Appendix 1

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	<mark>7</mark> 9
15	Student 15	72	71
16	Student 16	64	73
17	Student 17	77	73
18	Stud <mark>e</mark> nt 18 🔄 🛛 🖄	86	84
19	Student 19	///h77	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	<mark>7</mark> 9
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

THE STUDENTS' LATEST WRITING SCORE

Appendix 2

SCORING RUBRIC OF WRITING

Aspect	Score	Performance	Weighting
Aspect	Score	Description	weighting
Content	4	The topic is complete	
(C)	т	and clear and the details	
30%		are relating to the topic	
- Topic	3		
- Topic - Details	5	The topic is complete and clear but the details	
- Details			
		are almost relating to	2
	2	the topic.	3x
	2	The topic is complete	
		and clear but the details	
	-	are not relating to the	
	. 86	topic.	
2.	1	The topic is not clear	
		and the details are not	
	d	relating to the topic.	
Organization	4	Identification is	
(O)		complete and	
20%	1)	descriptions are	
- Identification	the let	arranged with proper	
- Description	4 Yay	connectives.	
	3	Identification is almost	
		complete and	2x
	YYY	descriptions are	1
		arranged with almost	
	4	proper	
1		connectives.	
	No.		
	2	The difference in the sector	
	2	Identification is not	
		complete and	
		descriptions are	
		arranged with few	
	4	misuse connectives.	
	1	Identification is not	
		complete and	
		descriptions are	
		arranged with misuse	
		connectives.	
Grammar	4	Very few grammatical	
(G)		or agreement	
20%		inaccuracies.	
	3	Few grammatical or	
		agreement inaccuracies	2x

	r		
		but not effect on	
		meaning.	
	2	Numerous grammatical	
		and agreement	
		inaccuracies.	
	1		
	1	Frequent grammatical	
		and agreement	
		inaccuracies.	
Vocabulary	4	Effective choice of	
(V)		words and word forms.	
15%	3	Few misuse of	
	_	vocabularies, word	
		forms, but not change	1.5x
		the meaning.	1.5A
	2		
	2	Limited range confusing	
		words and word forms.	
	1	Very poor knowledge of	
	6 9 6	words, word forms, and	
2.	S	not understandable.	
Mechanics	4	It uses correct spelling,	
(M)	4	punctuation, and	
15%	all all	capitalization.	and the second sec
- Spelling	3	It has occasional errors	
- Punctuation			
	3/ m	of spelling, punctuation,	1 5
- Capitalization	87 (B)	and capitalization.	1.5x
	121	(milita)	10 8
	2-14	MILES Y	
	2	It has frequent errors of	and the second s
	2		
		spelling, punctuation,	
	-	and capitalization.	S. C.
1			
	31	It is dominated by errors	
	S(21)	of spelling, punctuation,	
		and capitalization.	
		Adapted from Brown (1004	m 220)))

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

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

Appendix 3

LESSON PLAN FOR CONTROL GROUP

(1st and 2nd Meeting)

Subject	: English
Class/Semester	: VIII / I
Торіс	: Descriptive 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 descriptive text about animals, person, place and things according to the context its used. . 	function 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.	descriptive text about animals, person, place and things according to the social function, the structure of the text, and
	ONDIKS	HA

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
Pre-Activity1. Greeting the students2. Praying session3. Checking students' attendance4. Telling the objectives of the lesson	 Responding the teacher's greeting Praying together Responding to the teacher Listening to the objectives of the lesson 	5'
 Whilst-Activity Observing 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 	 Answering the teacher's questions Paying attention to the teacher's instruction Responding to the teacher's instruction Paying attention to the teacher's explanation 	30'
 Questioning 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 	 Responding to the teacher's instruction Paying attention to the teacher's instruction Paying attention to the teacher's instruction 	
Exploring 1. Asking the students to read		

 again the example of descriptive text 2. Asking the students to mention the sentences using simple or continuous present tense 3. Explaining about the use of simple and continuous present tense again 	 Responding to the teacher's instruction Responding to the teacher's instruction Paying attention to the teacher's explanation
 Associating Associating Asking the students to write sentences using simple or continuous present tense Giving correction to the students Communicating Asking students to make a descriptive paragraph Asking the students to choose the theme in arranging the paragraph Correcting the paragraph that is written by the students Post-Activity Reviewing students whether they have questions Giving the students whether they have questions Giving the lesson by praying and saying "Good" 	 Responding to the teacher's instruction Paying attention to the teacher's explanation Responding to the teacher's instruction Responding to the teacher's instruction Responding to the teacher's explanation Paying attention to the teacher's explanation Paying attention to the teacher's explanation 1. Concluding the lesson together Responding the teacher's announcement Saying "Good Bye"
Bye"	

