



APPENDICES

Appendix 1. Blueprint and Vocabulary Test (Before Revision)

I. Blueprint of Vocabulary Test

Materials	: Recount Text (Personal Experience)
Approach	: Traditional
Technique	: Multiple-Choice Test

To measure students' vocabulary mastery, a multiple-choice test will be conducted after giving different treatments to both experimental and control classes. In this case, the aspects measured in students' vocabulary mastery are adopted from Nation (2001), which consists of three elements of vocabulary, namely 1) Meanings, 2) Form, and 3) Use. Furthermore, the aspects of the vocabulary Aulia et al. (2020) developed in tabular form will also be adapted as a blueprint. The blueprint for vocabulary aspects can be seen in table 13.

Table 13.

The Blueprint of Vocabulary Test

Vocabulary Aspects	Sub-Aspect	Indicator	Number of Item
Meanings	Associations	Identifying the synonym and antonym	5
Form	Written	Distinguish the root word and prefixes or suffixes.	5
Use	Grammatical function	Knowing the context of the word	5
		Can answer the questions according to the context	5
Total Number of Items			20

Adapted from Aulia et al. (2020)

Furthermore, the table of specifications is used to make it more detailed in making questions covering objectives/competencies, times, cognitive process

dimensions, a total of items, and type of test. The table of specifications can be seen in table 14.

Table 14.
Table of Specification

Objectives/ Competencies	#of minutes	Cognitive Process Dimensions						Total # of Items	Type of Test
		Easy (R/U)		Average (App/Ana)		Difficult (Eva/Crea)			
		No. of items	Test Placement	No. of items	Test Placement	No. of items	Test Placement		
The students can identify synonym and antonym in the recount text	5	5	1,5,10,15,20					5	Selection type (Multiple Choice)
The students can distinguish the root word and prefixes or suffixes in the recount text	5	5	2,3,8,12,18					5	Selection type (Multiple Choice)
The students are able to know context of the word in the recount text	5			5	4,6,7,11,16			5	Selection type (Multiple Choice)
The students can answer the questions according to the context	5					5	9,13,14,17,19	5	Selection type (Multiple Choice)
Total:	20	10		5		5		20	

II. Vocabulary Test

VOCABULARY TEST

LEMBAR SOAL TES KOSAKATA

Sekolah : SMPN 1 Singaraja

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Topic : Recount Text

Alokasi Waktu : 1 x 25 menit

PETUNJUK UMUM

1. Tulislah identitas anda pada lembar jawaban anda.
2. Bacalah teks dan soal dengan teliti sebelum mengerjakannya.
3. Pilihlah jawaban yang tepat dengan cara memberi tanda silang (x) **a, b, c, atau d.**
4. Periksalah pekerjaan anda kembali sebelum diserahkan kepada guru.

The text is for question 1 to 5!

Text 1 A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. There was a huge queue when we got to the Zoo and Aquarium in the morning, so we had to wait a while to get in.

After we entered the zoo, we went straight to the enclosure of the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime, Dad decided to ... (2) a BBQ. He cooked sausages so we could have sausage sandwiches. We had to eat them plain because my mom forgot the ketchup. In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. We had planned to buy ice cream at the end of the

day. However, we decided to go home because we were too tired. But of course, I was delighted.

Adapted from <https://www.english-academy.id/blog/pengertian-recount-text>

1. “After we **entered** the zoo, we went straight to the enclosure of the Snow Cubs.” What is the synonym of the bolded word?

- A. Enterable
- B. Immigrated
- C. Departed
- D. Got into

2. “At lunchtime, Dad decided to ... a BBQ.” The right answer is ...

- A. Cooked
- B. Cook
- C. Cooking
- D. Cooks

3. In line 4, paragraph 2, there is a word “enclosure”. Which part of the word is the prefix?

- A. e
- B. en
- C. closure
- D. re

4. In line 2, the author uses a phrase “huge queue” primarily to?

- A. To inform the reader that many people waited to take turns to enter the national zoo and aquarium.
- B. To show the reader that the average visitor to the national zoo and aquarium has a large body.

- C. To show the reader that the large queues are due to incidents at the national zoo and aquarium.
 - D. To explain to the reader that many people visited the national zoo and aquarium.
5. “But of course, I was delighted.” The antonym of the underlined word is ...
- A. Scared
 - B. Excited
 - C. Troubled
 - D. Unhappy

The text is for question 6 to 10!

Text 2 My Holiday was Fantastic

Last summer I got a fantastic holiday. I visited some great places.

I went to an airport and was flying to Cleveland. I spent there in two days. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO, and Columbia – had studios in Hollywood. I did not want to ... (9), but I had to.

After that, I went to New York City. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.

The places made me feel at home, but I had to go home. Next time I would return to them.

Adopted from <https://ekspektasia.com/contoh-recount-text-pendek/>

6. In the text, there is a sentence, "I visited some great places." The underlined phrase means...

- A. The author wants to show that those places have high construction.
- B. Those places are very famous.
- C. The author feels that those places are good places to visit.
- D. Those places are worth visiting.
7. In the last paragraph the author showed that “the places made me feel at home, ...”. The phrase “feel at home” has meaning to ...
- A. The author feels the place is comfortable.
- B. The place resembles the author's house.
- C. The author imagines that the place is his home.
- D. The author wants to return to that place.
8. In lines 2 and 3, which are the words that contain suffixes?
- A. Airport, flying and Cleveland
- B. Airport, flying, Cleveland and days
- C. Flying, days and liked
- D. Flying, days, liked and matches
9. “I did not want to ..., but I had to.” The correct answer is ...
- A. Come
- B. Delay
- C. Stay
- D. Leave
10. “Last summer I got a **fantastic** holiday.” The bolded word has the same meaning as...
- A. Fanciful
- B. Absurd
- C. Miraculous

D. Illogical

The text is for question 11 to 15!

Text 3 A Trip to Borobudur Temple

Last week, I spent my holiday in Jogjakarta. I went to Borobudur Temple. My family and I went there early morning.

We went to Borobudur Temple by private car. I had prepared everything before we went to Jogja. While driving, we could ... (13) the beautiful views of mountains, forests, and waterfalls.

My family and I arrived ... (14) at Borobudur Temple at 11:30 in the afternoon. I saw many tourists there. Borobudur Temple was crowded during that holiday vacation. I could learn and practice speaking English with one of the foreign tourists. His name was Jack. He was very friendly. It was my first-time speaking English with foreign tourists.

We went back at 04:30 in the evening. It was a very interesting vacation.

Adapted from <https://ekspektasia.com/contoh-recount-text-pendek/>

11. “I *saw many tourists* there.” The italicized phrase means ...

- A. Many foreign tourists have visited the place.
- B. Many local tourists have visited the place.
- C. Many local and foreign tourists have visited the place.**
- D. The author visited the place to see many tourists.

12. “... beautiful views of mountains, forests, and waterfalls.” The root word of the underlined word is ...

- A. Beauti
- B. Beauty**
- C. Pretty
- D. Beautifully

13. "While we were driving, we could ... the beautiful views of mountains, forests, and waterfalls." The appropriate answer is ...

- A. Meet
- B. See
- C. Visit
- D. Check

14. "My family and I ... at Borobudur Temple at 11:30 in the afternoon." The right answer is ...

- A. Landed
- B. Arrived
- C. Stopped
- D. Walked

15. "He was very *friendly*." The italicized word contrasts with ...

- A. Gracious
- B. Kindly
- C. Unfriendly
- D. Hostile

The text is for question 16 to 20!

Text 4 Going to Cermin beach

A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district, about 53 km from Medan city, North Sumatra. The trip there took about 1,5 hours. We left Medan at 07.30 using a car. We arrived at about 09.00 o'clock.

My parents rented a hut to take a rest. My brother and I immediately ran to the beach. It looked like sunny days with a blue sky, and I felt a breeze. The waves there were suitable for swimming, but unfortunately, I couldn't swim. I just played with white sand and built... (17) a sand castle. I didn't forget to ... (19) a selfie with the background of the beautiful beach.

At noon, I began to feel hungry. I approached the rented hut. My mother had prepared food for us. I felt happy to be able to vacation with family and enjoy the beauty of nature created by God.

We hurried to go home because the day had begun in the evening. Before that, I bought some souvenirs there. Finally, we arrived at 6:00 PM because the trip was jammed.

Adapted from <https://www.nesabamedia.com/contoh-recount-text/>

16. Which of the following is the wrong meaning of the word “ran” in line 4?

- A. They wanted to rush to the beach.
- B. They are very excited to go to the beach.
- C. They only want to run to the beach.
- D. They can't wait to go to the beach.

17. “I just played with white sand and ... a sand castle.” The correct answer is ...

- A. Built
- B. Made
- C. Create
- D. develop

18. The word "immediately" in line 4 contains the prefix ...

- A. ly
- B. mediate
- C. imm
- D. im

19. “I didn’t forget to ... a selfie with the background of the beautiful beach.” The appropriate answer is ...

A. Take

B. Bring

C. Carry

D. Grab

20. “We **hurried** to go home because the day had begun in the evening.”
The bolded word can be replaced with ...

A. Dawdled

B. Left

C. Rushed

D. Creeped

Scoring Rubric (Multiple-Choice)

Right = 1

Wrong = 0

No answer = 0

Score $\frac{\text{Total of Right answers}}{\text{Total score}} \times 100$

Note: Silahkan tambahkan item soal agar punya spare soal jika ada item yg didrop setelah tryout.

Appendix 2. Blueprint and Vocabulary Test (After Revision)

I. Blueprint of Vocabulary Test

Materials	: Recount Text (Personal Experience)
Approach	: Traditional
Technique	: Multiple-Choice Test

To measure students' vocabulary mastery, a multiple-choice test will be conducted after giving different treatments to both experimental and control classes. In this case, the aspects measured in students' vocabulary mastery are adopted from Nation (2001), which consists of three elements of vocabulary, namely 1) Meanings, 2) Form, and 3) Use. Furthermore, the aspects of the vocabulary Aulia et al. (2020) developed in tabular form will also be adapted as a blueprint. The blueprint for vocabulary aspects can be seen in table 3.4.

Table 3.4
The Blueprint of Vocabulary Test

Vocabulary Aspects	Sub-Aspect	Indicator	Number of Item
Meanings	Associations	Identifying the synonym and antonym	10
Form	Written	Distinguish the root word and prefixes or suffixes.	10
Use	Grammatical function	Knowing the context of the word	10
		Can answer the questions according to the context	10
Total Number of Items			40

Adapted from Aulia et al. (2020)

Furthermore, the table of specifications is used to make it more detailed in making questions covering objectives/competencies, times, cognitive process

dimensions, a total of items, and type of test. The table of specifications can be seen as follows.

Table of Specification

Objectives/ Competencies	#of minutes	Cognitive Process Dimensions						Total # of Items	Type of Test
		Easy (R/U)		Average (App/Ana)		Difficult (Eva/Crea)			
		No. of items	Test Placement	No. of items	Test Placement	No. of items	Test Placement		
The students can identify synonym and antonym in the recount text	10	10	1,5,6, 15,16, 25,26, 30,35, 39					10	Selection type (Multiple Choice)
The students can distinguish the root word and prefixes or suffixes in the recount text	10	10	2,3,7, 13,17, 18,22, 27,33, 40					10	Selection type (Multiple Choice)
The students are able to know context of the word in the recount text	10			10	4,8, 9,11,12 ,21,28, 31,36,3 7			10	Selection type (Multiple Choice)
The students can answer the questions according to the context	10					10	10,14, 19,20, 23,24, 29,32, 34,38	10	Selection type (Multiple Choice)
Total:	40	20		10		10		40	

II. Vocabulary Test

VOCABULARY TEST

LEMBAR SOAL TES KOSAKATA

Sekolah : SMPN 1 Singaraja

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Topic : Recount Text

Alokasi Waktu : 1 x 45 menit

PETUNJUK UMUM

1. Tulislah identitas anda pada lembar jawaban anda.
2. Bacalah teks dan soal dengan teliti sebelum mengerjakannya.
3. Pilihlah jawaban yang tepat dengan cara memberi tanda silang (x) **a, b, c, atau d.**
4. Periksalah pekerjaan anda kembali sebelum diserahkan kepada guru.

The text is for question 1 to 10!

Text 1 A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. There was a huge queue when we got to the Zoo and Aquarium in the morning, so we had to wait a while to get in.

After we entered the zoo, we went straight to the enclosure of the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime, Dad decided to ... (2) a BBQ. He cooked sausages so we could have sausage sandwiches. We had to ... (10) them plain because my mom forgot the ketchup. In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. We had planned to buy ice cream at the end of the

day. However, we decided to go home because we were too tired. But of course, I was delighted.

Adapted from <https://www.english-academy.id/blog/pengertian-recount-text>

1. “After we **entered** the zoo, we went straight to the enclosure of the Snow Cubs.” What is the synonym of the bolded word?

- A. Enterable
- B. Immigrated
- C. Departed
- D. Got into

2. “At lunchtime, Dad decided to ... a BBQ.” The right answer is ...

- A. cooked
- B. cook
- C. cooking
- D. cooks

3. In line 4, paragraph 2, there is a word “**enclosure**”. Which part of the word is the prefix?

- A. e
- B. en
- C. closure
- D. re

4. In line 2, the author uses a phrase “huge queue” primarily to?

- A. To inform the reader that many people waited to take turns to enter the national zoo and aquarium.
- B. To show the reader that the average visitor to the national zoo and aquarium has a large body.

- C. To show the reader that the large queues are due to incidents at the national zoo and aquarium.
- D. To explain to the reader that many people visited the national zoo and aquarium.
5. “But of course, I was delighted.” The antonym of the underlined word is ...
- A. Scared
- B. Excited
- C. Troubled
- D. Unhappy
6. The synonym of the word "huge" in line 2 is ...
- A. Tiny
- B. Big
- C. Enormous
- D. Bigger
7. “We had **planned** to buy ice cream at the end of the day.” The bolded word contains the suffix ...
- A. ed
- B. ned
- C. d
- D. nned
8. In line 4, the word “straight” means that ...
- A. The directions to get to the Snow Cubs’ enclosure.
- B. It shows that they went to the Snow Cubs' cage.
- C. The first place that they headed was the Snow Cubs’ enclosure.

