

## Appendix 1 : The interview guide English teacher and the students

### **The interview guide with English teacher**

1. What are the basic problems that face students in writing?
2. Do you use any media in teaching writing?
3. Do you apply writing process in the teaching writing activities?
4. Do the students give positive response toward writing activities in the classroom?
5. How is the students' ability in writing particularly in writing recount text?

### **The interview guide the student**

1. In your opinion, do you have difficulties in writing, especially writing a recount text? Please, explain carefully!
2. Do your teacher using media to teach writing, especially writing a recount text?
3. What is your motivation in writing?

## Appendix 2

### **Questionnaire about teaching and learning of writing recount texts in preliminary study**

1. Do you like writing recount text in English?
  - a. Yes
  - b. No
2. In your opinion, how is writing recount text in English?
  - a. Easy
  - b. Difficulty
3. Do you feel confident with your recount writing?
  - a. Yes
  - b. No
4. Do you have difficulties in getting and generating ideas when writing a recount text?
  - a. Yes
  - b. No
5. Do you have difficulties in organizing the ideas (organization) when writing a recount text?
  - a. Yes
  - b. No
6. Do you have difficulties related to grammatical structure when writing a recount text?
  - a. Yes
  - b. No
7. Do you have difficulties related to use of vocabulary items when writing a recount text?
  - a. Yes
  - b. No
8. Do you have difficulties related to the use of spelling, punctuation, capitalization (mechanic) when writing recount text?
  - a. Yes
  - b. No

## Appendix 3

### The Result Questionnaire in Preliminary Study

1. Do you like writing recount text in English?
  - a. Yes (31,4%)
  - b. No (68,6%)
2. In your opinion, how is writing recount text in English?
  - c. Easy (25,7%)
  - d. Difficulty (74,3%)
3. Do you feel confident with your recount writing?
  - c. Yes (28,6%)
  - d. No (71,4%)
4. Do you have difficulties in getting and generating ideas when writing a recount text?
  - c. Yes (57,1%)
  - d. No (42,9%)
5. Do you have difficulties in organizing the ideas (organization) when writing a recount text?
  - c. Yes (85,7%)
  - d. No (14,3%)
6. Do you have difficulties related to grammatical structure when writing a recount text?
  - c. Yes (85,7%)
  - d. No (14,3%)
7. Do you have difficulties related to use of vocabulary items when writing a recount text?
  - c. Yes (80%)
  - d. No (20%)
8. Do you have difficulties related to the use of spelling, punctuation, capitalization (mechanic) when writing recount text?
  - c. Yes (51,4)
  - d. No (41,6%)

No	Questions	Yes	No	Total
1.	You like writing recount text in English	11	24	35
2.	Your opinion, writing recount text in English is difficulties	26	9	35
3.	You feel confident with your recount writing	10	25	35
4.	You have difficulties in getting and generating ideas when writing a recount text	20	15	35
5.	You have difficulties in organizing the ideas (organization) when writing a recount text	30	5	35
6.	You have difficulties related to grammatical structure when writing a recount text	30	5	35
7.	You have difficulties related to use of vocabulary items when writing a recount text	28	7	35
8.	You have difficulties related to the use of spelling, punctuation, capitalization (mechanic) when writing recount text	18	17	35

## Appendix 4

### Unit lesson plans of cycle 1 writing recount text Through process-genre based approach

Nama Sekolah	: UPTD SMAN 1 NGUNUT
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X/ 2
Materi	: Recount Text
Alokasi Waktu	: 2 x 45 menit

Meeting 1 (BKoF and MoT stages)

Thursday, 3<sup>rd</sup> April 2014

**A. Standard kompetensi :**

6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

**B. Kompetensi Dasar :**

6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, narrative, dan procedure.

**C. Indicator**

- 6.2.1 Mengidentifikasi jenis text yang diperdengarkan.
- 6.2.2 Mengidentifikasi generic structure of text.
- 6.2.3 Melengkapi kalimat rumpang dalam teks monolog, dan siswa menemukan informasi umum dan rinci yang terdapat dalam teks monolog yang diperdengarkan.
- 6.2.4 Menemukan kata sulit pada text
- 6.2.5 Mengidentifikasi fungsi dan penggunaan simple past tense and continuous tense, serta Menerapkan pola/rumus dalam simple past tense and continuous tense.

**D. Tujuan Pembelajaran**

- 1. Dengan memahami text monolog yang diperdengarkan, siswa mampu mengidentifikasi jenis text yang diperdengarkan.
- 2. Dengan membaca text yang diberikan siswa mampu menemukan kata sulit, melengkapi kalimat rumpang dalam teks monolog, dan siswa

- menemukan informasi umum dan rinci yang terdapat dalam teks monolog yang diperdengarkan.
3. Dengan memberikan penjelasan ke siswa, siswa mampu dan paham recount text serta generic structure nya.
  4. Siswa mampu mengidentifikasi fungsi dan penggunaan simple past tense and continuous tense, serta menerapkan pola/rumus dalam simple past tense and continuous tense.

#### **E. Langkah – Langkah Pembelajaran**

##### **Pre-Teaching:**

Building Knowledge of Field (BKoF) → 25'

1. The researcher started by greeting
2. Having questions and answer related to whether they have experience in the past.
3. The researcher was checking the students' attendance
4. Giving record with a title "Miss Sarah's journey to Indonesia".
5. Asking the students to fill the missing text and write the word that they do not understand.
6. The researcher assigned the students to read the model text and write the words that they did not understand.
7. Having question and answer session to recall the students' background knowledge related to what kind of text type used to retell experiences in the past and what is social function is.

##### **Whilst teaching**

Modeling of the Text (MoT) → 65'

1. Distributing the students' worksheet
2. Assigning the students do worksheet in pairs to do exercise 1 (vocabulary exercise and comprehension question).
3. Discussion the answers with the class while suitable in record.
4. Guiding the students to identify how the information in the recount text scaffold is written (the use of past tense) and is connected (the use of conjunction) in the model text.
5. Guiding the students to identify the generic structure of the model text
6. Explaining the grammar review to the students before doing grammar exercise.
7. Assigning the students to work individually to do exercise.
8. Discussing the answer of grammar exercise (the students are assigned to swap their work with a partner and check if the answers are correct).

##### **Post teaching**

1. Reviewing the materials that have been learnt
2. Asking the students' difficulties during the learning process
3. Closing the lesson.

#### **F. Media belajar**

Laptop, record and LCD

## Work Sheet

- A. Fill the blank in the missing text based on the record.

### Miss Sarah's Journey to Indonesia

On March 30<sup>th</sup>, 2012, I packed my suitcase. I was ready for my new(1)..... I was moving to Indonesia! The next morning my family and I drove to the airport in Portland, the city I live in America. I said goodbye to my family. I was sad to leave them but (2).... to travel. First, I flew from Portland to Washington, D.C. The flight took 5 hours! Washington, D.C. is the capital of the United States of America. President Barack Obama lives in Washington, D.C. When my plane landed, I got on a bus to drive to the hotel. At the hotel I met my new friends, other Peace Corps Volunteers, like me. First, I met DeeDee. She was so friendly and kind.

The next morning, April 1<sup>st</sup>, DeeDee and I took a walk around the city. We walked to the (3)..... – this is where President Barack Obama lives. I did not see Mr. Obama but I did see his house and it is very big! After that, I (4).... back to the hotel.

In the afternoon I met the other Peace Corps Volunteers. We had a meeting. We had many questions about what Indonesia would be like. I felt a little(5).....

That night I went to a restaurant to eat dinner. It was my last dinner in America. I did not eat rice! I ate (6).....

The next morning, on April 2<sup>nd</sup>, I went to the airport in Washington, D.C. with all the other Peace Corps Volunteers. We boarded the plane to fly to Tokyo. The flight took 14 hours! I (7)..... movies on the plane and tried to sleep. Finally we arrived in Tokyo. We were all very tired. I walked around the airport and ate some food. Next we flew to Bangkok. This flight was 10 hours long. When we got off the plane in Bangkok, we drove to a hotel. But, we were only in the hotel for 2 hours. We rested and (8)..... Next, we went back to the airport. This time we flew to Jakarta. The flight was 4 hours long. Finally I arrived in Indonesia! I was so excited, but also very sleepy. I could not rest. We had one more flight. Next we flew from Jakarta to Surabaya. The (9)..... took only 1 hour. I looked out the window of the plane as we flew over Indonesia. Wow! So beautiful!

I was so happy when we landed in Surabaya. I was finally in (10)....., my new home! This is the story of my journey to Indonesia, and I am happy to be here. Thank you for your attention.

