# **APPENDIX 1 : List of the Samples in Group I and II**

No.	GROUP I	GROUP II
1	Agus Arya Wedanta	Amritasastri Jayanti Dewi Narayani
2	A. A. Ayu Nadia Nandini	A. A. Md. Ananda Putra Arsa Sedana
3	A. A. Raka Luhurnatha Suputra	Anak Agung Ngurah Bagus Sidhi M.
4	Dw. Ayu Bintang Dwiningsih	Devi Abelia Wibowo
5	Elisabeth Dinda Dinati Dhei	Gde Sarat Pituas
6	I Dw. Gd Denny Astina Putra W.	Gede Raditya Nugraha
7	I Gd Yogi Satriya Winata	I Gusti Ayu Vita Amara Puteri
8	I Gst.Bgs Oka Dhiatmika Wisaka	I Kadek Dadi Arisugawa
9	I Gst Ayu Ari Sasmita	I Made Agus Satya Pawana
10	I Gst Ngr Wijaya K <mark>u</mark> suma	I Made Alit <mark>Praditya Putra</mark>
11	I Kd Widya <mark>Dharm</mark> a	I Made Ananta Dwi Putra Wardana
12	I Made Satya Nandana	I Made Diva Adhi Putra
13	I Nym <mark>W</mark> ahana Sanjaya Putra	I Made Satria Darma Yuda
14	I. A. Ikajati Valentina Febriyani	I Putu Arya Redana Artha
15	I. Bgs. Breyton Tristan Garizsiva	I Putu Dede Dharmawangsa
16	Kd. Dwi Paramesti Indah P.	I Putu <mark>D</mark> ipa Prama Danisw <mark>a</mark> ra
17	Kd. Rismayanti	I Putu <mark>Iv</mark> an Aditya Darmawan
18	Luh Putu Dian Satriani	I Putu Pande Suarjaya
19	Mohamad Evan Surya Andhika	I <mark>Putu Satri</mark> ya Purnawan <mark>W</mark> idnyana
20	Ni Kadek Arika Cahya Dewi	I Wayan Juliartawan
21	Ni Luh Made Dinda Dwinita R.	I Wayan Satria Nata
22	Ni Made Ayu Yuniari	I.B.Gd.Surya Nararya Cahyadi Putra
23	Ni Made La <mark>ks</mark> mi Dewi	Jovanka Fredericka Christie
24	Ni Nyoman Astri Setyawati	Kadek Damanik Yoga
25	Ni Putu Angie Litzyana	Kadek Hari Sugiantari
26	Ni Putu Ratih Diana Putri	Komang Ayu Puspa Maharani
27	Ni Wayan Devia Sulistyawati	Ni Komang Sri Pradnya Dewi Nuastari
28	Ni Wayan Pasek Tatar Nangun K.	Ni Komang Yusmita Triananda Y.
29	Ni Wayan Vania Awandini	Ni Luh Made Intan Kharisma Putri
30	Putu Adelia Devani Ardiana	Ni Luh Putu Indah Ocayani