- D. They followed the direction to the Snow Cubs' enclosure.
9. “The word “they” in line 5 refers to ...
- A. The Snow Cubs
 - B. My brother and I
 - C. My brother and the Snow Cubs
 - D. I and the Snow Cubs
10. “We had to ... them plain because my mom forgot the ketchup.” The right answer is ...
- A. meal
 - B. feed
 - C. drink
 - D. eat

The text is for question 11 to 20!

Text 2 My Holiday was Fantastic

Last summer I got a fantastic holiday. I visited some great places.

I went to ... (14) and was flying to Cleveland. I spent there in two days. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO, and Columbia – had studios in Hollywood. I did not want to ... (19), but I had to.

After that, I went to New York City. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.

The places made me feel at home, but I had to go home. Next time I would return to them.

Adopted from <https://ekspektasia.com/contoh-recount-text-pendek/>

11. In the text, there is a sentence, "I visited some great places." The underlined phrase means...

- A. The author wants to show that those places have high construction.
- B. Those places are very famous.
- C. The author feels that those places are good places to visit.
- D. Those places are worth visiting.

12. In the last paragraph the author showed that "the places made me feel at home, ...". The phrase "feel at home" has meaning to ...

- A. The author feels the place is comfortable.
- B. The place resembles the author's house.
- C. The author imagines that the place is his home.
- D. The author wants to return to that place.

13. In lines 2 and 3, which are the words that contain suffixes?

- A. Airport, flying and Cleveland
- B. Airport, flying, Cleveland and days
- C. Flying, days and liked
- D. Flying, days, liked and matches

14. "I went to ... and was flying to Cleveland." The appropriate answer is ...

- A. a harbor
- B. a terminal
- C. an airport
- D. a train station

15. "Last summer I got a **fantastic** holiday." The bolded word has the same meaning as...

A. Fanciful

B. Absurd

C. Miraculous

D. Illogical

16. Hollywood is a famous district in Los Angeles, California, United States. The antonym of the underlined word is ...

A. Bad

B. Unknown

C. Normal

D. Glorious

17. “Four major film **companies** – Paramount, ...” the root word of the bolded word is ...

A. compani

B. companie

C. company

D. companion

18. The word “return” in line 10 contains the prefix ...

A. re

B. retur

C. urn

D. n

19. “I did not want to ..., but I had to.” The correct answer is ...

A. come

B. delay

C. stay

D. leave

20. "I went from the bottom of Manhattan to the ... of the crown." The correct answer is ...

- A. on
- B. floor
- C. top
- D. up

The text is for question 21 to 30!

Text 3 A Trip to Borobudur Temple

Last week, I spent my holiday in Jogjakarta. I went to Borobudur Temple. My family and I went there early morning.

We went to Borobudur Temple by private car. I had prepared everything before we went to Jogja. While driving, we could ... (23) the beautiful views of mountains, forests, and waterfalls.

My family and I ... (24) at Borobudur Temple at 11:30 in the afternoon. I saw many tourists there. Borobudur Temple was crowded during the holiday. I could learn and practice ... (29) English with one of the foreign tourists. His name was Jack. He was very friendly. It was my first-time speaking English with foreign tourists.

We went back at 04:30 in the evening. It was a very interesting vacation.

Adapted from <https://ekspektasia.com/contoh-recount-text-pendek/>

21. "I *saw many tourists* there." The italicized phrase means ...

- A. Many foreign tourists have visited the place.
- B. Many local tourists have visited the place.
- C. Many local and foreign tourists have visited the place.
- D. The author visited the place to see many tourists.

22. "... beautiful views of mountains, forests, and waterfalls." The root word of the underlined word is ...

- A. beauti
- B. beauty
- C. pretty
- D. beautifully

23. "While we were driving, we could ... the beautiful views of mountains, forests, and waterfalls." The appropriate answer is ...

- A. meet
- B. see
- C. visit
- D. check

24. "My family and I ... at Borobudur Temple at 11:30 in the afternoon." The right answer is ...

- A. landed
- B. arrived
- C. stopped
- D. walked

25. "He was very *friendly*." The italicized word contrasts with ...

- A. Gracious
- B. Kindly
- C. Unfriendly
- D. Hostile

26. "It was a **very interesting** vacation." The bolded phrase has the same meaning with ...

- A. Fascinating
- B. Disgusting
- C. Disenchanted

D. Entrancing

27. The word “crowded” in line 7 contains the suffix ...

- A. d
- B. ded
- C. crow
- D. ed

28. " We went back at 04:30 in the evening." The underlined word means ...

- A. They returned to Yogyakarta.
- B. They returned to Borobudur Temple.
- C. They returned to vacation at Borobudur Temple.
- D. They returned home.

29. “I could learn and practice ... English with one of the foreign tourists.” The correct answer is ...

- A. writing
- B. reading
- C. speaking
- D. listening

30. Borobudur Temple was *crowded* during the holiday. Synonym of the italicized word is ...

- A. crushed
- B. thronged
- C. deserted
- D. unfilled

The text is for question 31 to 40!

Text 4 Going to Cermin beach

A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district, about 53 km from Medan city, North Sumatra. The trip there took about 1,5 hours. We left Medan at 07.30 using a car. We arrived at about 09.00 o'clock.

My parents ... (32) a hut to take a rest. My brother and I immediately ran to the beach. It looked like sunny days with a blue sky, and I felt a breeze. The waves there were suitable for swimming, but unfortunately, I couldn't swim. I just played with white sand and ... (34) a sand castle. I didn't forget to ... (38) a selfie with the background of the beautiful beach.

At noon, I started to feel hungry. I approached the rented hut. My mother has already prepared food for us. I feel happy to be on vacation with my family and enjoy the natural beauty of God's creation.

We hurried to go home because the day had begun in the evening. Before that, I bought some souvenirs there. Finally, we arrived at 6:00 PM because the trip was jammed.

Adapted from <https://www.nesabamedia.com/contoh-recount-text/>

31. Which of the following is the wrong meaning of the word "ran" in line 4?

- A. They wanted to rush to the beach.
- B. They are very excited to go to the beach.
- C. **They only want to run to the beach.**
- D. They can't wait to go to the beach.

32. "My parents ... a hut to take a rest." The appropriate answer is ...

- A. occupied
- B. rented**
- C. inhabited
- D. settled

33. The word "immediately" in line 4 contains the prefix ...

- A. ly
- B. mediate
- C. imm
- D. im

34. "I just played with white sand and ... a sand castle." The correct answer is ...

- A. built
- B. made
- C. create
- D. develop

35. "We **hurried** to go home because the day had begun in the evening." The bolded word can be replaced with ...

- A. Dawdled
- B. Left
- C. Rushed
- D. Creeped

36. "It looked like sunny days with a blue sky, and I felt a breeze." The underlined phrase means ...

- A. It is said that Cermin beach looks like a clear day and blue sky.
- B. It explains that Cermin beach is the right place for a vacation.
- C. It describes the mood of the author.
- D. It describes the situation of Cermin beach at that time.

37. "I *approached* the rented hut." The italicized word means ...

- A. The author wants to go to a rented hut.
- B. The writer went to the rented hut for lunch.

- C. The author went to the rental hut because it was already noon.
D. The author wants to help his mother prepare lunch.
38. “I didn’t forget to ... a selfie with the background of the beautiful beach.” The appropriate answer is ...

A. take

B. bring

C. carry

D. grab

39. “The waves there were suitable for swimming, ...” The antonym of the underlined word is ...

A. Improper

B. Applicable

C. Suited

D. Useless

40. The root word of “unfortunately” in line 6 is ...

A. unfortunate

B. fortunately

C. fortunate

D. fortune

Scoring Rubric (Multiple-Choice)

Right = 1

Wrong = 0

No answer = 0

Score $\frac{\text{Total of Right answers}}{\text{Total score}} \times 100$

Appendix 3. Expert Judgement Sheet for Vocabulary Test

EXPERT JUDGEMENT SHEET

For: Vocabulary Test

Judge: Prof. Dr. Ni Made Ratminingsih, M.A

No.	Expert Response		Suggestion
	Relevant	Irrelevant	
1.	√		
2.	√		
3.	√		
4.	√		
5.	√		
6.	√		
7.	√		
8.	√		
9.	√		
10.	√		
11.	√		
12.	√		
13.	√		
14.	√		
15.	√		
16.	√		
17.	√		
18.	√		
19.	√		
20.	√		
21.	√		

22.	√		
23.	√		
24.	√		
25.	√		
26.	√		
27.	√		
28.	√		
29.	√		
30.	√		
31.	√		
32.	√		
33.	√		
34.	√		
35.	√		
36.	√		
37.	√		
38.	√		
39.	√		
40.	√		



Singaraja, 4 April 2023

Judge,

Prof. Dr. Ni Made Ratminingsih, M.A

NIP. 196609081991022002

Appendix 4. Expert Judgement Sheet for Vocabulary Test

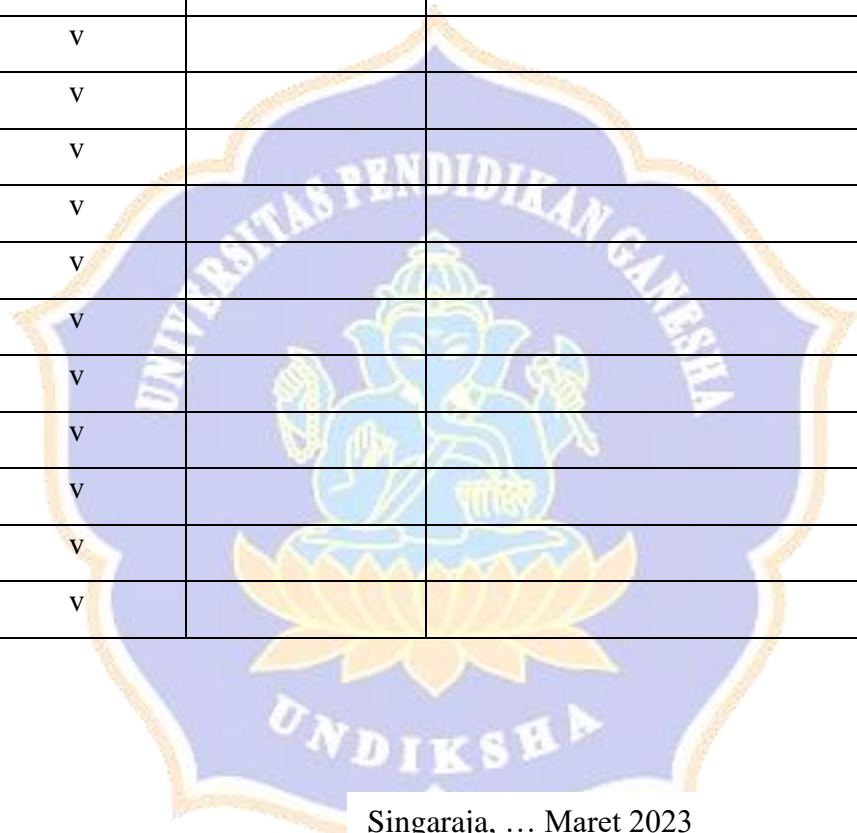
EXPERT JUDGEMENT SHEET

For: Vocabulary Test

Judge: Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

No.	Expert Response		Suggestion
	Relevant	Irrelevant	
1.	v		
2.	v		
3.	v		
4.	v		
5.	v		
6.	v		
7.	v		
8.	v		
9.	v		
10.	v		
11.	v		
12.	v		
13.	v		
14.	v		
15.	v		
16.	v		
17.	v		
18.	v		
19.	v		
20.	v		
21.	v		

22.	v		
23.	v		
24.	v		
25.	v		
26.	v		
27.	v		
28.	v		
29.	v		
30.	v		
31.	v		
32.	v		
33.	v		
34.	v		
35.	v		
36.	v		
37.	v		
38.	v		
39.	v		
40.	v		



Singaraja, ... Maret 2023

Judge,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

NIP. 197609022000031001

Appendix 5. Vocabulary Test Accepted (After Try-Out and Empirical Test)

VOCABULARY TEST

LEMBAR SOAL

TES KOSAKATA

Sekolah : SMPN 1 Singaraja

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Topic : Recount Text

Alokasi Waktu : 1 x 25 menit

PETUNJUK UMUM

1. Tulislah identitas anda pada lembar jawaban anda.
2. Bacalah teks dan soal dengan teliti sebelum mengerjakannya.
3. Pilihlah jawaban yang tepat dengan cara memberi tanda silang (x) **a, b, c, atau d.**
4. Periksalah pekerjaan anda kembali sebelum diserahkan kepada guru.

The text is for question 1 to 5!

Text 1 A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. There was a huge queue when we got to the Zoo and Aquarium in the morning, so we had to wait a while to get in.

After we entered the zoo, we went straight to the enclosure of the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime, Dad decided to ... (2) a BBQ. He cooked sausages so we could have sausage sandwiches. We had to eat them plain because my mom forgot the ketchup. In the afternoon, we visited the aquarium. My brother was excited to see

the sharks and the tropical fish. We had planned to buy ice cream at the end of the day. However, we decided to go home because we were too tired. But of course, I was delighted.

Adapted from <https://www.english-academy.id/blog/pengertian-recount-text>

1. “After we **entered** the zoo, we went straight to the enclosure of the Snow Cubs.” What is the synonym of the bolded word?

- A. Enterable
- B. Immigrated
- C. Departed
- D. Got into

2. “At lunchtime, Dad decided to ... a BBQ.” The right answer is ...

- A. cooked
- B. cook
- C. cooking
- D. cooks

3. In line 4, paragraph 2, there is a word “**enclosure**”. Which part of the word is the prefix?

- A. e
- B. en
- C. closure
- D. re

4. “But of course, I was delighted.” The antonym of the underlined word is ...

- A. Scared
- B. Excited

C. Troubled

D. Unhappy

5. "The word "they" in line 5 refers to ...

A. The Snow Cubs

B. My brother and I

C. My brother and the Snow Cubs

D. I and the Snow Cubs



The text is for question 6 to 10!

