**Appendix 1**

**Lesson Plan Control Class**

School : SMA Angkasa 1 Jakarta

Subject : English

Class/Semester : X/II

Topic : Recount Text

Time Allocation : 2 x 40 Minutes (meeting 1)

Teacher : Herlialan Purba

**Core Competencies:**

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring ( mutual assistance, cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3:Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

**Basic Competence:**

1.1: Grateful for the opportunity to learn English as the language of instruction international communication embodied in the spirit of learning

2.3: Shows responsibility, caring, cooperation, and peace-loving behaviors in carrying out functional communication

3.7. Analyze social functions, text structures, and linguistic elements in recount text.

4.8. Capturing meaning in simple descriptive and written text.

3.9. Analyze social functions, text structures, and linguistic elements in simple recount texts about experiences / events / events, in the context of their us.

4.13. Capturing meaning in oral and written recount text, simple, about experiences, activities, events, and events

4.14. Arrange oral recount text and write simple about experiences / activities / events with attention to social functions, text structure, and linguistic elements, correctly and in accordance with the context.

**Indicators:**

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning (A5)

1.1.2. Shows the seriousness of following learning (A5)

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends (A5)

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends (A5)

(Knowledge)

3.3.1. Identify social functions, text structure and grammar of recount text and written text (K2)

3.3.2. Comparing the differences between the various text descriptions available in English, the difference in English text with the one in Indonesian (K2)

3.3.3. Find key ideas, detailed information and specific information and social functions of recount text (K2)

(Application)

4.4.1. Write a recount text accordance with the social function of the purpose, structure and elements of language (P4)

4.4.2. Prepare an oral recount text in accordance with the social function of purpose, structure and linguistic elements (P4)

**Learning Objectives:**

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify social functions, text structure and grammar of descriptive oral and written text

3.3.2. Students can compare the differences between the various recount texts present in English, the difference in English text with those in Indonesian

3.3.3. Students can find key ideas, detailed information and specific information and social functions of the read / heard text.

(Application)

4.4.1. Students can compose text of written recount text in accordance with the social function of purpose, structure and elements of language

4.4.2. Students can write a recount text.

**Learning Material:**

**Recount Text**

A recount text is a text that retell an event that the telling about an activity, action and story that happened in the past. Its goal is to entertaining or informing the reader.

Orientation : It tells who was involved, what happened,where the events took places, and when it happened.
Events : It tells what happenend and in what sequence.
Re- orientation : It consists of optional-closure of events/ending

**Language Features of Recount Text**

**a. Simple past tense**

We use simple past tense to tell or talk about actions or situations in the past.
The pattern:
Statement : Subject + Verb 2 + Object
Negative Statement : Subject + did not + Verb 1 + Object
Interrogative : Did + Subject + verb 1 + Object?

For example:
+) I went to Yogya last week
-) I did not go to Yogya last week
?) Did you go to yogya last week?

Time signals for simple past tense: yesterday , last night, last week, last year, two weeks ago, once upon a time, long ago, one day, in 2007, etc.

**b. Pronouns**

The subjectives pronouns ( he, she, it, they, you, we) are used for the subject of a clause.

Example : where did **you** go last week?

The objectives pronouns (him, her, me, it, them, you, us) are used for the object of a verb or preposition.

Example : John talk to **her** for a while

The possesive before a noun (my, his, her, our, their, its, your) is used to show possession.

Example : This is **my** book. Where is **your** book?

The possesive after a noun (mine, his, hers, theirs, yours, ours) is also used to show possession.

Example : this book is **mine,** but that one on the table is **yours.**

**c. Noun Phrases**

Pay attention to these sentences.

- Sylvester Stallone is **a film actor.**
- He is also **a famous actor in the world.**

The bold phrases in the sentences above are called noun phrases. A noun phrase can consist of:

- Noun and noun (e.g. a hockey stick)
- Adjective and noun (e.g. a beautiful girl)
- Noun and adverbial phrases (e.g. a girl from his hometown)

**d. Time connectives**

Time connectives can be used to show chronological order. One of the language features of stories is the use of words that show the order of events. Here are some of the words: at first, when, at this point, next, then, soon after, at this time, after a while, afterwards, before that, following that, meanwhile, etc.

**e. Time conjunctions:**

Conjunction used to link words, phrases, and clauses.

Example :

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

Conjunction help to show:

| Time | Cause | Opposition | Choice | Addition | Effect |
|---|---|---|---|---|---|
| When | Because | But | Or | And | So |
| | As | | | | |

**f. Capitalisation**

Capital letters are used:

- At the beginning of a sentence.
  e.g. Games can be tools for learning about computers.
- For the names of people, place, languages, organizations, terms, trade names, etc.
  e.g. Sally, Dr. Henry, Bank of America, Garuda Indonesian, The Los Angeles Time, Coca Cola, Eiffel Tower, etc.

**g. Punctuation**

- Commas (e.g. I need a book, some paper, a pencil and ruler).
- Full stops (.)
- Apostrophes (e.g. the student's books)
- Questions marks (e.g. what time is it? )
- Quotation marks (e.g. He said, " why did you do that?" )
- Exclamation marks (e.g. Oh dear! Get out! )

**h. Word showing orders and connectives of time**

Words showing orders (menggunakan conjunction and connectives of time)

One of the language features of recount is the use of words that show the order in which the events in the text happened.

- First - Meanwhile
- Then - Afterwards
- After that - Next, ...

L. Method : Self-Directed Learning

M. Media : Laptop, Computer, LCD, Point Presentation

N. Source:

- Book's English in use for Grade X of Senior High School ( Linguistics and Cultural Studies)
- Book's Pathway to English for Senior High School Grade X (General Programme)

**A. Learning Steps:**

First Meeting

1) Introductory Activity

| Teacher | Student | Time |
|---|---|---|
| - Greet to the students' | - Reply to the teacher greetings | 10' |
| - Invite students' to pray | - Pray together | |
| - Check the student's attendance | - States students' attendance | |

2) Core activities (60 minutes)
   1. The teacher asks questions as lead-in to the students
   2. Teachers introduce samples of recount text to students. (attachment 1)
   3. Students with direction from teacher identify generic structure from the text.
   4. Students identify the language feature of the text together

Practice

1. Students' are asked to compose sentences that have been arranged randomly in pairs. (Appendix 2)
2. Students are asked to identify the language feature of the text given in pairs.

Produce

1. Students asked to write a text with the topic "Idol" (Appendix 3)

3) Closing Activity

| Teacher | Student | Time |
|---|---|---|
| - provide guidance on summing up learning outcomes | - with teacher guidance concluding learning outcomes | 10’ |
| - Giving students the task of grouping to find difficult words through the text and find its meaning. | - Group tasks to search for unknown words and find their meaning. | |

## Penilaian Hasil Pembelajaran

**1. Sikap**

- **Penilaian Observasi**

  Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

| No | Nama Siswa | Aspek Perilaku yang Dinilai | | | | Jumlah Skor | Skor Sikap | Kode Nilai |
|---|---|---|---|---|---|---|---|---|
| | | BS | JJ | TJ | DS | | | |
| 1 | Alisya | 75 | 75 | 50 | 75 | 275 | 68,75 | C |
| 2 | | ... | ... | ... | ... | ... | ... | ... |

*Keterangan :*

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

*Catatan :*

1. Aspek perilaku dinilai dengan kriteria:
   100 = Sangat Baik
   75 = Baik
   50 = Cukup
   25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75

4. Kode nilai / predikat :
   90,00 – 100,00 = Sangat Baik (SB)
   89,00 – 80,00 = Baik (B)
   79,00 – 70,00 = Cukup (C)
   69,00 – 30,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

| No | Pernyataan | Ya | Tidak | Jumlah Skor | Skor Sikap | Kode Nilai |
|---|---|---|---|---|---|---|
| 1 | Selama diskusi, saya ikut serta mengusulkan ide/gagasan. | 50 | | 250 | 62,50 | C |
| 2 | Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara. | | 50 | | | |
| 3 | Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok. | 50 | | | | |
| 4 | ... | 100 | | | | |

*Catatan :*

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (250 : 400) x 100 = 62,50
4. Kode nilai / predikat :
   90,00 – 100,00 = Sangat Baik (SB)
   89,00 – 80,00 = Baik (B)
   79,00 – 70,00 = Cukup (C)

69,00 – 30,00 = Kurang (K)

5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

**2. Penilaian Pengetahuan**

***Tabel Penilaian Aspek Pengetahuan***

| No | Aspek yang Dinilai | Kriteria | | Skor 1-5 | Skor 1-4 |
|---|---|---|---|---|---|
| 1 | Tujuan Komunikatif | Sangat memahami | | 5 | 4 |
| | | Memahami | | 4 | 3 |
| | | Cukup memahami | | 3 | 2 |
| | | Kurang memahami | Hampir tidak memahami | 2 | 1 |
| | | Tidak memahami | | 1 | |
| 2 | Keruntutan Teks | Struktur teks yang digunakan sangat Runtut | | 5 | 4 |
| | | Struktur teks yang digunakan runtut | | 4 | 3 |
| | | Struktur teks yang digunakan cukup runtut | | 3 | 2 |
| | | Struktur teks yang digunakan kurang runtut | Struktur teks yang digunakan hampir tidak runtut | 2 | 1 |
| | | Struktur teks yang digunakan tidak runtut | | 1 | |
| 3 | Pilihan Kosakata | Sangat variatif dan tepat | | 5 | 4 |
| | | Variatif dan tepat | | 4 | 3 |
| | | Cukup variatif dan tepat | | 3 | 2 |
| | | Kurang variatif dan | Hampir tidak variatif dan | 2 | 1 |

| | | | | | |
|---|---|---|---|---|---|
| | | Tepat | tepat | | |
| | | Tidak variatif dan Tepat | | 1 | |
| 4 | Pilihan Tata Bahasa | Pilihan tata bahasa sangat tepat | | 5 | 4 |
| | | Pilihan tata bahasa tepat | | 4 | 3 |
| | | Pilihan tata bahasa cukup tepat | | 3 | 2 |
| | | Pilihan tata bahasa kurang tepat | Pilihan tata bahasa hampir tidak tepat | 2 | 1 |
| | | Pilihan tata bahasa tidak tepat | | 1 | |

**a. Rubrik untuk Penilaian Unjuk Kerja**

| **AKTIVITAS** | **KRITERIA** | | |
|---|---|---|---|
| | **TERBATAS** | **MEMUASKAN** | **MAHIR** |
| Melakukan Observasi | Tidak jelas pelaksanaannya | Beberapa kegiatan jelas dan terperinci | Semua kegiatan jelas dan terperinci |
| Role Play | Membaca script, kosakata terbatas, dan tidak lancer | Lancar dan kosakata dan kalimat berkembang, serta ada transisi | Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai |
| Simulasi | Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat | Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat | Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat |

| | | | |
|---|---|---|---|
| Presentasi | Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi | Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik | Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik |
| Melakukan Monolog | Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar | Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi | Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi |

***Keterangan:***

**MAHIR** mendapat skor 3

**MEMUASKAN** mendapat skor 2

**TERBATAS** mendapat skor 1

**Skor Penilaian**

| **No.** | **Huruf** | **Rentang angka** |
|---|---|---|
| 1. | Sangat Baik (A) | 86-100 |
| 2. | Baik (B) | 71-85 |
| 3. | Cukup (C) | 56-70 |
| 4. | Kurang (D) | ≤ 55 |

1. **Pengayaan**
   Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

2. **Pengayaan**
   Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

**Rubric: Recount Text**

| **Aspect** | **Level** | **Score** | **Criteria** |
|---|---|---|---|
| **Content** | Excellent-very good | 30 -27 | Relevant to the topic, give the detail information, and match the purpose of recount text |
| | Good - average | 26-22 | Mostly relevant to the topic, lacks of detail |
| | Fair – poor | 21 -17 | Inadequate development of the topic, almost match to the purpose of recount text |
| | Very poor | 16-13 | Does not relate to the topic, does not match the purpose |
| **Organization** | Excellent – Very good | 20-18 | Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive |
| | Good - Average | 17-14 | Loosely organized, limited support, logical but incomplete sequencing |
| | Fair- poor | 13-10 | Non-fluent, ideas confused or unconnected, lacks logical development and sequencing. |
| | Very poor | 9-7 | Does not communicate, no organization, not enough to |

| | | | |
|---|---|---|---|
| | | | evaluate. |
| **Vocabulary** | Excellent – Very good | 20-18 | Use effective word/ word choice/word usage, word form mastery. |
| | Good - Average | 17-14 | Occasional errors of word form, choice, usage but meaning not obscured |
| | Fair – Poor | 13-10 | Frequent errors of word form, choice, usage and meaning obscured/ confused |
| | Very Poor | 9-7 | Essentially translation, little knowledge of English, not enough to evaluate |
| **Language use** | Excellent – Very good | 25-22 | Few errors of agreement, tense, and word order |
| | Good - Average | 21-18 | Several errors of agreement, tense, and word order |
| | Fair – Poor | 17-11 | Frequent errors and meaning obscured |
| | Very Poor | 10-5 | Dominated by error, does not communicate, not enough to evaluate |

| | | | |
|---|---|---|---|
| | Fair – Poor | 17-11 | Frequent errors and meaning obscured |
| | Very Poor | 10-5 | Dominated by error, does not communicate, not enough to evaluate |
| **Mechanics** | Good - Average | 4 | Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability |
| | Fair - Poor | 3 | Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability |
| | Very poor | 2 | Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication. |

Jakarta, Mei 2018

English Teacher

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Researcher

**Herlialan Purba**

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## Appendix 1

### Attachment 1

**Read the text below and identify the generic structure of the text**

**Meeting my Idol**

Afgan has always been my favourite singer. I have always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meetand-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganisme (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganisme's memorabilia

Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganisme who had been waiting excitedly saying, "Good morning. How are you all?". The crowd went crazy, the shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name. Then, he started the event by singing his hit single "Dia dia dia". Afganisme went even crazier, they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. And it was the best day ever!

