

APPENDIX 1

RESEARCH PERMITS



YAYASAN UNIVERSITAS PENDIDIKAN GANESHA
Akta Notaris Nomor: 18 Tanggal 9 Oktober 2015
SMAS LABORATORIUM UNDIKSHA SINGARAJA
Terakreditasi A

Alamat : Jalan Jatayu No. 10 Singaraja
Website: <http://www.smalabundiksha.sch.id>

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SURAT KETERANGAN

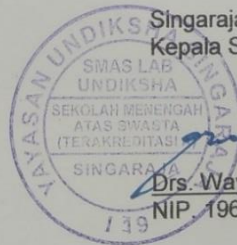
Nomor : 421/SMAS-Lab./Undiksha/E.7/II/2020

Yang bertanda tangan di bawah ini Kepala SMAS Laboratorium Undiksha Singaraja menerangkan bahwa :

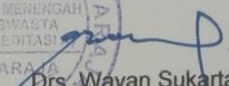
Nama : Anak Agung Istri Rita Santi Kusuma
NIM : 1612021003
Jurusan : Pendidikan Bahasa Inggris

memang benar mahasiswa yang bersangkutan sudah melakukan penelitian di SMAS Lab. Undiksha Singaraja dengan skripsi berjudul "The Implementation of Blended Learning Method in English Language Teaching Writing Recount Text to Senior High School Student" pada tanggal 20 Januari s/d 11 Februari 2020.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.



Singaraja, 10 Februari 2020
Kepala Sekolah,


Drs. Wayan Sukarta, M.Pd
NIP. 19620128 198603 1 007

APPENDIX 2
INSTRUMENTS OF PRE-TEST AND POST-TEST

1. Instrument of Pre-test

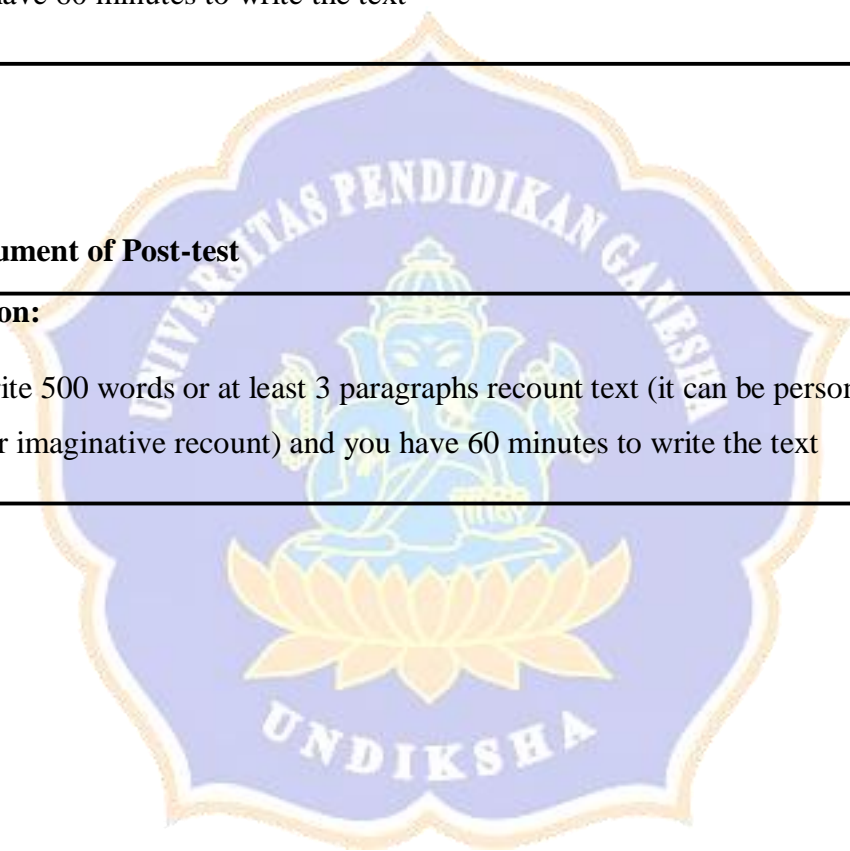
Instruction:

Please write 500 words or at least 3 paragraphs recount text about your experience and you have 60 minutes to write the text

2. Instrument of Post-test

Instruction:

Please write 500 words or at least 3 paragraphs recount text (it can be personal recount or imaginative recount) and you have 60 minutes to write the text



APPENDIX 3

SYLLABUS

Satuan Pendidikan : SMA Lab Undiksha
Mata Pelajaran : Bahasa Inggris (wajib)
Kelas /Semester : X/Genap
Kompetensi Inti:

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Panilaian
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	<ul style="list-style-type: none">Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.	1. Mengidentifikasi struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan	<ul style="list-style-type: none">Menyimak dan menirukan beberapa contoh percakapan terkait dengan	<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">

<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past</i></p>	<ul style="list-style-type: none"> • Struktur Teks • Memulai • Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan • Kalimat deklaratif dan interrogative dalam <i>simple past tense</i>, <i>present perfect tense</i>. • Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu • Nomina singular dan plural secara tepat, dengan 	<p>kesudahannya, sesuai dengan konteks penggunaannya</p> <ol style="list-style-type: none"> 2. Menyebutkan struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya 3. Membedakan struktur teks dan unsur kebahasaan beberapa teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. 1. Mencermati teks lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks 	<p>intonasi, ucapan dan tekanan kata yang tepat</p> <ul style="list-style-type: none"> • Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang 			
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<p><i>tense vs present perfect tense)</i></p> <p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p>	<p>atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI 	<p>2. Membuat teks pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>3. Mendemonstrasikan teks lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>menggunakan kedua tense tersebut</p> <ul style="list-style-type: none"> • Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. • Mencermati beberapa kalimat 			
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ya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks			<p>rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung</p> <ul style="list-style-type: none"> • Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut • Melakukan refleksi tentang proses dan hasil belajar 			
3.7 Membedakan	<ul style="list-style-type: none"> • Fungsi Sosial 	1. Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks recount	<ul style="list-style-type: none"> • Menyimak guru 	•	•	•

<p>n fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi sesuai dengan konteks penggunaannya</p> <p>4.7 Teks <i>recount</i> – pengalaman pribadi</p> <p>4.7.1 Menangkap makna secara kontekstual</p>	<p>Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</p> <ul style="list-style-type: none"> • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> • orientasi • urutan kejadian/kegiatan • orientasi ulang • Unsur Kebahasaan • Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan 	<p>lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi sesuai dengan konteks penggunaannya</p> <ol style="list-style-type: none"> 2. Menyebutkan struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi 3. Membedakan struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi, sesuai dengan konteks penggunaannya 4. Mencermati teks <i>recount</i> terkait pengalaman pribadi 5. Membuat teks <i>recount</i> terkait pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 6. Mendemonstrasikan teks <i>recount</i> terkait pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 	<p>membacakan pengalaman pribadi, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks</p> <ul style="list-style-type: none"> • Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil 			
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<p>terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait pengalaman pribadi</p> <p>4.7.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait pengalaman pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>lainnya yang diperlukan</p> <ul style="list-style-type: none"> • Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. • Adverbia dan frasa preposisional penunjuk waktu • Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, 		<p>bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</p> <ul style="list-style-type: none"> • Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan 			
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	<p>dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 		<p>teks tentang peristiwa bersejarah lainnya</p> <ul style="list-style-type: none"> • Mengumpulkan informasi untuk menguraikan pengalaman pribadi • Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya • Melakukan refleksi tentang proses dan 			
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			hasil belajar.			
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> • Orientasi • Komplikasi • Resolusi • Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> • Kalimat-kalimat dalam <i>simpl e past tense, past continuous</i>, dan lainnya yang relevan 	<ol style="list-style-type: none"> 1. Mengidentifikasi teks dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya 2. Menyebutkan struktur teks dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana 3. Membedakan struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks pen 4. gguna 5. anny 6. 7. 8. a. <ol style="list-style-type: none"> 1. Mencermati teks <i>naratif</i> terkait legenda rakyat, sederhana 2. Membuat teks naratif terkait legenda rakyat, sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 3. Mendemonstrasikan teks naratif terkait legenda rakyat, sederhana dengan memperhatikan fungsi sosial, struktur 	<ul style="list-style-type: none"> • Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya • Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan 	•	•	•

<p>fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<ul style="list-style-type: none"> • Kosakata: terkait karakter, watak, dan setting dalam legenda • Adverbia penghubung dan penunjuk waktu • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<p>teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> <p>9. 10.</p> 	<p>unsur kebahasaan yang ada</p> <ul style="list-style-type: none"> • Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi • Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi 			
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			kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan <ul style="list-style-type: none"> • Melakukan refleksi tentang proses dan hasil belajar. 			
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMA/MA/SMK/ MAK 4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> • Kosakata dan tata bahasa dalam lirik lagu • Ucapan, tekanan kata, 	1. Mengidentifikasi struktur teks dan unsur kebahasaan lirik lagu terkait kehidupan remaja 2. Menyebutkan struktur teks dan unsur kebahasaan lirik lagu terkait kehidupan remaja 3. Membedakan struktur teks dan unsur kebahasaan beberapa lirik lagu terkait kehidupan remaja. 1. Mencermati fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja 2. Mendemonstrasikan fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> • Membaca, menyimak, dan menirukan lirik lagu secara lisan • Menanyakan hal-hal yang tidak diketahui atau berbeda • Mengambil teladan dari pesan- 	•	•	•

secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/S MK/MAK	<p>intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<p>pesan dalam lagu</p> <ul style="list-style-type: none"> • Menyebutkan pesan yang terkait dengan bagian-bagian tertentu • Melakukan refleksi tentang proses dan hasil belajarnya 			
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Source: https://docs.google.com/document/d/1Es19lxztgb5lWXfXTxT1ilYb7pO_1vJTx-HbyeE8gzl/edit



