TEACHING WRITING RECOUNT TEXT THROUGH MOVIE
(An Experimental Research at the Tenth Grade of SMAN 6 Semarang in the Academic Year of 2010/2011)

THESIS
Submited in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in English Language Education

By
IKA ARIES TANTIYA
Student’s Number: 073411015

FACULTY OF TARBIYAH
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES
SEMARANG
2011
ADVISOR APPROVAL

Dear Sir,
Dean of faculty of Tarbiyah
State Institute of Islamic Students
(IAIN) Walisongo Semarang

Assalamualaikum, Wr. Wb

After correcting it to whatever extent necessary, we state that this thesis is belongs to a students as bellow:

Name : Ika Aries Tantiya
Reg. Number : 073411015
Department : English Department
Title : Teaching Writing Recount Text through Short Movie

is ready to be submitted in joining last examination.

Wassalamu’alaikum, Wr. Wb

Semarang, 1st February 2011

Advisor I,
Siti Tarwiayah, M.Hum.
NIP. 19721108 199903 2 002

Advisor II.
Dr. H. Ruswan, M.A.
NIP. 19680424 199303 1 004
RATIFICATION

Thesis with the following identification:
Title : TEACHING WRITING RECOUNT TEXT THROUGH MOVIE
(An Experimental Research at the Tenth Grade of SMAN 6 Semarang in the Academic Year of 2010/2011)
Name of Student : IKA ARIES TANTIYA
Student Number : '073411015
Department : Tadris
Field of Study : English Language Education

Had been ratified by the board of examiners of Education Faculty of Walisongo State Institute for Islamic Studies Semarang and can be received as one of and requirement for gaining the Bachelor Degree in English Language Education on:

Semarang, June 14th, 2011
THE BOARD OF EXAMINERS

Chair Person,  
Siti Tarwiyah, M.Hum.  
NIP. 19721108 199903 2 002

Examiner I,  
Moh. Nafi' Annury, M.Pd.  
NIP. 19780719 200501 1 007

Advisor I,  
Siti Tarwiyah, M.Hum.  
NIP. 19721108 199903 2 002

Examiner II,  
Dr. Mustofa, M.Ag.  
NIP. 19710403 199603 1 002

Advisor II,  
Dr. H. Ruswan, M.A.  
NIP. 19680424 199303 1 004

Secretary,  
Ahwan Fanani, M.Ag.  
NIP. 19780930 200312 1 001
A THESIS STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer’s opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 1st February 2011

The Writer,

Ika Aries Tantiya

NIM. 073411015
MOTTO

إقرأ باسم ربك الذي خلق. خلق الإنسان من علق. إقرأ وربك الأكرم.

الذي علمن بالقلم. علم الإنسان ما لم يعلم. (العلق: 1-5)

“Proclaim (or read) in the name of thy lord and cherisher, who created. Created man, out of a (mare) clot of congealed blood. Proclaim! And thy lord is Most Bountiful. He who taught (the use of) pen. Taught man that which he knew not.”

Writing and reading decrease our sense of isolation. They deepen, widen, and expand our sense of life; they feed the soul.

(Anne Lamott as cited by J. Harmer)

---

DEDICATION

This study is lovingly dedicated to:

- My beloved parents (Bpk Sudiro Bahari & Ibu Siti Salbiyah)
- My beloved brothers (Nova Irvana Aulia)
- The big family of English Department (TBI A) 2007, B-15 (Ibu Roosmarin Malacca) & D1-Niaga.
Bismillahirrahmanirrahim,

Peace is upon to the king of life, Allah SWT. The mercy and blessing until this thesis can be completely finished. **Teaching Writing Recount Text Through Movie (An Experimental Research at the Tenth Grade Students of SMA N 6 Semarang in Academic year of 2010/2011)** is a thesis for readers who want to know the use of movie to improve students’ ability in recount writing. Movie is one of media that can be used in teaching learning process especially in the teaching of recount writing. It contains of the real data and chronological action that can help students to catch an idea to write recount. The use of movie is in line with the function of recount which was mentioned in KTSP curriculum. By using this media, students will be motivated in learning writing. For teachers, the use of movie can help the students write a recount text well since they face difficulties in writing recount texts, which contain generic structures (orientation, conflict, resolution, and re-orientation) and linguistic features.

I realize that I can not complete this thesis without support, cooperation, help and encouragement from a lot of people. Therefore, I would like to extend my appreciation to all of them, especially to:

1. Dr. Suja’i, M.Ag., as the Dean of Tarbiyah Faculty
2. Siti Tarwiyah, M.Hum., as the Head of English Department, thanks for all her supports and permission to write this paper. And as the first thesis supervisor, who patiently guided and helped the writer to finish this work.
3. Dr. H. Ruswan, M.A., as the second thesis supervisor, who has given great motivation, help, and suggestions to improve this thesis. There is no single word that I can say except, “Thank you very much for guiding and consulting me as good as my parent. You are a nice lecturer.”
4. Lectures in English Department of Tarbiyah Faculty for valuable knowledge, and guidance during the years of my study.
5. My beloved big family. (bud he, pak dhe, mbk ris, mz lian, mbk tun, mz takin, mb mega, mz aan, mz huda, mb novi, dedek letta, rona, davi, naja, fitra)

6. My beloved motivators who always keep my spirit (Habib Ahmad Zain, S.H, Teguh Prihati, SPdI, Islamiyah, C.S.Pd)

7. All of my friends at English Department of Tarbiyah Faculty State Institute of Islamic Studies Walisongo Semarang 2007 and the big family of B15 who gave me a lot of assistance. Thanks a lot for cooperation.(IIs, Awal, Tete h lia, Ze2n, Rina, Haris, Tammi, Atik, Lulu’, Kakak Zie, Lizam, de Cub, Eer, Fita, Diana, Embol, Dayah, Kiki, Halim, Mb anik, Nadzir, Yaya, Bulan, Astri, etc).

8. All of friend at KSR Unit IAIN Walisongo Semarang (M’nida, fahmi, ikhsan, dudin, ting, tian dkk).

9. PSHT Kom. IAIN Walisongo Semarang (Mz zen, mb nurul, mz hadi, mz sakdan, mz akmal, mz mughni, mz edi, mz2 & adek2 tunggal kecer)

10. The big family of yayasan MI, MTs, MA Qosim Al-hadi Mijen Semarang.

11. Headmaster and English teacher of SMAN 6 Semarang.

12. Last but not least, those who can not be mentioned one by one, who had supported her to reach my dream.

Semarang, 1st February 2011
The writer,

Ika Aries Tantiya
073411015
ABSTRACT

Ika Aries Tantiya (Student Number: 073411015),” Teaching Writing Recount Text Through Movie (An Experimental Research at the Tenth Grade Students of SMA N 6 Semarang in the Academic Year of 2010/2011)”, Thesis: Bachelor Program of English Language Education of State Institute for Islamic Studies Walisongo (IAIN Walisongo), Semarang, 2011.

Keywords: Writing, Text, Genre, Recount, Movie.

Writing is one of ways to communicate. Writing is not a simple process. It is not only the act of the picking up a pencil and forming letters, it is the activity in teaching learning process in which the students are able to express their ideas, opinions, feelings, and organized them in simple sentences or in short paragraph and a text well. It involves the mastery of all elements in the target language such as organization, content, grammar, punctuation, spelling, mechanics, and also style and quality of expressions. It involves complex process. Consequently, students may have difficulties in doing this activity. This final project aims to teach writing a recount text for students by using short movie. This study was carried out under the consideration that the students often encounter problems in implementing correct steps in writing recount text. One of this problem’s solving is by using interactive medium such as short movie.

This study is about the effectiveness of movie as media to improve recount writing skill of the tenth grade of SMA N 6 Semarang in the academic year of 2010/2011. The statement of the problem in this study is; how effective is the use of short movie to improve students’ ability in writing recount text at the tenth grade students of SMA N 6 Semarang in academic year of 2010/2011? The objective of this study is to find out the effectiveness of movies as media in the teaching of recount writing for the tenth grade students of SMA N 6 Semarang.

The population of this research was the tenth grade students of SMA N 6 Semarang. The research methodology was an experimental research, which conducted in two classes; the experimental group (X 2) and control group (X 5) was. The X 2 was taught by using movie, while the X 5 was taught without movie (using text). The writer gave writing test to gather the data. There are two test; pre test and post test. The formula that was used to analyze the data was t-test. It was used to determine whether there was a significance difference between students’ score in experimental group and students’ score in control group.

After the data had been collected by using test, it was found that the pre-test average of the experimental group was 60.11 and control group was 61.33. While, the post-test average of the experimental group was 77.22 and control group was 70.11. The obtained t-test was 3.243, whereas the t-table was 1.67 for a = 5%. The t-test score was higher than the t-table (3.243 > 1.67). It was meant that Ha was accepted while Ho was rejected. Since t-test score was higher than the t-table, movie was effective media in improving students’ recount writing in SMA N 6 Semarang. Based on the finding, the writer assumes that movie may be used as one of alternative medium in the teaching of recount writing.
# TABLE OF CONTENT

| PAGE OF TITLE | .............................................................. | i |
| ADVISOR APPROVAL | ......................................................... | ii |
| APPROVAL | .............................................................. | iii |
| THESIS STATEMENT | .......................................................... | iv |
| MOTTO | .............................................................. | v |
| DEDICATION | ............................................................ | vi |
| ACKNOWLEDGEMENT | ......................................................... | vii |
| ABSTRACT | .............................................................. | ix |
| TABLE OF CONTENTS | ......................................................... | x |
| LIST OF TABLES | ........................................................... | xii |
| LIST OF APPENDIXES | ......................................................... | xiii |

## CHAPTER I

### INTRODUCTION

A. General Background of the Study ........................................ 1
B. Reasons for Choosing the Topic ......................................... 5
C. Statement of the Problem .................................................. 5
D. Objective Of the Study ..................................................... 5
E. Significance of the Study ................................................... 5
F. Definition of Key Terms .................................................... 6

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

A. General Concept of Writing .............................................. 8
B. General Concept of Text .................................................. 18
C. General Concept of Genre ................................................. 19
D. General Concept of Recount Text ...................................... 21
LIST OF TABLE

Table:
1. III.1 Table of Population’s List.............................................................. 34
2. III.2 Table of Indicator’s Variable .......................................................... 37
3. III.3 Table of Analytic Scoring of Writing ............................................. 41
4. III.4 Table of activities in Experimental Group ..................................... 44
5. III.5 Table of Activities in control Group .............................................. 45
6. III.6 Table of Experiment’s Schedule .................................................... 49
7. IV.1 Table of the Observation Frequency of Control Group ............... 51
8. IV.2 Table of the Observation Frequency of Experimental Group........ 52
9. IV.3 Test of Homogeneity (Pre-test) ..................................................... 53
10. IV.4 Table of the Observation Frequency of Control Group ............. 55
11. IV.5 Table of the Observation Frequency of Experimental Group...... 56
12. IV.6 Test of Homogeneity (Post-test) .................................................. 57
13. IV.7 The Pre-test and Post-test Students’ Average Values of the
    Experimental and Control Group ..................................................... 60
14. IV.8 The Pre-test and Post-test Students’ Average Scores of the
    Experimental and Control Group ...................................................... 60
LIST OF APPENDIXEC

Appendix:

1. Test of Normality Data of Pre-test Control Group (Class X5)
2. Test of Normality Data of Pre-test Experimental Group (Class X2)
3. Test of Normality Data of Post-test Control Group (Class X5)
4. Test of Normality Data of Post-test Experimental Group (Class X2)
5. Pre Test Homogeneity
6. Post Test Homogeneity
7. Test of Similarity Between Two Variance In Pre-test
8. Test of Differences Between Two Variance In Pre-test
9. Test of Similarity Between Two Variance In Post-test
10. Test of Differences Between Two Variance In Post-test
11. The Pre-test Score of Control Group
12. The Pre-test Score of Experimental Group
13. The Post-test Score of Control Group
14. The Post-test Score of Experimental Group
15. Data of Test
16. The Subject List of Control Group
17. The Subject List of Experimental Group
18. Lesson Plan Experimental Group
19. Lesson Plan Control Group
20. Syllabus
21. Profile of SMA N 6 Semarang
22. Observation check list of control class
23. Observation check list of experimental class
24. Result of interview to the students
25. Worksheet pre test of free writing recount text
26. Worksheet post test of writing recount text
27. Worksheet post text of writing recount text for control class
28. Curriculum vitae
CHAPTER I
INTRODUCTION

A. General Background of the Study

Language is primary a means of communicating thoughts from one person to another.\(^1\) Language is a crucial part in our life, because nobody can not for long avoid the use of language from the moment they sleep, do all of daily activities, and even they may well dream of situation in which the use of language is again unavoidable.

According to Communicative Language Theory as proposed by Nunan and Lamb, language is defined as a system for the expression of meaning: primary function – interaction.\(^2\) People produce language to communicate with other. The need of every human being is so different between one another. They need an interaction. Therefore, in reaching the process of interaction they need a medium, if someone asks you to name one of the most important means of communication which is used in the world, the answer must be language, without having language people are isolated and helpless. By using language, people can express feeling, thoughts and minds. A language is what the member of particular society to speak.

Recent years, Global village and World Wide Web is phenomenon which is showing that communication between people has expanded beyond their local speech communities. Furthermore, people is demanded to learn a foreign language to obtain an education or secure employment in order to be part of the development of communication.

Many countries all over world, including Indonesia regard English as the first obligatory foreign language. English as the first foreign language has been given a special attention and role especially in education. Therefore, the

---

\(^1\) Claude W. Faulkner, *Writing Good Sentences*, (New York: Charles Scribner’s Sons, 1950), p. 1

Indonesian government chooses English as the first foreign language to be taught at the formal schools.\(^3\)

The purpose of teaching English is to make students master four skills: listening, speaking, reading, and writing. Writing is frequently useful as preparation for some other activities.\(^4\) It is a process of discovering and organizing ideas, putting them on papers, and revising them. By writing, we can express our ideas well; however, to get our meaning strong, interesting, and clear for the reader, this skill must be improved by practicing a lot. Because writing has many contributions for our life, we can make a habit of writing to develop this skill.

Writing as one of four skills has given an important contribution to human life. Jack C Richards states that in adult life, people’s writing needs are both institutional and personal.\(^5\) The importance of writing can be seen in people daily activities when they need to write personal letters, invitation letters, articles, books and the other product of writing activities.

According to school-based curriculum there are five kinds of text taught in the tenth grade of senior high school that are: recount, procedure, narrative, descriptive, and news item. In this study, the writer focuses on recount text in several aspects of generic structure, social function and language feature which are produced by the tenth grade students of senior high school in their writing result.

The writer considers that writing is the hardest skill for people who learn English because in writing process, students will face many difficulties in transferring thought and ideas in writing form.

