

**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 Kusuma	I Made Alit Praditya Putra
11	I Kd Widya Dharma	I Made Ananta Dwi Putra Wardana
12	I Made Satya Nandana	I Made Diva Adhi Putra
13	I Nym Wahana 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 Dipa Prama Daniswara
17	Kd. Rismayanti	I Putu Ivan Aditya Darmawan
18	Luh Putu Dian Satriani	I Putu Pande Suarjaya
19	Mohamad Evan Surya Andhika	I Putu Satriya Purnawan Widnyana
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 Laksmi 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

<b>Descriptive text</b>		
<b>PLEASE</b>		
<b>Pre Activity</b>	<b>Teacher</b>	<b>Students</b>
<b><u>Pick Step:</u></b>	<ul style="list-style-type: none"> <li>• Greeting students</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting the teacher</li> </ul>
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Checking students' attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Verifying attendance</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>• Showing picture of person/animal/place</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying picture of person/animal/place</li> </ul>
<b>Exploring</b>	<ul style="list-style-type: none"> <li>• Asking the name/birth date/birth place/height/ occupation of person and animal</li> </ul>	<ul style="list-style-type: none"> <li>• Replying the name/birth date/birth place/height/ occupation of person and animal</li> </ul>
<b>Whilst Activity</b>		
<b><u>List Step:</u></b>	<ul style="list-style-type: none"> <li>• Asking students to choose other familiar person/animal/place</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>• Explaining writing aspects based on K-13</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting writing aspects based on K-13</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place</li> </ul>	<ul style="list-style-type: none"> <li>• Replying the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place</li> </ul>
<b><u>Evaluating Step</u></b>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find in describe persons, animals and places</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in describe persons, animals and places</li> </ul>
<b>Exploring</b>	<ul style="list-style-type: none"> <li>• Explaining definition and generic structure of descriptive text</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting definition and generic structure of descriptive text</li> </ul>

	(Identification, Description, Conclusion)	(Identification, Description, Conclusion)
<b><u>Activating Step</u></b> <b>Associating</b>	<ul style="list-style-type: none"> <li>Asking students to choose two other unfamiliar persons/animals/places</li> </ul>	<ul style="list-style-type: none"> <li>Identifying two other unfamiliar persons/animals with the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Asking the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place /location/facilitation of place</li> </ul>	<ul style="list-style-type: none"> <li>Replying the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place</li> </ul>
<b><u>Supply Step</u></b> <b>Exploring</b>	<ul style="list-style-type: none"> <li>Assigning new person/animal/place to describe accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Describing the new person/animal/place accordingly</li> </ul>
<b>Post Activity</b>		
<b>Ending Step</b> <b>Observing</b>	<ul style="list-style-type: none"> <li>Concluding the structures of descriptive text</li> </ul>	<ul style="list-style-type: none"> <li>Taking notes on the descriptive text structure</li> </ul>
	<ul style="list-style-type: none"> <li>Assigning students with home works</li> </ul>	<ul style="list-style-type: none"> <li>Doing the assigned home works</li> </ul>
<b>POWER</b>		
<b>Pre Activity</b>	<b>Teacher</b>	<b>Students</b>
<b><u>Plan Step:</u></b> <b>Observing</b>  <b>Questioning</b>	<ul style="list-style-type: none"> <li>Greeting students</li> </ul>	<ul style="list-style-type: none"> <li>Greeting the teacher</li> </ul>
	<ul style="list-style-type: none"> <li>Checking students' attendance</li> </ul>	<ul style="list-style-type: none"> <li>Verifying attendance</li> </ul>
	<ul style="list-style-type: none"> <li>Showing an example of descriptive paragraph (person/animal/place)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the paragraph which is showing by the teacher</li> </ul>
	<ul style="list-style-type: none"> <li>Asking students to find out the characteristics of the paragraph given by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Finding out the characteristics of the paragraph.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explaining writing aspects based on K-13</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting writing aspects based on K-13</li> </ul>
	<ul style="list-style-type: none"> <li>• Explaining definition and generic structure of descriptive text (Identification, Description, Conclusion)</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting definition and generic structure of descriptive text (Identification, Description, Conclusion)</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking students to choose on topic (person/animal/place) which is given by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Associating one topic (person/animal/place)</li> </ul>
<b>Whilst Activity</b>		
<b>Organize Step:</b>  <b>Exploring and Associating</b>	<ul style="list-style-type: none"> <li>• Asking students to construct a descriptive paragraph based on the topic (person/animal/place).</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing a descriptive paragraph (person/animal/place)</li> </ul>
<b>Work Step:</b>  <b>Associating</b>	<ul style="list-style-type: none"> <li>• Asking students to choose two other unfamiliar persons/animals/places</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying two other unfamiliar persons/animals with the name/birth date/birth place/height/occupation of person; name/feeding habits/habitats/characteristics of animals; or name/location/facilitation of place</li> </ul>
<b>Evaluate Step:</b> <b>Communication</b>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find in describe person/animal/place</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in describe person/animal/place</li> </ul>
<b>Post Activity</b>		
<b>Rethink Step:</b> <b>Observing</b>	<ul style="list-style-type: none"> <li>• Concluding the structures of descriptive text</li> </ul>	<ul style="list-style-type: none"> <li>• Taking notes on the descriptive text structure</li> </ul>
	<ul style="list-style-type: none"> <li>• Assigning students with home works</li> </ul>	<ul style="list-style-type: none"> <li>• Doing the assigned home works</li> </ul>