**Attachment 2**

**Reaarange the jumbled sentences below into a good and meaningfull paragraph.**

1. I turned the professor saying, “let’s play the man a trick; we’ll hide his shoes and hide ourselves behind the bushes and wait to see him confused when he can’t find his shoes.”
2. I was one day taking a walk with a professor who was commonly called “the students’ friend” becaise of his kindness to all his students.
3. In this way, you’ll give yourself a much greater pleasure by means of the poor man. Let youw gentleness be evident to all.
4. “My friend,” answered the professor, “You are rich. Why don’t we put some coins into each shoe, and then we’ll hide ourselves and watch how the man was pleased with his discovery.
5. As we went along, we saw a pair of old shoes lying in the path. The shoes belonged to a poor man who was employed in a field nearby. He had nearly finished his day’s work.

The best arrangement is _____.

**Attachment 3**

**Write a short biography about a famous a person that you like very much “biography”**

Biography

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**Lesson plan Experiment Class**

School : SMA Angkasa 1 Jakarta

Subject : English

Class/Semester : X/II

Topic : Recount Text

Time Allocation : 2 x 40 Minutes (meeting 1)

Teacher : Herlialan Purba

**Core Competencies:**

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring ( mutual assistance,cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

**Basic Competence:**

1.1: Grateful for the opportunity to learn English as the language of instruction international communication embodied in the spirit of learning

2.3: Shows responsibility, caring, cooperation, and peace-loving behaviors in carrying out functional communication

3.7. Analyze social functions, text structures, and linguistic elements in recount text.

4.8. Capturing meaning in simple descriptive and written text.

3.9. Analyze social functions, text structures, and linguistic elements in simple recount texts about experiences / events / events, in the context of their us.

4.13. Capturing meaning in oral and written recount text, simple, about experiences, activities, events, and events

4.14. Arrange oral recount text and write simple about experiences / activities / events with attention to social functions, text structure, and linguistic elements, correctly and in accordance with the context.

**Indicators:**

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning (A5)

1.1.2. Shows the seriousness of following learning (A5)

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends (A5)

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends (A5)

(Knowledge)

3.3.1. Identify social functions, text structure and grammar of recount text and written text (K2)

3.3.2. Comparing the differences between the various text descriptions available in English, the difference in English text with the one in Indonesian (K2)

3.3.3. Find key ideas, detailed information and specific information and social functions of recount text (K2)

(Application)

4.4.1. Write a recount text accordance with the social function of the purpose, structure and elements of language (P4)

4.4.2. Prepare an oral recount text in accordance with the social function of purpose, structure and linguistic elements (P4)

**Learning Objectives:**

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify social functions, text structure and grammar of descriptive oral and written text

3.3.2. Students can compare the differences between the various recount texts present in English, the difference in English text with those in Indonesian

3.3.3. Students can find key ideas, detailed information and specific information and social functions of the read / heard text.

(Application)

4.4.1. Students can compose text of written recount text in accordance with the social function of purpose, structure and elements of language

4.4.2. Students can write a recount text.

**Learning Material:**

**Recount Text**

A recount text is a text that retell an event that the telling about an activity, action and story that happened in the past. Its goal is to entertaining or informing the reader.

Orientation : It tells who was involved, what happened,where the events took places, and when it happened.
Events : It tells what happenend and in what sequence.
Re- orientation : It consists of optional-closure of events/ending

**Language Features of Recount Text**

**i. Simple past tense**

We use simple past tense to tell or talk about actions or situations in the past.
The pattern:
Statement : Subject + Verb 2 + Object
Negative Statement : Subject + did not + Verb 1 + Object
Interrogative : Did + Subject + verb 1 + Object?

For example:
+) I went to Yogya last week
-) I did not go to Yogya last week
?) Did you go to yogya last week?

Time signals for simple past tense: yesterday , last night, last week, last year, two weeks ago, once upon a time, long ago, one day, in 2007, etc.

**j. Pronouns**

The subjectives pronouns ( he, she, it, they, you, we) are used for the subject of a clause.

Example : where did **you** go last week?

The objectives pronouns (him, her, me, it, them, you, us) are used for the object of a verb or preposition.

Example : John talk to **her** for a while

The possesive before a noun (my, his, her, our, their, its, your) is used to show possession.

Example : This is **my** book. Where is **your** book?

The possesive after a noun (mine, his, hers, theirs, yours, ours) is also used to show possession.

Example : this book is **mine,** but that one on the table is **yours.**

**k. Noun Phrases**

Pay attention to these sentences.

- Sylvester Stallone is **a film actor.**
- He is also **a famous actor in the world.**

The bold phrases in the sentences above are called noun phrases. A noun phrase can consist of:

- Noun and noun (e.g. a hockey stick)
- Adjective and noun (e.g. a beautiful girl)
- Noun and adverbial phrases (e.g. a girl from his hometown)

**l. Time connectives**

Time connectives can be used to show chronological order. One of the language features of stories is the use of words that show the order of events. Here are some of the words: at first, when, at this point, next, then, soon after, at this time, after a while, afterwards, before that, following that, meanwhile, etc.

**m. Time conjunctions:**

Conjunction used to link words, phrases, and clauses.

Example :

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

Conjunction help to show:

| Time | Cause | Opposition | Choice | Addition | Effect |
|---|---|---|---|---|---|
| When | Because | But | Or | And | So |
| | As | | | | |

**n. Capitalisation**

Capital letters are used:

- At the beginning of a sentence.
  e.g. Games can be tools for learning about computers.
- For the names of people, place, languages, organizations, terms, trade names, etc.
  e.g. Sally, Dr. Henry, Bank of America, Garuda Indonesian, The Los Angeles Time, Coca Cola, Eiffel Tower, etc.

**o. Punctuation**

- Commas (e.g. I need a book, some paper, a pencil and ruler).
- Full stops (.)
- Apostrophes (e.g. the student's books)
- Questions marks (e.g. what time is it? )
- Quotation marks (e.g. He said, " why did you do that?" )
- Exclamation marks (e.g. Oh dear! Get out! )

**p. Word showing orders and connectives of time**

Words showing orders (menggunakan conjunction and connectives of time)

One of the language features of recount is the use of words that show the order in which the events in the text happened.

- First - Meanwhile
- Then - Afterwards
- After that - Next, ...

L. Method : Self-Directed Learning

M. Media : Laptop, Computer, LCD, Point Presentation

N. Source:

- Book's English in use for Grade X of Senior High School ( Linguistics and Cultural Studies)
- Book's Pathway to English for Senior High School Grade X (General Programme)

**B. Learning Steps:**

First Meeting

4) Introductory Activity

| Teacher | Student | Time |
|---|---|---|
| - Greet to the students' | - Reply to the teacher greetings | 10' |
| - Invite students' to pray | - Pray together | |
| - Check the student's attendance | - States students' attendance | |

5) Core Activities (60 Minutes)

1. The teacher asks questions as lead-in to the students
2. The teacher explains the concept of photograph in writing recount text
3. Teachers introduce samples of recount text to students. (attachment 1)
4. Students with direction from teacher identify generic structure from the text.
5. Students identify the language feature of the text together with the teacher.

Practice

1. Students' are asked to compose sentences that have been arranged randomly in pairs. ( attachment 2 )
2. Students are asked to identify the language feature of the text given in pairs.

Produce

1. Students' are asked to write a recount text based on the photograph with the topic "holiday" (attachment 3)

6) Closing Activity

| Teacher | Student | Time |
|---|---|---|
| - provide guidance on summing up learning outcomes | - with teacher guidance concluding learning outcomes | 10' |
| - Giving students the task of grouping to find difficult words through the text and find its meaning. | - Group tasks to search for unknown words and find their meaning. | |

## Penilaian Hasil Pembelajaran

**3. Sikap**

- **Penilaian Observasi**

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

| **No** | **Nama Siswa** | **Aspek Perilaku yang Dinilai** | | | | **Jumlah Skor** | **Skor Sikap** | **Kode Nilai** |
|---|---|---|---|---|---|---|---|---|
| | | **BS** | **JJ** | **TJ** | **DS** | | | |
| 1 | Alisya | 75 | 75 | 50 | 75 | 275 | 68,75 | C |
| 2 | | ... | ... | ... | ... | ... | ... | ... |

*Keterangan :*

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

*Catatan :*

1. Aspek perilaku dinilai dengan kriteria:
   100 = Sangat Baik
   75 = Baik
   50 = Cukup

25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75
4. Kode nilai / predikat :
   90,00 – 100,00 = Sangat Baik (SB)
   89,00 – 80,00 = Baik (B)
   79,00 – 70,00 = Cukup (C)
   69,00 – 30,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

| No | Pernyataan | Ya | Tidak | Jumlah Skor | Skor Sikap | Kode Nilai |
|---|---|---|---|---|---|---|
| 1 | Selama diskusi, saya ikut serta mengusulkan ide/gagasan. | 50 | | 250 | 62,50 | C |
| 2 | Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara. | | 50 | | | |
| 3 | Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok. | 50 | | | | |
| 4 | ... | 100 | | | | |

*Catatan :*

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (250 : 400) x 100 = 62,50

4. Kode nilai / predikat :
   90,00 – 100,00 = Sangat Baik (SB)
   89,00 – 80,00 = Baik (B)
   79,00 – 70,00 = Cukup (C)
   69,00 – 30,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

**4. Penilaian Pengetahuan**

***Tabel Penilaian Aspek Pengetahuan***

| No | Aspek yang Dinilai | Kriteria | | Skor 1-5 | Skor 1-4 |
|---|---|---|---|---|---|
| 1 | Tujuan Komunikatif | Sangat memahami | | 5 | 4 |
| | | Memahami | | 4 | 3 |
| | | Cukup memahami | | 3 | 2 |
| | | Kurang memahami | Hampir tidak memahami | 2 | 1 |
| | | Tidak memahami | | 1 | |
| 2 | Keruntutan Teks | Struktur teks yang digunakan sangat Runtut | | 5 | 4 |
| | | Struktur teks yang digunakan runtut | | 4 | 3 |
| | | Struktur teks yang digunakan cukup runtut | | 3 | 2 |
| | | Struktur teks yang digunakan kurang runtut | Struktur teks yang digunakan hampir tidak runtut | 2 | 1 |
| | | Struktur teks yang digunakan tidak runtut | | 1 | |
| 3 | Pilihan | Sangat variatif dan tepat | | 5 | 4 |

| | | | | | |
|---|---|---|---|---|---|
| | Kosakata | Variatif dan tepat | | 4 | 3 |
| | | Cukup variatif dan tepat | | 3 | 2 |
| | | Kurang variatif dan Tepat | Hampir tidak variatif dan tepat | 2 | 1 |
| | | Tidak variatif dan Tepat | | 1 | |
| 4 | Pilihan Tata Bahasa | Pilihan tata bahasa sangat tepat | | 5 | 4 |
| | | Pilihan tata bahasa tepat | | 4 | 3 |
| | | Pilihan tata bahasa cukup tepat | | 3 | 2 |
| | | Pilihan tata bahasa kurang tepat | Pilihan tata bahasa hampir tidak tepat | 2 | 1 |
| | | Pilihan tata bahasa tidak tepat | | 1 | |

**b. Rubrik untuk Penilaian Unjuk Kerja**

| **AKTIVITAS** | **KRITERIA** | | |
|---|---|---|---|
| | **TERBATAS** | **MEMUASKAN** | **MAHIR** |
| Melakukan Observasi | Tidak jelas pelaksanaannya | Beberapa kegiatan jelas dan terperinci | Semua kegiatan jelas dan terperinci |
| Role Play | Membaca script, kosakata terbatas, dan tidak lancer | Lancar dan kosakata dan kalimat berkembang, serta ada transisi | Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai |
| Simulasi | Fungsi social tidak tercapai, ungkapan dan unsur | Fungsi social kurang tercapai, ungkapan dan unsure | Fungsi social tercapai, ungkapan dan |

| | | | |
|---|---|---|---|
| | kebahasaan tidak tepat | kebahasaan kurang tepat | unsure kebahasaan tepat |
| Presentasi | Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi | Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik | Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik |
| Melakukan Monolog | Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar | Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi | Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi |

***Keterangan:***

**MAHIR** mendapat skor 3

**MEMUASKAN** mendapat skor 2

**TERBATAS** mendapat skor 1

**Skor Penilaian**

| **No.** | **Huruf** | **Rentang angka** |
|---|---|---|
| 1. | Sangat Baik (A) | 86-100 |
| 2. | Baik (B) | 71-85 |
| 3. | Cukup (C) | 56-70 |
| 4. | Kurang (D) | ≤ 55 |

3. **Pengayaan**
   Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

4. **Pengayaan**
   Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

**Rubric: Recount Text**

| **Aspect** | **Level** | **Score** | **Criteria** |
|---|---|---|---|
| **Content** | Excellent-very good | 30 -27 | Relevant to the topic, give the detail information, and match the purpose of recount text |
| | Good – average | 26-22 | Mostly relevant to the topic, lacks of detail |
| | Fair – poor | 21 -17 | Inadequate development of the topic, almost match to the purpose of recount text |
| | Very poor | 16-13 | Does not relate to the topic, does not match the purpose |
| **Organization** | Excellent – Very good | 20-18 | Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive |
| | Good – Average | 17-14 | Loosely organized, limited support, logical but incomplete sequencing |
| | Fair- poor | 13-10 | Non-fluent, ideas confused or unconnected, lacks logical development and sequencing. |
| | Very poor | 9-7 | Does not communicate, no organization, not enough to evaluate. |
| | Excellent – Very good | 20-18 | Use effective word/ word choice/word usage, word form mastery. |

| | | | |
|---|---|---|---|
| **Mechanics** | Good - Average | 4 | Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability |
| | Fair - Poor | 3 | Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability |
| | Very poor | 2 | Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication. |

Jakarta, Mei 2018

Guru Bahasa Inggris

**Wahzun Agus Susilowati S.Pd**

NIY. 0102201707121114

Guru peneliti Bahasa Inggris

**Herlialan Purba**

Jakarta, Mei 2018

Mengetahui

Kepala Sekolah SMA Angkasa 1

**Any Adhayani, S.Pd**

NIY. 0102199108120144

**Attachment 1**

**Read aluod this text to your friend.**

**Mohammad Hatta**

Mohammad Hatta is my hero because he is an important person in my life. He is almost a perfect person to me. He took us out from the darkness into the light. He is the father of cooperative economic enterprise in Indonesia. He was a political leader. I admire his thoughts about politics and economics. And there are many reasons why I become one of his admirers.

