

## Appendix I

### Lesson Plan

- A. School** : SMA Pusaka 1 Jakarta
- B. Subject** : English
- C. Grade** : X IPA 1/ Control group
- D. Topic** : Recount Text
- E. Duration** : 4 x 45 minutes
- F. Meeting** : 1-2
- G. Standard Competence** :
- SC 1: Understanding and practicing the teaching of religion
  - SC 2: Understanding and practicing honest behaviour, discipline, responsibility, caring (cooperation, tolerance, peace), polite, responsive and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well in placing themselves as a reflection of the nation in the association of the world
  - SC 3: Understanding, applying, analysing factual knowledge, conceptual, procedural based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge to the appropriate specific field of study with his talents and interests to solve problems.
  - SC 4: Analysing, reasoning, and serving in concrete and abstract realm related to the development of what he learns in school independently, and able to use methods according to the rules of science
- H. Basic Competence:**
- 3.7 Analysing social functions, text structure, and language features of oral and written recount text by giving and requesting information about historical events according to the contexts
- 4.7 Text recount - historical events
- 4.7.1 Comprehending contextually meaning related to social function, text structure, and linguistic elements of oral and written related to historical events
- 4.7.2 Arranging of oral and written recount text, short and simple, in relation to historical events, paying attention to social function, text structure, and linguistic elements, correctly and contextually

**I. Indicators:**

(Spiritual Attitude)

- 1.1.1. Showing spirit of following the process of learning (A5)
- 1.1.2. Showing seriousness of following the process of learning (A5)

(Social Attitude)

- 2.1.1. Showing politeness behaviour in interpersonal communication with teachers and friends (A5)
- 2.1.2. Showing caring behaviour in interpersonal communication with teachers and friends (A5)

(Knowledge)

- 3.3.1. Identifying oral and written recount text. (K1)
- 3.3.2. Identifying social functions, text structures, and language features of oral and written recount text by giving and requesting information related to historical events according to the context used (K1)
- 3.3.3. Analyse recount text contents including: orientation, event, and re-orientation (K1)
- 3.3.4. Comprehending contextually meaning related to social function, text structure, and language features of oral and written related to historical events (K1)

(Application)

- 4.4.1. Arranging oral and written recount text, short and simple, in relation to historical events, paying attention to social function, text structure, and language features, correctly and contextually. (P3)

**J. Objectives:**

(Spiritual Attitude)

- 1.1.1. Students are able to show spirit of learning.
- 1.1.2. Students are able to show enthusiasm of learning.

(Social Attitude)

- 2.1.1. Students are able to show good manners in interpersonal communication with teachers and friends.
- 2.1.2. Students are able to show caring behaviour in interpersonal communication with teachers and friends.

(Knowledge)

- 3.3.1. Students are able to identify oral and written recount text.
- 3.3.2. Students are able to identify social functions, text structures, and language features of oral and written recount text by giving and requesting information regarding historical events according to the context used
- 3.3.3. Students are able to analyse the content of recount text including: orientation, event, and re-orientation.
- 3.3.4 Students are able to comprehend contextually meaning related to social function, text structure, and language features of oral and written recount text related to historical events.

(Application)

- 4.4.1. Arranging oral and written recount text, short and simple, regarding historical events, paying attention to social function, text structure, and language features, correctly and contextually. (P3)

#### **K. Learning Material:**

- **Recount text**  
A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of recount is to give a description of what occurred and when it occurred.
- **Types of recounts**
  1. Personal recount (this usually retells an event that the writer was personally involved in.)
  2. Biography recount (this usually retells accounts of a person's life.)
  3. Factual recount (this records an incident, e.g. a science experiment, police report.)
  4. Imaginative recount (the writer writes an imaginary role and giving details of events in the recount, e.g. a story of mango tree)
  5. Historical recount (this retells historical events in the past.)
- **Social function**  
Reporting, telling, sharing experiences, taking examples, making proud
- **Text structure:**
  - Orientation (involves the background of the event: describes the people involved, settings, and cause of event)
  - Events (records the events chronologically)

- Re-orientation (includes the feelings and the thoughts of the writer about the event)

- **Language features**

- a. Declarative and interrogative sentences in simple past, past continuous, present perfect.

- Simple past tense

We use the simple past tense to talk about actions or situations that happened in the past. The verbs used in the simple past tense are **regular verbs** and **irregular verbs**.

Regular verbs (Verb 2)	Irregular verbs (Verb 2)
Washed	Washed
Invented	Invented
Helped	Helped

The patterns:

Statement	Subject + Verb 2 + Object
Negative statement	Subject + did not + Verb 1 + Object
Interrogative	Did + Subject + Verb 1 + Object +?

- b. Time signals for the past tense (e.g.: yesterday, last year, last week, last night, three night ago, two weeks ago, one day, in 1945, etc.)

- c. Time connectives (e.g.: first, then, after that, before, when, at last, finally, etc.)

Time connectives can be used to show chronological order. One of the features of a recount text is the use of words that show the order of events.

- d. Pronouns (e.g.: she, he, it, us, them, her, his, this, those, my, their, these.)

- e. Conjunction (e.g.: when, because, but, and, or, so)

The use of conjunction to link words, phrases, and clauses as in the following examples:

1. I ate pizza *and* pasta
2. Call the teacher *when* the students are ready for the test

- f. Logical development of ideas/content

- g. Punctuation, spelling, and mechanics

Punctuation

1. Commas (,)
2. Full-stop (.)
3. Apostrophe (')

4. Question mark (?)
  5. Quotation marks (“ ”)
  6. Exclamation mark (!)
- h. Style and quality of expression/vocabulary
- i. Capitalization
- Capitalization
- Capital letter are used:
1. At the beginning of a sentence, e.g. *Games can be tools for learning about computers.*
  2. For names of people, place, organizations, institutions, political parties, firms, title of individuals, ethnic groups, national groups, languages, , monuments, bridges, buildings, terms, trade names, documents, awards, laws, geographical terms, planets and heavenly bodies, compass points, name of transportation, historical events, title of works, religious terms, school courses.
- Topic: historical events that may foster behaviour contained in SC

**L. Method:**

Lecturing method

**M. Media:**

Exercise worksheet, pen, and pencil

**N. Teaching Material:**

- Let’s Learn English SMA/MA Grade X
- Pathway to English for Senior High School Grade X (General Programme)

**O. Learning Activities:****Meeting 1**

## 1. Pre-activity

Teacher	Students	Allocation Time
- Greeting students	- Greeting teacher	10’
- Praying	- Praying	
- Checking students’ attendance list	- Expressing his presence by saying, “I am here.”	

## 2. Main activity

Teacher	Students	Allocation
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		Time
<b>a. Observing</b>		
- Asking what experiences students have been done in the past that they really impressed (whether holiday, unforgettable moment, or funny moments, etc.)	- Sharing to the class about experiences students have been done in the past that they really impressed	25'
- Showing a story entitled "Last Holiday to Kuta Beach"*  *see appendix 1	- Being ready to follow the lessons given by the teacher through a story	
- Explaining the definition of recount text and giving reason why students should learn recount text	- Understanding the definition and text structure of recount text (orientation, events, re-orientation) from the story entitled "Last Holiday to Kuta Beach"	
- Explaining about text structure (orientation: what? who? where? when?, events, re-orientation) from the story entitled "Last Holiday to Kuta Beach"		
<b>b. Questioning</b>		
- Giving time for students to understand text structure in the story.	- Asking question about text structure in the story (orientation, events, re-orientation)	10'
<b>c. Exploring</b>		
- Asking students to make a group discussion (one group must have 3-4 members only)	- Preparing group discussion about language features (simple past tense, pronoun, and conjunction) in the story entitled "Last Holiday to Kuta Beach" as a task for the next meeting	10'
- Asking students to find out the language features (simple past tense, pronoun, and conjunction) in the story entitled "Last Holiday to Kuta Beach" as a task for		

the next meeting		
<b>d. Associating</b>		
- Giving short explanation about language features in recount text (simple past tense, pronoun, and conjunction)	- Understanding the explanation about language features in recount text (simple past tense, pronoun, and conjunction)	20'
<b>e. Communicating</b>		
- Asking each group to make a short presentation for next meeting about language features in recount text (simple past tense, pronoun, and conjunction)	- Understanding what group has to do for the next meeting.	5'

## 3. Post-activity

Teacher	Students	Allocation Time
- Giving students time to take notes and ask questions that are still confusing to do for the next meeting.	- Asking questions that are still confusing to do for the next meeting.	10'
- Closing the lesson and greeting students.	- Greeting teacher.	

**Meeting 2**

## 1. Pre-activity

Teacher	Students	Allocation Time
- Greeting students	- Greeting teacher	10'
- Praying	- Praying	
- Checking students' attendance list	- Expressing his presence by saying, "I am here."	

## 2. Main activity

Teacher	Students	Allocation Time

<b>a. Observing</b>		
- Reviewing group presentation task about language features in recount text (simple past tense, pronoun, and conjunction)	- Being ready to deliver a presentation	10'
<b>b. Questioning</b>		
- Giving time for students to prepare their presentation	- Being ready to deliver the presentation	5'
<b>c. Exploring</b>		
- Asking each group to go in front of the class to deliver group presentation (students consist of eight groups)	- Delivering a presentation/ showing the result about language features in recount text (simple past tense, pronoun, and conjunction) in the story entitled "Last Holiday to Kuta Beach"	30'
<b>d. Associating</b>		
- Collecting the paper and giving feedback about the presentation	- Understanding teacher's feedback	5'
<b>e. Communicating</b>		
- Asking students to open their book 'Pathway to English' page 200 about 'Types of Recounts'	- Understanding each types of recounts and its examples	25'
- Explaining each types of recounts and its examples		
- Asking some students to read Moh. Hatta Biography	- Understanding Moh. Hatta Biography	
- Asking students Moh. Hatta Biography belongs to which types of recounts text	- Understanding Moh. Hatta Biography as a historical recount	



## 3. Post-activity

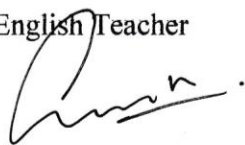
Teacher	Students	Allocation Time
- Giving students time to take notes and to ask questions that still confusing for them	- Asking questions that are still confusing	5'
- Asking students to learn about time signals and time connectives in their book 'Pathway to English' page 210-212 for next meeting	- Taking notes to learn about time signals and time connectives for next meeting	
- Closing the lesson and greeting students.	- Greeting teacher.	

**P. Assessment:**

- 1) Spiritual and social attitudes assessment
  - a. Spiritual attitude assessment instrument (observation sheet attached)
  - b. Social attitude assessment instrument (observation sheet attached)
- 2) Cognitive assessment is performed by: Written Test (the test attached)
- 3) Assessment of implementation is performed by writing rubric (rubric sheet attached)

Jakarta, April 2018

English Teacher

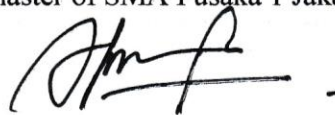
**Elita Rahmawati, S.Pd**

Researcher

**Epelin Tampubolon**

Approved by,

Headmaster of SMA Pusaka 1 Jakarta

**Yadi Sumyadi, S.Pd**

## Appendix 1

### Example of Recount Text

#### Last Holiday to Kuta Beach

##### Orientation:

Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta Beach. We chose Bali because we thought that Bali was the most beautiful place and it was the island of The God.

##### Events:

At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach. Next day, I swam on the beach and dived under the sea. The view was beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea. On the last day, I sunbathed in the beach like other tourists. Then my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

##### Re-orientation:

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

*(Source: <https://dontstopreading.wordpress.com/tag/recount-text/>)*



	implementing interpersonal communication with teachers and friends.																
2	Students are able to show good manners in implementing interpersonal communication with teachers and friends.																

- Politeness rating criteria:

3 = showing politeness (saying "please" and "thank you", respecting and respecting others without discriminating groups, looking at people to talk to, using language that does not offend other people) in carrying out interpersonal communication with teachers and friends.

2 = showing polite manners of saying "please" and "thank you", respect and respect others without discriminating groups, looking at people to talk to, using language that does not offend other people) in carrying out interpersonal communication with teachers and friend, but not yet using the rules of politeness (e.g. please, thank you, Can I ... ?.)

1 = not showing polite manners of saying "please" and "thank you", respecting and respecting others without discriminating groups, looking at people who are spoken to, using language that does not offend other people) at all in carrying out interpersonal communication with teachers and friends.

- Caring behaviour rating criteria:

3 = showing caring behaviour (offering help to friends and not being selfish) in implementing interpersonal communication with teachers and friends.

2 = showing caring behaviour (offering help to friends and not selfish) in implementing interpersonal communication with teachers and friends.

1 = not showing caring behaviour (offering help to friends and not being selfish) at all in carrying out Interpersonal Communication with teachers and friends.

## Appendix 3

## WRITING RUBRIC ASSESSMENT

No	Aspects	Score	Explanation
1	<b>Organization</b> a. Introduction (orientation: what, who, when, where) b. Body (events: chronology) c. Conclusion (re-orientation)	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
		17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
		14-12	Mediocre or scant introduction or conclusion; problem with the order 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 introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
		5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
2	<b>Content:</b> Logical development of ideas	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
		17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
		14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
		11-6	Ideas complete; essay does not reflect careful thinking or was hurried written; in adequate effort in area of content.
		5-1	Essay is completely inadequate and does not reflect Senior High School level work; no apparent effort to consider the topic carefully.
3	<b>Grammar</b> a. Past tense (e.g.: ate, drank, wrote, walked, went, spent, visited) b. Time signals (e.g.: yesterday, last year, two weeks ago, one	20-18	Native-like fluency in English grammar; correct use of past tense, time signals, time connectives, pronoun, and conjunction; no fragments or run-on sentences.
		17-15	Advanced proficiency in English grammar; some grammar problems do not influence communication; although the reader is aware of them; no fragments or run-on sentences.
		14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences and fragments present.

	<p>day, in 1945)</p> <p><b>c.</b> Time connectives (e.g.: at first, when, next, afterwards, at that time, before that, meanwhile, lastly)</p> <p><b>d.</b> Pronoun (e.g.: she, he, it, us, them, her, his, its)</p> <p><b>e.</b> Conjunction (e.g.: when, because, but, and, or, so)</p>	<p>11-6</p> <p>5-1</p>	<p>Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed, difficult to read sentences.</p> <p>Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.</p>
4	<b>Punctuation, spelling, and mechanics</b>	<p>20-18</p> <p>17-15</p> <p>14-12</p> <p>11-6</p> <p>5-1</p>	<p>Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.</p> <p>Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.</p> <p>Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.</p> <p>Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.</p> <p>Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.</p>
5	<b>Vocabulary:</b> Style and quality of expression	<p>20-18</p> <p>17-15</p> <p>14-12</p> <p>11-6</p> <p>5-1</p>	<p>Precise vocabulary usage; use of parallel structures; concise; register well.</p> <p>Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.</p> <p>Some vocabulary misused; lack awareness of register; maybe too wordy.</p> <p>Poor expression of ideas; problems in vocabulary; lacks variety of structure.</p> <p>Inappropriate use of vocabulary; no concept of register or sentence variety.</p>
Score = $\sum$ categories (O + C + G + P + V)			
Total Score = 100			

*Adapted from: Brown & Bailey's analytic scale for rating composition tasks (Brown & Abeywickrama, 2010) and SMA Pusaka 1 Jakarta writing rubric assessment.*

## Lesson Plan

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- B. Subject** : English
- C. Grade** : X IPA 1/ Control group
- D. Topic** : Recount Text
- E. Duration** : 4 x 45 minutes
- F. Meeting** : 3-4
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- SC 1: Understanding and practicing the teaching of religion
  - SC 2: Understanding and practicing honest behaviour, discipline, responsibility, caring (cooperation, tolerance, peace), polite, responsive and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well in placing themselves as a reflection of the nation in the association of the world
  - SC 3: Understanding, applying, analysing factual knowledge, conceptual, procedural based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge to the appropriate specific field of study with his talents and interests to solve problems.
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- 4.7.2 Arranging of oral and written recount text, short and simple, in relation to historical events, paying attention to social function, text structure, and linguistic elements, correctly and contextually
- I. Indicators:**  
(Spiritual Attitude)
- 1.1.1. Showing spirit of following the process of learning(A5)



1.1.2. Showing seriousness of following the process of learning (A5)

(Social Attitude)

- 2.1.1. Showing politeness behaviour in interpersonal communication with teachers and friends (A5)
- 2.1.2. Showing caring behaviour in interpersonal communication with teachers and friends (A5)

(Knowledge)

- 3.3.1. Identifying oral and written recount text. (K1)
- 3.3.2. Identifying social functions, text structures, and language features of oral and written recount text by giving and requesting information related to historical events according to the context used (K1)
- 3.3.3. Analyse recount text contents including: orientation, event, and re-orientation. (K1)
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(Application)

- 4.4.1. Arranging oral and written recount text, short and simple, in relation to historical events, paying attention to social function, text structure, and language features, correctly and contextually. (P3)

**J. Objectives:**

(Spiritual Attitude)

- 1.1.1. Students are able to show spirit of learning.
- 1.1.2. Students are able to show enthusiasm of learning.

(Social Attitude)

- 2.1.1. Students are able to show good manners in interpersonal communication with teachers and friends.
- 2.1.2. Students are able to show caring behaviour in interpersonal communication with teachers and friends.

(Knowledge)

- 3.3.1. Students are able to identify oral and written recount text.

- 3.3.2. Students are able to identify social functions, text structures, and language features of oral and written recount text by giving and requesting information regarding historical events according to the context used
- 3.3.3. Students are able to analyse the content of recount text including: orientation, event, and re-orientation.
- 3.3.4 Students are able to comprehend contextually meaning related to social function, text structure, and language features of oral and written recount text related to historical events.

