



APPENDICES

Appendix 01 Surat Izin Penelitian



**KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI**
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
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Nomor: 1516/UN48.78.1/DT/2025
Hal : Permohonan Izin Penelitian

08 May 2025

Yth.
Kepala SMA N 3 Singaraja
di Singaraja

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

Nama	: Komang Ayu Karisma Widayani
NIM	: 1812021091
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: The Effect of 635 Brainwriting Techniques on Students' Writing Competence in Tenth Grade of SMAN 3 Singaraja in the Academic Year 2024/2025

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

a.n Dekan ,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Kaprodi, Jurusan Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 02 Surat Keterangan Penelitian



SURAT KETERANGAN PENELITIAN

Nomor : B.10.400.3.8/429/SMAN 3 SINGARAJA/DIKPORA

Yang bertanda tangan di bawah ini :

Nama : Dr. I Putu Eka Wilantara, M. Pd
 NIP : 19740718 199903 1 005
 Jabatan : Kepala SMA Negeri 3 Singaraja

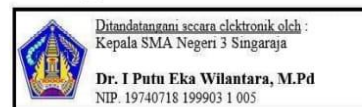
Menerangkan dengan sebenarnya bahwa :

Nama : Komang Ayu Karisma Widayani
 NIM : 1812021091
 Tempat/Tanggal Lahir : Silangjana, 7 Juni 2000
 Program Studi : Pendidikan Bahasa Inggris
 Instansi : Universitas Pendidikan Ganesha
 Judul Penelitian : The Effect of 635 Brainwriting Techniques on Student's Writing Competence in Tenth Grade of SMAN 3 Singaraja in the Academic Year 2024/2025.

Memang benar telah melaksanakan Kegiatan Penelitian Pengambilan Data di SMA Negeri 3 Singaraja, pada tanggal 15 April s.d 21 Mei 2025.

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

Ditetapkan di : Bali
 Pada tanggal : 27 Mei 2025



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh BSrE



Appendix 03 Students' Pretest Scores

XA/Control Group

No.	Name	Score
1.	Bagus Made Pradipa Wibisana	74
2.	Gede Bintang Budi Utama	64
3.	Gusti Putu Esa Sugiantara Putra	70
4.	I Gede Budi Utama	70
5.	I Gusti Ayu Putu Padmarini	80
6.	I Made Endra Tangkas Koriawan	74
7.	Kadek Agus Budiastrawan	72
8.	Kadek Dendi Muliawan	80
9.	Kadek Desi Anggreni	68
10.	Kadek Jaya Ardana	72
11.	Kadek Lestari	80
12.	Kadek Nanda Gova Priyatmajaya	72
13.	Kadek Sukarni	70
14.	Kadek Widiyastri	76
15.	Ketut Sri Rahayu Widhiari	70
16.	Komang Ananda Ristya Widarma	60
17.	Komang Arimardonna Widi Oka Tri Saputra	72
18.	Komang Eskayana Putra	76

19.	Komang Evan Aryaguna	70
20.	Komang Galih Putra Ardheta	78
21.	Komang Sastra Wiguna	80
22.	Kt Yuli Adnyani	76
23.	Kt.Yogisvara Dharma Vijaya	76
24.	Luh Suwahyu Lanus	80
25.	Made Mahesa Dharma Putra	70
26.	Made Prabayana	82
27.	Ni Dewa Ayu Pt Kusuma Yani	80
28.	Ni Gusti Ayu Dwi Okta Anjani	78
29.	Ni Kadek Lestari Asih	76
30.	Ni Kadek Santhi Artini	80
31.	Ni Putu Vinda Epalia	78
32.	Putu Carissa Fryda Maharani	80
33.	Putu Erlian Nirmala	78
34.	Putu Junita Kurnia Damayanti	80
35.	Putu Saputra Ardiyan	70
36.	Putu Surya Pratama	74

XC/Experimental Group

No.	Name	Score
1.	Defina Mora Mutiara Putri	70
2.	Dewa Kadek Bayu Wirayana	78
3.	Gede Gian Danendra Supartawan	80
4.	Gede Pasek Tedymandala	78
5.	Gede Radetya Dharma Wibawa	80
6.	Gede Surya Dharma Saputra	77
7.	Gede Trisena Ismayana	75
8.	Gusti Ayu Eva Naora Natania	80
9.	Gusti Ayu Evy Naora Natanayla	86
10.	I Gusti Made Ayu Anggitha R.	78
11.	Kadek Agus Tedy Bramasta	77
12.	Kadek Dian Utami	72
13.	Kadek Krisna Dwika Putra	74
14.	Kadek Nova Cahaya Putra	70
15.	Kadek Serlyani	75
16.	Ketut Ayu Alit Sukariani	85
17.	Ketut Rizky Budi Wardana	74
18.	Komang Galih Wijaya	78
19.	Komang Mahesya Susastra	70

20.	Komang Pradnya Rinata Dana Jaya	80
21.	Luh Arisda Apriyani Anugrah Putri	76
22.	Luh Ketut Wismaheri	80
23.	Luh Putu Aulia Pradnyatari Putri	78
24.	Luh Sri Ayu Nita	70
25.	Made Suci Malini	69
26.	Ni Kadek Sukma Wardani	85
27.	Ni Kadek Winda Prastya Damayanti	78
28.	Ni Ketut Anggia Kelyana Tantri P.	78
29.	Ni Luh Melinda Pratama Putri	76
30.	Ni Made Reika Putri	84
31.	Ni Putu Denisa Clara	78
32.	Putu Ayu Indharini	84
33.	Putu Dewi Sri Wulandari	78
34.	Putu Prila Apriani	86
35.	Putu Risa Anjani	80
36.	Putu Xenia Adi Arya Putra	78

Appendix 04 Teaching Instruments

LESSON PLAN FOR EXPERIMENTAL GROUP

IDENTITY

Subject	: English	Level	: SMA
School	: SMA Negeri 3 Singaraja	Topic	: Recount Text
Academic Year	: 2024/2025	Skill	: Writing
Time	: 6 x Meeting (12 x 45	Grade	: 10 th
Allocation	minutes)		
Element	: Writing		

1.	Initial Competence	
	1. Definition of Recount Text 2. Social Function of the Recount Text 3. Generic Structure of Recount Text 4. Language Features of the Recount Text	
2.	Pancasila Profile	
	Pancasila Student Profile	1. Independent Self-Regulation: Identifying the difference emotions students' feel and the situations that cause those emotions; and expressing those different emotions appropriately. 2. Mutual Cooperation Collaboration: Accepting and carrying out tasks and roles given by the group in a joint activity and understanding simple information from others and conveying simple information to others using one's own words.

		3. Creativity Create original ideas: Combining several thoughts become idea to express feeling.
3.	Facilities and Infrastructure	
	Media	1. White board, board marker, eraser. 2. Laptop/Gadget 3. Internet connection
	Learning sources	Students' worksheet and handbook.
4.	Target learners	
	Learners' categories	Students' regular/typical for tenth grade

TEACHING MODULE BAHASA INGGRIS KELAS X
TOPIC: RECOUNT TEXT

No.	Core Component	Description
1.	Learning Objectives	
	1. Students are able to describe their comprehension of recount text. 2. Students are able to identify generic structure, language features and social function of recount text. 3. Students are able to analyze social function, generic structure, dan language features of personal recount text in accordance with the context 4. Students are able to organize random sentences into correct ordered paragraph recount 5. Students are able to create simple recount text based on the picture series	
2.	Assessment	
	Target assessment	: Individual
	Type of assessment	: Portfolio
	Form of assessment	: Written
3.	Meaningful Understanding	
	Students are able to: 1. Explain the definition of recount text	

	<ol style="list-style-type: none"> 2. Identify the generic structure of recount text 3. Compose personal recount text
4. Trigger questions	<ol style="list-style-type: none"> 1. Do you have a memorable experience in your life? Is that bad or good experience? 2. How did it happen? 3. Can you tell us about your experience?
5. Learning Activities	<p>1st Meeting</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Students are able to describe their comprehension of recount text. 2. Students are able to identify generic structure, language features and social function of recount text <p>Pre-Activity (15 minutes)</p> <ul style="list-style-type: none"> - The teacher greets the students with “Good Morning everybody” and asks students’ condition - The teacher and students pray together - The teacher checks the students’ attendance - Activating students’ prior knowledge by the following questions: Did you have an unforgettable experience? About what? - The teacher informs the objectives of the lesson and activities that will be going to be done <p>Main Activity (65 Minutes)</p> <ul style="list-style-type: none"> - The teacher shows the pictures series about “My Day” - Teacher asks the following questions to the students: “What is it about? “What is the story behind those pictures?”. The teacher also gives a clue about the activities happened in those pictures. - Students discuss and answer those questions - Teacher listens and clarifies students’ answer - The teacher hands out the whole text of the story “My Day”. - Students read the text and discuss the meaning of each paragraph with their tablemate

	<ul style="list-style-type: none"> - The teacher asks some questions related with recount text such as, when the story happened, where the story happened, and who were involved in the story. - The teacher allows students to ask if there is difficulty related with the meaning of the text - After students understand the story, the teacher asks students about the social function and structure of the text. - Students guess the social function and structure of the text - The teacher revises students' answer - Based on the previous question, teacher relates it with the topic that they are going to learn - The teacher explains the material including the definition, social function, language features, and generic structure of recount text - The students listen and take notes to the teacher's explanation - The teacher allows students to ask if they do not understand with the material - Students work individually to do the exercise - Students do discussion session - The teacher clarifies students' answer
	<p>Post Activity (10 minutes)</p> <ul style="list-style-type: none"> - The teacher and students conclude the lesson together by asking several things that the students have not understand yet - The teacher ends the class by saying closing statement
	<p>2nd Meeting</p>
	<p>Learning Objective:</p> <ol style="list-style-type: none"> 1. Students are able to analyze social function, generic structure, and language features of personal recount text in accordance with the context.
	<p>Pre-Activity (15 Minutes)</p> <ul style="list-style-type: none"> - The teacher greets the students with "Good Morning" and asks students' condition - The teacher and students pray together - The teacher checks the students' attendance

	<ul style="list-style-type: none"> - The teacher reviews the previous lesson by asking question about what they had been learn in the last meeting - The teacher informs the objectives of the lesson and activities that will be going to be done
	<p>Main Activity (65 Minutes)</p> <ul style="list-style-type: none"> - The teacher asks some questions concerning about recount text - The teacher retells about recount text - The teacher ensures students' comprehension by doing discussion related with recount text - The teacher hands out an example of recount text entitled "Learn to Farm" - Students are assigned to read the story and ask several things that they are not understand - Teacher explains the content that being discussed in the text - Students are asked to find language features in the text - After finishing, students and the teacher discuss the language features of recount emphasizing on the use of past tense and others form kinds of past tense used in the story - Teacher give explanation about when using the simple past, verb use in simple past, pattern of question form, and negative form. - Give some situations in which students could use this simple past, for example: talking about a memory, talking about their high school days, past vacation, what they did in a previous night, and etc., - Teacher asks each of the students to make sentences using simple past tense and read it one by one - The teacher gives feedbacks to the students.
	<p>Post Activity (10 Minutes)</p> <ul style="list-style-type: none"> - The teacher asks students to make a group that consist of six persons - The teacher and students conclude the lesson together by asking several things that the students have not understand yet - The teacher ends the class by saying closing statement
	<p>3rd Meeting</p>

