



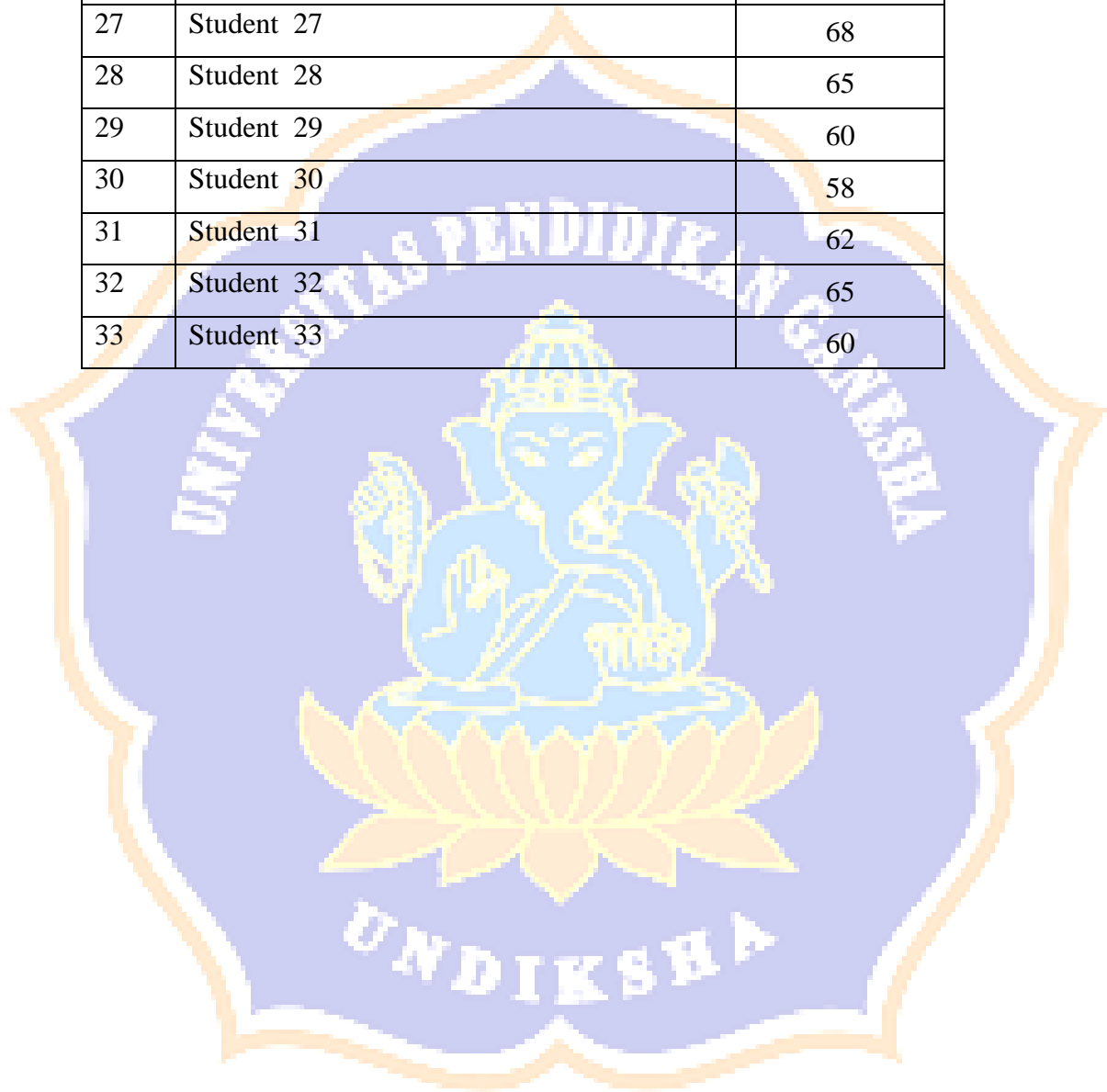
Appendix 1

Result of Students' Final Examination Score Before Doing Treatment

1. Students' Latest Final Examination Score before Doing Treatment X MIPA 4

No	Name of Students	Score
1	Student 1	66
2	Student 2	63
3	Student 3	60
4	Student 4	58
5	Student 5	55
6	Student 6	60
7	Student 7	63
8	Student 8	55
9	Student 9	60
10	Student 10	60
11	Student 11	66
12	Student 12	64
13	Student 13	62
14	Student 14	58
15	Student 15	60
16	Student 16	62
17	Student 17	65
18	Student 18	66
19	Student 19	68
20	Student 20	64

21	Student 21	55
22	Student 22	70
23	Student 23	68
24	Student 24	63
25	Student 25	50
26	Student 26	60
27	Student 27	68
28	Student 28	65
29	Student 29	60
30	Student 30	58
31	Student 31	62
32	Student 32	65
33	Student 33	60

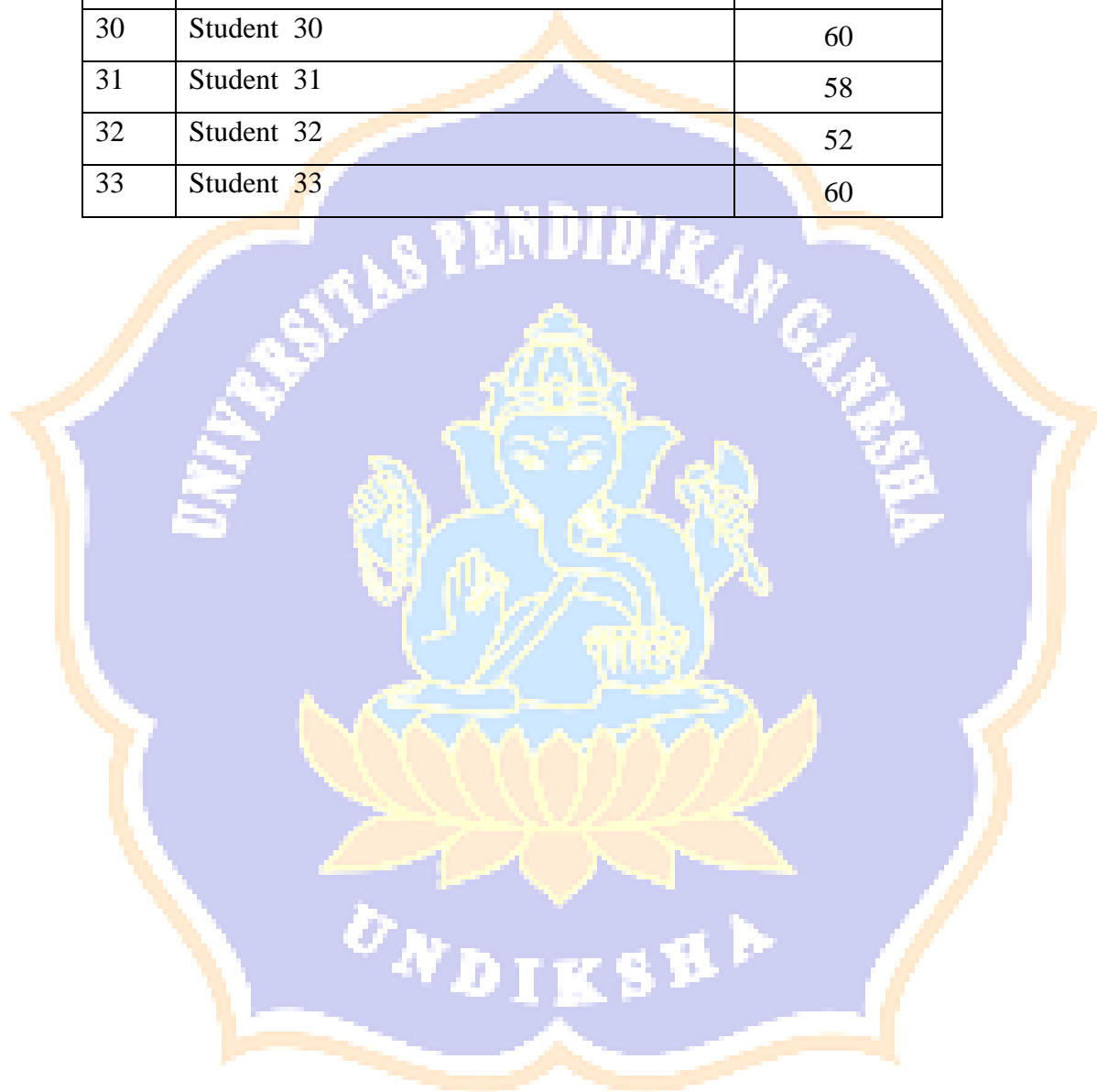


**Result of Students' Final Examination Score
Before Doing Treatment**

2. Students' Final Examination Score before Doing Treatment
X MIPA 5

No	Name of Students	Score
1	Student 1	65
2	Student 2	65
3	Student 3	62
4	Student 4	62
5	Student 5	60
6	Student 6	63
7	Student 7	65
8	Student 8	70
9	Student 9	65
10	Student 10	65
11	Student 11	68
12	Student 12	58
13	Student 13	63
14	Student 14	60
15	Student 15	62
16	Student 16	58
17	Student 17	58
18	Student 18	58
19	Student 19	62
20	Student 20	65
21	Student 21	63
22	Student 22	65
23	Student 23	68

24	Student 24	64
25	Student 25	60
26	Student 26	58
27	Student 27	62
28	Student 28	64
29	Student 29	64
30	Student 30	60
31	Student 31	58
32	Student 32	52
33	Student 33	60



Appendix 1

The result of Normality and Homogeneity Test of the Sample

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
xmipa4	33	100.0%	0	.0%	33	100.0%
xmipa5	33	100.0%	0	.0%	33	100.0%

Descriptives

		Statistic	Std. Error
xmipa4	Mean	61.7879	.77087
	95% Confidence Interval for Lower Bound	60.2177	
	Mean Upper Bound	63.3581	
	5% Trimmed Mean	61.9209	
	Median	62.0000	
	Variance	19.610	
	Std. Deviation	4.42830	
	Minimum	50.00	
	Maximum	70.00	
	Range	20.00	
	Interquartile Range	5.00	
	Skewness	-.445	.409
	Kurtosis	.296	.798
xmipa5	Mean	62.1818	.63731
	95% Confidence Interval for Lower Bound	60.8837	
	Mean Upper Bound	63.4800	
	5% Trimmed Mean	62.2256	
	Median	62.0000	
	Variance	13.403	
	Std. Deviation	3.66107	
	Minimum	52.00	
	Maximum	70.00	
	Range	18.00	
	Interquartile Range	5.00	
	Skewness	-.338	.409

Descriptives

		Statistic	Std. Error	
xmipa4	Mean	61.7879	.77087	
	95% Confidence Interval for Mean	Lower Bound	60.2177	
		Upper Bound	63.3581	
	5% Trimmed Mean	61.9209		
	Median	62.0000		
	Variance	19.610		
	Std. Deviation	4.42830		
	Minimum	50.00		
	Maximum	70.00		
	Range	20.00		
	Interquartile Range	5.00		
	Skewness	-.445	.409	
	Kurtosis	.296	.798	
xmipa5	Mean	62.1818	.63731	
	95% Confidence Interval for Mean	Lower Bound	60.8837	
		Upper Bound	63.4800	
	5% Trimmed Mean	62.2256		
	Median	62.0000		
	Variance	13.403		
	Std. Deviation	3.66107		
	Minimum	52.00		
	Maximum	70.00		
	Range	18.00		
	Interquartile Range	5.00		
	Skewness	-.338	.409	
	Kurtosis	.726	.798	

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
xmipa4	.131	33	.162	.968	33	.427
xmipa5	.130	33	.172	.955	33	.183

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
xmipa4	.131	33	.162	.968	33	.427
xmipa5	.130	33	.172	.955	33	.183

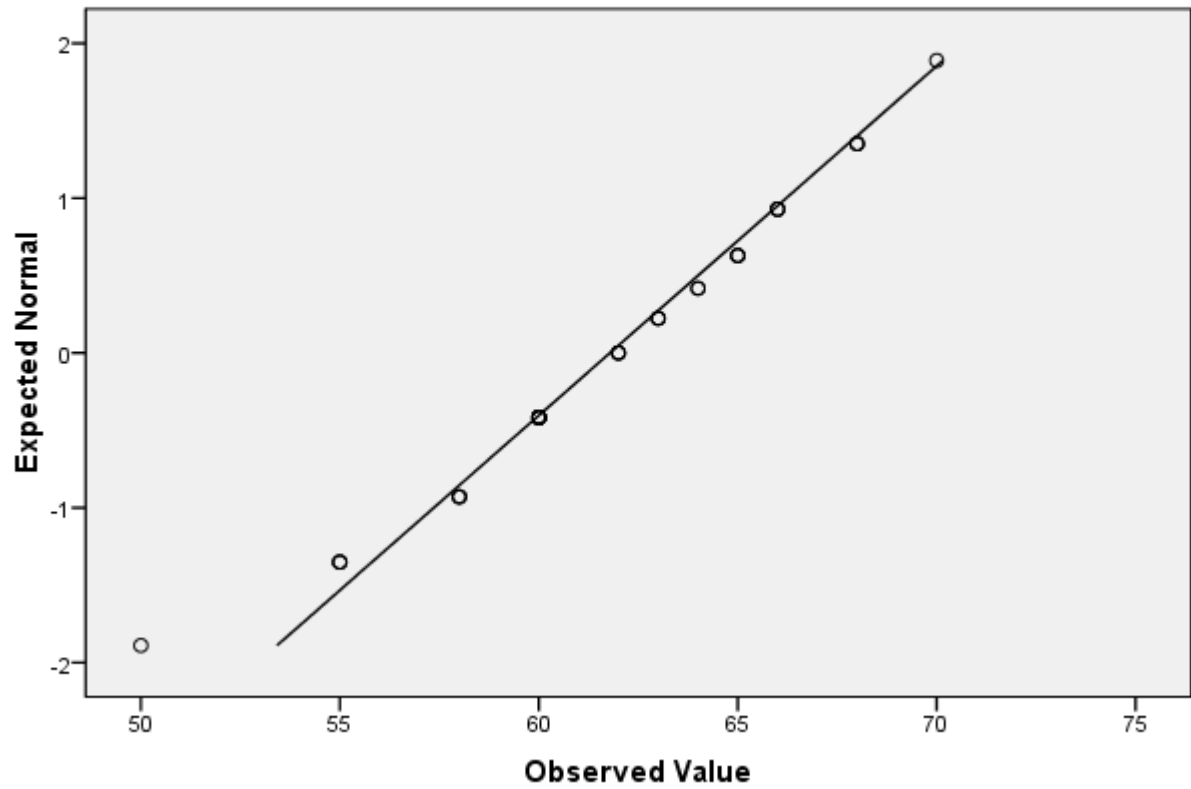
a. Lilliefors Significance Correction

Homogeneity Test of the Sample

	Levene Statistic	df1	df2	Sig.
Value Based on Mean	1.167	1	64	.281
Based on Median	1.095	1	64	.299
Based on Median and with adjusted df	1.095	1	62.222	.299
Based on trimmed mean	1.110	1	64	.296



Normal Q-Q Plot of xmipa4



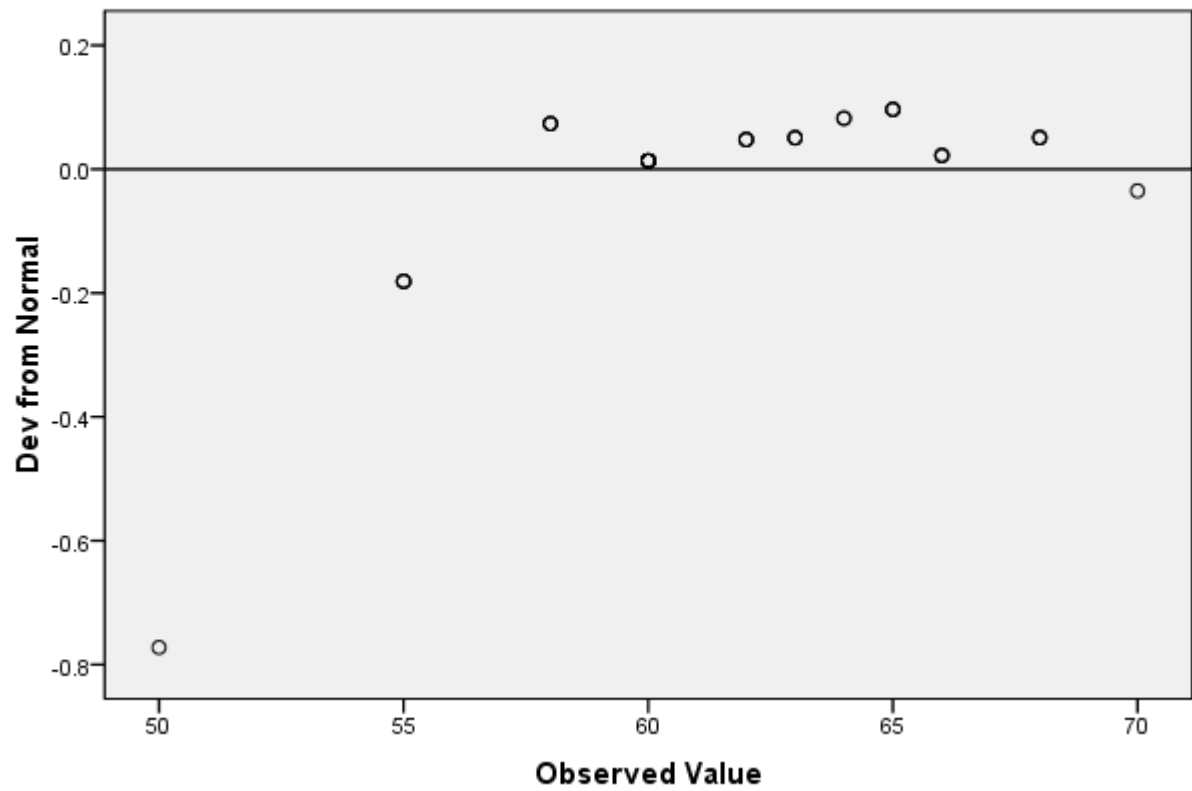
xmipa4 Stem-and-Leaf Plot

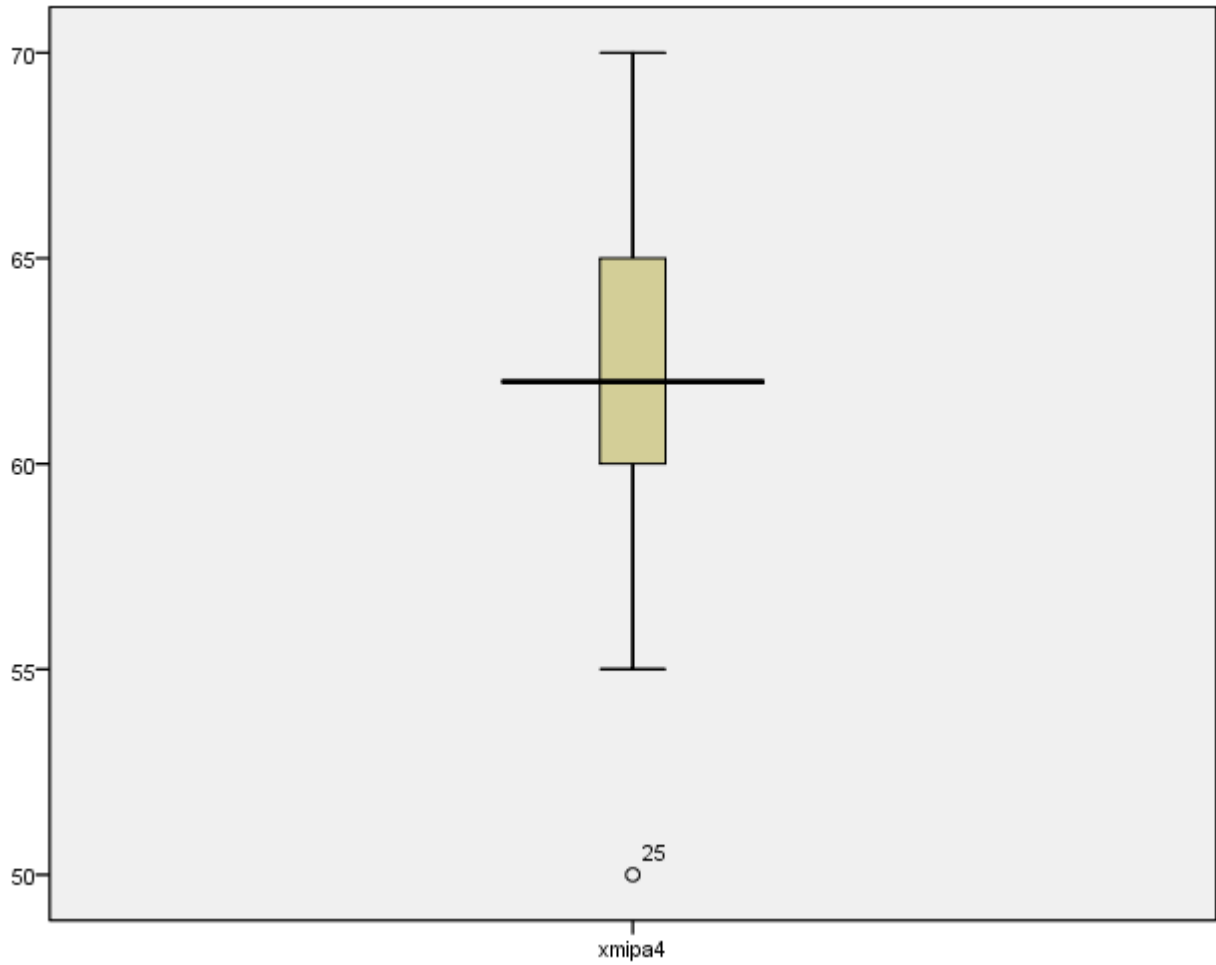
Frequency	Stem &	Leaf
1.00	Extremes	(=<50)
.00	5 .	
6.00	5 .	55888
16.00	6 .	000000022233344
9.00	6 .	555666888
1.00	7 .	0

Stem width: 10.00
 Each leaf: 1 case(s)



Detrended Normal Q-Q Plot of xmipa4





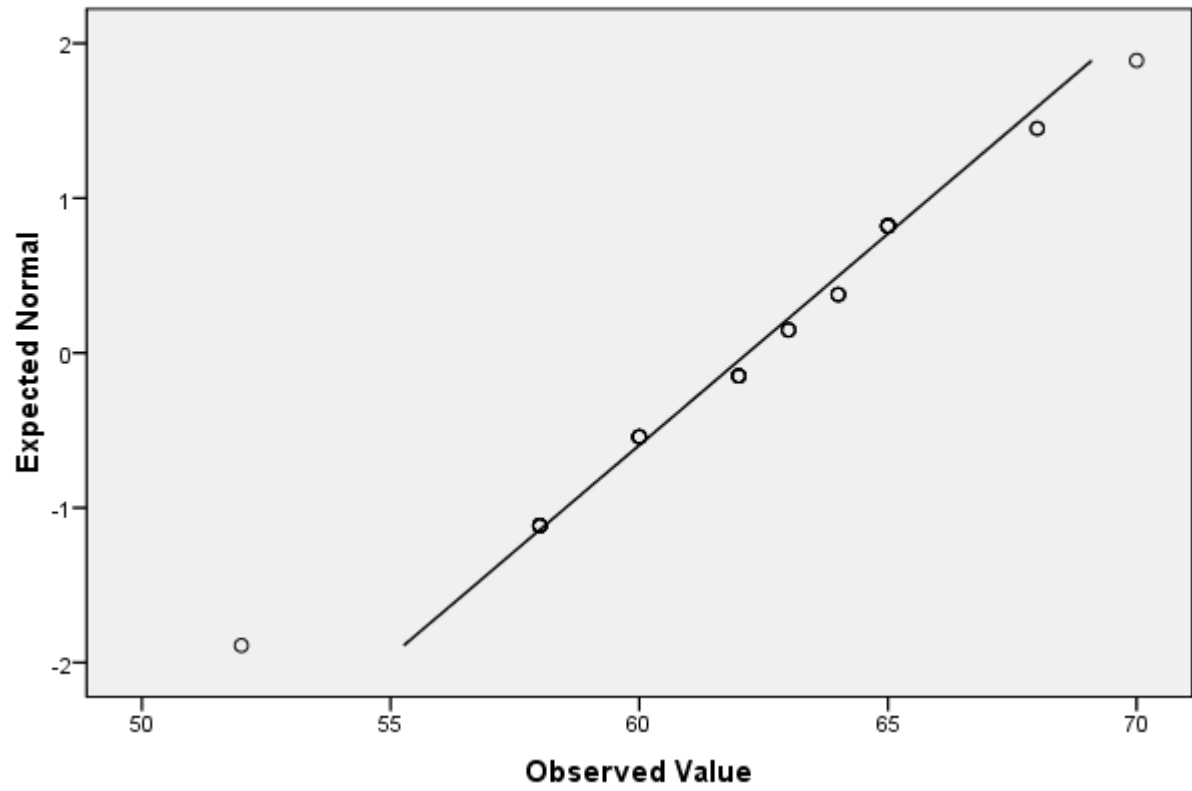
xmipa5 Stem-and-Leaf Plot

Frequency	Stem &	Leaf
1.00	Extremes	(=<52)
6.00	5 .	888888
16.00	6 .	0000022222333444
9.00	6 .	55555588
1.00	7 .	0

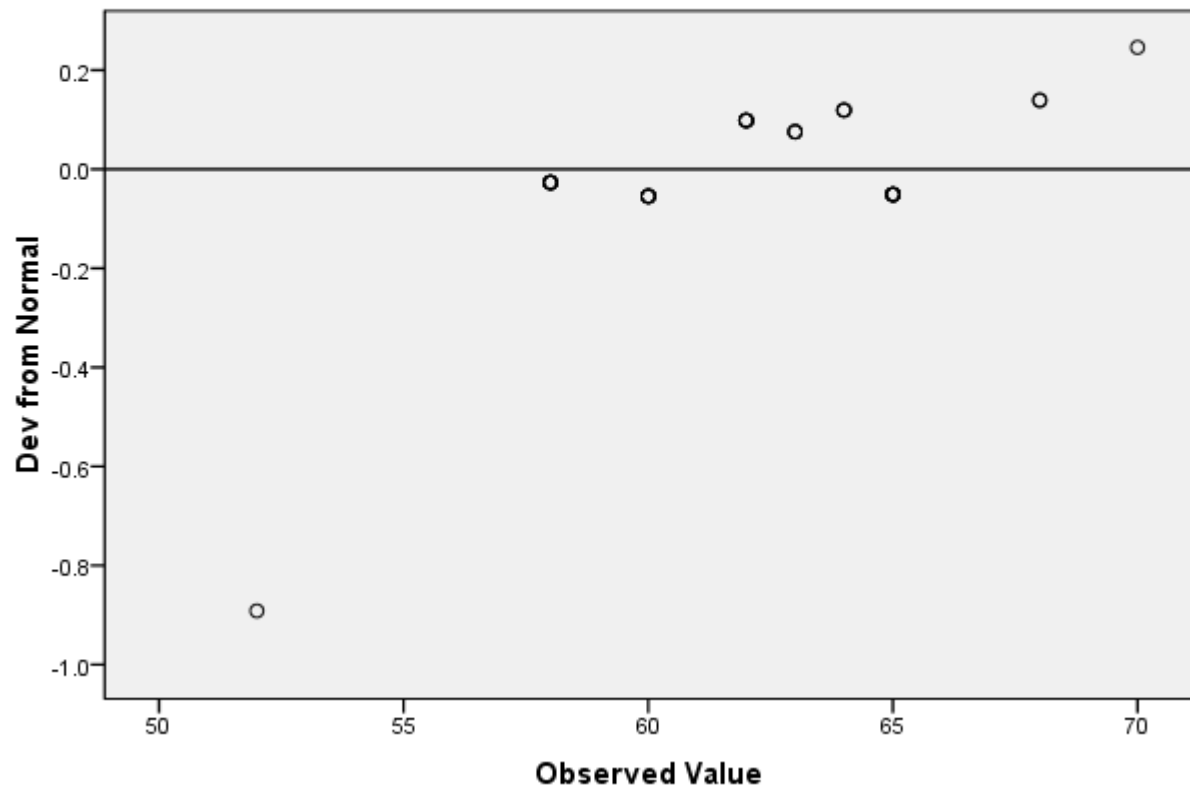
Stem width: 10.00
 Each leaf: 1 case(s)

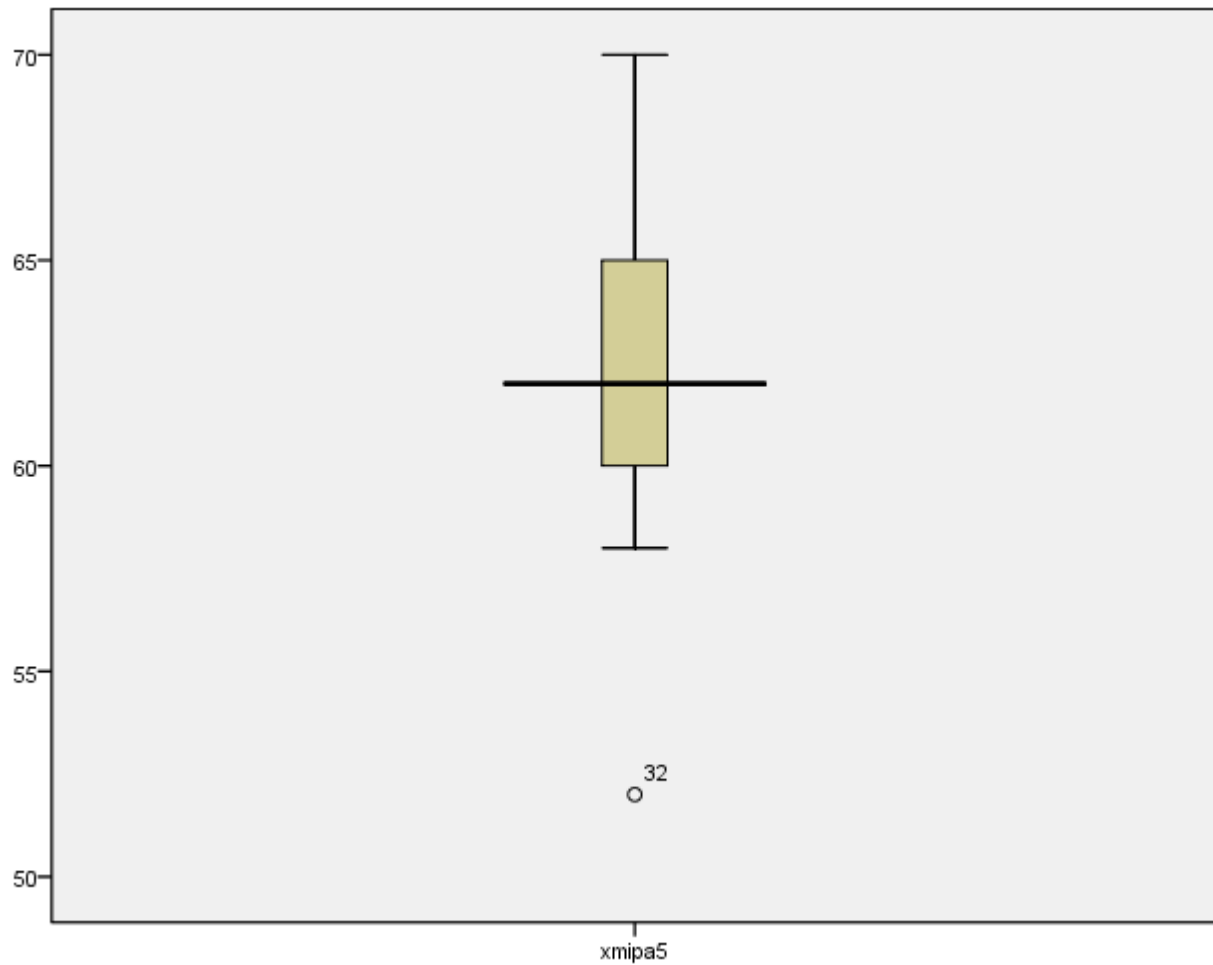


Normal Q-Q Plot of xmipa5



Detrended Normal Q-Q Plot of xmipa5





Appendix 2
Content Validity of Writing Scoring Rubric
INSTRUCTION

Please give a rate in the blank space in the range of one (1) until four (4) based on the relevance of the test items in the test and the course objective. Rates 1 and 2 indicate low relevance. Rates 3 and 4 indicate high relevance.

No	Course Objective	1 st	2 nd	3 rd	4 th	5 th
1	Writing Test					

The Examiners/ Raters

1. The First Rater/ Examiner

Name : Ni Luh Srianing, S.Pd.,M.Pd.

Position : English teacher of SMA N 1 Semarapura

2. The Second Rater/ Examiner

Name : Sayu Rai Pujiati, S.Pd., M.Pd.

