

Appendix 1

THE STUDENTS' LATEST ENGLISH SCORE

Class : XII IPA7

NO	NIS	NAMA SISWA	L/P	Score
1	5221	Ade Indra Pratama I Gede	L	78
2	5298	Aprilia Pradnyamika Ni Kadek	P	80
3	5334	Arya Yudha Saputra I Made	L	78
4	5335	Astu Andhi Yasa I Made	L	78
5	5337	Bagus Kusuma Wibawa I Ketut	L	78
6	5232	Dicky Putra Nugraha Putu	L	78
7	5305	Dwiki Andrea Astiyasa I Made	L	80
8	5339	Enka Mega Romandhyas Ni Putu	P	80
9	5306	Erlina Yanthi Ni Pt Ayu	P	78
10	5307	Galih Oka Laksana Kadek	L	78
11	5308	Gita Puspita Dewi Ni Kadek	P	82
12	5312	Mira Darmayanti Nyoman Ayu	P	82
13	5310	Hananya Prastita Putri	P	78
14	5239	Hery Agus Pramantiya I Putu	L	78
15	5341	Intan Azari I Gst. A. Ag.	P	80
16	5169	Kartika Prasanti Dewa Ayu	P	80
17	5170	Linda Maharani Ni Wayan	P	80
18	5171	Madona Fatma Ningrum Ni Putu	P	80

NO	NIS	NAMA SISWA	L/P	Score
19	5343	Marlita Fitri Yustiyana	p	80
20	5344	Mas Pradnya Utami Ni Kadek Ayu	P	80
21	5346	Nanda Daramita Ni Putu	P	78
22	5246	Nanda Karisma S.	L	78
23	5173	Nitha Wahyuni Ni Putu	P	79
24	5317	Putra Adnyana I Made	L	79
25	5318	Restu Aditya Wiguna I Wayan	L	79
26	5350	Rika Putri Dewi Ni Putu Ayu	P	79
27	5351	Rima Ardianthi Ni Made	P	80
28	5252	Satriawan I Gusti Ngurah Agung	L	79
29	5182	Sintya Yuliantari Ni Pt	P	80
30	5355	Sukmawati Ni Putu	P	79
31	5358	Teni Eriyanti	P	79
32	5288	Untung Merta Nadi I Made	L	78
33	5323	Vina Damayanti Luh Kade	P	80
34	5324	Willy Jaya Kusuma I Gede	L	78
35	5325	Yoshinta Antara Made	P	80

Class : XII IPA8

NO	NIS	NAMA SISWA	L/P	Score
1	5366	Agus Adi Pramana Putra I Made	L	79
2	5367	Agus Vicki Asmara I Made	L	79

NO	NIS	NAMA SISWA	L/P	Score
3	5368	Alicia Novianti I Gusti Ayu Putu	P	79
4	5470	Ananta Widyadnyana I Made	L	80
5	5402	Angga Arya Santika Putu	L	85
6	5370	Ari Pradipta I Dewa Gede	L	80
7	5405	Ariwimba Satria I Dewa Gd.	L	79
8	5438	Ariyoga Widagda I Gusti Nym	L	79
9	5475	Cahya Supadma I Made	L	78
10	5373	Cindy Febriyani	P	80
11	5407	Della Miranti Putri Ni Pt	P	80
12	5443	Devi Sucyani Ni Putu	P	80
13	5229	Devita Juliani Desak Gede	P	80
14	5376	Dika Satwika Suranta I Md	L	80
15	5382	Fify Adriani Ni Kadek Ayu	P	80
16	5482	Gede Krisna Adi Gunawan I Dewa Putu	L	80
17	5383	Gita Pramesti Ni Putu	P	80
18	5447	Ina Tiara Dewi Kadek	P	80
19	5448	Ki Bagus Dewangga Rakai Mantik	L	80
20	5450	Lestia Utari Ni Pt	P	79
21	5415	Lya Sintya Dewi Komang Ayu	P	79
22	5417	Marquinhos Budastra	L	79
23	5249	Pratistha Sari Ni Luh Gede	P	80
24	5453	Priagung Adityawarman made	L	80
25	5455	Prita Anggun Anjasmara Ni Komang	P	79
26	5492	Rahmat Hardyanto	L	79

NO	NIS	NAMA SISWA	L/P	Score
27	5493	Raka Eka Saputra Ariyana I Putu	L	79
28	5459	Rama Aditya Prapta I Putu	L	79
29	5494	Rama Andika Putra I Kdk	L	79
30	5391	Ratih Aprilia Ni Gst. A. Gd.	P	80
31	5461	Rina Desi Lestari Ni Nyoman	P	78
32	5425	Rio Ananta I Gede	L	78
33	5431	Sonia Sri Utami Putu	P	80
34	5499	Surya Wibawa I Gst. Md	L	78
35	5045	Wira Udayana Kurniawan I Putu	L	78
36	5465	Yani Utari Dewa Ayu Kade	P	78



Appendix 2

WRITING SCORING RUBRIC

No	Indicator	Criteria	Score	Weight
1.	Content	<input type="checkbox"/> The topic is relevant with type of writing.	5	5
		<input type="checkbox"/> The topic is general to support the main idea.	4	
		<input type="checkbox"/> The topic is mostly relevant with type of writing.	3	
		<input type="checkbox"/> The relevance between the topic and type of writing is very low.	2	
		<input type="checkbox"/> No insight about the topic.	1	
2.	Organization	<input type="checkbox"/> Ideas are conveyed clearly, smoothly, and effectively.	5	5
		<input type="checkbox"/> Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remains uninterrupted.	4	
		<input type="checkbox"/> Ideas are conveyed unclearly, unsmooth, and ineffectively. Jumping arrangement of ideas.	3	
		<input type="checkbox"/> Ideas may be clear but it is very difficult to find the connection between them.	2	
		<input type="checkbox"/> Lack of organization is so severe that communication is seriously impaired.	1	
3.	Vocabulary	<input type="checkbox"/> Sophisticated range effective word choice and usage.	5	4
		<input type="checkbox"/> Adequate occasional errors of word form, choice, usage but meaning is obscured.	4	
		<input type="checkbox"/> Limited range frequent errors of word form, choice, usage.	3	
		<input type="checkbox"/> Vocabulary is so limited and frequently misused that reader must often rely on own interpretation	2	
		<input type="checkbox"/> Essentially translation little knowledge of English vocabulary	1	
4.	Grammar	<input type="checkbox"/> Few any noticeable errors of grammar or word order.	5	3

No	Indicator	Criteria	Score	Weight
		<input type="checkbox"/> Some errors of grammar or word order which do not, however, interfere with comprehension.	4	
		<input type="checkbox"/> Errors of grammar or word order are fairly frequent; reader often rereading for full comprehension.	3	
		<input type="checkbox"/> Errors of grammar or word order are fairly frequent; reader often has to rely on own interpretation.	2	
		<input type="checkbox"/> A large amount of grammar errors as an indicator of the low mastery in grammar or word order.	1	
5.	Mechanics	<input type="checkbox"/> Showing good ability in using punctuations, capital letters accurately, and inconsiderable spelling errors.	5	3
		<input type="checkbox"/> Few small errors in using punctuations and spelling but the meaning remain clear.	4	
		<input type="checkbox"/> Error in punctuation or spelling is fairly frequent; reader often rereading for full comprehension.	3	
		<input type="checkbox"/> Large numbers of spelling errors that interrupt meaning.	2	
		<input type="checkbox"/> Considerable errors in using mechanics and lack of mastery in writing rules.	1	

Adapted from Anderson in Hughes (1989)

Total Score: (SC x 5) + (SO x 5) + (SV x 4) + (SG x 3) + (SM x 3)

Appendix 3

LESSON PLAN

(Control Group)

School	: SMA Negeri 1 Kediri
Subject	: English
Class/Semester	: XII/2
Topic	: Review Text
Time Allotment	: 2 x 45 minutes
Meeting	: 1 st meeting

A. Standard Competency

12. Expressing the meaning in the written text of the monologue / essay in the form of narrative and review in the context of everyday life

B. Basic Competency

- 12.2 Expressing the meaning and steps of rhetoric in the essay by using a variety of written languages accurately, fluently and acceptable in the context of daily life in the form of text: narrative and review

C. Indicators

1. To be able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
2. To be able to write a review text supported by logical organization and coherence to reach the criteria of good review text.
3. To be able to write a review text with appropriate vocabulary
4. To be able to appropriate a review text with appropriate use of grammar
5. To be able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

D. Learning Objectives

1. Students are able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
2. Students are able to write a review text supported by a logical organization and coherence to reach the criteria of a good review text.
3. Students are able to write a review text with appropriate vocabulary
4. Students are able to write a review text with appropriate use of grammar

5. Students are able to write a review text with effective use of grammar
6. Students are able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

E. Learning Material

Review text is an evaluation of a publication, such as a movie, video game, musical composition, book; a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live music concert, a play, musical theatre show or dance show.

Generic structure of review text consists of:

- Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through an analog with a non-art object or event.
- Interpretive Recount: summarize the plot and/or provides an account of how the reviewed rendition of the work came into being
- Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive

Langue features of review text can be seen as follows:

1. Using the present tense
2. Focus on specific participants
3. Using adjectives form example like ad, good, valuable, etc.
4. Using long and complex clauses
5. Using metaphor

The Example of Review Text

Harry Potter: Order of the Phoenix

I absolutely love the Harry Potter series, and all of the books will always hold a special place in my heart. I have to say that of all of the books, however, this was not my favorite. When the series began it was as much of a "feel good" experience as a huge mug of hot cocoa. The stories were bright, fast-paced, intriguing, and ultimately satisfying.

Order of the Phoenix is a different kind of book. In some instance this works...you feel a whole new level of intensity and excitement by the time you get to the end. I was truly moved by the last page. Other times the book just has a slightly dreary, depressing feel. The galloping pace of the other books has slowed to a trot here, and parts of it do seem long, as if we're reading all about Harry "just hanging out" instead of having his usual adventures. Reading in detail about Harry cleaning up an old house, for example - housekeeping is still housekeeping, magical or no, and I'm not very interested in doing it or reading about other people doing it.

A few other changes in this book - the "real" world comes much more in to play rather than the fantasy universe of the previous books, and Harry has apparently been taken off his meds. I know that he had a lot to be grumpy in this book, especially with being a teenager and all, but the sudden change in his character seemed too drastic. He goes from being a warm-hearted, considerate person to someone who will bite his best friend's heads off over nothing. It just seemed like it didn't fit with his character, like he turned into a walking cliché of the "angry teen" overnight.

The "real" story seemed to happen in the last 1/3 of the book, and this part I loved. I actually liked the ending (and yes, I cried!) as sad as it was. It packed a punch and it made me care about the story even more. Still a really good book, with some editing it would have been great.