# **Appendix 2 : Learning Scenario**

## LEARNING SCENARIO OF DESCRIPTIVE TEXT

Pre Activity Pick Step: Observing Observing  Questioning Pick Step: Observing  Questioning Pick Step: Observing  Ousestioning Ousestioning  Exploring  Asking the name/birth date/birth place/height/ occupation of person/animal/place  Asking students to choose other familiar person/animal/place  Outer familiar person/animal/place  Person/animal/place  Associating  Outer familiar person/animal/place  Person/animal/place  Outer familiar person/animal/place  Outer familiar person/animal/place  Outer familiar person/animal/place  Outer familiar person/animal place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Outer familiar person/animal of place/height/occupation of place  Outer familiar person/animal with the name/birth date/birth place/height/occupation of place  Outer familiar person/animal with the name/birth date/birth place/height/occupation of place  Outer familiar person/animals; or name/location/facilitation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step  Evaluating Step  Evaluating Step  Exploring  Outer familiar person/animal/place  Outer familiar person/animal with the name/birth date/birth place/height/occupation of place  Outer familiar person/animal with the name/birth date/birth place/height/occupation of place  Outer familiar person/animal with the name/birth date/birth place/height/occupation of place  Outer familiar person/animal place person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step  Exploring  Outer familiar person/animal/place  Outer familiar person/animal/place  Outer familiar  Person/animal/place  Outer familiar  Person/animal/place  Outer familiar  Person/animal/place  Outer familiar  Person/animal/place  Outer familiar  Person/animal/place  Outer familiar  Person/animal/place  Outer familiar  Person/animal/place  Outer familiar  Person/animal/place  Outer familiar	Descriptive text			
Greeting students   Greeting the teacher				
Observing  Ouestioning  Ouestioning  Exploring  Asking the name/birth date/birth place/height/ occupation of person/animal/place  Asking students to choose other familiar person/animal/place  Oumunicating  Asking students to choose other familiar person/animal/place  Explaining writing aspects based on K-13  Asking the name/birth date/birth place/height/occupation of person; name/location/facilitation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step  Evaluating Step  Explaining definition and generic structure of  Explaining definition and generic structure of  Digesting definition and generic structure of  Overifying attendance  Identifying picture of person/animal/place  Adentifying picture of person/animal/place  Paperson/animal/place  Asking students to choose other familiar person/animal with the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step  Explaining definition and generic structure of	Pre Activity	Teacher	Students	
Asking students to choose other familiar person/animal/place	Pick Step:	• Greeting students	Greeting the teacher	
Ouestioning  • Showing picture of person/animal/place  • Asking the name/birth date/birth place/height/ occupation of person and animal  Whilst Activity  List Step: Associating  • Asking students to choose other familiar person/animal/place  • Explaining writing aspects based on K-13  • Asking the name/birth date/birth place/height/occupation of person; name/location/facilitation of person; name/location/facilitation of place  • Explaining writing aspects of animals; or name/location/facilitation of place  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of  • Digesting writing aspects based on K-13  • Replying the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  • Explaining definition and generic structure of	Ob sourcin s	• Checking students'	Verifying attendance	
person/animal/place person/animal/place  • Asking the name/birth date/birth place/height/ occupation of person and animal  Whilst Activity  List Step: Associating  • Asking students to choose other familiar person/animal/place  • Asking students to choose other familiar person/animal/place  • Asking students to choose other familiar person/animal/place  • Explaining writing aspects based on K-13  • Asking the name/birth date/birth place/height/occupation of place  • Explaining writing aspects based on K-13  • Asking the name/birth date/birth place/height/occupation of place  • Explaining writing aspects based on K-13  • Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step Exploring  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of	Observing	attendance		
Exploring  Person/animal/place  Asking the name/birth date/birth place/height/ occupation of person and animal  Whilst Activity  List Step: Associating  Asking students to choose other familiar person/animal/place  Person/animal/place  Associating  Asking students to choose other familiar person/animal/place  Person/animal/place  Associating  Asking students to choose other familiar person/animal/place  Person/animal/place  Asking students to choose other familiar person/animal/place  Person/animal/place  Asking students to choose other familiar person/animal with the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step  Evaluating Step  Evaluating Step  Exploring  Person/animal/place  Asking students to choose other person/animal with the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Asking students of difficulty that they find in describe persons, animals and places  Evaluating Step  Exploring  Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step  Exploring  Asking students of difficulty that they find in describe persons, animals and places  Exploring definition and generic structure of	Ouestioning	• Showing picture of	• Identifying picture of	
date/birth place/height/ occupation of person and animal  Whilst Activity  List Step: Associating  - Asking students to choose other familiar person/animal/place  - Explaining writing aspects based on K-13  - Asking the name/birth date/birth place/height/occupation of person; name/location/facilitation of place  Evaluating Step Exploring  - Asking students to choose other familiar person/animal with the name/birth date/birth place/height/occupation of person; name/location/facilitation of person; name/location/facilitation of place  - Asking students of difficulty that they find in describe persons, animals and places  - Explaining definition and generic structure of  - Asking students of difficulty that they find in describe persons, animals and places  - Digesting definition and generic structure of	<b>CS</b>	person/animal/place	person/animal/place	
date/birth place/height/ occupation of person and animal		Asking the name/birth	Replying the name/birth	
Whilst Activity  List Step: Associating  Output  Communicating  Output  Communicating  Output  Communicating  Output	Exploring		date/birth place/height/	
Whilst Activity  List Step: Associating  • Asking students to choose other familiar person/animal/place  • Communicating  • Evaluating Step Explaining writing aspects of animals; or name/location/facilitation of place  • Explaining writing aspects based on K-13  • Asking the name/birth date/birth place/height/occupation of place  • Evaluating Step Exploring  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of  • Digesting other person/animal with the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitatio n of place  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of		place/height/ occupation of	occupation of person and	
**Asking students to choose other familiar person/animal/place other familiar person/animal/place person/animal with the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  **Explaining writing aspects based on K-13*  **Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place of animals; or name/location/facilitation of place  **Evaluating Step Exploring**  **Evaluating Step Exploring**  **Explaining definition and generic structure of**  **Explaining definition and generic structure of**  **Associating other person/animal with the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  **Telling the difficulty that they find in describe persons, animals and places**  **Digesting definition and generic structure of**	and the second	person and animal	animal	
**Asking students to choose other familiar person/animal/place other familiar person/animal/place person/animal with the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  **Explaining writing aspects based on K-13*  **Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place of animals; or name/location/facilitation of place  **Evaluating Step Exploring**  **Evaluating Step Exploring**  **Explaining definition and generic structure of**  **Explaining definition and generic structure of**  **Associating other person/animal with the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  **Telling the difficulty that they find in describe persons, animals and places**  **Digesting definition and generic structure of**	XX71 *1 4 A 4* *4	S FELLOW		
Communicating  other familiar person/animal with the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteris tics of animals; or name/location/facilitation of place  • Explaining writing aspects based on K-13  • Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step Exploring  Evaluating Step Exploring  • Explaining definition and generic structure of  other familiar person/animal with the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitatio n of place  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of				
Communicating    Person/animal/place				
Communicating    Part	Associating	Jan J. Santana D. Bang	10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Communicating  of person; name/feeding habits/habitats/characteris tics of animals; or name/location/facilitation of place  • Explaining writing aspects based on K-13  • Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step Exploring  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of  of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitatio n of place  • Telling the difficulty that they find in describe persons, animals and places  • Digesting definition and generic structure of		person/animal/place	The state of the s	
habits/habitats/characteris tics of animals; or name/location/facilitation of place  • Explaining writing aspects based on K-13  • Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step Exploring  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of  habits/habitats/characteris tics of animals; or name/location/facilitatio of person; name/feeding habits/habitats/characteri stics of animals place/height/occupation of person; name/feeding habits/habitats/characteri stics of animals; of person; name/feeding habits/habitats/characteri stics of animals/inthequation of person; name/feeding habits/habitats/characteri habits/habitats/ch	11 5			
tics of animals; or name/location/facilitation of place  • Explaining writing aspects based on K-13  • Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  • Replying the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of  • Digesting definition and generic structure of	Communi <mark>c</mark> ating	Was STA		
Explaining writing aspects based on K-13      Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place      Evaluating Step Exploring      Evaluating Step Exploring      Asking students of difficulty that they find in describe persons, animals and places      Explaining definition and generic structure of      name/location/facilitation of place      Digesting writing aspects based on K-13      Replying the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteri stics of animals; or name/location/facilitatio n of place      Telling the difficulty that they find in describe persons, animals and places      Explaining definition and generic structure of				
• Explaining writing aspects based on K-13  • Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step Exploring  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of  • Digesting writing aspects based on K-13  • Replying the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteri stics of animals; or name/location/facilitatio n of place  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of				
Explaining writing aspects based on K-13      Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place      Evaluating Step Exploring      Evaluating Step Exploring      Evaluating Step Exploring      Explaining definition and generic structure of      Digesting writing aspects based on K-13      Replying the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteri stics of animals; or name/location/facilitatio n of place      Telling the difficulty that they find in describe persons, animals and places      Digesting definition and generic structure of		NO TO A CONTROL OF THE PARTY OF		
• Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step Exploring  • Replying the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of  • Digesting definition and generic structure of	( ) ( ) ( ) ( ) ( ) ( )			
• Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place    Evaluating Step   Exploring				
date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step Exploring  Asking students of difficulty that they find in describe persons, animals and places  Persons, animals and places  Explaining definition and generic structure of  date/birth place/height/occupation of person; name/feeding habits/habitats/characteri stics of animals; or name/location/facilitatio n of place  Telling the difficulty that they find in describe persons, animals and places  Digesting definition and generic structure of		based on K-13	based on K-13	
place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step Exploring  Asking students of difficulty that they find in describe persons, animals and places  Explaining definition and generic structure of  place/height/occupation of person; name/feeding habits/habitats/characteri stics of animals; or name/location/facilitatio n of place  Telling the difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of	7/1	Asking the name/birth	• Replying the name/birth	
person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place  Evaluating Step Exploring  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of  of person; name/feeding habits/habitats/characteri stics of animals; or name/location/facilitatio n of place  • Telling the difficulty that they find in describe persons, animals and places  • Digesting definition and generic structure of		date/birth	date/birth	
habits/habitats/characteristics of animals; or name/location/facilitation of place style="text-align: center;">		place/height/occupation of	place/height/occupation	
of animals; or name/location/facilitation of place  Evaluating Step Exploring  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of  stics of animals; or name/location/facilitatio n of place  • Telling the difficulty that they find in describe persons, animals and places  • Digesting definition and generic structure of		person; name/feeding	of person; name/feeding	
name/location/facilitation of place  Evaluating Step Exploring  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of  name/location/facilitatio n of place  • Telling the difficulty that they find in describe persons, animals and places		habits/habitats/characteristics	habits/habitats/characteri	
Evaluating Step Exploring  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of  n of place  • Telling the difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of		of animals; or	stics of animals; or	
Evaluating Step Exploring  • Asking students of difficulty that they find in describe persons, animals and places  • Explaining definition and generic structure of  • Telling the difficulty that they find in describe persons, animals and places  • Digesting definition and generic structure of		name/location/facilitation of	name/location/facilitatio	
that they find in describe persons, animals and places  e Explaining definition and generic structure of  they find in describe persons, animals and places  • Explaining definition and generic structure of		place	n of place	
persons, animals and places  e Explaining definition and generic structure of  persons, animals and places  • Explaining definition and generic structure of		• Asking students of difficulty	• Telling the difficulty that	
<ul> <li>Explaining definition and generic structure of</li> <li>places</li> <li>Digesting definition and generic structure of</li> </ul>	Exploring	that they find in describe	they find in describe	
<ul> <li>Explaining definition and generic structure of</li> <li>Digesting definition and generic structure of</li> </ul>		persons, animals and places	persons, animals and	
generic structure of generic structure of			places	
		Explaining definition and	Digesting definition and	
descriptive text descriptive text		generic structure of	generic structure of	
		descriptive text	descriptive text	

	(Identification, Description,	(Identification,
	Conclusion)	Description, Conclusion)
Activating Step	• Asking students to choose	Identifying two other
Associating	two other unfamiliar	unfamiliar
	persons/animals/places	persons/animals with
		the name/birth date/birth
		place/height/occupation
		of person; name/feeding
		habits/habitats/characteri
		stics of animals; or
		name/location/facilitatio
		n of place
Communication	• Asking the name/birth	• Replying the name/birth
	date/birth	date/birth
	place/height/occupation of	place/height/occupation
	person; name/feeding	of person; name/feeding
	habits/habitats/characteristics	habits/habitats/characteri
	of animals; or	stics of animals; or
<u></u>	name/location/facilitation of	name/location/facilitatio
	place /location/facilitation of	n of place
Cumply Ctop	place	Describing the name
Supply Step Exploring	• Assigning new	• Describing the new
Zaproring	person/animal/place to	person/animal/place
	describe accordingly	accordingly
Post Activity		
Ending Step	Concluding the structures	• Taking notes on the
Enumg Step	of descriptive text	descriptive text structure
Observing	or descriptive text	descriptive text structure
	Assigning students with	• Doing the assigned home
	home works	works
	POWER	-4
Pre Activity	Teacher	Students
Plan Step: Observing	Greeting students	Greeting the teacher
Observing	• Checking students'	Verifying attendance
Questioning	attendance	T1 ('C' (1
	• Showing an example of	• Identifying the
	descriptive paragraph	paragraph which is
	(person/animal/place)	showing by the teacher
	<ul> <li>Asking students to find</li> </ul>	• Finding out the
	out the characteristics of	characteristics of the
	the paragraph given by	paragraph.
	the teacher.	