Kunci jawaban:

- |                |                 |
|----------------|-----------------|
| 1. Adventure   | 6. a hamburger. |
| 2. Excited     | 7. Watched      |
| 3. White House | 8. Showered     |
| 4. Walked      | 9. Flight       |
| 5. Nervous     | 10. East Java   |

**B. Fill the meaning of the following words!**

Vocabulary (include names of cities):

- |              |                |
|--------------|----------------|
| 1. Suitcase  | 6. Flew        |
| 2. Pack      | 7. Hotel       |
| 3. Adventure | 8. Peace Corps |
| 4. Airport   | 9. Volunteer   |
| 5. Flight    | 10. Plane      |

**Kunci jawaban :**

- |               |                          |
|---------------|--------------------------|
| 1. Koper      | 6. Terbang               |
| 2. Mengepak   | 7. Hotel                 |
| 3. Petualang  | 8. Kesatuan perdamaian . |
| 4. Bandara    | 9. Relawan               |
| 5. Pnerbangan | 10. Pesawat terbang      |

**C. Answer correctly!**

1. How did Miss Sarah feel when she left Portland?
2. What was the name of Miss Sarah's new friend, the other Peace Corps Volunteer?
3. What did Miss Sarah eat for her last dinner in America?
4. How long was the flight from Washington, D.C, to Tokyo?
5. How did Miss Sarah feel when she arrived in East Java?

Kunci Jawaban

1. She was sad
2. Her new friend is Dee Dee
3. She eat a hamburger
4. 14 hours
5. She was happy

**D. Fill in the blank by using correct answer! (Simple Past Tense )**

1. Anita ..... to bring her dictionary yesterday. (forget)
2. Yesy ..... late to the school last Monday. (come)
3. Andika ..... not bring his handphone in the school. (aux) (simple past)
4. .... your father go to supermarket? (aux) (simple past)
5. Rina ..... a diligent student when she was studying in Junior High School.  
(be)

**Kunci Jawaban**

1. Forgot
2. Did
3. Did
4. Did
5. Was

E. **Fill in the blank by using correct answer! (Simple Past Tense )**

1. Ani was ..... (cook) rice when her sister took a bath.
2. Rijal ..... (open) the door while his mother was reading newspaper.
3. Vita ..... (write) a letter when her phone .....(ring).
4. My father ..... (garden) the garden when my mother .....(call) him.
5. Firda was .....(read) a book yesterday afternoon.

**Lembar Pengembangan Penilaian**

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / 2

**A. Standard kompetensi :**

Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

**B. Kompetensi Dasar :**

Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, narrative, dan procedure.

Penilaian :

1. Ranah : Kognitif, afektif
2. Bentuk : Tes tulis
3. Bentuk soal :
  - a. *Fill the blank in the missing text based on the record.*
  - b. *Fill the meaning of the following words!*
  - c. *Answer correctly!*
  - d. *Fill in the blank by using correct answer! (Simple Past Tense )*
  - e. *Fill in the blank by using correct answer! (Simple Past Tense )*

Skor maksimal : 20

Pedoman Penilaian : Students value =  $\frac{\text{Result score}}{\text{Maximal score}} \times 100$

- Siswa dinyatakan lulus apabila nilai minimal sesuai dengan KKM. Untuk siswa kelas X, KKM = 75
- Siswa yang memperoleh nilai di bawah KKM diwajibkan mengikuti remedial test.

## Meeting 2 (IJoT stages)

Tuesday, 8<sup>th</sup> April 2014

### A. **Standard kompetensi :**

6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

### B. **Kompetensi Dasar :**

6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, narrative, dan procedure.

### C. **Indicator**

- 6.2.1 Menulis main ide dan mengembangkan ide
- 6.2.2 Menerapkan generic structure of recount text ( orientation, events, and reorientation)
- 6.2.3 Menggunakan grammatical structure dengan benar
- 6.2.4 Menggunakan mechanics, seperti : punctuation, capitalization and spelling.

### D. **Tujuan Pembelajaran**

Dengan mempelajari materi yang diajarkan sebelumnya siswa mampu pair's work dalam:

- 1. Menulis main idea serta mengembangkan ide.
- 2. Menerapkan generic structure of recount text (orientation, events, and reorientation)
- 3. Menggunakan grammatical structure dengan benar
- 4. Menggunakan mechanics, seperti : punctuation, capitalization and spelling

### G. **Langkah – Langkah Pembelajaran**

#### **Pre-Teaching (5')**

- 1. The researcher started by greeting
- 2. Having questions and answer related to whether they have experience in the past.
- 3. The researcher was checking the students' attendance
- 4. Having question and answer session related the previous material.

#### **Whilst teaching (80')**

Writing process:

- 1. Pre writing:  
Assigning students to write main ideas and generating ideas that did in pairs work.

2. Drafting :  
Assigning students to make draft writing recount text
3. Proofreading  
The researcher was proofreading other students' writing with the help of revised proofreading guidance (provided by the teacher) and giving feedback.
4. Revising and editing  
Revising and editing the writing based on the feedback received to be the final writing. Teacher's conference was done to assist the students in revising and editing their writing. (The final writing in the writing sheet would be submitted. Then the students would get the printed copies at the end of the section).
5. Publishing  
The students publishing the final writing in the facebook group and other friend in class can give comment. (The students were given time to the publish their final writing and give comments on other students' writing within 2 days)

#### **Post teaching (5')**

6. The researcher asking to students about difficulty that they can while teaching and learning.
7. The researcher closed the meeting.

### **Lembar Pengembangan Nilai**

Materi Pelajaran : Bahasa Inggris  
Kelas/Semester : X/2  
Skill : Writing

#### **A. Standar Kompetensi**

6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

#### **B. Kompetensi Dasar**

- 6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, narrative, dan procedure.

Penilaian : 1. Ranah : Kognitif dan afektif  
2. Bentuk : Tes Tulis  
Bentuk Soal : Please write recount text in pairs work!

$$\begin{aligned} \text{Skor maksimal} & : 100 \\ \text{Nilai siswa} & : \frac{\text{Nilai Perolehan}}{\text{Skor Maksimal}} \times 100 \end{aligned}$$

- Siswa dinyatakan lulus apabila nilai sesuai dengan KKM. Untuk siswa kelas X, KKM = 75.
- Siswa yang memperoleh nilai dibawah KKM diwajibkan mengikuti remedial.

### Meeting 3(ICoT Stages)

Thursday, 10<sup>th</sup> April 2014

#### A. Standard kompetensi :

6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

#### B. Kompetensi Dasar :

6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, narrative, dan procedure.

#### C. Indicator

- 6.2.1 Menulis main ide dan mengembangkan ide
- 6.2.2 Menerapkan generic structure of recount text ( orientation, events, and reorientation)
- 6.2.3 Menggunakan grammatical structure dengan benar
- 6.2.4 Menggunakan mechanics, seperti : punctuation, capitalization and spelling.

#### D. Tujuan Pembelajaran

Dengan mempelajari materi yang diajarkan sebelumnya siswa mampu:

- 8. Menulis main idea dan mengembangkan ide
- 9. Menerapkan generic structure of recount text (orientation, events, and reorientation)
- 10. Menggunakan grammatical structure dengan benar
- 11. Menggunakan mechanics, seperti : punctuation, capitalization and spelling.

#### E. Langkah – Langkah Pembelajaran

Pre-Teaching (5')

- 1. The researcher started by greeting
- 2. The researcher was checking the students' attendance

Whilst teaching (80')

3. The researcher gives the work sheet to the students.
4. The students were assigned to independently write a piece of recount text. The students were assigned to write a recount text more than 100 words independently in 60 minutes.
5. The students has chance to ask to the researcher when they get difficulties.

Post teaching (5')

6. After submitting their writing (to be assessed), they would get the copies of it to be published to facebook group as media. (The students were given time to publish their final writing independently and to give comment on the other students' writing within 3 days).
7. The researcher close the meeting

### Lembar Pengembangan Nilai

Materi Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Skill : Writing

#### A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

#### B. Kompetensi Dasar

- 6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, narrative, dan procedure.

Penilaian : 1. Ranah : Kognitif dan afektif

2. Bentuk : Tes Tulis

Bentuk Soal :

Write recount text as own experiences in the past (Independently)

## Appendix 5

### **The material in cycle 1**

#### **Miss Sarah's Journey to Indonesia**

On March 30<sup>th</sup>, 2012, I packed my suitcase. I was ready for my new adventure. I was moving to Indonesia! The next morning my family and I drove to the airport in Portland, the city I live in America. I said goodbye to my family. I was sad to leave them but excited to travel. First, I flew from Portland to Washington, D.C. The flight took 5 hours! Washington, D.C. is the capital of the United States of America. President Barack Obama lives in Washington, D.C. When my plane landed, I got on a bus to drive to the hotel. At the hotel I met my new friends, other Peace Corps Volunteers, like me. First, I met DeeDee. She was so friendly and kind.

The next morning, April 1<sup>st</sup>, DeeDee and I took a walk around the city. We walked to the White House – this is where President Barack Obama lives. I did not see Mr. Obama but I did see his house and it is very big! After that, I walked back to the hotel.

In the afternoon I met the other Peace Corps Volunteers. We had a meeting. We had many questions about what Indonesia would be like. I felt a little Nervous.

That night I went to a restaurant to eat dinner. It was my last dinner in America. I did not eat rice! I ate a hamburger.