To make the students motivated and enjoyable to learn, the teacher should use interesting teaching methods, as Jeremy Harmer said that teacher’s method in teaching could be intrinsic motivation which motivates the students

to learn. Therefore, it is important for teachers to gain some knowledge. Harmer’s statement is supported by Al-Quran. Allah states in the glorious Al-Quran:

ن والقلم وما يَسْتَطِرُونَ (القلم : ۱)

“Nun. By the pen and by the (record) which (men) write”.7

In an Atsar, it is mentioned that:

قيدوا العلم بالكتابة (أخوجه الطبراني والحكيم عن عبد الله بن عمر، وهو صحيح).

“Tie the knowledge with writing”.

The verse and atsar above contain an order to write by using qalam (pen). Writing is a great gist coming from Allah. Writing has a function as a means to understand human-interest. If there are not writings, the knowledge will be lost, religion track will not exist, and life will not be comfortable.

Al-Quran above said that when we teach the lesson to students, we should give them new things or we should use the interesting method or strategy in teaching. One of the strategies that can be used by teacher in teaching is by using media to support the teaching and learning process.

According to Hadits:

عَنْ أَبِي هُرَيْرَةَ قَالَ رَسُولُ اللَّهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ كَفَّلَ الْبَيْتَ لَهُ أَوْلَيْهِ وَهُوَ كَيْنُ فِي الْجَنَّةِ (رواية مسلم)

“Narrated Abi Hurairah: the prophet Muhammad said, someone who has responsibility to the orphan, it means that I and he / she are a couple in the heaven, while Muhammad showed his index finger and his middle finger.”(HR Muslim)8

From that Hadits Muhammad showed his index-finger and middle finger. He used his fingers as a media to make his explanation clear, about him and someone who has responsibility to orphan that will not be separated in heaven.

Media will offer different situation which increase students’ interest in the lesson. Media can be used by both teachers and students. It gives more detail information and focuses the student on the material and skill that is being taught. The use of media also allows the students to be involved in teaching and learning process. It gives the teachers and students opportunity to do activity together. Then, teacher has to know the appropriate media for the students.

One of the media used in writing teaching is movie. Movie is one medium in which people can record image events, organize them and then communicate them to others. Movie as audiovisual medium gives students an opportunity to extend their ability and to explore their talent. Most of audiovisual media make students easily understand and enjoy the lesson in the writing class. By using movies as media for the teaching of recount text, students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class.

The writer chooses movie as medium in the teaching of recount writing because movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movie. Beside that movie can tell a story clearly by showing clear expression of characters, clear plots and clear description of situation in the story. So, most students will enjoy studying writing recount text. Recount text is an interesting genre that is very useful for students to explore and express ideas, opinions, and their experiences.

Because of the reasons above the writer wants to conduct an experimental study in SMA 6 Semarang by using movie as a media in teaching recount text.
B. Reasons for Choosing the Topic

There are some reasons for choosing the topic:

1. Movie is an interesting medium for language learning because by using movie, students will see colorful objects, their voices; see gestures of the character of the story, so that students can follow the plot clearly.
2. The writer wants to identify the effectiveness of using movie to improve students’ ability in writing recount text after being taught using movie.

C. Statement of the Problem

The statement of the problem in this study is “How effective is the use of movie in the teaching of writing recount text for the tenth grade students of SMAN 6 Semarang academic year of 2010/2011?”

D. Objective of the Study

The objective of this study will be to find out the effectiveness of using movie to improve students’ ability in writing a recount text in the tenth grade students of SMAN 6 Semarang in the academic year of 2010/2011.

E. Significance of the Study

The significance of the study can be started as follows;

1. For the writer.
   By conducting this research, hopefully the writer will get some experience and knowledge directly how to implement the teaching writing recount text using movie. This research can be evaluation for writer who frequently used monotonous media and technique in teaching writing in the classroom.
2. For the teacher
   By doing this research, it is as motivation to improve skills in choosing appropriate and variant learning strategy and the writer hopes the teacher can use movie as an alternative medium in teaching recount text. So, the students will get better achievement.
3. For the students

The use of movie as medium is an alternative in teaching recount text, the writer hopes the students will improve their writing skill in teaching retelling recount stories. Movie can make students interested and more enthusiastic in learning especially learning writing.

F. Definition of Key Terms

To make the terms around the topic of this research consistent, the writer will try to give the key term. They are:

1. Writing

Based on the *Oxford Advanced Learner's Dictionary*, writing is making letters or other symbols (e.g. ideographs) on a surface, esp. with a pen or pencil on paper. Writing is speaking to other on paper or on a computer screen. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action, it is a process of discovering and organizing our ideas, putting them on a paper, reshaping and revising them.

2. Movie

Movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. It encompasses individual motion pictures, the field of movie as an art form, and the motion picture industry. We can call movie as a film, films are produced by recording images from the world with cameras, or by creating images using animation techniques or special effects.

---

3. Recount Text

“Recount is a piece of text that retells past events, which is usually told in order in which they happened”.\(^{14}\) From the definition above, it can be concluded that a recount text is a spoken or written text, which is used to tell other people about their experience.

4. Experimental research

An experiment is the way to find the causal relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors.\(^{15}\) In addition to that, according to Western Michigan University, experimental research is scientific investigation in which an investigator manipulates and controls one or more independent variables to determine their effects on the outcome (dependent) variable.\(^{16}\)


CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. General Concept of Writing

“Writing is functional communication, making learners possible to create imagined worlds of their own design.”\(^1\) It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.

Meyers said that writing is an action.\(^2\) This means that when we first write something down, we have already been thinking about what we are going to say and we are going to say it. Then after you have finished writing, we read over what we have written and make changes and corrections.

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition. One of them is stated by Celce and Murcia, “Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.”\(^3\)

O’Malley and Pierce add that writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.\(^4\) So, it prosecutes students to formulate goals and plans for creating an organized structure in their compositions.

---

White states that writing is an act of sharing new ideas or old ideas with a new perspective with the human community.\(^5\) Written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only different lies in graphic for writing instead of auditory signals for speaking.\(^6\) So writing is closely related to speaking not only in such item of content, organization of ideas, and vocabulary but also the relationship of the ideas or the coherent with the other sentence.

From some definitions above, it can be concluded that writing is a system of human communication which represents a symbol. By writing, we can share our idea, feeling, or anything that exist in our mind. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

1. Writing Process

Writing is a never one-step action. Writing as one of productive skills needs a process. This process sues writer to write in sequence stages. Harmer states that the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft.\(^7\) There are four processes of writing:

a. Planning

At this stage, the writer must think about three main issues. Those are the purpose, the audience (the reader), and content structure. The purpose of writing will influence not only the type of text that the writer wants to produce, the language that the writer uses, but also the

---


information that the writer chooses to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, the writer has to consider the content structure of the piece. It means that how the writer sequence the fact, ideas, or argument.

This stage is often called by pre-writing process. Pre-writing is the thinking, talking, reading, and writing that the writer does about his topic before he writes a first draft. Pre-writing can be defined as a way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering.

Brainstorming is a quick way to generate a lot of ideas on a subject. So, brainstorming is the way to get “the ideas creation engine” running. The purpose of brainstorming is to make a list of as many ideas as possible without worrying about how writers will use them. Writers’ list can include words, phrases, sentences, or even questions.

There are five steps that must be done by writers to brainstorm:

1) Writers must begin with a broad topic.
2) Writers must write down as many ideas about the topic as writers can do in five minutes.
3) Writers can add more items to their list by answering the questions what, how, when, where, why, and how.
4) Writers group similar items on the list together.
5) Writers can cross out items that do not belong.

---

Clustering is another pre-writing technique. It is a visual way of showing how writers’ ideas are connected using circles and lines. When writers cluster, they draw a diagram to connect ideas.\(^9\)

There are five steps that must be done by writers to cluster:

1) Writers must write the topic in the center of blank place of paper and draw a circle around it.
2) Writers can write any ideas that come into their mind about the topic in circle around the main circle.
3) Writers must connect these ideas to the center word with a line.
4) Writers think about each of their new ideas, write more related ideas in circles near the new ideas, and then connect them.
5) Writers repeat the process until they run out of ideas.

The picture above is an example of clustering.

b. Drafting

After you have finished in planning, you can continue to the next step (drafting). As you write, the first draft on your paragraph, use the ideas you generated from planning as a guide. As you write, remember to:

1) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.

2) Stick the topic does not include information that does not directly support the main idea.
3) Arrange the sentences so that the other ideas make sense.
4) Use signal words to help the reader understand how the ideas in your paragraph are connected.¹⁰

c. Editing (Revising)

   It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. The writer edit their own or their peer’s work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

   It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:
1) Add new ideas to support the topic.
2) Cross out sentences that do not support the topic.
3) Change the order of the sentences.
4) Using the following checklist to revise your paragraph;
   a) Make sure you have a topic sentence.
   b) Cross out sentences that do not relate to the main idea.
   c) Check to see if the sentences are in the right order.
   d) Add new ideas if they support the topic sentences.
   e) Make sure you have included signal words to help guide the reader.
   f) Check the punctuations, spelling and grammar.¹¹

¹⁰Ibid., p. 43.
¹¹Ibid., p. 44.
d. Final Version

Once the writer has revised and edited the draft and made the changes that considered being necessary, he has produced the final version.

Planning → Drafting → Editing → Final version

2. Purposes of Writing

According to O’Malley and Pierce, there are three purposes of writing that describe the kinds of students writing.\(^\text{12}\) Those are:

a. Informative Writing

Informative writing helps writers integrate new ideas and examine existing knowledge. So, writers can share knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas or relationships.

b. Expressive or Recount Writing

Expressive or Recount Writing is a personal or imaginative expression in which the writer produces story or essay. This type of writing often used for entertainment, pleasure, discovery, poems, or short play.

c. Persuasive Writing

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluation of a book, movie, consumer product, or controversial issues.

3. Teaching English Writing for Senior High School Students

“Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught”.\(^{13}\) It means that writing is a good instrument for students to learn English. They can put their ideas on the paper by using grammar and vocabulary which have been studied.

When writing, students need more time to think. Teacher asks students to focus on accurate language use and ideas what they will write. It will provoke their language development by finding ideas which will put on a text. Teaching writing for Senior High School is not an easy job, because the range of age of Senior High School students varies between thirteen to seventeen years old.

“Adolescence interpreted as a transition-period from children to adult including change of biological, cognitive and emotional-social”.\(^{14}\) “They are so much less motivated, and they present outright discipline problems”.\(^{15}\)

Based on the statement above, the writer concludes that the teacher’s role is very needed to motivate students in teaching learning process while students in transition-period. Therefore, they will have good discipline and responsibility, if a teacher encourages their students to learn to write in the target language.

There are some characteristics of adolescent’s learner, they are;

a. They seem to be less lively and humorous than adults,

b. Identity has to be forged among classmates and friends; peer approval may be considerably more important for the student than the attention of the teacher,


c. They would be much happier if such problems did not exist,
d. They may be disruptive in class, and
e. They have great capacity to learn, have a great potential for creativity, and a passionate commitment to things, which interest them.\textsuperscript{16}

Therefore, adolescents are a period of change, new experiences learning, instability and the most trying times in life school and teacher should provide adolescent with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher’s job is to provoke intellectual activity by helping them to be aware of constructing ideas, which they can resolve by their own though still with the teacher’s guidance.

4. Characteristic of an Effective Paragraph

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence.\textsuperscript{17}

Writing a paragraph is an uneasy activity. Students often find difficulties especially when they want to write a good paragraph. In every sentence of paragraph, it should be related to the unit of organization, the parallelism, and others.

Harmer states that there are two characteristics of an effective paragraph. Those are coherence and cohesion.\textsuperscript{18}

a. Coherence

Coherence means that the sentence in the paragraph must be logically arranged and the movement from one sentence to the next sentence must be smooth. Coherence can be gained by applying logical

\textsuperscript{16} Ibid., p. 38-39.
order and transition signal. When a text is coherence, the reader can understand at least two things:

1) The writer’s purpose

A coherent text can make the reader understands what the writer’s purposes. Is it for giving information, expressing idea, or entertaining the reader?

2) The writer’s line of thought

The reader should be able to follow the story and should not get confused with the characters of the story, setting, time, and others. In a recount text, the reader should know what is being narrated, who is the character, and can distinguish between the complication and resolution.

b. Cohesion

A paragraph is called cohesion if all supporting sentences can support the topic sentence. The method of connecting sentences to each other called cohesive devices. Five important of cohesive devices are lexical cohesion (can be achieved by using lexical set chain and repetitions of word), grammatical cohesion (can be achieved by using pronoun and possessive reference and article reference), tenses, linkers, and substitutions.

Alice and Ann add unity as a requirement of an effective paragraph. They state,

"Every good paragraph has unity, which means that in each paragraph only one main idea is discussed. If the writer starts to discuss new idea, he must start a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea". 19

5. The Tasks of Teacher in Teaching Writing

Teacher has a number of crucial tasks that must be performed in order to help students to be good writers. Students often feel reluctance to write either in their own language or in second language. So, teacher must

---

19 Alice Oshima and Ann Hogue, op.cit., p. 17.
stimulate students to write by performing his tasks in the classroom. The
teacher tasks are not only during the writing class, but also before and after
writing class.

According to Harmer, there are five tasks that teacher can perform
in the class. Those are demonstrating, motivating and provoking,
supporting, responding, and evaluating.20

a. Demonstrating

Teacher must tell the students about the material and
demonstrate it in fronts of class. This task can be an effective way to
warm up students’ knowledge about the material.

b. Motivating

When students find difficulties in writing like “lost for word”,
teacher can help by provoking the students into having ideas,
enthusing them with the value of the task, and persuading them what
fun it can be. The example is teacher can give students the word that
they need to start a writing task.

c. Supporting

This task is closely related with the teacher’ roles as motivator
and provoker. Students need a lot of help and reassurance once they
get going, both with ideas and with the means to carry them out.
Teacher can help students overcome the difficulties by giving a
support.

d. Responding

When responding, teacher reacts to the content and the
construction of students’ writing supportively and makes suggestion
for their improvement. When teacher responds to the students’ writing,
he may not give a grade and judge it as final version (final product).

e. Evaluating

When teacher evaluate students’ writing, he can indicate where students make mistakes and may award grades in students writing.

B. General Concept of Text

1. Definition of Text

In general, text is an article we often read. We know that human beings are different from other creatures. We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expression. We can say that human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own.

“A text is any stretch of language which is held together cohesively through meaning”.\(^{21}\) It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

Halliday and Hasan said that a text is a social exchange of meanings.\(^{22}\) The meaning of a sentence may have different meaning according to the context. For example, I am buying a drink for everybody here, and the mean of that sentence is one drink for all or one drink for each. Therefore, if we are a teacher, we must be able to develop students’ abilities to exchange the meanings in different points of sentence.

2. Types of Text

There are two main categories of text. They are literary and factual. Within these are various text types. Each text type has a common way of using language.