	<ul> <li>Explaining writing aspects based on K-13</li> <li>Explaining definition and generic structure of descriptive text (Identification, Description, Conclusion)</li> <li>Asking students to choose on topic (person/animal/place) which is given by the teacher</li> </ul>	<ul> <li>Digesting writing aspects based on K-13</li> <li>Digesting definition and generic structure of descriptive text (Identification, Description, Conclusion)</li> <li>Associating one topic (person/animal/place)</li> </ul>
Whilst Activity	A 1:	
Organize Step:  Exploring and Associating	<ul> <li>Asking students to construct a descriptive paragraph based on the topic (person/animal/place).</li> </ul>	Constructing a     descriptive parahgraph     (person/animal/place)
Work Step:	Asking students to	Identifying two other
Associating	choose two other unfamiliar persons/animals/places	unfamiliar persons/animals with the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteri stics of animals; or name/location/facilitatio n of place
Evaluate Step: Communication	Asking students of difficulty that they find in describe person/animal/place	Telling the difficulty that they find in describe person/animal/place
Post Activity		
Rethink Step: Observing	<ul> <li>Concluding the structures of descriptive text</li> <li>Assigning students with home works</li> </ul>	<ul> <li>Taking notes on the descriptive text structure</li> <li>Doing the assigned home works</li> </ul>
	HOHIC WOLKS	WUIKS

## LEARNING SCENARIO OF DESCRIPTIVE TEXT

## Recount text

PLEASE			
Pre Activity	Teacher	Students	
Pick Step:	Greeting students	Greeting the teacher	
	Checking students'	Verifying attendance	
Observing	attendance		
Questioning	Showing pictures of	• Identifying pictures of	
(Caraca and Caraca and	person activities	person activities	
	(Personal recount,	(Personal recount,	
Exploring	Factual recount,	Factual recount,	
	Imaginative recount)	Imaginative recount)	
	<ul> <li>Asking the personal</li> </ul>	<ul> <li>Replying the personal</li> </ul>	
	account/factual	account/factual	
	account/imaginative	account/imaginative	
	account of person.	account of person.	
J.	Asking students to	Associating other person	
	choose other familiar	with the personal	
	person experiences	account/factual	
	* · · · · · · · · · · · · · · · · · · ·	account/imaginative	
- C-2		account of person	
Whilst Activity		TO ST	
List Step:	• Asking students to	• Identifying two other	
Associating	choose two other	familiar persons with the	
	familiar persons	personal account/factual	
N. C.		account/imaginative	
Communicating		account of person	
	Asking the personal	• Replying the personal	
1	account/factual	account/factual	
	account/imaginative	account/imaginative	
	account of person	account of person	
1/1/2	UNDIXER		
	• Explaining the definition	Digesting definition and	
	and generic structure of	generic structure of	
	recount text	recount text	
	(Orientation, Events,	(Orientation, Events,	
	Reorientation)	Reorientation)	
	• Explaining writing	Digesting writing	
	aspects based on K-13	aspects based on K-13	
Evaluating Step	Asking students of	• Telling the difficulty	
Exploring	difficulty that they find	that they find in describe	
	in describe the personal	the personal	
	account/factual	account/factual	
	account/imaginative	account/imaginative	
	account of person	account of person	

A ativating Stan	A -1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1	- I.1
Activating Step Associating	Asking students to	• Identifying two other
Communication	choose two other	unfamiliar persons the
Communication	unfamiliar persons	personal account/factual
	experiences	account/imaginative
		account of person
Supply Step	Assigning new the	• Describing the new the
Exploring	personal account/factual	personal account/factual
	account/imaginative	account/imaginative
	account of person to	account of person
	describe accordingly	accordingly
Post Activity		
Ending Step	Concluding the	Taking notes on the
	structures of recount text	recount text structure
Observing	Assigning students with	Doing the assigned
	home works	home works
	POWER	nome works
Pre Activity	Teacher	Students
7		
Plan Step: Observing	Greeting students	Greeting the teacher
Observing	• Checking students'	<ul> <li>Verifying attendance</li> </ul>
Ouestioning	attendance	TU >
Questioning	• Showing an example of	• Identifying the
Questioning		Identifying the paragraph (Personal
Questioning	• Showing an example of	The state of the s
Questioning	Showing an example of recount paragraph	paragraph (Personal
Questioning	• Showing an example of recount paragraph (Personal recount,	paragraph (Personal recount, Factual recount,
Questioning	• Showing an example of recount paragraph (Personal recount, Factual recount,	paragraph (Personal recount, Factual recount, Imaginative recount)
Questioning	• Showing an example of recount paragraph (Personal recount, Factual recount,	paragraph (Personal recount, Factual recount, Imaginative recount) which is showing by the
Questioning	<ul> <li>Showing an example of recount paragraph         (Personal recount,         Factual recount,         Imaginative recount)</li> <li>Asking the students</li> </ul>	paragraph (Personal recount, Factual recount, Imaginative recount) which is showing by the teacher  • Replying Who, When,
Questioning	<ul> <li>Showing an example of recount paragraph         (Personal recount,         Factual recount,         Imaginative recount)</li> <li>Asking the students about the paragraph</li> </ul>	paragraph (Personal recount, Factual recount, Imaginative recount) which is showing by the teacher  • Replying Who, When, What, Where, and Why
Questioning	<ul> <li>Showing an example of recount paragraph (Personal recount, Factual recount, Imaginative recount)</li> <li>Asking the students about the paragraph (Who, When, What,</li> </ul>	paragraph (Personal recount, Factual recount, Imaginative recount) which is showing by the teacher  • Replying Who, When, What, Where, and Why in the paragraph
Questioning	<ul> <li>Showing an example of recount paragraph (Personal recount, Factual recount, Imaginative recount)</li> <li>Asking the students about the paragraph (Who, When, What, Where, and Why)</li> </ul>	paragraph (Personal recount, Factual recount, Imaginative recount) which is showing by the teacher  • Replying Who, When, What, Where, and Why in the paragraph accordingly
Questioning	<ul> <li>Showing an example of recount paragraph (Personal recount, Factual recount, Imaginative recount)</li> <li>Asking the students about the paragraph (Who, When, What, Where, and Why)</li> <li>Explaining writing</li> </ul>	paragraph (Personal recount, Factual recount, Imaginative recount) which is showing by the teacher  • Replying Who, When, What, Where, and Why in the paragraph accordingly  • Digesting writing
Questioning	<ul> <li>Showing an example of recount paragraph (Personal recount, Factual recount, Imaginative recount)</li> <li>Asking the students about the paragraph (Who, When, What, Where, and Why)</li> <li>Explaining writing aspects based on K-13</li> </ul>	paragraph (Personal recount, Factual recount, Imaginative recount) which is showing by the teacher  • Replying Who, When, What, Where, and Why in the paragraph accordingly  • Digesting writing aspects based on K-13
Questioning	<ul> <li>Showing an example of recount paragraph (Personal recount, Factual recount, Imaginative recount)</li> <li>Asking the students about the paragraph (Who, When, What, Where, and Why)</li> <li>Explaining writing aspects based on K-13</li> <li>Asking students to</li> </ul>	paragraph (Personal recount, Factual recount, Imaginative recount) which is showing by the teacher  • Replying Who, When, What, Where, and Why in the paragraph accordingly  • Digesting writing aspects based on K-13  • Associating one topic of
Questioning	<ul> <li>Showing an example of recount paragraph (Personal recount, Factual recount, Imaginative recount)</li> <li>Asking the students about the paragraph (Who, When, What, Where, and Why)</li> <li>Explaining writing aspects based on K-13</li> <li>Asking students to choose on topic of</li> </ul>	paragraph (Personal recount, Factual recount, Imaginative recount) which is showing by the teacher  • Replying Who, When, What, Where, and Why in the paragraph accordingly  • Digesting writing aspects based on K-13  • Associating one topic of personal account/factual
Questioning	<ul> <li>Showing an example of recount paragraph (Personal recount, Factual recount, Imaginative recount)</li> <li>Asking the students about the paragraph (Who, When, What, Where, and Why)</li> <li>Explaining writing aspects based on K-13</li> <li>Asking students to choose on topic of personal account/factual</li> </ul>	paragraph (Personal recount, Factual recount, Imaginative recount) which is showing by the teacher  • Replying Who, When, What, Where, and Why in the paragraph accordingly  • Digesting writing aspects based on K-13  • Associating one topic of personal account/factual account/imaginative
Questioning	<ul> <li>Showing an example of recount paragraph (Personal recount, Factual recount, Imaginative recount)</li> <li>Asking the students about the paragraph (Who, When, What, Where, and Why)</li> <li>Explaining writing aspects based on K-13</li> <li>Asking students to choose on topic of personal account/factual account/imaginative</li> </ul>	paragraph (Personal recount, Factual recount, Imaginative recount) which is showing by the teacher  • Replying Who, When, What, Where, and Why in the paragraph accordingly  • Digesting writing aspects based on K-13  • Associating one topic of personal account/factual
Questioning	<ul> <li>Showing an example of recount paragraph (Personal recount, Factual recount, Imaginative recount)</li> <li>Asking the students about the paragraph (Who, When, What, Where, and Why)</li> <li>Explaining writing aspects based on K-13</li> <li>Asking students to choose on topic of personal account/factual account/imaginative account of person which</li> </ul>	paragraph (Personal recount, Factual recount, Imaginative recount) which is showing by the teacher  • Replying Who, When, What, Where, and Why in the paragraph accordingly  • Digesting writing aspects based on K-13  • Associating one topic of personal account/factual account/imaginative
Questioning  Whilst Activity	<ul> <li>Showing an example of recount paragraph (Personal recount, Factual recount, Imaginative recount)</li> <li>Asking the students about the paragraph (Who, When, What, Where, and Why)</li> <li>Explaining writing aspects based on K-13</li> <li>Asking students to choose on topic of personal account/factual account/imaginative</li> </ul>	paragraph (Personal recount, Factual recount, Imaginative recount) which is showing by the teacher  • Replying Who, When, What, Where, and Why in the paragraph accordingly  • Digesting writing aspects based on K-13  • Associating one topic of personal account/factual account/imaginative