	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Students are able to organize random sentences into correct ordered paragraph recount 2. Students are able to apply 635 Brainwriting technique combines with picture series for generating ideas <p>Pre-Activity (15 Minutes)</p> <ul style="list-style-type: none"> - The teacher greets the students with “Good Morning” and asks the students’ condition. - The teacher and students pray together - The teacher checks the students’ attendance - The teacher reviews the previous lesson by asking question about what they had been learn in the last meeting - The teacher informs the objectives of the lesson and activities that will be going to be done. <p>Main Activity</p> <ul style="list-style-type: none"> - The teacher asks about topic in a previous meeting - Teacher asks students to sit with their group that already form in a previous meeting - Teacher gives exercise for each group to arrange random sentences into well-organized paragraph recount - Students are presented their work in front of the class - The teacher explains the rules of how to do 635 Brainwriting technique and hands out students’ worksheet - Students asks question related how to carry on 635 Brainwriting and teacher answers by giving related example - Students sit in a group and prepare to conduct 635 brainwriting technique - Each group will receive a set of pictures along with the 635 Brainwriting worksheet below - Students guess story behind the pictures using their imagination with their group - Students are allowed to open their dictionary and google translate - Teacher gives some questions about the picture to stimulate students’ mind
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	<ul style="list-style-type: none"> - When 635 Brainwriting is starting all of the groups stop their search and take a look on their worksheet - The teacher assigns every student in a group to write down three ideas in five minutes in turn. - After all of the worksheets filled up with ideas, the captain of the group submits their worksheet to the teacher - The teacher collects and revises students' ideas. - The teacher crosses out ideas which do not belong to recount text and adds correct ideas to the students' worksheet
	Post Activity (10 Minutes) <ul style="list-style-type: none"> - The teacher conveys the activities that will be conducted in the next meeting - The teacher and students conclude the lesson together by asking several things that the students have not understand yet - The teacher ends the lesson by saying closing statement
	4th Meeting
	Learning Objective: <ol style="list-style-type: none"> 1. Students are able to design an outline of recount text in accordance with generic structure of the text through guided activity
	Pre-Activity (15 Minutes) <ul style="list-style-type: none"> - The teacher greets the students by saying "Good Morning" and asks students' condition - The teacher checks the students' attendance - The teacher reviews the previous lesson by asking question about what they had been learn in the last meeting - The teacher informs the objectives of the lesson and the activities that will be going to be done
	Main Activity (65 Minutes) <ul style="list-style-type: none"> - The teacher assign students to sit with their group - The teacher gives the result of evaluation worksheet to the group and assigns each participant in a group to use those ideas for making recount text

- Teacher informs the students that they are going to create recount text
- Students are assigned to make outline of the ideas individually. At first, they have to decide the title, main idea of the paragraph that will be latter created. Then, they need to consider which point to include as a supporting detail.
- When students have a clear outline, they are ready for drafting.
- Students drafting their ideas in a table below

Generic Structure	What you write	Write your draft here
Orientation	What happened? Who was involved? Where did it happen? When did it happen?	
Events	Chronological series of events	
Re-Orientation	Comments on the events or the writer's feelings after those events	

- The teacher guides students to put the ideas they have and outline it in their own words in accordance with the generic structure of the recount text.
- After finishing, the students submit their work to the teacher

Post Activity (10 Minutes)

- The teacher said that the revision will be restored to the students before the next meeting
- The teacher and the students conclude the lesson together by asking several things that the students have not understand yet
- The teacher ends the lesson by saying closing statement

5th Meeting

Learning Objective:

	<p>1. Students are able to create recount text by emphasizing on the language features of the text and components of the writing (content, organization, grammar, vocabulary, and mechanics).</p>
	<p>Pre-Activity (15 Minutes)</p> <ul style="list-style-type: none"> - The teacher greets the students with “Good Morning” and asks students’ condition - The teacher checks the students’ attendance - The teacher reviews the previous lesson by asking question about what they had been learn in the last meeting - The teacher informs the objectives of the lesson and the activities that will be going to be done
	<p>Main Activity (65 Minutes)</p> <ul style="list-style-type: none"> - The teacher asks students about the revision that has been given - The students ask several things related with their work - Students work on teacher’s revision. The students rewrite correct paragraph related with the structure and content of the text based on the result of the revision - After finishing, students do one on one consultation of their writing to the teacher - Teacher give revision and feedback based on students’ mistakes related with the grammar used and language features of recount text.
	<p>Post Activity</p> <ul style="list-style-type: none"> - The teacher gives homework to the students to work on their revision - The teacher and the students conclude the lesson together by asking several things that the students have not understand yet - The teacher ends the lesson by saying closing statements
	<p>6th Meeting</p>
	<p>Learning Objective:</p> <p>1. Students are able to make recount text by using 635 Brainwriting technique combine with picture series.</p>
	<p>Pre-Activity</p>

<ul style="list-style-type: none"> - The teacher greets the students with “good morning” and ask students’ condition - The teacher checks the students’ attendance - The teacher reviews the previous lesson by asking question about what they had been learn in the last meeting - The teacher informs the objectives of the lesson and the activities that will be going to be done 	
Main Activity (65 Minutes) <ul style="list-style-type: none"> - The students are given 635 brainwriting worksheet including with picture series - Those picture series are about recount text with the topic Helping Each Other and Theatre Ticket - Each leader of the group come to the front of the class to select the topic - After selecting the topic, students observe the picture series - Students sit with their group to conduct 635 Brainwriting - Teacher gives instruction about how to do 635 brainwriting - Students add ideas in 635 brainwriting worksheet - After finishing, they go back to their seat and work individually to make recount text based on the topic - When it finished, students submit it to the teacher. 	
Pot-Activity (15 Minutes) <ul style="list-style-type: none"> - The teacher and the students conclude the lesson together by asking several things that the students have not understand yet - The teacher ends the lesson by saying closing statement 	
6. Diagnostic Assessment	
Non-Cognitive	<ul style="list-style-type: none"> - What do you feel about today’s learning activity? - What learning method helps you most in practicing your learning? - What are the difficulties that you found in learning this “recount text”?
Cognitive	<ul style="list-style-type: none"> - Are all students able to achieve the learning outcome?

		<ul style="list-style-type: none"> - Are all students able to follow the teaching and learning process? - Are there any changes on students' skill and behavior during the activity?
Formative Assessment		
Competency or ability and knowledge assessment		<ol style="list-style-type: none"> 1. Students are able to comprehend about the definition of recount text 2. Students are able to analyze the generic structure of recount text 3. Through discussion students are able to understand the detailed information in the recount text
How to conduct the assessment		Performance/demonstration, observation
Assessment criteria		Qualitative and Quantitative
Students' production		<ol style="list-style-type: none"> 1. The learning objectives have been achieved if the students' score reaches 75 minimally 2. The learning objectives have not been achieved if the students' scores are below 75
7. Enrichment and Remedial		
Enrichment Material (for high achieving students)		Searching other types of Recount Text from some sources.
Additional material/remedial (for students who have difficulty comprehending the concept)		Comprehending Recount text provided by the teacher.
8. Appendices		

Students' worksheet	Recount text
Students' reading materials	Module Recount text
Teacher's reading materials	Module Recount text
Glossary	Recount text is a text that has purpose to retell of factual events that have happened in the past
References	<ol style="list-style-type: none"> 1. English in Mind Second Edition-Student's Book 3, 2021. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia. 2. http://englishadmin.com/2018/02/6 3. https://www.teacherspayteachers.com 4. http://eclass.cambridgeinternationalschool.in/3erty/

Knowing

English Teacher of SMA Negeri 3 Singaraja



I Made Merta Yudana, S.Pd.
NIP. 197901142008011014

Singaraja, 2 June 2025

English Practices Students



Komang Ayu Karisma Widayani
NIM 1812021091

Principal of SMA Negeri 3 Singaraja



Dr. T. Putu Eka Wilantara, M.Pd.
NIP.19740718 199903 1005

Teaching Material: Recount Text

- a. **Recount texts** tell a series of events in the past. It tells information about what happened, when it happened, where it happened, and who was involved
- b. **Social function:** to retell events for the purpose of informing or entertaining.
- c. **Generic structure:**
 - Orientation : provides the setting and introduces participants (who, what, when, and where)
 - Events : tell what happened in a chronological order
 - Re-orientation : (optional) closure events. The writer's point of view
- d. **Language Features:**
 - Using simple past tenses. S + V2 (We went for a trip to the Zoo)
 - Using adverbs of Time that are usually used in the 'simple past tense' sentences are: One day, When I was, Tonight, Yesterday, last week, a week ago, last month, a year ago, ...ago, last....., etc.
 - Using adverb of Sequence, such as; Firstly, After that, Finally, Suddenly, At last
 - The use of Conjunction: And, but, or, then, while,
 - Use of Action Verb (regular and irregular)

Regular Verbs

Verb 1	Verb 2	Verb 3	Meaning
Finish	Finished	Finished	Menyelesaikan
Arrive	Arrived	Arrived	Sampai/tiba
Talk	Talked	Talked	Berbicara
Play	Played	Played	Bermain
Watch	Watched	Watched	Menonton
Ask	Asked	Asked	Meminta
Clean	Cleaned	Cleaned	Membersihkan
Paint	Painted	Painted	Melukis
Open	Opened	Opened	Membuka
Pick	Picked	Picked	Menjemput

Irregular Verbs

Verb 1	Verb 2	Verb 3	Meaning
Wake up	Woke up	Woken up	Bangun
Eat	Ate	Eaten	Makan
Go	Went	Gone	Pergi
Say	Said	Said	Mengatakan
Do	Did	Done	Melakukan
Sleep	Slept	Slept	Tidur
Tell	Told	Told	Menceritakan
Cut	Cut	Cut	Memotong
Put	Put	Put	Meletakkan
Buy	Bought	Bought	Membeli
Catch	Caught	Caught	Menangkap

e. Types of Recount Text:

Recount text can be categorized into five types, namely; personal recount, factual recount, imaginative recount, procedural recount, historical recount, and biographical recount.

1. Personal Recount

Personal recount is a type of recount text retells of an activity where the writer personally involved in. The examples of personal recount are diary entry or letter. Personal recount is normally written in the first person (I and We) and regularly to entertain and to inform.

2. Factual Recount

Factual recount is usually used to give an information of past accidents such as, newspaper, police report, and historical events. Factual report is very factual and detail which uses picture in order to gain the complete events.


3. Imaginative Recount

Imaginative recount refers to entertain the reader by retelling imaginary events such as fiction.

4. **Procedural Recount** Procedural recount refers to sequential steps to achieve a result. It has purpose in completing a task or procedure. For an example a book that explain how things were made.
5. **Historical Recount**
Historical recount tells about historical events and informs readers of the chronology of events based on facts and history.
6. **Biographical Recount**
Biographical recount tells about person's life story which include his/her achievements in past events.

Activity 1. Read and study the text structure of the recount text below.