The next morning, on April 2<sup>nd</sup>, I went to the airport in Washington, D.C. with all the other Peace Corps Volunteers. We boarded the plane to fly to Tokyo. The flight took 14 hours! I watched movies on the plane and tried to sleep. Finally we arrived in Tokyo. We were all very tired. I walked around the airport and ate some food. Next we flew to Bangkok. This flight was 10 hours long. When we got off the plane in Bangkok, we drove to a hotel. But, we were only in the hotel for 2 hours. We rested and showered. Next, we went back to the airport. This time we flew to Jakarta. The flight was 4 hours long. Finally I arrived in Indonesia! I was so excited, but also very sleepy. I could not rest. We had one more flight. Next we flew from Jakarta to Surabaya. The flight took only 1 hour. I looked out the window of the plane as we flew over Indonesia. Wow! So beautiful!

I was so happy when we landed in Surabaya. I was finally in East Java, my new home! This is the story of my journey to Indonesia, and I am happy to be here. Thank you for your attention.

Appendix 6

**Scoring Rubric**

<b>Content</b>	
30-27	Excellent to very good: describing subject in detail and clearly substantive etc
26-22	Good to average: describing subject clearly but not too detail-adequate range etc.
21-17	Fair to poor: describing subject in general limited knowledge of subject, little substance etc.
16-13	Very poor : does not describing subject-non substantive etc
<b>Organization</b>	
20-18	Excellent to very good: fluent expression- ideas clearly stated etc
17-14	Good to average: somewhat choppy-loosely organized but main ideas stand out etc
13-20	Fair to poor : non fluen- ideas confused or disconnected etc.
9-7	Very poor: does not communicate-no organization etc
<b>Vocabulary</b>	
20-18	Excellent to very good: sophisticated range- effective word/idiom choice and usage etc
17-14	Good to average: adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured etc
13-10	Fair to poor limited range-frequent errors of word/idiom form, choice, usage etc
9-7	Very poor: essentially translaton-litle knowledge of English vocabulary.
<b>Language Use</b>	
25-22	Excellent to very good: use present tense in all nominal and verbal sentence correctly etc.
21-19	Good to average: use past tense in most of nominal and verbal sentence correctly etc
17-11	Fair to poor: use past tense in some nominal and verbal sentences correctly etc
10-5	Very poor: use past tense in most of nominal and verbal sentences incorrectly etc.
<b>Mechanics</b>	
5	Excellent to very good: demonstrates mastery of conventions etc.
4	Good to average : occasional errors of spelling, punctuation etc.
3	Fair to poor: frequent errors of spelling, punctuation, capitalization etc.
2	Very poor: no mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

Appendix 7

**Teacher’s Observation Checklist in Meeting 1**

Cycle : I  
 Stages : BKoF and MoT  
 Observer : Subagas, S.Pd  
 Direction : Give the check list (v) in the column based on your observation.

No	Description	Done	Not done
1.	<b>Pre-Teaching</b> 1. The researcher started by greeting 2. Having questions and answer related to whether they have experience in the past. 3. The researcher was checking the students’ attendance 4. Giving record with a title “Miss Sarah’s journey to Indonesia”. 5. Asking the students to fill the missing text and write the word that they do not understand. 6. The researcher assigned the students to read the model text and write the words that they did not understand. 7. Having question and answer session to recall the students’ background knowledge related to what kind of text type used to retell experiences in the past and what is social function is.	✓ ✓ ✓ ✓ ✓ ✓ ✓	
2.	<b>Whilst teaching</b> 8. Distributing the students’ worksheet 9. Assigning the students do worksheet in pairs to do exercise 1 (vocabulary exercise and comprehension question). 10. Discussion the answers with the class while suitable in record. 11. Guiding the students to identify how the information in the recount text scaffold is written (the use of past tense) and is connected (the use of conjunction) in the model text. 12. Guiding the students to identify the generic structure of the model text 13. Explaining the grammar review to the students before doing grammar exercise. 14. Assigning the students to work individually to do exercise. 15. Discussing the answer of grammar exercise (the students are assigned to swap their work with a partner and check if the answers are correct).	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

*Continued Table....*

3.	<b>Post teaching</b> 1. Reviewing the materials that have been learnt 2. Asking the students' difficulties during the learning process 3. Closing the lesson.	✓ ✓ ✓	
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Tulungagung, 3 April 2014

Researcher

Observer

Atik Yuliana  
NIM: 3213103042

Subagas,S.Pd  
NIP. 19670418 199512 1 003

Appendix 8

**Teacher's Observation Checklist in Meeting 2**

Cycle : I

Stages : JCoT

Observer : Subagas, S.Pd

Direction : Give the check list (v) in the column based on your observation.

No	Description	Done	Not done
1.	<p><b>Pre-Teaching</b></p> <ol style="list-style-type: none"> <li>1. The researcher started by greeting</li> <li>2. The researcher asked whether they have experience in the past.</li> <li>3. The researcher was checking the students' attendance</li> <li>4. Having question and answer session related the previous material.</li> </ol>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
2.	<p><b>Whilst teaching</b></p> <p>Writing process:</p> <ol style="list-style-type: none"> <li>1. Pre writing: Assigning students to write main ideas and generating ideas that did in pairs work.</li> <li>2. Drafting : Assigning students to make draft writing recount text</li> <li>3. Proofreading The researcher was proofreading other students' writing with the help of revised proofreading guidance (provided by the teacher) and giving feedback.</li> <li>4. Revising and editing Revising and editing the writing based on the feedback received to be the final writing. Teacher's conference was done to assist the students in revising and editing their writing. (The final writing in the writing sheet would be submitted. Then the students would get the printed copies at the end of the section).</li> <li>5. Publishing The students publishing the final writing in the facebook group and other friend in class can give comment. (The students were given time to the publish their final writing and give comments on other students' writing within 2 days)</li> </ol>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

*Continued Table.....*

3.	<b>Post teaching (5')</b> 1. The researcher asking to students about difficulty that they can while teaching and learning. 2. The researcher closed the meeting.	✓ ✓	
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Tulungagung, 8 April 2014

Researcher

Observer

Atik Yuliana  
NIM: 3213103042

Subagas,S.Pd  
NIP. 19670418 199512 1 003

Appendix 9

**Teacher's Observation Checklist in Meeting 3**

Cycle : I  
 Stages : ICoT  
 Observer : Subagas, S.Pd  
 Direction : Give the check list (v) in the column based on your observation.

No	Description	Done	Not done
1.	<b>Pre-Teaching</b> 1. The researcher started by greeting 2. The researcher was checking the students' attendance	✓ ✓	
2.	<b>Whilst teaching</b> 1. The researcher gives the work sheet to the students. 2. The students were assigned to independently write a piece of recount text. The students were assigned to write a recount text more than 100 words independently in 60 minutes. 3. The students has chance to ask to the researcher when they get difficulties.	✓ ✓ ✓	
3.	<b>Post teaching</b> 1. After submitting their writing (to be assessed), they would get the copies of it to be published to facebook group as media. (The students were given time to publish their final writing independently and to give comment on the other students' writing within 3 days). 2. The researcher close the meeting	✓ ✓	

Tulungagung, 10 April 2014

Researcher

Observer

Atik Yuliana  
 NIM: 3213103042

Subagas,S.Pd  
 NIP. 19670418 199512 1 003

Appendix 10

**Student's Observation Checklist in Meeting 1**

Cycle : I

Stages : BkoF and MoT

Observer : Subagas, S.Pd

Direction : Give the check list (v) in the column based on your observation.

No	Stage	Students' participation	Scale					Note
1	BkoF	<ul style="list-style-type: none"> <li>▪ Answering the questions related to record the title "Miss Sarah's Journey to Indonesia"</li> </ul>	0	1	2	3	4	
		<ul style="list-style-type: none"> <li>▪ Answering the questions related to what kind of text type used to retell her/his experiences in the past and what its social function is</li> </ul>	0	1	2	3	4	
2	MoT	<ul style="list-style-type: none"> <li>▪ Answering the comprehension question the title "Miss Sarah's Journey to Indonesia"</li> </ul>	0	1	2	3	4	
		<ul style="list-style-type: none"> <li>▪ Participating in class discussion related to the features of the model text (generic structure, language use, grammatical structure used)</li> </ul>	0	1	2	3	4	
		<ul style="list-style-type: none"> <li>▪ Writing the sentence or word that the students do not understand</li> </ul>	0	1	2	3	4	
		<ul style="list-style-type: none"> <li>▪ Doing grammar exercise on the use of past tense</li> </ul>	0	1	2	3	4	

Scale

- 0 = no students does the activities
- 1 = only few of the students do the activities (1-5)
- 2 = some the students do the activities (6-11)
- 3 = many of the students do the activities (12-17)
- 4 = almost all of the students do the activities (18-26)

Total Points of Scales: .....

Tulungagung, 3 April 2014

Researcher

Observer

Atik Yuliana  
NIM: 3213103042

Subagas,S.Pd  
NIP. 19670418 199512 1 003

## Appendix 11

### Student's Observation Checklist in Meeting 2

Cycle : I  
 Stages : IJoT  
 Observer : Subagas, S.Pd  
 Direction : Give the check list (v) in the column based on your observation.