## LEARNING SCENARIO OF DESCRIPTIVE TEXT

Recount text

<b>PLEASE</b>		
<b>Pre Activity</b>	<b>Teacher</b>	<b>Students</b>
<b><u>Pick Step:</u></b> <b>Observing</b> <b>Questioning</b> <b>Exploring</b>	<ul style="list-style-type: none"> <li>• Greeting students</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting the teacher</li> </ul>
	<ul style="list-style-type: none"> <li>• Checking students' attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Verifying attendance</li> </ul>
	<ul style="list-style-type: none"> <li>• Showing pictures of person activities (Personal recount, Factual recount, Imaginative recount)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying pictures of person activities (Personal recount, Factual recount, Imaginative recount)</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking the personal account/factual account/imaginative account of person.</li> </ul>	<ul style="list-style-type: none"> <li>• Replying the personal account/factual account/imaginative account of person.</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking students to choose other familiar person experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Associating other person with the personal account/factual account/imaginative account of person</li> </ul>
<b>Whilst Activity</b>		
<b><u>List Step:</u></b> <b>Associating</b> <b>Communicating</b>	<ul style="list-style-type: none"> <li>• Asking students to choose two other familiar persons</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying two other familiar persons with the personal account/factual account/imaginative account of person</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking the personal account/factual account/imaginative account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Replying the personal account/factual account/imaginative account of person</li> </ul>
	<ul style="list-style-type: none"> <li>• Explaining the definition and generic structure of recount text (Orientation, Events, Reorientation)</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting definition and generic structure of recount text (Orientation, Events, Reorientation)</li> </ul>
	<ul style="list-style-type: none"> <li>• Explaining writing aspects based on K-13</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting writing aspects based on K-13</li> </ul>
<b><u>Evaluating Step</u></b> <b>Exploring</b>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find in describe the personal account/factual account/imaginative account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in describe the personal account/factual account/imaginative account of person</li> </ul>

