

## **Appendix 1. Writing Competency Test (Post-Tests)**

### **Post Test 1.**

#### **INSTRUCTION:**

1. Please write a text with a descriptive development. You can choose one of the following topics below.
  - Ecotourism destinations
  - Historical building
  - Recreational places
2. Please make a draft first, before you develop your ideas into a complete writing.
3. After you finish the draft, please develop your writing into the complete one.
4. Please give a suitable title for your writing.
5. Your writing should be at the minimum of 10 sentences long.
6. When you write, use the rubric below to ensure good quality of your writing.
  - a. Content and development
  - b. Organization
  - c. Grammar and structure
  - d. Vocabulary and style
  - e. Mechanics (spelling, punctuation and capitalization)
7. You have 2 x 45 minutes to finish your writing.

### **Post Test 2.**

#### **INSTRUCTION:**

1. Please write a short functional text in the form of announcement (pengumuman). The topic is about “school activity”.
2. Please make a draft first, before you develop your ideas into a complete writing.
3. After you finish the draft, please develop your writing into the complete one.
4. Please give a suitable title for your writing.

5. When you write, use the rubric below to ensure good quality of your writing.
  - a. Content and development
  - b. Organization
  - c. Grammar and structure
  - d. Vocabulary and style
  - e. Mechanics (spelling, punctuation and capitalization)
6. You have 2 x 45 minutes to finish your writing.

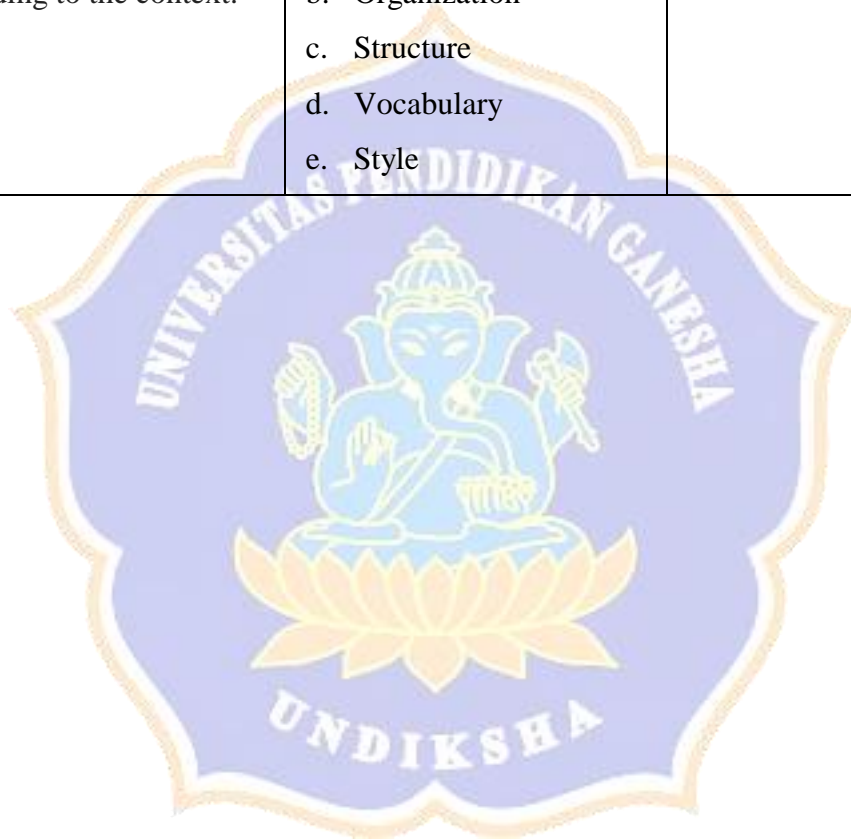
**Post Test 3.**

**INSTRUCTION:**

1. Please write a text with a recount development. You can choose one of the following topics below.
  - Meeting a favorite singer
  - Meeting a favorite actor/actress
  - Meeting an idol
2. Please make a draft first, before you develop your ideas into a complete writing.
3. After you finish the draft, please develop your writing into the complete one.
4. Please give a suitable title for your writing.
5. Your writing should be at the minimum of 10 sentences long.
6. When you write, use the rubric below to ensure good quality of your writing.
  - a. Content and development
  - b. Organization
  - c. Grammar and structure
  - d. Vocabulary and style
  - e. Mechanics (spelling, punctuation and capitalization)
7. You have 2 x 45 minutes to finish your writing.

## Appendix 2. The Blue Print of Writing Competency Test

Basic Competency	Indicator	Text type
Distinguishing social functions, text structure, and linguistic elements of short functional text and short simple essay according to the context.	Writing text which concerning on five dimensions of writing: a. Content and development b. Organization c. Structure d. Vocabulary e. Style	1. Descriptive 2. Announcement 3. Recount



### Appendix 3. The Analytical Scoring Rubric for Writing

Dimension	Score	Descriptors
Content and Development	4	<ul style="list-style-type: none"> <li>▪ Topic is relevant with the substance of the assignment.</li> <li>▪ Topic sentence is developed by accurate and adequate details.</li> <li>▪ Rich insight about the topic.</li> <li>▪ Showing appropriate generic structure of recount text.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ The topic is relevant with the substance of the assignment.</li> <li>▪ The topic sentence is less supported by accurate and adequate details.</li> <li>▪ Limited insight about the topic.</li> <li>▪ Showing appropriate generic structure of recount text.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ The topic is less relevant with the substance of the assignment.</li> <li>▪ The topic sentence is less supported by accurate and adequate details.</li> <li>▪ Limited insight about the topic.</li> <li>▪ Showing less appropriate generic structure of recount text.</li> </ul>

	1	<ul style="list-style-type: none"> <li>▪ The relevant between the topic and the substance of the assignment is very low.</li> <li>▪ The topic sentence is not supported by accurate and adequate details.</li> <li>▪ Not insight about the topic.</li> <li>▪ Insufficient writing show criteria are met.</li> <li>▪ Showing less appropriate generic structure.</li> </ul>
Organization	4	<ul style="list-style-type: none"> <li>▪ Ideas are arranged logically and cohesively.</li> <li>▪ Ideas are conveyed clearly, smoothly, and effectively.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Ideas are less logically and cohesively arranged.</li> <li>▪ Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Jumping arrangement of ideas.</li> <li>▪ Ideas are conveyed unclearly, unsmooth, and ineffectively.</li> <li>▪ Main idea cannot be traced.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Ideas are unclear.</li> <li>▪ No visible planning in writing ideas.</li> <li>▪ Insufficient writing to show the criteria are met.</li> </ul>

Structure	4	<ul style="list-style-type: none"> <li>▪ Using complex and effective sentences.</li> <li>▪ Inconsiderable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions.</i></li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Using complex sentences and some mistakes in the sentences arrangement but still effective in conveying the meaning.</li> <li>▪ Some mistakes in <i>agreement, tense, words order, article, pronouns, prepositions.</i></li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Using simple sentences and ineffectively conveying the meaning.</li> <li>▪ Considerable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions.</i></li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ A large number of structure mistakes as an indicator of the low mastery in structure rule.</li> <li>▪ Insufficient writing to show the criteria met.</li> </ul>
Vocabulary/ Style	4	<ul style="list-style-type: none"> <li>▪ Rich with vocabulary.</li> <li>▪ The selection and the usage of words and idioms are accurate and appropriate with the register.</li> <li>▪ Good mastery of words formation.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Vocabulary is quite rich.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ The selection and the usage of idioms is quite good, even though some are less accurate and less appropriate with the register.</li> <li>▪ Small number of mistakes in words formations but the meaning remain interrupted.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Lack of vocabulary.</li> <li>▪ Large number of inappropriate registers.</li> <li>▪ Some mistakes in word formation.</li> <li>▪ Meaning is blurring.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Considerably lack of vocabulary.</li> <li>▪ Translating word lexically.</li> <li>▪ Meaning is difficult to grasp.</li> <li>▪ Insufficient writing show criteria are met.</li> </ul>
Mechanics	4	<ul style="list-style-type: none"> <li>▪ Showing good mastery in writing convention.</li> <li>▪ Showing good ability in using punctuation and capital letters accurately.</li> <li>▪ Inconsiderable spelling mistakes.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Using good writing conventions even though small mistakes still exist.</li> <li>▪ Few small mistakes in using punctuations and spelling but the meaning remain clear.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Large number of mistakes in the application of writing conventions.</li> </ul>

		<ul style="list-style-type: none"><li>▪ Large number of spelling mistakes that interrupt the meaning.</li></ul>
	1	<ul style="list-style-type: none"><li>▪ Considerable mistake in using mechanics.</li><li>▪ Lack of mastery in writing rules.</li><li>▪ Insufficient writing to show the criteria are met.</li></ul>

Adopted from Marhaeni et al (2017)





#### Appendix 4.

### LEARNER AUTONOMY QUESTIONNAIRE KUESIONER PEMBELAJAR MANDIRI DALAM BELAJAR BAHASA INGGRIS

#### PETUNJUK:

Berikut ini adalah sebuah skala yang disusun untuk mengetahui kemandirian Anda dalam belajar Bahasa Inggris. Skala ini sama sekali tidak berpengaruh dalam penilaian pembelajaran Bahasa Inggris Anda, oleh karena itu, Anda diharapkan memberikan jawaban yang jujur dan apa adanya sesuai dengan keadaan diri Anda.

Penting bagi kami sampaikan bahwa latar belakang atau konteks dari setiap soal adalah *belajar bahasa inggris*. Jadi, setiap kali Anda membaca soal, Anda harus menghubungkan dengan konteks *belajar bahasa inggris*.

#### Contoh pernyataan:

**Saya percaya bahwa saya bisa mengikuti pelajaran ini dengan baik.**

Kata ‘pelajaran ini’ harus dimaknai ‘pelajaran bahasa inggris, bukan pelajaran yang lain.

Kami menyediakan lima alternative pilihan jawaban untuk setiap pernyataan, yaitu:

- SS = Sangat Setuju**
- S = Setuju**
- RR = Ragu-Ragu**
- TS = Tidak Setuju**
- STS = Sangat Tidak Setuju**

Anda dipersilahkan untuk memberi Tanda Centang (✓) pada alternative pilihan yang sesuai dengan keadaan Anda yang sesungguhnya. Kami mohon agar semua pernyataan dijawab.

**Selamat Bekerja.**

#### Data Responden

**Nama** : .....

**Kelas** : .....

**Sekolah** : .....

No.	Pernyataan	Keterangan				
		Sangat Setuju (SS)	Setuju (S)	Ragu-Ragu (RR)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)
1.	Saya percaya bahwa saya bisa mengikuti pelajaran ini dengan baik.					
2.	Saya sadar bahwa ada banyak cara belajar yang bisa digunakan untuk memahami pelajaran.					
3.	Saya merencanakan cara belajar yang akan saya gunakan untuk bisa memahami pelajaran ini dengan baik.					
4.	Saya tidak tahu bahwa ada strategi belajar yang bisa saya gunakan untuk memahami pelajaran.					
5.	Saya tidak yakin bisa mengikuti pelajaran dengan baik.					
6.	Saya tahu cakupan materi yang sudah disampaikan di kelas.					
7.	Saya tidak tahu manfaat pelajaran ini.					
8.	Saya tahu tujuan dari mempelajari pelajaran ini.					
9.	Saya tahu bagaimana caranya menilai kemampuan saya sendiri dalam pelajaran.					
10.	Saya membuat pengaturan waktu dalam belajar.					
11.	Saya tahu hal apa saja yang saya perlukan untuk bisa mengikuti pelajaran dengan baik.					
12.	Saya hanya belajar ketika ada tugas dari guru.					
13.	Saya mencari sumber bacaan lain yang berkaitan dengan materi yang diberikan guru.					
14.	Saya sadar ketika membuat kesalahan dalam menyelesaikan tugas dan bisa memperbaikinya.					

15.	Saya tidak ingin memperbaiki tugas yang salah yang sudah saya selesaikan.					
16.	Saya sadar bahwa saya belajar bersama-sama dengan orang lain di dalam kelas.					
17.	Saya tidak peduli ketika ada teman yang tidak hadir saat pelajaran.					
18.	Saya bisa mengatasi rasa gugup dan khawatir saat belajar.					
19.	Saya bisa mengatasi rasa marah dan kecewa ketika mendapat teguran/kritik.					
20.	Saya bisa mengatasi rasa tidak percaya diri dengan baik.					
21.	Saya merasa malu apabila berbicara di depan kelas.					
22.	Saya selalu merasa percaya diri bahwa saya bisa berprestasi dalam pelajaran.					
23.	Saya selalu menyemangati diri sendiri agar bisa belajar dengan baik.					
24.	Saya tidak berusaha mengatasi setiap kendala yang dapat menghambat pencapaian prestasi terbaik saya.					
25.	Saya tidak pernah berfikir bahwa saya bisa menyelesaikan tugas dengan baik.					
26.	Dalam mengerjakan tugas, saya selalu berusaha menyelesaikan setiap masalah dengan baik dan tidak cepat menyerah.					
27.	Saya menggunakan berbagai usaha/cara/metode untuk dapat memahami pelajaran.					
28.	Saya tidak mencari strategi lain untuk memecahkan masalah dalam menyelesaikan tugas.					
29.	Saya menyelesaikan tugas-tugas sangat hati-hati untuk mencapai hasil yang berkualitas.					

30.	Untuk menyelesaikan tugas, saya mencari cara paling tepat tapi berkualitas.					
31.	Dalam menyelesaikan tugas, saya tidak mencari sumber lain selain yang diberikan guru.					
32.	Saat belajar, saya bisa belajar dan berdiskusi bersama-sama dengan teman sekelas.					
33.	Saya berdiskusi bersama dengan teman saat menghadapi materi yang sulit.					
34.	Saya lebih suka mengerjakan tugas sendiri tanpa bantuan orang lain meskipun pelajaran tersebut sulit dipahami.					
35.	Saya berusaha sendiri mengatasi setiap kendala dan masalah dalam mengerjakan tugas meskipun tugas tersebut merupakan tugas kelompok.					
36.	Saya tidak pernah meminta orang lain mengomentari hasil karya saya.					
37.	Saya secara aktif berbagi ide, dan pertanyaan kepada guru dan teman saat pelajaran.					
38.	Saya suka meminta ide dan saran kepada guru dan teman dalam hal pelajaran.					
39.	Saya tidak pernah berbagi ide dan saran dengan teman atau guru di dalam kelas.					
40.	Saya berbagi tugas dengan teman saat harus menyelesaikan tugas yang rumit dan banyak.					