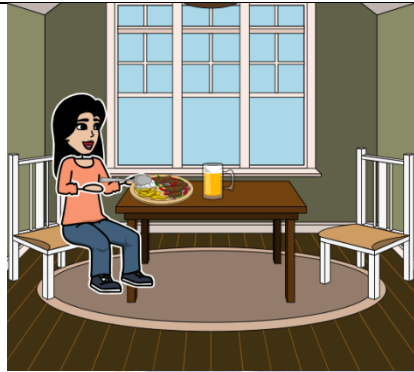
My Day

Picture	Text
 <p data-bbox="464 1682 580 1715">Picture 1</p>	<p data-bbox="756 1301 1359 1447">I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off.</p>



Picture 2

Then, I was in such a hurry that I burned my hand when I was making breakfast.



Picture 3

After breakfast, I got dressed so quickly that I forgot to wear socks.

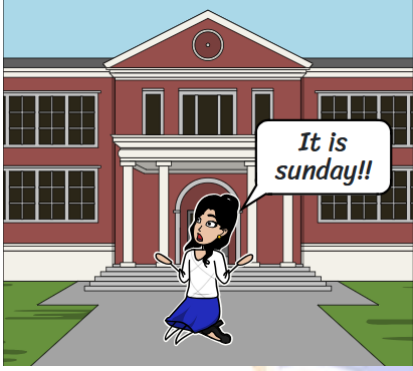


Picture 4



Picture 5

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it.

	<p>I wanted to take a taxi, but I didn't have enough money.</p>
<p>Picture 6</p>  <p>Picture 7</p>	
 <p>Picture 8</p>	<p>Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.</p>

Pictures made by Storyboard That

Grammar Spot

1. Simple Past Tense

a. Verbal Sentence

(+) *S + V2*

(-) *S + did not + V1*

(?) *Did + S + V1*

Here are some examples of simple past tense:

❖ Positive form:

- (+) I joined the Traditional Dance Competition in Jakarta last year.
- (+) It was very interesting and I enjoyed it
- (+) I woke up at eleven past seven

❖ Negative form:

- (-) I did not feel nervous anymore.
- (-) I did not play football in a field.
- (-) I didn't study English yesterday.

❖ Interrogative form:

- (?) Did you have a bicycle when you were young?
- (?) Did they go to Jakarta last month?

b. Nominal Sentence

- (+) *S + was/were*
- (-) *S + was not/were not +*
- (?) *Was/were + S +*

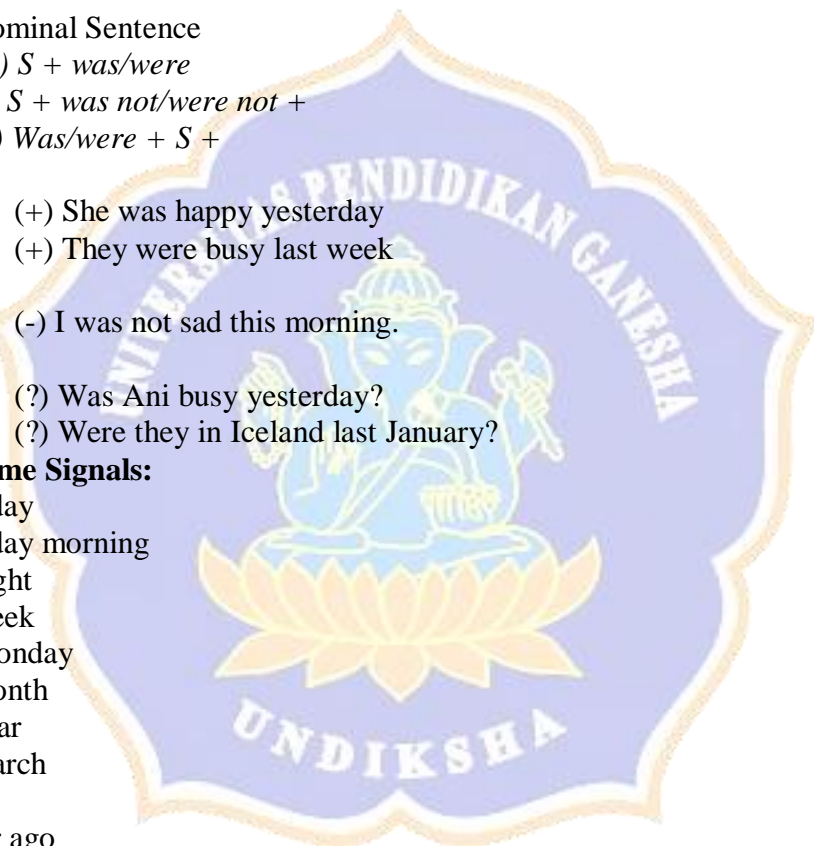
- ❖ (+) She was happy yesterday
- (+) They were busy last week

- ❖ (-) I was not sad this morning.

- ❖ (?) Was Ani busy yesterday?
- (?) Were they in Iceland last January?

c. **Time Signals:**

- Yesterday
- Yesterday morning
- Last night
- Last week
- Last Monday
- Last month
- Last year
- Last march
- Ago...
- an hour ago
- a week ago
- a month ago
- a year ago
- this morning
- this afternoon
- Just now
- In 2014



Exercise for meeting 3

Arrange the jumbled sentences into right order!

- a. Later, I opened my present. I see a lot of great things.
- b. All my friends came to my house and played lots of games.
- c. I had fun at my party.
- d. On the weekend I had a party. It was my birthday party.
- e. After game we ate lunch. We had fairy bread, chips and cake.

Lampiran 2

Students' reflection sheet

Name :

Class :

Number :

QUESTIONS	Yes	No
Do you like this learning activity?		
Did learning Recount text beneficial for you?		
Does studying in groups help you put your learning into practice more easily?		
Are all your friends willing to accept you as part of their group?		
Is learning to read easy?		
Do you find any difficulties to pronounce sentences?		
Do you want to continue practicing reading in English with your friends or family?		

LAMPIRAN 3

ASSESSMENT

Types, Form, Instrument and Rubric

- **Types of assessment:** Written and oral, observation
- **Form of instrument:** Writing
- **Scoring guidelines:** Rubric

1. Psychomotor

Psychomotor assessment measures are made by a psychomotor observation rubric

Psychomotor Assessment Instrument

No.	Name	Behavior					Total score
		Independent	Mutual cooperation	Creative			
1.							
2.							
3.							
4.							
5.							
....							
36.							

Rubric

a. Psychomotor Aspect

No.	Items	Description
1.	Creativity	5: always creative 4: often creative 3: sometimes creative 2: rarely creative

		1: never creative
2.	Mutual cooperation	5: always mutual cooperation 4: often mutual cooperation 3: sometimes mutual cooperation 2: rarely mutual cooperation 1: never mutual cooperation
3.	Independent	5: always independent 4: often independent 3: sometimes independent 2: rarely independent 1: never independent

2. Knowledge / Cognitive

a. Cognitive assessment

Form	:	written test
Topic	:	personal experience (Helping Each Other or Theatre ticket)
Indicator	:	students write recount text by using 635 Brainwriting technique combine with picture series.
Instruction	:	write a personal recount text that contains of Orientation, Event, and Re-orientation with the topic Helping Each other or Theatre Ticket
Total score	:	Total Correct X 10 : 5

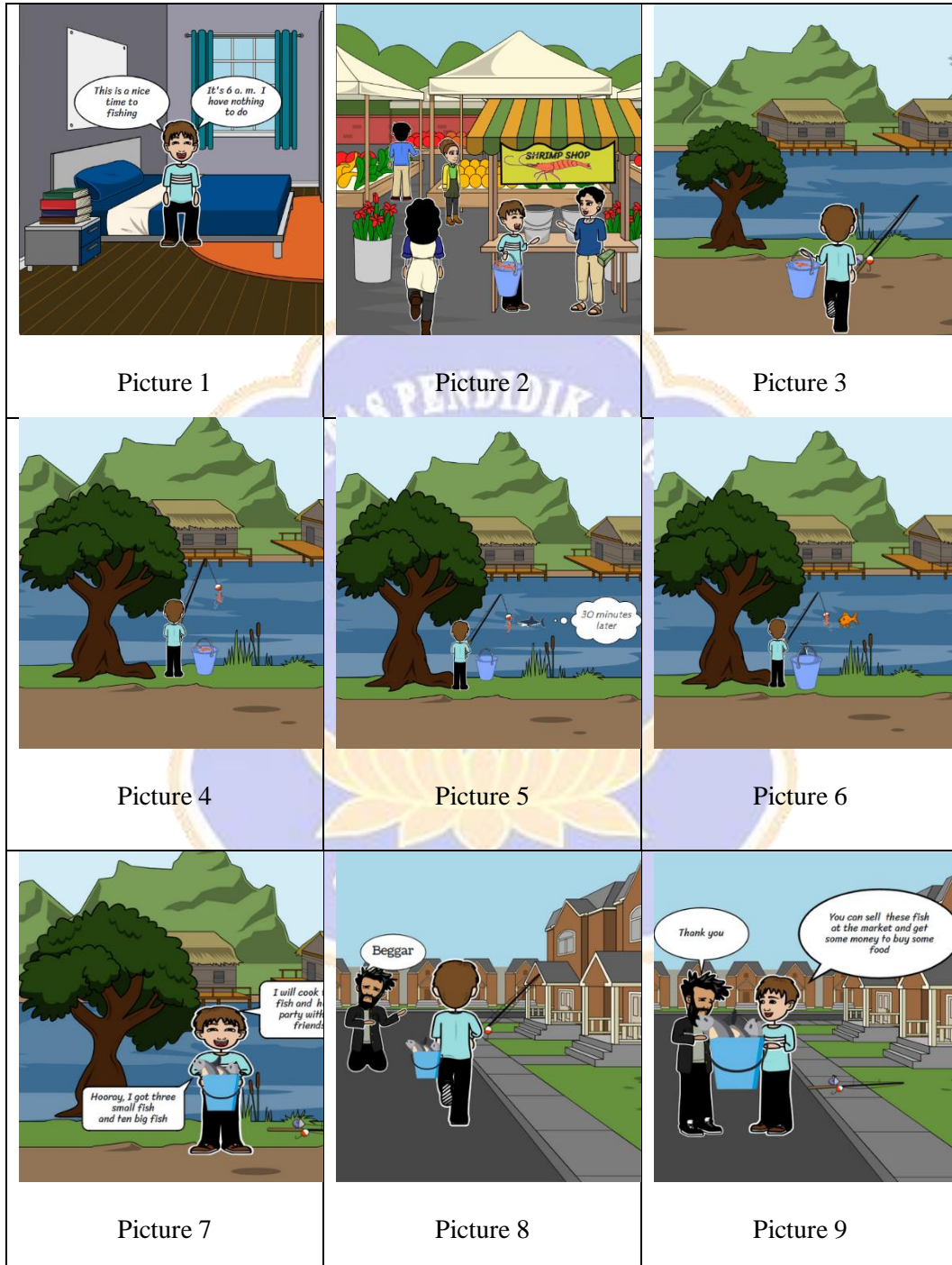
Students' Worksheet Posttest

Let's take a look at pictures below. There are two groups of pictures for two recount text. Each group should choose one group of pictures. Please work in a group and discuss the story behind those pictures. Every student in a group should write down 3 ideas in five minutes in a 635 brainwriting worksheet. When it finishes submit it

to the teacher.