\(^{21}\) Susan Feez and Helen Joyce, *Text-Based Syllabus Design*, (Sydney: Macquarie University, 2002), p. 4.

a. Literary text

Literary text is a text that appeals to our emotions and imaginations. Literary text can make laugh or cry, think about our own life or consider our beliefs. Literary text includes aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. Media text such as films, videos, television shows and CDs can fall in this category.

There are three main text types in this category: recount, poetic and dramatic.23

b. Factual text

Factual text is a text that presents information or ideas and aim to show, tell or persuade the audience. This text includes advertisement, announcement, internet website, current affairs shows, debates, recipes, reports and instructions. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.24

C. General Concept of Genre

1. Definition of Genre

“Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose”.25

The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

24 Ibid., p. 3.
2. Kinds of Genre

There are fifteen types of genre text, they are:

a. Recount is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.

b. News story is a factual text which informs reader’s events of the day which are considered newsworthy or important.

c. Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.

d. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.

e. Spoof is a kind of genre used to retell an event with a humorous twist.

f. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.²⁶

g. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

h. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

i. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.

j. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.

k. Discussion is a kind of genre used to present (at least) two points of view about an issue.

l. Description is a kind of genre used to describe a particular person, place or thing.

m. Review is a kind of genre used to critique an art work or event for a public audience.
n. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.²⁷

D. General Concept of Recount Text

There are many references to define what recount is, such as; definition, social function, generic structure and significant lexicogrammatical features or language features.

1. Definition of Recount

“Recount is a piece of text that retells past events, which is usually told in order in which they happened”.²⁸

From the definition above, it can be concluded that a recount text is a spoken or written text, which is used to tell other people about their experiences. Allah decrees in the holy Qur’an:

وَلَقَدْ أُرْسِلْنَا مَنْ قَبْلَكَ مِنْ قَصَصَنَا عَلَيْكَ وَصَرَّفْنَا مَنْ لَمْ يُسْمَعْ عَلَيْكَ...

“We have sent forth other apostles before you; of some, We have already told you the story, of others We have told you nothing,...”. (QS. Al-Mu’min: 78).²⁹

From the verse above, we know that Allah told stories of the prophets before he know rightness with rational truths. From the verse we can also conclude that we can tell personal experiences through article which can remind us past experiences although glad or sorrowful. We can get good value to be better in the future by past experiences

²⁷ Ibid.
2. Social Function of Recount

“The social function of recount is to retell events for the purpose of informing or entertaining”.

It means that the purpose of recount is to give the reader a description of when and where an event occurs.

3. Generic Structure of Recount Text

There are some steps for constructing a written recount, they are;

a. Orientation : information on the context of the recount.
b. Events : a record of events in a temporal sequence.
c. Re-orientation : closure of events.
d. Coda : comment on events (optional stages in schematic structure).

From the statement above, the writer concludes that recount introduces orientation to lead the readers to the context. It is continued by sequence of events, which tell the context of the text. Then, it is concluded in re-orientation or coda.

4. Significant Lexicogrammatical or Language Feature of Recount

The significant lexicogrammatical or language features of recount are:

a. Use of nouns and pronouns to identify people, animals or things involved. For example; Edy, he, we, the dog, the librarian, etc.
b. Use of action verbs to refer to events. For example; go, help, etc.
c. Use of past tense to locate events in relation to speaker’s or writer’s time. For example; Rina went to Jogja, I was there, etc.
d. Use of conjunctions and time connectives to sequence the events. For example; and, but, then, after that, etc.

---

e. Use of adverbs and adverbial phrases to indicate place and time. For example; at home, carefully, etc.

f. Use of adjective to describe nouns. For example; beautiful, soft, black, etc.  

E. General Concepts of Movie

Based on oxford advanced learner’s dictionary, film is a series of moving picture recorded with sound that tells a story, shown on television or at the cinema / movie theater. The meaning of movie is a series of moving picture recorded with sound that tells a story, shown on television or at the cinema / movie theater. Based on definitions above, the writer can conclude that movie is same with film. But in this study, the writer will use movie because it is more appropriate for the title of this study.

There are some advantages and disadvantages of movie as a medium in teaching learning process. They are:

1. Advantages of Movie as a Medium in Teaching Learning Process.

   a. Movie has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc.

   b. Movie can describe process.

   c. Movie can arouse impression of room and time.

   d. The pictures are three dimensions.

   e. The sound can arouse reality of pictures in form of nature expression.

   f. Movie can tell expert's voice while watching his/her appearance.

   g. Color movie can add reality of object, which is practiced.

---

34 Ibid., p. 833
h. Movie can show scientific theory and animation.

2. Disadvantages of Movie as a Medium in Teaching Learning Process.

a. During playing movie, teachers cannot explain any material because it can disturb students' concentration.
b. Students cannot understand the movie well if it is played too fast.
c. It is difficult to repeat what is gone except playing it once more.
d. The equipment is expensive.

A good movie can fulfill students' need in relation to the material studied. The writer can use all of advantages to support in process of writing.

3. Elements of Movie

The analyze movie the first thing is to understand the elements of it. There are five elements of story, they are: 37

a. Setting

The setting is the time and place in which it happens. Authors often use description of landscape, scenery, building, seasons, and weathers to provide strong sense of setting.

b. Character

A character is a person or sometimes events an animal, who takes part in action of story or other literary work. There are two characters of story:

1) Protagonist, the protagonist character is the central character or the hero, also called as good guy.

2) Antagonist, the antagonist character is the enemy of the protagonist, also called as bad guy.

c. Plot

A plot is series of events and character action that relied of the central conflict; it is the sequent of events in a story or play. The plot is

37 ibid., p. 25
planned, logical series of events having a beginning, middle, and end. There five essential parts of plot:

1) Introduce, the beginning of story character, and the setting is revealed.
2) Rising action, it is where the events in the story become complicated and the conflict in the story is revealed.
3) Climax, this is highest point of interest and the turning point.
4) Falling action, the events and complication begin to resolve themselves.
5) Denouement, this is final outcome or untangling of events of the story.
6) Conflict

   The conflict is the struggle between two people or things in a story. There are two types of conflict:
   
   (a) External, a struggle with a force outside one’s self.
   (b) Internal, a struggle within one’s self: a person must make some decisions, overcome pain, etc.

d. Theme

   The themes are the central idea or believe in a story.38 The statement above can be conclude that in the story, there are five elements of a story, which we have to know and understand when watching a film or reading story, because these are part of the story. If we don’t know about that, we will not understand in crevice a story, and what we can take from the story.

   By using movie to teach recount text writing, students can find out elements of film easily because the students watch the story directly. It can make students more understand than read the recount text only.

---

38 http://hrsbstaff.ednet.ns.ca/engranja/eleements.html. 16 October 2009
The title of this movie is “Mr. Bean’s Holiday”. This movie’s synopsis is an example of recount text.

**Mr. Beans’s Holiday**

**Orientation**

The story opens with Mr. Bean (Rowan Atkinson) attending a raffle in June. His number is 919, the winning number. But Bean misreads it upside-down as 616. Frustrated that he "lost", he throws the ticket onto a toy train. Seeing the ticket upside down reading 919, he grabs the ticket and yells out that he won in his kiddish mumbling deep voice. The prize is a holiday involving a train journey to Cannes, a Sony video camera, and €200.

**Event I**

Following a misunderstanding involving a taxi at the Gare du Nord railway station in Paris, Bean is forced to make his way unorthodoxly towards the Gare de Lyon to board his next train towards Cannes. Upon discovering the train won't leave for another hour, he has time to sample French seafood at Le Train Bleu restaurant.

**Event II**

Back on the platform, Bean asks a man, who happens to be a Cannes Film Festival jury member and Russian movie critic Emil Dachevsky (Karel Roden), to use his camcorder to film his walking onto the train. By the time they are done, the TGV is about to leave. Although Bean manages to get onto the train, the doors close before Dachevsky can get on. Dachevsky's son, Stepan (Max Baldry) is therefore left on board by himself. Bean attempts to befriend Stepan, with the result that when the boy slaps him in the face and when he gets off at the next station. The train that Stepan's father has boarded does not stop at the station, and he holds up a mobile number, but with the last two digits obscured. Their efforts at calling the number prove fruitless even though at one point they do get through to Stepan's
house, but the phone is answered by the maid, whose voice Stepan does not recognise. They board the next train, but since Bean has left his ticket and passport on the station public telephone, they are soon thrown out of the train.

Event III

Attempts at busking by miming to Puccini’s O mio babbino caro (sung by Rita Streich) and other music prove successful, and Bean buys them a bus ticket to Cannes. Bean loses his ticket by getting the ticket stuck on a chicken's foot. Mr. Bean then steals a nearby bicycle and follows the chicken which has been placed onto a Peugeot 504 pickup and ends up at a chicken pen. On his return, he finds that the bicycle has been run over by a tank, but the camera is still intact.

Event IV

After attempting to steal a motorcycle and almost getting killed by a lorry, Bean stumbles on to the set for a TV advertisement, which he accidentally blows up, injuring the director Carson Clay (Willem Dafoe). Bean tries to hitch-hike again; a yellow-green Mini picks him up, much like the one he owns in the series, driven by actress Sabine (Emma de Caunes) who Bean encountered both at the commercial filming and previously, who offers him a lift to Cannes. They therefore plan to get into Cannes without being identified.

Resolution

After sneaking into the premiere, they are in the Cannes audience witnessing Clay's picture "Playback Time" which is a shameless vanity production. Starring, written, produced and directed by Clay himself. From the first few moments, the audience is horribly bored. Sabine tells Bean her big scene is coming up, but is disappointed to see that her role has been (rather poorly) cut from the film. Bean sees Clay's video camera and gets an idea—he goes to the screening room, plugs in his video camera to the projector, where his video diary is unexpectedly played out. However, the strange tale it
tells fits director Clay's narration well, so that the director, Sabine, and Bean all receive standing ovations. Clay's anger fades and embraces Bean, kissing him with gratitude. Stepan is finally reunited with his father.

Coda

After the screening, Bean leaves the building and goes to the beach, encountering many of the other characters including Sabine and Stepan.

4. The Use of Movie in Teaching Recount Text.

Teaching English as a foreign language sometimes make the teachers realize that are transferring knowledge to the students are not easy. A good teacher will not surrender, if the students are boring with the lesson.

The writer applies movie/film as alternative media in teaching recount and the topic was students’ interesting experiences. It is supporting point that interesting experiences are really close with teenager life, because it tells story that event in the past.

Movie is one of teaching media. By using movie during the teaching and learning process, it is hoped that teacher will be able to motivate the students to learn and pay attention to the material presented. One of advantages of movie is colorful film which can add reality of object, which is practiced. So, it can show reality of pictures in form of nature expression. It can arouse students understanding in plot of story.

F. Movie as One of Media in Language Teaching

Movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. According

Hornby, movie is a motion picture.\textsuperscript{40} So, the role of movie as a medium is used to entertain and present story event, music, drama, and humor.

Movie can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (writing and speaking). Kemp states that movie can be more affective than other instructional media for relating one idea to another, for building continuity of thought, and for creating dramatic impact.\textsuperscript{41}

In fact, movie can fulfill different functions for learners at different levels of proficiency. For beginning learners it can provide examples of authentic language use in limited context of use. For higher-level students, video can provide variety, interest, stimulation, and help to maintain motivation. For advanced students, video can fulfill the same functions as for native speakers to provide information and entertainment. At this level, it can be used as a stimulus for discussion and debate.\textsuperscript{42}

From some definitions above, it can be concluded that movie is a useful way to prompt students into writing stories. Choosing the right movie is very important. A lesson will be much easier and interesting if we use movie.

G. Applying Movie in the Teaching of Recount Writing

Movie is one of the audiovisual media that can help students manipulate motion of picture in writing. Brown states that motion pictures fulfill a variety of purposes in instruction and training. They communicate information, change, or strengthen attitudes, help to develop skills, interest, raise problem, invoke mood, and emotionalize learning. Sometimes they can be used in large group situation to test abilities students reproduce or interpret what they have learnt or to apply familiar principles to novel problems. On

some occasions, sound may be turned off providing opportunity for the instructor or students to commentary or simply allowing the picture alone to carry the massage.43

In the process of teaching, teacher can use media in order to stimulate students' interest. One of the media is movie. The main use of movie in the teaching of recount writing is to help students catch and express their idea in writing. From the movie, students will get an overall description of movie such as setting, plot, character, moral value, and others. Movie can be more effective than other instructional media for relating someone’s idea to another, building a continuity of thought, creating dramatic impact. The overall description of movie is in line with recount texts which contain generic structures and linguistic features.

Movie can be used for rewriting or retelling a story. Teacher can begin the lesson by showing the movie and let students watch it. Before that, teacher can begin the lesson by warming up students’ mind with the simple questions that are related to the movie, like: Do you know the story of Mr. Bean’s Holiday? What is kind of the story? Do you ever watch the movie?

While they watch the movie, teacher guides students to make notes related to the movie such as setting, character, and others. While the movie is played, teacher should explain that students are not allowed to interrupt because it can disturb students' concentration. If students find difficulties in vocabulary, they can ask teacher after the movie ends. After that, teacher asks students to discuss together about the overall description of movie by connecting recount text material that consists of the generic structure and linguistic features and asks students to analyze the movie together. The last, teacher asks students to write a recount after they watch the movie. It means that students must share their idea, feeling, or anything that exist in their mind after they watch the movie and focus on generating idea, organizing

coherently, revising it into good composition, and editing text for appropriate grammar.

By using movie, students will be more interested in learning writing. Besides that, they will practice regularly especially in writing.

II. Previous Research

Writing is an interesting field for research. Many researchers have conducted the research about writing skills. Related to this study, the writer chooses some previous researches which are relevant to the teaching of recount writing.

There are two previous researches related to this study. First research with the title of "The Effectiveness of Fairytale Movie as a medium in teaching Recount Writing" was done by Wiwin Supriyanti. This Experimental research was done with 8th grade students of SMP 18 Semarang and it got good result. The result showed that there was a significance difference in the achievement between the students who were taught recount using a movie as a medium and students who were taught recounts without a movie as a medium. We can see that experimental class that were given treatment using movie as a medium got higher score that was 71,5 compared with the control class who did not get treatment using movie as a medium that was 65,5. This result motivated the writer to do the research with the same media in order to improve students' skill especially writing. The researcher collected the data through test and unguided interview.44

The difference between her research and my research is in research method; Wiwin Supriyanti did the research in recount writing whereas I do my research in recount writing. Besides that, her research is conducted with 8th grade students of SMP N 18 Semarang, while I do my research with Tenth grade students of SMA N 6 Semarang. In addition to that, I collect the data through test, documentation, interview and observation.