**Terima kasih.**

### Appendix 5. The Blue Print of Learner Autonomy Questionnaire

No.	Aspects	Descriptor	Items Number	
			Positive	Negative
1	Cognitive and Metacognitive	1. Awareness of belief and learning style	1, 2, 3	4, 5
		2. Awareness on the subject learned	6	7
		3. Awareness on the goal setting, monitoring progress, evaluating activities, organizing time and resources	8, 9, 10, 11, 13, 14	12, 15
		4. Awareness on the presence of the others in the classroom	16	17
2	Affective and Motivation	5. Handling feelings and emotions	18, 19, 20	21
		6. Motivation	22, 23, 26	24, 25
3	Action oriented	7. The realization of method and strategies	27, 29, 30	28, 31
4	Social	8. Cooperating with others	32, 33	34, 35
		9. Negotiate with other	37, 38, 40	36, 39
<b>Number of item</b>			<b>25</b>	<b>15</b>
			<b>40 items</b>	

## Appendix 6. Level of Learner Autonomy of X MIPA students

Sample of the Research for Control Group

Respondents	Score
R1	100
R2	100
R3	101
R4	101
R5	101
R6	102
R7	102
R8	102
R9	102
R10	102
R11	102
R12	102
R13	102
R14	102
R15	103
R16	104
R17	104
R18	105
R19	105
R20	105
R21	107
R22	107
R23	109
R24	110
R25	110
R26	110
R27	111

R28	113
R29	114
R30	118
R31	127
R32	127
R33	127
R34	127
R35	128
R36	129
R37	129
R38	130
R39	133
R40	140

Sample of the Research for Experiment Group

<b>Respondents</b>	<b>Score</b>
R1	115
R2	123
R3	127
R4	128
R5	128
R6	129
R7	129
R8	129
R9	131
R10	132
R11	132
R12	133
R13	133
R14	133

R15	133
R16	133
R17	133
R18	136
R19	136
R20	137
R21	137
R22	137
R23	137
R24	139
R25	140
R26	140
R27	140
R28	140
R29	140
R30	141
R31	142
R32	142
R33	145
R34	149
R35	150
R36	152
R37	158
R38	162
R39	181
R40	192

**Appendix 7. Lesson Plan**

**LESSON PLAN**



**(Online Learning)**  
**Experimental Group**

Subject : English  
Class/Semester : X/1  
Competency : Writing  
Time Allocation : 2 x 45 minutes  
Meeting : 1<sup>st</sup> meeting

**A. Basic Competency**

3.4 Distinguishing social functions, text structure, and linguistic elements of several oral and written descriptive texts by providing and requesting short and simple information regarding ecotourism destinations and historical buildings, according to the context.

**B. Indicators**

1. To find and correct the errors in the text
2. To identify the generic structure of descriptive text
3. To write a draft of descriptive text

**C. Learning Goals**

After following the learning process, students are able to:

1. Find and correct the errors in the text
2. Identify the generic structure of descriptive text
3. Write a draft of descriptive text

D. Learning Materials :

1. Simple Present Tense

Simple present tense is one of language features in writing descriptive text. It is used to describe habits, unchanging situations, general truths, and fixed arrangements.

Pattern:

+	S + Verb I + .....	Taj Mahal offers spectacular view
-	S + do/does not + Verb I + .....	Taj Mahal does not offer spectacular view
?	Do/Does + S + Verb I + .....	Does Taj Mahal offer spectacular view
QW	What Why When .....? Where How Who + Verb I + .....?	+ do/does + S + Verb I + What does the tourist see in Bali Zoo? Why does the tourist come to this park? When does the tourist see daily feedings to orangutans? Where does the tourist go to get perahu klotok? How does the tourist reach to Camp Leakey? Who feed the orangutans?

2. The Definition of Descriptive Text

Descriptive text is a kind of text which says what a person, place or thing is like. Its purpose is to describe and reveal a particular person, place or thing

in order to help readers visualize what a person, a place, or a thing is like. The content of this kind of text can be about tourist destinations such as ecotourism destinations, historical building, recreational place, etc.

3. The Generic Structure of Descriptive Text

The generic structure of a descriptive text, consists of two parts:

a. Identification

(Identifies phenomenon (person, place, or thing) that will be described.

b. Description

(Describe parts, qualities, characteristics, etc)

4. The Characteristics of descriptive text:

a. The use of action verbs

(e.g. run, walk, offer, represent)

b. The use of noun phrase

(e.g. spectacular view, precious stones, beautiful bird)

c. The use of simple present tense

(e.g. shows, looks, radiates)

d. Focus on specific participants

(e.g. Sanur Beach, Borobudur Temple, Gitgit Waterfall)

E. Teaching Methodology :

Student-Centered Learning

F. Teaching and Learning Activities :

(Using Online Learning Platform)

Teacher's Activities	Students' Activities
<p><b>Pre Activities</b></p> <ol style="list-style-type: none"> <li>Greeting the students</li> <li>Checking the students' attendance through online attendance list</li> </ol>	<p><b>Pre Activities</b></p> <ol style="list-style-type: none"> <li>Greeting the teacher</li> <li>Responding to the teacher by filling the online attendance list</li> </ol>

**Whilst Activities**

**a. Exploration**

1. Asking the students about tourist destinations in Bali.
2. Asking one of the students to describe a place that they know (tourist destinations/historical building).
3. Asking the students to ask questions about it. If there is no answer, the teacher can stimulate by asking: What do you see there?, Why do you come to the park?, etc.

**b. Elaboration**

**Determining, Designing the project and Arranging the schedule in planning process**

1. Asking the students to observe the text that given by the teacher. The text about “The Beautiful Kuta Bali”.
2. Asking the students to find and correct the errors in the text given, and giving them time allocation for doing the task.
3. Discussing about the right answers of the errors found in the text.

**Whilst Activities**

**a. Exploration**

1. Answering the questions given by the teacher.
2. Describing the place to the class.
3. Answering the teacher’s questions about the tourist destinations.

**b. Elaboration**

1. Responding the teacher’s instruction.
2. Finding and editing the errors in the text given.
3. Discussing the right answer with the teacher and listening to other’s answers.

<ol style="list-style-type: none"> <li>4. Asking the students what kind of text is that and their knowledge about it.</li> <li>5. Asking the students to identify the generic structure of descriptive text.</li> <li>6. Encouraging the students to formulate the material about descriptive text (definition, generic structure, language features, etc).</li> </ol>	<ol style="list-style-type: none"> <li>4. Answering the teacher's questions.</li> <li>5. Responding the teacher's explanation.</li> <li>6. Formulating the material.</li> </ol>
<p><b><u>Conducting the project activities assisted by collecting and selecting in drafting and editing process</u></b></p> <ol style="list-style-type: none"> <li>7. Giving a writing task to the students based on the topic given.</li> <li>8. Asking the students individually to write down a draft about place (tourist destinations).</li> <li>9. Asking the students to find learning source to support their writing.</li> <li>10. Asking the students to mind the aspects of writing.</li> <li>11. Asking the students to collect their draft and other learning resources in their e-portfolio.</li> </ol>	<ol style="list-style-type: none"> <li>7. Responding the writing task given and getting the topic.</li> <li>8. Start writing a draft based on the topic.</li> <li>9. Finding the learning source to support their writing.</li> <li>10. Responding and getting the aspects of writing.</li> <li>11. Collecting their work in the e-portfolio.</li> </ol>
<p><b>c. Confirmation</b></p>	<p><b>c. Confirmation</b></p> <ol style="list-style-type: none"> <li>1. Presenting their writing.</li> </ol>

<p><b><u>Evaluating and Presenting the project assisted by reflecting and publishing in final version</u></b></p> <ol style="list-style-type: none"> <li>1. Asking the students to present their writing.</li> <li>2. Asking the students to reflect the learning activities through their learning experience.</li> </ol>	<ol style="list-style-type: none"> <li>2. Reflecting their learning activities.</li> </ol>
<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Asking the students to conclude the material.</li> <li>2. Saying good bye to the students.</li> </ol>	<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Concluding the material.</li> <li>2. Saying good bye to the teacher.</li> </ol>

G. Learning Sources :

1. Internet
2. Students' handbook

H. Task :

Students' Task

Find and correct the errors in the following text!

**The Beautiful Kuta Bali**

Kuta is the excite tourist area on the south part of Bali. Most tourists visiting Bali do not forget to spend their timer in Kuta. It is located in southwestern Bali, just minutes from the airport.

Kuta is one of the world's most famous beaches. It first attract Western surfers with its world renowned surf break followed closely behind by sun worshipers and party goers attracted to its wide stretches of white sand beach.

Kuta is the center of night life activity. Kuta has a shopping mecca, with its lines of shops, boutiques, and gallery. Restaurants line up the streets as well

as the beachfront hotels, ranging from a small, inexpensive homestay to a luxury resort. There are many night club along Jalan Legian and Jalan Pantai Kuta. The busiest time for all night clubs is around from 22:00 and will close until down.

Source: <https://englishadmin.com/2013/01/descriptive-tex-with-generic-structure-the-beautiful-kuta-bali.html>

Students' Task

Write down a draft about describing a tourist destinations!

I. Assessment :

Indicators	Writing Genre	Assessment Task	Assessment	Instrument
1. To find and correct the errors in the text 2. To identify the generic structure of descriptive text 3. To write a draft of descriptive text	Descriptive Text	1. Finding and editing the errors in the text 2. Identifying the generic structure of descriptive text 3. Writing a draft of descriptive text	Organization, Grammar, Vocabulary	Benchmark for assessing the students' group task

Benchmark for assessing the students' group task

Formula for correcting the errors in the text given

$$\text{Score} = N \times 10$$

$$\text{Highest Score} = 100$$

$$\text{Lowest Score} = 0$$



**LESSON PLAN**  
**(Online Learning)**  
**Experimental Group**

Subject : English



Class/Semester : X/1  
Competency : Writing  
Time Allocation : 2 x 45 minutes  
Meeting : 2<sup>nd</sup> meeting

A. Basic Competency :

3.4 Distinguishing social functions, text structure, and linguistic elements of several oral and written descriptive texts by providing and requesting short and simple information regarding ecotourism destinations and historical buildings, according to the context.

B. Indicators :

1. To write a descriptive text based on criteria of writing

C. Learning Goals :

After following the learning process, students are able to:

1. Write a descriptive text based on criteria of writing

D. Learning Materials :

1. Simple Present Tense
2. The Definition of Descriptive Text
3. The Generic Structure of Descriptive Text
4. The Characteristics of descriptive text:

E. Teaching Methodology :

## Student-Centered Learning

F. Teaching and Learning Activities :  
(Using Online Learning Platform)

<b>Teacher's Activities</b>	<b>Students' Activities</b>
<p><b>Pre Activities</b></p> <ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Checking the students' attendance through online attendance list</li> </ol>	<p><b>Pre Activities</b></p> <ol style="list-style-type: none"> <li>1. Greeting the teacher</li> <li>2. Responding to the teacher by filling the online attendance list</li> </ol>
<p><b>Whilst Activities</b></p> <p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Asking the students some questions related to the previous lesson about the descriptive text.</li> </ol> <p><b>b. Elaboration</b></p> <p><b><u>Determining, Designing the project and Arranging the schedule in planning process</u></b></p> <ol style="list-style-type: none"> <li>1. Showing the students an example of a descriptive text "Borobudur Temple".</li> <li>2. Asking the students to discuss about the generic structure of the text given.</li> <li>3. Asking the students to choose one of the topics, such as ecotourism destinations,</li> </ol>	<p><b>Whilst Activities</b></p> <p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Answering the questions given by the teacher.</li> </ol> <p><b>b. Elaboration</b></p> <ol style="list-style-type: none"> <li>1. Responding to the teacher.</li> <li>2. Discussing the generic structure of the text given.</li> <li>3. Choosing the topic.</li> <li>4. Listening to the teacher's explanation.</li> </ol>

historical building, and recreational places.

4. Giving an example how to develop the ideas about the topic that they choose (by using word web).

**Conducting the project activities assisted by collecting and selecting in drafting and editing process**

5. Asking the students to list the first ideas that they have to be put in their writing.
6. Asking the students to organize their first draft by putting the main ideas as the identification and put the supporting sentences as the description.
7. Asking the students to develop, improve and revise their writing based on their self-assessment.

**c. Confirmation**

**Evaluating and Presenting the project assisted by reflecting and publishing in final version**

1. Asking the students to show their writing that they have been revised.

5. Making the list.

6. Writing and organizing the draft.

7. Developing and revising the writing.

**c. Confirmation**

1. Showing their revised writing.

2. Discussing their writing.

<ol style="list-style-type: none"> <li>2. Asking the students to discuss for improving their writing.</li> <li>3. Asking the student to do final writing and publish it through e-portfolio.</li> </ol>	<ol style="list-style-type: none"> <li>3. Doing the final writing and publishing the writing.</li> </ol>
<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Asking the students to conclude the material.</li> <li>2. Saying good bye to the students.</li> </ol>	<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Concluding the material.</li> <li>2. Saying good bye to the teacher.</li> </ol>

G. Learning Sources :

1. Internet
2. Students' handbook

H. Task :

Students' Task

Write a descriptive text by following the requirements!

Instruction:

1. Please write a text with a descriptive development. You can choose one of the following topics below.
  - Ecotourism destinations
  - Historical building
  - Recreational places
2. Please make a draft first, before you develop your ideas into a complete writing.
3. After you finish the draft, please develop your writing into the complete one.
4. Please give a suitable title for your writing.
5. Your writing should be at the minimum of 10 sentences long.
6. When you write, use the rubric below to ensure good quality of your writing.
  - f. Content and development

- g. Organization
  - h. Grammar and structure
  - i. Vocabulary and style
  - j. Mechanics (spelling, punctuation and capitalization)
7. You have 2 x 45 minutes to finish your writing.