Position : English teacher of SMA N 1 Semarapura

The Result of Using Gregory's Formula

Examination Result of the relevance of the items in the writing test and course objectives

Test	First Examiner				Second Examiner			
	Low Relevance		High Relevance		Low Relevance		High Relevance	
	1	2	3	4	1	2	3	4
Writing Test	0	0	1	4	0	0	0	5

Note : Both Examiner agree that all the items of the writing test are relevant to the objectives

Cross Tabulation (2x2)

		First Examiner	
		Low Relevance (Rates 1-2)	High Relevance (Rates 3-4)
Second Examiner	Low Relevance (Rates 1-2)	A) 0	B) 0
	High Relevance (Rates 3-4)	C) 0	D) 5

Notes :

Column A : Disagreement between examiners

Column B & C : Different agreement between examiners

Column D : Agreement between examiners

Content Validity = $\frac{D}{A+B+C+D}$

$$= \frac{5}{0+0+0+5}$$

$$= \frac{5}{5}$$

$$= 1$$

Based on the calculation above, it means that, the content validity of the writing scoring rubric is very high so that it can be used as the instruments of this study.



Appendix 3

The Result of *t*-test

T-test for checking Significant Difference

Group Statistics

	Name	N	Mean	Std. Deviation	Std. Error Mean
Value	X MIPA 4	33	61.7879	4.42830	.77087
	X MIPA 5	33	62.1818	3.66107	.63731

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.167	.284	.394	64	.695	-.39394	1.00020	-2.39207	1.60419
Equal variances not assumed			.394	61.815	.695	-.39394	1.00020	-2.39343	1.60555

Descriptives

Kelas		Statistic	Std. Error	
Xmipa4	Mean	61.7879	.77087	
	95% Confidence Interval for Mean	Lower Bound	60.2177	
		Upper Bound	63.3581	
	5% Trimmed Mean	61.9209		
	Median	62.0000		
	Variance	19.610		
	Std. Deviation	4.42830		
	Minimum	50.00		
	Maximum	70.00		
	Range	20.00		
	Interquartile Range	5.00		
	Skewness	-.445	.409	
	Kurtosis	.296	.798	
	Xmipa5	Mean	62.1818	.63731
95% Confidence Interval for Mean		Lower Bound	60.8837	
		Upper Bound	63.4800	
5% Trimmed Mean		62.2256		
Median		62.0000		
Variance		13.403		
Std. Deviation		3.66107		
Minimum		52.00		
Maximum		70.00		
Range		18.00		
Interquartile Range		5.00		
Skewness		-.338	.409	
Kurtosis		.726	.798	

Appendix 4 Construct Validity of Writing Competency Test (Try Out)

No.	Name of Student	Content & Development			Organization			Grammar			Vocabulary			Mechanic			Jml	Total score
		RATER	RATER	RATA-RATA	RATER 1	RATER 2	RATA-RATA	RATER 1	RATER 2	RATA-RATA	RATER 1	RATER	TA-RA	RATER	RATER	TA-RA		
1	Student 1	6	9	8	6	9	8	8	8	8	8	4	6	4	4	4	33	75
2	Student 2	6	9	8	9	6	8	6	6	6	6	2	4	3	3	3	28	64
3	Student 3	8	8	9	9	6	8	8	8	8	6	6	6	4	3	4	34	77
4	Student 4	9	9	9	6	6	6	8	8	6	8	6	6	4	4	3	30	67
5	Student 5	9	9	9	9	6	8	8	8	8	8	8	8	4	4	4	37	83
6	Student 6	8	4	6	9	6	8	4	4	4	8	4	6	4	2	3	27	60
7	Student 7	8	9	9	9	9	9	8	8	8	8	8	8	3	3	3	37	84
8	Student 8	6	9	8	9	6	8	6	6	6	6	4	5	3	3	3	30	67
9	Student 9	6	9	8	6	9	8	6	6	6	4	8	4	4	2	3	28	64
10	Student 10	9	9	9	9	9	9	8	8	8	8	8	8	3	3	3	37	83
11	Student 11	6	9	8	9	9	9	8	8	8	8	8	8	4	3	4	36	82
12	Student 12	12	9	11	6	6	6	4	4	4	4	4	4	2	2	2	27	60
13	Student 13	9	9	9	9	9	9	8	8	8	6	4	5	4	2	3	34	77
14	Student 14	6	12	9	9	9	9	8	8	8	8	8	8	3	3	3	37	84
15	Student 15	6	6	6	6	6	6	6	6	6	6	4	5	4	3	4	27	60
16	Student 16	9	9	9	9	6	8	8	4	6	6	6	6	4	3	4	32	73
17	Student 17	6	9	8	9	6	8	8	8	8	6	2	4	4	4	4	32	72
18	Student 18	9	9	9	9	6	8	8	8	8	8	6	7	4	3	4	35	80
19	Student 19	6	6	6	6	6	6	6	6	6	8	8	8	3	3	3	29	66
20	Student 20	12	9	11	9	9	9	8	8	8	8	8	8	4	4	4	40	90
21	Student 21	9	9	9	9	6	8	8	8	8	6	6	6	3	4	4	34	77
22	Student 22	9	9	9	9	6	8	8	8	8	6	6	6	4	2	3	34	76
23	Student 23	9	6	8	6	6	6	6	6	6	6	6	6	2	4	3	29	65
24	Student 24	9	9	9	6	6	6	6	6	6	6	6	6	3	2	3	30	67
25	Student 25	9	6	8	9	9	9	8	8	8	8	8	8	4	3	4	36	82
26	Student 26	9	9	9	6	9	8	8	8	8	6	6	6	3	4	4	34	77
27	Student 27	12	9	11	9	12	11	8	8	8	8	4	8	4	4	4	42	94
28	Student 28	6	6	6	6	6	6	6	6	6	6	6	6	2	2	2	26	59
29	Student 29	12	9	11	9	9	9	8	8	8	6	6	6	3	3	3	37	83
30	Student 30	6	6	6	6	6	6	6	6	6	4	4	4	3	3	4	26	58
31	Student 31	6	6	6	9	6	8	8	8	8	8	6	7	4	4	4	33	74
32	Student 32	6	6	6	6	6	6	8	8	8	4	6	5	3	3	3	28	64
jumlah				263			243			226			198			102	1031	2343
r hitung				0.6631			0.8551			0.7880			****			****		
r tabel df = 30				0.3494			0.3494			0.3494			0.35			0.35		
Keterangan				Valid			Valid			Valid			Valid			Valid		

UNDIKSHA

Appendix 5

Content Validity of Learner Autonomy Questionnaire

To determine the content validity of instrument of learner autonomy was used Cross Tabulation 2x2 as follows:

		First Judge	
		Less Relevant (Score 1-2)	Very Relevant (Score 3-4)
Second Judge	Less Relevant (Score 1-2)	A 2	B 0
	Very Relevant (Score 3-4)	C 0	D 48

Based on Gregory formula above, it was calculated:

$$\text{Content Validity} = \frac{D}{A+B+C+D}$$

$$\text{Content Validity} = \frac{48}{2+0+0+48}$$

$$= \frac{48}{0+0+2+48}$$

$$= \frac{48}{50}$$

$$= 0.96$$

So, the content validity coefficient of learner autonomy instrument was 0.96 categorized very high and it can be used as the instrument of this study.

Appendix 6 Reliability of Writing Competency Test (TRYOUT)

No.	Name of Student	Content & Development			Organization			Grammar			Vocabulary			Mechanic			Jml	total score
		BATER	RATER	RATA-RATA	BATER	RATER	RATA-RATA	BATER	RATER	RATA-RATA	BATER	RATER	RATA-RATA	BATER	RATER	RATA-RATA		
1	Student 1	6	9	8	6	9	8	8	8	8	8	4	6	4	4	4	33	75
2	Student 2	6	9	8	6	6	8	8	6	8	2	4	3	3	3	3	28	64
3	Student 3	8	8	9	9	6	8	8	8	8	6	6	4	3	4	4	34	77
4	Student 4	9	9	9	6	6	8	8	8	8	6	6	4	4	3	3	30	67
5	Student 5	9	9	9	6	6	8	8	8	8	8	8	4	4	4	4	37	83
6	Student 6	8	4	6	9	6	8	4	4	4	8	4	6	4	2	3	27	60
7	Student 7	8	9	9	9	9	8	8	8	8	8	8	3	3	3	3	37	84
8	Student 8	6	9	8	6	6	8	6	6	6	4	5	3	3	3	3	30	67
9	Student 9	6	9	8	6	9	8	6	6	8	4	8	4	4	2	3	28	64
10	Student 10	9	9	9	9	9	8	8	8	8	8	8	3	3	3	3	37	83
11	Student 11	6	9	8	6	9	8	8	8	8	8	8	4	3	4	4	36	82
12	Student 12	12	9	11	6	6	8	4	4	4	4	4	2	2	2	2	27	60
13	Student 13	9	9	9	6	9	8	8	8	8	6	4	5	4	2	3	34	77
14	Student 14	6	12	9	6	9	8	8	8	8	8	8	3	3	3	3	37	84
15	Student 15	6	6	6	6	6	8	6	6	6	4	5	4	3	4	4	27	60
16	Student 16	9	9	9	6	6	8	8	4	6	6	6	4	3	4	4	32	73
17	Student 17	6	9	8	6	6	8	8	8	8	6	2	4	4	4	4	32	72
18	Student 18	9	9	9	6	6	8	8	8	8	6	7	4	3	4	4	35	80
19	Student 19	6	6	6	6	6	8	6	6	6	8	8	3	3	3	3	29	66
20	Student 20	12	9	11	6	9	8	8	8	8	8	8	4	4	4	4	40	90
21	Student 21	9	9	9	6	6	8	8	8	8	6	6	3	4	4	4	34	77
22	Student 22	9	9	9	6	6	8	8	8	8	6	6	4	2	3	3	34	76
23	Student 23	9	6	8	6	6	8	6	6	6	6	6	2	4	3	3	29	65
24	Student 24	9	9	9	6	6	8	6	6	6	6	6	3	2	3	3	30	67
25	Student 25	9	6	8	6	9	8	8	8	8	8	8	4	3	4	4	36	82
26	Student 26	9	9	9	6	9	8	8	8	8	6	6	3	4	4	4	34	77
27	Student 27	12	9	11	6	12	11	8	8	8	8	4	8	4	4	4	42	94
28	Student 28	6	6	6	6	6	6	6	6	6	6	6	2	2	2	2	26	59
29	Student 29	12	9	11	6	9	8	8	8	8	6	6	3	3	3	3	37	83
30	Student 30	6	6	6	6	6	8	6	6	6	4	4	3	3	4	4	26	58
31	Student 31	6	6	6	6	6	8	8	8	8	6	7	4	4	4	4	33	74
32	Student 32	6	6	6	6	6	8	8	8	4	6	5	3	3	3	3	28	64
jumlah				263			243			226		198			102	1031	2343	
r hitung				0.6631			0.8551			0.7880		0.7235			0.5005			
r tabel df = 30				0.3494			0.3494			0.3494		0.3494			0.3494			
Keterangan				Valid			Valid			Valid		Valid			Valid			
Uji Reliabilitas																		
Variens Xi				2.223538306			1.534022177			1.544354839		1.963709677			0.27016129	7.535796		
Variens total				18.49899194														
Reliabilitas				0.74080														



Reliability of the Writing Scoring Test by using SPSS 16.0

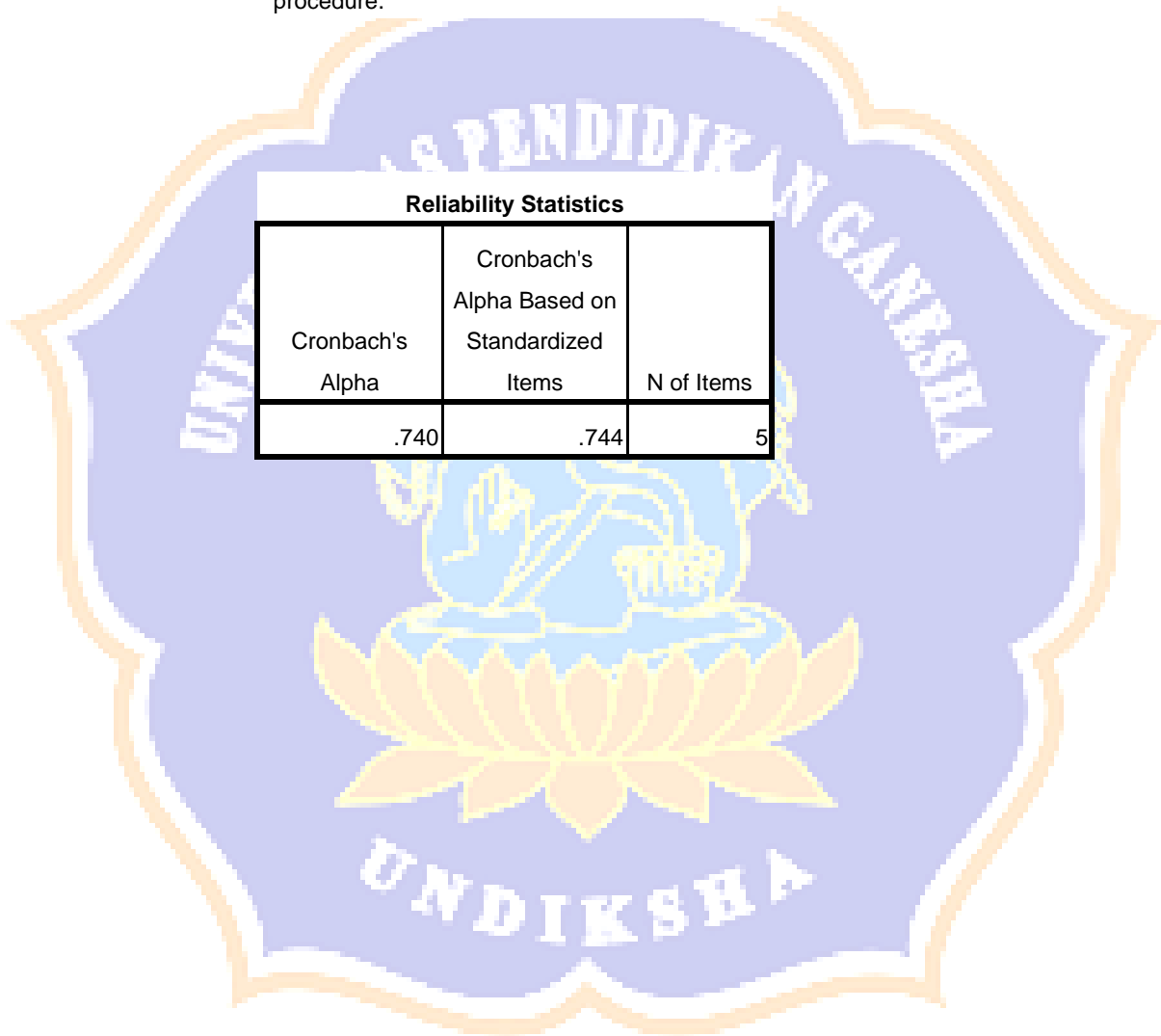
Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.740	.744	5



Items Number																								Jml	
24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	211
5	4	5	5	5	3	4	4	4	5	4	4	5	5	4	5	4	4	5	5	4	4	4	5	5	219
5	3	4	4	5	4	5	5	5	4	4	5	4	5	4	5	5	5	5	4	5	5	4	5	4	212
4	3	5	5	4	4	5	5	4	5	4	4	5	5	5	4	4	4	5	5	5	5	5	4	5	210
5	5	5	4	4	3	4	5	4	5	4	4	5	5	5	5	4	3	5	5	5	4	5	5	5	214
4	4	4	5	5	3	5	4	4	4	4	5	5	5	5	4	5	5	4	5	5	5	4	4	4	210
5	4	5	4	5	5	4	4	4	4	5	4	5	4	5	5	4	4	4	5	4	5	5	4	4	208
4	4	4	4	4	5	4	5	4	4	5	5	4	4	5	4	5	4	5	4	4	4	5	5	4	219
4	4	5	5	5	4	4	4	4	5	5	5	5	5	4	5	4	5	4	4	5	5	5	4	4	215
4	5	5	5	5	5	4	5	5	5	4	4	4	5	5	4	5	5	4	4	4	4	4	5	5	223
5	4	4	4	5	4	4	5	4	5	4	4	5	4	5	5	4	5	4	5	5	5	5	5	4	208
5	4	4	4	4	5	4	5	4	5	4	4	4	5	4	4	4	4	5	5	4	4	4	5	4	201
5	4	4	4	4	4	5	4	4	4	5	5	5	4	4	5	4	5	5	4	5	4	4	4	3	206
5	5	5	5	4	5	5	5	4	5	5	4	5	5	4	5	4	5	4	5	5	4	5	5	4	223
4	4	4	5	4	4	4	5	5	4	4	5	5	4	5	4	5	4	5	4	5	5	5	4	4	217
4	5	4	4	5	4	3	4	5	5	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	206
5	4	4	5	5	5	5	4	4	5	4	5	4	5	4	5	4	5	4	5	5	4	5	5	5	225
4	4	4	5	4	5	4	5	4	4	4	4	5	4	5	4	5	4	5	4	5	4	5	5	4	215
4	5	5	4	4	3	4	5	4	4	4	5	5	4	4	4	5	5	4	5	4	5	4	4	4	205
4	4	4	5	4	5	4	4	4	5	4	4	4	5	4	4	4	4	5	4	5	4	4	4	4	205
4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	5	4	4	4	4	5	5	5	4	4	200
4	4	5	5	4	4	4	4	4	4	5	4	4	4	4	5	4	5	4	5	5	4	5	4	3	203
5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4	4	5	5	220
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	4	5	5	5	5	230
4	4	4	4	4	4	5	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	197
5	5	5	4	4	5	5	5	4	5	5	5	5	5	4	5	5	5	5	5	4	5	5	5	5	224
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4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	194
5	4	4	5	4	5	4	4	4	4	4	4	4	4	3	4	4	4	5	4	4	4	4	5	3	198
4	3	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	191
5	5	4	5	4	4	5	5	4	5	5	4	5	4	5	4	5	5	5	4	5	5	4	4	5	225
143	135	141	144	143	137	142	143	135	146	140	142	145	144	140	143	142	143	146	145	144	145	142	140	141	6759
0,3964	0,4261	0,4055	0,3515	0,3535	0,3683	0,3628	0,4209	0,4027	0,4378	0,4127	0,4432	0,3937	0,4126	0,3894	0,4637	0,3878	0,3708	0,3885	0,0323	0,3882	0,4182	0,4740	0,5506	0,4179	
0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	
Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	



Appendix 7

Learner Autonomy Blue Print after Tried Out

No	Aspects	Descriptor	Item Number	
			Positive	Negative
1	Cognitive and Metacognitive	1. Awareness of Belief and Learning Style	1,2,3	4,5
		2. Awareness on the subject learned	6,9,8	7
		3. Awareness on the goal setting	11	10,12
		Awareness on monitoring progress	14,15	13
		Awareness on evaluating activities	16,17,18	19, 20
		Awareness on organizing time and resources.	22	21,23
		4. Awareness on the presence of other in the classroom	24, 25, 26,27,28	-
2	Affective and Motivation	1. Handling feelings and emotion	29,30,31	32,33
		2. Motivation	34,35	36
3	Action Oriented	1. The realization of method and strategies	37,38	39
4	Social	1. Cooperative with others	40,41,43	42
		2. Negotiable	45	44
Number of Item			29	16
			45 Items	

KUESIONER

Tujuan

Kuesioner ini bertujuan untuk pengumpulan data penelitian yang berjudul :

“The Effect of Scaffolding Strategy on Learner Autonomy and Writing Competency of the Tenth Grade Students of SMA N 1 Semarang in the Academic Year 2019/2020”

Nama Siswa :

Kelas/Nomor Absen :

Nama Sekolah :

Tanggal Pengisian :

Pemberian Respon Pernyataan Kuesioner

1. Peneliti mengharapkan bantuan anda untuk memberikan respon terhadap setiap pernyataan dengan memberikan tanda check list (√) pada salah satu kolom respon yang tersedia sesuai dengan pilihan anda
2. Setiap pernyataan harus direspon dengan satu pilihan berdasarkan pengamatan, pengalaman, pemahaman, dan yang anda rasakan.
3. Setiap terdapat pernyataan tentang “Pelajaran ini” harus dimaknai dengan pelajaran Bahasa Inggris bukan pelajaran yang lain.

4. Arti dari singkatan pada kolom respon

SS : Sangat Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

S : Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

KS : Kurang Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

TS : Tidak Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

STS : Sangat Tidak Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

Peneliti mohon agar semua pernyataan dijawab.

Selamat Mengerjakan

No	Pernyataan	Keterangan				
		SS	S	KS	TS	STS
1	Saya memahami bahwa ada beberapa pendekatan dan gaya belajar yang bisa dilakukan untuk mencapai kesuksesan.					
2	Saya mampu memahami ada banyak cara belajar yang bisa digunakan untuk bisa memahami pelajaran ini dengan baik.					
3	Saya mampu mengetahui bahwa masing-masing orang memiliki gaya belajar yang berbeda.					
4	Saya tidak yakin apa gaya belajar terbaik untuk saya dalam memahami pelajaran.					
5	Saya tidak mampu mengikuti pelajaran dengan baik.					
6	Saya tahu cakupan materi pelajaran yang saya pelajari.					
7	Saya tidak tahu materi yang sudah disampaikan dikelas.					
8	Saya tahu kegunaan dari materi pelajaran yang saya pelajari di kehidupan nyata.					
9	Saya menyadari pentingnya pelajaran ini untuk hidup saya.					
10	Saya tidak tahu manfaat pelajaran ini untuk hidup saya.					
11	Saya tahu tujuan dari mempelajari materi pelajaran ini.					
12	Saya sulit membayangkan kegunaandari materi yang saya pelajari dalam kehidupan nyata.					
13	Saya tidak tahu hubungan dari materi ini dan tujuan yang ingin dicapai.					
14	Saya mampu mengatur materi yang dibutuhkan untuk mencapai tujuan belajar.					
15	Saya tahu hal apa saja yang saya perlukan untuk bisa					

	mengikuti pelajaran dengan baik.					
16	Saya sadar ketika membuat kesalahan dalam menyelesaikan tugas.					
17	Saya mampu memahami alasan mengapa saya membuat kesalahan dalam membuat tugas.					
18	Saya membutuhkan orang lain untuk memperbaiki kesalahan yang saya buat dalam membuat tugas.					
19	Saya tidak mampu memperbaiki tugas yang salah yang sudah saya selesaikan.					
20	Saya mampu membuat pengaturan waktu dalam belajar.					
21	Saya tidak terbiasa membuat pengaturan waktu dalam mencapai tujuan pelajaran					
22	Saya mampu mencari sendiri sumber bacaan yang berkaitan dengan materi yang diberikan guru.					
23	Untuk menyelesaikan tugas, saya tidak tahu sumber lain selain yang diberikan guru.					
24	Saya merasa keberadaan orang-orang disekitar saya memotivasi saya untuk mencapai tujuan pembelajaran.					
25	Saya tahu bahwa keberadaan orang lain membuat saya lebih bersemangat di dalam kelas.					
26	Saya sadar bahwa saya perlu belajar bersama-sama dengan orang lain di dalam kelas.					
27	Saya tidak membutuhkan orang lain dalam mengatur materi sesuai dengan tujuan pelajaran yang ingin saya capai.					
28	Saya tidak membutuhkan orang lain dalam memahami pelajaran di kelas.					
29	Saya bisa mengatasi rasa tidak percaya diri dengan baik.					
30	Saya bisa mengatasi rasa marah dan kecewa ketika mendapat teguran/kritik.					

31	Saya selalu merasa percaya diri bahwa saya bisa berprestasi dalam pelajaran tanpa bantuan orang lain.					
32	Saya tidak bisa mengatasi rasa gugup dan khawatir saat belajar.					
33	Saya merasa tidak mampu ketika berbicara di depan kelas sehingga membutuhkan bimbingan guru.					
34	Saya mampu menyemangati diri sendiri agar bisa mencapai tujuan belajar.					
35	Dalam mengerjakan tugas saya selalu berusaha menyelesaikan setiap masalah sendiri dengan baik dan tidak cepat meyerah.					
36	Saya tidak termotivasi mengatasi kendala yang dapat menghambat pencapaian potensi terbaik saya.					
37	Saya menggunakan berbagai usaha/cara/ metode untuk dapat memahami pelajaran.					
38	Dalam menyelesaikan tugas, saya mampu mencari cara paling tepat dan berkualitas.					
39	Saya tidak tahu strategi untuk memecahkan masalah dalam menyelesaikan tugas.					
40	Saya menggunakan kesempatan berdiskusi dengan teman sekelas.					
41	Dalam mengatasi setiap kendala dan masalah dalam mengerjakan tugas kelompok, saya selalu memiliki pendapat yang dibutuhkan dalam kelompok.					
42	Saya tidak mampu mengerjakan tugas sendiri tanpa bantuan orang lain.					
43	Saya mampu secara aktif berbagi ide dan pendapat, dalam menanggapi pertanyaan dan masalah yang diberikan.					
44	Saya tidak perlu meminta ide dan saran kepada guru dan teman dalam hal pelajaran.					
45	Saya perlu berbagi tugas dengan teman saat harus menyelesaikan tugas yang rumit dan banyak.					



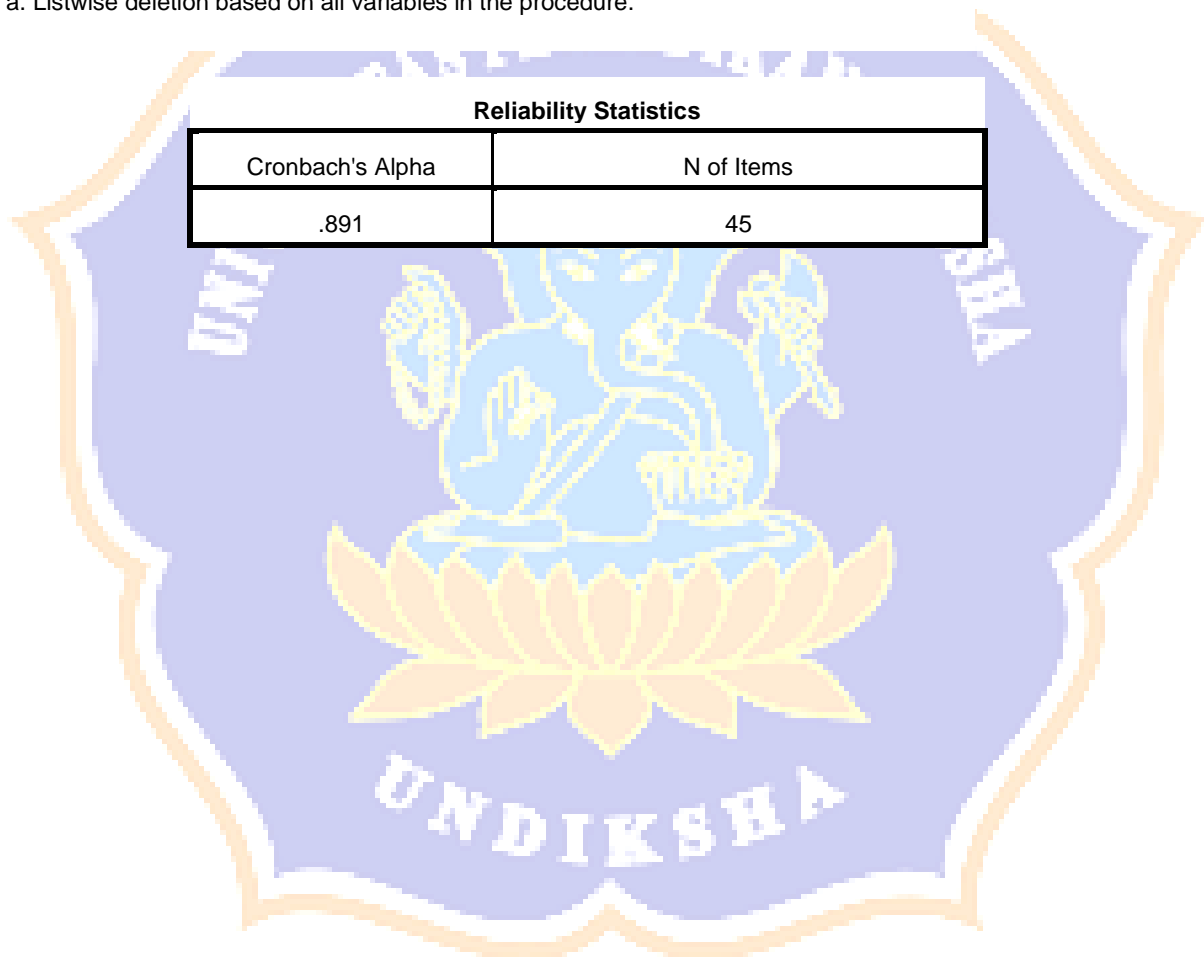
Appendix 8

The reliability of Learner Autonomy Questionnaire after being tried out

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

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



Appendix 9 (Learner Autonomy Questionnaire Before Judged)

The Blue Print of Learner Autonomy Questionnaire

No	Aspects	Descriptor	Item Number	
			Positive	Negative
1	Cognitive and Metacognitive	5. Awareness of Belief and Learning Style	1,2,3	4,5
		6. Awareness on the subject learned	6,8,9	7
		7. Awareness on the goal setting	11	10,12
		Awareness on monitoring progress	14,15	13
		Awareness on evaluating activities	16,17,18	19,20
		Awareness on organizing time and resources.	21,22,25	23,24,26
		8. Awareness on the presence of other in the classroom	27,28,29	30,31
		2	Affective and Motivation	3. Handling feelings and emotion
4. Motivation	38,39			40
3	Action Oriented	2. The realization of method and strategies	41,42	43
4	Social	3. Cooperative with others	44,46,47	45
		4. Negotiable	48,50	49
Number of Item			30	20
			50 Items	

Tujuan

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Kelas/Nomor Absen :

Nama Sekolah :

Tanggal Pengisian :

Pemberian Respon Pernyataan Kuesioner

5. Peneliti mengharapkan bantuan anda untuk memberikan respon terhadap setiap pernyataan dengan memberikan tanda check list (√) pada salah satu kolom respon yang tersedia sesuai dengan pilihan anda
6. Setiap pernyataan harus direspon dengan satu pilihan berdasarkan pengamatan, pengalaman, pemahaman, dan yang anda rasakan.
7. Setiap terdapat pernyataan tentang “Pelajaran ini” harus dimaknai dengan pelajaran Bahasa Inggris bukan pelajaran yang lain.
8. Arti dari singkatan pada kolom respon

SS : Sangat Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

S : Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

KS : Kurang Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

TS : Tidak Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

STS : Sangat Tidak Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

Peneliti mohon agar semua pernyataan dijawab.

Selamat Mengerjakan

No	Pernyataan	Keterangan				
		SS	S	KS	TS	STS
1	Saya memahami bahwa ada beberapa pendekatan dan gaya belajar yang bisa dilakukan untuk mencapai kesuksesan.					
2	Saya mampu memahami ada banyak cara belajar yang bisa digunakan untuk bisa memahami pelajaran ini dengan baik.					
3	Saya mampu mengetahui bahwa masing-masing orang memiliki gaya belajar yang berbeda.					
4	Saya tidak yakin apa gaya belajar terbaik untuk saya dalam memahami pelajaran.					
5	Saya tidak mampu mengikuti pelajaran dengan baik.					
6	Saya tahu cakupan materi pelajaran yang saya pelajari					
7	Saya tidak tahu materi yang sudah disampaikan dikelas.					
8	Saya tahu kegunaan dari materi pelajaran yang saya pelajari di kehidupan nyata.					
9	Saya menyadari pentingnya pelajaran ini untuk hidup saya.					
10	Saya tidak tahu manfaat pelajaran ini untuk hidup saya.					
11	Saya tahu tujuan dari mempelajari materi pelajaran ini.					
12	Saya sulit memahami tujuan pelajaran yang saya pelajari.					
13	Saya tidak tahu hubungan dari materi ini dan tujuan yang ingin dicapai.					
14	Saya mampu mengatur materi yang dibutuhkan untuk mencapai tujuan belajar.					

15	Saya tahu hal apa saja yang saya perlukan untuk bisa mengikuti pelajaran dengan baik.					
16	Saya tahu bagaimana caranya menilai kemampuan saya sendiri dalam memahami pelajaran.					
17	Saya sadar ketika membuat kesalahan dalam menyelesaikan tugas dan bisa memperbaikinya.					
18	Saya mampu memahami kesalahan dalam membuat tugas.					
19	Saya membutuhkan orang lain untuk memperbaiki kesalahan yang saya buat dalam membuat tugas.					
20	Saya tidak mampu memperbaiki tugas yang salah yang sudah saya selesaikan.					
21	Saya mampu membuat pengaturan waktu dalam belajar.					
22	Saya tidak yakin pengaturan waktu berpengaruh terhadap kesuksesan belajar.					
23	Saya tidak terbiasa membuat pengaturan waktu dalam mencapai tujuan pelajaran.					
24	Saya sering diingatkan oleh orang terdekat dalam membuat pengaturan dalam belajar.					
25	Saya mampu mencari sendiri sumber bacaan yang berkaitan dengan materi yang diberikan guru.					
26	Untuk menyelesaikan tugas, saya tidak tahu sumber lain selain yang diberikan guru.					
27	Saya membutuhkan keberadaan orang-orang disekitar saya sendiri dalam pelajaran.					
28	Saya tahu bahwa keberadaan orang lain membantu pemahaman saya di kelas.					
29	Saya sadar bahwa saya perlu belajar bersama-sama dengan orang lain di dalam kelas.					
30	Saya tidak membutuhkan orang lain dalam mengatur materi sesuai dengan tujuan pelajaran yang ingin dicapai.					