Picture 1

Helping Each Other





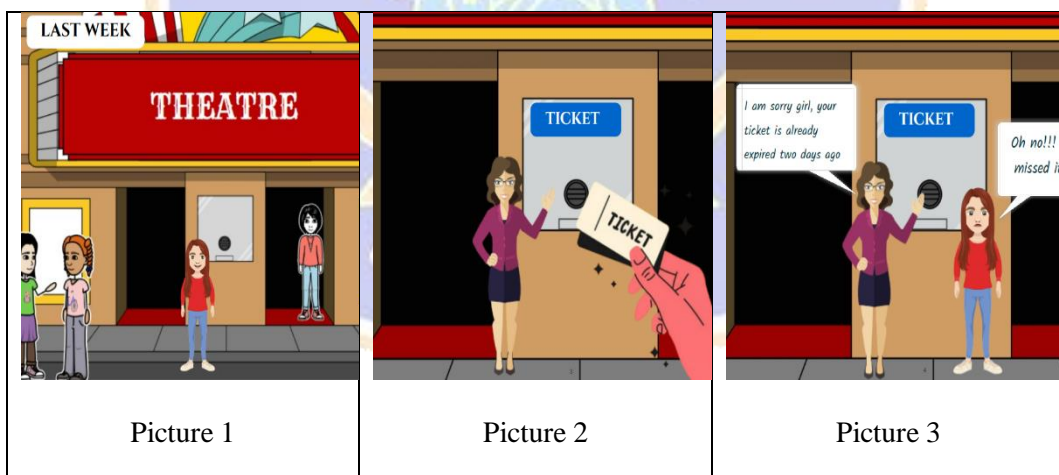
Picture 10

Pictures made by Storyboard That



Picture 2

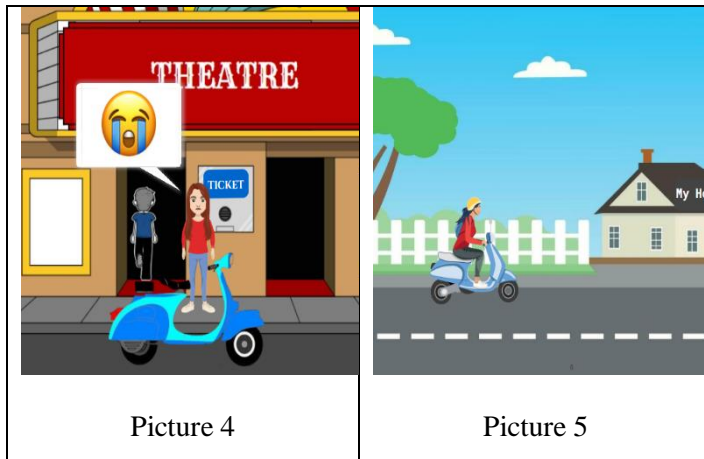
Theatre Ticket



Picture 1

Picture 2

Picture 3



Pictures made by StoryJumper and Storyboard That




635 Brainwriting Worksheet

Please write down your ideas in a worksheet below. Each of the students in a group should add three ideas in five minutes

	Ideas 1	Ideas 2	Ideas 3

Student 1	Idea (the number of picture)		
Student 2			
Student 3			

Student 4			
Student 5			

Student 6			
-----------	--	--	--

WRITING COMPETENCE POST-TEST

Students Worksheet

Name :

Class :

Subject : Personal Recount Text

Instruction :

1. In this test, you will write a personal recount text that contains of Orientation, Event, and Re-orientation based on the ideas gotten
 2. The topic is Helping Each Other or Theatre Ticket
 3. Create a title based on the topic
 4. You will be given 90 minutes to make your personal recount text. Do not look for ways to make recount text on the internet!
 5. Put your handphone on the table!
 6. While writing your personal recount text, please consider the following aspect of writing such as content, organization, grammar, vocabulary, and mechanics.
 7. Please work individually.
-



INSTRUMENT VALIDITY

INSTRUMENTS VALIDITY

Writing Posttest

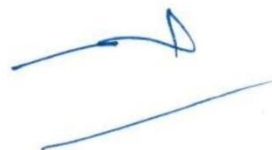
Instruction

Please give a checklist mark (✓) on column relevant if the aspect is relevant and put a checklist mark (✓) on column irrelevant if the aspect is not relevant.

Aspects	Relevant	Irrelevant	Suggestion/Revision
1 st	✓		
2 nd	✓		
3 rd	✓		
4 th	✓		
5 th	✓		

Singaraja, 16 Mei 2025

First Expert Judge



Prof. Dr. I Nyoman Adi Jaya Putra, M.A.
NIP. 196203191987031001

Writing Posttest**Instruction**

Please give a checklist mark (✓) on column relevant if the aspect is relevant and put a checklist mark (✓) on column irrelevant if the aspect is not relevant.

Aspects	Relevant	Irrelevant	Suggestion/Revision
1 st	v		
2 nd	v		
3 rd	v		
4 th	v		
5 th	v		

Singaraja, 16 Mei 2025

Second Expert Judge



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd

NIP. 198104192006042002

Blue Print of Writing Scoring Rubric for the students' writing competence

No	Dimension	Indicators	Range
1	Content	<ul style="list-style-type: none"> a. The content is relevant with recount text. b. The content idea is original c. The main ideas of orientation, events and reorientation are clearly described d. The main ideas of orientation, events and reorientation are supported with sufficient and relevant details 	1-5
2	Organization	<ul style="list-style-type: none"> a. Sentences are written in past tense b. There are no mistakes on subject verb agreement, word order, pronouns, articles, conjunction, and prepositions 	1-5
3	Grammar	<ul style="list-style-type: none"> a. The sentences are complex and effective in conveying meaning b. There are no mistakes on tense, word order, pronouns, temporal conjunction, articles, or prepositions 	1-5
4	Vocabulary	<ul style="list-style-type: none"> a. Vocabularies are rich and used appropriately based on the context b. Effective word choices are well-considered 	1-5

5	Mechanics	a. Correct spelling, punctuation, and capitalization are concerned b. Readable handwriting	1-5
---	-----------	---	-----

Adapted from Marhaeni (as cited in Iswara, 2016)

No	Components	Weight	Score	Description
1	Content	3	5	The content is relevant with recount text; the idea is original; the main ideas of orientation, events, and reorientation are clearly described and supported with sufficient and relevant details
			4	The content is relevant with recount text; the idea is original; the main ideas of orientation, events and reorientation are clearly described, but lack of relevant details
			3	The content is relevant with recount text; the idea is quite original; the main ideas of orientation, events and reorientation are quite clear and lack of relevant details
			2	The content is relevant with recount text; the idea has lack of originality; the main ideas of orientation, events and reorientation are quite clear and

				lack of relevant details
			1	The content does not relevant with the recount text; the idea is not original; the main ideas of orientation, events and reorientation are unclear and have no relevant details
2	Organization	2	5	The ideas are arranged in the generic structure of recount text and coherently related to each other; the details are presented in effective chronological order
			4	The ideas are arranged in the generic structure of recount text and quite coherent to each other; the details are presented mostly in effective chronological order
			3	The ideas are arranged in the generic structure of recount text and quite coherent to each other, the details are presented in quite chronologically
			2	The ideas are arranged in the generic structure of recount text and coherent enough to each other; but the details are presented in random sequences
			1	The ideas are not arranged in the generic structure of recount text and not coherent to each other; the details are presented in random sequences

3	Grammar	2	5	Sentences are written in appropriate and accurate Past tense; no mistakes on subject verb agreement, word order, pronouns, articles, conjunction, and prepositions
			4	Sentences are written with few mistakes in Past tense; have quite good subject verb agreement, word order, pronouns, articles, conjunction, and prepositions
			3	Sentences are written with some mistakes in Past tense, subject verb agreement, word order, pronouns, articles, conjunction, and prepositions
			2	Sentences are written with many mistakes in Past tense, subject verb agreement, word order, pronouns, articles, conjunction, and prepositions
			1	Sentences are written with so many mistakes in Past tense, subject verb agreement, word order, pronouns, articles, conjunction, and prepositions
4	Vocabulary	2	5	Vocabularies are rich and used appropriately; effective word choices are well-considered
			4	Vocabularies are rich enough and used appropriately; effective word choices are well considered

			3	Vocabularies are adequate and some of them are used appropriately, have some ineffective word choices
			2	Lack of vocabularies and they are used inappropriate, have some ineffective word choices
			1	Lack of vocabularies and they are used inappropriate, have poor word choices
5	Mechanics	1	5	There are no mistakes in capitalization, spelling, and punctuation, handwriting can be read easily
			4	There are few mistakes in capitalization, spelling, and punctuation, handwriting can be read
			3	There are some mistakes in capitalization, spelling, and punctuation; handwriting is difficult to read
			2	There are many mistakes in capitalization, spelling, and punctuation; handwriting is difficult to read
			1	There are too many mistakes in capitalization, spelling, and punctuation; handwriting cannot be read at all

$$Score = \frac{(CS \times 3) + (OS \times 2) + (GS \times 2) + (VS \times 2) + (MS \times 1)}{5} \times 10$$

Writing Scoring Rubric

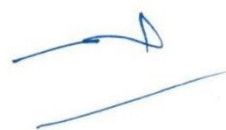
Instructions

Please give a checklist mark (✓) on column relevant if the aspect is relevant and put a checklist mark (✓) on column irrelevant if the aspect is not relevant.

Aspect	Responses		Suggestion
	Relevant	Irrelevant	
Content	✓		
Organization	✓		
Grammar	✓		
Vocabulary	✓		
Mechanics	✓		

Singaraja, 16 Mei 2025

First Expert Judge



Prof. Dr. I Nyoman Adi Jaya Putra. M.A.

NIP. 196203191987031001

Writing Scoring Rubric**Instructions**

Please give a checklist mark (✓) on column relevant if the aspect is relevant and put a checklist mark (✓) on column irrelevant if the aspect is not relevant.