Stage	Students' participation	Scale					Note
JcoT (Collaboratively in pair work)	▪ Students can develop her/his idea	0	1	2	3	4	
	▪ Students writing good plan of recount text	0	1	2	3	4	
	▪ Proofreading the writing in terms of content, organization, and language use based on the proofreading guidance.	0	1	2	3	4	
	▪ Revising and editing the writing	0	1	2	3	4	
	▪ Publishing the final writing by posting in group facebook and giving comment to other pairs' writing via online.	0	1	2	3	4	

Scale

- 0 = no students does the activities
- 1 = only few of the students do the activities (1-5)
- 2 = some the students do the activities (6-11)
- 3 = many of the students do the activities (12-16)
- 4 = almost all of the students do the activities (17-22)

Total Points of Scales: .....

Tulungagung, 8 April 2014

Researcher

Observer

Atik Yuliana  
 NIM: 3213103042

Subagas.S.Pd  
 NIP. 19670418 199512 1 003

Appendix 12

**Student's Observation Checklist in Meeting 3**

Cycle : I  
 Stages : ICoT  
 Observer : Subagas, S.Pd  
 Direction : Give the check list (v) in the column based on your observation.

Stage	Students' participation	Scale					Note
IcoT	▪ Doing prewriting by making their own recount text	0	1	2	3	4	
	▪ Making draft based on her/his own experience in the past	0	1	2	3	4	
	▪ Proofreading the writing in terms of content, organization, and language use	0	1	2	3	4	
	▪ Revising and editing the writing	0	1	2	3	4	
	▪ Publishing the final writing by posting in group facebook and giving comments to others' writing via online.	0	1	2	3	4	

Scale

- 0 = no students does the activities
- 1 = only few of the students do the activities (1-5)
- 2 = some the students do the activities (6-11)
- 3 = many of the students do the activities (12-16)
- 4 = almost all of the students do the activities (17-22)

Total Points of Scales: .....

Tulungagung, 10 April 2014

Researcher

Observer

Atik Yuliana  
 NIM: 3213103042

Subagas,S.Pd  
 NIP. 19670418 199512 1 003

## Appendix 13

### Students' Writing Score in Cycle 1

No.	Students	C	O	V	LU	M	Total score
1.	ABA	23	15	17	16	4	75
2.	AMW	23	18	17	15	4	77
3.	ATM	22	13	13	12	3	63
4.	ASS	25	18	16	20	4	83
5.	DH	25	16	17	19	4	81
6.	EP	20	15	10	15	3	63
7.	FK	24	17	17	16	4	78
8.	FZ	24	16	16	15	4	75
9.	FNH	25	15	16	15	4	75
10.	GW	23	13	16	15	3	70
11.	INS	20	12	16	16	4	68
12.	IF	24	17	15	17	4	77
13.	LAT	23	16	17	15	4	75
14.	MR	24	17	17	15	4	77
15.	MSA	23	17	16	15	4	75
16.	MFRA	24	17	16	15	4	76
17.	NLM	25	16	16	14	4	75
18.	NF	22	12	13	15	3	65
19.	NS	24	17	17	14	4	76
20.	NA	23	16	17	15	4	75
21.	NKF	15	15	15	12	3	63
22.	NCS	24	20	17	16	4	81
23.	PDF	23	17	16	15	4	81
24.	PW	24	16	17	15	4	76
25.	PMKM	23	17	17	14	4	75
26.	RP	20	15	13	15	3	66
27.	RRS	25	18	17	19	4	83
28.	RR	23	17	17	15	4	76
29.	SF	10	13	9	10	4	44
30.	SIS	24	17	17	17	4	79
31.	SC	21	14	14	16	4	69
32.	TNE	26	18	17	19	4	85
33.	WOS	24	16	17	17	4	78
34.	WDA	17	12	14	16	3	62
35.	ZAW	24	17	15	16	4	76
<b>The Highest Score</b>							<b>85</b>
<b>The Lowest Score</b>							<b>44</b>
<b>Means</b>							<b>73,4</b>

#### Notes:

C : Content

O : Organization

V : Vocabulary

LU : Language Use

M : Mechanics

Appendix 14

**Unit lesson plans of cycle 2 writing recount text**  
**Through process-genre based approach**

Nama Sekolah	: UPTD SMAN 1 NGUNUT
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X/ 2
Materi	: Recount Text
Alokasi Waktu	: 2 x 45 menit

Meeting 1 (BKoF and MoT stages)

Thursday, 17<sup>th</sup> 2014

**A. Standard kompetensi :**

6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

**B. Kompetensi Dasar :**

6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, narrative, dan procedure.

**C. Indicator**

6.2.6 Mengidentifikasi jenis text yang diperdengarkan.

6.2.7 Mengidentifikasi generic structure of text.

6.2.8 Melengkapi kalimat rumpang dalam teks monolog, dan siswa menemukan informasi umum dan rinci yang terdapat dalam teks monolog yang diperdengarkan.

6.2.9 Menemukan kata sulit pada text

6.2.10 Mengidentifikasi fungsi dan penggunaan simple past tense and continuous tense, serta Menerapkan pola/rumus dalam simple past tense and continuous tense.

#### **D. Tujuan Pembelajaran**

1. Dengan memahami text monolog yang diperdengarkan, siswa mampu mengidentifikasi jenis text yang diperdengarkan.
2. Dengan membaca text yang diberikan siswa mampu menemukan kata sulit, melengkapi kalimat rumpang dalam teks monolog, dan siswa menemukan informasi umum dan rinci yang terdapat dalam teks monolog yang diperdengarkan.
3. Dengan memberikan penjelasan ke siswa , siswa mampu dan paham recount text serta generic structur nya.
4. Siswa mampu Mengidentifikasi fungsi dan penggunaan simple past tense, serta Menerapkan pola/rumus dalam simple past tense.

#### **E. Langkah – Langkah Pembelajaran**

##### **Pre-Teaching:**

Building Knowledge of Field (BKoF) → 25'

1. The researcher started by greeting
2. Having questions and answer related to whether they have experience in the past.
3. The researcher was checking the students' attendance
4. Giving record with a title "Miss Sarah's journey to Indonesia".
5. Asking the students to fill the missing text and write the word that they do not understand.
6. The researcher assigned the students to read the model text and write the words that they did not understand.
7. Having question and answer session to recall the students' background knowledge related to what kind of text type used to retell experiences in the past and what is social function is.

##### **Whilst teaching**

Modeling of the Text (MoT) → 65'

1. Distributing the students' worksheet
2. Assigning the students do worksheet in pairs to do exercise 1 (vocabulary exercise and comprehension question).
3. Discussion the answers with the class while suitable in record.
4. Guiding the students to identify how the information in the recount text scaffold is written (the use of past tense) and is connected (the use of conjunction) in the model text.
5. Guiding the students to identify the generic structure of the model text
6. Explaining the grammar review to the students before doing grammar exercise.
7. Assigning the students to work individually to do exercise.
8. Discussing the answer of grammar exercise (the students are assigned to swap their work with a partner and check if the answers are correct).

### Post teaching

1. Reviewing the materials that have been learnt
2. Asking the students' difficulties during the learning process
3. Closing the meeting.

### F. Media belajar

Laptop, record and LCD

### Work Sheet

A. Find the meaning of the following word; you will hear the words in task B.

- |              |   |           |   |
|--------------|---|-----------|---|
| 1. Garden    | : | 6. Tree   | : |
| 2. Colorful  | : | 7. Tired  | : |
| 3. Scenery   | : | 8. Really | : |
| 4. Rode      | : | 9. Hope   | : |
| 5. Horseback | : | 10. Fun   | : |

Kunci jawaban

- |                  |             |
|------------------|-------------|
| 1. Kebun         | 6. Pohon    |
| 2. Penuh warna   | 7. Lelah    |
| 3. Pemandangan   | 8. Sungguh  |
| 4. Menunggang    | 9. Berharap |
| 5. Punggung kuda | 10. Senang  |

B. Listen and complete the text based on what you have heard.

#### MyHoliday

Last week I went to Mount Bromo. I(1)..... my friend's house in Probolinggo, East Java. The (2)..... has a big garden with colorful flowers and a (3).....

In the morning,(4)..... saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer (5)..... the mountain. We took pictures of the beautiful scenery there. (6)....., we took a rest and had (7)..... under a big tree. Before we got home, we went to (8)..... at Wonokromo. We went home in (9).....

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more (10).....

Kunci jawaban

- |                     |                  |
|---------------------|------------------|
| 1. Stayed           | 6. After that    |
| 2. House            | 7. Lunch         |
| 3. Small pool       | 8. The zoo       |
| 4. My friends and I | 9. The afternoon |
| 5. Look at          | 10. Interesting  |

**C. Answer the following question based on the text in task B**

1. Who are the characters in the story?
2. What is the main idea in paragraph?
3. When are they go to Mount Bromo?
4. Why did they tire?
5. What is the writer's hope?

Kunci jawaban

1. My friends and I .
2. Last week I went to Mount Bromo.
3. Last week when holiday.
4. Because they have been done the journey from morning until afternoon.
5. The writer's hope that the next holiday will be more interesting.