(Application)

- 4.4.1. Arranging oral and written recount text, short and simple, regarding historical events, paying attention to social function, text structure, and language features, correctly and contextually. (P3)

#### **K. Learning Material:**

- **Recount text**

A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of recount is to give a description of what occurred and when it occurred.

- **Types of recounts**

1. Personal recount (this usually retells an event that the writer was personally involved in.)
2. Biography recount (this usually retells accounts of a person's life.)
3. Factual recount (this records an incident, e.g. a science experiment, police report.)
4. Imaginative recount (the writer writes an imaginary role and giving details of events in the recount, e.g. a story of mango tree)
5. Historical recount (this retells historical events in the past.)

- **Social function**

Reporting, telling, sharing experiences, taking examples, making proud

- **Text structure:**

- Orientation (involves the background of the event: describes the people involved, settings, and cause of event)
- Events (records the events chronologically)
- Re-orientation (includes the feelings and the thoughts of the writer about the event)

- **Language features**

- a. Declarative and interrogative sentences in simple past, past continuous, present perfect.

- Simple past tense

- We use the simple past tense to talk about actions or situations that happened in the past. The verbs used in the simple past tense are **regular verbs** and **irregular verbs**.

Regular verbs (Verb 2)	Irregular verbs (Verb 2)
Washed	Washed
Invented	Invented
Helped	Helped

The patterns:

Statement	Subject + Verb 2 + Object
Negative statement	Subject + did not + Verb 1 + Object
Interrogative	Did + Subject + Verb 1 + Object + ?

- b. Time signals for the past tense (e.g.: yesterday, last year, last week, last night, three night ago, two weeks ago, one day, in 1945, etc.)

- c. Time connectives (e.g.: first, then, after that, before, when, at last, finally, etc.)

- Time connectives can be used to show chronological order. One of the features of a recount text is the use of words that show the order of events.

- d. Pronouns (e.g.: she, he, it, us, them, her, his, this, those, my, their, these.)

- e. Conjunction (e.g.: when, because, but, and, or, so)

- The use of conjunction to link words, phrases, and clauses as in the following examples:

- 1. I ate pizza *and* pasta

- 2. Call the teacher *when* the students are ready for the test

- f. Logical development of ideas/content

- g. Punctuation, spelling, and mechanics

- Punctuation

- 1. Commas (,)

- 2. Full-stop (.)

- 3. Apostrophe (')

- 4. Question mark (?)

- 5. Quotation marks (“”)

- 6. Exclamation mark (!)
- h. Style and quality of expression/vocabulary
- i. Capitalization
  - Capitalization
  - Capital letter are used:
    1. At the beginning of a sentence, e.g. *Games can be tools for learning about computers.*
    2. For names of people, place, organizations, institutions, political parties, firms, title of individuals, ethnic groups, national groups, languages, , monuments, bridges, buildings, terms, trade names, documents, awards, laws, geographical terms, planets and heavenly bodies, compass points, name of transportation, historical events, title of works, religious terms, school courses.

- Topic: historical events that may foster behaviour contained in SC

**L. Method:**

Lecturing method

**M. Media:**

Exercise worksheet, pen, and pencil

**N. Teaching Material:**

- Let's Learn English SMA/MA Grade X
- Pathway to English for Senior High School Grade X (General Programme)

**O. Learning Activities:**

**Meeting 3**

1. Pre-activity

Teacher	Students	Allocation Time
- Greeting students	- Greeting teacher	10'
- Praying	- Praying	
- Checking students' attendance list	- Expressing his presence by saying, "I am here."	

## 2. Main activity

Teacher	Students	Allocation Time
<b>a. Observing</b>		
- Asking students to open their book 'Pathway to English' page 210-212 about time signals and time connectives	- Understanding the difference between time signals and time connectives	20'
- Explaining the difference between time signals and time connectives		
<b>b. Questioning</b>		
- Giving time for students to take notes and to ask question that they are still confusing about	- Asking question about time signals and time connectives	10'
<b>c. Exploring</b>		
- Asking students to find out time signals and time connectives in the story entitled "Last Holiday to Kuta Beach"*  *see appendix 1	- Understanding time signals and time connectives in the story entitled "Last Holiday to Kuta Beach"	20'
<b>d. Associating</b>		
- Giving feedback to their answer about time signals and time connectives in the story entitled "Last Holiday to Kuta Beach"	- Understanding the explanation about time signals and time connectives in the story entitled "Last Holiday to Kuta Beach"	5'
<b>e. Communicating</b>		
- Asking one by one to make a simple sentence containing time signals and time connectives, e.g. <i>Firstly, I went to Hutan Pinus yesterday</i>	- Understanding to make a simple sentence containing time signals and time connectives	20'

<i>Firstly</i> : time connective <i>yesterday</i> : time signal		
- Giving feedback about their simple sentences		

## 3. Post-activity

Teacher	Students	Allocation Time
- Asking students to study about punctuation and capitalization from their book 'Pathway to English' (pp. 159-161) for the next meeting	- Taking notes to remember studying about punctuation and capitalization for the next meeting	5'
- Closing the lesson and greeting students.	- Greeting teacher.	

**Meeting 4**

## 1. Pre-activity

Teacher	Students	Allocation Time
- Greeting students	- Greeting teacher	10'
- Praying	- Praying	
- Checking students' attendance list	- Expressing his presence by saying, "I am here."	

## 2. Main activity

Teacher	Students	Allocation Time
<b>a. Observing</b>		
- Asking students what they have learned at the previous meeting	- Remembering the lesson part they have been studying	10'
- Asking students to open their book 'Pathway to English' (pp. 159-161)		

about punctuation and capitalization		
<b>b. Questioning</b>		
- Giving time for students to understand what punctuation and capitalization are	- Understanding punctuation and capitalization	5'
<b>c. Exploring</b>		
- Asking some students to read aloud the function and types of punctuation and capitalization	- Understanding punctuation and capitalization	20'
<b>d. Associating</b>		
- Asking students to find out the use of punctuation and capitalization in Moh. Hatta Biography	- Finding out the use of punctuation and capitalization in Moh. Hatta Biography	20'
<b>e. Communicating</b>		
- Asking some students to explain their answer in front of the class	- Understanding punctuation and capitalization in Moh. Hatta Biography	20'
- Giving feedback to students' answer about punctuation and capitalization in Moh. Hatta Biography		

## 3. Post-activity

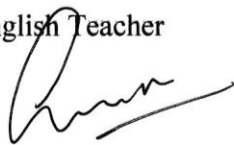
Teacher	Students	Allocation Time
- Asking students to study about recount text, text structure, and language features for the post test	- Asking about the lesson that they are still confusing about	5'
- Closing the lesson and greeting students.	- Greeting teacher.	

**P. Assessment:**

- 1) Spiritual and social attitudes assessment
  - a. Spiritual attitude assessment instrument (observation sheet attached)
  - b. Social attitude assessment instrument (observation sheet attached)
- 2) Cognitive assessment is performed by: Written Test (the test attached)
- 3) Assessment of implementation is performed by writing rubric (rubric sheet attached)

Jakarta, May 2018

English Teacher

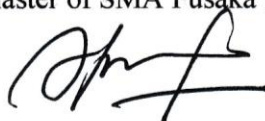
**Elita Rahmawati, S.Pd**

Researcher

**Epelin Tampubolon**

Approved by,

Headmaster of SMA Pusaka 1 Jakarta

**Yadi Sumyadi, S.Pd**



## Appendix 1

### Example of Recount Text

#### Last Holiday to Kuta Beach

##### Orientation:

Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta Beach. We chose Bali because we thought that Bali was the most beautiful place and it was the island of The God.

##### Events:

At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach. Next day, I swam on the beach and dived under the sea. The view was beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea. On the last day, I sunbathed in the beach like other tourists. Then my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

##### Re-orientation:

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

*(Source: <https://dontstopreading.wordpress.com/tag/recount-text/>)*



	implementing interpersonal communication with teachers and friends.																
2	Students are able to show good manners in implementing interpersonal communication with teachers and friends.																

- Politeness rating criteria:

3 = showing politeness (saying "please" and "thank you", respecting and respecting others without discriminating groups, looking at people to talk to, using language that does not offend other people) in carrying out interpersonal communication with teachers and friends.

2 = showing polite manners of saying "please" and "thank you", respect and respect others without discriminating groups, looking at people to talk to, using language that does not offend other people) in carrying out interpersonal communication with teachers and friend, but not yet using the rules of politeness (e.g. please, thank you, Can I ... ?.)

1 = not showing polite manners of saying "please" and "thank you", respecting and respecting others without discriminating groups, looking at people who are spoken to, using language that does not offend other people) at all in carrying out interpersonal communication with teachers and friends.

- Caring behaviour rating criteria:

3 = showing caring behaviour (offering help to friends and not being selfish) in implementing interpersonal communication with teachers and friends.

2 = showing caring behaviour (offering help to friends and not selfish) in implementing interpersonal communication with teachers and friends.

1 = not showing caring behaviour (offering help to friends and not being selfish) at all in carrying out Interpersonal Communication with teachers and friends.

## Appendix 3

## WRITING RUBRIC ASSESSMENT

No	Aspects	Score	Explanation
1	<b>Organization</b> d. Introduction (orientation: what, who, when, where) e. Body (events: chronology) f. Conclusion (re-orientation)	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
		17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
		14-12	Mediocre or scant introduction or conclusion; problem with the order 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 introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
		5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
2	<b>Content:</b> Logical development of ideas	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
		17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
		14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
		11-6	Ideas complete; essay does not reflect careful thinking or was hurried written; in adequate effort in area of content.
		5-1	Essay is completely inadequate and does not reflect Senior High School level work; no apparent effort to consider the topic carefully.
3	<b>Grammar</b> f. Past tense (e.g.: ate, drank, wrote, walked, went, spent, visited) g. Time signals (e.g.: yesterday, last year, two weeks ago, one	20-18	Native-like fluency in English grammar; correct use of past tense, time signals, time connectives, pronoun, and conjunction; no fragments or run-on sentences.
		17-15	Advanced proficiency in English grammar; some grammar problems do not influence communication; although the reader is aware of them; no fragments or run-on sentences.
		14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences and fragments present.

	<p>day, in 1945)</p> <p><b>h.</b> Time connectives (e.g.: at first, when, next, afterwards, at that time, before that, meanwhile, lastly)</p> <p><b>i.</b> Pronoun (e.g.: she, he, it, us, them, her, his, its)</p> <p><b>j.</b> Conjunction (e.g.: when, because, but, and, or, so)</p>	<p>11-6</p> <p>5-1</p>	<p>Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed, difficult to read sentences.</p> <p>Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.</p>
4	<b>Punctuation, spelling, and mechanics</b>	<p>20-18</p> <p>17-15</p> <p>14-12</p> <p>11-6</p> <p>5-1</p>	<p>Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.</p> <p>Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.</p> <p>Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.</p> <p>Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.</p> <p>Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.</p>
5	<b>Vocabulary:</b> Style and quality of expression	<p>20-18</p> <p>17-15</p> <p>14-12</p> <p>11-6</p> <p>5-1</p>	<p>Precise vocabulary usage; use of parallel structures; concise; register well.</p> <p>Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.</p> <p>Some vocabulary misused; lack awareness of register; maybe too wordy.</p> <p>Poor expression of ideas; problems in vocabulary; lacks variety of structure.</p> <p>Inappropriate use of vocabulary; no concept of register or sentence variety.</p>
Score = $\sum$ categories (O + C + G + P + V)			
Total Score = 100			

*Adapted from: Brown & Bailey's analytic scale for rating composition tasks (Brown & Abeywickrama, 2010) and SMA Pusaka 1 Jakarta writing rubric assessment.*

## Appendix II

### Lesson Plan

- A. School** : SMA Pusaka 1 Jakarta
- B. Subject** : English
- C. Grade** : X IPA 2/ Experimental group
- D. Topic** : Recount Text
- E. Duration** : 4 x 45 minutes
- F. Meeting** : 1-2
- G. Standard Competence** :
- SC 1: Understanding and practicing the teaching of religion
  - SC 2: Understanding and practicing honest behaviour, discipline, responsibility, caring (cooperation, tolerance, peace), polite, responsive and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well in placing themselves as a reflection of the nation in the association of the world
  - SC 3: Understanding, applying, analysing factual knowledge, conceptual, procedural based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge to the appropriate specific field of study with his talents and interests to solve problems.
  - SC 4: Analysing, reasoning, and serving in concrete and abstract realm related to the development of what he learns in school independently, and able to use methods according to the rules of science
- H. Basic Competence:**
- 3.7 Analysing social functions, text structure, and language features of oral and written recount text by giving and requesting information about historical events according to the contexts
- 4.7 Text recount - historical events
- 4.7.1 Comprehending contextually meaning related to social function, text structure, and linguistic elements of oral and written related to historical events
- 4.7.2 Arranging of oral and written recount text, short and simple, in relation to historical events, paying attention to social function, text structure, and linguistic elements, correctly and contextually

**I. Indicators:**

(Spiritual Attitude)

- 1.1.1. Showing spirit of following the process of learning(A5)
- 1.1.2. Showing seriousness of following the process of learning (A5)

(Social Attitude)

- 2.1.1. Showing politeness behaviour in interpersonal communication with teachers and friends (A5)
- 2.1.2. Showing caring behaviour in interpersonal communication with teachers and friends (A5)

(Knowledge)

- 3.3.1. Identifying oral and written recount text. (K1)
- 3.3.2. Identifying social functions, text structures, and language features of oral and written recount text by giving and requesting information related to historical events according to the context used (K1)
- 3.3.3. Analyse recount text contents including: orientation, event, and re-orientation. (K1)
- 3.3.4. Comprehending contextually meaning related to social function, text structure, and language features of oral and written related to historical events. (K1)

(Application)

- 4.4.1. Arranging oral and written recount text, short and simple, in relation to historical events, paying attention to social function, text structure, and language features, correctly and contextually. (P3)

**J. Objectives:**

(Spiritual Attitude)

- 1.1.1. Students are able to show spirit of learning.
- 1.1.2. Students are able to show enthusiasm of learning.

(Social Attitude)

- 2.1.1. Students are able to show good manners in interpersonal communication with teachers and friends.
- 2.1.2. Students are able to show caring behaviour in interpersonal communication with teachers and friends.

(Knowledge)

- 3.3.1. Students are able to identify oral and written recount text.
- 3.3.2. Students are able to identify social functions, text structures, and language features of oral and written recount text by giving and requesting information regarding historical events according to the context used
- 3.3.3. Students are able to analyse the content of recount text including: orientation, event, and re-orientation.
- 3.3.4 Students are able to comprehend contextually meaning related to social function, text structure, and language features of oral and written recount text related to historical events.

(Application)

- 4.4.1. Arranging oral and written recount text, short and simple, regarding historical events, paying attention to social function, text structure, and language features, correctly and contextually. (P3)

#### **K. Learning Material:**

- **Recount text**  
A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of recount is to give a description of what occurred and when it occurred.
- **Types of recounts**
  1. Personal recount (this usually retells an event that the writer was personally involved in.)
  2. Biography recount (this usually retells accounts of a person's life.)
  3. Factual recount (this records an incident, e.g. a science experiment, police report.)
  4. Imaginative recount (the writer writes an imaginary role and giving details of events in the recount, e.g. a story of mango tree)
  5. Historical recount (this retells historical events in the past.)
- **Social function**  
Reporting, telling, sharing experiences, taking examples, making proud
- **Text structure:**
  - Orientation (involves the background of the event: describes the people involved, settings, and cause of event)
  - Events (records the events chronologically)



- Re-orientation (includes the feelings and the thoughts of the writer about the event)

▪ **Language features**

a. Declarative and interrogative sentences in simple past, past continuous, present perfect.

- Simple past tense

We use the simple past tense to talk about actions or situations that happened in the past. The verbs used in the simple past tense are **regular verbs** and **irregular verbs**.

Regular verbs (Verb 2)	Irregular verbs (Verb 2)
Washed	Washed
Invented	Invented
Helped	Helped

The patterns:

Statement	Subject + Verb 2 + Object
Negative statement	Subject + did not + Verb 1 + Object
Interrogative	Did + Subject + Verb 1 + Object +?

b. Time signals for the past tense (e.g.: yesterday, last year, last week, last night, three night ago, two weeks ago, one day, in 1945, etc.)

c. Time connectives (e.g.: first, then, after that, before, when, at last, finally, etc.)

Time connectives can be used to show chronological order. One of the features of a recount text is the use of words that show the order of events.

d. Pronouns (e.g.: she, he, it, us, them, her, his, this, those, my, their, these.)

e. Conjunction (e.g.: when, because, but, and, or, so)

The use of conjunction to link words, phrases, and clauses as in the following examples:

1. I ate pizza *and* pasta
2. Call the teacher *when* the students are ready for the test

f. Logical development of ideas/content

g. Punctuation, spelling, and mechanics

Punctuation

1. Commas (,)

2. Full-stop (.)
  3. Apostrophe (‘)
  4. Question mark (?)
  5. Quotation marks (“
  6. Exclamation mark (!)
- h. Style and quality of expression/vocabulary
- i. Capitalization
- Capitalization
- Capital letter are used:
1. At the beginning of a sentence, e.g. *Games can be tools for learning about computers.*
  2. For names of people, place, organizations, institutions, political parties, firms, title of individuals, ethnic groups, national groups, languages, , monuments, bridges, buildings, terms, trade names, documents, awards, laws, geographical terms, planets and heavenly bodies, compass points, name of transportation, historical events, title of works, religious terms, school courses.
- Topic: historical events that may foster behaviour contained in SC

**L. Method:**

Word Webbing

**M. Media:**

Word Webbing worksheet, pen, and pencil

**N. Teaching Material:**

- Let’s Learn English SMA/MA Grade X
- Pathway to English for Senior High School Grade X (General Programme)

**O. Learning Activities:**

**Meeting 1**

1. Pre-activity

Teacher	Students	Allocation Time
- Greeting students	- Greeting teacher	10’
- Praying	- Praying	
- Checking students’ attendance list	- Expressing his presence by saying, “I am here.”	