Second Meeting

Teacher Activities	Students Activities	Time Allocation
Pre-Activity1. Greeting the students2. Praying session3. Checkingstudents'	 Responding the teacher's greeting Praying together 	5'

attendance	3. Responding to the
4. Telling the objectives of the	teacher
lesson	4. Listening to the
	objectives of the lesson
Whilst-Activity	30'
Observing	1 Anomaning the teacher's
1. Asking students about the	1. Answering the teacher's questions
previous material and	-
discussing homework given	2. Paying attention to the
2. Discussing the homework	teacher's instruction
3. Giving assessment and	3. Paying attention to the
feedback	teacher's explanation
4. Explaining the material again	
Questioning	RENDINES -
1. Asking the students about the	4.4.1
material that they do not	1. Responding to the
understand	teacher's instruction
2. Giving the other students to	2. Paying attention to the
answer the question from	teacher's instruction
their students	3. Paying attention to the
3. Clarifying and giving	teacher's instruction
explanation	
Exploring	
1. Asking the students to make	1. Making group consists of
a group consists of three	three students
students	
2. Asking them to choose the	2. Responding to the teacher's instruction
topic	teacher's instruction
4	teacher's instruction
Associating	
1. Asking the students to write a	
descriptive text	1. Making descriptive text
-	in their group
Communicating	
1. Asking each group to read	1. Responding to the
their work	teacher's instruction
2. Giving feedback to the	
students Asking the students to collect	2. Paying attention to the teacher's feedback
3. Asking the students to collect their work	3. Collecting the work
Post-Activity	5. Conecting the work
1. Reviewing students'	
understanding by concluding	1. Concluding the lesson
understanding by concluding	I

 what they have been learnt Asking the students whether they have questions Giving the students homework 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	Weighting
		Description	
Content	4 8 8	The topic is complete	
(C)	S	and clear and the details	
30%		are relating to the topic	
- Topic	3	The topic is complete	
- Details	C.	and clear but the details	
	a 11	are almost relating to	
		the topic.	3x
	2 11	The topic is complete	
	A Ruch	and clear but the details	
	1	are not relating to the	
		topic.	
	1	The topic is not clear	
	1000	and the details are not	
	1	relating to the topic.	1947 - C.
Organization	4	Identification is	
(0)	NB	complete and	
20%	and and	descriptions are	
- Identification		arranged with proper	
- Description		connectives.	
	3	Identification is almost	
		complete and	2x
		descriptions are	
		arranged with almost	
		proper	
		connectives.	
	2	Identification is not	
		complete and	
		descriptions are	
		arranged with few	
		misuse connectives.	

Г	1	T1		
	1	Identification is not		
		complete and		
		descriptions are		
		arranged with misuse		
~		connectives.		
Grammar	4	Very few grammatical		
(G)		or agreement		
20%		inaccuracies.		
	3	Few grammatical or		
		agreement inaccuracies	2x	
		but not effect on		
		meaning.		
	2	Numerous grammatical		
		and agreement		
		inaccuracies.		
	1	Frequent grammatical		
		and agreement		
	6 88	inaccuracies.		
Vocabulary	4	Effective choice of		
(V)		words and word forms.		
15%	3	Few misuse of		
	- A	vocabularies, word	7	
		forms, but not change	1.5x	
5	ると	the meaning.		
	2 (1)	Limited range confusing		
	1 Y BY	words and word forms.		
	1 1	Very poor knowledge of		
	6.000	words, word forms, and		
	XXX	not understandable.		
Mechanics	4	It uses correct spelling,		
(M)	-	punctuation, and	1	
15%		capitalization.		
- Spelling	3	It has occasional errors		
- Punctuation	SVED.	of spelling, punctuation,		
- Capitalization		and capitalization.	1.5x	
1		T		
	-			
	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	l, p. 320))	
30+20+26+1 51		-	-	
$Score = \frac{3C+2O+2G+1.5V}{40}$	<u> </u>	10		
עד				

LESSON PLAN FOR CONTROL GROUP

(3rd and 4th Meeting)

Subject	: English
Class/Semester	: VIII / I
Торіс	: 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

	r			
3.	3.6	Applying the social function,	3.6.1 Determining the social	
		generic structure and language	function of the text.	
		features of narrative text in the		
		form of fable according to the		
		context its used.	262 Identifying the sense	
			3.6.2 Identifying the generic	
			structures of the text.	
			3.6.3 Identifying the language	
			features of the text.	
			Touches of the text.	
4.	4.14	Arranging oral and written	4.14.1 Arranging written	
		narrative text, short and simple,	narrative text in the form	
		in the form of fable according to	of fable according to the	
		the social function, the structure	social function, the	
		of the text, and linguistic	structure of the text, and	
		elements correctly and in	linguistic elements	
		context.		
		context.	correctly and in context.	
			Se T	
			60 🛋 🚺	
			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	
		UND	correctly and in context.	
	I			

