

## Appendix 1

### THE STUDENTS' LATEST WRITING SCORE

NO	Code of Students	VIII.8	VIII.10
1	Student 1	75	70
2	Student 2	76	80
3	Student 3	75	73
4	Student 4	86	79
5	Student 5	73	73
6	Student 6	82	79
7	Student 7	86	84
8	Student 8	81	75
9	Student 9	82	78
10	Student 10	77	80
11	Student 11	75	79
12	Student 12	82	71
13	Student 13	86	78
14	Student 14	75	79
15	Student 15	72	71
16	Student 16	64	73
17	Student 17	77	73
18	Student 18	86	84
19	Student 19	77	75
20	Student 20	76	70
21	Student 21	77	84
22	Student 22	73	70
23	Student 23	81	80
24	Student 24	77	79
25	Student 25	64	62
26	Student 26	81	84
27	Student 27	76	74
28	Student 28	81	75
29	Student 29	81	74
30	Student 30	72	79
31	Student 31	80	75
32	Student 32	72	75
33	Student 33	80	74
34	Student 34	81	62

## Appendix 2

## SCORING RUBRIC OF WRITING

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse connectives.	
	1	Identification is not complete and descriptions are arranged with misuse connectives.	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies	

		but not effect on meaning.	
	2	Numerous grammatical and agreement inaccuracies.	
	1	Frequent grammatical and agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

(Adapted from Brown (1994, p. 320))

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 10$$

### Appendix 3

#### LESSON PLAN FOR CONTROL GROUP

(1<sup>st</sup> and 2<sup>nd</sup> Meeting)

<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII / I</b>
<b>Topic</b>	<b>: Descriptive Text</b>
<b>Time Allocation</b>	<b>: 2 x 40 Menit (2 x Meeting)</b>

#### A. Main Competency

K1: Respecting and appreciating religion they believe.

K2: Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

K3: Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K4: Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

#### B. Basic Competence and Indicators

No.	Basic Competence	Indicators
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3.	3.6 Applying the social function, generic structure and language features of descriptive text about animals, person, place and things according to the context its used.	3.6.1 Determining the social function of the text.  3.6.2 Identifying the generic structures of the text.  3.6.3 Identifying the language features of the text.
4.	4.14 Arranging oral and written descriptive text, short and simple, about animals, person, place and things according to the social function, the structure of the text, and linguistic elements correctly and in context.	4.14.1 Arranging written descriptive text about animals, person, place and things according to the social function, the structure of the text, and linguistic elements correctly and in context.  4.14.2 Expressing the descriptive text through oral and written about animals, person, place and things according to the social function, the structure of the text, and linguistic elements correctly and in context.

### C. Learning Aims

In the end of the teaching learning process, students are able to:

1. Students are able to determine the social function of the text correctly.
2. Students are able to identify the generic structures of the text correctly.
3. Students are able to identify the language features of the text correctly.
4. Students are able to arrange oral and written of descriptive text according to the social function, the structure of the text, and linguistic elements correctly and in context.

5. Students are able to write descriptive text about animals, person, place and things according to the social function, the structure of the text, and linguistic elements correctly and in context.

#### D. Learning Sources

Descriptive text is a kind of text which purpose to give information. The context of this text is description of particular thing, animal, person, place, or other.

Generic structure:

- Identification: Identifying the phenomenon to be described.
- Description: Describing phenomenon in parts, qualities, or/and characteristics.

Language Features

- Using simple present tense
- Describing numbering, classifying adjective (two strong legs, sharp white fang, etc)
- Using relative verbs to inform the subject (My father is really cool, etc)
- Focus on specific participants (My mom, John's House, My cat, etc)

Example:

My dog, Brownie

I have a pet. It is a dog and I call it Brownie. Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.



**E, Teaching Strategy :** Conventional Technique

**F. Media, Tool, and Learning Sources**

1. Tools : Whiteboard, Boardmarker, Eraser
2. Learning Sources : Students' Books (LKS dan Buku Paket)

**G. Teaching and Learning Process**

**First Meeting**

Teacher Activities	Students Activities	Time Allocation
<b>Pre-Activity</b> 1. Greeting the students 2. Praying session 3. Checking students' attendance 4. Telling the objectives of the lesson	1. Responding the teacher's greeting 2. Praying together 3. Responding to the teacher 4. Listening to the objectives of the lesson	5'
<b>Whilst-Activity Observing</b> 1. Activating students' prior knowledge by asking some questions related to the topic 2. Giving the example of descriptive text 3. Asking students to read and analyze the text whether they have difficult words 4. Explaining the definition, generic structure, and language use of the text	1. Answering the teacher's questions 2. Paying attention to the teacher's instruction 3. Responding to the teacher's instruction 4. Paying attention to the teacher's explanation	30'
<b>Questioning</b> 1. Asking the students about the material that they do not understand 2. Giving the other students to answer the question from their students 3. Clarifying and giving explanation	1. Responding to the teacher's instruction 2. Paying attention to the teacher's instruction 3. Paying attention to the teacher's instruction	
<b>Exploring</b> 1. Asking the students to read		

<p>again the example of descriptive text</p> <ol style="list-style-type: none"> <li>Asking the students to mention the sentences using simple or continuous present tense</li> <li>Explaining about the use of simple and continuous present tense again</li> </ol>	<ol style="list-style-type: none"> <li>Responding to the teacher's instruction</li> <li>Responding to the teacher's instruction</li> <li>Paying attention to the teacher's explanation</li> </ol>	
<p><b>Associating</b></p> <ol style="list-style-type: none"> <li>Asking the students to write sentences using simple or continuous present tense</li> <li>Giving correction to the students</li> </ol>	<ol style="list-style-type: none"> <li>Responding to the teacher's instruction</li> <li>Paying attention to the teacher's explanation</li> </ol>	
<p><b>Communicating</b></p> <ol style="list-style-type: none"> <li>Asking students to make a descriptive paragraph</li> <li>Asking the students to choose the theme in arranging the paragraph</li> <li>Correcting the paragraph that is written by the students</li> </ol>	<ol style="list-style-type: none"> <li>Responding to the teacher's instruction</li> <li>Responding to the teacher's instruction</li> <li>Paying attention to the teacher's explanation</li> </ol>	
<p><b>Post-Activity</b></p> <ol style="list-style-type: none"> <li>Reviewing students' understanding by concluding what they have been learnt</li> <li>Asking the students whether they have questions</li> <li>Giving the students homework</li> <li>Closing the lesson by praying and saying "Good Bye"</li> </ol>	<ol style="list-style-type: none"> <li>Concluding the lesson together</li> <li>Responding the teacher's question</li> <li>Listening the teacher's announcement</li> <li>Saying "Good Bye"</li> </ol>	5'

### Second Meeting

Teacher Activities	Students Activities	Time Allocation
<p><b>Pre-Activity</b></p> <ol style="list-style-type: none"> <li>Greeting the students</li> <li>Praying session</li> <li>Checking students'</li> </ol>	<ol style="list-style-type: none"> <li>Responding the teacher's greeting</li> <li>Praying together</li> </ol>	5'



attendance 4. Telling the objectives of the lesson	3. Responding to the teacher 4. Listening to the objectives of the lesson	
<b>Whilst-Activity</b> <b>Observing</b> 1. Asking students about the previous material and discussing homework given 2. Discussing the homework 3. Giving assessment and feedback 4. Explaining the material again	1. Answering the teacher's questions 2. Paying attention to the teacher's instruction 3. Paying attention to the teacher's explanation	30'
<b>Questioning</b> 1. Asking the students about the material that they do not understand 2. Giving the other students to answer the question from their students 3. Clarifying and giving explanation	1. Responding to the teacher's instruction 2. Paying attention to the teacher's instruction 3. Paying attention to the teacher's instruction	
<b>Exploring</b> 1. Asking the students to make a group consists of three students 2. Asking them to choose the topic	1. Making group consists of three students 2. Responding to the teacher's instruction	
<b>Associating</b> 1. Asking the students to write a descriptive text	1. Making descriptive text in their group	
<b>Communicating</b> 1. Asking each group to read their work 2. Giving feedback to the students 3. Asking the students to collect their work	1. Responding to the teacher's instruction 2. Paying attention to the teacher's feedback 3. Collecting the work	
<b>Post-Activity</b> 1. Reviewing students' understanding by concluding	1. Concluding the lesson	5'

what they have been learnt 2. Asking the students whether they have questions 3. Giving the students homework 4. Closing the lesson by praying and saying “Good Bye”	together 2. Responding the teacher’s question 3. Listening the teacher’s announcement 4. Saying “Good Bye”	

### H. Penilaian

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse connectives.	

