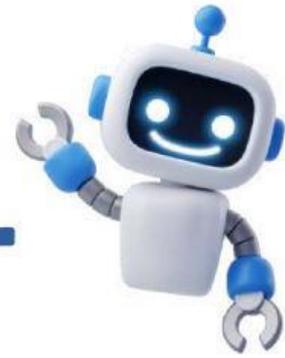


STUDENT WORKSHEET



NARRATIVE TEXT SCIENCE FICTION



ENGLISH LANGUAGE CLASS XII

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
UNIVERSITAS MARITIM RAJA ALI HAJI**



STUDENT WORKSHEET



NARRATIVE TEXT SCIENCE FICTION

Name: _____

Class: _____

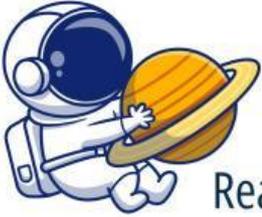
THE LEARNING PURPOSES :

- a. Students are able to create an outline of a narrative text (science fiction) based on the generic structure of a narrative text.
- b. Students are able to write a short and simple narrative text (science fiction).
- c. Students are able to present the narrative text (science fiction) they have written.

ACTIVITY INSTRUCTIONS :

1. Read carefully each instruction in this worksheet!
2. Please understand thoroughly the explanation about Narrative Text (Science Fiction) provided!
3. Answer each question in the column provided!





ACTIVITY 1

Rearrange the sentences according to the story plot. Lines according to the number or sequence of the paragraph.

10

One of the people with the brightest smile that day announced. Kilion's dream might not have come true if he hadn't given up his land planted by sago and coconut plantations to be used as a SPP development area. The construction of infrastructure for the Solar Power Plant began and the construction site was Kilion's land. Kilion and Amdui villagers could finally get the benefit of the electricity after many years of darkness.

4

After Kilion arrived at his relative's house, he told his astonishment with his relative. "Your village has electricity now, I've seen lamps lighten the street on my way to your house," Kilion said

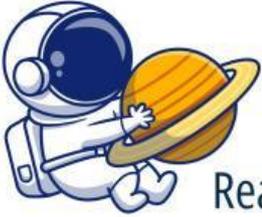
11

"Yes, it made us relieved. Finally, we can work at night and do many things without worries of darkness." Arfail smiled.

6

After Kilion thought about Arfail's advice, he planned to contact SPP office staff on the next day. He was wondering why he hadn't thought about it.

After three years passed, some people visited his village. They looked like people from the city. Suparno, the "Hello? I am representative of the Ministry of Energy and Mineral Resources. Your proposal to build the Solar Power Plant here has been approved. Congratulations!"



ACTIVITY 1

Rearrange the sentences according to the story plot. Lines according to the number or sequence of the paragraph.

9

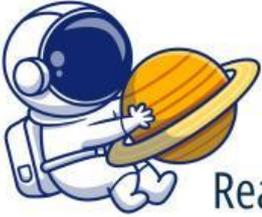
The next day, Kilion visited his relative in the neighboring village, Arefu. Upon his arrival in Arefu village, he couldn't help wondering why the village was brighter than his. The retired elementary school teacher's curiosity grew stronger when he realized that Arefu village had a Solar Power Plant (SPP) for electricity, while his village merely relied so much on generators and outboard lamps.

3

Kilion Manggara's role had made his village bright. He hoped the children in Amdui village could learn even when the night came and do their school tasks without using generators and outboard lamps. For the residents of Amdui village, Kilion was their true light.

12

Then, shortly, the proposal was arranged, including the request for an opinion from the village chief. On the same day as well, Kilion went to see the village chief and brought the proposals. Kilion signed the letter by himself telling that he was concerned about having a dark village. Kilion wrote 5 proposals, namely for the village head, the Energy Office in the Regency Province, the Ministry of Energy and Mineral Resources and one for his relative Arfail in Arefu village. There was no news for a long time but Kilion kept hoping that his proposals would get an answer soon.



ACTIVITY 1

Rearrange the sentences according to the story plot. Lines according to the number or sequence of the paragraph.

5

8

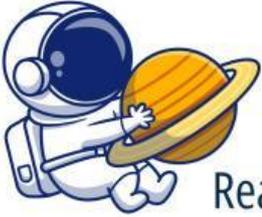
7

Morning came, Kilion was walking at the beach and listening to the waves as the sun was shining very brightly. The Arefu village, which was located in Raja Ampat Islands, had abundant solar energy resources. Kilion believed that a Solar Power Plant should also be built in Amdui village. While he was wondering how to meet the SPP staff, he saw one of them doing inspection of the solar module to ensure the performance efficiency at optimal levels. Kilion knew him as he was the villager of Arefu. Kilion approached him while the staff was doing the work. It was a bit uneasy for him to ask about what he had in mind since there were some curious villagers looking at as if he had been an artist in his concert.

"How can my village have electricity just like yours?" continued Kilion.

"We proposed the electricity establishment to the government. Maybe you need to contact the SPP office staff," Arfail answered.