31	Saya tidak membutuhkan orang lain dalam memahami pelajaran di kelas.					
32	Saya bisa mengatasi rasa tidak percaya diri dengan baik.					
33	Saya bisa mengatasi rasa marah dan kecewa ketika mendapat teguran/kritik.					
34	Saya selalu merasa percaya diri bahwa saya bisa berprestasi dalam pelajaran tanpa bantuan orang lain.					
35	Saya tidak bisa mengatasi rasa gugup dan khawatir saat belajar.					
36	Saya merasa tidak mampu ketika berbicara di depan kelas sehingga membutuhkan bimbingan guru.					
37	Saya tidak bisa mengatasi rasa marah dan kecewa ketika mendapat teguran/kritik.					
38	Saya mampu menyemangati diri sendiri agar bisa mencapai tujuan belajar.					
39	Dalam mengerjakan tugas saya selalu berusaha menyelesaikan setiap masalah sendiri dengan baik dan tidak cepat meyerah.					
40	Saya tidak termotivasi mengatasi kendala yang dapat menghambat pencapaian potensi terbaik saya.					
41	Saya menggunakan berbagai usaha/cara/ metode untuk dapat memahami pelajaran.					
42	Dalam menyelesaikan tugas, saya mampu mencari cara paling tepat dan berkualitas.					
43	Saya tidak tahu strategi untuk memecahkan masalah dalam menyelesaikan tugas.					
44	Saya lebih sering memerlukan kesempatan untuk berdiskusi bersama-sama dengan teman sekelas.					
45	Saya tidak memerlukan belajar berkelompok.					
46	Dalam mengatasi setiap kendala dan masalah dalam mengerjakan tugas kelompok, saya selalu membutuhkan diskusi dengan anggota kelompok.					

47	Saya mampu mengerjakan tugas sendiri tanpa bantuan orang lain.					
48	Saya mampu secara aktif berbagi ide, dan pertanyaan kepada guru dan teman dalam hal pelajaran untuk menjelaskan pertanyaan atau masalah yang diberikan.					
49	Saya tidak perlu meminta ide dan saran kepada guru dan teman dalam hal pelajaran.					
50	Saya perlu berbagi tugas dengan teman saat harus menyelesaikan tugas yang rumit dan banyak.					



Appendix 10 (Learner Autonomy Blue Print and Questionnaire after being Judged)

No	Aspects	Descriptor	Item Number	
			Positive	Negative
1	Cognitive and Metacognitive	9. Awareness of Belief and Learning Style	1,2,3	4,5
		10. Awareness on the subject learned	6,9,8	7
		11. Awareness on the goal setting	11	10,12
		Awareness on monitoring progress	14,15	13
		Awareness on evaluating activities	16,17,18	19,20
		Awareness on organizing time and resources.	21,24	22,23,25
		12. Awareness on the presence of other in the classroom	26,27,28	29, 30
2	Affective and Motivation	5. Handling feelings and emotion	31,32,33	34,35
		6. Motivation	36, 37	38
3	Action Oriented	3. The realization of method and strategies	39, 40	41
4	Social	5. Cooperative with others	42, 43,44, 46	45
		6. Negotiable	48	47
Number of Item			30	18
			48 Items	

KUESIONER

Tujuan

Kuesioner ini bertujuan untuk pengumpulan data penelitian yang berjudul :

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Nama Siswa :

Kelas/Nomor Absen :

Nama Sekolah :

Tanggal Pengisian :

Pemberian Respon Pernyataan Kuesioner

9. Peneliti mengharapkan bantuan anda untuk memberikan respon terhadap setiap pernyataan dengan memberikan tanda check list (√) pada salah satu kolom respon yang tersedia sesuai dengan pilihan anda
10. Setiap pernyataan harus direspon dengan satu pilihan berdasarkan pengamatan, pengalaman, pemahaman, dan yang anda rasakan.
11. Setiap terdapat pernyataan tentang “Pelajaran ini” harus dimaknai dengan pelajaran Bahasa Inggris bukan pelajaran yang lain.
12. Arti dari singkatan pada kolom respon

SS : Sangat Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

S : Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

KS : Kurang Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

TS : Tidak Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

STS : Sangat Tidak Setuju dengan pernyataan yang anda pahami, alami, dan rasakan

Peneliti mohon agar semua pernyataan dijawab.

Selamat Mengerjakan

No	Pernyataan	Keterangan				
		SS	S	KS	TS	STS
1	Saya memahami bahwa ada beberapa pendekatan dan gaya belajar yang bisa dilakukan untuk mencapai kesuksesan.					
2	Saya mampu memahami ada banyak cara belajar yang bisa digunakan untuk bisa memahami pelajaran ini dengan baik.					
3	Saya mampu mengetahui bahwa masing-masing orang memiliki gaya belajar yang berbeda.					
4	Saya tidak yakin apa gaya belajar terbaik untuk saya dalam memahami pelajaran.					
5	Saya tidak mampu mengikuti pelajaran dengan baik.					
6	Saya tahu cakupan materi pelajaran yang saya pelajari.					
7	Saya tidak tahu materi yang sudah disampaikan dikelas.					
8	Saya tahu kegunaan dari materi pelajaran yang saya pelajari di kehidupan nyata.					
9	Saya menyadari pentingnya pelajaran ini untuk hidup saya.					
10	Saya tidak tahu manfaat pelajaran ini untuk hidup saya.					
11	Saya tahu tujuan dari mempelajari materi pelajaran ini.					
12	Saya sulit membayangkan kegunaandari materi yang saya pelajari dalam kehidupan nyata.					
13	Saya tidak tahu hubungan dari materi ini dan tujuan yang ingin dicapai.					
14	Saya mampu mengatur materi yang dibutuhkan untuk mencapai tujuan belajar.					

15	Saya tahu hal apa saja yang saya perlukan untuk bisa mengikuti pelajaran dengan baik.					
16	Saya tahu bagaimana caranya menilai kemampuan saya sendiri dalam memahami pelajaran.					
17	Saya sadar ketika membuat kesalahan dalam menyelesaikan tugas.					
18	Saya mampu memahami alasan mengapa saya membuat kesalahan dalam membuat tugas.					
19	Saya membutuhkan orang lain untuk memperbaiki kesalahan yang saya buat dalam membuat tugas.					
20	Saya tidak mampu memperbaiki tugas yang salah yang sudah saya selesaikan.					
21	Saya mampu membuat pengaturan waktu dalam belajar.					
22	Saya tidak terbiasa membuat pengaturan waktu dalam mencapai tujuan pelajaran					
23	Saya sering diingatkan oleh orang terdekat dalam membuat pengaturan dalam belajar.					
24	Saya mampu mencari sendiri sumber bacaan yang berkaitan dengan materi yang diberikan guru.					
25	Untuk menyelesaikan tugas, saya tidak tahu sumber lain selain yang diberikan guru.					
26	Saya merasa keberadaan orang-orang disekitar saya memotivasi saya untuk mencapai tujuan pembelajaran.					
27	Saya tahu bahwa keberadaan orang lain membuat saya lebih bersemangat di dalam kelas.					
28	Saya sadar bahwa saya perlu belajar bersama-sama dengan orang lain di dalam kelas.					
29	Saya tidak membutuhkan orang lain dalam mengatur materi sesuai dengan tujuan pelajaran yang ingin saya capai.					
30	Saya tidak membutuhkan orang lain dalam					

	memahami pelajaran di kelas.					
31	Saya bisa mengatasi rasa tidak percaya diri dengan baik.					
32	Saya bisa mengatasi rasa marah dan kecewa ketika mendapat teguran/kritik.					
33	Saya selalu merasa percaya diri bahwa saya bisa berprestasi dalam pelajaran tanpa bantuan orang lain.					
34	Saya tidak bisa mengatasi rasa gugup dan khawatir saat belajar.					
35	Saya merasa tidak mampu ketika berbicara di depan kelas sehingga membutuhkan bimbingan guru.					
36	Saya mampu menyemangati diri sendiri agar bisa mencapai tujuan belajar.					
37	Dalam mengerjakan tugas saya selalu berusaha menyelesaikan setiap masalah sendiri dengan baik dan tidak cepat meyerah.					
38	Saya tidak termotivasi mengatasi kendala yang dapat menghambat pencapaian potensi terbaik saya.					
39	Saya menggunakan berbagai usaha/cara/ metode untuk dapat memahami pelajaran.					
40	Dalam menyelesaikan tugas, saya mampu mencari cara paling tepat dan berkualitas.					
41	Saya tidak tahu strategi untuk memecahkan masalah dalam menyelesaikan tugas.					
42	Saya menggunakan kesempatan berdiskusi dengan teman sekelas.					
43	Untuk menyelesaikan tugas dari guru, saya tidak memerlukan belajar berkelompok.					
44	Dalam mengatasi setiap kendala dan masalah dalam mengerjakan tugas kelompok, saya selalu memiliki pendapat yang dibutuhkan dalam kelompok.					
45	Saya tidak mampu mengerjakan tugas sendiri tanpa bantuan orang lain.					

46	Saya mampu secara aktif berbagi ide dan pendapat, dalam menanggapi pertanyaan dan masalah yang diberikan.					
47	Saya tidak perlu meminta ide dan saran kepada guru dan teman dalam hal pelajaran.					
48	Saya perlu berbagi tugas dengan teman saat harus menyelesaikan tugas yang rumit dan banyak.					



Appendix 11

**Learner Autonomy
Qualification**

A. The Learner Autonomy Qualification

The qualification level of learner autonomy descriptively analyzed on the basis of the mean score of ideal (M_i) and the standard deviation of the ideal (SD_i) using five levels of qualifications.

The items of learner autonomy questionnaires were 45 by using likert scale which offers five choices of responses, namely strongly agree, agree, less agree, disagree, and strongly disagree. For the positive responses in: *strongly agree* will be score 5, *agree* will be scored 4, *less agree* will be scored 3, *disagree* will be scored 2, and *strongly disagree* will be scored 1. On the other hands, for those belonged to negative statements, *strongly agree* will be scored 1, *agree* will be scored 2, *less agree* will be scored 3, *disagree* will be scored 4 and *strongly disagree* will be scored 5. The criteria can be arranged below:

- the maximum score of ideal = $\frac{225}{225} \times 100 = 100$
- the minimum score of the ideal = $\frac{45}{225} \times 100 = 20$
- $M_i = \frac{1}{2}$ (the maximum score of ideal + the minimum score of the ideal)
- $M_i = \frac{1}{2} (100 + 20)$
- $M_i = 60$
- $SD_i = \frac{1}{6}$ (the maximum score of ideal – the minimum score of the ideal)
- $SD_i = \frac{1}{6} (100 - 20)$
- $SD_i = 13,33$

B. The criteria can be arranged as seen on the table below:

Coefficient	Qualification
$M_i + 1,5 SD_i \leq \bar{X} \leq M_i + 3,0 SD_i$	Very high
$M_i + 0,5 SD_i \leq \bar{X} < M_i + 1,5 SD_i$	High
$M_i - 0,5 SD_i \leq \bar{X} < M_i + 0,5 SD_i$	Sufficient
$M_i - 1,5 SD_i \leq \bar{X} < M_i - 0,5 SD_i$	Low
$M_i - 3,0 SD_i \leq \bar{X} < M_i - 1,5 SD_i$	Very low

➤ The calculation at the “Very high” scale

$$\begin{aligned}
 M_i + 1,5SD_i \leq M \leq M_i + 3,0 SD_i &= 60 + 1,5 (13,33) \leq M \leq 60 + 3,0 (13,33) \\
 &= 60 + 19,995 \leq M \leq 60 + 39,99 \\
 &= 79,995 \leq M \leq 99,99 \\
 &= 80 \leq M \leq 100
 \end{aligned}$$

➤ The calculation at the “High” scale

$$\begin{aligned}
 M_i + 0,5SD_i \leq M \leq M_i + 1,5 SD_i &= 60 + 0,5 (13,33) \leq M \leq 60 + 1,5 (13,33) \\
 &= 60 + 6,665 \leq M \leq 60 + 19,995 \\
 &= 66,665 \leq M \leq 79,995 \\
 &= 67 \leq M \leq 80
 \end{aligned}$$

➤ The calculation at the “Sufficient” scale

$$\begin{aligned}
 M_i - 0,5SD_i \leq M \leq M_i + 0,5 SD_i &= 60 - 0,5 (13,33) \leq M \leq 60 + 0,5 (13,33) \\
 &= 60 - 6,665 \leq M \leq 60 + 6,665 \\
 &= 53,335 \leq M \leq 66,665 \\
 &= 53 \leq M \leq 67
 \end{aligned}$$

➤ The calculation at the “Low” scale

$$\begin{aligned}
 M_i - 1,5SD_i \leq M \leq M_i - 0,5 SD_i &= 60 - 1,5 (13,33) \leq M \leq 60 - 0,5 (13,33) \\
 &= 60 - 19,995 \leq M \leq 60 - 6,665
 \end{aligned}$$

$$= 40,005 \leq M \leq 53,335$$

$$= 40 \leq M \leq 53$$

➤ The calculation at the “Very low” scale

$$M_i - 3,0SD_i \leq M \leq M_i - 1,5 SD_i = 60 - 3,0 (13,33) \leq M \leq 60 - 1,5 (13,33)$$

$$= 60 - 39,99 \leq M \leq 60 - 19,995$$

$$= 20,01 \leq M \leq 40,005$$

$$= 20 \leq M \leq 40$$

The score can arranged as the following table below :

Coefficient	Qualification
$80 \leq M \leq 100$	Very high
$67 \leq M \leq 80$	High
$53 \leq M \leq 67$	Sufficient
$40 \leq M \leq 53$	Low
$20 \leq M \leq 40$	Very low

Appendix 12

**Writing Competency
Qualification**

A. The Writing Competency Qualification

$$\text{The Writing Score} = \frac{\text{Maximum Score}}{\text{Total Score}} \times 100$$

➤ the maximum score of ideal = $\frac{44}{44} \times 100 = 100$

➤ the minimum score of the ideal = $\frac{11}{44} \times 100 = 25$

➤ $M_i = \frac{1}{2}$ (the maximum score of ideal + the minimum score of the ideal)

$$M_i = \frac{1}{2} (100 + 25)$$

$$M_i = 63$$

➤ $SD_i = \frac{1}{6}$ (the maximum score of ideal – the minimum score of the ideal)

$$SD_i = \frac{1}{6} (100 - 25)$$

$$SD_i = 12.5$$

The criteria can be arranged as seen on the table below:

Coefficient	Qualification
$M_i + 1,5 SD_i \leq \bar{X} \leq M_i + 3,0 SD_i$	Very high
$M_i + 0,5 SD_i \leq \bar{X} < M_i + 1,5 SD_i$	High
$M_i - 0,5 SD_i \leq \bar{X} < M_i + 0,5 SD_i$	Sufficient
$M_i - 1,5 SD_i \leq \bar{X} < M_i - 0,5 SD_i$	Low
$M_i - 3,0 SD_i \leq \bar{X} < M_i - 1,5 SD_i$	Very low

- The calculation at the “Very high” scale

$$\begin{aligned}
 M_i + 1,5SD_i \leq M \leq M_i + 3,0 SD_i &= 63 + 1,5 (12.5) \leq M \leq 63 + 3,0 (12.5) \\
 &= 63 + 18.75 \leq M \leq 63 + 37.5 \\
 &= 81.75 \leq M \leq 100 \\
 &= 82 \leq M \leq 100
 \end{aligned}$$

- The calculation at the “High” scale

$$\begin{aligned}
 M_i + 0,5SD_i \leq M \leq M_i + 1,5 SD_i &= 63 + 0,5 (12.5) \leq M \leq 63 + 1,5 (12.5) \\
 &= 63 + 6.25 \leq M \leq 63 + 18.75 \\
 &= 69.25 \leq M \leq 81.75 \\
 &= 69 \leq M \leq 82
 \end{aligned}$$

- The calculation at the “Sufficient” scale

$$\begin{aligned}
 M_i - 0,5SD_i \leq M \leq M_i + 0,5 SD_i &= 63 - 0,5 (12.5) \leq M \leq 63 + 0,5 (12.5) \\
 &= 63 - 6.25 \leq M \leq 63 + 6.25 \\
 &= 56.75 \leq M \leq 69.25 \\
 &= 57 \leq M \leq 69
 \end{aligned}$$

- The calculation at the “Low” scale

$$\begin{aligned}
 M_i - 1,5SD_i \leq M \leq M_i - 0,5 SD_i &= 63 - 1,5 (12.5) \leq M \leq 63 - 0,5 (12.5) \\
 &= 63 - 18.75 \leq M \leq 63 - 6.25 \\
 &= 44.25 \leq M \leq 56.75 \\
 &= 44 \leq M \leq 57
 \end{aligned}$$

- The calculation at the “Very low” scale

$$\begin{aligned}
 M_i - 3,0SD_i \leq M \leq M_i - 1,5 SD_i &= 63 - 3,0 (12.5) \leq M \leq 63 - 1,5 (12.5) \\
 &= 63 - 37.5 \leq M \leq 63 - 18.75 \\
 &= 25.5 \leq M \leq 44.25 \\
 &= 25 \leq M \leq 44
 \end{aligned}$$

B. The score can arranged as the following table below :

Coefficient	Qualification
$82 \leq M \leq 100$	Very high
$69 \leq M \leq 82$	High
$57 \leq M \leq 69$	Sufficient
$44 \leq M \leq 57$	Low
$25 \leq M \leq 44$	Very low



Appendix 13

Descriptive Analysis, Normality and Homogeneity of Writing test (Posttest)

Experimental Group

No.	Nama Respondent	Content & Development			Organization			Grammar			Vocabulary			Mechanic			Jmi	total score
		Rater 1	Rater 2	RATA-RATA	Rater 1	Rater 2	RATA-RATA	Rater 1	Rater 2	RATA-RATA	Rater 1	Rater 2	RATA-RATA	Rater 1	Rater 2	RATA-RATA		
1	Student 1	9	12	11	9	12	11	8	8	8	8	8	8	4	4	4	41	93
2	Student 2	12	9	11	9	9	9	8	8	8	8	8	8	4	4	4	40	90
3	Student 3	9	12	11	9	9	9	8	8	8	6	6	6	4	4	4	38	85
4	Student 4	12	9	11	9	12	11	8	8	8	8	8	8	4	4	4	41	93
5	Student 5	12	9	11	9	6	8	8	8	8	8	8	8	4	4	4	38	86
6	Student 6	9	9	9	9	9	9	8	8	8	8	6	7	4	4	4	37	84
7	Student 7	9	9	9	9	9	9	8	6	7	8	8	8	3	3	3	36	82
8	Student 8	12	9	11	9	9	9	8	8	8	8	8	8	4	4	4	40	90
9	Student 9	9	9	9	12	9	11	6	6	6	8	8	8	4	4	4	38	85
10	Student 10	9	9	9	9	9	9	8	8	8	6	6	6	3	3	3	35	80
11	Student 11	9	9	9	12	9	11	8	8	8	8	8	8	4	3	4	39	89
12	Student 12	12	9	11	9	12	11	8	8	8	8	8	8	3	3	3	40	91
13	Student 13	9	9	9	9	9	9	8	8	8	6	4	5	4	2	3	34	77
14	Student 14	6	12	9	9	9	9	8	8	8	8	8	8	3	3	3	37	84
15	Student 15	9	12	11	9	6	8	8	6	7	6	4	5	4	4	4	34	77
16	Student 16	9	9	9	9	6	8	8	4	6	6	6	6	4	3	4	32	73
17	Student 17	9	6	8	6	6	6	6	6	6	6	6	6	4	4	4	30	67
18	Student 18	9	9	9	9	6	8	8	8	8	6	6	7	4	3	4	35	80
19	Student 19	6	6	6	6	6	6	6	6	6	8	8	8	3	3	3	29	66
20	Student 20	12	9	11	9	9	9	8	8	8	6	6	6	4	4	4	38	85
21	Student 21	9	9	9	9	6	8	8	8	8	6	6	6	3	4	4	34	77
22	Student 22	9	9	9	9	6	8	8	8	8	6	6	6	4	4	4	35	78
23	Student 23	9	6	8	6	6	6	6	4	5	6	6	6	3	3	3	28	63
24	Student 24	9	6	8	6	6	6	6	8	7	6	6	6	4	4	4	31	69
25	Student 25	9	9	9	9	6	8	8	8	8	8	8	8	4	4	4	37	83
26	Student 26	9	9	9	6	9	8	6	6	6	6	6	6	3	4	4	32	73
27	Student 27	9	9	9	9	9	9	8	8	8	8	4	6	4	4	4	36	82
28	Student 28	9	12	11	12	9	11	8	8	8	6	6	6	4	3	4	39	88
29	Student 29	12	6	9	6	9	8	6	6	6	6	6	6	3	3	3	32	72
30	Student 30	6	12	9	9	9	9	8	8	8	6	8	7	4	4	4	37	84
31	Student 31	9	12	11	9	9	9	8	8	8	8	8	8	4	4	4	40	90
32	Student 32	6	9	8	9	6	8	8	8	8	8	6	7	3	3	3	33	75
33	Student 33	12	9	11	12	9	11	8	8	8	8	8	8	4	4	4	41	93

Control Group

No.	Nama Respondent	Content & Development			Organization			Grammar			Vocabulary			Mechanic			Jml	total score
		Rater 1	Rater 2	ATA-RA1	Rater 1	Rater 2	ATA-RA1	Rater 1	Rater 2	ATA-RA1	Rater 1	Rater 2	ATA-RA1	Rater 1	Rater 2	ATA-RA1		
1	Student 1	9	12	11	9	12	11	8	8	8	6	6	6	4	4	4	33	89
2	Student 2	12	9	11	9	9	9	6	6	6	8	8	8	3	4	4	37	84
3	Student 3	9	9	9	9	6	8	8	8	8	6	4	5	4	4	4	34	76
4	Student 4	6	9	8	9	6	8	6	6	6	6	6	6	4	4	4	31	70
5	Student 5	6	6	6	6	6	6	6	6	6	6	8	7	3	3	3	28	64
6	Student 6	6	9	8	6	9	8	6	6	6	6	4	5	2	4	3	29	66
7	Student 7	6	9	8	6	9	8	6	6	6	8	8	8	3	3	3	32	73
8	Student 8	6	9	8	6	9	8	6	8	7	6	6	6	3	4	4	32	72
9	Student 9	9	6	8	6	6	6	6	6	6	6	6	6	3	4	4	29	66
10	Student 10	9	9	9	6	9	8	6	8	7	6	6	6	3	3	3	33	74
11	Student 11	9	9	9	9	9	9	6	8	7	6	8	7	4	3	4	36	81
12	Student 12	12	9	11	9	6	8	8	8	8	6	6	6	4	3	4	36	81
13	Student 13	6	6	6	6	9	8	6	8	7	6	4	5	4	2	3	29	65
14	Student 14	6	6	6	6	6	6	8	6	7	6	8	7	3	3	3	29	66
15	Student 15	9	9	9	6	6	6	8	6	7	6	4	5	4	4	4	31	70
16	Student 16	6	9	8	6	6	6	4	4	4	6	6	6	4	3	4	27	61
17	Student 17	9	6	8	6	6	6	6	6	6	6	6	6	4	4	4	30	67
18	Student 18	6	6	6	6	6	6	6	6	6	6	6	6	4	3	4	28	63
19	Student 19	6	6	6	6	6	6	6	6	6	8	8	8	3	3	3	29	66
20	Student 20	9	9	9	12	9	11	8	8	8	8	8	8	4	4	4	40	90
21	Student 21	9	12	11	12	9	11	8	8	8	8	8	8	4	4	4	41	93
22	Student 22	9	9	9	9	6	8	8	8	8	6	6	6	4	4	4	35	78
23	Student 23	9	6	8	6	6	6	6	6	6	6	6	6	3	3	3	29	65
24	Student 24	9	6	8	6	6	6	8	8	8	6	6	6	4	4	4	32	72
25	Student 25	6	9	8	6	6	6	6	6	6	6	6	6	4	4	4	30	67
26	Student 26	9	9	9	6	9	8	8	8	8	6	6	6	3	4	4	34	77
27	Student 27	9	9	9	9	9	9	8	8	8	8	4	6	4	4	4	36	82
28	Student 28	12	9	11	9	9	9	8	8	8	6	6	6	4	3	4	37	84
29	Student 29	12	6	9	9	9	9	8	8	8	6	6	6	3	3	3	35	80
30	Student 30	6	9	8	9	9	9	8	8	8	6	8	7	4	4	4	36	81
31	Student 31	9	9	9	9	9	9	6	6	6	6	8	7	4	4	4	35	80
32	Student 32	9	9	9	9	9	9	8	8	8	6	6	6	3	3	3	35	80
33	Student 33	12	9	11	9	9	9	8	8	8	8	8	8	4	3	4	39	89

Case Processing Summary

Class		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
writing_competency	Experimental Group	33	100.0%	0	.0%	33	100.0%
	Control Group	33	100.0%	0	.0%	33	100.0%



Descriptives

Class		Statistic	Std. Error
writing_competency	Experimental	Mean	81.3333
		95% Confidence Interval Lower Bound for Mean	78.4044
		Upper Bound	84.2622
		5% Trimmed Mean	81.6380
		Median	83.0000
		Variance	68.229
		Std. Deviation	8.26009
		Minimum	63.00
		Maximum	93.00
		Range	30.00
		Interquartile Range	12.50
		Skewness	-.497
		Kurtosis	-.538
	Control	Mean	74.9091
		95% Confidence Interval Lower Bound for Mean	71.7533
		Upper Bound	78.0649
		5% Trimmed Mean	74.6987
		Median	74.0000
		Variance	79.210
		Std. Deviation	8.90001
		Minimum	61.00
		Maximum	93.00
		Range	32.00
		Interquartile Range	15.00
		Skewness	.292

Descriptives

Class		Statistic	Std. Error	
writing_competency	Experimental	Mean	81.3333	
	95% Confidence Interval Lower Bound for Mean	Lower Bound	78.4044	
		Upper Bound	84.2622	
	5% Trimmed Mean	81.6380		
	Median	83.0000		
	Variance	68.229		
	Std. Deviation	8.26009		
	Minimum	63.00		
	Maximum	93.00		
	Range	30.00		
	Interquartile Range	12.50		
	Skewness	-.497	.409	
	Kurtosis	-.538	.798	
	Control	Mean	74.9091	1.54929
		95% Confidence Interval Lower Bound for Mean	Lower Bound	71.7533
Upper Bound			78.0649	
5% Trimmed Mean		74.6987		
Median		74.0000		
Variance		79.210		
Std. Deviation		8.90001		
Minimum		61.00		
Maximum		93.00		
Range		32.00		
Interquartile Range		15.00		
Skewness		.292	.409	
Kurtosis		-.986	.798	

Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
writing_competency	Experimental Group	.111	33	.200 [*]	.954	33	.172
	Control Group	.146	33	.071	.946	33	.100

a. Lilliefors Significance Correction

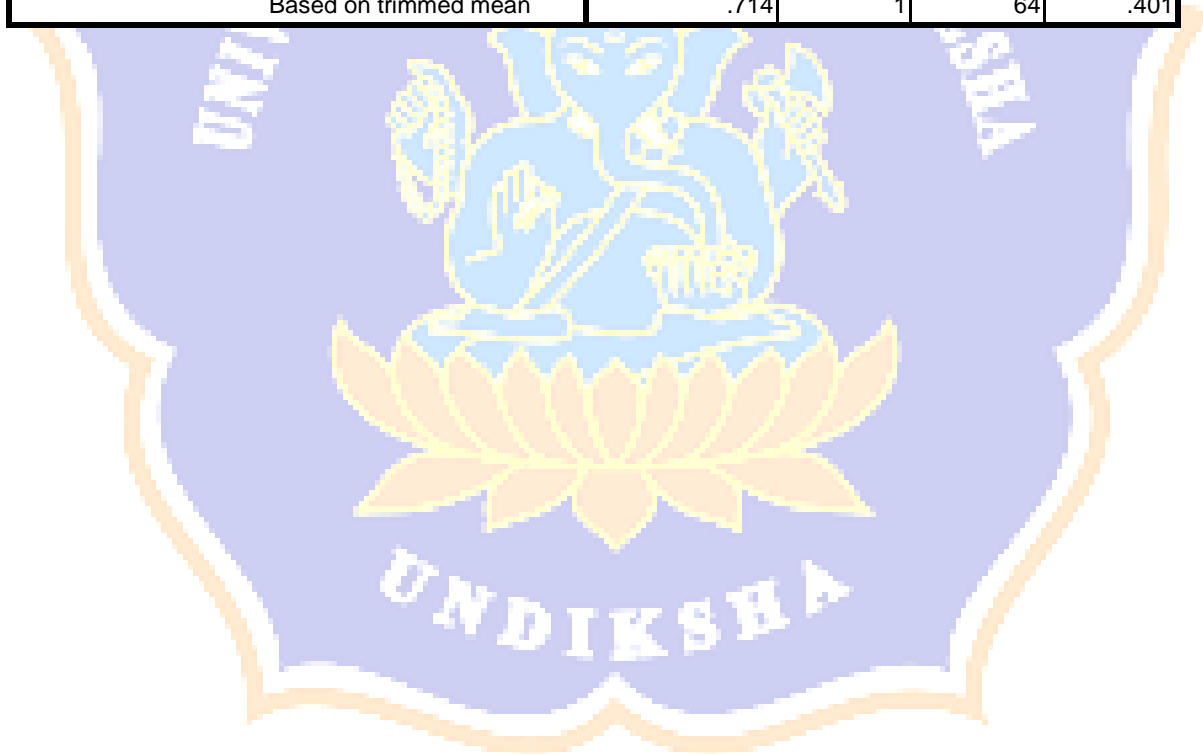
Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
writing_competency	Experimental Group	.111	33	.200 [*]	.954	33	.172
	Control Group	.146	33	.071	.946	33	.100

*. This is a lower bound of the true significance.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
writing_competency	Based on Mean	.669	1	64	.417
	Based on Median	.724	1	64	.398
	Based on Median and with adjusted df	.724	1	62.998	.398
	Based on trimmed mean	.714	1	64	.401



Appendix 14

Descriptive Analysis, Normality and Homogeneity of Learner Autonomy Questionnaires

Experimental Group

NO.	NAME OF STUDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1	Student 1	5	5	5	4	5	5	4	5	5	4	4	5	5	5	5	5	5	5	4	5	4	5	5	5	5	5	4
2	Student 2	5	4	5	5	4	5	5	5	5	5	5	4	5	5	5	5	4	5	4	5	5	5	4	5	5	5	5
3	Student 3	5	4	5	3	3	5	4	5	5	5	4	5	4	4	4	5	5	5	4	5	5	5	5	5	5	5	5
4	Student 4	4	4	4	4	5	5	4	5	4	5	4	5	5	4	4	4	4	4	4	4	4	5	5	4	4	5	4
5	Student 5	4	5	5	5	4	4	5	4	5	5	4	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5
6	Student 6	5	5	5	5	5	5	5	4	5	5	5	4	5	5	4	5	5	4	5	4	5	4	5	5	5	4	5
7	Student 7	4	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4	5	5	5	4	4	4	4	4	5
8	Student 8	5	4	5	4	5	4	5	5	5	4	5	5	5	5	5	5	4	4	4	5	5	5	5	4	4	5	4
9	Student 9	5	4	4	5	5	5	5	5	5	5	4	5	5	4	5	5	4	5	5	4	5	5	4	5	4	4	5
10	Student 10	4	5	5	5	4	5	5	4	5	5	5	5	4	4	5	4	5	5	5	4	5	5	5	4	5	5	4
11	Student 11	5	5	5	5	5	4	5	4	4	5	5	4	5	4	5	5	5	4	4	4	5	4	5	5	4	4	5
12	Student 12	4	4	5	5	4	5	4	5	4	5	5	4	5	5	5	4	5	4	5	4	4	4	4	4	5	5	4
13	Student 13	4	4	5	4	5	5	5	4	4	5	5	4	5	4	4	5	5	4	5	4	5	4	5	5	5	4	5
14	Student 14	4	4	4	5	5	4	5	4	5	5	4	5	4	5	5	5	4	5	5	5	4	4	4	4	4	4	4
15	Student 15	4	5	4	5	5	5	5	4	5	5	5	5	5	4	5	4	5	5	5	5	4	5	4	5	5	5	5
16	Student 16	5	5	4	4	5	4	5	5	5	4	5	4	5	4	5	5	5	5	4	5	5	5	4	5	4	4	4
17	Student 17	4	5	4	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	4	5	4	5	3	5	4	4	4
18	Student 18	5	5	5	5	5	5	5	4	5	5	5	5	4	4	5	5	5	4	5	5	5	4	5	5	4	5	5
19	Student 19	5	4	5	5	5	5	5	5	5	4	5	5	5	4	5	4	5	5	5	5	4	5	5	4	4	5	5
20	Student 20	4	5	5	4	5	5	5	5	4	5	4	5	5	5	4	5	5	5	5	5	4	5	5	5	5	4	5
21	Student 21	5	5	4	5	5	4	4	5	5	4	5	4	5	5	5	4	5	5	4	5	5	5	5	4	5	5	5
22	Student 22	5	5	5	5	5	4	5	4	5	5	4	5	5	4	5	5	5	5	5	5	4	4	5	4	5	4	4
23	Student 23	4	4	5	4	4	4	4	5	4	4	5	5	4	5	5	4	3	3	5	3	4	5	5	4	4	4	5
24	Student 24	4	5	4	5	5	5	4	4	5	5	5	4	5	5	5	5	4	5	5	4	5	4	4	4	5	4	5
25	Student 25	5	4	5	5	5	5	4	5	4	5	4	5	5	5	5	5	5	5	4	5	5	5	5	5	5	4	5
26	Student 26	5	5	4	5	5	5	5	4	5	5	5	5	4	5	5	4	5	4	5	4	5	4	5	5	5	5	4
27	Student 27	4	5	4	5	5	4	5	5	4	5	5	5	5	4	5	5	4	5	4	5	5	5	4	5	5	4	5
28	Student 28	5	4	5	5	5	5	4	5	5	5	5	5	4	5	5	5	5	5	4	5	5	4	5	4	4	5	4
29	Student 29	4	5	5	5	5	4	5	5	5	4	5	5	5	4	5	5	5	5	4	5	4	5	5	5	4	5	5
30	Student 30	5	5	4	5	5	5	5	4	5	5	5	4	4	5	5	5	4	5	4	5	5	4	5	5	4	5	5
31	Student 31	5	5	4	5	4	5	5	5	4	5	5	5	5	4	5	5	5	5	5	4	5	5	5	5	5	5	5
32	Student 32	4	4	5	5	4	5	5	4	5	4	5	5	5	5	5	4	4	5	4	5	4	4	5	5	5	4	4
33	Student 33	4	5	5	4	5	5	5	4	5	5	4	4	5	5	4	5	5	4	5	5	5	4	5	5	4	5	5
	jumlah	149	151	152	153	155	154	157	150	154	156	155	153	156	151	157	155	151	153	153	149	155	153	152	154	151	152	152