Aspect	Responses		Suggestion
	Relevant	Irrelevant	
Content	v		
Organization	v		
Grammar	v		
Vocabulary	v		
Mechanics	v		

Singaraja, 16 Mei 2025

Second Expert Judge



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd

NIP. 198104192006042002

LESSON PLAN FOR CONTROL GROUP

IDENTITY

Subject	: English	Level	: SMA
School	: SMA Negeri 3 Singaraja	Topic	: Recount Text
Academic Year	: 2024/2025	Skill	: Writing
Time	: 6 x Meeting (12 x 45	Grade	: 10 th
Allocation	minutes)		
Element	: Writing - Presenting		

1.	Initial Competence	
	1. Definition of Recount Text 2. Social Function of the Recount Text 3. Generic Structure of Recount Text 4. Language Features of the Recount Text	
2.	Pancasila Profile	
	Pancasila Student Profile	1. Independent Self-Regulation: Identifying the difference emotions students' feel and the situations that cause those emotions; and expressing those different emotions appropriately. 2. Mutual Cooperation Collaboration: Accepting and carrying out tasks and roles given by the group in a joint activity and understanding simple information from others and conveying simple information to others using one's own words. 3. Creativity Create original ideas: Combining

		several thoughts become idea to express feeling.
3.	Facilities and Infrastructure	
	Media	1. Whiteboard, board marker, eraser 2. Laptop/Gadget 3. Internet connection
	Learning sources	Students' worksheet and handbook.
4.	Target learners	
	Learners' categories	Students' regular/typical for tenth grade

TEACHING MODUL BAHASA INGGRIS KELAS X
TOPIC: RECOUNT TEXT

No.	Core Component	Description
1.	Learning Objectives	
	1. Students are able to describe their comprehension of recount text. 2. Students are able to identify generic structure, language features and social function of recount text. 3. Students are able to differentiate the social function, language features, and structures of recount text. 4. Students are able to analyze social function, generic structure, dan language features of personal recount text in accordance with the context 5. Students are able to organize random sentences into correct ordered paragraph recount 6. Students are able to create recount text	
2.	Assessment	
	Target assessment	: Individual
	Type of assessment	: Portfolio
	Form of Assessment	: Written
3.	Meaningful understanding	
	Students are able to: <ol style="list-style-type: none"> 1. Explain the definition of recount text 2. Identify the generic structure of recount text 	

	3. Compose recount text
4. Trigger questions	<ol style="list-style-type: none"> 1. Do you have a memorable experience in your life? Is that bad or good experience? 2. How did it happen? 3. Can you tell us about your experience?
5. Learning Activities	<p>1st Meeting</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Students are able to describe their comprehension of recount text. 2. Students are able to identify generic structure, language features and social function of recount text. <p>Pre-Activity (15 Minutes)</p> <ul style="list-style-type: none"> ➤ The teacher greets the students with “Good Morning” and asks students’ condition ➤ The teacher and students pray together ➤ The teacher checks the students’ attendance ➤ Teacher asks students “Did you have an unforgettable experience? About what?” ➤ The teacher informs the objectives of the lesson and activities that will be going to be done <p>Main Activity (65 Minutes)</p> <ul style="list-style-type: none"> ➤ Giving the example of recount text entitled “My Day” ➤ Teacher gives a command to read the story ➤ Teacher allow students to ask if they find difficulties in comprehending the story ➤ The teacher discusses with students several questions related with recount text such as, when the story happened, where the story happened, and who were involved in the story. ➤ Students response to teacher’ questions ➤ Teacher clarifies students’ answer ➤ Teacher invites some students to find the generic structure of recount text

	<ul style="list-style-type: none"> ➤ Teacher asks students to discuss and restate the generic structure of recount text with her/his pairs using their own words ➤ Teacher clarifies students' answer and give correct structure of recount text ➤ Teacher explain generic structure of the text clearly by emphasizing on the main content in each of the structure ➤ Students are asked some question related with the generic structure of recount text ➤ Teacher continues the lesson by explaining the definition and language features of recount text ➤ Students listen to teacher and take notes of the important point ➤ Students are allowed to ask if they have questions ➤ Teacher responses students' questions ➤ Teacher shares new example of recount text ➤ Students are assigned to find structure of the text and example of past tense used in a story ➤ Students work on the assignment, ➤ After finished, teacher calls one by one to give the answer ➤ Teacher clarifies the answer and explain the text
	<p>Post-Activity (10 Minutes)</p> <ul style="list-style-type: none"> ➤ The teacher and students conclude the lesson together by asking several things that the students have not understand yet ➤ The teacher ends the class by saying closing statement
	<p>2nd Meeting</p>
	<p>Learning Objective:</p> <ol style="list-style-type: none"> 1. Students are able to differentiate the social function, language features, and structures of recount text.
	<p>Pre-Activity (15 Minutes)</p> <ul style="list-style-type: none"> ➤ Teacher greets the students with “Good Morning” and asks students' condition ➤ Teacher and students pray together ➤ Teacher checks the students' attendance

	<ul style="list-style-type: none"> ➤ The teacher reviews the previous lesson by asking question about what they had been learn in the last meeting ➤ Teacher informs the objectives of the lesson and activities that will be going to be done
	<p>Main Activity (65 Minutes)</p> <ul style="list-style-type: none"> ➤ Activating students' prior knowledge by asking some questions related to the previous topic ➤ Teacher explains definition, social function, and language features of recount text ➤ Teacher gives several questions to recall their memories of the topic ➤ Teacher shows others example of recount text ➤ Students are instructed to read the story entitled "Learn to Farm" and search for the difficult words used in the story ➤ Students mention the difficult and unintelligible words by writing in the white board ➤ Teacher translated meaning of the words and explain it clearly ➤ Teacher asks students to observe and mention the social function, generic structures, and language features of the text ➤ Teacher corrects students' answer ➤ Teacher continues the lesson by explaining about the language features used in recount text emphasizing on past tense ➤ Teacher gives exercise for students to fill incomplete recount text by choosing the verb in the table and change the verb into suitable form ➤ Teacher discuss and clarifies students' answer
	<p>Post-Activity</p> <ul style="list-style-type: none"> ➤ The teacher and students conclude the lesson together by asking several things that the students have not understand yet ➤ The teacher ends the class by saying closing statement
	<p>3rd Meeting</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Students are able to analyze social function, generic structure, dan language features of personal recount text in accordance with the context

	<p>2. Students are able to organize random sentences into correct ordered paragraph recount</p> <hr/> <p>Pre-Activity (15 Minutes)</p> <ul style="list-style-type: none"> ➤ Teacher greets the students with “Good Morning” and asks students’ condition ➤ Teacher and students pray together ➤ Teacher checks the students’ attendance ➤ The teacher reviews the previous lesson by asking question about what they had been learn in the last meeting ➤ Teacher informs the objective of the lesson and activities that will be going to be done <hr/> <p>Main Activity</p> <ul style="list-style-type: none"> ➤ Teacher recalls students’ comprehension by discussing about language features used in recount text emphasizing on the use of past tense ➤ Teacher explain about when using the simple past, verb use in simple past, question form, negative form, ➤ Give some situations in which students could use this simple past, for example: talking about a memory, talking about their high school days, past vacation, what they did in a previous night, and etc., ➤ Teacher asks each of the students to make sentences using simple past tense and read it one by one ➤ Students do some exercises on a worksheet or in a textbook very controlled by teacher ➤ Teacher clarifies students’ answer ➤ Teacher divided students into several groups ➤ Teacher gives exercise for each group to arrange random sentences into well-organized paragraph recount ➤ Students are presented their work in front of the class <hr/> <p>Post-Activity (10 Minutes)</p> <ul style="list-style-type: none"> ➤ The teacher and students conclude the lesson together by asking several things that the students have not understand yet ➤ The teacher ends the class by saying closing statement
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4th Meeting		
Learning Objective:		
1. Students are able to produce ideas for making draft of recount text		
Pre-Activity (15 Minutes)		
<ul style="list-style-type: none"> ➤ Teacher greets the students with “Good Morning” and asks students’ condition ➤ Teacher and students pray together ➤ Teacher checks the students’ attendance ➤ The teacher reviews the previous lesson by asking question about what they had been learn in the last meeting ➤ Teacher informs the objectives of the lesson and activities that will be going to be done 		
Main Activity (65 Minutes)		
<ul style="list-style-type: none"> ➤ Teacher commands students to think of a memorable or an unforgettable experience ➤ When students ready with their topic about past event teacher gives some questions to generate ideas ➤ Teacher guided students to insert their ideas in a table below 		
Generic Structure	What you write	Write your draft here
Orientation	What happened? Who was involved? Where did it happen? When did it happen?	
Events	Chronological series of events	
Re-orientation	Comments on the event or writer’s feeling after those events.	
<ul style="list-style-type: none"> ➤ Based on the draft, teacher assigns students to compose recount text ➤ Teacher asks students to determine the tittle of their projects 		

	<ul style="list-style-type: none"> ➤ Students put the tittle on their written project ➤ Teacher walks around to monitor students whether they have difficulties or not in writing activity ➤ Teacher asks students to submit their work
	<p>Post-Activity (10 Minutes)</p> <ul style="list-style-type: none"> ➤ The teacher and students conclude the lesson together by asking several things that the students have not understand yet ➤ The teacher ends the class by saying closing statement
	<p>5th Meeting</p>
	<p>Learning Objective:</p> <ol style="list-style-type: none"> 1. Students are able to create recount text by emphasizing on the characteristics of the text and components of the writing (content, organization, grammar, vocabulary, and mechanics).
	<p>Pre-Activity (15 Minutes)</p> <ul style="list-style-type: none"> ➤ Teacher greets the students with “good morning” and asks students’ condition ➤ Teacher and students pray together ➤ Teacher checks the students’ attendance ➤ The teacher reviews the previous lesson by asking question about what they had been learn in the last meeting ➤ Teacher informs the objectives of the lesson and activities that will be going to be done
	<p>Main Activity</p> <ul style="list-style-type: none"> ➤ Teacher give feedback of students’ work in a previous meeting ➤ Students revise their work based on the revision from the teacher ➤ Teacher reexplains the main aspect that being discussed in orientation, event, and re orientation ➤ Students work on teacher’s revision. The students rewrite correct paragraph related with the structure and content of the text based on the result of the revision ➤ After finishing, students do one on one consultation of their writing to the teacher

	➤ Teacher gives revision and feedback based on students' mistakes related with the grammar used and language features of recount text.	
	6th Meeting	
	Learning Objective:	
	1. Students are able to write recount text with a picture series	
	Pre-Activity (15 Minutes) <ul style="list-style-type: none"> ➤ Teacher greets the students with “good morning” and asks students’ condition ➤ Teacher and students pray together ➤ Teacher checks the students’ attendance ➤ The teacher reviews the previous lesson by asking question about what they had been learn in the last meeting ➤ Teacher informs the objectives of the lesson and activities that will be going to be done 	
	Main Activity (65 Minutes) <ul style="list-style-type: none"> ➤ Teacher informs that they will make recount text based on the picture series ➤ Teacher asks students to inspect the two group of pictures with the topic Helping each other and Theater ticket ➤ Teacher divided the topic to the students ➤ Each of the student get one topic complete with the picture series ➤ Students create a recount text which contains of Orientation, Events, and Re-orientation based on the picture series ➤ When time is up, students submit their work ➤ Teacher gives score based on writing scoring rubric 	
6.	Diagnostic Assessment	
	Non-Cognitive	- What do you feel about today’s learning activity?

		<ul style="list-style-type: none"> - What learning method helps you most in practicing your learning? - What are the difficulties that you found in learning this “recount text”?
	Cognitive	<ul style="list-style-type: none"> - Are all students able to achieve the learning outcome? - Are all students able to follow the teaching and learning process? - Are there any changes on students’ skill and behavior during the activity?
Formative Assessment		
	Assessment of competence or skill and knowledge	<ol style="list-style-type: none"> 1. Students are able to comprehend about the definition of recount text 2. Students are able to analyze generic structure of recount text 3. Through discussion students are able to understand the detailed information on the recount text
	How to conduct assessment	Performance/demonstration, observation
	Assessment criteria	Qualitative and Quantitative
	Students’ production	<ol style="list-style-type: none"> 1. The learning objectives have been achieved if the students’ score reaches 75 minimally 2. The learning objectives have not been achieved if the students’ scores are below 75
7. Enrichment and Remedial		
	Enrichment Material (for high achieving students)	Searching other types of Recount Text from some sources.
	Additional material/remedial	Comprehending Recount text provided by the teacher.