	1	Identification is not complete and descriptions are arranged with misuse connectives.	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical and agreement inaccuracies.	
	1	Frequent grammatical and agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

(Adapted from Brown (1994, p. 320))

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 10$$

## LESSON PLAN FOR CONTROL GROUP

(3<sup>rd</sup> and 4<sup>th</sup> Meeting)

**Subject** : English  
**Class/Semester** : VIII / I  
**Topic** : Narrative Text  
**Time Allocation** : 2 x 40 Menit (2 x Meeting)

### E. Main Competency

K1: Respecting and appreciating religion they believe.

K2: Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

K3: Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K4: Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

### F. Basic Competence and Indicators

No.	Basic Competence	Indicators

3.	3.6 Applying the social function, generic structure and language features of narrative text in the form of fable according to the context its used.	<p>3.6.1 Determining the social function of the text.</p> <p>3.6.2 Identifying the generic structures of the text.</p> <p>3.6.3 Identifying the language features of the text.</p>
4.	4.14 Arranging oral and written narrative text, short and simple, in the form of fable according to the social function, the structure of the text, and linguistic elements correctly and in context.	<p>4.14.1 Arranging written narrative text in the form of fable according to the social function, the structure of the text, and linguistic elements correctly and in context.</p> <p>4.14.2 Expressing the narrative text through oral and written in the form of fable according to the social function, the structure of the text, and linguistic elements correctly and in context.</p>

### G. Learning Aims

In the end of the teaching learning process, students are able to:

1. Students are able to determine the social function of the text correctly.
2. Students are able to identify the generic structures of the text correctly.
3. Students are able to identify the language features of the text correctly.



4. Students are able to arrange oral and written of narrative text according to the social function, the structure of the text, and linguistic elements correctly and in context.
5. Students are able to write narrative text in the form of fable according to the social function, the structure of the text, and linguistic elements correctly and in context.

## H. Learning Sources

Social Function : To get entertainment, to amuse, and to teach good values through stories with animals' figures.

Text Structures :

Goldilocks and The Three Bears

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the bowl. Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the bed, Goldilocks fell asleep. As she was sleeping, the three bears came home. They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed,"

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three bears

Language Features :

- Description of person, thing and sequence of events, and expressions of feeling in past tense or present tense
- Direct and indirect sentences
- Time conjunction: first, then, after that, before, etc.
- Adverbial phrase of time: a long time ago, one day, in the morning, the next day, etc.
- Spelling and hand writing and printed that clear and neat.
- Pronunciation, stress, and intonation, when presenting orally

Topic : the story which gives exemplary behavior of discipline, honest, caring, healthy lifestyles, and environmentally friendly.

**E. Teaching Strategy :** Conventional Technique

**F. Media, Tool, and Learning Sources**

1. Tools : Whiteboard, Boardmarker, Eraser
2. Learning Sources : Students' Books (LKS dan Buku Paket)

**G. Teaching and Learning Process**

### Third Meeting

Teacher Activities	Students Activities	Time Allocation
<b>Pre-Activity</b> 5. Greeting the students 6. Praying session 7. Checking students' attendance 8. Telling the objectives of the lesson	5. Responding to the teacher's greeting 6. Praying together 7. Responding to the teacher 8. Listening to the	5'

	objectives of the lesson	
<p><b>Whilst-Activity</b></p> <p><b>Observing</b></p> <p>5. Activating students' prior knowledge by asking some questions related to the topic</p> <p>6. Giving the example of narrative text</p> <p>7. Asking students to read and analyze the text whether they have difficult words</p> <p>8. Explaining the definition, generic structure, and language use of the text</p>	<p>5. Answering the teacher's questions</p> <p>6. Paying attention to the teacher's instruction</p> <p>7. Responding to the teacher's instruction</p> <p>8. Paying attention to the teacher's explanation</p>	30'
<p><b>Questioning</b></p> <p>4. Asking the students about the material that they do not understand</p> <p>5. Giving the other students to answer the question from their students</p> <p>6. Clarifying and giving explanation</p>	<p>4. Responding to the teacher's instruction</p> <p>5. Paying attention to the teacher's instruction</p> <p>6. Paying attention to the teacher's instruction</p>	
<p><b>Exploring</b></p> <p>4. Asking the students to read again the example of narrative text</p> <p>5. Asking the students to mention the sentences using simple or continuous past tense</p> <p>6. Explaining about the use of simple and continuous past tense again</p>	<p>4. Responding to the teacher's instruction</p> <p>5. Responding to the teacher's instruction</p> <p>6. Paying attention to the teacher's explanation</p>	
<p><b>Associating</b></p> <p>3. Asking the students to write sentences using simple or continuous past tense</p> <p>4. Giving correction to the students</p>	<p>3. Responding to the teacher's instruction</p> <p>4. Paying attention to the teacher's explanation</p>	
<p><b>Communicating</b></p> <p>4. Asking students to make a narrative paragraph</p> <p>5. Asking the students to choose the theme in arranging the paragraph</p> <p>6. Correcting the paragraph that</p>	<p>4. Responding to the teacher's instruction</p> <p>5. Responding to the teacher's instruction</p> <p>6. Paying attention to the</p>	

is written by the students	teacher's explanation	
<b>Post-Activity</b> 5. Reviewing students' understanding by concluding what they have been learnt 6. Asking the students whether they have questions 7. Giving the students homework 8. Closing the lesson by praying and saying "Good Bye"	1. Concluding the lesson together 2. Responding the teacher's question 3. Listening the teacher's announcement 4. Saying "Good Bye"	5'

#### Fourth Meeting

Teacher Activities	Students Activities	Time Allocation
<b>Pre-Activity</b> 5. Greeting the students 6. Praying session 7. Checking students' attendance 8. Telling the objectives of the lesson	5. Responding the teacher's greeting 6. Praying together 7. Responding to the teacher 8. Listening to the objectives of the lesson	5'
<b>Whilst-Activity</b> <b>Observing</b> 5. Asking students about the previous material and discussing homework given 6. Discussing the homework 7. Giving assessment and feedback 8. Explaining the material again	4. Answering the teacher's questions 5. Paying attention to the teacher's instruction 6. Paying attention to the teacher's explanation	30'
<b>Questioning</b> 4. Asking the students about the material that they do not understand 5. Giving the other students to	4. Responding to the teacher's instruction 5. Paying attention to the	

answer the question from their students 6. Clarifying and giving explanation	teacher's instruction 6. Paying attention to the teacher's instruction	
<b>Exploring</b> 3. Asking the students to make a group consists of three students 4. Asking them to choose the topic	3. Making group consists of three students 4. Responding to the teacher's instruction	
<b>Associating</b> 2. Asking the students to write a narrative text	2. Making narrative text in their group	
<b>Communicating</b> 4. Asking each group to read their work 5. Giving feedback to the students 6. Asking the students to collect their work	4. Responding to the teacher's instruction 5. Paying attention to the teacher's feedback 6. Collecting the work	
<b>Post-Activity</b> 5. Reviewing students' understanding by concluding what they have been learnt 6. Asking the students whether they have questions 7. Giving the students homework 8. Closing the lesson by praying and saying "Good Bye"	1. Concluding the lesson together 2. Responding the teacher's question 3. Listening the teacher's announcement 4. Saying "Good Bye"	5'

## H. Penilaian

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	
	3	The topic is complete and clear but the details are almost relating to	