28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Journal	Score
4	4	4	5	4	4	5	5	4	4	5	4	5	4	5	4	5	5	208	92
5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	217	96
4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	212	94
4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	191	85
4	4	5	5	4	5	5	5	4	5	5	4	5	5	5	5	5	5	214	95
4	5	4	5	4	4	5	5	4	4	4	5	5	4	4	4	5	4	207	92
4	5	4	4	5	5	4	4	5	4	5	4	5	4	4	5	5	4	195	87
4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	5	5	4	203	90
4	4	4	5	5	5	4	4	4	4	4	5	4	4	4	4	4	5	203	90
5	5	5	4	5	5	4	4	4	4	5	4	5	4	4	5	5	4	207	92
5	4	5	4	4	4	5	5	4	5	4	5	4	5	5	4	4	5	205	91
5	4	5	5	5	4	5	5	4	5	5	4	5	4	5	5	5	5	207	92
4	4	5	4	4	5	5	5	5	4	5	4	4	5	4	5	4	4	203	90
4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	5	4	5	196	87
5	4	4	5	4	4	5	5	5	5	4	5	5	5	4	5	5	5	212	94
4	4	4	4	4	4	4	5	4	4	4	5	5	4	4	4	4	4	199	88
4	4	5	4	4	5	4	4	5	4	4	4	3	5	4	5	5	5	202	90
5	4	5	5	5	4	5	5	5	4	5	5	5	4	5	5	5	5	215	96
5	4	5	5	4	4	5	4	5	5	4	4	5	4	4	5	4	4	208	92
5	5	5	4	5	5	4	5	5	5	5	4	5	4	5	5	5	4	212	94
5	4	4	4	4	4	5	4	4	4	4	4	5	5	4	4	4	4	203	90
4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	199	88
5	5	4	5	5	4	5	5	5	4	5	4	5	4	4	3	3	5	196	87
4	4	5	5	4	5	5	4	4	5	5	4	4	4	3	3	3	3	199	88
4	4	5	5	4	5	4	4	4	4	4	4	4	4	3	3	3	5	202	90
5	4	5	4	5	5	4	5	5	4	5	5	5	4	4	5	5	5	211	94
4	4	4	5	5	5	5	5	4	5	5	5	4	5	5	5	5	4	210	93
5	5	5	5	5	5	5	5	4	5	5	4	5	4	5	5	5	5	214	95
5	4	5	5	5	5	4	4	4	5	5	5	5	5	5	4	5	5	212	94
5	5	5	4	5	5	5	5	4	5	5	4	5	5	5	4	5	5	213	95
5	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	218	97
5	5	4	4	5	4	5	5	5	4	5	4	5	5	5	5	5	5	208	92
5	4	5	5	4	4	4	5	4	5	4	4	5	4	5	5	5	5	208	92
149	143	152	150	148	149	150	154	146	148	152	143	153	145	144	149	150	151	6809	

PUNDIKSHA

Control Group

No.	Name of Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
1	Student 1	5	4	5	5	4	4	3	4	4	4	4	4	4	4	4	4	4	5	4	4	4	5	4	5	5	4	3	
2	Student 2	4	5	4	3	4	3	5	3	5	4	4	4	4	5	5	5	4	4	5	3	3	4	3	4	4	4	4	
3	Student 3	4	5	4	4	4	5	4	5	4	4	5	4	5	4	4	5	5	4	4	3	4	3	3	3	4	4	3	
4	Student 4	4	4	3	5	4	5	4	4	4	3	5	4	5	4	4	4	5	5	4	4	4	3	3	4	4	4	3	
5	Student 5	4	5	4	4	4	4	5	5	4	4	5	4	3	5	4	4	4	3	3	4	4	4	4	5	4	4	5	
6	Student 6	4	5	5	4	4	4	5	5	5	4	3	4	5	4	4	4	4	5	3	3	4	3	4	3	4	5	4	
7	Student 7	5	4	5	4	3	4	4	4	5	4	5	5	4	4	4	4	4	4	4	4	5	5	5	4	4	4	4	
8	Student 8	4	4	4	3	3	4	5	5	5	4	4	4	5	4	5	4	4	4	4	5	3	5	4	5	4	4	3	
9	Student 9	4	4	4	5	4	5	4	4	5	3	5	4	3	4	3	3	4	4	4	4	3	4	4	4	4	3	4	
10	Student 10	5	4	4	5	4	5	4	4	5	4	3	3	4	4	5	3	3	4	5	5	4	3	4	3	4	3	3	
11	Student 11	5	5	4	5	4	4	5	4	5	4	4	5	4	5	4	4	4	4	4	5	4	5	5	4	5	4	5	
12	Student 12	5	4	4	3	3	5	4	5	4	5	4	4	4	5	5	4	5	4	4	4	5	4	5	5	4	5	5	
13	Student 13	5	4	4	4	3	5	5	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	5	4	5	4	4	
14	Student 14	5	4	4	4	4	4	4	4	5	5	4	4	4	4	5	4	4	3	4	5	5	5	4	5	4	4	4	
15	Student 15	4	4	4	4	5	4	4	4	5	4	5	4	5	4	3	4	3	3	5	4	4	4	5	4	4	3	4	
16	Student 16	3	3	4	4	4	3	4	4	4	3	4	3	3	3	4	3	4	4	4	4	4	5	4	4	3	3	3	
17	Student 17	4	5	4	4	4	4	4	5	5	5	4	5	4	4	3	5	3	3	4	4	4	4	4	3	4	4	4	
18	Student 18	5	4	4	3	4	4	4	4	4	3	4	5	4	4	4	4	4	5	4	5	4	4	4	3	4	4	3	
19	Student 19	5	4	5	3	4	5	5	4	5	3	4	4	5	3	3	4	4	4	4	4	3	4	4	4	3	4	5	
20	Student 20	5	4	5	4	3	4	5	4	4	5	4	4	5	5	4	5	4	4	4	4	4	5	3	3	3	4	4	
21	Student 21	5	5	4	4	5	4	4	4	4	3	4	5	4	4	4	4	5	4	3	4	3	5	4	5	3	3	3	
22	Student 22	5	4	5	4	5	4	3	5	5	4	4	4	5	4	4	4	4	3	4	3	3	5	4	4	3	3	4	
23	Student 23	5	4	4	4	5	4	5	4	5	4	5	5	4	5	4	4	5	4	5	4	4	4	5	5	5	5	3	
24	Student 24	5	4	5	4	4	5	5	4	4	4	5	4	4	5	5	4	5	4	3	3	4	4	5	4	4	5	4	
25	Student 25	5	4	5	4	4	4	4	4	4	5	4	4	5	4	4	5	4	4	5	4	4	5	4	4	4	4	4	
26	Student 26	4	4	3	4	4	3	4	3	4	5	4	4	5	4	3	4	5	3	4	3	4	5	4	5	4	4	4	
27	Student 27	5	4	4	3	3	4	5	4	5	4	4	5	4	5	4	4	5	4	4	4	5	4	3	3	3	3	3	
28	Student 28	5	4	4	4	4	4	4	5	4	3	4	4	4	5	5	4	4	4	5	4	4	3	4	4	3	3	4	3
29	Student 29	3	4	5	4	3	5	5	4	4	5	4	4	4	5	3	4	3	3	3	3	4	3	3	4	4	3	5	
30	Student 30	3	3	3	3	3	4	4	4	4	3	4	3	3	3	3	3	3	3	3	3	3	4	4	3	5	5	5	
31	Student 31	3	3	3	4	3	5	5	3	3	3	3	4	3	4	4	4	4	3	4	3	3	3	3	3	4	3	3	
32	Student 32	4	4	3	3	3	4	3	3	4	4	3	4	4	3	4	3	3	4	3	4	5	4	5	4	4	4	5	
33	Student 33	4	5	5	5	4	4	4	5	4	4	4	5	5	4	5	4	4	5	4	4	5	4	5	4	4	5	4	
jumlah		145	137	137	130	126	139	142	137	145	131	136	138	139	138	132	132	136	128	130	128	128	139	131	133	127	129	127	



28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Summari	Score
4	4	4	5	4	4	5	4	4	4	4	4	5	4	4	4	5	4	189	84
4	4	5	4	4	5	3	4	5	4	3	3	3	4	3	4	4	4	179	80
4	4	5	4	4	3	4	4	4	3	3	3	4	4	4	4	3	4	178	79
4	4	4	3	4	4	4	4	4	3	4	3	4	3	4	3	3	5	176	78
4	4	4	4	4	4	4	4	4	4	3	3	3	4	3	3	3	3	177	79
5	5	5	5	5	5	4	3	3	3	4	3	3	3	3	3	3	3	178	79
4	5	5	4	4	5	5	3	4	3	3	5	3	3	3	4	4	5	187	83
3	5	3	3	3	3	4	5	3	3	5	4	4	3	3	5	5	4	180	80
4	4	4	3	3	3	4	4	3	3	3	3	3	4	3	3	3	3	166	74
3	3	4	4	3	4	4	4	4	3	3	3	3	3	3	3	3	3	167	74
4	4	5	4	3	4	4	4	3	4	4	3	3	3	4	3	3	3	185	82
3	5	3	3	5	4	3	4	4	4	3	3	3	4	4	3	4	5	185	82
4	5	4	4	3	3	5	4	5	5	5	4	5	4	4	3	3	3	187	83
5	3	3	4	3	3	4	4	3	2	3	3	3	3	3	3	3	3	173	77
3	4	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3	4	169	75
3	4	4	3	3	3	4	3	4	4	3	3	3	3	3	3	3	3	157	70
5	5	4	4	5	4	4	4	4	4	2	4	2	2	4	3	2	3	175	78
4	4	3	4	4	4	3	4	4	4	3	4	3	4	4	3	3	4	174	77
4	5	3	4	4	4	4	3	4	3	4	3	3	3	3	3	4	4	174	77
3	4	3	4	4	5	3	3	3	3	3	3	3	5	5	4	4	4	178	79
3	3	4	4	3	4	4	3	4	3	3	3	3	4	4	5	4	4	174	77
3	4	3	4	3	3	3	4	3	4	4	3	3	3	3	4	2	3	168	75
3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	4	3	3	176	78
5	4	4	3	3	3	3	3	3	4	4	3	4	3	3	3	3	3	177	79
4	4	4	4	4	4	5	4	3	4	4	5	4	4	4	5	4	4	189	84
5	5	5	4	4	5	4	5	4	3	3	3	4	3	3	4	3	4	178	79
4	3	3	3	3	3	5	3	3	4	4	3	3	3	4	3	3	4	169	75
3	4	4	3	4	3	4	3	4	3	3	3	4	3	4	4	4	4	172	76
4	4	3	4	3	4	3	4	3	4	3	4	5	4	4	4	4	4	172	76
4	5	4	5	4	4	5	4	4	5	5	4	4	4	3	3	3	3	167	74
5	3	4	3	3	3	3	4	4	4	4	4	3	4	4	3	3	4	158	70
3	3	3	4	3	3	3	3	3	3	3	4	3	3	3	3	3	3	157	70
4	4	4	4	4	4	4	4	4	4	3	5	4	4	3	5	3	4	190	84
127	134	127	124	120	124	127	122	120	117	115	114	113	114	116	115	111	121	5781	

Case Processing Summary

Class		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
learner_autonomy	Experimental Group	33	100.0%	0	.0%	33	100.0%
	Control Group	33	100.0%	0	.0%	33	100.0%

Descriptives

Class			Statistic	Std. Error
learner_autonomy	Experimental	Mean	91.5758	.52949
		95% Confidence Interval for Mean	90.4972	
		Lower Bound	92.6543	
		Upper Bound	91.6178	
		5% Trimmed Mean	92.0000	
		Median	9.252	
		Variance	3.04169	
		Std. Deviation	85.00	
		Minimum	97.00	
		Maximum	12.00	
		Range	4.00	
		Interquartile Range	-.242	.409
		Skewness	-.690	.798
		Kurtosis		
			Control	Mean
95% Confidence Interval for Mean	76.4124			
Lower Bound	79.1633			
Upper Bound	77.8754			
5% Trimmed Mean	78.0000			
Median	15.047			
Variance	3.87909			
Std. Deviation	70.00			
Minimum	84.00			
Maximum	14.00			
Range	5.00			
Interquartile Range	-.270			.409
Skewness				

Descriptives

Class		Statistic	Std. Error		
learner_autonomy	Experimental	Mean	91.5758	.52949	
		95% Confidence Interval for Mean	90.4972		
		Lower Bound	92.6543		
		Upper Bound	91.6178		
		5% Trimmed Mean	92.0000		
		Median	9.252		
		Variance	3.04169		
		Std. Deviation	85.00		
		Minimum	97.00		
		Maximum	12.00		
		Range	4.00		
		Interquartile Range	-242		.409
		Skewness	-690		.798
	Kurtosis				
	Control	Mean	77.7879	.67526	
95% Confidence Interval for Mean		76.4124			
Lower Bound		79.1633			
Upper Bound		77.8754			
5% Trimmed Mean		78.0000			
Median		15.047			
Variance		3.87909			
Std. Deviation		70.00			
Minimum		84.00			
Maximum		14.00			
Range		5.00			
Interquartile Range		-270	.409		
Skewness		-224	.798		
Kurtosis					

Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
learner_autonomy	Experimental Group	.131	33	.161	.964	33	.326
	Control Group	.105	33	.200*	.952	33	.152

a. Lilliefors Significance Correction

Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
learner_autonomy	Experimental Group	.131	33	.161	.964	33	.326
	Control Group	.105	33	.200*	.952	33	.152

*. This is a lower bound of the true significance.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
learner_autonomy	Based on Mean	1.092	1	64	.300
	Based on Median	1.190	1	64	.279
	Based on Median and with adjusted df	1.190	1	59.799	.280
	Based on trimmed mean	1.074	1	64	.304



Appendix 15

**The Test of Between Subject Effect
Result and Multivariate test**

Between-Subjects Factors

	Value Label	N
Class 1	Experiment	33
2	Control	33

Descriptive Statistics

	Class	Mean	Std. Deviation	N
learner_autonomy	experiment	91.5758	3.04169	33
	Control	77.7879	3.87909	33
	Total	84.6818	7.76017	66
writing_competency	experiment	81.3333	8.26009	33
	Control	74.9091	8.90001	33
	Total	78.1212	9.11384	66

Box's Test of Equality of Covariance

Matrices^a

Box's M	2.484
F	.800
df1	3
df2	7.373E5
Sig.	.494

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + Class

Multivariate Tests^b

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.998	2.003E4 ^a	2.000	63.000	.000
	Wilks' Lambda	.002	2.003E4 ^a	2.000	63.000	.000
	Hotelling's Trace	636.005	2.003E4 ^a	2.000	63.000	.000
	Roy's Largest Root	636.005	2.003E4 ^a	2.000	63.000	.000
Class	Pillai's Trace	.801	1.271E2 ^a	2.000	63.000	.000
	Wilks' Lambda	.199	1.271E2 ^a	2.000	63.000	.000
	Hotelling's Trace	4.036	1.271E2 ^a	2.000	63.000	.000
	Roy's Largest Root	4.036	1.271E2 ^a	2.000	63.000	.000

a. Exact statistic

b. Design: Intercept + Class

Levene's Test of Equality of Error Variances^a

	F	df1	df2	Sig.
learner_autonomy	1.092	1	64	.300
writing_competency	.669	1	64	.417

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Class

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	learner_autonomy	3136.742 ^a	1	3136.742	258.176	.000
	writing_competency	680.970 ^b	1	680.970	9.237	.003
Intercept	learner_autonomy	473286.682	1	473286.682	3.895E4	.000
	writing_competency	402792.970	1	402792.970	5.464E3	.000
Class	learner_autonomy	3136.742	1	3136.742	258.176	.000
	writing_competency	680.970	1	680.970	9.237	.003
Error	learner_autonomy	777.576	64	12.150		
	writing_competency	4718.061	64	73.720		
Total	learner_autonomy	477201.000	66			
	writing_competency	408192.000	66			
Corrected Total	learner_autonomy	3914.318	65			
	writing_competency	5399.030	65			

a. R Squared = ,801 (Adjusted R Squared = ,798)

b. R Squared = ,126 (Adjusted R Squared = ,112)



Appendix 16

Lesson Plan of Experimental Group

Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Recount Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 1st Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and pro-active, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem

4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

1. Creating written simple recount text about a biography of a famous person by paying attention to the social function, text structure, and appropriate and contextual language features.

III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

IV. Learning Objectives

At the end of teaching and learning process the students are able to write a recount text about a biography of a famous person consists of the following criteria:

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics

V. Teaching Technique

Scaffolding

VI. Teaching Material:

Recount Text

The definition and the purpose of recount text

Recount text is a text that tells the reader about one story, action or activity. The purpose of the story is to tell a series/sequences of events and evaluate their significance. Social function is to retell events for the purpose of informing or entertaining. The generic structure of recount text :

1. Orientation : Provides the setting and introduces participants.
2. Events : Tell what happened, in what sequence.
3. Re-orientation : Optional – closure of events.

The grammatical patterns of the text include :

1. Use of nouns and pronouns to identify people or things involved.
2. Use of action verbs to refer to events.
3. Use of past tense to locate events in relation to writer's time.
4. Use of conjunction and time connectives to sequence the events.
5. Use of adverbs and adverbial phrases to indicate place and time.
6. Use of adjectives to describe nouns.

The text is organized to include :

1. An information about “who”, “where”, and “when”.
2. A record of events usually in chronological order.
3. Personal comments or evaluative remark, which are arranged over throughout the record of events.
4. A reorientation which “round off” the sequences of events.

The example of recount text :

1. Orientation

Basuki Abdullah was an Indonesian painter. He was born on January 26, 1915 in Surakarta, Central Java. Painting had always been part of his childhood. His father was a painter, too.

2. Events

Basuki studied art for two years at the Academia Voor Beeldende Kunsten in the Netherland. He visited to many countries mostly Europe after his graduation. Between 1962-1976, he lived in Thailand. There he became a painter for the royal family. When he returned to Indonesia, he participated in numerous solo and group exhibitions. His work is characterized as realism.

3. Re-orientation

He is considered as one of the Indonesian finest masters.

The types of recount :

1. Personal Recount

This usually retells an event that the writer was personally involved in.

2. Biography Recount

This usually retells accounts of a person's life.

3. Factual Recount

This records an incident, e.g. a science experiment, police report.

4. Imaginative Recount

The writer writes an imaginary role and giving details of events in the recount, e.g. a day in the life of a pirate, a story of a mango tree.

5. Historical Recount

This retells historical events in the past.

Read the following recount text and identify the generic structure, organization and language feature of the text!

Albert Einstein was born in 1879 in Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905 he also did some of his famous work in Physics. In 1919 he won the Noble Prize for Physics. Between 1919 and 1933 he lived in Germany had traveled a lot to talk other scientists. Then, in 1933 he had to leave Germany because of Hitler and the Nazy Party. He moved to United States from 1933 until his death. He lived in Princetown, New Jersey. He died on 18th April 1955.

Instruction : Please write a biography of famous person. You may choose a free topic about it. Develop your ideas into this form then develop it into a good writing. When you write, use the rubric below to ensure good quality of your writing.

- a. Content and Development
- b. Organization
- c. Sentence Structure
- d. Vocabulary
- e. Mechanics (Spelling, Punctuation, and Capitalization)

Name: _____ Date: _____

Orientation

_____ :

Event (s)

Re-orientation

FIRST MEETING

No	Activities	Mode	Time
1	<p>Pre- Activities</p> <ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Each students pay attention to what they are going to learn • Each students focus on the teacher explanation related to the material being learnt • Each students read a modeled text related to the topic being discussed and identify the structure and language features of the text given 	Class Tutorial	20 minutes
2	<p>Whilst- Activities</p> <ul style="list-style-type: none"> • Students create based on their creativity • Students are given some topics about the materials being learnt by showing them pictures of famous heroes and heroin • Each students discuss and share the topic with their friends in a group • Students are given the explanation about the mind mapping and they demonstrate the way how to create it • the students are assisted to create a mind mapping as a planning toward what they want to write • students are given the key word related to the topic • students are assisted to make an 	Class Project	60 minutes

	<p>outline based on the mind map that they already created</p> <ul style="list-style-type: none"> • students make draft based on their outline • students discuss what they have already written with their groups • students revise their draft and rewrite the revision • students are given feedback and encouragement toward their writing 		
	<p>Post Activities</p>		
	<ul style="list-style-type: none"> • students ask question toward the topic that they have already learned • Students summarize and conclude what have been learned • students are given homework to practice their writing 	<p>Concluding</p>	<p>10 minutes</p>

VIII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Power point
- ❖ Text Model (Recount Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

IX. Assessment

Analytical Scoring Rubric

Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Recount Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 2nd Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and proactive, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem
4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

1. Creating written simple recount text about a biography of a famous person by paying attention to the social function, text structure, and appropriate and contextual language features.

III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

IV. Learning Objectives

At the end of teaching and learning process the students are able to write a recount text about a biography of a famous person consists of the following criteria:

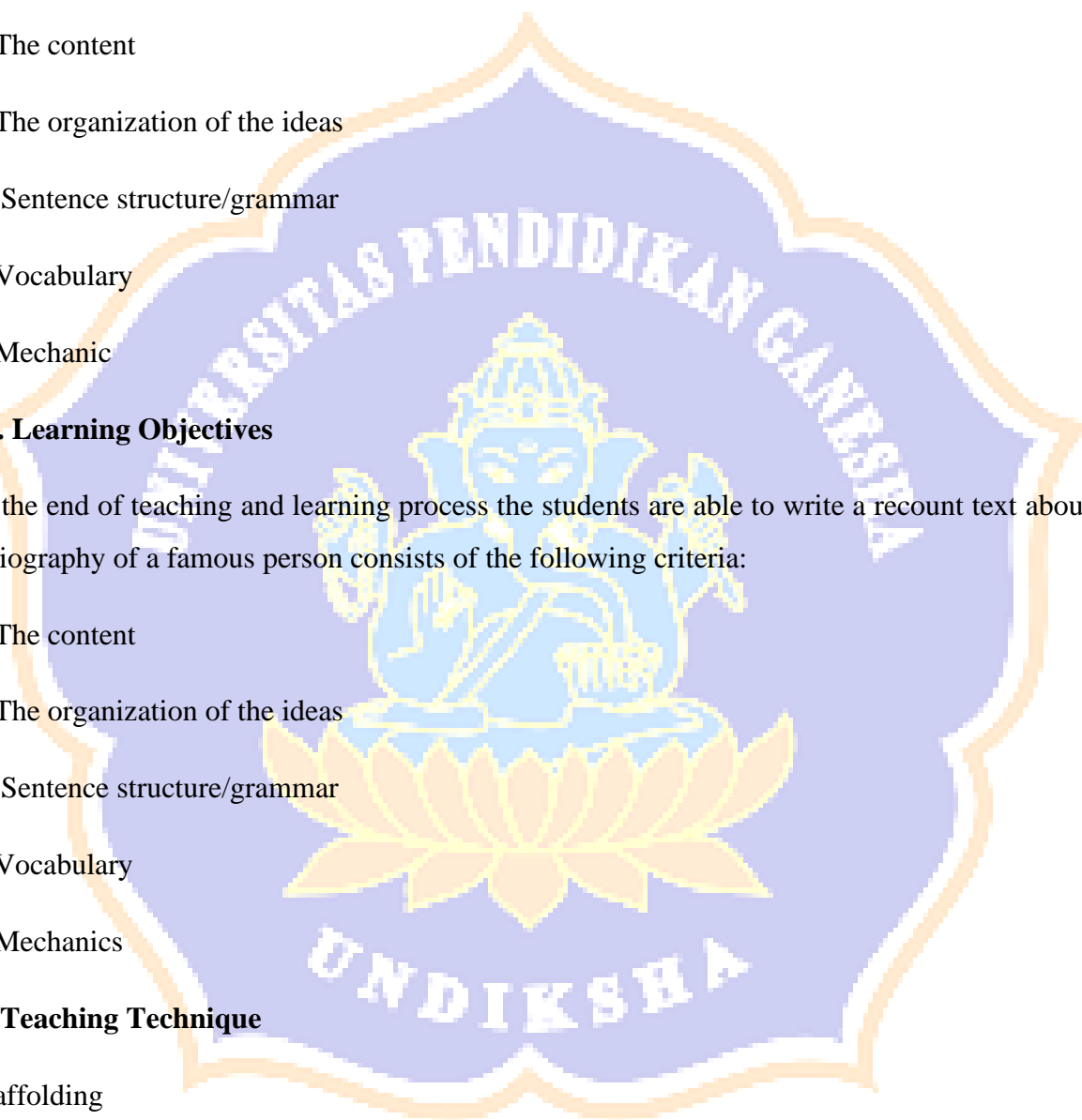
1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics

V. Teaching Technique

Scaffolding

VI. Teaching Material:

Recount Text



Questions :



1. Have you seen the pictures before?
2. What do you know about them?
3. What were their achievements during their life?



Read the following recount text and identify the generic structure, organization and language feature of the text!

Basuki Abdullah was an Indonesian painter. He was born on January 26, 1915 in Surakarta, Central Java. Painting had always been part of his childhood. His father was a painter, too. Basuki had studied art for two years at the Academia Voor Beeldende Kunsten in the Netherland. He went to many countries mostly Europe after his graduation. Between 1962-1976, he lived in Thailand. There he became a painter for the royal family. When he came to Indonesia, he participated in numerous solo and group exhibition. His work is characterized as realism. He considered as one of the Indonesian finest masters.

Please write a biography of famous person. You may choose a free topic about it. Develop your ideas into this form then develop it into a good writing. When you write, use the rubric below to ensure good quality of your writing.

- a. Content and Development
- b. Organization
- c. Sentence Structure
- d. Vocabulary
- e. Mechanics (Spelling, Punctuation, and Capitalization)

Name: _____	Date: _____
Orientation	
_____ :	
Event (s)	
_____	_____
_____	_____
_____	_____
Re-orientation	

VII. Learning Steps

SECOND MEETING			
No	Activities	Mode	Time
1	Pre- Activities		20 minutes
	<ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Students review the previous materials • Students are led to the topic being discussed by showing some pictures about a famous person • Students are asked several guided questions related to the pictures • Students read a text given by the teacher and identify the generic structure as well as the language features of the text given • Students pay attention to the teacher's explanation 	Class Tutorial	
2	Whilst- Activities		
	<ul style="list-style-type: none"> • students make a group of based on their creativity • Each students are free to choose the topic of writing to be developed into a recount text (biography of singer, family, actress, actor, painters, etc) • Each students are provided a form to write the pointers of their • Each students develop their idea organize it • each of the students are given time to 	Class Project	60 minutes

	<p>discuss and the ideas with others friends in their own groups and collect the information related to it</p> <ul style="list-style-type: none"> • Students present what they have written and revise their writing based on the teacher's correction • Students get the feedback from the teacher 		
	Post Activities		
	<ul style="list-style-type: none"> • students ask question toward the topic that they have already learned • Students summarize and conclude what have been learned • students are asked to practice their writing at home 	Concluding	10 minutes

VIII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Text Model (Recount Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

C. Assessment

Analytical Scoring Rubric

Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Narrative Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 3rd Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and proactive, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem
4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

1. Creating written simple narrative texts about story, legend, and myth by paying attention to the social function, text structure, and appropriate and contextual language features.

III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

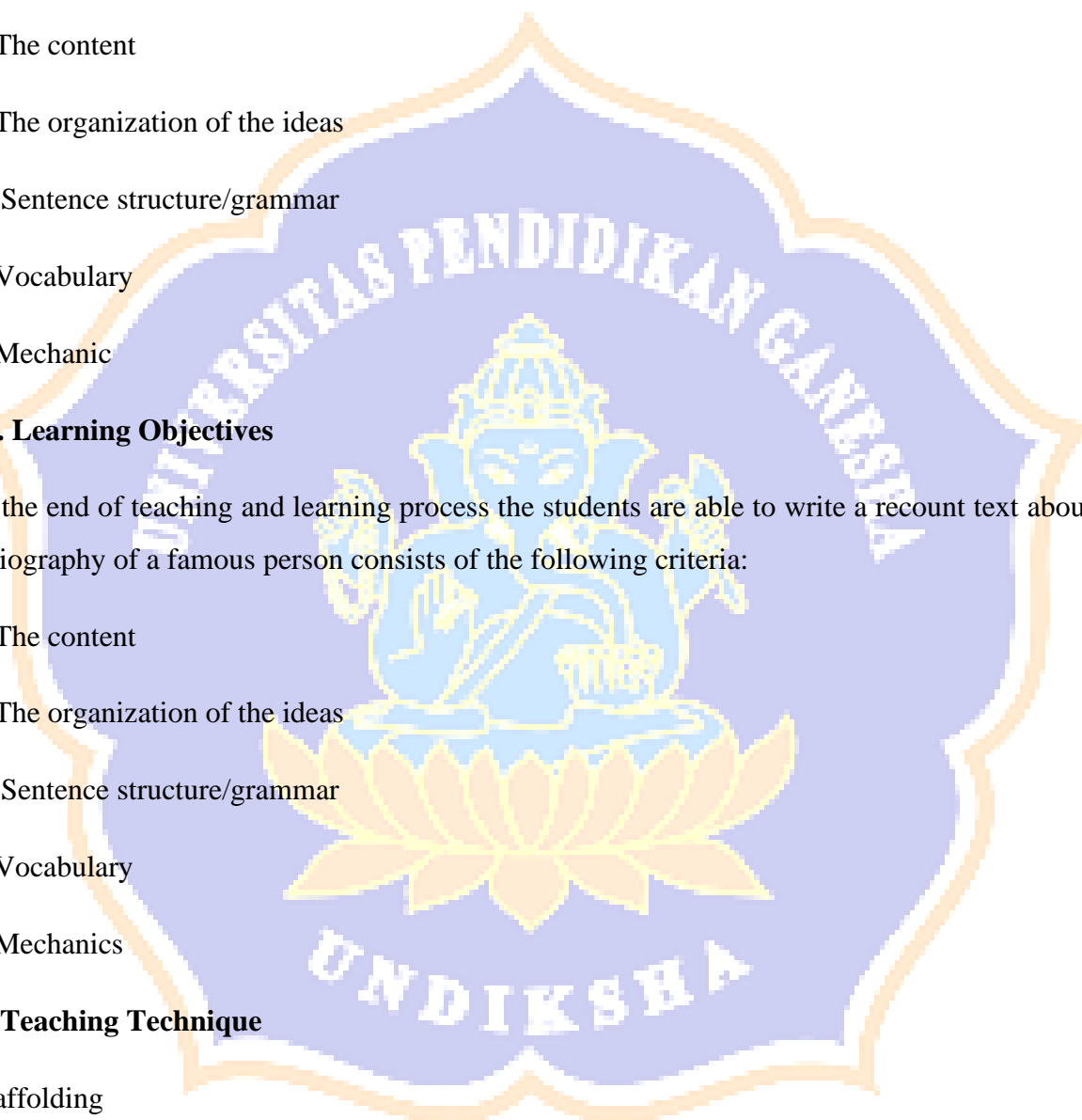
IV. Learning Objectives

At the end of teaching and learning process the students are able to write a recount text about a biography of a famous person consists of the following criteria:

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics

V. Teaching Technique

Scaffolding



VI. Teaching Material:

Narrative Text

I. Definition

Narrative paragraph is a paragraph that tells or relates of occurrences or a series of events or story. It requires us to tell what happened. In telling relating events, it is useful to organize the events in chronological order, or time sequence. It is important in narrative writing to show the reader the time relationship between sentences and ideas, clarifying the time relationship helps to achieve coherence.

II. Generic Structure and Language Feature of Narrative

A good narrative writing has to show correct generic structure. The generic structure can be categorized into four parts such as:

1. Orientation

It is called as the introduction of the story where the characters, setting, and time of the story are established.