Text 2 My Holiday was Fantastic

Last summer I got a fantastic holiday. I visited some great places.

I went to ... (7) and was flying to Cleveland. I spent there in two days. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO, and Columbia – had studios in Hollywood. I did not want to ... (9), but I had to.

After that, I went to New York City. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.

The places made me feel at home, but I had to go home. Next time I would return to them.



Adopted from <https://ekspektasia.com/contoh-recount-text-pendek/>

6. In the text, there is a sentence, "I visited some great places." The underlined phrase means...

A. The author wants to show that those places have high construction.

B. Those places are very famous.

C. The author feels that those places are good places to visit.

D. Those places are worth visiting.

7. "I went to ... and was flying to Cleveland." The appropriate answer is ...

A. a harbor

B. a terminal

C. an airport

D. a train station

8. "Four major film **companies** – Paramount, ..." the root word of the bolded word is ...

A. compani

B. companie

C. company

D. companion

9. "I did not want to ..., but I had to." The correct answer is ...

A. come

B. delay

C. stay

D. leave

10. "I went from the bottom of Manhattan to the ... of the crown." The correct answer is ...

A. on

B. floor

C. top

D. up

The text is for question 11 to 15!

Text 3 A Trip to Borobudur Temple

Last week, I spent my holiday in Jogjakarta. I went to Borobudur Temple. My family and I went there early morning.

We went to Borobudur Temple by private car. I had prepared everything before we went to Jogja. While driving, we could see the beautiful views of mountains, forests, and waterfalls.

My family and I ... (12) at Borobudur Temple at 11:30 in the afternoon. I saw many tourists there. Borobudur Temple was crowded during the holiday. I could learn and practice speaking English with one of the foreign tourists. His name was Jack. He was very friendly. It was my first-time speaking English with foreign tourists.

We went back at 04:30 in the evening. It was a very interesting vacation.

Adapted from <https://ekspektasia.com/contoh-recount-text-pendek/>

11. "I *saw many tourists* there." The italicized phrase means ...
- A. Many foreign tourists have visited the place.
 - B. Many local tourists have visited the place.
 - C. Many local and foreign tourists have visited the place.**
 - D. The author visited the place to see many tourists.
12. "My family and I ... at Borobudur Temple at 11:30 in the afternoon."
The right answer is ...
- A. landed
 - B. arrived**
 - C. stopped
 - D. walked

13. "It was a **very interesting** vacation." The bolded phrase has the same meaning with ...

- A. Fascinating
- B. Disgusting
- C. Disenchanted
- D. Entrancing

14. The word "crowded" in line 7 contains the suffix ...

- A. d
- B. ded
- C. crow
- D. ed

15. " We went back at 04:30 in the evening." The underlined word means ...

- A. They returned to Yogyakarta.
- B. They returned to Borobudur Temple.
- C. They returned to vacation at Borobudur Temple.
- D. They returned home.

The text is for question 16 to 20!

Text 4 Going to Cermin beach

A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district, about 53 km from Medan city, North Sumatra. The trip there took about 1,5 hours. We left Medan at 07.30 using a car. We arrived at about 09.00 o'clock.

My parents ... (16) a hut to take a rest. My brother and I immediately ran to the beach. It looked like sunny days with a blue sky, and I felt a breeze. The waves there were suitable for swimming, but unfortunately, I couldn't swim. I just played with white sand and ... (17) a sand castle. I didn't forget to take a selfie with the background of the beautiful beach.

At noon, I started to feel hungry. I approached the rented hut. My mother has already prepared food for us. I feel happy to be on vacation with my family and enjoy the natural beauty of God's creation.

We hurried to go home because the day had begun in the evening. Before that, I bought some souvenirs there. Finally, we arrived at 6:00 PM because the trip was jammed.

Adapted from <https://www.nesabamedia.com/contoh-recount-text/>

16. "My parents ... a hut to take a rest." The appropriate answer is ...

- A. occupied
- B. rented
- C. inhabited
- D. settled

17. "I just played with white sand and ... a sand castle." The correct answer is ...

- A. built
- B. made
- C. create
- D. develop

18. "We **hurried** to go home because the day had begun in the evening." The bolded word can be replaced with ...

- A. Dawdled
- B. Left
- C. Rushed
- D. Creeped

19. "It looked like sunny days with a blue sky, and I felt a breeze." The underlined phrase means ...

- A. It is said that Cermin beach looks like a clear day and blue sky.
- B. It explains that Cermin beach is the right place for a vacation.
- C. It describes the mood of the author.
- D. It describes the situation of Cermin beach at that time.

20. “The waves there were suitable for swimming, ...” The antonym of the underlined word is ...

- A. Improper
- B. Applicable
- C. Suited
- D. Useless

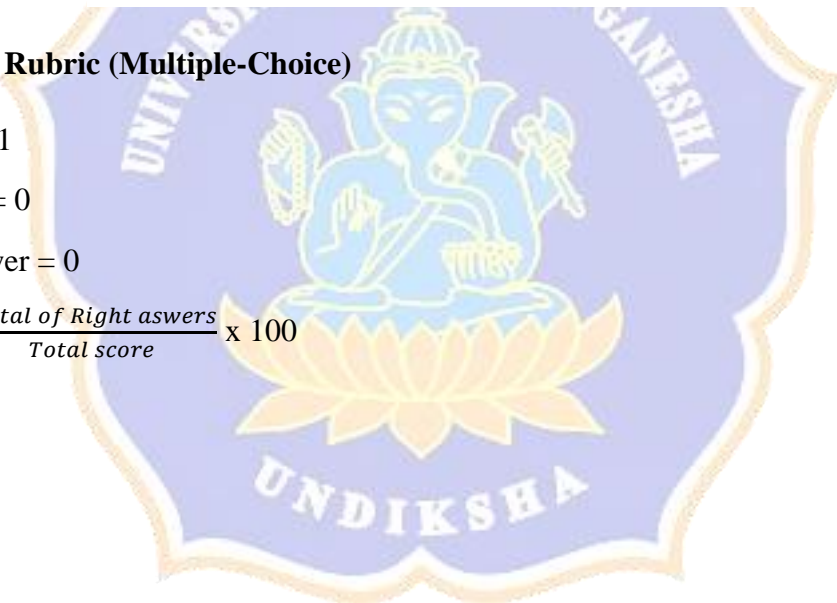
Scoring Rubric (Multiple-Choice)

Right = 1

Wrong = 0

No answer = 0

Score $\frac{\text{Total of Right answers}}{\text{Total score}} \times 100$



Appendix 6. Blueprint and Writing Competence Test (Before Revision)

BLUEPRINT OF WRITING COMPETENCE

I. Basic Competencies

- 3.11. Comparing the social function, text structure, and language feature of several spoken and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use.
- 4.11.1. Capturing meaning contextually related to social functions, text structure, and language feature of spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount).
- 4.11.2. Composing oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and language features, correctly and in context

II. Indicators

- 3.11.1. Identify the social function of simple recount text related to past personal experiences.
- 3.11.2. Analyze the text structure and linguistic elements from very short and simple recount texts related to personal experiences in the past.
- 4.11.1.1. Summarize the meaning related to the social function, text structure, and linguistic elements from very short and simple recount texts related to personal experiences in the past.
- 4.11.2.1. Make draft table of recount text related to personal experiences in the past.

4.11.2.2. Make a draft paragraph of recount text related to personal experiences in the past.

4.11.2.3. Make a final draft table of recount text related to personal experiences in the past.

III. Learning Objectives

Meeting 1

1. Through watching videos about past personal experiences, students can identify the social function of recount text correctly.
2. Through discussion, question and answer, and pair activities, students are able to analyze text structure and linguistic elements from several recount texts about past personal experiences correctly and responsibly.

Meeting 2

1. Through peer discussion, students are able to summarize simple recount texts, related to past personal experiences correctly and responsibly.
2. Through planning and drafting activities, students are able to make a short and simple recount text related to past personal experiences in the form of draft tables correctly and responsibly.

Meeting 3

1. Through draft editing activities, students are able to make draft paragraphs from short and simple recount text, related to past personal experiences correctly and responsibly.

Meeting 4

1. Through making a final draft, students are able to make a short and simple recount text, related to past personal experiences correctly and adequately.

IV. Writing Competence Test

a. Test for Indicator 4.11.2.1

- Procedure : Writing Process

- Type : Written
- Instrument : Please choose one of your personal experiences during the school holidays. Then make a draft table consisting of the title, orientation, event, and reorientation. An example of a draft table can be seen as follows.

Title		Fishing
Orientation	Who?	My friends and I
	What?	Fishing
	Where?	The lake
	When?	Last week
	Why?	A suitable time for fishing
Event		I woke up early in the morning and prepared my fishing equipment.
Reorientation		I caught a few fish that day, but I was delighted.

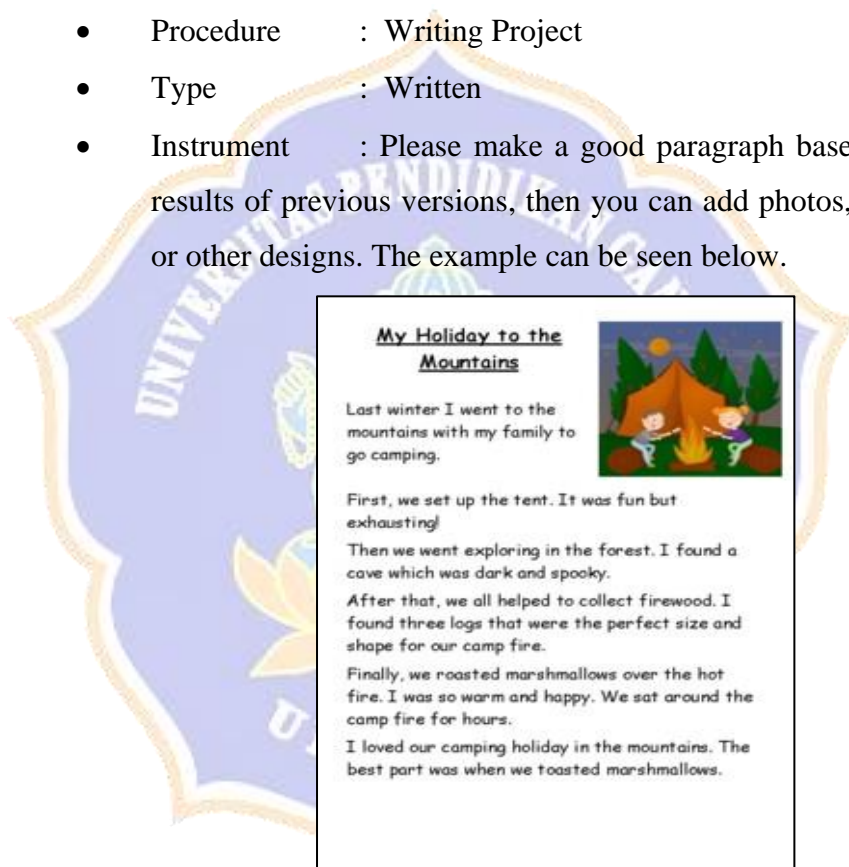
b. Test for Indicator 4.11.2.2

- Procedure : Writing Process
- Type : Written
- Instrument :
 1. Firstly, please make a simple and short paragraph based on the draft table that was made before by taking into account the social function, text structure, and linguistic elements!
 2. After that, please independently check several aspects of your paragraphs such as topic sentences, supporting details, organization, vocabulary, spelling, punctuation, capitalization and grammar used.

3. Then, check in pairs with your seatmate. Then check your friend's work by paying attention to paragraph aspects such as topic sentences, supporting details, organization, vocabulary, spelling, punctuation, capitalization and grammar used.
4. Lastly, please edit your work based on the results of checking by yourself and your friend!

c. Test for Indicator 4.11.2.3

- Procedure : Writing Project
- Type : Written
- Instrument : Please make a good paragraph based on the results of previous versions, then you can add photos, pictures or other designs. The example can be seen below.



(Adopted from <https://www.teacherspayteachers.com/Product/RECOUNT-writing-Mountain-Holiday-6753170>)

V. Scoring Rubric

Rubric for Indicators 4.11.2.1, 4.11.2.2 and 4.11.2.3

Aspects	Score	Description
---------	-------	-------------

Content (Topic Sentences and Supporting Details)	4	The sentence is complete. It states a clear connection between the main idea and supporting details.
	3	The sentence is complete. It adequately describes the relationship between the main idea and supporting details.
	2	The sentence is complete but does not state the relationship between the main idea and supporting details.
	1	The sentence is incomplete and does not state the relationship between the main idea and supporting details.
Organization (Head, Content, Closure)	4	The transitions of sentences in paragraphs are neatly arranged and easy to read.
	3	There is a slight error in the use of sentence transitions.
	2	There is a problem with the order of sentences in paragraphs and not using transitions.
	1	There is no clear order and transition in the sentences.
Vocabulary	4	The choice of words is good and used correctly.
	3	The choice of words sometimes is slightly error but does not affect the meaning.
	2	The choice of words is unsuitable and sometimes affects the meaning.
	1	Many choices of words are wrong and affect the meaning.
Grammar	4	The sentences are complete; there are no

(Using Simple Past Tense)		grammatical errors.
	3	The sentences are complete, with minor grammatical errors.
	2	There are some incomplete sentences as well as some grammatical errors.
	1	Incomplete sentences and grammatical errors affect meaning.
Mechanical Skill (Spelling, Punctuation, and Capitalization)	4	There are no errors in spelling, punctuation, or capitalization.
	3	Minor errors in spelling, punctuation, and capitalization.
	2	Some spelling, punctuation, and capitalization errors sometimes affect the meaning.
	1	Many errors in spelling, punctuation, and capitalization.

Adapted from Jacob cited in Zidan (2020) and Heaton (1975: 135)

References

Heaton, J.B. (1975). *Writing English Language Tests*. London: Longman

Zidan, A. A. (2020). Writing competence of junior high school students at two junior high schools in Yogyakarta. *Journal of English Language and Pedagogy*, 3(1), 69-80.