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
Pre-Activity 5. Greeting the students	5. Responding the teacher's greeting	
 6. Praying session 7. Checking students' attendance 8. Telling the objectives of the 	6. Praying together7. Responding to the	5'
lesson	teacher 8. Listening to the	

			objectives of the lesson	
XX /1	hilst-Activity			30'
	oserving			50
	8	5.	Answering the teacher's	
5.	Activating students' prior		questions	
	knowledge by asking some	6	Paying attention to the	
6	questions related to the topic Giving the example of	0.	teacher's instruction	
0.	narrative text	7		
7	Asking students to read and	/.	Responding to the teacher's instruction	
1.	analyze the text whether they			
	have difficult words	8.	Paying attention to the	
8	Explaining the definition,		teacher's explanation	
0.	generic structure, and			
	language use of the text			
Ou	lestioning	200		
-	Asking the students about the			
	material that they do not	4.	Responding to the	
	understand	0 A U	teacher's instruction	
5.	Giving the other students to	5.	Paying attention to the	
	answer the question from their	1	teacher's instruction	
	students	6.	Paying attention to the	and the second se
6.	Clarifying and giving	n a	teacher's instruction	
	explanation		2/33 🚘	1
Ex	ploring	. 10		
	Asking the students to read	A JP		
	again the example of narrative	4.	Responding to the	
	text	4	teacher's instruction	7
5.	Asking the students to	5.	Responding to the	
	mention the sentences using	1.011	teacher's instruction	
	simple or continuous past	6.	Paying attention to the	
	tense	\sim	teacher's explanation	
6.	Explaining about the use of			
	simple and continuous past	$b \mapsto b$	SH /	
	tense again	223		
	sociating	100	and and a second se	
3.	Asking the students to write	_	.	
	sentences using simple or	3.	Responding to the	
	continuous past tense		teacher's instruction	
4.	Giving correction to the	4.	Paying attention to the	
	students		teacher's explanation	
	mmunicating			
4.	Asking students to make a		- "	
	narrative paragraph	4.	Responding to the	
5.	Asking the students to choose		teacher's instruction	
	the theme in arranging the	5.	Responding to the	
	paragraph		teacher's instruction	
6.	Correcting the paragraph that	6.	Paying attention to the	
	6 L Noraba anat	6.	Paying attention to the	

is written by the students	teacher's explanation	
 Post-Activity 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" 	 Concluding the lesson together Responding the teacher's question Listening the teacher's announcement Saying "Good Bye" 	5'

ng SPENDIDIKAN

Teacher Activities	Students Activities Time Allocation
 Pre-Activity 5. Greeting the students 6. Praying session 7. Checking students' attendance 8. Telling the objectives of the lesson Whilst-Activity Observing 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 	 5. Responding the teacher's greeting 6. Praying together 7. Responding to the teacher 8. Listening to the objectives of the lesson 30' 4. Answering the teacher's questions 5. Paying attention to the teacher's instruction 6. Paying attention to the teacher's explanation
Questioning4. Asking the students about the material that they do not	4. Responding to the
understand5. Giving the other students to	teacher's instruction 5. Paying attention to the

explanation Exploring 3. Asking the students to ma	ving 6. Paying attention to the teacher's instruction ke a hree 3. Making group consists of three students
Associating 2. Asking the students to wrin narrative text	ite a 2. Making narrative text in their group
Communicating	
 4. Asking each group to their work 5. Giving feedback to students 6. Asking the students to co their work 	4. Responding to the teacher's instruction5. Paying attention to the
Post-Activity	5'
5. Reviewing stude understanding by conclu- what they have been learnt	ding 1. Concluding the lesson together
6. Asking the students whe they have questions	ther 2. Responding the teacher's question
-	ents 3. Listening the teacher's announcement
8. Closing the lesson by pra- and saying "Good Bye"	
	WUTIKS P

H. Penilaian

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

	1		
		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	4	Identification is	
(O)		complete and	
20%		descriptions are	
- Identification		arranged with proper	
- Description	3	connectives. Identification is almost	
	3	complete and	2x
		descriptions are	$\Delta \lambda$
		arranged with almost	
	SLP	proper	
	2	connectives.	
	4		
	2	Identification is not	
		Identification is not complete and	
5	3) L	descriptions are	
	SI dis	arranged with few	
	139	misuse connectives.	
	12	Identification is not	
	VAVA.	complete and	
		descriptions are	
		arranged with misuse	
		connectives.	9
Grammar	4	Very few grammatical	
(G)	ND	or agreement	
20%		inaccuracies.	
3	3	Few grammatical or	2
		agreement inaccuracies	2x
		but not effect on	
	2	meaning. Numerous grammatical	
		and agreement	
		inaccuracies.	
	1	Frequent grammatical	
		and agreement	
		inaccuracies.	
Vocabulary	4	Effective choice of	
(V)		words and word forms.	
15%	3	Few misuse of	
		•	•

		vocabularies, word	
		forms, but not change	1.5x
		the meaning.	
	2	Limited range confusing	
		words and word forms.	
	1	Very poor knowledge of	
		words, word forms, and	
		not understandable.	
Mechanics	4	It uses correct spelling,	
(M)		punctuation, and	
15%		capitalization.	
- Spelling	3	It has occasional errors	
- Punctuation		of analling pupatuation	
- Capitalization		of spelling, punctuation,	1.5x
	and the second second	and capitalization.	
	2	It has frequent errors of	
11	S Loi	spelling, punctuation,	
ST.	2	and capitalization.	
	1-	It is dominated by errors	77
2 0	ALL	of spelling, punctuation,	
	1 On	and capitalization.	
	(1	Adapted from Brown (1994	, p. <mark>32</mark> 0))

Score = $\frac{3C+20+2G+1.5V+1.5M}{40}$ X 10

LESSON PLAN FOR CONTROL GROUP

(5th and 6th Meeting)

Subject	: English
Class/Semester	: VIII / I
Торіс	: 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 so generic structure features of recou activities, events the context its use	and language nt text about according to	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 recount text, shor about activities, of into account the so the structure of linguistic elements in context.	t and simple, events, taking ocial function, the text, and correctly and	 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. 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.

