attendance. Teacher asks about previous material and teacher give review about previous material. Teacher informs the purpose of the learning activity. 	20 minutes
Main-activity	Observing	50 minutes

	- The teacher asks	
	students to read	
	examples of	
	narrative text.	
	 Questioning 	
	- Students are given	
	the opportunity to	
	ask questions about	
	the material to be	
	learned.	
	 Associating 	
	- Teacher asks	
	students to make	
	simple narrative text.	
Post-activity	• Teacher and students	
	concludes the material	20 minutes
	• Teacher closes the class	20 minutes
	and leaves the class	

Meeting 2: 2 x 45 minutes

Activity	Description	Time Allotment
Pre-activity	 Teacher enters the class and greets the students. Teacher asks about students' condition in English. Teacher checks the students' attendance. Teacher asks about previous material and teacher give review 	10 minutes

	about previous material.	
	• Teacher informs the	
	purpose of the learning	
	activity.	
Main-activity	• Exploring	
	- Teacher explains	
	about narrative text.	
	- Teacher divides	
	students to some	
	group and asks them	50 minutes
	to discussion with	
	their group.	
	- Teacher asks	
	students to make	
	narrative text.	
Post-activity	Teacher and students	
	concludes the material	20 minutos
	• Teacher closes the class	30 minutes
	and leaves the class	

Meeting 3: 2 x 45 minutes

Activity	Description	Time Allotment
Pre-activity	 Teacher enters the class and greets the students. Teacher asks about students' condition in English. Teacher checks the students' attendance. Teacher asks about 	15 minutes
	previous material and	

	teacher give review about previous material.Teacher informs the purpose of the learning activity.	
Main-activity	 Communicating Teacher asks students to present the results of the narrative text made by each group in front of the class. 	50 minutes
Post-activity	 Teacher and students concludes the material Teacher closes the class and leaves the class 	25 minutes

I. Assessment

1. Attitude

Technique: Observation

Observation Sheet

			Observation Aspect																		
No	Name		Ho	nes	st	1	ole	rar	ıt	D	isci	pliı	ne	Re	spo	nsil	ole	C	oop	erati	ive
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1																					
2																					
3																					
4																					
5																					

Note:

1 = Low

2 = enough

3 = Good

4 = Very Good

Scoring:

$$Score = \frac{score\ result}{20} \times 100$$

A = 90-100

B = 70-89

C = 50-69

D = < 50

2. Skill

Basic Competence	Indicator	Material	Indicator of question	Instrument
4.8 Capturing	2. Compile	Narrative	Create a	Write a simple narrative
the meaning of	the	Text	simple	text about Indonesian
oral and written	narrative		narrative	legend by using your own
narrative texts	texts in the		text.	words. Pay attention to
in the form of	form of			the social function,
legend.	legends			structure, and language
				features of narrative text!

Rubric

CRITERIA	SCORE	DESCRIPTION
	20-18	Appropriate title, effective
	Excellent to Good	introductory paragraph, topic is stated,
		leads to body; transitional expression
Organization:		is used; arrangement of material
Introduction,		shows plan (could be outlined by
Body, and		reader); supporting evidence given for
Conclusion		generalizations; conclusion logical
		and complete
	17-15	Adequate title, introduction, and
	Good to Adequate	conclusion; body of essay is