APPENDIX 4
LESSON PLAN FOR CONTROL GROUP

Name of School : SMA Lab Undiksha
Grade/Semester : X MIA 1/2
Subject : English
Skill : Writing
Time Allotment : (2 x 45 minutes) x 3 meetings
Genre : Recount Text

I Core Competency (KI):

1. Appreciating and practicing the religious values that students are professed.
2. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

II Basic Competency (KD):

Basic Competency	Indicators
1.1 Being grateful to the opportunity To learn English as a medium of international communication expressed in learning enthusiasm.	1.1.1 Feeling grateful to the opportunity to learn English expressed in learning enthusiasm.
2.1 Indicating behaviors of responsibility, caring, cooperation, and love peace in doing functional communication.	2.1.1 Indicating behaviors of responsibility in doing functional communication. 2.1.2 Indicating behaviors of caring in doing functional communication. 2.1.3 Indicating behaviors of cooperation in doing functional communication. 2.1.4 Indicating behaviors of love peace in doing functional communication.
3.7 Differentiating social functions, text structure, and linguistic elements of several oral and written recount texts by giving and asking information related to personal experiences	<ul style="list-style-type: none">Identifying the contents, social functions, text structure and linguistic elements of a simple recount text about personal experience
4.7 Recount text 4.7.1 Capturing contextual meaning related to social functions, text structure, and linguistic elements of oral and written recount texts related to personal experiences 4.7.2 Arranging oral and written recount texts, short and simple, related to personal experiences,	<ul style="list-style-type: none">Explaining the contents of the text that tells the personal experience correctly by paying attention to the purpose of communication, text structure and linguistic elements of recount texts according to the context of their use.

taking into account social functions, text structures, and linguistic elements, correctly and in context	<ul style="list-style-type: none"> • Writing personal experience by paying attention to social functions, text structures, and linguistic elements of recount texts in accordance with the context of its use.
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III. Instructional Objective

1. Students are able to identify the contents, social functions, text structure and linguistic elements of a simple recount text about individual personal experiences individually.
2. Students are able to explain the contents of recount text about personal experiences correctly by paying attention to the purpose of communication, text structure and linguistic elements of recount texts according to the context of their individual use individually
3. Students are able to write personal experiences by paying attention to social functions, text structures, and linguistic elements of recount texts individually

IV. Instructional Material

1. Social Function

- a. To inform the reader about events or experiences that happened in the past

2. Text Structure

- a. Orientation
(Provides the setting and introduces participants)
- b. Events
(Tells what happened in what sequence)

c. Re-Orientation

(Optional closure of events and comments to the story)

3. Language Features

1. Simple Past Tense

‘Simple past tense’ is used to tell actions or situations that happen in the past.

2. Personal participants. Example: I, my group, Jessica, my family, etc.
3. Chronological connection. Example: first, second, then, finally, etc.
4. Linking verb. Example: was, were, etc.
5. Simple Past Tense. Example: visited, saw, heard, bought, walked, etc.

V Instructional Method

1. Approach : Scientific Approach
2. Method : Communicative Language Teaching method
3. Technique : Individual work, group work, class discussion

VI Sources and Instructional Media

1. Learning sources :
 - a. English teacher
 - b. Internet : <https://gudangpelajaran.com/contoh-recount-text/>
 - c. Book :
Kementerian Pendidikan dan Kebudayaan Republik Indonesia
2017. Bahasa Inggris Kelas X. Indonesia: Menteri Pendidikan dan Kebudayaan.
2. Teaching media : Power Point
3. Teaching learning equipment : LCD projector, spidol, whiteboard.

VII Instructional Activities:

First Meeting (Pre-writing and Drafting)			
Learning Phase	Teacher's Activities	Students' Activities	Time Allotment
Opening	The teacher greets and asks students' recent condition.	The Students respond the teacher's greeting	5 Minutes
	The teacher leads students to pray together before the learning activities start	The students pray together before the learning activities start	
	Teacher checks students' attendance and readiness (dictionary, handbook)	The students respond to the teacher	
	Teacher gives brainstorming, leads to the material and tells the scope of today's lesson.	The students listen to the teachers' explanation	
Main Activities	The teacher divides students into several groups	The students makes several groups	80 Minutes
	The teacher asks students to sit with their group in order to make them easier discuss with their friends	The students sit with their group in order to make them easier discuss with their friends	
	Reading Phase		
	The teacher gives the students an example of recount text and asks them to read it	The students read an example of recount text given by the teacher	

	The teacher asks the students to identify main idea, social function, generic structure, and the language features of the text with their group	The students identify main idea, social function, generic structure, and the language features of the text with their group	
	The teacher asks students to discuss it with their group	The students discuss it with their group	
	<i>Reviewing Phase</i>		
	The teacher checks students understanding about recount text (the topic, social function, generic structure, and also language features). Every group must share their understanding in the form of opinion or suggestion on class discussion	The students show their understanding about recount text (the topic, social function, generic structure, and also language features). Every group share their understanding in the form of opinion or suggestion on class discussion	
	The teacher gives the students opportunity to ask any question	The students ask any question about recount text	
	The teacher gives the students opportunity to respond their friends' questions and discuss it together with the whole class	The students respond their friends' questions and discuss it together with the whole class	
	<i>Composing Phase</i>		
	The teacher asks students to plan out their idea for writing a recount text and make the outline of their writing individually. They have to determine the topic and the generic	The students plan out their idea for writing a recount text and make the outline of their writing individually. They have to determine the topic and the generic structure of recount text (orientation,	

	structure of recount text (orientation, events, and re-orientation).	events, and re-orientation).	
	The teacher ask students to discuss their outline with their group	The students discuss their outline with their group	
	The teacher asks the students to develop their own writing individually based on the outline that they have made	The students develop their own writing individually based on the outline that they have made	
	The teacher asks the students start to write their ideas in the form of recount text individually (writing about 300-500 words) and they still need to discuss it with their friends	The students start to write their ideas in the form of recount text individually (writing about 300-500 words) and they still need to discuss it with their friends	
Closing	The teacher leads the students to conclude the materials which has been done	The students conclude the materials which has been done	5 Minutes
	The teacher asks the students' feeling	The students respond the teacher' question about their feeling	
	The teacher give feedback about the learning process and the result of students' learning	The students listen to their teacher feedback about the process and also the result of their learning	
	The teacher leads the students to pray together before end the class	The students pray together before end the class	
	The teacher left the class by saying "thank you and good bye"	The students respond by saying "thank you and good bye"	

VII Instructional Activities:

<i>Second Meeting (Drafting and Revising)</i>			
Learning Phase	Teacher's Activities	Students' Activities	Time Allotment
Opening	The teacher greets and asks students' recent condition.	The Students respond the teacher's greeting	5 Minutes
	The teacher leads students to pray together before the learning activities start	The students pray together before the learning activities start	
	Teacher checks students' attendance and readiness (dictionary, handbook)	The students respond to the teacher	
	Teacher gives brainstorming, leads to the material and tells the scope of today's lesson.	The students listen to the teachers' explanation	
Main Activities	The teacher asks the students to sit with their group in order to make them easier to discuss	The students sit with their group in order to make them easier to discuss	80 Minutes
	<i>Reading Phase</i>		
	The teacher asks the students to read the draft of recount text that they have made in the previous meeting, every group need to read the draft of	The students read the draft of recount text that they have made in the previous meeting, every group need to read the draft of recount text from the other group	

	recount text from the other group		
	The teacher asks the students to identify the content of their friends' writing with their group	The students ask to identify the content of their friends' writing with their group	
	The teacher asks the students to discuss it with their group	The students discuss it with their group.	
	Reviewing Phase		
	The teacher asks the students to give any review in the form of comments or suggestions in a piece of paper after discuss it with their group	The students give any review in the form of comments or suggestions in a piece of paper after discuss it with their group	
	The teacher give the students the opportunity to ask any questions	The students state their questions	
	The teacher gives the students the opportunity to respond their friends' questions and discuss it with the whole class	The students respond their friends' questions and discuss it with the whole class	
	Composing Phase		
	The teacher asks students to revise their writing based on their friends' comments and suggestion	The students revise their writing based on their friends' comments and suggestion	
	The teacher asks the students to develop again their own writing individually	The students develop again their own writing individually	
	The teacher asks the students to submit their writing	The students submit their writing	
	The teacher leads the students to conclude	The students conclude the materials which has been done	

Closing	the materials which has been done		5 Minutes
	The teacher asks the students' feeling	The students respond the teacher' question about their feeling	
	The teacher give feedback about the learning process and the result of students' learning	The students listen to their teacher feedback about the process and also the result of their learning	
	The teacher leads the students to pray together before end the class	The students pray together before end the class	
	The teacher left the class by saying "thank you and good bye"	The students respond by saying "thank you and good bye"	

VII Instructional Activities:

<i>Third Meeting (Editing and Publishing)</i>			
Learning Phase	Teacher's Activities	Students' Activities	Time Allotment
Opening	The teacher greets and asks students' recent condition.	The Students respond the teacher's greeting	5 Minutes
	The teacher leads students to pray together before the learning activities start	The students pray together before the learning activities start	
	Teacher checks students' attendance and readiness (dictionary, handbook)	The students respond to the teacher	
	Teacher gives brainstorming, leads to	The students listen to the teachers' explanation	

	the material and tells the scope of today's lesson.		
Main Activities	The teacher asks the students to sit with their group in order to make them easier to discuss	The students sit with their group in order to make them easier to discuss	80 Minutes
	Reading Phase		
	The teacher asks the students to read the writing that they have made in the previous meeting, every group need to read the draft of recount text from the other group	The students read the writing that they have made in the previous meeting, every group need to read the draft of recount text from the other group	
	The teacher asks the students to identify the mechanic or language features in their friends' writing with their group (if there are any possible error in spelling, punctuation, and diction)	The students ask to identify the mechanic or language features in their friends' writing with their group (if there are any possible error in spelling, punctuation, and diction)	
	The teacher asks the students to discuss it with their group	The students discuss it with their group.	
	Reviewing Phase		
	The teacher asks the students to give any review in the form of comments or suggestions	The students give any review in the form of comments or suggestions	
	The teacher give the students the opportunity to ask any questions	The students state their questions	
	The teacher gives the students the opportunity to	The students respond their friends' questions	

	respond their friends' questions and discuss it with the whole class	and discuss it with the whole class	
	Composing Phase		
	The teacher asks students to edit their writing if there are any possible error in spelling, punctuation, and diction based on their friends' comments and suggestions	The students edit their writing if there are any possible error in spelling, punctuation, and diction based on their friends' comments and suggestions	
	The teacher asks the students to develop again their own writing in order to make it better before they submit their work	The students develop again their own writing in order to make it better before they submit their work	
	The teacher asks the students to submit their final recount text	The students submit their final recount text to the teacher	
Closing	The teacher leads the students to conclude the materials which has been done	The students conclude the materials which has been done	5 Minutes
	The teacher asks the students' feeling	The students respond the teacher' question about their feeling	
	The teacher give feedback about the learning process and the result of students' learning	The students listen to their teacher feedback about the process and also the result of their learning	
	The teacher leads the students to pray together before end the class	The students pray together before end the class	
	The teacher left the class by saying "thank you and good bye"	The students respond by saying "thank you and good bye"	

VIII. Assessment

- Technique: Written Test
- Instruments:

Writing Scouring Rubric

No	Rated Aspect	Criteria	Score
1.	Content	Substantive, relevant to the assigned topic, detail and good development of topic sentence	27-30 (Very good)
		Mostly relevant to the topic, lack details, limited development of topic sentence	22-26 (Average to good)
		Limited knowledge of topic, inadequate development of topic	12-17 (Fair to poor)
		Non-Substantive, does not show knowledge about related topic	13-16 (very poor)
2	Organization	Well organized, cohesive, coherence, ideas clearly stated, fluent expression	18-20 (Very good)
		Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing	14-17 (Average to good)

		Lack logical sequencing and development, non-fluent	10-13 (Fair to poor)
		No organization and not enough to evaluate	7-9 (very poor)
3	Vocabulary	Effective or exact words or idioms, dictions are good, word form mastery	18-20 (Very good)
		Occasional errors of words/ idioms/ dictions, meaning confused, adequate range of vocabularies	14-17 (Average to good)
		Frequent errors of words/ idioms/ dictions, meaning confused, limited range of vocabularies	10-13 (Fair to poor)
		Little knowledge of vocabularies/ idioms/ words form and not enough to evaluate	7-9 (Very poor)
4	Grammar	Effective, good, and complex construction, Few errors of agreement/ tense/number/ pronoun/ preposition.	22-25 (Very good)

		Still effective but simple construction, several errors of agreement/ tense/number/ pronoun/ preposition, and the meaning seldom confused.	18-21 (Average to good)
		Major problem in simple or complex construction, frequent errors of agreement/ tense/number/ pronoun/ preposition, and the meaning confused.	11-17 (Fair to poor)
		Dominated errors of agreement/ tense/number/ pronoun/ preposition, the meaning confused, and not enough to	5-10 (Very poor)
5	Mechanic	Few errors of spelling, punctuation, and capitalization, writing sentences	5 (very good)
		Occasional errors of spelling, punctuation, and capitalization, writing sentences, but meaning not confused	4 (Average to good)
		Frequent errors of spelling, punctuation, and capitalization, writing sentences, meaning confused	3 (Fair to good)
		Dominated errors of spelling, punctuation, and capitalization, writing sentences, meaning confused,	2 (Very poor)

Adapted from Jacob in Klimova (2011)

Note:

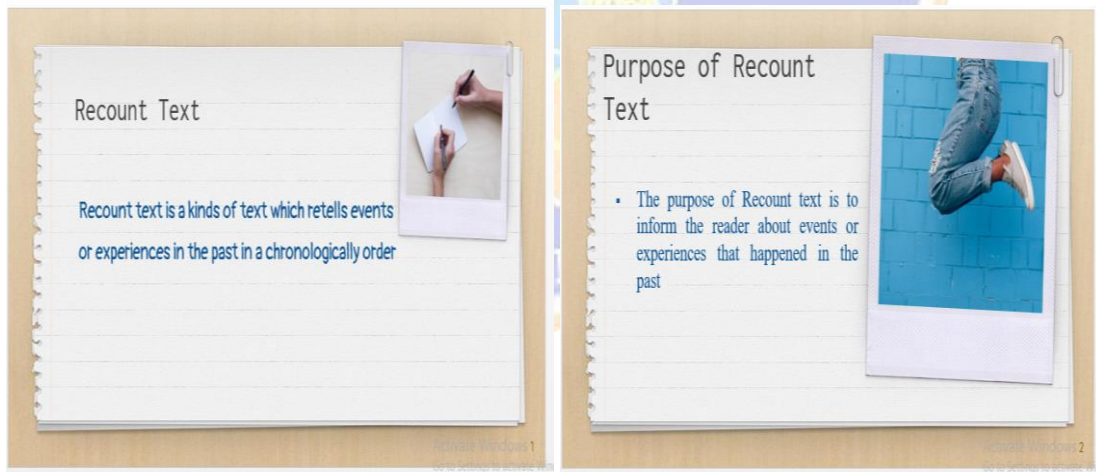
Final score is the sum of all scores from each aspect assessed

Appendix for Lesson Plan of Control Group

1. Video about Recount Text



2. PPT about Recount Text



Generic Structure

- Orientation
- Events
- Reorientation



Language Features

- use the past tense (went, read, visited, etc.)
- Use Chronological order : first, second, then, after, before, at the moment, finally.
- Use adverb of time: yesterday, last month, two days ago, last night, etc.



Recount Text can be...

- x Personal experiences
- x historical event
- x Biography/ autobiography



Fishing at the lake

Yesterday I was going to the lake. It was the nice time for fishing because I had no work to do. I wake earlier at the morning then I went to the market place to buy some shrimps which I used for fishing bait. After that, I went to the lake to start fishing.

At that lake, I looked for the best point to fish. I went to the place under the big tree at the bank of the lake.



I threw my hook as far as I can then I wait for the fish eating my bait. 30 minutes left and finally there was a fish ate my bait. It was the first big enough fish that I got. I got 10 big fish and 3 small fish at that day. I was so happy. I would cook that fish at home and then I would call my friends to come to my home then we would have a small party. But I was not lucky enough because on the way home I saw a beggar. He was an old poor beggar.



I gave all of my fish to him and I wish he would be happy getting that fish. Perhaps he could sell them at the market and get some money to buy some food.

Even I did not have any fish after that, I was so happy because I could help people.

Source: <https://gudangpelajaran.com/contoh-recount-text/>



APPENDIX 5
LESSON PLAN FOR EXPERIMENTAL GROUP

Name of School : SMA Lab Undiksha
Grade/Semester : X MIA2/2
Subject : English
Skill : Writing
Time Allotment : (2 x 45 minutes) x 3 meetings
Genre : Recount Text

I Core Competency (KI):

3. Appreciating and practicing the religious values that students are professed.
4. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

II Basic Competency (KD):

Basic Competency	Indicators
1.1 Being grateful to the opportunity To learn English as a medium of international communication expressed in learning enthusiasm.	1.1.1 Feeling grateful to the opportunity to learn English expressed in learning enthusiasm.
2.1 Indicating behaviors of responsibility, caring, cooperation, and love peace in doing functional communication.	<p>4.1.1 Indicating behaviors of responsibility in doing functional communication.</p> <p>4.1.2 Indicating behaviors of caring in doing functional communication.</p> <p>4.1.3 Indicating behaviors of cooperation in doing functional communication.</p> <p>4.1.4 Indicating behaviors of love peace in doing functional communication.</p>
3.7 Differentiating social functions, text structure, and linguistic elements of several oral and written recount texts by giving and asking information related to personal experiences	<ul style="list-style-type: none"> Identifying the contents, social functions, text structure and linguistic elements of a simple recount text about personal experience
4.7 Recount text 4.7.1 Capturing contextual meaning related to social functions, text structure, and linguistic elements of oral and written recount texts related to personal experiences	<ul style="list-style-type: none"> Explaining the contents of the text that tells the personal experience correctly by paying attention to the purpose of communication, text structure and

4.7.2 Arranging oral and written recount texts, short and simple, related to personal experiences, taking into account social functions, text structures, and linguistic elements, correctly and in context	<p>linguistic elements of recount texts according to the context of their use.</p> <ul style="list-style-type: none"> • Writing personal experience by paying attention to social functions, text structures, and linguistic elements of recount texts in accordance with the context of its use.
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III. Instructional Objective

4. Students are able to identify the contents, social functions, text structure and linguistic elements of a simple recount text about individual personal experiences individually.
5. Students are able to explain the contents of recount text about personal experiences correctly by paying attention to the purpose of communication, text structure and linguistic elements of recount texts according to the context of their individual use individually
6. Students are able to write personal experiences by paying attention to social functions, text structures, and linguistic elements of recount texts individually

IV. Instructional Material

1. Social Function

- b. To inform the reader about events or experiences that happened in the past

3. Text Structure

- d. Orientation

(Provides the setting and introduces participants)

- e. Events

(Tells what happened in what sequence)

f. Re-Orientation

(Optional closure of events and comments to the story)

3. Language Features

6. Simple Past Tense

‘Simple past tense’ is used to tell actions or situations that happen in the past.