I. Assessment :

Indicators	Writing Genre	Assessment Task	Assessment	Instrument
1. To write a descriptive text	Descriptive Text	1. Writing a descriptive text	Content, Organization, Grammar, Vocabulary and Mechanic	Writing Assessment Rubric

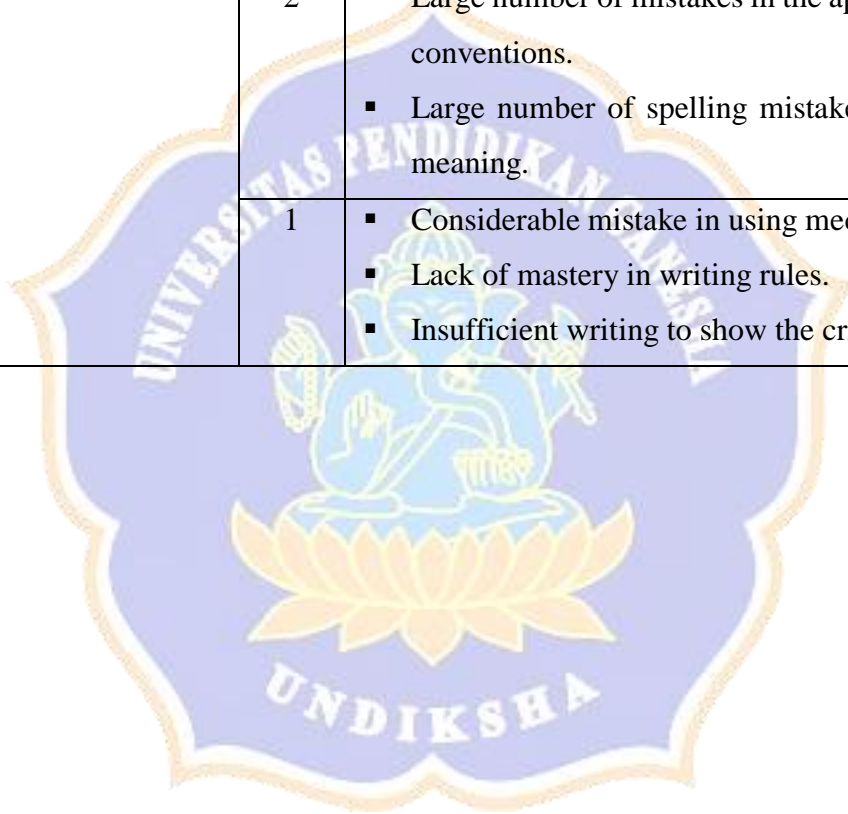
Assessment Rubric

Dimension	Score	Descriptors
Content and Development	4	<ul style="list-style-type: none"> <li>▪ Topic is relevant with the substance of the assignment.</li> <li>▪ Topic sentence is developed by accurate and adequate details.</li> <li>▪ Rich insight about the topic.</li> <li>▪ Showing appropriate generic structure of descriptive text.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ The topic is relevant with the substance of the assignment.</li> <li>▪ The topic sentence is less supported by accurate and adequate details.</li> <li>▪ Limited insight about the topic.</li> <li>▪ Showing appropriate generic structure of descriptive text.</li> </ul>

	2	<ul style="list-style-type: none"> <li>▪ The topic is less relevant with the substance of the assignment.</li> <li>▪ The topic sentence is less supported by accurate and adequate details.</li> <li>▪ Limited insight about the topic.</li> <li>▪ Showing less appropriate generic structure of descriptive text.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ The relevant between the topic and the substance of the assignment is very low.</li> <li>▪ The topic sentence is not supported by accurate and adequate details.</li> <li>▪ Not insight about the topic.</li> <li>▪ Insufficient writing show criteria are met.</li> <li>▪ Showing less appropriate generic structure.</li> </ul>
Organization	4	<ul style="list-style-type: none"> <li>▪ Ideas are arranged logically and cohesively.</li> <li>▪ Ideas are conveyed clearly, smoothly, and effectively.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Ideas are less logically and cohesively arranged.</li> <li>▪ Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Jumping arrangement of ideas.</li> <li>▪ Ideas are conveyed unclearly, unsmooth, and ineffectively.</li> <li>▪ Main idea cannot be traced.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Ideas are unclear.</li> <li>▪ No visible planning in writing ideas.</li> <li>▪ Insufficient writing to show the criteria are met.</li> </ul>
Structure	4	<ul style="list-style-type: none"> <li>▪ Using complex and effective sentences.</li> <li>▪ Inconsiderable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions</i>.</li> </ul>

	3	<ul style="list-style-type: none"> <li>▪ Using complex sentences and some mistakes in the sentences arrangement but still effective in conveying the meaning.</li> <li>▪ Some mistakes in <i>agreement, tense, words order, article, pronouns, prepositions</i>.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Using simple sentences and ineffectively conveying the meaning.</li> <li>▪ Considerable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions</i>.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ A large number of structure mistakes as an indicator of the low mastery in structure rule.</li> <li>▪ Insufficient writing to show the criteria met.</li> </ul>
Vocabulary/ Style	4	<ul style="list-style-type: none"> <li>▪ Rich with vocabulary.</li> <li>▪ The selection and the usage of words and idioms are accurate and appropriate with the register.</li> <li>▪ Good mastery of words formation.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Vocabulary is quite rich.</li> <li>▪ The selection and the usage of idioms is quite good, even though some are less accurate and less appropriate with the register.</li> <li>▪ Small number of mistakes in words formations but the meaning remain interrupted.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Lack of vocabulary.</li> <li>▪ Large number of inappropriate registers.</li> <li>▪ Some mistakes in word formation.</li> <li>▪ Meaning is blurring.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Considerably lack of vocabulary.</li> <li>▪ Translating word lexically.</li> <li>▪ Meaning is difficult to grasp.</li> <li>▪ Insufficient writing show criteria are met.</li> </ul>

Mechanics	4	<ul style="list-style-type: none"> <li>▪ Showing good mastery in writing convention.</li> <li>▪ Showing good ability in using punctuation and capital letters accurately.</li> <li>▪ Inconsiderable spelling mistakes.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Using good writing conventions even though small mistakes still exist.</li> <li>▪ Few small mistakes in using punctuations and spelling but the meaning remain clear.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Large number of mistakes in the application of writing conventions.</li> <li>▪ Large number of spelling mistakes that interrupt the meaning.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Considerable mistake in using mechanics.</li> <li>▪ Lack of mastery in writing rules.</li> <li>▪ Insufficient writing to show the criteria are met.</li> </ul>



**LESSON PLAN**  
**(Online Learning)**  
**Experimental Group**

Subject : English  
Class/Semester : X/1  
Competency : Writing



Time Allocation : 2 x 45 minutes

Meeting : 3<sup>rd</sup> meeting

A. Basic Competency :

3.5 Distinguishing social functions, text structure, and linguistic elements of some texts in the form of announcements by giving and requesting information related to school activities, according to the context.

B. Indicators :

1. To identify social functions, text structure, and linguistic elements of the text in form of announcement related to school activities.
2. To write a draft of announcement related to school activities.

C. Learning Goals :

After following the learning process, students are able to:

1. Identify social functions, text structure, and linguistic elements of the text in form of announcement related to school activities.
2. Write a draft of announcement related to school activities.

D. Learning Materials :

1. The Definition of Announcement

An announcement is a written or spoken statement in public or formal words containing information about an event that has happened or is going to happen so publicly people know what, when, and where it is about. The purpose of this text is to inform the announcement text information about an event, job vacancies, new enrollment, new admissions, and so on.

## 2. The Generic Structure of Announcement

### a. Opening

(It consists of title of the announcement. This is an important part of announcement)

### b. Contents

(It consists of who the reader or listener is, the purpose of the announcement, what activities will be carried out, the time and place of the activity, and who the writer of the announcement is. It aims to get detailed and clear information for the reader or listener.

### c. Closing

(It is optional. It usually consists of additional information or contact person)

## 3. The Language Feature of Announcement

### a. The Use of Simple Present Tense

### b. The Use of Simple Future Tense

## 4. Kinds of Announcement

There are several kinds of announcement, as follow:

- public service announcements
- high school graduation announcements
- college graduation announcements
- engagement announcements

- marriage and wedding announcements
- school student's organization announcements
- business announcements
- job announcements
- promotion announcements
- funeral announcements
- lost and found, etc

E. Teaching Methodology :  
Student-Centered Learning

F. Teaching and Learning Activities :  
(Using Online Learning Platform)

Teacher's Activities	Students' Activities
<p><b>Pre Activities</b></p> <ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the students' attendance through online attendance list.</li> </ol>	<p><b>Pre Activities</b></p> <ol style="list-style-type: none"> <li>1. Greeting the teacher.</li> <li>2. Responding to the teacher by filling the online attendance list.</li> </ol>
<p><b>Whilst Activities</b></p> <p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Asking the students about announcement at school.</li> <li>2. Asking one of the students to inform/tell an announcement related to the school activity.</li> <li>3. Asking the students to ask questions about it. If there is no answer, the teacher can stimulate by asking: Where is</li> </ol>	<p><b>Whilst Activities</b></p> <p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Answering the questions given by the teacher.</li> <li>2. Informing/telling an announcement to the class.</li> <li>3. Answering the teacher's questions about the announcement.</li> </ol>

the announcement for, When will the games be?, etc

**b. Elaboration**

**Determining, Designing the project and Arranging the schedule in planning process**

1. Asking the students to observe the text that given by the teacher. The text about “School Competition”.
2. Asking the students to find and correct the errors in the text given, and giving them time allocation for doing the task.
3. Discussing about the right answers of the errors found in the text.
4. Asking the students what kind of text is that and their knowledge about it.
5. Asking the students to identify the generic structure of announcement.
6. Encouraging the students to formulate the material about announcement (definition, generic structure, language features, etc).

**Conducting the project activities assisted by collecting**

**b. Elaboration**

1. Responding the teacher’ instruction.
2. Finding and editing the errors in the text given.
3. Discussing the right answer with the teacher and listening to other’s answers.
4. Answering the teacher’s questions.
5. Responding the teacher’s explanation.
6. Formulating the material.
7. Responding the writing task given and getting the topic.

<p><b><u>and selecting in drafting and editing process</u></b></p> <ol style="list-style-type: none"> <li>7. Giving a writing task to the students based on the topic given.</li> <li>8. Asking the students individually to write down a draft about announcement ( school activity)</li> <li>9. Asking the students to find learning source to support their writing.</li> <li>10. Asking the students to mind the aspects of writing.</li> <li>11. Asking the students to collect their draft and other learning resources in their e-portfolio.</li> </ol> <p><b>c. Confirmation</b></p> <p><b><u>Evaluating and Presenting the project assisted by reflecting and publishing in final version</u></b></p> <ol style="list-style-type: none"> <li>1. Asking the students to present their writing.</li> <li>2. Asking the students to reflect the learning activities through their learning experience.</li> </ol>	<ol style="list-style-type: none"> <li>8. Start writing a draft based on the topic.</li> <li>9. Finding the learning source to support their writing.</li> <li>10. Responding and getting the aspects of writing.</li> <li>11. Collecting their work in the e-portfolio.</li> </ol> <p><b>c. Confirmation</b></p> <ol style="list-style-type: none"> <li>1. Presenting their writing.</li> <li>2. Reflecting their learning activities.</li> </ol>
<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Asking the students to conclude the material.</li> </ol>	<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Concluding the material.</li> </ol>

2. Saying good bye to the students.	2. Saying good bye to the teacher.
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G. Learning Sources :

1. Internet
2. Students' handbook

H. Task :

Students' Task)

Find and correct the errors in the following text!

**HKS Competitions  
Announcement**

For all student/ student SDIT Insantama, implementation of HKS-1 of SDIT Insantama

Will happen on 24 to 25 August 2020

It is a list of HKS Competitions SDIT Insantama Lampung

1. Contest speech
2. Making a poem
3. Calligraphy
4. Dance
5. Solo song

All student or classes must registering their team before 20 August 2020

The winner got the trophy and prize.

Thank you for your help and good luck.

Further information: Bobby 085788971415

Source: <https://www.ilmubahasainggris.com/contoh-pengumuman/>

Students' Task

Write down a draft of announcement!

The topic related to school activities!

I. Assessment :

Indicators	Writing Genre	Assessment Task	Assessment	Instrument
1. To identify social functions, text structure, and linguistic elements of the text in form of announcement related to school activities.	Announcement	1. Identifying social functions, text structure, and linguistic elements of the text in form of announcement related to school activities.	Organization, Grammar, Vocabulary	Benchmark for assessing the students' group task
2. To write a draft of announcement		2. Writing a draft of announcement.		

Benchmark for assessing the students' group task

Formula for correcting the errors in the text given

Score = N x 20

Highest Score = 100

Lowest Score = 0

**LESSON PLAN**

**(Online Learning)**

**Experimental Group**

Subject : English

Class/Semester : X/1

Competency : Writing

Time Allocation : 2 x 45 minutes

Meeting : 4<sup>th</sup> meeting

A. Basic Competency :  
 3.5 Distinguishing social functions, text structure, and linguistic elements of some texts in the form of announcements by giving and requesting information related to school activities, according to the context.

B. Indicators :  
 1. To write an announcement based on criteria of writing

C. Learning Goals :  
 After following the learning process, students are able to:  
 1. Write an announcement based on criteria of writing

D. Learning Materials :  
 1. The Definition of Announcement  
 2. The Generic Structure of Announcement  
 3. The Language Features of Announcement

E. Teaching Methodology :  
 Student-Centered Learning

F. Teaching and Learning Activities :  
 (Using Online Learning Platform)

Teacher's Activities	Students' Activities
Pre Activities	Pre Activities



<ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the students' attendance through online attendance list.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greeting the teacher.</li> <li>2. Responding to the teacher by filling the online attendance list.</li> </ol>
<p><b>Whilst Activities</b></p> <p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Asking the students some questions related to the previous lesson about the announcement.</li> </ol> <p><b>b. Elaboration</b></p> <p><b><u>Determining, Designing the project and Arranging the schedule in planning process</u></b></p> <ol style="list-style-type: none"> <li>1. Showing the students an example of the announcement "Gathering Event"</li> <li>2. Asking the students to discuss about the generic structure of the text given.</li> <li>3. Asking the students to choose the topic about school activity.</li> <li>4. Giving an example how to develop the ideas about the topic that they choose (by using word web).</li> </ol> <p><b><u>Conducting the project activities assisted by collecting and selecting in drafting and editing process</u></b></p>	<p><b>Whilst Activities</b></p> <p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Answering the questions given by the teacher.</li> </ol> <p><b>b. Elaboration</b></p> <ol style="list-style-type: none"> <li>1. Responding to the teacher.</li> <li>2. Discussing the generic structure of the text given.</li> <li>3. Choosing the topic</li> <li>4. Listening to the teacher's explanation.</li> <li>5. Making the list.</li> </ol>

<p>5. Asking the students to list the first ideas that they have to be put in their writing.</p> <p>6. Asking the students to organize their first draft by putting opening, contents and closing.</p> <p>7. Asking the students to develop, improve and revise their writing based on their self-assessment.</p> <p><b>c. Confirmation</b>  <u>Evaluating and Presenting the project assisted by reflecting and publishing in final version</u></p> <p>1. Asking the students to show their writing that they have been revised.</p> <p>2. Asking the students to discuss for improving their writing.</p> <p>3. Asking the student to do final writing and publish it through e-portfolio.</p>	<p>6. Writing and organizing the draft.</p> <p>7. Developing and revising the writing.</p> <p><b>c. Confirmation</b></p> <p>1. Showing their revised writing.</p> <p>2. Discussing their writing.</p> <p>3. Doing the final writing and publishing the writing.</p>
<p><b>Post Activities</b></p> <p>1. Asking the students to conclude the material.</p> <p>2. Saying good bye to the students.</p>	<p><b>Post Activities</b></p> <p>1. Concluding the material.</p> <p>2. Saying good bye to the teacher.</p>

G. Learning Sources :

1. Internet

2. Students' handbook

H. Task :

Students' Task

Write an announcement related to your school activity!

Instruction:

1. Please write a short functional text in the form of announcement (pengumuman). The topic is about "school activity".
2. Please make a draft first, before you develop your ideas into a complete writing.
3. After you finish the draft, please develop your writing into the complete one.
4. Please give a suitable title for your writing.
5. When you write, use the rubric below to ensure good quality of your writing.
  - f. Content and development
  - g. Organization
  - h. Grammar and structure
  - i. Vocabulary and style
  - j. Mechanics (spelling, punctuation and capitalization)
6. You have 2 x 45 minutes to finish your writing.