		acceptable, but some evidence may be
		lacking, some ideas aren't fully
		developed; sequence is logical but
		transitional expressions may be absent
		or misused
	14-12	Mediocre or scant introduction or
	Adequate to Fair	conclusion; problem with the orders
		of ideas in body; the generalizations
		may not be fully supported by the
		evidence given; problems of
		organization interfere
	11-6	Shaky or minimally recognizable
	Unacceptable-not	introduction; organization can barely
		be seen; severe problems with
		ordering of ideas; lack of supporting
		evidence; conclusion weak or
		illogical; inadequate effort at
		organization
	5-1	Absence of introduction or
	College-level work	conclusion; no apparent organization
	Conlege-level work	of body; severe lack of supporting
		evidence; writer has not made any
		effort to organize the composition
	20.10	(could not be outlined by reader)
	20-18	Essay addresses the assigned topic;
	Excellent to Good	the ideas are concrete and thoroughly
		developed; no extraneous material;
		essay reflects thought
	17-15	Essay addresses the issues but misses
	Good to Adequate	some points; ideas could be more
Logical		fully developed; some extraneous
development of		material is presents
ideas: Content	14-12	Development of ideas not complete or
iucas. Content	Adequate to Fair	essay is somewhat off the topic;
		paragraphs aren't divided exactly
		right
	11-6	Ideas complete; essay does not reflect
	Unacceptable-not	careful thinking or was hurriedly
		written; inadequate effort in area of
		content
	<u> </u>	<u> </u>

	5-1	Essay is complete inadequate and		
	College-level work	does not reflect college-level work; no		
		apparent effort to consider the topic		
		carefully		
	20-18	Native-like fluency in English		
	Excellent to Good	grammar; correct use of relative		
		clauses, prepositions, modals, articles,		
		verb forms, and tense sequencing; no		
		fragments or run-on sentences		
	17-15	Advanced proficiency in English		
	Good to Adequate	Grammar; some grammar problems		
	1	don't influence communication,		
		although the reader is aware of them;		
		no fragments or run-on sentences		
	14-12	Ideas are getting through to the reader,		
	Adequate to Fair	but grammar problems are apparent		
Grammar	_	and have a negative effect on		
		communication; run-on sentences or		
		fragments present		
	11-6	Numerous serious grammar problems		
	Unacceptable-not	interfere with communication of the		
		writers ideas; grammar review of		
		some areas clearly needed; difficult to		
		read sentences		
	5-1	Severe grammar problems interfere		
	College-level work	greatly with the message; reader can't		
		understand what the writer was trying		
		to say; unintelligible sentences		
		structure		
	20-18	Correct use of English writing		
	Excellent to Good	conversations; left and right margins,		
		all needed capitals, paragraphs		
		indented, punctuation and spelling;		
Punctuation,		very neat		
spelling, and	17-15	Some problems with writing		
mechanics	Good to Adequate	conversations or punctuation;		
		occasional spelling errors; left margin		
		correct; paper is neat and legible		
	14-12	Uses general writing conversations		
	Adequate to Fair	but has errors; spelling problems		

		distract reader; punctuation errors		
		interfere with ideas		
	11-6	Serious problems with format of		
	Unacceptable-not	paper; parts of essay not legible;		
		errors in sentence punctuation and		
		final punctuation; unacceptable to		
		educated readers		
	5-1	Complete disregard for English		
	College-level work	writing conventions; paper illegible;		
		obvious capitals missing, no margins,		
		severe spelling problems		
	20-18	Precise vocabulary usage; use of		
	Excellent to Good	parallel structures; concise; register		
		good		
	17-15	Attempts variety; good vocabulary;		
	Good to Adequate	not wordy; register OK; style fairly		
Style and quality		concise		
of expression	14-12	Some vocabulary misused; lack		
of expression	Adequate to Fair	awareness of register; may be too		
		wordy		
	11-6	Poor expression of ideas; problems in		
	Unacceptable-not	vocabulary; lacks variety of structure		
	5-1	Inappropriate use of vocabulary; no		
	College-level work	concept of register or sentence variety		