**D. Fill in the blank by using correct answer! (Simple Past Tense )**

1. Fina's father ..... a letter last week. (write)
2. Hendri ..... his handphone in his room last night. (put)
3. Gilang ..... a new history book yesterday at a book store. (buy)
4. Ani and Jane ..... the English teacher last year. (be)
5. My mother ..... nice omelette last morning. (make)

**Kunci Jawaban**

1. Wrote
2. Put
3. Bought
4. Were
5. Made

**Lembar Pengembangan Penilaian**

Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : X / 2

**A. Standard kompetensi :**

Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

**B. Kompetensi Dasar :**

Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, narrative, dan procedure.

Penilaian :

1. Ranah : Kognitif, afektif

2. Bentuk : Tes tulis
3. Bentuk soal :
  - a. *Fill the blank in the missing text based on the record.*
  - b. *Fill the meaning of the following words!*
  - c. *Answer correctly!*
  - d. *Fill in the blank by using correct answer! (Simple Past Tense)*
  - e. *Fill in the blank by using correct answer! (Simple Past Tense)*

Skor maksimal : 20

Pedoman Penilaian :  $\text{Students value} = \frac{\text{Result score}}{\text{Maximal score}} \times 100$

- Siswa dinyatakan lulus apabila nilai minimal sesuai dengan KKM. Untuk siswa kelas X, KKM = 75
- Siswa yang memperoleh nilai di bawah KKM diwajibkan mengikuti remedial test.

## Meeting 2 (IJoT stages)

Tuesday, 22<sup>th</sup> April 2014

### A. Standard kompetensi :

6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

### B. Kompetensi Dasar :

6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, narrative, dan procedure.

### C. Indicator

- 6.2.1 Menulis main ide dan mengembangkan ide
- 6.2.2 Menerapkan generic structure of recount text ( orientation, events, and reorientation)
- 6.2.3 Menggunakan grammatical structure dengan benar
- 6.2.4 Menggunakan mechanics, seperti : punctuation, capitalization and spelling.

### D. Tujuan Pembelajaran

Dengan mempelajari materi yang diajarkan sebelumnya siswa mampu pair's work dalam:

1. Menulis main idea serta mengembangkan ide.

2. Menerapkan generic structure of recount text (orientation, events, and reorientation)
3. Menggunakan grammatical structure dengan benar
4. Menggunakan mechanics, seperti : punctuation, capitalization and spelling

#### **E. Langkah – Langkah Pembelajaran**

##### **Pre-Teaching (5')**

1. The researcher started by greeting
2. Having questions and answer related to whether they have experience in the past.
3. The researcher was checking the students' attendance
4. Having question and answer session related the previous material.

##### **Whilst teaching (80')**

Writing process:

1. Pre writing:  
Assigning students to write main ideas and generating ideas that did in pairs work.
2. Drafting :  
Assigning students to make draft writing recount text
3. Proofreading  
The researcher was proofreading other students' writing with the help of revised proofreading guidance (provided by the teacher) and giving feedback.
4. Revising and editing  
Revising and editing the writing based on the feedback received to be the final writing. Teacher's conference was done to assist the students in revising and editing their writing. (The final writing in the writing sheet would be submitted. Then the students would get the printed copies at the end of the section).
5. Publishing  
The students publishing the final writing in the facebook group and other friend in class can give comment. (The students were given time to the publish their final writing and give comments on other students' writing within 2 days)

##### **Post teaching (5')**

6. The researcher asking to students about difficulty that they can while teaching and learning.
7. The researcher closed the meeting.

## Lembar Pengembangan Nilai

Materi Pelajaran : Bahasa Inggris  
Kelas/Semester : X/2  
Skill : Writing

### A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

### B. Kompetensi Dasar

6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, narrative, dan procedure.

Penilaian : 1. Ranah : Kognitif dan afektif  
2. Bentuk : Tes Tulis

Bentuk Soal : Please write recount text in pairs work!

Skor maksimal : 100

Nilai siswa :  $\frac{\text{Nilai Perolehan}}{\text{Skor Maksimal}} \times 100$

- Siswa dinyatakan lulus apabila nilai sesuai dengan KKM. Untuk siswa kelas X, KKM = 75.
- Siswa yang memperoleh nilai dibawah KKM diwajibkan mengikuti remedial.

## Meeting 3(ICoT Stages)

Thursday, 24<sup>th</sup> April 2014

### A. Standard kompetensi :

6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

### B. Kompetensi Dasar :

6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, narrative, dan procedure.

### C. Indicator

- 6.2.1 Menulis main ide dan mengembangkan ide
- 6.2.2 Menerapkan generic structure of recount text ( orientation, events, and reorientation)
- 6.2.3 Menggunakan grammatical structure dengan benar

6.2.4 Menggunakan mechanics, seperti : punctuation, capitalization and spelling.

**D. Tujuan Pembelajaran**

Dengan mempelajari materi yang diajarkan sebelumnya siswa mampu:

1. Menulis main idea dan mengembangkan ide
2. Menerapkan generic structure of recount text (orientation, events, and reorientation)
3. Menggunakan grammatical structure dengan benar
4. Menggunakan mechanics, seperti : punctuation, capitalization and spelling.

**E. Langkah-langkah Pembelajaran**

**Pre-Teaching (5')**

1. The researcher started by greeting
2. The researcher was checking the students' attendance

**Whilst teaching (80')**

3. The researcher gives the work sheet to the students.
4. The students were assigned to independently write a piece of recount text. The students were assigned to write a recount text more than 100 words independently in 60 minutes.
5. The students has chance to ask to the researcher when they get difficulties.

**Post teaching (5')**

6. After submitting their writing (to be assessed), they would get the copies of it to be published to facebook group as media. (The students were given time to publish their final writing independently and to give comment on the other students' writing within 3 days).
7. The researcher close the meeting

## Lembar Pengembangan Nilai

Materi Pelajaran : Bahasa Inggris  
Kelas/Semester : X/2  
Skill : Writing

### A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

### B. Kompetensi Dasar

6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, narrative, dan procedure.

Penilaian : 1. Ranah : Kognitif dan afektif  
2. Bentuk : Tes Tulis

Bentuk Soal : Write recount text as own experiences in the past (Independently).

## The material in cycle 2

### MyHoliday

Last week I went to Mount Bromo. I stayed my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool. In the morning, my friends and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon. We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

### Recount text

Recount is factual past events. It usually presents the past experiences in order of time or place. The events must be in order in which the events occurred.

The purpose of recount text is to retell events in the past through a sequence of events.

Generic structure :

- Orientation  
Telling the participants who were involved, the setting where the event took place and when it happened.
- Events  
Telling what happened or the events in chronological order.
- Reorientation  
Summarizing the events or a closing statement, it can also be the writer's subjective feeling concerning the events.

### Simple Past Tense

Simple past tense is a pattern used in sentence to indicate that the activity was done in the past.

There are two patterns in simple past tense.

1. Verbal pattern  
The pattern in which the verb inside.
2. Nominal pattern  
The pattern used in sentence using "to be" as the substitution of the verb.

Verbal pattern :

(+) Subject + V2 + Object

Example : My sister went to Surabaya yesterday.

(-) Subject + did + not + V1 + Object

Example : My sister did not go to Surabaya yesterday.

(?) Did + Subject + V1 + Object + ?

Example : Did my sister go to Surabaya yesterday?

Nominal pattern :

(+) Subject + to be (was/were) + Complement

Example : Mr. Hadi was a teacher at Junior High School.

(-) Subject + to be (was/ were) + not + Complement

Example : Mr. Hadi was not a teacher at Junior High School.

(?) To be (was/were) + Subject + Complement

Example : Was Mr. Hadi a teacher at Junior High School?

Additional material :

Complement : Adjective, Noun, and adverb.

The relation between pronoun and “to be”

I	Was
You We They	Were
He She It	Was

Time signal of simple past tense :

- Yesterday
- Last night
- Last week
- Last month
- Last year
- Last .....
- A year ago
- .....

Appendix 16

**Teacher’s Observation Checklist in Meeting 1**

Cycle : 2

Stages : BKoF and MoT

Observer : Subagas, S.Pd

Direction : Give the check list (v) in the column based on your observation.