	(for students who have difficulty comprehending the concept)	
8. Appendices	Students' Worksheet	Recount text
	Students' reading resources	Module Recount text
	Teacher's reading resources	Module Recount text
	Glossary	Recount text is a text that has purpose to retell of factual events that have happened in the past
	References	<ol style="list-style-type: none"> 1. English in Mind Second Edition-Student's Book 3, 2021. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia. 2. http://englishadmin.com/2018/02/6 3. https://www.teacherspayteachers.com 4. http://eclass.cambridgeinternationalschool.in/3erty/

Teaching Material: Recount Text

- a. **Recount texts** tell a series of events in the past. It tells information about what happened, when it happened, where it happened, and who was involved
- b. **Social function:** to retell events for the purpose of informing or entertaining.
- c. **Generic structure:**
 - Orientation : provides setting and introduces participants (who, what, when, and where)
 - Events : tell what happened in a chronological order
 - Re-orientation : (optional) closure events. The writer's point of view.
- d. **Language Features:**

- The use simple past tenses. S + V2 (We went for a trip to the Zoo)
- Using adverbs of Time that are usually used in the 'simple past tense' sentences are: One day, When I was, Tonight, Yesterday, last week, a week ago, last month, a year ago, ...ago, last....., etc.
- Using adverb of Sequence, such as; Firstly, After that, Finally, Suddenly, At last
- The use of Conjunction: And, but, or, then, while,
- Use of Action Verb (regular and irregular)

Regular Verbs

Verb 1	Verb 2	Verb 3	Meaning
Finish	Finished	Finished	Menyelesaikan
Arrive	Arrived	Arrived	Sampai/tiba
Talk	Talked	Talked	Berbicara
Play	Played	Played	Bermain
Watch	Watched	Watched	Menonton
Ask	Asked	Asked	Meminta
Clean	Cleaned	Cleaned	Membersihkan
Paint	Painted	Painted	Melukis
Open	Opened	Opened	Membuka
Pick	Picked	Picked	Menjemput

Irregular Verbs

Verb 1	Verb 2	Verb 3	Meaning
Wake up	Woke up	Woken up	Bangun
Eat	Ate	Eaten	Makan
Go	Went	Gone	Pergi
Say	Said	Said	Mengatakan
Do	Did	Done	Melakukan
Sleep	Slept	Slept	Tidur

Tell	Told	Told	Menceritakan
Cut	Cut	Cut	Memotong
Put	Put	Put	Meletakkan
Buy	Bought	Bought	Membeli
Catch	Caught	Caught	Menangkap

e. Types of Recount Text:

Recount text can be categorized into five types, namely; personal recount, factual recount, imaginative recount, procedural recount, historical recount, and biographical recount.

1. Personal Recount

Personal recount is a type of recount text retells of an activity where the writer personally involved in. The examples of personal recount are diary entry or letter. Personal recount is normally written in the first person (I and We) and regularly to entertain and to inform.

2. Factual Recount

Factual recount is usually used to give an information of past accidents such as, newspaper, police report, and historical events. Factual report is very factual and detail which uses picture in order to gain the complete events.

3. Imaginative Recount

Imaginative recount refers to entertain the reader by retelling imaginary events such as fiction.

4. Procedural Recount

Procedural recount refers to sequential steps to achieve a result. It has purpose in completing a task or procedure. For an example a book that explain how things were made.

5. Historical Recount

Historical recount tells about historical events and informs readers of the chronology of events based on facts and history.

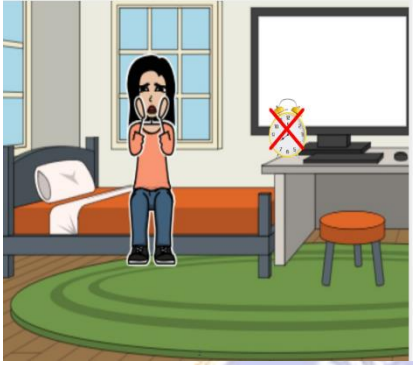

6. Biographical Recount

Biographical recount tells about person's life story which include his/her

achievements in past events.

Read and study the text structure of the story below!

My Day

Picture	Text
 <p>Picture 1</p>	<p>I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off.</p>
 <p>Picture 2</p>	<p>Then, I was in such a hurry that I burned my hand when I was making breakfast.</p>
 <p>Picture 3</p>	<p>After breakfast, I got dressed so quickly that I</p>



Picture 4

forgot to wear socks.



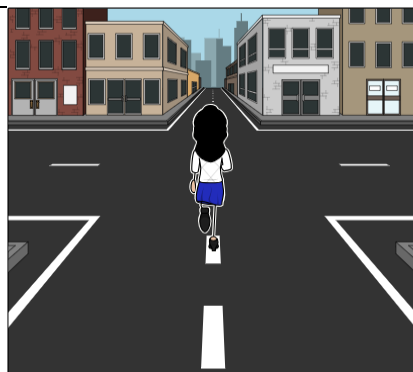
Picture 5

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it.




Picture 6

I wanted to take a taxi, but I didn't have enough money.



Picture 7

Finally, I walked the three miles to my school

	<p>only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.</p>
<p>Picture 8</p>	

Grammar spot

1. Simple Past tense

a. Nominal sentence

(+) *S + V2*

(-) *S + did not + V1*

(?) *Did + S + V1*

Here are some examples of simple past tense:

❖ Positive form:

(+) I joined the Traditional Dance Competition in Jakarta last year.

(+) It was very interesting and I enjoyed it

(+) I woke up at eleven past seven

❖ Negative form:

(-) I did not feel nervous anymore.

(-) I did not play football in a field.

(-) I didn't study English yesterday.

❖ Interrogative form:

(?) Did you have a bicycle when you were young?

(?) Did they go to Jakarta last month?

b. Nominal Sentence

(+) *S + was/were*

(-) *S + was not/were not +*

(?) *Was/were + S +*

❖ (+) She was happy yesterday

(+) They were busy last week

❖ (-) I was not sad this morning.

❖ (?) Was Ani busy yesterday?

(?) Were they in Iceland last January?

c. Time Signals:

1. Yesterday
2. Yesterday morning
3. Last night
4. Last week
5. Last Monday
6. Last month
7. Last year
8. Last march
9. Ago...
10. an hour ago
11. a week ago
12. a month ago
13. a year ago
14. this morning
15. this afternoon
16. Just now
17. In 2014



ASSESSMENT SHEET

- Instrument:

Writing Scoring Rubric

No	Components	Weight	Score	Description
1	Content	3	5	The contents content is relevant with recount text; the idea is original; the main ideas of orientation, events, and reorientation are clearly described and supported with sufficient and relevant details
			4	The content is relevant with recount text; the idea is original; the main ideas of orientation, events and reorientation are clearly described, but lack of relevant details
			3	The content is relevant with recount text; the idea is quite original; the main ideas of orientation, events and reorientation are quite clear and lack of relevant details
			2	The content is relevant with recount text; the idea has lack of originality; the main ideas of orientation, events and reorientation are quite clear and lack of relevant details

			1	The content does not relevant with the recount text; the idea is not original; the main ideas of orientation, events and reorientation are unclear and have no relevant details
2	Organization	2	5	The ideas are arranged in the generic structure of recount text and coherently related to each other; the details are presented in effective chronological order
			4	The ideas are arranged in the generic structure of recount text and quite coherent to each other; the details are presented mostly in effective chronological order
			3	The ideas are arranged in the generic structure of recount text and quite coherent to each other, the details are presented in quite chronologically
			2	The ideas are arranged in the generic structure of recount text and coherent enough to each other; but the details are presented in random sequences
			1	The ideas are not arranged in the generic structure of recount text and not coherent to each other; the details are presented in random sequences
3	Grammar	2	5	Sentences are written in

				appropriate and accurate Past tense; no mistakes on subject verb agreement, word order, pronouns, articles, conjunction, and prepositions
			4	Sentences are written with few mistakes in Past tense; have quite good subject verb agreement, word order, pronouns, articles, conjunction, and prepositions
			3	Sentences are written with some mistakes in Past tense, subject verb agreement, word order, pronouns, articles, conjunction, and prepositions
			2	Sentences are written with many mistakes in Past tense, subject verb agreement, word order, pronouns, articles, conjunction, and prepositions
			1	Sentences are written with so many mistakes in Past tense, subject verb agreement, word order, pronouns, articles, conjunction, and prepositions
4	Vocabulary	2	5	Vocabularies are rich and used appropriately; effective word choices are well-considered
			4	Vocabularies are rich enough and used appropriately; effective word choices are well considered
			3	Vocabularies are adequate and

				some of them are used appropriately, have some ineffective word choices
			2	Lack of vocabularies and they are used inappropriate, have some ineffective word choices
			1	Lack of vocabularies and they are used inappropriate, have poor word choices
5	Mechanics	1	5	There are no mistakes in capitalization, spelling, and punctuation, handwriting can be read easily
			4	There are few mistakes in capitalization, spelling, and punctuation, handwriting can be read
			3	There are some mistakes in capitalization, spelling, and punctuation; handwriting is difficult to read
			2	There are many mistakes in capitalization, spelling, and punctuation; handwriting is difficult to read
			1	There are too many mistakes in capitalization, spelling, and punctuation; handwriting cannot be read at all

$$Score = \frac{(CS \times 3) + (OS \times 2) + (GS \times 2) + (VS \times 2) + (MS \times 1)}{5} \quad 10$$

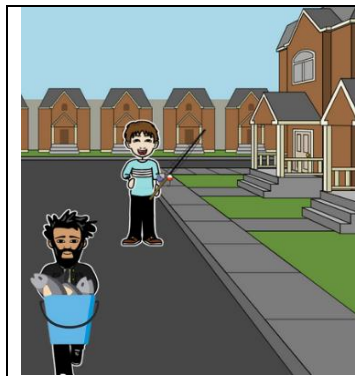
Students' Worksheet Posttest

Let's take a look on pictures below. There are two groups of pictures for two recount texts. Choose one of the pictures and write a recount text based on it, following the correct structure and language features.