## 2. Main activity

Teacher	Students	Allocation Time
<b>a. Observing</b>		
- Asking what experiences students have been done in the past that they really impressed (whether holiday, unforgettable moment, or funny moments, etc.)	- Sharing to the class about experiences students have been done in the past that they really impressed	25'
- Showing a story entitled "Last Holiday to Kuta Beach"*  <i>*see appendix 1</i>	- Being ready to follow the lessons given by the teacher through a story	
- Explaining the definition of recount text and giving reason why students should learn recount text	- Understanding the definition and text structure of recount text (orientation, events, re-orientation) from the story entitled "Last Holiday to Kuta Beach"	
- Explaining about text structure (orientation: what? who? where? when?, events, re-orientation) from the story entitled "Last Holiday to Kuta Beach"		
<b>b. Questioning</b>		
- Giving students time to take notes and to ask questions that are still confusing for them	- Asking questions that are still confusing	5'
<b>c. Exploring</b>		
- Asking students to make a group discussion (one group must have 3-4 members only)	- Preparing group discussion	20'

<ul style="list-style-type: none"> <li>- Distributing an example of Word Webbing entitled “Summer in Hong Kong”* to each group</li> </ul> <p><i>*see appendix 2</i></p>	<ul style="list-style-type: none"> <li>- Understanding what, why, and how Word Webbing used in writing recount text</li> </ul>	
<ul style="list-style-type: none"> <li>- Explaining about what, why, and how Word Webbing will be used for writing recount text</li> </ul>		
<b>d. Associating</b>		
<ul style="list-style-type: none"> <li>- Explaining five steps of Word Webbing:</li> </ul> <ol style="list-style-type: none"> <li>1. Introducing the topic and title with the aim of arousing individuals’ interest.</li> <li>2. Asking a question, “what words can I think of that are related to the word of my topic/title?”</li> <li>3. Organizing the web into major topics and subtopics (as making spider web)</li> <li>4. Putting the topic and subtopics into some kind of logical order and starting to construct a short passage.</li> <li>5. Reading the finished passage comprehensively.</li> </ol>	<ul style="list-style-type: none"> <li>- Understanding five steps of Word Webbing</li> </ul>	20’
<ul style="list-style-type: none"> <li>- Explaining five steps of Word Webbing by linking it directly to the example of Word Webbing entitled</li> </ul>		

“Summer in Hong Kong”		
<b>e. Communicating</b>		
- Giving students time to take notes and ask questions that are still confusing	- Asking questions that are still confusing	5’

## 3. Post-activity

Teacher	Students	Allocation Time
- Asking students to stay in their group and asking them to find out the language features (simple past tense, pronoun, and conjunction) in the story entitled "Last Holiday to Kuta Beach" and also make a short presentation as a task for next meeting	- Taking notes about the language features as a group task for next meeting	5’
- Closing the lesson and greeting students.	- Greeting teacher.	

**Meeting 2**

## 1. Pre-activity

Teacher	Students	Allocation Time
- Greeting students	- Greeting teacher	10’
- Praying	- Praying	
- Checking students’ attendance list	- Expressing his presence by saying, “I am here.”	

## 2. Main activity

Teacher	Students	Allocation Time
<b>a. Observing</b>		
- Reviewing group presentation task about	- Being ready to deliver a presentation	10’

language features in recount text (simple past tense, pronoun, and conjunction)		
<b>b. Questioning</b>		
- Giving time for students to prepare their presentation	- Being ready to deliver the presentation	5'
<b>c. Exploring</b>		
- Asking each group to go in front of the class to deliver group presentation (students consist of nine groups)	- Delivering a presentation/ showing the result about language features in recount text (simple past tense, pronoun, and conjunction) in the story entitled "Last Holiday to Kuta Beach"	20'
<b>d. Associating</b>		
- Collecting the paper and giving feedback about the presentation	- Understanding teacher's feedback	5'
<b>e. Communicating</b>		
- Asking each group to open the example of Word Webbing entitled "Summer in Hong Kong"	- Understanding how to organize ideas into major topics and subtopics (as making spider web)	35'
- Asking each group what they have got from example of Word Webbing entitled "Summer in Hong Kong"		
- Giving example to students how to organize the web into major		

topics and subtopics (as making spider web)		
- Distributing word webbing worksheet* to every students  <i>*see appendix 3</i>	- Writing down words in the spider web that has been provided in the Word Webbing worksheet	
- Asking students to remember their unforgettable/memorable experiences/moments that they like		
- Asking students to write words about into major topics and subtopics (as making spider web) related to their unforgettable/memorable experiences/moments		
- Asking students to do it individually		

## 3. Post-activity

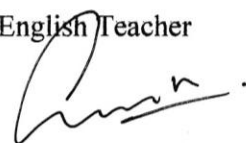
Teacher	Students	Allocation Time
- Telling students to collect their Word Webbing worksheet	- Collecting Word Webbing worksheet	
- Asking students to learn about time signals and time connectives in their book 'Pathway to English' page 210-212 for next meeting	- Taking notes to learn about time signals and time connectives for next meeting	5'
- Closing the lesson and greeting students.	- Greeting teacher.	

**P. Assessment:**

- 1) Spiritual and social attitudes assessment
  - a. Spiritual attitude assessment instrument (observation sheet attached)
  - b. Social attitude assessment instrument (observation sheet attached)
- 2) Cognitive assessment is performed by: Written Test (the test attached)
- 3) Assessment of implementation is performed by writing rubric (rubric sheet attached)

Jakarta, April 2018

English Teacher

**Elita Rahmawati, S.Pd**

Researcher

**Epelin Tampubolon**

Approved by,

Headmaster of SMA Pusaka 1 Jakarta

**Yadi Sumyadi, S.Pd**



## Appendix 1

### Example of Recount Text

#### Last Holiday to Kuta Beach

##### Orientation:

Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta Beach. We chose Bali because we thought that Bali was the most beautiful place and it was the island of The God.

##### Events:

At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach. Next day, I swam on the beach and dived under the sea. The view was beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea. On the last day, I sunbathed in the beach like other tourists. Then my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

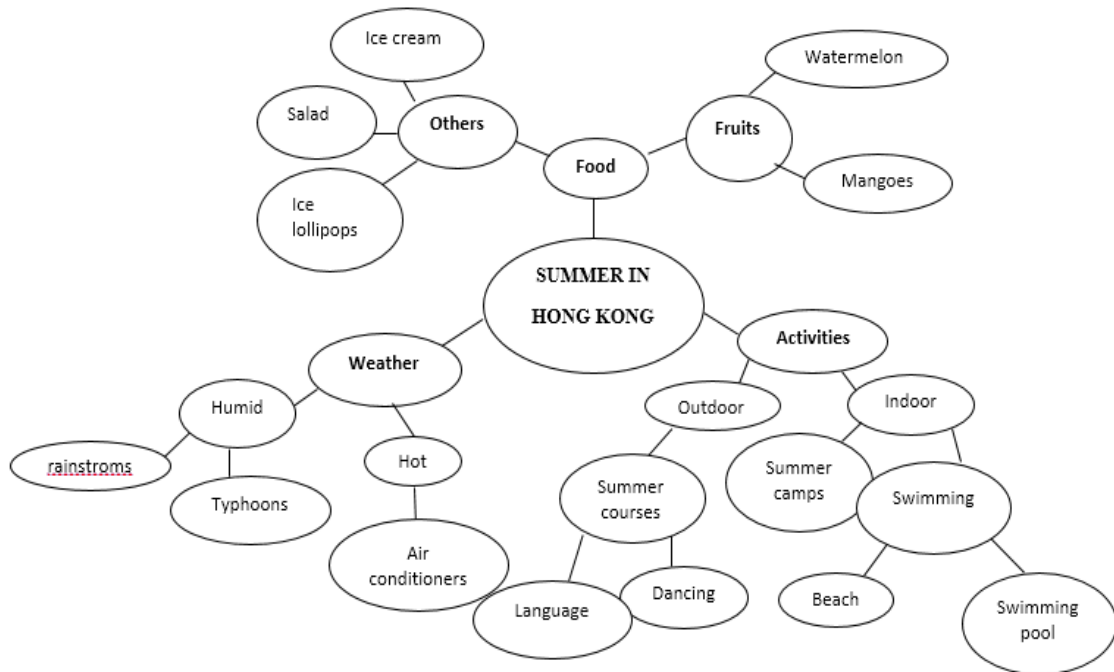
##### Re-orientation:

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

*(Source: <https://dontstopreading.wordpress.com/tag/recount-text/>)*

## Appendix 2

## Word Webbing

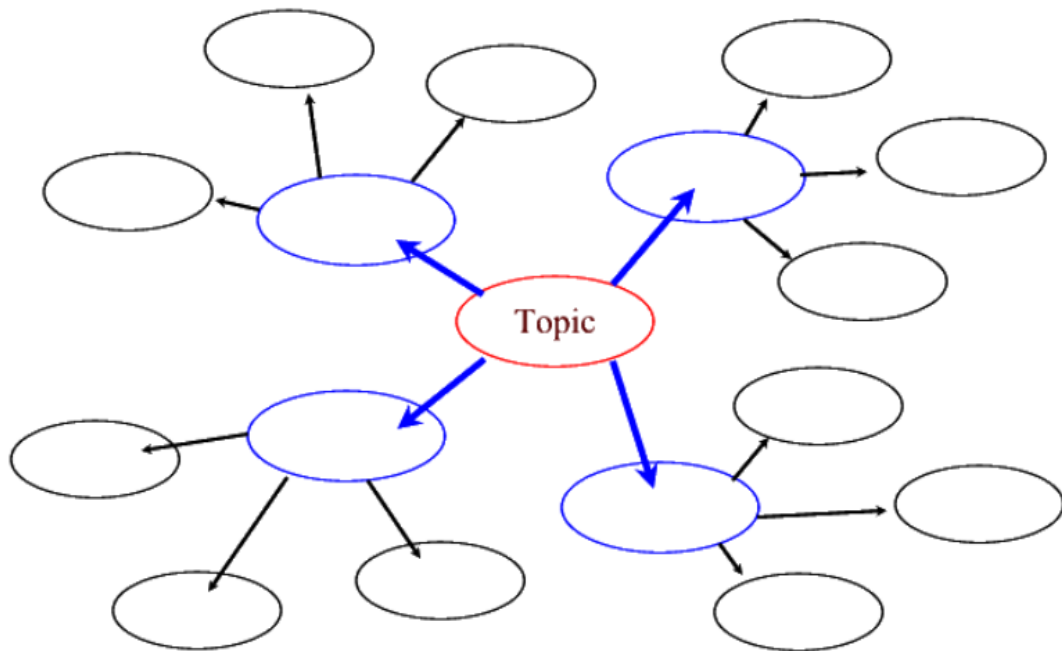


### Appendix 3

Name:

Date:

Class:



## Appendix 4

### Spiritual Attitude Assessment Instrument

No	Indicators	Students attendance number													
		1	2	3	4	5	6	7	8	9	10	11	12	...	32
1	Students are able to show spirit of following the process of learning														
2	Students are able to show seriousness of following the process of learning														

- Spirit rating criteria:

- 3 = showing the spirit (not easily give up facing difficulties, appreciate time, learn with wholeheartedly / sincere, diligent) in following the learning
- 2 = showing the spirit (not easily give up facing difficulties, appreciate time, learn with wholeheartedly / sincere, diligent) in following the learning, but not yet fully.
- 1 = not showing spirit (not easily give up facing difficulties, appreciate time, learn with wholeheartedly / sincere, diligent) altogether in following learning

- Seriousness rating criteria:

- 3 = showing seriousness (high commitment, willing to work hard, earnest) in following learning
- 2 = showing seriousness, not easily give up facing difficulties, appreciate time, learn with wholeheartedly / diligently, diligent in following learning, but not yet fully.
- 1 = not showing seriousness, not easily give up facing difficulties, appreciate time, learn with wholeheartedly / sincere, diligent study at all in following learning

## Social Attitude Assessment Instrument

No	Indicators	Students attendance number													
		1	2	3	4	5	6	7	8	9	10	11	12	...	32
1	Students are able to show good manners in implementing interpersonal communication with teachers and friends.														
2	Students are able to show good manners in implementing interpersonal communication with teachers and friends.														

- Politeness rating criteria:

3 = showing politeness (saying "please" and "thank you", respecting and respecting others without discriminating groups, looking at people to talk to, using language that does not offend other people) in carrying out interpersonal communication with teachers and friends.

2 = showing polite manners of saying "please" and "thank you", respect and respect others without discriminating groups, looking at people to talk to, using language that does not offend other people) in carrying out interpersonal communication with teachers and friend, but not yet using the rules of politeness (e.g. please, thank you, Can I ... ?.)

1 = not showing polite manners of saying "please" and "thank you", respecting and respecting others without discriminating groups, looking at people who are spoken to, using language that does not offend other people) at all in carrying out interpersonal communication with teachers and friends.

- Caring behaviour rating criteria:

3 = showing caring behaviour (offering help to friends and not being selfish) in implementing interpersonal communication with teachers and friends.

2 = showing caring behaviour (offering help to friends and not selfish) in implementing interpersonal communication with teachers and friends.

1 = not showing caring behaviour (offering help to friends and not being selfish) at all in carrying out Interpersonal Communication with teachers and friends.

## Appendix 5

## WRITING RUBRIC ASSESSMENT

No	Aspects	Score	Explanation
1	<b>Organization</b> g. Introduction (orientation: what, who, when, where) h. Body (events: chronology) i. Conclusion (re-orientation)	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
		17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
		14-12	Mediocre or scant introduction or conclusion; problem with the order 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 introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
		5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
2	<b>Content:</b> Logical development of ideas	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
		17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
		14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
		11-6	Ideas complete; essay does not reflect careful thinking or was hurried written; in adequate effort in area of content.
		5-1	Essay is completely inadequate and does not reflect Senior High School level work; no apparent effort to consider the topic carefully.
3	<b>Grammar</b> k. Past tense (e.g.: ate, drank, wrote, walked, went, spent, visited) l. Time signals (e.g.: yesterday, last year, two weeks ago, one	20-18	Native-like fluency in English grammar; correct use of past tense, time signals, time connectives, pronoun, and conjunction; no fragments or run-on sentences.
		17-15	Advanced proficiency in English grammar; some grammar problems do not influence communication; although the reader is aware of them; no fragments or run-on sentences.
		14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences and fragments present.

	<p>day, in 1945)</p> <p><b>m.</b> Time connectives (e.g.: at first, when, next, afterwards, at that time, before that, meanwhile, lastly)</p> <p><b>n.</b> Pronoun (e.g.: she, he, it, us, them, her, his, its)</p> <p><b>o.</b> Conjunction (e.g.: when, because, but, and, or, so)</p>	<p>11-6</p> <p>5-1</p>	<p>Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed, difficult to read sentences.</p> <p>Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.</p>
4	<b>Punctuation, spelling, and mechanics</b>	<p>20-18</p> <p>17-15</p> <p>14-12</p> <p>11-6</p> <p>5-1</p>	<p>Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.</p> <p>Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.</p> <p>Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.</p> <p>Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.</p> <p>Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.</p>
5	<b>Vocabulary:</b> Style and quality of expression	<p>20-18</p> <p>17-15</p> <p>14-12</p> <p>11-6</p> <p>5-1</p>	<p>Precise vocabulary usage; use of parallel structures; concise; register well.</p> <p>Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.</p> <p>Some vocabulary misused; lack awareness of register; maybe too wordy.</p> <p>Poor expression of ideas; problems in vocabulary; lacks variety of structure.</p> <p>Inappropriate use of vocabulary; no concept of register or sentence variety.</p>
Score = $\sum$ categories (O + C + G + P + V)			
Total Score = 100			

*Adapted from: Brown & Bailey's analytic scale for rating composition tasks (Brown & Abeywickrama, 2010) and SMA Pusaka 1 Jakarta writing rubric assessment.*

## Lesson Plan

- A. School** : SMA Pusaka 1 Jakarta
- B. Subject** : English
- C. Grade** : X IPA 2/ Experimental group
- D. Topic** : Recount Text
- E. Duration** : 4 x 45 minutes
- F. Meeting** : 3-4
- G. Standard Competence** :
- SC 1: Understanding and practicing the teaching of religion
  - SC 2: Understanding and practicing honest behaviour, discipline, responsibility, caring (cooperation, tolerance, peace), polite, responsive and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well in placing themselves as a reflection of the nation in the association of the world
  - SC 3: Understanding, applying, analysing factual knowledge, conceptual, procedural based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge to the appropriate specific field of study with his talents and interests to solve problems.
  - SC 4: Analysing, reasoning, and serving in concrete and abstract realm related to the development of what he learns in school independently, and able to use methods according to the rules of science
- H. Basic Competence:**
- 3.7 Analysing social functions, text structure, and language features of oral and written recount text by giving and requesting information about historical events according to the contexts
- 4.7 Text recount - historical events
- 4.7.1 Comprehending contextually meaning related to social function, text structure, and linguistic elements of oral and written related to historical events
- 4.7.2 Arranging of oral and written recount text, short and simple, in relation to historical events, paying attention to social function, text structure, and linguistic elements, correctly and contextually
- I. Indicators:**  
(Spiritual Attitude)
- 1.1.1. Showing spirit of following the process of learning(A5)



1.1.2. Showing seriousness of following the process of learning (A5)

(Social Attitude)

- 2.1.1. Showing politeness behaviour in interpersonal communication with teachers and friends (A5)
- 2.1.2. Showing caring behaviour in interpersonal communication with teachers and friends (A5)

(Knowledge)

- 3.3.1. Identifying oral and written recount text. (K1)
- 3.3.2. Identifying social functions, text structures, and language features of oral and written recount text by giving and requesting information related to historical events according to the context used (K1)
- 3.3.3. Analyse recount text contents including: orientation, event, and re-orientation. (K1)
- 3.3.4. Comprehending contextually meaning related to social function, text structure, and language features of oral and written related to historical events. (K1)

(Application)

- 4.4.1. Arranging oral and written recount text, short and simple, in relation to historical events, paying attention to social function, text structure, and language features, correctly and contextually. (P3)

**J. Objectives:**

(Spiritual Attitude)

- 1.1.1. Students are able to show spirit of learning.
- 1.1.2. Students are able to show enthusiasm of learning.

