



APPENDIX 1

Research Permits

**PEMERINTAH PROVINSI BALI**
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAAHRAGA
SMA NEGERI 1 GIANYAR
Jl. Ratna Gianyar, Telp. (0361) 943034, Fax. (0361) 944073
Website: <http://www.dosmangianyar.com> E-mail: sman1_gianyar@yahoo.com

SURAT KETERANGAN
Nomor : 420/7028/SMA/2020


Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Gianyar, Kecamatan Gianyar, Kabupaten Gianyar, Provinsi Bali, menerangkan Mahasiswa Universitas Pendidikan Ganesha di bawah ini :

Nama : Gusti Ayu Rahayu Artaningsih
NIM : 1612021009
Tempat, Tgl. Lahir : Bedulu, 22 September 1997
Alamat : Jalan Yeh Pulu, Banjar Batulumbang Bedulu, Gianyar
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Telah melaksanakan Penelitian Skripsi dengan Judul "*The Effect of Picture Series as Instructional Media on Students' Ability to Write a Recount Text in SMA Negeri 1 Gianyar*" pada tanggal 02 – 30 April 2020.

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

Gianyar, 16 Nopember 2020
Kepala SMA Negeri 1 Gianyar


Wayan Sudra Astra, S.Pd., M.Pd.
NIP. 19710415 199703 1 007

APPENDIX 2

Instruments of Post Test

1. Post Test for Control Group

Recount Text

While producing your writing, please pay attention to the writing aspects.

1. Content
You have to make sure that the content of your writing is appropriate with the topic.
2. Organization
You have to organize your ideas appropriately based on the generic structure of the text and make sure that all sentences are connected to each other.
3. Grammar
You have to pay attention with the grammar that you use in your writing.
4. Vocabulary
You have to use appropriate vocabulary in your writing.
5. Mechanics
You have to pay attention with spelling, capitalization and also the punctuation, such as: comma (,), dot (.), question mark (?), exclamation (!), apostrophe ('), quotation mark (".."), semicolon (;), and hyphen (-) on your writing.

* Required

Name: *

Your answer _____

Class: *

Your answer _____

No: *

Your answer _____

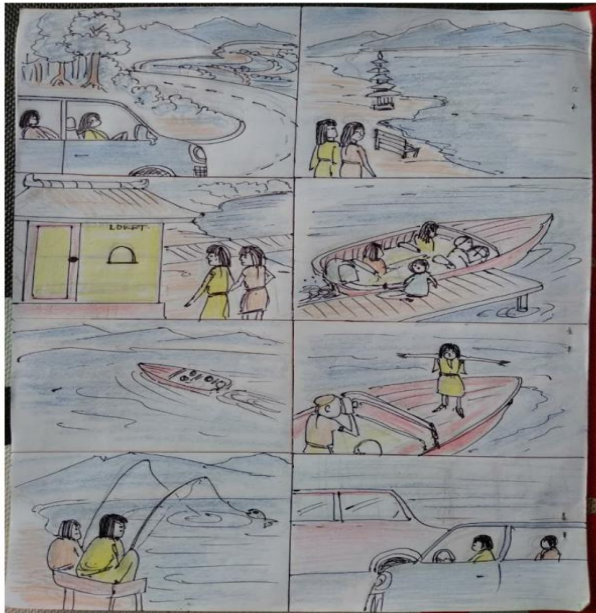
Please write a simple paragraph of recount text about "Trip to Danau Beratan". It should contain of 3-4 paragraph. Good luck! ☐ *

Your answer _____

Submit

2. Post Test for Experimental Group

Please write a simple paragraph about recount text based on the pictures below. It should contain of 3-4 paragraph. Good luck! 😊 *



Jawaban Anda



APPENDIX 3

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X
Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

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

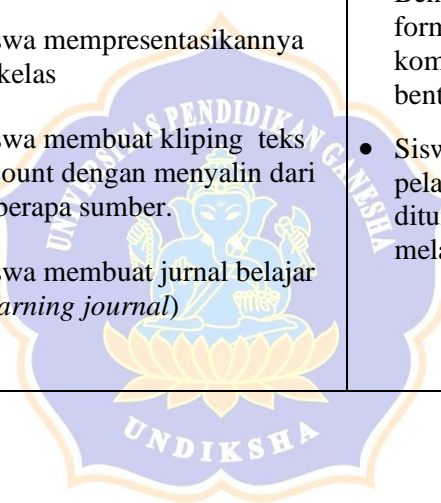
KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang	Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa	Mengamati <ul style="list-style-type: none">Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadian b/peristiwa yang diberikan/ diperdengarkan guru	Kriteria penilaian: <ul style="list-style-type: none">Pencapaian fungsi sosialKelengkapan dan keruntutan struktur teks recountKetepatan unsur	7 x 2 JP	<ul style="list-style-type: none">Audio CD/ VCD/DVDSUARA GURUKoran/ majalah berbahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/</p>	<p>a.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/ peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam</p>	<ul style="list-style-type: none"> Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text <i>recount</i> dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Siswa membacakan teks <i>recount</i> kepada teman dengan 	<p>kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan 		<ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>menggunakan unsur kebahasaan yang tepat</p> <ul style="list-style-type: none"> Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja 	<ul style="list-style-type: none"> perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		



APPENDIX 4

Lesson Plan for Control Group Meeting 1

LESSON PLAN

School	: SMA Negeri 1 Gianyar
Subject	: English
Education Unit	: Senior High School
Class	: X
Topic	: Recount text
Allocation of Time	: 2 x 45 minutes

I. Core Competency (KI):

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

II Basic Competency (KD):

Basic Competency	Indicators
1.1 Grateful for the opportunity to learn English as a language of communication for international communication which is manifested in the spirit of learning.	1.1.1 Feeling grateful to the opportunity to learn English manifested in the spirit of learning.
2.3 Indicating behaviors of responsibility, caring, cooperation, and love peace in doing functional communication.	2.3.1 Indicating behaviors of responsibility in doing functional communication. 2.3.2 Indicating behaviors of caring in doing functional communication. 2.3.3 Indicating behaviors of cooperation in doing functional communication. 2.3.4 Indicating behaviors of love peace in doing functional communication.
3.9 Applying social functions, text structures, and language features in simple recount texts about experience/ incident/ events, according to the context of their use.	3.9.1 Applying social functions, text structures, and language features according to the context of their use.
4.13 Capturing the meaning in simple oral and written recount text.	4.13.1 Knowing the meaning in simple oral and written recount text.
4.14 arranging simple oral and written recount text about experiences/ activities/ incident/ events, by paying attention to social functions, text structures, and language features, correctly and in accordance with the context.	4.14.1 Building a simple paragraph about recount text by paying attention to social functions, text structures, and language features.

III. Instructional Objective

1. Students are able to apply social functions, text structures, and language features based on the context individually.
2. Students are able to know the meaning of recount text individually.
3. Students are able to build a simple paragraph about recount text by paying attention to social functions, text structures, and language features place in pair work correctly.

IV. Instructional Material

1. Social Function

- a. Take an example, be proud, act orderly, thorough and discipline, report.

2. Text Structure

- a. Mention the actions/ incident/ events in general.
- b. Mention the sequence of actions/ incident/ events chronologically, and coherently.
- c. If necessary, there are general conclusions

3. Language Features

1. Simple Present Tense

‘Simple present tense’ is used to tell actions or situations in general or general truth.

2. Simple Past Tense

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

3. Words related to life struggle, professionalism at work, incident/ events that are being talked.
4. Clear and neat spelling, handwriting and printing.
5. Speech, word, pressure, intonation, when presented verbally.
6. Word reference

4. Expressions of Recount Text

- One day, ...
- When I was ...
- That was ...
- Firstly
- One day later ...
- After that ...

- Finally ...

Example of the text

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75 ". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can ".

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

V Instructional Method

1. Approach : Scientific Approach
2. Method : Discussion and question-answer
3. Technique : Individually and pair work

VI Sources and Instructional Media

1. Learning sources :
 - a. Internet
2. Teaching media :
 - a) Power Point
 - b) Printed text
3. Teaching learning equipment : LCD projector, laptop, whiteboard.

VII Instructional Activities:

STAGES	ACTIVITIES	TIMES
Pre Activities	<p>a. Teacher greets and asks students' recent condition.</p> <p>1) "Good morning students?"</p> <p>2) "How are you?"</p> <p>b. Teacher leads the pray ("before we start our lesson today let's pray a moment").</p> <p>c. Teacher checks students' attendance and readiness (dictionary, handbook)</p> <p>d. Teacher gives brainstorming and leads to the material.</p> <p>("Do you have an experience that you can't forget it, or bad experience? Can you tell us about your experience?")</p> <p>e. Teacher tells the scope of today's lesson.</p>	5 minutes
Whilst Activities	<p>A. Observing</p> <p>a. Teacher show the definition of recount text, the generic structure of recount text, and the example of recount text by using slide show.</p> <p>b. Students were given a chance to discussion with their friend about recount text and they also can ask their teacher about what they still don't understand about recount text.</p> <p>B. Questioning</p> <p>a. Teacher asks students about the generic structure of recount text.</p> <p>b. Students work in pair.</p> <p>c. Students were given a text about recount text "My first experience to ride motorcycle". Students have to read the text and find the</p>	30 minutes

	<p>generic structure, such as orientation, events and reorientation.</p> <p>C. Eksploring</p> <p>a. Students were given a chance to search the other example of recount text and discuss it with their friends.</p> <p>D. Associating</p> <p>a. Students work in pair.</p> <p>b. Students were asked to make a short simple paragraph based on their experience.</p> <p>E. Communicating</p> <p>a. Teacher asks each group to swap their work with the other group and give a comment.</p>	
Post Activities	<p>a. Teacher invites one student to conclude the lesson.</p> <p>b. Teacher ask students about their feeling.</p> <p>c. Teacher tells the material in the next meeting.</p> <p>d. Teacher lead the pray and ends the class by saying goodbye.</p>	5 minutes

VIII Assessment

1. Procedure : Process
2. Type : Written
3. Instrument :

INDICATOR	EVALUATION		
	PROCEDURE	TYPE	INSTRUMENT
3.9.1 Applying social functions, text structures, and linguistic elements according to the context of their use.		Written	Please make a simple paragraph about recount text based students experience in pair!