<b><u>Activating Step</u></b> <b>Associating Communication</b>	<ul style="list-style-type: none"> <li>• Asking students to choose two other unfamiliar persons experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying two other unfamiliar persons the personal account/factual account/imaginative account of person</li> </ul>
<b><u>Supply Step</u></b> <b>Exploring</b>	<ul style="list-style-type: none"> <li>• Assigning new the personal account/factual account/imaginative account of person to describe accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the new the personal account/factual account/imaginative account of person accordingly</li> </ul>
<b>Post Activity</b>		
<b><u>Ending Step</u></b> <b>Observing</b>	<ul style="list-style-type: none"> <li>• Concluding the structures of recount text</li> <li>• Assigning students with home works</li> </ul>	<ul style="list-style-type: none"> <li>• Taking notes on the recount text structure</li> <li>• Doing the assigned home works</li> </ul>
<b>POWER</b>		
<b>Pre Activity</b>	<b>Teacher</b>	<b>Students</b>
<b><u>Plan Step:</u></b> <b>Observing</b>  <b>Questioning</b>	<ul style="list-style-type: none"> <li>• Greeting students</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting the teacher</li> </ul>
	<ul style="list-style-type: none"> <li>• Checking students' attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Verifying attendance</li> </ul>
	<ul style="list-style-type: none"> <li>• Showing an example of recount paragraph (Personal recount, Factual recount, Imaginative recount)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the paragraph (Personal recount, Factual recount, Imaginative recount) which is showing by the teacher</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking the students about the paragraph (Who, When, What, Where, and Why)</li> </ul>	<ul style="list-style-type: none"> <li>• Replying Who, When, What, Where, and Why in the paragraph accordingly</li> </ul>
	<ul style="list-style-type: none"> <li>• Explaining writing aspects based on K-13</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting writing aspects based on K-13</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking students to choose on topic of personal account/factual account/imaginative account of person which is given by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Associating one topic of personal account/factual account/imaginative account of person</li> </ul>
<b>Whilst Activity</b>		

<p><b><u>Organize Step:</u></b>  <b>Exploring and Associating</b></p>	<ul style="list-style-type: none"> <li>• Asking students to construct a recount paragraph based on the topic of personal account/factual account/imaginative account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing a recount paragraph of personal account/factual account/imaginative account of person</li> </ul>
<p><b><u>Work Step:</u></b>  <b>Associating</b></p>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find in the paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in the paragraph</li> </ul>
	<ul style="list-style-type: none"> <li>• Explaining the definition and generic structure of recount text (Orientation, Events, Reorientation)</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting definition and generic structure of recount text (Orientation, Events, Reorientation)</li> </ul>
<p><b><u>Evaluate Step:</u></b>  <b>Communication</b></p>	<ul style="list-style-type: none"> <li>• Asking students to find out the generic structure of recount text that the students made.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding out the generic structure of recount text</li> </ul>
<p><b>Post Activity</b></p>		
<p><b><u>Rethink Step:</u></b>  <b>Observing</b></p>	<ul style="list-style-type: none"> <li>• Concluding the structures of recount text</li> </ul>	<ul style="list-style-type: none"> <li>• Taking notes on the recount text structure</li> </ul>
	<ul style="list-style-type: none"> <li>• Assigning students with home works</li> </ul>	<ul style="list-style-type: none"> <li>• Doing the assigned home works</li> </ul>

## 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 features correctly 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

1. 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
<b><u>Pick Step:</u></b>	<ul style="list-style-type: none"> <li>• Greeting students</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting the teacher</li> </ul>
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Checking students' attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Verifying attendance</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>• Showing pictures of person/animal</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying pictures of person/animal</li> </ul>
<b>Exploring</b>	<ul style="list-style-type: none"> <li>• Asking the name of person and animal</li> </ul>	<ul style="list-style-type: none"> <li>• Replying the name of person and animal</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking students to choose other familiar person/animal</li> </ul>	<ul style="list-style-type: none"> <li>• Associating other person of person</li> </ul>
<b>Whilst Activity</b>		
<b><u>List Step:</u> Associating</b>	<ul style="list-style-type: none"> <li>• Asking students to choose two other familiar persons/animals</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying two other familiar persons/animals with the name of person and animal</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking the names of person</li> </ul>	<ul style="list-style-type: none"> <li>• Replying the name of person and animal</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>• Explaining writing aspects based on K-13</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting writing aspects based on K-13</li> </ul>
<b><u>Evaluating Step</u> Exploring</b>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find in describe persons/animals</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in describe persons/animals</li> </ul>
<b><u>Activating Step</u> Associating</b>	<ul style="list-style-type: none"> <li>• Asking students to choose two other unfamiliar persons/animals</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying two other unfamiliar persons/animals with the name of person and animal</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find in describe persons/animals</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in describe persons/animals</li> </ul>
<b><u>Supply Step</u> Exploring</b>	<ul style="list-style-type: none"> <li>• Assigning new persons/animals to describe accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the new persons/animals accordingly</li> </ul>
<b>Post Activity</b>		
<b><u>Ending Step:</u></b>	<ul style="list-style-type: none"> <li>• Concluding the structures of</li> </ul>	<ul style="list-style-type: none"> <li>• Taking notes on the descriptive</li> </ul>