(Social Attitude)

- 2.1.1. Students are able to show good manners in interpersonal communication with teachers and friends.
- 2.1.2. Students are able to show caring behaviour in interpersonal communication with teachers and friends.

(Knowledge)

- 3.3.1. Students are able to identify oral and written recount text.

- 3.3.2. Students are able to identify social functions, text structures, and language features of oral and written recount text by giving and requesting information regarding historical events according to the context used
- 3.3.3. Students are able to analyse the content of recount text including: orientation, event, and re-orientation.
- 3.3.4 Students are able to comprehend contextually meaning related to social function, text structure, and language features of oral and written recount text related to historical events.

(Application)

- 4.4.1. Arranging oral and written recount text, short and simple, regarding historical events, paying attention to social function, text structure, and language features, correctly and contextually. (P3)

#### **K. Learning Material:**

- **Recount text**

A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of recount is to give a description of what occurred and when it occurred.

- **Types of recounts**

1. Personal recount (this usually retells an event that the writer was personally involved in.)
2. Biography recount (this usually retells accounts of a person's life.)
3. Factual recount (this records an incident, e.g. a science experiment, police report.)
4. Imaginative recount (the writer writes an imaginary role and giving details of events in the recount, e.g. a story of mango tree)
5. Historical recount (this retells historical events in the past.)

- **Social function**

Reporting, telling, sharing experiences, taking examples, making proud

- **Text structure:**

- Orientation (involves the background of the event: describes the people involved, settings, and cause of event)
- Events (records the events chronologically)
- Re-orientation (includes the feelings and the thoughts of the writer about the event)

▪ **Language features**

a. Declarative and interrogative sentences in simple past, past continuous, present perfect.

- Simple past tense

We use the simple past tense to talk about actions or situations that happened in the past. The verbs used in the simple past tense are **regular verbs** and **irregular verbs**.

Regular verbs (Verb 2)	Irregular verbs (Verb 2)
Washed	Washed
Invented	Invented
Helped	Helped

The patterns:

Statement	Subject + Verb 2 + Object
Negative statement	Subject + did not + Verb 1 + Object
Interrogative	Did + Subject + Verb 1 + Object + ?

b. Time signals for the past tense (e.g.: yesterday, last year, last week, last night, three night ago, two weeks ago, one day, in 1945, etc.)

c. Time connectives (e.g.: first, then, after that, before, when, at last, finally, etc.)

Time connectives can be used to show chronological order. One of the features of a recount text is the use of words that show the order of events.

d. Pronouns (e.g.: she, he, it, us, them, her, his, this, those, my, their, these.)

e. Conjunction (e.g.: when, because, but, and, or, so)

The use of conjunction to link words, phrases, and clauses as in the following examples:

1. I ate pizza *and* pasta
2. Call the teacher *when* the students are ready for the test

f. Logical development of ideas/content

g. Punctuation, spelling, and mechanics

Punctuation

1. Commas (,)
2. Full-stop (.)
3. Apostrophe (')
4. Question mark (?)
5. Quotation marks (“”)

- 6. Exclamation mark (!)
- h. Style and quality of expression/vocabulary
- i. Capitalization
  - Capitalization
  - Capital letter are used:
    1. At the beginning of a sentence, e.g. *Games can be tools for learning about computers.*
    2. For names of people, place, organizations, institutions, political parties, firms, title of individuals, ethnic groups, national groups, languages, , monuments, bridges, buildings, terms, trade names, documents, awards, laws, geographical terms, planets and heavenly bodies, compass points, name of transportation, historical events, title of works, religious terms, school courses.

- Topic: historical events that may foster behaviour contained in SC

#### L. Method:

Word Webbing

#### M. Media:

Word Webbing worksheet, pen, and pencil

#### N. Teaching Material:

- Let's Learn English SMA/MA Grade X
- Pathway to English for Senior High School Grade X (General Programme)

#### O. Learning Activities:

##### Meeting 3

##### 1. Pre-activity

Teacher	Students	Allocation Time
- Greeting students	- Greeting teacher	10'
- Praying	- Praying	
- Checking students' attendance list	- Expressing his presence by saying, "I am here."	

##### 2. Main activity

Teacher	Students	Allocation Time
<b>a. Observing</b>		

- Asking students to open their book 'Pathway to English' page 210-212 about time signals and time connectives	- Understanding the difference between time signals and time connectives	15'
- Explaining the difference between time signals and time connectives		
<b>b. Questioning</b>		
- Giving time to students to take notes and to ask question that they are still confusing about	- Asking question about time signals and time connectives	5'
<b>c. Exploring</b>		
- Asking students to find out time signals and time connectives in the story entitled "Last Holiday to Kuta Beach"*  <i>*see appendix 1</i>	- Understanding time signals and time connectives in the story entitled "Last Holiday to Kuta Beach"	20'
<b>d. Associating</b>		
- Giving feedback to their answer about time signals and time connectives in the story entitled "Last Holiday to Kuta Beach"	- Understanding the explanation about time signals and time connectives in the story entitled "Last Holiday to Kuta Beach"	5'
<b>e. Communicating</b>		
- Distributing students' Word Webbing worksheet*  - Reviewing and giving feedback to students' work  <i>*see appendix 3</i>	- Understanding how to organize ideas into word webbing	30'
- Taking one students'		

Word Webbing worksheet and writing down as an example in the whiteboard		
- Asking students to write their ideas from Word Webbing into paragraph writing	- Trying to pour ideas from Word Webbing into paragraph writing	
- Asking students to collect their paragraph writing	- Collecting paragraph writing	

## 3. Post-activity

Teacher	Students	Allocation Time
- Asking students to study about punctuation and capitalization from their book 'Pathway to English' (pp. 159-161) for the next meeting	- Taking notes to remember studying about punctuation and capitalization for the next meeting	5'
- Closing the lesson and greeting students.	- Greeting teacher.	

**Meeting 4**

## 1. Pre-activity

Teacher	Students	Allocation Time
- Greeting students	- Greeting teacher	10'
- Praying	- Praying	
- Checking students' attendance list	- Expressing his presence by saying, "I am here."	

## 2. Main activity

Teacher	Students	Allocation Time
<b>a. Observing</b>		
- Asking students what they have learned at the	- Remembering the lesson part they have	10'

previous meeting	been studying	
- Asking students to open their book 'Pathway to English' (pp. 159-161) about punctuation and capitalization		
<b>b. Questioning</b>		
- Giving time for students to understand what punctuation and capitalization are	- Understanding punctuation and capitalization	5'
<b>c. Exploring</b>		
- Asking some students to read aloud the function and types of punctuation and capitalization	- Understanding punctuation and capitalization	20'
<b>d. Associating</b>		
- Asking students to find out the use of punctuation and capitalization	- Finding out the use of punctuation and capitalization	10'
<b>e. Communicating</b>		
- Distributing students' paragraph writing from previous meeting	- Understanding the use of punctuation and capitalization in paragraph writing	30'
- Asking students to check their punctuation and capitalization in their paragraph writing		
- Giving feedback to students' paragraph writing about their punctuation and capitalization		

## 3. Post-activity

Teacher	Students	Allocation Time
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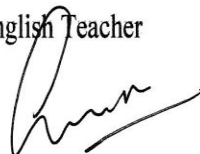
- Asking students to study about recount text, structure text, language features and how to organize ideas into word webbing for the post test	- Asking about the lesson that they are still confusing about	5'
- Closing the lesson and greeting students.	- Greeting teacher.	

**P. Assessment:**

- 1) Spiritual and social attitudes assessment
  - a. Spiritual attitude assessment instrument (observation sheet attached)
  - b. Social attitude assessment instrument (observation sheet attached)
- 2) Cognitive assessment is performed by: Written Test (the test attached)
- 3) Assessment of implementation is performed by writing rubric (rubric sheet attached)

Jakarta, May 2018

English Teacher



**Elita Rahmawati, S.Pd**

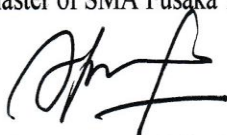
Researcher



**Epelin Tampubolon**

Approved by,

Headmaster of SMA Pusaka 1 Jakarta



**Yadi Sumyadi, S.Pd**



## Appendix 1

### Example of Recount Text

#### Last Holiday to Kuta Beach

##### Orientation:

Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta Beach. We chose Bali because we thought that Bali was the most beautiful place and it was the island of The God.

##### Events:

At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach. Next day, I swam on the beach and dived under the sea. The view was beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea. On the last day, I sunbathed in the beach like other tourists. Then my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

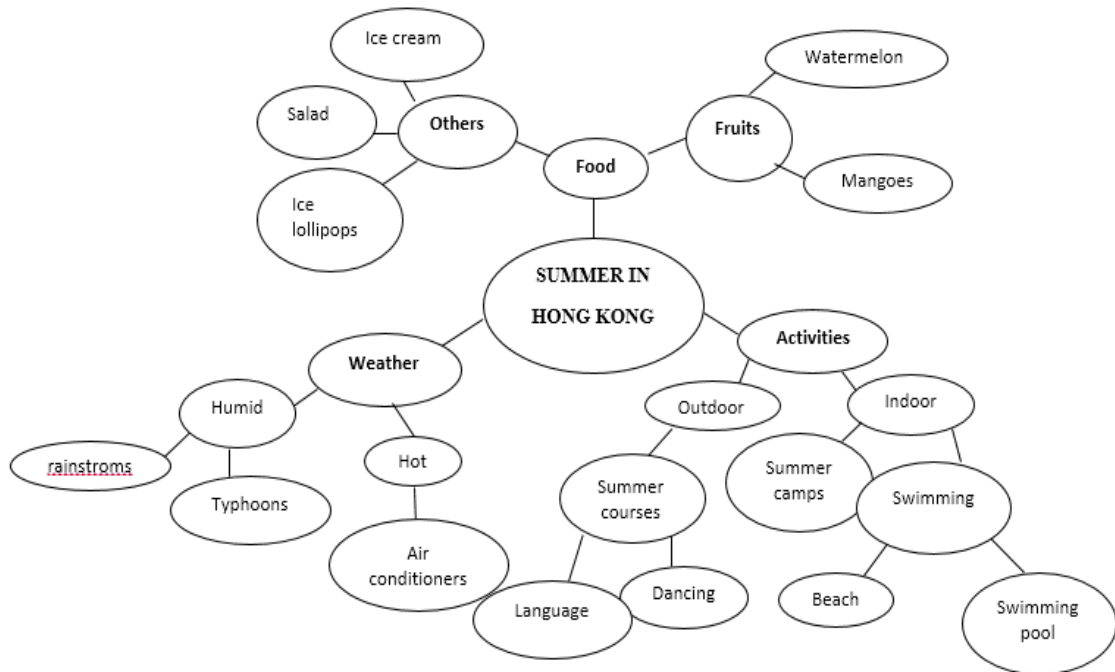
##### Re-orientation:

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

*(Source: <https://dontstopreading.wordpress.com/tag/recount-text/>)*

## Appendix 2

## Word Webbing

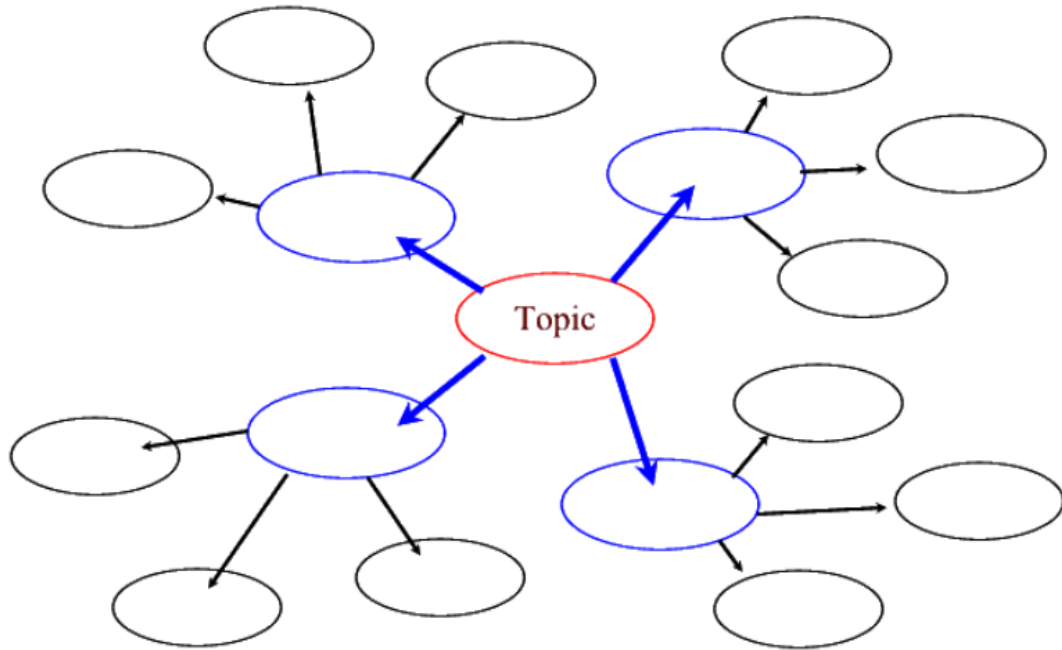


### Appendix 3

Name:

Date:

Class:



## Appendix 4

### Spiritual Attitude Assessment Instrument

No	Indicators	Students attendance number													
		1	2	3	4	5	6	7	8	9	10	11	12	...	32
1	Students are able to show spirit of following the process of learning														
2	Students are able to show seriousness of following the process of learning														

- Spirit rating criteria:

- 3 = showing the spirit (not easily give up facing difficulties, appreciate time, learn with wholeheartedly / sincere, diligent) in following the learning
- 2 = showing the spirit (not easily give up facing difficulties, appreciate time, learn with wholeheartedly / sincere, diligent) in following the learning, but not yet fully.
- 1 = not showing spirit (not easily give up facing difficulties, appreciate time, learn with wholeheartedly / sincere, diligent) altogether in following learning

- Seriousness rating criteria:

- 3 = showing seriousness (high commitment, willing to work hard, earnest) in following learning
- 2 = showing seriousness, not easily give up facing difficulties, appreciate time, learn with wholeheartedly / diligently, diligent in following learning, but not yet fully.
- 1 = not showing seriousness, not easily give up facing difficulties, appreciate time, learn with wholeheartedly / sincere, diligent study at all in following learning

## Social Attitude Assessment Instrument

No	Indicators	Students attendance number													
		1	2	3	4	5	6	7	8	9	10	11	12	...	32
1	Students are able to show good manners in implementing interpersonal communication with teachers and friends.														
2	Students are able to show good manners in implementing interpersonal communication with teachers and friends.														

- Politeness rating criteria:

3 = showing politeness (saying "please" and "thank you", respecting and respecting others without discriminating groups, looking at people to talk to, using language that does not offend other people) in carrying out interpersonal communication with teachers and friends.

2 = showing polite manners of saying "please" and "thank you", respect and respect others without discriminating groups, looking at people to talk to, using language that does not offend other people) in carrying out interpersonal communication with teachers and friend, but not yet using the rules of politeness (e.g. please, thank you, Can I ... ?.)

1 = not showing polite manners of saying "please" and "thank you", respecting and respecting others without discriminating groups, looking at people who are spoken to, using language that does not offend other people) at all in carrying out interpersonal communication with teachers and friends.

- Caring behaviour rating criteria:

3 = showing caring behaviour (offering help to friends and not being selfish) in implementing interpersonal communication with teachers and friends.

2 = showing caring behaviour (offering help to friends and not selfish) in implementing interpersonal communication with teachers and friends.

1 = not showing caring behaviour (offering help to friends and not being selfish) at all in carrying out Interpersonal Communication with teachers and friends.

## Appendix 5

## WRITING RUBRIC ASSESSMENT

No	Aspects	Score	Explanation
1	<b>Organization</b> j. Introduction (orientation: what, who, when, where) k. Body (events: chronology) l. Conclusion (re-orientation)	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
		17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
		14-12	Mediocre or scant introduction or conclusion; problem with the order 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 introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
		5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
2	<b>Content:</b> Logical development of ideas	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
		17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
		14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
		11-6	Ideas complete; essay does not reflect careful thinking or was hurried written; in adequate effort in area of content.
		5-1	Essay is completely inadequate and does not reflect Senior High School level work; no apparent effort to consider the topic carefully.
3	<b>Grammar</b> p. Past tense (e.g.: ate, drank, wrote, walked, went, spent, visited) q. Time signals (e.g.: yesterday, last year, two weeks ago, one	20-18	Native-like fluency in English grammar; correct use of past tense, time signals, time connectives, pronoun, and conjunction; no fragments or run-on sentences.
		17-15	Advanced proficiency in English grammar; some grammar problems do not influence communication; although the reader is aware of them; no fragments or run-on sentences.
		14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences and fragments present.