Source: <http://www.rankingkelas.net/2017/02/5-contoh-example-review-text-singkat-tentang-laskar-pelangi-merry-riana-harry-potter-beserta-arti-terjemahan-generic-structure.html#>

F. Media and Sources

1. White board and board marker
2. An example of review text

G. Teaching Methodology/Technique/Strategy

Conventional Teaching Strategy

H. Teaching and Learning Activities

Teacher's Activities	Students' Activities	Time Allotment
Pre-Activities <ol style="list-style-type: none"> 1. Greeting the students 2. Checking the students' attendance 3. Leading the meditation 4. Telling the objectives of the lesson 	Pre-Activities <ol style="list-style-type: none"> 1. Responding the teacher's greeting 2. Responding to the teacher 3. Following the teacher's instruction 4. Listening to the teacher 	5 minutes
Whilst-Activities <ol style="list-style-type: none"> a. Exploration 	Whilst-Activities <ol style="list-style-type: none"> a. Exploration 	80 minutes

<ol style="list-style-type: none"> 1. Activating students' prior knowledge by asking some question related to the topic 2. Opening the textbook to see the example of review text 3. Asking the students to identify the specific information of review text in the textbook 4. Asking the students to determine the generic structure of review text in the textbook <p>b. Elaboration</p> <ol style="list-style-type: none"> 1. Asking the students to write review text about their favourite movie 2. Asking the students to check their writing 3. Asking the students to submit their work <p>c. Confirmation</p> <ol style="list-style-type: none"> 1. Giving feedback to the students 2. Checking the students' understanding by asking some questions 	<ol style="list-style-type: none"> 1. Responding to the teacher questions 2. Opening the textbook to see the example of review text 3. Identifying the specific information in the example of review text in the textbook 4. Determining the generic structure of review text in the textbook <p>b. Elaboration</p> <ol style="list-style-type: none"> 1. Writing a review text about their favourite movie 2. Checking their own writing 3. Submitting their work <ol style="list-style-type: none"> 1. Listening to the teacher's feedback 2. Responding to the teacher's question 	
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<p>Post-Activities</p> <ol style="list-style-type: none"> 1. Reviewing the students' understanding by concluding what they have learnt 2. Asking the students whether they have some questions 3. Telling the students about the information in the next meeting 4. Closing the lesson by saying goodbye to the students 	<p>Post-Activities</p> <ol style="list-style-type: none"> 1. Concluding the lesson together with the teacher 2. Responding to the teacher's question 3. Listening to the teacher's announcement 4. Saying goodbye to the teacher. 	5 minutes
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I. Assessment

No	Indicator	Criteria	Score	Weight
1.	Content	The topic is relevant with type of writing.	5	5
		The topic is general to support the main idea.	4	
		The topic is mostly relevant with type of writing.	3	
		The relevance between the topic and type of writing is very low.	2	
		No insight about the topic.	1	
2.	Organization	Ideas are conveyed clearly, smoothly, and effectively.	5	5
		Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remains uninterrupted.	4	
		Ideas are conveyed unclearly, unsmooth, and ineffectively. Jumping arrangement of ideas.	3	
		Ideas may be clear but it is very difficult to	2	
		find the connection between them.		
		Lack of organization is so severe that communication is seriously impaired.	1	

3.	Vocabulary	Sophisticated range effective word choice and usage.	5	4
		Adequate occasional errors of word form, choice, usage but meaning is obscured.	4	
		Limited range frequent errors of word form, choice, usage.	3	
		Vocabulary is so limited and frequently misused that reader must often rely on own interpretation	2	
		Essentially translation little knowledge of English vocabulary	1	
4.	Grammar	Few any noticeable errors of grammar or word order.	5	3
		Some errors of grammar or word order which do not, however, interfere with comprehension.	4	
		Errors of grammar or word order are fairly frequent; reader often rereading for full comprehension.	3	
		Errors of grammar or word order are fairly frequent; reader often has to rely on own interpretation.	2	
		A large amount of grammar errors as an indicator of the low mastery in grammar or word order.	1	
5.	Mechanics	Showing good ability in using punctuations, capital letters accurately, and inconsiderable spelling errors.	5	3
		Few small errors in using punctuations and spelling but the meaning remain clear.	4	
		Error in punctuation or spelling is fairly frequent; reader often rereading for full comprehension.	3	
		Large numbers of spelling errors that interrupt meaning.	2	
		Considerable errors in using mechanics and lack of mastery in writing rules.	1	

Adapted from Anderson in Hughes (1989)

Total Score: (SC x 5) + (SO x 5) + (SV x 4) + (SG x 3) + (SM x 3)

LESSON PLAN

(Control Group)

School	: SMA Negeri 1 Kediri
Subject	: English
Class/Semester	: XII/2
Topic	: Review Text
Time Allotment	: 2 x 45 minutes
Meeting	: 2 nd meeting

J. Standard Competency

13. Expressing the meaning in the written text of the monologue / essay in the form of narrative and review in the context of everyday life

K. Basic Competency

- 13.2 Expressing the meaning and steps of rhetoric in the essay by using a variety of written languages accurately, fluently and acceptable in the context of daily life in the form of text: narrative and review

L. Indicators

6. To be able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
7. To be able to write a review text supported by logical organization and coherence to reach the criteria of good review text.
8. To be able to write a review text with appropriate vocabulary
9. To be able to appropriate a review text with appropriate use of grammar
10. To be able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

M. Learning Objectives

7. Students are able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
8. Students are able to write a review text supported by a logical organization and coherence to reach the criteria of a good review text.
9. Students are able to write a review text with appropriate vocabulary
10. Students are able to write a review text with appropriate use of grammar
11. Students are able to write a review text with effective use of grammar

12. Students are able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

N. Learning Material

Review text is an evaluation of a publication, such as a movie, video game, musical composition, book; a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live music concert, a play, musical theatre show or dance show.

Generic structure of review text consists of:

- Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through an analog with a non-art object or event.
- Interpretive Recount: summarize the plot and/or provides an account of how the reviewed rendition of the work came into being
- Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive

Langue features of review text can be seen as follows:

6. Using the present tense
7. Focus on specific participants
8. Using adjectives form example like ad, good, valuable, etc.
9. Using long and complex clauses
10. Using metaphor

The Example of Review Text

The Amazing Spiderman 2

I will start by saying that I am a huge fan of Spider-man. I love all the trilogies worked by Raimi (yes, even the Spider-man 3) but I do not like T Amazing Spiderman 1. I was sceptical when I wanted to watch this movie, but I was wrong and I think this second sequel is really great. Unlike its predecessor, this film is full of action, humour, and emotional. Played by the big players, the story is well-written. The action is really spectacular and the final scene makes me satisfied.

The story begins when Peter Parker (Andrew Garfield) struggled to maintain his relationship with Gwen (Emma Stone) after her father's death. His actions also cause the emergence of a new enemy, Electro, a villain played by James Foxx. Peter also continue to investigate what happened to his father and reunited with his old friend, Harry Osborn. This movie is ended by the death of Gwen that makes the audience will be very emotional and sad.

However, I have to criticize about this film addressed to Paul Giamatti who plays Rhino. His appearance is too over. His acting also does not show that he is a feared villain. It would be a serious problem for the next Spiderman series. So I hope he can improve his acting better than before.

Overall, I think this is the best superhero movie since the appearance of The Dark Knight Rises. The script is well-written and convincing. I am sure the next series will be outstanding superhero movie. I recommend this movie to anyone who loves Spider-man or other superhero movies.

Source: <http://tariszfy-inc.blogspot.com/2015/10/review-text-amazing-spiderman-2-dan.html>

O. Media and Sources

3. White board and board marker
4. An example of review text

P. Teaching Methodology/Technique/Strategy

Conventional Teaching Strategy

Q. Teaching and Learning Activities

Teacher's Activities	Students' Activities	Time Allotment
Pre-Activities 5. Greeting the students 6. Checking the students' attendance 7. Leading the meditation 8. Telling the objectives of the lesson	Pre-Activities 5. Responding the teacher's greeting 6. Responding to the teacher 7. Following the teacher's instruction 8. Listening to the teacher	5 minutes
Whilst-Activities d. Exploration 5. Activating students' prior knowledge by asking some question related to the topic	Whilst-Activities c. Exploration 5. Responding to the teacher questions 6. Opening the textbook to see the example of review text	80 minutes

<p>6. Opening the textbook to see the example of review text</p> <p>7. Asking the students to identify the specific information of review text in the textbook</p> <p>8. Asking the students to determine the generic structure of review text in the textbook</p> <p>e. Elaboration</p> <p>4. Asking the students to write review text about their favourite movie</p> <p>5. Asking the students to check their writing</p> <p>6. Asking the students to submit their work</p> <p>f. Confirmation</p> <p>3. Giving feedback to the students</p> <p>4. Checking the students' understanding by asking some questions</p>	<p>7. Identifying the specific information in the example of review text in the textbook</p> <p>8. Determining the generic structure of review text in the textbook</p> <p>d. Elaboration</p> <p>4. Writing a review text about their favourite movie</p> <p>5. Checking their own writing</p> <p>6. Submitting their work</p> <p>3. Listening to the teacher's feedback</p> <p>4. Responding to the teacher's question</p>	
<p>Post-Activities</p> <p>5. Reviewing the students' understanding by</p>	<p>Post-Activities</p> <p>5. Concluding the lesson together with the teacher</p>	<p>5 minutes</p>

concluding what they have learnt 6. Asking the students whether they have some questions 7. Telling the students about the information in the next meeting 8. Closing the lesson by saying goodbye to the students	6. Responding to the teacher's question 7. Listening to the teacher's announcement 8. Saying goodbye to the teacher.	
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R. Assessment

No	Indicator	Criteria	Score	Weight
1.	Content	The topic is relevant with type of writing.	5	5
		The topic is general to support the main idea.	4	
		The topic is mostly relevant with type of writing.	3	
		The relevance between the topic and type of writing is very low.	2	
		No insight about the topic.	1	
2.	Organization	Ideas are conveyed clearly, smoothly, and effectively.	5	5
		Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remains uninterrupted.	4	
		Ideas are conveyed unclearly, unsmooth, and ineffectively. Jumping arrangement of ideas.	3	
		Ideas may be clear but it is very difficult to find the connection between them.	2	
		Lack of organization is so severe that communication is seriously impaired.	1	
3.	Vocabulary	Sophisticated range effective word choice and usage.	5	4
		Adequate occasional errors of word form, choice, usage but meaning is obscured.	4	

		Limited range frequent errors of word form, choice, usage.	3	
		Vocabulary is so limited and frequently misused that reader must often rely on own interpretation	2	
		Essentially translation little knowledge of English vocabulary	1	
4.	Grammar	Few any noticeable errors of grammar or word order.	5	3
		Some errors of grammar or word order which do not, however, interfere with comprehension.	4	
		Errors of grammar or word order are fairly frequent; reader often rereading for full comprehension.	3	
		Errors of grammar or word order are fairly frequent; reader often has to rely on own interpretation.	2	
		A large amount of grammar errors as an indicator of the low mastery in grammar or word order.	1	
5.	Mechanics	Showing good ability in using punctuations, capital letters accurately, and inconsiderable spelling errors.	5	3
		Few small errors in using punctuations and spelling but the meaning remain clear.	4	
		Error in punctuation or spelling is fairly frequent; reader often rereading for full comprehension.	3	
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Total Score: (SC x 5) + (SO x 5) + (SV x 4) + (SG x 3) + (SM x 3)

LESSON PLAN

(Control Group)

School	: SMA Negeri 1 Kediri
Subject	: English
Class/Semester	: XII/2
Topic	: Review Text
Time Allotment	: 2 x 45 minutes
Meeting	: 3 rd meeting

S. Standard Competency

14. Expressing the meaning in the written text of the monologue / essay in the form of narrative and review in the context of everyday life

T. Basic Competency

- 14.2 Expressing the meaning and steps of rhetoric in the essay by using a variety of written languages accurately, fluently and acceptable in the context of daily life in the form of text: narrative and review

U. Indicators

11. To be able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
12. To be able to write a review text supported by logical organization and coherence to reach the criteria of good review text.
13. To be able to write a review text with appropriate vocabulary
14. To be able to appropriate a review text with appropriate use of grammar
15. To be able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

V. Learning Objectives

13. Students are able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
14. Students are able to write a review text supported by a logical organization and coherence to reach the criteria of a good review text.
15. Students are able to write a review text with appropriate vocabulary
16. Students are able to write a review text with appropriate use of grammar
17. Students are able to write a review text with effective use of grammar

18. Students are able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

W. Learning Material

Review text is an evaluation of a publication, such as a movie, video game, musical composition, book; a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live music concert, a play, musical theatre show or dance show.