Mohammad Hatta was born in West Sumatra in 1902. He comes from an aristocratic family. Mohammad Hatta got the best education available in the Netherlands Indies. Then, he continued his studies in economics at the Rottherdam school of Commerce. He joined the Indonesian Independence Moevement and edited a journal, "Indonesia Merdeka." He was arrested in 1927 by the Dutch colonialists. He had a court trial, but he was released. Hatta returned to Sumatera in 1932 and he become the chairman of the Indonesia National Education (Pendidikan Nasional Indonesia), a nationalist organization. He was again arrested by the colonialists and ecxiled in 1935 for his activities.

Hatta, Soekarno and other nationalist leaders decided to cooperate with the Japanese to further the purpose of Indonesian independence. So, on the 17th of August 1945, Hatta and Soekarno joined in proclaiming the independence of Republic of Indonesia. Soekarno became the precident, and Hatta become the vice Precident. The Indonesian people were very happy because they got their freedom, but the Dutch colonialists resisted the nationalists. Hatta become a defense minister in 1948 to fight against the Dutch troops. Again, he was imprisoned by the Dutch in 1948. Then, he become the vice precident of the republic again, as before.

**Attachment 2**

**Rearrange the jumbled sentences into a good and meaningful paragraph.**

**Text 1**

1. He was a prominent leader of Indonesian's nationalist movement during the Dutch colonial period and spent over a decade under Dutch detention until released by the invading Japanese forces.
2. Upon Japanese surrender, Soekarno and Mohammad Hatta declared Indonesian independence on 17th August 1945, whereby Soekarno was appointed as first precident.
3. Soekarno led Indonesians in resisting Dutch recolonization efforts via diplomatic and military means until the Dutch acknlowledged Indonesian independence in 1945.

4. Soekarno was the leader of his country's struggle for independence from the Netherlands and was Indonesia's first precident from 1945 to 1967.
5. Soekarno and his yellow nationalists collaborated to garner support for the Japanese was effort from the population, in exchange for Japanese aid in spearing nationalist ideas.

   The best arrangement is
   _____ .

Attachment 3

**Write a recount text based on the photograph with the topic "holiday"**

Holiday

_____

_____

_____

_____

_____

_____

_____

**Lesson plan Control Class**

School : SMA Angkasa 1 Jakarta

Subject : English

Class/Semester : X/II

Topic : Recount Text

Time Allocation : 2 x 40 Minutes (meeting 2)

Teacher : Herlialan Purba

**Core Competencies:**

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring ( mutual assistance,

cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

**Basic Competence:**

1.1: Grateful for the opportunity to learn English as the language of instruction international communication embodied in the spirit of learning

2.3: Shows responsibility, caring, cooperation, and peace-loving behaviors in carrying out functional communication

3.7. Analyze social functions, text structures, and linguistic elements in recount text.

4.8. Capturing meaning in simple descriptive and written text.

3.9. Analyze social functions, text structures, and linguistic elements in simple recount texts about experiences / events / events, in the context of their us.

4.13. Capturing meaning in oral and written recount text, simple, about experiences, activities, events, and events

4.14. Arrange oral recount text and write simple about experiences / activities / events with attention to social functions, text structure, and linguistic elements, correctly and in accordance with the context.

**Indicators:**

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning (A5)

1.1.2. Shows the seriousness of following learning (A5)

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends (A5)

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends (A5)

(Knowledge)

3.3.1. Identify social functions, text structure and grammar of recount text and written text (K2)

3.3.2. Comparing the differences between the various text descriptions available in English, the difference in English text with the one in Indonesian (K2)

3.3.3. Find key ideas, detailed information and specific information and social functions of recount text (K2)

(Application)

4.4.1. Write a recount text accordance with the social function of the purpose, structure and elements of language (P4)

4.4.2. Prepare an oral recount text in accordance with the social function of purpose, structure and linguistic elements (P4)

**Learning Objectives:**

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify social functions, text structure and grammar of descriptive oral and written text

3.3.2. Students can compare the differences between the various recount texts present in English, the difference in English text with those in Indonesian

3.3.3. Students can find key ideas, detailed information and specific information and social functions of the read / heard text.

(Application)

4.4.1. Students can compose text of written recount text in accordance with the social function of purpose, structure and elements of language

4.4.2. Students can write a recount text.

**Learning Material:**

**Recount Text**

A recount text is a text that retell an event that the telling about an activity, action and story that happened in the past. Its goal is to entertaining or informing the reader.

Orientation : It tells who was involved, what happened,where the events took places, and when it happened.
Events : It tells what happenend and in what sequence.
Re- orientation : It consists of optional-closure of events/ending

**Language Features of Recount Text**

**q. Simple past tense**

We use simple past tense to tell or talk about actions or situations in the past.
The pattern:
Statement : Subject + Verb 2 + Object
Negative Statement : Subject + did not + Verb 1 + Object
Interrogative : Did + Subject + verb 1 + Object?

For example:
+) I went to Yogya last week
-) I did not go to Yogya last week
?) Did you go to yogya last week?

Time signals for simple past tense: yesterday , last night, last week, last year, two weeks ago, once upon a time, long ago, one day, in 2007, etc.

**r. Pronouns**

The subjectives pronouns ( he, she, it, they, you, we) are used for the subject of a clause.

Example : where did **you** go last week?

The objectives pronouns (him, her, me, it, them, you, us) are used for the object of a verb or preposition.

Example : John talk to **her** for a while

The possesive before a noun (my, his, her, our, their, its, your) is used to show possession.

Example : This is **my** book. Where is **your** book?

The possesive after a noun (mine, his, hers, theirs, yours, ours) is also used to show possession.

Example : this book is **mine,** but that one on the table is **yours.**

**s. Noun Phrases**

Pay attention to these sentences.

- Sylvester Stallone is **a film actor.**
- He is also **a famous actor in the world.**

The bold phrases in the sentences above are called noun phrases. A noun phrase can consist of:

- Noun and noun (e.g. a hockey stick)
- Adjective and noun (e.g. a beautiful girl)
- Noun and adverbial phrases (e.g. a girl from his hometown)

**t. Time connectives**

Time connectives can be used to show chronological order. One of the language features of stories is the use of words that show the order of events. Here are some of the words: at first, when, at this point, next, then, soon after, at this time, after a while, afterwards, before that, following that, meanwhile, etc.

**u. Time conjunctions:**

Conjunction used to link words, phrases, and clauses.

Example :

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

Conjunction help to show:

| Time | Cause | Opposition | Choice | Addition | Effect |
|---|---|---|---|---|---|
| When | Because | But | Or | And | So |
| | As | | | | |

**v. Capitalisation**

Capital letters are used:

- At the beginning of a sentence.
  e.g. Games can be tools for learning about computers.

- For the names of people, place, languages, organizations, terms, trade names, etc.
  e.g. Sally, Dr. Henry, Bank of America, Garuda Indonesian, The Los Angeles Time, Coca Cola, Eiffel Tower, etc.

**w. Punctuation**

- Commas (e.g. I need a book, some paper, a pencil and ruler).
- Full stops (.)
- Apostrophes (e.g. the student's books)
- Questions marks (e.g. what time is it? )
- Quotation marks (e.g. He said, " why did you do that?" )
- Exclamation marks (e.g. Oh dear! Get out! )

**x. Word showing orders and connectives of time**

Words showing orders (menggunakan conjunction and connectives of time)

One of the language features of recount is the use of words that show the order in which the events in the text happened.

- First
- Then
- After that
- Meanwhile
- Afterwards
- Next, ...

L. Method : Self-Directed Learning

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N. Source:

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**C. Learning Steps:**

7) Introductory Activity

| Teacher | Student | Time |
|---|---|---|
| - Greet to the students' | - Reply to the teacher greetings | 10' |
| - Invite students' to pray | - Pray together | |
| - Check the student's attendance | - States students' attendance | |

8) Core activities (60 minutes)

Precentation

1. Students learn examples of recount tex

Students are asked to identify the generic structure and language features of the text was given by the teacher. (Attachment 1 )

Practice

1. The teacher gave an example of recount text (attachment 1)
2. The students asked to identify the generic structure, language feature and social function of the text.

Produce

1. Students asked to complete the text with the correct verb (attachment1)
2. Teacher with the students' discuss the excercises that students have been working.

Produce

1. Students asked to write a recount text base on the theme “last weekend” (attachment 1)

9) Closing Activity

| Teacher | Student | Time |
|---|---|---|
| - provide guidance on summing up learning outcomes | - with teacher guidance concluding learning outcomes | 10’ |
| - Giving students the task of grouping to find difficult words through the text and find its meaning. | - Group tasks to search for unknown words and find their meaning. | |

## Penilaian Hasil Pembelajaran

**5. Sikap**

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| **No** | **Nama Siswa** | **Aspek Perilaku yang Dinilai** | | | | **Jumlah Skor** | **Skor Sikap** | **Kode Nilai** |
|---|---|---|---|---|---|---|---|---|
| | | **BS** | **JJ** | **TJ** | **DS** | | | |
| 1 | Alisya | 75 | 75 | 50 | 75 | 275 | 68,75 | C |
| 2 | | ... | ... | ... | ... | ... | ... | ... |

*Keterangan :*

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- JJ : Jujur
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*Catatan :*

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| No | Pernyataan | Ya | Tidak | Jumlah Skor | Skor Sikap | Kode Nilai |
|---|---|---|---|---|---|---|
| 1 | Selama diskusi, saya ikut serta mengusulkan ide/gagasan. | 50 | | 250 | 62,50 | C |
| 2 | Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara. | | 50 | | | |
| 3 | Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok. | 50 | | | | |
| 4 | ... | 100 | | | | |

*Catatan :*

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
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   90,00 – 100,00 = Sangat Baik (SB)
   89,00 – 80,00 = Baik (B)
   79,00 – 70,00 = Cukup (C)
   69,00 – 30,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

**6. Penilaian Pengetahuan**

***Tabel Penilaian Aspek Pengetahuan***

| No | Aspek yang Dinilai | Kriteria | | Skor 1-5 | Skor 1-4 |
|---|---|---|---|---|---|
| 1 | Tujuan Komunikatif | Sangat memahami | | 5 | 4 |
| | | Memahami | | 4 | 3 |
| | | Cukup memahami | | 3 | 2 |
| | | Kurang memahami | Hampir tidak memahami | 2 | 1 |
| | | Tidak memahami | | 1 | |
| 2 | Keruntutan Teks | Struktur teks yang digunakan sangat Runtut | | 5 | 4 |
| | | Struktur teks yang digunakan runtut | | 4 | 3 |
| | | Struktur teks yang digunakan cukup runtut | | 3 | 2 |
| | | Struktur teks yang digunakan kurang runtut | Struktur teks yang digunakan hampir tidak runtut | 2 | 1 |

| | | | | | |
|---|---|---|---|---|---|
| | | Struktur teks yang digunakan tidak runtut | | 1 | |
| 3 | Pilihan Kosakata | Sangat variatif dan tepat | | 5 | 4 |
| | | Variatif dan tepat | | 4 | 3 |
| | | Cukup variatif dan tepat | | 3 | 2 |
| | | Kurang variatif dan Tepat | Hampir tidak variatif dan tepat | 2 | 1 |
| | | Tidak variatif dan Tepat | | 1 | |
| 4 | Pilihan Tata Bahasa | Pilihan tata bahasa sangat tepat | | 5 | 4 |
| | | Pilihan tata bahasa tepat | | 4 | 3 |
| | | Pilihan tata bahasa cukup tepat | | 3 | 2 |
| | | Pilihan tata bahasa kurang tepat | Pilihan tata bahasa hampir tidak tepat | 2 | 1 |
| | | Pilihan tata bahasa tidak tepat | | 1 | |

**c. Rubrik untuk Penilaian Unjuk Kerja**

| **AKTIVITAS** | **KRITERIA** | | |
|---|---|---|---|
| | **TERBATAS** | **MEMUASKAN** | **MAHIR** |
| Melakukan Observasi | Tidak jelas pelaksanaannya | Beberapa kegiatan jelas dan terperinci | Semua kegiatan jelas dan terperinci |
| Role Play | Membaca script, kosakata terbatas, dan tidak lancer | Lancar dan kosakata dan kalimat berkembang, serta ada transisi | Lancar mencapai fungsi sosial, struktur lengkap dan unsur |

| | | | |
|---|---|---|---|
| | | | kebahasaan sesuai |
| Simulasi | Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat | Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat | Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat |
| Presentasi | Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi | Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik | Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik |
| Melakukan Monolog | Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar | Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi | Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi |

***Keterangan:***

**MAHIR** mendapat skor 3

**MEMUASKAN** mendapat skor 2

**TERBATAS** mendapat skor 1

**Skor Penilaian**

| No. | Huruf | Rentang angka |
|---|---|---|
| 1. | Sangat Baik (A) | 86-100 |
| 2. | Baik (B) | 71-85 |
| 3. | Cukup (C) | 56-70 |
| 4. | Kurang (D) | ≤ 55 |

5. **Pengayaan**
   Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

6. **Pengayaan**
   Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

**Rubric: Recount Text**

| Aspect | Level | Score | Criteria |
|---|---|---|---|
| **Content** | Excellent-very good | 30 -27 | Relevant to the topic, give the detail information, and match the purpose of recount text |
| | Good - average | 26-22 | Mostly relevant to the topic, lacks of detail |
| | Fair – poor | 21 -17 | Inadequate development of the topic, almost match to the purpose of recount text |
| | Very poor | 16-13 | Does not relate to the topic, does not match the purpose |
| **Organization** | Excellent – Very good | 20-18 | Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive |

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| | Good - Average | 17-14 | Loosely organized, limited support, logical but incomplete sequencing |
| | Fair- poor | 13-10 | Non-fluent, ideas confused or unconnected, lacks logical development and sequencing. |
| | Very poor | 9-7 | Does not communicate, no organization, not enough to evaluate. |
| **Vocabulary** | Excellent – Very good | 20-18 | Use effective word/ word choice/word usage, word form mastery. |
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| **Language use** | Excellent – Very good | 25-22 | Few errors of agreement, tense, and word order |
| | Good - Average | 21-18 | Several errors of agreement, tense, and word order |
| | Fair – Poor | 17-11 | Frequent errors and meaning obscured |
| | Very Poor | 10-5 | Dominated by error, does not communicate, not enough to evaluate |

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| | | | |
|---|---|---|---|
| | Fair – Poor | 17-11 | Frequent errors and meaning obscured |
| | Very Poor | 10-5 | Dominated by error, does not communicate, not enough to evaluate |
| **Mechanics** | Good - Average | 4 | Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability |
| | Fair – Poor | 3 | Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability |
| | Very poor | 2 | Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication. |

Jakarta, Mei 2018

English Teacher

**Wahzun Agus Susilowati, S.Pd**
NIY.0102201003120717

Researcher

**Herlialan Purba**

Approved by,
Headmaster

**Any Adhayani, S. Pd**
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Attachment 1

**Read the following recount text below and identify the generic structure of the text**

**My bad day**

In the middle of a bright day, I had an appointment with my friend for lunch. I drove along the main road at a reasonable speed.

About fifty mettres before the crossroads, a pedestrian who was walking on the pavement suddenly ran across the road in front of my car. I was so surprized that I braked as hard as I could. I really panicked and I had to swerve to avoid the pedestrian. I crashed into a car which was parked by the side of the road.

Fortunately, the pedestrian was not injured, but I had a bad cut on my face because my head hit the wind screen. I did not wear my seat belt.

Then, an ambulance arrived and took me to the hospital where I had to have five stiches and rested for a few hours. There was a lot of damage to my car; the wind screen was broken and the bodywork was badly damaged. Later, I was interviewed by the police at the hospital.

**Appendix 2**

Complete the the following recount text with the correct verb below.

| Stopped | Fell | Came | Felt | Listened | Helped |
|---|---|---|---|---|---|

One day Sandra Dewi (1) ..... sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra Dewi vomited. All other students (2) ..... writing. Mrs. Lidia (3) ..... her immediately. The chairman of the class sent for the school's doctor. In five minutes the doctor (4) ..... . He examined her carefully. He examined her eyes. He (5) ..... her stomach. He (6) ..... to her heart beat. He measured her blood pressure.

Attachment 3

**Write a recount text with the theme “last weekend”**

**Lesson Plan Experiment Class**

| | |
|---|---|
| School | : SMA Angkasa 1 Jakarta |
| Subject | : English |
| Class/Semester | : X/II |
| Topic | : Recount Text |
| Time Allocation | : 2 x 40 Minutes (meeting 2) |
| Teacher | : Herlialan Purba |

**Core Competencies:**

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring ( mutual assistance,cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

**Basic Competence:**

1.1: Grateful for the opportunity to learn English as the language of instruction international communication embodied in the spirit of learning

2.3: Shows responsibility, caring, cooperation, and peace-loving behaviors in carrying out functional communication

3.7. Analyze social functions, text structures, and linguistic elements in recount text.

4.8. Capturing meaning in simple descriptive and written text.

3.9. Analyze social functions, text structures, and linguistic elements in simple recount texts about experiences / events / events, in the context of their us.

4.13. Capturing meaning in oral and written recount text, simple, about experiences, activities, events, and events

4.14. Arrange oral recount text and write simple about experiences / activities / events with attention to social functions, text structure, and linguistic elements, correctly and in accordance with the context.

**Indicators:**

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning (A5)

1.1.2. Shows the seriousness of following learning (A5)

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends (A5)

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends (A5)

(Knowledge)

3.3.1. Identify social functions, text structure and grammar of recount text and written text (K2)

3.3.2. Comparing the differences between the various text descriptions available in English, the difference in English text with the one in Indonesian (K2)

3.3.3. Find key ideas, detailed information and specific information and social functions of recount text (K2)

(Application)

4.4.1. Write a recount text accordance with the social function of the purpose, structure and elements of language (P4)

4.4.2. Prepare an oral recount text in accordance with the social function of purpose, structure and linguistic elements (P4)

**Learning Objectives:**

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify social functions, text structure and grammar of descriptive oral and written text

3.3.2. Students can compare the differences between the various recount texts present in English, the difference in English text with those in Indonesian

3.3.3. Students can find key ideas, detailed information and specific information and social functions of the read / heard text.

(Application)

4.4.1. Students can compose text of written recount text in accordance with the social function of purpose, structure and elements of language

4.4.2. Students can write a recount text.

**Learning Material:**

**Recount Text**

A recount text is a text that retell an event that the telling about an activity, action and story that happened in the past. Its goal is to entertaining or informing the reader.

Orientation : It tells who was involved, what happened,where the events took places, and when it happened.
Events : It tells what happenend and in what sequence.
Re- orientation : It consists of optional-closure of events/ending

**Language Features of Recount Text**

**y. Simple past tense**

We use simple past tense to tell or talk about actions or situations in the past.
The pattern:
Statement : Subject + Verb 2 + Object
Negative Statement : Subject + did not + Verb 1 + Object
Interrogative : Did + Subject + verb 1 + Object?

For example:
+) I went to Yogya last week
-) I did not go to Yogya last week
?) Did you go to yogya last week?

Time signals for simple past tense: yesterday , last night, last week, last year, two weeks ago, once upon a time, long ago, one day, in 2007, etc.

**z. Pronouns**

The subjectives pronouns ( he, she, it, they, you, we) are used for the subject of a clause.

Example : where did **you** go last week?

The objectives pronouns (him, her, me, it, them, you, us) are used for the object of a verb or preposition.

Example : John talk to **her** for a while

The possesive before a noun (my, his, her, our, their, its, your) is used to show possession.

Example : This is **my** book. Where is **your** book?

The possesive after a noun (mine, his, hers, theirs, yours, ours) is also used to show possession.

Example : this book is **mine,** but that one on the table is **yours.**

**aa. Noun Phrases**

Pay attention to these sentences.

- Sylvester Stallone is **a film actor.**
- He is also **a famous actor in the world.**

The bold phrases in the sentences above are called noun phrases. A noun phrase can consist of:

- Noun and noun (e.g. a hockey stick)
- Adjective and noun (e.g. a beautiful girl)
- Noun and adverbial phrases (e.g. a girl from his hometown)

**bb. Time connectives**

Time connectives can be used to show chronological order. One of the language features of stories is the use of words that show the order of events. Here are some of the words: at first, when, at this point, next, then, soon after, at this time, after a while, afterwards, before that, following that, meanwhile, etc.

**cc. Time conjunctions:**

Conjunction used to link words, phrases, and clauses.

Example :

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

Conjunction help to show:

| Time | Cause | Opposition | Choice | Addition | Effect |
|---|---|---|---|---|---|
| When | Because | But | Or | And | So |
| | As | | | | |

**dd. Capitalisation**

Capital letters are used:

- At the beginning of a sentence.
  e.g. Games can be tools for learning about computers.
- For the names of people, place, languages, organizations, terms, trade names, etc.
  e.g. Sally, Dr. Henry, Bank of America, Garuda Indonesian, The Los Angeles Time, Coca Cola, Eiffel Tower, etc.

**ee. Punctuation**

- Commas (e.g. I need a book, some paper, a pencil and ruler).
- Full stops (.)
- Apostrophes (e.g. the student's books)
- Questions marks (e.g. what time is it? )
- Quotation marks (e.g. He said, " why did you do that?" )
- Exclamation marks (e.g. Oh dear! Get out! )

**ff. Word showing orders and connectives of time**

Words showing orders (menggunakan conjunction and connectives of time)

One of the language features of recount is the use of words that show the order in which the events in the text happened.

- First - Meanwhile
- Then - Afterwards
- After that - Next, ...

L. Method : Self-Directed Learning

M. Media : Laptop, Computer, LCD, Point Presentation

N. Source:

- Book's English in use for Grade X of Senior High School ( Linguistics and Cultural Studies)
- Book's Pathway to English for Senior High School Grade X (General Programme)

**D. Learning Steps:**

First Meeting

10) Introductory Activity

| Teacher | Student | Time |
|---|---|---|
| - Greet to the students' | - Reply to the teacher greetings | 10' |
| - Invite students' to pray | - Pray together | |
| - Check the student's attendance | - States students' attendance | |

11) Core activities (60 minutes)

Precentation

2. Students learn examples of recount text
3. Students are asked to read sample recount text (Attachment 1)

Practice

1. Students change the verbs in brackets into the correct form. (Attachment 2)

Produce

3. Students are asked to write recount text based on the photograph with the topic "last weekend" (Attachment 3)

12) Closing Activity

| Teacher | Student | Time |
|---|---|---|
| - provide guidance on summing up learning outcomes | - with teacher guidance concluding learning outcomes | 10' |
| - Giving students the task of grouping to find difficult | - Group tasks to search for unknown words and find | |

| | | |
|---|---|---|
| words through the text and find its meaning. | their meaning. | |

## Penilaian Hasil Pembelajaran

**7. Sikap**

- **Penilaian Observasi**

  Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

| No | Nama Siswa | Aspek Perilaku yang Dinilai | | | | Jumlah Skor | Skor Sikap | Kode Nilai |
|---|---|---|---|---|---|---|---|---|
| | | BS | JJ | TJ | DS | | | |
| 1 | Alisya | 75 | 75 | 50 | 75 | 275 | 68,75 | C |
| 2 | | ... | ... | ... | ... | ... | ... | ... |

*Keterangan :*

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

*Catatan :*

1. Aspek perilaku dinilai dengan kriteria:
   100 = Sangat Baik
   75 = Baik
   50 = Cukup
   25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75
4. Kode nilai / predikat :
   90,00 – 100,00 = Sangat Baik (SB)
   89,00 – 80,00 = Baik (B)
   79,00 – 70,00 = Cukup (C)
   69,00 – 30,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

  Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

| No | Pernyataan | Ya | Tidak | Jumlah Skor | Skor Sikap | Kode Nilai |
|---|---|---|---|---|---|---|
| 1 | Selama diskusi, saya ikut serta mengusulkan ide/gagasan. | 50 | | 250 | 62,50 | C |
| 2 | Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara. | | 50 | | | |
| 3 | Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok. | 50 | | | | |
| 4 | ... | 100 | | | | |

*Catatan :*

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (250 : 400) x 100 = 62,50
4. Kode nilai / predikat :
   90,00 – 100,00 = Sangat Baik (SB)
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**8. Penilaian Pengetahuan**

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| | | Struktur teks yang digunakan tidak runtut | | 1 | |
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| | | | | | |
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| Presentasi | Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi | Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik | Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik |

| | | | |
|---|---|---|---|
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***Keterangan:***

**MAHIR** mendapat skor 3

**MEMUASKAN** mendapat skor 2

**TERBATAS** mendapat skor 1

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| **Mechanics** | Good - Average | 4 | Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability |
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| | Very poor | 2 | Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication. |

Jakarta, Mei 2018

English Teacher

**Wahzun Agus Susilowati, S.Pd**
NIY.0102201003120717

Researcher

**Herlialan Purba**

Approved by,
Headmaster

**Any Adhayani, S. Pd**
NIY.0102199108120144

## Attachment 1

**Read the following recount text below**

### My bad day

In the middle of a bright day, I had an appointment with my friend for lunch. I drove along the main road at a reasonable speed.

About fifty mettres before the crossroads, a pedestrian who was walking on the pavement suddenly ran across the road in front of my car. I was so surprized that I braked as hard as I could. I really panicked and I had to swerve to avoid the pedestrian. I crashed into a car which was parked by the side of the road.

Fortunately, the pedestrian was not injured, but I had a bad cut on my face because my head hit the wind screen. I did not wear my seat belt.

Then, an ambulance arrived and took me to the hospital where I had to have five stiches and rested for a few hours. There was a lot of damage to my car; the wind screen was broken and the bodywork was badly damaged. Later, I was interviewed by the police at the hospital.

## Attachment 2

**In the following text below you will learn about "Stacy". Change the verbs in brackets into the correct form.**

### STACY

Stacy 1.(be) born in 1961 as the third daughter of Edward John Spencer and his wife Ruth Burke Roche. Stacy 2.(grow) up in a very privileged family that had a long history of close ties with the royal family. When Stacy's paternal grandfather passed away in 1975, Stacy's father became the 8th Earl of Spencer and Stacy gained the title of "Lady".