<b>Observing</b>	descriptive text	text structure
	• Assigning students with home works	• Doing the assigned home works

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

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

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

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

Putu Mia Sartika Eka Dewi



## 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
<b>Plan Step:</b>  <b>Observation</b>	<ul style="list-style-type: none"> <li>• Greeting students</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting the teacher</li> </ul>
	<ul style="list-style-type: none"> <li>• Checking students' attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Verifying attendance</li> </ul>
	<ul style="list-style-type: none"> <li>• Showing an example of descriptive paragraph which is entitled "My Cute Sister"</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the paragraph which is showing by the teacher</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking students to find out the characteristics (name/date/place of birth/ occupation) of the paragraph given by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding out the characteristics of the paragraph.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explaining writing aspects based on K-13</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting writing aspects based on K-13</li> </ul>
<b>Exploration</b>	<ul style="list-style-type: none"> <li>• Asking students to choose on topic (person) which is given by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Associating one topic (person)</li> </ul>
<b>Whilst Activity</b>		
<b>Organize Step:</b>  <b>Exploring and Associating</b>	<ul style="list-style-type: none"> <li>• Asking students to construct a descriptive paragraph based on the topic (person).</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing a descriptive paragraph(person) based on the name of person</li> </ul>
<b>Work Step:</b>  <b>Associating</b>	<ul style="list-style-type: none"> <li>• Asking students to choose one other familiar persons</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying one other familiar persons of person</li> </ul>
<b>Evaluate Step:</b> <b>Communication</b>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in describe</li> </ul>

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

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

Pre Activity	Teacher	Students	
<b><u>Plan Step:</u></b> <b>Observation</b>	• Greeting students	• Greeting the teacher	
	• 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	
	<b>Exploration</b>	• 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
		• Asking students to choose on topic (person) which is given by the teacher	• Associating one topic (person)
<b>Whilst Activity</b>			
<b><u>Organize Step:</u></b> <b>Exploring and Associating</b>	• Asking students to construct a descriptive paragraph based on the topic (person).	• Constructing a descriptive parahgraph(person)	
<b><u>Work Step:</u></b> <b>Associating</b>	• 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	
<b><u>Evaluate Step:</u></b> <b>Communication</b>	• Asking students of difficulty that they find in describe persons/animals	• Telling the difficulty that they find in describe persons/animals	
<b><u>Rethink Step:</u></b>	• Concluding the	• Taking notes on the	

<b>Observing</b>	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)

<b>Pre Activity</b>	<b>Teacher</b>	<b>Students</b>
<b><u>Plan Step:</u></b>	• Greeting students	• Greeting the teacher
	• Checking students' attendance	• Verifying attendance
<b>Observation</b>	• Showing an example of descriptive paragraph which is entitled "My Favourite Singer"	• Identifying the paragraph which is showing by the teacher
	• 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)
<b>Exploration</b>		
<b>Whilst Activity</b>		
<b><u>Organize Step:</u></b>	• Asking students to construct a descriptive paragraph based on the topic (person).	• Constructing a descriptive paragraph(person)
<b>Exploring and Associating</b>		
<b><u>Work Step:</u></b>	• 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
<b>Associating</b>		
<b><u>Evaluate Step:</u></b>	• Asking students of difficulty that they find in describe persons/animals	• Telling the difficulty that they find in describe persons/animals
<b>Communication</b>		
<b><u>Rethink Step:</u></b>	• Concluding the structures of descriptive text	• Taking notes on the descriptive text structure
	• Assigning students	• Doing the assigned home
<b>Observing</b>		