Appendix 6 Pre Test Score of Experimental Class

Pre Test Score of Experimental Class

NI.	Students'		Score Per Item							
No	code	О	C	G	P	S	Total			
1	EC01	8	9	8	10	10	43			
2	EC02	10	8	9	10	9	46			
3	EC03	10	9	10	8	10	47			
4	EC04	11	8	10	9	10	48			
5	EC05	15	9	10	9	10	33			
6	EC06	13	8	9	8	9	47			
7	EC07	14	9	10	9	10	52			
8	EC08	10	8	9	9	13	49			
9	EC09	10	8	9	8	14	49			
10	EC10	10	9	15	9	10	53			
11	EC11	13	8	10	9	10	50			
12	EC12	10	10	9	8	11	48			
13	EC13	12	8	9	9	9	47			
14	EC14	15	10	9	9	9	32			
15	EC15	11	9	8	10	10	48			
Total										
			Mean				46,13			

Appendix 7 Pre Test Score of Control Class

Pre Test Score of Control Class

Nic	Students' code		Sc	ore Per	Item		Total
No	Students code	0	С	G	P	S	Total
1	CC01	8	8	9	9	10	44
2	CC02	9	10	9	10	11	49
3	CC03	15	15	10	9	10	59
4	CC04	8	11	9	9	10	47
5	CC05	8	9	8	9	10	44
6	CC06	9	9	9	9	10	46
7	CC07	10	8	9	9	9	45
8	CC08	8	8	10	8	10	44
9	CC09	6	6	6	6	6	30
10	CC10	8	8	7	9	8	40
11	CC11	8	8	9	8	8	41
12	CC12	16	11	10	9	13	59
13	CC13	8	9	8	8	9	42
14	CC14	9	8	9	9	8	43
15	CC15	8	8	8	8	10	42
16	CC16	15	10	13	11	14	63
17	CC17	10	10	9	12	11	52
18	CC18	10	11	10	11	10	52
19	CC19	10	9	12	10	13	54
20	CC20	11	10	11	12	11	55
21	CC21	10	9	13	11	12	55
22	CC22	10	10	12	11	13	56
		T	otal				1062
		$\overline{\mathbf{N}}$	Iean				48,27

Appendix 8 Post Test Score of Experimental Class

Post Test Score of Experimental Class

No	Students'		Total				
No	code	0	C	G	P	S	Total
1	EC01	20	17	15	15	18	85
2	EC02	20	18	16	17	16	87
3	EC03	20	19	16	18	18	91
4	EC04	20	17	15	18	18	88
5	EC05	20	16	18	17	17	88
6	EC06	20	18	17	16	18	89
7	EC07	20	20	19	18	20	97
8	EC08	20	17	18	17	19	91
9	EC09	20	18	17	18	19	92
10	EC10	20	20	19	19	18	96
11	EC11	20	18	18	17	19	92
12	EC12	20	18	17	16	18	89
13	EC13	20	18	17	17	19	91
14	EC14	20	20	19	19	20	98
15	EC15	20	18	18	17	19	92
Total							
Mean							

Appendix 9 Post Test Score of Control Class

Post Test Score of Control Class

No	Students' code		T-4-1					
		О	C	G	P	S	Total	
1	CC01	14	14	13	14	15	70	
2	CC02	16	15	15	14	16	76	
3	CC03	18	17	16	16	18	85	
4	CC04	16	15	16	16	17	80	
5	CC05	13	14	14	13	16	70	
6	CC06	17	16	15	16	16	80	
7	CC07	16	16	15	16	16	79	
8	CC08	17	15	16	17	16	81	
9	CC09	16	16	16	17	15	80	
10	CC10	14	13	13	14	15	69	
11	CC11	13	14	13	15	16	71	
12	CC12	19	18	18	17	18	90	
13	CC13	14	14	15	14	13	70	
14	CC14	13	14	12	13	15	67	
15	CC15	14	13	13	14	15	69	
16	CC16	20	17	18	17	18	90	
17	CC17	16	17	17	16	15	81	
18	CC18	17	16	17	16	18	84	
19	CC19	17	16	16	16	17	82	
20	CC20	17	17	16	16	17	83	
21	CC21	16	16	17	15	16	80	
22	CC22	17	17	16	16	16	82	
Total								
Mean								

Appendix 10 Documentation