No	Description	Done	Not done
1.	<b>Pre-Teaching</b> 1. The researcher started by greeting 2. Having questions and answer related to whether they have experience in the past. 3. The researcher was checking the students’ attendance 4. Giving record with a title “My Holiday” 5. Asking the students to fill the missing text and write the word that they do not understand. 6. The researcher assigned the students to read the model text and write the words that they did not understand. 7. Having question and answer session to recall the students’ background knowledge related to what kind of text type used to retell experiences in the past and what is social function is.	✓ ✓ ✓ ✓ ✓ ✓ ✓	
2.	<b>Whilst teaching</b> 8. Distributing the students’ worksheet 9. Assigning the students do worksheet in pairs to do exercise 1 (vocabulary exercise and comprehension question). 10. Discussion the answers with the class while suitable in record. 11. Guiding the students to identify how the information in the recount text scaffold is written (the use of past tense) and is connected (the use of conjunction) in the model text. 12. Guiding the students to identify the generic structure of the model text 13. Explaining the grammar review to the students before doing grammar exercise. 14. Assigning the students to work individually to do exercise. 15. Discussing the answer of grammar exercise (the students are assigned to swap their work with a partner and check if the answers are correct).	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

*Continued Table.....*

3.	<b>Post teaching</b> 1. Reviewing the materials that have been learnt 2. Asking the students' difficulties during the learning process 3. Closing the lesson.	✓ ✓ ✓	
----	--	-------------	--

Researcher

Atik Yuliana  
NIM: 3213103042

Tulungagung, 17 April 2014

Observer

Subagas,S.Pd  
NIP. 19670418 199512 1 003

## Appendix 17

### Teacher's Observation Checklist in Meeting 2

Cycle : 2

Stages : JCoT

Observer : Subagas, S.Pd

Direction : Give the check list (v) in the column based on your observation.

No	Description	Done	Not done
1.	<p><b>Pre-Teaching</b></p> <p>1.The researcher started by greeting</p> <p>2.The researcher asked whether they have experience in the past.</p> <p>3.The researcher was checking the students' attendance</p> <p>4.Having question and answer session related the previous material.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
2.	<p><b>Whilst teaching</b></p> <p>Writing process:</p> <p>5. Pre writing: Assigning students to write main ideas and generating ideas that did in pairs work.</p> <p>6. Drafting : Assigning students to make draft writing recount text</p> <p>7. Proofreading The researcher was proofreading other students' writing with the help of revised proofreading guidance (provided by the teacher) and giving feedback.</p> <p>8. Revising and editing Revising and editing the writing based on the feedback received to be the final writing. Teacher's conference was done to assist the students in revising and editing their writing. (The final writing in the writing sheet would be submitted. Then the students would get the printed copies at the end of the section).</p> <p>9. Publishing The students publishing the final writing in the facebook group and other friend in class can give comment. (The students were given time to the publish their final writing and give comments on other students' writing within 2 days)</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

*Continued Table...*

3.	<b>Post teaching (5')</b> 10. The researcher asking to students about difficulty that they can while teaching and learning. 11. The researcher closed the meeting.	✓ ✓	
----	--	--------	--

Tulungagung, 22 April 2014

Researcher

Observer

Atik Yuliana  
NIM: 3213103042

Subagas,S.Pd  
NIP. 19670418 199512 1 003

Appendix 18

**Teacher’s Observation Checklist in Meeting 3**

Cycle : 2

Stages : ICoT

Observer : Subagas, S.Pd

Direction : Give the check list (v) in the column based on your observation.

No	Description	Done	Not done
1.	<p><b>Pre-Teaching</b></p> <p>1.The researcher started by greeting</p> <p>2. The researcher asked whether they have experience in the past.</p> <p>3. The researcher was checking the students’ attendance</p> <p>4. Having question and answer session related the previous material.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
2.	<p><b>Whilst teaching</b></p> <p>Writing process:</p> <p>5. Pre writing: Assigning students to write main ideas and generating ideas individually.</p> <p>6. Drafting : Assigning students to make draft writing recount text</p> <p>7. Proofreading The researcher was proofreading other students’ writing with the help of revised proofreading guidance (provided by the teacher) and giving feedback.</p> <p>8. Revising and editing Revising and editing the writing based on the feedback received to be the final writing. Teacher’s conference was done to assist the students in revising and editing their writing. (The final writing in the writing sheet would be submitted. Then the students would get the printed copies at the end of the section).</p> <p>9. Publishing The students publishing the final writing in the facebook group and other friend in class can give comment. (The students were given time to the publish their final writing and give comments on other students’ writing within 2 days)</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

*Continued Table...*

3.	<b>Post teaching (5')</b> 10.The researcher closed the meeting.	✓	
----	--	---	--

Tulungagung, 24 April 2014

Researcher

Observer

Atik Yuliana  
NIM: 3213103042

Subagas,S.Pd  
NIP. 19670418 199512 1 003

Appendix 19

**Student’s Observation Checklist in Meeting 1**

Cycle : 2

Stages : BkoF and MoT

Observer : Subagas, S.Pd

Direction : Give the check list (v) in the column based on your observation.

No	Stage	Students’ participation	Scale					Note
1	BkoF	▪ Answering the questions related to record the title “My Holiday”	0	1	2	3	4	
		▪ Answering the questions related to what kind of text type used to retell her/his experiences in the past and what its social function is	0	1	2	3	4	
2	MoT	▪ Answering the comprehension question the title “My Holiday”	0	1	2	3	4	
		▪ Participating in class discussion related to the features of the model text (generic structure, language use, grammatical structure used)	0	1	2	3	4	
		▪ Writing the sentence or word that the students do not understand	0	1	2	3	4	
		▪ Doing grammar exercise on the use of past tense	0	1	2	3	4	

Scale

- 0 = no students does the activities
- 1 = only few of the students do the activities (1-5)
- 2 = some the students do the activities (6-11)
- 3 = many of the students do the activities (12-17)
- 4 = almost all of the students do the activities (18-26)

Total Points of Scales: .....

Tulungagung, 17 April 2014

Researcher

Observer

Atik Yuliana  
NIM: 3213103042

Subagas,S.Pd  
NIP. 19670418 199512 1 003

Appendix 20

**Student's Observation Checklist in Meeting 2**

Cycle : 2  
 Stages : IJoT  
 Observer : Subagas, S.Pd  
 Direction : Give the check list (v) in the column based on your observation.

Stage	Students' participation	Scale					Note
JcoT (Collaboratively in pair work)	▪ Students can develop her/his idea	0	1	2	3	4	
	▪ Students writing good plan of recount text	0	1	2	3	4	
	▪ Proofreading the writing in terms of content, organization, and language use based on the proofreading guidance.	0	1	2	3	4	
	▪ Revising and editing the writing	0	1	2	3	4	
	▪ Publishing the final writing by posting in group facebook and giving comment to other pairs' writing via online.	0	1	2	3	4	

Scale

- 0 = no students does the activities
- 1 = only few of the students do the activities (1-5)
- 2 = some the students do the activities (6-11)
- 3 = many of the students do the activities (12-16)
- 4 = almost all of the students do the activities (17-22)

Total Points of Scales: .....

Tulungagung, 22 April 2014

Researcher

Observer

Atik Yuliana  
 NIM: 3213103042

Subagas,S.Pd  
 NIP. 19670418 199512 1 003

Appendix 21

**Student's Observation Checklist in Meeting 3**

Cycle : 2  
 Stages : ICoT  
 Observer : Subagas, S.Pd  
 Direction : Give the check list (v) in the column based on your observation.

Stage	Students' participation	Scale					Note
JcoT (Collaboratively in pair work)	▪ Students can develop her/his idea	0	1	2	3	4	
	▪ Students writing good plan of recount text	0	1	2	3	4	
	▪ Proofreading the writing in terms of content, organization, and language use based on the proofreading guidance.	0	1	2	3	4	
	▪ Revising and editing the writing	0	1	2	3	4	
	▪ Publishing the final writing by posting in group facebook and giving comment to other pairs' writing via online.	0	1	2	3	4	

Scale

- 0 = no students does the activities
- 1 = only few of the students do the activities (1-5)
- 2 = some the students do the activities (6-11)
- 3 = many of the students do the activities (12-16)
- 4 = almost all of the students do the activities (17-22)

Total Points of Scales: .....

Tulungagung, 22 April 2014

Researcher

Observer

Atik Yuliana  
 NIM: 3213103042

Subagas,S.Pd  
 NIP. 19670418 199512 1 003

## Appendix 22

### Questionnaire Sheet for Students Used at the End of Cycle 2

1. What is the researchers' strategy can increase your motivation in writing recount text?
  - a. Not increased
  - b. Increased fairly
  - c. increased
  - d. increased very much
2. How is your ability in writing recount text after the researcher implementation the strategy?
  - a. Not increased
  - b. Increased fairly
  - c. increased
  - d. increased very much
3. How is your ability in generating ideas (content) in writing recount text now?
  - a. Not increased
  - b. Increased fairly
  - c. increased
  - d. increased very much
4. How is your ability in organizing ideas (organization) in writing a recount text now?
  - a. Not increased
  - b. Increased fairly
  - c. increased
  - d. increased very much
5. How is your ability in using suitable vocabulary items (vocabulary) in writing a recount text?
  - a. Not increased
  - b. Increased fairly
  - c. increased
  - d. increased very much
6. How is your ability in using appropriate grammatical structure (grammar) in writing a recount text?
  - a. Not increased
  - b. Increased fairly
  - c. increased
  - d. increased very much
7. How is your ability in using correct spelling, punctuation, and capitalization (mechanic) in writing a recount text?
  - a. Not increased
  - b. Increased fairly
  - c. increased
  - d. increased very much
8. How is your confidence in writing a recount text now?
  - a. Not increased
  - b. Increased fairly
  - c. increased
  - d. increased very much