4.13.1 Knowing the meaning in simple oral and written recount text.	Process	Written	Please read “the first experience to ride motorcycle” and find the generic structures, such as orientation, events and reorientation!
4.14.1 Building a simple paragraph about recount text by paying attention to social functions, text structures, and language features.		Written	Please make a simple paragraph about recount text by paying attention to social functions, text structures, and language features!



Lesson Plan for Control Group Meeting 2

Example of the text

Helping Each Other

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

At that lake, I looked for the best point to fish. I went to the place under the big tree at the bank of the lake. I threw my hook as far as I can then I wait for the fish eating my bait. 30 minutes left and finally there was a fish ate my bait. It was the first big enough fish that I got. I got 10 big fish and 3 small fish at that day. I was so happy.

I would cook that fish at home and then I would call my friends to come to my home then we would have a small party. But I was not lucky enough because on the way home I saw a beggar. He was an old poor beggar. I gave all of my fish to him and I wish he would be happy getting that fish. Perhaps he could sell them at the market and get some money to buy some food. Even I did not have any fish after that, I was so happy because I could help people.

Instructional Activities:

STAGES	ACTIVITIES	TIMES
Pre Activities	<p>a. Teacher greets and asks students' recent condition.</p> <ol style="list-style-type: none">1) "Good morning students?"2) "How are you?" <p>b. Teacher leads the pray ("before we start our lesson today let's pray a moment").</p> <p>c. Teacher checks students' attendance and readiness (dictionary, handbook)</p> <p>d. Teacher gives brainstorming and leads to the material.</p> <p>("Do you have an experience that you can't forget it,</p>	5 minutes

	<p>or bad experience? Can you tell us about your experience?")</p> <p>e. Teacher tells the scope of today's lesson.</p>	
<p>Whilst Activities</p>	<p>A. Observing</p> <p>a. Teacher explains about recount text by using slide show.</p> <p>b. Students were given a chance to discussion about recount text with their friend.</p> <p>B. Questioning</p> <p>a. Students were given a chance to ask the teacher if they do not understand yet.</p> <p>C. Eksploring</p> <p>a. Teacher give a recount text entitled "Helping Each Other" to the students.</p> <p>b. Teacher asks the students to read the text and find the generic structure in the text (orientation, events and reorientation)</p> <p>D. Associating</p> <p>a. Students work in group, one group consists of three students.</p> <p>b. Students were given two topics, such as Visiting Sanur Beach and Visiting Tirta Empul Temple.</p> <p>c. Students have to list the idea to write a recount text based on the topic they choose.</p> <p>E. Communicating</p> <p>a. Students were given a chance to discuss with their group and ask the teacher.</p>	<p>30 minutes</p>


Post Activities	<p>a. Teacher invites one student to conclude the lesson.</p> <p>b. Teacher asks one of the student to tell about their feeling.</p> <p>c. Teacher tells the material in the next meeting.</p> <p>d. Teacher lead the pray and ends the class by saying goodbye.</p>	5 minutes
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VIII Assessment

1. Procedure : Process

2. Type : Written

3. Instrument :

INDICATOR	EVALUATION		
	PROCEDURE	TYPE	INSTRUMENT
3.9.1 Applying social functions, text structures, and linguistic elements according to the context of their use.	 Process	Written	Please make a simple paragraph about recount text based on the topic that choose in group!
4.13.1 Knowing the meaning in simple oral and written recount text.		Written	Please read “My first experience climb Mount Batur” and find the generic structures, such as orientation, events and reorientation!
4.14.1 Building a simple paragraph about recount text by paying attention to social functions, text structures, and language features.		written	Please make a simple paragraph about recount text by paying attention to social functions, text structures, and language features!

Lesson Plan for Control Group Meeting 3

Example of the text

Helping Each Other

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

At that lake, I looked for the best point to fish. I went to the place under the big tree at the bank of the lake. I threw my hook as far as I can then I wait for the fish eating my bait. 30 minutes left and finally there was a fish ate my bait. It was the first big enough fish that I got. I got 10 big fish and 3 small fish at that day. I was so happy.

I would cook that fish at home and then I would call my friends to come to my home then we would have a small party. But I was not lucky enough because on the way home I saw a beggar. He was an old poor beggar. I gave all of my fish to him and I wish he would be happy getting that fish. Perhaps he could sell them at the market and get some money to buy some food. Even I did not have any fish after that, I was so happy because I could help people.

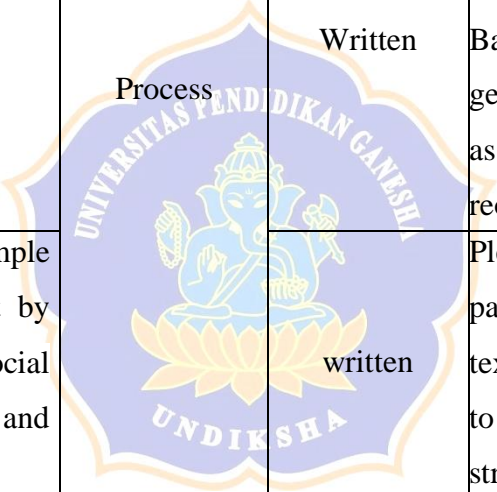
Instructional Activities:

STAGES	ACTIVITIES	TIMES
Pre Activities	<p>a. Teacher greets and asks students' recent condition.</p> <ol style="list-style-type: none">1) "Good morning students?"2) "How are you?" <p>b. Teacher leads the pray ("before we start our lesson today let's pray a moment").</p> <p>c. Teacher checks students' attendance and readiness (dictionary, handbook)</p> <p>d. Teacher gives brainstorming and leads to the material.</p> <p>("Do you have an experience that you can't forget it,</p>	5 minutes

	<p>or bad experience? Can you tell us about your experience?")</p> <p>e. Teacher tells the scope of today's lesson.</p>	
<p>Whilst Activities</p>	<p>A. Observing</p> <p>a. Teacher explains about recount text by using slide show.</p> <p>b. Students were given a chance to discussion about recount text with their friend.</p> <p>B. Questioning</p> <p>a. Students were given a chance to ask the teacher if they do not understand yet.</p> <p>C. Eksploring</p> <p>a. Students were given a chance to find the other recount text with the same topic to rich student's ideas.</p> <p>D. Associating</p> <p>a. Students work in group.</p> <p>b. Students write a simple paragraph about recount text based on the topic that they choose.</p> <p>E. Communicating</p> <p>a. Students discuss with their group and ask the teacher.</p> <p>b. Students were given a chance to revise the draft based on the teacher's feedback.</p>	<p>30 minutes</p>
<p>Post Activities</p>	<p>a. Teacher invites one student to conclude the lesson.</p> <p>b. Teacher asks one of the student to tell about their feeling.</p> <p>c. Teacher tells the material in the next meeting.</p> <p>d. Teacher lead the pray and ends the class by saying goodbye.</p>	<p>5 minutes</p>

VIII Assessment

1. Procedure : Process
2. Type : Written
3. Instrument :

INDICATOR	EVALUATION		
	PROCEDURE	TYPE	INSTRUMENT
3.9.1 Applying social functions, text structures, and linguistic elements according to the context of their use.	 Process	Written	Please make a simple paragraph about recount text based on the topic that choose in group!
4.13.1 Knowing the meaning in simple oral and written recount text.		Written	Please read “My first experience climb Mount Batur” and find the generic structures, such as orientation, events and reorientation!
4.14.1 Building a simple paragraph about recount text by paying attention to social functions, text structures, and language features.		written	Please make a simple paragraph about recount text by paying attention to social functions, text structures, and language features!

Lesson Plan for Control Group Meeting 4

Instructional Activities:

STAGES	ACTIVITIES	TIMES
Pre Activities	<p>a. Teacher greets and asks students' recent condition.</p> <ol style="list-style-type: none"> 1) "Good morning students?" 2) "How are you?" <p>b. Teacher leads the pray ("before we start our lesson today let's pray a moment").</p> <p>c. Teacher checks students' attendance and readiness (dictionary, handbook)</p> <p>d. Teacher gives brainstorming and leads to the material. ("Do you have an experience that you can't forget it, or bad experience? Can you tell us about your experience?")</p> <p>e. Teacher tells the scope of today's lesson.</p>	5 minutes
Whilst Activities	<p>A. Observing</p> <ol style="list-style-type: none"> a. Games Time called "create a sentence" b. Students were given the role of the game by the teacher. <p>B. Questioning</p> <ol style="list-style-type: none"> a. Students were given a chance to ask the teacher if they do not understand yet. <p>C. Eksploring</p> <ol style="list-style-type: none"> a. Students were given paper, after that they would write the title of accident or event that they remember. b. Students would put that paper in front of the class. <p>D. Associating</p>	30 minutes

	<p>a. Each Student would take one paper and they try to make a sentence based on the event or accident that they get in the paper.</p> <p>E. Communicating</p> <p>a. Students have to tell her/his sentence in front of the class.</p> <p>b. Teacher will give feedback for the students.</p>	
Post Activities	<p>a. Teacher invites one student to conclude the lesson.</p> <p>b. Teacher asks one student to tell about their feeling.</p> <p>c. Teacher tells the material in the next meeting.</p> <p>d. Teacher lead the pray and ends the class by saying goodbye.</p>	5 minutes

VIII Assessment

1. Procedure : Process
2. Type : Written
3. Instrument :

INDICATOR	EVALUATION		
	PROCEDURE	TYPE	INSTRUMENT
3.9.1 Applying social functions, text structures, and linguistic elements according to the context of their use.	Process	Written	Please make a simple sentence based on the topic in the paper that they choose!
4.13.1 Knowing the meaning in simple oral and written recount text.		Written	Please write accident or event that they remember in the paper!
4.14.1 Building a simple paragraph about recount text by paying attention to social functions, text structures, and language features.		written	Please make a simple sentence based on the topic in the paper that they choose!

Lesson Plan for Control Group Meeting 5

Example of the text

My Bad Day

Last week I went to the theatre. It was the only theatre at my town. I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre.

So that, I just wanted to come and see if there was any good movie. I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day.

Unfortunately, I missed it. The ticket was already expired 2 days before. I went home and I was very disappointed about that.