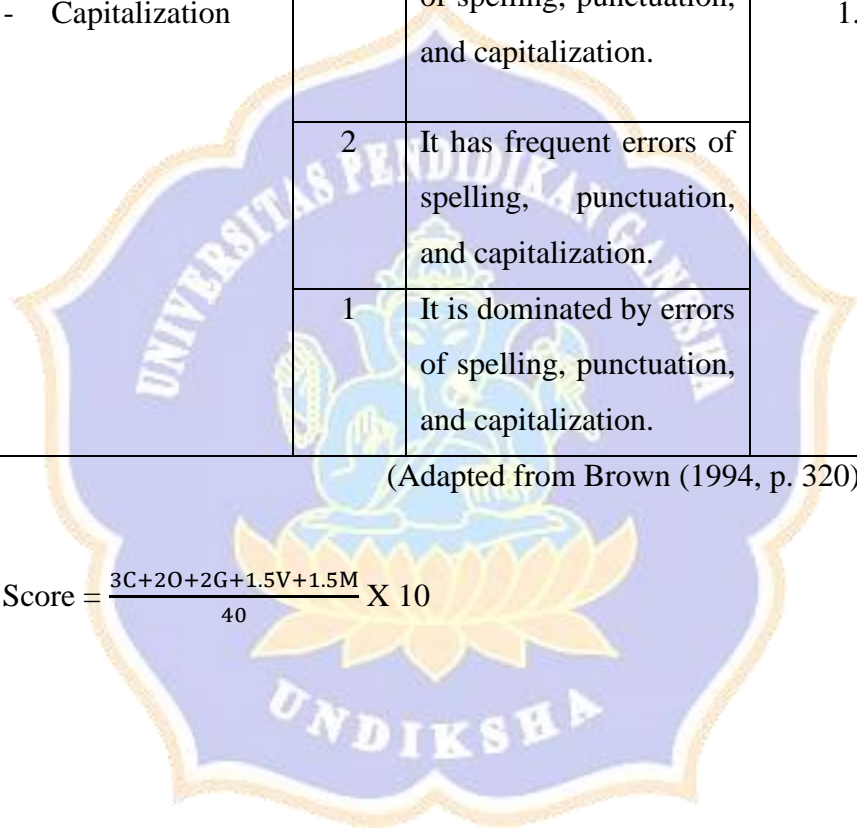


		the topic.	3x
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse connectives.	
	1	Identification is not complete and descriptions are arranged with misuse connectives.	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical and agreement inaccuracies.	
	1	Frequent grammatical and agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	
	3	Few misuse of	

		vocabularies, word forms, but not change the meaning.	1.5x
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

(Adapted from Brown (1994, p. 320))

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 10$$



## LESSON PLAN FOR CONTROL GROUP

(5<sup>th</sup> and 6<sup>th</sup> Meeting)

**Subject : English**  
**Class/Semester : VIII / I**  
**Topic : Recount Text**  
**Time Allocation : 2 x 40 Menit (2 x Meeting)**

### A. Main Competency

K1: Respecting and appreciating religion they believe.

K2: Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

K3: Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K4: Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

### B. Basic Competence and Indicators

No.	Basic Competence	Indicators

3.	3.6 Applying the social function, generic structure and language features of recount text about activities, events according to the context its used.	<p>3.6.1 Determining the social function of the text.</p> <p>3.6.2 Identifying the generic structures of the text.</p> <p>3.6.3 Identifying the language features of the text.</p>
4.	4.14 Arranging oral and written recount text, short and simple, about activities, events, taking into account the social function, the structure of the text, and linguistic elements correctly and in context.	<p>4.14.1 Arranging written recount text about activities, events, taking into account the social function, the structure of the text, and linguistic elements correctly and in context.</p> <p>4.14.2 Expressing the recount text through oral and written about activities, events, taking into account the social function, the structure of the text, and linguistic elements correctly and in context.</p>

### C. Learning Aims

In the end of the teaching learning process, students are able to:

6. Students are able to determine the social function of the text correctly.
7. Students are able to identify the generic structures of the text correctly.

8. Students are able to identify the language features of the text correctly.
9. Students are able to arrange oral and written recount text about activities, events according to the social function, the structure of the text, and linguistic elements correctly and in context.
10. Students are able to write recount text about activities, events, according to the social function, the structure of the text, and linguistic elements correctly and in context.

#### D. Learning Material

Recount is a text that tells the events chronologically order. Recount text is as the same as Narrative text. The social function of recount text is to retell the events for the purpose of informing or entertaining.

Text Organization:

Structure of texts

- a. Orientation : provides the setting and introduces participants
- b. Events : Tell what happened, in what sequence
- c. Re-orientation : optional-closure of events

Linguistic Elements

- a. WH Question : When? Where? Who?
- b. Use of past tense (simple and continuous) : woke, took, went, got, did, had, was waiting, were sleeping, etc.
  - Nouns, e.g. man, journey, town, etc.
  - Pronouns, e.g. it, he, him, his, etc
  - Action verbs, e.g. wanted, decided, ate, etc.



- Past tenses, e.g. A rich man wanted to make a journey to another town.
  - Time conjunction, e.g. before, finally, etc.
  - Adverbs, e.g. cheerfully, quickly, etc. - Adverbs of phrases, e.g. a few days ago, at the end of the journey, etc.
  - Adjectives, e.g. old, clever, light, heavy, etc.
- c. Focus on a temporal sequence (Conjunction) : First, Then, After That, Finally, etc.
- d. Circumstances of time : yesterday, last month, on Monday, an hour ago, immediately, etc.
- e. speech, word stress, intonation, while present orally

**E. Teaching Strategy** : Conventional Technique

**F. Media, Tool, and Learning Sources**

1. Tools : Whiteboard, Boardmarker, Eraser
2. Learning Sources : Students' Books (LKS dan Buku Paket)

**H. Teaching and Learning Process**

**Fifth Meeting**

Teacher Activities	Students Activities	Time Allocation
<b>Pre-Activity</b> 1. Greeting the students 2. Praying session 3. Checking students' attendance 4. Telling the objectives of the lesson	1. Responding to the teacher's greeting 2. Praying together 3. Responding to the teacher 4. Listening to the objectives of the lesson	5'

<p><b>Whilst-Activity</b></p> <p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Activating students' prior knowledge by asking some questions related to the topic</li> <li>2. Giving the example of recount text</li> <li>3. Asking students to read and analyze the text whether they have difficult words</li> <li>4. Explaining the definition, generic structure, and language use of the text</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering the teacher's questions</li> <li>2. Paying attention to the teacher's instruction</li> <li>3. Responding to the teacher's instruction</li> <li>4. Paying attention to the teacher's explanation</li> </ol>	30'
<p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>1. Asking the students about the material that they do not understand</li> <li>2. Giving the other students to answer the question from their students</li> <li>3. Clarifying and giving explanation</li> </ol>	<ol style="list-style-type: none"> <li>1. Responding to the teacher's instruction</li> <li>2. Paying attention to the teacher's instruction</li> <li>3. Paying attention to the teacher's instruction</li> </ol>	
<p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>1. Asking the students to read again the example of recount text</li> <li>2. Asking the students to mention the sentences using simple or continuous past tense</li> <li>3. Explaining about the use of simple and continuous past tense again</li> </ol>	<ol style="list-style-type: none"> <li>1. Responding to the teacher's instruction</li> <li>2. Responding to the teacher's instruction</li> <li>3. Paying attention to the teacher's explanation</li> </ol>	
<p><b>Associating</b></p> <ol style="list-style-type: none"> <li>1. Asking the students to write sentences using simple or continuous past tense</li> <li>2. Giving correction to the students</li> </ol>	<ol style="list-style-type: none"> <li>1. Responding to the teacher's instruction</li> <li>2. Paying attention to the teacher's explanation</li> </ol>	
<p><b>Communicating</b></p> <ol style="list-style-type: none"> <li>1. Asking students to make a recount paragraph</li> <li>2. Asking the students to choose the theme in arranging the paragraph</li> <li>3. Correcting the paragraph that is written by the students</li> </ol>	<ol style="list-style-type: none"> <li>1. Responding to the teacher's instruction</li> <li>2. Responding to the teacher's instruction</li> <li>3. Paying attention to the teacher's explanation</li> </ol>	