	<p>day, in 1945)</p> <p><b>r.</b> Time connectives (e.g.: at first, when, next, afterwards, at that time, before that, meanwhile, lastly)</p> <p><b>s.</b> Pronoun (e.g.: she, he, it, us, them, her, his, its)</p> <p><b>t.</b> Conjunction (e.g.: when, because, but, and, or, so)</p>	11-6	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed, difficult to read sentences.
		5-1	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.
4	<b>Punctuation, spelling, and mechanics</b>	20-18	Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.
		17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
		14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
		11-6	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.
		5-1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.
5	<b>Vocabulary:</b> Style and quality of expression	20-18	Precise vocabulary usage; use of parallel structures; concise; register well.
		17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
		14-12	Some vocabulary misused; lack awareness of register; maybe too wordy.
		11-6	Poor expression of ideas; problems in vocabulary; lacks variety of structure.
		5-1	Inappropriate use of vocabulary; no concept of register or sentence variety.
Score = $\sum$ categories (O + C + G + P + V)			
Total Score = 100			

*Adapted from: Brown & Bailey's analytic scale for rating composition tasks (Brown & Abeywickrama, 2010) and SMA Pusaka 1 Jakarta writing rubric assessment.*

## Appendix III

## WRITING RUBRIC

No	Aspects	Score	Explanation
1	<b>Organization</b> m. Introduction (orientation: what, who, when, where)	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	n. Body (events: chronology)	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	o. Conclusion (re-orientation)	14-12	Mediocre or scant introduction or conclusion; problem with the order 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 introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
		5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
2	<b>Content:</b> Logical development of ideas	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
		17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
		14-12	Development of ideas not complete or essay is



			somewhat off the topic; paragraphs are not divided exactly right.
		11-6	Ideas complete; essay does not reflect careful thinking or was hurried written; in adequate effort in area of content.
		5-1	Essay is completely inadequate and does not reflect Senior High School level work; no apparent effort to consider the topic carefully.
3	<b>Grammar</b> <b>u.</b> Past tense (e.g.: ate, drank, wrote, walked, went, spent, visited) <b>v.</b> Time signals (e.g.: yesterday, last year, two weeks ago, one day, in 1945) <b>w.</b> Time connectives (e.g.: at first, when, next, afterwards, at that time, before that, meanwhile, lastly) <b>x.</b> Pronoun (e.g.: she, he, it, us, them, her, his, its) <b>y.</b> Conjunction (e.g.: when, because, but, and, or, so)	20-18	Native-like fluency in English grammar; correct use of past tense, time signals, time connectives, pronoun, and conjunction; no fragments or run-on sentences.
		17-15	Advanced proficiency in English grammar; some grammar problems do not influence communication; although the reader is aware of them; no fragments or run-on sentences.
		14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences and fragments present.
		11-6	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed, difficult to read sentences.
		5-1	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.

4	<b>Punctuation, spelling, and mechanics</b>	20-18	Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.
		17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
		14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
		11-6	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.
		5-1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.
5	<b>Vocabulary: Style and quality of expression</b>	20-18	Precise vocabulary usage; use of parallel structures; concise; register well.
		17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
		14-12	Some vocabulary misused; lack awareness of register; maybe too wordy.
		11-6	Poor expression of ideas; problems in vocabulary; lacks variety of structure.
		5-1	Inappropriate use of vocabulary; no concept of register or sentence variety.
Score = = $\sum$ categories (O + C + G + P + V)			
Total Score = 100			

*Adapted from: Brown & Bailey's analytic scale for rating composition tasks (Brown & Abeywickrama, 2010) and SMA Pusaka 1 Jakarta writing rubric assessment.*

## Appendix IV

### STUDENTS' ATTENDANCE LIST

School : SMA PUSAKA 1

Class : X-1 IPA (Control Class)

No	Students' Name	Pre-Test	Control 1	Control 2	Control 3	Control 4	Post-Test
		17-April-2018	17-April-2018	24-April-2018	30-April-2018	8-May-2018	8-May-2018
1	P1	✓	✓	✓	✓	✓	✓
2	P2	✓	✓	✓	✓	✓	✓
3	P3	✓	✓	✓	✓	✓	✓
4	P4	✓	✓	✓	✓	✓	✓
5	P5	✓	✓	✓	✓	✓	✓
6	P6	✓	✓	✓	✓	✓	✓
7	P7	✓	✓	✓	✓	✓	✓
8	P8	✓	✓	✓	✓	✓	✓
9	P9	✓	✓	✓	✓	✓	✓
10	P10	✓	✓	✓	✓	✓	✓
11	P11	✓	✓	✓	✓	✓	✓
12	P12	✓	✓	✓	✓	✓	✓
13	P13	✓	✓	✓	✓	✓	✓
14	P14	✓	✓	✓	✓	✓	✓
15	P15	✓	✓	✓	✓	✓	✓
16	P16	✓	✓	✓	✓	✓	✓
17	P17	✓	✓	✓	✓	✓	✓
18	P18	✓	✓	✓	✓	✓	✓
19	P19	✓	✓	✓	✓	✓	✓
20	P20	✓	✓	✓	✓	✓	✓
21	P21	✓	✓	✓	✓	✓	✓
22	P22	✓	✓	✓	✓	✓	✓
23	P23	✓	✓	✓	✓	✓	✓
24	P24	✓	✓	✓	✓	✓	✓
25	P25	✓	✓	✓	✓	✓	✓

26	P26	✓	✓	✓	✓	✓	✓
27	P27	✓	✓	✓	✓	✓	✓
28	P28	✓	✓	✓	✓	✓	✓
29	P29	✓	✓	✓	✓	✓	✓
30	P30	✓	✓	✓	✓	✓	✓

Note:

A: Absen

i: izin

S: sakit

### STUDENTS' ATTENDANCE LIST

School : SMA PUSAKA 1

Class : X-2 IPA (Experimental Class)

No	Students' Name	Pre-Test	Treatment 1	Treatment 2	Treatment 3	Treatment 4	Post-Test
		17-April-2018	17-April-2018	24-April-2018	30-April-2018	8-May-2018	8-May-2018
1	P1	✓	✓	✓	✓	✓	✓
2	P2	✓	✓	✓	✓	✓	✓
3	P3	✓	✓	✓	✓	✓	✓
4	P4	✓	✓	✓	✓	✓	✓
5	P5	✓	✓	✓	✓	✓	✓
6	P6	✓	✓	✓	✓	✓	✓
7	P7	✓	✓	✓	✓	✓	✓
8	P8	✓	✓	✓	✓	✓	✓
9	P9	✓	✓	✓	✓	✓	✓
10	P10	✓	✓	✓	✓	✓	✓
11	P11	✓	✓	✓	✓	✓	✓
12	P12	✓	✓	✓	✓	✓	✓
13	P13	✓	✓	✓	✓	✓	✓
14	P14	A	A	✓	✓	✓	✓
15	P15	✓	✓	✓	✓	✓	✓
16	P16	I	I	✓	✓	✓	✓
17	P17	✓	✓	✓	✓	✓	✓
18	P18	✓	✓	✓	✓	✓	✓
19	P19	I	I	✓	✓	✓	✓
20	P20	✓	✓	✓	✓	✓	✓
21	P21	✓	✓	✓	✓	✓	✓
22	P22	✓	✓	✓	✓	✓	✓
23	P23	I	I	✓	✓	✓	✓
24	P24	✓	✓	✓	i	✓	✓
25	P25	✓	✓	✓	✓	✓	✓
26	P26	✓	✓	✓	✓	✓	✓
27	P27	✓	✓	✓	✓	✓	✓
28	P28	✓	✓	✓	✓	✓	✓
29	P29	I	I	✓	✓	✓	✓
30	P30	✓	✓	✓	✓	✓	✓

**Appendix V****INSTRUMENT OF PRE-TEST**

School : SMA 1 PUSAKA  
Class : X IPA  
Subject : English (Recount Text)

**Instructions:**

1. Make a short composition about a theme “My Study Tour”.
2. You have 40 minutes to do the test.
3. Use the following checklist to help write your composition:
  - a. Title
  - b. Orientation (what, who, when, where)
  - c. Events
  - d. Re-orientation
4. Do it individually!

**GOOD LUCK!**

*Sources:*

- Grace , E., & Sudarwati, T. M. (2016). Pathway to English for SMA/MA Grade X. Jakarta: Erlangga.*
- Dardjis , D., Fanani, S., & Anwar, A. (2016). Let's learn English SMA/MA grade X. Jakarta: Bumi aksara.*

## Appendix VI

### INSTRUMENT OF POST-TEST

School : SMA 1 PUSAKA  
Class : X IPA  
Subject : English (Recount Text)

#### **Instructions:**

1. Make a short composition about a theme “My Unforgettable Moment”.
2. You have 40 minutes to do the test.
3. Use the following checklist to help write your composition:
  - a. Title
  - b. Orientation (what, who, when, where)
  - c. Events
  - d. Re-orientation
4. Do it individually!

GOOD LUCK!

*Sources:*

*Grace , E., & Sudarwati, T. M. (2016). Pathway to English for SMA/MA Grade X. Jakarta: Erlangga.*

*Dardjis , D., Fanani, S., & Anwar, A. (2016). Let's learn English SMA/MA grade X. Jakarta: Bumi aksara.*

## Appendix VII

Students' Writing Pre-Test Scores in Control Class

No	Students' Name (X-1 IPA)	The Components of Writing Scoring					Score
		Organiz ation	Cont ent	Gram mar	Punctuation, spelling, and mechanics	Vocab ulary	
1	P1	8	7	5	5	5	30
2	P2	5	5	5	5	5	25
3	P3	9	7	6	5	5	32
4	P4	5	5	5	5	5	25
5	P5	14	13	6	8	7	48
6	P6	5	5	5	5	5	25
7	P7	9	8	7	6	6	36
8	P8	6	5	5	5	5	26
9	P9	8	7	5	5	5	30
10	P10	9	7	6	5	5	32
11	P11	8	8	7	6	6	35
12	P12	10	10	6	6	10	42
13	P13	13	10	5	8	12	48
14	P14	10	9	6	6	9	40
15	P15	9	8	7	7	7	38
16	P16	10	7	5	5	5	32
17	P17	10	10	8	8	8	44
18	P18	10	7	6	6	6	35
19	P19	10	7	6	6	6	35
20	P20	9	7	7	6	6	35
21	P21	9	8	7	7	7	38
22	P22	6	6	6	5	5	28
23	P23	9	8	7	7	7	38
24	P24	10	9	6	6	9	40
25	P25	10	9	7	7	9	42
26	P26	9	9	9	8	7	42
27	P27	6	5	5	5	5	26
28	P28	10	10	9	9	8	46
29	P29	10	10	8	8	8	44
30	P30	10	9	9	8	8	44
Total		1081					
Average		36.03333					



### Appendix VIII

Students' Writing Post-Test Scores in Control Class

No	Students' Name (X-1 IPA)	The Components of Writing Scoring					Score
		Organiz ation	Cont ent	Gram mar	Punctuation, spelling, and mechanics	Vocab ulary	
1	P1	14	17	12	12	11	66
2	P2	15	14	12	12	12	65
3	P3	15	16	14	15	15	75
4	P4	16	15	15	15	14	75
5	P5	14	14	11	12	14	65
6	P6	15	15	14	14	15	73
7	P7	14	14	14	14	12	68
8	P8	14	14	12	11	12	63
9	P9	14	14	11	11	14	64
10	P10	15	15	13	13	14	70
11	P11	12	12	12	12	12	60
12	P12	15	15	14	14	12	70
13	P13	15	17	11	12	12	67
14	P14	14	15	14	14	12	69
15	P15	14	12	12	12	12	60
16	P16	15	12	10	12	11	60
17	P17	15	15	14	14	14	72
18	P18	16	15	13	11	11	66
19	P19	14	14	12	10	10	60
20	P20	15	15	14	15	15	74
21	P21	10	12	10	13	15	62
22	P22	12	14	12	12	12	62
23	P23	16	16	16	16	15	76
24	P24	15	15	13	14	12	69
25	P25	15	15	12	14	14	70
26	P26	15	15	14	14	14	68
27	P27	15	14	14	14	15	72
28	P28	16	16	16	15	14	77
29	P29	15	17	15	15	12	74
30	P30	15	15	14	14	12	70
Total		2042					
Average		68.06667					

## Appendix IX

Students' Writing Pre-Test and Post-Test Scores in Control Class

No	Students' Name (X-1 IPA)	Pre-Test Score	Post-Test Score
1	P1	30	66
2	P2	25	65
3	P3	32	75
4	P4	25	75
5	P5	48	65
6	P6	25	73
7	P7	36	68
8	P8	26	63
9	P9	30	64
10	P10	32	70
11	P11	35	60
12	P12	42	70
13	P13	48	67
14	P14	40	69
15	P15	38	60
16	P16	32	60
17	P17	44	72
18	P18	35	66
19	P19	35	60
20	P20	35	74
21	P21	38	62
22	P22	28	62
23	P23	38	76
24	P24	40	69
25	P25	42	70
26	P26	42	68
27	P27	26	72
28	P28	46	77
29	P29	44	74
30	P30	44	70
Total		1081	2042
Average		36.03333	68.06667

## Appendix X

Students' Writing Pre-Test Scores in Experimental Class

No	Students' Name (X-2 IPA)	The Components of Writing Scoring					Score
		Organiz ation	Cont ent	Gram mar	Punctuation, spelling, and mechanics	Vocab ulary	
1	P1	7	5	6	6	6	30
2	P2	6	6	6	6	6	30
3	P3	9	9	8	8	8	42
4	P4	10	10	8	8	9	45
5	P5	6	4	5	5	5	25
6	P6	6	5	5	5	5	26
7	P7	9	9	8	8	8	42
8	P8	7	7	6	6	6	32
9	P9	9	9	7	7	6	38
10	P10	8	8	6	6	6	34
11	P11	9	9	8	8	8	42
12	P12	6	6	6	6	6	30
13	P13	8	8	8	8	8	40
14	P14	8	8	8	7	7	38
15	P15	6	5	5	5	5	26
16	P16	10	10	8	8	8	44
17	P17	11	11	9	9	9	49
18	P18	10	10	9	8	8	45
19	P19	8	8	7	7	6	36
20	P20	9	9	8	7	6	39
21	P21	7	6	5	5	5	28
22	P22	8	7	7	7	6	35
23	P23	10	8	8	7	7	40
24	P24	11	10	9	9	9	48
25	P25	10	10	9	9	8	46
26	P26	7	6	6	5	5	29
27	P27	12	11	9	8	9	49
28	P28	7	6	6	5	5	29
29	P29	8	7	7	7	6	35
30	P30	6	5	4	5	5	25
Total		1097					
Average		36.5667					

## Appendix XI

Students' Writing Post-Test Scores in Experimental Class

No	Students' Name (X-2 IPA)	The Components of Writing Scoring					Score
		Organiz ation	Cont ent	Gram mar	Punctuation, spelling, and mechanics	Vocab ulary	
1	P1	14	15	14	14	16	73
2	P2	17	17	14	14	13	75
3	P3	16	16	14	14	15	75
4	P4	18	18	18	16	16	86
5	P5	15	12	10	13	10	60
6	P6	15	15	15	10	15	70
7	P7	17	17	14	15	15	78
8	P8	18	18	18	16	16	85
9	P9	17	17	16	16	16	82
10	P10	17	17	14	14	16	78
11	P11	15	15	13	14	15	72
12	P12	14	14	14	15	15	72
13	P13	17	17	15	14	15	78
14	P14	18	17	14	15	15	79
15	P15	17	17	15	13	14	76
16	P16	16	16	15	15	15	77
17	P17	18	18	17	15	16	84
18	P18	17	17	16	15	15	80
19	P19	16	17	16	15	16	80
20	P20	17	16	15	12	15	75
21	P21	17	17	12	14	14	74
22	P22	15	16	15	14	14	74
23	P23	17	16	16	15	16	80
24	P24	18	18	17	18	17	86
25	P25	17	16	14	14	15	77
26	P26	15	16	15	12	12	70
27	P27	18	18	17	16	16	85
28	P28	17	18	14	17	15	81
29	P29	17	17	16	16	16	82
30	P30	17	17	14	15	16	79
Total		2323					
Average		77.4333					

## Appendix XII

Students' Writing Pre-Test and Post-Test Scores in Experimental Class

No	Students' Name (X-2 IPA)	Pre-Test Score	Post-Test Score
1	P1	30	73
2	P2	30	75
3	P3	42	75
4	P4	45	86
5	P5	25	60
6	P6	26	70
7	P7	42	78
8	P8	32	85
9	P9	38	82
10	P10	34	78
11	P11	42	72
12	P12	30	72
13	P13	40	78
14	P14	38	79
15	P15	26	76
16	P16	44	77
17	P17	49	84
18	P18	45	80
19	P19	36	80
20	P20	39	75
21	P21	28	74
22	P22	35	74
23	P23	40	80
24	P24	48	86
25	P25	46	77
26	P26	29	70
27	P27	49	85
28	P28	29	81
29	P29	35	82
30	P30	25	79
Total		1097	2323
Average		36.5667	77.4333

**Appendix XIII**

## Writing Scoring Criteria

Range of Score	Criteria
80-100	Excellent
60-80	Very Good
40-60	Good
20-40	Poor
0-20	Very Poor

Appendix XIV

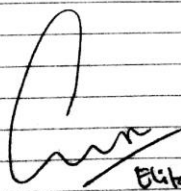
Example of Students' Writing Pre-Test and Post-Test Results in Control Class

A. Pre-Test

1. Participant 1

Nama: Kereni  
 Kelas: X-IPA-1  
 Date 21: 01: 2019  
 No. \_\_\_\_\_  
 Date PRE-TEST \_\_\_\_\_

"my study boy"  
 Last Wednesday, my friend and I goes to bankura  
 we up by bus. All ten grade follow. We went a 06.00am  
 there. we go to ITB I watching movie in  
 ITB we arrived 09:30 AM  
 AND ~~we~~ there is nothing special, I am very  
 happy ~~we~~ I want to join (ET)

$  \begin{array}{r}  O : 10 \\  C : 7 \\  G : 5 \\  P : 5 \\  V : 5 \\  \hline  = 32  \end{array}  $	 Kereni	
(K)	(ET)	(L)

## 2. Participant 2

PRE-TEST

name: Tio Tozkayah      date: 21/4/2018

class: X IPA 1

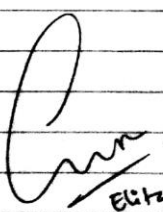
" My Study Tour "

Last wednesday, me and my friend's goes to Bandung, west java. Nothing special in my study tour.