Instructional Activities:

STAGES	ACTIVITIES	TIMES
Pre Activities	<p>a. Teacher greets and asks students' recent condition.</p> <ol style="list-style-type: none">1) "Good morning students?"2) "How are you?" <p>b. Teacher leads the pray ("before we start our lesson today let's pray a moment").</p> <p>c. Teacher checks students' attendance and readiness (dictionary, handbook)</p> <p>d. Teacher gives brainstorming and leads to the material.</p> <p>("Do you have an experience that you can't forget it, or bad experience? Can you tell us about your experience?")</p> <p>e. Teacher tells the scope of today's lesson.</p>	5 minutes

<p>Whilst Activities</p>	<p>A. Observing</p> <p>a. Teacher explains about recount text by using slide show.</p> <p>b. Students were given a chance to discussion about recount text with their friend.</p> <p>B. Questioning</p> <p>a. Students were given a chance to ask the teacher if they do not understand yet.</p> <p>C. Eksploring</p> <p>a. Teacher gives a recount text entitled “My Bad Day” to the students.</p> <p>b. Teacher asks the students to read the text and find the generic structure in the text (orientation, events and reorientation)</p> <p>D. Associating</p> <p>a. Students work in pair.</p> <p>b. Students were given two topics, such as Visiting Blanco Museum and Visiting Neka Museum.</p> <p>c. Students have to list the idea to write a recount text based on the topic they choose.</p> <p>E. Communicating</p> <p>a. Students were given a chance to discuss with their group and ask the teacher.</p>	<p>30 minutes</p>
<p>Post Activities</p>	<p>a. Teacher invites one student to conclude the lesson.</p> <p>b. Teacher asks one of the student to tell about their feeling.</p> <p>c. Teacher tells the material in the next meeting.</p> <p>d. Teacher lead the pray and ends the class by saying goodbye.</p>	<p>5 minutes</p>

VIII Assessment

1. Procedure : Process
2. Type : Written
3. Instrument :

INDICATOR	EVALUATION		
	PROCEDURE	TYPE	INSTRUMENT
3.9.1 Applying social functions, text structures, and linguistic elements according to the context of their use.	Process	Written	Please make a simple paragraph about recount text based on the topic that choose!
4.13.1 Knowing the meaning in simple oral and written recount text.		Written	Please read “Visiting Goa Gajah Temple” and find the generic structures, such as orientation, events and reorientation!
4.14.1 Building a simple paragraph about recount text by paying attention to social functions, text structures, and language features.		written	Please make a simple paragraph about recount text by paying attention to social functions, text structures, and language features!

Lesson Plan for Control Group Meeting 6

Example of the text

My Bad Day

Last week I went to the theatre. It was the only theatre at my town. I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre.

So that, I just wanted to come and see if there was any good movie. I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day.

Unfortunately, I missed it. The ticket was already expired 2 days before. I went home and I was very disappointed about that.

Instructional Activities:

STAGES	ACTIVITIES	TIMES
Pre Activities	<p>a. Teacher greets and asks students' recent condition.</p> <ol style="list-style-type: none">1) "Good morning students?"2) "How are you?" <p>b. Teacher leads the pray ("before we start our lesson today let's pray a moment").</p> <p>c. Teacher checks students' attendance and readiness (dictionary, handbook)</p> <p>d. Teacher gives brainstorming and leads to the material.</p> <p>("Do you have an experience that you can't forget it, or bad experience? Can you tell us about your experience?")</p> <p>e. Teacher tells the scope of today's lesson.</p>	5 minutes

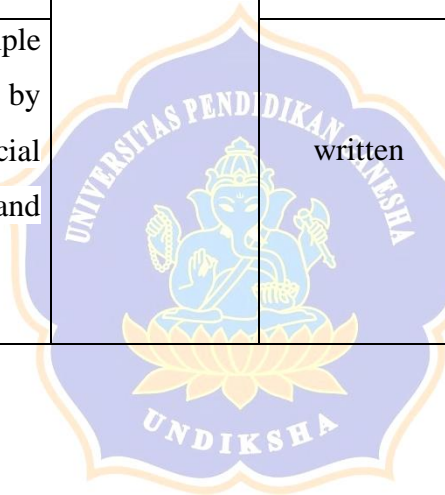
<p>Whilst Activities</p>	<p>A. Observing</p> <p>a. Teacher explains about recount text by using slide show.</p> <p>b. Students were given a chance to discussion about recount text with their friend.</p> <p>B. Questioning</p> <p>a. Students were given a chance to ask the teacher if they do not understand yet.</p> <p>C. Eksploring</p> <p>a. Students were given a chance to find the other recount text with the same topic to rich students' ideas.</p> <p>D. Associating</p> <p>a. Students work in group.</p> <p>b. Students write a simple paragraph about recount text based on the topic that they choose.</p> <p>E. Communicating</p> <p>a. Students discuss with their partner and ask the teacher.</p> <p>b. students were given a chance to revise the draft based on the teacher's feedback.</p>	<p>30 minutes</p>
<p>Post Activities</p>	<p>a. Teacher invites one student to conclude the lesson.</p> <p>b. Teacher asks one of the student to tell about their feeling.</p> <p>c. Teacher tells the material in the next meeting.</p> <p>d. Teacher lead the pray and ends the class by saying goodbye.</p>	<p>5 minutes</p>

VIII Assessment

1. Procedure : Process
2. Type : Written

3. Instrument :

INDICATOR	EVALUATION		
	PROCEDURE	TYPE	INSTRUMENT
3.9.1 Applying social functions, text structures, and linguistic elements according to the context of their use.	Process	Written	Please make a simple paragraph about recount text based on the topic that choose!
4.13.1 Knowing the meaning in simple oral and written recount text.		Written	Please read “Visiting Goa Gajah Temple” and find the generic structures, such as orientation, events and reorientation!
4.14.1 Building a simple paragraph about recount text by paying attention to social functions, text structures, and language features.		written	Please make a simple paragraph about recount text by paying attention to social functions, text structures, and language features!



APPENDIX 5

Lesson Plan for Experimental Group Meeting 1

LESSON PLAN

School	: SMA Negeri 1 Gianyar
Subject	: English
Education Unit	: Senior High School
Class	: X
Topic	: Recount text
Allocation of Time	: 2 x 45 minutes

I Core Competency (KI):

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

II Basic Competency (KD):

Basic Competency	Indicators
1.1 Grateful for the opportunity to learn English as a language of communication for international communication which is manifested in the spirit of learning.	1.1.1 Feeling grateful to the opportunity to learn English manifested in the spirit of learning.
2.3 Indicating behaviors of responsibility, caring, cooperation, and love peace in doing functional communication.	2.3.1 Indicating behaviors of responsibility in doing functional communication. 2.3.2 Indicating behaviors of caring in doing functional communication. 2.3.3 Indicating behaviors of cooperation in doing functional communication. 2.3.4 Indicating behaviors of love peace in doing functional communication.
3.9 Applying social functions, text structures, and language features in simple recount texts about experience/ incident/ events, according to the context of their use.	3.9.1 Applying social functions, text structures, and language features according to the context of their use.
4.13 Capturing the meaning in simple oral and written recount text.	4.13.1 Knowing the meaning in simple oral and written recount text.
4.14 arranging simple oral and written recount text about experiences/ activities/ incident/ events, by paying attention to social functions, text structures, and language features, correctly and in accordance with the context.	4.14.1 Building a simple paragraph about recount text by paying attention to social functions, text structures, and language features.

III. Instructional Objective

1. Students are able to apply social functions, text structures, and language features based on the context individually.
2. Students are able to know the meaning of recount text individually.
3. Students are able to build a simple paragraph about recount text by paying attention to social functions, text structures, and language features place in pair work correctly.

IV. Instructional Material

1. Social Function

- a. Take an example, be proud, act orderly, thorough and discipline, report.

2. Text Structure

- a. Mention the actions/ incident/ events in general.
- b. Mention the sequence of actions/ incident/ events chronologically, and coherently.
- c. If necessary, there are general conclusions

3. Language Features

1 Simple Present Tense

‘Simple present tense’ is used to tell actions or situations in general or general truth.

2 Simple Past Tense

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

- 3 Words related to life struggle, professionalism at work, incident/ events that are being talked.
- 4 Clear and neat spelling, handwriting and printing.
- 5 Speech, word, pressure, intonation, when presented verbally.
- 6 Word reference

4. Expressions of Recount Text

- One day, ...
- When I was ...
- That was ...
- Firstly
- One day later ...
- After that ...
- Finally ...

Example of the text

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75 ". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can ".

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

V Instructional Method

- a. Approach : Scientific Approach
- b. Method : Discussion and question-answer
- c. Technique : Individually and pair work

VI Sources and Instructional Media

- 1. Learning sources :

 - a. Internet

- 2. Teaching media :

 - a. Power Point
 - b. Printed text

c. Pictures



3. Teaching learning equipment : LCD projector, laptop, whiteboard.

VII Instructional Activities:

STAGES	ACTIVITIES	TIMES
Pre Activities	a. Teacher greets and asks students' recent condition. <ol style="list-style-type: none"> 1) "Good morning students?" 2) "How are you?" b. Teacher leads the pray ("before we start our lesson today let's pray a moment"). c. Teacher checks students' attendance and readiness (dictionary, handbook) d. Teacher gives brainstorming and leads to the material. <p>("Do you have an experience that you can't forget it, or bad experience? Can you tell us about your experience?")</p> e. Teacher tells the scope of today's lesson.	5 minutes
Whilst Activities	A. Observing <ol style="list-style-type: none"> a. Teacher shows the definition of recount text, the generic structure of recount text, and the example of recount text by using slide show. b. Students were given a chance to discussion with their friend about recount text and they also can 	

	<p>ask their teacher about what they still don't understand about recount text.</p> <p>c. Students were given a chance to search the other example of recount text and discuss it with their friends.</p> <p>B. Questioning</p> <p>a. Teacher asks students about the generic structure of recount text.</p> <p>b. Students work in pair.</p> <p>c. Students were given a text about recount text “the first experience to ride motorcycle”. Students have to read the text and find the generic structure, such as orientation, events and reorientation.</p> <p>C. Eksploring</p> <p>a. Students were showed some picture about activity, then the students have to suggest what activity that showed by the teacher.</p> <p>D. Associating</p> <p>a. Students work in pair.</p> <p>b. Students were given picture about the activity.</p> <p>c. Students were asked to make a short simple paragraph about the picture that they got.</p> <p>E. Communicating</p> <p>a. Teacher asks each group to swap their work with the other group and give a comment.</p>	30 minutes
Post Activities	<p>a. Teacher invites one student to conclude the lesson.</p> <p>b. Teacher asks students to tell about their feeling.</p> <p>c. Teacher tells the material in the next meeting.</p> <p>d. Teacher lead the pray and ends the class by saying goodbye.</p>	5 minutes

VIII Assessment

1. Procedure : Process
2. Type : Written
3. Instrument :

INDICATOR	EVALUATION		
	PROCEDURE	TYPE	INSTRUMENT
3.9.1 Applying social functions, text structures, and linguistic elements according to the context of their use.		Written	Please make a simple paragraph about recount text based on the picture that given by the teacher in pair!
4.13.1 Knowing the meaning in simple oral and written recount text.	Process	Written	Please read “the first experience to ride motorcycle” and find the generic structures, such as orientation, events and reorientation!
4.14.1 Building a simple paragraph about recount text by paying attention to social functions, text structures, and language features.		Written	Please make a simple paragraph about recount text by paying attention to social functions, text structures, and language features!