In 1969, Stacy's parents divorced. Her mother's affair helped court decide to give custody of the couple's four children to Stacy's father. Both of her parents eventually remarried, but the divorce left an emotional scar on Stacy.

Stacy 3.(attend) school at West Heath in Kent and spent a short time a finishing school in Switzerland. Although she 4.(be) not an excellent student academically, her determined personality, caring nature, and cheerful outlook helped her through it. After returning from Switzerland, Stacy 5. (rent) an apartment with two friends, 6.(work) with children at the Young England Kindergarten, and 7.(watch) movies and visited restaurants in her free time.

It 8.( be) about this time that Prince Charles, in his early 30, was under increasing pressure to choose a wife. Stacy's vibrancy, cheerfulness, and good family background caught the attention of Prince Charles and the two 9.(begin) dating during in mid-1980. It was a whirlwind romance for on February 24, 1981, Buckingham Palace officially announce the couple's engagement. At the time, Lady Stacy and Prince Charles seemed truly in love and whole world was awed by what 10. (seem) like a fairytale romance.

**Attachment 3**

**Write a recount text based on the photograph with the topic "My last weekend"**

"My Last weekend"

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**Lesson plan Control Class**

School : SMA Angkasa 1 Jakarta

Subject : English

Class/Semester : X/II

Topic : Recount Text

Time Allocation : 2 x 40 Minutes (meeting 3)

Teacher : Herlialan Purba

**Core Competencies:**

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring ( mutual assistance,cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

**Basic Competence:**

1.1: Grateful for the opportunity to learn English as the language of instruction international communication embodied in the spirit of learning

2.3: Shows responsibility, caring, cooperation, and peace-loving behaviors in carrying out functional communication

3.7. Analyze social functions, text structures, and linguistic elements in recount text.

4.8. Capturing meaning in simple descriptive and written text.

3.9. Analyze social functions, text structures, and linguistic elements in simple recount texts about experiences / events / events, in the context of their us.

4.13. Capturing meaning in oral and written recount text, simple, about experiences, activities, events, and events

4.14. Arrange oral recount text and write simple about experiences / activities / events with attention to social functions, text structure, and linguistic elements, correctly and in accordance with the context.

**Indicators:**

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning (A5)

1.1.2. Shows the seriousness of following learning (A5)

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends (A5)

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends (A5)

(Knowledge)

3.3.1. Identify social functions, text structure and grammar of recount text and written text (K2)

3.3.2. Comparing the differences between the various text descriptions available in English, the difference in English text with the one in Indonesian (K2)

3.3.3. Find key ideas, detailed information and specific information and social functions of recount text (K2)

(Application)

4.4.1. Write a recount text accordance with the social function of the purpose, structure and elements of language (P4)

4.4.2. Prepare an oral recount text in accordance with the social function of purpose, structure and linguistic elements (P4)

**Learning Objectives:**

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify social functions, text structure and grammar of descriptive oral and written text

3.3.2. Students can compare the differences between the various recount texts present in English, the difference in English text with those in Indonesian

3.3.3. Students can find key ideas, detailed information and specific information and social functions of the read / heard text.

(Application)

4.4.1. Students can compose text of written recount text in accordance with the social function of purpose, structure and elements of language

4.4.2. Students can write a recount text.

**Learning Material:**

**Recount Text**

A recount text is a text that retell an event that the telling about an activity, action and story that happened in the past. Its goal is to entertaining or informing the reader.

Orientation : It tells who was involved, what happened,where the events took places, and when it happened.
Events : It tells what happenend and in what sequence.
Re- orientation : It consists of optional-closure of events/ending

**Language Features of Recount Text**

**gg. Simple past tense**

We use simple past tense to tell or talk about actions or situations in the past.
The pattern:
Statement : Subject + Verb 2 + Object
Negative Statement : Subject + did not + Verb 1 + Object
Interrogative : Did + Subject + verb 1 + Object?

For example:
+) I went to Yogya last week
-) I did not go to Yogya last week
?) Did you go to yogya last week?

Time signals for simple past tense: yesterday , last night, last week, last year, two weeks ago, once upon a time, long ago, one day, in 2007, etc.

**hh. Pronouns**

The subjectives pronouns ( he, she, it, they, you, we) are used for the subject of a clause.

Example : where did **you** go last week?

The objectives pronouns (him, her, me, it, them, you, us) are used for the object of a verb or preposition.

Example : John talk to **her** for a while

The possesive before a noun (my, his, her, our, their, its, your) is used to show possession.

Example : This is **my** book. Where is **your** book?

The possesive after a noun (mine, his, hers, theirs, yours, ours) is also used to show possession.

Example : this book is **mine,** but that one on the table is **yours.**

**ii. Noun Phrases**

Pay attention to these sentences.

- Sylvester Stallone is **a film actor.**
- He is also **a famous actor in the world.**

The bold phrases in the sentences above are called noun phrases. A noun phrase can consist of:

- Noun and noun (e.g. a hockey stick)
- Adjective and noun (e.g. a beautiful girl)
- Noun and adverbial phrases (e.g. a girl from his hometown)

**jj. Time connectives**

Time connectives can be used to show chronological order. One of the language features of stories is the use of words that show the order of events. Here are some of the words: at first, when, at this point, next, then, soon after, at this time, after a while, afterwards, before that, following that, meanwhile, etc.

**kk. Time conjunctions:**

Conjunction used to link words, phrases, and clauses.

Example :

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

Conjunction help to show:

| Time | Cause | Opposition | Choice | Addition | Effect |
|---|---|---|---|---|---|
| When | Because | But | Or | And | So |
| | As | | | | |

**ll. Capitalisation**

Capital letters are used:

- At the beginning of a sentence.
  e.g. Games can be tools for learning about computers.
- For the names of people, place, languages, organizations, terms, trade names, etc.
  e.g. Sally, Dr. Henry, Bank of America, Garuda Indonesian, The Los Angeles Time, Coca Cola, Eiffel Tower, etc.

**mm. Punctuation**

- Commas (e.g. I need a book, some paper, a pencil and ruler).
- Full stops (.)
- Apostrophes (e.g. the student's books)
- Questions marks (e.g. what time is it? )
- Quotation marks (e.g. He said, " why did you do that?" )
- Exclamation marks (e.g. Oh dear! Get out! )

**nn. Word showing orders and connectives of time**

Words showing orders (menggunakan conjunction and connectives of time)

One of the language features of recount is the use of words that show the order in which the events in the text happened.

- First - Meanwhile
- Then - Afterwards
- After that - Next, ...

L. Method : Self-Directed Learning

M. Media : Laptop, Computer, LCD, Point Presentation

N. Source : Students book

- Book's English in use for Grade X of Senior High School ( Linguistics and Cultural Studies)
- Book's Pathway to English for Senior High School Grade X (General Programme)

**E. Learning Steps:**

First Meeting

13) Introductory Activity

| Teacher | Student | Time |
|---|---|---|
| - Greet to the students' | - Reply to the teacher greetings | 10' |
| - Invite students' to pray | - Pray together | |
| - Check the student's attendance | - States students' attendance | |

14) Core Activities (60 Minutes)

1. Students learns the example of recount text

Practice

1. Students answer the question base on the text ( Appendix 1)
2. Students rearrange the jumbled sentencess into a good and meaningfull paragraph (Appendix 2)

Produce

1. Students asked to write recount text based on the theme "unforgettable moment"

15) Closing Activity

| Teacher | Student | Time |
|---|---|---|
| - provide guidance on summing up learning outcomes | - with teacher guidance concluding learning outcomes | 10' |
| - Giving students the task of grouping to find difficult words through the text and find its meaning. | - Group tasks to search for unknown words and find their meaning. | |

## Penilaian Hasil Pembelajaran

**9. Sikap**

- **Penilaian Observasi**

  Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum.

Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

| No | Nama Siswa | Aspek Perilaku yang Dinilai | | | | Jumlah Skor | Skor Sikap | Kode Nilai |
|---|---|---|---|---|---|---|---|---|
| | | BS | JJ | TJ | DS | | | |
| 1 | Alisya | 75 | 75 | 50 | 75 | 275 | 68,75 | C |
| 2 | | ... | ... | ... | ... | ... | ... | ... |

*Keterangan :*

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

*Catatan :*

1. Aspek perilaku dinilai dengan kriteria:
   100 = Sangat Baik
   75 = Baik
   50 = Cukup
   25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75
4. Kode nilai / predikat :
   90,00 – 100,00 = Sangat Baik (SB)
   89,00 – 80,00 = Baik (B)
   79,00 – 70,00 = Cukup (C)
   69,00 – 30,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

| No | Pernyataan | Ya | Tidak | Jumlah Skor | Skor Sikap | Kode Nilai |
|---|---|---|---|---|---|---|
| 1 | Selama diskusi, saya ikut | 50 | | 250 | 62,50 | C |

| | | | | | | |
|---|---|---|---|---|---|---|
| | serta mengusulkan ide/gagasan. | | | | | |
| 2 | Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara. | | 50 | | | |
| 3 | Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok. | 50 | | | | |
| 4 | ... | 100 | | | | |

*Catatan :*

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (250 : 400) x 100 = 62,50
4. Kode nilai / predikat :
   90,00 – 100,00 = Sangat Baik (SB)
   89,00 – 80,00 = Baik (B)
   79,00 – 70,00 = Cukup (C)
   69,00 – 30,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

**10. Penilaian Pengetahuan**

***Tabel Penilaian Aspek Pengetahuan***

| No | Aspek yang Dinilai | Kriteria | | Skor 1-5 | Skor 1-4 |
|---|---|---|---|---|---|
| 1 | Tujuan Komunikatif | Sangat memahami | | 5 | 4 |
| | | Memahami | | 4 | 3 |
| | | Cukup memahami | | 3 | 2 |
| | | Kurang memahami | Hampir tidak memahami | 2 | 1 |
| | | Tidak memahami | | 1 | |
| 2 | Keruntutan Teks | Struktur teks yang digunakan sangat | | 5 | 4 |

| | | | | | |
|---|---|---|---|---|---|
| | | Runtut | | | |
| | | Struktur teks yang digunakan runtut | | 4 | 3 |
| | | Struktur teks yang digunakan cukup runtut | | 3 | 2 |
| | | Struktur teks yang digunakan kurang runtut | Struktur teks yang digunakan hampir tidak runtut | 2 | 1 |
| | | Struktur teks yang digunakan tidak runtut | | 1 | |
| 3 | Pilihan Kosakata | Sangat variatif dan tepat | | 5 | 4 |
| | | Variatif dan tepat | | 4 | 3 |
| | | Cukup variatif dan tepat | | 3 | 2 |
| | | Kurang variatif dan Tepat | Hampir tidak variatif dan tepat | 2 | 1 |
| | | Tidak variatif dan Tepat | | 1 | |
| 4 | Pilihan Tata Bahasa | Pilihan tata bahasa sangat tepat | | 5 | 4 |
| | | Pilihan tata bahasa tepat | | 4 | 3 |
| | | Pilihan tata bahasa cukup tepat | | 3 | 2 |
| | | Pilihan tata bahasa kurang tepat | Pilihan tata bahasa hampir tidak tepat | 2 | 1 |
| | | Pilihan tata bahasa tidak tepat | | 1 | |

**e. Rubrik untuk Penilaian Unjuk Kerja**

| AKTIVITAS | KRITERIA | | |
|---|---|---|---|
| | **TERBATAS** | **MEMUASKAN** | **MAHIR** |
| Melakukan Observasi | Tidak jelas pelaksanaannya | Beberapa kegiatan jelas dan terperinci | Semua kegiatan jelas dan terperinci |
| Role Play | Membaca script, kosakata terbatas, dan tidak lancer | Lancar dan kosakata dan kalimat berkembang, serta ada transisi | Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai |
| Simulasi | Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat | Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat | Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat |
| Presentasi | Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi | Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik | Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik |
| Melakukan Monolog | Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar | Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi | Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi |

***Keterangan:***

**MAHIR** mendapat skor 3

**MEMUASKAN** mendapat skor 2

**TERBATAS** mendapat skor 1

**Skor Penilaian**

| No. | Huruf | Rentang angka |
|---|---|---|
| 1. | Sangat Baik (A) | 86-100 |
| 2. | Baik (B) | 71-85 |
| 3. | Cukup (C) | 56-70 |
| 4. | Kurang (D) | ≤ 55 |

9. **Pengayaan**
   Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

10. **Pengayaan**
    Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

**Rubric: Recount Text**

| Aspect | Level | Score | Criteria |
|---|---|---|---|
| **Content** | Excellent-very good | 30 -27 | Relevant to the topic, give the detail information, and match the purpose of recount text |
| | Good - average | 26-22 | Mostly relevant to the topic, lacks of detail |
| | Fair – poor | 21 -17 | Inadequate development of the topic, almost match to the purpose of recount text |
| | Very poor | 16-13 | Does not relate to the topic, does not match the purpose |
| **Organization** | Excellent – Very good | 20-18 | Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive |

| | | | |
|---|---|---|---|
| | Good - Average | 17-14 | Loosely organized, limited support, logical but incomplete sequencing |
| | Fair- poor | 13-10 | Non-fluent, ideas confused or unconnected, lacks logical development and sequencing. |
| | Very poor | 9-7 | Does not communicate, no organization, not enough to evaluate. |
| **Vocabulary** | Excellent – Very good | 20-18 | Use effective word/ word choice/word usage, word form mastery. |
| | Good - Average | 17-14 | Occasional errors of word form, choice, usage but meaning not obscured |
| | Fair – Poor | 13-10 | Frequent errors of word form, choice, usage and meaning obscured/ confused |
| | Very Poor | 9-7 | Essentially translation, little knowledge of English, not enough to evaluate |
| **Language use** | Excellent – Very good | 25-22 | Few errors of agreement, tense, and word order |
| | Good - Average | 21-18 | Several errors of agreement, tense, and word order |
| | Fair – Poor | 17-11 | Frequent errors and meaning obscured |
| | Very Poor | 10-5 | Dominated by error, does not communicate, not enough to evaluate |
| | Excellent – Very good | 5 | demonstrates mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing |

Jakarta, Mei 2018

| | | | |
|---|---|---|---|
| | Fair – Poor | 17-11 | Frequent errors and meaning obscured |
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Jakarta, Mei 2018

English Teacher

**Wahzun Agus Susilowati, S.Pd**
NIY.0102201003120717

Researcher

**Herlialan Purba**

Approved by,

Headmaster

YAYASAN ARDHYA GARINI SMA ANGKASA 1 SEKOLAH MENENGAH ATAS TERAKREDITASI : A JAKARTA TIMUR PC LANUD HALIM

**Any Adhayani, S. Pd**
NIY.0102199108120144

**Attachment 1**

**Read the following story and answer the question based on the story.**

**Our trip to Blue mountain**

On Friday, we went to the Blue mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

On Saturday, we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday, we went on the Scenic Skyway and it rocket. We saw cockatoos having a shower.