I. Assessment :

Indicators	Writing Genre	Assessment Task	Assessment	Instrument
1. To write an announcement	Announcement	1. Writing an announcement	Content, Organization, Grammar, Vocabulary and Mechanic	Writing Assessment Rubric

Assessment Rubric

Dimension	Score	Descriptors
Content and Development	4	<ul style="list-style-type: none"> <li>▪ Topic is relevant with the substance of the assignment.</li> <li>▪ Topic sentence is developed by accurate and adequate details.</li> <li>▪ Rich insight about the topic.</li> <li>▪ Showing appropriate generic structure of announcement.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ The topic is relevant with the substance of the assignment.</li> <li>▪ The topic sentence is less supported by accurate and adequate details.</li> <li>▪ Limited insight about the topic.</li> <li>▪ Showing appropriate generic structure of announcement.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ The topic is less relevant with the substance of the assignment.</li> <li>▪ The topic sentence is less supported by accurate and adequate details.</li> <li>▪ Limited insight about the topic.</li> <li>▪ Showing less appropriate generic structure of announcement.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ The relevant between the topic and the substance of the assignment is very low.</li> <li>▪ The topic sentence is not supported by accurate and adequate details.</li> <li>▪ Not insight about the topic.</li> <li>▪ Insufficient writing show criteria are met.</li> <li>▪ Showing less appropriate generic structure.</li> </ul>
Organization	4	<ul style="list-style-type: none"> <li>▪ Ideas are arranged logically and cohesively.</li> <li>▪ Ideas are conveyed clearly, smoothly, and effectively.</li> </ul>

	3	<ul style="list-style-type: none"> <li>▪ Ideas are less logically and cohesively arranged.</li> <li>▪ Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Jumping arrangement of ideas.</li> <li>▪ Ideas are conveyed unclearly, unsmooth, and ineffectively.</li> <li>▪ Main idea cannot be traced.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Ideas are unclear.</li> <li>▪ No visible planning in writing ideas.</li> <li>▪ Insufficient writing to show the criteria are met.</li> </ul>
Structure	4	<ul style="list-style-type: none"> <li>▪ Using complex and effective sentences.</li> <li>▪ Inconsiderable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions</i>.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Using complex sentences and some mistakes in the sentences arrangement but still effective in conveying the meaning.</li> <li>▪ Some mistakes in <i>agreement, tense, words order, article, pronouns, prepositions</i>.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Using simple sentences and ineffectively conveying the meaning.</li> <li>▪ Considerable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions</i>.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ A large number of structure mistakes as an indicator of the low mastery in structure rule.</li> <li>▪ Insufficient writing to show the criteria met.</li> </ul>
Vocabulary/ Style	4	<ul style="list-style-type: none"> <li>▪ Rich with vocabulary.</li> <li>▪ The selection and the usage of words and idioms are accurate and appropriate with the register.</li> <li>▪ Good mastery of words formation.</li> </ul>

	3	<ul style="list-style-type: none"> <li>▪ Vocabulary is quite rich.</li> <li>▪ The selection and the usage of idioms is quite good, even though some are less accurate and less appropriate with the register.</li> <li>▪ Small number of mistakes in words formations but the meaning remain interrupted.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Lack of vocabulary.</li> <li>▪ Large number of inappropriate registers.</li> <li>▪ Some mistakes in word formation.</li> <li>▪ Meaning is blurring.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Considerably lack of vocabulary.</li> <li>▪ Translating word lexically.</li> <li>▪ Meaning is difficult to grasp.</li> <li>▪ Insufficient writing show criteria are met.</li> </ul>
Mechanics	4	<ul style="list-style-type: none"> <li>▪ Showing good mastery in writing convention.</li> <li>▪ Showing good ability in using punctuation and capital letters accurately.</li> <li>▪ Inconsiderable spelling mistakes.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Using good writing conventions even though small mistakes still exist.</li> <li>▪ Few small mistakes in using punctuations and spelling but the meaning remain clear.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Large number of mistakes in the application of writing conventions.</li> <li>▪ Large number of spelling mistakes that interrupt the meaning.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Considerable mistake in using mechanics.</li> <li>▪ Lack of mastery in writing rules.</li> <li>▪ Insufficient writing to show the criteria are met.</li> </ul>



Subject : English  
Class/Semester : X/1  
Competency : Writing  
Time Allocation : 2 x 45 minutes  
Meeting : 5<sup>th</sup> meeting

A. Basic Competency :  
3.7 Distinguishing social functions, text structure, and linguistic elements of several

oral and written recount texts by providing and requesting information related to historical events in accordance with the context.

B. Indicators

:

1. To fill a gap of the text
2. To identify the generic structure of recount text
3. To write a draft of recount text

C. Learning Goals

:

After following the learning process, students are able to:

1. Fill a gap of the text
2. Identify the generic structure of recount text
3. Write a draft of recount text

D. Learning Materials

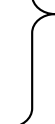
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1. Simple Past Tense

Simple past tense shows that the activity began and ended in the past.

Pattern:

+	S + Verb II + .....	He started the event by singing his hit song
-	S + did not + Verb I + .....	He did not start the event by singing his hit song
?	Did + S + Verb I + .....	Did he start the event by singing his hit song?
QW	What Why	What did the artist do in new stage?





	<p>When + did + S + Verb I + .....?</p> <p>Where</p> <p>How</p> <p>Who + Verb II + .....?</p>	<p>Why did the artist jump into the stage?</p> <p>When did the actor start to take his role?</p> <p>Where did the singer run while his concert?</p> <p>How did the fans club treat their idol?</p> <p>Who broke the gate?</p>
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## 2. The Definition of Recount Text

Recount text is a kind of text with a purpose to retell events for the purpose of informing or entertaining. The context of this kind of text can be about someone's experiences such as bad/terrible experience, unforgettable moment, inspiring day, etc.

## 3. The Generic Structure of Recount Text

The generic structure of a recount text, consists of three parts:

- a. Orientation  
(Who were involved in the story, when, where)
- b. Events  
(Tell what happened in a chronological order)
- c. Re-orientation (Optional)  
(The conclusion of the experience/summarizing the events or closing)

## 4. The Characteristics of Personal Recount:

- a. The use of action verbs  
(e.g. went, spent, played)
- b. The use of simple past tense  
(e.g. started, played, went)
- c. The use of time conjunctions

(e.g. and, but, after, next, then, finally)

d. Focus on specific participants

(e.g. I, We)

E. Teaching Methodology :  
Student-Centered Learning

F. Teaching and Learning Activities :  
(Using Online Learning Platform)

<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>Pre Activities</b> <ol style="list-style-type: none"><li>1. Greeting the students.</li><li>2. Checking the students' attendance through online attendance list.</li></ol>	<b>Pre Activities</b> <ol style="list-style-type: none"><li>1. Greeting the teacher.</li><li>2. Responding to the teacher by filling the online attendance list.</li></ol>
<b>Whilst Activities</b> <b>a. Exploration</b> <ol style="list-style-type: none"><li>1. Asking the students about their historical events.</li><li>2. Asking one of the students to retell his/her experience when met his idol.</li><li>3. Asking the students to ask questions about it. If there is no answer, the teacher can stimulate by asking: What did Afgan do on the stage?, How did the fans wait for Afgan?, etc.</li></ol> <b>b. Elaboration</b>	<b>Whilst Activities</b> <b>a. Exploration</b> <ol style="list-style-type: none"><li>1. Answering the questions given by the teacher.</li><li>2. Retelling the experience to the class.</li><li>3. Answering the teacher's questions about meeting an idol.</li></ol>

**Determining, Designing the project and Arranging the schedule in planning process**

1. Asking the students to observe the text that given by the teacher. the text about “Meeting My Idol, Raisa”.
2. Asking them to fill a gap of the text and giving them time allocation for doing the task.
3. Discussing about the right answers of gap text.
4. Asking the students what kind of text is that and their knowledge about it.
5. Asking the students to identify the generic structure of recount text.
6. Encouraging the students to formulate the material about recount text (definition, generic structure, language features, etc).

**Conducting the project activities assisted by collecting and selecting in drafting and editing process**

7. Giving a writing task to the students based on the topic given.

**b. Elaboration**

1. Responding the teacher’s instruction.
2. Filling a gap of the text.
3. Discussing the right answer with the teacher and listening to other’s answers.
4. Answering the teacher’s questions.
5. Responding the teacher’s explanation.
6. Formulating the material.
7. Responding the writing task given and getting the topic.
8. Start writing a draft based on the topic.

<p>8. Asking the students individually to write down a draft about students' experience (meeting an idol).</p> <p>9. Asking the students to find learning source to support their writing.</p> <p>10. Asking the students to mind the aspects of writing.</p> <p>11. Asking the students to collect their draft and other learning resources in their e-portfolio.</p> <p><b>c. Confirmation</b></p> <p><b><u>Evaluating and Presenting the project assisted by reflecting and publishing in final version</u></b></p> <p>1. Asking the students to present their writing.</p> <p>2. Asking the students to reflect the learning activities through their learning experience.</p>	<p>9. Finding the learning source to support their writing.</p> <p>10. Responding and getting the aspects of writing.</p> <p>11. Collecting their work in the e-portfolio.</p> <p><b>c. Confirmation</b></p> <p>1. Presenting their writing.</p> <p>2. Reflecting their learning activities.</p>
<p><b>Post Activities</b></p> <p>1. Asking the students to conclude the material.</p> <p>2. Saying good bye to the students.</p>	<p><b>Post Activities</b></p> <p>1. Concluding the material.</p> <p>2. Saying good bye to the teacher.</p>

G. Learning Sources :

1. Internet
2. Students' handbook

H. Task :

Students' Task

Fill a gap of the following text!

Meeting My Idol, Raisa

Last year, I experienced a great memory. I meet my (1) ..... I hadn't met a celebrity in my real life before, so I didn't expect that I would meet my idol. At that time, I had lunch with some of my friends at (2) ..... We just talked and enjoyed our meals. Suddenly one of my friends who was sitting in front of me (3) ..... very surprised. I asked her why, but she couldn't answer. Then I (4) ..... behind. I (5) ..... very surprised and my heart beat faster. I (6) .... Raisa entering the restaurant with some of his friends. I (7) .... her songs very much and I have all her albums. One of my friends told me to get close her. That would be my first and last chance to meet her. Then I (8) ..... my notes to ask a signature, and took out my handphone to take a picture. Actually I was nervous to meet a celebrity like her, but I didn't want to waste this opportunity. Raisa was having lunch while chatting. I (9) ..... to her but I was afraid if someone didn't allow me to get close her. However, Raisa smiled and welcomed me. She looked happy when I got closed her. Then I directly asked her signature and told her that she is my idol. I asked to take a picture with me too. Then Raisa smiled and said yes. We took a picture. I was so (10) ..... I framed the picture beautifully and put it in my facebook so that many people could see it. That was my beautiful experience in meeting my favorite celebrity, Raisa.

Sumber: <https://contohbahasainggris.com/5-contoh-recount-text-singkat-pendek-dan-artinya/>

Students' Task

Write down a draft about students' experience (meeting an idol)!

I. Assessment :

Indicators	Writing Genre	Assessment Task	Assessment	Instrument
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1. To a gap of the text	Recount Text	1. Filling a gap of the text	Organization, Grammar, Vocabulary	Benchmark for assessing the students' group task
2. To identify the generic structure of recount text		2. Identifying the generic structure of recount text		
3. To write a draft of recount text		3. Writing a draft of recount text		

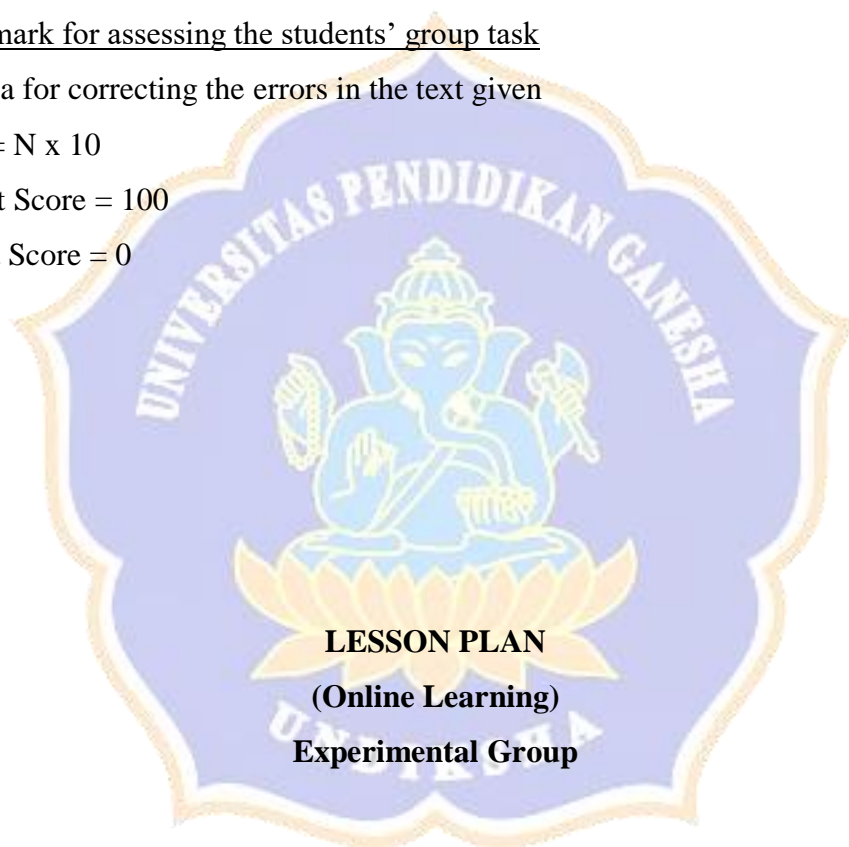
Benchmark for assessing the students' group task

Formula for correcting the errors in the text given

Score = N x 10

Highest Score = 100

Lowest Score = 0



Subject : English  
 Class/Semester : X/1  
 Competency : Writing  
 Time Allocation : 2 x 45 minutes  
 Meeting : 6<sup>st</sup> meeting

A. Basic Competency :

3.7 Distinguishing social functions, text structure, and linguistic elements of several oral and written recount texts by providing and requesting information related to historical events in accordance with the context.

B. Indicators :

1. To write a recount text based on criteria of writing

C. Learning Goals :

After following the learning process, students are able to:

1. Write a recount text based on criteria of writing

D. Learning Materials :

1. Simple Past Tense
2. The Definition of Recount Text
3. The Generic Structure of Recount Text
4. The Characteristics of Recount text:

E. Teaching Methodology :

Student-Centered Learning

F. Teaching and Learning Activities :

(Using Online Learning Platform)

Teacher's Activities	Students' Activities
Pre Activities	Pre Activities

<ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Checking the students' attendance through online attendance list</li> </ol>	<ol style="list-style-type: none"> <li>1. Greeting the teacher</li> <li>2. Responding to the teacher by filling the online attendance list</li> </ol>
<p><b>Whilst Activities</b></p> <p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Asking the students some questions related to the previous lesson about the recount text.</li> </ol> <p><b>b. Elaboration</b></p> <p><b><u>Determining, Designing the project and Arranging the schedule in planning process</u></b></p> <ol style="list-style-type: none"> <li>2. Showing the students an example of a recount text "Great Experience with Agnes Mo".</li> <li>3. Asking the students to discuss about the generic structure of the text given.</li> <li>4. Asking the students to choose one of the topics, such as meeting a favorite singer, meeting a favorite actor, etc.</li> <li>5. Giving an example how to develop the ideas about the topic that they choose (by using word web).</li> </ol>	<p><b>Whilst Activities</b></p> <p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Answering the questions given by the teacher.</li> </ol> <p><b>b. Elaboration</b></p> <ol style="list-style-type: none"> <li>2. Responding to the teacher.</li> <li>3. Discussing the generic structure of the text given.</li> <li>4. Choosing the topic</li> <li>5. Listening to the teacher's explanation.</li> <li>6. Making the list.</li> </ol>



<p><b><u>Conducting the project activities assisted by collecting and selecting in drafting and editing process</u></b></p> <ol style="list-style-type: none"> <li>6. Asking the students to list the first ideas that they have to be put in their writing.</li> <li>7. Asking the students to organize their first draft by putting the ideas as introductory, sequence of events and a conclusion.</li> <li>8. Asking the students to develop, improve and revise their writing based on their self-assessment.</li> </ol> <p><b>c. Confirmation</b></p> <p><b><u>Evaluating and Presenting the project assisted by reflecting and publishing in final version</u></b></p> <ol style="list-style-type: none"> <li>1. Asking the students to show their writing that they have been revised.</li> <li>2. Asking the students to discuss for improving their writing.</li> <li>3. Asking the student to do final writing and publish it through e-portfolio.</li> </ol>	<ol style="list-style-type: none"> <li>7. Writing and organizing the draft.</li> <li>8. Developing and revising the writing.</li> </ol> <p><b>c. Confirmation</b></p> <ol style="list-style-type: none"> <li>1. Showing their revised writing.</li> <li>2. Discussing their writing.</li> <li>3. Doing the final writing and publishing the writing.</li> </ol>
<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Asking the students to conclude the material.</li> </ol>	<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Concluding the material.</li> </ol>

2. Saying good bye to the students.	2. Saying good bye to the teacher.
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G. Learning Sources :

1. Internet
2. Students' handbook

H. Task :

Students' Task

Write a recount text by following the requirements!