Lesson Plan for Experimental Group Meeting 2

Example of the text

Helping Each Other

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

At that lake, I looked for the best point to fish. I went to the place under the big tree at the bank of the lake. I threw my hook as far as I can then I wait for the fish eating my bait. 30 minutes left and finally there was a fish ate my bait. It was the first big enough fish that I got. I got 10 big fish and 3 small fish at that day. I was so happy.

I would cook that fish at home and then I would call my friends to come to my home then we would have a small party. But I was not lucky enough because on the way home I saw a beggar. He was an old poor beggar. I gave all of my fish to him and I wish he would be happy getting that fish. Perhaps he could sell them at the market and get some money to buy some food. Even I did not have any fish after that, I was so happy because I could help people.

a. Picture



Instructional Activities:

STAGES	ACTIVITIES	TIMES
Pre Activities	a. Teacher greets and asks students' recent condition. 1) "Good morning students?"	

	<p>2) “How are you?”</p> <p>b. Teacher leads the pray (“before we start our lesson today let’s pray a moment”).</p> <p>c. Teacher checks students’ attendance and readiness (dictionary, handbook)</p> <p>d. Teacher gives brainstorming and leads to the material.</p> <p>(“Do you have an experience that you can’t forget it, or bad experience? Can you tell us about your experience?”)</p> <p>e. Teacher tells the scope of today’s lesson.</p>	<p>5 minutes</p>
<p>Whilst Activities</p>	<p>A. Observing</p> <p>a. Teacher explains about recount text by using slide show.</p> <p>b. Students were given a chance to discussion about recount text with their friend.</p> <p>B. Questioning</p> <p>a. Students were given a chance to ask the teacher if they do not understand yet.</p> <p>C. Eksploring</p> <p>a. Teacher gives a recount text entitled “Helping Each Other” to the students.</p> <p>b. Teacher asks the students to read the text and find the generic structure in the text (orientation, events and reorientation)</p> <p>D. Associating</p> <p>a. Students work in group, one group consists of three students.</p> <p>b. Students were given two pictures.</p> <p>c. Students have to list the idea to write a recount text based on the picture they choose.</p>	<p>30 minutes</p>

	<p>E. Communicating</p> <p>a. Students were given a chance to discuss with their group and ask the teacher.</p>	
Post Activities	<p>a. Teacher invites one student to conclude the lesson.</p> <p>b. Teacher asks one of the student to tell about their feeling.</p> <p>c. Teacher tells the material in the next meeting.</p> <p>d. Teacher lead the pray and ends the class by saying goodbye.</p>	5 minutes

VIII Assessment

1. Procedure : Process

2. Type : Written

3. Instrument :

INDICATOR	EVALUATION		
	PROCEDURE	TYPE	INSTRUMENT
3.9.1 Applying social functions, text structures, and linguistic elements according to the context of their use.	Process	Written	Please make a simple paragraph about recount text based on the topic that choose in group!
4.13.1 Knowing the meaning in simple oral and written recount text.		Written	Please read “My first experience climb Mount Batur” and find the generic structures, such as orientation, events and reorientation!
4.14.1 Building a simple paragraph about recount text by paying attention to social functions, text structures, and language features.		written	Please make a simple paragraph about recount text by paying attention to social functions, text structures, and language features!

Lesson Plan for Experimental Group Meeting 3

Example of the text

Helping Each Other

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

At that lake, I looked for the best point to fish. I went to the place under the big tree at the bank of the lake. I threw my hook as far as I can then I wait for the fish eating my bait. 30 minutes left and finally there was a fish ate my bait. It was the first big enough fish that I got. I got 10 big fish and 3 small fish at that day. I was so happy.

I would cook that fish at home and then I would call my friends to come to my home then we would have a small party. But I was not lucky enough because on the way home I saw a beggar. He was an old poor beggar. I gave all of my fish to him and I wish he would be happy getting that fish. Perhaps he could sell them at the market and get some money to buy some food. Even I did not have any fish after that, I was so happy because I could help people.

a. Picture



Instructional Activities:

STAGES	ACTIVITIES	TIMES
Pre Activities	a. Teacher greets and asks students' recent condition. 1) "Good morning students?"	

	<p>2) “How are you?”</p> <p>b. Teacher leads the pray (“before we start our lesson today let’s pray a moment”).</p> <p>c. Teacher checks students’ attendance and readiness (dictionary, handbook)</p> <p>d. Teacher gives brainstorming and leads to the material.</p> <p>(“Do you have an experience that you can’t forget it, or bad experience? Can you tell us about your experience?”)</p> <p>e. Teacher tells the scope of today’s lesson.</p>	<p>5 minutes</p>
<p>Whilst Activities</p>	<p>A. Observing</p> <p>a. Teacher explains about recount text by using slide show.</p> <p>b. Students were given a chance to discussion about recount text with their friend.</p> <p>B. Questioning</p> <p>a. Students were given a chance to ask the teacher if they do not understand yet.</p> <p>C. Eksploring</p> <p>a. Students were given a chance to find the other recount text with the same topic to rich students’ ideas.</p> <p>D. Associating</p> <p>a. Students work in group.</p> <p>b. Students write a simple paragraph about recount text based on the picture that they choose.</p> <p>E. Communicating</p> <p>a. Students discuss with their group and ask the teacher.</p> <p>b. Students were given a chance to revise the draft</p>	<p>30 minutes</p>

	based on the teacher's feedback.	
Post Activities	<p>a. Teacher invites one student to conclude the lesson.</p> <p>b. Teacher asks one of the student to tell about their feeling.</p> <p>c. Teacher tells the material in the next meeting.</p> <p>d. Teacher lead the pray and ends the class by saying goodbye.</p>	5 minutes

VIII Assessment

1. Procedure : Process
2. Type : Written
3. Instrument :

INDICATOR	EVALUATION		
	PROCEDURE	TYPE	INSTRUMENT
3.9.1 Applying social functions, text structures, and linguistic elements according to the context of their use.	Process	Written	Please make a simple paragraph about recount text based on the topic that choose in group!
4.13.1 Knowing the meaning in simple oral and written recount text.		Written	Please read "My first experience climb Mount Batur" and find the generic structures, such as orientation, events and reorientation!
4.14.1 Building a simple paragraph about recount text by paying attention to social functions, text structures, and language features.		written	Please make a simple paragraph about recount text by paying attention to social functions, text structures, and language features!

Lesson Plan for Experimental Group Meeting 4

Instructional Activities:

STAGES	ACTIVITIES	TIMES
Pre Activities	<p>a. Teacher greets and asks students' recent condition.</p> <ol style="list-style-type: none"> 1) "Good morning students?" 2) "How are you?" <p>b. Teacher leads the pray ("before we start our lesson today let's pray a moment").</p> <p>c. Teacher checks students' attendance and readiness (dictionary, handbook)</p> <p>d. Teacher gives brainstorming and leads to the material. (“Do you have an experience that you can't forget it, or bad experience? Can you tell us about your experience?”)</p> <p>e. Teacher tells the scope of today's lesson.</p>	5 minutes
Whilst Activities	<p>A. Observing</p> <ol style="list-style-type: none"> a. Games Time called “create a sentence” b. Students were given the role of the game by the teacher. <p>B. Questioning</p> <ol style="list-style-type: none"> a. Students were given a chance to ask the teacher if they do not understand yet. <p>C. Eksploring</p> <ol style="list-style-type: none"> a. Students were given paper, then they would write the title of accident or event that they remember. b. Students would put that paper in front of the class. <p>D. Associating</p> <ol style="list-style-type: none"> a. Each Student would take one paper and they try to 	30 minutes

	<p>make a sentence based on the event or accident that they get in the paper.</p> <p>E. Communicating</p> <p>a. Students have to tell her/his sentence in front of the class.</p> <p>b. Teacher will give feedback for the students.</p>	
Post Activities	<p>a. Teacher invites one student to conclude the lesson.</p> <p>b. Teacher asks one student to tell about their feeling.</p> <p>c. Teacher tells the material in the next meeting.</p> <p>d. Teacher lead the pray and ends the class by saying goodbye.</p>	5 minutes

VIII Assessment

1. Procedure : Process
2. Type : Written
3. Instrument :

INDICATOR	EVALUATION		
	PROCEDURE	TYPE	INSTRUMENT
3.9.1 Applying social functions, text structures, and linguistic elements according to the context of their use.	Process	Written	Please make a simple sentence based on the topic in the paper that they choose!
4.13.1 Knowing the meaning in simple oral and written recount text.		Written	Please write accident or event that they remember in the paper!
4.14.1 Building a simple paragraph about recount text by paying attention to social functions, text structures, and language features.		written	Please make a simple sentence based on the topic in the paper that they choose!

Lesson Plan for Experimental Group Meeting 5

Example of the text

My Bad Day

Last week I went to the theatre. It was the only theatre at my town. I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre.

So that, I just wanted to come and see if there was any good movie. I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day.