Organize Step: Exploring and Associating	Asking students to construct a recount paragraph based on the topic of personal account/factual account/imaginative account of person	Constructing a recount parahgraph of personal account/factual account/imaginative account of person
Work Step: Associating	Asking students of difficulty that they find in the paragraph	Telling the difficulty that they find in the paragraph
	<ul> <li>Explaining the definition and generic structure of recount text (Orientation, Events, Reorientation)</li> </ul>	<ul> <li>Digesting definition and generic structure of recount text (Orientation, Events, Reorientation)</li> </ul>
Evaluate Step: Communication	• Asking students to find out the generic structure of recount text that the students made.	Finding out the generic structure of recount text
Post Activity		
Rethink Step: Observing	<ul> <li>Concluding the structures of recount text</li> <li>Assigning students with</li> </ul>	<ul> <li>Taking notes on the recount text structure</li> <li>Doing the assigned</li> </ul>
	home works	home works



#### **LESSON PLAN**

School : SMPN 12 Denpasar

Subject : English
Class/Subject : VIII/1
Skill : Writing

Topic : Descriptive Paragraph

Time Allotment : 6 x 40 minutes

#### A. Basic Competency and Indicator of Competency Achievement

- 4.12 Constructing a short and simple descriptive paragraph about person, animal, and thing by paying attention to the social function, text structure, and language featurescorrectly and according to the context.
  - 1) Writing a simple descriptive paragraph about person in accordance with the social function, generic structure, and language features which are correct and contextual.

#### **B.** Learning Objectives

1. When the students are given the titles, they are able to write a simple descriptive paragraph using PLEASE strategy.

#### C. Learning Material

Learning material can be read on the student's handbook.

- Definition of Descriptive Paragraph
- Generic Structure of Descriptive Paragraph
- Example of Descriptive Paragraph

#### D. Learning Method/Technique

PLEASE strategy

#### E. Learning Media

1. Media: Powerpoint

2. Tools: LCD, whiteboard, boardmarker

## F. Learning Sources

- Kementerian Pendidikan dan Kebudayaan. (2014). Bahasa Inggris: When English Rings Bell. Jakarta: Kemendikbud.
- 2. https://sulandra89.wordpress.com
- 3. http://britishcourse.com/descriptive-text

## **G.** Learning Activity

## 1. The First Meeting (2 x 40 minutes)

Pre Activity	Teacher	Students
Pick Step:	Greeting students	Greeting the teacher
Observing	Checking students'     attendance	Verifying attendance
Questioning	• Showing pictures of person/animal	• Identifying pictures of person/animal
	Asking the name of person and animal	Replying the name of person and animal
Exploring	Asking students to choose other familiar person/animal	• Associating other person of person
Whilst Activity		
List Step: Associating	Asking students to choose two other familiar persons/animals	<ul> <li>Identifying two other familiar persons/animals with the name of person and animal</li> </ul>
	Asking the names of person	Replying the name of person and animal
Communicating	• Explaining writing aspects based on K-13	• Digesting writing aspects based on K-13
Evaluating Step Exploring	Asking students of difficulty that they find in describe persons/animals	• Telling the difficulty that they find in describe persons/animals
Activating Step Associating	Asking students to choose two other unfamiliar persons/animals	• Identifying two other unfamiliar persons/animals with the name of person and animal
Communicating	Asking students of difficulty that they find in describe persons/animals	• Telling the difficulty that they find in describe persons/animals
Supply Step Exploring	Assigning new persons/animals to describe accordingly	Describing the new persons/animals accordingly
Post Activity		T = 2.
<b>Ending Step:</b>	• Concluding the structures of	• Taking notes on the descriptive

	descriptive text	text structure
Observing	Assigning students with home works	Doing the assigned home works

# 2. The Second Meeting (2 x 40 minutes)

<b>Pre Activity</b>	Teacher	Students
Pick Step:	• Greeting students	• Greeting the teacher
Observing	Checking students'     attendance	Verifying attendance
Questioning	• Showing pictures of person/animal	• Identifying pictures of person/animal
Englasis a	Asking the birth date/birth place of person and animal	Replying the birth date/birth placeof person and animal
Exploring	Asking students to choose other familiar person/animal	Associating other person/animal with the birth date/birth placeof person
Whilst Activity	2° A	
List Step: Associating	Asking students to choose two other familiar persons/animals	Identifying two other familiar persons/animals with the birth date/birth placeof person and animal
	Asking the birth date/birth placeof person	Replying the birth date/birth placeof person and animal
Communicating	• Explaining writing aspects based on K-13	• Digesting writing aspects based on K-13
Evaluating Step Exploring	Asking students of difficulty that they find in describe persons/animals	• Telling the difficulty that they find in describe persons/animals
Activating Step Associating Communicating	Asking students to choose two other unfamiliar persons/animals	• Identifying two other unfamiliar persons/animals with the birth date/birth placeof person and animal
	Asking students of difficulty that they find in describe persons/animals	• Telling the difficulty that they find in describe persons/animals
Supply Step Exploring	Assigning new persons/animals to describe accordingly	Describing the new persons/animals accordingly
Post Activity	I	
Ending Step:	Concluding the structures of descriptive text	• Taking notes on the descriptive text structure
Observing	• Assigning students with home works	• Doing the assigned home works