"Why does the village here have electricity while the neighboring village does not?" Kilion asked Almas in front of residents. Almas explained that Kilion had to write a proposal to the Energy Office of Raja Ampat Regency to build a Solar Power Plant in Amdui village. He could help make the proposal as well if Killion wanted.



ACTIVITY 1

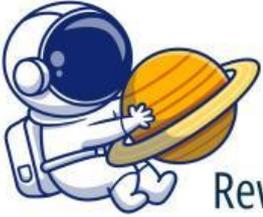
Rearrange the sentences according to the story plot. Lines according to the number or sequence of the paragraph.

1

Although he was a retired elementary school teacher, he felt he had a responsibility to make his village enlightened with electricity just like people in the city. It was not surprising if the village did not have electricity even though the area had abundant solar energy resources. This was because there was still a lack of needs for villagers, most of whose livelihoods were fishermen and farmers. Then, the day turned to silent night as Kilion suddenly slept in his rocking chair.

2

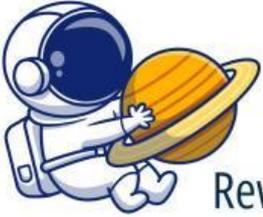
One day, in a dark remote village of East Indonesia, named Amdui, an old man, named Kilion Manggara, stayed in his dimly lit house. He wondered about his village which had been dark for many years. Amdui village had always relied on generators and outboard lamps for lighting at night. When he was a young elementary school teacher, the dim light helped him do the teacher's work at home. Time passed but nothing had changed since then. As he got older and older, the light was not much to help him read all of his favorite books during the night. Yet, he was persistent to stay on track.



ACTIVITY 1

Rewrite the full story that has been rearranged.

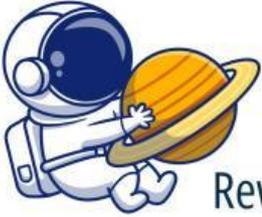
A large, empty light blue rectangular area intended for the student to write their response.



ACTIVITY 1

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ACTIVITY 1

Rewrite the full story that has been rearranged.

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ACTIVITY 2



Write a short narrative text based on the comic strip.



Source Iks book class 12

ACTIVITY 2



Write a short narrative text based on the comic strip.

A large, empty blue rectangular area intended for writing a narrative text.

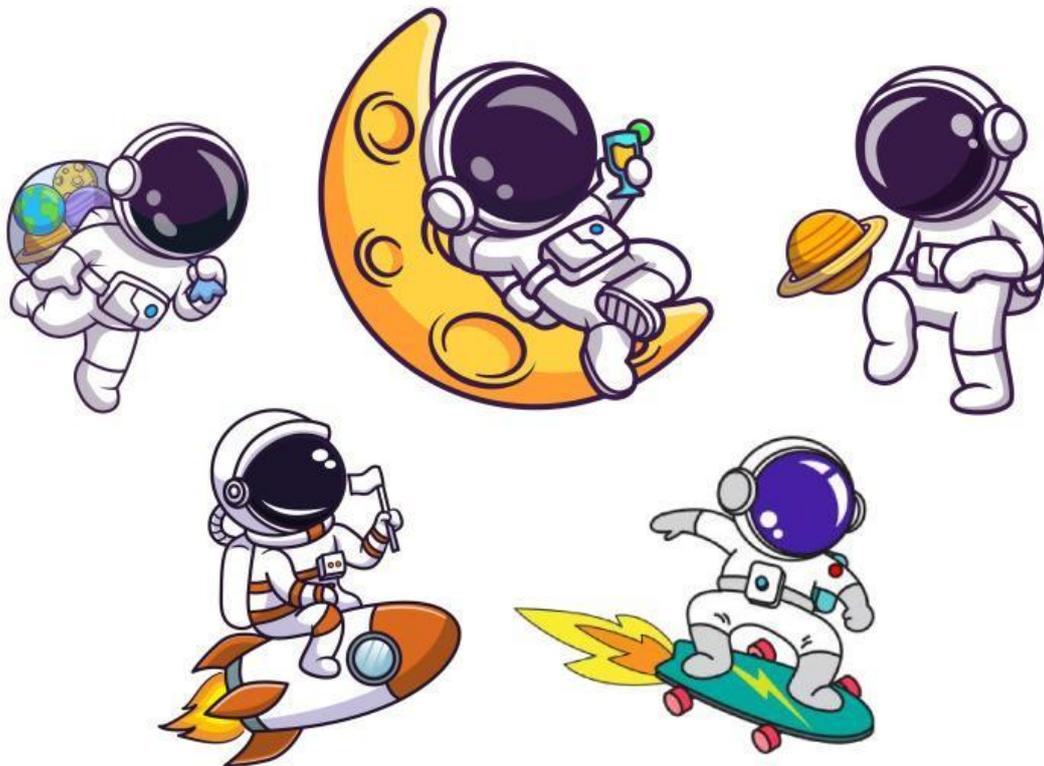


CONCLUSION

Write your conclusion for today learning.



A large, empty blue rounded rectangular box intended for writing a conclusion.



FIGHTING!!