Note:

Semua tujuan pembelajaran harus ada item instrumen asesmen. Jumlah item instrumen asesmen sesuai dengan jumlah tujuan. Tercapai tidaknya tujuan pembelajaran dpt dicermati dr asesmen.

Bgm dg tes yg hubungannya dg kosakata (dg pemanfaatan duolingo) tsb juga mestinya ada. Apalagi ini sangat penting terkait dg judul tesismu.

Appendix 7. Blueprint and Writing Competence Test (After Revision)

BLUEPRINT OF WRITING COMPETENCE

I. Basic Competencies

- 3.12. Comparing the social function, text structure, and language feature of several spoken and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use.
- 4.12.1. Capturing meaning contextually related to social functions, text structure, and language feature of spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount).
- 4.12.2. Composing oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and language features, correctly and in context

II. Indicators

- 3.11.1. Identify the social function of simple recount text related to past personal experiences.
- 3.11.2. Analyze the text structure and linguistic elements from very short and simple recount texts related to personal experiences in the past.
- 4.11.1.1. Summarize the meaning related to the social function, text structure, and linguistic elements from very short and simple recount texts related to personal experiences in the past.

- 4.11.2.1. Make draft table of recount text related to personal experiences in the past.
- 4.11.2.2. Make a draft paragraph of recount text related to personal experiences in the past.
- 4.11.2.3. Make a final draft of recount text related to personal experiences in the past.

III. Learning Objectives

Meeting 1

1. Through exercises on Duolingo, students can find out more about vocabulary usage.
2. Through watching videos about past personal experiences, students can identify the social function of recount text correctly.
3. Through discussion, question and answer, and pair activities, students are able to analyze text structure and linguistic elements from several recount texts about past personal experiences correctly and responsibly.

Meeting 2

1. Through exercises on Duolingo, students can find out more about vocabulary usage.
2. Through peer discussion, students are able to summarize simple recount texts, related to past personal experiences correctly and responsibly.
3. Through planning and drafting activities, students are able to make a short and simple recount text related to past personal experiences in the form of draft tables correctly and responsibly.

Meeting 3

1. Through exercises on Duolingo, students can find out more about vocabulary usage.
2. Through draft editing activities, students are able to make draft paragraphs from short and simple recount text, related to past personal experiences correctly and responsibly.

Meeting 4

1. Through exercises on Duolingo, students can find out more about vocabulary usage.
2. Through making a final draft, students are able to make a short and simple recount text, related to past personal experiences correctly and adequately.

IV. Writing Competence Test

a. Test for Indicator 4.11.2.1

Meeting 2 (Learning Objective 3)

- Procedure : Writing Process
- Type : Written
- Instrument : Please choose one of your personal experiences during the school holidays. Then make a draft table consisting of the title, orientation, event, and reorientation. An example of a draft table can be seen as follows.

Title		Fishing
Orientation	Who?	My friends and I
	What?	Fishing
	Where?	The lake
	When?	Last week
	Why?	A suitable time for fishing
Event		I woke up early in the morning and prepared my fishing equipment.
Reorientation		I caught a few fish that day, but I was delighted.

b. Test for Indicator 4.11.2.2

Meeting 3 (Learning Objectives 2)

- Procedure : Writing Process

- Type : Written
- Instrument :
 1. Firstly, please make a simple and short paragraph based on the draft table that was made before by taking into account the social function, text structure, and linguistic elements!
 2. After that, please independently check several aspects of your paragraphs such as topic sentences, supporting details, organization, vocabulary, spelling, punctuation, capitalization and grammar used.
 3. Then, check in pairs with your seatmate. Then check your friend's work by paying attention to paragraph aspects such as topic sentences, supporting details, organization, vocabulary, spelling, punctuation, capitalization and grammar used.
 4. Lastly, please edit your work based on the results of checking by yourself and your friend!

c. Test for Indicator 4.11.2.3

Meeting 4 (Learning Objectives 2)

- Procedure : Writing Product
- Type : Written
- Instrument : Please make a good paragraph based on the results of the previous version on a piece of paper.

V. Scoring Rubric

Rubric for Indicators 4.11.2.1, 4.11.2.2 and 4.11.2.3

Aspects	Score	Description
Content (Topic Sentences and Supporting	4	The sentence is complete. It states a clear connection between the main idea and supporting details.
	3	The sentence is complete. It adequately

Details)		describes the relationship between the main idea and supporting details.
	2	The sentence is complete but does not state the relationship between the main idea and supporting details.
	1	The sentence is incomplete and does not state the relationship between the main idea and supporting details.
Organization (Head, Content, Closure)	4	The transitions of sentences in paragraphs are neatly arranged and easy to read.
	3	There is a slight error in the use of sentence transitions.
	2	There is a problem with the order of sentences in paragraphs and not using transitions.
	1	There is no clear order and transition in the sentences.
Vocabulary	4	The choice of words is good and used correctly.
	3	The choice of words sometimes is slightly error but does not affect the meaning.
	2	The choice of words is unsuitable and sometimes affects the meaning.
	1	Many choices of words are wrong and affect the meaning.
Grammar (Using Simple Past Tense)	4	The sentences are complete; there are no grammatical errors.
	3	The sentences are complete, with minor grammatical errors.
	2	There are some incomplete sentences as well

		as some grammatical errors.
	1	Incomplete sentences and grammatical errors affect meaning.
Mechanical Skill (Spelling, Punctuation, and Capitalization)	4	There are no errors in spelling, punctuation, or capitalization.
	3	Minor errors in spelling, punctuation, and capitalization.
	2	Some spelling, punctuation, and capitalization errors sometimes affect the meaning.
	1	Many errors in spelling, punctuation, and capitalization.

Adapted from Jacob cited in Zidan (2020) and Heaton (1975: 135)

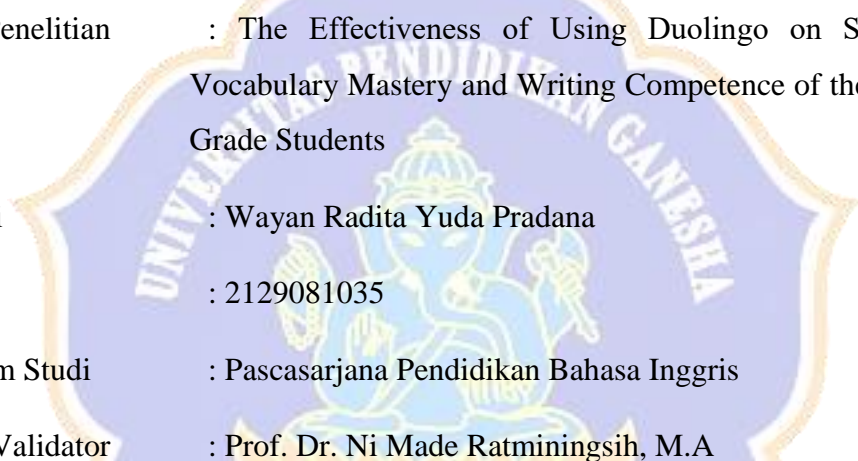
References

Heaton, J.B. (1975). *Writing English Language Tests*. London: Longman

Zidan, A. A. (2020). Writing competence of junior high school students at two junior high schools in Yogyakarta. *Journal of English Language and Pedagogy*, 3(1), 69-80.

Appendix 8. Expert Judge for Writing Competence Test

INSTRUMENT VALIDASI TEST KOMPETENSI MENULIS



Judul Penelitian : The Effectiveness of Using Duolingo on Students' Vocabulary Mastery and Writing Competence of the Eighth Grade Students

Peneliti : Wayan Radita Yuda Pradana

NIM : 2129081035

Program Studi : Pascasarjana Pendidikan Bahasa Inggris

Nama Validator : Prof. Dr. Ni Made Ratminingsih, M.A

A. Petunjuk

Berilah tanda centang (√) pada kolom sesuai dengan penilaian Bapak/Ibu terhadap setiap butir pernyataan.

B. Penilaian

No.	Indikator	Kesesuaian Hasil		Keterangan
		Ya	Tidak	
1.	Tes yang digunakan sesuai dengan kompetensi dasar yang	√		

	harus dicapai oleh siswa			
2.	Tes yang digunakan sesuai dengan aspek kompetensi menulis	√		
3.	Bahasa yang digunakan efektif dan mudah dipahami	√		
4.	Kalimat yang digunakan tidak mengandung unsur sara dan bermakna ganda	√		
5.	Tes yang digunakan dapat meningkatkan kompetensi menulis siswa	√		

C. Komentar dan Saran

D. Kesimpulan Validator

Lingkari nomor yang sesuai menurut kesimpulan Bapak/Ibu.

Berdasarkan penilaian yang telah dilakukan, tes kompetensi menulis ini dinyatakan:

1. **Layak digunakan tanpa revisi**
2. Layak digunakan setelah revisi

3. Tidak layak untuk digunakan

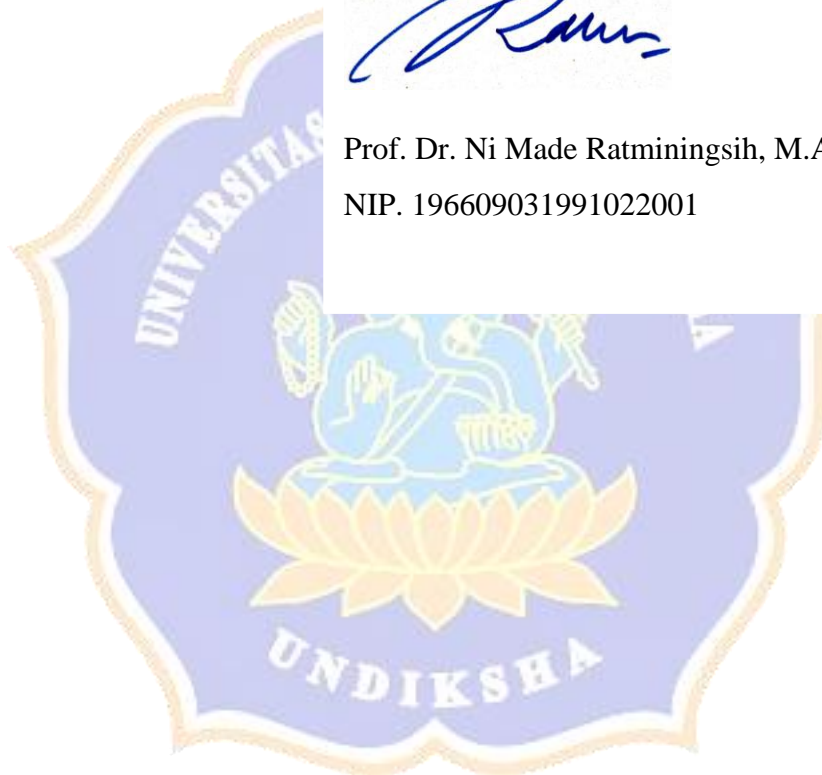
Singaraja, 23 Maret 2023

Validator,



Prof. Dr. Ni Made Ratminingsih, M.A

NIP. 196609031991022001



Appendix 9. Expert Judge for Writing Competence Test

INSTRUMENT VALIDASI TEST KOMPETENSI MENULIS

Judul Penelitian : The Effectiveness of Using Duolingo on Students' Vocabulary Mastery and Writing Competence of the Eighth Grade Students

Peneliti : Wayan Radita Yuda Pradana

NIM : 2129081035

Program Studi : Pascasarjana Pendidikan Bahasa Inggris

Nama Validator : Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

A. Petunjuk

Berilah tanda centang (\checkmark) pada kolom sesuai dengan penilaian Bapak/Ibu terhadap setiap butir pernyataan.

B. Penilaian

No.	Aspek	Kesesuaian Hasil		Keterangan
		Pengamatan		
		Ya	Tidak	
1.	Tes yang digunakan sesuai dengan kompetensi dasar yang harus dicapai oleh siswa	\checkmark		

2.	Tes yang digunakan sesuai dengan aspek kompetensi menulis	√		
3.	Bahasa yang digunakan efektif dan mudah dipahami	√		
4.	Kalimat yang digunakan tidak mengandung unsur sara dan bermakna ganda	√		
5.	Tes yang digunakan dapat meningkatkan kompetensi menulis siswa	√		

C. Komentar dan Saran

D. Kesimpulan Validator

Lingkari nomor yang sesuai menurut kesimpulan Bapak/Ibu.

Berdasarkan penilaian yang telah dilakukan, tes kompetensi menulis ini dinyatakan:

1. **Layak digunakan tanpa revisi**
2. Layak digunakan setelah revisi
3. Tidak layak untuk digunakan

Singaraja, 11 April 2023

Validator,

Rendra

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

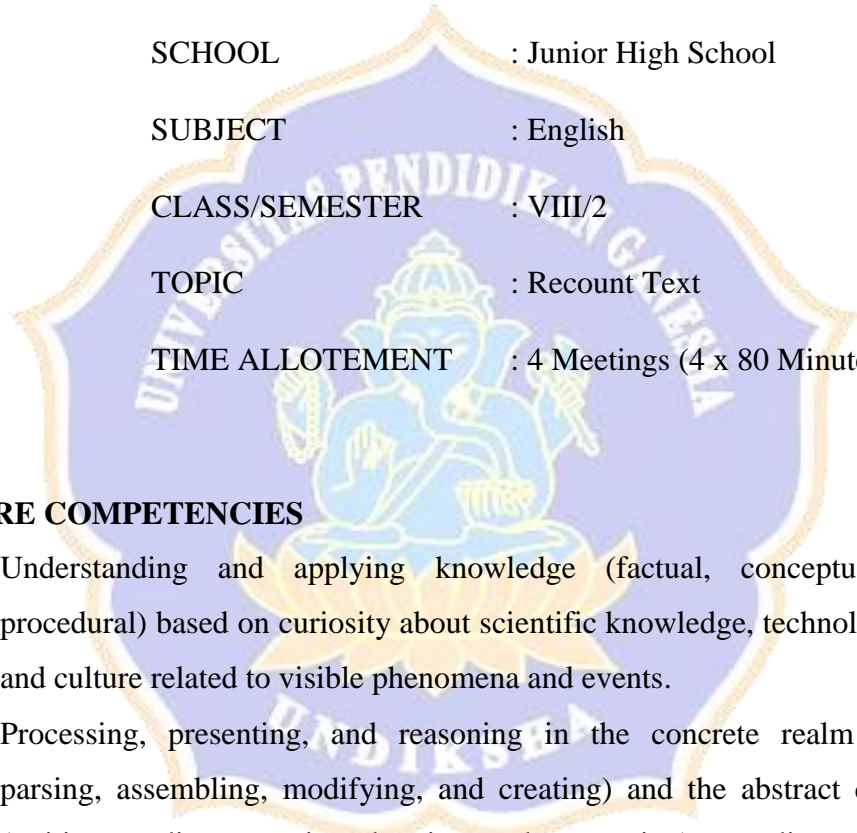
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Appendix 10. Lesson Plan for Experimental Group

LESSON PLAN FOR EXPERIMENTAL GROUP

LESSON PLAN



SCHOOL : Junior High School
SUBJECT : English
CLASS/SEMESTER : VIII/2
TOPIC : Recount Text
TIME ALLOTMENT : 4 Meetings (4 x 80 Minutes)

I. CORE COMPETENCIES

3. Understanding and applying knowledge (factual, conceptual, and procedural) based on curiosity about scientific knowledge, technology, art, and culture related to visible phenomena and events.
4. Processing, presenting, and reasoning in the concrete realm (using, parsing, assembling, modifying, and creating) and the abstract domains (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources that are the same in point of view or theory.