# 3. The Third Meeting (2 x 40 minutes)

<b>Pre Activity</b>	Teacher	Students
Pick Step:	• Greeting students	• Greeting the teacher
Observing	• Checking students' attendance	Verifying attendance
Questioning	• Showing pictures of person/animal	• Identifying pictures of person/animal
	• Asking the occupation of person	• Replying the occupation of person
Exploring	Asking students to choose other familiar person	Associating other person/animal with the occupation of person
Whilst Activity	- ENDIDA	
List Step: Associating	Asking students to choose two other familiar persons	• Identifying two other familiar persons/animals withthe occupation of person
N. A.	Asking the occupation of person	Replying the occupation of person
Communicating	• Explaining writing aspects based on K-13	• Digesting writing aspects based on K-13
Evaluating Step Exploring	Asking students of difficulty that they find in describe persons	Telling the difficulty that they find in describe persons
Activating Step Associating	Asking students to choose two other unfamiliar persons	Identifying two other unfamiliar persons/animals with the occupation of person
Communicating	Asking students of difficulty that they find in describe persons	Telling the difficulty that they find in describe persons
Supply Step	Assigning new persons to	Describing the new persons
Exploring	describe accordingly	accordingly
Post Activity		
<b>Ending Step:</b>	• Concluding the structures of	• Taking notes on the descriptive
Observing	<ul><li>descriptive text</li><li>Assigning students with home works</li></ul>	• Doing the assigned home works

#### H. Assessment

1. Technique : Written test

2. Instrument : Writing Performance Assessment

3. Scoring Procedure : Scoring Rubric

Denpasar, March 14, 2019 Researcher,



#### **LESSON PLAN**

School : SMPN 12 Denpasar

Subject : English
Class/Subject : VIII/1
Skill : Writing

Topic : Descriptive Paragraph

Time Allotment : 6 x 40 minutes

#### I. Basic Competency and Indicator of Competency Achievement

- 4.12 Constructing a short and simple descriptive paragraph about person, animal, and thing by paying attention to the social function, text structure, and language features correctly and according to the context.
  - 2) Writing a simple descriptive paragraph about person in accordance with the social function, generic structure, and language features which are correct and contextual.

#### J. Learning Objectives

4. When the students are given the titles, they are able to write a simple descriptive paragraph using POWER strategy.

#### K. Learning Material

Learning material can be read on the student's handbook.

- Definition of Descriptive Paragraph
- Generic Structure of Descriptive Paragraph
- Example of Descriptive Paragraph

#### L. Learning Method/Technique

**POWER** strategy

#### M. Learning Media

3. Media: Powerpoint

4. Tools: LCD, whiteboard, boardmarker

## N. Learning Sources

- 4. Kementerian Pendidikan dan Kebudayaan. (2014). Bahasa Inggris: When English Rings Bell. Jakarta: Kemendikbud.
- 5. https://sulandra89.wordpress.com
- 6. http://britishcourse.com/descriptive-text

## O. Learning Activity

## 1. The First Meeting (2 x 40 minutes)

Pre Activity	Teacher	Students
Plan Step:	Greeting students	Greeting the teacher
Observation	• Checking students' attendance	Verifying attendance
J. P.S.ITA	• Showing an example of descriptive paragraph which is entitled "My Cute Sister"	<ul> <li>Identifying the paragraph which is showing by the teacher</li> </ul>
Exploration	Asking students to find out the characteristics (name/date/place of birth/ occupation) of the paragraph given by the teacher.	Finding out the characteristics of the paragraph.
	• Explaining writing aspects based on K-13	• Digesting writing aspects based on K-13
	<ul> <li>Asking students to choose on topic (person) which is given by the teacher</li> </ul>	Associating one topic (person)
Whilst Activity		
Organize Step:  Exploring and Associating	• Asking students to construct a descriptive paragraph based on the topic (person).	Constructing a descriptive parahgraph(person) based on the name of person
Work Step:	Asking students to choose one other familiar persons	Identifying one other familiar persons of person
Associating	1	
Evaluate Step: Communication	Asking students of difficulty that they	Telling the difficulty that they find in describe

	find in describe	persons
	persons	
Rethink Step:	<ul> <li>Concluding the</li> </ul>	Taking notes on the
Observing	structures of	descriptive text structure
	descriptive text	
	<ul> <li>Assigning students</li> </ul>	Doing the assigned home
	with home works	works

# 5. The Second Meeting (2 x 40 minutes)

Pre Activity	Teacher	Students
Plan Step:	Greeting students	Greeting the teacher
Observation	• Checking students' attendance	Verifying attendance
	• Showing an example of descriptive paragraph which is entitled "My Best Friend"	• Identifying the paragraph which is showing by the teacher
Exploration	Asking students to find out the characteristics (name/date/place of birth/ occupation) of the paragraph given by the teacher.	• Finding out the characteristics of the paragraph.
	<ul> <li>Explaining writing aspects based on K-13</li> </ul>	Digesting writing aspects based on K-13
	<ul> <li>Asking students to choose on topic (person) which is given by the teacher</li> </ul>	Associating one topic (person)
Whilst Activity	MDTKSHP	
Organize Step:  Exploring and Associating	• Asking students to construct a descriptive paragraph based on the topic (person).	Constructing a descriptive parahgraph(person)
Work Step: Associating	Asking students to choose one other familiar persons/animals	Identifying one other familiar persons/animals with the name/birth date/birth place/height/occupation of person and animal
Evaluate Step: Communication	Asking students of difficulty that they find in describe persons/animals	Telling the difficulty that they find in describe persons/animals
Rethink Step:	Concluding the	Taking notes on the

Observing	structures of descriptive text	descriptive text structure
	Assigning students with home works	Doing the assigned home works

# 6. The Third Meeting (2 x 40 minutes)

Pre Activity	Teacher	Students
Plan Step:	Greeting students	Greeting the teacher
Observation	• Checking students' attendance	Verifying attendance
	• Showing an example of descriptive paragraph which is entitled "My Favourite Singer"	• Identifying the paragraph which is showing by the teacher
Exploration	Asking students to find out the characteristics of the paragraph given by the teacher.	• Finding out the characteristics of the paragraph.
	• Explaining writing aspects based on K-13	• Digesting writing aspects based on K-13
	Asking students to choose on topic (person) which is given by the teacher	Associating one topic (person)
Whilst Activity	Commence of the Commence of th	
Organize Step:  Exploring and Associating	Asking students to construct a descriptive paragraph based on the topic (person).	Constructing a descriptive parahgraph(person)
Associating	the topic (person).	
Work Step: Associating	Asking students to choose one other familiar persons/animals	Identifying one other familiar persons/animals with the name/birth date/birth place/height/occupation of person and animal
Evaluate Step: Communication	Asking students of difficulty that they find in describe persons/animals	Telling the difficulty that they find in describe persons/animals
Rethink Step: Observing	Concluding the structures of descriptive text	Taking notes on the descriptive text structure
	Assigning students	Doing the assigned home

	with home works	works
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#### P. Assessment

4. Technique : Written test

5. Instrument : Writing performance assessment

6. Scoring Procedure : Scoring Rubric

Denpasar, March 15, 2019 Researcher,



#### LESSON PLAN

School : SMPN 12 Denpasar

Subject : English
Class/Subject : VIII/1
Skill : Writing

Topic : RecountParagraph

Time Allotment : 6 x 40 minutes

# Q. Basic Competency and Indicator of Competency Achievement

- 4.12 Constructing a short and simple recount paragraph about personal experience in the past by paying attention to the social function, text structure, and language featurescorrectly and according to the context.
  - 3) Writing a simple recount paragraph about personal experience in accordance with the social function, generic structure, and language features which are correct and contextual.