7. Personal participants. Example: I, my group, Jessica, my family, etc.

8. Chronological connection. Example: first, second, then, finally, etc.

9. Linking verb. Example: was, were, etc.

10. Simple Past Tense. Example: visited, saw, heard, bought, walked, etc.

V Instructional Method

4. Approach : Scientific Approach

5. Method : Blended learning method

6. Technique : Individual work, group work, class discussion

VI Sources and Instructional Media

4. Learning sources :

d. English teacher

e. Internet : <https://gudangpelajaran.com/contoh-recount-text/>

f. Book :
Kementerian Pendidikan dan Kebudayaan Republik Indonesia
2017. Bahasa Inggris Kelas X. Indonesia: Menteri Pendidikan
dan Kebudayaan.

5. Teaching media : Power Point, online platform (schoolology)

6. Teaching learning equipment : LCD projector, laptop/ hand phone, whiteboard.

VII Instructional Activities:

<i>First Meeting (Pre-writing and Drafting)</i>			
Learning Phase	Teacher's Activities	Students' Activities	Time Allotment
Opening	The teacher greets and asks students' recent condition.	The Students respond the teacher's greeting	5 Minutes
	The teacher leads students to pray together before the learning activities start	The students pray together before the learning activities start	
	Teacher checks students' attendance and readiness (dictionary, handbook)	The students respond to the teacher	
	Teacher gives brainstorming, leads to the material and tells the scope of today's lesson.	The students listen to the teachers' explanation	
Main Activities	The teacher divides students into several groups	The students makes several groups	80 Minutes
	The teacher asks students to sit with their group in order to make them easier discuss with their friends	The students sit with their group in order to make them easier discuss with their friends	
	The teacher explain about Schoology application, what is the function and how to use it and the	The students listen to the teachers' explanation about Schoology application, what is the function and how to use it	

	students are asked to make a new Schoology account	and each of the students are asked to make a new Schoology account.	
	<i>Reading Phase</i>		
	The teacher asks the students to read an example of recount text on Schoology application	The students read an example of recount text on Schoology application	
	The teacher asks the students to identify main idea, social function, generic structure, and the language features of the text with their group	The students identify main idea, social function, generic structure, and the language features of the text with their group	
	The teacher asks students to discuss it with their group	The students discuss it with their group	
	<i>Reviewing Phase</i>		
	The teacher checks students understanding about recount text (the topic, social function, generic structure, and also language features). Every group must share their understanding in the form of opinion or suggestion on class discussion	The students show their understanding about recount text (the topic, social function, generic structure, and also language features). Every group share their understanding in the form of opinion or suggestion on class discussion	
	The teacher gives the students opportunity to ask any question	The students ask any question about recount text	
	The teacher gives the students opportunity to respond their friends' questions and discuss it together with the whole class	The students respond their friends' questions and discuss it together with the whole class	

<i>Composing Phase</i>	
The teacher asks students to plan out their idea for writing a recount text and make the outline of their writing on Schoology application individually. They have to determine the topic and the generic structure of recount text (orientation, events, and re-orientation).	The students plan out their idea for writing a recount text and make the outline of their writing on Schoology application individually. They have to determine the topic and the generic structure of recount text (orientation, events, and re-orientation).
The teacher ask students to discuss their outline with their group	The students discuss their outline with their group
The teacher asks the students to develop their own writing individually based on the outline that they have made before on Schoology application	The students develop their own writing individually based on the outline that they have made before on Schoology application
The teacher asks the students start to write their ideas in the form of recount text individually on Schoology application (writing about 300-500 words) and they still need to discuss it with their friends	The students start to write their ideas in the form of recount text individually on Schoology application (writing about 300-500 words) and they still need to discuss it with their friends
The teacher asks students to post their work on schoology application, in order to give the opportunity for the other students to read	Students post their work on schoology application, in order to give the opportunity for the other students to read it in the class or outside the classroom

	it in the class or outside the classroom		
Closing	The teacher leads the students to conclude the materials which has been done	The students conclude the materials which has been done	5 Minutes
	The teacher asks the students' feeling	The students respond the teacher' question about their feeling	
	The teacher give feedback about the learning process and the result of students' learning	The students listen to their teacher feedback about the process and also the result of their learning	
	The teacher leads the students to pray together before end the class	The students pray together before end the class	
	The teacher left the class by saying "thank you and good bye"	The students respond by saying "thank you and good bye"	

VII Instructional Activities:

<i>Second Meeting (Drafting and Revising)</i>			
Learning Phase	Teacher's Activities	Students' Activities	Time Allotment
Opening	The teacher greets and asks students' recent condition.	The Students respond the teacher's greeting	5 Minutes
	The teacher leads students to pray together before the learning activities start	The students pray together before the learning activities start	
	Teacher checks students' attendance and readiness	The students respond to the teacher	

	(dictionary, handbook)		
	Teacher gives brainstorming, leads to the material and tells the scope of today's lesson.	The students listen to the teachers' explanation	
Main Activities	The teacher asks the students to sit with their group in order to make them easier to discuss	The students sit with their group in order to make them easier to discuss	80 Minutes
	Reading Phase		
	The teacher asks the students to read the draft of recount text that they have made in the previous meeting on schoology, every group need to read the draft of recount text from the other group	The students read the draft of recount text that they have made in the previous meeting on schoology, every group need to read the draft of recount text from the other group	
	The teacher asks the students to identify the content of their friends' writing with their group	The students ask to identify the content of their friends' writing with their group	
	The teacher asks the students to discuss it with their group	The students discuss it with their group.	
	Reviewing Phase		
	The teacher asks the students to give any review in the form of comments or suggestions on the discussion slot in Schoology	The students give any review in the form of comments or suggestions on the discussion slot in Schoology	
	The teacher give the students the	The students state their questions	

	opportunity to ask any questions		
	The teacher gives the students the opportunity to respond their friends' questions and discuss it with the whole class	The students respond their friends' questions and discuss it with the whole class	
	Composing Phase		
	The teacher asks students to revise their writing based on their comments and suggestion in Schoology application	The students revise their writing based on their their comments and suggestion in Schoology application	
	The teacher asks the students to develop again their own writing individually	The students develop again their own writing individually	
	The teacher asks the students to post it on Schoology application, in order to give the opportunity for the others to read in the class or outside the classroom	The students post it on Schoology application, in order to give the opportunity for the others to read in the class or outside the classroom	
Closing	The teacher leads the students to conclude the materials which has been done	The students conclude the materials which has been done	5 Minutes
	The teacher asks the students' feeling	The students respond the teacher' question about their feeling	
	The teacher give feedback about the learning process and the result of students' learning	The students listen to their teacher feedback about the process and also the result of their learning	
	The teacher leads the students to pray together before end the class	The students pray together before end the class	

	The teacher left the class by saying “thank you and good bye”	The students respond by saying “thank you and good bye”	
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VII Instructional Activities:

Third Meeting (<i>Editing and Publishing</i>)			
Learning Phase	Teacher’s Activities	Students’ Activities	Time Allotment
Opening	The teacher greets and asks students’ recent condition.	The Students respond the teacher’s greeting	5 Minutes
	The teacher leads students to pray together before the learning activities start	The students pray together before the learning activities start	
	Teacher checks students’ attendance and readiness (dictionary, handbook)	The students respond to the teacher	
	Teacher gives brainstorming, leads to the material and tells the scope of today’s lesson.	The students listen to the teachers’ explanation	
Main Activities	The teacher asks the students to sit with their group in order to make them easier to discuss	The students sit with their group in order to make them easier to discuss	80 Minutes
	Reading Phase		
	The teacher asks the students to read the writing that they have	The students read the writing that they have made in the previous	

	made in the previous meeting on schoology, every group need to read the draft of recount text from the other group	meeting on schoology, every group need to read the draft of recount text from the other group	
	The teacher asks the students to identify the mechanic or language features in their friends' writing with their group (if there are any possible error in spelling, punctuation, and diction)	The students ask to identify the mechanic or language features in their friends' writing with their group (if there are any possible error in spelling, punctuation, and diction)	
	The teacher asks the students to discuss it with their group	The students discuss it with their group.	
	Reviewing Phase		
	The teacher asks the students to give any review in the form of comments or suggestions on the discussion slot in Schoology	The students give any review in the form of comments or suggestions on the discussion slot in Schoology	
	The teacher give the students the opportunity to ask any questions	The students state their questions	
	The teacher gives the students the opportunity to respond their friends' questions and discuss it with the whole class	The students respond their friends' questions and discuss it with the whole class	
	Composing Phase		
	The teacher asks students to edit their writing if there are any possible error in spelling, punctuation, and diction based on	The students edit their writing if there are any possible error in spelling, punctuation, and diction based on their friends' comments and	

	their friends' comments and suggestions in Schoology application	suggestions in Schoology application	
	The teacher asks the students to develop again their own writing in order to make it better before they publish it as a final writing on Schoology application	The students develop again their own writing in order to make it better before they publish it as a final writing on Schoology application	
	The teacher asks the students to publish their final recount text in order to give the opportunity for the other students to read it in the classroom or outside the classroom	The students publish their final recount text in order to give the opportunity for the other students to read it in the classroom or outside the classroom	
Closing	The teacher leads the students to conclude the materials which has been done	The students conclude the materials which has been done	5 Minutes
	The teacher asks the students' feeling	The students respond the teacher' question about their feeling	
	The teacher give feedback about the learning process and the result of students' learning	The students listen to their teacher feedback about the process and also the result of their learning	
	The teacher leads the students to pray together before end the class	The students pray together before end the class	
	The teacher left the class by saying "thank you and good bye"	The students respond by saying "thank you and good bye"	

VIII. Assessment

- Technique: Written Test
- Instruments:

Writing Scouring Rubric

No	Rated Aspect	Criteria	Score
2.	Content	Substantive, relevant to the assigned topic, detail and good development of topic sentence	27-30 (Very good)
		Mostly relevant to the topic, lack details, limited development of topic sentence	22-26 (Average to good)
		Limited knowledge of topic, inadequate development of topic	12-17 (Fair to poor)
		Non-Substantive, does not show knowledge about related topic	13-16 (very poor)
2	Organization	Well organized, cohesive, coherence, ideas clearly stated, fluent expression	18-20 (Very good)
		Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing	14-17 (Average to good)

		Lack logical sequencing and development, non-fluent	10-13 (Fair to poor)
		No organization and not enough to evaluate	7-9 (very poor)
3	Vocabulary	Effective or exact words or idioms, dictions are good, word form mastery	18-20 (Very good)
		Occasional errors of words/ idioms/ dictions, meaning confused, adequate range of vocabularies	14-17 (Average to good)
		Frequent errors of words/ idioms/ dictions, meaning confused, limited range of vocabularies	10-13 (Fair to poor)
		Little knowledge of vocabularies/ idioms/ words form and not enough to evaluate	7-9 (Very poor)
4	Grammar	Effective, good, and complex construction, Few errors of agreement/ tense/number/ pronoun/ preposition.	22-25 (Very good)

		Still effective but simple construction, several errors of agreement/ tense/number/ pronoun/ preposition, and the meaning seldom confused.	18-21 (Average to good)
		Major problem in simple or complex construction, frequent errors of agreement/ tense/number/ pronoun/ preposition, and the meaning confused.	11-17 (Fair to poor)
		Dominated errors of agreement/ tense/number/ pronoun/ preposition, the meaning confused, and not enough to evaluate	5-10 (Very poor)
5	Mechanic	Few errors of spelling, punctuation, and capitalization, writing sentences	5 (very good)
		Occasional errors of spelling, punctuation, and capitalization, writing sentences, but meaning not confused	4 (Average to good)
		Frequent errors of spelling, punctuation, and capitalization, writing sentences, meaning confused	3 (Fair to good)
		Dominated errors of spelling, punctuation, and capitalization, writing sentences, meaning confused,	2 (Very poor)

Adapted from Jacob in Klimova (2011)

Note:

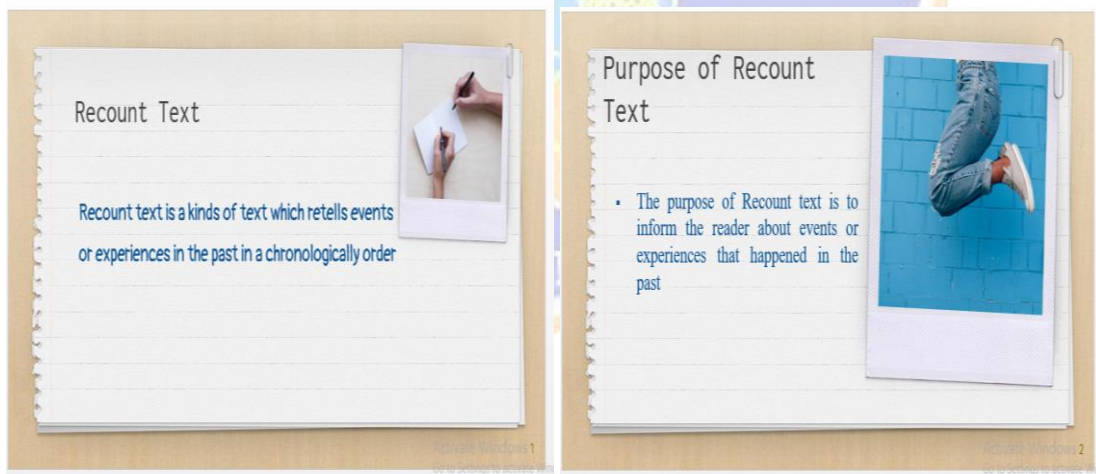
Final score is the sum of all scores from each aspect assessed

Appendix for Lesson Plan of Control Group

1. Video about Recount Text



2. PPT about Recount Text



Generic Structure

- Orientation
- Events
- Reorientation



Language Features

- use the past tense (went, read, visited, etc.)
- Use Chronological order : first, second, then, after, before, at the moment, finally.
- Use adverb of time: yesterday, last month, two days ago, last night, etc.



Recount Text can be...

- x Personal experiences
- x historical event
- x Biography/ autobiography



Fishing at the lake

Yesterday I was going to the lake. It was the nice time for fishing because I had no work to do. I wake earlier at the morning then I went to the market place to buy some shrimps which I used for fishing bait. After that, I went to the lake to start fishing.

At that lake, I looked for the best point to fish. I went to the place under the big tree at the bank of the lake.



I threw my hook as far as I can then I wait for the fish eating my bait. 30 minutes left and finally there was a fish ate my bait. It was the first big enough fish that I got. I got 10 big fish and 3 small fish at that day. I was so happy. I would cook that fish at home and then I would call my friends to come to my home then we would have a small party. But I was not lucky enough because on the way home I saw a beggar. He was an old poor beggar.



I gave all of my fish to him and I wish he would be happy getting that fish. Perhaps he could sell them at the market and get some money to buy some food.

Even I did not have any fish after that, I was so happy because I could help people.

Source: <https://gudangpelajaran.com/contoh-recount-text/>



APPENDIX 6

INTERVIEW GUIDE FOR THE STUDENTS AND AN ENGLISH TEACHER

1. Interview Guide for Students

Theory	Indicator	Questions
<p>Advantages of Blended Learning:</p> <ul style="list-style-type: none"> Sulisworo et al (2016): Blended learning provides a flexible opportunity to access material and it can improve students' writing skills 	<p>Students' writing achievement are improve after the implementation of blended learning method</p>	<p>Do you feel this course bring positive advantages on your writing skills?</p>
<p>Challenges of Blended Learning</p> <ul style="list-style-type: none"> Kaur (2013): There are three main challenges when implementing blended learning, namely technical challenges, organizational challenges, and instructional design challenges. 	<p>Not all of students active participate both of in the online course and in the onsite class</p>	<p>Do you face any problems in joining this course?, What kind of problems that you find?</p>

<p>Blended Learning</p> <ul style="list-style-type: none"> Ugur et al (2014): Blended learning is the result of the integration of online learning and onsite classes to create an effective learning process 	<p>Students are active participate both on the online course and onsite class</p>	<p>Do you think that online activities and classroom activities work well in English Language teaching?</p>
<p>The Advantages of Blended Learning on Students' writing skills</p> <ul style="list-style-type: none"> Cakrawati (2017) Blended learning help them in practicing target language, expand their knowledge about vocabularies, and improving their understanding about the materials being taught. 	<p>Students are easier and more often practicing their writing skills</p>	<p>Do you think blended learning help you in practicing your writing skills?</p>
<p>Advantages of Blended Learning on Students' motivation</p> <ul style="list-style-type: none"> Guangying and Jiahao (2018): Blended learning can create a pleasant writing atmosphere and can enrich their knowledge 	<p>Students are motivated in learning both of in the online course and in the onsite class</p>	<p>Do you think that the use of blended learning makes your learning experience more interesting?</p>

from various sources that have been provided on the online platform or on the onsite class and it can enrich their writing skills.		
--	--	--

2. Interview Guide for an English Teacher

Theory	Indicator	Questions
Writing Difficulty <ul style="list-style-type: none"> Pratiwi (2016): The factor that underlies students' difficulties in writing is the use of several aspects of language in writing such as grammatical, punctuation, vocabulary, etc. Abderraouf (2016): EFL students' have difficulties in beginning to write and difficult to develop ideas. 	The students face difficulties in several aspects of language and they are difficult at the beginning stage	What is students' major problem in writing?
Blended Learning <ul style="list-style-type: none"> Harb (2013): Blended learning is an evolution of the e-learning 	The teacher already implement online learning and also onsite classes	Have you ever used blended learning method in English language teaching?

<p>method used to design new learning situations that aim to increase the active participation of students.</p> <ul style="list-style-type: none"> According to Ugur et al (2014): <p>Blended learning is the result of the integration of online learning and onsite classes to create an effective learning process.</p>		
<p>Problems of Blended Learning</p> <ul style="list-style-type: none"> Kaur (2013): <p>There are three main challenges when implementing blended learning, namely technical challenges, organizational challenges, and instructional design challenges.</p>	<p>The teacher face some problems in implementing blended learning such as internet connection and students' participation in online course</p>	<p>Do you find problem or difficulties in implementing blended learning method?</p>
<p>Advantages of Blended Learning:</p> <ul style="list-style-type: none"> Sulisworo et al (2016): <p>Flexible learning opportunities in blended learning can improve students' writing skills.</p>	<p>Students' writing achievement are improve after the implementation of blended learning method</p>	<p>Do you feel this blended learning has significant advantages on students' writing skills?</p>

<p>The Nature of Blended Learning</p> <ul style="list-style-type: none"> Ugur et al (2014): Blended learning is the result of the integration of online learning and onsite classes to create an effective learning process 	<p>Students are active participate both on the online course and onsite class</p>	<p>Do you think that online activities and classroom activities work well in English Language teaching?</p>
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APPENDIX 7

OBSERVATION CHECKLIST FOR INITIAL OBSERVATION

No	Aspect of observation	Indicator	Yes	No
1.	Problems experienced by students in learning English especially in writing	<ul style="list-style-type: none"> • Students have lack motivation in writing • Students have limited time to practice and improve their writing skills • Students feel difficult in beginning to write • Students feel difficult in developing their ideas • Students have problem in several aspects of language such as grammatical, punctuation and vocabulary • Students feel bored in writing • Students' participation in writing is relative low 		

		<ul style="list-style-type: none"> Students have few learning resources 		
--	--	--	--	--



APPENDIX 8

EXPERTS JUDGES

FORM CONTENT VALIDITY

1st EXPERT

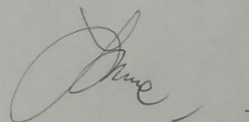
Name : Made Hery Santosa, S.Pd, M.Pd., Ph.D.