Instruction:

1. Please write a text with a recount development. You can choose one of the following topics below.
  - Meeting a favorite singer
  - Meeting a favorite actor/actress
  - Meeting an idol
2. Please make a draft first, before you develop your ideas into a complete writing.
3. After you finish the draft, please develop your writing into the complete one.
4. Please give a suitable title for your writing.
5. Your writing should be at the minimum of 10 sentences long.
6. When you write, use the rubric below to ensure good quality of your writing.
  - f. Content and development
  - g. Organization
  - h. Grammar and structure
  - i. Vocabulary and style
  - j. Mechanics (spelling, punctuation and capitalization)
7. You have 2 x 45 minutes to finish your writing.

I. Assessment :

Indicators	Writing Genre	Assessment Task	Assessment	Instrument
1. To write a recount text	Recount Text	1. Writing a recount text	Content, Organization, Grammar, Vocabulary and Mechanic	Writing Assessment Rubric

Assessment Rubric

Dimension	Score	Descriptors
Content and Development	4	<ul style="list-style-type: none"> <li>▪ Topic is relevant with the substance of the assignment.</li> <li>▪ Topic sentence is developed by accurate and adequate details.</li> <li>▪ Rich insight about the topic.</li> <li>▪ Showing appropriate generic structure of recount text.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ The topic is relevant with the substance of the assignment.</li> <li>▪ The topic sentence is less supported by accurate and adequate details.</li> <li>▪ Limited insight about the topic.</li> <li>▪ Showing appropriate generic structure of recount text.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ The topic is less relevant with the substance of the assignment.</li> <li>▪ The topic sentence is less supported by accurate and adequate details.</li> <li>▪ Limited insight about the topic.</li> <li>▪ Showing less appropriate generic structure of recount text.</li> </ul>

	1	<ul style="list-style-type: none"> <li>▪ The relevant between the topic and the substance of the assignment is very low.</li> <li>▪ The topic sentence is not supported by accurate and adequate details.</li> <li>▪ Not insight about the topic.</li> <li>▪ Insufficient writing show criteria are met.</li> <li>▪ Showing less appropriate generic structure.</li> </ul>
Organization	4	<ul style="list-style-type: none"> <li>▪ Ideas are arranged logically and cohesively.</li> <li>▪ Ideas are conveyed clearly, smoothly, and effectively.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Ideas are less logically and cohesively arranged.</li> <li>▪ Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Jumping arrangement of ideas.</li> <li>▪ Ideas are conveyed unclearly, unsmooth, and ineffectively.</li> <li>▪ Main idea cannot be traced.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Ideas are unclear.</li> <li>▪ No visible planning in writing ideas.</li> <li>▪ Insufficient writing to show the criteria are met.</li> </ul>
Structure	4	<ul style="list-style-type: none"> <li>▪ Using complex and effective sentences.</li> <li>▪ Inconsiderable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions</i>.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Using complex sentences and some mistakes in the sentences arrangement but still effective in conveying the meaning.</li> <li>▪ Some mistakes in <i>agreement, tense, words order, article, pronouns, prepositions</i>.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Using simple sentences and ineffectively conveying the meaning.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Considerable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions.</i></li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ A large number of structure mistakes as an indicator of the low mastery in structure rule.</li> <li>▪ Insufficient writing to show the criteria met.</li> </ul>
Vocabulary/ Style	4	<ul style="list-style-type: none"> <li>▪ Rich with vocabulary.</li> <li>▪ The selection and the usage of words and idioms are accurate and appropriate with the register.</li> <li>▪ Good mastery of words formation.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Vocabulary is quite rich.</li> <li>▪ The selection and the usage of idioms is quite good, even though some are less accurate and less appropriate with the register.</li> <li>▪ Small number of mistakes in words formations but the meaning remain interrupted.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Lack of vocabulary.</li> <li>▪ Large number of inappropriate registers.</li> <li>▪ Some mistakes in word formation.</li> <li>▪ Meaning is blurring.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Considerably lack of vocabulary.</li> <li>▪ Translating word lexically.</li> <li>▪ Meaning is difficult to grasp.</li> <li>▪ Insufficient writing show criteria are met.</li> </ul>
Mechanics	4	<ul style="list-style-type: none"> <li>▪ Showing good mastery in writing convention.</li> <li>▪ Showing good ability in using punctuation and capital letters accurately.</li> <li>▪ Inconsiderable spelling mistakes.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Using good writing conventions even though small mistakes still exist.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Few small mistakes in using punctuations and spelling but the meaning remain clear.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Large number of mistakes in the application of writing conventions.</li> <li>▪ Large number of spelling mistakes that interrupt the meaning.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Considerable mistake in using mechanics.</li> <li>▪ Lack of mastery in writing rules.</li> <li>▪ Insufficient writing to show the criteria are met.</li> </ul>



**LESSON PLAN**  
**(Online Learning)**  
**Control Group**

Subject : English  
Class/Semester : X/1  
Competency : Writing  
Time Allocation : 2 x 45 minutes  
Meeting : 1<sup>st</sup> meeting

A. Basic Competency :

3.4 Distinguishing social functions, text structure, and linguistic elements of several oral and written descriptive texts by providing and requesting short and simple information regarding ecotourism destinations and historical buildings, according to the context.

B. Indicators :

1. To identify the generic structure of descriptive text
2. To write a draft of descriptive text

C. Learning Goals :

After following the learning process, students are able to:

1. Identify the generic structure of descriptive text
2. Write a draft of descriptive text

D. Learning Materials :

1. Simple Present Tense

Simple present tense is one of language features in writing descriptive text. It is used to describe habits, unchanging situations, general truths, and fixed arrangements.

Pattern:

+	S + Verb I + .....	Taj Mahal offers spectacular view
-	S + do/does not + Verb I + .....	Taj Mahal does not offer spectacular view
?	Do/Does + S + Verb I + .....	Does Taj Mahal offer spectacular view
QW	What } Why } When } + do/does + S + Verb I + .....? Where } How } Who + Verb I + .....?	What does the tourist see in Bali Zoo? Why does the tourist come to this park? When does the tourist see daily feedings to orangutans? Where does the tourist go to get perahu klotok? How does the tourist reach to Camp Leakey? Who feed the orangutans?

2. The Definition of Descriptive Text

Descriptive text is a kind of text which says what a person, place or thing is like. Its purpose is to describe and reveal a particular person, place or thing in order to help readers visualize what a person, a place, or a thing is like. The content of this kind of text can be about tourist destinations such as ecotourism destinations, historical building, recreational place, etc.



3. The Generic Structure of Descriptive Text

The generic structure of a descriptive text, consists of two parts:

c. Identification

(Identifies phenomenon (person, place, or thing) that will be described.

d. Description

(Describe parts, qualities, characteristics, etc)

4. The Characteristics of descriptive text:

e. The use of action verbs

(e.g. run, walk, offer, represent)

f. The use of noun phrase

(e.g. spectacular view, precious stones, beautiful bird)

g. The use of simple present tense

(e.g. shows, looks, radiates)

h. Focus on specific participants

(e.g. Sanur Beach, Borobudur Temple, Gitgit Waterfall)

E. Teaching Methodology :  
Student-Centered Learning

F. Teaching and Learning Activities :  
(Using Online Learning Platform)

Teacher's Activities	Students' Activities
<b>Pre Activities</b> 1. Greeting the students 2. Checking the students' attendance through online attendance list	<b>Pre Activities</b> 1. Greeting the teacher 2. Responding to the teacher by filling the online attendance list
<b>Whilst Activities</b>	<b>Whilst Activities</b>

<p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Telling the topic today.</li> </ol> <p><b>b. Elaboration</b></p> <ol style="list-style-type: none"> <li>1. Explaining the generic structure and social function of the descriptive text.</li> <li>2. Asking the students to observe the text that given by the teacher. The text about “The Beautiful Kuta Bali”.</li> <li>3. Asking the students to identify the generic structure of the text.</li> <li>4. Asking students to discuss about the right answers.</li> <li>5. Asking the students to write down draft about historical place/tourism destinations.</li> <li>6. Reviewing about the use of present tense in a sentence.</li> </ol> <p><b>c. Confirmation</b></p> <ol style="list-style-type: none"> <li>1. Restating about the social function and generic structure of descriptive text.</li> </ol>	<p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Listening to the teacher.</li> </ol> <p><b>b. Elaboration</b></p> <ol style="list-style-type: none"> <li>1. Listening to the teacher.</li> <li>2. Responding the teacher’s instruction.</li> <li>3. Identifying the generic structure of the text.</li> <li>4. Discussing the right answer and listening to other’s answer.</li> <li>5. Getting the topic and start writing.</li> <li>6. Listening to the teacher’s explanation.</li> </ol> <p><b>c. Confirmation</b></p> <ol style="list-style-type: none"> <li>1. Listening to the teacher.</li> </ol>
<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Asking the students to conclude the material.</li> <li>2. Saying good bye to the students.</li> </ol>	<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Concluding the material.</li> <li>2. Saying good bye to the teacher.</li> </ol>

G. Learning Sources :

1. Internet
2. Students' handbook

H. Task :

Students' Task

Identify the generic structure of the following text!

Title	The Beautiful Kuta Bali
Identification	Kuta is the <i>exciting</i> tourist area on the <i>southern</i> part of Bali. Most tourists visiting Bali do not forget to spend their <i>time</i> in Kuta. It is located in southwestern Bali, just minutes from the airport.
Descriptions	<p>Kuta is one of the world's most famous beaches. It first <i>attracted</i> Western surfers with its world renowned surf break followed closely behind by sun worshipers and party goers attracted to its wide stretches of white <i>sandy</i> beach.</p> <p>Kuta is the center of night life <i>activities</i>. Kuta has a shopping mecca, with its lines of shops, boutiques, and <i>galleries</i>. Restaurants line up the streets as well as the beachfront hotels, ranging from a small, inexpensive homestay to a <i>luxurious</i> resort</p> <p>There are many night <b>clubs</b> along Jalan Legian and Jalan Pantai Kuta. The busiest time for all night clubs <b>are</b> around from 22:00 and will close until down.</p>

Source: <https://englishadmin.com/2013/01/descriptive-tex-with-generic-structure-the-beautiful-kuta-bali.html>

Assignment:

Write down a draft about describing a tourist destinations!

I. Assessment :

Indicators	Writing Genre	Assessment Task	Assessment	Instrument
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<p>1. To identify the generic structure of descriptive text</p> <p>3. To write a draft of descriptive text</p>	<p>Descriptive Text</p>	<p>4. Identifying the generic structure of descriptive text</p> <p>5. Writing a draft of descriptive text</p>	<p>Organization, Grammar, Vocabulary</p>	<p>Benchmark for assessing the students' group task</p>
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**LESSON PLAN**  
**(Online Learning)**  
**Control Group**

Subject : English  
Class/Semester : X/1  
Competency : Writing  
Time Allocation : 2 x 45 minutes  
Meeting : 2<sup>nd</sup> meeting

A. Basic Competency :

3.4 Distinguishing social functions, text structure, and linguistic elements of several oral and written descriptive texts by providing and requesting short and simple information regarding ecotourism destinations and historical buildings, according to the context.

B. Indicators :

1. To write a descriptive text based on criteria of writing

C. Learning Goals :

After following the learning process, students are able to:

1. Write a descriptive text based on criteria of writing

D. Learning Materials :

1. Simple Present Tense

2. The Definition of Descriptive Text
3. The Generic Structure of Descriptive Text
4. The Characteristics of descriptive text:

E. Teaching Methodology :  
Student-Centered Learning

F. Teaching and Learning Activities :  
(Using Online Learning Platform)

Teacher's Activities	Students' Activities
<p><b>Pre Activities</b></p> <ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Checking the students' attendance through online attendance list</li> </ol>	<p><b>Pre Activities</b></p> <ol style="list-style-type: none"> <li>1. Greeting the teacher</li> <li>2. Responding to the teacher by filling the online attendance list</li> </ol>
<p><b>Whilst Activities</b></p> <p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Asking the students some questions related to the previous lesson about the descriptive text.</li> </ol> <p><b>b. Elaboration</b></p> <ol style="list-style-type: none"> <li>1. Showing the students an example of a descriptive text "Borobudur Temple".</li> <li>2. Asking the students to discuss about the generic structure of the text given.</li> <li>3. Asking the students to choose one of the topics, such as</li> </ol>	<p><b>Whilst Activities</b></p> <p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Answering the questions given by the teacher.</li> </ol> <p><b>b. Elaboration</b></p> <ol style="list-style-type: none"> <li>1. Responding to the teacher.</li> <li>2. Discussing the generic structure of the text given.</li> <li>3. Receiving the writing task and choosing the topic.</li> </ol>

<p>ecotourism destinations, historical building, and recreational places.</p> <ol style="list-style-type: none"> <li>4. Giving an example how to develop the ideas about the topic that they choose.</li> <li>5. Asking the students to list the first ideas that they have to be put in their writing.</li> <li>6. Asking the students to organize their first draft by putting the main ideas as the identification and put the supporting sentences as the description.</li> <li>7. Asking the students to develop, improve and revise their writing based on teacher or friends' comment.</li> </ol> <p><b>c. Confirmation</b></p> <ol style="list-style-type: none"> <li>1. Reminding the students about the things that they need in their writing.</li> </ol>	<ol style="list-style-type: none"> <li>4. Listening to the teacher's explanation.</li> <li>5. Making the list.</li> <li>6. Writing and organizing the draft.</li> <li>7. Developing and revising the writing.</li> </ol> <p><b>c. Confirmation</b></p> <ol style="list-style-type: none"> <li>1. Listening to the teacher.</li> </ol>
<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Asking the students to conclude the material.</li> <li>2. Saying good bye to the students.</li> </ol>	<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Concluding the material.</li> <li>2. Saying good bye to the teacher.</li> </ol>

G. Learning Sources :

1. Internet

2. Students' handbook

H. Task :

Students' Task

Write a descriptive text by following the requirements!