In the afternoon, we went home. That was very pleasant moment with my family that I ever got.

1. Where did the writer go on Friday?
2. Where did the writer go on Saturday?
3. What did the writer see on Sunday?
4. How many days did the writer stay in the Blue Mountain?
5. Who is Della?

**Attachment 2**

**Rearraange the jumbled sentences into a good and meaningful paragraph.**

1. I went on many rides.

2. Recently, I went to Disneyland in Los Angeles.

3. It went very fast and I got a little wet.

4. My favorite ride was Splash Mountain.

5. I really had a wonderful time there.

6. I also enjoyed Tom Sawyer's Island.

7. We went there through a hanging bridge and walked through caves.

The best answer is _____

**Attachment 3**

**Write a short byography about a famous person that you like very much**

**Lesson Plan Experiment Class**

School : SMA Angkasa 1 Jakarta

Subject : English

Class/Semester : X/II

Topic : Recount Text

Time Allocation : 2 x 40 Minutes (meeting 3)

Teacher : Herlialan Purba

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(Knowledge)

3.3.1. Identify social functions, text structure and grammar of recount text and written text (K2)

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(Application)

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1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

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2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify social functions, text structure and grammar of descriptive oral and written text

3.3.2. Students can compare the differences between the various recount texts present in English, the difference in English text with those in Indonesian

3.3.3. Students can find key ideas, detailed information and specific information and social functions of the read / heard text.

(Application)

4.4.1. Students can compose text of written recount text in accordance with the social function of purpose, structure and elements of language

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**Learning Material:**

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**Language Features of Recount Text**

**oo. Simple past tense**

We use simple past tense to tell or talk about actions or situations in the past.
The pattern:
Statement : Subject + Verb 2 + Object
Negative Statement : Subject + did not + Verb 1 + Object
Interrogative : Did + Subject + verb 1 + Object?

For example:
+) I went to Yogya last week
-) I did not go to Yogya last week

?) Did you go to yogya last week?

Time signals for simple past tense: yesterday , last night, last week, last year, two weeks ago, once upon a time, long ago, one day, in 2007, etc.

**pp. Pronouns**

The subjectives pronouns ( he, she, it, they, you, we) are used for the subject of a clause.

Example : where did **you** go last week?

The objectives pronouns (him, her, me, it, them, you, us) are used for the object of a verb or preposition.

Example : John talk to **her** for a while

The possesive before a noun (my, his, her, our, their, its, your) is used to show possession.

Example : This is **my** book. Where is **your** book?

The possesive after a noun (mine, his, hers, theirs, yours, ours) is also used to show possession.

Example : this book is **mine,** but that one on the table is **yours.**

**qq. Noun Phrases**

Pay attention to these sentences.

- Sylvester Stallone is **a film actor.**
- He is also **a famous actor in the world.**

The bold phrases in the sentences above are called noun phrases. A noun phrase can consist of:

- Noun and noun (e.g. a hockey stick)
- Adjective and noun (e.g. a beautiful girl)
- Noun and adverbial phrases (e.g. a girl from his hometown)

**rr. Time connectives**

Time connectives can be used to show chronological order. One of the language features of stories is the use of words that show the order of events. Here are some of the words: at first, when, at this point, next, then, soon after, at this time, after a while, afterwards, before that, following that, meanwhile, etc.

**ss. Time conjunctions:**

Conjunction used to link words, phrases, and clauses.

Example :

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

Conjunction help to show:

| Time | Cause | Opposition | Choice | Addition | Effect |
|---|---|---|---|---|---|
| When | Because | But | Or | And | So |
| | As | | | | |

**tt. Capitalisation**

Capital letters are used:

- At the beginning of a sentence.
  e.g. Games can be tools for learning about computers.
- For the names of people, place, languages, organizations, terms, trade names, etc.
  e.g. Sally, Dr. Henry, Bank of America, Garuda Indonesian, The Los Angeles Time, Coca Cola, Eiffel Tower, etc.

**uu. Punctuation**

- Commas (e.g. I need a book, some paper, a pencil and ruler).
- Full stops (.)
- Apostrophes (e.g. the student's books)
- Questions marks (e.g. what time is it? )
- Quotation marks (e.g. He said, " why did you do that?" )
- Exclamation marks (e.g. Oh dear! Get out! )

**vv. Word showing orders and connectives of time**

Words showing orders (menggunakan conjunction and connectives of time)

One of the language features of recount is the use of words that show the order in which the events in the text happened.

- First
- Then
- After that
- Meanwhile
- Afterwards
- Next, ...

L. Method : Self-Directed Learning

M. Media : Laptop, Computer, LCD, Point Presentation

N. Source:

- Book's English in use for Grade X of Senior High School ( Linguistics and Cultural Studies)
- Book's Pathway to English for Senior High School Grade X (General Programme)

**F. Learning Steps:**

First Meeting

16) Introductory Activity

| Teacher | Student | Time |
|---|---|---|
| - Greet to the students' | - Reply to the teacher greetings | 10' |
| - Invite students' to pray | - Pray together | |
| - Check the student's attendance | - States students' attendance | |

17) Core Activities (60 Minutes)

Precentation

1. The teacher gives an example of recount text. (Attachment 1)
2. Students are asked to identify generic structure, language feature and social function of the text.

Practice

1. Students asked to complete the text with the correct verbs. (Attachment 2)
2. Teachers with students discuss the exercises that students have been working on.

Produce

1. Students are asked to write a recount text based on the photograph with the topic "Vacation." (Attachment 3).

18) Closing Activity

| Teacher | Student | Time |
|---|---|---|
| - provide guidance on summing up learning | - with teacher guidance concluding learning | 10' |

| | | | |
|---|---|---|---|
| | outcomes | outcomes | |
| - | Giving students the task of grouping to find difficult words through the text and find its meaning. | - Group tasks to search for unknown words and find their meaning. | |

## Penilaian Hasil Pembelajaran

**11. Sikap**

- **Penilaian Observasi**

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

| No | Nama Siswa | Aspek Perilaku yang Dinilai | | | | Jumlah Skor | Skor Sikap | Kode Nilai |
|---|---|---|---|---|---|---|---|---|
| | | BS | JJ | TJ | DS | | | |
| 1 | Alisya | 75 | 75 | 50 | 75 | 275 | 68,75 | C |
| 2 | | ... | ... | ... | ... | ... | ... | ... |

*Keterangan :*

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

*Catatan :*

1. Aspek perilaku dinilai dengan kriteria:
   100 = Sangat Baik
   75 = Baik
   50 = Cukup
   25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75
4. Kode nilai / predikat :
   90,00 – 100,00 = Sangat Baik (SB)
   89,00 – 80,00 = Baik (B)
   79,00 – 70,00 = Cukup (C)
   69,00 – 30,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

  Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

| No | Pernyataan | Ya | Tidak | Jumlah Skor | Skor Sikap | Kode Nilai |
|---|---|---|---|---|---|---|
| 1 | Selama diskusi, saya ikut serta mengusulkan ide/gagasan. | 50 | | 250 | 62,50 | C |
| 2 | Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara. | | 50 | | | |
| 3 | Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok. | 50 | | | | |
| 4 | ... | 100 | | | | |

*Catatan :*

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (250 : 400) x 100 = 62,50
4. Kode nilai / predikat :
   90,00 – 100,00 = Sangat Baik (SB)
   89,00 – 80,00 = Baik (B)
   79,00 – 70,00 = Cukup (C)
   69,00 – 30,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

**12. Penilaian Pengetahuan**

***Tabel Penilaian Aspek Pengetahuan***

| No | Aspek yang Dinilai | Kriteria | | Skor 1-5 | Skor 1-4 |
|---|---|---|---|---|---|
| 1 | Tujuan Komunikatif | Sangat memahami | | 5 | 4 |
| | | Memahami | | 4 | 3 |
| | | Cukup memahami | | 3 | 2 |
| | | Kurang memahami | Hampir tidak memahami | 2 | 1 |
| | | Tidak memahami | | 1 | |
| 2 | Keruntutan Teks | Struktur teks yang digunakan sangat Runtut | | 5 | 4 |
| | | Struktur teks yang digunakan runtut | | 4 | 3 |
| | | Struktur teks yang digunakan cukup runtut | | 3 | 2 |
| | | Struktur teks yang digunakan kurang runtut | Struktur teks yang digunakan hampir tidak runtut | 2 | 1 |
| | | Struktur teks yang digunakan tidak runtut | | 1 | |
| 3 | Pilihan Kosakata | Sangat variatif dan tepat | | 5 | 4 |
| | | Variatif dan tepat | | 4 | 3 |
| | | Cukup variatif dan tepat | | 3 | 2 |
| | | Kurang variatif dan Tepat | Hampir tidak variatif dan tepat | 2 | 1 |
| | | Tidak variatif dan Tepat | | 1 | |

| | | | | | |
|---|---|---|---|---|---|
| 4 | Pilihan Tata Bahasa | Pilihan tata bahasa sangat tepat | | 5 | 4 |
| | | Pilihan tata bahasa tepat | | 4 | 3 |
| | | Pilihan tata bahasa cukup tepat | | 3 | 2 |
| | | Pilihan tata bahasa kurang tepat | Pilihan tata bahasa hampir tidak tepat | 2 | 1 |
| | | Pilihan tata bahasa tidak tepat | | 1 | |

**f. Rubrik untuk Penilaian Unjuk Kerja**

| **AKTIVITAS** | **KRITERIA** | | |
|---|---|---|---|
| | **TERBATAS** | **MEMUASKAN** | **MAHIR** |
| Melakukan Observasi | Tidak jelas pelaksanaannya | Beberapa kegiatan jelas dan terperinci | Semua kegiatan jelas dan terperinci |
| Role Play | Membaca script, kosakata terbatas, dan tidak lancer | Lancar dan kosakata dan kalimat berkembang, serta ada transisi | Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai |
| Simulasi | Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat | Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat | Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat |
| Presentasi | Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi | Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik | Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik |

| | | | |
|---|---|---|---|
| Melakukan Monolog | Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar | Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi | Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi |

***Keterangan:***

**MAHIR** mendapat skor 3

**MEMUASKAN** mendapat skor 2

**TERBATAS** mendapat skor 1

**Skor Penilaian**

| No. | Huruf | Rentang angka |
|---|---|---|
| 1. | Sangat Baik (A) | 86-100 |
| 2. | Baik (B) | 71-85 |
| 3. | Cukup (C) | 56-70 |
| 4. | Kurang (D) | ≤ 55 |

11. **Pengayaan**
    Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

12. **Pengayaan**
    Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

**Rubric: Recount Text**

| Aspect | Level | Score | Criteria |
|---|---|---|---|
| | Excellent-very good | 30 -27 | Relevant to the topic, give the detail information, and match the purpose of recount text |

| | | | |
|---|---|---|---|
| **Content** | Good – average | 26-22 | Mostly relevant to the topic, lacks of detail |
| | Fair – poor | 21 -17 | Inadequate development of the topic, almost match to the purpose of recount text |
| | Very poor | 16-13 | Does not relate to the topic, does not match the purpose |
| **Organization** | Excellent – Very good | 20-18 | Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive |
| | Good – Average | 17-14 | Loosely organized, limited support, logical but incomplete sequencing |
| | Fair- poor | 13-10 | Non-fluent, ideas confused or unconnected, lacks logical development and sequencing. |
| | Very poor | 9-7 | Does not communicate, no organization, not enough to evaluate. |
| **Vocabulary** | Excellent – Very good | 20-18 | Use effective word/ word choice/word usage, word form mastery. |
| | Good – Average | 17-14 | Occasional errors of word form, choice, usage but meaning not obscured |
| | Fair – Poor | 13-10 | Frequent errors of word form, choice, usage and meaning obscured/ confused |
| | Very Poor | 9-7 | Essentially translation, little knowledge of English, not enough to evaluate |
| **Language use** | Excellent – Very good | 25-22 | Few errors of agreement, tense, and word order |
| | Good – Average | 21-18 | Several errors of agreement, tense, and word order |
| | Fair – Poor | 17-11 | Frequent errors and meaning obscured |
| | Very Poor | 10-5 | Dominated by error, does not communicate, not enough to evaluate |

Jakarta, Mei 2018

| | | | |
|---|---|---|---|
| | Fair – Poor | 17-11 | Frequent errors and meaning obscured |
| | Very Poor | 10-5 | Dominated by error, does not communicate, not enough to evaluate |
| **Mechanics** | Good - Average | 4 | Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability |
| | Fair - Poor | 3 | Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability |
| | Very poor | 2 | Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication. |

Jakarta, Mei 2018

English Teacher

**Wahzun Agus Susilowati, S.Pd**
NIY.0102201003120717

Researcher

**Herlialan Purba**

Approved by,
Headmaster

YAYASAN ARDHYA GARINI
SMA ANGKASA 1
SEKOLAH MENENGAH ATAS
TERAKREDITASI : A
JAKARTA TIMUR
PC LANUD HALIM

**Ani Adhayani, S. Pd**
NIY.0102199108120144

**Attachment 1**

**Read the text below and identify the generic structure of the text.**

**Holiday In Malaysia**

Last holiday, My family was on vacation. we went to Malaysia. We used travel agent to manage our holiday . We had booked two days tour in Malaysia. We went malaysia by plane. The travel agent had booked ticket for us. The flight was only one hour from Jakarta. On the plane the cabin crews were very friendly and they were very handsome and beautiful. They gave us some directions before the flight. Our plane, garuda Indonesia had very complete fasilities to accompany passanger during the journey, such as movies player, music player, newspaper, magazine, etc. We had a very pleasant flight. On arrival at Kuala Lumpur, we had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. After that, the travel agent brought us to Petronas Tower and took some photos there.In the afternoon, we went to hotel to take a rest. The hotel was a well-known five-star hotel. The room had perfect view of city. On the third floor, there was a restaurant serving American, african, Asian European food. They had variety of food.In the next day, we went to Sepang circuit to watch MotoGp race. I wanted to watch directly my idol Valentino Rossi and took photos with him. During the race, I was surprised because that was my first time I saw motorcycles ran fast up to 300 km/hour in front of my eyes. In the ending of the race, Rossi was the first rider who touched the finish line. I was so happy because he won.The two days in Malaysia went by fast. At the end of the second day, we were quite tired but we felt very happy.