II. BASIC COMPETENCIES

- 3.11. Comparing the social function, text structure, and language feature of several spoken and written personal recount texts by giving and asking

for information related to personal experiences in the past, short and simple, according to the context of their use.

4.11.1. Capturing meaning contextually related to social functions, text structure, and language feature of spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount).

4.11.2. Composing oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and language features, correctly and in context.

III. INDICATORS

3.11.1. Identify the social function of simple recount text related to past personal experiences.

3.11.2. Analyze the text structure and linguistic elements from very short and simple recount texts related to personal experiences in the past.

4.11.1.1. Summarize the meaning related to the social function, text structure, and linguistic elements from very short and simple recount texts related to personal experiences in the past.

4.11.2.1. Make draft table of recount text related to personal experiences in the past.

4.11.2.2. Make a draft paragraph of recount text related to personal experiences in the past.

4.11.2.3. Make a final draft table of recount text related to personal experiences in the past.

IV. LEARNING OBJECTIVES

Meeting 1

1. Through exercises on Duolingo, students can find out more about vocabulary usage.

2. Through watching videos about past personal experiences, students can identify the social function of recount text correctly.
3. Through discussion, question and answer, and pair activities, students are able to analyze text structure and linguistic element from several recount texts about past personal experiences correctly and responsibly.

Meeting 2

1. Through exercises on Duolingo, students can find out more about vocabulary usage.
2. Through peer discussion, students are able to summarize simple recount texts, related to past personal experiences correctly and responsibly.
3. Through planning and drafting activities, students are able to make a short and simple recount text related to past personal experiences in the form of draft tables correctly and responsibly.

Meeting 3

1. Through exercises on Duolingo, students can find out more about vocabulary usage.
2. Through draft editing activities, students are able to make draft paragraphs from short and simple recount text, related to past personal experiences correctly and responsibly.

Meeting 4

1. Through exercises on Duolingo, students can find out more about vocabulary usage.
2. Through making a final draft, students are able to make a short and simple recount text, related to past personal experiences correctly and adequately.

V. LEARNING MATERIAL

1. **Topic** : Recount Text

Definition : A recount text is a text that tells about events or experiences that happened in the past.

2. **Social Function**

The social function of recount text is to retell the reader about events, experiences, actions, or activities that occurred in the past.

3. Generic Structure

- a. **Orientation** : Provided information about characters and settings (time, place, and situation).
- b. **Series of Event** : Provides information about the sequence of events experienced by the character.
- c. **Re-Orientation** : Summarize/conclude the end of the event (optional).

4. Language Features

- a. Use of simple past tense: **Last month**, my family and I **went** to Nusa Penida.
- b. Use of specific participant: **Nusa penida**, **Nusa Dua**, **Kintamani**, etc.
- c. Use of action verb: **visited**, **went**, **played**, etc.
- d. Use of linking verb: **was** and **were**
- e. Use of chronological connection: **next**, **then**, **in addition**, etc.
- f. Use of conjunction: **although**, **and**, **but**, **or**, etc.
- g. Use of adverbs: **slowly**, **suddenly**, **carefully**, etc.
- h. Use of adverbial phrase of time and place: ...**last week** (time); ...**in the zoo** (place)
- i. Use of time connectives: **first**, **second**, **third**, **lastly**, etc.

VI. APPROACH AND TECHNIQUE

1. **Approach** : Scientific Approach
2. **Technique** : Explanation, Question & Answer, Discussion, and Gamification (Duolingo)

VII. LEARNING MEDIA

1. **Media** : Duolingo app, mobile phone, YouTube, student handbook, and whiteboard.
2. **Tools/Materials** : Board-makers, pen, and Double folio paper.

VIII. LEARNING ACTIVITY

1. Meeting 1

Activities	Description Activities		Time Allocation
	Teacher Activities	Students Activities	
Pre-Activities	<ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads the prayer before class begins. • The teacher checks the attendance of students. • The teacher conveys learning objectives to the students. 	<ul style="list-style-type: none"> • Students respond to greetings from the teacher. • All students pray together. • Students inform their attendance to the teacher. • Students listen to the explanation from the teacher. 	10 Minutes
Core-Activities	Observation		20 Minutes
	<ul style="list-style-type: none"> • The teacher introduces the Duolingo application to students and asks them to log in to the application. • The teacher explains to 	<ul style="list-style-type: none"> • Students listen to the teacher's explanation and log in to the Duolingo application. • Students pay attention to the 	

	<p>students how to use the features in Duolingo.</p> <ul style="list-style-type: none"> • The teacher explains the material being taught, namely recount text. • The teacher determines the topic to be taught according to what is in the book, namely about childhood. 	<p>explanation from the teacher.</p> <ul style="list-style-type: none"> • Students pay attention to the explanation from the teacher. • Students focus on observing the book. 	
	Question		
	<ul style="list-style-type: none"> • The teacher asks students about their understanding. 	<ul style="list-style-type: none"> • Students tell their understanding to the teacher. 	5 Minutes
	Exploration		
	<ul style="list-style-type: none"> • The teacher asks students to practice using the Duolingo application. • The teacher asks students to watch a recount text video about 	<ul style="list-style-type: none"> • Students practice using the Duolingo app. • Students watch recount text videos about past personal 	15 Minutes

	<p>past personal experiences via the YouTube link provided by the teacher.</p> <ul style="list-style-type: none"> • The teacher asks students to find the social function of the recount text video by discussing it with their partners. • The teacher asks students to choose one of the texts in the textbook with their partners to be analyzed. 	<p>experiences via the YouTube link provided by the teacher.</p> <ul style="list-style-type: none"> • Students discuss with their partners to find the social function of the video recount text. • Students observe the textbook and choose one of the texts. 	
Association			
	<ul style="list-style-type: none"> • The teacher tells the time allocation spent in analyzing the text. 	<ul style="list-style-type: none"> • Students pay attention to the explanation from the teacher. 	5 Minutes
Communication		15	

	<ul style="list-style-type: none"> • The teacher monitors student activities. • The teacher gives feedback to students. • The teacher asks students to report the results of their work. 	<ul style="list-style-type: none"> • Students analyze the text with their partners. • Students pay attention to the feedback given by the teacher. • Students report the results of their work. 	Minutes
Post-Activities	<ul style="list-style-type: none"> • The teacher asks students to conclude learning. • The teacher asked students about their feelings after participating in class. • The teacher provides opportunities for students to reflect on learning. • The teacher gives homework to do the 	<ul style="list-style-type: none"> • Students conclude the learning. • Students tell their feelings after learning in class. • Students provide reflections about learning. • Students pay attention to the explanation from 	10 Minutes

	<p>practice questions on Duolingo.</p> <ul style="list-style-type: none"> The teacher closed the class by praying. 	<p>the teacher.</p> <ul style="list-style-type: none"> Students close the learning in class by praying. 	
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2. Meeting 2

Activities	Description Activities		Time Allocation
	Teacher Activities	Students Activities	
Pre-Activities	<ul style="list-style-type: none"> The teacher greets the students. The teacher leads the prayer before class begins. The teacher checks the attendance of students. The teacher asks students about what they learned in the previous meeting. 	<ul style="list-style-type: none"> Students respond to greetings from the teacher. All students pray together. Students inform their attendance to the teacher. Students answer the questions from the teacher. 	10 Minutes
Core-Activities	Observation		15
	<ul style="list-style-type: none"> The teacher 	<ul style="list-style-type: none"> Students observe 	Minutes

	gives examples of recount text about school holidays and explains the steps for making paragraphs.	the explanation from the teacher.	
Question			
	<ul style="list-style-type: none"> The teacher asks students about their understanding. 	<ul style="list-style-type: none"> Students tell their understanding to the teacher. 	5 Minutes
Exploration			
	<ul style="list-style-type: none"> The teacher asks students to practice using the Duolingo application. The teacher asks students to find a recount text about school holidays in pairs. The teacher asks students to summarize the recount text with their 	<ul style="list-style-type: none"> Students practice using the Duolingo app. Students look for recount text about holidays in pairs. Students summarize the recount text with their partners. 	15 minutes

	<p>partners.</p> <ul style="list-style-type: none"> • The teacher asks students to determine their ideas in making a recount text with the topic of school holidays. 	<ul style="list-style-type: none"> • Students determine their ideas to make a recount text. 	
	Association		
	<ul style="list-style-type: none"> • The teacher tells the time allocation spent on creating a recount text. 	<ul style="list-style-type: none"> • Students listen to the explanation from the teacher. 	5 Minutes
	Communication		
	<ul style="list-style-type: none"> • The teacher monitors student activities in creating the draft tables. • The teacher gives feedback to the students. • The teacher asks students to report the results of their work. 	<ul style="list-style-type: none"> • Students create the draft table. • The students revise the draft table. • The students report the results of their work. 	20 Minutes
Post-	<ul style="list-style-type: none"> • The teacher 	<ul style="list-style-type: none"> • Students conclude 	10

Activities	<p>asks students to conclude learning.</p> <ul style="list-style-type: none"> • The teacher asked students about their feelings after participating in class. • The teacher provides opportunities for students to reflect on learning. • The teacher gives homework to do the practice questions on Duolingo. • The teacher closed the class by praying. 	<p>the learning.</p> <ul style="list-style-type: none"> • Students tell their feelings after learning in class. • Students provide reflections about learning. • Students pay attention to the explanation from the teacher. • Students close the learning in class by praying. 	Minutes
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3. Meeting 3

Activities	Description Activities		Time Allocation
	Teacher Activities	Students Activities	
Pre-	<ul style="list-style-type: none"> • The teacher 	<ul style="list-style-type: none"> • Students respond 	10

Activities	<p>greet the students.</p> <ul style="list-style-type: none"> • The teacher leads the prayer before class begins. • The teacher checks the attendance of students. • The teacher asks students about what they learned in the previous meeting. 	<p>to greetings from the teacher.</p> <ul style="list-style-type: none"> • All students pray together. • Students inform their attendance to the teacher. • Students answer the questions from the teacher. 	Minutes
Core-Activities	Observation		20 Minutes
<ul style="list-style-type: none"> • The teacher explains to the students how to develop a draft table into a draft paragraph. • The teacher asks students to develop their draft table into a paragraph draft. 	<ul style="list-style-type: none"> • Students pay attention to the explanation from the teacher. • Students develop their draft tables into draft paragraphs. 		
Question			5 Minutes
<ul style="list-style-type: none"> • The teacher asks students 	<ul style="list-style-type: none"> • Students tell their understanding to 		

	about their understanding.	the teacher.	
	Exploration		
	<ul style="list-style-type: none"> • The teacher asks students to practice using the Duolingo application. • The teacher asks students to independently check their draft paragraphs relating to the topic sentence, supporting details, organization, vocabulary, spelling, punctuation, capitalization and grammar used. • The teacher asks students to exchange draft paragraphs with their peers and check their 	<ul style="list-style-type: none"> • Students practice using the Duolingo app. • Students check their draft paragraphs independently. • Students check draft paragraphs from their classmates. 	15 Minutes

	<p>friends' belongings related to topic sentences, supporting details, organization, vocabulary, spelling, punctuation, capitalization and grammar used.</p>		
Association			
<ul style="list-style-type: none"> • The teacher tells the time allocation spent on creating draft paragraphs. 	<ul style="list-style-type: none"> • Students listen to the explanation from the teacher. 	5 Minutes	
Communication			15

	<ul style="list-style-type: none"> • The teacher monitors the students in editing their draft paragraphs. • The teacher gives feedback to students. • The teacher asks students to report the results of their work. 	<ul style="list-style-type: none"> • The students edit their draft paragraphs. • The students revised their draft paragraphs. • Students report the results of their work. 	Minutes
Post-Activities	<ul style="list-style-type: none"> • The teacher asks students to conclude the learning. • The teacher asked students about their feelings after participating in class. • The teacher provides opportunities for students to reflect on learning. 	<ul style="list-style-type: none"> • Students conclude the learning. • Students tell their feelings after learning in class. • Students provide reflections about learning. 	10 Minutes

	<ul style="list-style-type: none"> • The teacher gives homework to do the practice questions on Duolingo. • The teacher closed the class by praying. 	<ul style="list-style-type: none"> • Students pay attention to the explanation from the teacher. • Students close the learning in class by praying. 	
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4. Meeting 4

Activities	Description Activities		Time Allocation
	Teacher Activities	Students Activities	
Pre-Activities	<ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads the prayer before class begins. • The teacher checks the attendance of students. • The teacher asks students about what they learned in the previous meeting. 	<ul style="list-style-type: none"> • Students respond to greetings from the teacher. • All students pray together. • Students inform their attendance to the teacher. • Students answer the questions from the teacher. 	10 Minutes
Core-	Observation		15