Instruction:

1. Please write a text with a descriptive development. You can choose one of the following topics below.
  - Ecotourism destinations
  - Historical building
  - Recreational places
2. Please make a draft first, before you develop your ideas into a complete writing.
3. After you finish the draft, please develop your writing into the complete one.
4. Please give a suitable title for your writing.
5. Your writing should be at minimum 10 sentences long.
6. When you write, use the rubric below to ensure good quality of your writing.
  - a. Content and development
  - b. Organization
  - c. Grammar and structure
  - d. Vocabulary and style
  - e. Mechanics (spelling, punctuation and capitalization)
7. You have 2 x 45 minutes to finish your writing.

I. Assessment :

Indicators	Writing Genre	Assessment Task	Assessment	Instrument
1. To write a descriptive text	Descriptive Text	1. Writing descriptive text	a Content, Organization, Grammar,	Writing Assessment Rubric



			Vocabulary and Mechanic	
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Assessment Rubric

Dimension	Score	Descriptors
Content and Development	4	<ul style="list-style-type: none"> <li>▪ Topic is relevant with the substance of the assignment.</li> <li>▪ Topic sentence is developed by accurate and adequate details.</li> <li>▪ Rich insight about the topic.</li> <li>▪ Showing appropriate generic structure of descriptive text.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ The topic is relevant with the substance of the assignment.</li> <li>▪ The topic sentence is less supported by accurate and adequate details.</li> <li>▪ Limited insight about the topic.</li> <li>▪ Showing appropriate generic structure of descriptive text.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ The topic is less relevant with the substance of the assignment.</li> <li>▪ The topic sentence is less supported by accurate and adequate details.</li> <li>▪ Limited insight about the topic.</li> <li>▪ Showing less appropriate generic structure of descriptive text.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ The relevant between the topic and the substance of the assignment is very low.</li> <li>▪ The topic sentence is not supported by accurate and adequate details.</li> <li>▪ Not insight about the topic.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Insufficient writing show criteria are met.</li> <li>▪ Showing less appropriate generic structure.</li> </ul>
Organization	4	<ul style="list-style-type: none"> <li>▪ Ideas are arranged logically and cohesively.</li> <li>▪ Ideas are conveyed clearly, smoothly, and effectively.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Ideas are less logically and cohesively arranged.</li> <li>▪ Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Jumping arrangement of ideas.</li> <li>▪ Ideas are conveyed unclearly, unsmooth, and ineffectively.</li> <li>▪ Main idea cannot be traced.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Ideas are unclear.</li> <li>▪ No visible planning in writing ideas.</li> <li>▪ Insufficient writing to show the criteria are met.</li> </ul>
Structure	4	<ul style="list-style-type: none"> <li>▪ Using complex and effective sentences.</li> <li>▪ Inconsiderable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions</i>.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Using complex sentences and some mistakes in the sentences arrangement but still effective in conveying the meaning.</li> <li>▪ Some mistakes in <i>agreement, tense, words order, article, pronouns, prepositions</i>.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Using simple sentences and ineffectively conveying the meaning.</li> <li>▪ Considerable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions</i>.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ A large number of structure mistakes as an indicator of the low mastery in structure rule.</li> <li>▪ Insufficient writing to show the criteria met.</li> </ul>

Vocabulary/ Style	4	<ul style="list-style-type: none"> <li>▪ Rich with vocabulary.</li> <li>▪ The selection and the usage of words and idioms are accurate and appropriate with the register.</li> <li>▪ Good mastery of words formation.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Vocabulary is quite rich.</li> <li>▪ The selection and the usage of idioms is quite good, even though some are less accurate and less appropriate with the register.</li> <li>▪ Small number of mistakes in words formations but the meaning remain interrupted.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Lack of vocabulary.</li> <li>▪ Large number of inappropriate registers.</li> <li>▪ Some mistakes in word formation.</li> <li>▪ Meaning is blurring.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Considerably lack of vocabulary.</li> <li>▪ Translating word lexically.</li> <li>▪ Meaning is difficult to grasp.</li> <li>▪ Insufficient writing show criteria are met.</li> </ul>
Mechanics	4	<ul style="list-style-type: none"> <li>▪ Showing good mastery in writing convention.</li> <li>▪ Showing good ability in using punctuation and capital letters accurately.</li> <li>▪ Inconsiderable spelling mistakes.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Using good writing conventions even though small mistakes still exist.</li> <li>▪ Few small mistakes in using punctuations and spelling but the meaning remain clear.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Large number of mistakes in the application of writing conventions.</li> <li>▪ Large number of spelling mistakes that interrupt the meaning.</li> </ul>

	1	<ul style="list-style-type: none"> <li>▪ Considerable mistake in using mechanics.</li> <li>▪ Lack of mastery in writing rules.</li> <li>▪ Insufficient writing to show the criteria are met.</li> </ul>
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Appendix:

Text for Whilst Activity

### **Borobudur Temple**

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

Source: <http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php>

**LESSON PLAN**  
**(Online Learning)**  
**Control Group**

Subject : English  
Class/Semester : X/1  
Competency : Writing  
Time Allocation : 2 x 45 minutes  
Meeting : 3<sup>rd</sup> meeting

A. Basic Competency :

3.5 Distinguishing social functions, text structure, and linguistic elements of some texts in the form of announcements by giving and requesting information related to school activities, according to the context.

B. Indicators :

1. To identify social functions, text structure, and linguistic elements of the text in form of announcement related to school activities.
2. To write a draft of announcement related to school activities.

C. Learning Goals :

After following the learning process, students are able to:

1. Identify social functions, text structure, and linguistic elements of the text in form

of announcement related to school activities.

2. Write a draft of announcement related to school activities.

D. Learning Materials :

1. The Definition of Announcement

An announcement is a written or spoken statement in public or formal words containing information about an event that has happened or is going to happen so publicly people know what, when, and where it is about. The purpose of this text is to inform the announcement text information about an event, job vacancies, new enrollment, new admissions, and so on.

2. The Generic Structure of Announcement

- a. Opening

(It consists of title of the announcement. This is an important part of announcement)

- b. Contents

(It consists of who the reader or listener is, the purpose of the announcement, what activities will be carried out, the time and place of the activity, and who the writer of the announcement is. It aims to get detailed and clear information for the reader or listener.

- c. Closing

(It is optional. It usually consists of additional information or contact person)

3. The Language Feature of Announcement

- a. The Use of Simple Present Tense

- b. The Use of Simple Future Tense

#### 4. Kinds of Announcement

There are several kinds of announcement, as follow:

- public service announcements
- high school graduation announcements
- college graduation announcements
- engagement announcements
- marriage and wedding announcements
- school student's organization announcements
- business announcements
- job announcements
- promotion announcements
- funeral announcements
- lost and found, etc

E. Teaching Methodology :  
Student-Centered Learning

F. Teaching and Learning Activities :  
(Using Online Learning Platform)

Teacher's Activities	Students' Activities
<b>Pre Activities</b> 1. Greeting the students. 2. Checking the students' attendance through online attendance list.	<b>Pre Activities</b> 1. Greeting the teacher. 2. Responding to the teacher by filling the online attendance list.
<b>Whilst Activities</b> <b>a. Exploration</b> 1. Telling the topic today <b>b. Elaboration</b>	<b>Whilst Activities</b> <b>a. Exploration</b> 1. Listening to the teacher. <b>b. Elaboration</b>

<ol style="list-style-type: none"> <li>1. Explaining the generic structure and social function of the announcement.</li> <li>2. Asking the students to observe a text. The text about “School Competition”.</li> <li>3. Asking the students to identify the generic structure.</li> <li>4. Discussing about the right answers.</li> <li>5. Asking the students to write down draft about announcement.</li> <li>6. Reviewing about the use of simple future tense in a sentence.</li> </ol> <p><b>c. Confirmation</b></p> <ol style="list-style-type: none"> <li>1. Restating about social function and generic structure of announcement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to the teacher.</li> <li>2. Responding the teachers’ instruction.</li> <li>3. Identifying the generic structure of the text.</li> <li>4. Discussing the right answer with the teacher and listening to other’s answer.</li> <li>5. Getting the topic and start writing</li> <li>6. Listening to the teachers’ explanation.</li> </ol> <p><b>c. Confirmation</b></p> <ol style="list-style-type: none"> <li>1. Listening to the teacher</li> </ol>
<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Asking the students to conclude the material.</li> <li>2. Saying good bye to the students.</li> </ol>	<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Concluding the material.</li> <li>2. Saying good bye to the teacher.</li> </ol>

G. Learning Sources :

1. Internet
2. Students’ handbook



H. Task :

Students' task

Identify the generic structure of the following text!

Opening	<b>HKS Competitions Announcement</b>
Contents	For all student/ student SDIT Insantama Implementation of HKS-1 of SDIT Insantama Will be held on 24 to 25 August 2016 It is a list of HKS Competitions SDIT Insantama Lampung <ol style="list-style-type: none"><li>1. speech contest</li><li>2. Making a poem</li><li>3. calligraphy</li><li>4. dance</li><li>5. solo song</li></ol> All student or classes must register their team before 20 August 2016 The winner will get the trophy and prize.
Closing	Thank you for your attention and good luck. Further information: Kundin 085788971415

Source: <https://www.ilmubahasainggris.com/contoh-pengumuman/>

Students' Task

Write down a draft of announcement!

The topic related to your school activities!

I. Assessment

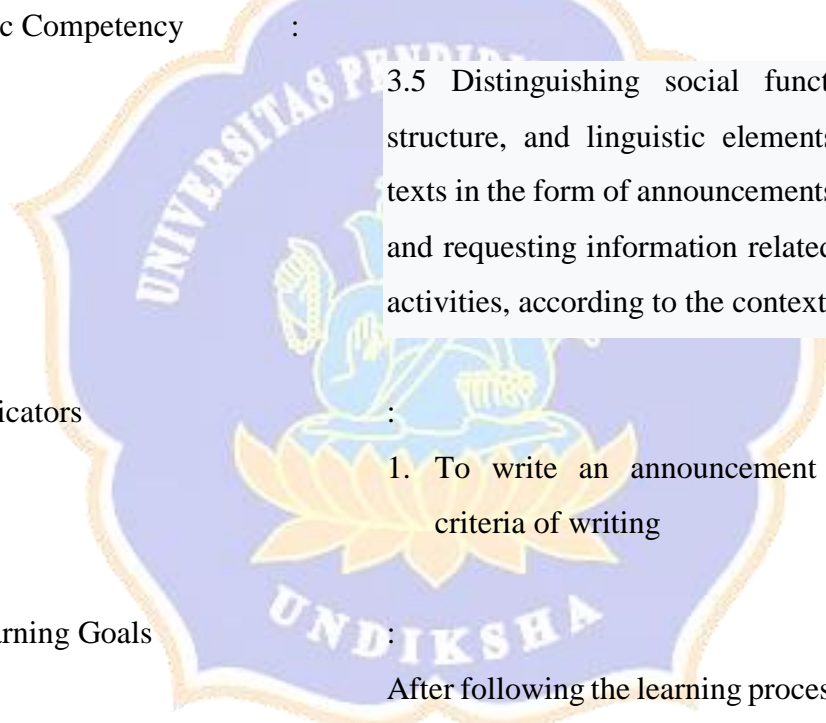
:

Indicators	Writing Genre	Assessment Task	Assessment	Instrument
1. To identify social functions, text structure, and linguistic elements of the text in form of announcement related to school activities.	Announcement	1. Identifying social functions, text structure, and linguistic elements of the text in form of announcement related to school activities.	Organization, Grammar, Vocabulary	Benchmark for assessing the students' group task
2. To write a draft of announcement		2. Writing a draft of announcement.		



**LESSON PLAN**  
**(Online Learning)**  
**Control Group**

Subject : English  
Class/Semester : X/1  
Competency : Writing  
Time Allocation : 2 x 45 minutes  
Meeting : 4<sup>th</sup> meeting

- A. Basic Competency : 3.5 Distinguishing social functions, text structure, and linguistic elements of some texts in the form of announcements by giving and requesting information related to school activities, according to the context.
- B. Indicators :  
1. To write an announcement based on criteria of writing
- C. Learning Goals :  
After following the learning process, students are able to:  
1. Write an announcement based on criteria of writing
- D. Learning Materials :  
1. The Definition of Announcement  
2. The Generic Structure of Announcement
- 

3. The Language Features of Announcement

E. Teaching Methodology :  
Student-Centered Learning

F. Teaching and Learning Activities :  
(Using Online Learning Platform)

Teacher's Activities	Students' Activities
<p><b>Pre Activities</b></p> <ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the students' attendance through online attendance list.</li> </ol>	<p><b>Pre Activities</b></p> <ol style="list-style-type: none"> <li>1. Greeting the teacher.</li> <li>2. Responding to the teacher by filling the online attendance list.</li> </ol>
<p><b>Whilst Activities</b></p> <p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Asking the students some questions related to the previous lesson about the announcement.</li> </ol> <p><b>b. Elaboration</b></p> <ol style="list-style-type: none"> <li>1. Showing the students an example of the announcement "Gathering Event"</li> <li>2. Asking the students to discuss about the generic structure of the text given.</li> <li>3. Asking the students to choose the topic about school activity.</li> </ol>	<p><b>Whilst Activities</b></p> <p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Answering the questions given by the teacher.</li> </ol> <p><b>b. Elaboration</b></p> <ol style="list-style-type: none"> <li>1. Responding to the teacher.</li> <li>2. Discussing the generic structure of the text given.</li> <li>3. Receiving the task and choosing the topic</li> <li>4. Listening to the teacher's explanation.</li> </ol>

<p>4. Giving an example how to develop the ideas about the topic that they choose (by using word web).</p> <p>5. Asking the students to list the first ideas that they have to be put in their writing.</p> <p>6. Asking the students to organize their first draft by putting opening, contents and closing.</p> <p>7. Asking the students to develop, improve and revise their writing based on teacher/friends' comment.</p> <p><b>c. Confirmation</b></p> <p>1. Reminding the students about the things that they need in their writing.</p>	<p>5. Listing the first ideas.</p> <p>6. Writing and organizing the draft.</p> <p>7. Developing and revising the writing.</p> <p><b>c. Confirmation</b></p> <p>1. Listening to the teacher.</p>
<p><b>Post Activities</b></p> <p>1. Asking the students to conclude the material.</p> <p>2. Saying good bye to the students.</p>	<p><b>Post Activities</b></p> <p>1. Concluding the material.</p> <p>2. Saying good bye to the teacher.</p>

G. Learning Sources :

1. Internet
2. Students' handbook

H. Task :

Students' Task

Write an announcement related to your school activity!

Instruction:

1. Please write a short functional text in the form of announcement (pengumuman). The topic is about “school activity”.
2. Please make a draft first, before you develop your ideas into a complete writing.
3. After you finish the draft, please develop your writing into the complete one.
4. Please give a suitable title for your writing.
5. When you write, use the rubric below to ensure good quality of your writing.
  - a. Content and development
  - b. Organization
  - c. Grammar and structure
  - d. Vocabulary and style
  - e. Mechanics (spelling, punctuation and capitalization)
6. You have 2 x 45 minutes to finish your writing.

I. Assessment :

Indicators	Writing Genre	Assessment Task	Assessment	Instrument
1. To write an announcement	Announcement	2. Writing an announcement	Content, Organization, Grammar, Vocabulary and Mechanic	Writing Assessment Rubric

Assessment Rubric

Dimension	Score	Descriptors
	4	▪ Topic is relevant with the substance of the assignment.