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 sequance

DIVSV

- 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 sequance (Conjunction) : First, Then, After That, Finally, etc.

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

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

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
 Pre-Activity 1. Greeting the students 2. Praying session 3. Checking students' attendance 4. Telling the objectives of the lesson 	 Responding the teacher's greeting Praying together Responding to the teacher Listening to the objectives of the lesson 	5'

Whilst-Activity		30'
Observing		50
 Activating students' prior knowledge by asking some questions related to the topic 	 Answering the teacher's questions Paying attention to the 	
2. Giving the example of recount text	teacher's instruction	
3. Asking students to read and analyze the text whether they	3. Responding to the teacher's instruction	
have difficult words4. Explaining the definition,	4. Paying attention to the teacher's explanation	
generic structure, and language use of the text		
Questioning		
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. Paying attention to the	
3. Clarifying and giving	teacher's instruction	
explanation		
Exploring		11
1. Asking the students to read again the example of recount text	I Responding to the	
2. Asking the students to mention the sentences using		
simple or continuous past tense		
3. Explaining about the use of simple and continuous past	-	
tense again		
Associating	NIKSA (
1. Asking the students to write		
sentences using simple or continuous past tense		
2. Giving correction to the	2. Paying attention to the	
students	teacher's explanation	
Communicating		
1. Asking students to make a recount paragraph	1. Responding to the	
2. Asking the students to choose the theme in arranging the	teacher's instruction 2. Responding to the	
paragraph	teacher's instruction	
3. Correcting the paragraph that is written by the students	3. Paying attention to the teacher's explanation	

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

Sixth	Meeting
-------	---------

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

3. Cl ex Explo 1. As gr stu 2. As	aswer the question from their udents larifying and giving planation oring sking the students to make a oup consists of three udents sking them to choose the pic	1.	teacher's instruction Paying attention to the teacher's instruction Making group consists of three students Responding to the teacher's instruction	
 As real real real real real real real real	riating sking the students to write a count text nunicating sking each group to read eir work iving feedback to the udents sking the students to collect eir work Activity eviewing students' iderstanding by concluding hat they have been learnt sking the students whether ey have questions diving the students	1. 2. 3. 1. togethe 2.	er Responding the teacher's question	5'
4. C	Giving the students comework Closing the lesson by praying nd saying "Good Bye"	~	Listening the teacher's announcement Saying "Good Bye"	

H. Penilaian

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

		1	
	2	The topic is complete	
		and clear but the details	
		are not relating to the	
		topic.	
-	1	The topic is not clear	
	1	-	
		and the details are not	
		relating to the topic.	
Organization	4	Identification is	
(O)		complete and	
20%		descriptions are	
- Identification		arranged with proper	
		connectives.	
- Description	2		
	3	Identification is almost	
		complete and	2x
		descriptions are	
		arranged with almost	
		proper	
		connectives.	
	S L PI	connectives.	
	20		
	2	Identification is not	
		complete and	
		descriptions are	
		arranged with few	
~ 1	17 JUL	misuse connectives.	
	7.1	Identification is not	
		complete and	10 1
	24	descriptions are	
		arranged with misuse	and the second s
		connectives.	
Grammar	4		
	4	Very few grammatical	1
(G)		or agreement	r
20%	-	inaccuracies.	
	3	Few grammatical or	
		agreement inaccuracies	2x
		but not effect on	
		meaning.	
	2	Numerous grammatical	
	2	•	
		and agreement	
		inaccuracies.	
	1	Frequent grammatical	
		and agreement	
		inaccuracies.	
Vocabulary	4	Effective choice of	
-	т		
(V)	2	words and word forms.	
15%	3	Few misuse of	
		vocabularies, word	
		forms, but not change	1.5x

		the meaning.				
	2	Limited range confusing				
		words and word forms.				
	1	Very poor knowledge of				
		words, word forms, and				
		not understandable.				
Mechanics	4	It uses correct spelling,				
(M)		punctuation, and				
15%		capitalization.				
- Spelling	3	It has occasional errors				
- Punctuation	_	of spelling, punctuation,				
- Capitalization		and capitalization.	1.5x			
1						
		\wedge				
	2	It has frequent errors of				
		spelling, punctuation,				
	. 88	and capitalization.				
	10 E 21	A A A				
	1	It is dominated by errors				
1.55	2	of spelling, punctuation,				
	- Al	and capitalization.				
		Adapted from Brown (1994	, p. 3 <mark>2</mark> 0))			
$Score = \frac{3C+2O+2G+1.5V}{10}$	+1.5M X	10				
40	Sal ans					
	87 Y M					
		VYYYYY				
	1111					
	10					
A DIKSP						
and the second se						