Position : Lecturer in Ganesha University of Education

Please give a check mark in column relevant in the item is relevant and a checklist mark in column irrelevant if the item is irrelevant.

No	Items	Relevant	Irrelevant
1.	Lesson Plan for Experimental Class	✓	
2.	Lesson Plan for Control Class	✓	
3.	Interview Blueprint	✓	
4.	Writing Scouring Rubric	✓	
5.	Writing Pre-test	✓	
6.	Writing Post-test	✓	

First Expert



Made Hery Santosa, S.Pd, M.Pd., Ph.D.

FORM CONTENT VALIDITY

2nd EXPERT

Name : I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

Position : Lecturer in Ganesha University of Education

Please give a check mark in column relevant in the item is relevant and a checklist mark in column irrelevant if the item is irrelevant.

No	Items	Relevant	Irrelevant
1.	Lesson Plan for Experimental Class	✓	
2.	Lesson Plan for Control Class	✓	
3.	Interview Blueprint	✓	
4.	Writing Scouring Rubric	✓	
5.	Writing Pre-test	✓	
6.	Writing Post-test	✓	

Second Expert

I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

APPENDIX 9
STUDENTS' WRITING SCORE

KELAS X MIA 1 (CONTROL CLASS)

No	Nama Siswa	Nilai Pre-test	Nilai Outline	Nilai Draft	Nilai Final Test
1.	Dewa Putu Aditya Gunawan	60	65	79	81
2.	Gede Adi Tanana	62	64	72	75
3.	Gede Kanaka Nata Fenanda	70	74	76	78
4.	Gede Ricky Sayoga	58	65	68	70
5.	Gusti Putu Ngurah Pradipta Abi Kalpika	65	70	74	76
6.	Gusti Putu Pranayoga Permadi	76	79	82	84
7.	I Gede Jaya Merta Kesuma	64	75	76	77
8.	I Gede Wisnu Pratama	58	62	68	70
9.	I Nyoman Dharma Yasa	60	64	70	72
10.	Kadek Audy Ega Kiara Puja Putri	62	64	75	76
11.	Kadek Delia Dwi Antari	65	66	70	72
12.	Kadek Restu Cahaya Putra	60	62	68	70
13.	Kadek Yeni Perilita Dewi	70	72	74	76
14.	Kadek Yogi Arya Agustama	74	76	78	79
15.	Ketut Iin Cahyani	68	72	74	76
16.	Ketut Meilan Kartika Putri	72	76	78	79
17.	Ketut Ratri Wahyuningsih	62	72	75	76
18.	Ketut Valentino Primandala	65	70	75	77

19.	Komang Tya Vinandita Kusuma Dewi	70	75	78	80
20.	Ni Ketut Santi Sucita Dewi	64	74	76	78
21.	Ni Made Elysia Asmra Gita	68	70	72	75
22.	Ni Putu Intan Ari Canti	72	76	77	78
23.	Putu Andika Putra Diartawan	68	72	75	76
24.	Putu Ririn Sukerti	72	76	78	79

KELAS X MIA 2 (EXPERIMENTAL CLASS)

No	Nama Siswa	Nilai Pre-test	Nilai Outline	Nilai Draft	Nilai Final Test
1.	Anak Agung Ayu Nandita Asdi Putri	74	79	83	85
2.	Budhi Dindia Ayu Divanya	60	72	76	80
3.	Calvin Zevanya	62	64	72	76
4.	Gede Rama Artawa Putra	65	70	72	76
5.	Gusma Sadewa Putra	68	75	78	80
6.	I Kadek Argasoka Tikta Kelana	60	68	74	78
7.	I Komang Adi Triana Putra	64	72	74	78
8.	I Komang Fery Widi Triyadi	70	72	75	78
9.	I Made Deva Surya Wiryawan	62	65	79	82
10.	I Nyoman Viyo Budiarsana	65	62	70	75
11.	Imelda Finna Prastika	64	75	78	82
12.	Iqbal Raihansyah Kusuma W	62	68	72	75
13.	Kadek Miranda Audy Kusuma	70	72	74	80
14.	Kadek Nanda Prasetia	72	74	75	80

15.	Komang Ayu Dewanthi Chandra Devi	58	70	80	82
16.	Komang Defran Casidi Giri	68	65	72	75
17.	Made Wahyu Sudharma	65	70	74	78
18.	Nanakariani Priatma	65	79	80	85
19.	Ni Ketut Selma Rigatiani Contana	68	65	72	80
20.	Ni Komang Ayuni Puspita Sari	68	70	72	78
21.	Ni Made Ardhani Anggita Saraswati	72	74	78	80
22.	Ni Wayan Marshanda Wirayadnyani	70	79	83	85
23.	Putu Alin Michele Arisanti	62	76	80	85
24.	Putu Audya Pradnya Paramita	68	74	75	78
25.	Putu Vera Garcia Nicoletta	76	79	82	87
26.	Gst. Paundra Khrisna	58	68	75	78

APPENDIX 10

STATISTICAL ANALYSIS OF THE DATA

1. Descriptive Statistic Analysis Pre-treatment

Descriptives

Pretest

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Control Class	24	66.2083	5.34854	1.09177	63.9498	68.4668	58.00	76.00
Experimental Class	26	66.6923	5.26702	1.03295	64.5649	68.8197	58.00	76.00
Total	50	66.4600	5.25749	.74352	64.9658	67.9542	58.00	76.00

2. Test of Normality Pre-Treatment

Tests of Normality

Kolmogorov-Smirnov^a

Statistic	df	Sig.
.122	50	.061

a. Lilliefors Significance Correction

3. Test of Homogeneity Pre-Treatment

Test of Homogeneity of Variances

Pretest

Levene Statistic	df1	df2	Sig.
.048	1	48	.828

4. Independent Sample T-test pre-treatment

		Levene's Test for Equality of Variances				Sig. (2- tailed)	Mean Difference	Std. Error Difference
		F	Sig.	t	df			
Pretest	Equal variances assumed	.258	.614	-.403	48	.689	-.74359	1.84411
	Equal variances not assumed			-.402	47.204	.689	-.74359	1.84775

5. Descriptive Statistic Analysis Post-treatment

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Control group	24	76.2500	3.52938	.72043	74.7597	77.7403	70.00	84.00
Experimental group	26	79.8462	3.43735	.67412	78.4578	81.2345	75.00	87.00
Total	50	78.1200	3.89474	.55080	77.0131	79.2269	70.00	87.00

6. Test of Normality Post-treatment

Tests of Normality			
Kolmogorov-Smirnov ^a			
	Statistic	df	Sig.
Finaltest	.115	50	.098

a. Lilliefors Significance Correction

7. Test of Homogeneity of Variances Post-treatment

Test of Homogeneity of Variances

Finaltest

Levene Statistic	df1	df2	Sig.
.026	1	48	.872

8. Independent Sample T-test Post-treatment

		Levene's Test for Equality of Variances				Sig. (2-tailed)	Mean Difference	Std. Error Difference
		F	Sig.	t	df			
Finaltest	Equal variances assumed	.026	.872	-3.649	48	.001	-3.59615	.98558
	Equal variances not assumed			-3.645	47.446	.001	-3.59615	.98664

9. The results of Calculating The Effect Size Test Using The Effect Size

Calculator

<i>Group 1</i>		<i>Group 2</i>	
Mean (M):	<input type="text" value="76.2500"/>	Mean (M):	<input type="text" value="79.8462"/>
Standard deviation (s):	<input type="text" value="3.52938"/>	Standard deviation (s):	<input type="text" value="3.43735"/>
Sample size (n):	<input type="text" value="24"/>	Sample size (n):	<input type="text" value="26"/>
<input type="button" value="Calculate"/> <input type="button" value="Reset"/>			
Success!			
Cohen's $d = (79.8462 - 76.25) / 3.483669 = 1.032302$.			

APPENDIX 11

EXAMPLE OF THE RESULT OF INTERVIEWS WITH STUDENTS

The Result of Interview with Voluntary Students

Day/Date : Tuesday, February 11th 2020

Time : 13.45-14.15

Interviewer : I

Student 1 : S1

- I : “Dik sorry kakak ganggu jam istirahatnya bentar ya, kakak mau nanya tentang pembejalajan blended learning nih”
- S1 : “Iya gak apa kak, silahkan”
- I : “Nah waktu ni kan kamu udah pernah mengikuti aktivitas blended learning, nah terkait dengan hal tersebut apakah kamu merasa kegiatan blended learning membawa dampak positif terhadap kemampuan menulismu?”
- S1 : “Iya kak karena melalui online discussion kita dapat saling mengoreksi tulisan satu sama lain dan mendapatkan masukan dari guru. Sehingga siswa menjadi lebih selektif dalam memilih kata-kata dan juga penggunaan grammar”.
- I : “Nah kalo saat mengikuti blended learning activities apakah adik mengalami kendala, jika ada kendala apa yang adik alami?”
- S1 : “iya kak, kendala terbesar yang saya alami adalah koneksi internet yang lambat saat mengakses online learning, ya meskipun udah ada wifi di sekolah tapi jika digunakan oleh banyak orang secara bersamaan kan jadi lambat internetnya”.
- I : “okay, lanjut ke pertanyaan berikutnya, kalau menurut adik apakah aktivitas blended learning sudah berjalan dengan baik?”
- S1 : “menurutku yang online learning’nya masih belum kak, karena masih ada siswa yang kesulitan ketika mengakses online learning”
- I : “okedeh, kalau boleh tau kesulitan seperti apa yg dialami temen-temenmu dik?”
- S1 : “ya kayak susah ngakses online learning karena internetnya lambat da nada juga temen yang bingung saat login kak”