<b>Post-Activity</b> 1. Reviewing students' understanding by concluding what they have been learnt 2. Asking the students whether they have questions 3. Giving the students homework 4. Closing the lesson by praying and saying "Good Bye"	1. Concluding the lesson together 2. Responding the teacher's question 3. Listening the teacher's announcement 4. Saying "Good Bye"	5'

### Sixth Meeting

Teacher Activities	Students Activities	Time Allocation
<b>Pre-Activity</b> 1. Greeting the students 2. Praying session 3. Checking students' attendance 4. Telling the objectives of the lesson	1. Responding the teacher's greeting 2. Praying together 3. Responding to the teacher 4. Listening to the objectives of the lesson	5'
<b>Whilst-Activity</b> <b>Observing</b> 1. Asking students about the previous material and discussing homework given 2. Discussing the homework 3. Giving assessment and feedback 4. Explaining the material again	1. Answering the teacher's questions 2. Paying attention to the teacher's instruction 3. Paying attention to the teacher's explanation	30'
<b>Questioning</b> 1. Asking the students about the material that they do not understand 2. Giving the other students to	1. Responding to the teacher's instruction 2. Paying attention to the	

answer the question from their students 3. Clarifying and giving explanation	teacher's instruction 3. Paying attention to the teacher's instruction	
<b>Exploring</b> 1. Asking the students to make a group consists of three students 2. Asking them to choose the topic	1. Making group consists of three students 2. Responding to the teacher's instruction	
<b>Associating</b> 1. Asking the students to write a recount text	1. Making recount text in their group	
<b>Communicating</b> 1. Asking each group to read their work 2. Giving feedback to the students 3. Asking the students to collect their work	1. Responding to the teacher's instruction 2. Paying attention to the teacher's feedback 3. Collecting the work	
<b>Post-Activity</b> 1. Reviewing students' understanding by concluding what they have been learnt 2. Asking the students whether they have questions 3. Giving the students homework 4. Closing the lesson by praying and saying "Good Bye"	1. Concluding the lesson together 2. Responding the teacher's question 3. Listening the teacher's announcement 4. Saying "Good Bye"	5'

## H. Penilaian

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	

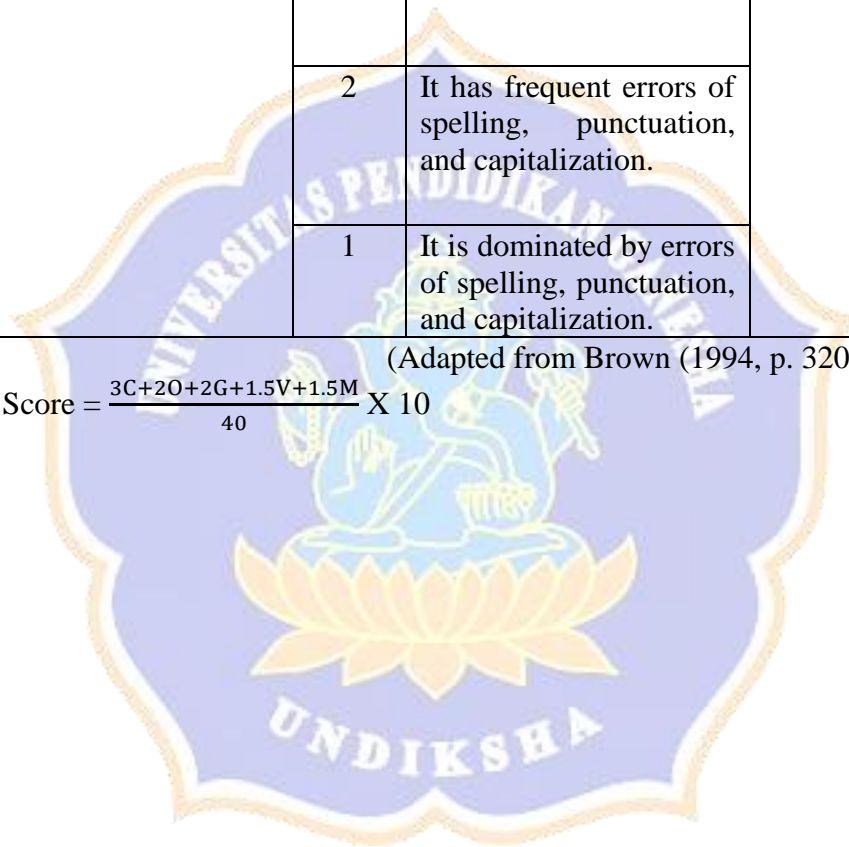
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse connectives.	
	1	Identification is not complete and descriptions are arranged with misuse connectives.	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical and agreement inaccuracies.	
	1	Frequent grammatical and agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1.5x
	3	Few misuse of vocabularies, word forms, but not change	



		the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

(Adapted from Brown (1994, p. 320))

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 10$$



## LESSON PLAN FOR EXPERIMENTAL GROUP

(1<sup>st</sup> and 2<sup>nd</sup> Meeting)

**Subject** : English  
**Class/Semester** : VIII / I  
**Topic** : Descriptive Text  
**Time Allocation** : 2 x 40 Menit (2 x Meeting)

### F. Main Competency

K1: Respecting and appreciating religion they believe.

K2: Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

K3: Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K4: Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

### G. Basic Competence and Indicators

No.	Basic Competence	Indicators

3.	3.6 Applying the social function, generic structure and language features of descriptive text about animals, person, place and things according to the context its used.	3.6.1 Determining the social function of the text.  3.6.2 Identifying the generic structures of the text.  3.6.3 Identifying the language features of the text.
4.	4.14 Arranging oral and written descriptive text, short and simple, about animals, person, place and things according to the social function, the structure of the text, and linguistic elements correctly and in context.	4.14.1 Arranging written descriptive text about animals, person, place and things according to the social function, the structure of the text, and linguistic elements correctly and in context.  4.14.2 Expressing the descriptive text through oral and written about animals, person, place and things according to the social function, the structure of the text, and linguistic elements correctly and in context.

## H. Learning Aims

In the end of the teaching learning process, students are able to:

11. Students are able to determine the social function of the text correctly.
12. Students are able to identify the generic structures of the text correctly.

13. Students are able to identify the language features of the text correctly.
14. Students are able to arrange oral and written of descriptive text according to the social function, the structure of the text, and linguistic elements correctly and in context.
15. Students are able to write descriptive text about animals, person, place and things according to the social function, the structure of the text, and linguistic elements correctly and in context.

### I. Learning Sources

Descriptive text is a kind of text which purpose to give information. The context of this text is description of particular thing, animal, person, place, or other.

Generic structure:

- Identification: Identifying the phenomenon to be described.
- Description: Describing phenomenon in parts, qualities, or/and characteristics.

Language Features

- Using simple present tense
- Describing numbering, classifying adjective (two strong legs, sharp white fang, etc)
- Using relative verbs to inform the subject (My father is really cool, etc)
- Focus on specific participants (My mom, John's House, My cat, etc)

Example:

My dog, Brownie

I have a pet. It is a dog and I call it Brownie. Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

**E, Teaching Strategy :** Round Table Technique

**F. Media, Tool, and Learning Sources**

1. Tools : Whiteboard, Boardmarker, Eraser
2. Learning Sources : Students' Books (LKS dan Buku Paket)

**I. Teaching and Learning Process**

**First Meeting**

Teacher Activities	Students Activities	Time Allocation
<p><b>Pre-Activity</b></p> <ol style="list-style-type: none"> <li>5. Greeting the students</li> <li>6. Praying session</li> <li>7. Checking students' attendance</li> <li>8. Telling the objectives of the lesson</li> </ol>	<ol style="list-style-type: none"> <li>5. Responding the teacher's greeting</li> <li>6. Praying together</li> <li>7. Responding to the teacher</li> <li>8. Listening to the objectives of the lesson</li> </ol>	5'