First, we go there by bus at 06.00 am until 12.30 pm. huft... It's very boring right? ... And in bus we just can sleep, hear song's or eat some snack until we rive to Orchid forest park.

Second, in here we just take photo's and trip in orchid forest park. And we go to next place is ITB (University Technology of Bandung). When I know some information of ITB, I want to join in this University.

And last, ~~we~~ before we go home, we go to some supermarket to shopping. And next we go home at 19.30 pm until 12.30 am. Nothing special right? just flat moment ~~at the moment~~

D = 13 C = 10 G = 5 P = 8 V = 10 + 46	 Elita	
(R)	(ET)	(L)



## 3. Participant 3

Name: REZA Rizki P. Date: 24-4-2018

Klass: X. IPA I

No.  
Date: PRE-TEST

## Mt Study Tour

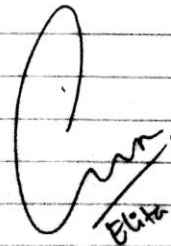
Last wednesday I goes to Bandung with my classmate  
and I go to Bandung by bus at 06.00 Am.

Played

At bus we plays game mobile Legends and at bus  
we take a sit hour and we arrive at subang and  
we take a rest there and get in the bus again to  
continue our journey to orchid park, at lunch we get  
a bad rice and a bad chicken and after we go to  
park we went to ITB and after we go to ITB  
and after that we ~~went~~ we go to home

And theres nothing special at there, but that is a  
bad journey and I unsatisfied

O = 10  
C = 10  
G = 5  
P = 6  
V = 11 +  
Total = 42



(R)

(ET)

(L)

4. Participant 4

Patricia elsa Setowan  
IPA 1

PRE-TEST

No. \_\_\_\_\_  
Date: \_\_\_\_\_

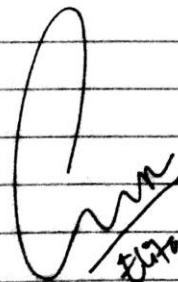
" My Study Tour "

Last wednesday, We went to Bandung. We rode by bus. All ten grade follow in Bandung. We arrive to ITB univercity orchid florest and we shopping in the Ciampelas.

There, we went ITB univercity. In there we give a advice after that we went to orchid florest and we taked a picture.

There is nothing special. because me no feel a+ study tour. I feel tired after study tour.

O = 10  
C = 8  
G = 7  
P = 5  
V = 5 +  
35



(R)

(ET)

(L)

5. Participant 5

No \_\_\_\_\_  
Date \_\_\_\_\_

PRE-TEST

Name : Inesa Nurfadiah      Date = 24 April 2018

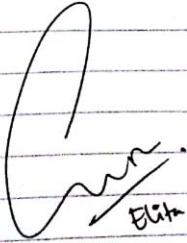
Class : X IPA 1

Last Wednesday, me and my friends goes to Bandung, west Java  
Nothing special in my study tour.

Frist, we go there by bus at 06.00 am until 12.30 pm. huft ....  
It's very boring right? ... And in bus we just can sleep,  
hear song's or eat ~~Snack~~ Snack until we five to orchid  
forest park.

Second, in here we just take photo's and trip in orchid  
forest park. And we go to next place is ITB (univercity  
Technology of Bandung) when I know some information of ITB,  
I want to join in this university.

And last, before we go home, we go to some supermarket  
to shopping. And next we go home at 19.30 pm until  
12.30 am nothing special right? just flat moment.

$O = 13$ $C = 10$ $G = 5$ $P = 8$ $V = 12$ <hr style="width: 50%; margin-left: 0;"/> $48$	 Inesa	
C (R)	(E T)	(L)

6. Participant 6

nama : Leonard T  
 kelas : X-IPA 2  
 No. 24/4/2018  
 PRE-TEST  
 Date: \_\_\_\_\_

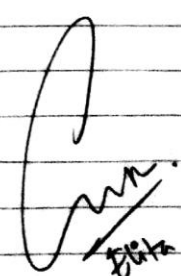
---

"My Study tour"

last wednesday, my friends and I goes to Bandung. I go to school at 04:30 AM and I arrived at school 05:00 AM and I waiting the bus come to school

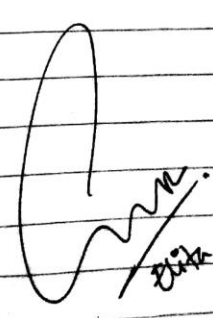
and then weare go to Bandung after 4hours in the road. Finally we arrived at Lembang, trip Bandung, and then we have some rest in the D'Chid Bandung. we are take some a photo and then we go back to bus for lunch. after lunch we go to Bandung city to visit the ITB. after that we go to Cihampelas wait to rest and dinner.

after dinner we go back to bus and go to home we arrived at school 00:30 AM

$O = 10$ $C = 10$ $G = 8$ $P = 6$ $V = \frac{0}{42} +$		
(R)	(ET)	(L)

7. Participant 7

PRE-TEST Date: \_\_\_\_\_

<input type="checkbox"/>	Name: M Rizky Hudaib A.G		
<input type="checkbox"/>	Class: X IPA 2		
<input type="checkbox"/>	" My Study tour "		
<input type="checkbox"/>	Last Wednesday, all student SMA Pusaka 1 Jakarta goes to bandung <del>with my</del> and my classmate go to bandung by Bus.		
<input type="checkbox"/>	at bus we play another games, eat some snack, and laughing together. we takes to bandung at 5:30 AM. our journey is seven hours. at subang we take a rest in rest area, and the journey is going on. Continue we our journey to orchid Park. In there, we take the photo. orchid park is great viewwers		
<input type="checkbox"/>	After to orchid park, we take a launch, but, we got bad rice and bad chicken next we go to ITB. ITB is great campus in bandung. ITB is large to. to many student in here		
<input type="checkbox"/>	There is nothing special, but I am happy, because is this is a great journey and I want to join ITB		
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>	O = 10		
<input type="checkbox"/>	C = 10		
<input type="checkbox"/>	G = 8		
<input type="checkbox"/>	P = 8		
<input type="checkbox"/>	V = 8 +		
<input type="checkbox"/>	Total = 44		
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>	(R)	(ET)	(L)

B. Post-Test  
 1. Participant 1

Post Test

No. Tuesday  
 Date 08-05-2018

NAME: M. Kemal Herzie  
 Kelas: X-IPA-1

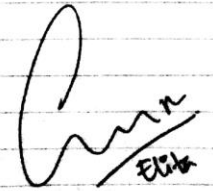
\* Make your Paragraph about "My Unforgettable Moment"

Paragraph 1:

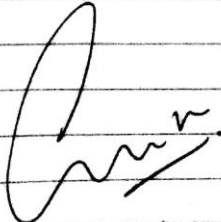
When I was 11 years old, I want to go my grand mother's house to celebrate my grand mother birthday party all my family gathered for eating together

After my grand mother birthday party my friends pick up me to playing football. During my journey I followed by a man. I'm so afraid because he wants to kidnap me I was stopped by him.

The ~~the~~ impression I have to be more careful when playing outside the house

<p>O = 15                  C = 12                  G = 10                  P = 12                  V = 11  <hr style="width: 50%; margin-left: 0;"/>                 60 +</p> <p>(R)</p>	 <p>(ET)</p>	<p>(L)</p>
--	---	------------

2. Participant 2

		No.:
Tia Tasqiyah X IPA 1		8 Mei 2018
<u>Post Test</u>		
<u>My Trip with My Family</u>		
<p>Last year, my family and I went to my grandmother house by cars. We're not just in my grand mother house, but we next to trip to jogja until 3 day's.</p>		
<p>At the first day, my family and I went to one of beautiful place in jogja, that is Borobudur Temple. My cousins and I enjoyed to take many picture's and enjoyed with the view at there. And next trip is one of malioboro stand. My family and I just spend time to shopping at there. When dusk we come back to my grand mother house. At the second day, My family and I just got together in my grand mother house, because we were still tired because of the trip yesterday.</p>		
<p>At the last day, My family and I went to one of the places of tourism, that is waterfall or "Coban rondo" in malang, east java. My family and I have fun there until noon. And back to jakarta after we bought many <del>some</del> souvenirs for my friends. I'm so happy after trip with my family, I hope we can trip again <del>to</del> at nother time.</p>		
O-16 C-16 G-16 P-15 V-14		
77 (K)	Elita (ET)	(L)

## 3. Participant 3

Reza Rizki P. X.IPAI

B. Inggris

No. :

Post test

My Holiday in Bogor

Last month I and my family went to Puncak ~~there~~ <sup>is</sup> me, dad, mom, and my brother we went to the hotel near Puncak in Bogor. I have a holiday from school so I went to holiday with my family. I went to Bogor from 05.00 AM we ~~so~~ went from a morning and arrived at hotel at 11.00 AM

When we arrived at there I directly ~~go~~ <sup>went</sup> to swim and that is very cold water in that swimming pool and after swimming I ~~go~~ <sup>went</sup> to sleep and tomorrow I ~~go~~ <sup>went</sup> to walking looking for a hill

After ~~to~~ <sup>two</sup> day I ~~go~~ <sup>went</sup> home and I <sup>was</sup> satisfied with my holiday.

O = 15

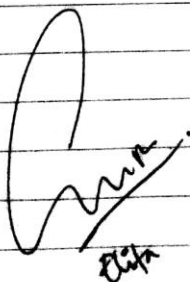
C = 15

G = 12

P = 4

V = 14

70



(F)

(ET)

(U)



## 4. Participant 4

Patricia Elsa Setawan

X IPA 1

No 7/18  
Date 5

Post Test

"My Unforgettable moment"

My name is Patricia Elsa Setawan. In here I will telling you about my Unforgettable moment. One day, I went to the top puncak area with my family.

Then, where I did fun things, like to the victory outlet, where I spent as much as I did, where I squeezed the cow's milk. I visited the city of Cimory to see the beautiful painting.

That night my family and I ate at a five star restaurant, there we joked and joked.

After that, we stayed at one of the hotel in the area there, we stayed for one week. I feel very happy, it is my best experience.

O = 15

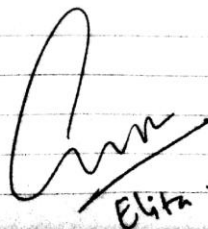
C = 15

G = 14

P = 15

V = 15

74

  
Elisa

## 5. Participant 5

No. :

Nama: Meisa Nurfadilah.

Date: Selasa 8 Mei 2018

Kelas: X IPA 1

Mapel: Bhs. Inggris.

Post Test

\* make your paragraph about "my unforgettable moment"

The Broken leg.

One day, I want to take a drink in the kitchen at six o'clock at night and that is when people ~~to~~ were praying. There I am very thirsty. After I finished drinking, I came down from the kitchen and suddenly I fell and my legs sprained and heard the sound of bone sounds "krek" there I was very shocked.

After that I was brought to the masseuse to justify the position of ~~the~~ his leg bones and at that my feet in "pletakin" and I scratched my father and I cried roared because of the pain. and afterwards I am given a bandage to cover the herbal remedies that are on my leg.

After that I was told to rest for a week and I should not go to school first.

kesan = the event caused me very sad.

O = 15

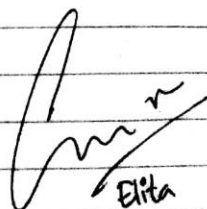
C = 17

G = 11

P = 12

V = 12

67



Elita

180 mm x 257 mm

(ET)

(L)

KIKY

6. Participant 6

X-IDA 7

Leonard T

Post test

No

Date Tuesday 9 May 2018

"My unforgettable experience"

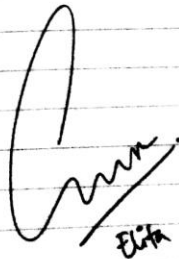
On my last year holiday, I went to Jogja with my family. I went to Jogja at 17 December 2017 for Christmas and New Year holiday. I used the train (arsikromo angrek).

We arrived at Stasiun Tugu Jogja at 7:00 AM and then we go to Inna Garuda hotel for some rest. The next day, we played at the Indragiri beach & Swamp and played the sand.

The last day at Jogja, we went to Malioboro street for take a photo and I bought two ~~clothes~~ clothes. After that, we went back to the hotel to refresh before we went back to Jakarta. At the 11:00 PM we go to Tugu station, waiting a train and we go to back Jakarta.

That is my unforgettable experience.

O = 15  
C = 15  
G = 14  
P = 14  
V = 12 +  
70



Elita

(P)

(ET)

(L)

7. Participant 7

M. Rizky Haikal X IPA 1

B Inggris Post test No : 8-5-2018

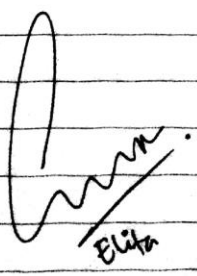
Indonesian Games Champion

My name is M Rizky Haikal, Last Sunday 22 April 2018, at 10:00 pm I and my friend went to watch Indonesian Games Champion. The location of Indonesian Games Champion in Balai Kartini, South Jakarta. we go there with grabbike. we arrive at 11:15 pm then we went into the Indonesia game champion building.

Once inside the building, I was surprised to see many people, games, and various tournaments like a DOTA 2, Mobile legend, Tekken 9, Line get rich, and Dragon Ball. Before I saw various tournament, I saw AMD Ryzen at computer gaming. It's the coolest computer I've ever seen. After I saw AMD Ryzen, I met a youtuber like Sarah Viloid, Miaw Aig and Michael saw saw. I take the picture with <sup>them</sup> and I take <sup>my</sup> the picture with EVOS member. He is EVOS Oura

I'M Very Happy with this moment because, I met my my favourite youtuber and EVOS Member.

O = 15		
C = 15		
G = 14		
P = 14		
V = 14 +		
72		

  
Elita

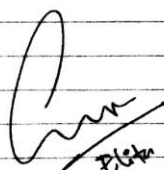
(Observer) (English Teacher) (Lecturer)

## Appendix XV

### Example of Students' Writing Pre-Test and Post-Test Results in Experimental Class

#### A. Pre-Test

##### 1. Participant 1

	Galiano	PRE-TEST	No. _____ Date: _____
	<u>"My Study Tour"</u>		
	<p>Hello my name is Galiano Putra. Last week i and friends went to Bandung, we went by bus. We take 6 hours will we arrived, we visited orchid forest at Cikole Lembang. We arrived in orchid forest at 12 o'clock, in ther we take some photos and we also have a lunch, but the food is basi. So we bought some cilik (snack). At 2 pm we arrived in ITB university.</p> <p>I will never forget it. i am proud of being Bandung because country Paris Van Java and i like Bandung</p>		
	<p>O = 8 C = 8 G = 6 P = 6 V = 6 ----- + Total = 34</p>		
	(P)	(ET)	(L)

2. Participant 2

PRE-TEST

Date: \_\_\_\_\_

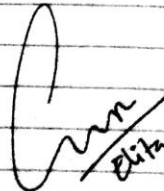
T1554

Study tour

I joined school study tour last week. Before the study tour my teacher gave all of the students the rules of joined the study tour. We must arrived at school at 09.00 AM. which I did. but when I arrived at school... the whole school is still empty there's only a school security and I don't know other security maybe? I don't really know them btw.

After waited at school finally we were allowed to go to our bus. I got bus 2 glad I can sit with my friend, I mean friend that close to me. Well the whole road was kinda boring. all I do was ate snack, sleep, and pondering...

And uh, the worst part is when the travel guide gave us lunch. it's raw? expired? stink? maybe all in one. but they apologize for it. but still... At night they gave us (men friends) dinner but this time is good. they got us beperandang but too bad I don't eat that cause I already ate fried rice ~~at~~ at a restaurant when the bus stop. Okay I guess that's a Okay study tour. I guess?! ...

O = 12		
C = 11		
G = 9		
P = 8		
V = 9		
<b>Total</b> 49	+	
(K)	(ET)	(L)



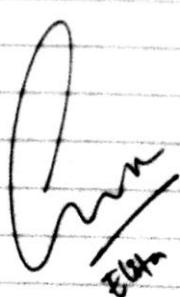
## 4. Participant 4

Brigita PRE-TEST

My Study Tour

Last week, I and my friends went to Bandung. From SMA Pusaka to study tour. We went by bus. We prepare 04.30 AM in the school. Student to pray school. and we go to Bandung 05.30 PM.

we five at Bandung 11.30 PM

O: 6	
C: 4	
G: 5	
P: 5	
V: 5 +	
Total = 25	



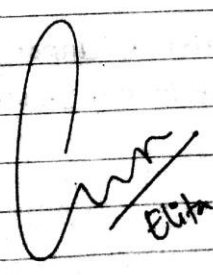
5. Participant 5

Alikah PRE-TEST Date: \_\_\_\_\_

My Study Stour

Last week, I and my friend went to Bandung. We went by bus. I passed Subway. In the Street So Many Car and Truck Mengakibatkan traffic. My bus arrived on 05.00 a.m in Mall Cipinang Indah. There we prepared to first tourist ~~site~~ site that pinus forest. I felt very happy and I saw amazing View. I took many picture there with my friends.

Finally, we went to bought many Snack in Cihampelas we bought Kerupuk pasir for my family. And we come to home on 01.00 a.m and I'm So Very happy.

<p>O = 10</p> <p>C = 10</p> <p>G = 8</p> <p>P = 8</p> <p>V = 9</p> <p>Totol = 45</p>		
(R)	(ET)	(L)

## 6. Participant 6

Rifqah Jihan D  
K IPA 2.

PRE-TEST

DATE :

### "My Study Tour"

Last week, I and my friend went to Bandung. We went by bus. At the bus we sang a song together. I sat with my friend Viola and Rifqi.