	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,

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

### **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 features correctly 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
<b><u>Pick Step:</u></b>	<ul style="list-style-type: none"> <li>• Greeting students</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting the teacher</li> </ul>
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Checking students' attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Verifying attendance</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>• Showing pictures of person activities</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying pictures of person activities</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking the personal account of person.</li> </ul>	<ul style="list-style-type: none"> <li>• Replying the personal account of person.</li> </ul>
<b>Exploring</b>	<ul style="list-style-type: none"> <li>• Asking students to choose other familiar person experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Associating other person with the personal account of person</li> </ul>
<b>Whilst Activity</b>		
<b><u>List Step:</u></b>	<ul style="list-style-type: none"> <li>• Asking students to choose two other familiar persons</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying two other familiar persons with the personal account of person</li> </ul>
<b>Associating</b>	<ul style="list-style-type: none"> <li>• Asking the personal account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Replying the personal account of person</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>• Explaining writing aspects based on K-13</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting writing aspects based on K-13</li> </ul>
<b><u>Evaluating Step</u></b>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find in describe the personal account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in describe the personal account of person</li> </ul>
<b>Exploring</b>		
<b><u>Activating Step</u></b>	<ul style="list-style-type: none"> <li>• Asking students to choose two other unfamiliar persons experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying two other unfamiliar persons the personal account of person</li> </ul>
<b>Associating</b>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in</li> </ul>

<b>Communicating</b>	in describe the personal account of person	describe the personal account of person
<b>Supply Step Exploring</b>	<ul style="list-style-type: none"> <li>• Assigning new the personal account of person to describe accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the new the personal account of person accordingly</li> </ul>
<b>Post Activity</b>		
<b>Ending Step: Observing</b>	<ul style="list-style-type: none"> <li>• Concluding the structures of recount text</li> </ul>	<ul style="list-style-type: none"> <li>• Taking notes on the recount text structure</li> </ul>
	<ul style="list-style-type: none"> <li>• Assigning students with home works</li> </ul>	<ul style="list-style-type: none"> <li>• Doing the assigned home works</li> </ul>

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

<b>Pre Activity</b>	<b>Teacher</b>	<b>Students</b>
<b>Pick Step:</b>	<ul style="list-style-type: none"> <li>• Greeting students</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting the teacher</li> </ul>
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Checking students' attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Verifying attendance</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>• Showing pictures of person activities</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying pictures of person activities</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking the factual account of person.</li> </ul>	<ul style="list-style-type: none"> <li>• Replying the factual account of person..</li> </ul>
<b>Exploring</b>	<ul style="list-style-type: none"> <li>• Asking students to choose other familiar person experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Associating other person with the factual account of person.</li> </ul>
	<b>Whilst Activity</b>	
<b>List Step: Associating</b>	<ul style="list-style-type: none"> <li>• Asking students to choose two other familiar persons</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying two other familiar persons with the factual account of person.</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking the factual account of person.</li> </ul>	<ul style="list-style-type: none"> <li>• Replying the factual account of person.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explaining writing aspects based on K-13</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting writing aspects based on K-13</li> </ul>
<b>Evaluating Step Exploring</b>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find in describe the factual account of person.</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in describe the factual account of person.</li> </ul>
<b>Activating Step Associating</b>	<ul style="list-style-type: none"> <li>• Asking students to choose two other unfamiliar persons experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying two other unfamiliar person the factual account of person.</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in</li> </ul>

<b>Communicating</b>	in describe the factual account of person.	describe the factual account of person.
<b>Supply Step</b> <b>Exploring</b>	<ul style="list-style-type: none"> <li>• Assigning new the factual account of person.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the factual account of person.</li> </ul>
<b>Post Activity</b>		
<b>Ending Step:</b> <b>Observing</b>	<ul style="list-style-type: none"> <li>• Concluding the structures of recount text</li> </ul>	<ul style="list-style-type: none"> <li>• Taking notes on the recount text structure</li> </ul>
	<ul style="list-style-type: none"> <li>• Assigning students with home works</li> </ul>	<ul style="list-style-type: none"> <li>• Doing the assigned home works</li> </ul>