LESSON PLAN FOR EXPERIMENTAL GROUP

(1st and 2nd Meeting)

Subject	: English
Class/Semester	: VIII / I
Торіс	: 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.	 4.14.1Arranging 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 Activit	ies		Students Acti	vities	1	Time Allocation
 Pre-Activity 5. Greeting the studen 6. Praying session 7. Checking attendance 8. Telling the objective lesson 	students'	6. D 7.	Responding to greeting Praying toget Responding teacher Listening objectives of	her to	the	5'

W	hilst-Activity			30'
	oserving			50
	Activating students' prior knowledge by asking some	5.	Answering the teacher's questions	
6	questions related to the topic Giving the example of	6.	Paying attention to the teacher's instruction	
0.	descriptive text	7	Responding to the	
7.	Asking students to read and	7.	teacher's instruction	
	analyze the text whether they have difficult words	8.	Paying attention to the teacher's explanation	
8.	Explaining the definition,		Ĩ	
	generic structure, and			
	language use of the text			
-	iestioning			
4.	Asking the students about the			
	material that they do not	4.	Responding to the	
_	understand	-	teacher's instruction	
5.	Giving the other students to	5.	Paying attention to the	
	answer the question from	0	teacher's instruction	
_	their students	6.	Paying attention to the	
6.	Clarifying and giving explanation	1	teacher's instruction	
Ex	ploring	1	A A	1
	Asking the students to read		Descending to the	
	again the example of	4.	Responding to the teacher's instruction	
	descriptive text	10/1	CALC: NO.	1
5.	Asking the students to	5.	Responding to the	
	mention the sentences using		teacher's instruction	
	simple present tense	6.	Paying attention to the	
6.	Explaining about the use of	10.00	teacher's explanation	
	simple present tense again	1		
	sociating			
3.	Asking the students to make	The	AST A	
	a group consists of 4-5	3.	Making group consists of	
	students	-	4-5 students	
4.	Giving a work sheet and	4.	Paying attention to the	
	some random pictures series		teacher's instruction	
~	to each group	5.	Making descriptive text	
5.	Doing the tasks based on the		based on the picture in	
	picture given by expressing		group	
	the ideas or thought into a	6.	Responding the teacher's	
	worksheet in turns and rotate	_	instruction	
	it in group in a clockwise	7.	Paying attention to the	
	direction		teacher's explanation	
0.	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		
7. Monitoring the students		
whether they have difficulties		
or not in writing activity		
Communicating		
A Asking students to present		
4. Asking students to present their work	4. Paying attention to the	
5. Giving feedback to the	students' presentation	
students	5. Paying attention to the	
6. Asking students to collect	teacher's feedback	
their work	6. Collecting the work	
Post-Activity		5'
5. Reviewing students'		5
understanding by	1. Concluding the lesson	
concluding what they have	together	
been learnt	2. Responding the teacher's	
6. Asking the students whether	question	
they have questions	3. Listening the teacher's	
7. Giving the students	announcement	and the second se
C		100
homework	1 Source "Good Bue"	10
	4. Saying "Good Bye"	
8. Closing the lesson by	4. Saying "Good Bye"	
	4. Saying "Good Bye"	
8. Closing the lesson by praying and saying "Good	4. Saying "Good Bye"	

Second Meeting

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

XX71 *1 / A /* */		202
Whilst-Activity		30'
 Observing 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 	 Answering the teacher's questions Paying attention to the teacher's instruction Paying attention to the teacher's explanation 	
Questioning		
4. Asking the students about the material that they do not	4. Responding to the	
understand5. Giving the other students to answer the question from their students	 teacher's instruction 5. Paying attention to the teacher's instruction 6. Paying attention to the 	
6. Clarifying and giving explanation	teacher's instruction	
Exploring		18
 Asking the students to make a group consists of 4-5 students Giving a work sheet and some random pictures series to each group 	 Making group consists of 4-5 students Responding to the teacher's instruction 	
Associating		
 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 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 Monitoring the students 	 Making descriptive text based on the picture in group Responding the teacher's instruction Paying attention to the teacher's explanation 	
whether they have difficulties or not in writing activity		

Communicating		
 Asking students to present their work Giving feedback to the students Asking students to collect their work 	 Paying attention to the students' presentation Paying attention to the teacher's feedback Collecting the work 	
 Post-Activity 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" 	 Concluding the lesson together Responding the teacher's question Listening the teacher's announcement Saying "Good Bye" 	5'
allin		

H. Penilai<mark>a</mark>n

	18.7		
Aspect	Score	Performance	Weighting
		Description	
Content	44	The topic is complete	
(C)	VAVA	and clear and the details	
30%		are relating to the topic	
- Topic	3	The topic is complete	
- Details		and clear but the details	1
	100	are almost relating to	
	ND	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	4	Identification is	
(O)		complete and	
20%		descriptions are	
- Identification		arranged with proper	
- Description		connectives.	