Unfortunately, I missed it. The ticket was already expired 2 days before. I went home and I was very disappointed about that.

a. Pictures



Instructional Activities:

STAGES	ACTIVITIES	TIMES
Pre Activities	a. Teacher greets and asks students' recent condition. <ol style="list-style-type: none"> 1) "Good morning students?" 2) "How are you?" b. Teacher leads the pray ("before we start our lesson today let's pray a moment").	5 minutes

	<p>c. Teacher checks students' attendance and readiness (dictionary, handbook)</p> <p>d. Teacher gives brainstorming and leads to the material.</p> <p>("Do you have an experience that you can't forget it, or bad experience? Can you tell us about your experience?")</p> <p>e. Teacher tells the scope of today's lesson.</p>	
<p>Whilst Activities</p>	<p>A. Observing</p> <p>a. Teacher explains about recount text by using slide show.</p> <p>b. Students were given a chance to discussion about recount text with their friend.</p> <p>B. Questioning</p> <p>a. Students were given a chance to ask the teacher if they do not understand yet.</p> <p>C. Eksploring</p> <p>a. Teacher gives a recount text entitled "My Bad Day" to the students.</p> <p>b. Teacher asks the students to read the text and find the generic structure in the text (orientation, events and reorientation)</p> <p>D. Associating</p> <p>a. Students work in pair.</p> <p>b. Students were given two pictures.</p> <p>c. Students have to list the idea to write a recount text based on the picture they choose.</p> <p>E. Communicating</p> <p>a. Students were given a chance to discuss with their group and ask the teacher.</p>	<p>30 minutes</p>

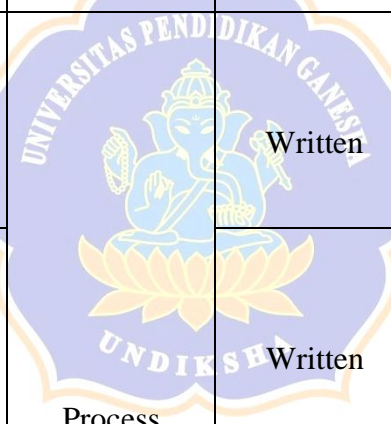
Post Activities	<p>a. Teacher invites one student to conclude the lesson.</p> <p>b. Teacher asks one of the student to tell about their feeling.</p> <p>c. Teacher tells the material in the next meeting.</p> <p>d. Teacher lead the pray and ends the class by saying goodbye.</p>	5 minutes
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Assessment

1. Procedure : Process

2. Type : Written

3. Instrument :

INDICATOR	EVALUATION		
	PROCEDURE	TYPE	INSTRUMENT
3.9.1 Applying social functions, text structures, and linguistic elements according to the context of their use.	 Process	Written	Please make a simple paragraph about recount text based on the topic that choose!
4.13.1 Knowing the meaning in simple oral and written recount text.		Written	Please read “Visiting Goa Gajah Temple” and find the generic structures, such as orientation, events and reorientation!
4.14.1 Building a simple paragraph about recount text by paying attention to social functions, text structures, and language features.		written	Please make a simple paragraph about recount text by paying attention to social functions, text structures, and language features!

Lesson Plan for Experimental Group Meeting 6

Example of the text

My Bad Day

Last week I went to the theatre. It was the only theatre at my town. I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre.

So that, I just wanted to come and see if there was any good movie. I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day.

Unfortunately, I missed it. The ticket was already expired 2 days before. I went home and I was very disappointed about that.

a. Picture



Instructional Activities:

STAGES	ACTIVITIES	TIMES
Pre Activities	a. Teacher greets and asks students' recent condition. 1) "Good morning students?" 2) "How are you?" b. Teacher leads the pray ("before we start our lesson today let's pray a moment").	5 minutes

	<p>c. Teacher checks students' attendance and readiness (dictionary, handbook)</p> <p>d. Teacher gives brainstorming and leads to the material.</p> <p>("Do you have an experience that you can't forget it, or bad experience? Can you tell us about your experience?")</p> <p>e. Teacher tells the scope of today's lesson.</p>	
<p>Whilst Activities</p>	<p>A. Observing</p> <p>a. Teacher explains about recount text by using slide show.</p> <p>b. Students were given a chance to discussion about recount text with their friend.</p> <p>B. Questioning</p> <p>a. Students were given a chance to ask the teacher if they do not understand yet.</p> <p>C. Eksploring</p> <p>a. Students were given a chance to find the other recount text with the same topic to rich students' ideas.</p> <p>D. Associating</p> <p>a. Students work in group.</p> <p>b. Students write a simple paragraph about recount text based on the picture that they choose.</p> <p>E. Communicating</p> <p>a. Students discuss with their partner and ask the teacher.</p> <p>b. Students were given a chance to revise the draft based on the teacher's feedback.</p>	<p>30 minutes</p>

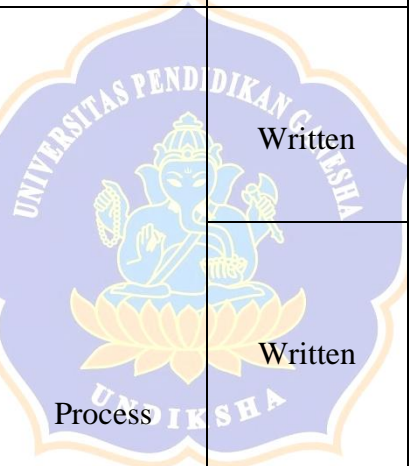
Post Activities	<p>a. Teacher invites one student to conclude the lesson.</p> <p>b. Teacher asks one student to tell about their feeling.</p> <p>c. Teacher tells the material in the next meeting.</p> <p>d. Teacher lead the pray and ends the class by saying goodbye.</p>	5 minutes
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Assessment

1. Procedure : Process

2. Type : Written

3. Instrument :

INDICATOR	EVALUATION		
	PROCEDURE	TYPE	INSTRUMENT
3.9.1 Applying social functions, text structures, and linguistic elements according to the context of their use.		Written	Please make a simple paragraph about recount text based on the topic that choose!
4.13.1 Knowing the meaning in simple oral and written recount text.		Written	Please read “Visiting Goa Gajah Temple” and find the generic structures, such as orientation, events and reorientation!
4.14.1 Building a simple paragraph about recount text by paying attention to social functions, text structures, and language features.		written	Please make a simple paragraph about recount text by paying attention to social functions, text structures, and language features!

APPENDIX 6

INTERVIEW GUIDES FOR THE STUDENTS

Theory	Indicator	Questions
<p>Advantages of Picture Series</p> <ul style="list-style-type: none"> ▪ Novita (2014): Learning that uses picture can enhance ideas or information that is interesting and clearer than language terms. 	<p>Students' writing achievement are improve after the implementation of learning by using picture series.</p>	<p>Do you feel Picture Series bring positive advantages on your writing skills?</p> <p>And give the reason!</p>
<p>Picture Series</p> <ul style="list-style-type: none"> ▪ Novita (2014): The picture series is a sequence of picture that aims to tell a story and also a series of events. 	<p>Students are active participate in learning by using picture series.</p>	<p>Do you think that Picture Series work well in English Language teaching?</p> <p>And give the reason!</p>
<p>The Advantages of Picture Series on Students' writing skills</p> <ul style="list-style-type: none"> ▪ Curtis and Bailey (2001) as cited in Muhibbudin (2016): There are four advantages such as it can guided and also make it easier to compile a story, learn while playing, be able to develop a story, and familiarize students to build knowledge. 	<p>Students are easier and more often practicing their writing skills</p>	<p>Do you think Picture Series help you in practicing your writing skills?</p> <p>And give the reason!</p>
<p>Advantages of Picture Series on Students' motivation</p> <ul style="list-style-type: none"> ▪ Listyani (2019): The use of picture series can motivate 	<p>Students are motivated in learning by using picture</p>	<p>Do you think that the use of Picture Series makes your learning experience more</p>

<p>students to write better, besides providing visual images to students, images can also develop the motivation and desires of students to write.</p>	<p>series.</p>	<p>interesting? And give the reason!</p>
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Interview guides

Subject : English

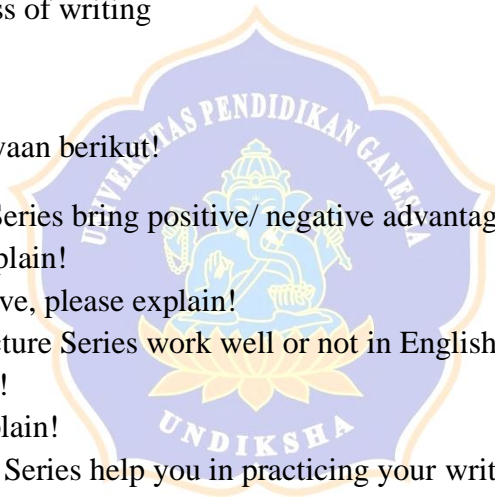
Day/Date : April 30th 2020

Name of Students : _____

The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut!

1. Do you feel Picture Series bring positive/ negative advantages on your writing skills?
If positive, please explain!
And if there is negative, please explain!
2. Do you think that Picture Series work well or not in English Language teaching?
If yes, please explain!
And if no, please explain!
3. Do you think Picture Series help you in practicing your writing skills or not?
If yes, please explain!
And if no, please explain!
4. Do you think that the use of Picture Series makes your learning experience more interesting or not?
If yes, please explain!
And if no, please explain!



APPENDIX 7

Observation Sheet

Students' Response in teaching and learning process

1. Experimental Group

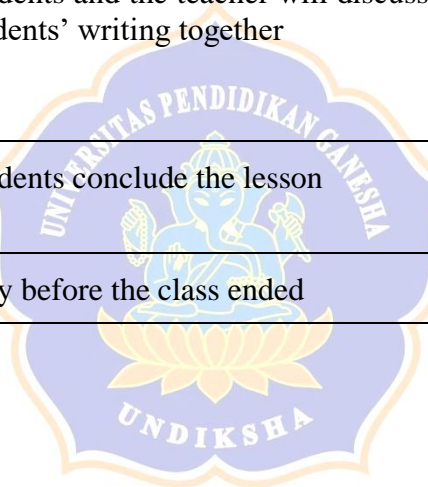
No	Session	Teacher's Instruction	Students Response
1	Pre-Activities	Greeting and asking students' condition	The students were very excited answer teacher's greeting
		Conducting prayer	They prayed seriously
		Check students attendance and preparation	The students were excited show their preparations
		Brainstorming	Students listen to the researcher and actively raise their hands and also actively answering the questions that given by the researcher
2	Whilst Activities A. Observing	Students were showed the definition, the purpose, the generic structure, the language features and the examples of Recount Text in the PowerPoint.	The students read the material with a lot of motivation.
		Students have to understand about the material	The students were more confident to speak than before and discuss with their friends.
	B. Questioning	Students have chances to ask the material that they do not understand yet with their friends or the teacher	All students were actively raise their hands in asking and answering the questions.
	C. Exploring	Students' works in pair, students are given a text about "My first experience went to Singaraja"	They were excited and motivate doing the task and cooperative.
		Students have to underline which is orientation, events and re-orientation	They were motivate doing the task quickly and cooperative.