Picture 1

Helping Each Other

<p>Picture 1</p>	<p>Picture 2</p>	<p>Picture 3</p>
<p>Picture 4</p>	<p>Picture 5</p>	<p>Picture 6</p>
<p>Picture 7</p>	<p>Picture 8</p>	<p>Picture 9</p>

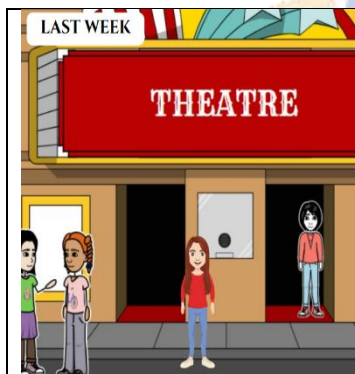


Picture 10

Pictures made by Storyboard That

Picture 2

Theatre Ticket



Picture 1



Picture 2



Picture 3



Picture 4



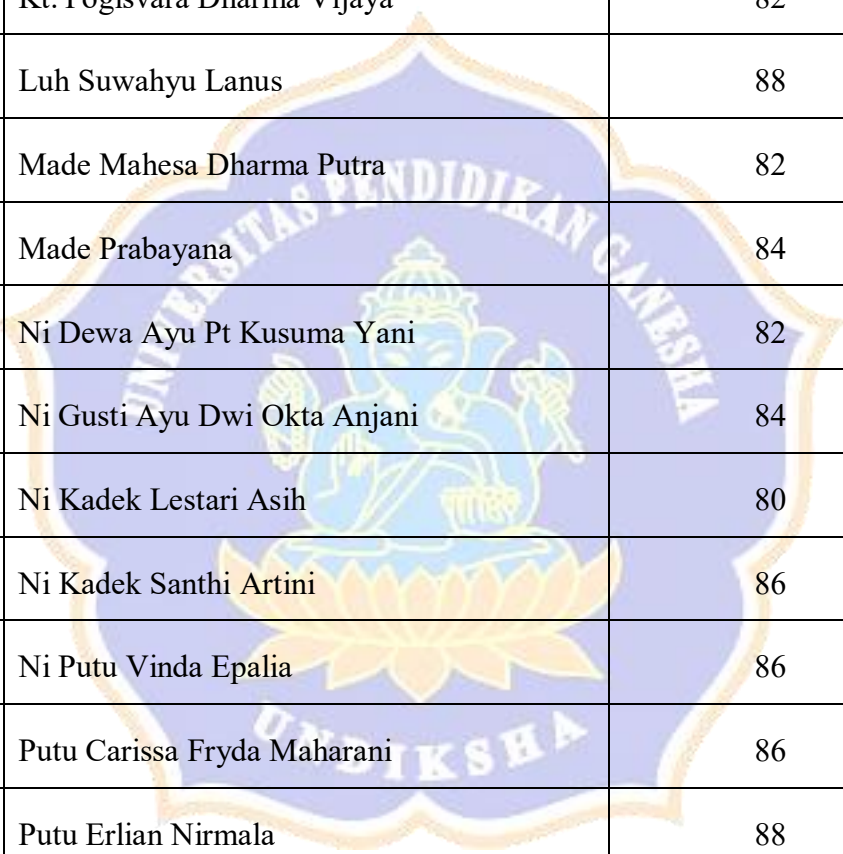
Picture 5

Pictures made by StoryJumper and Storyboard That

Posttest Score

XA/Control Group

No.	NAME	POSTTEST SCORE
1.	Bagus Made Pradipa Wibisana	82
2.	Gede Bintang Budi Utama	76
3.	Gusti Putu Esa Sugiantara Putra	78
4.	I Gede Budi Utama	78
5.	I Gusti Ayu Putu Padmarini	84
6.	I Made Endra Tangkas Koriawan	76
7.	Kadek Agus Budiastrawan	76
8.	Kadek Dendi Muliawan	76
9.	Kadek Desi Anggreni	76
10.	Kadek Jaya Ardana	80
11.	Kadek Lestari	86
12.	Kadek Nanda Gova Priyatmajaya	78
13.	Kadek Sukarni	76
14.	Kadek Widiyastri	80
15.	Ketut Sri Rahayu Widhiari	84
16.	Komang Ananda Ristya Widarma	80
17.	Komang Arimardonna Widi Oka Tri Saputra	80



18.	Komang Eskayana Putra	80
19.	Komang Evan Aryaguna	76
20.	Komang Galih Putra Ardheta	80
21.	Komang Sastra Wiguna	84
22.	Kt Yuli Adnyani	80
23.	Kt.Yogisvara Dharma Vijaya	82
24.	Luh Suwahyu Lanus	88
25.	Made Mahesa Dharma Putra	82
26.	Made Prabayana	84
27.	Ni Dewa Ayu Pt Kusuma Yani	82
28.	Ni Gusti Ayu Dwi Okta Anjani	84
29.	Ni Kadek Lestari Asih	80
30.	Ni Kadek Santhi Artini	86
31.	Ni Putu Vinda Epalia	86
32.	Putu Carissa Fryda Maharani	86
33.	Putu Erlian Nirmala	88
34.	Putu Junita Kurnia Damayanti	86
35.	Putu Saputra Ardiyan	76
36.	Putu Surya Pratama	76

XC/Experimental Group

No.	NAME	POSTTEST SCORE
1.	Defina Mora Mutiara Putri	78
2.	Dewa Kadek Bayu Wirayana	84
3.	Gede Gian Danendra Supartawan	88
4.	Gede Pasek Tedymandala	80
5.	Gede Radetya Dharma Wibawa	84
6.	Gede Surya Dharma Saputra	82
7.	Gede Trisena Ismayana	80
8.	Gusti Ayu Eva Naora Natania	86
9.	Gusti Ayu Evy Naora Natanayla	90
10.	I Gusti Made Ayu Anggitha R.	84
11.	Kadek Agus Tedy Bramasta	84
12.	Kadek Dian Utami	86
13.	Kadek Krisna Dwika Putra	78
14.	Kadek Nova Cahaya Putra	80
15.	Kadek Serlyani	80
16.	Ketut Ayu Alit Sukariani	88
17.	Ketut Rizky Budi Wardana	80
18.	Komang Galih Wijaya	76
19.	Komang Mahesya Susastra	76

20.	Komang Pradnya Rinata Dana Jaya	76
21.	Luh Arisda Apriyani Anugrah Putri	82
22.	Luh Ketut Wismaheri	94
23.	Luh Putu Aulia Pradnyatari Putri	80
24.	Luh Sri Ayu Nita	84
25.	Made Suci Malini	86
26.	Ni Kadek Sukma Wardani	88
27.	Ni Kadek Winda Prastya Damayanti	88
28.	Ni Ketut Anggia Kelyana Tantri P.	90
29.	Ni Luh Melinda Pratama Putri	78
30.	Ni Made Reika Putri	88
31.	Ni Putu Denisa Clara	80
32.	Putu Ayu Indharini	92
33.	Putu Dewi Sri Wulandari	84
34.	Putu Prila Apriani	90
35.	Putu Risa Anjani	86
36.	Putu Xenia Adi Arya Putra	82

Appendix Students' Writing

Experimental Group

90

Students Worksheet

Name : Gusti Ayu Evy Naoro Natancyla
 Class/Number : Xc / 09
 Subject : Personal Recount Text

Instruction :

1. In this test, you will write a personal recount text that contains Orientation, Event, and Re-orientation based on the ideas gotten
2. The topic is Helping Each Other and Theatre Ticket
3. Create a title based on the topic
4. You will be given 90 minutes to make your personal recount text. Do not look for ways to make recount text on the internet!
5. While writing your personal recount text, please consider the following aspects of writing: content, organization, grammar, vocabulary, and mechanics.
6. Please work individually.

$C : 15$
 $O : 8$
 $G : 8$
 $V : 10$
 $M : \frac{4}{45} +$
 $\frac{45}{5} \times 10 = 90$

An Exciting Day By the river

Yesterday morning, I Planned to go Fishing because the weader was very good. I woke up at 6 a.m. I Felt happy because I've been waiting for this moment for days.

And then I went to the market to buy some shrimps. I bought some Shrimp to use as bait. I went to the river and I looked for a good place to fishing. I was fishing across from the hut by the river side. I stayed under the tree near of the river and I started fishing. I waited for 30 minutes and I was a little bit tired. After waiting for a long time, I finally got a small fish. After that, I got fish in a row, in total there were 10 big fish and 3 small fish.

I was very happy to get fish in large quantities. I was plans to cook with my friends, and I hurried back home. On the way home, I saw beggar and I felt pity. I gave all of my fish to the beggar, to sell at the market. After the beggar left and saw thank you to me, I felt happy because I could help the beggar.

1

Students Worksheet

Name : Gede Trisena Ismayana
 Class/Number : X-C/7
 Subject : Personal Recount Text



Instruction :

1. In this test, you will write a personal recount text that contains Orientation, Event, and Re-orientation based on the ideas gotten
2. The topic is Helping Each Other and Theatre Ticket
3. Create a title based on the topic
4. You will be given 90 minutes to make your personal recount text. Do not look for ways to make recount text on the internet!
5. While writing your personal recount text, please consider the following aspects of writing: content, organization, grammar, vocabulary, and mechanics.
6. Please work individually.

Go to the Theatre

Last month, I went to the theatre at 9 a.m.
 I arrived at the Theatre and gave my ticket to the staff.
 The staff checked my ticket.

After checked my ticket, She said that my ticket was expired,
 and I can't watched the film.
 I felt so sad, and I wanted to go home.
 So, I went to home with my motorcycle and arrived at home.

Although I didn't watched the film because my ticket
 was expired, I still had an Unforgettable experience.
 Next time, I made ^{will make} sure to check my ticket more carefully before going
 to the theatre.

$$\begin{array}{ccccccc} C & O & G & V & M \\ 1 & 2 & + & 8 & + & 8 & + & 8 & + & 4 & = & \frac{40}{5} & \times & 10 & = & 80 \end{array}$$

Students Worksheet

Name : Nli Putu Denisa Clara
 Class/Number : X.C / 31
 Subject : Personal Recount Text

80

Instruction :

1. In this test, you will write a personal recount text that contains Orientation, Event, and Re-orientation based on the ideas gotten
2. The topic is Helping Each Other and Theatre Ticket
3. Create a title based on the topic
4. You will be given 90 minutes to make your personal recount text. Do not look for ways to make recount text on the internet!
5. While writing your personal recount text, please consider the following aspects of writing: content, organization, grammar, vocabulary, and mechanics.
6. Please work individually.

be consistent with the subject *She?* *disappointing day*

Last two week I wanted to go to theater. Then she remembered she still had a teacher ticket. I immediately went to the theater. I brought the ticket that I had bought last week. I showed the ticket to the officer. But the officer looked annoyed. A girl was disappointed because her ticket had expired two days earlier.

The delay caused him not to be able to watch the performance. Although disappointed, he had to accept the fact that his ticket was no longer valid. I felt disappointed and sad because I could not get into the theater performance. Although disappointed

I had to accept the reality that his ticket had expired. After that, I decided to go home. I felt sad throughout the journey because she missed the theater show. She arrived home before long.

$$1C \quad 0 \quad 6 \quad M \quad V$$

$$15 + 10 + 6 + 6 + 3 = \frac{40}{5} \times 10 = 80$$

Students Worksheet

Name : Maden Urmasa Dwina Purra
 Class/Number : XC / 13
 Subject : Personal Recount Text

78

Instruction :

1. In this test, you will write a personal recount text that contains Orientation, Event, and Re-orientation based on the ideas gotten
2. The topic is Helping Each Other and Theatre Ticket
3. Create a title based on the topic
4. You will be given 90 minutes to make your personal recount text. Do not look for ways to make recount text on the internet!
5. While writing your personal recount text, please consider the following aspects of writing: content, organization, grammar, vocabulary, and mechanics.
6. Please work individually.

Title

Orientation :

Last week, I was very excited to watch a theatre show. ^{use "I"} She had bought the ticket in advance and came to the theatre early in the morning. She checked the and went straight to the ticket counter.