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- Interpretive Recount: summarize the plot and/or provides an account of how the reviewed rendition of the work came into being
- Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive

Langue features of review text can be seen as follows:

11. Using the present tense
12. Focus on specific participants
13. Using adjectives form example like ad, good, valuable, etc.
14. Using long and complex clauses
15. Using metaphor

The Example of Review Text

Close

The success of the first album was released “Westlife“ which went in straight to number one in the U.K. and in Ireland. Westlife have released the second album “Coast to Coast” in May 3001. This album is more successful than before. Westlife has been entered in the “Guinness Book of Records” of having seven single go straight to number one in the U.K. One of the song of this album is “CLOSE“. The song went straight to be quickly become the top the U.K. chart and it can release five million copies.

”CLOSE” tells us about loves. This song shows me that the power of love is the best power than the others. The power of love itself comes from different statement between she and he. So that, the girl wants to give the real sign of love to him and make the boy believe that she loves him very much. And this song tells us about there’s the girl or boy who loves someone and want to struggle to get the true love from him or her. When she is far away from him, she still feels close and every night when she was sleeping, she always dreams him. She can do anything just for him. She promised to

herself for always keep her relationship and she never let go. He's the only one who is needed by her "You're all I'll ever need". He always gives strength and hope. She knows that she feels comfort and safe when he closes to her. She needs him to know that he never been close like it "When I'm in your arms, I need you to know... I've never been, never been this close".

This song is good. The lyrics is touchable. It's a simple but has a deep meaning. By using simple and understandable words, it makes this song has many listeners. It can touch everyone's heart when they're listening on it. With lush musical settings and soulful vocal, it makes the listeners feel comfort.

In generally, this song is great. The lyrics can touch our heart and will be the best song for a couple.

Source: <http://littlebosrsc.blogspot.com/2014/01/examples-of-review-text-contoh-contoh.html>

X. Media and Sources

5. White board and board marker
6. An example of review text

Y. Teaching Methodology/Technique/Strategy

Conventional Teaching Strategy

Z. Teaching and Learning Activities

Teacher's Activities	Students' Activities	Time Allotment
Pre-Activities 9. Greeting the students 10. Checking the students' attendance 11. Leading the meditation 12. Telling the objectives of the lesson	Pre-Activities 9. Responding the teacher's greeting 10. Responding to the teacher 11. Following the teacher's instruction 12. Listening to the teacher	5 minutes
Whilst-Activities g. Exploration 9. Activating students' prior knowledge by	Whilst-Activities e. Exploration 9. Responding to the teacher questions	80 minutes

<p>asking some question related to the topic</p> <p>10. Opening the textbook to see the example of review text</p> <p>11. Asking the students to identify the specific information of review text in the textbook</p> <p>12. Asking the students to determine the generic structure of review text in the textbook</p> <p>h. Elaboration</p> <p>7. Asking the students to write review text about their favourite song</p> <p>8. Asking the students to check their writing</p> <p>9. Asking the students to submit their work</p> <p>i. Confirmation</p> <p>5. Giving feedback to the students</p> <p>6. Checking the students' understanding by asking some questions</p>	<p>10. Opening the textbook to see the example of review text</p> <p>11. Identifying the specific information in the example of review text in the textbook</p> <p>12. Determining the generic structure of review text in the textbook</p> <p>f. Elaboration</p> <p>7. Writing a review text about their favourite song</p> <p>8. Checking their own writing</p> <p>9. Submitting their work</p> <p>5. Listening to the teacher's feedback</p> <p>6. Responding to the teacher's question</p>	
Post-Activities	Post-Activities	5 minutes

<p>9. Reviewing the students' understanding by concluding what they have learnt</p> <p>10. Asking the students whether they have some questions</p> <p>11. Telling the students about the information in the next meeting</p> <p>12. Closing the lesson by saying goodbye to the students</p>	<p>9. Concluding the lesson together with the teacher</p> <p>10. Responding to the teacher's question</p> <p>11. Listening to the teacher's announcement</p> <p>12. Saying goodbye to the teacher.</p>	
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AA. Assessment

No	Indicator	Criteria	Score	Weight
1.	Content	The topic is relevant with type of writing.	5	5
		The topic is general to support the main idea.	4	
		The topic is mostly relevant with type of writing.	3	
		The relevance between the topic and type of writing is very low.	2	
		No insight about the topic.	1	
2.	Organization	Ideas are conveyed clearly, smoothly, and effectively.	5	5
		Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remains uninterrupted.	4	
		Ideas are conveyed unclearly, unsmooth, and ineffectively. Jumping arrangement of ideas.	3	
		Ideas may be clear but it is very difficult to find the connection between them.	2	
		Lack of organization is so severe that communication is seriously impaired.	1	

3.	Vocabulary	Sophisticated range effective word choice and usage.	5	4
		Adequate occasional errors of word form, choice, usage but meaning is obscured.	4	
		Limited range frequent errors of word form, choice, usage.	3	
		Vocabulary is so limited and frequently misused that reader must often rely on own interpretation	2	
		Essentially translation little knowledge of English vocabulary	1	
4.	Grammar	Few any noticeable errors of grammar or word order.	5	3
		Some errors of grammar or word order which do not, however, interfere with comprehension.	4	
		Errors of grammar or word order are fairly frequent; reader often rereading for full comprehension.	3	
		Errors of grammar or word order are fairly frequent; reader often has to rely on own interpretation.	2	
		A large amount of grammar errors as an indicator of the low mastery in grammar or word order.	1	
5.	Mechanics	Showing good ability in using punctuations, capital letters accurately, and inconsiderable spelling errors.	5	3
		Few small errors in using punctuations and spelling but the meaning remain clear.	4	
		Error in punctuation or spelling is fairly frequent; reader often rereading for full comprehension.	3	
		Large numbers of spelling errors that interrupt meaning.	2	
		Considerable errors in using mechanics and lack of mastery in writing rules.	1	

Adapted from Anderson in Hughes (1989)

Total Score: (SC x 5) + (SO x 5) + (SV x 4) + (SG x 3) + (SM x 3)

LESSON PLAN

(Control Group)

School	: SMA Negeri 1 Kediri
Subject	: English
Class/Semester	: XII/2
Topic	: Review Text
Time Allotment	: 2 x 45 minutes
Meeting	: 4 th meeting

BB. Standard Competency

15. Expressing the meaning in the written text of the monologue / essay in the form of narrative and review in the context of everyday life

CC. Basic Competency

- 15.2 Expressing the meaning and steps of rhetoric in the essay by using a variety of written languages accurately, fluently and acceptable in the context of daily life in the form of text: narrative and review

DD. Indicators

16. To be able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
17. To be able to write a review text supported by logical organization and coherence to reach the criteria of good review text.
18. To be able to write a review text with appropriate vocabulary
19. To be able to appropriate a review text with appropriate use of grammar
20. To be able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

EE. Learning Objectives

19. Students are able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
20. Students are able to write a review text supported by a logical organization and coherence to reach the criteria of a good review text.
21. Students are able to write a review text with appropriate vocabulary
22. Students are able to write a review text with appropriate use of grammar
23. Students are able to write a review text with effective use of grammar

24. Students are able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

FF.Learning Material

Review text is an evaluation of a publication, such as a movie, video game, musical composition, book; a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live music concert, a play, musical theatre show or dance show.

Generic structure of review text consists of:

- Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through an analog with a non-art object or event.
- Interpretive Recount: summarize the plot and/or provides an account of how the reviewed rendition of the work came into being
- Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive

Langue features of review text can be seen as follows:

16. Using the present tense
17. Focus on specific participants
18. Using adjectives form example like ad, good, valuable, etc.
19. Using long and complex clauses
20. Using metaphor

The Example of Review Text

“Baby” Justin Bieber

“BABY” represents more of the same from Justin Bieber. It’s a squeaky-clean song that finds the singer once again pouring his heart out to a girl he likes. Though his crush breaks his heart in the end. “If it ain’t broke, don’t fix it” seems to be Justin Bieber’s motto, since most of his songs — including “Baby” — sound very similar. Here, Bieber falls back on the heavy synth-presence and formulaic pop beats that characterize his entire last album. Though his vocals and I-want-to-be-sweet-to-you approach are still somewhat endearing, the pattern is starting to wear thin. The most interesting part of the song is the Ludacris verse.

Did you know Justin says “Baby” exactly 55 times in the song. The lyrics aren’t the cleverest we’ve ever heard, we will have heard worse, but it just repeats “Bay-be, bay-be, bay-be ohh” Not the best hit in my standers, but some like it, and that perfectly fine.

This song is good. The lyrics is touchable. It’s a simple but has a deep meaning. By using simple and understandable words, it makes this

song has many listeners. It can touch everyone's heart when they're listening on it. With lush musical settings and soulful vocal, it makes the listeners feel comfortable.

Source: <http://contohbahasainggris.com/review-text-penjelasan-dan-5-contoh/>

GG. Media and Sources

7. White board and board marker
8. An example of review text

HH. Teaching Methodology/Technique/Strategy

Conventional Teaching Strategy

II. Teaching and Learning Activities

Teacher's Activities	Students' Activities	Time Allotment
Pre-Activities 13. Greeting the students 14. Checking the students' attendance 15. Leading the meditation 16. Telling the objectives of the lesson	Pre-Activities 13. Responding the teacher's greeting 14. Responding to the teacher 15. Following the teacher's instruction 16. Listening to the teacher	5 minutes
Whilst-Activities j. Exploration 13. Activating students' prior knowledge by asking some question related to the topic 14. Opening the textbook to see the example of review text 15. Asking the students to identify the specific information	Whilst-Activities g. Exploration 13. Responding to the teacher questions 14. Opening the textbook to see the example of review text 15. Identifying the specific information in the example of review text in the textbook	80 minutes

<p>of review text in the textbook</p> <p>16. Asking the students to determine the generic structure of review text in the textbook</p> <p>k. Elaboration</p> <p>10. Asking the students to write review text about their favourite song</p> <p>11. Asking the students to check their writing</p> <p>12. Asking the students to submit their work</p> <p>l. Confirmation</p> <p>7. Giving feedback to the students</p> <p>8. Checking the students' understanding by asking some questions</p>	<p>16. Determining the generic structure of review text in the textbook</p> <p>h. Elaboration</p> <p>10. Writing a review text about their favourite song</p> <p>11. Checking their own writing</p> <p>12. Submitting their work</p> <p>7. Listening to the teacher's feedback</p> <p>8. Responding to the teacher's question</p>	
<p>Post-Activities</p> <p>13. Reviewing the students' understanding by concluding what they have learnt</p> <p>14. Asking the students whether they have some questions</p> <p>15. Telling the students about the information in the next meeting</p>	<p>Post-Activities</p> <p>13. Concluding the lesson together with the teacher</p> <p>14. Responding to the teacher's question</p> <p>15. Listening to the teacher's announcement</p>	5 minutes

16. Closing the lesson by saying goodbye to the students	16. Saying goodbye to the teacher.	
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JJ. Assessment

No	Indicator	Criteria	Score	Weight
1.	Content	The topic is relevant with type of writing.	5	5
		The topic is general to support the main idea.	4	
		The topic is mostly relevant with type of writing.	3	
		The relevance between the topic and type of writing is very low.	2	
		No insight about the topic.	1	
2.	Organization	Ideas are conveyed clearly, smoothly, and effectively.	5	5
		Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remains uninterrupted.	4	
		Ideas are conveyed unclearly, unsmooth, and ineffectively. Jumping arrangement of ideas.	3	
		Ideas may be clear but it is very difficult to find the connection between them.	2	
		Lack of organization is so severe that communication is seriously impaired.	1	
3.	Vocabulary	Sophisticated range effective word choice and usage.	5	4
		Adequate occasional errors of word form, choice, usage but meaning is obscured.	4	
		Limited range frequent errors of word form, choice, usage.	3	
		Vocabulary is so limited and frequently misused that reader must often rely on own interpretation	2	
		Essentially translation little knowledge of English vocabulary	1	