- I : “kalau menurut adik apakah aktivitas blended learning membantu adik dalam praktik menulis?”
- S1 : “iya sangat membantu kak karena melalui pembelajaran blended learning dapat meningkatkan kualitas tulisan saya melalui masukan yang diberikan oleh teman-teman dan juga dari guru”.
- I : “lalu menurut adik apakah penggunaan metode blended learning membuat suasana belajar menjadi menyenangkan?”
- S1 :”iya kak dengan adanya blended learning pembelajaran menjadi lebih menyenangkan daripada hanya belajar dikelas seperti biasa”.
- I :”Okedeh itu aja pertanyaannya, makasi banyak ya dik”
- S1 : “iya sama-sama kak”



The Result of Interview with Voluntary Students

Day/Date : Tuesday, February 11th 2020

Time : 13.45-14.15

Interviewer : I

Student 1 : S5

- I : “Dik maaf kakak ganggu bentar nih, kakak mau nanya sedikit tentang pembelajaran blended learning yaa”
- S5 : “Iya gak apa kak, sante aja”
- I : “Dik waktu ni kan kamu udah pernah mengikuti aktivitas pembelajaran dengan menggunakan metode blended learning, nah terkait dengan hal tersebut apakah kamu merasa kegiatan blended learning membawa dampak positif terhadap kemampuan menulismu?”
- S5 : “Iya kak karena melalui masukan dari teman dan juga guru dalam diskusi online dan juga diskusi di kelas kita dapat lebih teliti dalam pemilihan kata-kata dan juga dalam menggunakan grammar yang baik dan benar”.
- I : “Selanjutnya, dalam mengikuti blended learning activities apakah adik mengalami kendala atau masalah, jika ada kendala apa yang adik alami?”
- S5 :” sejauh ini ngak ada masalah sih sebenarnya kak, Cuma pas mau ngakses online discussion’nya kadang-kadang lambat karena internetnya dipake banyak siswa”.
- I :”ohh okee dik, lalu kalau menurut adik apakah aktivitas blended learning sudah berjalan dengan baik?”
- S5 :” menurutku udah sih kak karena semua siswa udah berpartisipasi di kegiatan blended learning”
- I : “Trus kalau menurut adik apakah aktivitas blended learning membantu adik dalam praktik menulis?”
- S5 : “Sangat membantu kak karena siswa menjadi tidak bosan dalam menulis dan melalui aktivitas blended learning juga dapat memberikan kesempatan bagi siswa untuk mengembangkan kemampuan menulis mereka”.

- I : “Selanjutnya, menurut adik apakah penggunaan metode blended learning membuat suasana belajar menjadi menyenangkan?
- S5 :”iya kak karena blended learning ini kan baru bagi kita dan blended learning juga menciptakan suasana yang menyenangkan bagi siswa, sehingga siswa tidak bosan dalam belajar”.
- I :”Okedeh makasi banyak ya dik”
- S5 : “iya sama-sama kak”



The Result of Interview with Voluntary Students

Day/Date : Tuesday, February 11th 2020

Time : 13.45-14.15

Interviewer : I

Student 1 : S9

I : “hallo dik maaf kakak ganggu bentar, kakak mau nanya sedikit tentang pembejalajan blended learning yaa”

S9 : “Iya gak apa kak, silahkan”

I : “Dik waktu ini kamu kan udah pernah mengikuti aktivitas blended learning, terkait dengan hal tersebut apakah kamu merasa kegiatan blended learning membawa dampak positif terhadap kemampuan menulismu?”

S9 : “Iya kak dengan adanya aktivitas blended learning kita dapat meningkatkan kemampuan menulis di online course dan juga di kelas, selain itu kita juga bisa mengkoreksi tulisan satu sama lain”.

I : “Okay, lalu apakah ada kendala yang adik alami saat mengikuti blended learning activities, jika ada kendala apa yang adik alami?”

S9 :”iya kak kadang-kadang masih bingung waktu login dan internet di sekolah juga sering lambat”.

I :”Selanjutnya, menurut adik apakah aktivitas blended learning sudah berjalan dengan baik?”

S9 :”menurutku belum kak karena ada beberapa siswa ada yang merasa kesulitan saat mengakses online learning”

I : “Okay dik, pertanyaan selanjutnya, kalau menurut adik apakah aktivitas blended learning membantu adik dalam praktik menulis?”

S9 : “Sangat membantu kak karena siswa menjadi lebih selektif dalam memilih kata kerja yang benar sesuai dengan tenses yang digunakan”.

I : “Selanjutnya, menurut adik apakah penggunaan metode blended learning membuat suasana belajar menjadi menyenangkan?”

S9 : "iya kak pembelajaran blended learning lebih menyenangkan daripada hanya belajar seperti biasa dikelas".

I : "Okedeh makasi banyak ya dik"

S9 : "iya sama-sama kak"



The Result of Interview with an English Teacher

Day/Date : Wednesday, January 8th 2020

Time : 10.15-10.45

Interviewer : I

Teacher : T

I : “Selamat pagi ibu, mohon maaf saya mengganggu, apakah ibu lagi sibuk ngihh?”

T : “Iya kebetulan saya lagi free dik, ada apa dik?”

I : “begini bu saya merupakan mahasiswa pendidikan bahasa Inggris undiksha yang berencana akan melakukan penelitian disini bu, boleh saya nanya-nanya sebentar mengenai proses pembelajaran bahasa Inggris ngihh?”

T : “ohh iyaa silahkan dik”.

I : “ngihh ibu, kira-kira apa masalah menulis yang paling sering dialami oleh siswa ngihh?”

T : “jadi begini dik, siswa kami masih mengalami masalah pada unsur kebahasaan seperti grammar dan spelling, selain itu banyak siswa yang kurang tertarik ketika disuruh menulis”.

I : “ohh ngih bu, pertanyaan selanjutnya apakah ibu pernah mengimplementasikan blended learning method ngihh?”

T : “ohh mengenai blended learning itu saya sudah pernah mengimplementasikannya beberapa tahun lalu dik, tapi sekarang udah tidak lagi karena hanya sedikit siswa yang mau berpartisipasi dan saya rasa siswa kami masih belum siap belajar melalui online course”

I : “baik bu, menurut ibu apa masalah terbesar yang ibu alami ketika mengimplementasikan blended learning?”

T : “tentunya fasilitas seperti internet menjadi kendala yang cukup besar dik, selain itu kesiapan siswa dalam menghadapi online learning juga”.

I : “ngihh bu, selanjutnya, menurut ibu apakah metode blended learning memberikan pengaruh yang significant terhadap kemampuan menulis siswa?”

T :”menurut ibu sih belum ya dik, soalnya waktu ini kan hanya sedikit siswa yang berpartisipasi di aktivitas blended learning”.

I :”baik bu, untuk pertanyaan terakhir, apakah menurut ibu aktivitas pembelajaran di kelas dan pembelajaran di online course waktu itu sudah berjalan dengan baik?”

T : “kalau pembelajaran di kelasnya sih sejauh ini tidak ada masalah dik tapi di online learningnya banyak siswanya cenderung pasif seperti yang ibu katakana tadi”

I :”ngihh bu itu saja pertanyaan dari saya, terimakasih banyak ngihh waktunya

T :”iyaa gak apa dik, sama-sama”



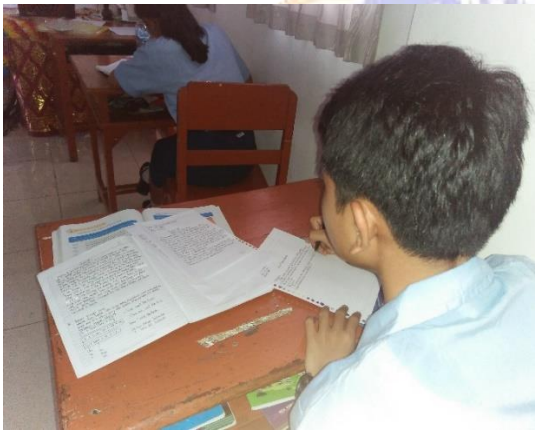
APPENDIX 12

DOCUMENTATION OF LEARNING ACTIVITIES

1. Documentation of Experimental Class




2. Documentation of Control Class






3. Documentation of experimental class activities in online discussion


Discussion on the draft of recount text



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Marsanda W Tue Jan 28, 2020 at 12:49 pm

LAST HOLIDAY

Last holiday, my family and I went to Denpasar, Bali. My journey from Buleleng to Denpasar took about 2 hours. In Denpasar I stayed at my cousin's home for 3 days and 2 nights.


I was invited to the mangrove forest. There the view is very nice. I capture the moment by taking pictures. The next day I was invited by my cousin to go to Kuta Beach, but it was very unfortunate because the wind was very strong and my cousin did not dare to approach the beach. Finally, my cousin and I chose to shop at the mall beach walk. There I bought a lot of clothes and more. After there, my cousin and I went to TSM to watch a movie in the cinema.

At that time my cousin and I didn't get a parking space, because there were so many people visiting there. after 20 minutes we finally get a place in the basement. After watching, we finally decide to go home. The next morning my family and I returned to Buleleng. the holiday was very exciting, i really enjoyed it.

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↳ 7 Replies




Ayu Chandra Tue Jan 28, 2020 at 12:50 pm

Let me tell you about my experience.... it all started six months ago. when I attended the orientation period of students in high school lab undiksha. at that time I had no friends at all, even to talk to though. however, gradually I began to dare to interact with people around me. until finally I have a




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Discussion on writing topic and writing outline



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Anggita Saraswati Tue Jan 21, 2020 at 1:45 pm

Topic: Watching Dolphins

Orientation:
For new year celebration, my family and I invited my cousins to watch dolphins at Lovina.


Event:
So, we stayed in a hotel that is located near the beach. At dawn we went to the beach, rented a boat and went to the sea to watch dolphins.