2. Complication

This is where the problem or complication occurs that affect the time, setting, or characters.

3. Resolution

The problem (the crisis) is resolved, either happy ending or in sad (tragic) ending.

4. Re-orientation

This is closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

Narrative also has several language features such as:

- a. A narrative focuses on specific participants.
- b. There are many action verbs, verbal and mental processes
- c. Direct and indirect speeches are often used
- d. It usually uses past tense
- e. Linking words are used, related with time
- f. Descriptive language is used to create listener's or readers' imagination.
- g. Temporal conjunctions are also used.

III. How to Write A Good Narrative Paragraph

Considering to the process of writing narrative paragraph, there are several points which are needed to be given attention in order to write a good narration. They are described as follows:

- a. Think of an experience or event in your life which you feel a certain emotion strongly. Then, spending at least ten minutes to do pre-writing about the experience. Try to tell the readers as many details as you can think of that seemed related to the experience.
- b. Write out your thesis in a single sentence, underlying the emotion only focus on. Make a list of all the details involved in the experience and then arrange those details in chronological order.
- c. Use the list as the guidance. Prepare a draft of your paper. Use the time signals such as: *first*, *then*, *next*, *after that*, *during*, and *finally* to help connect details you move from the beginning to the middle.
- d. See if we divide out story into separate stage (what happen first, what happen next, and what finally happen).
- e. One good way to recreate an event is to include dialogue. Repeating what you have said or someone has said. It will help the writer to make situation come alive. In general, try to make the reader experience the event in the story.
- f. Make sure that our narration provides the accurate unity, support, and coherence. This means that the sentences must be logically order so the paragraph will be nice to be read.

IV. Detailed Information about Language Features of Narrative

❖ Noun Phrase and Adverbial Phrase

A phrase is a group of words which acts as a single unit in meaning and in grammar, and is not built round a verb. Phrases can have many different functions in a sentence. They are used as subjects, objects, complements, modifiers, or adverbial. A phrase is an expansion of one of the words inside it, which is called its head. For example, eyes are the head of the phrase “blue eyes”. The words that expand the head of a phrase its ‘modifier’, that is “blue” in “blue eyes”. It means that blue makes the meaning of eyes more precise instead of meaning simply ‘eyes’.

a. Noun Phrases

A noun phrase has a noun as its head. The modifier may be:

Determiners	He carried the bags
Possessives	She brought Tina’s bags
Adjectives	The heavy bags are downstairs
Prepositional phrases	The bridge over the river
Clauses	The pub we went to

b. Adverbial Phrases

Adverbial phrases have an adverb as their head. For example, **very quickly**

Like single adverbs, they modify verbs, adjectives or adverbs. For example :

He opened it extremely easily	extremely easily	modifies	Opened
I’ll do it quite soon	quite soon	modifies	Do
I ran so fast	so fast	modifies	Ran
He was quite unexpectedly kind	unexpectedly	modifies	kind
He came very surprisingly quickly	very surprisingly	modifies	quickly

❖ Action Verb, Saying verb, and Thinking Verb

A verb expresses what is happening in a sentence and locates it in time. In narrative text, students are introduced with three kinds of verbs namely, action verb, saying verbs, and thinking verbs.

1. Action verbs are verbs that express concrete actions. They are expressing action, something that a person, animal, force of nature, or thing can do. Look at the examples below :
 - a. Because of the spicy Jamaican pepper, John **reached** for his glass of iced tea.
Reaching is something that John can do—happily, if his mouth is on fire.
 - b. Tina watched pretty women in skimpy bikinis parading on the beach.
Watching is something that Tina can do.
 - c. The alarm clock buzzed like an angry bumblebee
Buzzing is something that the alarm clock can do—ringing hardly
2. Saying verbs are verbs that express spoken action. It is a part of action verb. Kinds of saying verb can be seen in the example below:
 - a. She talked to Malin Kundang in the previous night
 - b. They yelled to him
 - c. She suggested Malin Kundang for not leaving home.
3. Thinking verb express action that happens mentally such as, thoughts, ideas, or attitudes. The following is the example of thinking verbs.
 - a. Marry believed the story
 - b. Jack hesitated to cal her
 - c. Nyoman understood the use of thinking verb.

❖ Direct and Indirect Speech

We often have to give information about what people say or think. To do that you can use direct speech or indirect speech.

- a. Direct Speech: Saying exactly what someone has said.
It appears within quotation mark (“...”) and should be word by word.
- b. Indirect Speech: It does not use quotation marks to state what the person said and it does not have to be word by word.

Direct and Indirect Speech in Some Tenses

Tense	Direct Speech	Indirect Speech
Present	<u>Simple Present</u> (S+V1) He said, “I <i>work</i> hard” He said, “I <i>don’t go</i> there”	<u>Simple Past</u> (S+V2) He said that he <i>worked</i> hard He said that he <i>didn’t go</i> there
	<u>Present Continuous</u> (S+ am, is, are +Ving) He said, “ I <i>am working</i> ” He said, “I <i>am not going</i> there”	<u>Past Continuous</u> (S + was, were + Ving) He said that he <i>was working</i> He said that he <i>was not going</i> there
	<u>Present Perfect</u> (S + has/have +V3) He said, “I <i>have worked</i> hard” He said, “I <i>have not gone</i> there”	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
Past	<u>Simple Past</u> (S + V2) He said, “I <i>worked</i> hard” He said “I <i>didn’t go</i> there	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
	<u>Past Continuous</u> (S + was/were + Ving) He said, “I <i>was working</i> hard” He said, “I <i>was not going</i> there”	<u>Past Perfect Continuous</u> (S + had + been + Ving) He said that he <i>had been working</i> hard He said that he <i>had not been going</i> there

Future	<u>Simple Future</u> (S + will + V1) He said, “I <i>will work</i> hard” He said, “I <i>will not go</i> there”	<u>Past Future</u> (S + would + V1) He said that he <i>would work</i> hard He said that he <i>would not go</i> there
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VI. Writing Task I

Read the following narrative and identify the generic structure, organization and language feature of the text!

MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang’s father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is here”.

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well

dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Adapted from: <http://www.folkloreplus.org/story1.htm>

Please write a narrative text. You may choose a free topic about it. Develop your ideas into this form then develop it into a good writing. When you write, use the rubric below to ensure good quality of your writing.

1. Content and Development
2. Organization
3. Sentence Structure
4. Vocabulary
5. Mechanics (Spelling, Punctuation, and Capitalization)

NARRATIVE SCAFFOLD TEMPLATE

Title	:	_____
Author	:	_____
Theme	:	_____
Setting	:	_____

Main Character	:	

Conflict or Problem	:	

Resolution		



VII. Learning Steps			
THIRD MEETING			
No	Activities	Mode	Time
1	Pre- Activities	Class Tutorial	20 minutes
	<ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Students review about the previous materials by answering the teacher's questions • Students pay attention to the materials being taught (Narrative text) • Students observe the example of a narrative text • Students identify the generic structure of the text • Students identify the language features of the text given 		
2	Whilst- Activities	Class Project	60 minutes
	<ul style="list-style-type: none"> • students make a group of 5 by based on their creativity • each group are given a modeled text to be read • each group are free to choose the topics to be developed • students are given the example how to create a good narrative text • each students in a group start to write the pointers which provided by the teacher • students start writing a short narrative 		

	<p>text based on their outline and develop it into draft by modifying the example that they have read</p> <ul style="list-style-type: none"> • Students share their writing by presenting the writing in front of their own group • the students to revise their draft and rewrite the revision (teacher gives feedback toward their writing) 		
	Post Activities		
	<ul style="list-style-type: none"> • Students ask question toward unclear materials • Students summarize and conclude what have been learned • Gives students homework to practice their writing 	Concluding	10 minutes

VIII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Text Model (Narrative Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

IX. Assessment

Analytical Scoring Rubric

Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Narrative Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 4th Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and proactive, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem
4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

1. Creating written simple narrative texts about story, legend, and myth by paying attention to the social function, text structure, and appropriate and contextual language features.

III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

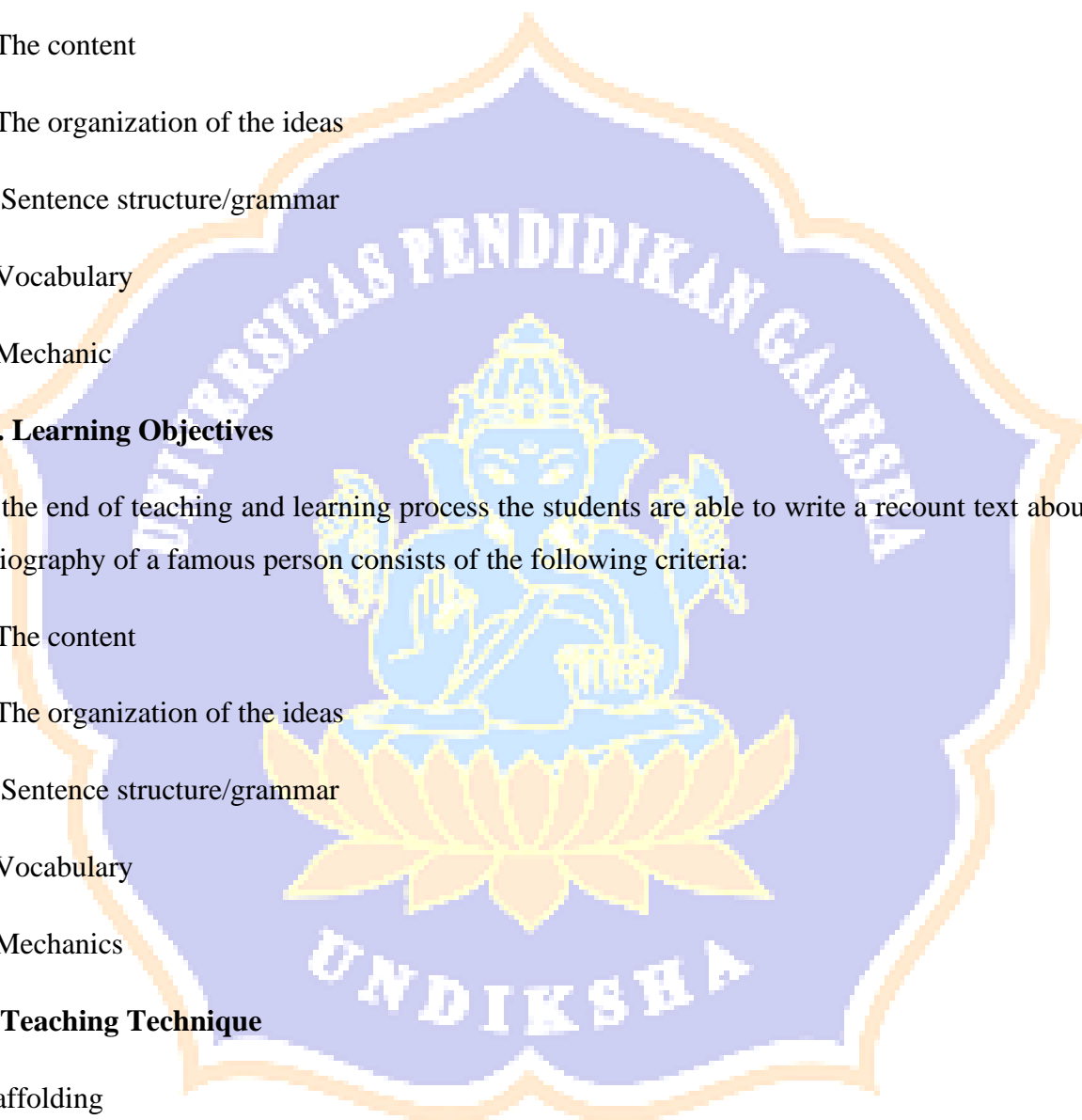
IV. Learning Objectives

At the end of teaching and learning process the students are able to write a recount text about a biography of a famous person consists of the following criteria:

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics

V. Teaching Technique

Scaffolding



VI. Teaching Material

Narrative Text

❖ Noun Phrase and Adverbial Phrase

A phrase is a group of words which acts as a single unit in meaning and in grammar, and is not built round a verb. Phrases can have many different functions in a sentence. They are used as subjects, objects, complements, modifiers, or adverbial. A phrase is an expansion of one of the words inside it, which is called its head. For example, eyes are the head of the phrase “blue eyes”. The words that expand the head of a phrase its ‘modifier’, that is “blue” in “blue eyes”. It means that blue makes the meaning of eyes more precise instead of meaning simply ‘eyes’.

c. Noun Phrases

A noun phrase has a noun as its head. The modifier may be:

Determiners	He carried the bags
Possessives	She brought Tina’s bags
Adjectives	The heavy bags are downstairs
Prepositional phrases	The bridge over the river
Clauses	The pub we went to

d. Adverbial Phrases

Adverbial phrases have an adverb as their head. For example, **very quickly**

Like single adverbs, they modify verbs, adjectives or adverbs. For example :

He opened it extremely easily	extremely easily	modifies	Opened
I’ll do it quite soon	quite soon	modifies	Do
I ran so fast	so fast	modifies	Ran
He was quite unexpectedly kind	unexpectedly	modifies	Kind
He came very surprisingly quickly	very surprisingly	modifies	Quickly

❖ Action Verb, Saying verb, and Thinking Verb

A verb expresses what is happening in a sentence and locates it in time. In narrative text, students are introduced with three kinds of verbs namely, action verb, saying verbs, and thinking verbs.

4. Action verbs are verbs that express concrete actions. They are expressing action, something that a person, animal, force of nature, or thing can do. Look at the examples below :

- a. Because of the spicy Jamaican pepper, John **reached** for his glass of iced tea.

Reaching is something that John can do—happily, if his mouth is on fire.

- b. Tina watched pretty women in skimpy bikinis parading on the beach.

Watching is something that Tina can do.

- c. The alarm clock buzzed like an angry bumblebee

Buzzing is something that the alarm clock can do—ringing hardly

5. Saying verbs are verbs that express spoken action. It is a part of action verb. Kinds of saying verb can be seen in the example below:

- a. She talked to Malin Kundang in the previous night
- b. They yelled to him
- c. She suggested Malin Kundang for not leaving home.

6. Thinking verb express action that happens mentally such as, thoughts, ideas, or attitudes. The following is the example of thinking verbs.

- a. Marry believed the story
- b. Jack hesitated to cal her
- c. Nyoman understood the use of thinking verb.

❖ Direct and Indirect Speech

We often have to give information about what people say or think. To do that you can use direct speech or indirect speech.

c. Direct Speech: Saying exactly what someone has said.

It appears within quotation mark (“...”) and should be word by word.

d. Indirect Speech: It does not use quotation marks to state what the person said and it does not have to be word by word.

Direct and Indirect Speech in Some Tenses

Tense	Direct Speech	Indirect Speech
Present	<u>Simple Present</u> (S+V1) He said, “I <i>work</i> hard” He said, “I <i>don’t go</i> there”	<u>Simple Past</u> (S+V2) He said that he <i>worked</i> hard He said that he <i>didn’t go</i> there
	<u>Present Continuous</u> (S+ am, is, are +Ving) He said, “ I <i>am working</i> ” He said, “I <i>am not going</i> there”	<u>Past Continuous</u> (S + was, were + Ving) He said that he <i>was working</i> He said that he <i>was not going</i> there
	<u>Present Perfect</u> (S + has/have +V3) He said, “I <i>have worked</i> hard” He said, “I <i>have not gone</i> there”	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
Past	<u>Simple Past</u> (S + V2) He said, “I <i>worked</i> hard” He said “I <i>didn’t go</i> there	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
	<u>Past Continuous</u> (S + was/were + Ving) He said, “I <i>was working</i> hard” He said, “I <i>was not going</i> there”	<u>Past Perfect Continuous</u> (S + had + been + Ving) He said that he <i>had been working</i> hard He said that he <i>had not been going</i> there

	<u>Simple Future</u>	<u>Past Future</u>
Future	(S + will + V1)	(S + would + V1)
	He said, "I <i>will work</i> hard"	He said that he <i>would work</i> hard
	He said, "I <i>will not go</i> there"	He said that he <i>would not go</i> there

V. Writing Task I

Read the following narrative and identify the generic structure, organization and language feature of the text!

Cinderella

Once upon a time there lived an unhappy young girl. Her mother was dead and her father had married a widow with two daughters.

Her stepmother didn't like her one little bit. All her kind thoughts and loving touches were for her own daughters. Nothing was too good for them - dresses, shoes, delicious food, soft beds, and every home comfort. But, for the poor unhappy girl, there was nothing at all.

No dresses, only her stepsisters' hand-me-downs. No lovely dishes, nothing but scraps. No rest and no comfort. She had to work hard all day.

One day, she does not allow coming to the ball party. She also does not have any good clothes. Cinderella, even dressed in old rags, was a lovely girl. While her stepsisters, no matter how splendid and elegant their clothes, were still clumsy, lumpy and ugly and always would be.

One day, beautiful new dresses arrived at the house. A ball was to be held at the palace and the stepsisters were getting ready to go. Cinderella didn't even dare ask if she could go too. She knew very well what the answer would be: You? You're staying at home to wash the dishes, scrub the floors and turn down the beds for your stepsisters. They will come home tired and very sleepy.

Suddenly something amazing happened. As Cinderella was sitting all alone, there was a burst of light and a fairy appeared. . Don't be alarmed, Cinderella,. said the fairy. . I know you would love to go to the ball.

The servants will turn me away! The fairy smiled. With a flick of her magic wand Cinderella found herself wearing the most beautiful dress she had ever seen. . Quick! Get me a pumpkin!

You, bring me seven mice, and, remember they must be alive! The fairy smiled. With a flick of her magic wand Cinderella found herself wearing the most beautiful dress she had ever seen. . Cinderella, rushing away.

You, bring me seven mice, and, remember they must be alive!.Cinderella soon returned with the pumpkin and the cat with seven mice he had caught in the cellar. With a flick of the magic wand the pumpkin turned into a sparkling coach and the mice became six white horses, while the seventh mouse turned into a coachman in a smart uniform and carrying a whip. Cinderella could hardly believe her eyes.

Cinderella had a wonderful time at the ball until she heard the first stroke of midnight! She remembered what the fairy had said, and without a word of goodbye she slipped from the Prince's arms and ran down the steps.

As she ran she lost one of her slippers, but not for a moment did she dream of stopping to pick it up! If the last stroke of midnight were to sound... oh... what a disaster that would be! Out she fled and vanished into the night.

The Prince, who was now madly in love with her, picked up the slipper and said to his ministers, "Go and search everywhere for the girl whose foot this slipper fits. I will never be content until I find her!" So the ministers tried the slipper on the foot of every girl in the land until only Cinderella was left.

That awful untidy girl simply cannot have been at the ball, snapped the stepmother. . Tell the Prince he ought to marry one of my two daughters! Can't you see how ugly Cinderella is?. But, to everyone, amazement, the shoe fitted perfectly. So, Cinderella married the Prince and lived happily ever.

CINDERELLA CHARACTERS



Answer these following questions!

What is/are your favorite character (s)?

Why do you like she /he/ them?

What are the best words that can be used to describe the characters?

What is the story about?

What is the moral value of this story?

Name: _____ Date: _____

NARRATIVE SCAFFOLD

Title : _____

Theme : _____

Setting : _____

Main Character :

Conflict or Problem :

Events:

1.

2.

3.

Conclusion:

Please arrange these following pictures and start to write its story!



VI. Learning Steps

FOURTH MEETING			
No	Activities	Mode	Time
1	Pre- Activities		20 minutes
	<ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Students collect their homework • Students review about the previous materials by answering the teacher's questions • Students pay attention to the materials given by the teacher • Students observe the example of a narrative text • Students identify the generic structure of the text • Students identify the language features of the text given 	Class Tutorial	
2	Whilst- Activities		60 minutes
	<ul style="list-style-type: none"> • Students get a series of pictures from the teacher • Students work in peer and arrange the pictures into a good arrangement of a narrative story • Students start to create their writing by writing key points on the template provided by the teacher • Students start make the outline of the story based on the pictures that they got • Students are free to discuss and share 	Class Project	

	<p>the ideas with their peer</p> <ul style="list-style-type: none"> • Students share their writing by presenting the writing in front of the class • the students to revise their draft and rewrite the revision (teacher gives feedback toward their writing) 		
	Post Activities		
	<ul style="list-style-type: none"> • Students ask question toward unclear materials • Students summarize and conclude what have been learned 	Concluding	10 minutes

VIII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Text Model (Narrative Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

IX. Assessment

Analytical Scoring Rubric

Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Narrative Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 5th Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and proactive, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem
4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

1. Creating written simple narrative texts about story, legend, and myth by paying attention to the social function, text structure, and appropriate and contextual language features.

III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

IV. Learning Objectives

At the end of teaching and learning process the students are able to write a recount text about a biography of a famous person consists of the following criteria:

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics

V. Teaching Technique

Scaffolding

VI. Teaching Material

Narrative Text

VI. Detailed Information about Language Features of Narrative

❖ Direct and Indirect Speech

We often have to give information about what people say or think. To do that you can use direct speech or indirect speech.

- e. Direct Speech: Saying exactly what someone has said.
It appears within quotation mark (“...”) and should be word by word.
- f. Indirect Speech: It does not use quotation marks to state what the person said and it does not have to be word by word.

Direct and Indirect Speech in Some Tenses

Tense	Direct Speech	Indirect Speech
Present	<u>Simple Present</u> (S+V1) He said, “I <i>work</i> hard” He said, “I <i>don’t go</i> there”	<u>Simple Past</u> (S+V2) He said that he <i>worked</i> hard He said that he <i>didn’t go</i> there
	<u>Present Continuous</u> (S+ am, is, are +Ving) He said, “ I <i>am working</i> ” He said, “I <i>am not going</i> there”	<u>Past Continuous</u> (S + was, were + Ving) He said that he <i>was working</i> He said that he <i>was not going</i> there
	<u>Present Perfect</u> (S + has/have +V3) He said, “I <i>have worked</i> hard” He said, “I <i>have not gone</i> there”	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
Past	<u>Simple Past</u> (S + V2) He said, “I <i>worked</i> hard” He said “I <i>didn’t go</i> there	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
	<u>Past Continuous</u> (S + was/were + Ving) He said, “I <i>was working</i> hard” He said, “I <i>was not going</i> there”	<u>Past Perfect Continuous</u> (S + had + been + Ving) He said that he <i>had been working</i> hard He said that he <i>had not been going</i> there
Future	<u>Simple Future</u> (S + will + V1) He said, “I <i>will work</i> hard” He said, “I <i>will not go</i> there”	<u>Past Future</u> (S + would + V1) He said that he <i>would work</i> hard He said that he <i>would not go</i> there

VII. Writing Task I

Read the following narrative and identify the generic structure, organization and language feature of the text!

THE HAWK, THE HEN, AND THE ROOSTER

Long time ago, there was a Hawk, a Hen, and a Rooster. They lived in a small forest near the village.

One day, a Hawk was flying high in the sky. He looked down and saw a pretty Hen. A Hawk who fell in love with a Hen. “What a pretty bird. I would love to go talk to her,” said The Hawk. The Hawk flew down from the sky and met The Hen. “Oh my dear Hen, you look so beautiful,” said The Hawk. “And my dear Hawk, you are so handsome,” The Hen replied. “Will you marry me ?” asked The Hawk. “We can fly to wonderful places. We can also live in a beautiful house together.”

The Hen smiled at The Hawk. The Hen loved the brave, strong Hawk and wished to marry him. “Oh, I would love too. But I only have these little feathers and I can’t fly as high as you can. You must teach me how to fly.” She said. “I will find you better feathers and I will teach you how to fly like me. Then we can fly together,” said The Hawk.

Before The Hawk went away. He gave The Hen a ring. He put it around her neck. “Oh, what a beautiful a ring!” cried The Hen. “This ring is to show that you have promised to marry me,” said The hawk. The Hen and The Hawk were both very happy. The Hawk gave The Hen a peck on her beak. “I will be back with your feathers!” he shouted as he flew into the sky.

The next day, The Hen ran into A Rooster. “What is that around your neck ?” he asked. “It is the ring The Hawk gave me, I will be his wife,” said The Hen. “No, you won’t! Hens can’t marry Hawks. Chickens can only marry other chickens and didn’t you tell The hawk you had already promised to marry me before ?” said The Rooster. “ Oh my God, I’m sorry Rooster, I forgot the promised I made you,” said The Hen. “I don’t want to hear your reason. Throw that ring away now!” shouted The rooster angrily. The hen was so frightened at The Rooster’s anger that she threw away the ring as soon as possible.

A few days later, The Hawk came to see The Hen. He was carrying a dress. It was made of beautiful feathers. It was happy that The Hen would now have feathers like him.

“Here are the feathers I promised,” said The Hawk. He gave her the dress with a big smile on his face. Then he looked at the Hen’s neck. There was no ring. “But...but....but where is your ring?”. “I’m sorry my dear. She can’t marry Hawks. The rooster threw the ring away,” said the Hen. “How could you!” The Hawk began to try. “You have made me so sad. Why didn’t you tell me earlier?. You should look for the ring in the dirt,” said The Hawk. “What what if I can’t find it?” asked The Hen. “If you don’t find the ring, I will eat you and I will always flying above you to catch your children,” said The Hawk

To this day, chickens have been pecking a ground. Trying to find that very ring and until now chicken can’t fly high.

Please arrange these following pictures into a good arrangement and start writing its story by your own imagination!



VI. Learning Steps

FIFTH MEETING			
No	Activities	Mode	Time
1	Pre- Activities		20 minutes
	<ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Students review about the previous materials by answering the teacher's questions • Students pay attention to the materials being taught (Narrative text in form of fable) • Students observe the example of a narrative text • Students identify the generic structure of the text • Students identify the language features of the text given 	Class Tutorial	
2	Whilst- Activities		
	<ul style="list-style-type: none"> • Students watch the video of narrative story in form of fable • Students are guided with several questions related to it • Students start to write a short narrative text in form of fable by creating a mind map • Students modify the story they watched by developing the mind map into an outline • Students start to write the draft and 	Class Project	60 minutes

	<p>organize it into a good paragraph based on the teacher's guidance</p> <ul style="list-style-type: none"> • Students share their writing to the others and the others give comment • the students revise their draft and rewrite the revision (teacher gives feedback toward their writing) 		
	Post Activities		
	<ul style="list-style-type: none"> • Students ask question toward unclear materials • Students summarize and conclude what have been learned 	Concluding	10 minutes

VIII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Text Model (Narrative Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

IX. Assessment

Analytical Scoring Rubric

Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Narrative Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 6th Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and proactive, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem
4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

Creating written simple narrative texts about story, legend, and myth by paying attention to the social function, text structure, and appropriate and contextual language features.

III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

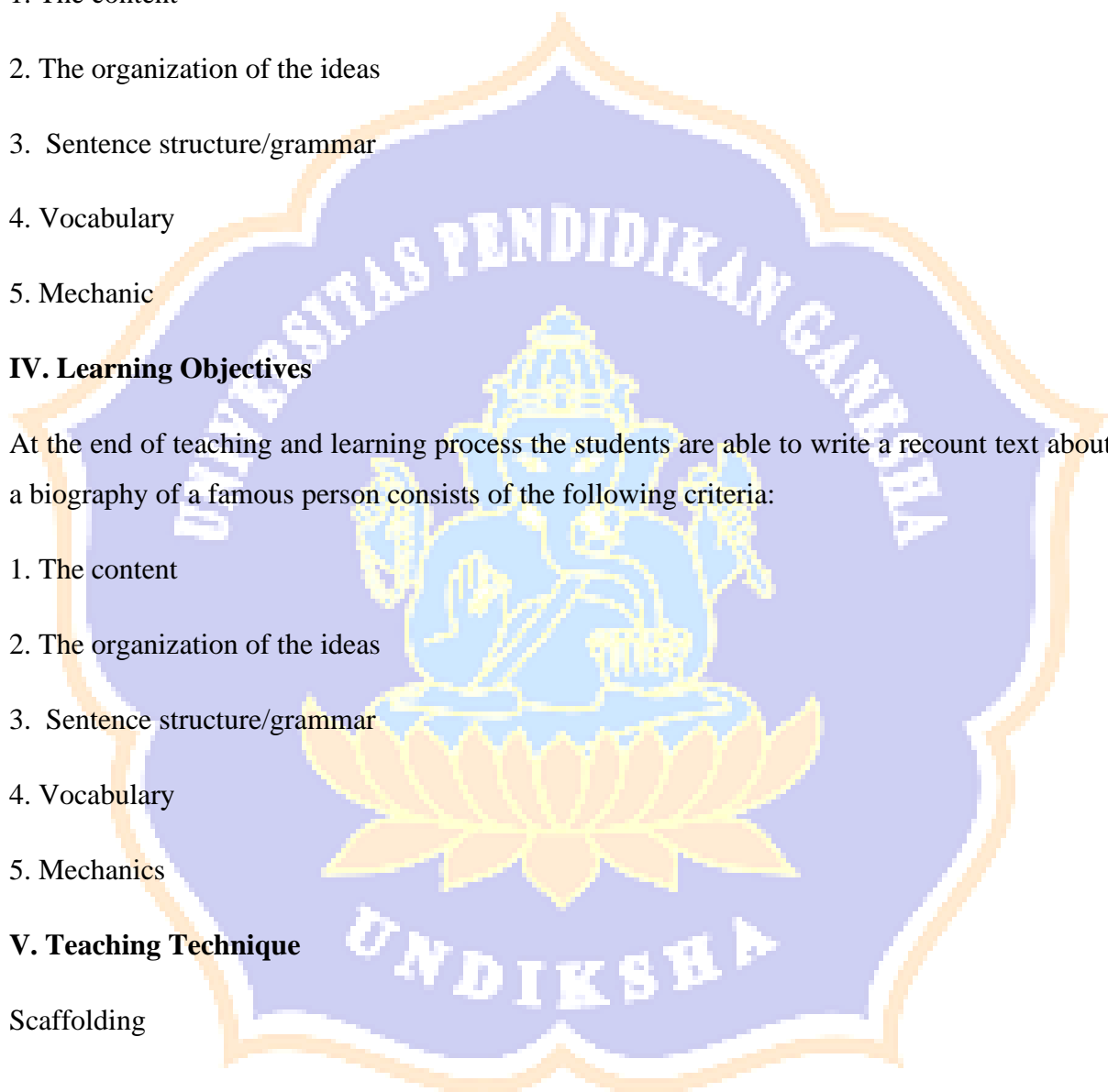
IV. Learning Objectives

At the end of teaching and learning process the students are able to write a recount text about a biography of a famous person consists of the following criteria:

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics

V. Teaching Technique

Scaffolding



VI. Teaching Material

Narrative Text

❖ Direct and Indirect Speech

We often have to give information about what people say or think. To do that you can use direct speech or indirect speech.

g. Direct Speech: Saying exactly what someone has said.

It appears within quotation mark (“...”) and should be word by word.

h. Indirect Speech: It does not use quotation marks to state what the person said and it does not have to be word by word.

Direct and Indirect Speech in Some Tenses

Tense	Direct Speech	Indirect Speech
Present	<u>Simple Present</u> (S+V1) He said, “I <i>work</i> hard” He said, “I <i>don’t go</i> there”	<u>Simple Past</u> (S+V2) He said that he <i>worked</i> hard He said that he <i>didn’t go</i> there
	<u>Present Continuous</u> (S+ am, is, are +Ving) He said, “ I <i>am working</i> ” He said, “I <i>am not going</i> there”	<u>Past Continuous</u> (S + was, were + Ving) He said that he <i>was working</i> He said that he <i>was not going</i> there
	<u>Present Perfect</u> (S + has/have + V3) He said, “I <i>have worked</i> hard” He said, “I <i>have not gone</i> there”	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
Past	<u>Simple Past</u> (S + V2) He said, “I <i>worked</i> hard” He said “I <i>didn’t go</i> there	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
	<u>Past Continuous</u> (S + was/were + Ving) He said, “I <i>was working</i> hard”	<u>Past Perfect Continuous</u> (S + had + been + Ving)

	He said, "I <i>was not going</i> there"	He said that he <i>had been working</i> hard He said that he <i>had not been going</i> there
Future	<u>Simple Future</u> (S + will + V1) He said, "I <i>will work</i> hard" He said, "I <i>will not go</i> there"	<u>Past Future</u> (S + would + V1) He said that he <i>would work</i> hard He said that he <i>would not go</i> there

VIII. Writing Task I

Read the following narrative and identify the generic structure, organization and language feature of the text!

The Legend of RawaPening

Once, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave. This old woman gave him a "lesung" a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself. Suddenly, from thee hole left by stick. Water spouted out. It did not stop until it flooded the villages and no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As he told him, he used the "lesung" as a boat and picked up the old woman. It is known as rawapening lake in salatiga. Central java. Indonesia

VIII. Learning Steps

SIXTH MEETING			
No	Activities	Mode	Time
1	Pre- Activities		20 minutes
	<ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Students review about the previous materials by answering the teacher's questions • Students pay attention to the materials being taught (Narrative text) • Students observe the example of a narrative text in form of legend • Students identify the generic structure of the text • Students identify the language features of the text given 	Class Tutorial	
2	Whilst- Activities		60 minutes
	<ul style="list-style-type: none"> • Students watch the video of narrative story in form of legend • Students are guided with several questions related to it • Students start to write a short narrative text in form of legend by creating a mind mapping • Students write the outline of the story they watched by modifying the characters, setting, and the ending of the story • Students start to write the draft and 	Class Project	

	<p>organize it into a good paragraph</p> <ul style="list-style-type: none"> • Students share their writing to the others and the others give comment • the students revise their draft and rewrite the revision (teacher gives feedback toward their writing) 		
	Post Activities		
	<ul style="list-style-type: none"> • Students ask question toward unclear materials • Students summarize and conclude what have been learned 	Concluding	10 minutes

VIII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Text Model (Narrative Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

IX. Assessment

Analytical Scoring Rubric

Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Narrative Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 7th Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and proactive, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem
4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

Creating written simple narrative texts about story, legend, and myth by paying attention to the social function, text structure, and appropriate and contextual language features.