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

<b>Pre Activity</b>	<b>Teacher</b>	<b>Students</b>
<b>Pick Step:</b>	<ul style="list-style-type: none"> <li>• Greeting students</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting the teacher</li> </ul>
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Checking students' attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Verifying attendance</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>• Showing pictures of person activities</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying pictures of person activities</li> </ul>
<b>Exploring</b>	<ul style="list-style-type: none"> <li>• Asking the imaginative account of person.</li> </ul>	<ul style="list-style-type: none"> <li>• Replying the imaginative account of person.</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking students to choose other familiar person experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Associating other person with the imaginative account of person.</li> </ul>
<b>Whilst Activity</b>		
<b>List Step:</b> <b>Associating</b>	<ul style="list-style-type: none"> <li>• Asking students to choose two other familiar persons</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying two other familiar persons with the imaginative account of person.</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking the imaginative account of person.</li> </ul>	<ul style="list-style-type: none"> <li>• Replying the imaginative account of person.</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>• Explaining writing aspects based on K-13</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting writing aspects based on K-13</li> </ul>
<b>Evaluating Step</b> <b>Exploring</b>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find in describe the imaginative account of person.</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in describe the imaginative account of person.</li> </ul>
<b>Activating Step</b> <b>Associating</b>	<ul style="list-style-type: none"> <li>• Asking students to choose two other unfamiliar persons experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying two other unfamiliar personsthe imaginative account of person.</li> </ul>

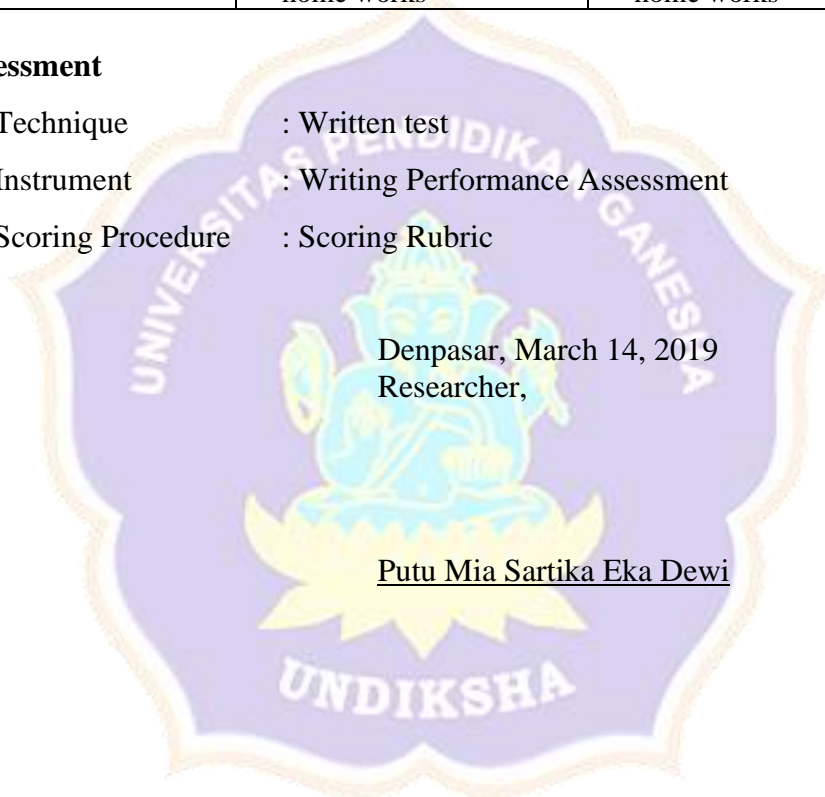
<b>Communicating</b>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find in describe the imaginative account of person.</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in describe the imaginative account of person.</li> </ul>
<b>Supply Step Exploring</b>	<ul style="list-style-type: none"> <li>• Assigning new the imaginative account of person.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the new imaginative account of person.</li> </ul>
<b>Post Activity</b>		
<b>Ending Step:</b>	<ul style="list-style-type: none"> <li>• Concluding the structures of recount text</li> </ul>	<ul style="list-style-type: none"> <li>• Taking notes on the recount text structure</li> </ul>
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Assigning students with home works</li> </ul>	<ul style="list-style-type: none"> <li>• Doing the assigned home works</li> </ul>