We saw the sunrise and took a lot of pictures. Then, my cousin and I spotted some dolphins near our boat. We immediately recorded the moment.

Reorientation:
It was a very memorable experience. We had so much fun and I'm grateful I could spend my new year's with my family.

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Unlike 😊 2 · Reply



Adi Triana Tue Jan 21, 2020 at 1:45 pm

Topic:

- trip to bangli

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Discussion on the draft of recount text



Write a comment



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171 Posts



Gusma Sadewa putra Tue Jan 28, 2020 at 1:18 pm

Please put the title on your text

[Like](#) · [Reply](#)



Rita Santi Kusuma Sun Feb 2, 2020 at 10:36 am

Dear Ayu Candra, your story is already good, but you have to fix some grammatical error in your text such as

1. "Since then, we have told our stories together and made assignments given by committee together"
2. "All we did simultaneously,..."

[Like](#) · [Reply](#)



Miranda Kusuma Tue Jan 28, 2020 at 12:52 pm

Vacation to Bandung On december 24th 2018 my family and i vacation to Bandung. The trip takes 5-6 hours, there we visited many tourist attraction. We also stayed in a very nice villa. In that villa we spent a lot of time like playing boat, spa, feeding fish and many other. We vacation in Bandung for 3 or 4 days. We are very happy to vacation in Bandung because there are so manu tourist attractions, food, and also the water in Bandung very fresh and cold. The last day in Bandung arrived, before we returned to Jakarta we visited the lake, where the lake emitted smoke, after from there we go straight back to Jakarta with the same time which is 5-6 hours. on the trip we also take the time to buy food.

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Discussion on writing topic and writing outline



Write a comment



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Vera Tibosch Edited · Tue Jan 21, 2020 at 1:38 pm

Topic : visiting pairi daiza

Orientation : I went to pairi daiza

I prayed in the temple of pairi daiza

Events : I saw panda, kangaroo, small version of borobudur.

I also saw koala, lion, white and blue peacock.

Eating snacks while the peacock walking around me.

ReOrientation : after the break in the pyramid, I went back home to the Netherlands.


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Discussion on the draft of recount text




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Rita Santi Kusuma Sun Feb 2, 2020 at 2:55 pm
 Dear Wahyu Sudharma you already did a good job, but there are still ungrammatical error and typo on your text and that sentences should be:


1. "The next day, we went to school as usual..."
2. "At the school, as usual, we played intel the deputy headmaster called US to be added..."
3. "...but we didn't know why we..."


 Wahyu, don't forget to write your re-orientation or conclusion of your text
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alin michelle Tue Jan 28, 2020 at 12:59 pm
 My Holiday In Tabanan On the last holiday, my sister and I visited my uncle's house in Tabanan, we left home at 11 o'clock. On the way precisely in a very heavy rain and livin road so we both had to stop to wear raincoats and ride a motorcycle with very careful, after we arriving at mengwi the sky looks clear an the rain has subsided, we continue the journey with enjoy We arrived in Tabanan around 1 o'clock, when we arrived Tabanan right at uncle's house our trip took about 2 hours. We rested for 4 o'clock in the afternoon then get ready to go to the 21mall to watch a movie, the movie tittlebis imperfect, when I arrived at cinema , my sister immediately ordered a ticket, and it turns out the ticket for 7 o'clock is up, remaining only at 9 o'clock. So, we ordered the ticket. 9 o'clock arrived. I watched the film. The film was very good and recommended. The duration is 2 hours, so I returned to Tabanan at 12 o'clock The next morning. In the morning I went to the beach yeh gangga, there was very cool, I went there to see the sunrise, the view was very beautiful, at that time the condition of the beach was receding, after that I bought food nearby, then I returned home my uncle, then get ready to go home to singaraja, I go home around 1 o'clock, on our way there was rain in the gitgit area, but we arrived home safely
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Discussion on the draft of recount text




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...when we arrived there are a lot of things that we did together

2. "After the party Finished, my friend and I slept together at my house


and don't forget to write conclusion or re-orientation of your text

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agung ayu Tue Jan 28, 2020 at 1:07 pm
 LDKS Last year, exactly in November 2019 , i took the 2019/2020 kamtib election text there where i was interviewed by the mentor teacher and brother sister last year. After about a week , the participants who passed were announced on the bulletin boards and finally i was accepted as a member of the kamtib and appointed as the secretary two of kamtib. After that in December i followed the inauguration ceremony of oskam (osis and kamtib) labschool in Sunas Pathya, Menyali. There i was taught a lot like leadership, the united Nations, discipline and work together with my team. And in the evening there was a cooking competition between the student osis, kamtib and oskam who were already devoted. the next day, I went on an adventure to complete the mission given. the mission was to look for the flag according to what was obtained. after the adventure is over, we have breakfast after that inauguration and go home at 10 am. I am very happy with this experience because i can train a lot for my self. I always wanted to join the organization but only now when i was in high school did i grant it . thankyou for experience Oskam :)
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Iqbal Raihansyah Kusuma Wahjoedi Tue Jan 28, 2020 at 1:17 pm
 Wow, beautiful experience!
[Like](#) 🥰 1 · [Reply](#)

APPENDIX 13

EXAMPLES OF STUDENTS' WRITING PRODUCT

1. Student' Writing Product in Experimental Class

Pro. _____
Date _____

Nama : Putu Alin Michelle Arisanti
Kelas : XI IPA 2
No : 24.

My Holiday In Tabanan

On the last holiday, my sister and I visited my uncle's house in Tabanan. We left home at 11 o'clock. On the way precisely in a very heavy rain and living road so we both had to stop to wear raincoats and ride a motorcycle with very careful. After we arrived at menswi the sky looks clear and the rain has subsided, we continued the journey with enjoy.

We arrived in Tabanan around 1 PM, when we arrived Tabanan right at uncle's house our trip took about 2 hours. We rested for 4 PM then get ready to go to the 21 mall to watch a movie, the movie title is "Imperfect", when I arrived at cinema, my sister immediately ordered a ticket, and it turned out the ticket for 7 o'clock is up, remaining only at 9 o'clock. So, we ordered the ticket. 9 o'clock arrived. I watched the film. The film was very good and recommended. The duration was 2 hours, so I returned to Tabanan at 12 o'clock.

The next morning, in the morning I went to the Yeh Gangsa beach there was very cool, I went there to see the sunrise, the view was very beautiful, at that time the condition of the beach was receding, after that I bought food nearby, then I returned home my uncle, then get ready to go home to Singaraja. I returned home around 1 PM, on our way there was rain in the Gitgit Area, but we arrived home safely.

25
19
18
20
4
38

2. Student' Writing Product in Experimental Class

Ni Wlyn Marsander W.
X MIA 2
23

Last Holiday.

Last holiday, my family and I went to Denpasar, Bali. My journey from Palembang to Denpasar took about 2 hours. In Denpasar I stayed at my cousin's home for 3 days and 2 nights.

I was invited to the mangrove forest. The view there was very nice. I captured the moment by taking pictures. The next day I was invited by my cousin to go to Kuta Beach, but it was very unfortunate because the wind was very strong and my cousin did not dare to approach the beach. Finally my cousin and I have chosen to shop at the Mall Beach Walk. There I bought a lot of clothes and more. After that, my cousin and I went to TSM to watch a movie in the cinema.

At that time my cousin and I didn't get a parking space, because there were so many people visited that place. After 20 minutes we finally get a place in the basement. After watching we decided to go home. The next morning my family and I returned to Palembang. The holiday was very exciting, I really enjoyed it.

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3. Student' Writing Product in Control Class

Date _____
Nama : Ketut Ratri Wahyuningsih
No : 18
Kelas : X MIA¹

Vacation to Monumen Bajra Sandhi

In a month ago me and my family vacation to Monumen Bajra Sandhi. We left home at 8 am and until 11 noon.

In Monumen Bajra Sandhi, We spent time together. Monumen Bajra Sandhi is one proof of the Balinese people's struggle against the invaders. We toured the monument and occasionally took pictures with the family.

This holiday makes me very happy because besides vacationing I also get a lot of knowledge.

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4. Student' Writing Product in Control Class

Nama : Kadek yoni perilita dewi

No : 14

Kelas : X MIA 1.

B. Inggris.

Kuta beach.

One year ago my sister and I went on holiday to Kuta Bali beach, white sandy beaches and many hotels on the coast add to the beauty of this beach, where I biked, took pictures, ate and swam accompanied by a very beautiful sunset. Until the night before my sister and I returned to the villa to wash up and rest.

The next day my sister and I went shopping at the majestic galeria mall and there was plenty of goods there, besides that the view was no less beautiful and cool, I went around to buy various foods and clothes and did not forget to walk afterwards until nightfall.

that's my experience that means a lot to me.

21

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Lampiran 14. Riwayat Hidup

RIWAYAT HIDUP



Anak Agung Istri Rita Santi Kusuma lahir di Susut, Bangli pada tanggal 4 Juli 1998. Penulis lahir dari pasangan suami istri Bapak I Dewa Agung Gede Darma Kusuma dan Ibu Ni Komang Lastrini. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis bertempat di Br. Susut Kaja, Desa Susut, Kecamatan Susut, Kabupaten Bangli, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD Negeri 1 Susut dan lulus pada tahun 2010. Kemudian penulis melanjutkan pendidikan di SMP Negeri 3 Susut dan lulus pada tahun 2013. Pada tahun 2016, penulis lulus dari SMA Negeri 1 Susut jurusan Ilmu Pengetahuan Alam dan melanjutkan ke Strata 1 Jurusan Bahasa Asing, Program Studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2020 penulis menyelesaikan Skripsi yang berjudul “The Influence of Blended Learning Method in English Recount Text Writing to Senior High School Students”. Selanjutnya, mulai tahun 2020 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.