III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

IV. Learning Objectives

At the end of teaching and learning process the students are able to write a recount text about a biography of a famous person consists of the following criteria:

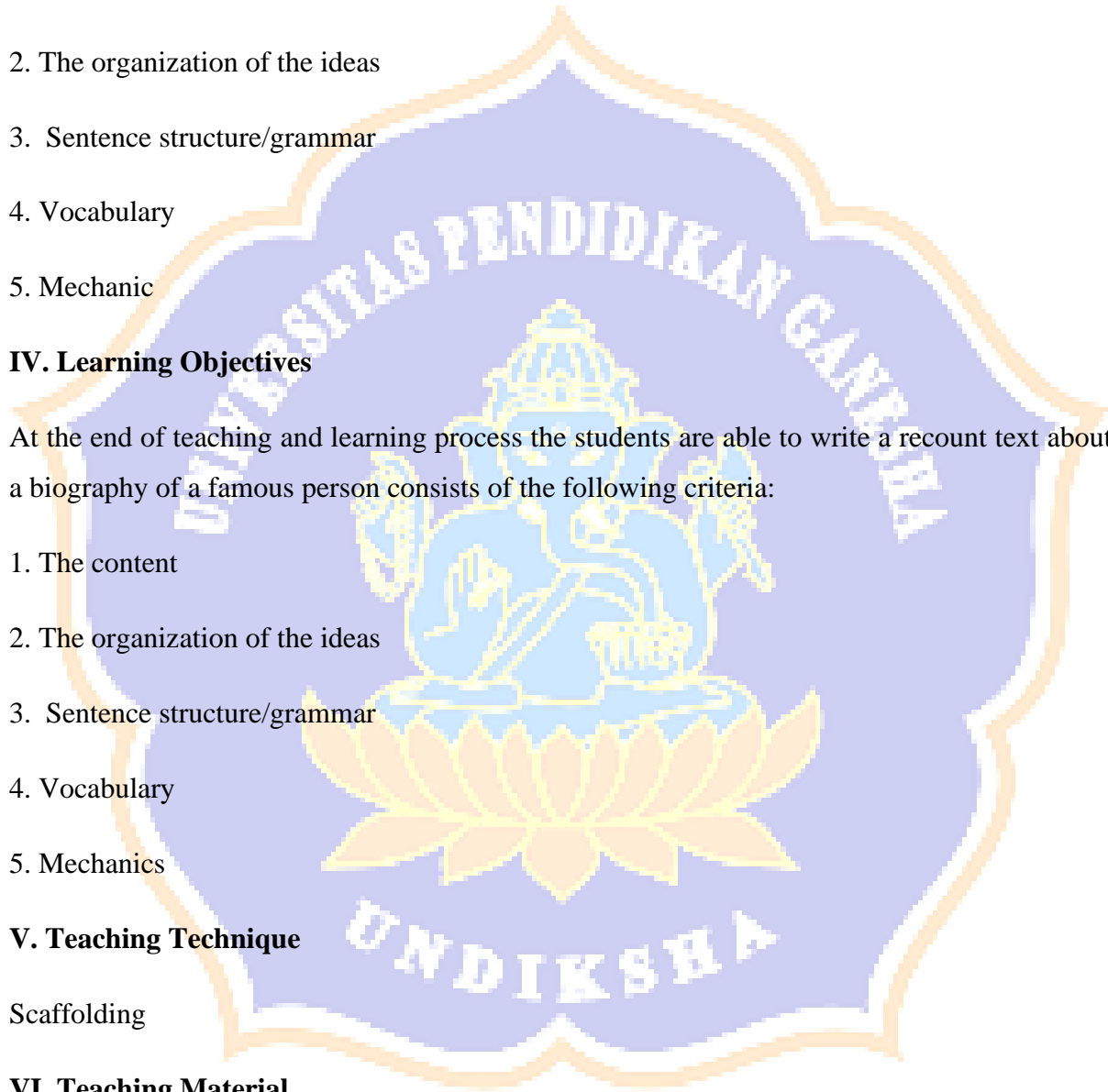
1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics

V. Teaching Technique

Scaffolding

VI. Teaching Material

Example of Narrative Text



Before you write a fable, let read the example of narrative text then identify the structure as well as the language feature used!

The Kind Duck and the Poor Frog

On summer day, a duck decided to go to a river for a picnic. She brought a lot of food. She sat down on the river bank and put the food in front of her.

Suddenly, she heard a small voice. It said, “You are not going to eat all that food yourself, are you?”

The duck looked up and saw a frog sitting at the water’s edge.

“Please give me some of it. I’m very poor and hungry,” pleaded the frog wiping a tear from his eyes.

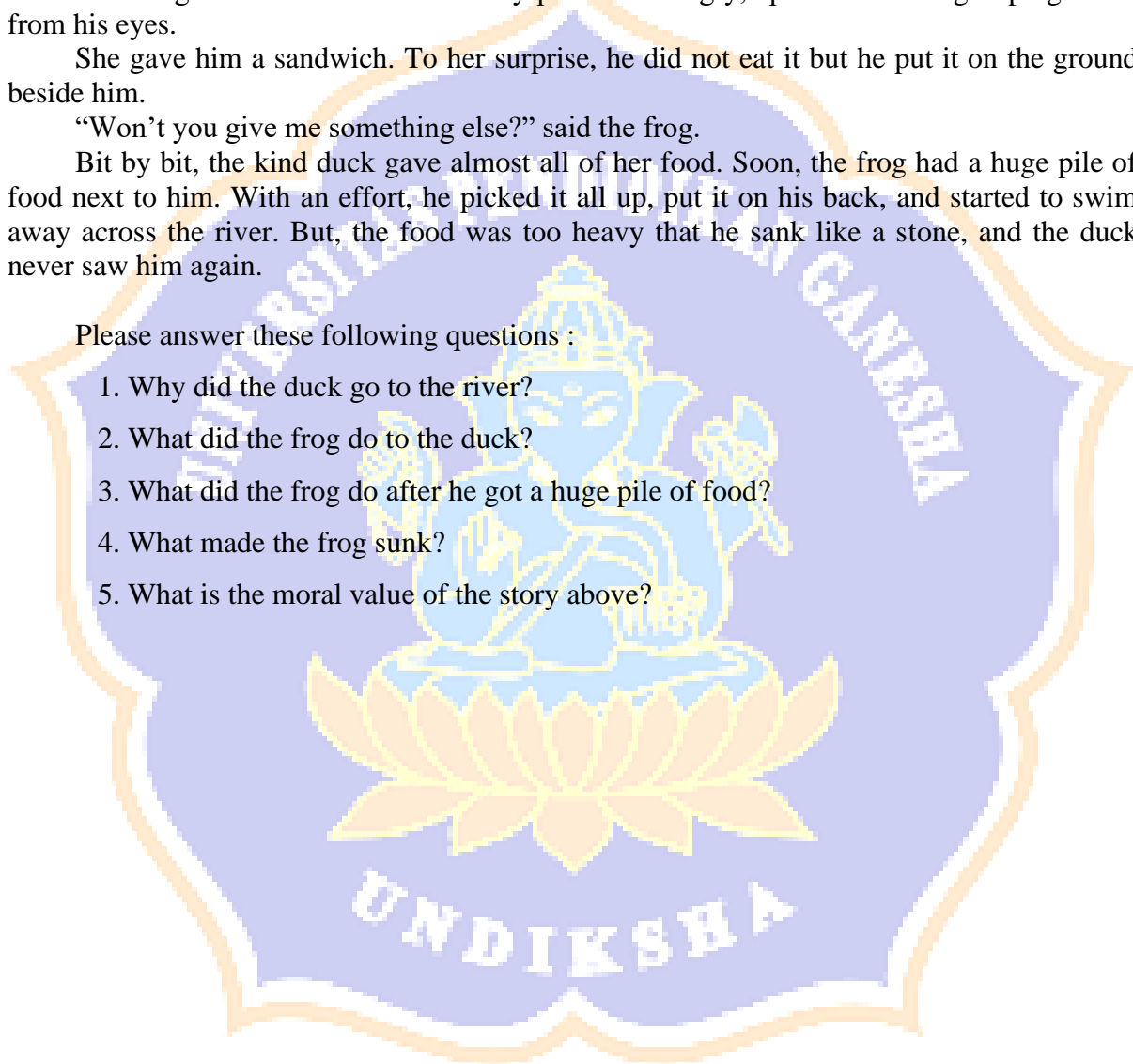
She gave him a sandwich. To her surprise, he did not eat it but he put it on the ground beside him.

“Won’t you give me something else?” said the frog.

Bit by bit, the kind duck gave almost all of her food. Soon, the frog had a huge pile of food next to him. With an effort, he picked it all up, put it on his back, and started to swim away across the river. But, the food was too heavy that he sank like a stone, and the duck never saw him again.

Please answer these following questions :

1. Why did the duck go to the river?
2. What did the frog do to the duck?
3. What did the frog do after he got a huge pile of food?
4. What made the frog sunk?
5. What is the moral value of the story above?



VII. Learning Steps

SEVENTH MEETING			
No	Activities	Mode	Time
1	Pre- Activities		20 minutes
	<ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Students review about the previous materials by answering the teacher's questions • Students observe the example of a narrative text in form of fable given by the teacher • Students identify the generic structure of the text • Students identify the language features of the text given • Students answer the following questions 	Class Tutorial	
2	Whilst- Activities		
	<ul style="list-style-type: none"> • Students start to write a short narrative text in form of fable by creating a mind mapping first • Students write the outline of the story they watched by the setting, title, characters, problem, etc • Students start to write the draft and organize it into a good paragraph • Students share their writing to the others and the others give comment • the students revise their draft and 	Class Project	60 minutes

	rewrite the revision (teacher gives feedback toward their writing)		
	Post Activities		
	<ul style="list-style-type: none"> • Students ask question toward unclear materials • Students summarize and conclude what have been learned 	Concluding	10 minutes

VIII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Text Model (Narrative Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

IX. Assessment

Analytical Scoring Rubric



Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Narrative Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 8th Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and proactive, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem
4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

Creating written simple narrative texts about story, fable, legend, and myth by paying attention to the social function, text structure, and appropriate and contextual language features.

III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

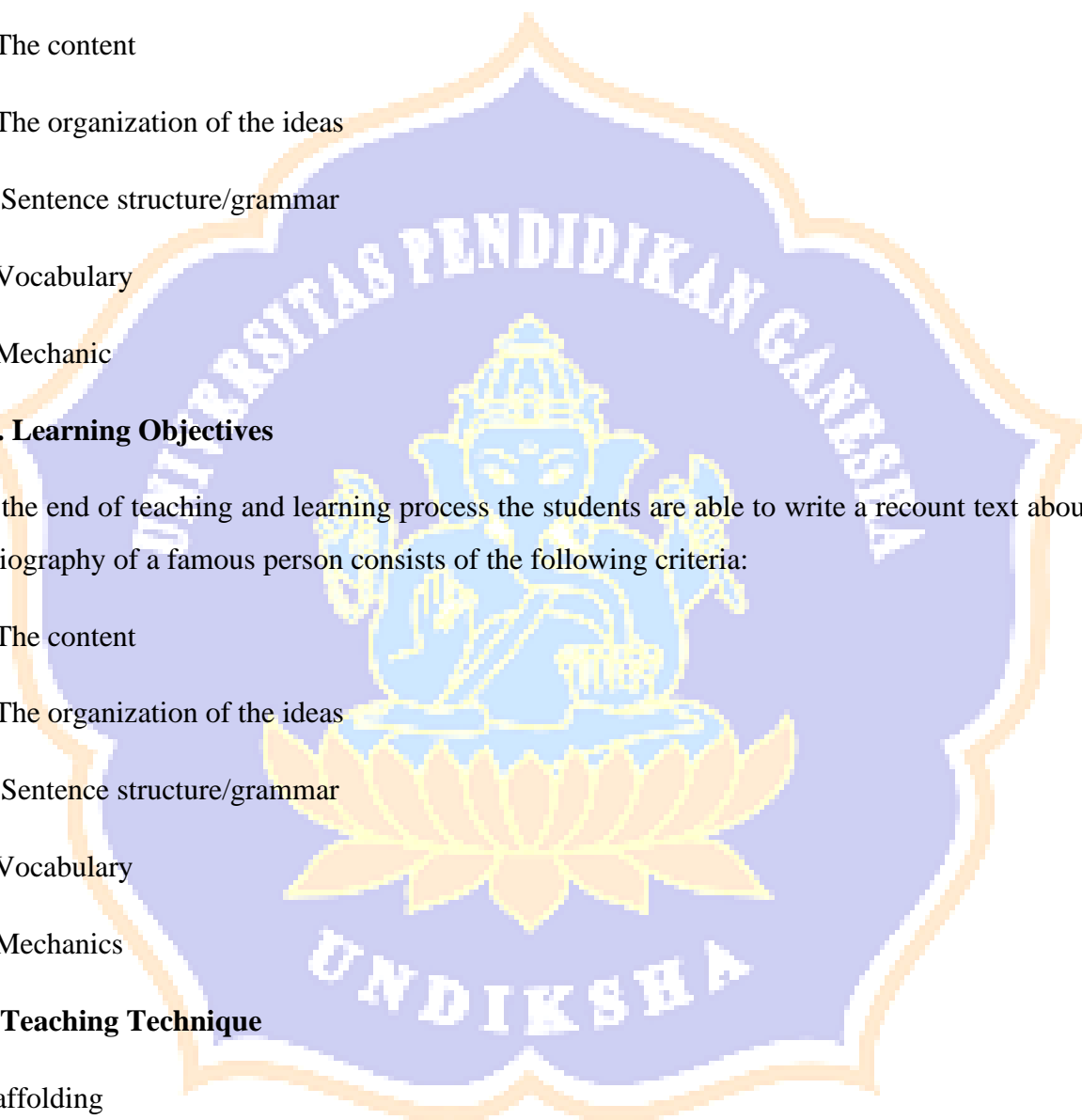
IV. Learning Objectives

At the end of teaching and learning process the students are able to write a recount text about a biography of a famous person consists of the following criteria:

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics

V. Teaching Technique

Scaffolding



VI. Teaching Material:

Narrative Text

❖ Direct and Indirect Speech

We often have to give information about what people say or think. To do that you can use direct speech or indirect speech.

a. Direct Speech: Saying exactly what someone has said.

It appears within quotation mark (“..”) and should be word by word.

b. Indirect Speech: It does not use quotation marks to state what the person said and it does not have to be word by word.

❖ Direct and Indirect Speech in Some Tenses

Tense	Direct Speech	Indirect Speech
Present	<u>Simple Present</u> (S+V1) He said, “I <i>work</i> hard” He said, “I <i>don’t go</i> there”	<u>Simple Past</u> (S+V2) He said that he <i>worked</i> hard He said that he <i>didn’t go</i> there
	<u>Present Continuous</u> (S+ am, is, are +Ving) He said, “ I <i>am working</i> ” He said, “I <i>am not going</i> there”	<u>Past Continuous</u> (S + was, were + Ving) He said that he <i>was working</i> He said that he <i>was not going</i> there
	<u>Present Perfect</u> (S + has/have + V3) He said, “I <i>have worked</i> hard” He said, “I <i>have not gone</i> there”	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
Past	<u>Simple Past</u> (S + V2) He said, “I <i>worked</i> hard” He said “I <i>didn’t go</i> there	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
	<u>Past Continuous</u> (S + was/were + Ving) He said, “I <i>was working</i> hard”	<u>Past Perfect Continuous</u> (S + had + been + Ving)

	He said, "I <i>was not going</i> there"	He said that he <i>had been working</i> hard He said that he <i>had not been going</i> there
Future	<u>Simple Future</u> (S + will + V1) He said, "I <i>will work</i> hard" He said, "I <i>will not go</i> there"	<u>Past Future</u> (S + would + V1) He said that he <i>would work</i> hard He said that he <i>would not go</i> there

The example of Narrative Text

Once upon a time, King Rock brought his best knights and soldiers to besiege Vernon castle. They surrounded the castle for days, trapping the Lord Vernon inside. However, they refused to surrender. They fought hard to defend their castle.

One day, Sir Paul, a brave and courageous knight, put on a disguise and went out of Vernon castle. He walked stealthily to enter the King's camp. However, he was discovered by the king's soldiers. They chased after him shouting, "A spy! A spy!"

Sir Thomson, one of the king's knights, caught him. They fought boldly. Sir Paul tried to run away quickly to the Vernon castle. However, Sir Thomson could catch up with him again.

Just as he was about to stab Sir Paul with his sword, he heard someone screaming. "Please, don't kill him." his sister, Lady Etvia screamed.

"Both of you are brave knights," Lady Etvia said in tears. "This war has been fought by brave and chivalrous knights and soldiers. But, we women and children suffer because of the war. We are starving because there is no food to eat."

"Paul, don't you remember how Sir Thomson spared your life in the fight earlier?"

"You're right, Etvia. He is my friend who is such an honourable knight. I will not kill him."

"Thank you very much, wise lady," said Sir Thomson.

"I am glad that my brother and you are friends now, Sir Paul," replied Lady Etvia.

Hearing this, King Rock and Lord Vernon agreed to stop fighting too. The lady smiled, and then her body turned into a beautiful golden dove.

The beautiful and wise lady had shown them the value of peace and friendship.

Questions:

1. What are stated in the orientation part of this text?
2. Which of the paragraph shows conflicts?
3. Resolution(s) are found in which paragraph(s)?
4. What is the rhetorical movement of the text above?
5. Each rhetorical movement shown by which paragraph?
6. What are the conflicts that you find in the text above?
7. What are the resolutions for the conflicts?
8. Which sentence shows the resolution part of the above text?
9. What is the moral value that we can get from the story above?
10. Why did King Rock and Lord Vernon agree to stop fighting?



VII. Learning Steps

EIGHT MEETING			
No	Activities	Mode	Time
1	Pre- Activities		20 minutes
	<ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Students review about the previous materials by answering the teacher's questions • Students pay attention to the materials being taught • Students observe the example of a narrative text in form of folk tale • Students answer the following question provided by the teacher • Students identify the generic structure of the text • Students identify the language features of the text given 	Class Tutorial	
2	Whilst- Activities		60 minutes
	<ul style="list-style-type: none"> • Each students start to write a short narrative text in form of folk tale by creating a mind mapping. They are free to choose the topics 	Class Project	

	<ul style="list-style-type: none"> • Students write the outline of the story they watched by modifying the setting, title, characters, problem, etc • Students start to write the draft and organize it into a good paragraph • Students share their writing to the others in their own group and the others give comment • the students revise their draft and rewrite the revision (teacher gives feedback toward their writing) 		
	<p>Post Activities</p>		
	<ul style="list-style-type: none"> • Students ask question toward unclear materials • Students summarize and conclude what have been learned 	<p>Concluding</p>	<p>10 minutes</p>

VIII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Text Model (Narrative Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

IX. Assessment

Analytical Scoring Rubric



Appendix 17

Lesson Plan of Control Group
Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Recount Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 1st Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and proactive, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem
4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

Creating written simple recount text about a biography of a famous person by paying attention to the social function, text structure, and appropriate and contextual language features.

III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

IV. Learning Objectives

At the end of teaching and learning process the students are able to write a recount text about a biography of a famous person consists of the following criteria:

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics

V. Teaching Technique

Conventional Writing Technique



VI. Teaching Material:

Recount Text

The definition and the purpose of recount text

Recount text is a text that tells the reader about one story, action or activity. The purpose of the story is to tell a series/sequences of events and evaluate their significance. Social function is to retell events for the purpose of informing or entertaining. The generic structure of recount text :

1. Orientation : Provides the setting and introduces participants.
2. Events : Tell what happened, in what sequence.
3. Re-orientation : Optional – closure of events.

The grammatical patterns of the text include :

1. Use of nouns and pronouns to identify people or things involved.
2. Use of action verbs to refer to events.
3. Use of past tense to locate events in relation to writer's time.
4. Use of conjunction and time connectives to sequence the events.
5. Use of adverbs and adverbial phrases to indicate place and time.
6. Use of adjectives to describe nouns.

The text is organized to include :

1. An information about “who”, “where”, and “when”.
2. A record of events usually in chronological order.
3. Personal comments or evaluative remark, which are arranged over throughout the record of events.
4. A reorientation which “round off” the sequences of events.

The example of recount text :

1. Orientation

Basuki Abdullah was an Indonesian painter. He was born on January 26, 1915 in Surakarta, Central Java. Painting had always been part of his childhood. His father was a painter, too.

2. Events

Basuki studied art for two years at the Academia Voor Beeldende Kunsten in the Netherland. He visited to many countries mostly Europe after his graduation. Between 1962-1976, he lived in Thailand. There he became a painter for the royal family. When he returned to Indonesia, he participated in numerous solo and group exhibitions. His work is characterized as realism.

3. Re-orientation

He is considered as one of the Indonesian finest masters.

The types of recount :

6. Personal Recount

This usually retells an event that the writer was personally involved in.

7. Biography Recount

This usually retells accounts of a person's life.

8. Factual Recount

This records an incident, e.g. a science experiment, police report.

9. Imaginative Recount

The writer writes an imaginary role and giving details of events in the recount, e.g. a day in the life of a pirate, a story of a mango tree.

10. Historical Recount

This retells historical events in the past.

Read the following text and answer the questions

The text is for question No. 1-5

Albert Einstein was born in 1879 in Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905 he also did some of his famous work in Physics. In 1919 he won the Noble Prize for Physics. Between 1919 and 1933 he lived in Germany had traveled a lot to talk other scientists. Then, in 1933 he had to leave Germany because of Hitler and the Nazy Party. He moved to United States from 1933 until his death. He lived in Princetown, New Jersey. He died on 18th April 1955.

1. What is the topic of the text?
 - a. The achievement of Albert Einstein
 - b. The life of Albert Einstein
 - c. Albert Einstein's childhood
 - d. Albert Einstein's home town
 - e. Albert Einstein's study
2. When did Albert Einstein win the noble prize?
 - a. In 1905
 - b. In 1933
 - c. In 1955
 - d. In 1919
 - e. Between 1919 and 1933
3. Which of the following statements is TRUE according to the text?
 - a. Albert Einstein was born in Germany
 - b. Albert Einstein won the Nobel Prizes for Physics
 - c. Albert Einstein had done some famous work in Physics before 1905
 - d. Albert Einstein had spent the rest of his life in America for 21 years
 - e. Albert Einstein died on age of 75 years old
4. "In 1905 he also did some of his famous work in physics"
What is the similar meaning of the underlined word?
 - a. Familiar
 - b. Very well
 - c. Very good
 - d. Excellent
 - e. Great
5. When did Albert Einstein die?
 - a. On eighteenth of April in one thousand eight hundred fifteen five
 - b. On eighteenth of April in one hundred nine thousand fifty five
 - c. On eighty of April in one thousand nine hundred fifty five
 - d. On eighteenth of April in one thousand nine hundred fifty five
 - e. On eighty of April in one hundred nine thousand fifty five

VII. Learning Steps

FIRST MEETING			
No	Activities	Mode	Time
1	Pre- Activities		20 minutes
	<ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Each students pay attention to what they are going to learn • Each students focus on the teacher explanation related to the material being learnt • Each students read a modeled text related to the topic being discussed and answer several guided questions related to it 	Class Tutorial	
2	Whilst- Activities		60 minutes
	<ul style="list-style-type: none"> • Students are given some topics about the materials being learnt by showing them the example provided on the students evaluation book (LKS) • Each students discuss and share the topics with the friend next to them • Students are given the explanation about the criteria of a good text • Students start writing the outline of the text • students make their draft based on their outline • students discuss what they have already written to the teacher 	Class Project	

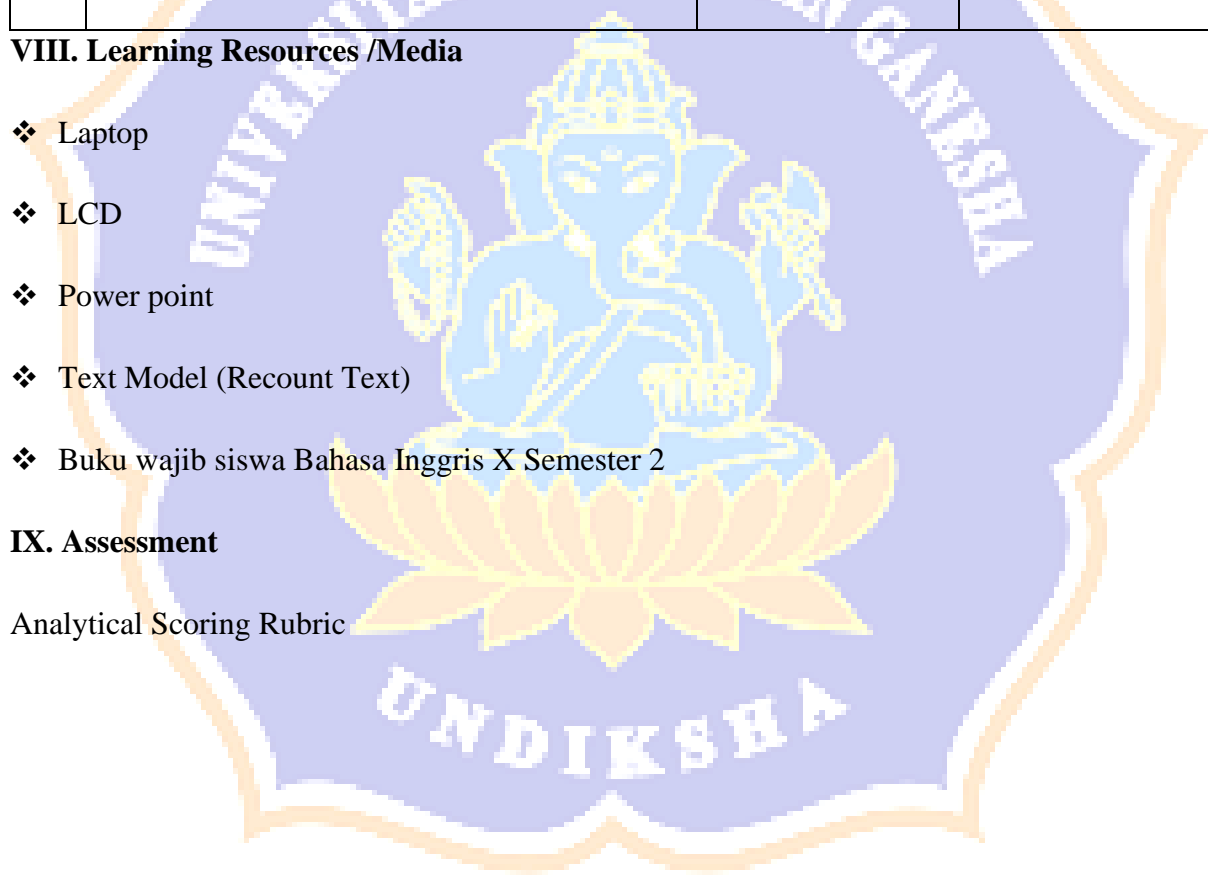
	<ul style="list-style-type: none"> • students revise their draft and rewrite the revision • students are given feedback and encouragement toward their writing from the teacher 		
	Post Activities		
	<ul style="list-style-type: none"> • students ask question toward the topic that they have already learned • Students summarize and conclude what have been learned 	Concluding	10 minutes

VIII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Power point
- ❖ Text Model (Recount Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

IX. Assessment

Analytical Scoring Rubric



Control Group

Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Recount Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 2nd Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and proactive, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem
4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

Creating written simple recount text about a biography of a famous person by paying attention to the social function, text structure, and appropriate and contextual language features.

III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

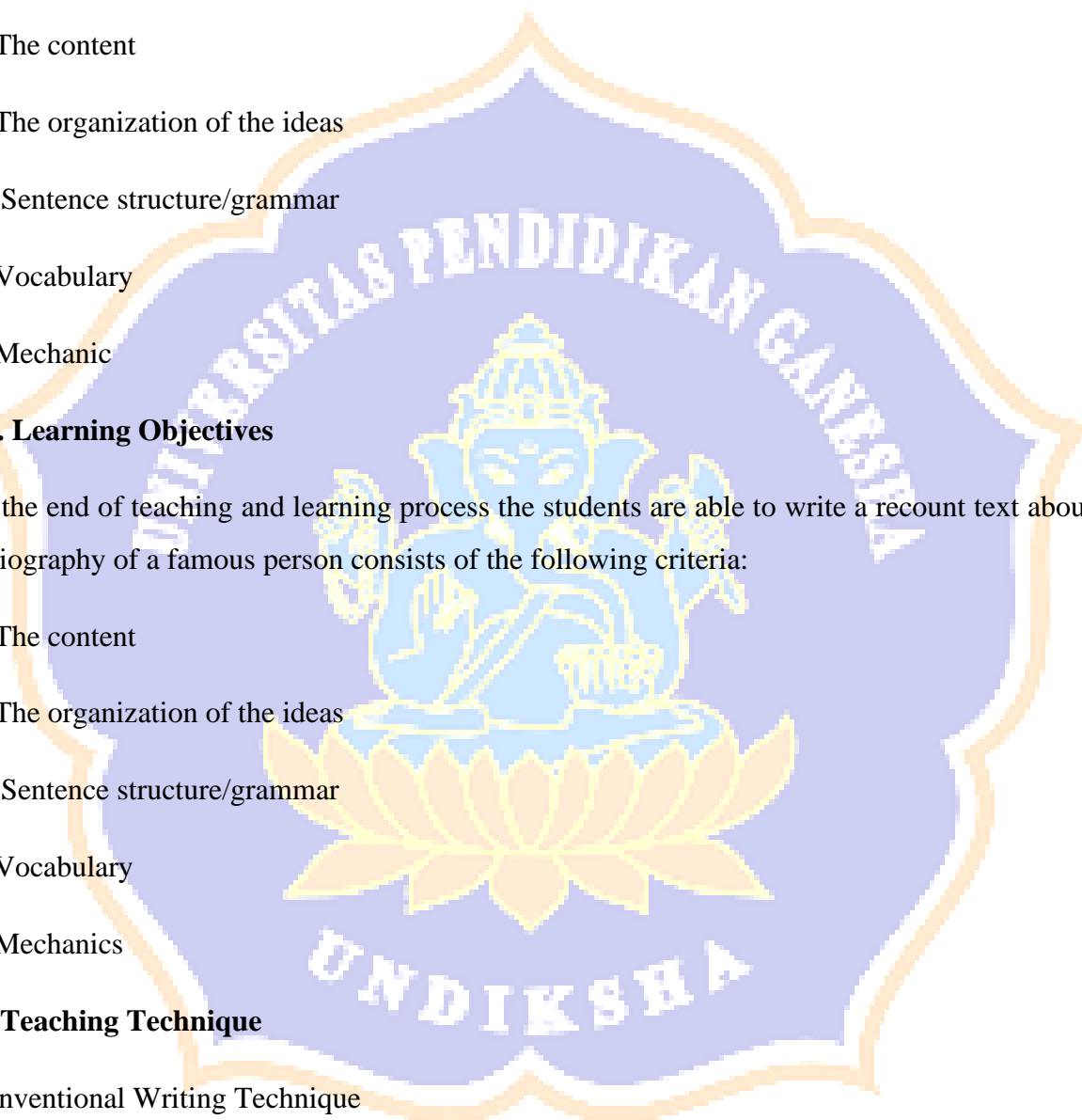
IV. Learning Objectives

At the end of teaching and learning process the students are able to write a recount text about a biography of a famous person consists of the following criteria:

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics

V. Teaching Technique

Conventional Writing Technique



VI. Teaching Material:

Recount Text

The example of recount text :

1. Orientation

Basuki Abdullah was an Indonesian painter. He was born on January 26, 1915 in Surakarta, Central Java. Painting had always been part of his childhood. His father was a painter, too.

2. Events

Basuki studied art for two years at the Academia Voor Beeldende Kunsten in the Netherland. He visited to many countries mostly Europe after his graduation. Between 1962-1976, he lived in Thailand. There he became a painter for the royal family. When he returned to Indonesia, he participated in numerous solo and group exhibitions. His work is characterized as realism.

3. Re-orientation

He is considered as one of the Indonesian finest masters.

The types of recount :

1. Personal Recount

This usually retells an event that the writer was personally involved in.

2. Biography Recount

This usually retells accounts of a person's life.

3. Factual Recount

This records an incident, e.g. a science experiment, police report.

4. Imaginative Recount

The writer writes an imaginary role and giving details of events in the recount, e.g. a day in the life of a pirate, a story of a mango tree.

5. Historical Recount

This retells historical events in the past.

Read the following text and answer the questions

Basuki Abdullah was an Indonesian painter. He was born on January 26, 1915 in Surakarta, Central Java. Painting had always been part of his childhood. His father was a painter, too. Basuki 1)..... art for two years at the Academia Voor Beeldende Kunsten in the Netherland. He 2)..... to many countries mostly Europe after his graduation. Between 1962-1976, he 3)..... in Thailand. There he became a painter for the royal family. When he 4).....to Indonesia, he participated in numerous solo and group exhibition. His work is characterized as realism. He 5).....as one of the Indonesian finest masters.