## 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
<b>Plan Step:</b>	<ul style="list-style-type: none"> <li>• Greeting students</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting the teacher</li> </ul>
<b>Observation</b>	<ul style="list-style-type: none"> <li>• Checking students' attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Verifying attendance</li> </ul>
<b>Exploration</b>	<ul style="list-style-type: none"> <li>• Showing an example of recount paragraph which is entitled "Visiting London"</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the paragraph which is showing by the teacher</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking students to find out the characteristics of the paragraph given by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding out the characteristics of the paragraph.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explaining writing aspects based on K-13</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting writing aspects based on K-13</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking students to choose on topic of personal account of person which is given by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Associating one topic of personal account of person</li> </ul>
<b>Whilst Activity</b>		
<b>Organize Step:</b>	<ul style="list-style-type: none"> <li>• Asking students to construct a recount paragraph based on the topic of personal account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing a recount paragraph of personal account of person</li> </ul>
<b>Exploring and Associating</b>	<ul style="list-style-type: none"> <li>• Asking students to choose one other familiar persons of personal account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying one other familiar person with the personal account of person</li> </ul>
<b>Work Step:</b>	<ul style="list-style-type: none"> <li>• Asking students to choose one other familiar persons of personal account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying one other familiar person with the personal account of person</li> </ul>
<b>Associating</b>	<ul style="list-style-type: none"> <li>• Asking students to choose one other familiar persons of personal account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying one other familiar person with the personal account of person</li> </ul>
<b>Evaluate Step:</b>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find in describe persons of personal account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in describe of personal account of person</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find in describe persons of personal account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in describe of personal account of person</li> </ul>



<b>Post Activity</b>		
<b>Rethink Step:</b> <b>Observing</b>	<ul style="list-style-type: none"> <li>• Concluding the structures of recount text</li> </ul>	<ul style="list-style-type: none"> <li>• Taking notes on the recount text structure</li> </ul>
	<ul style="list-style-type: none"> <li>• Assigning students with home works</li> </ul>	<ul style="list-style-type: none"> <li>• Doing the assigned home works</li> </ul>

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

<b>Pre Activity</b>	<b>Teacher</b>	<b>Students</b>
<b>Plan Step:</b>	<ul style="list-style-type: none"> <li>• Greeting students</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting the teacher</li> </ul>
<b>Observation</b>	<ul style="list-style-type: none"> <li>• Checking students' attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Verifying attendance</li> </ul>
<b>Exploration</b>	<ul style="list-style-type: none"> <li>• Showing an example of recount paragraph which is entitled "Celebrating My Birthday"</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the paragraph which is showing by the teacher</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking students to find out the characteristics of the paragraph given by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding out the characteristics of the paragraph.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explaining writing aspects based on K-13</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting writing aspects based on K-13</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking students to choose on topic of factual account of person which is given by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Associating one topic of factual account of person</li> </ul>
<b>Whilst Activity</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Organize Step:</b>	<ul style="list-style-type: none"> <li>• Asking students to construct a recount paragraph based on the topic of factual account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing a recount paragraph of factual account of person</li> </ul>
<b>Work Step:</b>	<ul style="list-style-type: none"> <li>• Asking students to choose one other familiar persons of factual account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying one other familiar persons with the factual account of person</li> </ul>
<b>Associating</b>		
<b>Evaluate Step:</b> <b>Communication</b>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find in describe persons of factual account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in describe of factual account of person</li> </ul>
<b>Post Activity</b>		
<b>Rethink Step:</b> <b>Observing</b>	<ul style="list-style-type: none"> <li>• Concluding the structures of recount</li> </ul>	<ul style="list-style-type: none"> <li>• Taking notes on the recount text structure</li> </ul>

	text	
	<ul style="list-style-type: none"> <li>• Assigning students with home works</li> </ul>	<ul style="list-style-type: none"> <li>• Doing the assigned home works</li> </ul>