**Attachment 2**

Complete the the following recount text with the correct verb below.

| Stopped | Fell | Came | Felt | Listened | Helped |
|---|---|---|---|---|---|

One day Sandra Dewi (1) ..... sick in the middle of the English lesson.

All the students did reading tasks. Suddenly Sandra Dewi vomited. All other

students (2) ..... writing. Mrs. Lidia (3) ..... her immediately. The

chairman of the class sent for the school's doctor. In five minutes the doctor (4) ..... . He examined her carefully. He examined her eyes. He (5) ..... her stomach. He (6) ..... to her heart beat. He measured her blood pressure.

**Attachment 3**

**Write a reount text based on the photograph with the topic "vacation"**

Vacation

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**Appendix II**

**Rubric Writing**

| Aspect | Level | Score | Criteria |
|---|---|---|---|
| **Content** | Excellent-very good | 30 -27 | Relevant to the topic, give the detail information, and match the purpose of recount text |
| | Good - average | 26-22 | Mostly relevant to the topic, lacks of detail |
| | Fair – poor | 21 -17 | Inadequate development of the topic, almost match to the purpose of recount text |
| | Very poor | 16-13 | Does not relate to the topic, does not match the purpose |
| **Organization** | Excellent – Very good | 20-18 | Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive |
| | Good - Average | 17-14 | Loosely organized, limited support, logical but incomplete sequencing |
| | Fair- poor | 13-10 | Non-fluent, ideas confused or unconnected, lacks logical development and sequencing. |
| | Very poor | 9-7 | Does not communicate, no organization, not enough to evaluate. |
| **Vocabulary** | Excellent – Very good | 20-18 | Use effective word/ word choice/word usage, word form mastery. |
| | Good - Average | 17-14 | Occasional errors of word form, choice, usage but meaning not obscured |
| | Fair – Poor | 13-10 | Frequent errors of word form, choice, usage and meaning obscured/ confused |
| | Very Poor | 9-7 | Essentially translation, little knowledge of English, not enough to evaluate |
| | Excellent – Very good | 25-22 | Few errors of agreement, tense, and word order |

| | | | |
|---|---|---|---|
| **Language use** | | | |
| | Good - Average | 21-18 | Several errors of agreement, tense, and word order |
| | Fair – Poor | 17-11 | Frequent errors and meaning obscured |
| | Very Poor | 10-5 | Dominated by error, does not communicate, not enough to evaluate |
| **Mechanics** | Excellent – Very good | 5 | demonstrates mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing |
| | Good - Average | 4 | Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability |
| | Fair - Poor | 3 | Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability |
| | Very poor | 2 | Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication. |

**Appendix III**

**INSTRUMENT OF PRE-TEST OF EXPERIMENT CLASS**

School : SMA ANGKASA 1

Class : X- MIA 1

Subject : English (Recount Text)

Instructions:

1. Make a short paragraph about the topic “Holiday” You have 50 minutes to do the test.
2. Write at least 100 words
3. Do it individually!

GOOD LUCK!!!

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

**INSTRUMENT OF PRE-TEST OF CONTROL CLASS**

School : SMA ANGKASA 1

Class : X- MIA 2

Subject : English (Recount Text)

Instructions:

1. Make a short paragraph about the topic “Unforgettable Moment” You have 50 minutes to do the test.
2. Write at least 100 words
3. Do it individually!

GOOD LUCK!!!

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

**Appendix IV**

**INSTRUMENT OF POST-TEST OF EXPERIMENT CLASS**

School : SMA ANGKASA 1

Class : X- MIA 1

Subject : English (Recount Text)

Instructions:

4. Make a short paragraph recount about the topic “My trip” based on the photograph that you bring, you have 50 minutes to do the test.
5. Write at least 100 words
6. Do it individually!

GOOD LUCK!!!

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

**INSTRUMENT OF POST-TEST OF CONTROL CLASS**

School : SMA ANGKASA 1

Class : X- MIA 1

Subject : English (Recount Text)

Instructions:

1. Make a short paragraph recount about the topic “My last weekend”, you have 50 minutes to do the test.
2. Write at least 100 words
3. Do it individually!

GOOD LUCK!!!

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

## Appendix V

### Out put test of normality pre-test

**Tests of Normality**

| | Group | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Score | 1 | ,163 | 30 | ,040 | ,941 | 30 | ,100 |
| | 2 | ,142 | 30 | ,124 | ,943 | 30 | ,108 |

a. Lilliefors Significance Correction

Test of normality post-test

**Tests of Normality**

| | Group | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Score | Control | ,120 | 30 | ,200* | ,938 | 30 | ,082 |
| | Experiment | ,157 | 30 | ,057 | ,944 | 30 | ,114 |

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

a. Lilliefors Significance Correction

### Test of homogeneity data in post-test

**Test of Homogeneity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Score | Based on Mean | ,162 | 1 | 58 | ,689 |
| | Based on Median | ,099 | 1 | 58 | ,754 |
| | Based on Median and with adjusted df | ,099 | 1 | 57,852 | ,754 |
| | Based on trimmed mean | ,137 | 1 | 58 | ,713 |

## Appendix VI

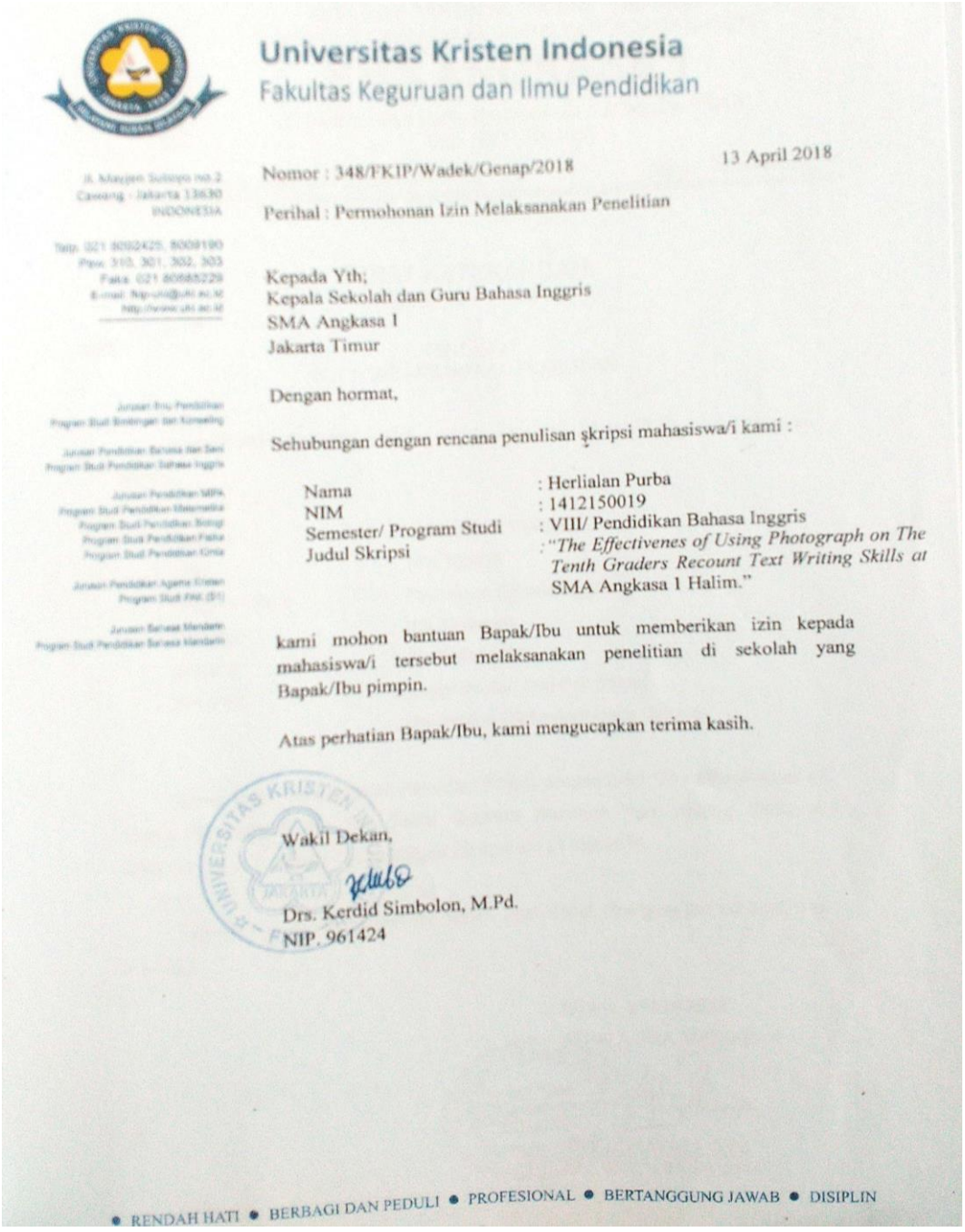
### The hypothesis data in post-test

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | 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 |
| Score | Equal variances assumed | ,162 | ,689 | -2,139 | 58 | ,037 | -4,633 | 2,166 | -8,969 | -,297 |
| | Equal variances not assumed | | | -2,139 | 57,906 | ,037 | -4,633 | 2,166 | -8,969 | -,297 |

**Appendix VII**

*Surat Izin Melakukan Penelitian Dari Kampus*



**Universitas Kristen Indonesia**
Fakultas Keguruan dan Ilmu Pendidikan

Nomor : 348/FKIP/Wadek/Genap/2018 — 13 April 2018

Perihal : Permohonan Izin Melaksanakan Penelitian

Kepada Yth;
Kepala Sekolah dan Guru Bahasa Inggris
SMA Angkasa 1
Jakarta Timur

Dengan hormat,

Sehubungan dengan rencana penulisan skripsi mahasiswa/i kami :

| | |
|---|---|
| Nama | : Herlialan Purba |
| NIM | : 1412150019 |
| Semester/ Program Studi | : VIII/ Pendidikan Bahasa Inggris |
| Judul Skripsi | : *"The Effectivenes of Using Photograph on The Tenth Graders Recount Text Writing Skills at* SMA Angkasa 1 Halim." |

kami mohon bantuan Bapak/Ibu untuk memberikan izin kepada mahasiswa/i tersebut melaksanakan penelitian di sekolah yang Bapak/Ibu pimpin.

Atas perhatian Bapak/Ibu, kami mengucapkan terima kasih.

