

# APPENDICES



## SELF EVALUATION CHECKLIST

DATE .....

TITLE OF PIECE .....

GENRE .....

AUTHOR .....

READERS .....

Put a check mark on the column

NO	CHECK	DESCRIPTORS
1.		Topic relevant to the assignment
2.		Topic specific enough
3.		Topic sentence represents your focus
4.		Main idea make sense
5.		Supporting details enough
6.		Concluding paragraph appropriate
7.		All detail in the paragraph about the main idea

8.		Ideas developed logically
9.		Smooth movement of ideas
10.		Method of developed appropriate



## GRAMMAR CHECKER

DATE :.....

TITLE OF PIECE :.....

GENRE :.....

AUTHOR :.....

READERS :.....

Put a check mark on the column!



NO	CHECK	DESCRIPTORS
1.		Choice of tense appropriate
2.		Used of action verb
3.		Used of past tense
4.		Time connective and conjunctions
5.		Descriptive words
6.		Proper nouns
7.		Adverb and adverbial phrase
8.		Personal nouns

## VOCABULARY CHECKER

DATE : .....

TITLE OF PIECE : .....

GENRE : .....

AUTHOR : .....

READERS : .....

Put a check mark on the column!

NO	YES	NO	DESCRIPTORS
1.			Using dictionary
2.			Using appropriate words based on context
3.			Using standard English
4.			Using appropriate idioms

### Rubric Assessment Students Writing

Component	Score 5 (Very Good)	Score 4 (Good)	Skor 3 (Cukup)	Score 3 (Enough)	Score 1 (Very Low)
<b>Content</b>	The idea is very clear, relevant, and complete, as per the recount structure	Relevant and fairly complete ideas	Some ideas are poorly developed	Limited ideas, less relevant	Irrelevant or unclear ideas
<b>Organization</b>	Very clear structure (orientation, occurrence, reorientation)	Pretty clear structure with few flaws	Poorly ordered structure with random order	Confusing and less logical structures	No clear structure
<b>Vocabulary</b>	Rich, contextual and varied vocabulary	Vocabulary is quite appropriate and appropriate	Vocabulary is adequate but still limited	Less appropriate vocabulary and a lot of repetition	Vocabulary is very limited and difficult to understand
<b>Grammar</b>	Grammatically accurate, effective and varied sentences	Slight grammatical errors, do not interfere with understanding	Some annoying little mistakes	A lot of mistakes that interfere with the meaning	Errors dominate, elusive
<b>Mechanics</b>	Excellent spelling,	Slight mechanical	Some errors but not too	Many mechanical	Errors are numerous and

	punctuatio n and capitalizat ion	error	annoying	faults	confusing
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## LESSON PLAN FOR RECOUNT TEXT

(CYCLE I)

Class : VII G

Topic : Recount Text

Time allotment : 230 minutes

**A. Standard of Competences**

Understand the meaning of short, simple functional texts in paragraph form.  
Understand simple and concise recount texts to acquire knowledge in the context of everyday life related to recount texts.

**B. Basic Competency**

Express the meaning of recount text and the writing structure in paragraphs by using a variety of written correctly in the context of daily life in order to obtain knowledge in recount form.

**C. Learning Objectives**

By the end of the lesson, students can have good competence in writing recount paragraphs with good content and organization and using appropriate vocabulary, style and mechanics. Identify the social functions and general structure of recount texts that have been learned.



### D. Targets

One compulsory paragraph

### E. Material

- Definition of recount text

Recount text is a collection of texts that retell past events sorted by a series of events. Past events are told through writing and provide a purpose to explain to readers what events were experienced in the past and contain uncomplicated genres.

- Components of recount text

#### 1. Generic structure

- Orientation aims to give readers an understanding of the storyline. In this section, it contains information about characters, characters, and time of events.
- Events, this section will explain the core of the story. How the event can happen, what causes it to happen, and can also be based on personal stories.
- Re-orientation, gives the conclusion of the story. This section gives the reader a happy or sad impression based on the ending of the story.