			1
	3	Identification is almost	
		complete and	2x
		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	
	a state and the	descriptions are	
		arranged with misuse	
	-	connectives.	
Grammar	4	Very few grammatical	
(G)	2	or agreement	
20%		inaccuracies.	
	3 5	Few grammatical or	
		agreement inaccuracies	2x
		but not effect on	
		meaning.	
	2	Numerous grammatical	
	154	and agreement	
	1.19	inaccuracies.	
	1	Frequent grammatical	
	1 4 Y	and agreement	
		inaccuracies.	
Vocabulary	4	Effective choice of	1
(V)	+	words and word forms.	
15%	3	Few misuse of	
1370	51	vocabularies, word	
		forms, but not change	1.5x
		the meaning.	1.3A
	2	•	
		Limited range confusing	
	1	words and word forms.	
	1	Very poor knowledge of	
		words, word forms, and	
	4	not understandable.	
Mechanics	4	It uses correct spelling,	
(M)		punctuation, and	
15%		capitalization.	

SpellingPunctuationCapitalization	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))



LESSON PLAN FOR EXPERIMENTAL GROUP

(3rd and 4th Meeting)

Subject	: English
Class/Semester	: VIII / I
Торіс	: 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	3.6.1 Determining the social
		function, generic structure	function of the text.
		and language features of	
		narrative text in the form of	
		fable according to the	3.6.2 Identifying the generic
		context its used.	structures of the text.
			3.6.3 Identifying the language
			features of the text.
4.	4.14	Arranging oral and written	4.14.1 Arranging written narrative
		narrative text, short and	text in the form of fable
		simple, in the form of fable	according to the social
		according to the social	function, the structure of the
	1	function, the structure of the	text, and linguistic elements
		text, and linguistic elements	correctly and in context.
		correctly and in context.	
			4.14.2 Expressing the narrative
			text through oral and written
			in the form of fable
		ONDIV	according to the social
			function, the structure of the
			text, and linguistic elements
			correctly and in context.

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.

CAUHDI -

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

answer the question from	teacher's instruction
their students	9. Paying attention to the
9. Clarifying and giving	teacher's instruction
explanation	
Exploring	
 7. Asking the students to read again the example of narrative text 8. Asking the students to mention the sentences using simple or continuous past tense 9. Explaining about the use of simple and continuous past tense again 	 7. Responding to the teacher's instruction 8. Responding to the teacher's instruction 9. Paying attention to the teacher's explanation
Associating	
5. Asking the students to write sentences using simple or continuous past tense6. Giving correction to the students	 5. Responding to the teacher's instruction 6. Paying attention to the teacher's explanation
Communicating	
 7. Asking students to make a narrative paragraph 8. Asking the students to choose the theme in arranging the paragraph 9. Correcting the paragraph that is written by the 	 7. Responding to the teacher's instruction 8. Responding to the teacher's instruction
atu danta	
students	
students Post-Activity 9. Reviewing students'	5'

understanding by	1. Concluding the lesson
concluding what they have	together
been learnt	2. Responding the teacher's
10. Asking the students	question
whether they have	3. Listening the teacher's
questions	announcement
11. Giving the students homework	4. Saying "Good Bye"
12. Closing the lesson by	
praying and saying "Good	
Bye"	
	RENDIDIR



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

Whilst-Activity		30'
Observing 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	 Answering the teacher's questions Paying attention to the teacher's instruction Paying attention to the teacher's explanation 	
Questioning 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 Exploring	 Responding to the teacher's instruction Paying attention to the teacher's instruction Paying attention to the teacher's instruction 	
5. Asking the students to make a group consists of three students6. Asking them to choose the topic	 5. Making group consists of three students 6. Responding to the teacher's instruction 	
Associating 3. Asking the students to write a narrative text Communicating	3. Making narrative text in their group	

Qı

Ex

- 5.
- 6.

7. Asking each group to read

 their work 8. Giving feedback to the students 9. Asking the students to collect their work Post-Activity 9. Reviewing students' 	 7. Responding to the teacher's instruction 8. Paying attention to the teacher's feedback 9. Collecting the work
understanding by concluding what they have 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"	 Concluding the lesson together Responding the teacher's question Listening the teacher's announcement Saying "Good Bye"
	DIKSHA