Another research by the title of “Using Suggestopedia Method to Improve Students’ Writing in Recount Text” is conducted by Rika Ismawati. This is conducted with 8th grade students of SMP N 2 Juwana, Pati. As same as the first research, this research got significant result. Because of an action research, this research used test as instrument to collect the data. Control class is treated by conventional method whereas the experimental one is taught using suggestopedia method. The result of the research, it makes the students relaxed and enjoyed the lesson because it is supported with comfortable class and classical music accompaniment that can stimulate their brain to learn and memorize better.

Because of those successful researches, the writer tried to do another research related to them. The writer did an experimental research in teaching writing recount text using movie as a medium; not using short story. The writer conducted the research with the tenth grade students of SMA N 6 Semarang. Therefore, the differences between the above mentioned researches and this research are in method, subject matter, setting, and participants.

I. Research Hypothesis

There is a significant difference (Ha) of the student’s achievement in writing between those who were taught through the use of movie as medium and the students who were taught through the use of text as an aid. When the researcher worked and counted the data statistically, the statement above (Ha) changed into the null hypothesis (Ho). Ho states that there is no significant difference of the students’ achievement in writing between the students who were taught by using movie as media and the students who were taught by using text as an aid.

The hypothesis of this research is effective to improve students’ ability in writing recount text through movie. So, the null hypothesis (Ho) was rejected.

CHAPTER III
METHOD OF RESEARCH

This chapter discussed sources of data, subject and setting of research, research design, research variable, instruments, and procedures of experimentation, scoring technique, and method of data analysis.

A. Sources of Data

Arikunto states that sources of data are subjects from whom the data is taken.¹ In this study, the researcher used the research procedure in order to get the required data. The researcher taught two groups of students. The first group was an experimental group and the second group was a control group. The experimental group was a group which was given treatments by using movie as medium while the control group was a group which was given treatments without movie. At the beginning of the research, both two groups were given a pre-test to know the students’ initial capacity before getting treatments. At the end of the research, both two groups were given a post-test.

B. Subject and Setting of The Research

This study was conducted in SMAN 6 Semarang located at Jalan Ronggolawe No.4 Semarang Barat 50149. The subjects of this study were the tenth grade students of SMAN 6 Semarang in the academic year of 2010/2011. This study was conducted in the first semester. Due to limitation of time, the researcher did not take all students as the subjects of the study, but drew a sample.

1. Population and Sample

According to Encyclopedia of Educational Evaluation as cited by Arikunto, population is a set (or collection) of all elements possessing one

or more attributes of interest.\textsuperscript{2} The population of this research was the tenth grade students of SMAN 6 Semarang in academic year 2010/2011. Sample is part of population which is chosen as source of data.\textsuperscript{3} Sample is a representative group from population to serve as respondents.\textsuperscript{4} Arikunto said that sample is a part that can represent all the population observed. It is called sample research when we want to generalize the sample research result.\textsuperscript{5} The researcher selected two groups of students from the population as sample in this study. The total number of the population was 392 students which were divided into ten classes. The process of selection would be discussed in the sampling technique.

Table III.1. List of population

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X 1</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>X 2</td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>X 3</td>
<td>36</td>
</tr>
<tr>
<td>4</td>
<td>X 4</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>X 5</td>
<td>36</td>
</tr>
<tr>
<td>6</td>
<td>X 6</td>
<td>36</td>
</tr>
<tr>
<td>7</td>
<td>X 7</td>
<td>36</td>
</tr>
<tr>
<td>8</td>
<td>X 8</td>
<td>36</td>
</tr>
<tr>
<td>9</td>
<td>X 9</td>
<td>36</td>
</tr>
<tr>
<td>10</td>
<td>X 10</td>
<td>36</td>
</tr>
<tr>
<td>11</td>
<td>X 11</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>392</td>
</tr>
</tbody>
</table>

\textsuperscript{2} Ibid., p. 130.
\textsuperscript{3} Prof. Sukardi, Ph.D, Metodologi Penelitian Pendidikan, (Jakarta: PT Bumi Aksara, 2009), p. 54.
\textsuperscript{5} Suharsimi Arikunto, op.cit., p. 131.
2. Sampling Technique

In order to get the representative samples, the sampling must be done in the correct way. Sampling could be defined as the process of selecting individuals that could represent different characters of the larger group (population). In selecting the sample, the researcher used *simple random sampling*. Sukestiyarno and Wardono state that if the characteristic of population is homogeneous and placed in different classes, and in order not to change the class composition which has been homogeneous, the sampling can be done by selecting the class randomly.⁶

If the population is more than 100 persons, the researcher might take 10-15% or 20-25% or more from population.⁷ Therefore, the researcher took 18% out of 392 students as the sample from this study or equal to 72 students. Then, the sample was divided into two groups; experimental group and control group. Each group consisted of 36 students. Students in class X 2 was taught by using movie and considered as experimental group. While students in class X 5 was taught without movie (using text) and considered as control group.

C. Research Design

Research design played an important role in a research because the quality of research greatly depended on the design. In this research, the researcher used the form of quantitative approach to analyze the data. According to Michael J Wallace, quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective.⁸

In this research, researcher uses an experimental research. An experimental research involved two groups: experimental group and control group. An experimental group received a new treatment while control group received an usual treatment. According to Nunan, experiment is designed to

---

collect data in such a way that treats to the reliability and validity of the research are minimized. This study used pre-test and post-test.

The design of the experiment could be described as follows:

\[
\begin{array}{c}
E \quad 01 \quad X \quad 02 \\
C \quad 03 \quad Y \quad 04 \\
\end{array}
\]

Adopted from Arikunto.10

Where:

- E = experimental group
- C = control group
- 01 = pre-test for experimental group
- 02 = post test for experimental group
- 03 = pre-test for control group
- 04 = post test for control group
- X = treatment by using movie
- Y = treatment without movie

From the design above, subjects of research were grouped into an experimental group (top line) and a control group (bottom line). The quality of subjects was first checked by pre-test them (01 and 03). Then, the experimental treatment (taught by using movie) was applied to the experimental group, while the control group was taught without the aid of movie. The test was held in the form of composition. The results of post-test (02 and 04) were then computed statistically.

D. Research Variable

According to Fred D. Kerlinger as cited by Arikunto, that all experiments have one fundamental idea behind them; to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variables in experiments).11

---

This research, that used movie as medium in the teaching of recount, had two variables. Those variables were:

1. The independent variable

Independent variable is the variable that the experimenter changes within a defined range. The independent variable in this research was the use of media in the teaching learning process for both groups. The experimental group wrote recount text through movie while the control group wrote recount text without the aid of movie (by using text only).

2. The dependent variable

Dependent variable is variable that measures the influence of the independent variable. The dependent variable in this study was the students’ achievement in the test score.

Based on the variables above, the writer can make indicators that support the variables. The schema of indicator’s variable is stated as follows:

III. 2. Table of indicator’s Variable

<table>
<thead>
<tr>
<th>Variable</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **1. (Independent Variable)** Using Movie | a. Preparing movie and the tools, such as laptop, LCD, and sound.  
b. Playing movie by the title “Mr. Bean’s Holiday”.  
c. Asking students to watch the movie and take a note about the story in every scene. |
| **2. (Dependent Variable)** | Students’ achievement in the writing test score in recount text. |
Sub-Variable | Indicators
--- | ---
a. Sub-Variable; Students’ ability in understanding recount text. | 1) Defining recount text.  
2) Identifying the generic structure in recount text.  
3) Identifying the social function of recount text.  

b. Sub-Variable; Students’ ability in explaining recount text. | 1) Explaining main idea of a paragraph.  
2) Explaining contains of recount text.  


c. Sub-Variable; Students’ ability in composing written recount text. | 1) Arranging the main scenes to be right plot.  
2) Rewriting the movie’s story into recount text.  

---

E. Technique of Data Collection

The researcher must uses instrument in order to get the better data. The instrument of the research is a tool or facility that is used by researcher for collecting the data in order to get better result; it can be occurred complete and systematic.

To make this research successful, the researcher uses some instruments to collect data, they are follows:

1. Test

In this research, the researcher used test to collect data. Brown states that a test is a method of measuring a person’s ability, knowledge, or performance in a given domain.\(^\text{12}\) Heaton states that achievement test is

---

generally used to refer to more formal tests which have been designed to show mastery of a particular syllabus. This test is similar to class progress tests in the sense that they are generally based on syllabus and measure what has been taught and learnt. Test is an examination or trial to find its quality, value, composition, etc. According to Longman English dictionary, test is any procedure for measuring ability, knowledge, or performance. In conducting to this study, the researcher uses test as the first method of collecting the data. The test is used to collect the students’ writing that must be analyzed to identify students’ achievement on writing recount.

Based on the statements above, the researcher conducted the achievement test in his research. This test was used to measure students’ achievement. The test, which was conducted before the treatments, called pre-test. It was used to find out the initial condition of students before treatment. The test, which was done after all treatments, called the post-test. The researcher gave an assignment to write a recount text based on theme. The students had to use at least 75 words in 35 minutes. Students had to pay attention to the five aspects of writing which would be used in the assessment. These five aspects were as follow; grammar, vocabulary, mechanic, relevance and fluency.

2. Interview

Interview is a dialogue between interviewer and interviewee. It was done by the researcher to get more information that the researcher did not get from observation. The researcher took 12 experimental class’ students as interviewee. The researcher used structured interview and the result or the interview was unrecorded.

---

16 Prof. Dr. S. Nasution, M.A, *Metode Research (Penelitian Ilmiyah)*, (Jakarta: Bumi Aksara, 2009), p. 113
3. Observation

Observation was the activity that was done by the researcher to get data. There were two kinds of observation, they were:

a. Non systematic observation’ which was done by the researcher without using instrument.

b. Systematic observation which was done by the researcher using instrument as the guide of the research.\(^\text{17}\)

The observation focuses on teacher and students activity in classroom. In this part, the researcher used checklist as instrument to take information related to the activity in the class room.

4. Documentation

Document is a piece of written or printed material that provides a record of evidence or event an agreement, ownership, identification etc.\(^\text{18}\) Documentation is the accumulation, classification, and dissemination of information.\(^\text{19}\) It refers to the archival data that help the researcher to collect the needed data. In this study, this method was used to get the data that related to the object research such as students name list were included in the population. In this case, the data was gained by the help of the English teacher.

F. Scoring Technique

To score the test paper, the researcher used analytic scale which categorized by some categories. O’Malley and Pierce state that analytic scale separates the features of a composition into components that are each scored separately.\(^\text{20}\) This analytic score has five items and each item scores five. So, the maximum score is 25. The items are:

\(^\text{17}\) Ibid., p.157  
\(^\text{19}\) Ibid, p. 256.  
1. Grammar

Brown states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.\textsuperscript{21}

2. Vocabulary

Vocabulary plays an important role in writing; it is the basic thing that should be owned by students. The lack of vocabulary means the failure in the communication. Students cannot make a communication especially in writing if they master little vocabulary.

3. Mechanics

Mechanics is connecting with the appropriate punctuation or spelling that is used in writing. Mechanics will make students’ writing well and reasonable to be read. The examples of mechanics are capital letter, quotation, comma, semicolon, and others.

4. Relevance

It contains reasonable sentences (supporting sentences) that support the main idea. If students write a paragraph without stating the main idea, the reader will confuse to decide the main topic of the text.

5. Fluency (style and ease of communication)

Fluency refers to the sentences that flow easily and not too hard to understand by audiences (readers). If the researcher uses strange vocabulary, the readers will confuse what the purpose of writing.

Table III.3. Analytic Scoring of Writing

<table>
<thead>
<tr>
<th>Writing Component</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>5</td>
<td>Mastery of grammar taught on course – only 1 or 2 minor mistakes.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>A few mistakes only (prepositions, articles, etc.)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Only 1 or 2 major mistakes but a few ones.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2 Major mistakes, which lead to difficulty in understanding, lack of mastery of sentence construction.</th>
<th>1 Numerous serious mistakes – no mastery of sentence construction – almost unintelligible.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>5 Use of wide range of vocabulary taught previously.</td>
<td>4 Good use of new word acquired – fairly appropriate synonyms, circumlocution.</td>
</tr>
<tr>
<td></td>
<td>3 Attempts to use word acquired – fairly appropriate vocabulary on the whole but sometimes restricted – has to resort to use of synonyms, circumlocution, etc., on few occasions.</td>
<td>2 Restricted vocabulary – use of synonyms [but no always appropriate] imprecise and vague-affect meaning.</td>
</tr>
<tr>
<td></td>
<td>1 Very restricted vocabulary-inappropriate use of synonyms seriously hinders communication.</td>
<td>1 Numerous errors – hard to recognize several words – communication made very difficult.</td>
</tr>
<tr>
<td><strong>Mechanic</strong></td>
<td>5 No errors.</td>
<td>4 1 or 2 minor errors only [e.g. ei or ie].</td>
</tr>
<tr>
<td></td>
<td>3 Several errors – do not interfere significantly with communication – not too hard to understand.</td>
<td>2 Several errors – some interfere with communication – some words very hard to recognize.</td>
</tr>
<tr>
<td></td>
<td>1 Numerous errors – hard to recognize several words – communication made very difficult.</td>
<td>1 Numerous errors – hard to recognize several words – communication made very difficult.</td>
</tr>
<tr>
<td>Relevance</td>
<td>5</td>
<td>All sentences support the topic – highly organized – clear progression of ideas well linked educated native speaker.</td>
</tr>
<tr>
<td>-----------</td>
<td>---</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Ideas well organized – links could occasionally be clearer but communication not impaired.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some lacks of organization – rereading required for clarification ideas.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Little or no attempts at connectivity – though reader deduces some organization – individual ideas may be clear but very difficult to deduce connections between them.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Lack of organization so severe that communication is seriously impaired.</td>
</tr>
<tr>
<td>Fluency</td>
<td>5</td>
<td>Flowing style – very easy to understand – both complex and simple sentences – very effective.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Quite flowing style – mostly easy to understand a few complex sentences – very effective.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Style reasonably smooth – not too hard to understand mostly [but not all] simple sentences – fairy effective.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Jerky style – an effort needed to understand and enjoy – complex sentences confusing – mostly simple sentences or compound sentences.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Very jerky – hard to understand can not enjoy reading – almost all simple – complex sentences confusing – excessive use of “and”.</td>
</tr>
</tbody>
</table>

Based on Heaton’s grid as cited by Novie Fatmawati.²²

---

G. Method of Data Analysis

There were some steps to do the research; one of the most important steps was collecting data. It influenced the result of the research.