Content and Development		<ul style="list-style-type: none"> <li>▪ Topic sentence is developed by accurate and adequate details.</li> <li>▪ Rich insight about the topic.</li> <li>▪ Showing appropriate generic structure of announcement.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ The topic is relevant with the substance of the assignment.</li> <li>▪ The topic sentence is less supported by accurate and adequate details.</li> <li>▪ Limited insight about the topic.</li> <li>▪ Showing appropriate generic structure of announcement.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ The topic is less relevant with the substance of the assignment.</li> <li>▪ The topic sentence is less supported by accurate and adequate details.</li> <li>▪ Limited insight about the topic.</li> <li>▪ Showing less appropriate generic structure of announcement.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ The relevant between the topic and the substance of the assignment is very low.</li> <li>▪ The topic sentence is not supported by accurate and adequate details.</li> <li>▪ Not insight about the topic.</li> <li>▪ Insufficient writing show criteria are met.</li> <li>▪ Showing less appropriate generic structure.</li> </ul>
Organization	4	<ul style="list-style-type: none"> <li>▪ Ideas are arranged logically and cohesively.</li> <li>▪ Ideas are conveyed clearly, smoothly, and effectively.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Ideas are less logically and cohesively arranged.</li> </ul>

		<ul style="list-style-type: none"> <li>Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Jumping arrangement of ideas.</li> <li>Ideas are conveyed unclearly, unsmooth, and ineffectively.</li> <li>Main idea cannot be traced.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Ideas are unclear.</li> <li>No visible planning in writing ideas.</li> <li>Insufficient writing to show the criteria are met.</li> </ul>
Structure	4	<ul style="list-style-type: none"> <li>Using complex and effective sentences.</li> <li>Inconsiderable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions</i>.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Using complex sentences and some mistakes in the sentences arrangement but still effective in conveying the meaning.</li> <li>Some mistakes in <i>agreement, tense, words order, article, pronouns, prepositions</i>.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Using simple sentences and ineffectively conveying the meaning.</li> <li>Considerable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions</i>.</li> </ul>
	1	<ul style="list-style-type: none"> <li>A large number of structure mistakes as an indicator of the low mastery in structure rule.</li> <li>Insufficient writing to show the criteria met.</li> </ul>
Vocabulary/ Style	4	<ul style="list-style-type: none"> <li>Rich with vocabulary.</li> <li>The selection and the usage of words and idioms are accurate and appropriate with the register.</li> <li>Good mastery of words formation.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Vocabulary is quite rich.</li> </ul>



		<ul style="list-style-type: none"> <li>▪ The selection and the usage of idioms is quite good, even though some are less accurate and less appropriate with the register.</li> <li>▪ Small number of mistakes in words formations but the meaning remain interrupted.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Lack of vocabulary.</li> <li>▪ Large number of inappropriate registers.</li> <li>▪ Some mistakes in word formation.</li> <li>▪ Meaning is blurring.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Considerably lack of vocabulary.</li> <li>▪ Translating word lexically.</li> <li>▪ Meaning is difficult to grasp.</li> <li>▪ Insufficient writing show criteria are met.</li> </ul>
Mechanics	4	<ul style="list-style-type: none"> <li>▪ Showing good mastery in writing convention.</li> <li>▪ Showing good ability in using punctuation and capital letters accurately.</li> <li>▪ Inconsiderable spelling mistakes.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Using good writing conventions even though small mistakes still exist.</li> <li>▪ Few small mistakes in using punctuations and spelling but the meaning remain clear.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Large number of mistakes in the application of writing conventions.</li> <li>▪ Large number of spelling mistakes that interrupt the meaning.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Considerable mistake in using mechanics.</li> <li>▪ Lack of mastery in writing rules.</li> <li>▪ Insufficient writing to show the criteria are met.</li> </ul>

**LESSON PLAN**  
**(Online Learning)**  
**Control Group**

Subject : English  
Class/Semester : X/1  
Competency : Writing  
Time Allocation : 2 x 45 minutes  
Meeting : 5<sup>th</sup> meeting

A. Basic Competency :  
3.7 Distinguishing social functions, text structure, and linguistic elements of several oral and written recount texts by providing and requesting information related to historical events in accordance with the context.

B. Indicators :  
1. To identify the generic structure of recount text  
2. To write a draft of recount text

C. Learning Goals :  
After following the learning process, students are able to:  
1. Identify the generic structure of recount text  
2. Write a draft of recount text

D. Learning Materials :  
1. Simple Past Tense

Simple past tense shows that the activity began and ended in the past.

Pattern:

+	S + Verb II + .....	He started the event by singing his hit song
-	S + did not + Verb I + .....	He did not start the event by singing his hit song
?	Did + S + Verb I + .....	Did he start the event by singing his hit song?
QW	What } Why } When } + did + S + Verb I + .....? Where } How } Who + Verb II + .....?	What did the artist do in new stage? Why did the artist jump into the stage? When did the actor start to take his role? Where did the singer run while his concert? How did the fans club treat their idol? Who broke the gate?

## 2. The Definition of Recount Text

Recount text is a kind of text with a purpose to retell events for the purpose of informing or entertaining. The context of this kind of text can be about someone's experiences such as bad/terrible experience, unforgettable moment, inspiring day, etc.

## 3. The Generic Structure of Recount Text

The generic structure of a recount text, consists of three parts:

### a. Orientation

(Who were involved in the story, when, where)

### b. Events

(Tell what happened in a chronological order)

c. Re-orientation (Optional)

(The conclusion of the experience/summarizing the events or closing)

4. The Characteristics of Personal Recount:

a. The use of action verbs

(e.g. went, spent, played)

b. The use of simple past tense

(e.g. started, played, went)

c. The use of time conjunctions

(e.g. and, but, after, next, then, finally)

d. Focus on specific participants

(e.g. I, We)

E. Teaching Methodology :

Student-Centered Learning

F. Teaching and Learning Activities :

(Using Online Learning Platform)

<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>Pre Activities</b> 1. Greeting the students. 2. Checking the students' attendance through online attendance list.	<b>Pre Activities</b> 1. Greeting the teacher. 2. Responding to the teacher by filling the online attendance list.
<b>Whilst Activities</b> <b>a. Exploration</b> 1. Telling the topic today. <b>b. Elaboration</b>	<b>Whilst Activities</b> <b>a. Exploration</b> 1. Listening to the teacher. <b>b. Elaboration</b>

<ol style="list-style-type: none"> <li>1. Explain the generic structure and social function of the recount text.</li> <li>2. Asking the students to observe a text that given by the teacher. The text about “Meeting My Idol, Raisa”.</li> <li>3. Asking the students to identify the generic structure of the text.</li> <li>4. Discussing about the right answers.</li> <li>5. Asking the students to write down draft about his/her experience when meeting an idol.</li> <li>6. Reviewing about the use of past tense in a sentence.</li> </ol> <p><b>c. Confirmation</b></p> <ol style="list-style-type: none"> <li>1. Restating about the social function and generic structure of recount text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to the teachers’ explanation.</li> <li>2. Responding the teacher’ instruction.</li> <li>3. Identifying the generic structure of the text.</li> <li>4. Discussing the right answer with the teacher and listening to other’s answers.</li> <li>5. Getting the topic and start writing.</li> <li>6. Listening to the teacher’ explanation.</li> </ol> <p><b>c. Confirmation</b></p> <ol style="list-style-type: none"> <li>1. Listening to the teacher.</li> </ol>
<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Asking the students to conclude the material.</li> <li>2. Saying good bye to the students.</li> </ol>	<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Concluding the material.</li> <li>2. Saying good bye to the teacher.</li> </ol>

G. Learning Sources :

1. Internet
2. Students’ handbook

H. Task :

Students' task

Identifying the generic structure of the following text!

Title	Meeting My Idol, Raisa
Orientation	Last year, I experienced a great memory. I meet my idol. I hadn't met a celebrity in my real life before, so I didn't expect that I would meet my idol.
Events	At that time I had lunch with some of my friends at restaurant. We just talked and enjoyed our meals. Suddenly one of my friends who was sitting in front of me looked very surprised. I asked her why, but she couldn't answer. Then I looked behind. I was very surprised and my heart beat faster. I saw Raisa entering the restaurant with some of his friends. I love her songs very much and I have all her albums. One of my friends told me to get close her. That would be my first and last chance to meet her. Then I prepared my notes to ask a signature, and took out my handphone to take a picture. Actually I was nervous to meet a celebrity like her, but I didn't want to waste this opportunity. Raisa was having lunch while chatting. I walked to her but I was afraid if someone didn't allow me to get close her. However, Raisa smiled and welcomed me. She looked happy when I got closed her. Then I directly asked her signature and told her that she is my idol. I asked to take a picture with me too. Then Raisa smiled and said yes. We took a picture. I was so happy. I framed the picture beautifully and put it in my facebook so that many people could see it.
Re-orientation	That was my beautiful experience in meeting my favorite celebrity, Raisa.

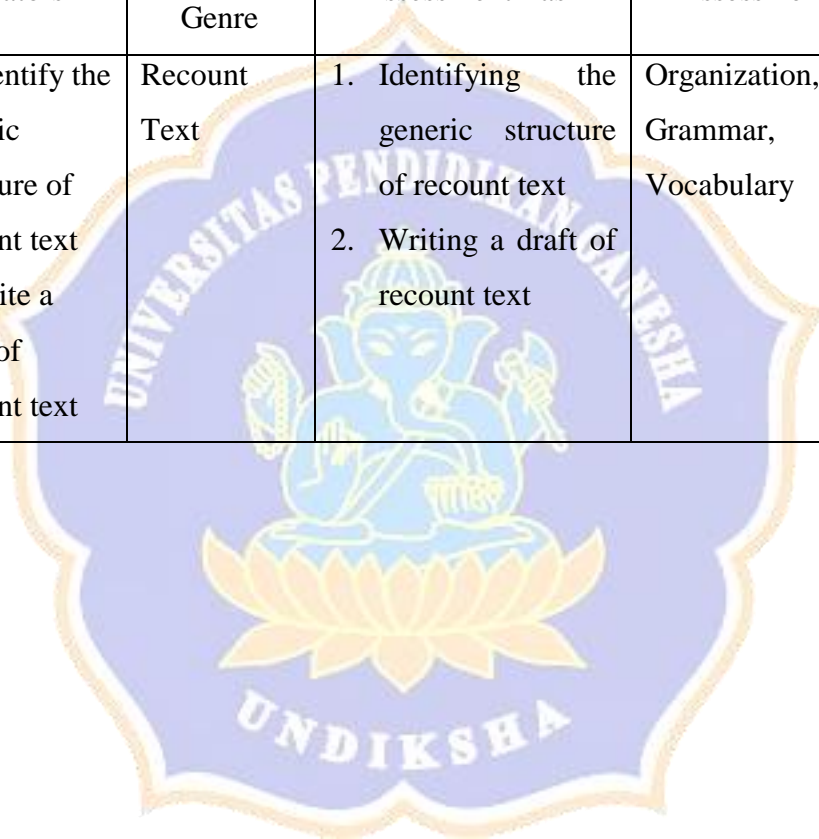
Source: <https://contohbahasainggris.com/5-contoh-recount-text-singkat-pendek-dan-artinya/>

Students' Task

Write down a draft about students' experience (meeting an idol)!

I. Assessment :

Indicators	Writing Genre	Assessment Task	Assessment	Instrument
1. To identify the generic structure of recount text 2. To write a draft of recount text	Recount Text	1. Identifying the generic structure of recount text 2. Writing a draft of recount text	Organization, Grammar, Vocabulary	Benchmark for assessing the students' group task



**LESSON PLAN**  
**(Online Learning)**  
**Control Group**

Subject : English  
Class/Semester : X/1  
Competency : Writing  
Time Allocation : 2 x 45 minutes  
Meeting : 6<sup>st</sup> meeting

A. Basic Competency :  
3.7 Distinguishing social functions, text structure, and linguistic elements of several oral and written recount texts by providing and requesting information related to historical events in accordance with the context.

B. Indicators :  
1. To write a recount text based on criteria of writing

C. Learning Goals :  
After following the learning process, students are able to:  
1. Write a recount text based on criteria of writing

D. Learning Materials :  
1. Simple Past Tense  
2. The Definition of Recount Text



3. The Generic Structure of Recount Text
4. The Characteristics of Recount text:

E. Teaching Methodology :  
Student-Centered Learning

F. Teaching and Learning Activities :  
(Using Online Learning Platform)

Teacher's Activities	Students' Activities
<p><b>Pre Activities</b></p> <ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Checking the students' attendance through online attendance list</li> </ol>	<p><b>Pre Activities</b></p> <ol style="list-style-type: none"> <li>1. Greeting the teacher</li> <li>2. Responding to the teacher by filling the online attendance list</li> </ol>
<p><b>Whilst Activities</b></p> <p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Asking the students some questions related to the previous lesson about the recount text.</li> </ol> <p><b>b. Elaboration</b></p> <ol style="list-style-type: none"> <li>2. Showing the students an example of a recount text "Great Experience with Agnes Mo".</li> <li>3. Asking the students to discuss about the generic structure of the text given.</li> </ol>	<p><b>Whilst Activities</b></p> <p><b>a. Exploration</b></p> <ol style="list-style-type: none"> <li>1. Answering the questions given by the teacher.</li> </ol> <p><b>b. Elaboration</b></p> <ol style="list-style-type: none"> <li>2. Responding to the teacher.</li> <li>3. Discussing the generic structure of the text given.</li> <li>4. Receiving the task and choosing the topic</li> </ol>

<ol style="list-style-type: none"> <li>4. Asking the students to choose one of the topics, such as meeting a favorite singer, meeting a favorite actor, etc.</li> <li>5. Giving an example how to develop the ideas about the topic that they choose.</li> <li>6. Asking the students to list the first ideas that they have to be put in their writing.</li> <li>7. Asking the students to organize their first draft by putting the ideas as introductory, sequence of events and a conclusion.</li> <li>8. Asking the students to develop, improve and revise their writing based on teacher/friends' comment.</li> </ol> <p><b>c. Confirmation</b></p> <ol style="list-style-type: none"> <li>1. Reminding the students about things that they need in their writing.</li> </ol>	<ol style="list-style-type: none"> <li>5. Listening to the teacher's explanation.</li> <li>6. Listing the ideas.</li> <li>7. Writing and organizing their writing.</li> <li>8. Developing and revising the writing.</li> </ol> <p><b>c. Confirmation</b></p> <ol style="list-style-type: none"> <li>1. Listening to the teacher.</li> </ol>
<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Asking the students to conclude the material.</li> <li>2. Saying good bye to the students.</li> </ol>	<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Concluding the material.</li> <li>2. Saying good bye to the teacher.</li> </ol>

G. Learning Sources :

1. Internet

## 2. Students' handbook

H. Task :

### Students' Task

Write a recount text by following the requirements!

Instruction:

1. Please write a text with a recount development. You can choose one of the following topics below.
  - Meeting a favorite singer
  - Meeting a favorite actor/actress
  - Meeting an idol
2. Please make a draft first, before you develop your ideas into a complete writing.
3. After you finish the draft, please develop your writing into the complete one.
4. Please give a suitable title for your writing.
5. Your writing should be at 10 sentences long.
6. When you write, use the rubric below to ensure good quality of your writing.
  - a. Content and development
  - b. Organization
  - c. Grammar and structure
  - d. Vocabulary and style
  - e. Mechanics (spelling, punctuation and capitalization)
7. You have 2 x 45 minutes to finish your writing.