### Result of Questionnaire at the end cycle 2

1. What is the researchers' strategy can increase your motivation in writing recount text?  
c. Not increased c. increased (57,2%)  
d. Increased fairly d. increased very much (42,8%)
2. How is your ability in writing recount text after the researcher implementation the strategy?  
c. Not increased c. increased 62,8%)  
d. Increased fairly d. increased very much (37,2%)
3. How is your ability in generating ideas (content) in writing recount text now?  
c. Not increased c. increased (71,4%)  
d. Increased fairly d. increased very much (28,6%)
4. How is your ability in organizing ideas (organization) in writing a recount text now?  
c. Not increased c. increased (62,8%)  
d. Increased fairly d. increased very much (37,2%)
5. How is your ability in using suitable vocabulary items (vocabulary) in writing a recount text?  
c. Not increased c. increased (71,4%)  
d. Increased fairly d. increased very much (28,6%)
6. How is your ability in using appropriate grammatical structure (grammar) in writing a recount text?  
c. Not increased c. increased (68,6%)  
d. Increased fairly d. increased very much (31,4%)
7. How is your ability in using correct spelling, punctuation, and capitalization (mechanic) in writing a recount text?  
c. Not increased c. increased (80%)  
d. Increased fairly d. increased very much(20%)
8. How is your confidence in writing a recount text now?  
c. Not increased c. increased (65,7%)  
d. Increased fairly d. increased very much (34,3%)

No	Questions	NI	IF	I	IVM	Total
1.	The researchers' strategy can increase your motivation in writing recount text.	0	0	20	15	35
2.	Your ability in writing recount text after the researcher implementation the strategy	0	0	22	13	35
3.	Your ability in generating ideas (content) in writing recount text now	0	0	25	10	35
4.	Your ability in organizing ideas (organization) in writing a recount text now	0	0	22	13	35
5.	Your ability in using suitable vocabulary items (vocabulary) in writing a recount text	0	0	25	10	35
6.	Your ability in using appropriate grammatical structure (grammar) in writing a recount text	0	0	24	11	35
7.	Your ability in using correct spelling, punctuation, and capitalization (mechanic) in writing a recount text	0	0	28	9	35
8.	Your confidence in writing a recount text now	0	0	23	12	35

**Notes :**

NI : Not increased

IF : Increased fairly

I : Increased

IVM : Increased very much

Appendix 24

**Students' Writing Score in Cycle 2**

No.	Students	C	O	V	LU	M	Total Score
1.	ABA	25	16	17	20	5	83
2.	AMW	26	17	17	20	5	85
3.	ATM	24	16	17	21	5	83
4.	ASS	27	17	18	20	5	87
5.	DH	26	17	16	20	5	84
6.	EP	22	16	16	16	4	74
7.	FK	25	18	18	20	5	86
8.	FZ	24	17	17	20	5	83
9.	FNH	26	18	17	20	5	86
10.	GW	24	16	17	19	5	81
11.	INS	23	16	17	20	5	81
12.	IF	25	17	18	20	5	85
13.	LAT	26	17	17	21	5	86
14.	MR	27	17	18	19	5	86
15.	MSA	25	17	18	20	5	85
16.	MFRA	26	16	17	20	5	84
17.	NLM	26	17	19	21	5	88
18.	NF	25	16	17	19	5	82
19.	NS	26	17	19	20	5	87
20.	NA	25	16	18	20	5	84
21.	NKF	23	16	18	20	5	82
22.	NCS	24	20	18	21	5	88
23.	PDF	26	17	17	21	5	86
24.	PW	25	16	17	20	5	83
25.	PMKM	24	17	17	20	5	83
26.	RP	23	16	17	20	5	81
27.	RRS	28	18	19	20	5	90
28.	RR	25	18	17	20	5	85
29.	SF	20	15	17	17	4	73
30.	SIS	25	16	16	20	5	82
31.	SC	24	15	16	19	5	79
32.	TNE	28	18	19	22	5	92
33.	WOS	25	16	18	19	5	83
34.	WDA	22	16	17	20	5	80
35.	ZAW	25	17	17	19	5	83
<b>The Highest Score</b>						<b>92</b>	
<b>The Lowest Score</b>						<b>73</b>	
<b>Means</b>						<b>84</b>	

**Notes:**

C : Content  
O : Organization  
V : Vocabulary  
LU : Language Use  
M : Mechanics

## Appendix 25 : The result of cycle 1

**Rinna Rachma**  
25 April pukul 11:35

**Sweet Holiday**

Last year, I and Zenna Ze Wulandari went to Bali for three days. We left Tulungagung at 09.15. We went there by bus. The journey was nineteen hours long. At 4 in the morning, we arrived at Bali Island and directly went to the hotel. The hotel was marvellous. Inna Grand Bali Hotel was a big hotel.

We spent the first day in Bali by enjoying our stay in the hotel. In the early morning, we decided to take a bath. After that, we breakfast in the restaurant. We were very satisfied because the foods very delicious. Next, we decided to try swim in hotel's swimming pool.

On the second day, we were picked minibus and went to Kuta Beach. After we arrived in Kuta, we were amazed by this beautiful beach. There, many tourist sunbathe and snorkeld in the sea. Then we were interested to do something. I made sand castles. Meanwhile, Zena collected some sea shells. At the moment, we were very fortunated because we can look and enjoyed the sunset in the Kuta Beach. Late in the evening, we went back to our hotel to take a rest.

On the last day of our visit in Bali, we went shopping at Sukowati traditional market. I bought a small painting for my bedroom and a lot of Balinese clothing. Meanwhile, Zena decided to buy some necklaces made of shells. She said, she wanted to give them as scouveniers to her trends. Finally we went back to Tulungagung in the afternoon. The visit to Bali was really hard to forget. It was of the nicest vacations I've ever taken.

Suka - Kcmertari

---

✓ Dilihat oleh: 28

**Puput Wulandari** BUY OR BOUGHT ?  
25 April pukul 15:28 · Suka · 👍 1

**Puput Wulandari** take a bath or look a bath ?  
25 April pukul 15:47 · Suka



**Naviss LaiLha**

24 April pukul 16:33

### Bad Day

Yesterday,I and my friend went to swimming pool "Vidia Tirta".Before I went to shop bought soap and shampoo.Next,I went to my friend's home.She is Zenna Ze Wulandari.After I arrived in Zenna home's,we quickly went to swimming pool.Before we arrived in swimming pool,we went to SPBU bought gasoline.Oh no.....we was very shocked,when I know my money lost, but we constant went to smimming pool.

In journey,we neared hit ambulance.Hufht..... the day was very bad.After we arrived in park near swimming pool,I felt very panic.Because,I can't find my money.Ohh my GOD.....Next,I thought to back to shop .We went to back up to shop.

Hmmm, I was very happy.I can find my money when failed in the shop. I hank's my God.After that,I would not cares . I he day was very bad.

Suka - Komentari



Nirdia Fitriani Jr. menyukai ini



Dilihat oleh 29



**Inskha Nadia Shopisticated Morganouswinataocy good but bad experience**

24 April pukul 19:13 - Suka



**Naviss LaiLha** yea..i was very angry when if my money Lost...i was very confused

24 April pukul 22:58 - Suka



**Ahmad Bayu Agung**

25 April pukul 9:53

### Followed The Selection District Choir

Yesterday I was followed selection district choir. The selection was held in Education Departement of Tulungagung. The selection is used to select the province choir. From the selection was only chosen 4 people.

I followed the selection with my friends. I went there by motorcycle. In there we came late. We were given a materials that contain some tune. We dont know these tunes, and we feel like surrender because we dont know this tunes. Finally there is child from Senior High School 1 Kauman that help us. The child named Nike Sekar. She helped us to learn that song. Nike helped us with a vengeance. We finally have the courage to start the selection. One by one we are selection and we live it with courage.

After completed of the selection we went back to school. And we also do not forgot to thank the Nike Sekar. Although from a different school, but she wanted to help us. We are very relieved to have followed this selection. Although it did not win but we were still happy.

Suka - Komentari



Dwyana Az-Zahira Faidzah dan Tiarra Syifa menyukai ini.

✓ Dilihat oleh 29



**Riko R. Setiawan** We were relieved, there no" in there", hold no:"held" 😊

26 April pukul 6:16 · Suka



**Riko R. Setiawan**

25 April pukul 18:37 · Disurting

"Romantic River"

Five month ago, it was a beautiful summer evening. I was happy, no more exams. Now, I need to refresh my mind.

It was hot in the house, there was no wind. I'll go for a walk, said to myself. I'll go down to the river.

I was lived in a small village. I was walked near the river and watched the river birds. Suddenly, I saw the girl, she was standing alone, looking into the water. She was young, and very beautiful. And she was wearing a pretty white dress. I went up to her.

"Hello" I said. "What's your name?"

"I'm Shinta" She said and smiled at me 😊

I and Shinta talked for a long time, the sun went down. It was dark.

"I must go home" Shinta said.

"Where do you live?" I said.

"I live in the big house on the hill" Said Shinta

"Where do you live Riko?"