4.	Grammar	Few any noticeable errors of grammar or word order.	5	3
		Some errors of grammar or word order which do not, however, interfere with comprehension.	4	
		Errors of grammar or word order are fairly frequent; reader often rereading for full comprehension.	3	
		Errors of grammar or word order are fairly frequent; reader often has to rely on own interpretation.	2	
		A large amount of grammar errors as an indicator of the low mastery in grammar or word order.	1	
5.	Mechanics	Showing good ability in using punctuations, capital letters accurately, and inconsiderable spelling errors.	5	3
		Few small errors in using punctuations and spelling but the meaning remain clear.	4	
		Error in punctuation or spelling is fairly frequent; reader often rereading for full comprehension.	3	
		Large numbers of spelling errors that interrupt meaning.	2	
		Considerable errors in using mechanics and lack of mastery in writing rules.	1	

Adapted from Anderson in Hughes (1989)

Total Score: (SC x 5) + (SO x 5) + (SV x 4) + (SG x 3) + (SM x 3)

LESSON PLAN

(Experimental Group)

School : SMA Negeri 1 Kediri
 Subject : English
 Class/Semester : XII/2
 Topic : Review Text
 Time Allotment : 2 x 45 minutes
 Meeting : 1st meeting

KK. Standard Competency

16. Expressing the meaning in the written text of the monologue / essay in the form of narrative and review in the context of everyday life

LL. Basic Competency

16.2 Expressing the meaning and steps of rhetoric in the essay by using a variety of written languages accurately, fluently and acceptable in the context of daily life in the form of text: narrative and review

MM. Indicators

21. To be able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
22. To be able to write a review text supported by logical organization and coherence to reach the criteria of good review text.
23. To be able to write a review text with appropriate vocabulary
24. To be able to appropriate a review text with appropriate use of grammar
25. To be able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

NN. Learning Objectives

25. Students are able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
26. Students are able to write a review text supported by a logical organization and coherence to reach the criteria of a good review text.
27. Students are able to write a review text with appropriate vocabulary
28. Students are able to write a review text with appropriate use of grammar

29. Students are able to write a review text with effective use of grammar
30. Students are able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

OO. Learning Material

Review text is an evaluation of a publication, such as a movie, video game, musical composition, book; a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live music concert, a play, musical theatre show or dance show.

Generic structure of review text consists of:

- Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through an analog with a non-art object or event.
- Interpretive Recount: summarize the plot and/or provides an account of how the reviewed rendition of the work came into being
- Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive

Langue features of review text can be seen as follows:

21. Using the present tense
22. Focus on specific participants
23. Using adjectives form example like ad, good, valuable, etc.
24. Using long and complex clauses
25. Using metaphor

The Example of Review Text

Harry Potter: Order of the Phoenix

I absolutely love the Harry Potter series, and all of the books will always hold a special place in my heart. I have to say that of all of the books, however, this was not my favorite. When the series began it was as much of a "feel good" experience as a huge mug of hot cocoa. The stories were bright, fast-paced, intriguing, and ultimately satisfying.

Order of the Phoenix is a different kind of book. In some instance this works...you feel a whole new level of intensity and excitement by the time you get to the end. I was truly moved by the last page. Other times the book just has a slightly dreary, depressing feel. The galloping pace of the other books has slowed to a trot here, and parts of it do seem long, as if we're reading all about Harry "just hanging out" instead of having his usual adventures. Reading in detail about Harry cleaning up an old house, for example - housekeeping is still housekeeping, magical or no, and I'm not very interested in doing it or reading about other people doing it.

A few other changes in this book - the "real" world comes much more in to play rather than the fantasy universe of the previous books, and Harry has apparently been taken off his meds. I know that he had a lot to be grumpy in this book, especially with being a teenager and all, but the sudden change in his character seemed too drastic. He goes from being a warm-hearted, considerate person to someone who will bite his best friend's heads off over nothing. It just seemed like it didn't fit with his character, like he turned into a walking cliché of the "angry teen" overnight.

The "real" story seemed to happen in the last 1/3 of the book, and this part I loved. I actually liked the ending (and yes, I cried!) as sad as it was. It packed a punch and it made me care about the story even more. Still a really good book, with some editing it would have been great.

Source: <http://www.rankingkelas.net/2017/02/5-contoh-example-review-text-singkat-tentang-laskar-pelangi-merry-riana-harry-potter-beserta-arti-terjemahan-generic-structure.html#>

PP. Media and Sources

9. White board and board marker
10. An example of review text

QQ. Teaching Methodology/Technique/Strategy

Mindful Learning

RR. Teaching and Learning Activities

Teacher's Activities	Students' Activities	Time Allotment
Pre-Activities 17. Greeting the students 18. Checking the students' attendance 19. Leading the relaxation 20. Giving Mindful Games 21. Telling the objectives of the lesson	Pre-Activities 17. Responding the teacher's greeting 18. Responding to the teacher 19. Following the teacher's instruction 20. Being involved in the games given 21. Listening to the teacher	5 minutes

<p>Whilst-Activities</p> <p>m. Exploration</p> <p>17. Activating students' prior knowledge by asking some question related to the topic, making a mindful concept of review text, and giving the example of review text.</p> <p>18. Asking students to make a mindful discussion by asking and answering question related with the topic given</p> <p>19. Explaining the definition, social function, generic structure, and language features of review text.</p> <p>n. Elaboration</p> <p>1. Asking the students to make small group which consist of 4-5 students each.</p> <p>2. Asking them to mindfully discuss about their experience in reviewing movie by asking other students in group about their opinion toward their review</p> <p>3. Giving example to make mind map in organizing the idea to review movie/film</p>	<p>Whilst-Activities</p> <p>i. Exploration</p> <p>17. Responding to the teacher questions and paying attention to the example of review text given.</p> <p>18. Making a mindful discussion by asking and answering the question related with the topic given</p> <p>19. Paying attention to the teacher's explanation</p> <p>j. Elaboration</p> <p>13. Making small groups</p> <p>14. Making a mindful discussion about their experience in reviewing movie by asking other students in group about their opinion toward their review</p> <p>15. Paying attention to the teacher</p> <p>16. Making their own mind map about their favourite film/movie</p> <p>17. Making their own review text about their favourite movie</p>	<p>80 minutes</p>
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<p>4. Asking each students to make their own mind map to organize the idea about their favourite movie</p> <p>5. Asking each group to write review text about their favourite movie based on the mind map made.</p> <p>6. Asking students to submit their work</p> <p>o. Confirmation</p> <p>9. Giving feedback to the students</p> <p>10. Checking the students' understanding by asking some questions</p>	<p>based on the mind map made.</p> <p>18. Submitting their work</p> <p>1. Listening to the teacher's feedback</p> <p>9. Responding to the teacher's question</p>	
<p>Post-Activities</p> <p>17. Reviewing the students' understanding by concluding what they have learnt</p> <p>18. Asking the students whether they have some questions</p> <p>19. Telling the students about the information in the next meeting</p> <p>20. Closing the lesson by saying goodbye to the students</p>	<p>Post-Activities</p> <p>17. Concluding the lesson together with the teacher</p> <p>18. Responding to the teacher's question</p> <p>19. Listening to the teacher's announcement</p> <p>20. Saying goodbye to the teacher.</p>	5 minutes

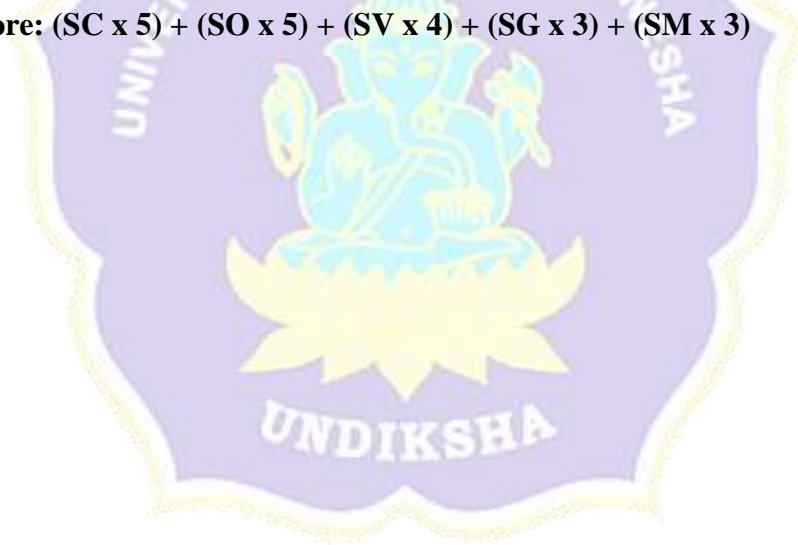
SS. Assessment

No	Indicator	Criteria	Score	Weight
1.	Content	The topic is relevant with type of writing.	5	5
		The topic is general to support the main idea.	4	
		The topic is mostly relevant with type of writing.	3	
		The relevance between the topic and type of writing is very low.	2	
		No insight about the topic.	1	
2.	Organization	Ideas are conveyed clearly, smoothly, and effectively.	5	5
		Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remains uninterrupted.	4	
		Ideas are conveyed unclearly, unsmooth, and ineffectively. Jumping arrangement of ideas.	3	
		Ideas may be clear but it is very difficult to find the connection between them.	2	
		Lack of organization is so severe that communication is seriously impaired.	1	
3.	Vocabulary	Sophisticated range effective word choice and usage.	5	4
		Adequate occasional errors of word form, choice, usage but meaning is obscured.	4	
		Limited range frequent errors of word form, choice, usage.	3	
		Vocabulary is so limited and frequently misused that reader must often rely on own interpretation	2	
		Essentially translation little knowledge of English vocabulary	1	
4.	Grammar	Few any noticeable errors of grammar or word order.	5	3
		Some errors of grammar or word order which do not, however, interfere with comprehension.	4	
		Errors of grammar or word order are fairly frequent; reader often rereading for full comprehension.	3	

		Errors of grammar or word order are fairly frequent; reader often has to rely on own interpretation.	2	
		A large amount of grammar errors as an indicator of the low mastery in grammar or word order.	1	
5.	Mechanics	Showing good ability in using punctuations, capital letters accurately, and inconsiderable spelling errors.	5	3
		Few small errors in using punctuations and spelling but the meaning remain clear.	4	
		Error in punctuation or spelling is fairly frequent; reader often rereading for full comprehension.	3	
		Large numbers of spelling errors that interrupt meaning.	2	
		Considerable errors in using mechanics and lack of mastery in writing rules.	1	

Adapted from Anderson in Hughes (1989)

Total Score: (SC x 5) + (SO x 5) + (SV x 4) + (SG x 3) + (SM x 3)



LESSON PLAN

(Experimental Group)

School : SMA Negeri 1 Kediri
 Subject : English
 Class/Semester : XII/2
 Topic : Review Text
 Time Allotment : 2 x 45 minutes
 Meeting : 2nd meeting

TT. Standard Competency

17. Expressing the meaning in the written text of the monologue / essay in the form of narrative and review in the context of everyday life

UU. Basic Competency

- 17.2 Expressing the meaning and steps of rhetoric in the essay by using a variety of written languages accurately, fluently and acceptable in the context of daily life in the form of text: narrative and review

VV. Indicators

26. To be able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
27. To be able to write a review text supported by logical organization and coherence to reach the criteria of good review text.
28. To be able to write a review text with appropriate vocabulary
29. To be able to appropriate a review text with appropriate use of grammar
30. To be able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

WW. Learning Objectives

31. Students are able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
32. Students are able to write a review text supported by a logical organization and coherence to reach the criteria of a good review text.
33. Students are able to write a review text with appropriate vocabulary
34. Students are able to write a review text with appropriate use of grammar
35. Students are able to write a review text with effective use of grammar

36. Students are able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

XX. Learning Material

Review text is an evaluation of a publication, such as a movie, video game, musical composition, book; a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live music concert, a play, musical theatre show or dance show.