#### 2. Language features

- Focus on specific participant  
( *I, We, Mrs/Mr* )
- Use of simple past tense pattern

*(I played, we studied)*

- Focus on temporal sequence

*(first, second, then, after that)*

- Use of action verb

*(went, look, ate,)*

- Use of linking verb

*(was, were)*

- Types of recount text

- Personal recount

Tells about the writer's personal experiences, such as vacationing on the beach, eating at a fancy restaurant, visiting grandma and grandpa's house.

- Imaginative recount

Tells about a fantasy of the mind or an imagination. Examples include imagining Spider-man coming and landing on the school roof tiles, recounting a dream of climbing a high hill and so on.

- Factual recount

Recounts events that really happened in the past in a factual manner. It is intended to recount factual events that occur in the environment, such as the occurrence of a shop fire, the occurrence of an arrest by the police, and so on.

- Historical recount

It tells about historical events in the past. The history in question is history that actually happened. History that really happened, for example, the history of Mount Agung erupting, the history of Indonesian independence, and so on.

- **Sample text**

Last month, I joined the Rogu Marathon, my first marathon contest. I thought it would be a great experience for me to try out. I had to run 42 kilometers to complete it. It was hard.

First, I woke up very early in the morning because the marathon started at 7 a.m. When I arrived at the venue, I found out that there were actually a lot of people who participated in it. We were excited to run the marathon.

When the marathon started, I ran as fast as I could. After some kilometers, I was already tired, so I just jogged for the rest of the way. Finally, I finished the marathon. It was exhausting, but it was also so fun.

After that, I wanted to join another marathon. I was interested in improving my running time, and I also experienced a good feeling with the other runners. It was a very wonderful experience for me.

#### **F. Indicators**

1. Identify the social functions and common components of recount texts.
2. Write a recount text based on the generic structure

## G. Activities

- See section 1-3 below

### Seesion 1

Time allotment: 80 minutes

NO	ACTIVITIES	STAGES
1.	Class tutorial (5 minutes):	Pre activity
	<ul style="list-style-type: none"> <li>• Greetings and checking students attendance.</li> </ul>	
2.	Class discussion (25 minutes):	
	<ul style="list-style-type: none"> <li>• Brainstorming Q&amp;A</li> <li>• Discussing sample writing, identifying characteristic of recount paragraph.</li> </ul>	
3.	Class discussion (35 minutes):	

	<ul style="list-style-type: none"> <li>Introducing the project based learning that implemented to recount paragraph.</li> <li>Planning the project:               <ul style="list-style-type: none"> <li>a) One paragraph based on the types of recount text.</li> <li>b) Vocabulary note</li> </ul> </li> <li>Discussing self reflection, evaluation, and assessment criteria, rubric.</li> <li>Discussing writing outline</li> </ul>	Whilst activity
4.	Class tutorial (15 minutes):	
	<ul style="list-style-type: none"> <li>Question and answer (Q&amp;A).</li> <li>The last part, students make a paragraph as homework (orientation).</li> <li>The teacher and students close the lesson with a greeting and the teacher leaves the class.</li> </ul>	Post activity

## Seesion 2

Time allotment: 80 minutes

NO	ACTIVITIES	STAGES
3.	Class tutorial (5 minutes):	Pre activity
	<ul style="list-style-type: none"> <li>Greetings and checking students attendance.</li> </ul>	
4.	Class activity (25 minutes):	Whilst activity
	<ul style="list-style-type: none"> <li>Distribute question paper sheets along with recount paragraphs (read and answer the question)</li> <li>Make vocabulary note</li> <li>Collect the task</li> </ul>	
3.	Class activity (30 minutes):	Whilst activity
	<ul style="list-style-type: none"> <li>Write two columns on the board and write a sentence using simple past tense.</li> <li>Question and answer (Q&amp;A)</li> <li>Gave corrections to the students' paragraphs that had been written at home as a homework.</li> </ul> <p><i>(students can take a short break)</i></p> <ul style="list-style-type: none"> <li>Question and answer students concerns (Q&amp;A)</li> </ul>	

4.	Closing (20 minutes):	
	<ul style="list-style-type: none"> <li>Before ending the lesson, the teacher explain the students to do the following as homework:               <ol style="list-style-type: none"> <li>Re-read the paragraph and study the revision using the assessment list.</li> <li>Write a reflection about their strengths and weaknesses</li> <li>Continue to make paragraph</li> </ol> </li> <li>The teacher and students close the lesson with a greeting and the teacher leaves the class.</li> </ul>	Post activity