Events :

I gave ticket to the staff, expecting to go inside. But the staff looked at the ticket and said "im sorry, this ticket expired two days ago." The girl was shocked. Oh no! I didn't know. I missed the show! I walked out of the theatre feeling very disappointed. I had really wanted to see the show. With a heavy heart, I got on my motorcycle and went home. While riding.

Reorientation :

I thought to myself, "Next time, I must check the date carefully."

$$\begin{array}{r} C \quad O \quad G \quad M \quad V \\ 12 + 8 + 8 + 3 + 8 = \frac{39}{5} \times 10 = 78 \end{array}$$

Students Worksheet

Name : Kadek Seriyani
 Class/Number : XC / 15
 Subject : Personal Recount Text

80

Instruction :

1. In this test, you will write a personal recount text that contains Orientation, Event, and Re-orientation based on the ideas gotten
2. The topic is Helping Each Other and Theatre Ticket
3. Create a title based on the topic
4. You will be given 90 minutes to make your personal recount text. Do not look for ways to make recount text on the internet!
5. While writing your personal recount text, please consider the following aspects of writing: content, organization, grammar, vocabulary, and mechanics.
6. Please work individually.

Rivers, Fish, and a small kindness.

Orientation → I woke up and thought that today would be nice day for me to fishing, then I went to the market to buy fishing bait, I used shrimp as a fishing bait. After that I went to the river with a fishing rod bucket and bait.

Events → When I got to the river, I put bait on the hook and started fishing, 30 minutes later a fish caught the bait and I pulled it, After that there was a goldfish that caught my bait again. After getting lots of fish, I decided to go home.

Reorientation → I went back home, on the way home, I saw a beggar, because I felt sorry, I gave all the fish I caught to the beggar, the beggar said thank you and left.

$$\begin{array}{r}
 C \quad O \quad G \quad V \quad M \\
 12 + \cancel{10} + 10 + 8 + 2 = \frac{40}{5} \times 10 = 80
 \end{array}$$

Control Group

Students Worksheet

Name : Made Pruhayana
 Class/Number : XA/26
 Subject : Personal Recount Text

84

Instruction :

1. In this test, you will write a personal recount text that contains Orientation, Event, and Re-orientation based on the ideas gotten
2. The topic is Helping Each Other and Theatre Ticket
3. Create a title based on the topic
4. You will be given 90 minutes to make your personal recount text. Do not look for ways to make recount text on the internet!
5. While writing your personal recount text, please consider the following aspects of writing: content, organization, grammar, vocabulary, and mechanics.
6. Please work individually.

The Expired Ticket

Two days ago, I went to the theatre and brought the tickets. I had bought the ticket earlier to watch a show. I was so excited and couldn't wait to watch it. How did you get there?

However, to my surprise, the ticket clerk told me that my tickets had expired a week ago. I couldn't believe it. I had missed the date. I felt so bad and disappointed. I had waited so long, but because I didn't check the date carefully I missed the show. I left the theatre with a heavy heart and rode my motorcycle back home.

It was a lesson for me to always check the date on the ticket before it's too late.

$$\begin{array}{ccccccc} C & O & G & V & M & & \\ 1 & 2 & + & 8 & + & 10 & + & 8 & + & 4 & = & \frac{42}{5} & \times 10 & = & 84 \end{array}$$

Students Worksheet

Name : Rli Kadek Lestari Asih
 Class/Number : 29 / X - A
 Subject : Personal Recount Text



Instruction :

1. In this test, you will write a personal recount text that contains Orientation, Event, and Re-orientation based on the ideas gotten
2. The topic is Helping Each Other and Theatre Ticket
3. Create a title based on the topic
4. You will be given 90 minutes to make your personal recount text. Do not look for ways to make recount text on the internet!
5. While writing your personal recount text, please consider the following aspects of writing: content, organization, grammar, vocabulary, and mechanics.
6. Please work individually.

A Day of Kindness

One day, I decided to go fishing because the weather was nice. I went to the market to buy some fishing ~~bite~~ bait. Then, I went to river and started fishing. I waited patiently for 30 minutes, after several minutes, I caught some big fish.

On my way home, I met a beggar who looked hungry. I give him the fish and told him ^{to} ~~he could~~ sell ~~them~~ ^{those fish} buy food.

He thanked me and walked away happy. It felt great to help some one ^M in need.

C O 6 V M

$$12 + 6 + 8 + 10 + 4 = \frac{40}{5} \times 10 = 80$$

1

Students Worksheet

Name : Luh Suwahyu Lanus
 Class/Number : X-A / 24
 Subject : Personal Recount Text

88

Instruction :

1. In this test, you will write a personal recount text that contains Orientation, Event, and Re-orientation based on the ideas gotten
2. The topic is Helping Each Other and Theatre Ticket
3. Create a title based on the topic
4. You will be given 90 minutes to make your personal recount text. Do not look for ways to make recount text on the internet!
5. While writing your personal recount text, please consider the following aspects of writing: content, organization, grammar, vocabulary, and mechanics.
6. Please work individually.

Expired Ticket

Last week, I woke up at 06.00 am. It was a bright day. I had a plan to go to the theatre. ~~buy~~ ~~some ticket~~. I was so excited to the performance. Before that, I already bought the ticket.

Then, I went to the theatre. I exchanged the ticket to the ticket clerk. ^M She ^{the ticket clerk} looked at ^{my ticket} (it) and said, "I am sorry girl, your ticket is already expired two days ago". I was shocked and disappointed. Finally, I rode my scooter and back home.

I was back home with feeling disappointed.

C O G V M

$$15 + 10 + 8 + 8 + 3 = 44 \times 10 = 88$$

Students Worksheet

Name : Ni Kadek Santhi Artini
 Class/Number : XA / 30
 Subject : Personal Recount Text

86

Instruction :

1. In this test, you will write a personal recount text that contains Orientation, Event, and Re-orientation based on the ideas gotten
2. The topic is Helping Each Other and Theatre Ticket
3. Create a title based on the topic
4. You will be given 90 minutes to make your personal recount text. Do not look for ways to make recount text on the internet!
5. While writing your personal recount text, please consider the following aspects of writing: content, organization, grammar, vocabulary, and mechanics.
6. Please work individually.

Misfortune

Change the movie / the performance
 Last holiday, I went to the theatre, I went there alone. I was very excited that day, because I couldn't wait to watch (14). Then I went to the counter to hand over my ticket. The ticket clerk said that my ticket had expired 2 days ago. Huhuu... I felt sad and disappointed, when I bought this ticket there was a big discount at that time. I didn't expect that the ticket would expire so quickly. After that I took my motorcycle and went home with a mixed feeling of sadness and disappointment. What else could I do, feelings of disappointment and sadness, even though I felt very enthusiastic and happy before I went to go home and took a rest, maybe was just unlucky, next time would watch the theatre.

C O G V M

$$15 + 8 + 8 + 8 + 4 = 43$$

$$\frac{43}{5} \times 10 = 86$$

1

Students Worksheet

Name : km Eskayana Putra
 Class/Number : XA/18
 Subject : Personal Recount Text

Instruction :

1. In this test, you will write a personal recount text that contains Orientation, Event, and Re-orientation based on the ideas gotten
2. The topic is Helping Each Other and Theatre Ticket
3. Create a title based on the topic
4. You will be given 90 minutes to make your personal recount text. Do not look for ways to make recount text on the internet!
5. While writing your personal recount text, please consider the following aspects of writing: content, organization, grammar, vocabulary, and mechanics.
6. Please work individually.

Go to theatre

Last week, I went to theatre by motorcycle. I was so excited looking at the show.

Then, I went to the ticket to ^Mscan my ticket.

However, upon reaching the entrance, my joy quickly turned to disappointment when the ^Mstaff informed that my ticket had expired two days ago.

As I rode home on my motorcycle, even though I was disappointed, I accepted there was no way to change the past.

C O G V M

$$12 + 6 + 10 + 8 + 4 = \frac{40}{5} \times 10 = 80$$

86

Students Worksheet

Name : Puku Juniwa Kurnia Damayanti
 Class/Number : X-A / 39
 Subject : Personal Recount Text

Instruction :

1. In this test, you will write a personal recount text that contains Orientation, Event, and Re-orientation based on the ideas gotten
2. The topic is Helping Each Other and Theatre Ticket
3. Create a title based on the topic
4. You will be given 90 minutes to make your personal recount text. Do not look for ways to make recount text on the internet!
5. While writing your personal recount text, please consider the following aspects of writing: content, organization, grammar, vocabulary, and mechanics.
6. Please work individually.

A Moment To Remember

Last week, I went to a theater performance and I was so excited because I had already bought tickets. There were already some people ^{who} ~~they~~ wanted to watch the theater performance, but the tickets had to be checked first.

At first, I went to the tickets check point, there were already some people they also wanted to check their tickets. And they checked their tickets, then it was my turn to check mine. After that I handed my tickets to the officer in charge of checking it and then "I am sorry girl, your tickets ^{is} ~~are~~ already expired two days ago" said the officer, "oh no !!! I missed it"

I felt sad. Then, I decided to go home because I couldn't watch the theater performance. ^M

C O G V M

15 + 8 + 8 + 8 + 4 = 43

$\frac{43}{5} \times 10 = 86$


Students Worksheet

Name : Putu Carissa Fryda Maharani
 Class/Number : X-A / 32
 Subject : Personal Recount Text

Instruction :

1. In this test, you will write a personal recount text that contains Orientation, Event, and Re-orientation based on the ideas gotten
2. The topic is Helping Each Other and Theatre Ticket
3. Create a title based on the topic
4. You will be given 90 minutes to make your personal recount text. Do not look for ways to make recount text on the internet!
5. While writing your personal recount text, please consider the following aspects of writing: content, organization, grammar, vocabulary, and mechanics.
6. Please work individually.

The Expired Theatre Ticket

Last week, I was so excited, because I went to the theatre.

At first, I woke up at 07.00 AM. Then I have breakfast, after it I got ready. I went to the theatre at 10.00 AM. I arrived at 11.00 AM. I gave the theatre ticket to the officer but my ticket had already expired two days ago. I felt so sad. I forget it.

I went home by motorbike. When I got home I cried because that was movie I really waited for.

$$\begin{array}{r}
 C \quad O \quad G \quad V \quad M \\
 12 + 8 + 8 + 10 + 5 : \frac{43}{5} \times 10 = 86
 \end{array}$$

Gallery Photo







RIWAYAT HIDUP



Komang Ayu Karisma Widayani lahir di Singaraja pada tanggal 7 Juni 2000. Penulis lahir dari pasangan suami istri Bapak Ketut Masika dan Ibu Ketut Sukerni. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Banjar Dinas Dajan Margi, Desa Silangjana, Kecamatan Sukasada, Kabupaten Buleleng, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD Negeri 2 Silangjana dan lulus pada tahun 2012.

Kemudian penulis melanjutkan di SMP Negeri 7 Singaraja dan lulus pada tahun 2015. Pada tahun 2018, penulis lulus dari SMA Negeri 3 Singaraja jurusan Bahasa dan melanjutkan ke Program Studi S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2025 penulis telah menyelesaikan Skripsi yang berjudul “The Effect of 635 Brainwriting Techniques on Students’ Writing Competence in Tenth Grade of SMA N 3 Singaraja in the Academic Year 2024/2025”. Selanjutnya, mulai tahun 2025 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.