Generic structure of review text consists of:

- Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through an analog with a non-art object or event.
- Interpretive Recount: summarize the plot and/or provides an account of how the reviewed rendition of the work came into being
- Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive

Langue features of review text can be seen as follows:

26. Using the present tense
27. Focus on specific participants
28. Using adjectives form example like ad, good, valuable, etc.
29. Using long and complex clauses
30. Using metaphor

The Example of Review Text

The Amazing Spiderman 2

I will start by saying that I am a huge fan of Spider-man. I love all the trilogies worked by Raimi (yes, even the Spider-man 3) but I do not like T Amazing Spiderman 1. I was sceptical when I wanted to watch this movie, but I was wrong and I think this second sequel is really great. Unlike its predecessor, this film is full of action, humour, and emotional. Played by the big players, the story is well-written. The action is really spectacular and the final scene makes me satisfied.

The story begins when Peter Parker (Andrew Garfield) struggled to maintain his relationship with Gwen (Emma Stone) after her father's death. His actions also cause the emergence of a new enemy, Electro, a villain played by James Foxx. Peter also continue to investigate what happened to his father and reunited with his old friend, Harry Osborn. This movie is ended by the death of Gwen that makes the audience will be very emotional and sad.

However, I have to criticize about this film addressed to Paul Giamatti who plays Rhino. His appearance is too over. His acting also does not show that he is a feared villain. It would be a serious problem for the next Spiderman series. So I hope he can improve his acting better than before.

Overall, I think this is the best superhero movie since the appearance of The Dark Knight Rises. The script is well-written and convincing. I am sure the next series will be outstanding superhero movie. I recommend this movie to anyone who loves Spider-man or other superhero movies.

Source: <http://tariszfy-inc.blogspot.com/2015/10/review-text-amazing-spiderman-2-dan.html>

YY. Media and Sources

11. White board and board marker
12. An example of review text
13. Worksheet
14. Laptop
15. LCD/Projector

ZZ. Teaching Methodology/Technique/Strategy

Mindful Learning

AAA. Teaching and Learning Activities

Teacher's Activities	Students' Activities	Time Allotment
<p>Pre-Activities</p> <p>22. Greeting the students</p> <p>23. Checking the students' attendance</p> <p>24. Leading the relaxation by giving the mindfulness meditation</p> <p>25. Giving mindful games or sport</p> <p>26. Telling the objectives of the lesson</p>	<p>Pre-Activities</p> <p>22. Responding the teacher's greeting</p> <p>23. Responding to the teacher</p> <p>24. Following the teacher's instruction</p> <p>25. Being involved in the games given</p> <p>26. Listening to the teacher</p>	5 minutes
<p>Whilst-Activities</p> <p>p. Exploration</p>	<p>Whilst-Activities</p> <p>k. Exploration</p>	80 minutes

<p>20. Activating students' prior knowledge by asking some question related to the topic, making a mindful concept of review text, and giving the example of review text.</p> <p>21. Asking students to make a mindful discussion by asking and answering question related with the topic given</p> <p>22. Explaining the definition, social function, generic structure, and language features of review text.</p> <p>q. Elaboration</p> <p>7. Asking the students to make small group which consist of 4-5 students each.</p> <p>8. Showing short movie that they never watched before</p> <p>9. Asking them to mindfully discuss about their opinion toward the movie</p> <p>10. Giving example to make KWL chart in organizing the idea to review the short movie given</p> <p>11. Asking each students to make their own KWL</p>	<p>20. Responding to the teacher questions and paying attention to the example of review text given.</p> <p>21. Making a mindful discussion by asking and answering the question related with the topic given</p> <p>22. Paying attention to the teacher's explanation</p> <p>l. Elaboration</p> <p>19. Making small groups consist of 4-5 students each</p> <p>20. Watching the short movie together.</p> <p>21. Making a mindful discussion about their opinion toward the movie</p> <p>22. Paying attention to the teacher</p> <p>23. Making their own KWL Chart about the short movie given</p> <p>24. Making their own review text about the short movie given based on the KWL Chart they made.</p>	
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<p>chart to organize the idea about the short movie given</p> <p>12. Asking each group to write review text about the short movie given based on the KWL Chart they made.</p> <p>13. Asking students to submit their work</p> <p>r. Confirmation</p> <p>11. Giving feedback to the students</p> <p>12. Checking the students' understanding by asking some questions</p>	<p>25. Submitting their work</p> <p>10. Listening to the teacher's feedback</p> <p>11. Responding to the teacher's question</p>	
<p>Post-Activities</p> <p>21. Reviewing the students' understanding by concluding what they have learnt</p> <p>22. Asking the students whether they have some questions</p> <p>23. Telling the students about the information in the next meeting</p> <p>24. Closing the lesson by saying goodbye to the students</p>	<p>Post-Activities</p> <p>21. Concluding the lesson together with the teacher</p> <p>22. Responding to the teacher's question</p> <p>23. Listening to the teacher's announcement</p> <p>24. Saying goodbye to the teacher.</p>	5 minutes

BBB. Assessment

No	Indicator	Criteria	Score	Weight
1.	Content	The topic is relevant with type of writing.	5	5
		The topic is general to support the main idea.	4	
		The topic is mostly relevant with type of writing.	3	
		The relevance between the topic and type of writing is very low.	2	
		No insight about the topic.	1	
2.	Organization	Ideas are conveyed clearly, smoothly, and effectively.	5	5
		Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remains uninterrupted.	4	
		Ideas are conveyed unclearly, unsmooth, and ineffectively. Jumping arrangement of ideas.	3	
		Ideas may be clear but it is very difficult to find the connection between them.	2	
		Lack of organization is so severe that communication is seriously impaired.	1	
3.	Vocabulary	Sophisticated range effective word choice and usage.	5	4
		Adequate occasional errors of word form, choice, usage but meaning is obscured.	4	
		Limited range frequent errors of word form, choice, usage.	3	
		Vocabulary is so limited and frequently misused that reader must often rely on own interpretation	2	
		Essentially translation little knowledge of English vocabulary	1	
4.	Grammar	Few any noticeable errors of grammar or word order.	5	3
		Some errors of grammar or word order which do not, however, interfere with comprehension.	4	
		Errors of grammar or word order are fairly frequent; reader often rereading for full comprehension.	3	

		Errors of grammar or word order are fairly frequent; reader often has to rely on own interpretation.	2	
		A large amount of grammar errors as an indicator of the low mastery in grammar or word order.	1	
5.	Mechanics	Showing good ability in using punctuations, capital letters accurately, and inconsiderable spelling errors.	5	3
		Few small errors in using punctuations and spelling but the meaning remain clear.	4	
		Error in punctuation or spelling is fairly frequent; reader often rereading for full comprehension.	3	
		Large numbers of spelling errors that interrupt meaning.	2	
		Considerable errors in using mechanics and lack of mastery in writing rules.	1	

Adapted from Anderson in Hughes (1989)

Total Score: (SC x 5) + (SO x 5) + (SV x 4) + (SG x 3) + (SM x 3)



LESSON PLAN

(Experimental Group)

School : SMA Negeri 1 Kediri
 Subject : English
 Class/Semester : XII/2
 Topic : Review Text
 Time Allotment : 2 x 45 minutes
 Meeting : 3rd meeting

CCC. Standard Competency

18. Expressing the meaning in the written text of the monologue / essay in the form of narrative and review in the context of everyday life

DDD. Basic Competency

- 18.2 Expressing the meaning and steps of rhetoric in the essay by using a variety of written languages accurately, fluently and acceptable in the context of daily life in the form of text: narrative and review

EEE. Indicators

31. To be able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
32. To be able to write a review text supported by logical organization and coherence to reach the criteria of good review text.
33. To be able to write a review text with appropriate vocabulary
34. To be able to appropriate a review text with appropriate use of grammar
35. To be able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

FFF. Learning Objectives

37. Students are able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
38. Students are able to write a review text supported by a logical organization and coherence to reach the criteria of a good review text.
39. Students are able to write a review text with appropriate vocabulary
40. Students are able to write a review text with appropriate use of grammar
41. Students are able to write a review text with effective use of grammar

42. Students are able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

GGG. Learning Material

Review text is an evaluation of a publication, such as a movie, video game, musical composition, book; a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live music concert, a play, musical theatre show or dance show.

Generic structure of review text consists of:

- Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through an analog with a non-art object or event.
- Interpretive Recount: summarize the plot and/or provides an account of how the reviewed rendition of the work came into being
- Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive

Langue features of review text can be seen as follows:

31. Using the present tense
32. Focus on specific participants
33. Using adjectives form example like ad, good, valuable, etc.
34. Using long and complex clauses
35. Using metaphor

The Example of Review Text

Close

The success of the first album was released “Westlife“ which went in straight to number one in the U.K. and in Ireland. Westlife have released the second album “Coast to Coast” in May 3001. This album is more successful than before. Westlife has been entered in the “Guinness Book of Records” of having seven single go straight to number one in the U.K. One of the song of this album is “CLOSE“. The song went straight to be quickly become the top the U.K. chart and it can release five million copies.

”CLOSE” tells us about loves. This song shows me that the power of love is the best power than the others. The power of love itself comes from different statement between she and he. So that, the girl wants to give the real sign of love to him and make the boy believe that she loves him very much. And this song tells us about there’s the girl or boy who loves someone and want to struggle to get the true love from him or her. When she is far away from him, she still feels close and every night when she was sleeping, she always dreams him. She can do anything just for him. She promised to

herself for always keep her relationship and she never let go. He's the only one who is needed by her "You're all I'll ever need". He always gives strength and hope. She knows that she feels comfort and safe when he closes to her. She needs him to know that he never been close like it "When I'm in your arms, I need you to know... I've never been, never been this close".

This song is good. The lyrics is touchable. It's a simple but has a deep meaning. By using simple and understandable words, it makes this song has many listeners. It can touch everyone's heart when they're listening on it. With lush musical settings and soulful vocal, it makes the listeners feel comfort.

In generally, this song is great. The lyrics can touch our heart and will be the best song for a couple.

Source: <http://littlebosrsc.blogspot.com/2014/01/examples-of-review-text-contoh-contoh.html>

HHH. Media and Sources

16. White board and board marker
17. An example of review text
18. Speaker/Sound
19. Worksheet

III. Teaching Methodology/Technique/Strategy

Mindful Learning

JJJ. Teaching and Learning Activities

Teacher's Activities	Students' Activities	Time Allotment
Pre-Activities 27. Greeting the students 28. Checking the students' attendance 29. Leading the relaxation by giving the mindfulness meditation 30. Giving mindful games or sport	Pre-Activities 27. Responding the teacher's greeting 28. Responding to the teacher 29. Following the teacher's instruction 30. Being involved in the games given	5 minutes

31. Telling the objectives of the lesson	31. Listening to the teacher	
<p>Whilst-Activities</p> <p>s. Exploration</p> <p>23. Activating students' prior knowledge by asking some question related to the topic, making a mindful concept of review text, and giving the example of review text.</p> <p>24. Asking students to make a mindful discussion by asking and answering question related with the topic given</p> <p>25. Explaining the definition, social function, generic structure, and language features of review text.</p> <p>t. Elaboration</p> <p>14. Asking the students to make small group which consist of 6 students each.</p> <p>15. Determining each group to be the Pro or Contra Group</p> <p>16. Explaining about the simple debate procedure.</p> <p>17. Showing the music video of Blackpink that becomes the</p>	<p>Whilst-Activities</p> <p>m. Exploration</p> <p>23. Responding to the teacher questions and paying attention to the example of review text given.</p> <p>24. Making a mindful discussion by asking and answering the question related with the topic given</p> <p>25. Paying attention to the teacher's explanation</p> <p>n. Elaboration</p> <p>26. Making small groups consist of 6 students each</p> <p>27. Following the teacher's instruction</p> <p>28. Paying attention to the teacher's explanation</p> <p>29. Watching the music video of Blackpink that becomes the main topic together</p> <p>30. Discussing the topic given in each group.</p> <p>31. Explaining their review about the</p>	80 minutes