1. The Activities of Experimental Group
   a. Pre-test

   Pre-test was given before the treatments. First, the researcher came to the class. Then, he explained to the students what they had to do. Finally, he distributed the instruments and asked them to do the test.

   b. Activities in Experimental Group

   There were some activities in experimental group (Class X 2) as follows:

   Table III.4. Activities in Experimental Group

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1) Teacher lets students watch the movie.</td>
<td>2x45'</td>
</tr>
<tr>
<td></td>
<td>2) Teacher asks students to make notes about the characters of the movie and other information that relates to the movie.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1) Teacher explains about the generic structures of recount.</td>
<td>2x45'</td>
</tr>
<tr>
<td></td>
<td>2) Teacher shows the movie to students and lets them watch it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Teacher asks students to discuss the generic structures of the movie in pair.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1) Teacher explains about the linguistic features of recount text.</td>
<td>2x45'</td>
</tr>
<tr>
<td></td>
<td>2) Teacher lets students watch the movie.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Teacher asks students to analyze the</td>
<td></td>
</tr>
</tbody>
</table>
linguistic features of recount from the movie.

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
</table>
| 4  | 1) Teacher reminds students about previous lesson.  
   2) Teacher asks students to write a recount text. | 2x45’ |

Post-test
Post-test was held after all treatments were conducted. This test was used to measure students’ achievement after they were given treatments. The result of test was analyzed statistically.

2. The Activities of Control Group
   a. Pre-test
   
   Pre-test was given before the treatment. First, the researcher came to the class. Then, he explained to the students what they had to do. Finally, he distributed the instruments and asked them to do the test.

   b. Activities for control group
   
   There were some activities in control group (class X 5) as follows:

   Table III.5. Activities in Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
</table>
   | 1  | 1) Teacher distributes recount text.  
      2) Teacher asks students to make notes about the characters of the story and other information that relates to the text. | 2x45’ |
   | 2  | 1) Teacher explains about the generic structures of recount.  
      2) Teacher distributes the recount text to the | 2x45’ |
students and lets them read it.

3) Teacher asks students to discuss the generic structures of the text in pair.

| 3 | 1) Teacher explains about the linguistic features of recount text. 
   | 2) Teacher lets students read the story. 
   | 3) Teacher asks students to analyze the linguistic features from the text. | 2x45’ |

| 4 | 1) Teacher reminds students about previous lesson. 
   | 2) Teacher asks students to write a recount text. | 2x45’ |

c. Post-test

Post-test was held after all treatments were conducted. This test was used to measure students’ ability after they were given treatments. The result of test was analyzed statistically.

3. Analyzing the Data

After conducted the test, data analysis was carried out to find out the data normality and the homogeneity of sample. It was meant to check if the research result met the requirement of good research or not. Data analysis discussed two main things:

a. Test of data normality

The first step that had to be done before doing the research was to test the data normality. It was aimed to know whether the data came from normal distribution or not. The researcher used Chi-Kuadrat formula, as follows:

$$X^2 = \sum_{i=1}^{k} \frac{(Oi - Ei)^2}{Ei}$$
Cited from Sudjana.\textsuperscript{23}

Where:

\[ X^2 = \text{Chi-kuadrat} \]

\[ O_i = \text{Frequency that was obtained from data} \]

\[ E_i = \text{Frequency that was hoped} \]

\[ k = \text{the sum of interval class} \]

If the obtained score was lower than t-table score by using 5% alpha of significance, Ho was accepted. It was meant that Ha was rejected. So, the data is normal.

b. Test of homogeneity

It was meant to get the assumption that sample of research came from a same condition or homogenous. The researcher used the formula as follows:

With this formula\textsuperscript{24}:

\[ \chi^2 = (\ln 10) \left\{ B - \sum (n_i - 1) \log s_i^2 \right\} \]

With:

\[ B = (\log s^2) \sum (n_i - 1) \quad \text{and} \quad s^2 = \frac{\sum(n_i - 1)s_i^2}{\sum(n_i - 1)} \]

Where:

\[ \chi^2 = \text{chi kuadrat} \]

\[ s_i^2 = \text{i-variance} \]

\[ n_i = \text{number of participant} \]

\[ k = \text{the sum of interval class} \]

If \( x^2 \) \textit{count} \( \geq x^2 \ (1-\alpha)(k-1) \) with significance 5% and dk = k – 1 so Ho was refused, the data is not homogeneous. If the participant is

\textsuperscript{23} Sudjana, \textit{Metoda Statistika}, (Bandung: Tarsito, 2002). p. 272.
\textsuperscript{24} \textit{Ibid.}, hlm. 263.
homogenous, the writer uses the formula below to measure the hypothesis:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

Cited from Sugiono.\textsuperscript{25}

Hypothesis:

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_a: \sigma_1^2 \neq \sigma_2^2$$

Ho is accepted if $$F < F_{1/2a (nb-1):(nk-1)}$$

4. Analyzing The Result of The Test

Firstly, the test was done in both groups, experimental and control group. Secondly, the result of the test was scored by using analytic scale. Thirdly, the means score of the two groups were determined. Finally, the two means were compared by applying t-test formula. T-test was used to differentiate if the students’ result of writing a recount paragraph by using movie and without using movie was significant or not.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Cited from Sudjana.\textsuperscript{26}

Where:

- \(\bar{x}_1\) = the mean score of the experimental group
- \(\bar{x}_2\) = the mean score of control group
- \(n_1\) = the number of the experimental group
- \(n_2\) = the number of the control group
- \(s\) = standard deviation

\textsuperscript{25} Sugiyono, Statistika Untuk Penelitian, (Bandung: Alfabeta, 2007), p. 140.
\textsuperscript{26} Sudjana, op.cit., p. 239.
\[ s^2 \] = variance

If the obtained score was higher than t-table score by using 5% alpha of significance, Ho was rejected. It meant that Ha was accepted: “There was a significant difference in writing achievement between the experimental and control group.”

II. Research procedures

In this research, there were three procedures in applying experiment research:

1. Administering a pre-test

   The test administered before the treatment section. The students in both of class (control class and experimental class) asked to free write recount text based on their background knowledge.

2. Giving Treatment

   It was given in two formations, those are using movie in experimental class and without using movie in control class. The treatment was done twice for each class.

3. Administering a pos-test

   After given the treatment in both of class, the writer gave the pos-test to measure the students’ achievement on writing recount text. From this test, the data obtained in form students’ test score.

Table III.6. Schedule of the experiment

<table>
<thead>
<tr>
<th>Group</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
</tr>
<tr>
<td>Experimental class</td>
<td>Friday, November 5th, 2010</td>
</tr>
<tr>
<td>Control class</td>
<td>Tuesday, November 4th, 2010</td>
</tr>
</tbody>
</table>
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the data that were collected during the experimental research. First analysis focuses on the validity, reliability, index difficulty, and discriminating power of instruments. Second analysis presents the result of pre-test and post-test which were done both in experimental and control group.

A. Analysis of Data

1. Analysis of Pre-test

The experimental group (class X 2) was given a pre-test on November 5, 2010 and control group (class X 5) was given a pre-test on November 4, 2010. They were asked to make a recount text based on their own experience.

a. Test of Normality

Test of normality was used to find out whether data of control and experimental group which had been collected from the research come from normal distribution normal or not. The result computation of Chi-square \( \chi^2 \) then was compared with table of Chi-square \( \chi^2 \) by using 5% alpha of significance. If \( \chi^2 \) < \( \chi^2 \) table meant that the data spread of research result distributed normally.

Based on the research result of X 5 students in the control group before they were taught recount text without movie, they reached the maximum score 76 and minimum score 40. The stretches of score were 36. So, there were 7 classes with length of classes 6. From the computation of frequency distribution, it was found \( \sum f_i x_i \) = 2202 and \( \sum f_i x_i^2 \) = 138489. So, the average score \( \bar{X} \) was 61.167 and the standard deviation (S) was 10.42. After counting the average
score and standard deviation, table of observation frequency was needed to measure Chi-square ($X^2_{score}$).

Table IV. 1 Table of the Observation Frequency of Control Group

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>$Z_i$</th>
<th>$P(Z_i)$</th>
<th>Ld</th>
<th>Ei</th>
<th>Oi</th>
<th>$\frac{(O_i - E_i)^2}{E_i}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>39,5–45</td>
<td>39,5</td>
<td>-2,08</td>
<td>0,0476</td>
<td>1,7</td>
<td>3</td>
<td>0,9689</td>
<td></td>
</tr>
<tr>
<td>45,5–51</td>
<td>45,5</td>
<td>-1,50</td>
<td>0,1104</td>
<td>4,0</td>
<td>4</td>
<td>0,0002</td>
<td></td>
</tr>
<tr>
<td>51,5–57</td>
<td>51,5</td>
<td>-0,93</td>
<td>0,1857</td>
<td>6,7</td>
<td>6</td>
<td>0,0701</td>
<td></td>
</tr>
<tr>
<td>57,5–63</td>
<td>57,5</td>
<td>-0,35</td>
<td>0,2261</td>
<td>8,1</td>
<td>7</td>
<td>0,1599</td>
<td></td>
</tr>
<tr>
<td>63,5–69</td>
<td>63,5</td>
<td>0,22</td>
<td>0,0886</td>
<td>0,1995</td>
<td>7,2</td>
<td>0,4606</td>
<td></td>
</tr>
<tr>
<td>69,5–75</td>
<td>69,5</td>
<td>0,80</td>
<td>0,2881</td>
<td>0,1275</td>
<td>4,6</td>
<td>0,5498</td>
<td></td>
</tr>
<tr>
<td>75,5–81</td>
<td>75,5</td>
<td>1,38</td>
<td>0,4155</td>
<td>0,0590</td>
<td>2,1</td>
<td>1,6597</td>
<td></td>
</tr>
<tr>
<td>81,5–87</td>
<td>81,5</td>
<td>1,95</td>
<td>0,4745</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$X^2 = 3,8691$

Based on the Chi-square table ($X^2_{table}$) for 5% alpha of significance with $dk = 7 - 3 = 4$, it was found $X^2_{table} = 9.49$. Because of $X^2_{score} < X^2_{table}$, so the initial data of control group distributed normally.

While from the result of X 2 students in experimental group, before they were taught recount text by using movie, was found that the maximum score was 76 and minimal score was 40. The stretches of score were 36. So, there were 7 classes with length of classes 6. From the computation of frequency distribution, it was found ($\sum f_i x_i$) = 2178, and ($\sum f_i x_i^2$) = 135945. So, the average score ($\overline{X}$) was 60,5 and the standard deviation (S) was 10,923. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-square ($X^2_{score}$).
Table IV. 2 Table of the Observation Frequency of Experimental Group

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>Z_i</th>
<th>P(Z_i)</th>
<th>Ld</th>
<th>Ei</th>
<th>Oi</th>
<th>( \frac{(O_i - E_i)^2}{E_i} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>39,5</td>
<td>-1.92</td>
<td>-0.4727</td>
<td>0.0576</td>
<td>2.1</td>
<td>4</td>
<td>1.7926</td>
<td></td>
</tr>
<tr>
<td>40 – 45</td>
<td>45.5</td>
<td>-1.37</td>
<td>-0.4152</td>
<td>0.1201</td>
<td>4.3</td>
<td>4</td>
<td>0.0245</td>
</tr>
<tr>
<td>46 – 51</td>
<td>51.5</td>
<td>-0.82</td>
<td>-0.1082</td>
<td>0.1868</td>
<td>6.7</td>
<td>6</td>
<td>0.0782</td>
</tr>
<tr>
<td>52 – 57</td>
<td>57.5</td>
<td>-0.27</td>
<td>0.1082</td>
<td>0.2164</td>
<td>7.8</td>
<td>8</td>
<td>0.0056</td>
</tr>
<tr>
<td>58 – 63</td>
<td>63.5</td>
<td>0.27</td>
<td>0.2950</td>
<td>0.1868</td>
<td>6.7</td>
<td>6</td>
<td>0.0782</td>
</tr>
<tr>
<td>64 – 69</td>
<td>69.5</td>
<td>0.82</td>
<td>0.4152</td>
<td>0.1201</td>
<td>4.3</td>
<td>4</td>
<td>0.0245</td>
</tr>
<tr>
<td>70 – 75</td>
<td>75.5</td>
<td>1.37</td>
<td>0.4727</td>
<td>0.0576</td>
<td>2.1</td>
<td>4</td>
<td>1.7926</td>
</tr>
<tr>
<td>76 – 81</td>
<td>81.5</td>
<td>1.92</td>
<td>0.4785</td>
<td></td>
<td></td>
<td>X² = 3.7961</td>
<td></td>
</tr>
</tbody>
</table>

Based on the Chi-square table \((X_{table}^2)\) for 5% alpha of significance with dk \(7 - 3 = 4\), it was found \(X_{table}^2 = 9.49\). Because of \(X_{score}^2 < X_{table}^2\), so the initial data of experimental group distributed normally.

b. Test of Homogeneity

Test of homogeneity was done to know whether sample in the research come from population that had same variance or not. In this study, the homogeneity of the test was measured by comparing the obtained score \((F_{score})\) with \(F_{table}\). Thus, if the obtained score \((F_{score})\) was lower than the \(F_{table}\) or equal, it could be said that the Ho was accepted. It meant that the variance was homogeneous. The analysis of homogeneity test could be seen in table IV. 3.
By knowing the mean and the variance, the writer was able to test the similarity of the two variants in the pre-test between experimental and control group. The computation of the test of homogeneity as follows:

\[
F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}
\]

\[
= \frac{122,9600}{101,4900}
\]

\[
= 1,212
\]

On a 5% with df numerator (nb - 1) = 36 – 1 = 35 and df denominator (nk – 1) = 36 – 1 = 35, it was found \( F_{\text{table}} = 1,76 \). Because of \( F_{\text{score}} \leq F_{\text{table}} \), so it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variants (homogenous).

**c. Test of difference two variants in pre-test between experiment and control group**

After counting standard deviation and variance, it could be concluded that both group have no differences in the test of similarity between two variances in pre-test score. So, to differentiate whether the students’ results of writing a recount text in experimental and control group were significant or not, the writer used t-test to test the hypothesis that had been mentioned in the chapter two. The writer used formula:
\[ t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

Where:

\[ S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \]

Based on table IV. 3, first the writer had to find out S by using the formula above:

\[ S = \sqrt{\frac{(36 - 1)122.96 + (36 - 1)101.49}{36 + 36 - 2}} \]

\[ = 10.5936 \]

After S was found, the next step was to measure t-test:

\[ t = \frac{60.11 - 61.33}{10.9936 \sqrt{\frac{1}{36} + \frac{1}{36}}} \]

\[ = -0.489 \]

After getting t-test result, then it would be consulted to the critical score of \( t_{table} \) to check whether the difference is significant or not. For \( a = 5\% \) with df \( 36 + 36 - 2 = 70 \), it was found \( t_{table(0.975)(70)} = 1.9944 \). Because of \( t_{score} < t_{table} \), so it could be concluded that there was no significance of difference between the experimental and control group. It meant that both experimental and control group had same condition before getting treatments.