6. a. study d. was studying
 b. studies e. had studied
 c. studied
2. a. travelled d. got
 b. went e. attended
 c. visited
3. a. went d. lived
 b. visited e. attended
 c. had gone
4. a. come d. lived
 b. return e. was
 c. returned
5. a. considers d. was considering
 b. considered e. had considered
 c. is considered



VII. Learning Steps

SECOND MEETING			
No	Activities	Mode	Time
1	Pre- Activities	Class Tutorial	20 minutes
	<ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Each students pay attention to what they are going to learn • Each students focus on the teacher explanation related to the material being learnt • Each students read a modeled text related to the topic being discussed and answer several guided questions related to it • Each students identify the generic structure of the text • Each students identify the language features of the text 		
2	Whilst- Activities	Class Project	60 minutes
	<ul style="list-style-type: none"> • Students are given some topics about the materials being learnt by asking them free to choose one of their favorite actress, singer, actor, dancer, or even their family to be developed into a biography text • Each students may gain the information related to their topic by searching the information in the Google 		

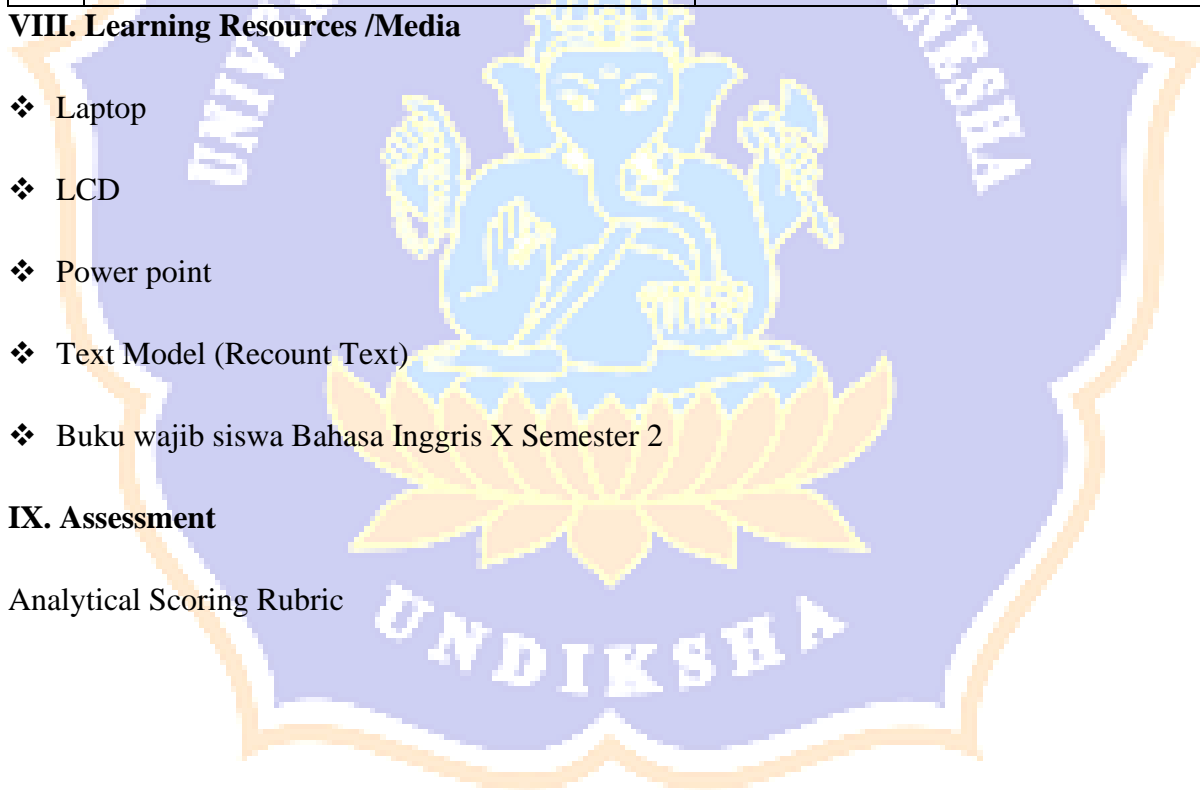
	<ul style="list-style-type: none"> • Students start writing the outline of the text • students make their draft based on their outline • students are given score toward their writing and feedback related to it 		
	<p>Post Activities</p>		
	<ul style="list-style-type: none"> • students ask question toward the topic that they have already learned • Students summarize and conclude what have been learned 	<p>Concluding</p>	<p>10 minutes</p>

VIII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Power point
- ❖ Text Model (Recount Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

IX. Assessment

Analytical Scoring Rubric



Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Narrative Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 3rd Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and proactive, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem
4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

Creating written simple narrative texts about story, legend, and myth by paying attention to the social function, text structure, and appropriate and contextual language features.

III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

IV. Learning Objectives

At the end of teaching and learning process the students are able to write a recount text about a biography of a famous person consists of the following criteria:

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics

V. Teaching Technique

Conventional Writing Technique

VI. Teaching Material:

Narrative Text

Definition

Narrative paragraph is a paragraph that tells or relates of occurrences or a series of events or story. It requires us to tell what happened. In telling relating events, it is useful to organize the events in chronological order, or time sequence. It is important in narrative writing to show the reader the time relationship between sentences and ideas, clarifying the time relationship helps to achieve coherence.

Generic Structure and Language Feature of Narrative

A good narrative writing has to show correct generic structure. The generic structure can be categorized into four parts such as:

1. Orientation

It is called as the introduction of the story where the characters, setting, and time of the story are established.

2. Complication

This is where the problem or complication occurs that affect the time, setting, or characters.

3. Resolution

The problem (the crisis) is resolved, either happy ending or in sad (tragic) ending.

4. Re-orientation

This is closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

Narrative also has several language features such as:

- a. A narrative focuses on specific participants.
- b. There are many action verbs, verbal and mental processes
- c. Direct and indirect speeches are often used
- d. It usually uses past tense
- e. Linking words are used, related with time
- f. Descriptive language is used to create listener's or readers' imagination.
- g. Temporal conjunctions are also used.

How to Write A Good Narrative Paragraph

Considering to the process of writing narrative paragraph, there are several points which are needed to be given attention in order to write a good narration. They are described as follows:

1. Think of an experience or event in your life which you feel a certain emotion strongly. Then, spending at least ten minutes to do pre-writing about the experience. Try to tell the readers as many details as you can think of that seemed related to the experience.
2. Write out your thesis in a single sentence, underlying the emotion only focus on. Make a list of all the details involved in the experience and then arrange those details in chronological order.
3. Use the list as the guidance. Prepare a draft of your paper. Use the time signals such as: *first, then, next, after that, during, and finally* to help connect details you move from the beginning to the middle.
4. See if we divide out story into separate stage (what happen first, what happen next, and what finally happen).
5. One good way to recreate an event is to include dialogue. Repeating what you have said or someone has said. It will help the writer to make situation come alive. In general, try to make the reader experience the event in the story.
6. Make sure that our narration provides the accurate unity, support, and coherence. This means that the sentences must be logically order so the paragraph will be nice to be read.

Detailed Information about Language Features of Narrative

❖ Noun Phrase and Adverbial Phrase

A phrase is a group of words which acts as a single unit in meaning and in grammar, and is not built round a verb. Phrases can have many different functions in a sentence. They are used as subjects, objects, complements, modifiers, or adverbial. A phrase is an expansion of one of the words inside it, which is called its head. For example, eyes are the head of the phrase “blue eyes”. The words that expand the head of a phrase its ‘modifier’, that is “blue” in “blue eyes”. It means that blue makes the meaning of eyes more precise instead of meaning simply ‘eyes’.

1. Noun Phrases

A noun phrase has a noun as its head. The modifier may be:

Determiners	He carried the bags
Possessives	She brought Tina’s bags
Adjectives	The heavy bags are downstairs
Prepositional phrases	The bridge over the river
Clauses	The pub we went to

2. Adverbial Phrases

Adverbial phrases have an adverb as their head. For example, **very quickly**

Like single adverbs, they modify verbs, adjectives or adverbs. For example :

He opened it extremely easily	extremely easily	modifies	Opened
I’ll do it quite soon	quite soon	modifies	Do
I ran so fast	so fast	modifies	Ran
He was quite unexpectedly kind	unexpectedly	modifies	kind
He came very surprisingly quickly	very surprisingly	modifies	quickly

❖ Action Verb, Saying verb, and Thinking Verb

A verb expresses what is happening in a sentence and locates it in time. In narrative text, students are introduced with three kinds of verbs namely, action verb, saying verbs, and thinking verbs.

1. Action verbs are verbs that express concrete actions. They are expressing action, something that a person, animal, force of nature, or thing can do. Look at the examples below :

a. Because of the spicy Jamaican pepper, John **reached** for his glass of iced tea.

Reaching is something that John can do—happily, if his mouth is on fire.

b. Tina watched pretty women in skimpy bikinis parading on the beach.

Watching is something that Tina can do.

c. The alarm clock buzzed like an angry bumblebee

Buzzing is something that the alarm clock can do—ringing hardly

2. Saying verbs are verbs that express spoken action. It is a part of action verb.

Kinds of saying verb can be seen in the example below:

a. She talked to Malin Kundang in the previous night

b. They yelled to him

c. She suggested Malin Kundang for not leaving home.

7. Thinking verb express action that happens mentally such as, thoughts, ideas, or attitudes. The following is the example of thinking verbs.

a. Marry believed the story

b. Jack hesitated to cal her

c. Nyoman understood the use of thinking verb.

❖ Direct and Indirect Speech

We often have to give information about what people say or think. To do that you can use direct speech or indirect speech.

i. Direct Speech: Saying exactly what someone has said.

It appears within quotation mark (“...”) and should be word by word.

- j. Indirect Speech: It does not use quotation marks to state what the person said and it does not have to be word by word.

Direct and Indirect Speech in Some Tenses

Tense	Direct Speech	Indirect Speech
Present	<u>Simple Present</u> (S+V1) He said, “I <i>work</i> hard” He said, “I <i>don’t go</i> there”	<u>Simple Past</u> (S+V2) He said that he <i>worked</i> hard He said that he <i>didn’t go</i> there
	<u>Present Continuous</u> (S+ am, is, are +Ving) He said, “ I <i>am working</i> ” He said, “I <i>am not going</i> there”	<u>Past Continuous</u> (S + was, were + Ving) He said that he <i>was working</i> He said that he <i>was not going</i> there
	<u>Present Perfect</u> (S + has/have + V3) He said, “I <i>have worked</i> hard” He said, “I <i>have not gone</i> there”	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
Past	<u>Simple Past</u> (S + V2) He said, “I <i>worked</i> hard” He said “I <i>didn’t go</i> there	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
	<u>Past Continuous</u> (S + was/were + Ving) He said, “I <i>was working</i> hard” He said, “I <i>was not going</i> there”	<u>Past Perfect Continuous</u> (S + had + been + Ving) He said that he <i>had been working</i> hard He said that he <i>had not been going</i> there
Future	<u>Simple Future</u> (S + will + V1) He said, “I <i>will work</i> hard” He said, “I <i>will not go</i> there”	<u>Past Future</u> (S + would + V1) He said that he <i>would work</i> hard He said that he <i>would not go</i> there

IX. Writing Task I

Read the following narrative and identify the generic structure, organization and language feature of the text!

MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Adapted from: <http://www.folkloreplus.org/story1.htm>



THIRD MEETING			
No	Activities	Mode	Time
1	<p>Pre- Activities</p> <ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Students review about the previous materials by answering the teacher's questions • Students pay attention to the materials being taught (Narrative text) • Students observe the example of a narrative text • Students identify the generic structure of the text • Students identify the language features of the text given 	Class Tutorial	20 minutes
2	<p>Whilst- Activities</p> <ul style="list-style-type: none"> • each students start writing a short narrative text based on the example given • each students write an outline and develop it into draft by modifying the title, characters, setting and the story that they have read • Students share their writing by presenting the writing in front of their own group • the students to revise their draft and rewrite the revision (teacher gives feedback toward their writing) 	Class Project	60 minutes
	Post Activities		

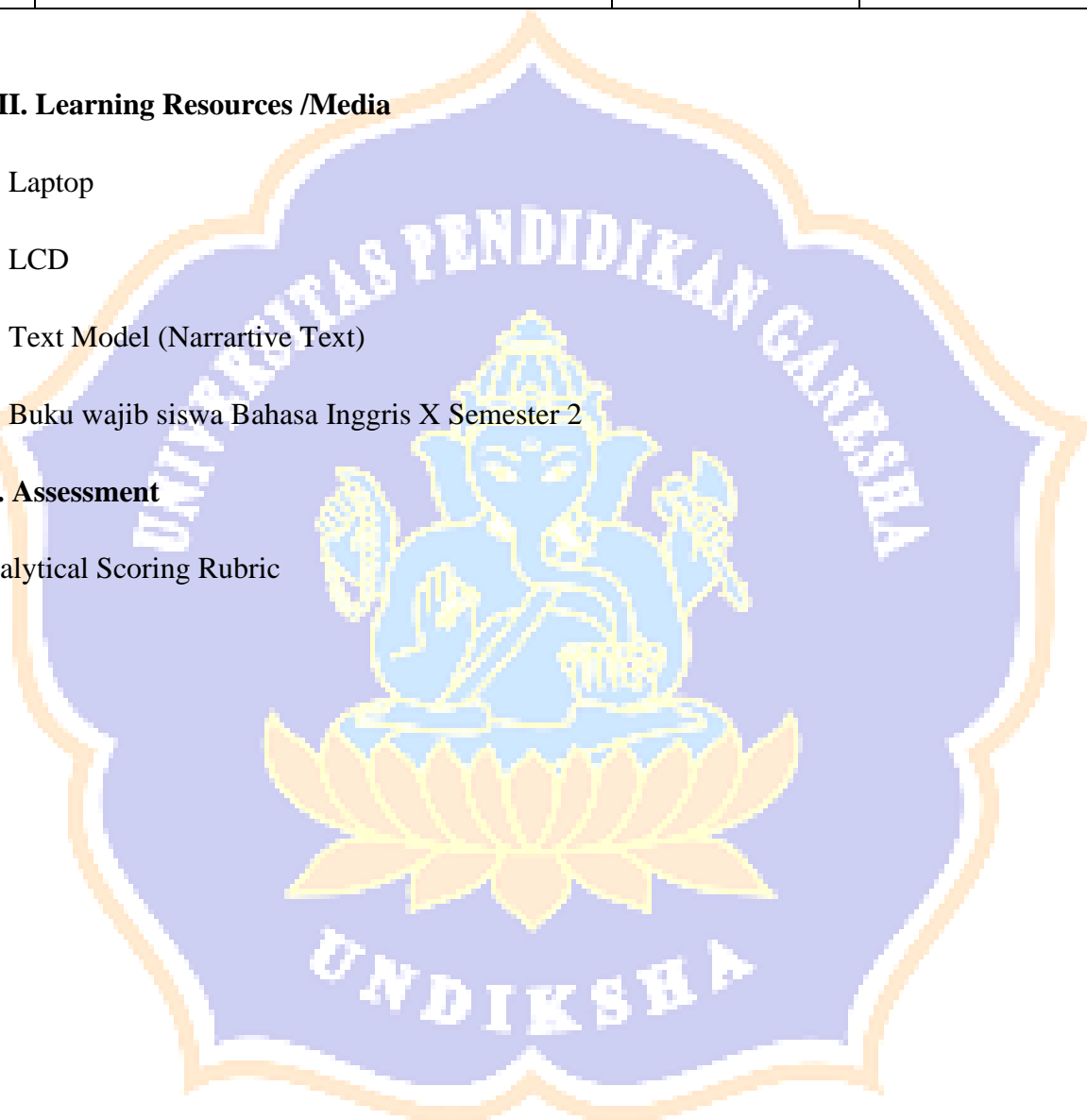
	<ul style="list-style-type: none"> • Students ask question toward unclear materials • Students summarize and conclude what have been learned 	Individual Project	10 minutes
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VIII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Text Model (Narrative Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

IX. Assessment

Analytical Scoring Rubric



Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Narrative Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 4th Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and pro-active, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem
4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

Creating written simple narrative texts about story, legend, and myth by paying attention to the social function, text structure, and appropriate and contextual language features.

III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

IV. Learning Objectives

At the end of teaching and learning process the students are able to write a narrative text about story, legend, and myth consists of the following criteria:

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics

V. Teaching Technique

Conventional Writing Technique

VI. Teaching Material:

Narrative Text

Detailed Information about Language Features of Narrative

❖ Noun Phrase and Adverbial Phrase

A phrase is a group of words which acts as a single unit in meaning and in grammar, and is not built round a verb. Phrases can have many different functions in a sentence. They are used as subjects, objects, complements, modifiers, or adverbial. A phrase is an expansion of one of the words inside it, which is called its head. For example, eyes are the head of the phrase “blue eyes”. The words that expand the head of a phrase its ‘modifier’, that is “blue” in “blue eyes”. It means that blue makes the meaning of eyes more precise instead of meaning simply ‘eyes’.

1. Noun Phrases

A noun phrase has a noun as its head. The modifier may be:

Determiners	He carried the bags
Possessives	She brought Tina’s bags
Adjectives	The heavy bags are downstairs
Prepositional phrases	The bridge over the river
Clauses	The pub we went to

2. Adverbial Phrases

Adverbial phrases have an adverb as their head. For example, **very quickly**

Like single adverbs, they modify verbs, adjectives or adverbs. For example :

He opened it extremely easily	extremely easily	modifies	Opened
I’ll do it quite soon	quite soon	modifies	Do
I ran so fast	so fast	modifies	Ran
He was quite unexpectedly kind	unexpectedly	modifies	kind
He came very surprisingly quickly	very surprisingly	modifies	quickly

❖ Action Verb, Saying verb, and Thinking Verb

A verb expresses what is happening in a sentence and locates it in time. In narrative text, students are introduced with three kinds of verbs namely, action verb, saying verbs, and thinking verbs.

1. Action verbs are verbs that express concrete actions. They are expressing action, something that a person, animal, force of nature, or thing can do. Look at the examples below :

a. Because of the spicy Jamaican pepper, John **reached** for his glass of iced tea.

Reaching is something that John can do—happily, if his mouth is on fire.

b. Tina watched pretty women in skimpy bikinis parading on the beach.

Watching is something that Tina can do.

c. The alarm clock buzzed like an angry bumblebee

Buzzing is something that the alarm clock can do—ringing hardly

2. Saying verbs are verbs that express spoken action. It is a part of action verb. Kinds of saying verb can be seen in the example below:

a. She talked to Malin Kundang in the previous night

b. They yelled to him

c. She suggested Malin Kundang for not leaving home.

3. Thinking verb express action that happens mentally such as, thoughts, ideas, or attitudes. The following is the example of thinking verbs.

a. Marry believed the story

b. Jack hesitated to cal her

c. Nyoman understood the use of thinking verb

❖ Direct and Indirect Speech

We often have to give information about what people say or think. To do that you can use direct speech or indirect speech.

a. Direct Speech: Saying exactly what someone has said.

It appears within quotation mark (“...”) and should be word by word.

b. Indirect Speech: It does not use quotation marks to state what the person said and it does not have to be word by word.

Direct and Indirect Speech in Some Tenses

Tense	Direct Speech	Indirect Speech
Present	<u>Simple Present</u> (S+V1) He said, “I <i>work</i> hard” He said, “I <i>don’t go</i> there”	<u>Simple Past</u> (S+V2) He said that he <i>worked</i> hard He said that he <i>didn’t go</i> there
	<u>Present Continuous</u> (S+ am, is, are +Ving) He said, “ I <i>am working</i> ” He said, “I <i>am not going</i> there”	<u>Past Continuous</u> (S + was, were + Ving) He said that he <i>was working</i> He said that he <i>was not going</i> there
	<u>Present Perfect</u> (S + has/have + V3) He said, “I <i>have worked</i> hard” He said, “I <i>have not gone</i> there”	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
Past	<u>Simple Past</u> (S + V2) He said, “I <i>worked</i> hard” He said “I <i>didn’t go</i> there	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
	<u>Past Continuous</u> (S + was/were + Ving) He said, “I <i>was working</i> hard” He said, “I <i>was not going</i> there”	<u>Past Perfect Continuous</u> (S + had + been + Ving) He said that he <i>had been working</i> hard He said that he <i>had not been going</i> there

	<u>Simple Future</u>	<u>Past Future</u>
Future	(S + will + V1)	(S + would + V1)
	He said, "I <i>will work</i> hard"	He said that he <i>would work</i> hard
	He said, "I <i>will not go</i> there"	He said that he <i>would not go</i> there

Writing Task I

Read the following narrative and identify the generic structure, organization and language feature of the text!

Cinderella

Once upon a time there lived an unhappy young girl. Her mother was dead and her father had married a widow with two daughters.

Her stepmother didn't like her one little bit. All her kind thoughts and loving touches were for her own daughters. Nothing was too good for them - dresses, shoes, delicious food, soft beds, and every home comfort. But, for the poor unhappy girl, there was nothing at all.

No dresses, only her stepsisters' hand-me-downs. No lovely dishes, nothing but scraps. No rest and no comfort. She had to work hard all day.

One day, she does not allow coming to the ball party. She also does not have any good clothes. Cinderella, even dressed in old rags, was a lovely girl. While her stepsisters, no matter how splendid and elegant their clothes, were still clumsy, lumpy and ugly and always would be.

One day, beautiful new dresses arrived at the house. A ball was to be held at the palace and the stepsisters were getting ready to go. Cinderella didn't even dare ask if she could go too. She knew very well what the answer would be: You? You're staying at home to wash the dishes, scrub the floors and turn down the beds for your stepsisters. They will come home tired and very sleepy.

Suddenly something amazing happened. As Cinderella was sitting all alone, there was a burst of light and a fairy appeared. . Don't be alarmed, Cinderella,. said the fairy. . I know you would love to go to the ball.

The servants will turn me away! The fairy smiled. With a flick of her magic wand Cinderella found herself wearing the most beautiful dress she had ever seen. . Quick! Get me a pumpkin!

You, bring me seven mice, and, remember they must be alive! The fairy smiled. With a flick of her magic wand Cinderella found herself wearing the most beautiful dress she had ever seen. . Cinderella, rushing away.

You, bring me seven mice, and, remember they must be alive!.Cinderella soon returned with the pumpkin and the cat with seven mice he had caught in the cellar. With a flick of the magic wand the pumpkin turned into a sparkling coach and the mice became six white horses, while the seventh mouse turned into a coachman in a smart uniform and carrying a whip. Cinderella could hardly believe her eyes.

Cinderella had a wonderful time at the ball until she heard the first stroke of midnight! She remembered what the fairy had said, and without a word of goodbye she slipped from the Prince's arms and ran down the steps.

As she ran she lost one of her slippers, but not for a moment did she dream of stopping to pick it up! If the last stroke of midnight were to sound... oh... what a disaster that would be! Out she fled and vanished into the night.

The Prince, who was now madly in love with her, picked up the slipper and said to his ministers, "Go and search everywhere for the girl whose foot this slipper fits. I will never be content until I find her!" So the ministers tried the slipper on the foot of every girl in the land until only Cinderella was left.

That awful untidy girl simply cannot have been at the ball, snapped the stepmother. . Tell the Prince he ought to marry one of my two daughters! Can't you see how ugly Cinderella is?. But, to everyone, amazement, the shoe fitted perfectly. So, Cinderella married the Prince and lived happily ever.

VI. Learning Steps

FOURTH MEETING			
No	Activities	Mode	Time
1	Pre- Activities		20 minutes
	<ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Students collect their homework • Students review about the previous materials by answering the teacher's questions • Students pay attention to the next material • Students observe the example of a narrative text in form of story of Cinderela (Fairy tale) • Students identify the generic structure of the text • Students identify the language features of the text given 	Class Tutorial	
2	Whilst- Activities		60 minutes
	<ul style="list-style-type: none"> • Each students has to choose the topic of story provided by the teacher • Each students are free to choose a topic a topic to be developed • Each students are assigned to write a short story • Students start to create an outline of their writing • Students write their draft based on the outline that they have made • Students are free to discuss and share 	Class Project	

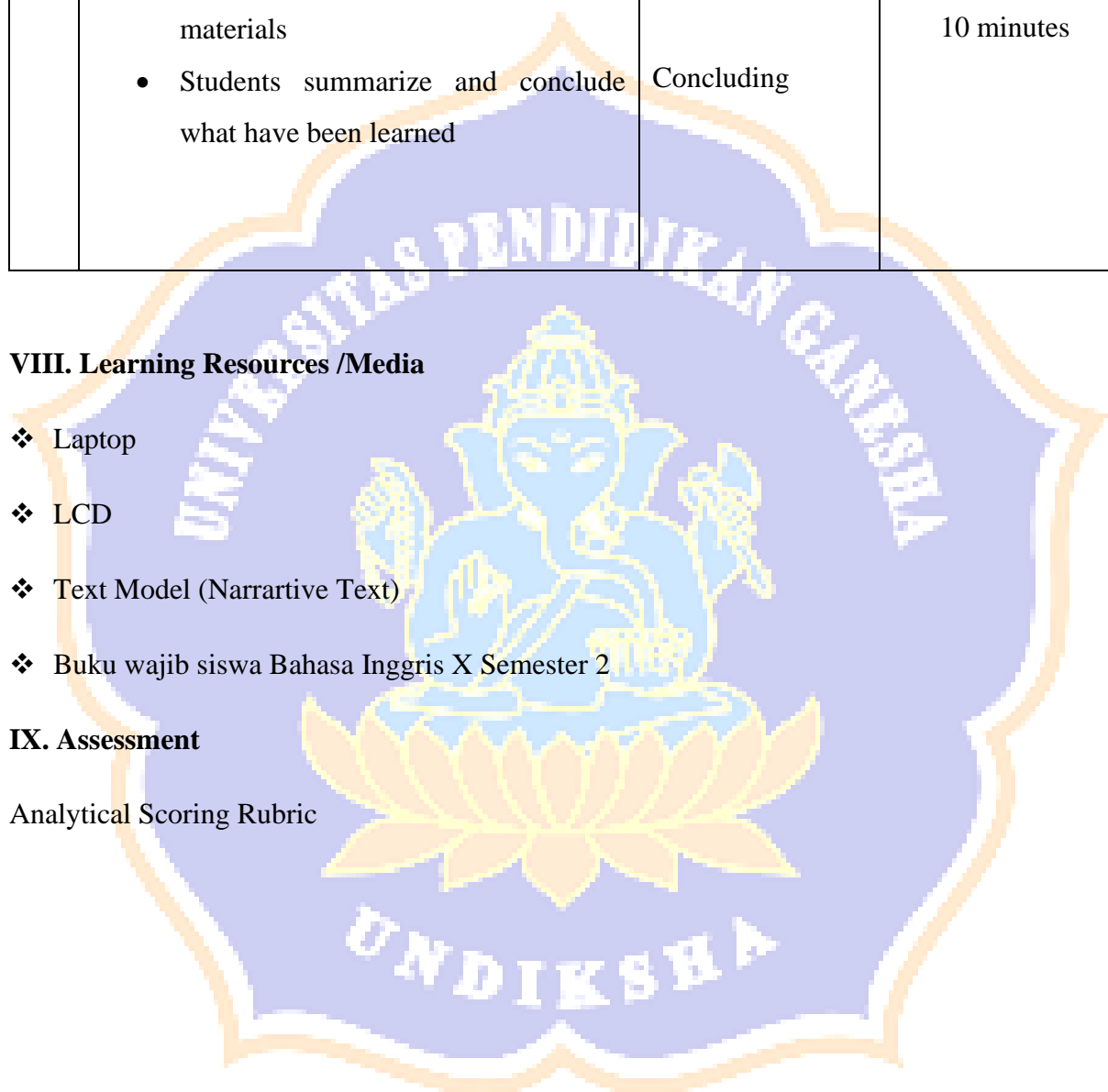
	<p>the ideas with their peer</p> <ul style="list-style-type: none"> the students collect their work and teacher gives feedback toward their writing 		
	Post Activities		
	<ul style="list-style-type: none"> Students ask question toward unclear materials Students summarize and conclude what have been learned 	Concluding	10 minutes

VIII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Text Model (Narrative Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

IX. Assessment

Analytical Scoring Rubric



Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Narrative Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 5th Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and pro-active, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem
4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

Creating written simple narrative texts about story, legend, and myth by paying attention to the social function, text structure, and appropriate and contextual language features.

III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

IV. Learning Objectives

At the end of teaching and learning process the students are able to write a recount text about a biography of a famous person consists of the following criteria:

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics

V. Teaching Technique

Conventional Writing

VI. Teaching Material:

Narrative Text

❖ Action Verb, Saying verb, and Thinking Verb

A verb expresses what is happening in a sentence and locates it in time. In narrative text, students are introduced with three kinds of verbs namely, action verb, saying verbs, and thinking verbs.

1. Action verbs are verbs that express concrete actions. They are expressing action, something that a person, animal, force of nature, or thing can do. Look at the examples below :

a. Because of the spicy Jamaican pepper, John **reached** for his glass of iced tea.

Reaching is something that John can do—happily, if his mouth is on fire.

b. Tina watched pretty women in skimpy bikinis parading on the beach.

Watching is something that Tina can do.

c. The alarm clock buzzed like an angry bumblebee

Buzzing is something that the alarm clock can do—ringing hardly

2. Saying verbs are verbs that express spoken action. It is a part of action verb.

Kinds of saying verb can be seen in the example below:

a. She talked to Malin Kundang in the previous night

b. They yelled to him

c. She suggested Malin Kundang for not leaving home.

3. Thinking verb express action that happens mentally such as, thoughts, ideas, or attitudes. The following is the example of thinking verbs.

d. Marry believed the story

e. Jack hesitated to cal her

f. Nyoman understood the use of thinking verb.

❖ Direct and Indirect Speech

We often have to give information about what people say or think. To do that you can use direct speech or indirect speech.

1. Direct Speech: Saying exactly what someone has said.

It appears within quotation mark (“...”) and should be word by word.

2. Indirect Speech: It does not use quotation marks to state what the person said and it does not have to be word by word.

Direct and Indirect Speech in Some Tenses

Tense	Direct Speech	Indirect Speech
Present	<u>Simple Present</u> (S+V1) He said, “I <i>work</i> hard” He said, “I <i>don’t go</i> there”	<u>Simple Past</u> (S+V2) He said that he <i>worked</i> hard He said that he <i>didn’t go</i> there
	<u>Present Continuous</u> (S+ am, is, are +Ving) He said, “ I <i>am working</i> ” He said, “I <i>am not going</i> there”	<u>Past Continuous</u> (S + was, were + Ving) He said that he <i>was working</i> He said that he <i>was not going</i> there
	<u>Present Perfect</u> (S + has/have +V3) He said, “I <i>have worked</i> hard” He said, “I <i>have not gone</i> there”	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
Past	<u>Simple Past</u> (S + V2) He said, “I <i>worked</i> hard” He said “I <i>didn’t go</i> there	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
	<u>Past Continuous</u> (S + was/were + Ving) He said, “I <i>was working</i> hard” He said, “I <i>was not going</i> there”	<u>Past Perfect Continuous</u> (S + had + been + Ving) He said that he <i>had been working</i> hard He said that he <i>had not been going</i> there

	<u>Simple Future</u>	<u>Past Future</u>
Future	(S + will + V1)	(S + would + V1)
	He said, "I <i>will work</i> hard"	He said that he <i>would work</i> hard
	He said, "I <i>will not go</i> there"	He said that he <i>would not go</i> there

Writing Task I

Read the following narrative and identify the generic structure, organization and language feature of the text!

THE HAWK, THE HEN, AND THE ROOSTER

Long time ago, there was a Hawk, a Hen, and a Rooster. They lived in a small forest near the village.

One day, a Hawk was flying high in the sky. He looked down and saw a pretty Hen. A Hawk who fell in love with a Hen. "What a pretty bird. I would love to go talk to her," said The Hawk. The Hawk flew down from the sky and met The Hen. "Oh my dear Hen, you look so beautiful," said The Hawk. "And my dear Hawk, you are so handsome," The Hen replied. "Will you marry me ?" asked The Hawk. "We can fly to wonderful places. We can also live in a beautiful house together."

The Hen smiled at The Hawk. The Hen loved the brave, strong Hawk and wished to marry him. "Oh, I would love too. But I only have these little feathers and I can't fly as high as you can. You must teach me how to fly." She said. "I will find you better feathers and I will teach you how to fly like me. Then we can fly together," said The Hawk.