<p>main topic of the debate</p> <p>18. Asking the Pro and Contra Group in first term to discuss about the topic. There will be there terms.</p> <p>19. Moderating the debate. The first student in Pro group explain their review about the topic given, then the first student in Contra Group will give their response, and continued by the response of the second student in each group until the fifth student explain their review and give their response. Then the last students in each group will give response toward all reviews that have been explained. It is repeated until the third term.</p> <p>20. Asking each students to make their own review text about Blackpink based on the review and response they get from the debate.</p> <p>21. Asking students to submit their work</p> <p>u. Confirmation</p> <p>13. Giving feedback to the students</p>	<p>topic given, then the first student in Contra Group will give their response, and continued by the response of the second student in each group until the fifth student explain their review and give their response. Then the last students in each group will give response toward all reviews that have been explained. It is repeated until the third term. Paying attention to the teacher</p> <p>32. Making their own review text about Blackpink based on the review and response they get from the debate.</p> <p>33. Submitting their work</p> <p>12. Listening to the teacher's feedback</p> <p>13. Responding to the teacher's question</p>	
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14. Checking the students' understanding by asking some questions		
Post-Activities 25. Reviewing the students' understanding by concluding what they have learnt 26. Asking the students whether they have some questions 27. Telling the students about the information in the next meeting 28. Closing the lesson by saying goodbye to the students	Post-Activities 25. Concluding the lesson together with the teacher 26. Responding to the teacher's question 27. Listening to the teacher's announcement 28. Saying goodbye to the teacher.	5 minutes

KKK. Assessment

No	Indicator	Criteria	Score	Weight
1.	Content	The topic is relevant with type of writing.	5	5
		The topic is general to support the main idea.	4	
		The topic is mostly relevant with type of writing.	3	
		The relevance between the topic and type of writing is very low.	2	
		No insight about the topic.	1	
2.	Organization	Ideas are conveyed clearly, smoothly, and effectively.	5	5
		Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remains uninterrupted.	4	
		Ideas are conveyed unclearly, unsmooth, and ineffectively. Jumping arrangement of ideas.	3	

		Ideas may be clear but it is very difficult to find the connection between them.	2	
		Lack of organization is so severe that communication is seriously impaired.	1	
3.	Vocabulary	Sophisticated range effective word choice and usage.	5	4
		Adequate occasional errors of word form, choice, usage but meaning is obscured.	4	
		Limited range frequent errors of word form, choice, usage.	3	
		Vocabulary is so limited and frequently misused that reader must often rely on own interpretation	2	
		Essentially translation little knowledge of English vocabulary	1	
4.	Grammar	Few any noticeable errors of grammar or word order.	5	3
		Some errors of grammar or word order which do not, however, interfere with comprehension.	4	
		Errors of grammar or word order are fairly frequent; reader often rereading for full comprehension.	3	
		Errors of grammar or word order are fairly frequent; reader often has to rely on own interpretation.	2	
		A large amount of grammar errors as an indicator of the low mastery in grammar or word order.	1	
5.	Mechanics	Showing good ability in using punctuations, capital letters accurately, and inconsiderable spelling errors.	5	3
		Few small errors in using punctuations and spelling but the meaning remain clear.	4	
		Error in punctuation or spelling is fairly frequent; reader often rereading for full comprehension.	3	
		Large numbers of spelling errors that interrupt meaning.	2	
		Considerable errors in using mechanics and lack of mastery in writing rules.	1	

Adapted from Anderson in Hughes (1989)

Total Score: (SC x 5) + (SO x 5) + (SV x 4) + (SG x 3) + (SM x 3)

LESSON PLAN
(Experimental Group)

School : SMA Negeri 1 Kediri
 Subject : English
 Class/Semester : XII/2
 Topic : Review Text
 Time Allotment : 2 x 45 minutes
 Meeting : 4th meeting

LLL. Standard Competency

19. Expressing the meaning in the written text of the monologue / essay in the form of narrative and review in the context of everyday life

MMM. Basic Competency

- 19.2 Expressing the meaning and steps of rhetoric in the essay by using a variety of written languages accurately, fluently and acceptable in the context of daily life in the form of text: narrative and review

NNN. Indicators

36. To be able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
 37. To be able to write a review text supported by logical organization and coherence to reach the criteria of good review text.
 38. To be able to write a review text with appropriate vocabulary
 39. To be able to appropriate a review text with appropriate use of grammar
 40. To be able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

OOO. Learning Objectives

43. Students are able to write a review text based on the topic given using appropriate topic sentences and develop the ideas well based on the generic structure of review text.
 44. Students are able to write a review text supported by a logical organization and coherence to reach the criteria of a good review text.
 45. Students are able to write a review text with appropriate vocabulary
 46. Students are able to write a review text with appropriate use of grammar
 47. Students are able to write a review text with effective use of grammar

48. Students are able to write a review text with effective use of mechanics (spelling, capitalization, and punctuation)

PPP. Learning Material

Review text is an evaluation of a publication, such as a movie, video game, musical composition, book; a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live music concert, a play, musical theatre show or dance show.

Generic structure of review text consists of:

- Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through an analogue with a non-art object or event.
- Interpretive Recount: summarize the plot and/or provides an account of how the reviewed rendition of the work came into being
- Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive

Langue features of review text can be seen as follows:

36. Using the present tense
37. Focus on specific participants
38. Using adjectives form example like ad, good, valuable, etc.
39. Using long and complex clauses
40. Using metaphor

The Example of Review Text

“Baby” Justin Bieber

“BABY” represents more of the same from Justin Bieber. It’s a squeaky-clean song that finds the singer once again pouring his heart out to a girl he likes. Though his crush breaks his heart in the end. “If it ain’t broke, don’t fix it” seems to be Justin Bieber’s motto, since most of his songs — including “Baby” — sound very similar. Here, Bieber falls back on the heavy synth-presence and formulaic pop beats that characterize his entire last album. Though his vocals and I-want-to-be-sweet-to-you approach are still somewhat endearing, the pattern is starting to wear thin. The most interesting part of the song is the Ludacris verse.

Did you know Justin says “Baby” exactly 55 times in the song. The lyrics aren’t the cleverest we’ve ever heard, we will have heard worse, but it just repeats “Bay-be, bay-be, bay-be ohh” Not the best hit in my standers, but some like it, and that perfectly fine.

This song is good. The lyrics is touchable. It’s a simple but has a deep meaning. By using simple and understandable words, it makes this

song has many listeners. It can touch everyone's heart when they're listening on it. With lush musical settings and soulful vocal, it makes the listeners feel comfortable.

Source: <http://contohbahasainggris.com/review-text-penjelasan-dan-5-contoh/>

QQQ. Media and Sources

20. White board and board marker
21. An example of review text
22. Worksheet
23. Laptop
24. LCD/Projector
25. Speaker/Sound

RRR. Teaching Methodology/Technique/Strategy

Mindful Learning

SSS. Teaching and Learning Activities

Teacher's Activities	Students' Activities	Time Allotment
Pre-Activities 32. Greeting the students 33. Checking the students' attendance 34. Leading the relaxation by giving the mindfulness meditation 35. Giving mindful games or sport 36. Telling the objectives of the lesson	Pre-Activities 32. Responding the teacher's greeting 33. Responding to the teacher 34. Following the teacher's instruction 35. Being involved in the games given 36. Listening to the teacher	5 minutes
Whilst-Activities v. Exploration 26. Activating students' prior knowledge by asking some question related to the topic, making a	Whilst-Activities o. Exploration 26. Responding to the teacher questions and paying attention to the example of review text given.	80 minutes

<p>mindful concept of review text, and giving the example of review text.</p> <p>27. Asking students to make a mindful discussion by asking and answering question related with the topic given</p> <p>28. Explaining the definition, social function, generic structure, and language features of review text.</p> <p>w. Elaboration</p> <p>22. Asking the students to make small group which consist of 4-5 students each.</p> <p>23. Playing music video and showing it through the projector.</p> <p>24. Asking specific question related to the music video.</p> <p>25. Asking the students to review the music on their own point of view.</p> <p>26. Asking the students to share their thinking with their partner, and then with every student in their group.</p> <p>27. Expanding the sharing section into</p>	<p>27. Making a mindful discussion by asking and answering the question related with the topic given</p> <p>28. Paying attention to the teacher's explanation</p> <p>p. Elaboration</p> <p>34. Making small groups</p> <p>35. Listening to the music video given by the teacher</p> <p>36. Thinking about what they know and what they get from the music video.</p> <p>37. Responding to the teacher's instruction</p> <p>38. Sharing their thinking with their partner, and then with every student in their group</p> <p>39. Being involved in the mindful whole-class discussion</p> <p>40. Writing their own review text about the music video given based on the idea they get in sharing section</p>	
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<p>a mindful whole-class discussion</p> <p>28. Asking the students to write their own review text about the music video given based on the idea they get in sharing section.</p> <p>29. Asking students to submit their work</p> <p>x. Confirmation</p> <p>15. Giving feedback to the students</p> <p>16. Checking the students' understanding by asking some questions</p>	<p>41. Submitting their work</p> <p>q. Confirmation</p> <p>14. Listening to the teacher's feedback</p> <p>15. Responding to the teacher's question</p>	
<p>Post-Activities</p> <p>29. Reviewing the students' understanding by concluding what they have learnt</p> <p>30. Asking the students whether they have some questions</p> <p>31. Telling the students about the information in the next meeting</p> <p>32. Closing the lesson by saying goodbye to the students</p>	<p>Post-Activities</p> <p>29. Concluding the lesson together with the teacher</p> <p>30. Responding to the teacher's question</p> <p>31. Listening to the teacher's announcement</p> <p>32. Saying goodbye to the teacher.</p>	5 minutes

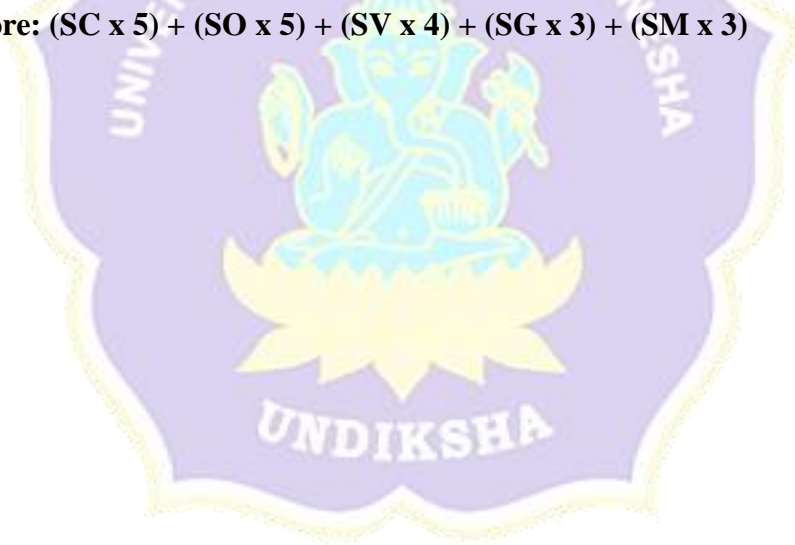
TTT. Assessment

No	Indicator	Criteria	Score	Weight
1.	Content	The topic is relevant with type of writing.	5	5
		The topic is general to support the main idea.	4	
		The topic is mostly relevant with type of writing.	3	
		The relevance between the topic and type of writing is very low.	2	
		No insight about the topic.	1	
2.	Organization	Ideas are conveyed clearly, smoothly, and effectively.	5	5
		Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remains uninterrupted.	4	
		Ideas are conveyed unclearly, unsmooth, and ineffectively. Jumping arrangement of ideas.	3	
		Ideas may be clear but it is very difficult to find the connection between them.	2	
		Lack of organization is so severe that communication is seriously impaired.	1	
3.	Vocabulary	Sophisticated range effective word choice and usage.	5	4
		Adequate occasional errors of word form, choice, usage but meaning is obscured.	4	
		Limited range frequent errors of word form, choice, usage.	3	
		Vocabulary is so limited and frequently misused that reader must often rely on own interpretation	2	
		Essentially translation little knowledge of English vocabulary	1	
4.	Grammar	Few any noticeable errors of grammar or word order.	5	3
		Some errors of grammar or word order which do not, however, interfere with comprehension.	4	
		Errors of grammar or word order are fairly frequent; reader often rereading for full comprehension.	3	