Activities	<ul style="list-style-type: none"> The teacher explains to students about finishing the draft. 	<ul style="list-style-type: none"> Students listen to the explanation from the teacher. 	Minutes
	Question		
	<ul style="list-style-type: none"> The teacher asks students about their understanding regards finishing the drafts. 	<ul style="list-style-type: none"> Students tell their understanding to the teacher. 	5 Minutes
	Exploration		
<ul style="list-style-type: none"> The teacher asks students to practice using the Duolingo application. The teacher asks students to check their paragraphs again related to the topic sentences, supporting details, organization, vocabulary, 	<ul style="list-style-type: none"> Students practice using the Duolingo app. The students check the draft paragraph back as a final draft. 	15 Minutes	

	<p>spelling, punctuation, capitalization and grammar used as the final draft.</p>		
	Association		
	<ul style="list-style-type: none"> • The teacher tells the time allocation spent on finishing the draft. 	<ul style="list-style-type: none"> • Students listen to the explanation from the teacher. 	5 Minutes
	Communication		
	<ul style="list-style-type: none"> • The teacher monitors the students in finishing the drafts. • The teacher gives feedback to students. • The teacher asks representative students to present their work. 	<ul style="list-style-type: none"> • Students finish their draft. • The students listen to feedback from the teacher. • The students present their work in front of the class. 	20 Minutes
Post-Activities	<ul style="list-style-type: none"> • The teacher asks students to conclude the 	<ul style="list-style-type: none"> • Students conclude the learning. 	10 Minutes

	<p>learning.</p> <ul style="list-style-type: none"> • The teacher asked students about their feelings after participating in class. • The teacher provides opportunities for students to reflect on learning. • The teacher gives homework to do the practice questions on Duolingo. • The teacher closed the class by praying. 	<ul style="list-style-type: none"> • Students tell their feelings after learning in class. • Students provide reflections about learning. • Students pay attention to the explanation from the teacher. • Students close the learning in class by praying. 	
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IX. ASSESSMENTS

1. Test for Meetings 1, 2, 3, and 4 (Learning Objective 1)

- “Please practice answering the questions in the Duolingo application independently. Your XP (point) target is 50 in 5 minutes. The first 5 students who can get 50 XP or more will be getting bonus points.”
- 5 Students: $XP \geq 50 = \text{Bonus Points} + 2$

2. Test for Indicator 3.11.1

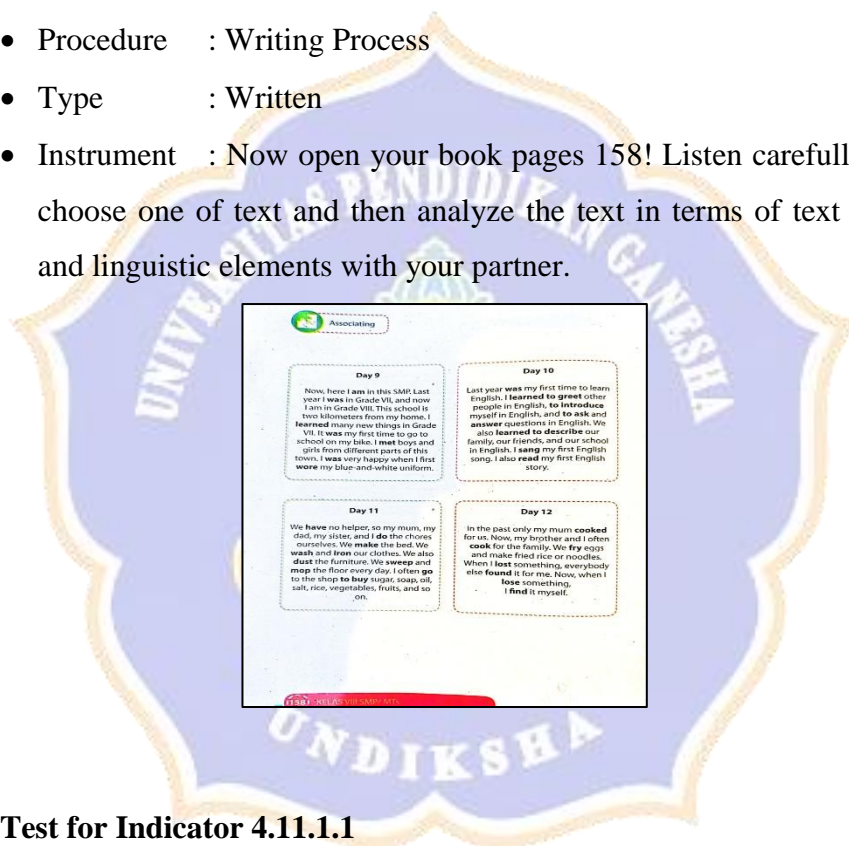
Meeting 1 (Learning Objective 2)

- “After watching the video, can you find a social function of the video?”
- Right answer: Bonus point +1
- Link YouTube: <https://youtu.be/Ndhn8ttK4gE>

3. Test for Indicator 3.11.2

Meeting 1 (Learning Objective 3)

- Procedure : Writing Process
- Type : Written
- Instrument : Now open your book pages 158! Listen carefully, please choose one of text and then analyze the text in terms of text structure and linguistic elements with your partner.



4. Test for Indicator 4.11.1.1

Meeting 2 (Learning Objective 2)

- Procedure : Writing Process
- Type : Written
- Instrument : After you found out the recount text, please summarize the meaning related to the social function, text structure, and linguistic elements with your partner.

5. Test for Indicator 4.11.2.1

Meeting 2 (Learning Objective 3)

- Procedure : Writing Process
- Type : Written
- Instrument : Please choose one of your personal experiences during the school holidays. Then make a draft table consisting of the title, orientation, event, and reorientation. An example of a draft table can be seen as follows.

Title	Fishing	
Orientation	Who?	My friends and I
	What?	Fishing
	Where?	The lake
	When?	Last week
	Why?	A suitable time for fishing
Event	I woke up early in the morning and prepared my fishing equipment.	
Reorientation	I caught a few fish that day, but I was delighted.	

6. Test for Indicator 4.11.2.2

Meeting 3 (Learning Objective 2)

- Procedure : Writing Process
- Type : Written
- Instrument :
 1. Firstly, please make a simple and short paragraph based on the draft table that was made before by taking into account the social function, text structure, and linguistic elements!

2. After that, please independently check several aspects of your paragraphs such as topic sentences, supporting details, organization, vocabulary, spelling, punctuation, capitalization and grammar used.
3. Then, check in pairs with your seatmate. Then check your friend's work by paying attention to paragraph aspects such as topic sentences, supporting details, organization, vocabulary, spelling, punctuation, capitalization and grammar used.
4. Lastly, please edit your work based on the results of checking by yourself and your friend!

7. Test for Indicator 4.11.2.3

Writing 4 (Learning Objective 2)

- Procedure : Writing Product
- Type : Written
- Instrument : Please make a good paragraph based on the results of the previous version on a piece of paper.

X. SCORING RUBRICS

1. Rubric for Indicators 3.11.2 and 4.11.1.1 (Self and Peer Rubric)

Criteria	Score				Points
	Distinguished (4)	Proficient (3)	Basic (2)	Limited (1)	
Focus	Consistent and very focused on the task	Usually often focused on the task	Sometimes not focused on the task	Lack of focus on the task	

Leadership	Group members show leadership in the right way when needed by the group.	Group members usually show leadership in a good way.	Group members sometimes show leadership.	Group members show leadership inappropriately.	
Listening	Group members listen carefully to the ideas of other members.	Group members usually listen well to the ideas of other members.	Group members sometimes listen to ideas from other members.	Group members do not listen to the ideas of other members.	
Feedback	Group members offer detailed feedback to other members.	Group members usually offer good feedback to other members.	Group members sometimes offer feedback to other members.	Group members do not offer feedback to other members.	
Attitude	Always have an enthusiastic attitude toward group assignments.	Usually has an enthusiastic attitude toward group assignments.	Infrequently has an enthusiastic attitude toward group assignments.	Lack of enthusiastic attitude towards group assignments.	

Work load	Group members always share the workload fairly with their members.	Group members usually share the workload fairly with their members.	Group members sometimes share the workload with their members.	Group members do not share the workload fairly with their members.	
Ideas	Group members always provide constructive ideas for the group.	Group members usually provide constructive ideas for the group.	Group members rarely provide ideas for the group.	Group members do not provide constructive ideas for the group.	
Cooperation	Always give good cooperation to the group.	Usually gives good cooperation to the group.	Infrequently cooperates with the group.	Does not provide good cooperation to the group.	
Problem Solving	Always provide the right solution to the problems faced by the group.	Usually provide kind solutions to the problems faced by the group.	Rarely provide solutions to the problems faced by the group.	Lack of providing the right solutions to the problems faced by the group.	

Time Management	Group members always complete their tasks on time.	Group members usually complete their assignments on time.	Group members rarely complete their assignments on time.	Group members do not complete their work on time.	
	Totals				

Adapted from Hall (2013)

2. Rubric for Indicators 4.11.2.1, 4.11.2.2 and 4.11.2.3 (Writing Competence)

Aspects	Score	Description
Content (Topic Sentences and Supporting Details)	4	The sentence is complete. It states a clear connection between the main idea and supporting details.
	3	The sentence is complete. It adequately describes the relationship between the main idea and supporting details.
	2	The sentence is complete but does not state the relationship between the main idea and supporting details.
	1	The sentence is incomplete and does not state the relationship between the main idea and supporting details.
Organization (Head, Content, Closure)	4	The transitions of sentences in paragraphs are neatly arranged and easy to read.
	3	There is a slight error in the use of sentence transitions.
	2	There is a problem with the order of sentences in paragraphs and not using transitions.
	1	There is no clear order and transition in the sentences.
Vocabulary	4	The choice of words is good and used correctly.
	3	The choice of words sometimes is slightly error but does

		not affect the meaning.
	2	The choice of words is unsuitable and sometimes affects the meaning.
	1	Many choices of words are wrong and affect the meaning.
Grammar (Using Simple Past Tense)	4	The sentences are complete; there are no grammatical errors.
	3	The sentences are complete, with minor grammatical errors.
	2	There are some incomplete sentences as well as some grammatical errors.
	1	Incomplete sentences and grammatical errors affect meaning.
Mechanical Skill (Spelling, Punctuation, and Capitalization)	4	There are no errors in spelling, punctuation, or capitalization.
	3	Minor errors in spelling, punctuation, and capitalization.
	2	Some spelling, punctuation, and capitalization errors sometimes affect the meaning.
	1	Many errors in spelling, punctuation, and capitalization.

Adapted from Jacob cited in Zidan (2020) and Heaton (1975: 135)

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Appendix 11. Lesson Plan for Control Group

LESSON PLAN FOR CONTROL GROUP

LESSON PLAN

SCHOOL	: Junior High School
SUBJECT	: English
CLASS/SEMESTER	: VIII/2
TOPIC	: Recount Text
TIME ALLOTEMENT	: 4 Meetings (4 x 80 Minutes)

I. CORE COMPETENCIES

3. Understanding and applying knowledge (factual, conceptual, and procedural) based on curiosity about scientific knowledge, technology, art, and culture related to visible phenomena and events.
4. Processing, presenting, and reasoning in the concrete realm (using, parsing, assembling, modifying, and creating) and the abstract domains (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources that are the same in point of view or theory.

II. BASIC COMPETENCIES

- 3.11. Comparing the social function, text structure, and language feature of several spoken and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use.
- 4.11.1. Capturing meaning contextually related to social functions, text structure, and language feature of spoken and written recount texts,

very short and simple, related to personal experiences in the past (personal recount).

- 4.11.2. Composing oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and language features, correctly and in context.

III. INDICATORS

- 3.11.1. Identify the social function of simple recount text related to past personal experiences.
- 3.11.2. Analyze the text structure and linguistic elements from very short and simple recount texts related to personal experiences in the past.
- 4.11.1.1. Summarize the meaning related to the social function, text structure, and linguistic elements from very short and simple recount texts related to personal experiences in the past.
- 4.11.2.1. Make draft table of recount text related to personal experiences in the past.
- 4.11.2.2. Make a draft paragraph of recount text related to personal experiences in the past.
- 4.11.2.3. Make a final draft table of recount text related to personal experiences in the past.

IV. LEARNING OBJECTIVES

Meeting 1

1. Through watching videos about past personal experiences, students can identify the social function of recount text correctly.
2. Through discussion, question and answer, and pair activities, students are able to analyze text structure and linguistic elements from several recount texts about past personal experiences correctly and responsibly.

Meeting 2

1. Through peer discussion, students are able to summarize simple recount texts, related to past personal experiences correctly and responsibly.
2. Through planning and drafting activities, students are able to make a short and simple recount text related to past personal experiences in the form of draft tables correctly and responsibly.

Meeting 3

1. Through draft editing activities, students are able to make draft paragraphs from short and simple recount text, related to past personal experiences correctly and responsibly.

Meeting 4

1. Through making a final draft, students are able to make a short and simple recount text, related to past personal experiences correctly and adequately.

V. LEARNING MATERIAL

1. **Topic** : Recount Text

Definition : A recount text is a text that tells about events or experiences that happened in the past.

2. **Social Function**

The social function of recount text is to retell the reader about events, experiences, actions, or activities that occurred in the past.

3. **Generic Structure**

- a. **Orientation** : Provided information about characters and settings (time, place, and situation).
- b. **Series of Event** : Provides information about the sequence of events experienced by the character.
- c. **Re-Orientation** : Summarize/conclude the end of the event (optional).

4. **Language Features**

- a. Use of simple past tense: **Last month**, my family and I **went** to Nusa Penida.
- b. Use of specific participant: **Nusa penida**, **Nusa Dua**, **Kintamani**, etc.

- c. Use of action verb: **visited, went, played**, etc.
- d. Use of linking verb: **was** and **were**
- e. Use of chronological connection: **next, then, in addition**, etc.
- f. Use of conjunction: **although, and, but, or, etc.**
- g. Use of adverbs: **slowly, suddenly, carefully**, etc.
- h. Use of adverbial phrase of time and place: ...**last week** (time); ...**in the zoo** (place)
- i. Use of time connectives: **first, second, third, lastly**, etc.