"In the small village" I said. She was laughed. But, I was sad. The house on the hill was big and important. Shinta was rich, and I was poor. And I was in love 😊

After that, I and Shinta often met near the river. Shinta always wore beautiful clothes, she always looked lovely. I was thought about Shinta all day and every day 😊

One evening, I said "Listen, Shinta I've written a poem about you"

I took a piece of the paper from my pocket and read the poem.

I met her in the evening

By the riverside

Her dress was creamy white

She turned and smiled at me

And I asked her for her name

I thought I'm young and poor

My love will stay the same

"Shinta, would you be my girlfriend?" I said

"Of course, Riko" She said.

And then, we were having a relationship, but not long :')

COMMENT MY WRONG 😊

Suka · Komenlari

👍 DwiYana Az-Zahira Faidzah, Riko R. Setiawan dan 2 orang lainnya menyukai ini. ✓ Dilihat oleh 20



**DwiYana Az-Zahira Faidzah** nge-fly... ooohhhhh 😊 ,, next!!

25 April pukul 8:39 · Suka · 🍀 1

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**Puput Wulandari**

25 April pukul 15:45 · Disunting

### Trip to Surabaya

Last holiday , I and my mom went to Surabaya by train it was interesting . We went to station at 05.00 am and left Tulungagung 15 minutes again . During in the train i looked around , i was sleepy and slept . When i got up it was in wonokromo's railway station . We went down and left wonokromo's station

Next , we went to brother house to look rest . After that we went to Surabaya's zoo . there i saw a variety of the animals but i was bored because too tired . After that i and mom returned to brother's house for a break before back to home . Here i felt more comfortable because i could rest . I fell as slept for a few moment . Next at 16.00 pm i went to wonokromo's station again and left Surabaya.

We arrived in Tulungagung at 21.00 pm . I think this journey not interesting but very bored

individu

Suka · Komentari



Dwiyana Az-Zahira Fairdza menyukai ini.

✓ Dilihat oleh 28



**Asrofi Mochammad S** left or leave?

25 April pukul 16:19 · Suka



**Puput Wulandari** leave

25 April pukul 16:20 · Suka



**Wenty Octae** tanda baca koma, awi paragraf 1

25 April pukul 16:24 · Suka



**Valeria Wiwik Azzahra** Went or wen ?

25 April pukul 16:35 · Suka



**Puput Wulandari** thanks koreks no. sorry mau ngantuk pasan 😊

25 April pukul 17:20 · Suka

## Appendix 26 : The result of cycle 2



**Novha Setyawan**

24 April pukul 15:51

### My Busy and Tired Day

I went to my sister home two days ago. She lived near from my home.

There, I helped my sister. In the morning, I went to my sister's home by bike. I bought some foods to my sister and her family. I arrived at her house and I gave the food to my sister. She's happy.

Next, I want to help my sister cleaned the home. First, I kept the broom and duster. After that, I swept the floor under outside the home. After I swept the floor, I went to clean windows. The windows was very dusty. I must used masker, because I was allergy to dusty.

Next, I want to help my sister cooked. We want to cook a Punten. Punten was traditional food from east java. Before we cooked the Punten my sister order me bought a sambel pecel at the store. When, I went to store my sister's Punten was allready. After that, we mixed the Punten and sambel pecel.

Finally I brouhgt some Punten went home. This day was very tired and happy. Thank you for your attention.

Suka · Komentari

Rohman Rezpectors, Nindia Fitriani Jr. dan 2 orang lainnya menyukai ini

✓ Ditihat oleh 29



**Rohman Rezpectors** why you Helped your sister?(07) 😊

24 April pukul 16:58 · Suka



**Dwiyana Az-Zahira Faidzah**

26 April pukul 9:04

"My Stranger Dream 😬"

A few days ago, I got a strange dream. That night I was sleeping late or I was sleeping midnight, because I was busy with my homeworks. I did my homework hard and suddenly I fall asleep on my desk.

And then, I didn't know why, suddenly I felt so different about me and my situation. I was at the place where I didn't know it.

That place was so scary, dark, and strange. I was walking down the street, when it began to rain. After that, I ran and take shelter in a hut. There I met an old woman who sewing. The woman told me that she was living alone in her hut, then she asked me to be her daughter and if I didn't want to be her daughter she would kill me. Actually, I didn't want because if I did my family would be anxious and looking for me.

Soon I ran away from the hut and ran so fast to left the hut, but the woman still pursue me. I was so panic, "Oh my GOD, help me! What should I do ??!"

Because I didn't see the street, suddenly I slip and fell to the valey.

After that I woke up and conscious that all was just dream, "huhhhf oh my GOD". I fell roomy that it turns out just dream. 😬

After that I went to the bathroom to take a ritual ablution and then slept again. 😬

THX FOR READ,, 😊 PLEASE COMMENT AND CHECK MY WRONGNESS 😬

Suka · Komentar

✓ Dilihat oleh 27



**Wwik Diah Agustina** Your experience is very interesting

25 April pukul 16:30 · Suka



**Triskha Nadia Shopisticated Morganouswinatacey**

24 April pukul 16:07

My Unforgettable Day 😊

Three years ago , my best friend and I decided watched a movie in a movie theater at 04.00 p.m. We leave home at 03.45 p.m . The movie theater is not far from my house , it's took only 15 minutes . We went there by walked . A long the way , we talked about our last holiday. We arrived in the movie theater and we bought the tickets.

Title of the movie was " Laskar Felangi " . This movie was about a struggle of a group childrens for chased their dreams. We were felt sad,happy,strained watched the movie. I his movie took about 2 hours.

After that , we went to a book store . In book store we bought some books, pcns, and so on. We also bought a novel book entitled " Totto Chan - Little Girl in the Window " . Then we paid all of our items to cashier.

Then, we back to home and we arrived at home at 07 00 p.m I was not felt tired about it , but I was felt happy and this will be my unforgettable day with my best friend. 😊

Suka · Komentari

👍 Novana CaiankDy dan Triskha Nadia Shopisticated Morganouswinatacey menyukai ini.

✓ Dilihat oleh 29



**Navias I ail ha** who you are freind?????? hehehe

24 April pukul 16:37 · Suka



**Puput Wulandari**

24 April pukul 16:24

### Holiday to Yogyakarta

Last year , I and wiwik went to Yogyakarta by bus . We went at 06.00 am . Before we went to Yogyakarta , we prepared somethings such a some snack , softdrink , and etc.

We arrived in Prambanan temple at 12.00 am . There , we saw a lot of tourist . After that , we had lunch because we were very hungry . After having lunch , we went to Malioboro , on the way we were sleepy. We were got up when arrived in Malioboro . In Malioboro we bought some souvenirs for family in house . At 06.00 pm we went to restaurant for dinner

Ncxt , we back to home at 07.00 pm . We were cnjoy in Yogyakarta. Yogyakarta was very beautiful town. We left very tired and sleepy. We arrived in house at 11.00 pm . We were very happy , but we hope next holiday be more happy

Suka - Komentari

Asrofi Mochammad S, Nindia Fitriani Jr. dan Novha Setyawan Dilihat oleh 23 menyukai ini.



**Rinna Rachma** Good job,

24 April pukul 17:45 · Suka



**Riko R. Setiawan**

25 April pukul 19:04

"The first meeting with my friends"

On July, 30th 2013. I was out from SMP. I was ready to get new experience and knowledge. I was registered to SMAN 1 Ngunut Tulungagung, I was excited !

Next day, I came back to SMAN 1 Ngunut to watch the announcement. My heart was very nervous, I was dizzy, I hope, I would succeed to get my dream in this school. Before I was watching the announcement, I was joined test essay. Because, I have taken the path of achievement. And then, I was successful to come in SMAN 1 Ngunut.

Next day, I was joining student orientation. I prepared the equipment for student orientation. Then, I was joined them. There, I met new friends. He is M. Fatkhur Rizqi and Gery Wahyudiana. I was very happy when I met him. And I'm happy to be here 😊

Suka · Komentari

👍 Riko R. Setiawan menyukai ini.

✓ Dilihat oleh 28



**Triskha Nadia Shopisticated Morgancuswinatapey** good 👍

25 April pukul 19:07 · Suka · 👍 1

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## Appendix 27

### Documentation Teaching and Learning Process



1. The researcher explained the material to the students



2. The researcher assigned the students to do exercise



3. The researcher asked the students to collaborative with friend one seat written recount text.



4. The researcher asked the students to independently written a piece of recount text.

## Appendix 28

### CURRICULUM VITAE

Name : ATIK YULIANA  
Place, Date of Birth : Tulungagung, December 20<sup>th</sup> 1991  
Registered Number : 3213103042  
Address : Ds. Suruhan lor, Kec. Bandung, Kab.  
Tulungagung.  
Faculty : Faculty of Education and Teacher  
Training  
Department : Tadris Bahasa Inggris

Background of the study :

1. TK Darma Wanita Suruhan Lor ( 1996 – 1998)
2. SDN 1 Suruhan Lor ( 1998 – 2004 )
3. SMPN 1 Bandung ( 2004 – 2007 )
4. SMAN 1 Durenan ( 2007 – 2010 )
5. IAIN Tulungagung ( 2010 - 2014 )