<p><b>Whilst-Activity</b></p> <p><b>Observing</b></p> <ol style="list-style-type: none"> <li>5. Activating students' prior knowledge by asking some questions related to the topic</li> <li>6. Giving the example of descriptive text</li> <li>7. Asking students to read and analyze the text whether they have difficult words</li> <li>8. Explaining the definition, generic structure, and language use of the text</li> </ol>	<ol style="list-style-type: none"> <li>5. Answering the teacher's questions</li> <li>6. Paying attention to the teacher's instruction</li> <li>7. Responding to the teacher's instruction</li> <li>8. Paying attention to the teacher's explanation</li> </ol>	30'
<p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>4. Asking the students about the material that they do not understand</li> <li>5. Giving the other students to answer the question from their students</li> <li>6. Clarifying and giving explanation</li> </ol>	<ol style="list-style-type: none"> <li>4. Responding to the teacher's instruction</li> <li>5. Paying attention to the teacher's instruction</li> <li>6. Paying attention to the teacher's instruction</li> </ol>	
<p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>4. Asking the students to read again the example of descriptive text</li> <li>5. Asking the students to mention the sentences using simple present tense</li> <li>6. Explaining about the use of simple present tense again</li> </ol>	<ol style="list-style-type: none"> <li>4. Responding to the teacher's instruction</li> <li>5. Responding to the teacher's instruction</li> <li>6. Paying attention to the teacher's explanation</li> </ol>	
<p><b>Associating</b></p> <ol style="list-style-type: none"> <li>3. Asking the students to make a group consists of 4-5 students</li> <li>4. Giving a work sheet and some random pictures series to each group</li> <li>5. Doing the tasks based on the picture given by expressing the ideas or thought into a worksheet in turns and rotate it in group in a clockwise direction</li> <li>6. Giving 3-5 minutes for each student in the group to finish their writing and when the teacher say "stop" the student</li> </ol>	<ol style="list-style-type: none"> <li>3. Making group consists of 4-5 students</li> <li>4. Paying attention to the teacher's instruction</li> <li>5. Making descriptive text based on the picture in group</li> <li>6. Responding the teacher's instruction</li> <li>7. Paying attention to the teacher's explanation</li> </ol>	

will stop writing and pass the work sheet to the other students 7. Monitoring the students whether they have difficulties or not in writing activity		
<b>Communicating</b> 4. Asking students to present their work 5. Giving feedback to the students 6. Asking students to collect their work	4. Paying attention to the students' presentation 5. Paying attention to the teacher's feedback 6. Collecting the work	
<b>Post-Activity</b> 5. Reviewing students' understanding by concluding what they have been learnt 6. Asking the students whether they have questions 7. Giving the students homework 8. Closing the lesson by praying and saying "Good Bye"	1. Concluding the lesson together 2. Responding the teacher's question 3. Listening the teacher's announcement 4. Saying "Good Bye"	5'

### Second Meeting

Teacher Activities	Students Activities	Time Allocation
<b>Pre-Activity</b> 5. Greeting the students 6. Praying session 7. Checking students' attendance 8. Telling the objectives of the lesson	5. Responding the teacher's greeting 6. Praying together 7. Responding to the teacher 8. Listening to the objectives of the lesson	5'

<p><b>Whilst-Activity</b></p> <p><b>Observing</b></p> <ol style="list-style-type: none"> <li>5. Asking students about the previous material and discussing homework given</li> <li>6. Discussing the homework</li> <li>7. Giving assessment and feedback</li> <li>8. Explaining the material again</li> </ol>	<ol style="list-style-type: none"> <li>4. Answering the teacher's questions</li> <li>5. Paying attention to the teacher's instruction</li> <li>6. Paying attention to the teacher's explanation</li> </ol>	30'
<p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>4. Asking the students about the material that they do not understand</li> <li>5. Giving the other students to answer the question from their students</li> <li>6. Clarifying and giving explanation</li> </ol>	<ol style="list-style-type: none"> <li>4. Responding to the teacher's instruction</li> <li>5. Paying attention to the teacher's instruction</li> <li>6. Paying attention to the teacher's instruction</li> </ol>	
<p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>1. Asking the students to make a group consists of 4-5 students</li> <li>2. Giving a work sheet and some random pictures series to each group</li> </ol>	<ol style="list-style-type: none"> <li>3. Making group consists of 4-5 students</li> <li>4. Responding to the teacher's instruction</li> </ol>	
<p><b>Associating</b></p> <ol style="list-style-type: none"> <li>1. Doing the tasks based on the picture given by expressing the ideas or thought into a worksheet in turns and rotate it in group in a clockwise direction</li> <li>2. Giving 3-5 minutes for each student in the group to finish their writing and when the teacher say "stop" the student will stop writing and pass the work sheet to the other students</li> <li>3. Monitoring the students whether they have difficulties or not in writing activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Making descriptive text based on the picture in group</li> <li>2. Responding the teacher's instruction</li> <li>3. Paying attention to the teacher's explanation</li> </ol>	

<p><b>Communicating</b></p> <ol style="list-style-type: none"> <li>Asking students to present their work</li> <li>Giving feedback to the students</li> <li>Asking students to collect their work</li> </ol>	<ol style="list-style-type: none"> <li>Paying attention to the students' presentation</li> <li>Paying attention to the teacher's feedback</li> <li>Collecting the work</li> </ol>	
<p><b>Post-Activity</b></p> <ol style="list-style-type: none"> <li>Reviewing students' understanding by concluding what they have been learnt</li> <li>Asking the students whether they have questions</li> <li>Giving the students homework</li> <li>Closing the lesson by praying and saying "Good Bye"</li> </ol>	<ol style="list-style-type: none"> <li>Concluding the lesson together</li> <li>Responding the teacher's question</li> <li>Listening the teacher's announcement</li> <li>Saying "Good Bye"</li> </ol>	5'

## H. Penilaian

Aspect	Score	Performance Description	Weighting
<p>Content (C) 30%</p> <ul style="list-style-type: none"> <li>- Topic</li> <li>- Details</li> </ul>	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
<p>Organization (O) 20%</p> <ul style="list-style-type: none"> <li>- Identification</li> <li>- Description</li> </ul>	4	Identification is complete and descriptions are arranged with proper connectives.	

	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	2x
	2	Identification is not complete and descriptions are arranged with few misuse connectives.	
	1	Identification is not complete and descriptions are arranged with misuse connectives.	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical and agreement inaccuracies.	
	1	Frequent grammatical and agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15%	4	It uses correct spelling, punctuation, and capitalization.	



<ul style="list-style-type: none"> <li>- Spelling</li> <li>- Punctuation</li> <li>- Capitalization</li> </ul>	3	It has occasional errors of spelling, punctuation, and capitalization.	1.5x
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

(Adapted from Brown (1994, p. 320))

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 10$$



## LESSON PLAN FOR EXPERIMENTAL GROUP

(3<sup>rd</sup> and 4<sup>th</sup> Meeting)

**Subject : English**  
**Class/Semester : VIII / I**  
**Topic : Narrative Text**  
**Time Allocation : 2 x 40 Menit (2 x Meeting)**

### I. Main Competency

K1: Respecting and appreciating religion they believe.

K2: Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

K3: Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K4: Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

### J. Basic Competence and Indicators

No.	Basic Competence	Indicators

3.	3.6 Applying the social function, generic structure and language features of narrative text in the form of fable according to the context its used.	<p>3.6.1 Determining the social function of the text.</p> <p>3.6.2 Identifying the generic structures of the text.</p> <p>3.6.3 Identifying the language features of the text.</p>
4.	4.14 Arranging oral and written narrative text, short and simple, in the form of fable according to the social function, the structure of the text, and linguistic elements correctly and in context.	<p>4.14.1 Arranging written narrative text in the form of fable according to the social function, the structure of the text, and linguistic elements correctly and in context.</p> <p>4.14.2 Expressing the narrative text through oral and written in the form of fable according to the social function, the structure of the text, and linguistic elements correctly and in context.</p>

### K. Learning Aims

In the end of the teaching learning process, students are able to:

16. Students are able to determine the social function of the text correctly.
17. Students are able to identify the generic structures of the text correctly.
18. Students are able to identify the language features of the text correctly.
19. Students are able to arrange oral and written of narrative text according to the social function, the structure of the text, and linguistic elements correctly and in context.
20. Students are able to write narrative text in the form of fable according to the social function, the structure of the text, and linguistic elements correctly and in context.