#### R. Learning Objectives

7. When the students are given the titles, they are able to write a simple recount paragraph using PLEASE strategy.

#### S. Learning Material

Learning material can be read on the student's handbook Chapter

- Definition of Recount Paragraph
- Generic Structure of Recount Paragraph
- Example of Recount Paragraph

#### T. Learning Method/Technique

PLEASE strategy

#### U. Learning Media

5. Media: Powerpoint

6. Tools: LCD, whiteboard, boardmarker

## V. Learning Sources

- 7. Kementerian Pendidikan dan Kebudayaan. (2014). Bahasa Inggris: When English Rings Bell. Jakarta: Kemendikbud.
- 8. https://sulandra89.wordpress.com
- 9. http://britishcourse.com/descriptive-text

## W. Learning Activity

## 1. The First Meeting (2 x 40 minutes)

Pre Activity	Teacher	Students
Pick Step:	Greeting students	Greeting the teacher
Observing	Checking students' attendance	Verifying attendance
Questioning	Showing pictures of person activities	<ul> <li>Identifying pictures of person activities</li> </ul>
D. W.	Asking the personal account of person.	Replying the personal account of person.
Exploring	Asking students to choose other familiar person experiences	Associating other person with the personal account of person
Whilst Activity		
List Step: Associating	Asking students to choose two other familiar persons	Identifying two other familiar persons with the personal account of person
	Asking the personal account of person	Replying the personal account of person
Communicating	• Explaining writing aspects based on K-13	• Digesting writing aspects based on K-13
Evaluating Step Exploring	<ul> <li>Asking students of difficulty that they find in describe the personal account of person</li> </ul>	Telling the difficulty that they find in describe the personal account of person
Activating Step Associating	Asking students to choose two other unfamiliar persons experiences	Identifying two other unfamiliar persons the personal account of person
	Asking students of difficulty that they find	Telling the difficulty that they find in

Communicating	in describe the personal account of person	describe the personal account of person
Supply Step Exploring	Assigning new the personal account of person to describe accordingly	Describing the new the personal account of person accordingly
Post Activity		
Ending Step: Observing	• Concluding the structures of recount text	Taking notes on the recount text structure
	• Assigning students with home works	Doing the assigned home works

# 8. The Second Meeting (2 x 40 minutes)

Pre Activity	Teacher	Students
Pick Step:	Greeting students	Greeting the teacher
Observing	• Checking students' attendance	Verifying attendance
Questioning	• Showing pictures of person activities	• Identifying pictures of person activities
D. M.	Asking the factual account of person.	Replying the factual account of person
Exploring	Asking students to choose other familiar person experiences	Associating other person withthe factual account of person.
Whilst Activity	A 1 1	T1 (C) (1
List Step: Associating	Asking students to choose two other	• Identifying two other familiar persons with
nssociating	familiar persons	the factual account of person.
	Asking the factual account of person.	Replying the factual account of person.
Communicating	• Explaining writing aspects based on K-13	Digesting writing aspects based on K-13
Evaluating Step Exploring	Asking students of difficulty that they find in describe the factual account of person.	Telling the difficulty that they find in describe the factual account of person.
Activating Step	Asking students to	Identifying two other
Associating	choose two other	unfamiliar personsthe
	unfamiliar persons	factual account of
	experiences	person.
	• Asking students of	Telling the difficulty
	difficulty that they find	that they find in

Communicating	in describe the factual account of person.	describe the factual account of person.
Supply Step Exploring	Assigning new the factual account of person.	Describing the factual account of person.
Post Activity		
Ending Step: Observing	Concluding the structures of recount text	Taking notes on the recount text structure
	Assigning students with home works	• Doing the assigned home works

# 9. The Third Meeting (2 x 40 minutes)

Pre Activity	Teacher	Students
Pick Step:	Greeting students	Greeting the teacher
Observing	Checking students' attendance	Verifying attendance
Questioning	<ul> <li>Showing pictures of person activities</li> </ul>	<ul> <li>Identifying pictures of person activities</li> </ul>
SA JINO	Asking the imaginative account of person.	Replying the imaginative account of person.
Exploring	Asking students to choose other familiar person experiences	Associating other person with the imaginative account of person.
Whilst Activity	<u> </u>	
List Step: Associating	Asking students to choose two other familiar persons	• Identifying two other familiar persons with the imaginative account of person.
	Asking the imaginative account of person.	<ul> <li>Replying the imaginative account of person.</li> </ul>
Communicating	• Explaining writing aspects based on K-13	• Digesting writing aspects based on K-13
Evaluating Step Exploring	Asking students of difficulty that they find in describe the imaginative account of person.	Telling the difficulty that they find in describe the imaginative account of person.
Activating Step Associating	Asking students to choose two other unfamiliar persons experiences	Identifying two other unfamiliar personsthe imaginative account of person.

Communicating  Supply Step Exploring	<ul> <li>Asking students of difficulty that they findin describe the imaginative account of person.</li> <li>Assigning new the imaginative account of person.</li> </ul>	<ul> <li>Telling the difficulty that they find in describe the imaginative account of person.</li> <li>Describing the new imaginative account of person.</li> </ul>
Post Activity		
Ending Step: Observing	Concluding the structures of recount text	Taking notes on the recount text structure
	Assigning students with home works	Doing the assigned home works

#### X. Assessment

7. Technique : Written test

8. Instrument : Writing Performance Assessment

9. Scoring Procedure : Scoring Rubric

Denpasar, March 14, 2019 Researcher,

Putu Mia Sartika Eka Dewi

#### **LESSON PLAN**

School : SMPN 12 Denpasar

Subject : English
Class/Subject : VIII/1

Skill : Writing

Topic : RecountParagraph

Time Allotment : 6 x 40 minutes

#### Y. Basic Competency and Indicator of Competency Achievement

- 4.12 Constructing a short and simple recount paragraph about personal experience in the past by paying attention to the social function, text structure, and language features correctly and according to the context.
  - 4) Writing a simple recount paragraph about personal experience in accordance with the social function, generic structure, and language features which are correct and contextual.

#### Z. Learning Objectives

10. When the students are given the titles, they are able to write a simple recount paragraph using POWER strategy.

#### AA. Learning Material

Learning material can be read on the student's handbook Chapter

- Definition of Recount Paragraph
- Generic Structure of Recount Paragraph
- Example of Recount Paragraph

#### **BB.** Learning Method/Technique

POWER strategy

#### CC. Learning Media

7. Media: Powerpoint

8. Tools: LCD, whiteboard, boardmarker

## **DD.** Learning Sources

- 10. Kementerian Pendidikan dan Kebudayaan. (2014). Bahasa Inggris: When English Rings Bell. Jakarta: Kemendikbud.
- 11. https://sulandra89.wordpress.com
- 12. http://britishcourse.com/descriptive-text

## **EE.** Learning Activity

## 1. The First Meeting (2 x 40 minutes)

Pre Activity	Teacher	Students
Plan Step:	<ul> <li>Greeting students</li> </ul>	Greeting the teacher
Observation	• Checking students' attendance	Verifying attendance
	• Showing an example of recount paragraph which is entitled "Visiting London"	• Identifying the paragraph which is showing by the teacher
Exploration	Asking students to find out the characteristics of the paragraph given by the teacher.	Finding out the characteristics of the paragraph.
	• Explaining writing aspects based on K-13	• Digesting writing aspects based on K-13
	Asking students to choose on topic of personal accoun of person which is given by the teacher	Associating one topic of personal account of person
Whilst Activity	UNDIKSER	
Organize Step:  Exploring and Associating	Asking students to construct a recount paragraph based on the topic of personal account of person	Constructing a recount parahgraph of personal account of person
Work Step: Associating	Asking students to choose one other familiar persons of personal account of person	Identifying one other familiar person with the personal account of person
Evaluate Step: Communication	Asking students of difficulty that they find in describe persons of personal account of person	Telling the difficulty that they find in describe of personal account of person

Post Activity								
Rethink Step:	•	Concluding	the	•	Taking	notes	on	the
Observing		structures of	recount		recount	text str	acture	e
		text						
	•	Assigning stude	ents with	•	Doing	the	assig	gned
		home works			home w	orks		