I. Assessment :

Indicators	Writing Genre	Assessment Task	Assessment	Instrument
1. To write a recount text	Recount Text	1. Writing a recount text	Content, Organization, Grammar, Vocabulary and Mechanic	Writing Assessment Rubric

Assessment Rubric

Dimension	Score	Descriptors
Content and Development	4	<ul style="list-style-type: none"> <li>▪ Topic is relevant with the substance of the assignment.</li> <li>▪ Topic sentence is developed by accurate and adequate details.</li> <li>▪ Rich insight about the topic.</li> <li>▪ Showing appropriate generic structure of recount text.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ The topic is relevant with the substance of the assignment.</li> <li>▪ The topic sentence is less supported by accurate and adequate details.</li> <li>▪ Limited insight about the topic.</li> <li>▪ Showing appropriate generic structure of recount text.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ The topic is less relevant with the substance of the assignment.</li> <li>▪ The topic sentence is less supported by accurate and adequate details.</li> <li>▪ Limited insight about the topic.</li> <li>▪ Showing less appropriate generic structure of recount text.</li> </ul>

	1	<ul style="list-style-type: none"> <li>▪ The relevant between the topic and the substance of the assignment is very low.</li> <li>▪ The topic sentence is not supported by accurate and adequate details.</li> <li>▪ Not insight about the topic.</li> <li>▪ Insufficient writing show criteria are met.</li> <li>▪ Showing less appropriate generic structure.</li> </ul>
Organization	4	<ul style="list-style-type: none"> <li>▪ Ideas are arranged logically and cohesively.</li> <li>▪ Ideas are conveyed clearly, smoothly, and effectively.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Ideas are less logically and cohesively arranged.</li> <li>▪ Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Jumping arrangement of ideas.</li> <li>▪ Ideas are conveyed unclearly, unsmooth, and ineffectively.</li> <li>▪ Main idea cannot be traced.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Ideas are unclear.</li> <li>▪ No visible planning in writing ideas.</li> <li>▪ Insufficient writing to show the criteria are met.</li> </ul>
Structure	4	<ul style="list-style-type: none"> <li>▪ Using complex and effective sentences.</li> <li>▪ Inconsiderable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions.</i></li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Using complex sentences and some mistakes in the sentences arrangement but still effective in conveying the meaning.</li> <li>▪ Some mistakes in <i>agreement, tense, words order, article, pronouns, prepositions.</i></li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Using simple sentences and ineffectively conveying the meaning.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Considerable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions.</i></li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ A large number of structure mistakes as an indicator of the low mastery in structure rule.</li> <li>▪ Insufficient writing to show the criteria met.</li> </ul>
Vocabulary/ Style	4	<ul style="list-style-type: none"> <li>▪ Rich with vocabulary.</li> <li>▪ The selection and the usage of words and idioms are accurate and appropriate with the register.</li> <li>▪ Good mastery of words formation.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Vocabulary is quite rich.</li> <li>▪ The selection and the usage of idioms is quite good, even though some are less accurate and less appropriate with the register.</li> <li>▪ Small number of mistakes in words formations but the meaning remain interrupted.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Lack of vocabulary.</li> <li>▪ Large number of inappropriate registers.</li> <li>▪ Some mistakes in word formation.</li> <li>▪ Meaning is blurring.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Considerably lack of vocabulary.</li> <li>▪ Translating word lexically.</li> <li>▪ Meaning is difficult to grasp.</li> <li>▪ Insufficient writing show criteria are met.</li> </ul>
Mechanics	4	<ul style="list-style-type: none"> <li>▪ Showing good mastery in writing convention.</li> <li>▪ Showing good ability in using punctuation and capital letters accurately.</li> <li>▪ Inconsiderable spelling mistakes.</li> </ul>
	3	<ul style="list-style-type: none"> <li>▪ Using good writing conventions even though small mistakes still exist.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Few small mistakes in using punctuations and spelling but the meaning remain clear.</li> </ul>
	2	<ul style="list-style-type: none"> <li>▪ Large number of mistakes in the application of writing conventions.</li> <li>▪ Large number of spelling mistakes that interrupt the meaning.</li> </ul>
	1	<ul style="list-style-type: none"> <li>▪ Considerable mistake in using mechanics.</li> <li>▪ Lack of mastery in writing rules.</li> <li>▪ Insufficient writing to show the criteria are met.</li> </ul>



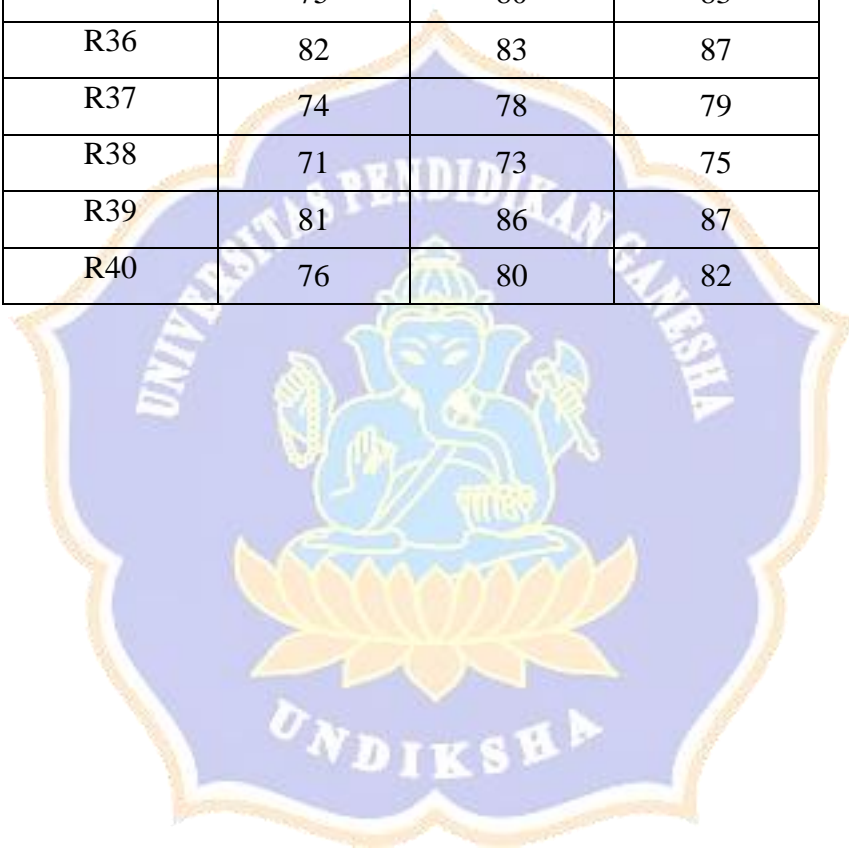
## Appendix 8. The result of post-tests

The result of Experimental Group

Respondents	Post-Test 1	Post-Test 2	Post-Test 3
R1	75	77	79
R2	71	73	75
R3	83	86	87
R4	79	80	80
R5	87	87	89
R6	75	79	80
R7	87	87	89
R8	79	81	82
R9	83	83	86
R10	80	82	86
R11	80	82	83
R12	83	83	86
R13	80	86	87
R14	79	80	83
R15	75	76	82
R16	80	82	86
R17	87	90	93
R18	80	82	87
R19	80	83	86
R20	86	87	89
R21	79	81	82
R22	86	87	89
R23	87	89	90
R24	78	79	81
R25	71	73	75
R26	80	82	86
R27	76	83	87



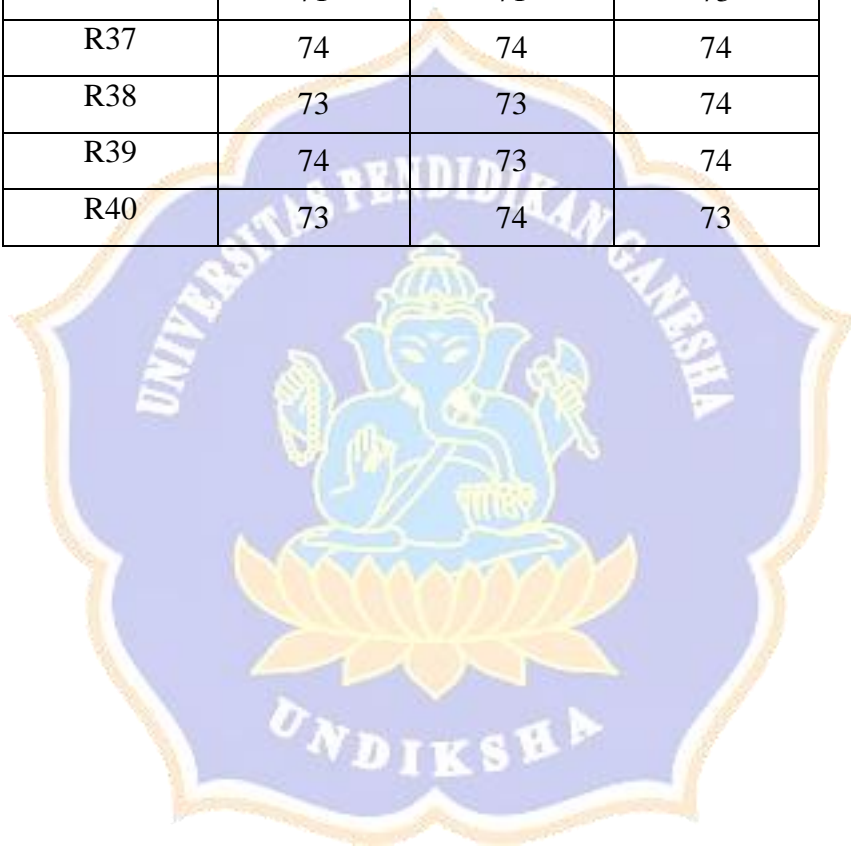
R28	83	86	87
R29	83	83	86
R30	86	89	90
R31	79	81	87
R32	79	80	81
R33	80	82	83
R34	77	80	82
R35	75	80	83
R36	82	83	87
R37	74	78	79
R38	71	73	75
R39	81	86	87
R40	76	80	82



The result of Control Group

<b>Respondents</b>	<b>Post-Test 1</b>	<b>Post-Test 2</b>	<b>Post-Test 3</b>
R1	73	77	79
R2	70	70	71
R3	73	75	74
R4	73	73	74
R5	75	76	77
R6	73	73	75
R7	77	79	79
R8	75	74	74
R9	73	74	75
R10	73	71	71
R11	71	73	74
R12	71	71	71
R13	74	75	77
R14	71	71	71
R15	75	77	74
R16	71	71	71
R17	73	74	76
R18	74	74	73
R19	71	73	75
R20	71	71	73
R21	74	73	75
R22	76	75	77
R23	71	76	76
R24	74	71	71
R25	73	76	75
R26	74	74	74
R27	71	73	73
R28	73	77	76

R29	74	73	73
R30	73	73	74
R31	71	71	71
R32	77	77	79
R33	71	71	71
R34	76	77	79
R35	71	71	71
R36	71	71	73
R37	74	74	74
R38	73	73	74
R39	74	73	74
R40	73	74	73



## Appendix 9. Normality Test

### One-Sample Kolmogorov-Smirnov Test

		Writing	Learner Autonomy
N		80	80
Normal Parameters <sup>a,b</sup>	Mean	77,825	125,338
	Std. Deviation	15,393	19,105
Most Extreme Differences	Absolute	,173	,135
	Positive	,173	,114
	Negative	-,090	-,135
Kolmogorov-Smirnov Z		1,351	1,205
Asymp. Sig. (2-tailed)		,106	,110

a. Test distribution is Normal.

b. Calculated from data.



## Appendix 10. Test of Homogeneity of Variance

### Test of Homogeneity of Variances

Writing

Levene Statistic	df1	df2	Sig.
1,536	1	78	,273



### Test of Homogeneity of Variances

Learner Autonomy

Levene Statistic	df1	df2	Sig.
,071	1	78	,791



## Appendix 11. Hypothesis Test

Hypothesis 1

### ANOVA

Learner Autonomy

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15708,013	1	15708,013	93,344	,000
Within Groups	13125,875	78	168,280		
Total	28833,888	79			

Hypothesis 2

### ANOVA

Writing

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1462,050	1	1462,050	136,493	,000
Within Groups	835,500	78	10,712		
Total	2297,550	79			

Hypothesis 3

### Between-Subjects Factors

	Value Label	N
Group 1,00	E portfolio	40
Group 2,00	Conventional Strategy	40

### Box's Test of Equality of Covariance Matrices

Box's M	2,351
F	1,512
df1	3
df2	1095120
Sig.	,803

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

a. Design: Intercept+Group

### Multivariate Tests<sup>a</sup>

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	,998	23812,385 <sup>a</sup>	2,000	77,000	,000
	Wilks' Lambda	,002	23812,385 <sup>a</sup>	2,000	77,000	,000
	Hotelling's Trace	618,504	23812,385 <sup>a</sup>	2,000	77,000	,000
	Roy's Largest Root	618,504	23812,385 <sup>a</sup>	2,000	77,000	,000
Group	Pillai's Trace	,720	98,839 <sup>a</sup>	2,000	77,000	,000
	Wilks' Lambda	,280	98,839 <sup>a</sup>	2,000	77,000	,000
	Hotelling's Trace	2,567	98,839 <sup>a</sup>	2,000	77,000	,000
	Roy's Largest Root	2,567	98,839 <sup>a</sup>	2,000	77,000	,000

a. Exact statistic

b. Design: Intercept+Group

### Levene's Test of Equality of Error Variances<sup>a</sup>

	F	df1	df2	Sig.
Writing	1,536	1	78	,273
Learner Autonomy	,071	1	78	,791

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

a. Design: Intercept+Group

### Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Writing	1462,050 <sup>a</sup>	1	1462,050	136,493	,000
	Learner Autonomy	15708,013 <sup>b</sup>	1	15708,013	93,344	,000
Intercept	Writing	484538,450	1	484538,450	45235,187	,000
	Learner Autonomy	1256759,113	1	1256759,113	7468,242	,000
Group	Writing	1462,050	1	1462,050	136,493	,000
	Learner Autonomy	15708,013	1	15708,013	93,344	,000
Error	Writing	835,500	78	10,712		
	Learner Autonomy	13125,875	78	168,280		
Total	Writing	486836,000	80			
	Learner Autonomy	1285593,000	80			
Corrected Total	Writing	2297,550	79			
	Learner Autonomy	28833,888	79			

a. R Squared = ,636 (Adjusted R Squared = ,632)

b. R Squared = ,545 (Adjusted R Squared = ,539)

## Appendix 12. Descriptive Analysis

### Descriptives

Learner Autonomy

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					E portfolio	40		
Conventional Strategy	40	111,3250	11,64075	1,84056	107,6021	115,0479	100,00	140,00
Total	80	125,3375	19,10460	2,13596	121,0860	129,5890	100,00	192,00



### Descriptives

Writing

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					E portfolio	40		
Conventional Strategy	40	73,5500	1,93417	,30582	72,9314	74,1686	70,00	78,00
Total	80	77,8250	5,39286	,60294	76,6249	79,0251	70,00	90,00