#### **L. Learning Sources**

Social Function : To get entertainment, to amuse, and to teach good values through stories with animals' figures.

Text Structures :

Goldilocks and The Three Bears

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the bowl. Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the bed, Goldilocks fell asleep. As she was sleeping, the three bears came home. They

decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed,"

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three bears

Language Features :

- Description of person, thing and sequence of events, and expressions of feeling in past tense or present tense
- Direct and indirect sentences
- Time conjunction: first, then, after that, before, etc.
- Adverbial phrase of time: a long time ago, one day, in the morning, the next day, etc.
- Spelling and hand writing and printed that clear and neat.
- Pronunciation, stress, and intonation, when presenting orally

Topic : the story which gives exemplary behavior of discipline, honest, caring, healthy lifestyles, and environmentally friendly.

**E. Teaching Strategy :** Conventional Technique

**F. Media, Tool, and Learning Sources**

1. Tools : Whiteboard, Boardmarker, Eraser
2. Learning Sources : Students' Books (LKS dan Buku Paket)



## H. Teaching and Learning Process

### Third Meeting

Teacher Activities	Students Activities	Time Allocation
<p><b>Pre-Activity</b></p> <p>9. Greeting the students</p> <p>10. Praying session</p> <p>11. Checking students' attendance</p> <p>12. Telling the objectives of the lesson</p>	<p>9. Responding to the teacher's greeting</p> <p>10. Praying together</p> <p>11. Responding to the teacher</p> <p>12. Listening to the objectives of the lesson</p>	5'
<p><b>Whilst-Activity</b></p> <p><b>Observing</b></p> <p>9. Activating students' prior knowledge by asking some questions related to the topic</p> <p>10. Giving the example of narrative text</p> <p>11. Asking students to read and analyze the text whether they have difficult words</p> <p>12. Explaining the definition, generic structure, and language use of the text</p>	<p>9. Answering the teacher's questions</p> <p>10. Paying attention to the teacher's instruction</p> <p>11. Responding to the teacher's instruction</p> <p>12. Paying attention to the teacher's explanation</p>	30'
<p><b>Questioning</b></p> <p>7. Asking the students about the material that they do not understand</p> <p>8. Giving the other students to</p>	<p>7. Responding to the teacher's instruction</p> <p>8. Paying attention to the</p>	

<p>answer the question from their students</p> <p>9. Clarifying and giving explanation</p>	<p>teacher's instruction</p> <p>9. Paying attention to the teacher's instruction</p>	
<p><b>Exploring</b></p> <p>7. Asking the students to read again the example of narrative text</p> <p>8. Asking the students to mention the sentences using simple or continuous past tense</p> <p>9. Explaining about the use of simple and continuous past tense again</p>	<p>7. Responding to the teacher's instruction</p> <p>8. Responding to the teacher's instruction</p> <p>9. Paying attention to the teacher's explanation</p>	
<p><b>Associating</b></p> <p>5. Asking the students to write sentences using simple or continuous past tense</p> <p>6. Giving correction to the students</p>	<p>5. Responding to the teacher's instruction</p> <p>6. Paying attention to the teacher's explanation</p>	
<p><b>Communicating</b></p> <p>7. Asking students to make a narrative paragraph</p> <p>8. Asking the students to choose the theme in arranging the paragraph</p> <p>9. Correcting the paragraph that is written by the students</p>	<p>7. Responding to the teacher's instruction</p> <p>8. Responding to the teacher's instruction</p> <p>9. Paying attention to the teacher's explanation</p>	
<p><b>Post-Activity</b></p> <p>9. Reviewing students'</p>		5'

<p>understanding by concluding what they have been learnt</p> <p>10. Asking the students whether they have questions</p> <p>11. Giving the students homework</p> <p>12. Closing the lesson by praying and saying “Good Bye”</p>	<p>1. Concluding the lesson together</p> <p>2. Responding the teacher’s question</p> <p>3. Listening the teacher’s announcement</p> <p>4. Saying “Good Bye”</p>	

#### Fourth Meeting

Teacher Activities	Students Activities	Time Allocation
<p><b>Pre-Activity</b></p> <p>9. Greeting the students</p> <p>10. Praying session</p> <p>11. Checking students’ attendance</p> <p>12. Telling the objectives of the lesson</p>	<p>9. Responding the teacher’s greeting</p> <p>10. Praying together</p> <p>11. Responding to the teacher</p> <p>12. Listening to the objectives of the lesson</p>	5’

<p><b>Whilst-Activity</b></p> <p><b>Observing</b></p> <p>9. Asking students about the previous material and discussing homework given</p> <p>10. Discussing the homework</p> <p>11. Giving assessment and feedback</p> <p>12. Explaining the material again</p>	<p>7. Answering the teacher's questions</p> <p>8. Paying attention to the teacher's instruction</p> <p>9. Paying attention to the teacher's explanation</p>	30'
<p><b>Questioning</b></p> <p>7. Asking the students about the material that they do not understand</p> <p>8. Giving the other students to answer the question from their students</p> <p>9. Clarifying and giving explanation</p>	<p>7. Responding to the teacher's instruction</p> <p>8. Paying attention to the teacher's instruction</p> <p>9. Paying attention to the teacher's instruction</p>	
<p><b>Exploring</b></p> <p>5. Asking the students to make a group consists of three students</p> <p>6. Asking them to choose the topic</p>	<p>5. Making group consists of three students</p> <p>6. Responding to the teacher's instruction</p>	
<p><b>Associating</b></p> <p>3. Asking the students to write a narrative text</p>	<p>3. Making narrative text in their group</p>	
<p><b>Communicating</b></p> <p>7. Asking each group to read</p>		

<p>their work</p> <p>8. Giving feedback to the students</p> <p>9. Asking the students to collect their work</p>	<p>7. Responding to the teacher's instruction</p> <p>8. Paying attention to the teacher's feedback</p> <p>9. Collecting the work</p>	
<p><b>Post-Activity</b></p> <p>9. Reviewing students' understanding by concluding what they have been learnt</p> <p>10. Asking the students whether they have questions</p> <p>11. Giving the students homework</p> <p>12. Closing the lesson by praying and saying "Good Bye"</p>	<p>1. Concluding the lesson together</p> <p>2. Responding the teacher's question</p> <p>3. Listening the teacher's announcement</p> <p>4. Saying "Good Bye"</p>	5'

## H. Penilaian

Aspect	Score	Performance Description	Weighting
Content (C) 30%	4	The topic is complete and clear and the details are relating to the topic	



<ul style="list-style-type: none"> <li>- Topic</li> <li>- Details</li> </ul>	3	The topic is complete and clear but the details are almost relating to the topic.	3x
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
<p>Organization (O) 20%</p> <ul style="list-style-type: none"> <li>- Identification</li> <li>- Description</li> </ul>	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse connectives.	
	1	Identification is not complete and descriptions are arranged with misuse	

		connectives.	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical and agreement inaccuracies.	
	1	Frequent grammatical and agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15%	4	It uses correct spelling, punctuation, and capitalization.	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
- Spelling - Punctuation - Capitalization			

	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

(Adapted from Brown (1994, p. 320))

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 10$$



## LESSON PLAN FOR EXPERIMENTAL GROUP

(5<sup>th</sup> and 6<sup>th</sup> Meeting)

**Subject** : English  
**Class/Semester** : VIII / I  
**Topic** : Recount Text  
**Time Allocation** : 2 x 40 Menit (2 x Meeting)

### J. Main Competency

K1: Respecting and appreciating religion they believe.