# 11. The Second Meeting (2 x 40 minutes)

Pre Activity	Teacher	Students		
Plan Step:	Greeting students	Greeting the teacher		
Observation	• Checking students' attendance	Verifying attendance		
	• Showing an example of recount paragraph which is entitled "Celebrating My Birthday"	• Identifying the paragraph which is showing by the teacher		
Exploration	<ul> <li>Asking students to find out the characteristics of the paragraph given by the teacher.</li> </ul>	• Finding out the characteristics of the paragraph.		
3	• Explaining writing aspects based on K-13	• Digesting writing aspects based on K-13		
	Asking students to choose on topic of factual account of person which is given by the teacher	Associating one topic of factual account of person		
Whilst Activity	•	• 19 1		
Organize Step:  Exploring and	Asking students to construct a recount paragraph based on the topic of factual account	Constructing a recount parahgraph of factual account of person		
Associating  Work Step:  Associating	Asking students to choose one other familiar persons of factual account of person	Identifying one other familiar persons with the factual account of person		
Evaluate Step: Communication	Asking students of difficulty that they find in describe persons of factual account of person	Telling the difficulty that they find in describe of factual account of person		
Post Activity Rethink Sten:	• Concluding	• Toking notes on the		
Rethink Step: Observing	• Concluding the structures of recount	• Taking notes on the recount text structure		

text		
• Assigning students with	• Doing the	assigned
home works	home works	

# 12. The Third Meeting (2 x 40 minutes)

Pre Activity	Teacher	Students
Plan Step:	Greeting students	Greeting the teacher
Observation	• Checking students' attendance	Verifying attendance
	• Showing an example of recount paragraph which is entitled "My Holliday"	• Identifying the paragraph which is showing by the teacher
Exploration	<ul> <li>Asking students to find out the characteristics of the paragraph given by the teacher.</li> </ul>	• Finding out the characteristics of the paragraph.
\$	• Explaining writing aspects based on K-13	• Digesting writing aspects based on K-13
5	<ul> <li>Asking students to choose on topic of imaginative account of person which is given by the teacher</li> </ul>	Associating one topic of imaginative account of person
Whilst Activity		•
Organize Step:  Exploring and Associating	Asking students to construct a recount paragraph based on the topic of imaginative account of person	Constructing a recount parahgraph of imaginative account of person
Work Step: Associating	Asking students to choose one other familiar persons of imaginative account of person	Identifying one other familiar persons with the imaginative account of person
Evaluate Step: Communication	Asking students of difficulty that they find in describe persons of imaginative account of person	Telling the difficulty that they find in describe of imaginative account of person
Post Activity		
Rethink Step: Observing	• Concluding the structures of recount text	Taking notes on the recount text structure
	• Assigning students with	• Doing the assigned

home works	home works

#### FF.Assessment

10. Technique : Written test

11. Instrument : Writing Performance Assessment

12. Scoring Procedure : Scoring Rubric

Denpasar, March 15, 2019 Researcher,



### **Appendix 4: Writing Performance Assessment**

# WRITING TEST 1 PLEASE and POWER STRATEGY PREPARATION SESSION

#### Direction

- You have been trained in writing text in English using PLEASE Learning Strategy;
- 2. PLEASE Strategy is Pick, List, Evaluate, Activate, Supply, and End/Evaluate. This strategy developed to address specific difficulties in paragraph writing which are mostly related to prewriting, planning, composition, and paragraph revision.
- 3. Each text (descriptive or recount) should be well written in English and consist of 6 12 sentences with the following indicators:
  - a. Writing originality. The text should not a copied text from other's writing;
  - b. Appropriateness of Contents with the Title. Topic and paragraph content are related;
  - c. The Arrangement of the Text. The topic sentences are supported with relevant supporting sentences;
  - d. Vocabulary. The paragraph uses precise vocabulary usage and it uses variety of sentence structure.
  - e. Grammar. Sentences are well constructed grammatically.
  - f. Mechanics. Misspelling, punctuations, and capitalization error
- 4. After you have gone through points a to f and learned well them, please write the following two English texts.
  - a. A descriptive text which describes about place.
  - b. A recount text which tell about personal recount.
- 5. Thank you.

# WRITING TEST 2 PLEASE and POWER STRATEGY ELABORATION SESSION

#### Direction

- You have been trained in writing text in English using PLEASE Learning Strategy;
- 2. PLEASE Strategy is Pick, List, Evaluate, Activate, Supply, and End/Evaluate. This strategy developed to address specific difficulties in paragraph writing which are mostly related to prewriting, planning, composition, and paragraph revision.
- 3. Each text (descriptive or recount) should be well written in English and consist of 6 12 sentences with the following indicators:
  - a. Writing originality. The text should not a copied text from other's writing;
  - b. Appropriateness of Contents with the Title. Topic and paragraph content are related:
  - c. The Arrangement of the Text. The topic sentences are supported with relevant supporting sentences;
  - d. Vocabulary. The paragraph uses precise vocabulary usage and it uses variety of sentence structure.
  - e. Grammar. Sentences are well constructed grammatically.
  - f. Mechanics. Misspelling, punctuations, and capitalization error
- 4. After you have gone through points a to f and learned well them, please write the following two English texts.
  - c. A descriptive text which describes about person.
  - d. A recount text which tell about factual recount.
- 5. Thank you.

# WRITING TEST 3 PLEASE and POWER STRATEGY CONSOLIDATION SESSION

#### Direction

- You have been trained in writing text in English using PLEASE Learning Strategy;
- 2. PLEASE Strategy is Pick, List, Evaluate, Activate, Supply, and End/Evaluate. This strategy developed to address specific difficulties in paragraph writing which are mostly related to prewriting, planning, composition, and paragraph revision.
- 3. Each text (descriptive or recount) should be well written in English and consist of 6-12 sentences with the following indicators:
  - a. Writing originality. The text should not a copied text from other's writing;
  - b. Appropriateness of Contents with the Title. Topic and paragraph content are related:
  - c. The Arrangement of the Text. The topic sentences are supported with relevant supporting sentences;
  - d. Vocabulary. The paragraph uses precise vocabulary usage and it uses variety of sentence structure.
  - e. Grammar. Sentences are well constructed grammatically.
  - f. Mechanics. Misspelling, punctuations, and capitalization error
- 4. After you have gone through points a to f and learned well them, please write the following two English texts.
  - e. A descriptive text which describes about animal.
  - f. A recount text which tell about imaginative recount.
- 5. Thank you.

# **Appendix 5 : Scoring Rubric**

# The Scoring Rubric of Writing Test

No.	Rated Aspect	Criteria	Score		
1		All the sentences in the paragraph are original thoughts of the writer			
	Originality of	There is 1 sentence plagiarism	4		
	Writing	There are 2 sentences plagiarism	3		
		There are 3 sentences plagiarism	2		
		More than 3 sentences are plagiarism	1		
2		The topic sentence are clearly and supporting	_		
		sentences related to the topic	5		
		The topic sentence are clearly, there is 1 supporting	4		
	Appropriateness	sentence not related to the topic	4		
	of Contents with	The topic sentence are clearly, there are 2	3		
	the Title	supporting sentences not related to the topic			
		The topic sentence are clearly, more than 2	2		
	25	supporting sentences not related to the topic	1		
		Unclear topic sentence and supporting sentences	1		
3		Paragraph has a topic sentence, 3-4 supporting	5		
		sentences, and concluding sentence.  Paragraph is missing 1 of the following: a topic			
		sentence, 3-4 supporting sentences, and concluding	4		
		sentence.	_		
		Paragraph is missing 2 of the following: a topic			
	The Arrangement	sentence, 3-4 supporting sentences, and concluding	3		
	of the Paragraph	sentence.			
		Paragraph is missing 3 of the following: a topic			
		sentence, 3-4 supporting sentences, and concluding	2		
	7/1	sentence.			
		Paragraph is missing more than 3 of the following:			
		a topic sentence, 3-4 supporting sentences, and	1		
1		concluding sentence.			
4		Broad range and appropriately used	5		
		Vocabulary used shows flexibility, any	4		
		inappropriate vocabulary unconfused meaning			
	Vocabulary	Adequate vocabulary, 1-2 inappropriate vocabulary and confused meaning	3		
	· ocuourury	Limited vocabulary, 3-4 inappropriate vocabulary			
		and confused meaning	2		
		Serious vocabulary deficiency, more than 4	1		
		inappropriate vocabulary and confused meaning	1		
5		All the sentences are well organized and no	5		
	Grammar	grammatical error	3		
		There is 1 sentence that is not well organized and	4		