VI. APPROACH, METHOD, AND TECHNIQUE

- 1. **Approach** : Scientific Approach
- 2. **Technique** : Explanation, Question & Answer, and Discussion.

VII. LEARNING MEDIA

- 1. **Media** : YouTube, student handbook, and whiteboard (as the conventional media)
- 2. **Tools/Materials** : Board-makers, pen, and double folio paper

VIII. LEARNING ACTIVITY

1. Meeting 1

Activities	Description Activities		Time Allocation
	Teacher Activities	Students Activities	
Pre-Activities	<ul style="list-style-type: none"> • The teacher greets the students • The teacher leads the prayer before class begins. • The teacher checks the 	<ul style="list-style-type: none"> • Students respond to greetings from the teacher. • All students pray together. • Students inform their attendance 	10 Minutes

	attendance of students. <ul style="list-style-type: none"> The teacher conveys learning objectives to the students. 	to the teacher. <ul style="list-style-type: none"> Students listen to the explanation from the teacher. 	
Core-Activities	Observation		15 Minutes
	<ul style="list-style-type: none"> The teacher explains the material being taught, namely recount text. The teacher determines the topic to be taught according to what is in the book, namely about childhood. 	<ul style="list-style-type: none"> Students pay attention to the explanation from the teacher. Students focus on observing the book. 	
	Question		5 Minutes
	<ul style="list-style-type: none"> The teacher asks students about their understanding. 	<ul style="list-style-type: none"> Students tell their understanding to the teacher. 	
	Exploration		15 Minutes
<ul style="list-style-type: none"> The teacher asks students to watch a recount text video about past personal 	<ul style="list-style-type: none"> Students watch recount text videos about past personal experiences via 		

	<p>experiences via the YouTube link provided by the teacher.</p> <ul style="list-style-type: none"> • The teacher asks students to find the social function of the recount text video by discussing it with their partners. • The teacher asks students to choose one of the texts in the textbook with their partners to be analyzed. 	<p>the YouTube link provided by the teacher.</p> <ul style="list-style-type: none"> • Students discuss with their partners to find the social function of the video recount text. • Students observe the textbook and choose one of the texts. 	
	Association		
	<ul style="list-style-type: none"> • The teacher tells the time allocation spent in analyzing the text. 	<ul style="list-style-type: none"> • Students pay attention to the explanation from the teacher. 	5 Minutes
	Communication		
	<ul style="list-style-type: none"> • The teacher monitors student activities. 	<ul style="list-style-type: none"> • Students analyze the text with their partners. 	10 Minutes

	<ul style="list-style-type: none"> The teacher gives feedback to students. 	<ul style="list-style-type: none"> Students pay attention to the feedback given by the teacher. 	
	<ul style="list-style-type: none"> The teacher asks students to report the results of their work. 	<ul style="list-style-type: none"> Students report the results of their work. 	10 Minutes
Post-Activities	<ul style="list-style-type: none"> The teacher asks students to conclude learning. The teacher asked students about their feelings after participating in class. The teacher provides opportunities for students to reflect on learning. The teacher closed the class by praying. 	<ul style="list-style-type: none"> Students conclude the learning. Students tell their feelings after learning in class. Students provide reflections about learning. Students close the learning in class by praying. 	10 Minutes

2. Meeting 2

Activities	Description Activities		Time Allocation
	Teacher Activities	Students Activities	
Pre-Activities	<ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads the prayer before class begins. • The teacher checks the attendance of students. • The teacher asks students about what they learned in the previous meeting. 	<ul style="list-style-type: none"> • Students respond to greetings from the teacher. • All students pray together. • Students inform their attendance to the teacher. • Students answer the questions from the teacher. 	10 Minutes
Core-activities	Observation		15 Minutes
	<ul style="list-style-type: none"> • The teacher gives examples of recount text about school holidays and explains the steps for making paragraphs. 	<ul style="list-style-type: none"> • Students observe the explanation from the teacher. 	
	Question		5 Minutes

	<ul style="list-style-type: none"> The teacher asks students about their understanding. 	<ul style="list-style-type: none"> Students tell their understanding to the teacher. 	
Exploration			
	<ul style="list-style-type: none"> The teacher asks students to find a recount text about school holidays in pairs. The teacher asks students to summarize the recount text with their partners. The teacher asks students to determine their ideas in making a recount text with the topic of school holidays. 	<ul style="list-style-type: none"> Students look for recount text about holidays in pairs. Students summarize the recount text with their partners. Students determine their ideas to make a recount text. 	15 minutes
Association			
	<ul style="list-style-type: none"> The teacher tells the time allocation spent on creating the recount text. 	<ul style="list-style-type: none"> Students listen to the explanation from the teacher. 	5 Minutes

	Communication		
	<ul style="list-style-type: none"> • The teacher monitors student activities in creating the draft tables. • The teacher gives feedback to the students. • The teacher asks students to report the results of their work. 	<ul style="list-style-type: none"> • The students create the draft table. • The students revise the draft table. • The students report the results of their work. 	20 Minutes
Post-Activities	<ul style="list-style-type: none"> • The teacher asks students to conclude learning. • The teacher asked students about their feelings after participating in class. • The teacher provides opportunities for students to reflect on 	<ul style="list-style-type: none"> • Students conclude the learning. • Students tell their feelings after learning in class. • Students provide reflections about learning. 	10 Minutes

	learning. <ul style="list-style-type: none"> • The teacher closed the class by praying. 	<ul style="list-style-type: none"> • Students close the learning in class by praying. 	
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3. Meeting 3

Activities	Description Activities		Time Allocation
	Teacher Activities	Students Activities	
Pre-Activities	<ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads the prayer before class begins. • The teacher checks the attendance of students. • The teacher asks students about what they learned in the previous meeting. 	<ul style="list-style-type: none"> • Students respond to greetings from the teacher. • All students pray together. • Students inform their attendance to the teacher. • Students answer the questions from the teacher. 	10 Minutes
Core-Activities	Observation		20 Minutes
	<ul style="list-style-type: none"> • The teacher explains to the students how to develop a draft 	<ul style="list-style-type: none"> • Students pay attention to the explanation from the teacher. 	

	<p>table into a draft paragraph.</p> <ul style="list-style-type: none"> • The teacher asks students to develop their draft table into a paragraph draft. 	<ul style="list-style-type: none"> • Students develop their draft tables into draft paragraphs. 	
Question			
	<ul style="list-style-type: none"> • The teacher asks students about their understanding. 	<ul style="list-style-type: none"> • Students tell their understanding to the teacher. 	5 Minutes
Exploration			
	<ul style="list-style-type: none"> • The teacher asks students to independently check their draft paragraphs relating to the topic sentence, supporting details, organization, vocabulary, spelling, punctuation, capitalization and grammar used. • The teacher 	<ul style="list-style-type: none"> • Students check their draft paragraphs independently. • Students check 	10 Minutes

	<p>asks students to exchange draft paragraphs with their peers and check their friends' belongings related to topic sentences, supporting details, organization, vocabulary, spelling, punctuation, capitalization and grammar used.</p>	<p>draft paragraphs from their classmates.</p>	
Association			
	<ul style="list-style-type: none"> • The teacher tells the time allocation spent on creating draft paragraphs. 	<ul style="list-style-type: none"> • Students listen to the explanation from the teacher. 	5 Minutes
Communication			

	<ul style="list-style-type: none"> • The teacher monitors the students in editing their draft paragraphs. • The teacher gives feedback to students. • The teacher asks students to report the results of their work. 	<ul style="list-style-type: none"> • The students edit their draft paragraphs. • The students revised their draft paragraphs. • Students report the results of their work. 	20 Minutes
Post-Activities	<ul style="list-style-type: none"> • The teacher asks students to conclude the learning. • The teacher asked students about their feelings after participating in class. • The teacher provides opportunities for students to reflect on learning. 	<ul style="list-style-type: none"> • Students conclude the learning. • Students tell their feelings after learning in class. • Students provide reflections about learning. 	10 Minutes

	<ul style="list-style-type: none"> • The teacher closed the class by praying. 	<ul style="list-style-type: none"> • Students close the learning in class by praying. 	
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4. Meeting 4

Activities	Description Activities		Time Allocation
	Teacher Activities	Students Activities	
Pre-Activities	<ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads the prayer before class begins. • The teacher checks the attendance of students. • The teacher asks students about what they learned in the previous meeting. 	<ul style="list-style-type: none"> • Students respond to greetings from the teacher. • All students pray together. • Students inform their attendance to the teacher. • Students answer the questions from the teacher. 	10 Minutes
Core-Activities	Observation		15 Minutes
	<ul style="list-style-type: none"> • The teacher explains to students about finishing the draft. 	<ul style="list-style-type: none"> • Students listen to the explanation from the teacher. 	

Question		5 Minutes
<ul style="list-style-type: none"> The teacher asks students about their understanding regards finishing the drafts. 	<ul style="list-style-type: none"> Students tell their understanding to the teacher. 	
Exploration		10 Minutes
<ul style="list-style-type: none"> The teacher asks students to check their paragraphs again related to the topic sentences, supporting details, organization, vocabulary, spelling, punctuation, capitalization and grammar used as the final draft. 	<ul style="list-style-type: none"> The students check the draft paragraph back as a final draft. 	
Association		5 Minutes
<ul style="list-style-type: none"> The teacher tells the time allocation spent 	<ul style="list-style-type: none"> Students listen to the explanation from the teacher. 	

	on finishing the draft.		
	Communication		
	<ul style="list-style-type: none"> • The teacher monitors the students in finishing the drafts. • The teacher gives feedback to students. • The teacher asks representative students to present their work. 	<ul style="list-style-type: none"> • The students finish their draft • The students listen to feedback from the teacher. • The students present their work in front of the class. 	25 Minutes
Post-Activities	<ul style="list-style-type: none"> • The teacher asks students to conclude the learning. • The teacher asked students about their feelings after participating in class. • The teacher provides 	<ul style="list-style-type: none"> • Students conclude the learning. • Students tell their feelings after learning in class. • Students provide reflections about 	10 Minutes

	<p>opportunities for students to reflect on learning.</p> <ul style="list-style-type: none"> The teacher closed the class by praying. 	<p>learning.</p> <ul style="list-style-type: none"> Students close the learning in class by praying. 	
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IX. ASSESSMENTS

1. Test for Indicator 3.11.1

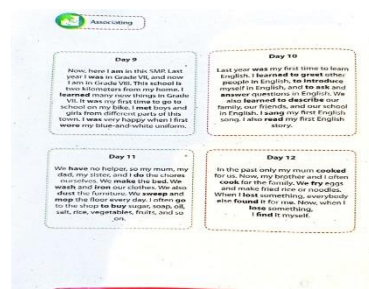
Meeting 1 (Learning Objective 1)

- “After watching the video, can you find a social function of the video?”
- Right answer: Bonus point +1
- Link YouTube: <https://youtu.be/Ndhn8ttK4gE>

2. Test for Indicator 3.11.2

Meeting 1 (Learning Objective 2)

- Procedure : Writing Process
- Type : Written
- Instrument : Now open your book pages 158! Listen carefully, please choose one of text and then analyze the text in terms of text structure and linguistic elements with your partner.



3. Test for Indicator 4.11.1.1

Meeting 2 (Learning Objective 1)

- Procedure : Writing Process
- Type : Written
- Instrument : After you found out the recount text, please summarize the meaning related to the social function, text structure, and linguistic elements with your partner.

4. Test for Indicator 4.11.2.1

Meeting 2 (Learning Objective 2)

- Procedure : Writing Process
- Type : Written
- Instrument : Please choose one of your personal experiences during the school holidays. Then make a draft table consisting of the title, orientation, event, and reorientation. An example of a draft table can be seen as follows.

Title	Fishing	
Orientation	Who?	My friends and I
	What?	Fishing
	Where?	The lake
	When?	Last week
	Why?	A suitable time for fishing
Event	I woke up early in the morning and prepared my fishing equipment.	
Reorientation	I caught a few fish that day, but I was delighted.	

5. Test for Indicator 4.11.2.2

Meeting 3 (Learning Objective 1)

- Procedure : Writing Process
- Type : Written
- Instrument :
 1. Firstly, please make a simple and short paragraph based on the draft table that was made before by taking into account the social function, text structure, and linguistic elements!
 2. After that, please independently check several aspects of your paragraphs such as topic sentences, supporting details, organization, vocabulary, spelling, punctuation, capitalization and grammar used.
 3. Then, check in pairs with your seatmate. Then check your friend's work by paying attention to paragraph aspects such as topic sentences, supporting details, organization, vocabulary, spelling, punctuation, capitalization and grammar used.
 4. Lastly, please edit your work based on the results of checking by yourself and your friend!

6. Test for Indicator 4.11.2.3

Meeting 4 (Learning Objective 1)

- Procedure : Writing Product
- Type : Written
- Instrument : Please make a good paragraph based on the results of the previous version on a piece of paper.

X. SCORING RUBRICS

1. Rubric for Indicators 3.11.2 and 4.11.1.1 (Self and Peer Rubric)

Criteria	Score				Points
	Distinguished (4)	Proficient (3)	Basic (2)	Limited (1)	

Focus	Consistent and very focused on the task	Usually often focused on the task	Sometimes not focused on the task	Lack of focus on the task	
Leadership	Group members show leadership in the right way when needed by the group.	Group members usually show leadership in a good way.	Group members sometimes show leadership.	Group members show leadership inappropriately.	
Listening	Group members listen carefully to the ideas of other members.	Group members usually listen well to the ideas of other members.	Group members sometimes listen to ideas from other members.	Group members do not listen to the ideas of other members.	
Feedback	Group members offer detailed feedback to other members.	Group members usually offer good feedback to other members.	Group members sometimes offer feedback to other members.	Group members do not offer feedback to other members.	
Attitude	Always have an enthusiastic attitude toward group assignments.	Usually has an enthusiastic attitude toward group assignments.	Infrequently has an enthusiastic attitude toward group assignments.	Lack of enthusiastic attitude towards group assignments.	