K2: Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

K3: Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K4: Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

### K. Basic Competence and Indicators

No.	Basic Competence	Indicators

3.	3.6 Applying the social function, generic structure and language features of recount text about activities, events according to the context its used.	<p>3.6.1 Determining the social function of the text.</p> <p>3.6.2 Identifying the generic structures of the text.</p> <p>3.6.3 Identifying the language features of the text.</p>
4.	4.14 Arranging oral and written recount text, short and simple, about activities, events, taking into account the social function, the structure of the text, and linguistic elements correctly and in context.	<p>4.14.1 Arranging written recount text about activities, events, taking into account the social function, the structure of the text, and linguistic elements correctly and in context.</p> <p>4.14.2 Expressing the recount text through oral and written about activities, events, taking into account the social function, the structure of the text, and linguistic elements correctly and in context.</p>

## L. Learning Aims

In the end of the teaching learning process, students are able to:



21. Students are able to determine the social function of the text correctly.
22. Students are able to identify the generic structures of the text correctly.
23. Students are able to identify the language features of the text correctly.
24. Students are able to arrange oral and written recount text about activities, events according to the social function, the structure of the text, and linguistic elements correctly and in context.
25. Students are able to write recount text about activities, events, according to the social function, the structure of the text, and linguistic elements correctly and in context.

### M. Learning Material

Recount is a text that tells the events chronologically order. Recount text is as the same as Narrative text. The social function of recount text is to retell the events for the purpose of informing or entertaining.

Text Organization:

Structure of texts

- a. Orientation : provides the setting and introduces participants
- b. Events : Tell what happened, in what sequence
- c. Re-orientation : optional-closure of events

Linguistic Elements

- a. WH Question : When? Where? Who?
  - b. Use of past tense (simple and continuous) : woke, took, went, got, did, had, was waiting, were sleeping, etc.
- Nouns, e.g. man, journey, town, etc.
  - Pronouns, e.g. it, he, him, his, etc

- Action verbs, e.g. wanted, decided, ate, etc.
- Past tenses, e.g. A rich man wanted to make a journey to another town.
- Time conjunction, e.g. before, finally, etc.
- Adverbs, e.g. cheerfully, quickly, etc. - Adverbs of phrases, e.g. a few days ago, at the end of the journey, etc.
- Adjectives, e.g. old, clever, light, heavy, etc.

c. Focus on a temporal sequence (Conjunction) : First, Then, After That, Finally, etc.

d. Circumstances of time : yesterday, last month, on manday, an hour ago, immediately, etc.

e. speech, word stress, intonation, while present orally

**N. Teaching Strategy** : Round Table Technique

**F. Media, Tool, and Learning Sources**

1. Tools : Whiteboard, Boardmarker, Eraser

2. Learning Sources : Students' Books (LKS dan Buku Paket)

**J. Teaching and Learning Process**

**Fifth Meeting**

Teacher Activities	Students Activities	Time Allocation
<b>Pre-Activity</b> 9. Greeting the students 10. Praying session 11. Checking students' attendance	9. Responding the teacher's greeting 10. Praying together 11. Responding to the	5'

12. Telling the objectives of the lesson	teacher 12. Listening to the objectives of the lesson	
<p><b>Whilst-Activity</b></p> <p><b>Observing</b></p> <p>9. Activating students' prior knowledge by asking some questions related to the topic</p> <p>10. Giving the example of recount text</p> <p>11. Asking students to read and analyze the text whether they have difficult words</p> <p>12. Explaining the definition, generic structure, and language use of the text</p>	<p>9. Answering the teacher's questions</p> <p>10. Paying attention to the teacher's instruction</p> <p>11. Responding to the teacher's instruction</p> <p>12. Paying attention to the teacher's explanation</p>	30'
<p><b>Questioning</b></p> <p>7. Asking the students about the material that they do not understand</p> <p>8. Giving the other students to answer the question from their students</p> <p>9. Clarifying and giving explanation</p>	<p>7. Responding to the teacher's instruction</p> <p>8. Paying attention to the teacher's instruction</p> <p>9. Paying attention to the teacher's instruction</p>	
<p><b>Exploring</b></p> <p>7. Asking the students to read again the example of recount text</p> <p>8. Asking the students to</p>	<p>7. Responding to the teacher's instruction</p> <p>8. Responding to the</p>	

<p>mention the sentences using simple or continuous past tense</p> <p>9. Explaining about the use of simple and continuous past tense again</p>	<p>teacher's instruction</p> <p>9. Paying attention to the teacher's explanation</p>	
<p><b>Associating</b></p> <p>8. Asking the students to make a group consists of 4-5 students</p> <p>9. Giving a work sheet and some random pictures series to each group</p> <p>10. Doing the tasks based on the picture given by expressing the ideas or thought into a worksheet in turns and rotate it in group in a clockwise direction</p> <p>11. Giving 3-5 minutes for each student in the group to finish their writing and when the teacher say "stop" the student will stop writing and pass the work sheet to the other students</p> <p>12. Monitoring the students whether they have difficulties or not in writing activity</p>	<p>8. Making group consists of 4-5 students</p> <p>9. Paying attention to the teacher's instruction</p> <p>10. Making recount text based on the picture in group</p> <p>11. Responding the teacher's instruction</p> <p>12. Paying attention to the teacher's explanation</p>	

<p><b>Communicating</b></p> <p>7. Asking students to present their work</p> <p>8. Giving feedback to the students</p> <p>9. Asking students to collect their work</p>	<p>7. Paying attention to the students' presentation</p> <p>8. Paying attention to the teacher's feedback</p> <p>9. Collecting the work</p>	
<p><b>Post-Activity</b></p> <p>9. Reviewing students' understanding by concluding what they have been learnt</p> <p>10. Asking the students whether they have questions</p> <p>11. Giving the students homework</p> <p>12. Closing the lesson by praying and saying "Good Bye"</p>	<p>1. Concluding the lesson together</p> <p>2. Responding the teacher's question</p> <p>3. Listening the teacher's announcement</p> <p>4. Saying "Good Bye"</p>	5'

### Sixth Meeting

Teacher Activities	Students Activities	Time Allocation
<p><b>Pre-Activity</b></p> <p>9. Greeting the students</p> <p>10. Praying session</p> <p>11. Checking students'</p>	<p>9. Responding the teacher's greeting</p> <p>10. Praying together</p> <p>11. Responding to the</p>	5'



attendance 12. Telling the objectives of the lesson	teacher 12. Listening to the objectives of the lesson	
<b>Whilst-Activity</b> <b>Observing</b> 9. Asking students about the previous material and discussing homework given 10. Discussing the homework 11. Giving assessment and feedback 12. Explaining the material again	7. Answering the teacher's questions 8. Paying attention to the teacher's instruction 9. Paying attention to the teacher's explanation	30'
<b>Questioning</b> 7. Asking the students about the material that they do not understand 8. Giving the other students to answer the question from their students 9. Clarifying and giving explanation	7. Responding to the teacher's instruction 8. Paying attention to the teacher's instruction 9. Paying attention to the teacher's instruction	
<b>Exploring</b> 4. Asking the students to make a group consists of 4-5 students 5. Giving a work sheet and some random pictures series to each group	5. Making group consists of 4-5 students 6. Responding to the teacher's instruction	

<p><b>Associating</b></p> <p>3. Doing the tasks based on the picture given by expressing the ideas or thought into a worksheet in turns and rotate it in group in a clockwise direction</p> <p>4. Giving 3-5 minutes for each student in the group to finish their writing and when the teacher say “stop” the student will stop writing and pass the work sheet to the other students</p> <p>6. Monitoring the students whether they have difficulties or not in writing activity</p>	<p>4. Making recount text based on the picture in group</p> <p>5. Responding the teacher’s instruction</p> <p>6. Paying attention to the teacher’s explanation</p>	
<p><b>Communicating</b></p> <p>4. Asking students to present their work</p> <p>5. Giving feedback to the students</p> <p>6. Asking students to collect their work</p>	<p>7. Paying attention to the students’ presentation</p> <p>8. Paying attention to the teacher’s feedback</p> <p>9. Collecting the work</p>	
<p><b>Post-Activity</b></p> <p>9. Reviewing students’ understanding by concluding what they have</p>	<p>1. Concluding the lesson together</p> <p>2. Responding the teacher’s</p>	5’

been learnt 10. Asking the students whether they have questions 11. Giving the students homework 12. Closing the lesson by praying and saying "Good Bye"	question 3. Listening the teacher's announcement 4. Saying "Good Bye"	