2. Analysis of Post-test

The experimental group was given post test on November 26, 2011 and control group was given a post test on November 25, 2011. Post-test was conducted after all treatments were done. Movie was used as aid in
the teaching of recount writing to students in experimental group. Meanwhile, the students in control group were given treatment without movie. Post-test was aimed to measure students’ ability after they got treatments. They were asked to make a recount text after they read the text (for students in control group) and they watched movie (for students in experimental group).

a. Test of Normality

Test of normality was used to find out whether data of control and experimental group, which had been collected after they got treatments, came from normal distribution normal or not. The formula, that was used, was Chi-square. The result computation of Chi-square ($X^2_{score}$) then was compared with table of Chi-square ($X^2_{table}$) by using 5% alpha of significance. If $X^2_{score} < X^2_{table}$ meant that the data spread of research result distributed normally.

Based on the research result of X 5 students in the control group after they got usual treatments (using text) in the teaching of recount writing, they reached the maximum score 88 and minimum score 56. The stretches of score were 32. So, there were 7 classes with length of classes 5. From the computation of frequency distribution, it was found ($\Sigma f_i x_i$) = 2523, and ($\Sigma f_i x_i^2$) = 179789. So, the average score ($\overline{X}$) was 70,08 and the standard deviation (S) was 9,20985. It meant that there was an improvement of students’ score after they got treatments. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-square ($X^2_{score}$). For the complete analysis could be seen in appendix 9.

Table IV. 4 Table of the Observation Frequency of Control Group

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>$Z_i$</th>
<th>P($Z_i$)</th>
<th>Ld</th>
<th>Ei</th>
<th>Oi</th>
<th>$\frac{(O_i - E_i)^2}{E_i}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>55,5</td>
<td>-1,58</td>
<td>-0,4433</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56 – 60</td>
<td>-1,04</td>
<td>-0,3510</td>
<td>0,0924</td>
<td>3,3</td>
<td>7</td>
<td>4,0592</td>
<td></td>
</tr>
<tr>
<td>60,5</td>
<td>-1,04</td>
<td>-0,3510</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61 – 65</td>
<td>-0,50</td>
<td>-0,1906</td>
<td>0,1603</td>
<td>5,8</td>
<td>7</td>
<td>0,2615</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Bk</td>
<td>Li</td>
<td>P(Li)</td>
<td>Ld</td>
<td>Ei</td>
<td>Oi</td>
<td>$\chi^2$</td>
</tr>
<tr>
<td>-------</td>
<td>----</td>
<td>----</td>
<td>-------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----------</td>
</tr>
<tr>
<td>66 – 70</td>
<td>70,5</td>
<td>0,05</td>
<td>0,0180</td>
<td>0,2087</td>
<td>7,5</td>
<td>5</td>
<td>0,8403</td>
</tr>
<tr>
<td>71 – 75</td>
<td>75,5</td>
<td>0,59</td>
<td>0,2218</td>
<td>0,2037</td>
<td>7,3</td>
<td>5</td>
<td>0,7431</td>
</tr>
<tr>
<td>76 – 80</td>
<td>80,5</td>
<td>1,13</td>
<td>0,3710</td>
<td>0,1492</td>
<td>5,4</td>
<td>6</td>
<td>0,0736</td>
</tr>
<tr>
<td>81 – 85</td>
<td>85,5</td>
<td>1,67</td>
<td>0,4529</td>
<td>0,0819</td>
<td>3,0</td>
<td>5</td>
<td>1,4243</td>
</tr>
<tr>
<td>86 – 90</td>
<td>90,5</td>
<td>2,22</td>
<td>0,4867</td>
<td>0,0338</td>
<td>1,3839</td>
<td>1</td>
<td>0,1065</td>
</tr>
</tbody>
</table>

$\chi^2 = 7,5085$

Based on the Chi-square table ($X^2_{table}$) for 5% alpha of significance with $df = 7 - 3 = 4$, it was found $X^2_{table} = 9.49$. Because of $X^2_{score} < X^2_{table}$, so the data of control group after getting treatments distributed normally.

Meanwhile from the result of X 2 students in experimental group who were taught recount text through the use of movie, was found that the maximum score was 92 and minimal score was 60. The stretches of score were 32. So, there were 7 classes with length of classes 5. From the computation of frequency distribution, it was found $(\sum f_i x_i) = 2782$, and $(\sum f_i x_i^2) = 217984$. So, the average score ($\bar{X}$) was 77.27 and the standard deviation (S) was 9.2539. By seeing the average score of students in experimental group, it could be concluded that there was an improvement of students’ score after they got treatments by using movie. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-square ($X^2_{score}$). For the complete analysis could be seen in appendix 10.

Table IV. 5 Table of the Observation Frequency of Experimental Group

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>Z_i</th>
<th>P(Z_i)</th>
<th>Ld</th>
<th>Ei</th>
<th>Oi</th>
<th>$(O_i - E_i)^2 / E_i$</th>
</tr>
</thead>
<tbody>
<tr>
<td>59,5</td>
<td>-1,92</td>
<td>-0,4726</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 – 64</td>
<td>64,5</td>
<td>-1,38</td>
<td>-0,4163</td>
<td>0,0563</td>
<td>2,3</td>
<td>4</td>
<td>1,2388</td>
</tr>
<tr>
<td>65 – 69</td>
<td>69,5</td>
<td>-0,84</td>
<td>-0,2997</td>
<td>0,1166</td>
<td>4,8</td>
<td>4</td>
<td>0,1280</td>
</tr>
</tbody>
</table>
Based on the Chi-square table ($X^2_{table}$) for 5% alpha of significance with df $7 - 3 = 4$, it was found $X^2_{table} = 9.49$. Because of $X^2_{score} < X^2_{table}$, so the data of experimental group after getting treatments distributed normally.

b. Test of Homogeneity

The writer determined the mean and variance of the students’ score either in experimental or control group. By knowing the mean and variance, the writer was able to test the similarity of the two variance in the post-test between experimental and control group.

Table. IV. 6 Test of Homogeneity (Post-test)

<table>
<thead>
<tr>
<th>Variance Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2780</td>
<td>2524</td>
</tr>
<tr>
<td>N</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>$\bar{X}$</td>
<td>77.22</td>
<td>70.11</td>
</tr>
<tr>
<td>Variance ($s^2$)</td>
<td>95,8349</td>
<td>77,2444</td>
</tr>
<tr>
<td>Standard deviation (s)</td>
<td>9.79</td>
<td>8.79</td>
</tr>
</tbody>
</table>

The computation of the test of homogeneity as follows:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$= \frac{95,8349}{77,2444}$$

$$= 1.241$$

On a 5% with df numerator (nb - 1) = 36 - 1 = 35 and df denominator (nk – 1) = 36 – 1 = 35, it was found $F_{table}(0.05)(35;35) = 1.96$. 

<table>
<thead>
<tr>
<th>70 – 74</th>
<th>74.5</th>
<th>-0.30</th>
<th>-0.1180</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 – 79</td>
<td>79.5</td>
<td>0.24</td>
<td>0.0949</td>
</tr>
<tr>
<td>80 – 84</td>
<td>84.5</td>
<td>0.78</td>
<td>0.2824</td>
</tr>
<tr>
<td>85 – 89</td>
<td>89.5</td>
<td>1.32</td>
<td>0.4067</td>
</tr>
<tr>
<td>90 – 94</td>
<td>94.5</td>
<td>1.86</td>
<td>0.4686</td>
</tr>
</tbody>
</table>
Because of $F_{score} \leq F_{table}$, so it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variance (homogenous).

c. Test of difference two variants in post-test between experiment and control group

After counting standard deviation and variance, it could be concluded that both groups have no differences in the test of similarity between two variances in post-test score. So, to differentiate if the students’ results of writing a recount paragraph in experimental and control group after getting treatments were significant or not, the writer used t-test to test the hypothesis mentioned in chapter two. To see the difference between the experimental and control group, the writer used formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Based on table IV. 6, first the writer had to find out S by using the formula above:

$$S = \sqrt{\frac{(36 - 1)95.8349 + (36 - 1)77.2444}{36 + 36 - 2}}$$

$$= 9.30267$$

After S was found, the next step was to measure t-test:

$$t = \frac{77.22 - 70.11}{9.30267 \sqrt{\frac{1}{36} + \frac{1}{36}}}$$

$$= 3.243$$
After getting t-test result, then it would be consulted to the critical score of $t_{table}$ to check whether the difference is significant or not. For $\alpha = 5\%$ with df $36 + 36 - 2 = 70$, it was found $t_{table(0.95)(70)} = 1.67$. Because of $t_{score} > t_{table}$, so it could be concluded that there was significance of difference between the experimental and control group. It meant that experimental group was better that control group after getting treatments.

Since the obtained t-score was higher than the critical score on the table, the difference was statistically significance. Therefore, based on the computation there was a significance difference between the teaching of recount writing using movie and the teaching of recount writing without movie for the tenth grade students of SMA N 6 Semarang. Teaching recount with movie seemed to be more effective than teaching recount without movie. It can be seen from the result of the test where the students taught writing by using movie got higher scores than the students taught writing without movie.

**B. Discussions**

The data were obtained from the students’ achievement scores of the test of writing recount paragraph. They were pre-test and post-test scores from the experimental and control group. The average score for experimental group was 60,11 (pre-test) and 77,22 (post-test). The average score for control group was 61,33 (pre-test) and 70,11 (post-test). The following was the simple tables of pre and post-test students’ average score and students’ average score of each writing components. The complete computation can be seen in appendix 13 – 16.
Table IV. 7 The Pre-test and Post-test Students’ Average Scores of the Experimental and Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Group</th>
<th>The Average Percentage of Pre-test</th>
<th>The Average Percentage of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental</td>
<td>60.11</td>
<td>77.22</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>61.33</td>
<td>70.11</td>
</tr>
</tbody>
</table>

Table IV. 8 The Pre-test and Post-test Students’ Average Scores of the Experimental and Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Component of Writing</th>
<th>Group</th>
<th>The Average Score of Pre-test</th>
<th>The Average Score of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar</td>
<td>Experimental</td>
<td>2.94</td>
<td>3.84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>2.94</td>
<td>3.46</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary</td>
<td>Experimental</td>
<td>3.00</td>
<td>3.81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>2.97</td>
<td>3.54</td>
</tr>
<tr>
<td>3</td>
<td>Mechanic</td>
<td>Experimental</td>
<td>2.92</td>
<td>3.84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>3.11</td>
<td>3.54</td>
</tr>
<tr>
<td>4</td>
<td>Relevance</td>
<td>Experimental</td>
<td>3.11</td>
<td>3.81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>3.22</td>
<td>3.51</td>
</tr>
<tr>
<td>5</td>
<td>Fluency</td>
<td>Experimental</td>
<td>3.03</td>
<td>3.89</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>3.08</td>
<td>3.40</td>
</tr>
</tbody>
</table>

1. Students’ Condition in Control Group

In this study, source of data that was become as control group was class X 5. In the control group, there was not a new treatment in a teaching learning process. They were given an usual treatment. They were taught recount writing using text as they had got. By using text as an aid in the teaching learning process, teacher had used a monotonous media that could not increase students’ recount writing. Students could not enjoy in
writing and explore their ideas because they had to write what they had read from the text. It was proven with the control group’s average in the post-test (70,11) which was lower than the experimental group (77,22); although, the control group’s average in the pre-test (61,33) was higher than the experimental group (60,11).

2. Students’ Condition in Experimental Group
   
a. Analysis of Students’ Writing Before Treatment (Pre-test)

   In the pre-test, students’ ability in writing recount text was low. Pre-test was conducted before the treatment. From the result of pre-test, it was known that students faced many difficulties in recount writing. Sentences which were made by students, were influenced by Indonesian language. Students’ ability was in low level when they had to arrange sentences to be a good paragraph by considering main idea. It meant that the idea was not clearly stated and the sentences were not well-organized to support the main idea. Students’ word choice (fluency) was also far from being perfect. Not only the sequence of sentences which were made by students was not complete but also there were many difficulties in grammar and mechanic; therefore, students’ ability of recount writing could not be understood. To minimize the number of students’ mistakes in their writing, the researcher collected students’ writing, gave correction, and returned the paper to them. From the correction of their mistakes, students’ were supposed to learn more and improve their ability in recount writing.

b. Analysis of Students’ Writing After Treatment (Post-test)

   In the term of the product of the students’ work, students’ ability were collected and analyzed on the basis of Heaton gird which had been provided. Based on the analysis of students’ ability, it was found that students’ ability after getting treatment improved. In the treatment, students were given movie that was in line with the function
of recount text, its linguistic features, and its generic structure. The content was complete and relevance to the topic and the ideas were easy to understand. The sentences were well organized to support the main idea and in accordance with the sequence of event in the movie; however, there were mistakes in grammar.

Based on Heaton grid as the indicator of the students’ ability in recount writing, the finding showed that students’ ability was in good level; although, there were still some mistakes that students had made like grammar. So, it could be concluded that the implementation of using movie as media in the teaching of recount writing was very effective. It was proven with students’ average score in experimental group was higher than control group. By considering the students’ final score after getting treatment, the teaching of recount writing using movie as media was better than without movie (text).

Based on t-test analysis that was done, it was found that the t-score (3.243) was higher than t-table by using 5% alpha of significance (1.67). Since \( t_{score} > t_{table} \), it proved that there was a significant difference between the improvement of students achievement that was given a new treatment (using movie) and the improvement of students achievement that was given a usual treatment (using text).

C. The Advantages and Disadvantages of Using Movie in the Teaching of Recount Writing

1. The Advantages of Using Movie in the Teaching of Recount Writing

   After conducting the research, there were some advantages of using movie in the teaching of recount writing:
   a. The movie gave students the real data of a chronological action. It helped students express their ideas not only based on their imagination but also reality. The use of movie was actually meant to help them catch and express their ideas easily.
b. Students’ boredom in learning recount could be minimized. The treatment gave students different nuances of teaching and learning process so they were interested in the lesson. Movie that contained motion picture could attract students’ attention to interpret it and express their ideas related to the movie.

2. The Disadvantages of Using Movie in the Teaching of Recount Writing

The disadvantages were described below:

a. It spent a lot of time to prepare the equipments like computer, LCD projector, and others.

b. It was not easy to find the appropriate movie that is related to the function of recount text. In selecting movie, teacher has to consider movie duration and time for writing activity.

D. Limitation of Research

The writer realized that there were some hindrances and barriers in doing this research. The hindrances and barriers which occurred were not caused by inability of the researcher but caused by the limitation of the research like time, fund, and equipment of research.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusions

Based on the finding and discussion in chapter IV, it could be concluded that the use of movie as media in the teaching of recount writing was very effective. It was proved by the result of t-test. The t-test showed that t-score 3.243 was higher than t-table 1.67. It means that Ha was accepted and Ho was rejected. Since the t-score was higher than the t-table, there was a significance difference in the achievement between students in class X 2 who were taught recount text through the use of movie and students in class X 5 who were taught recount text without using movie (using text only). The average score of experimental group was 77.22 and the average score of control group was 70.11. It means that the experimental group (class X2) was better than the control group (class X5).