	D. Associating	Students work in group consists of three students	They were so fun to find a group and cooperative.
		Each group was given the series of pictures about “Trip to the Zoo”	They were happy and interesting with the picture
		Each group will make a paragraph based on the pictures given	They were motivated, active, and fun when they make a paragraph, cooperative and they were more confident in speaking.
	E. Communicating	Each group’s presented their work	All groups done their presentation with speak smoothly and confidently.
		The other groups will check their friends work with their groups	Students were fun and actively check their friends’ work
		Students and the teacher will discuss students’ writing together	All students were excited, motivate when giving the opinion. They were also active in asking and answering questions
3	Post Activities	Students conclude the lesson	Students actively raise their hands to conclude the lesson
		Pray before the class ended	They prayed seriously

2. Control Group

No	Session	Teacher's Instruction	Students Response
1	Pre-Activities	Greeting and asking students' condition	The students were very excited answer teacher's greeting
		Conducting prayer	They prayed seriously
		Check students attendance and preparation	The students were excited show their preparations
		Brainstorming	Students listen to the researcher and actively raise their hands and also actively answering the questions that given by the researcher
2	Whilst Activities A. Observing	Students were showed the definition, the purpose, the generic structure, the language features and the examples of Recount Text in the PowerPoint.	The students read the materials.
		Students have to understand about the material	The students were passive and they did not discuss with their friends.
	B. Questioning	Students have chances to ask the material that they do not understand yet with their friends or the teacher	All students were passive, just two students who ask about the material and the other students just listen it.
	C. Exploring	Students' works in pair, Students have to search another example about Recount text and discuss with their pair.	They were not excited and motivate doing the task.
	D. Associating	Students work in group consists of three students, each group was given two topics such as: a. Trip to Bedugul	The students were low motivate, they felt bored with the writing lesson and they were very passive in learning

		<p>b. Trip to Sanur Beach</p> <p>Each group should choose only one topic and make a paragraph based on the topic that they already choose.</p>	
	E. Communicati ng	Each group's presented their work	The students presentation with low motivation and they were not confident.
		The other groups will check their friends work with their groups	Students were silent, because they still don't understand about the recount text.
		Students and the teacher will discuss students' writing together	The students were not excited and also low motivation. They were still don't understand about the recount text.
3	Post Activities	Students conclude the lesson	There were no students who raise their hands to conclude the lesson
		Pray before the class ended	They prayed seriously



APPENDIX 8

The Result Interview with The Students

Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : Ida Bagus Willie Pramudita Dirganata (S20)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apaadanya!

1. Using picture series in write recount text can build our imagination, so we can write smoothly and quickly and it also can create our motivation to write.
2. It is going well because we can develop our idea in write a recount text
3. Through picture series activities, we are more interested in improving our writing skills.
4. Yes, because the pictures are interesting



Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : Ida Ayu Cindy Paramitha (S19)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apaadanya!

1. Through using Picture series can attract us to write.
2. It is going well because all students more active in learning
3. Through picture series activities, we are more selective in choosing correct verbs by the tenses used.
4. Yes, because the learning activities are fun.



Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : I Putu Eka Putra Juniawan (S18)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apaadanya!

1. Yes, by using picture series can attract us to build an idea, so we can write smoothly.
2. It is going well because it make students smoothly in writing
3. Picture series activities provide an excellent opportunity for us to improve and develop our writing skills.
4. Picture series provides a pleasant learning atmosphere.



Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : Kadek Dian Ayu Fradina (S23)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apa adanya!

1. Through using picture series can motivate us to write.
2. It is going well, because all students easier in build their idea
3. Yes, it make easier to practice our writing skills and get feedback in the discussion section.
4. Picture series activities make the learning more fun

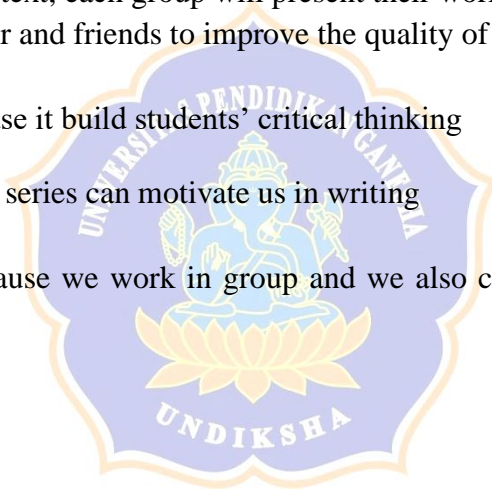


Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : Ni Kadek Ari Vivekananda (S28)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apaadanya!

1. After write a recount text, each group will present their work, in that activities, I can get feedback from teacher and friends to improve the quality of my writing.
2. It is going well because it build students' critical thinking
3. Yes, by using picture series can motivate us in writing
4. Yes it is so fun, because we work in group and we also can share our opinion and our idea

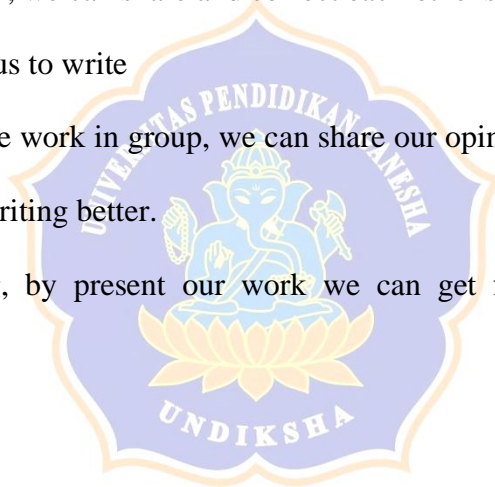


Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : Ni Komang Marsyani (S29)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apaadanya!

1. In discussions section, we can share and correct each other's writing.
2. Yes, it can motivate us to write
3. Yes because when we work in group, we can share our opinion and also discuss our idea.
So it can make our writing better.
4. Yes it is interesting, by present our work we can get feedback and also build our confidence.



Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : Putu Devi Sukma Antania (S33)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apaadanya!

1. By using picture series, we know the chronological of the events, so we can write smoothly.
2. Yes, it can build our imagination in writing
3. Picture series activities provide an excellent opportunity for us to improve and develop our writing skills.
4. Yes it is interesting, by present our work we can get feedback and also build our confidence.



Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : Anak Agung Gede Bagus Suwendra Putra (S1)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apa adanya!

1. By using picture series, we know the chronological of the events, so we can write smoothly.
2. Yes, it can motivate us to write
3. Through picture series activities, we are more selective in choosing correct verbs by the tenses used.
4. Picture series activities make the learning more fun.

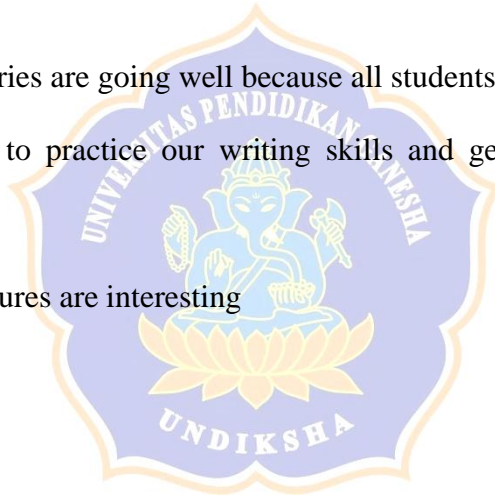


Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : Anak Agung Istri Satya Nareswari Putri Markandeya (S3)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apa adanya!

1. Through using picture series, we are more selective in choosing words and using the right grammar.
2. The use of Picture series are going well because all students have participated.
3. Yes, it make easier to practice our writing skills and get feedback in the discussion section.
4. Yes, because the pictures are interesting



Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : Desak Made Ananda Putri (S5)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apa adanya!

1. Through using picture series can motivate us to write.
2. It is going well because it build students' critical thinking
3. Yes because when we work in group, we can share our opinion and also discuss our idea. So it can make our writing better.
4. The use of picture series can create a pleasant learning atmosphere and provide a new learning atmosphere



Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : Dewa Ayu Dyah Manik Rakarna (S7)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apaadanya!

1. By using picture series, it can attract us to build an idea, so we can write smoothly.
2. Yes, it can build our imagination in writing
3. Picture series activities provide an excellent opportunity for us to improve and develop our writing skills.
4. Yes it is interesting, by present our work we can get feedback and also build our confidence.

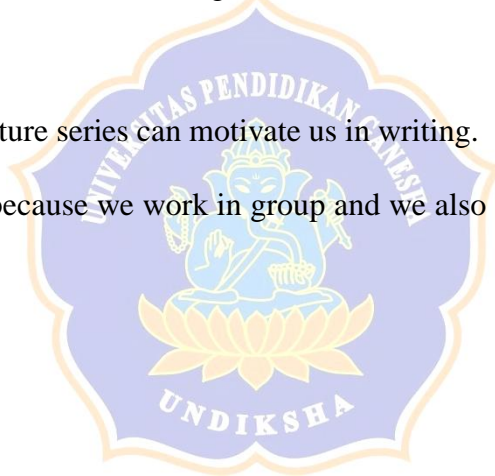


Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : Dewa Ayu Kalyana Putri (S8)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apaadanya!

1. Through using Picture series can attract us to write.
2. Yes it can make us active in asking about recount text and answer the question around recount text
3. Yes, by using picture series can motivate us in writing.
4. Yes it is so fun, because we work in group and we also can share our opinion and our idea

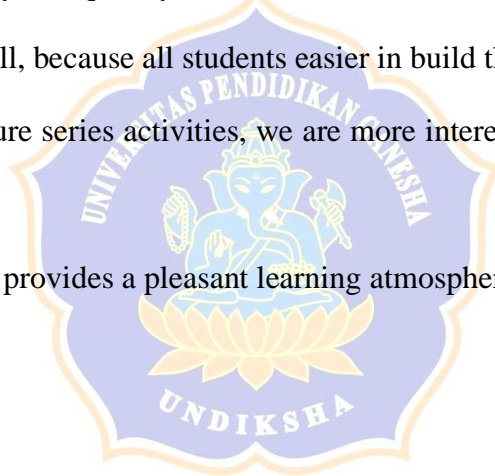


Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : Dewa Ayu Vivin Aora Dewanti (S10)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apaadanya!

1. Using picture series in write recount text can build our imagination, so we can write smoothly and quickly and it also can create our motivation to write.
2. It is going well, because all students easier in build their idea
3. Through picture series activities, we are more interested in improving our writing skills.
4. Picture series provides a pleasant learning atmosphere.



Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : Govia Ridzha Rifda (S13)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apaadanya!

1. In discussions section, we can share and correct each other's writing
2. It is going well because we can develop our idea in write a recount text
3. Through picture series activities, we are more interested in improving our writing skills.
4. The use of picture series can create a pleasant learning atmosphere and provide a new learning atmosphere.

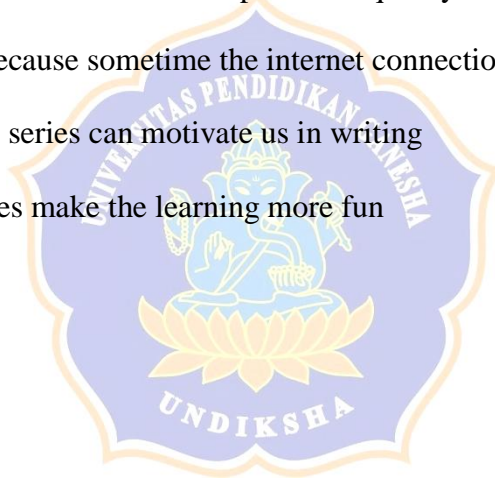


Responses of Interview

Subject : English
Day/Date : April 30th 2020
Name of Students : Ketut Andika Septiawan (S25)
The purpose : To know the use of picture series influence the teaching and learning process of writing

Jawablah pertanyaan-pertanyaan berikut dengan baik dan apaadanya!

1. After write a recount text, each group will present their work, in that activities, I can get feedback from teacher and friends to improve the quality of my writing.
2. It is not going well because sometime the internet connection did not work well
3. Yes, by using picture series can motivate us in writing
4. Picture series activities make the learning more fun



APPENDIX 9

Students' Writing Score

1. Post Test Score of Experimental Group

No	Name	Post Test	Predicate
1	Anak Agung Gede Bagus Suwendra Putra	95	Very High
2	Anak Agung Istri Agung Cyntia Pramesti Dewi	80	High
3	Anak Agung Istri Oktaviyanti Dewi	75	High
4	Anak Agung Istri Satya Nareswari Putri Markandeya	85	High
5	Ari Dwarsa Dhyana Yogananda	80	High
6	Desak Made Ananda Putri	75	High
7	Desak Putu Della Susmita Wulandari	90	Very High
8	Desak Putu Suartini	80	High
9	Dewa Ayu Dyah Manik Rakarna	75	High
10	Dewa Ayu Kalyana Putri	80	High
11	Dewa Ayu Setri Astika	85	High
12	Dewa Ayu Vivin Aora Dewanti	85	High
13	Dewa Ngakan Gede Mahadewa	90	Very High
14	Dewa Putu Teguh	75	High
15	Erland Farrel Wirawan	70	Medium
16	Govia Ridzha Rifda	65	Medium
17	Gusti Ayu Delinda Oka Ananda	85	High
18	Gusti Ayu Mirah Kencana Putri	85	High
19	Gusti Ayu Putu Dewita Asri Suastari	90	Very High
20	Gusti Made Sukardana	95	Very High
21	I Gede Agus Prabawa Santika	85	High
22	I Gusti Ngurah Bayu	80	High
23	I Komang Arya Putra Pranata	95	Very High
24	I Made Agus Upadana	75	High
25	I Putu Eka Putra Juniawan	90	Very High
26	Ida Ayu Cindy Paramitha	90	Very High
27	Ida Bagus Willie Pramudita Dirganata	85	High
28	Kadek Ardhea Putri Rendra	80	High
29	Kadek Ceisa Ari Putri Laksmi	80	High
30	Kadek Dian Ayu Fradina	75	High
31	Kadek Putri Maharani	85	High
32	Ketut Andika Septiawan	95	Very High
33	Made Prasanti Andriani	95	Very High
34	Made Srie Devi Mahasuari	90	Very High
35	Ni Kadek Ari Vivekananda	85	High
36	Ni Komang Marsyani	80	High
37	Ni Putu Laksmi Pradnyaswari Dharma	90	Very High
38	Ni Putu Masyunari Putri	80	High

39	Pande Kadek Ari Yudha Wijaya	90	Very High
40	Putu Devi Sukma Antania	70	Medium
		83.375	High

2. Post Test Score of Control Group

No	Name	Post Test	Predicate
1	Anak Agung Indah Permata Rose	75	High
2	Anak Agung Istri Sukma Dewi	55	Low
3	Desak Putu Ariestha Angelica Candra	80	High
4	Gracia Naimora Samosir	75	High
5	I Dewa Ayu Pringga Pramaswari	70	Medium
6	I Dewa Gede Gunawan	80	High
7	I Gede Herry Antara	75	High
8	I Gede Pradnya Darma Putra	75	High
9	I Gusti Ayu Cintya Santika Paramitha	70	Medium
10	I Gusti Ngurah Agung Yogiswara	85	High
11	I Made Agung Saniscar Wibawa	95	Very High
12	I Made Dananjaya Adyatma	85	High
13	Ida Ayu Ratih Krisnayani Dewi	85	High
14	Kadek Bintang Aristia Putri	85	High
15	Kadek Brihatnala Segening	60	Medium
16	Kadek Giga Arya Pranata	80	High
17	Made Arya Darma Putra	60	Medium
18	Ni Kadek Candra Swandewi	75	High
19	Ni Komang Anggun Pusparini	80	High
20	Ni Komang Purnami	80	High
21	Ni Luh Ayu Trisnawati	70	Medium
22	Ni Luh Sri Wahyu Sedani	80	High
23	Ni Made Asri Astuti	65	Medium
24	Ni Made Maha Patni Swakarma Udayani	75	High
25	Ni Putu Sita Rani Devi	75	High
26	Ni Putu Sri Imelya Dewi	85	High
27	Ni Wayan Indra Swandewi	85	High
28	Pande Nyoman Agus Wira Sentanu	80	High
29	Pande Putu Bintang Argi Wedana	75	High
30	Putu Satya Keshawa	80	High
31	Putu Tata Arta Cipta Dewi	90	Very High
32	Resandy Prisdana	70	Medium
33	Steven Adrian Bimantara Pangemanan	95	Very High
34	Anak Agung Indah Permata Rose	65	Medium
35	Anak Agung Istri Sukma Dewi	85	High
36	Desak Putu Ariestha Angelica Candra	65	Medium
37	Gracia Naimora Samosir	70	Medium

38	I Dewa Ayu Pringga Pramaswari	70	Medium
39	I Dewa Gede Gunawan	65	Medium
40	I Gede Herry Antara	65	Medium
		75.875	High



APPENDIX 10

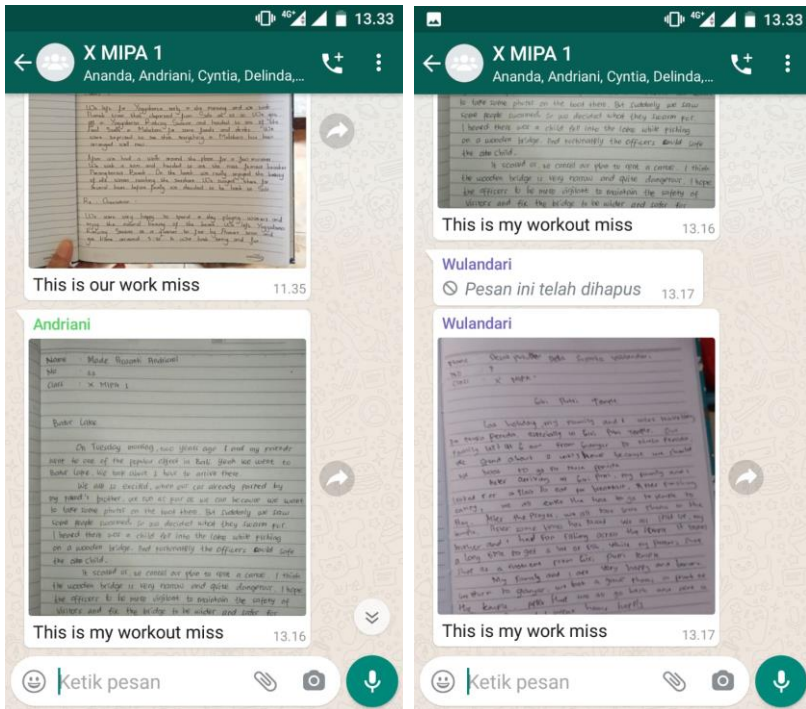
Documentation

1. Documentation of Experimental Group Activities in Online Meeting by What Sapp

The screenshots document an online meeting for the 'X MIPA 1' class. The meeting begins with a teacher's message at 09:08: "Good morning students, how are you? Today is Tuesday, 7 April 2020. What you should do is: 1. You have to read PPT about Recount text and understand it. 2. If you don't understand you can ask here. 3. After that there will be some text in PPT and you have to analyze which paragraph in that text is Orientation, Event, and Re-orientation. 4. Work in pair and don't forget to write your name, number and class. You have to send your work before 2 pm. Good Luck!"

Students respond with "Good morning miss" messages from 09:03 to 09:08. The teacher then shares two screenshots of handwritten assignments. The first is titled "Monday In Yogyakarta" and includes a discussion and a text passage about a train journey. The second is a continuation of the text. A student named Delinda shares her work, and the teacher responds with "Good job Delinda and Ananda putri" and "Thanks miss".

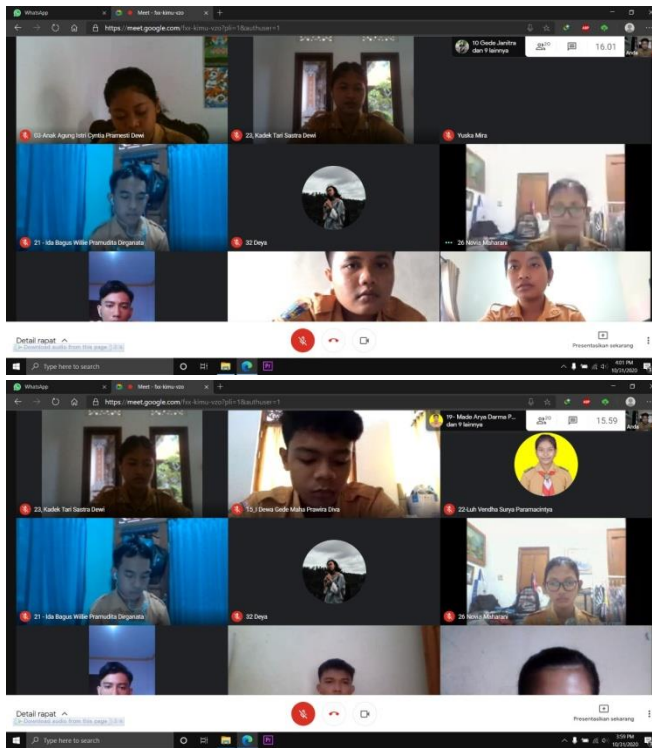
The final screenshots show a student named Willie sending a message at 13:34: "Hi Miss, please have a look attached our home work. Thanks..have a good day". The screenshots show the student's handwritten work, which is a continuation of the assignment text.