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

<b>Pre Activity</b>	<b>Teacher</b>	<b>Students</b>
<b><u>Plan Step:</u></b>	<ul style="list-style-type: none"> <li>• Greeting students</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting the teacher</li> </ul>
<b>Observation</b>	<ul style="list-style-type: none"> <li>• Checking students' attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Verifying attendance</li> </ul>
<b>Exploration</b>	<ul style="list-style-type: none"> <li>• Showing an example of recount paragraph which is entitled "My Holliday"</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the paragraph which is showing by the teacher</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking students to find out the characteristics of the paragraph given by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding out the characteristics of the paragraph.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explaining writing aspects based on K-13</li> </ul>	<ul style="list-style-type: none"> <li>• Digesting writing aspects based on K-13</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking students to choose on topic of imaginative account of person which is given by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Associating one topic of imaginative account of person</li> </ul>
<b><u>Whilst Activity</u></b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b><u>Organize Step:</u></b>	<ul style="list-style-type: none"> <li>• Asking students to construct a recount paragraph based on the topic of imaginative account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing a recount parahgraph of imaginative account of person</li> </ul>
<b>Exploring and Associating</b>		
<b><u>Work Step:</u></b>	<ul style="list-style-type: none"> <li>• Asking students to choose one other familiar persons of imaginative account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying one other familiar persons with the imaginative account of person</li> </ul>
<b>Associating</b>		
<b><u>Evaluate Step:</u></b>	<ul style="list-style-type: none"> <li>• Asking students of difficulty that they find in describe persons of imaginative account of person</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the difficulty that they find in describe of imaginative account of person</li> </ul>
<b>Communication</b>		
<b>Post Activity</b>		
<b><u>Rethink Step:</u></b>	<ul style="list-style-type: none"> <li>• Concluding the structures of recount text</li> </ul>	<ul style="list-style-type: none"> <li>• Taking notes on the recount text structure</li> </ul>
<b>Observing</b>	<ul style="list-style-type: none"> <li>• Assigning students with</li> </ul>	<ul style="list-style-type: none"> <li>• Doing the assigned</li> </ul>

	home works	home works
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### **FF.Assessment**

- 10. Technique : Written test
- 11. Instrument : Writing Performance Assessment
- 12. Scoring Procedure : Scoring Rubric

Denpasar, March 15, 2019  
Researcher,

Putu Mia Sartika Eka Dewi



## Appendix 4 : Writing Performance Assessment

### WRITING TEST 1 PLEASE and POWER STRATEGY PREPARATION SESSION

#### Direction

1. 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

1. 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

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

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





## 2. Reliability of Expert Judgement

**Case Processing Summary**

		N	%
Cases	Valid	6	100.0
	Excluded <sup>a</sup>	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**

		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

\*\* . Correlation is significant at the 0.01 level (1-tailed).

## Appendix 9 :Pre - Requisite Analysis

### 4. Normality Analysis

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

### 5. Homogeneity Analysis

<b>Test of Homogeneity of Variances</b>			
score			
Levene			
Statistic	df1	df2	Sig.
.000	1	58	.995

## Appendix 10 :Descriptive Analysis

### 6. Descriptive

		<b>Descriptive</b>					
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**

<b>ANOVA</b>					
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**

<b>ANOVA</b>					
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			

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

<b>ANOVA</b>					
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) Descriptive Text	(J) Descriptive Text	Mean Difference (I-J)	Std. Error	Sig.	95 % Confidence Interval	
						Lower Bound	Upper Bound
PLEASE Strategy	Test 1	Test 2	-3.43333	1.45353	0.053	-6.8992	0.0326
		Test 3	-10.36667*	1.45353	0.000	-13.8326	-6.9008
	Test 2	Test 1	3.43333	1.45353	0.053	-.0326	6.8992
		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
POWER Strategy	Test 1	Test 2	-3.03333	1.38883	0.080	-6.3450	0.2783
		Test 3	-10.16667	1.38883	0.000	-13.4783	-6.8550
	Test 2	Test 1	3.03333	1.38883	0.080	-.2783	6.3450
		Test 3	-7.13333	1.38883	0.000	-10.4450	-3.8217
	Test 3	Test 1	10.16667	1.38883	0.000	6.8550	13.4783
		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) Recount Text	(J) Recount Text	Mean Difference (I-J)	Std. Error	Sig.	95 % Confidence Interval	
						Lower Bound	Upper Bound
PLEASE Strategy	Test 1	Test 2	-4.10000*	1.46977	0.018	-7.6046	-0.5954
		Test 3	-8.96667*	1.46977	0.000	-12.4713	-5.4620
	Test 2	Test 1	4.10000*	1.46977	0.018	.5954	7.6046
		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
POWER Strategy	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
	Test 2	Test 1	3.53333	1.40995	0.037	.1713	6.8953
		Test 3	-3.90000	1.40995	0.019	-7.2620	-0.5380
	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.							