B. Suggestions

From the conclusion above, there are some suggestions that are proposed by the writer:

1. For Teacher
   a. Teacher may consider the use of movie in the teaching of recount writing because it can inspire students’ mind what they have to write. By watching a movie, students will not find difficulties in getting an idea to write.
   b. Teacher should prepare the equipment well. It means that before using a movie as a medium in the teaching of recount writing, it will be better for teacher to make sure that the qualities of equipment used are good.
   c. Teacher should plan the time well. They should be careful in selecting the movie and considering its duration and the length of time for writing activity.
2. For Students
   a. Students should study more and respond in learning process.
   b. Students should be more interested in English study.
   c. Students should improve their ability in English

3. For other researchers
   The writer hopes that the other researchers who intend to use movie in teaching learning process; he or she must prepare the principle of audio lingual method by having a good preparation.

C. Closing
   The true praise only belongs to Allah, who gives power and health until this final project can be finished. The writer is sure that this research is far from the perfectness. Therefore, constructive criticism and advices are really expected. Finally, the writer hopes that it can be useful for her and for the readers in general.
REFERENCES


Ng foo mun dkk, *Creative English for SMA Year X*, Jakarta: Erlangga , 2006.


Websites:


Okstate,”academic”,http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage2.htm Accessed: 16 Oktober 2010


TEST OF THE NORMALITY DATA OF PRE TEST
CONTROL GROUP (CLASS X 5)

Hypothesis
H₀: Data distributes normally
H₁: Data does not distribute normally

Formula
\[ X^2 = \sum_{i=1}^{k} \left( \frac{O_i - E_i}{E_i} \right)^2 \]

Criteria
is accepted if \( H_0 \): \( X^2_{\text{theory}} < X^2_{\text{table}} \)

Test of Hypothesis
Max. Value = 76
Min. Value = 40
Stretches of Value (R) = 76-40 = 36
Classes (k) = \( 1 + 3.3 \log 36 = 6.136 = 7 \) kelas
Length of classes (P) = \( \frac{36}{7} = 5.14286 = 6 \)

Distribution Table of the Pre Test of Control Group

<table>
<thead>
<tr>
<th>Class</th>
<th>( f_i )</th>
<th>( X_i )</th>
<th>( X_i^2 )</th>
<th>( f_iX_i )</th>
<th>( f_iX_i^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 - 45</td>
<td>3</td>
<td>42.5</td>
<td>1806.25</td>
<td>127.5</td>
<td>5418.75</td>
</tr>
<tr>
<td>46 - 51</td>
<td>4</td>
<td>48.5</td>
<td>2352.25</td>
<td>194</td>
<td>9409</td>
</tr>
<tr>
<td>52 - 57</td>
<td>6</td>
<td>54.5</td>
<td>2970.25</td>
<td>327</td>
<td>17821.5</td>
</tr>
<tr>
<td>58 - 63</td>
<td>7</td>
<td>60.5</td>
<td>3660.25</td>
<td>423.5</td>
<td>25621.8</td>
</tr>
<tr>
<td>64 - 69</td>
<td>9</td>
<td>66.5</td>
<td>4422.25</td>
<td>598.5</td>
<td>39800.3</td>
</tr>
<tr>
<td>70 - 75</td>
<td>3</td>
<td>72.5</td>
<td>5256.25</td>
<td>217.5</td>
<td>15768.8</td>
</tr>
<tr>
<td>76 - 81</td>
<td>4</td>
<td>78.5</td>
<td>6162.25</td>
<td>314</td>
<td>24649</td>
</tr>
<tr>
<td>Sum</td>
<td>36</td>
<td></td>
<td>2202</td>
<td></td>
<td>138489</td>
</tr>
</tbody>
</table>

\[ X = \frac{\sum_{i=1}^{k} f_iX_i}{\sum_{i=1}^{k} f_i} = \frac{2202}{36} = 61,1667 \]

\[ S^2 = \frac{36*138489 - (2202)^2}{36(36-1)} = 108,571 \]

\[ S = 10,4198 \]

List of the Observation Frequency of Control Group

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>Z_i</th>
<th>P(Z_i)</th>
<th>Ld</th>
<th>Ei</th>
<th>Oi</th>
<th>( (O_i - E_i)^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.5</td>
<td>-2.08</td>
<td>0.4812</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 - 45</td>
<td>45</td>
<td>0.0476</td>
<td>1.7</td>
<td>3</td>
<td>0.9689</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46 - 51</td>
<td>51</td>
<td>0.1104</td>
<td>4.0</td>
<td>4</td>
<td>0.0002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52 - 57</td>
<td>57</td>
<td>0.1857</td>
<td>6.7</td>
<td>6</td>
<td>0.0701</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57.5</td>
<td>-0.35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For $a = 5\%$, with $dk = 7 - 3 = 4$ it is obtained $X^2_{\text{table}} = 9.49$

Because of $X^2 < X^2_{\text{table}}$, so the data is in the normal distribution

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>63</td>
<td>0.1375</td>
<td>0.2261</td>
<td>8.1</td>
<td>7</td>
</tr>
<tr>
<td>63.5</td>
<td>0.22</td>
<td>0.0886</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>69</td>
<td>0.1995</td>
<td>7.2</td>
<td>9</td>
<td>0.4606</td>
</tr>
<tr>
<td>69.5</td>
<td>0.80</td>
<td>0.2881</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>75</td>
<td>0.1275</td>
<td>4.6</td>
<td>3</td>
<td>0.5498</td>
</tr>
<tr>
<td>75.5</td>
<td>1.38</td>
<td>0.4155</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>81</td>
<td>0.0590</td>
<td>2.1</td>
<td>4</td>
<td>1.6597</td>
</tr>
<tr>
<td>81.5</td>
<td>1.95</td>
<td>0.4745</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$X^2 = 3.8691$
TEST OF THE NORMALITY DATA OF PRE TEST EXPERIMENTAL GROUP (CLASS X 2)

**Hypothesis**
H₀: Data distributes normally  
H₁: Data does not distribute normally

**Formula**
\[ X^2 = \sum_{i=1}^{n} \left( \frac{(O_i - E_i)^2}{E_i} \right) \]

**Criteria**
is accepted if \( H_0, X^2_{	ext{teori}} < X^2_{	ext{hitung}} \)

**Test of Hypothesis**
Max. Value = 76  
Min. Value = 40  
Stretches of Value (R) = 76-40 = 36  
Classes (k) = 1 + 3.3 \log 36 = 6.136 = 7 kelas  
Length of classes (P) = 36/7 = 5.14286 = 6

**Distribution Table of the Pre Test of Experimental Group**

<table>
<thead>
<tr>
<th>Class</th>
<th>( f_i )</th>
<th>( X_i )</th>
<th>( X_i^2 )</th>
<th>( f_iX_i )</th>
<th>( f_iX_i^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 – 45</td>
<td>4</td>
<td>42.5</td>
<td>1806.25</td>
<td>170</td>
<td>7225</td>
</tr>
<tr>
<td>46 – 51</td>
<td>4</td>
<td>48.5</td>
<td>2352.25</td>
<td>194</td>
<td>9409</td>
</tr>
<tr>
<td>52 – 57</td>
<td>6</td>
<td>54.5</td>
<td>2970.25</td>
<td>327</td>
<td>17821.5</td>
</tr>
<tr>
<td>58 – 63</td>
<td>8</td>
<td>60.5</td>
<td>3660.25</td>
<td>484</td>
<td>29282</td>
</tr>
<tr>
<td>64 – 69</td>
<td>6</td>
<td>66.5</td>
<td>4422.25</td>
<td>399</td>
<td>26533.5</td>
</tr>
<tr>
<td>70 – 75</td>
<td>4</td>
<td>72.5</td>
<td>5256.25</td>
<td>290</td>
<td>21025</td>
</tr>
<tr>
<td>76 – 81</td>
<td>4</td>
<td>78.5</td>
<td>6162.25</td>
<td>314</td>
<td>24649</td>
</tr>
<tr>
<td>Sum</td>
<td>36</td>
<td></td>
<td></td>
<td>2178</td>
<td>135945</td>
</tr>
</tbody>
</table>

\[ X = \frac{\sum f_i X_i}{\sum f_i} = \frac{2178}{36} = 60.5 \]

\[ S^2 = \frac{36 \times 135945 - (2178)^2}{(2178)^2 - 36(36-1)} \]

\[ S^2 = 119,314 \]

\[ S = 10,9231 \]

**List of the Observation Frequency of Experimental Group**

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>( Z_i )</th>
<th>( P(Z_i) )</th>
<th>Luas Daerah</th>
<th>Ei</th>
<th>Oi</th>
<th>( E_j )</th>
</tr>
</thead>
<tbody>
<tr>
<td>39,5</td>
<td>-1,92</td>
<td>0,4727</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 – 45</td>
<td></td>
<td></td>
<td>0,0576</td>
<td>2,1</td>
<td>4</td>
<td>1,7926</td>
<td></td>
</tr>
<tr>
<td>45,5</td>
<td>-1,37</td>
<td>0,4152</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46 – 51</td>
<td></td>
<td></td>
<td>0,1201</td>
<td>4,3</td>
<td>4</td>
<td>0,0245</td>
<td></td>
</tr>
<tr>
<td>51,5</td>
<td>-0,82</td>
<td>0,2950</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52 – 57</td>
<td></td>
<td></td>
<td>0,1868</td>
<td>6,7</td>
<td>6</td>
<td>0,0782</td>
<td></td>
</tr>
<tr>
<td>57,5</td>
<td>-0,27</td>
<td>0,1082</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58 – 63</td>
<td></td>
<td></td>
<td>0,2164</td>
<td>7,8</td>
<td>8</td>
<td>0,0056</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>63,5</td>
<td>0,27</td>
<td>0,1082</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64 – 69</td>
<td></td>
<td></td>
<td>0,1868</td>
<td>6,7</td>
<td>6</td>
<td>0,0782</td>
<td></td>
</tr>
<tr>
<td>69,5</td>
<td>0,82</td>
<td>0,2950</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70 – 75</td>
<td></td>
<td></td>
<td>0,1201</td>
<td>4,3</td>
<td>4</td>
<td>0,0245</td>
<td></td>
</tr>
<tr>
<td>75,5</td>
<td>1,37</td>
<td>0,4152</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>76 – 81</td>
<td></td>
<td></td>
<td>0,0576</td>
<td>2,1</td>
<td>4</td>
<td>1,7926</td>
<td></td>
</tr>
<tr>
<td>81,5</td>
<td>1,92</td>
<td>0,4727</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X² =</td>
<td>3,7961</td>
<td></td>
</tr>
</tbody>
</table>

For $\alpha = 5\%$, with $dk = 7 - 3 = 4$ it is obtained $X^2$ tabel = 9,49
Because of $X^2 < X^2$ tabel, so the data is in the normal distribution
TEST OF THE NORMALITY DATA OF POST TEST
CONTROL GROUP (CLASS X 5)

**Hypothesis**

H<sub>0</sub>: Data distributes normally  
H<sub>1</sub>: Data does not distribute normally

**Formula**

\[ X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

**Criteria**

is accepted if  \[ H_{o}, X^2_{\text{teor}} < X^2_{\text{tabl}} \]

**Test of Hypothesis**

Max. Value  = 88  
Min. Value  = 56  
Stretches of Value (R) = 88 - 56 = 32  
Classes (k) = 1 + 3.3 \log 36 = 6,136 = 7 kelas  
Length of classes (P) = 32/7 = 4,57143 = 5

**Distribution Table of the Post Test of Control Group**

<table>
<thead>
<tr>
<th>Class</th>
<th>f&lt;sub&gt;i&lt;/sub&gt;</th>
<th>X&lt;sub&gt;i&lt;/sub&gt;</th>
<th>X&lt;sub&gt;i&lt;/sub&gt;&lt;sup&gt;2&lt;/sup&gt;</th>
<th>f&lt;sub&gt;i&lt;/sub&gt;X&lt;sub&gt;i&lt;/sub&gt;</th>
<th>f&lt;sub&gt;i&lt;/sub&gt;X&lt;sub&gt;i&lt;/sub&gt;&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>56 – 60</td>
<td>7</td>
<td>58</td>
<td>3364</td>
<td>406</td>
<td>23548</td>
</tr>
<tr>
<td>61 – 65</td>
<td>7</td>
<td>63</td>
<td>3969</td>
<td>441</td>
<td>27783</td>
</tr>
<tr>
<td>66 – 70</td>
<td>5</td>
<td>68</td>
<td>4624</td>
<td>340</td>
<td>23120</td>
</tr>
<tr>
<td>71 – 75</td>
<td>5</td>
<td>73</td>
<td>5329</td>
<td>365</td>
<td>26645</td>
</tr>
<tr>
<td>76 – 80</td>
<td>6</td>
<td>78</td>
<td>6084</td>
<td>468</td>
<td>36504</td>
</tr>
<tr>
<td>81 – 85</td>
<td>5</td>
<td>83</td>
<td>6889</td>
<td>415</td>
<td>34445</td>
</tr>
<tr>
<td>86 – 90</td>
<td>1</td>
<td>88</td>
<td>7744</td>
<td>88</td>
<td>7744</td>
</tr>
<tr>
<td>Sum</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td>2523 179789</td>
</tr>
</tbody>
</table>

\[ X = \frac{\sum f_i X_i}{\sum f_i} = \frac{2523}{36} = 70,0833 \]

\[ S^2 = \frac{\sum f_i X_i^2 - (\sum f_i X_i)^2}{n(n-1)} = \frac{36 \times 179789 - (2523)^2}{36(36-1)} = 84,8214 \]

**List of the Observation Frequency of Control Group**

<table>
<thead>
<tr>
<th>Kelas</th>
<th>Bk</th>
<th>Z&lt;sub&gt;i&lt;/sub&gt;</th>
<th>P(Z&lt;sub&gt;i&lt;/sub&gt;)</th>
<th>Luas Daerah</th>
<th>Ei</th>
<th>Oi</th>
<th>( (O_i - E_i)^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>55,5</td>
<td>-1,58</td>
<td>0,4433</td>
<td>0,0924</td>
<td>3,3</td>
<td>7</td>
<td>4,0592</td>
<td></td>
</tr>
<tr>
<td>60,5</td>
<td>-1,04</td>
<td>0,3510</td>
<td>0,1603</td>
<td>5,8</td>
<td>7</td>
<td>0,2615</td>
<td></td>
</tr>
<tr>
<td>65,5</td>
<td>-0,50</td>
<td>0,1906</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66 – 70</td>
<td>70,5</td>
<td>0,05</td>
<td>0,2087</td>
<td>7,5</td>
<td>5</td>
<td>0,8403</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>-------</td>
<td>--------</td>
<td>------</td>
<td>-----</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>71 – 75</td>
<td>75,5</td>
<td>0,59</td>
<td>0,2037</td>
<td>7,3</td>
<td>5</td>
<td>0,7431</td>
<td></td>
</tr>
<tr>
<td>76 – 80</td>
<td>80,5</td>
<td>1,13</td>
<td>0,1492</td>
<td>5,4</td>
<td>6</td>
<td>0,0736</td>
<td></td>
</tr>
<tr>
<td>81 – 85</td>
<td>85,5</td>
<td>1,67</td>
<td>0,0819</td>
<td>3,0</td>
<td>5</td>
<td>1,4243</td>
<td></td>
</tr>
<tr>
<td>86 – 90</td>
<td>90,5</td>
<td>2,22</td>
<td>0,0338</td>
<td>1,383</td>
<td>1</td>
<td>0,1065</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ X^2 = 7,5085 \]