For lunch the travel guide gave us raw food which is not good. By that it makes me ate some snack that I bring from home.

At night the travel guide gave us dinner beef rendang in a dinner box. After that I bought some snack at the busstop. and then we went back to Jakarta. and I arrived at 01.00 AM.

D = 10

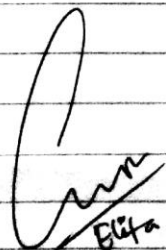
C = 8

G = 8

P = 7

V = 7

Total = 40



Elita

## 7. Participant 7

Fakhri

PRE-TEST

No. \_\_\_\_\_

Date \_\_\_\_\_

my study tour

Last week, i and my friends went to Bandung joined event study tour and i do event very happy and was there to see a very beautiful view of his air was very cool

me and my friend take pictures in the pine forest i feel the cool air in the pine forest there i ate stale rice ~~itunoff~~ study tour terburuk yang pernah saya rasakan

after that i was exhausted and i went home and got home around the clock

O = 9

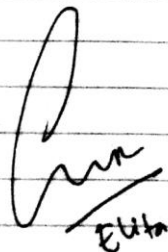
C = 9

G = 7

P = 7

V = 6 +

Total = 38



Elita

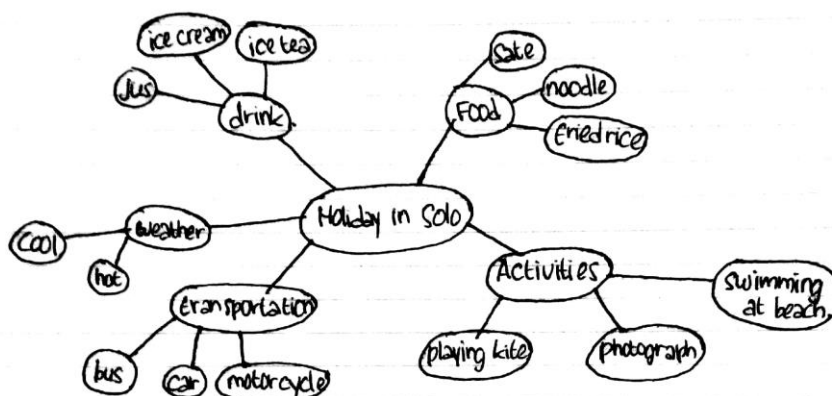
B. Post-Test  
1. Participant 1

NAME: GALLIANO PUTRA, P  
CLASS: X IPA 2

DATE: 8 MAY 2018

PAST TEST

No .....  
Date .....



"My Unforgettable Moment"

Hello, my name is Galliano Putra, i'm 16 years old. Here i will tell you an unforgettable experience. On 2 years ago my family and i want to Solo meet the brother there. All the trip there, enjoy the beautiful scenery as well.

My experience in Solo is to visit all the brothers there. At that time we depart from Jakarta at 5 am. My family and i use the car to travel to solo. About the trip to the solo was 19 hours. During the trip we rest as much as 6 times. After getting to the solo, we took a break in the traditional diner original solo. The weather there is pretty hot, but at night the weather turns cold. There i take a lot of photos, so i have a lot of experience at solo. When in solo i swim on the beach, on the beach i also play kite.

It was an unforgettable experience with family, i can not forget the experience in my life. The scenery there is very beautiful, so beautiful the natural charm of Indonesia. And i love Indonesia.

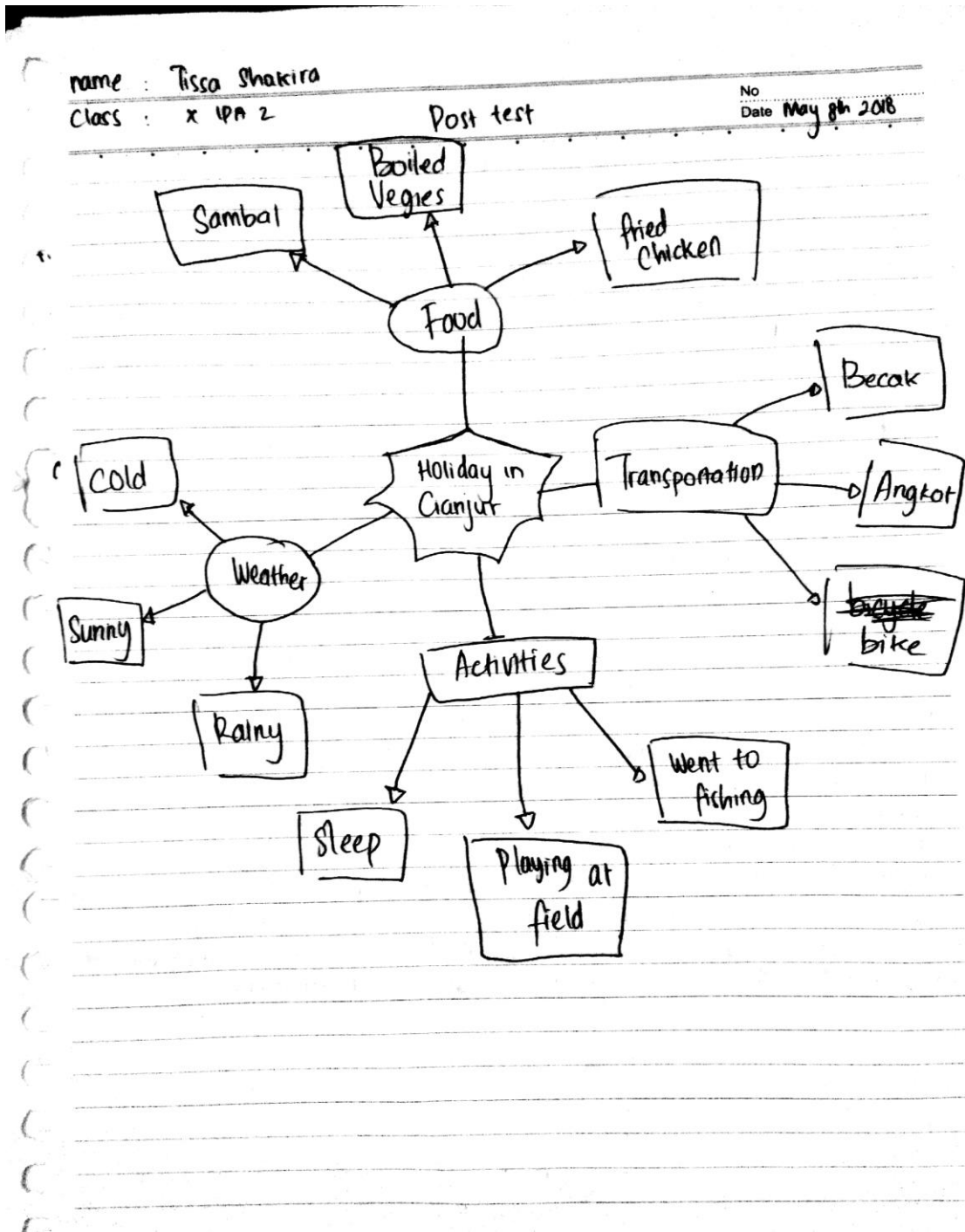
O = 17  
C = 17  
G = 14  
P = 14  
V = 16 +  
    78

(R)

(ET)

(L)

2. Participant 2



No  
Date

## Holiday in Cianjur

Last year, I went to Cianjur with my family to visit my grandpa's house. The weather when I arrived there are rainy. After the rain are gone, I decided to go find some food for lunch. Then I found a restaurant in the side of the road who ~~is~~ serve a really nice sundanesse food like fried spices chicken, Karedok, Boiled vegies, Sambal etc. I went there to ~~ate~~ lunch. Oh, and also I went there ~~with~~ ~~my~~ by Angkot with my mom from my grandpa house. The other family member went there by car.

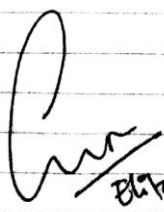
After me and my family ate lunch, we ~~go~~ <sup>went</sup> back to my grandpa house to fishing at my grandpa's pond in the back of his yard. Me and the other family members enjoyed it. And after I caught some fishes, well the side of the pond there are a really wide rice field that owned by my grandpa. So I played there with my siblings. After feeling quiet tired I decided to wash all the dirt away then go to sleep in these ~~is~~ really nice cold weather to put my blanket on.

Well the other day when my eyes finally meet the sun it is the last day that I stayed there. I had to went back to Jakarta in the afternoon. While it still morning I decided to go look around the village with my grandpa by becak. but my dad decided to join us too but he ~~use~~ <sup>used</sup> bike instead of becak. Well finally the afternoon came. I had to go back to Jakarta.

Well that's all my story for my holiday in Cianjur, I really missed it so much. All the feelings include ~~is~~ at that moment.

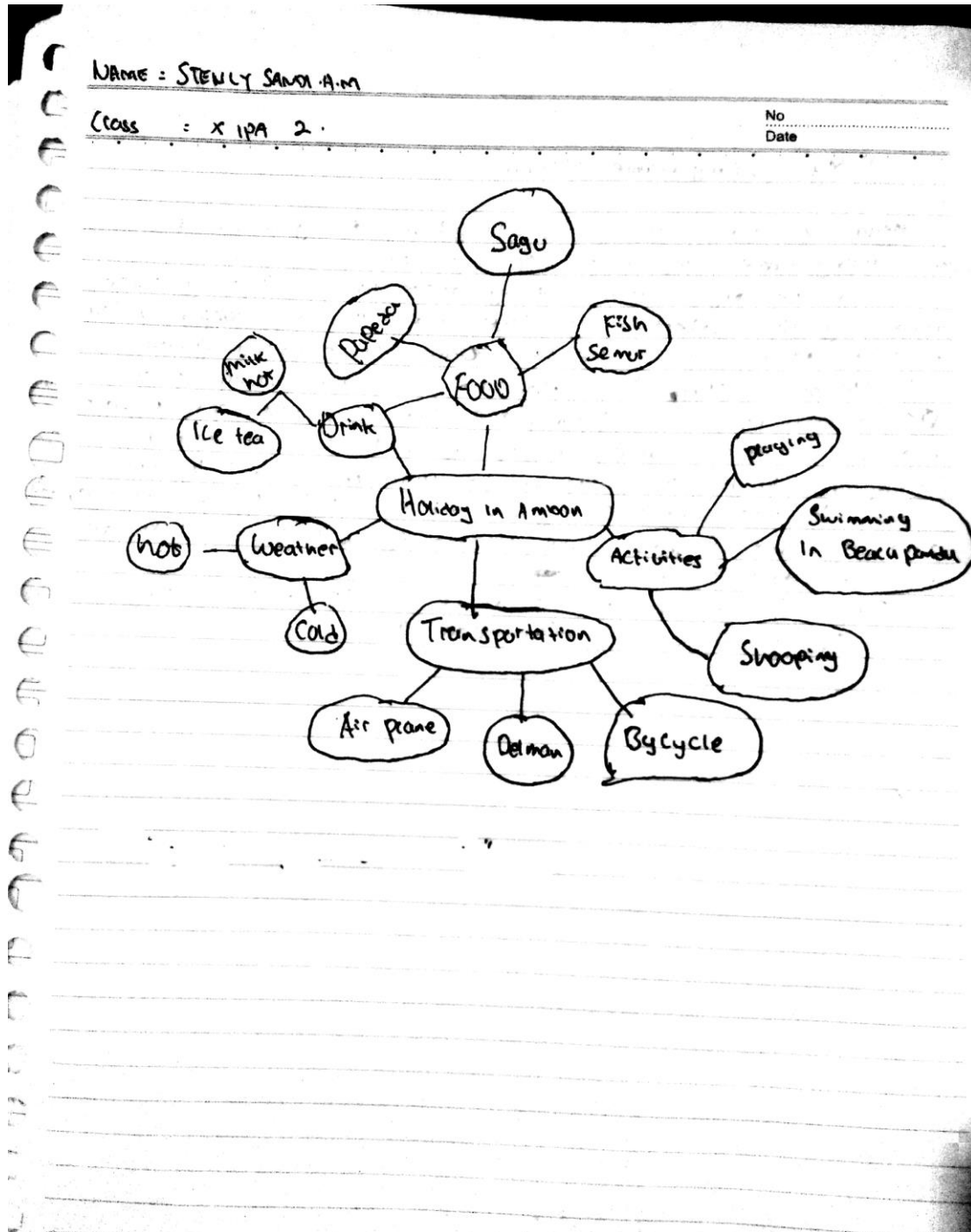
O = 18  
C = 18  
G = 17  
P = 16  
V = 16 +  
85

(Researcher)


  
(English Teacher)

(Lecturer)

## 3. Participant 3



No  
Date

## " My Unforgettable Moment "

Hello my friends, my name is Stency I will tell you about the unforgettable moments of my life

On that day, I was cycling to the park at our my estate with my close friends, my friends and I were very happy to ride bike in the morning to see the scenery in beautiful garden. In the park I play ball, hide and seek, and fishing in the pond near the park ... Finally me and my friend left the park and back to each home, before going home we all had a cycling race to get home, the winner will be treated by the losers, in the middle of my journey fell until my skin torn leg and my nose slipped ... I was assisted by local residents to treat it and return me home, too

The conclusion do not drive with speed even though it's cycling because it can lead to.

O = 17  
C = 16  
G = 14  
P = 14  
V = 16 +  
77  
(R)

Stency  
Elita  
(ET)

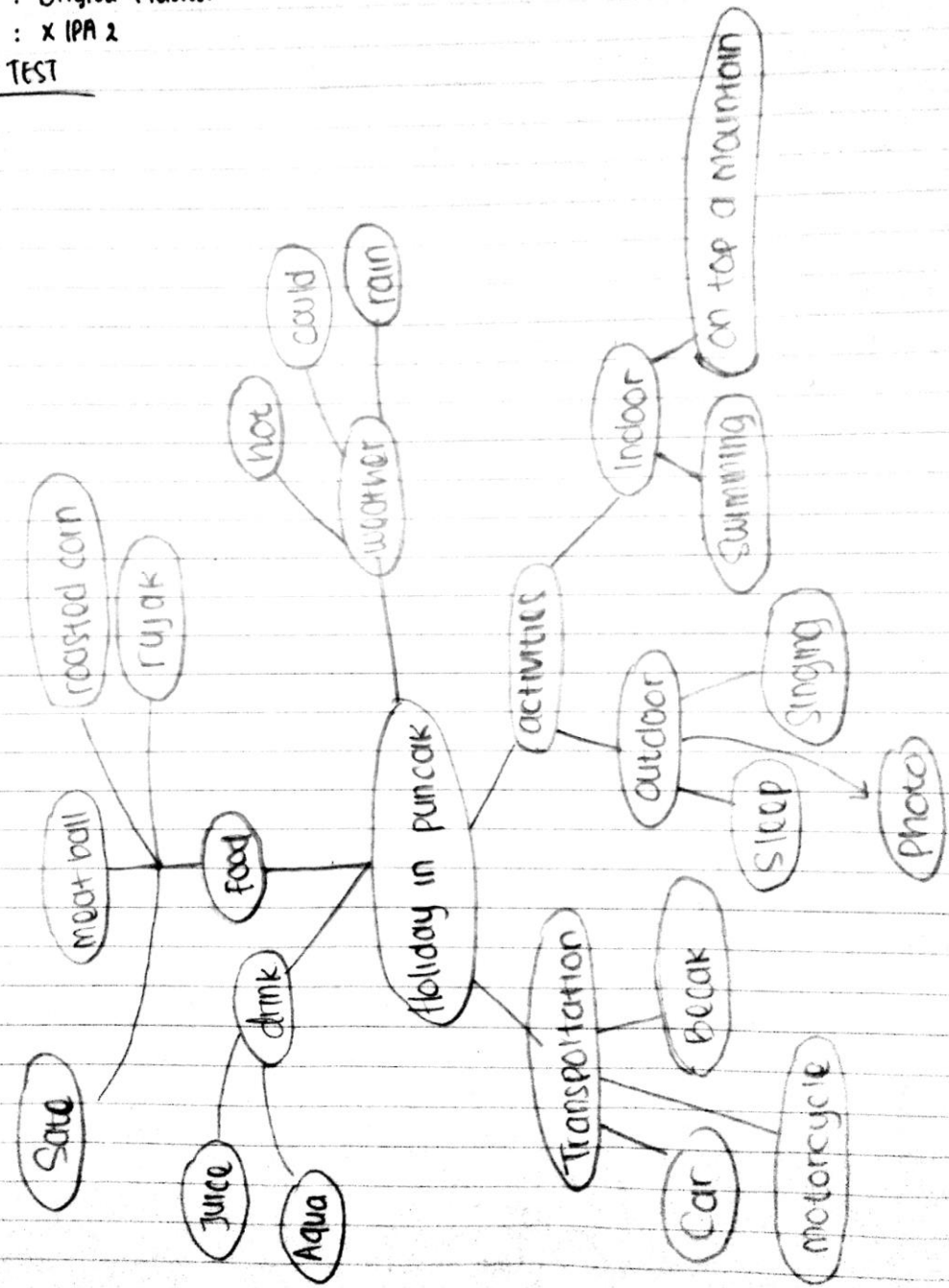
(L)



4. Participant 4

No Tuesday  
Date 8/5/2018

Name : Brigita Pratiwi  
Class : X IPA 2  
POST TEST



No  
Date

## My unforgettable moment

Last month, me and my family holiday in Tanjung Setia beach, which located around 234 kilometers from Bandar Lampung.