Work load	Group members always share the workload fairly with their members.	Group members usually share the workload fairly with their members.	Group members sometimes share the workload with their members.	Group members do not share the workload fairly with their members.	
Ideas	Group members always provide constructive ideas for the group.	Group members usually provide constructive ideas for the group.	Group members rarely provide ideas for the group.	Group members do not provide constructive ideas for the group.	
Cooperation	Always give good cooperation to the group.	Usually gives good cooperation to the group.	Infrequently cooperates with the group.	Does not provide good cooperation to the group.	
Problem Solving	Always provide the right solution to the problems faced by the group.	Usually provide kind solutions to the problems faced by the group.	Rarely provide solutions to the problems faced by the group.	Lack of providing the right solutions to the problems faced by the group.	

Time Management	Group members always complete their tasks on time.	Group members usually complete their assignments on time.	Group members rarely complete their assignments on time.	Group members do not complete their work on time.	
	Totals				

Adapted from Hall (2013)

2. Rubric for Indicators 4.11.2.1, 4.11.2.2 and 4.11.2.3 (Writing Competence)

Aspects	Score	Description
Content (Topic Sentences and Supporting Details)	4	The sentence is complete. It states a clear connection between the main idea and supporting details.
	3	The sentence is complete. It adequately describes the relationship between the main idea and supporting details.
	2	The sentence is complete but does not state the relationship between the main idea and supporting details.
	1	The sentence is incomplete and does not state the relationship between the main idea and supporting details.
Organization (Head, Content, Closure)	4	The transitions of sentences in paragraphs are neatly arranged and easy to read.
	3	There is a slight error in the use of sentence transitions.
	2	There is a problem with the order of sentences in paragraphs and not using transitions.
	1	There is no clear order and transition in the sentences.
Vocabulary	4	The choice of words is good and used correctly.
	3	The choice of words sometimes is slightly error but does not affect the meaning.

	2	The choice of words is unsuitable and sometimes affects the meaning.
	1	Many choices of words are wrong and affect the meaning.
Grammar (Using Simple Past Tense)	4	The sentences are complete; there are no grammatical errors.
	3	The sentences are complete, with minor grammatical errors.
	2	There are some incomplete sentences as well as some grammatical errors.
	1	Incomplete sentences and grammatical errors affect meaning.
Mechanical Skill (Spelling, Punctuation, and Capitalization)	4	There are no errors in spelling, punctuation, or capitalization.
	3	Minor errors in spelling, punctuation, and capitalization.
	2	Some spelling, punctuation, and capitalization errors sometimes affect the meaning.
	1	Many errors in spelling, punctuation, and capitalization.

Adapted from Jacob cited in Zidan (2020) and Heaton (1975: 135)

References

Hall, B. M. (2013). *Peer and Self-Assessment of Collaboration Rubric*.

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Heaton, J.B. (1975). *Writing English Language Tests*. London: Longman

Zidan, A. A. (2020). Writing competence of junior high school students at two junior high schools in Yogyakarta. *Journal of English Language and Pedagogy*, 3(1), 69-80.

Appendix 13. Results of Vocabulary Test in Experimental Group

Data Hasil Vocabulary Test Kelas 8 A9

No	Soal																				Jumlah	Nilai
	Soal 1	Soal 2	Soal 3	Soal 4	Soal 5	Soal 6	Soal 7	Soal 8	Soal 9	Soal 10	Soal 11	Soal 12	Soal 13	Soal 14	Soal 15	Soal 16	Soal 17	Soal 18	Soal 19	Soal 20		
1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	15	75
2	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	15	75
3	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	16	80
4	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	17	85
5	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	16	80
6	1	0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	15	75
7	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	16	80
8	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	16	80
9	1	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	14	70
10	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	17	85
11	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	1	15	75
12	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	15	75
13	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	17	85
14	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	19	95
15	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
16	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95
17	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	18	90
18	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95
19	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95
20	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	17	85
21	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	85
22	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	16	80
23	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	17	85
24	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	18	90
25	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	17	85
26	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	17	85
27	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	16	80
28	1	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	15	75
29	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	15	75
30	1	0	0	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	14	70
31	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	14	70
32	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	0	13	65
33	1	0	1	0	1	1	1	1	0	1	0	1	0	0	1	0	1	1	1	1	13	65

Appendix 14. Results of Vocabulary Test in Control Group

Data Hasil Vocabulary Test Kelas 8 A9

No	Soal																				Jumlah	Nilai
	Soal 1	Soal 2	Soal 3	Soal 4	Soal 5	Soal 6	Soal 7	Soal 8	Soal 9	Soal 10	Soal 11	Soal 12	Soal 13	Soal 14	Soal 15	Soal 16	Soal 17	Soal 18	Soal 19	Soal 20		
1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	14	70
2	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	14	70
3	1	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	0	1	1	1	14	70
4	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	85
5	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	15	75
6	1	0	1	1	0	0	1	1	0	1	0	1	1	1	1	1	0	1	0	1	13	65
7	1	1	0	1	0	0	0	1	0	1	0	1	1	1	1	1	0	1	0	1	12	60
8	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	16	80
9	1	0	1	1	0	0	1	1	0	1	0	1	1	1	1	1	0	1	0	1	13	65
10	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	0	1	14	70
11	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	16	80
12	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	16	80
13	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	0	15	75
14	1	0	1	1	0	0	1	1	0	1	0	1	1	1	1	1	0	1	0	1	13	65
15	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	15	75
16	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	17	85
17	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	17	85
18	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95
19	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95
20	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
21	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	17	85
22	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	16	80
23	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	15	75
24	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	16	80
25	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	16	80
26	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	16	80
27	1	1	1	0	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	15	75
28	1	0	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	15	75
29	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	16	80
30	0	1	0	0	1	1	0	0	1	0	1	1	1	1	1	0	1	0	1	1	12	60
31	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	1	1	1	15	75
32	1	1	1	1	0	1	1	1	1	1	0	0	0	1	0	1	1	0	0	0	12	60
33	1	0	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	0	1	0	12	60

Appendix 15. Results of Writing Competence Test in Try-Out

Data Hasil Writing Competence Test Kelas 8 A10

No	Aspect					Jumlah	Nilai
	Content	Organization	Vocabulary	Grammar	Mechanical Skill		
1	4	3	3	3	3	16	80
2	4	4	3	3	3	17	85
3	4	3	3	3	4	17	85
4	4	4	4	3	3	18	90
5	3	3	2	3	4	15	75
6	2	3	2	2	4	13	65
7	3	3	3	3	4	16	80
8	4	4	4	2	2	16	80
9	4	3	4	3	3	17	85
10	4	4	4	3	3	18	90
11	4	3	2	3	4	16	80
12	4	3	3	4	3	17	85
13	3	3	4	4	3	17	85
14	4	4	3	3	2	16	80
15	4	3	3	3	3	16	80
16	4	4	3	3	3	17	85
17	4	3	3	4	2	16	80
18	3	3	4	3	4	17	85
19	3	3	2	3	2	13	65
20	3	3	3	2	4	15	75
21	3	3	2	2	3	13	65
22	4	4	3	2	4	17	85
23	3	3	3	2	3	14	70
24	4	3	4	3	2	16	80
25	3	2	4	3	4	16	80
26	2	2	3	3	3	13	65
27	4	3	3	4	3	17	85
28	3	3	3	3	3	15	75
29	4	4	4	2	3	17	85
30	3	3	4	3	3	16	80
31	3	4	4	3	3	17	85
32	3	3	2	2	3	13	65

Appendix 16. Results of Writing Competence Test in Experimental Group

Data Hasil Writing Competence Test Kelas 8 A9

No	Aspect					Jumlah	Nilai
	Content	Organization	Vocabulary	Grammar	Mechanical Skill		
1	4	3	4	3	3	17	85
2	4	3	3	3	4	17	85
3	4	4	2	3	3	16	80
4	3	3	3	3	3	15	75
5	4	3	4	3	3	17	85
6	4	4	4	4	3	19	95
7	4	4	3	2	3	16	80
8	4	4	4	3	3	18	90
9	4	4	4	4	3	19	95
10	4	4	3	3	4	18	90
11	3	3	4	3	4	17	85
12	4	3	4	3	3	17	85
13	4	4	3	3	2	16	80
14	4	4	4	3	3	18	90
15	4	4	4	3	4	19	95
16	4	4	4	3	4	19	95
17	3	3	4	3	4	17	85
18	4	4	4	4	3	19	95
19	4	4	3	2	3	16	80
20	4	3	3	3	3	16	80
21	4	4	4	4	3	19	95
22	4	3	4	3	4	18	90
23	4	4	3	3	3	17	85
24	4	4	4	4	3	19	95
25	4	3	4	3	3	17	85
26	4	4	4	4	3	19	95
27	3	4	4	4	3	18	90
28	4	3	4	3	3	17	85
29	4	3	4	4	3	18	90
30	4	3	3	3	3	16	80
31	4	4	3	3	4	18	90
32	3	3	3	3	2	14	70

33	2	3	4	3	3	15	75
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Appendix 17. Results of Writing Competence Test in Control Group

Data Hasil Writing Competence Test Kelas 8 A8

No	Aspect					Jumlah	Nilai
	Content	Organization	Vocabulary	Grammar	Mechanical Skill		
1	3	3	3	3	2	14	70
2	3	3	3	2	3	14	70
3	4	4	3	3	3	17	85
4	4	3	4	4	3	18	90
5	3	3	3	2	4	15	75
6	4	4	2	2	3	15	75
7	4	4	4	3	2	17	85
8	4	3	3	4	2	16	80
9	3	3	3	2	3	14	70
10	2	2	3	3	4	14	70
11	4	3	3	3	3	16	80
12	4	4	4	3	2	17	85
13	4	3	3	2	3	15	75
14	4	3	3	2	3	15	75
15	3	2	3	3	3	14	70
16	3	3	3	3	4	16	80
17	4	4	4	3	3	18	90
18	4	4	4	2	3	17	85
19	3	3	4	3	3	16	80
20	4	3	3	3	3	16	80
21	3	2	3	3	3	14	70
22	3	2	4	3	3	15	75
23	4	4	4	3	2	17	85
24	3	2	4	3	3	15	75
25	3	3	4	3	3	16	80
26	4	3	4	3	3	17	85
27	3	2	3	2	3	13	65
28	3	3	4	2	2	14	70
29	3	3	4	3	4	17	85
30	3	2	2	3	3	13	65
31	4	3	4	3	4	18	90

32	4	3	3	3	3	16	80
33	3	3	3	2	2	13	65

Appendix 18. Documentation



Picture 1. The Learning Process



Picture 2. Students Use Duolingo in the First Meeting



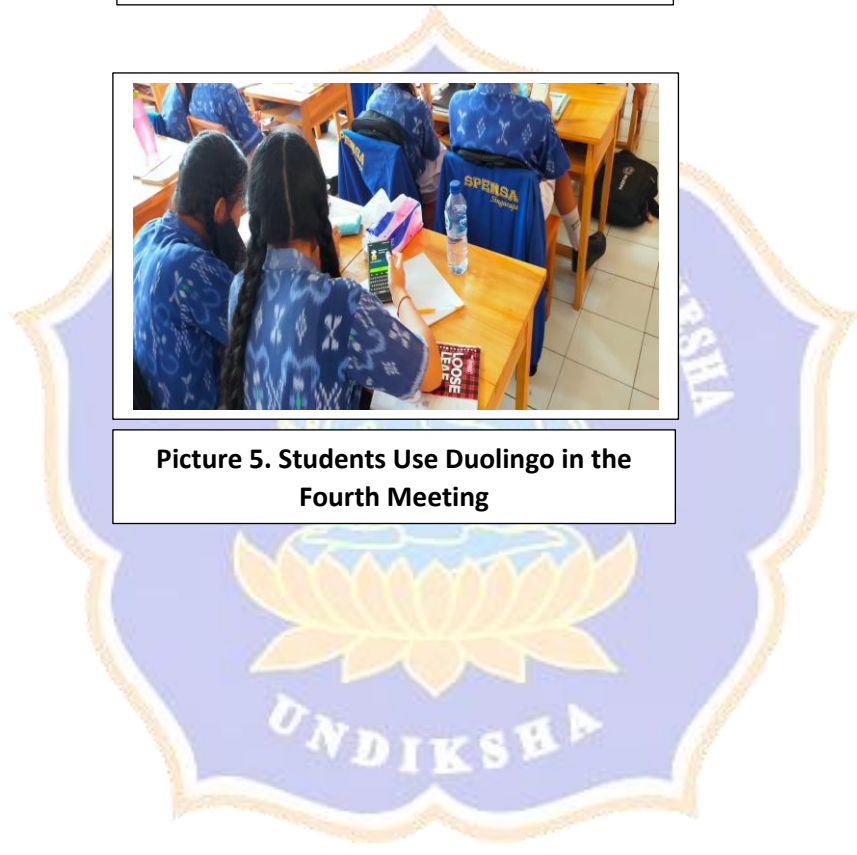
Picture 3. Students Use Duolingo in the Second Meeting



Picture 4. Students Use Duolingo in the Third Meeting



Picture 5. Students Use Duolingo in the Fourth Meeting



BIOGRAPHY



Wayan Radita Yuda Pradana lahir di Singaraja pada tanggal 23 November 1997. Penulis adalah putra pertama dari tiga bersaudara pasangan bapak I Ketut Yoda dan ibu Made Krisnaningsih. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jalan Sri Amerta Gang V/B, Dusun Tista, Baktiseraga, Kecamatan Buleleng, Kabupaten Buleleng, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD Lab Undiksha Singaraja dan lulus pada tahun 2010. Kemudian, penulis melanjutkan ke sekolah menengah pertama di SMP Negeri 2 Singaraja dan lulus pada tahun 2013. Pada tahun 2016, penulis lulus dari SMA Negeri 1 Singaraja jurusan IPA dan melanjutkan ke program S1 Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha dan lulus pada tahun 2021. Kemudian, penulis melanjutkan ke program S2 Program Studi Pendidikan Bahasa Inggris, Fakultas Pascasarjana, Universitas Pendidikan Ganesha. Pada semester akhir tahun 2023, penulis telah menyelesaikan Tesis yang berjudul “*The Effectiveness of Duolingo on Students' Vocabulary Mastery and Writing Competence of the Eighth Grade Students*”.