	1		
		has grammatical error	
		There are 2 sentences that is not well organized and	2
		has grammatical error	3
		There are 3 sentences that is not well organized and	2.
		has grammatical error	4
		More than 3 sentences that is not well organized	1
		and has grammatical error	1
6		There is no misspelling, punctuations, and	5
		capitalization error	3
		There is 1 misspelling, punctuations, and	1
		capitalization error	
	Mechanics	There are 2 misspelling, punctuations, and	3
	Wicchaines	capitalization error	3
		There are 3 misspelling, punctuations, and	2
		capitalization error	
		More than 3 misspelling, punctuations, and	1
		capitalization error	1



# 2. Reliability of Expert Judgement

**Case Processing Summary** 

		N	%
Cases	Valid	6	100.0
	Excludeda	0	.0
	Total	6	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics** 

Cronbach's	
Alpha	N of Items
.828	2

# 3. Validity of Expert Judgement

Correlations

Correlations					
		Judge1	Judge2		
Judge1	Pearson Correlation	1	.878**		
	Sig. (1-tailed)		.011		
	N	6	6		
Judge2	Pearson Correlation	.878**	1		
	Sig. (1-tailed)	.011			
	N	6	6		

<sup>\*\*.</sup> Correlation is significant at the 0.01 level (1-tailed).

# **Appendix 9 :Pre - Requisite Analysis**

# 4. Normality Analysis

Tests of Normality							
Kolmogorov-Smirnov <sup>a</sup> Shapiro-Wilk							
	Statistic	df	Sig.	Statistic	df	Sig.	
score	.105	60	.095	.978	60	.366	
a. Lilliefo	a. Lilliefors Significance Correction						

# 5. Homogeneity Analysis

## Test of Homogeneity of Variances

Levene			
Statistic	df1	df2	Sig.
.000	1	58	.995

# **Appendix 10 :Descriptive Analysis**

# 6. Descriptive

Descriptive									
Groups		Descriptive Place	Descriptive Person	Descriptive Animal	Recount Experience	Recount Report	Recount Accidence		
PLEASE	Mean	65.27	68.70	75.63	62.37	66.47	71.33		
	N	30	30	30	30	30	30		
	Std. Deviation	5.656	6.199	4.965	5.617	5.686	5.774		
	Median	65.00	67.00	75.00	62.00	65.00	71.00		
	Minimum	55	57	60	53	57	60		
	Maximum	77	80	86	75	80	83		
	Range	22	23	26	22	23	23		
	Variance	31.995	38.424	24.654	31.551	32.326	33.333		
	Std. Error of Mean	1.033	1.132	.907	1.026	1.038	1.054		
POWER	Mean	60.33	63.37	70.50	57.53	61.07	64.97		
	N	30	30	30	30	30	30		
	Std. Deviation	5.785	5.605	4.681	5.526	5.514	5.340		
	Median	60.00	63.00	70.00	57.00	60.00	64.00		
	Minimum	50	53	60	50	52	55		
	Maximum	70	73	80	67	70	75		
	Range	20	20	20	17	18	20		
	Variance	33.471	31.413	21.914	30.533	30.409	28.516		
	Std. Error of Mean	1.056	1.023	.855	1.009	1.007	.975		
Total	Mean	62.80	66.03	73.07	59.95	63.77	68.15		
	N	60	60	60	60	60	60		
	Std. Deviation	6.194	6.447	5.440	6.038	6.185	6.380		
	Median	63.00	67.00	73.00	60.00	65.00	67.00		
	Minimum	50	53	60	50	52	55		
	Maximum	77	80	86	75	80	83		
	Range	27	27	26	25	28	28		
	Variance	38.366	41.558	29.589	36.455	38.250	40.706		
	Std. Error of Mean	.800	.832	.702	.779	.798	.824		

# **Appendix 11: One-way ANOVA Analysis**

## 7. The Effect of PLEASE and POWER Strateg on Writing Competency

ANOVA									
MeanScore									
	Sum of Squares	df	Mean Square	F	Sig.				
Between Groups	410.817	1	410.817	26.008	.001				
Within Groups	916.167	58	15.796						
Total	1326.983	59							

# 8. The Effects of PLEASE and POWER Strategies across Descriptive Text Genres

ANOVA									
MeanPL									
	Sum of Squares df Mean Square F Sig.								
Between Groups	390.150	1	390.150	13.264	.001				
Within Groups	1706.033	58	29.414						
Total	2096.183	59							

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# 9. The Effects of PLEASE and POWER Strategies across Recount Text Genres

ANOVA									
MeanPR									
	Sum of Squares df Mean Square F Sig.								
Between Groups	448.267	1	448.267	15.915	.001				
Within Groups	1633.667	58	28.167						
Total	2081.933	59							

# **Appendix 12: Post Hoc Multiple Comparison Analysis**

# 10. The Effects of PLEASE and POWER Strategies across Descriptive Text Genres

	(I)	(J)	D.CC	Std.	Sig.	95 % Confidence Interval		
	Descriptive Text	Descriptive Text	(I-J)	Error	oig.	Lower	Upper	
		345		Office and the second		Bound	Bound	
	Test 1	Test 2	-3.43333	1.45353	0.053	-6.8992	0.0326	
	1681 1	Test 3	-10.36667*	1.45353	0.000	-13.8326	-6.9008	
PLEASE	Test 2	Test 1	3.43333	1.45353	0.053	0326	6.8992	
Strategy		Test 3	-6.93333*	1.45353	0.000	-10.3992	-3.4674	
	Test 3	Test 1	10.36667*	1.45353	0.000	6.9008	13.8326	
		Test 2	6.93333*	1.45353	0.000	3.4674	10.3992	
	Test 1	Test 2	-3.03333	1.38883	0.080	-6.3 <mark>4</mark> 50	0.2783	
		Test 3	-10.16667	1.38883	0.000	-13. <mark>4</mark> 783	-6.8550	
	Test 2	Test 1	3.03333	1.38883	0.080	2 <mark>7</mark> 83	6.3450	
POWER	Test 2	Test 3	-7.13333	1.38883	0.000	-10. <mark>4</mark> 450	-3.8217	
Strategy	Test 3	Test 1	10.16667	1.38883	0.000	6 <mark>.85</mark> 50	13.4783	
	rest 3	Test 2	7.13333	1.38883	0.000	3.8217	10.4450	
*The mean difference is significant at the 0.05 level.								



# 11. The Effects of PLEASE and POWER Strategies across Recount Text Genres

	(I) (J)		Mean	Std.	Sig.	95 % Confidence		
	Recount	Recount Difference	Interval					
	Text	Text		Error		Lower	Upper	
			` ′			Bound	Bound	
	Test 1	Test 2	-4.10000 <sup>*</sup>	1.46977	0.018	-7.6046	-0.5954	
	Test 1	Test 3	-8.96667*	1.46977	0.000	-12.4713	-5.4620	
PLEASE	Test 2	Test 1	$4.10000^*$	1.46977	0.018	.5954	7.6046	
Strategy		Test 3	-4.86667*	1.46977	0.004	-8.3713	-1.3620	
	Test 3	Test 1	8.96667*	1.46977	0.000	5.4620	12.4713	
		Test 2	4.86667*	1.46977	0.004	1.3620	8.3713	
	Test 1	Test 2	-3.53333	1.40995	0.037	-6.8953	-0.1713	
		Test 3	-7.43333	1.40995	0.000	-10.7953	-4.0713	
POWER	Test 2	Test 1	3.53333	1.40995	0.037	.1713	6.8953	
Strategy		Test 3	-3.90000	1.40995	0.019	-7.2620	-0.5380	
2 = 1100 8 7	Test 3	Test 1	7.43333	1.40995	0.000	4.0713	10.7953	
		Test 2	3.90000	1.40995	0.019	.5380	7.2620	
	*The mean difference is significant at the 0.05 level.							