		Errors of grammar or word order are fairly frequent; reader often has to rely on own interpretation.	2	
		A large amount of grammar errors as an indicator of the low mastery in grammar or word order.	1	
5.	Mechanics	Showing good ability in using punctuations, capital letters accurately, and inconsiderable spelling errors.	5	3
		Few small errors in using punctuations and spelling but the meaning remain clear.	4	
		Error in punctuation or spelling is fairly frequent; reader often rereading for full comprehension.	3	
		Large numbers of spelling errors that interrupt meaning.	2	
		Considerable errors in using mechanics and lack of mastery in writing rules.	1	

Adapted from Anderson in Hughes (1989)

Total Score: (SC x 5) + (SO x 5) + (SV x 4) + (SG x 3) + (SM x 3)



Appendix 4

WRITING COMPETENCY POST-TEST

Instruction:

Please write a recount text about your favorite book, movie, song, or product. Your essay should show a clear generic structure (orientation, interpretative recount, evaluation, evaluative summation). It should be around 4 paragraphs which consist of 5 to 10 sentences in each of them.

When you write, consider the following characteristics of a good review text:

1. Content

You have to make sure that the content of your writing appropriate with the topic. Your writing has appropriate topic sentences and develops the ideas well based on the generic structure of review text

2. Organization

You have to organize the ideas appropriately with the generic structure of review text. All sentences are logically connected one to another.

3. Vocabulary

You have to use the appropriate vocabulary with the context of your writing.

4. Grammar

You have to make sure that you use the correct grammar used.

5. Mechanic

You have to pay attention on an appropriate use of punctuation, capitalization, and spelling.

You have 60 minutes to finish your essay

Appendix 5

Appendix 5

CONTENT VALIDITY OF WRITING POST-TEST

Instructions

Please give a checklist mark (✓) on one column relevant based on the relevance of the items in writing test and the blue print of writing scoring rubric.

Rubric Writing Test Aspect	Relevant	Irrelevant	Suggestions/Revisions
1 st	✓		
2 nd	✓		
3 rd	✓		
4 th	✓		
5 th	✓		

Singaraja,

First Expert Judge



Kadek Sonia Piscayanti, S.Pd., M.Pd
NIP. 198403042008122002

CONTENT VALIDITY OF WRITING POST-TEST

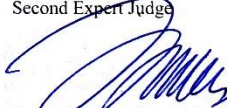
Instructions

Please give a checklist mark (✓) on one column relevant based on the relevance of the items in writing test and the blue print of writing scoring rubric.

Rubric Writing Test Aspect	Relevant	Irrelevant	Suggestions/Revisions
1 st	✓		
2 nd	✓		
3 rd	✓		
4 th	✓		
5 th	✓		

Singaraja,

Second Expert Judge



Dewa Ayu Eka Agustini, S.Pd., M.S.
NIP. 19810814200122002

THE RESULT OF CONTENT VALIDITY

1. The Inter-Rater Agreement for Content Validity of Instruments

Second Examiner	First Examiner	
	A	B
	0	0
	C	D
	0	5

A : 1st examiner not relevance and 2nd examiner not relevance

B : 1st examiner relevance and 2nd examiner not relevance

C : 1st examiner not relevance and 2nd examiner relevance

D : 1st examiner relevance and 2nd examiner relevance

2. The Analysis Result of Content Validity by Using Gregory Formula

$$\begin{aligned}
 \text{Content Validity} &= \frac{D}{(A+B+C+D)} \\
 &= \frac{5}{(0+0+0+5)} \\
 &= 1
 \end{aligned}$$

Appendix 6

DATA TABULATION OF TRY-OUT ON THE STUDENTS' WRITING COMPETENCY

Class : XII IPS1

NO	NIS	NAMA SISWA	L/P	Rater 1	Rater 2
1	5081	Adi Wira Pratama Gede	L	77	78
2	5117	Adinda Hartawan Giri Putu Ayu	P	79	80
3	5048	Agus Arya Pradiasa I Putu	L	77	78
4	5082	Agus Eka Pramana Putra I Putu	L	77	78
5	5083	Agus Kusuma Mulya Dharma I Made	L	78	79
6	5084	Agus Nanda Adi Pradnyana Kdk	L	78	79
7	5085	Anggara Manuaba I. B. Gd. Ag.	L	76	77
8	5123	Apriliya Dewi Ni Ketut	P	78	79
9	5330	Ari Anggita Sari Ni Made	P	79	80
10	5301	Ayu Violletta Pramesti	P	79	80
11	5019	Darma Adi Putra I Kadek	L	77	78
12	5023	Dion Putra Nirwana I Kdk	L	77	78
13	5338	Dwipayani I Gusti Ayu Komang	P	77	78
14	5061	Elsa Dwi Putra I Made	L	80	80
15	5838	Eri Mahesa Putra I Kadek	L	76	77
16	5095	Esa Desma Rinata Putu	L	76	77
17	5062	Ezra Immanuel Stanpo	L	80	80
18	5098	Gian Prima Ramadhan Arkananta	L	77	78
19	5503	Gusti Ilalang Seta	L	79	80
20	5069	Lisa Andayani Ni Made	P	77	78
21	5070	Luh Sucintiari	P	77	78
22	5032	Nanda Artha Pramesta I Gede	L	78	79
23	5074	Niken Larasatty Nugraha Pt	P	80	82
24	5031	Nindya Amelia Putu	P	77	78
25	5033	Oko Kencana Komang	L	77	78
26	5248	Oktavia Ekarini Ida Ayu	P	77	78
27	5456	Putra Wira Sunjaya	L	77	78

NO	NIS	NAMA SISWA	L/P	Rater 1	Rater 2
28	5454	Priska Purnama Jayantari Ni Luh Putu	P	79	80
29	5036	Putikasih Josephia Pabian Ni Luh	P	80	80
30	5144	Sandri Dewi Ni Kadek	P	78	79
31	5076	Sutaryanti Ni Made	P	76	77
32	5040	Sri Dewi Maharani Pande Pt	P	78	79
33	5360	Trivena Santi Putri	P	78	79

Class : XII IPS2

NO	NIS	NAMA SISWA	L/P	Rater 1	Rater 2
1	5118	Aditya Parama Artha Made Gede	L	78	79
2	5295	Adrian Wira Putra I Gede Putu	L	79	80
3	5120	Agus Ngurah Deni I Gusti	L	78	79
4	5121	Agus Roni Gunawan I Komang	L	78	79
5	5154	Agus Yogi Mahardika I Gd	L	78	79
6	5155	Ajus Nanda Aditya Pramana I Gd	L	78	79
7	5086	Annisa Kania Alstaluna	P	80	82
8	5158	Aris Satya Wiguna I Putu	L	78	79
9	5300	Aryadhani Raditya Putra I Gd Made	L	80	80
10	5025	Edo Dwi Saputra I Made	L	78	79
11	5201	Erna Purnami Dewi I Gusti Agung	P	78	79
12	5202	Indra Fernanda Putra I Dewa Made	L	78	79
13	5029	Krisna Bayu Permana I Gede	L	78	79
14	5030	Lina Astriani Ni Pt	P	78	79
15	5172	Melisa Cantika Putri	P	77	78
16	5104	Mitha Intan Wulandari A.A. Sg.	P	80	82
17	5105	Nadia Giri Eka Putri Ni Putu	P	78	79
18	5174	Panji Sulaksana I Gst. Bgs	L	78	79
19	5176	Pratiwi Santi Kadek	P	79	80
20	5108	Prila Damayanti Ni Pt	P	80	82
21	5209	Putri Ani Ni Kadek Ayu	P	80	80
22	5109	Raditha Dwi Juniarta I Made	L	78	79

NO	NIS	NAMA SISWA	L/P	Rater 1	Rater 2
23	5110	Rahmana Aditya Putra Ida Bagus	L	78	79
24	5212	Ravitur Varinyama I Gusti Putu Agung	L	78	79
25	5143	Riandra Yuga Santosa I Dewa Gede	L	78	79
26	5118	Semadi Yasa I Gede	L	78	79
27	5295	Silvia Dirgantini Ni Luh	P	78	79
28	5454	Surya Arini Ni Putu Ayu	P	78	79
29	5036	Trisnadewi Ni Putu	P	79	80
30	5144	Widi Nugraha I Gede Nyoman	L	78	79
31	5076	Widnyana Putra I Dewa Putu Gede	L	76	77



Appendix 7

**THE RESULT OF POST-TEST ON THE STUDENTS' WRITING
COMPETENCY**

Class : XII IPA7

NO	NIS	NAMA SISWA	L/P	SCORE
1	5221	Ade Indra Pratama I Gede	L	75
2	5298	Aprilia Pradnyamika Ni Kadek	P	76
3	5334	Arya Yudha Saputra I Made	L	90
4	5335	Astu Andhi Yasa I Made	L	73
5	5337	Bagus Kusuma Wibawa I Ketut	L	83
6	5232	Dicky Putra Nugraha Putu	L	83
7	5305	Dwiki Andrea Astiyasa I Made	L	79
8	5339	Enka Mega Romandhyas Ni Putu	P	79
9	5306	Erlina Yanthi Ni Pt Ayu	P	74
10	5307	Galih Oka Laksana Kadek	L	80
11	5308	Gita Puspita Dewi Ni Kadek	P	80
12	5312	Mira Darmayanti Nyoman Ayu	P	81
13	5310	Hananya Prastita Putri	P	94
14	5239	Hery Agus Pramantiya I Putu	L	89
15	5341	Intan Azari I Gst. A. Ag.	P	85
16	5169	Kartika Prasanti Dewa Ayu	P	82
17	5170	Linda Maharani Ni Wayan	P	77
18	5171	Madona Fatma Ningrum Ni Putu	P	77
19	5343	Marlita Fitri Yustiyana	p	80
20	5344	Mas Pradnya Utami Ni Kadek Ayu	P	89
21	5346	Nanda Daramita Ni Putu	P	85
22	5246	Nanda Karisma S.	L	88
23	5173	Nitha Wahyuni Ni Putu	P	75
24	5317	Putra Adnyana I Made	L	74
25	5318	Restu Aditya Wiguna I Wayan	L	88
26	5350	Rika Putri Dewi Ni Putu Ayu	P	90
27	5351	Rima Ardianthi Ni Made	P	94
28	5252	Satriawan I Gusti Ngurah Agung	L	78

NO	NIS	NAMA SISWA	L/P	SCORE
29	5182	Sintya Yuliantari Ni Pt	P	82
30	5355	Sukmawati Ni Putu	P	76
31	5358	Teni Eriyanti	P	84
32	5288	Untung Merta Nadi I Made	L	84
33	5323	Vina Damayanti Luh Kade	P	86
34	5324	Willy Jaya Kusuma I Gede	L	87
35	5325	Yoshinta Antara Made	P	82