### Session 3

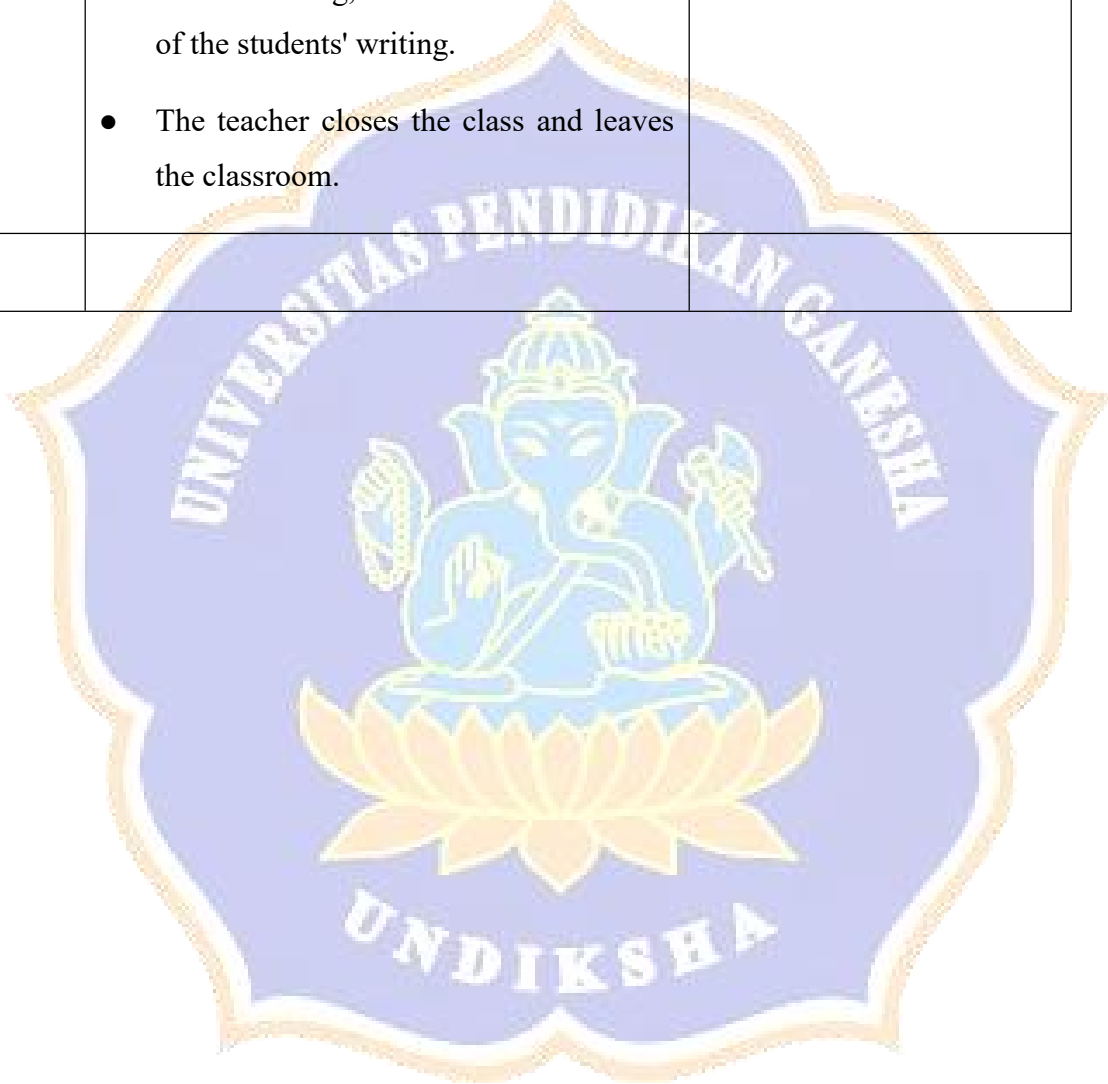
Time allotment: 80 minutes

NO	ACTIVITIES	STAGES
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5.	Opening (5 minutes):	Pre activity
	<ul style="list-style-type: none"> <li>Greetings and checking students attendance.</li> </ul>	
6.	Class activity (25 minutes):	Whilst activity
	<ul style="list-style-type: none"> <li>Teacher opens the discussion session</li> <li>Teacher checks the revised paragraphs, self-evaluation, and reflection.</li> </ul>	
3.	Class activity (30 minutes):	Whilst activity
	<ul style="list-style-type: none"> <li>Students work on the question paper sheet that has been distributed by the teacher.</li> <li>The teacher checks the students' assigned paragraphs.</li> <li>Collect the answers to the questions that have been done.</li> <li>The teacher distributes the recount paragraphs and asks the students to read and write the vocabulary they have not mastered.</li> </ul>	
4.	Closing (25 minutes):	
	<ul style="list-style-type: none"> <li>Before closing the meeting, the teacher</li> </ul>	



	<p>asks students to stop writing.</p> <ul style="list-style-type: none"> <li>• The teacher gives time for self-reflection.</li> <li>• After finishing, the teacher takes a tour of the students' writing.</li> <li>• The teacher closes the class and leaves the classroom.</li> </ul>	Post activity



## CYCLE II

## Seesion 1

Time allotment: 80 minutes

NO	ACTIVITIES	STAGES
1.	Opening (5 minutes):	Pre activity
	<ul style="list-style-type: none"> <li>Greetings and checking students attendance.</li> </ul>	
2.	Class disscussion (10 minutes):	Whilst activity
	<ul style="list-style-type: none"> <li>Q&amp;A discussion as a warm-up.</li> </ul>	
3.	Class activity (20 minutes):	Whilst activity
	<ul style="list-style-type: none"> <li>Students work in groups of 6. Then arrange the pictures that form a paragraph.</li> </ul>	
3.	Class activity (30 minutes):	

	<ul style="list-style-type: none"> <li>● Provide information related to project assignments.</li> <li>● Students outline paragraph writing and drafting.</li> <li>● Ten minutes for the evaluation stage of each student's own writing.</li> </ul>	Whilst activity
4.	Class discussion (10 minutes):	
	<ul style="list-style-type: none"> <li>● The researcher gave general comments on the students' writing and checked the reflection results.</li> </ul>	Whilst activity