H. Penilaian

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

— — :	2		[
- Topic	3	The topic is complete	
- Details		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	4	Identification is	
(0)	STE	complete and	
20%	4	descriptions are	
- Identification	. 4	arranged with proper	
- Description	ALL	connectives.	
	3	Identification is almost	
	(-1)	complete and	2x
		descriptions are	1
		arranged with almost	0
	20	proper	
2	ND	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	4	Very few grammatical	
(G)		or agreement	
20%		inaccuracies.	
	3	Few grammatical or	
		agreement inaccuracies	2x
		but not effect on	
		meaning.	
	2	Numerous grammatical	
		and agreement	
		inaccuracies.	
	. 18	Frequent grammatical	
22	8 s -	and agreement	
S.	5	inaccuracies.	
Vocabulary	4	Effective choice of	7
(V) Š		words and word forms.	
15%	3	Few misuse of	
	S.L	vocabularies, word	
	YVY	forms, but not change	1.5x
	777	the meaning.	
	2	Limited range confusing	1
	ND	words and word forms.	
	1	Very poor knowledge of	
		words, word forms, and	
		not understandable.	
Mechanics	4	It uses correct spelling,	
(M)		punctuation, and	
15%		capitalization.	
- Spelling	3	It has occasional errors	
- Punctuation		of spelling, punctuation,	
- Capitalization		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))



LESSON PLAN FOR EXPERIMENTAL GROUP

(5th and 6th Meeting)

Subject	: English
Class/Semester	: VIII / I
Торіс	: 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,	3.6.1 Determining the social
	generic structure and	function of the text.
	language features of recount	
	text about activities, events	
	according to the context its	3.6.2 Identifying the generic
	used.	structures of the text.
		3.6.3 Identifying the language
		features of the text.
4.	4.14 Arranging oral and written	
	recount text, short and simple,	text about activities, events,
	about activities, events, taking	taking into account the social
	into account the social	function, the structure of the
	function, the structure of the	text, and linguistic elements
	text, and linguistic elements	correctly and in context.
	correctly and in context.	
		4.14.2 Expressing the recount text
		through oral and written
		about activities, events,
	ONDIK.	taking into account the social
		function, the structure of the
		text, and linguistic elements
		correctly and in context.

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 sequance
- 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 sequance (Conjunction) : First, Then, After That, Finally, etc.

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

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

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
Pre-Activity9. Greeting the students10. Praying session11. Checking students' attendance	 9. Responding the teacher's greeting 10. Praying together 11. Responding to the 	5'

KSBA

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

mention the sentences using simple or continuous past tense	teacher's instruction9. Paying attention to the teacher's explanation
 9. Explaining about the use of simple and continuous past tense again Associating 	
 Associating 8. Asking the students to make a group consists of 4-5 students 9. Giving a work sheet and some random pictures series to each group 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 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 12. Monitoring the students whether they have difficulties or not in 	 4-5 students 9. Paying attention to the teacher's instruction 10. Making recount text based on the picture in group 11. Responding the teacher's instruction 12. Paying attention to the teacher's explanation
writing activity	

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

Sixth Meeting

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

 12. Telling the objectives of the lesson 12. Listening to the objectives of the lesson 30' 30' 30' 30' 30' 30' 30' 7. Answering the teacher's questions 8. Paying attention to the teacher's instruction 9. Paying attention to the teacher's explanation 9. Paying attention to the teacher's explanation 9. Paying attention to the teacher's instruction 8. Giving 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 5. Making group consists of 	attendance	teacher
the lessonThe Entering of the lessonWhilst-Activity30'Observing30'9. Asking students about the previous material and discussing homework given7. Answering the teacher's questions10. Discussing the homework 11. Giving assessment and feedback9. Paying attention to the teacher's instruction12. Explaining the material again9. Paying attention to the teacher's instructionQuestioning7. Responding to the material againQuestioning7. Responding to teacher's instruction7. Asking the students about the material that they do not understand7. Responding to the teacher's instruction8. Giving the other students to answer the question from their students7. Responding to the teacher's instruction9. Clarifying and giving explanation9. Paying attention to the teacher's instruction9. Clarifying the students to5. Making group consists of		
Whilst-Activity30'Observing30'9. Asking students about the previous material and discussing homework given7. Answering the teacher's questions10. Discussing the homework8. Paying attention to the teacher's instruction10. Discussing the homework9. Paying attention to the teacher's explanation12. Explaining the material again7. Responding to the teacher's instruction7. Asking the students about the material that they do not understand7. Responding to the teacher's instruction8. Giving the other students to answer the question from their students7. Responding to the teacher's instruction9. Clarifying and giving explanation9. Paying attention to the teacher's instruction4. Asking the students to5. Making group consists of		C C
Observing7. Answering the teacher's questions9. Asking students about the previous material and discussing homework given8. Paying attention to the teacher's instruction10. Discussing the homework 11. Giving assessment and feedback9. Paying attention to the teacher's explanation12. Explaining the material again7. Responding to the teacher's instruction7. Asking the students about the material that they do not understand7. Responding to the teacher's instruction8. Giving the other students to answer the question from their students7. Responding to the teacher's instruction9. Clarifying and giving explanation9. Paying attention to the teacher's instruction9. Clarifying the students about from their students9. Paying attention to the teacher's instruction9. Asking the students to answer the question from their students9. Paying attention to the teacher's instruction9. Clarifying and giving explanation5. Making group consists of	uie 1688011	objectives of the lesson
 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 Questioning 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. Masking the students to 7. Responding to the teacher's instruction 8. Paying attention to the teacher's instruction 9. Clarifying and giving explanation 5. Making group consists of 	Whilst-Activity	30'
make a group consists of 4-5 students4-5 students6. Responding to the	 Whilst-Activity Observing 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 Questioning 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 Exploring 4. Asking the students to make a group consists of 	 30° 7. Answering the teacher's questions 8. Paying attention to the teacher's instruction 9. Paying attention to the teacher's explanation 7. Responding to the teacher's instruction 8. Paying attention to the teacher's instruction 8. Paying attention to the teacher's instruction 9. Paying attention to the teacher's instruction
	series to each group	