Class : XII IPA8

NO	NIS	NAMA SISWA	L/P	SCORE
1	5366	Agus Adi Pramana Putra I Made	L	74
2	5367	Agus Vicki Asmara I Made	L	72
3	5368	Alicia Novianti I Gusti Ayu Putu	P	85
4	5470	Ananta Widyadnyana I Made	L	73
5	5402	Angga Arya Santika Putu	L	84
6	5370	Ari Pradipta I Dewa Gede	L	86
7	5405	Ariwimba Satria I Dewa Gd.	L	73
8	5438	Ariyoga Widagda I Gusti Nym	L	86
9	5475	Cahya Supadma I Made	L	84
10	5373	Cindy Febriyani	P	81
11	5407	Della Miranti Putri Ni Pt	P	81
12	5443	Devi Sucyani Ni Putu	P	74
13	5229	Devita Juliani Desak Gede	P	85
14	5376	Dika Satwika Suranta I Md	L	85
15	5382	Fify Adriani Ni Kadek Ayu	P	75
16	5482	Gede Krisna Adi Gunawan I Dewa Putu	L	75
17	5383	Gita Pramesti Ni Putu	P	84
18	5447	Ina Tiara Dewi Kadek	P	76
19	5448	Ki Bagus Dewangga Rakai Mantik	L	77
20	5450	Lestia Utari Ni Pt	P	80
21	5415	Lya Sintya Dewi Komang Ayu	P	70
22	5417	Marquinhos Budastra	L	71
23	5249	Pratistha Sari Ni Luh Gede	P	82

NO	NIS	NAMA SISWA	L/P	SCORE
24	5453	Priagung Adityawarman made	L	79
25	5455	Prita Anggun Anjasmara Ni Komang	P	79
26	5492	Rahmat Hardyanto	L	80
27	5493	Raka Eka Saputra Ariyana I Putu	L	76
28	5459	Rama Aditya Prapta I Putu	L	72
29	5494	Rama Andika Putra I Kdk	L	83
30	5391	Ratih Aprilia Ni Gst. A. Gd.	P	74
31	5461	Rina Desi Lestari Ni Nyoman	P	81
32	5425	Rio Ananta I Gede	L	78
33	5431	Sonia Sri Utami Putu	P	80
34	5499	Surya Wibawa I Gst. Md	L	77
35	5045	Wira Udayana Kurniawan I Putu	L	82
36	5465	Yani Utari Dewa Ayu Kade	P	78



Appendix 8

THE CALCULATION OF SCORE INTERVAL OF STUDENTS' WRITING COMPETENCY

1. The Experimental Group

Score Interval	Category
$>M_i + 1.5 (SD_i)$	Very High
$M_i + 1.5 (SD_i)$	High
$M_i + 0.5 (SD_i)$	Moderate
$M_i - 0.5 (SD_i)$	Low
$M_i - 1.5 (SD_i)$	Very Low

Maximum Score = 94

Minimum Score = 73

$$\begin{aligned}
 M_i &= \frac{1}{2} \times (\text{score maximum} + \text{score minimum}) \\
 &= \frac{1}{2} \times (94 + 73) \\
 &= \frac{1}{2} \times (167) \\
 &= 83,5
 \end{aligned}$$

$$\begin{aligned}
 SD_i &= \frac{1}{6} \times (\text{score maximum} - \text{score minimum}) \\
 &= \frac{1}{6} \times (94 - 73) \\
 &= \frac{1}{6} \times (21) \\
 &= 3,5
 \end{aligned}$$

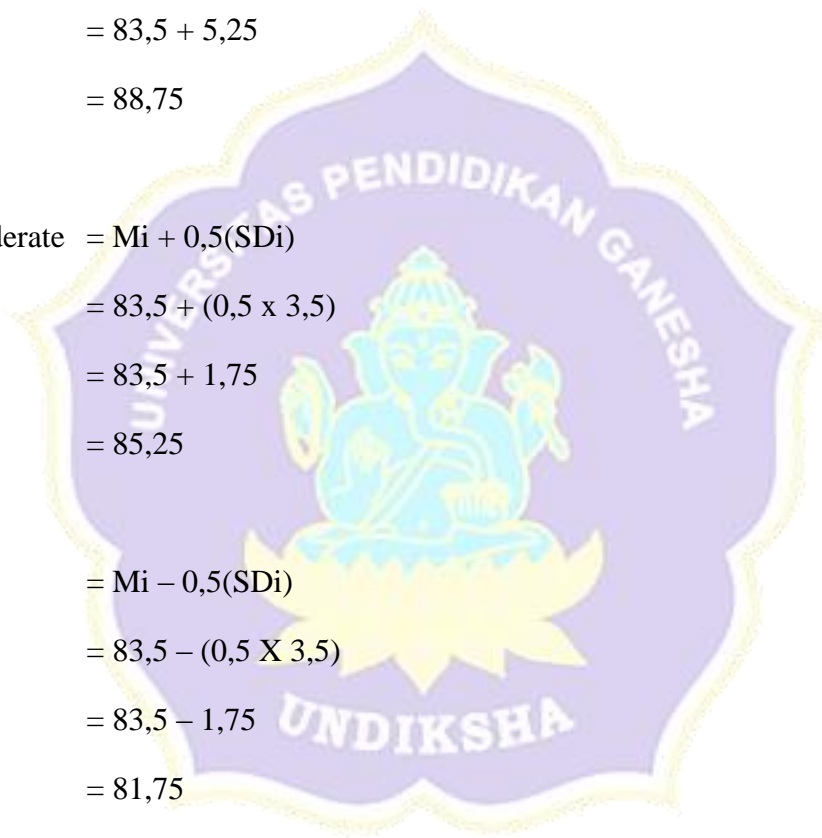
$$\begin{aligned}
 \text{Very High} &= M_i + 1,5(SD_i) \\
 &= 83,5 + (1,5 \times 3,5) \\
 &= 83,5 + 5,25 \\
 &= 88,75
 \end{aligned}$$

$$\begin{aligned}
 \text{High} &= M_i + 1,5(SD_i) \\
 &= 83,5 + (1,5 \times 3,5) \\
 &= 83,5 + 5,25 \\
 &= 88,75
 \end{aligned}$$

$$\begin{aligned}
 \text{Moderate} &= M_i + 0,5(SD_i) \\
 &= 83,5 + (0,5 \times 3,5) \\
 &= 83,5 + 1,75 \\
 &= 85,25
 \end{aligned}$$

$$\begin{aligned}
 \text{Low} &= M_i - 0,5(SD_i) \\
 &= 83,5 - (0,5 \times 3,5) \\
 &= 83,5 - 1,75 \\
 &= 81,75
 \end{aligned}$$

$$\begin{aligned}
 \text{Very Low} &= M_i - 1,5(SD_i) \\
 &= 83,5 - (1,5 \times 3,5) \\
 &= 83,5 - 5,25 \\
 &= 78,25
 \end{aligned}$$



Score Interval	Category
>88,75	Very High
85,26 - 88,75	High
81,76 - 85,25	Moderate
78,26 - 81,75	Low
73.00 - 78,25	Very Low

2. The Control Group

Score Interval	Category
>Mi + 1.5 (SDi)	Very High
Mi + 1.5 (SDi)	High
Mi + 0.5 (SDi)	Moderate
Mi - 0.5 (SDi)	Low
Mi - 1.5 (SDi)	Very Low

Maximum Score = 86

Minimum Score = 70

$$\begin{aligned}
 \text{Mi} &= \frac{1}{2} \times (\text{score maximum} + \text{score minimum}) \\
 &= \frac{1}{2} \times (86 + 70) \\
 &= \frac{1}{2} \times (156) \\
 &= 78
 \end{aligned}$$

$$\begin{aligned}
 \text{SDi} &= \frac{1}{6} \times (\text{score maximum} - \text{score minimum}) \\
 &= \frac{1}{6} \times (86 - 70) \\
 &= \frac{1}{6} \times (16) \\
 &= 2,67
 \end{aligned}$$

$$\begin{aligned}
 \text{Very High} &= \text{Mi} + 1,5 (\text{SDi}) \\
 &= 78 + (1,5 \times 2,67) \\
 &= 78 + 4,05 \\
 &= 82,05
 \end{aligned}$$

$$\begin{aligned}
 \text{High} &= M_i + 1,5(SD_i) \\
 &= 78 + (1,5 \times 2,67) \\
 &= 78 + 4,05 \\
 &= 82,05
 \end{aligned}$$

$$\begin{aligned}
 \text{Moderate} &= M_i + 0,5(SD_i) \\
 &= 78 + (0,5 \times 2,67) \\
 &= 78 + 1,35 \\
 &= 79,35
 \end{aligned}$$

$$\begin{aligned}
 \text{Low} &= M_i - 0,5(SD_i) \\
 &= 78 - (0,5 \times 2,67) \\
 &= 78 - 1,35 \\
 &= 76,65
 \end{aligned}$$

$$\begin{aligned}
 \text{Very Low} &= M_i - 1,5(SD_i) \\
 &= 78 - (1,5 \times 2,67) \\
 &= 78 - 4,05 \\
 &= 73,95
 \end{aligned}$$

Score Interval	Category
>82,05	Very High
79,36 – 82,05	High
76,66 – 79,35	Moderate
73,96 – 76,65	Low
70,00 – 73,95	Very Low

Appendix 9

DESCRIPTIVE STATISTIC ANALYSIS (POST-TEST)

Case Processing Summary

Class		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Value	Experiment	35	100.0%	0	.0%	35	100.0%
	Control	36	100.0%	0	.0%	36	100.0%



Descriptives

Class			Statistic	Std. Error
Value	Experiment	Mean	82.2571	.97390
		95% Confidence Interval for Mean		
		Lower Bound	80.2779	
		Upper Bound	84.2363	
		5% Trimmed Mean	82.0952	
		Median	82.0000	
		Variance	33.197	
		Std. Deviation	5.76165	
		Minimum	73.00	
		Maximum	94.00	
		Range	21.00	
		Interquartile Range	10.00	
		Skewness	.281	.398
		Kurtosis	-.744	.778
	Control	Mean	78.6667	.78478
		95% Confidence Interval for Mean		
		Lower Bound	77.0735	
		Upper Bound	80.2598	
		5% Trimmed Mean	78.7160	
		Median	79.0000	
		Variance	22.171	
		Std. Deviation	4.70865	
		Minimum	70.00	
		Maximum	86.00	
		Range	16.00	
		Interquartile Range	8.50	
		Skewness	-.088	.393
		Kurtosis	-1.154	.768

Appendix 10



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 470/UN48.7.1/DT/2019

22 Februari 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 1 Kediri
 di Tabanan

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: I MADE JULIO SAPUTRA
NIM	: 1412021096
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2018/2019
Judul	: The Effect of Mindful Learning on Students' Writing Competency at Twelfth Grade of SMA Negeri 1 Kediri in Academic Year 2018/2019

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.


 a.n. Dekan
 Kepala Bagian Tata Usaha,
 Universitas Pendidikan Ganesha
 Nyoman Dody Widhiastana, S.T., M.M.
 NRP. 197385292001121001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS



PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN
SMA NEGERI 1 KEDIRI



Alamat : Jln. Bingin Ambe, Banjar Anyar, Kediri-Tabanan, Telp. (0361)812907, Kode Pos 82123
Email smn1kediri@yahoo.com, Website <http://smn1kediritabanan.sch.id>

SURAT KETERANGAN

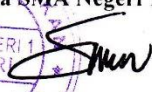
Nomor : 424 / 867 / SMA.1.Kdr / 2019

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Kediri dengan ini menerangkan :

Nama : I Made Julio Saputra
NIM : 1412021096
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Universitas : Pendidikan Ganesha Singaraja

memang benar yang bersangkutan telah melakukan penelitian dengan judul " The Effect of Mindful Learning on Students' Writing Competency at Twelfth Grade of SMA Negeri 1 Kediri in Academic Year 2018 / 2019" dari tanggal 20 Januari s.d. 20 April 2019.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Kediri, 27 Mei 2019
Kepala SMA Negeri 1 Kediri

Drs. I Wayan Sutaya, M.Pd.
NIP: 19640605 199303 1 011