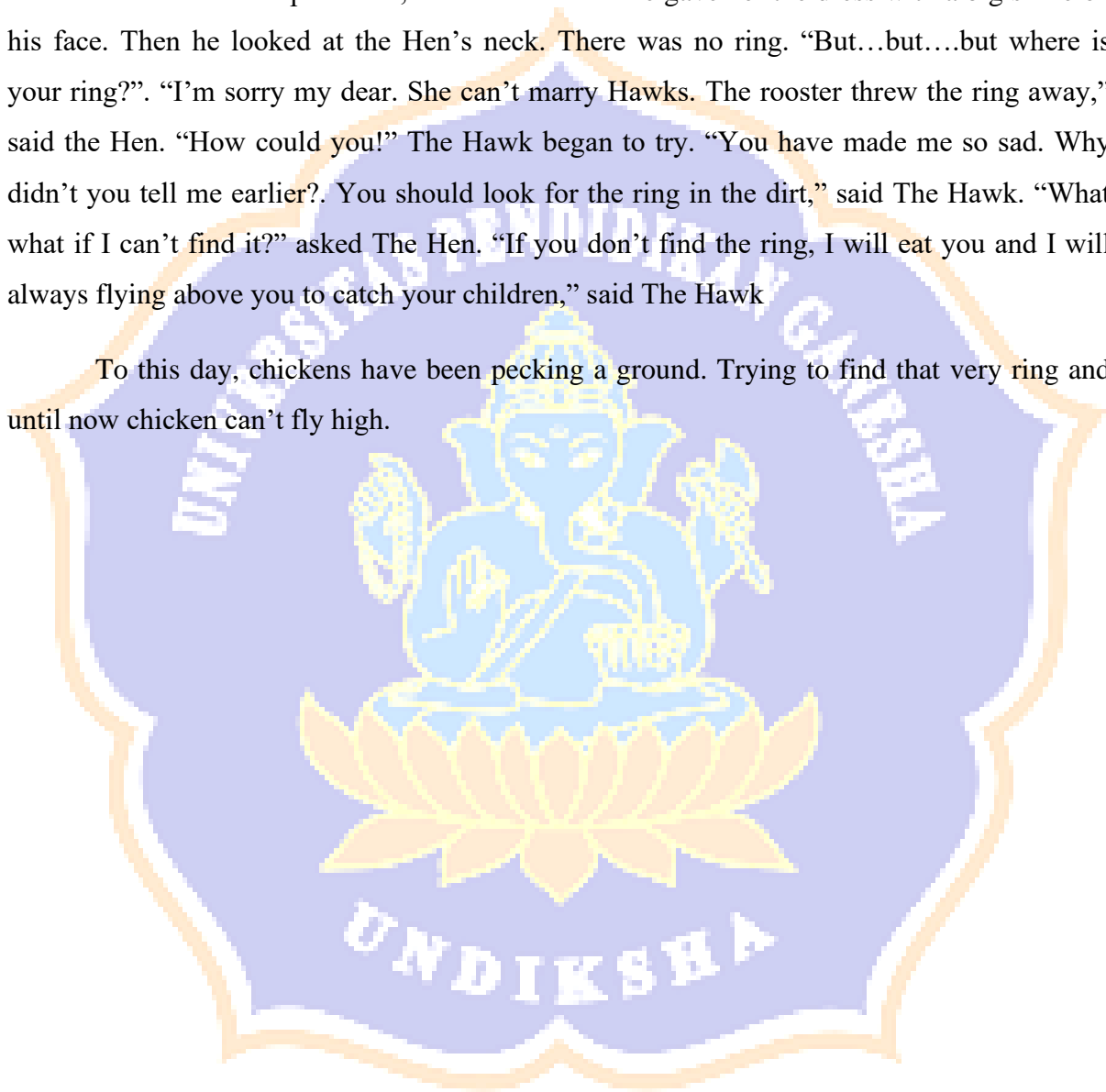
Before The Hawk went away. He gave The Hen a ring. He put it around her neck. "Oh, what a beautiful a ring!" cried The Hen. "This ring is to show that you have promised to marry me," said The hawk. The Hen and The Hawk were both very happy. The Hawk gave The Hen a peck on her beak. "I will be back with your feathers!" he shouted as he flew into the sky.

The next day, The Hen ran into A Rooster. "What is that around your neck ?" he asked. "It is the ring The Hawk gave me, I will be his wife," said The Hen. "No, you won't! Hens can't marry Hawks. Chickens can only marry other chickens and didn't you tell The hawk you had already promised to marry me before ?" said The Rooster. " Oh my God, I'm

sorry Rooster, I forgot the promised I made you,” said The Hen. “I don’t want to hear your reason. Throw that ring away now!” shouted The rooster angrily. The hen was so frightened at The Rooster’s anger that she threw away the ring as soon as possible.

A few days later, The Hawk came to see The Hen. He was carrying a dress. It was made of beautiful feathers. It was happy that The Hen would now have feathers like him. “Here are the feathers I promised,” said The Hawk. He gave her the dress with a big smile on his face. Then he looked at the Hen’s neck. There was no ring. “But...but...but where is your ring?”. “I’m sorry my dear. She can’t marry Hawks. The rooster threw the ring away,” said the Hen. “How could you!” The Hawk began to try. “You have made me so sad. Why didn’t you tell me earlier?. You should look for the ring in the dirt,” said The Hawk. “What what if I can’t find it?” asked The Hen. “If you don’t find the ring, I will eat you and I will always flying above you to catch your children,” said The Hawk

To this day, chickens have been pecking a ground. Trying to find that very ring and until now chicken can’t fly high.



VI. Learning Steps

FIFTH MEETING			
No	Activities	Mode	Time
1	Pre- Activities		20 minutes
	<ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Students review about the previous materials by answering the teacher's questions • Students pay attention to the materials being taught (Narrative text) • Students observe the example of a narrative text • Students identify the generic structure of the text • Students identify the language features of the text given 	Class Tutorial	
2	Whilst- Activities		
	<ul style="list-style-type: none"> • Students are asked to write a short narrative text in form of fable • Students start to write the draft and develop their sentences • Students share their writing to the others and the others give comment • Students collect their writing and getting the score from the teacher 	Class Project	60 minutes
	Post Activities		

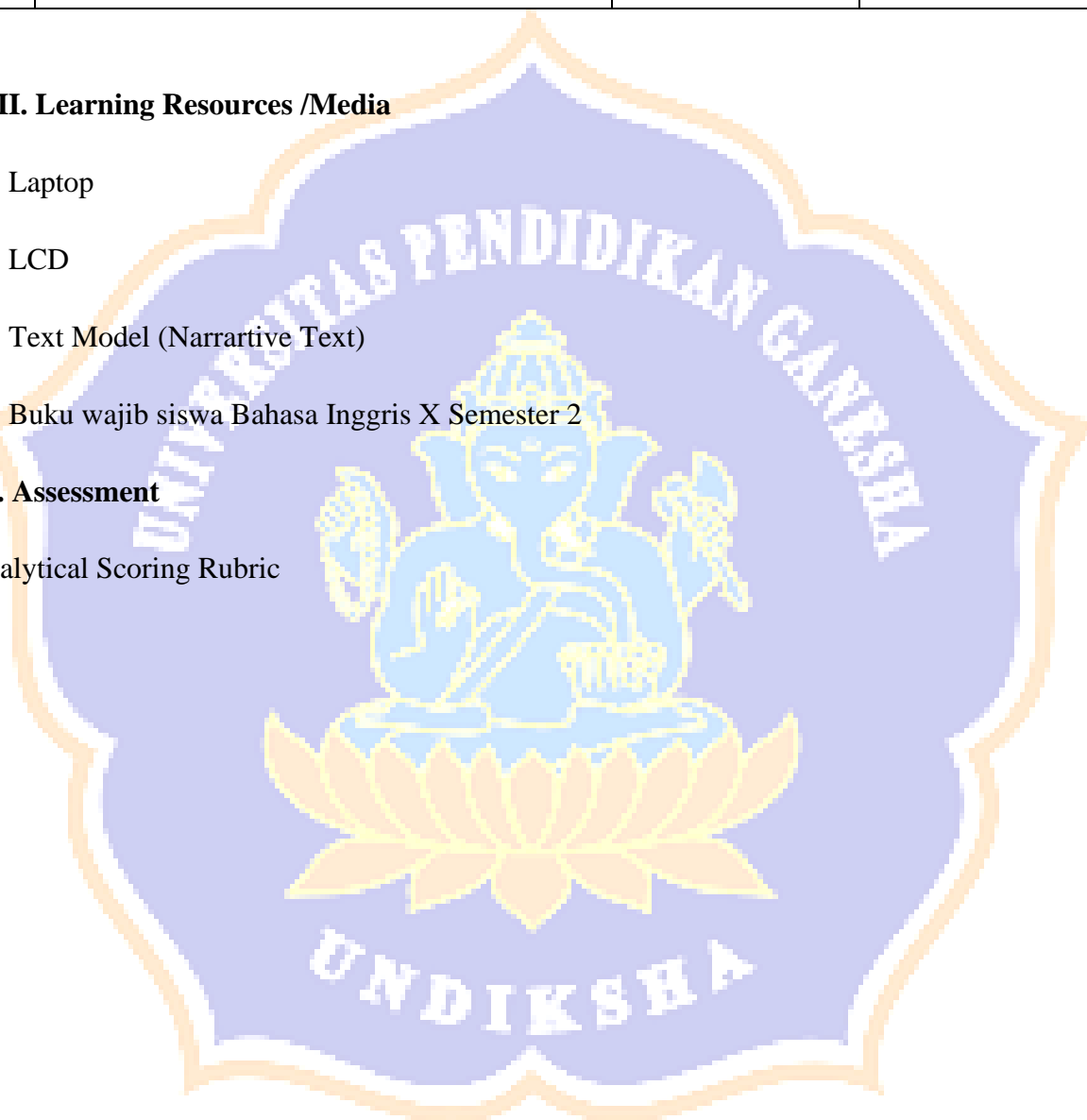
	<ul style="list-style-type: none"> • Students ask question toward unclear materials • Students summarize and conclude what have been learned 	Concluding	10 minutes
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VIII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Text Model (Narrative Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

IX. Assessment

Analytical Scoring Rubric



Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Narrative Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 6th Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and proactive, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
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V. Teaching Technique

Conventional Writing

VI. Teaching Material:

Narrative Text

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Reaching is something that John can do—happily, if his mouth is on fire.

b. Tina watched pretty women in skimpy bikinis parading on the beach.

Watching is something that Tina can do.

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2. Saying verbs are verbs that express spoken action. It is a part of action verb.

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c. She suggested Malin Kundang for not leaving home.

3. Thinking verb express action that happens mentally such as, thoughts, ideas, or attitudes. The following is the example of thinking verbs.

a. Marry believed the story

b. Jack hesitated to call her

c. Nyoman understood the use of thinking verb.

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b. Indirect Speech: It does not use quotation marks to state what the person said and it does not have to be word by word.

Direct and Indirect Speech in Some Tenses

Tense	Direct Speech	Indirect Speech
Present	<u>Simple Present</u> (S+V1) He said, “I <i>work</i> hard” He said, “I <i>don’t go</i> there”	<u>Simple Past</u> (S+V2) He said that he <i>worked</i> hard He said that he <i>didn’t go</i> there
	<u>Present Continuous</u> (S+ am, is, are +Ving) He said, “I <i>am working</i> ” He said, “I <i>am not going</i> there”	<u>Past Continuous</u> (S + was, were + Ving) He said that he <i>was working</i> He said that he <i>was not going</i> there
	<u>Present Perfect</u> (S + has/have + V3) He said, “I <i>have worked</i> hard” He said, “I <i>have not gone</i> there”	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
Past	<u>Simple Past</u> (S + V2) He said, “I <i>worked</i> hard” He said “I <i>didn’t go</i> there	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
	<u>Past Continuous</u> (S + was/were + Ving) He said, “I <i>was working</i> hard” He said, “I <i>was not going</i> there”	<u>Past Perfect Continuous</u> (S + had + been + Ving) He said that he <i>had been working</i> hard He said that he <i>had not been going</i> there

	<u>Simple Future</u>	<u>Past Future</u>
Future	(S + will + V1)	(S + would + V1)
	He said, "I <i>will work</i> hard"	He said that he <i>would work</i> hard
	He said, "I <i>will not go</i> there"	He said that he <i>would not go</i> there

Writing Task I

Read the following narrative and identify the generic structure, organization and language feature of the text!

The Legend of RawaPening

Once, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave. This old woman gave him a "lesung" a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself. Suddenly, from thee hole left by stick. Water spouted out. It did not stop until it flooded the villages and no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As he told him, he used the "lesung" as a boat and picked up the old woman. It is known as rawapening lake in salatiga. Central java. Indonesia

SIXTH MEETING			
No	Activities	Mode	Time
1	Pre- Activities		20 minutes
	<ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Students review about the previous materials by answering the teacher's questions • Students pay attention to the materials being taught (Narrative text) • Students observe the example of a narrative text in form of legend • Students identify the generic structure of the text • Students identify the language features of the text given 	Class Tutorial	
2	Whilst- Activities		
	<ul style="list-style-type: none"> • Students start to write a short narrative text in form of legend by reading the examples provided in their LKS book • Students are free to choose the topic of their writing • Students start to write the draft and organize it into a good paragraph • Students share their writing to the others and the others give comment • Students collect their writing to the teacher and get the feedback 	Class Project	60 minutes

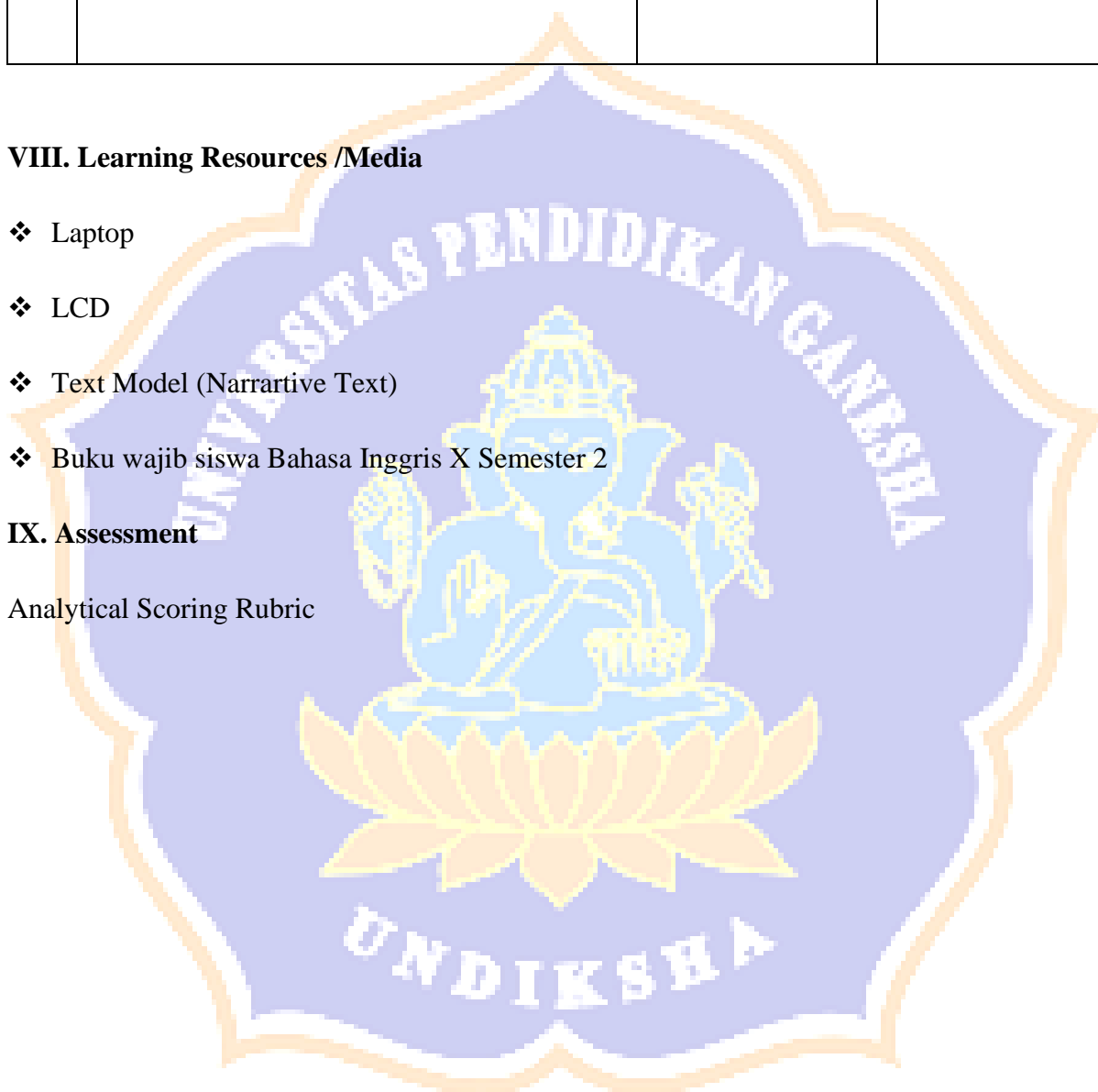
	Post Activities		
	<ul style="list-style-type: none"> • Students ask question toward unclear materials • Students summarize and conclude what have been learned 	Concluding	10 minutes

VIII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Text Model (Narrative Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

IX. Assessment

Analytical Scoring Rubric



Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Narrative Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 7th Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and proactive, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem
4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

Creating written simple narrative texts about story, legend, and myth by paying attention to the social function, text structure, and appropriate and contextual language features.

III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

IV. Learning Objectives

At the end of teaching and learning process the students are able to write a recount text about a biography of a famous person consists of the following criteria:

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics

V. Teaching Material:

Narrative Text

❖ Direct and Indirect Speech

We often have to give information about what people say or think. To do that you can use direct speech or indirect speech.

a. Direct Speech: Saying exactly what someone has said.

It appears within quotation mark (“...”) and should be word by word.

b. Indirect Speech: It does not use quotation marks to state what the person said and it does not have to be word by word.

Direct and Indirect Speech in Some Tenses

Tense	Direct Speech	Indirect Speech
Present	<u>Simple Present</u> (S+V1) He said, “I <i>work</i> hard” He said, “I <i>don’t go</i> there”	<u>Simple Past</u> (S+V2) He said that he <i>worked</i> hard He said that he <i>didn’t go</i> there
	<u>Present Continuous</u> (S+ am, is, are +Ving) He said, “ I <i>am working</i> ” He said, “I <i>am not going</i> there”	<u>Past Continuous</u> (S + was, were + Ving) He said that he <i>was working</i> He said that he <i>was not going</i> there
	<u>Present Perfect</u> (S + has/have +V3) He said, “I <i>have worked</i> hard” He said, “I <i>have not gone</i> there”	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
Past	<u>Simple Past</u> (S + V2) He said, “I <i>worked</i> hard” He said “I <i>didn’t go</i> there	<u>Past Perfect</u> (S + had + V3) He said that he <i>had worked</i> hard He said that he <i>had not gone</i> there
	<u>Past Continuous</u> (S + was/were + Ving) He said, “I <i>was working</i> hard” He said, “I <i>was not going</i> there”	<u>Past Perfect Continuous</u> (S + had + been + Ving) He said that he <i>had been working</i> hard He said that he <i>had not been going</i> there

	<u>Simple Future</u>	<u>Past Future</u>
Future	(S + will + V1)	(S + would + V1)
	He said, "I <i>will work</i> hard"	He said that he <i>would work</i> hard
	He said, "I <i>will not go</i> there"	He said that he <i>would not go</i> there

Writing Task I

Read the following narrative and identify the generic structure, organization and language feature of the text!

The Kind Duck and the Poor Frog

On summer day, a duck decided to go to a river for a picnic. She brought a lot of food. She sat down on the river bank and put the food in front of her.

Suddenly, she heard a small voice. It said, "You are not going to eat all that food yourself, are you?"

The duck looked up and saw a frog sitting at the water's edge.

"Please give me some of it. I'm very poor and hungry," pleaded the frog wiping a tear from his eyes.

She gave him a sandwich. To her surprise, he did not eat it but he put it on the ground beside him.

"Won't you give me something else?" said the frog.

Bit by bit, the kind duck gave almost all of her food. Soon, the frog had a huge pile of food next to him. With an effort, he picked it all up, put it on his back, and started to swim away across the river. But, the food was too heavy that he sank like a stone, and the duck never saw him again.

VI. Learning Steps

SEVENTH MEETING			
No	Activities	Mode	Time
1	Pre- Activities		20 minutes
	<ul style="list-style-type: none"> • Greet the teacher and check for the attendance • Students review about the previous materials by answering the teacher's questions • Students pay attention to the materials being taught (Narrative text) • Students observe the example of a narrative text in form of folk tale • Students identify the generic structure of the text • Students identify the language features of the text given 	Class Tutorial	
2	Whilst- Activities		60 minutes
	<ul style="list-style-type: none"> • Students are free to choose the topic as their writing • Students start to write a short narrative text in form of folk tale • Students start to write the draft and organize it into a good paragraph • Students share their writing to the others and the others give comment • Students collect their writing to the teacher • Students get feedback and score 	Class Project	

	Post Activities		
	<ul style="list-style-type: none"> • Students ask question toward unclear materials • Students summarize and conclude what have been learned 	Concluding	10 minutes

VII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Text Model (Narrative Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

VIII. Assessment

Analytical Scoring Rubric



Lesson Plan

School : SMA N 1 Semarang

Class/Semester : X/II

Subject : English

Topic : Narrative Text

Skill : Writing

Time Allotment : 2x45 minutes

Meeting : 8th Meeting

I. Core Competencies

1. Comprehending and applying religious values
2. Comprehending and applying the values of honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), well-behaved, responsive and pro-active, and performing such attitudes in solving problems in interacting effectively with the social and natural environment as well as manifestation of Indonesian society in the world.
3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest of science, technology, arts, culture, and humanities with insights, nationality, and civilized insight in relation to the causes of phenomena and events, applying procedural knowledge in the desired specific field of studies in solving problem
4. Processing, thinking, and presenting development of the concrete and abstract domains of the learned materials, being able to apply various methods according to scientific principles.

II. Basic Competence

Creating written simple narrative texts about story, legend, and myth by paying attention to the social function, text structure, and appropriate and contextual language features.

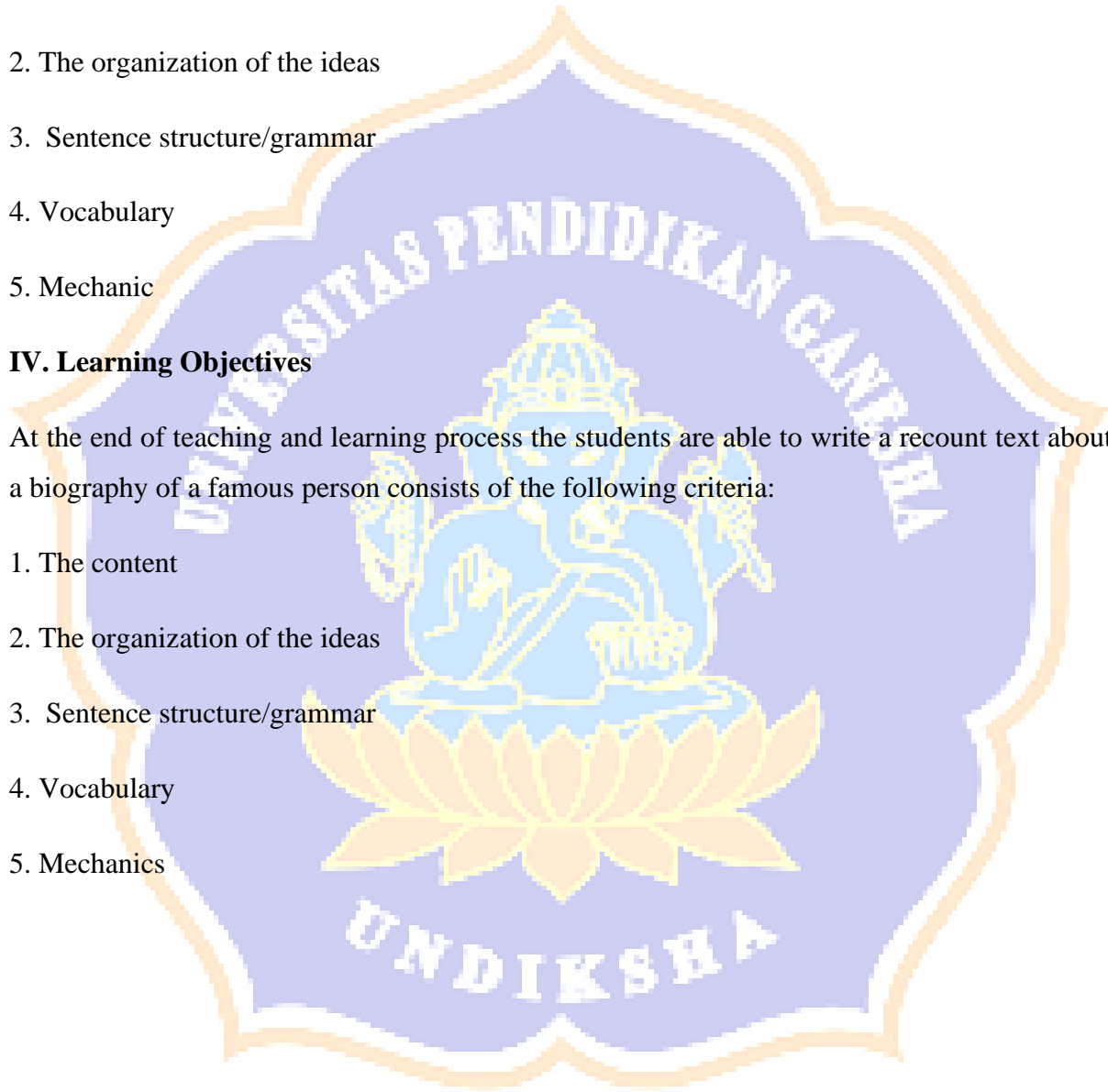
III. Indicator

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanic

IV. Learning Objectives

At the end of teaching and learning process the students are able to write a recount text about a biography of a famous person consists of the following criteria:

1. The content
2. The organization of the ideas
3. Sentence structure/grammar
4. Vocabulary
5. Mechanics



V. Teaching Material:

Narrative Text

❖ Direct and Indirect Speech

We often have to give information about what people say or think. To do that you can use direct speech or indirect speech.

a. Direct Speech: Saying exactly what someone has said.

It appears within quotation mark (“...”) and should be word by word.

b. Indirect Speech: It does not use quotation marks to state what the person said and it does not have to be word by word.

❖ Direct and Indirect Speech in Some Tenses

Tense	Direct Speech	Indirect Speech
Present	Simple Present (S+V1) He said, “I work hard” He said, “I don’t go there”	Simple Past (S+V2) He said that he worked hard He said that he didn’t go there
	Present Continuous (S+ am, is, are +Ving) He said, “ I am working” He said, “I am not going there”	Past Continuous (S + was, were + Ving) He said that he was working He said that he was not going there
	Present Perfect (S + has/have +V3) He said, “I have worked hard” He said, “I have not gone there”	Past Perfect (S + had + V3) He said that he had worked hard He said that he had not gone there
Past	Simple Past (S + V2) He said, “I worked hard” He said “I didn’t go there	Past Perfect (S + had + V3) He said that he had worked hard He said that he had not gone there
	Past Continuous (S + was/were + Ving)	Past Perfect Continuous (S + had + been + Ving)

	He said, "I was working hard" He said, "I was not going there"	He said that he had been working hard He said that he had not been going there
Future	Simple Future (S + will + V1) He said, "I will work hard" He said, "I will not go there"	Past Future (S + would + V1) He said that he would work hard He said that he would not go there

Writing Task I

Read the following narrative and identify the generic structure, organization and language feature of the text!

Once upon a time, King Rock brought his best knights and soldiers to besiege Vernon castle. They surrounded the castle for days, trapping the Lord Vernon inside. However, they refused to surrender. They fought hard to defend their castle.

One day, Sir Paul, a brave and courageous knight, put on a disguise and went out of Vernon castle. He walked stealthily to enter the King's camp. However, he was discovered by the king's soldiers. They chased after him shouting, "A spy! A spy!"

Sir Thomson, one of the king's knights, caught him. They fought boldly. Sir Paul tried to run away quickly to the Vernon castle. However, Sir Thomson could catch up with him again.

Just as he was about to stab Sir Paul with his sword, he heard someone screaming. "Please, don't kill him." his sister, Lady Eivia screamed.

"Both of you are brave knights," Lady Eivia said in tears. "This war has been fought by brave and chivalrous knights and soldiers. But, we women and children suffer because of the war. We are starving because there is no food to eat."

"Paul, don't you remember how Sir Thomson spared your life in the fight earlier?"

"You're right, Eivia. He is my friend who is such an honourable knight. I will not kill him."

"Thank you very much, wise lady," said Sir Thomson.

"I am glad that my brother and you are friends now, Sir Paul," replied Lady Eivia.

Hearing this, King Rock and Lord Vernon agreed to stop fighting too. The lady smiled, and then her body turned into a beautiful golden dove. The beautiful and wise lady had shown them the value of peace and friendship.

VI. Learning Steps

SEVENTH MEETING			
No	Activities	Mode	Time
1	Pre- Activities		20 minutes
	<ul style="list-style-type: none"> Greet the teacher and check for the attendance Students review about the previous materials by answering the teacher's questions Students pay attention to the materials being taught (Narrative text) Students observe the example of a narrative text in form of folk tale Students identify the generic structure of the text Students identify the language features of the text given 	Class Tutorial	
2	Whilst- Activities		60 minutes
	<ul style="list-style-type: none"> Each students are free to choose the topic that they want Students start to write a short narrative text in form of folk tale by looking at the example provided in the LKS book Students write the outline by modifying the setting, title, characters, problem, etc 	Class Project	

	<ul style="list-style-type: none"> • Students start to write the draft and organize it into a good paragraph • Students collect their writing to the teacher • the students revise it and get the score 		
	<p>Post Activities</p>		
	<ul style="list-style-type: none"> • Students ask question toward unclear materials • Students summarize and conclude what have been learned 	<p>Concluding</p>	<p>10 minutes</p>

VII. Learning Resources /Media

- ❖ Laptop
- ❖ LCD
- ❖ Text Model (Narrative Text)
- ❖ Buku wajib siswa Bahasa Inggris X Semester 2

VIII. Assessment

Analytical Scoring Rubric

Appendix 18

**The Blue Print of Writing Scoring Rubric, Analytical Scoring Rubric, Writing
Competency Test and Expert Judgement Sheet**

No	Dimensions	Indicators
1	Content and Development	The text has topic which is relevant to the assignment, and has a thesis statement which is supported by appropriate, sufficient evidences, examples or reasons
2	Organization	The text should have clear, logically-ordered ideas
3	Sentence Structure	The text uses complex but effective sentences with accurate grammar
4	Vocabulary	The text uses wide and varied diction
5	Mechanics	The text uses correct spelling, punctuation and follow the rule of writing

Adapted from Marhaeni (2005)

Analytical Scoring Rubric

Dimensions	Weight	Score	Descriptors
Content and Development	3	4	Topic is relevant with the next substance of the assignment and developed by accurate and adequate details
		3	The topic is relevant with the substance of the assignment but less supported by accurate and adequate details
		2	The topic is less relevant with the substance of the assignment and less supported by accurate and adequate details
		1	The relevance between the topic and the substance of the assignment is very low And it is not supported by accurate and adequate details, moreover insufficient writing to show the required criteria
Organization	3	4	Ideas are arranged logically, cohesively, conveyed clearly, smoothly, and effectively
		3	Ideas are less logically, cohesively arranged, conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted
		2	Jumping arrangement of ideas, the ideas are conveyed unclearly, unsmooth, and ineffectively so that the main idea

			cannot be traced
		1	Ideas are unclear and there is no visible planning in writing.
Sentence Structure	2	4	Using complex and effective sentences structure and inconsiderable mistakes in <i>agreement, tense, word order, article, pronouns, preposition</i>
		3	Using complex sentences with some mistakes in the sentences arrangement but still effective in conveying meaning and there are some mistakes in <i>agreement, tense, word order, article, pronouns, preposition</i>
		2	Using simple sentences and ineffectively convey meaning and considerable mistakes in <i>agreement, tense, word order, article, pronouns, preposition</i>
		1	A large number of structure mistake as an indicator of the low mastery in structure rules/convention, insufficient writing to show the required criteria
Vocabulary	2	4	The selection and the usage of word and idioms are accurate and appropriate with register. It shows good mastery of words formation and rich of the vocabulary
		3	The selection of the usage of idioms is quite good, even though some are less accurate and less appropriate with register. There are small number of mistakes in words formations but the meaning remain uninterrupted.

			Vocabularies are quite rich.
		2	Large number of inappropriate register and there are some mistakes in word formation so that the meaning is blur and lack of vocabulary
		1	Considerably lack of vocabulary, translating words lexically, meaning is difficult to grasp so that insufficient writing which show that criteria are met
Mechanic	1	4	Showing good mastery in writing convention, good ability in using punctuation and capital letters accurately. Inconsiderable spelling mistakes
		3	Using good writing convention even though small mistakes still exist and show few small mistakes in using punctuations and spelling but the meaning remain clear
		2	Large number of mistakes in the application of writing conventions And large number of spelling mistakes that interrupt meaning
		1	Considerable mistakes in using mechanics and lack of mastery in writing rules/conventions. Insufficient writing to show the required criteria

Writing Competency Test (Post Test)

Instruction :

1. Write a text with a Narrative development in form of fable, fairy tale, folklore or legend. You are free to choose a topic to be developed
2. Make a draft first before you develop your ideas into a complete writing
3. After you finished the draft, develop your writing into the complete one
4. Give your writing a suitable title
5. The text you write must be at least 15 sentences
6. You have 60 minutes to finish your writing
7. When you write, use the rubric below to ensure good quality of your writing.
 - a. Content and Development
 - b. Organization
 - c. Grammar and Structure
 - d. Vocabulary and style
 - e. Mechanics (Spelling, Punctuation, and Capitalization)