### H. Penilaian

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization	4	Identification is	

(O) 20% - Identification - Description		complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse connectives.	
	1	Identification is not complete and descriptions are arranged with misuse connectives.	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical and agreement inaccuracies.	
	1	Frequent grammatical	

		and agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

(Adapted from Brown (1994, p. 320))

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 10$$



**Appendix 4****Writing Competency Post Test****Instruction:**

- 1) Please write a recount text about "Holiday". It is 2-3 paragraphs. You have 60 minutes to finish your writing.
- 2) While producing the writing, please consider the following aspects of writing
  - a) Content  
You have to make sure that the content of your writing is clear and appropriate with the topic. Your writing has appropriate topic sentences and develops the ideas well based on generic structure of recount text (orientation, events, and re-orientation).
  - b) Organization  
You have to organize the ideas appropriately with the generic structure of recount text. All sentences are logically connected one to another.
  - c) Grammar  
You have to make sure that you use the correct grammar (tense, word order, pronouns, articles, or prepositions).
  - d) Vocabulary  
You have to use the appropriate vocabulary with the context of your writing.
  - e) Mechanics  
You have to pay attention on an appropriate use of punctuation, capitalization, and spelling.

**GOOD LUCK**

## THE RESULT OF CONTENT VALIDITY

### 1. The inter-rater agreement for content validity of instruments

Second Examiner	First Examiner	
	A	B
	0	0
	C	D
	0	5

Where:

A : 1<sup>st</sup> examiner not relevance and 2<sup>nd</sup> examiner not relevance

B : 1<sup>st</sup> examiner relevance and 2<sup>nd</sup> examiner not relevance

C : 1<sup>st</sup> examiner not relevance and 2<sup>nd</sup> examiner relevance

D : 1<sup>st</sup> examiner relevance and 2<sup>nd</sup> examiner relevance

### 2. The analysis result of content validity by using Gregory formula

$$\begin{aligned}
 \text{Content Validity} &= \frac{D}{(A+B+C+D)} \\
 &= \frac{5}{(0+0+0+5)} \\
 &= 1
 \end{aligned}$$

## Appendix 6

### DATA TABULATION OF TRYOUT ON THE STUDENTS' WRITING COMPETENCY

NO	Code of Students	Score	
		Rater 1	Rater 2
1	Student 1	75	75
2	Student 2	72	72
3	Student 3	75	75
4	Student 4	70	70
5	Student 5	75	75
6	Student 6	80	80
7	Student 7	79	79
8	Student 8	84	84
9	Student 9	79	79
10	Student 10	70	70
11	Student 11	72	72
12	Student 12	79	79
13	Student 13	75	75
14	Student 14	75	75
15	Student 15	80	80
16	Student 16	72	72
17	Student 17	80	80
18	Student 18	79	79
19	Student 19	75	75
20	Student 20	75	75
21	Student 21	72	72
22	Student 22	84	84
23	Student 23	75	75
24	Student 24	80	80
25	Student 25	84	84
26	Student 26	70	70
27	Student 27	79	79
28	Student 28	80	80
29	Student 29	80	80
30	Student 30	84	84
31	Student 31	64	64
32	Student 32	70	70
33	Student 33	75	75

## Appendix 7

**THE RESULT OF POST-TEST ON THE STUDENTS' WRITING  
COMPETENCY**

NO	Code of Students	Score	
		Experimental Group	Control Group
1	Student 1	80	84
2	Student 2	90	91
3	Student 3	84	84
4	Student 4	80	79
5	Student 5	84	84
6	Student 6	90	86
7	Student 7	95	91
8	Student 8	88	84
9	Student 9	90	84
10	Student 10	90	79
11	Student 11	90	86
12	Student 12	84	79
13	Student 13	95	91
14	Student 14	90	74
15	Student 15	85	80
16	Student 16	85	74
17	Student 17	84	84
18	Student 18	95	84
19	Student 19	90	84
20	Student 20	84	74
21	Student 21	95	80
22	Student 22	80	91
23	Student 23	85	84
24	Student 24	95	80
25	Student 25	80	91
26	Student 26	95	74
27	Student 27	85	86
28	Student 28	88	91
29	Student 29	88	91
30	Student 30	80	79
31	Student 31	88	80
32	Student 32	90	80
33	Student 33	88	79
34	Student 34	80	74

## Appendix 8

### THE CALCULATION OF SCORE INTERVAL OF STUDENTS' WRITING COMPETENCY

#### 1. Experimental Group

Score interval	Category
$>Mi + 1.5 (SDi)$	Very High
$Mi + 1.5 (SDi)$	High
$Mi + 0.5 (SDi)$	Moderate
$Mi - 0.5 (SDi)$	Low
$Mi - 1.5 (SDi)$	Very Low

Maximum Score = 95

Minimum Score = 80

$Mi = \frac{1}{2} \times (\text{score maximum} + \text{score minimum})$

$= \frac{1}{2} \times (95+80)$

$= 87.5$

$SDi = \frac{1}{6} \times (\text{score maximum} - \text{score minimum})$

$= \frac{1}{6} \times (95-80)$

$= 2.5$

Very High =  $Mi + 1.5 (SDi)$

$= 87.5 + (1.5 \times 2.5)$

$= 91.25$

High =  $Mi + 1.5 (SDi)$

$= 87.5 + (1.5 \times 2.5)$

$= 91.25$

Moderate =  $Mi + 0.5 (SDi)$

$= 87.5 + (0.5 \times 2.5)$

$= 88.75$

Low =  $Mi - 0.5 (SDi)$

$= 87.5 - (0.5 \times 2.5)$



$$= 86$$

$$\begin{aligned} \text{Very Low} &= Mi - 1.5 (SDi) \\ &= 87.5 - (1.5 \times 2.5) \\ &= 83.75 \end{aligned}$$

Score interval	Category
>91.25	Very High
88.76 – 91.25	High
86.01 – 88.75	Moderate
83.76– 86.00	Low
80.00 – 83.75	Very Low

## 2. Control Group

Score interval	Category
>Mi + 1.5 (SDi)	Very High
Mi + 1.5 (SDi)	High
Mi + 0.5 (SDi)	Moderate
Mi - 0.5 (SDi)	Low
Mi - 1.5 (SDi)	Very Low

$$\text{Maximum Score} = 91$$

$$\text{Minimum Score} = 74$$

$$\begin{aligned} Mi &= \frac{1}{2} \times (\text{score maximum} + \text{score minimum}) \\ &= \frac{1}{2} \times (91+74) \\ &= 82.5 \end{aligned}$$

$$\begin{aligned} SDi &= \frac{1}{6} \times (\text{score maximum} - \text{score minimum}) \\ &= \frac{1}{6} \times (91-74) \\ &= 2.83 \end{aligned}$$

$$\begin{aligned} \text{Very High} &= Mi + 1.5 (SDi) \\ &= 82.5 + (1.5 \times 2.83) \\ &= 86.74 \end{aligned}$$

$$\begin{aligned} \text{High} &= Mi + 1.5 (SDi) \\ &= 82.5 + (1.5 \times 2.83) \end{aligned}$$

$$= 86.74$$

$$\begin{aligned} \text{Moderate} &= M_i + 0.5 (SD_i) \\ &= 82.5 + (0.5 \times 2.83) \\ &= 83.91 \end{aligned}$$

$$\begin{aligned} \text{Low} &= M_i - 0.5 (SD_i) \\ &= 82.5 - (0.5 \times 2.83) \\ &= 81.08 \end{aligned}$$

$$\begin{aligned} \text{Very Low} &= M_i - 1.5 (SD_i) \\ &= 82.5 - (1.5 \times 2.83) \\ &= 78.25 \end{aligned}$$

Score interval	Category
>86.74	Very High
83.92 – 86.74	High
81.09 – 83.91	Moderate
78.26 – 81.08	Low
75.00 – 78.25	Very Low