5.	Closing (5 minutes):	
	<ul style="list-style-type: none"> <li>● The teacher closed the session and then left the classroom.</li> </ul>	Post activity

## Seesion 2

Time allotment: 80 minutes

NO	ACTIVITIES	STAGES
1.	Opening (5 minutes):	Pre activity
	<ul style="list-style-type: none"> <li>Greetings and checking students attendance.</li> </ul>	
2.	Class activity (20 minutes):	Whilst activity
	<ul style="list-style-type: none"> <li>Mengulas tentang simple past tense dan past continuous tense (“was/were going to” dan “used to”).</li> </ul>	
3.	Class discussion (20 minutes):	Whilst activity
	<ul style="list-style-type: none"> <li>Discussion and question and answer session.</li> <li>Provide comments on students' draft paragraphs for revision and self-reflection.</li> </ul>	
4.	Class activity (30 minutes):	

	<ul style="list-style-type: none"> <li>Construct past tense and past continuous sentences from the pictures.</li> <li>Read out the results of the sentence structure in front of the class.</li> <li>Students continue to edit the draft that has been revised by the teacher.</li> </ul>	Whilst activity
5.	Closing (5 minutes):	
	<ul style="list-style-type: none"> <li>The teacher closed the session and then left the classroom.</li> </ul>	Post activity

### Session 3

Time allotment: 80 minutes

NO	ACTIVITIES	STAGES
1.	Opening (5 minutes):	Pre activity
	<ul style="list-style-type: none"> <li>Greetings and checking students attendance.</li> <li>Checking the students project</li> </ul>	

2.	Class discussion (15 minutes):	
	<ul style="list-style-type: none"> <li>Students to take the material paper sheet</li> <li>Question and Answer</li> </ul>	Whilst activity
3.	Class activity (25 minutes):	
	<ul style="list-style-type: none"> <li>Students make groups of six and discuss the activity provided in the paper sheet.</li> <li>Discussed the result</li> </ul>	Whilst activity
4.	Class discussion (30 minutes):	
	<ul style="list-style-type: none"> <li>Students bring the project in front of class and do discussion.</li> <li>Asked the students to paste their paragraphs on the classroom wall. Other students add comments or correct their friend's writing.</li> <li>Revise the final project</li> </ul>	Whilst activity
	Closing (5 minutes):	
	<ul style="list-style-type: none"> <li>Asked students to take their project tomorrow after revising at home.</li> <li>Teacher left the class</li> </ul>	Post activity