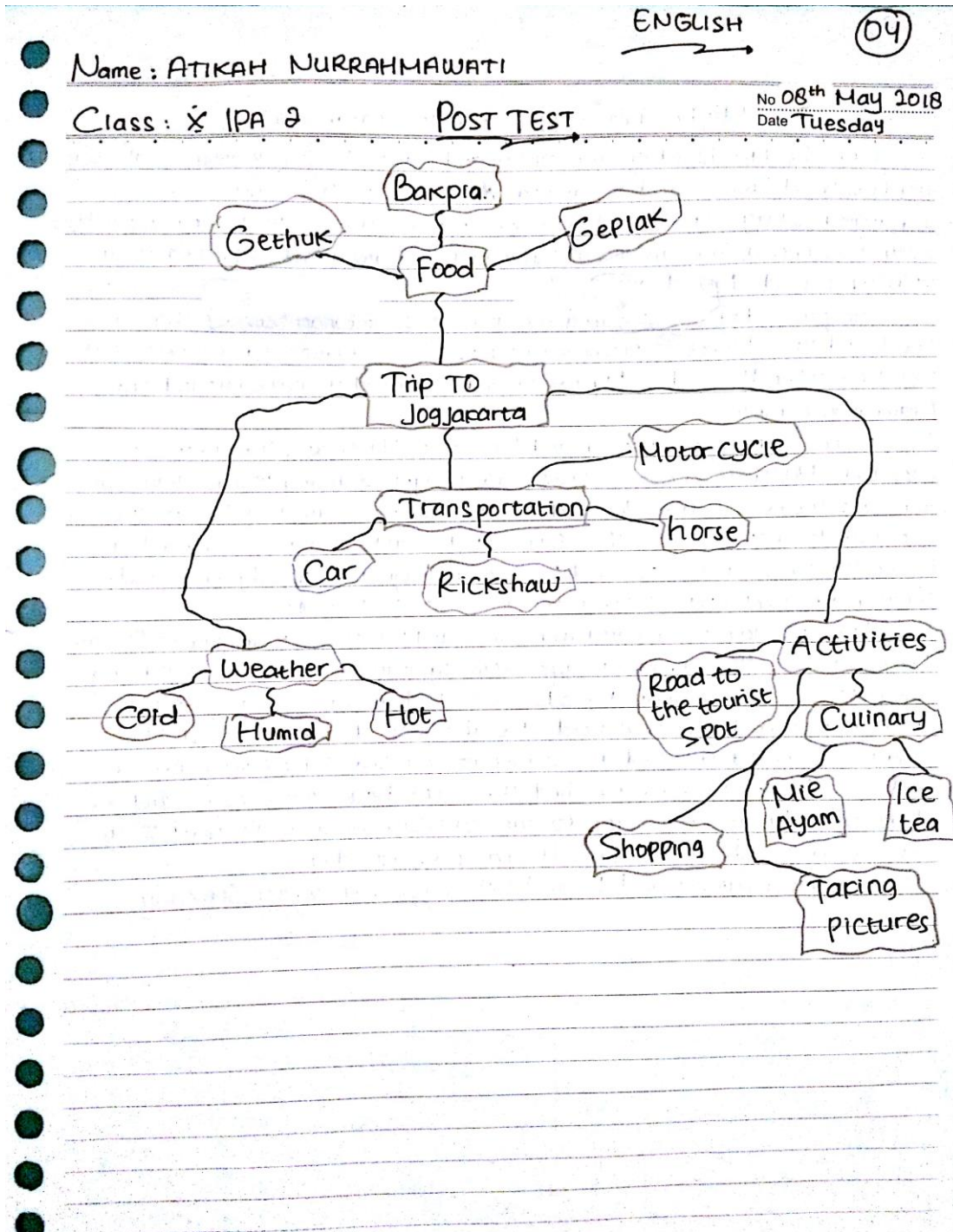
When we arrived at the beach, we were to see the beautiful view of the beach after having a quick dip in the ocean, which was really cool. Me and family thought that it happened because it was too windy there during that time but we finally realized that it was Idul Fitri holiday so almost all of tourist who are used to spending time there went back to their country.

After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we ride bikes down the beach for a while. There we were amazed to see the high wave owned by this beach.

The third day there, we decided go home, when we finally made it back home we were both totally exhausted because of the trip but we were so happy to travel such an amazing beach Lampung province has. and see you next time

D = 15  
C = 12  
G = 10  
P = 13  
V = 10 +  
60

5. Participant 5



## "My Holiday Experience In Jogjakarta"

No

Date

On the last holiday, my family and I went to Jogjakarta. That was my the third time visited Jogjakarta, but I still love to be there. Jogjakarta is very classic and very special, that's what I am feeling about this city. As soon as we arrived in Jogjakarta, my family and I checked in at a hotel called "Neo Matoboro".

Our first day in Jogjakarta, we went to Prambanan temple. That was the third time I went to Prambanan temple. The situation still look like the last time when I visited it. My family and I started to walk around the Prambanan temple.

In the evening, my family and I went to "Matoboro". We were so happy at "Matoboro", because there we bought so many things until our legs got wear. So, we decided to stop and eat something before we continue to shop. We ate "Mie Ayam" and drank a glass of iced tea. After we finished, we continued to shop although we already felt tired. Finally we went back to the hotel at 0'clock at night.

The last day at Jogjakarta my family and I went to "Bumi Jawa". "Bumi Jawa" is a place to buy special gift from Jogjakarta. There, we could buy many traditional Jogjakarta foods such as, Bappia, GepiAF, Gethur and any other traditional food. We also could a lot of foods there, because it would be used as souvenirs for the other family members at home. After we have finished, we went back to the hotel and we directly tidy up our stuff to our suitcase because we need to go back home on the next day. It was nice holiday. Hopefully my family and I can visit Jogjakarta again someday.

O = 18

C = 18

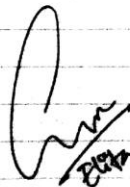
G = 18

P = 16

V = 16 +

86

(R)



(ET)

(L)

## 6. Participant 6

Nama = Rifqah Sihan D  
Kelas = X IPA 2

Post test

No  
Date 18 Mei 2018

### "My Unforgettable Moment"

Last month, I went to zoo, I saw some animals, <sup>they are</sup> there were giraffes, lions, monkeys, elephants, etc, I gave the banana monkey, then the monkey ate the banana, monkeys love to eat bananas.

After that, I saw the giraffe, I gave the carrot giraffe, then the giraffes ate carrots and drank water. I love holidays at the zoo.

After that, I went to lunch to eat meatballs for lunch and pop mie for a little snack, and the weather there are cool. So it was fit the food that late, then I went back to my home by car. I really enjoyed my holiday at the zoo. I love animals!

word writing →

10  
4  
32

O = 17

C = 17

G = 16

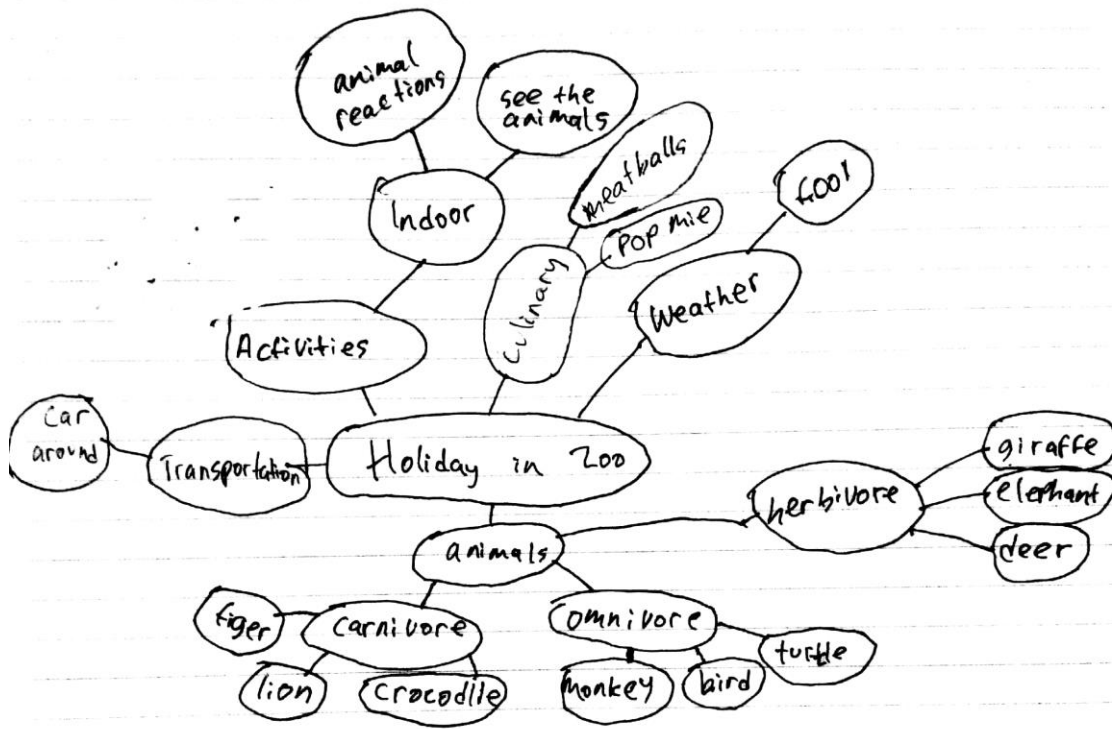
P = 15

V = 16

80

Rifqah  
Sihan D

No .....  
Date .....

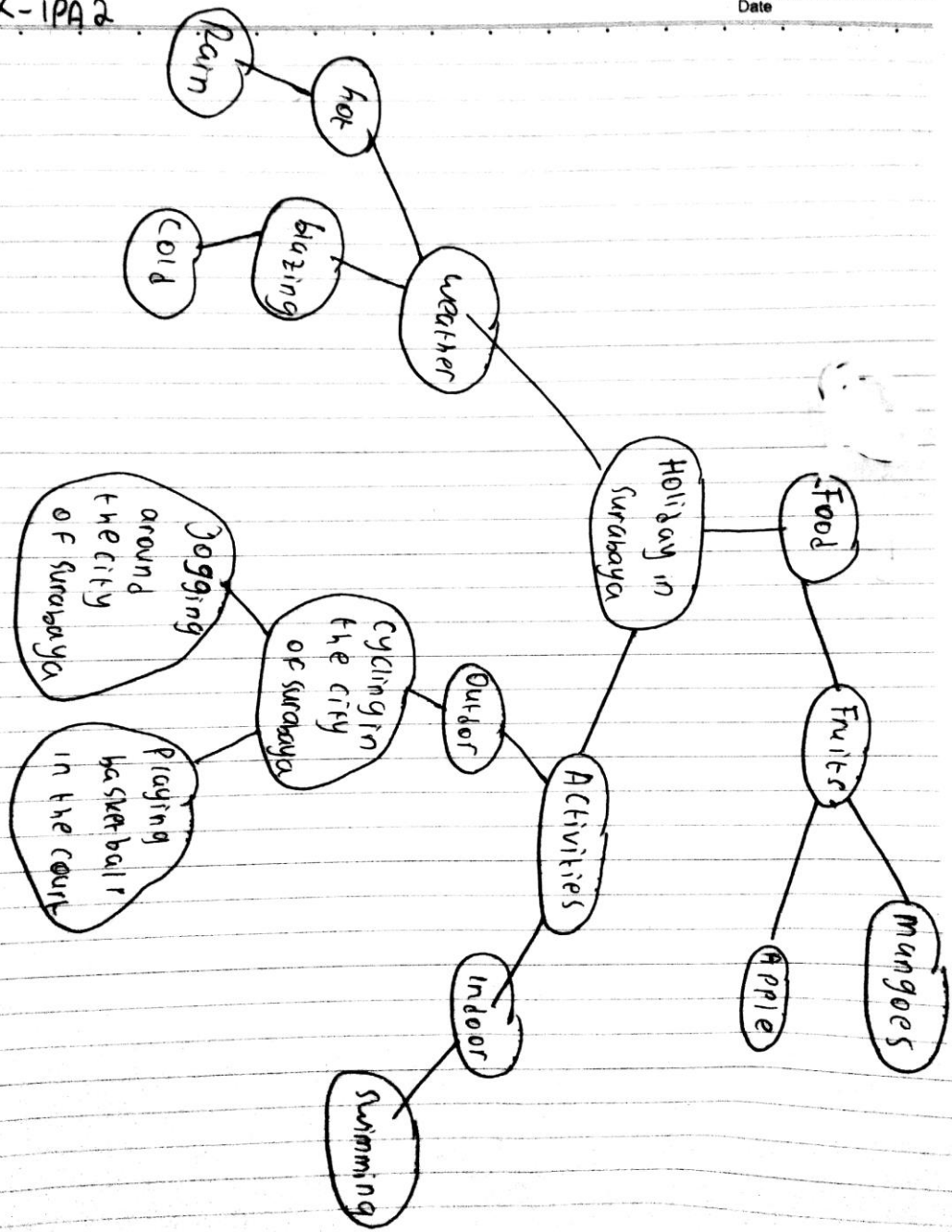


7. Participant 7

NAMA = FAKHRI MUSAFFA

X-IPA 2

No  
Date



## Post test

### my unforgettable Moment

No  
Date

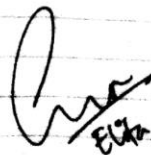
One day, I played basket ball wit my sibling on the basketball court. it was rainy season it was cloudy at that time. Before we played basketball, I and my sibling had to do warming up

I and my sibling to run around the basketball court. While we were running, the rain fell. I and my sibling stop running. Not long after that, the rain stopped. I and my sibling started to play a game.

The game started with jump ball. Jumping strongly, I got the ball so I ran and dribble the ball to the basket energetically. When I tried to throw the ball, I was slipped and "BRAAK". I fell down suddenly. Unluckily, I broke one of my leg

It was my unforgettable experience when I was in Surabaya. This experience taught me a very valuable message to do everything more carefully

O = 17  
C = 17  
G = 16  
P = 16  
V = 16 +  
82  
(CR)



(CET)



## Appendix XVI

### Normality Test and Homogeneity Test Result

#### A. Normality Test Result

Tests of Normality							
	Control_class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	1	.098	30	.200*	.949	30	.163
	2	.139	30	.147	.944	30	.114
Post-test	1	.078	30	.200*	.952	30	.191
	2	.073	30	.200*	.946	30	.135

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

#### B. Homogeneity Test Result

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Pre-test	.384	1	58	.538
Post-test	.006	1	58	.940

## Appendix XVII

### Hypothesis Test Result

	Levene's Test for Equality of Variances		Independent Samples t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post-test	.006	.940	-6.686	58	.000	-9.367	1.400	-12.170	-6.562
			-6.686	57.637	.000	-9.367	1.400	-12.170	-6.562

## Appendix XVIII

### Letter (Surat Keterangan Telah Melakukan Penelitian)

	<b>YAYASAN PENDIDIKAN PUSAKA NUSANTARA</b> <b>SEKOLAH MENENGAH ATAS (SMA) PUSAKA 1 JAKARTA</b> <small>STATUS : TERAKREDITASI PERINGKAT "A" NIS/NSS/NPSN : 30072/304016403149/20103200</small> <small>Jl. Taruna Pahlawan Revolusi No.89, Pondok Bambu, Duren Sawit - Jakarta 13430</small> <small>Telp. (021) 8617192 Fax. (021) 86608470 Email : sma_pusaka1@yahoo.co.id</small>									
	<p style="text-align: center;"><b>SURAT - KETERANGAN</b></p> <p style="text-align: center;">Nomor : 2252/1.851.61</p> <p>Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Pusaka 1 Jakarta menerangkan bahwa :</p> <table border="0"> <tr> <td style="width: 100px;">1. Nama</td> <td>: EPELIN TAMPUBOLON</td> </tr> <tr> <td>2. Asal Universitas</td> <td>: Universitas Kristen Indonesia</td> </tr> <tr> <td>3. Program Studi</td> <td>: Pendidikan Bahasa Inggris</td> </tr> <tr> <td>4. NIM</td> <td>: 1412150018</td> </tr> <tr> <td>5. Keterangan</td> <td>: Adalah benar mahasiswa Universitas Kristen Indonesia yang telah melaksanakan penelitian di SMA Pusaka 1 Jakarta pada Kelas X IPA 1 &amp; 2 dengan judul "<i>The Effect of Using Word Webbing on Tenth Graders' Recount Text Writing Skill at SMA Pusaka 1 Jakarta</i>" pada tanggal 17 April s.d 15 Mei 2018.</td> </tr> </table> <p>Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.</p> <p style="text-align: right;">Jakarta, 21 Mei 2018 Kepala SMA Pusaka I Jakarta</p> <div style="text-align: right;">         Yadi Sumyadi, S.Pd     </div> <p>Tembusan 1. Arsip</p>	1. Nama	: EPELIN TAMPUBOLON	2. Asal Universitas	: Universitas Kristen Indonesia	3. Program Studi	: Pendidikan Bahasa Inggris	4. NIM	: 1412150018	5. Keterangan
1. Nama	: EPELIN TAMPUBOLON									
2. Asal Universitas	: Universitas Kristen Indonesia									
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## Appendix XIX

### Documentation

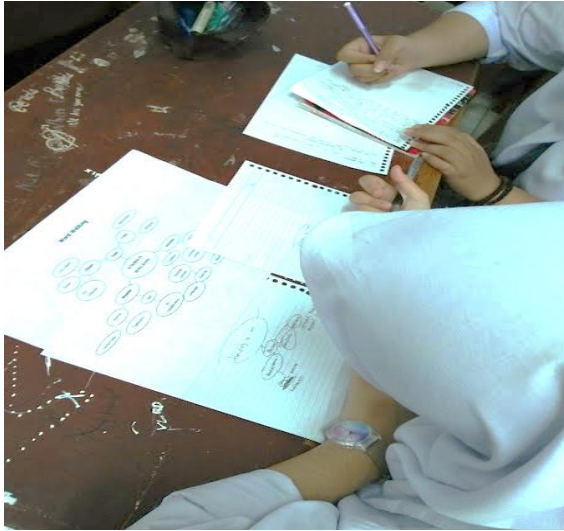
#### A. Control Class





B. Experimental Class





**Appendix XX**

Advisors' Approval