2. Documentation of Experimental Group Activities in ZOOM meeting



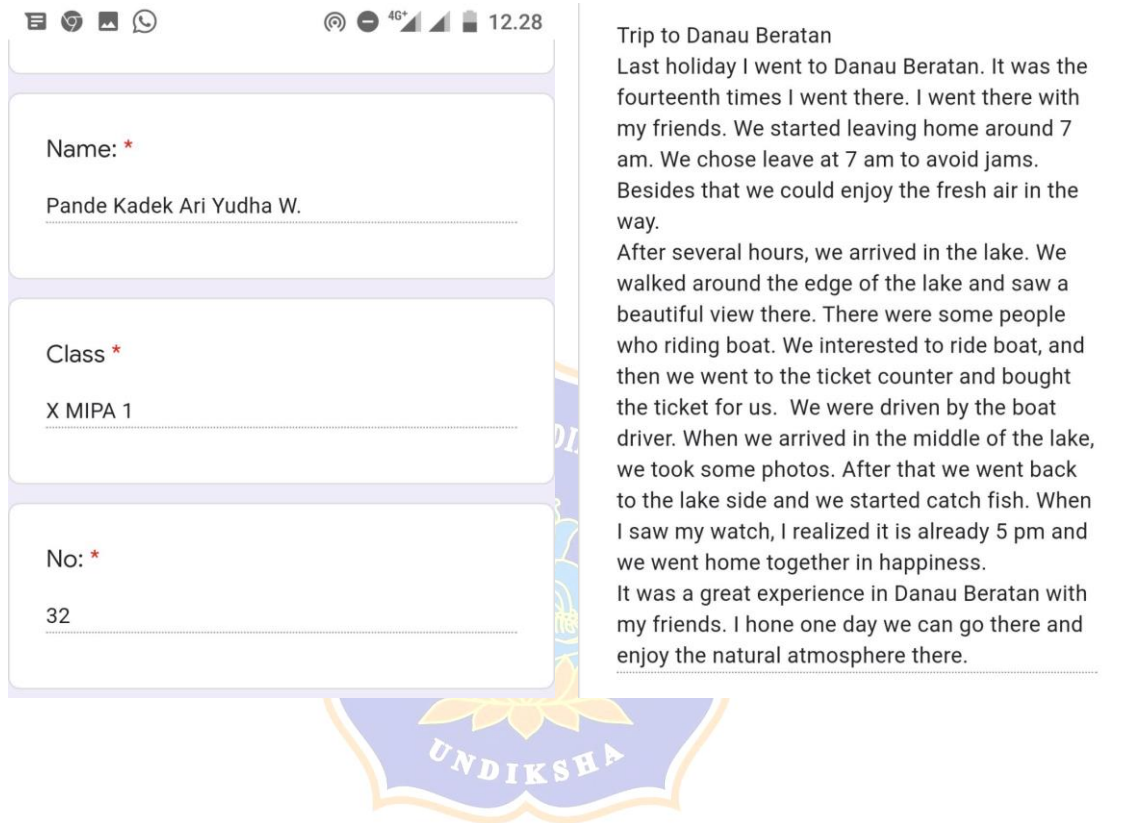
3. Documentation of Experimental Group in presented activities by using ZOOM meetings



APPENDIX 11

Examples of Students' Writing Product

1. Students' Writing Product in Experimental Group



The image shows a mobile form on the left and a handwritten text document on the right. The form has three input fields: 'Name: *' with the value 'Pande Kadek Ari Yudha W.', 'Class *' with the value 'X MIPA 1', and 'No: *' with the value '32'. The text document is titled 'Trip to Danau Beratan' and describes a holiday trip to a lake. The form is overlaid on a blue and yellow logo with the text 'UNDIKSHA'.

Name: *
Pande Kadek Ari Yudha W.

Class *
X MIPA 1

No: *
32

Trip to Danau Beratan
Last holiday I went to Danau Beratan. It was the fourteenth times I went there. I went there with my friends. We started leaving home around 7 am. We chose leave at 7 am to avoid jams. Besides that we could enjoy the fresh air in the way.
After several hours, we arrived in the lake. We walked around the edge of the lake and saw a beautiful view there. There were some people who riding boat. We interested to ride boat, and then we went to the ticket counter and bought the ticket for us. We were driven by the boat driver. When we arrived in the middle of the lake, we took some photos. After that we went back to the lake side and we started catch fish. When I saw my watch, I realized it is already 5 pm and we went home together in happiness.
It was a great experience in Danau Beratan with my friends. I hone one day we can go there and enjoy the natural atmosphere there.

2. Students' Writing Product in Experimental Group

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Name: *
A. A. Gd. Bagus Suwendra P.

Class *
X MIPA 1

No: *
1

Trip to Beratan Lake

During the school holiday last year, my best friends and I went to the one of the tourist place in Bali. There is Beratan Lake. We went there by car, it took about one and a half hour to get to the lake. After we arrived, we could enjoy the beautiful view of the lake, the weather was very cold and the water is so clean, so that we could look up in depth.

For better view of the lake, we decided to rent a boat to soil around the lake. After purchased the ticket, we soil around the lake, driven by the boat driver until we arrived in the middle of the lake. And then we took photos as a memory. The last thing we did in the lake is fishing. After waiting for several minutes, one of my friend got a medium size fish.

After having a lot of fun, it was already afternoon. we must getting back home before evening. It was a happy and great experience to go vacation with my best friends. I hope we can go there together again.

3. Students' Writing Product in Experimental Group

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Name: *
Ida Bagus Willie Pramudita P.

Class *
X MIPA 1

No: *
20

Trip to Danau Beratan

Last holiday, my friends and I went to Danau Beratan. Danau Beratan is not far from my city. It is about one and a half hour to get there. We prepared our holiday items and went early in the morning. We went there by car.

After we arrived in Danau Beratan, there was so beautiful view of Danau Beratan. We also saw a beautiful hills and a temple view. After we walked around the lake, we went to the ticket counter to buy boat ticket. We rented one boat for us to ride together on the lake. When we arrived in the middle of the lake, suddenly the boat stopped and we took photos there. It was so fun. We really enjoyed the cool and tense atmosphere on the boat. We also tool photos together for our memory. After rented boat, we fished on the shores of the Danau Beratan. Then at 6 o'clock, we went to the car and went home.

We really enjoyed our trip from morning until evening in the Danau Beratan and we went home happily.

APPENDIX 12

Writing Scoring Rubric

Instrument of Post Test

1.1 The Blue Print of Scoring Rubric

NO	DIMENSIONS	INDICATOR
1	Content	<ol style="list-style-type: none">a. The relevance of the informationb. Conception of topicc. Topic development
2	Organization	<ol style="list-style-type: none">a. Arrangement of ideasb. The expression of ideas
3	Vocabulary	<ol style="list-style-type: none">a. Use many of vocabularyb. Appropriate vocabularyc. Effectiveness of the word's form
4	Structure	<ol style="list-style-type: none">a. Complexity and effectiveness of sentencesb. Grammar accuracy
5	Mechanic	<ol style="list-style-type: none">a. Accuracy and appropriateness of the use of mechanicsb. Punctuations marks and capital lettersc. Accuracy and appropriateness of spelling

(Adapted from Brown, 2000; Parilasanti, 2014)

Scoring Rubric

No	Components	Scores	Criteria
1	Content	30 – 27	Excellent to very good: The relevance of the information is very clear, the concept is very detail, and the topic is fully developed.
		26 – 22	Good to average: The relevance of the information is less clear, less detail of concept and the topic is less development.
		21 -17	Fair to poor: The relevance of the information is not clear, lack detail of concept and limited development of topic.
		16 – 11	Very poor: Does not show the relevance of the information, confusing concept and lack of topic development.
2	Organization	25 – 18	Excellent to very good: the ideas arranged clearly, natural expression, ideas clearly stated/ supported.
		17 – 14	Good to average: the ideas arranged not very clearly, loosely organized but main ideas stand out but not clearly stated/ supported.
		13 – 10	Fair to poor: ideas confused or disconnected.
		9 – 7	Very poor: does not communicate; no organization
3	Vocabulary	20 – 18	Excellent to very good: varieties of vocabulary used, effectiveness of word/idiom choice and usage.
		17 – 14	Good to average: use appropriate vocabulary, occasional errors of word/idiom form, choice and usage but meaning not obscured.

		13 – 10	Fair to poor: the vocabulary used is enough, frequent errors of word/idiom form, choice, usage and meaning.
		9 – 7	Very poor: lack of English vocabulary, idioms, word form.
4	Structure	20 – 22	Excellent to very good: the effectiveness of sentences is very good, there is no grammar mistake, the grammar used is simple past tense and the tense patterns are very suitable and accurately used.
		21 – 18	Good to average: the effectiveness of sentences is good, there are few noticeable errors of grammar used or word order, bur meaning not obscured.
		17 – 11	Fair to poor: many uses complex sentences and frequent errors of grammar used or word order, the tense patterns are not suitably and accurately used.
		10 – 5	Very poor: dominated by errors, does not communicate.
5	Mechanics	5	Excellent to very good: demonstrate the use of mechanic property, few errors of spelling, punctuation, capitalization, and paragraphing.
		4	Good to average: sufficient demonstration of the use of mechanics, there are some spelling, punctuation, capitalization, and paragraphing mistake but meaning not obscured.
		3	Fair to poor: poor demonstration of the use of mechanics, frequent errors of spelling, punctuation, capitalization, and paragraphing, poor handwriting, meaning confused.
		2	Very poor: no demonstration of the use of mechanics; dominated by errors of spelling, punctuation,

			capitalization, and paragraphing, handwriting illegible.
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