❖ TEST

\*Paragraph I\*

PERSONAL RECOUNT

**Rogu Marathon**

Last month, I joined the Rogu Marathon, my first marathon contest. I thought it would be a great experience for me to try out. I had to run 42 kilometers to complete it. It was hard. First, I woke up very early in the morning because the marathon started at 7 a.m. When I arrived at the venue, I found out that there were actually a lot of people who participated in it. We were excited to run the marathon. When the marathon started, I ran as fast as I could. After some kilometers, I was already tired, so I just jogged for the rest of the way. Finally, I finished the marathon. It was exhausting, but it was also so fun. After that, I wanted to join another marathon. I was interested in improving my running time, and I also experienced a good feeling with the other runners. It was a very wonderful experience for me.

**\*Paragraph II\***

### **My First Time In Yogyakarta**

My family and I went to my grandmother's house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister's graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother's house which is 5 minutes away by foot to Malioboro street. In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta. So we decided to stay at home to recharge our energy. I walk around the neighborhood with my sister just to experience how it is like to be in Yogyakarta. There were too many house,I think, which made the space between a house and the other was so small, even the road was also small that only bicycle and motorcycle can go through.

On the second day, all of us went to Malioboro street. We saw so many merchant with various of product which they claim to be a traditional product of Yogyakarta. I bought some wooden figurine and T-shirt with the word \*Yogyakarta\* printed on it, while my sister bought some leather handbag. My mom and dad were busy choosing some merchandise to be brought home when we go back. On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical building in Yogyakarta. We took a lot of picture there. We also took some picture of the building so we can check it again at home. We found some place providing Yogya traditional food around the building and we jumped in right away. We spent the rest of our week in Yogyakarta by visiting some Shopping Malls such as Jogja



City Mall, Malioboro Mall, Hartono Mall and Ambarrukmo Plaza. We realized that Yogyakarta turned out to be very warm during the day, that was the reason why we decided to spend more time in air conditioned building like this.

**Please answer the questions below!**

1. Write down the generic structure of the paragraph above!
2. Make vocabulary words on the paper as instructed by the teacher!
3. What is the type of recount paragraph above?
4. What does it tell about?
5. When did they go on vacation?



## Lazy Day

Last weekend I spent all day laying on my bed. It was just like the Lazy Song by Bruno Mars, "today I don't feel like doing anything" hehe. But sometimes doing nothing was just something that we needed the most, especially after a long and super exhausted week at the office. It was Sunday and I woke up at 9 a.m in the morning. I looked around me and I saw a new comic book that I just bought yesterday laying next to my Mac-book. I try to dragged it closer to me by using my foot, and then I pick it with my hand., I unwrapped the comic and start reading it. When I just reached the middle of the story, I felt thirsty so I got up of my super comfortable bed and walk out the room. I walked down the stairs right to the kitchen. I opened the fridge and I found a bottle full of chill orange juice. I opened the bottle and pour the orange juice into a glass. When I checked my fridge, I saw that I still have a leftover Pizza from yesterday, so I decided to reheat it in my microwave. So I sat in the kitchen for a while waiting the Pizza to be ready. When the timer of the microwave is off, I pick the Pizza up and put it on my plate. I took my orange juice and my Pizza and brought them back into my lair.I enjoy the Pizza and the orange juice and continue reading my comic book. After that I decided to watch my favorite K-drama on my Mac-book, so I set my portable laptop desk on my bed. This way, I can watch my favorite show without having to leave my super oozy bed.

**Please answer the questions below!**

- 1) Write down the generic structure of the paragraph above!
- 2) Make vocabulary words on the paper as instructed by the teacher!
- 3) What is the type of recount paragraph above?
- 4) Why is the above paragraph titled “lazy day”?
- 5) What points indicate that it is part of orientation, event, and re-orientation?