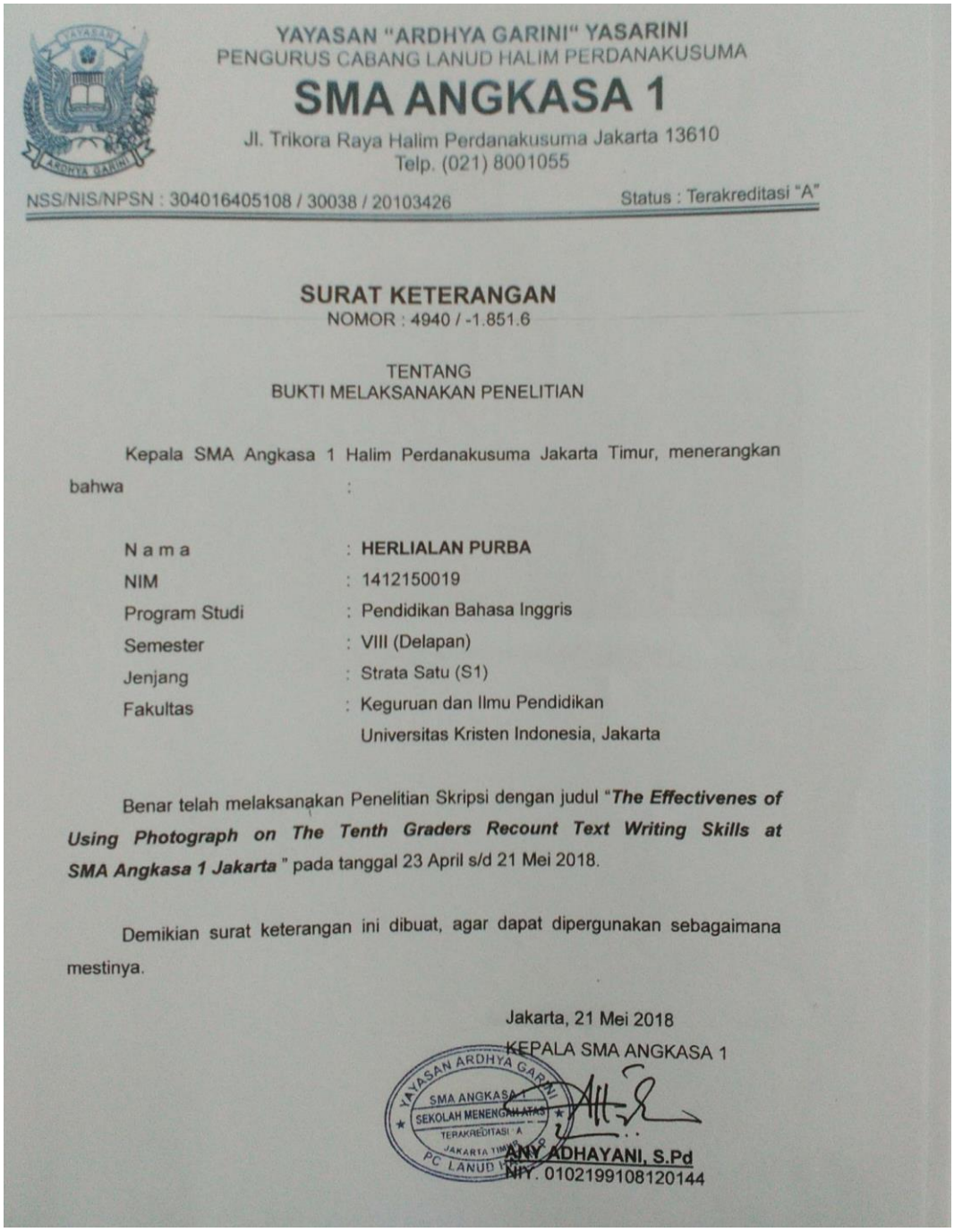
Wakil Dekan,

Drs. Kerdid Simbolon, M.Pd.
NIP. 961424

• RENDAH HATI • BERBAGI DAN PEDULI • PROFESIONAL • BERTANGGUNG JAWAB • DISIPLIN

**Appendix VIII**

*Surat Keterangan Telah Melakukan Penelitian Dari Sekolah*



YAYASAN "ARDHYA GARINI" YASARINI
PENGURUS CABANG LANUD HALIM PERDANAKUSUMA

**SMA ANGKASA 1**

Jl. Trikora Raya Halim Perdanakusuma Jakarta 13610
Telp. (021) 8001055

NSS/NIS/NPSN : 304016405108 / 30038 / 20103426 Status : Terakreditasi "A"

**SURAT KETERANGAN**
NOMOR : 4940 / -1.851.6

TENTANG
BUKTI MELAKSANAKAN PENELITIAN

Kepala SMA Angkasa 1 Halim Perdanakusuma Jakarta Timur, menerangkan bahwa :

| | |
|---|---|
| N a m a | : **HERLIALAN PURBA** |
| NIM | : 1412150019 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Semester | : VIII (Delapan) |
| Jenjang | : Strata Satu (S1) |
| Fakultas | : Keguruan dan Ilmu Pendidikan<br>Universitas Kristen Indonesia, Jakarta |

Benar telah melaksanakan Penelitian Skripsi dengan judul "***The Effectivenes of Using Photograph on The Tenth Graders Recount Text Writing Skills at SMA Angkasa 1 Jakarta*** " pada tanggal 23 April s/d 21 Mei 2018.

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Jakarta, 21 Mei 2018
KEPALA SMA ANGKASA 1

YAYASAN ARDHYA GARINI SMA ANGKASA SEKOLAH MENENGAH ATAS TERAKREDITASI A JAKARTA TIMUR PC LANUD HALIM P

**ANY ADHAYANI, S.Pd**
NIY. 0102199108120144

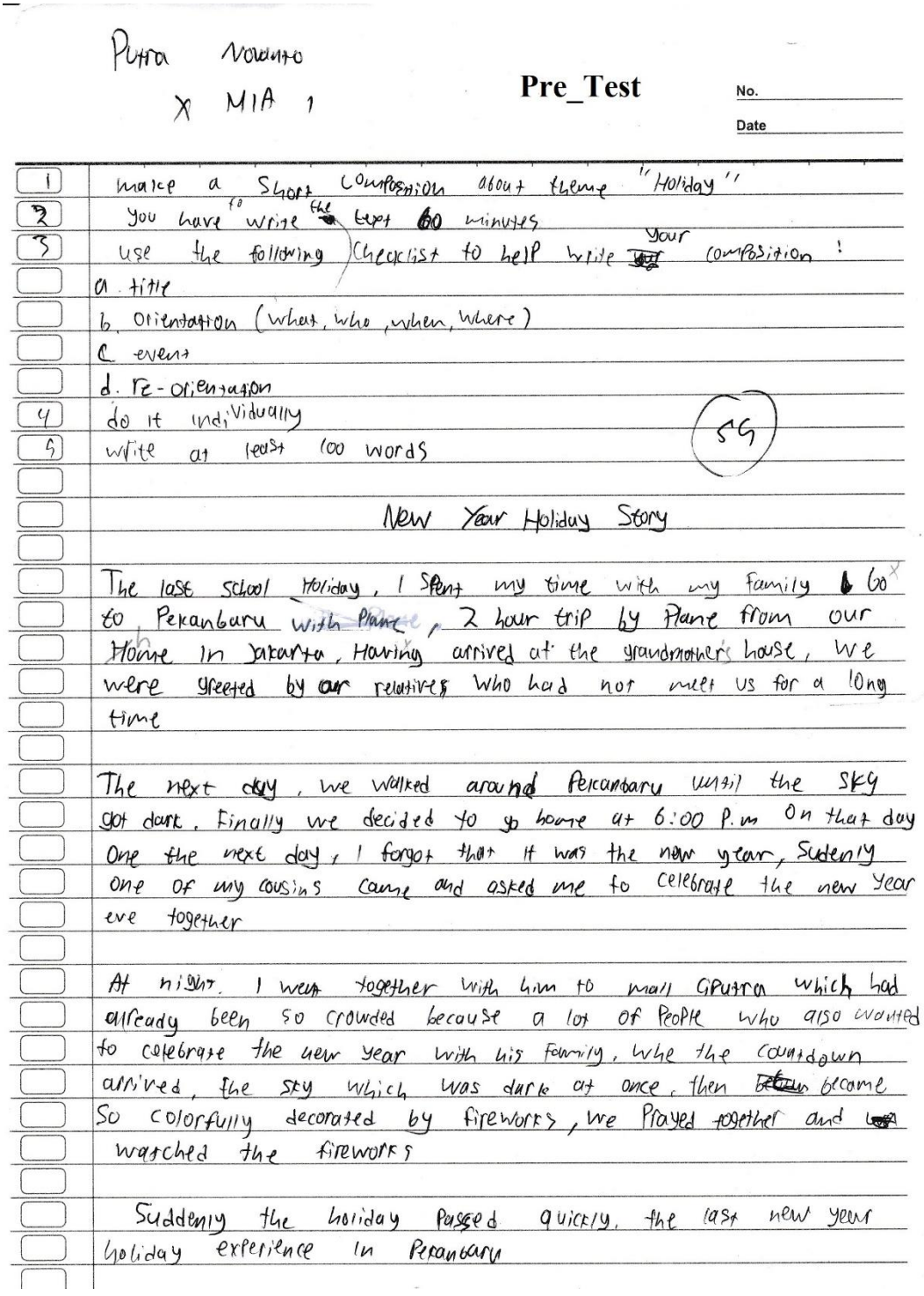
**Appendix IX**

Research Activities

**Figure 1: The process of Teaching and Learning**

**Appendix X**

**Example of the Result of Pre-test**



Putra Novanto
X MIA 1

**Pre_Test**

No.
Date

1. make a short composition about theme "Holiday"
2. you have to write the last 60 minutes
3. use the following checklist to help write your composition !

a. title
b. orientation (what, who, when, where)
c. event
d. re-orientation
4. do it individually
5. write at least 100 words

56

New Year Holiday Story

The lase school Holiday, I spent my time with my family to go to Pekanbaru with Plane, 2 hour trip by Plane from our Home in Jakarta, Having arrived at the grandmother's house, we were greeted by our relatives who had not meet us for a long time

The next day, we walked around Pekanbaru until the sky got dark. Finally we decided to go home at 6:00 P.m On that day One the next day, I forgot that it was the new year, Suddenly one of my cousins came and asked me to celebrate the new year eve together

At night I went together with him to mall Ciputra which had already been so crowded because a lot of People who also wanted to celebrate the new year with his family, whe the countdown arrived, the sky which was dark at once, then became So colorfully decorated by fireworks, we Prayed together and watched the fireworks

Suddenly the holiday passed quickly, the last new year holiday experience in Pekanbaru

# Pre_Test

Delfi ardya pramesti
x Mia 2.

No. Senin
Date 23 - April - 2018

1. unforgotable moments.

"Holiday in lembang maribaya, Bandung."

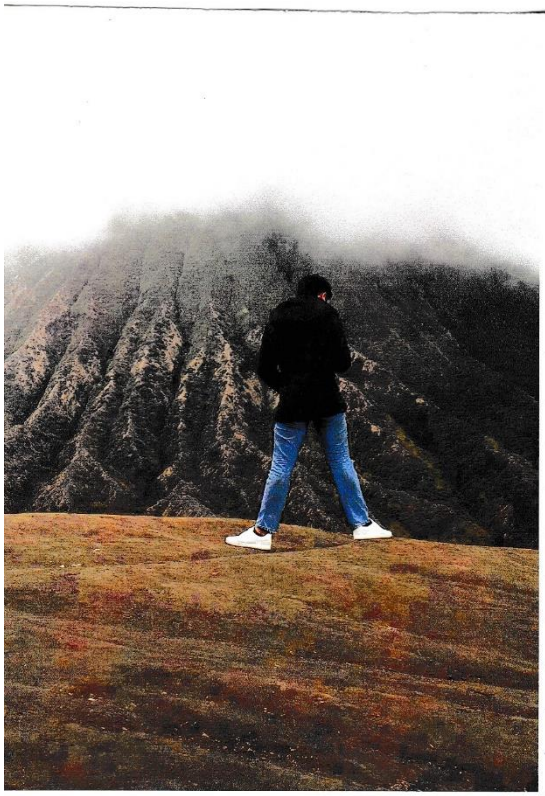
My name is Delfi ardya pramesti, i'm 15 years old, you can call me delfi, i'm live in Jakarta. i'm being a student at SMA ANGKASA 1 i'm a First Child. im going to school with motor cycle. my mother is trainer at pt in Jakarta. & my Father is entreppeneur.

last week, i'm with family holiday at lembang bandung. i'm going to Bandung with car. I'm going to bandung at 07.00 a.m. i will arrive at 11.00 am. i'm buying ticket in the lodge maribaya it costs 30K. i'm trying rode sky tree. and more. i'm going back to Jakarta at 16.00 p.m. and i will arrive to home at 18.00 pm.

C = 13
O = 7
V = 7
L = 7
M = 3 +
37

52

**Example of the Result of Post-test**



M. Zaky Raffinaldy
X MIA 1
Date.

"My Trip" 72

In the last horiday. Me and my Family went to Malang. We rent a hotel Room in Batu city. the traffic in Malang were so annonying, Same like Jakarta. most of People usually travel the city by car or motor cycle.

On First day, we used to visit Museum Angkut Malang. there were lot of an old Car, Historical Statute, Old Stuff, and lot of old transportation. there were lot of good Photo spot, so we spent time in there to take a lot of Photo.

On the second day in Malang, at the dawn we went to Mount Bromo. the weather is Friendly on that day, the wind is blowing, the bird is sounding and singing each other. me and my Father used to climb up to top of the hill we arrived at the top but im feel so tired. So we take a little bit rest and after that we went to the savana. Near the mount, the grass is so green and wonderfull. there are Prohibited Place, its call "Pasir Berbunyi" its Prohibited because the road is full of cloud so we cant see anything in there and maybe we can get lost.

On the last day in Malang. My mother went looking for some Souveniers to take Home.

# Post_Test

No. Monday
Date: Mei 2018.

Rafica Ramadhanty
X MIA 2
B. Inggris Minat.

## ∴ The Story Holiday at grandma's house ∴

Last school holiday, I spent time with my family on vacation to grandma's house in Madiun. about 18 hours away by bus from our in Jakarta.

On the way there, I saw many beautiful scenery such as rice fields, mountains, etc. upon arriving at grandma's house, we were greeted by our relatives who had recently met us.

In the evening my sister and I went to the train station, from there we went straight to Alun-alun Madiun. there are so many beautiful kids who play scooters and also the colorful garden light. finally we decided to go home at 9 pm, that day.

The next day, my sister and I went to Surabaya by train. until there we waited our aunty to pick up. at night, we went to the mall for dinner together. when finished dinner I bought ice cream and went straigh home.

In the morning, my sister and I went to home. finally, the holiday pased quickly. my last holiday experience in Surabaya city.

C = 21
O = 12
V = 10
L = 13
M = 2
58

63