Associating

- 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
- 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
- 6. Monitoring the students whether they have difficulties or not in writing activity

Communicating

- 4. Asking students to present their work
- 5. Giving feedback to the students
- 6. Asking students to collect their work

Post-Activity

9. Reviewing students' understanding by concluding what they have

- Making recount text based on the picture in group
- 5. Responding the teacher's instruction
- 6. Paying attention to the teacher's explanation

7. Paying attention to the students' presentation

- 8. Paying attention to the teacher's feedback
- 9. Collecting the work
- 1. Concluding the lesson together

5'

2. Responding the teacher's

- 10. Asking the students whether they have questions
- 11. Giving the students hc
- 12. Cl pr "(

question

- 3. Listening the teacher's announcement
- 4. Saying "Good Bye"

omework		
Closing the lesson by		
oraying and saying		
Good Bye"		
nilaian	PENDIDIKAN CALL	

H. Penilaian

	S 1	DELCO TR	1.1
Aspect	Score	Performance Description	Weighting
Content (C) 30%	4	The topic is complete and clear and the details are relating to the topic	2
- Topic	3	The topic is complete	/
- Details	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	4	Identification is	

	•		1
(0)		complete and	
20%		descriptions are	
- Identification		arranged with proper	
- Description		connectives.	
	3	Identification is almost	
		complete and	2x
		descriptions are	
		arranged with almost	
		proper	
		connectives.	
	2	Identification is not	
	SAR	complete and	
ST		descriptions are	
N S	2	arranged with few	
	M a	misuse connectives.	
5	1	Identification is not	
	1 J W	complete and	
	2h	descriptions are	
	YYY	arranged with misuse	1
		connectives.	
Grammar	4	Very few grammatical	7
(G)	ND	or agreement	
20%	-	inaccuracies.	
	3	Few grammatical or	
		agreement inaccuracies	2x
		but not effect on	
		meaning.	
	2	Numerous grammatical	
		and agreement	
		inaccuracies.	
	1	Frequent grammatical	

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

(Adapted from Brown (1994,

p. 320))

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

Writing Competency Post Test

Instruction:

- Please write a recount text about "Holiday". It is 2-3 paragraphs. You have 60 minutes to finish your writing.
- 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

	First Examiner	
Second Examiner	А	В
	0	0
	С	D
	0	5

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

Where:

А	: 1 st examiner not relevance and 2 nd examiner not relevance
В	: 1 st examiner relevance and 2 nd examiner not relevance
С	: 1 st examiner not relevance and 2 nd examiner relevance
D	: 1 st examiner relevance and 2 nd examiner relevance

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

	N N D T	WSH P
Content Validity =	D	
	(A+B+C+D)	
=	5	
	(0+0+0+5)	
= 1	1	

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	Stud <mark>e</mark> nt 16	72 3	72	
17	Stud <mark>e</mark> nt 17	80	80	
18	Stud <mark>e</mark> nt 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	

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	Stud <mark>e</mark> nt 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	<mark>9</mark> 1	
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	

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

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	A

Maximum Score

Minimum Score

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

> $=\frac{1}{2} \times (95+80)$ = 87.5

 $= \frac{1}{6} x$ (score maximum – score minimum) SDi

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

= 2.5

Very High

$$= 87.5 + (1.5 \times 2.5)$$

= Mi + 1.5 (SDi)

= 91.25

High = Mi + 1.5 (SDi)

$$= 87.5 + (1.5 \text{ x } 2.5)$$

Moderate = Mi + 0.5 (SDi) $= 87.5 + (0.5 \times 2.5)$ = 88.75 Low = Mi - 0.5 (SDi)

$$= 87.5 - (0.5 \times 2.5)$$

$$= 87.5 - (1.5 \times 2.5)$$

= 83.75

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

Scor <mark>e interval serval se</mark>	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
Aaximum Score = 91	

Maximum Score

Minimum Score

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

= 74

SDi $= \frac{1}{6} x$ (score maximum – score minimum)

= 2.83

Very High =
$$Mi + 1.5$$
 (SDi)
= $82.5 + (1.5 \times 2.83)$
= 86.74
High = $Mi + 1.5$ (SDi)
= $82.5 + (1.5 \times 2.83)$

	= 86.74
Moderate	= Mi + 0.5 (SDi)
	= 82.5 + (0.5 x 2.83)
	= 83.91
Low	= Mi - 0.5 (SDi)
	= 82.5 - (0.5 x 2.83)
	= 81.08
Very Low	= Mi - 1.5 (SDi)
	= 82.5 - (1.5 x 2.83)
	= 78.25

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