For \( a = 5\% \), with \( dk = 7 - 3 = 4 \) it is obtained \( X^2 \) tabel = 9,49

Because of \( X^2 < X^2 \) tabel, so the data is in the normal distribution
TEST OF THE NORMALITY DATA OF POST TEST
EXPERIMENTAL GROUP (CLASS X 2)

Hypothesis
H₀: Data distributes normally
H₁: Data does not distribute normally

Formula
\[ X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

Criteria
is accepted if \[ H_0 \], \( X^2_{\text{obs}} < X^2_{\text{crit}} \)

Test of Hypothesis
Max. Value = 92
Min. Value = 60
Stretches of Value (R) = 92 - 60 = 32
Classes (k) = \( 1 + 3.3 \log 36 \) = 6.322 = 7 kelas
Length of classes (P) = \( \frac{32}{7} \) = 4.57143 = 5

Distribution Table of the Pre Test of Experimental Group

<table>
<thead>
<tr>
<th>Class</th>
<th>fᵢ</th>
<th>Xᵢ</th>
<th>Xᵢ²</th>
<th>fᵢ.Xᵢ</th>
<th>fᵢ.Xᵢ²</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 – 64</td>
<td>4</td>
<td>62</td>
<td>3844</td>
<td>248</td>
<td>15376</td>
</tr>
<tr>
<td>65 – 69</td>
<td>4</td>
<td>67</td>
<td>4489</td>
<td>268</td>
<td>17956</td>
</tr>
<tr>
<td>70 – 74</td>
<td>6</td>
<td>72</td>
<td>5184</td>
<td>432</td>
<td>31104</td>
</tr>
<tr>
<td>75 – 79</td>
<td>7</td>
<td>77</td>
<td>5929</td>
<td>539</td>
<td>41503</td>
</tr>
<tr>
<td>80 – 84</td>
<td>6</td>
<td>82</td>
<td>6724</td>
<td>492</td>
<td>40344</td>
</tr>
<tr>
<td>85 – 89</td>
<td>5</td>
<td>87</td>
<td>7569</td>
<td>435</td>
<td>37845</td>
</tr>
<tr>
<td>90 – 94</td>
<td>4</td>
<td>92</td>
<td>8464</td>
<td>368</td>
<td>33856</td>
</tr>
<tr>
<td>Sum</td>
<td>36</td>
<td></td>
<td>2782</td>
<td></td>
<td>217984</td>
</tr>
</tbody>
</table>

\[
\begin{align*}
\bar{X} &= \frac{\sum f_i \cdot X_i}{\sum f_i} = \frac{2782}{36} = 77.2778 \\
S^2 &= \frac{n \cdot \sum f_i X_i^2 - (\sum f_i X_i)^2}{n(n-1)} \\
&= \frac{36 \times 241919 - (3127)^2}{36(36 - 1)} \\
&= \frac{85,6349}{36} = 9,25391 \\
S &= \sqrt{9,25391}
\end{align*}
\]

List of the Observation Frequency of Experimental Group

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>Zᵢ</th>
<th>P(Zᵢ)</th>
<th>Luas Daerah</th>
<th>Eᵢ</th>
<th>Oi</th>
<th>( (Oᵢ - Eᵢ)^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>59.5</td>
<td>-1.92</td>
<td>0.4726</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>64</td>
<td>0.0563</td>
<td>2.0</td>
<td>4</td>
<td>1,9198</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64.5</td>
<td>-1.38</td>
<td>0.4163</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>69</td>
<td>0.1166</td>
<td>4.2</td>
<td>4</td>
<td>0.0095</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69.5</td>
<td>-0.84</td>
<td>-</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>---</td>
<td>-----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>74</td>
<td>0,2997</td>
<td>0,1817</td>
<td>6,5</td>
<td>6</td>
<td>0,0448</td>
<td></td>
</tr>
<tr>
<td></td>
<td>74,5</td>
<td>-0,30</td>
<td>-0,1180</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>79</td>
<td>0,2129</td>
<td>7,7</td>
<td>7</td>
<td>0,0574</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>79,5</td>
<td>0,24</td>
<td>0,0949</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>84</td>
<td>0,1875</td>
<td>6,8</td>
<td>6</td>
<td>0,0837</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>84,5</td>
<td>0,78</td>
<td>0,2824</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>89</td>
<td>0,1243</td>
<td>4,5</td>
<td>5</td>
<td>0,0619</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>89,5</td>
<td>1,32</td>
<td>0,4067</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>94</td>
<td>0,0619</td>
<td>2,2</td>
<td>4</td>
<td>1,4066</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>94,5</td>
<td>1,86</td>
<td>0,4686</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ \chi^2 = 2,1770 \]

For \( a = 5\% \), with \( dk = 7 - 3 = 4 \) it is obtained \( \chi^2 \) tabel = 9,49. Because of \( \chi^2 < \chi^2 \) tabel, so the data is in the normal distribution.
### Table of Pre Test Homogeneity

<table>
<thead>
<tr>
<th>Source of Data</th>
<th>Control</th>
<th>Experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variants Sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>2208</td>
<td>2164</td>
</tr>
<tr>
<td>n</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>X</td>
<td>61,33</td>
<td>60,11</td>
</tr>
<tr>
<td>Variance ($S^2$)</td>
<td>101,49</td>
<td>122,96</td>
</tr>
<tr>
<td>Standard deviation ($S$)</td>
<td>10,07</td>
<td>11,09</td>
</tr>
</tbody>
</table>

### Table of Bartlett Test

<table>
<thead>
<tr>
<th>Sample</th>
<th>dk</th>
<th>$1/dk$</th>
<th>$S^2_i$</th>
<th>Log $S^2_i$</th>
<th>dk Log $S^2_i$</th>
<th>dk * $S^2_i$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35</td>
<td>0,0286</td>
<td>101,490</td>
<td>2,006</td>
<td>70,225</td>
<td>3552,150</td>
</tr>
<tr>
<td>2</td>
<td>35</td>
<td>0,0286</td>
<td>122,960</td>
<td>2,090</td>
<td>73,142</td>
<td>4303,600</td>
</tr>
<tr>
<td>Sum</td>
<td>70</td>
<td></td>
<td>143,367</td>
<td>112,225</td>
<td>7855,750</td>
<td></td>
</tr>
</tbody>
</table>

$$S^2 = \frac{\sum (n_i - 1)S^2_i}{\sum (n_i - 1)} = \frac{7855,750}{70} = 112,225$$

$$B = (\text{Log } S^2_i) S (n_i - 1)$$

$$B = 2,0500896 70$$

$$B = 143,50627$$

$$X^2_{value} = \frac{(\text{Ln } 10) \{ B - S(n_i - 1) \}}{\log S^2_i}$$

$$X^2_{value} = 2,3025851 143,50627 143,367$$

$$X^2_{value} = 0,321727$$

For $a = 5\%$ with $dk = k-1 = 2-1 = 1$ is obtained $X^2_{table} = 3,84$

Because of $X^2$ count $< X^2$ table so the data is homogeneous
## Table of Post Test Homogeneity

<table>
<thead>
<tr>
<th>Source of Data</th>
<th>CONTROL</th>
<th>EXPERIMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variant Sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>2524</td>
<td>2780</td>
</tr>
<tr>
<td>n</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>X</td>
<td>70,11</td>
<td>77,22</td>
</tr>
<tr>
<td>Variance (S^2)</td>
<td>77,24</td>
<td>95,83</td>
</tr>
<tr>
<td>Standard deviation (S)</td>
<td>8,79</td>
<td>9,79</td>
</tr>
</tbody>
</table>

### Tabel Uji Bartlett

<table>
<thead>
<tr>
<th>Sample</th>
<th>dk</th>
<th>1/dk</th>
<th>S_i^2</th>
<th>Log S_i^2</th>
<th>dk * S_i^2</th>
<th>dk * Log S_i^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35</td>
<td>0,0286</td>
<td>77,240</td>
<td>1,888</td>
<td>66,074</td>
<td>2703,400</td>
</tr>
<tr>
<td>2</td>
<td>35</td>
<td>0,0286</td>
<td>95,830</td>
<td>1,982</td>
<td>69,353</td>
<td>3354,050</td>
</tr>
<tr>
<td>Sum</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td>135,427</td>
<td>6057,450</td>
</tr>
</tbody>
</table>

\[ S^2 = \frac{\sum (n_i - 1) S_i^2}{\sum (n_i - 1)} = \frac{6057,450}{70} = 86,535 \]

\[ B = (\text{Log } S^2) S (n_i - 1) \]

\[ B = 1,9371918 \times 70 = 135,60343 \]

\[ X^2 \text{ value} = \frac{(\text{Ln } 10) \{ B - S(n_i - 1) \}}{\text{log } S^2_i} \]

\[ X^2 \text{ value} = 2,3025851 + \frac{135,60343}{135,427} = 0,4061633 \]

For a = 5% with dk = k-1 = 2-1 = 1 is obtained \( X^2_{\text{table}} = 3,84 \)

Because of \( X^2 \) hitung < \( X^2 \) table so the data is homogeneous
TEST OF SIMILARITY BETWEEN TWO VARIANCES IN PRE TEST OF EXPERIMENTAL AND CONTROL GROUP

Hypothesis

Ho : \( \sigma_1^2 = \sigma_2^2 \)

Ha : \( \sigma_1^2 \neq \sigma_2^2 \)

Test of Hypothesis

To measure the hypothesis using the formula below:

\[
F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}
\]

Ho is accepted if \( F \leq F_{1/2 \alpha (nb-1);(nk-1)} \)

Based on the formula, the result was:

<table>
<thead>
<tr>
<th>Variance Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2164,00</td>
<td>2208,00</td>
</tr>
<tr>
<td>( n )</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>( x )</td>
<td>60,11</td>
<td>61,33</td>
</tr>
<tr>
<td>Variance ( (s^2) )</td>
<td>122,9600</td>
<td>101,4900</td>
</tr>
<tr>
<td>Standart deviation ( (s) )</td>
<td>11,09</td>
<td>10,07</td>
</tr>
</tbody>
</table>

Based on the formula, the result was:

\[
F = \frac{122,9600}{101,4900} = 1,212
\]

On \( \alpha = 5\% \) with:

\[
dk \text{ pembilang} = nb - 1 = 6 - 1 = 5
\]

\[
dk \text{ penyebut} = nk - 1 = 3 - 1 = 3
\]

\[
F_{0.025(35:35)} = 1.76
\]
1.2115  1.76

Because of F is in Ho area, it can be concluded that both experiment and control group have no differences.
TEST OF DIFFERENCES BETWEEN TWO VARIANCES IN THE PRE TEST OF EXPERIMENTAL AND CONTROL GROUPS

Hipothesis

Ho : $\mu_1 = \mu_2$
Ha : $\mu_1 \neq \mu_2$

Uji Hipotesis

To measure the hypothesis using the formula below:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where,

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

Ho is accepted if $-t_{(1-\alpha/2)} \leq t \leq t_{(1-\alpha/2)(n_1+n_2-2)}$

Dari data diperoleh:

<table>
<thead>
<tr>
<th>Variance Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2164,0</td>
<td>2208,0</td>
</tr>
<tr>
<td>$\bar{x}$</td>
<td>60,11</td>
<td>61,33</td>
</tr>
<tr>
<td>Variance ($S^2$)</td>
<td>122,9600</td>
<td>101,4900</td>
</tr>
<tr>
<td>Standard deviation (S)</td>
<td>11,09</td>
<td>10,07</td>
</tr>
</tbody>
</table>

Based on the formula, the result was:

$$s = \sqrt{\frac{36 \cdot 1 + 36 \cdot 1}{36 + 36 \cdot 2}} = 10,5936$$

$$t = \frac{60,11 - 61,33}{10,593 \sqrt{\frac{1}{3} + \frac{1}{3}}} = -0,489$$
On $\alpha = 5\%$ with $dk = 36 + 36 - 2 = 70$ is obtained $t_{(0.975(70))} = 1.9944$

Because of $t$ is in the $Ho$ area, so it can be concluded that there are not differences between experimental and control group.
TEST OF SIMILARITY BETWEEN TWO VARIANCES IN POST TEST OF EXPERIMENTAL AND CONTROL GROUP

Hypothesis

Ho : $\sigma_1^2 = \sigma_2^2$

Ha : $\sigma_1^2 = \sigma_2^2$

Test of Hypothesis

To measure the hypothesis using the formula below:

$$F = \frac{\text{Biggest Variant}}{\text{Smallest Variant}}$$

Ho is accepted if $F < F_{1/2\alpha}(nb \times S_1):(nk \times S_1)$

Based on the formula, the result was:

<table>
<thead>
<tr>
<th>Variance Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2780,0</td>
<td>2524,0</td>
</tr>
<tr>
<td>n</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>x</td>
<td>77,22</td>
<td>70,11</td>
</tr>
<tr>
<td>Variance ($S^2$)</td>
<td>95,8349</td>
<td>77,2444</td>
</tr>
<tr>
<td>Standart deviation (S)</td>
<td>9,79</td>
<td>8,79</td>
</tr>
</tbody>
</table>

Based on the formula, the result was:

$$F = \frac{95,8349}{77,2444} = 1,241$$

On $\alpha = 5\%$ with:

$\text{dk pembilang} = nb - 1 = 6 - 1 = 5$

$\text{dk penyebut} = nk - 1 = 3 - 1 = 3$

$F_{0.025}(35:35) = 1.96$
Because of F is in Ho area, it can be concluded that both experiment and control group have no differences.
TEST OF SIMILARITY BETWEEN TWO VARIANCES IN POST TEST OF EXPERIMENTAL AND CONTROL GROUP

**Hypothesis**

Ho : \( \sigma_1^2 = \sigma_2^2 \)

Ha : \( \sigma_1^2 \neq \sigma_2^2 \)

**Test of Hypothesis**

To measure the hypothesis using the formula below:

\[
F = \frac{\text{最大的变异}}{\text{最小的变异}}
\]

Ho is accepted if \( F < F_{1/2\alpha} (nb S_1):(nk S_1) \)

**Based on the formula, the result was:**

<table>
<thead>
<tr>
<th>Variance Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2780,0</td>
<td>2524,0</td>
</tr>
<tr>
<td>n</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>x</td>
<td>77,22</td>
<td>70,11</td>
</tr>
<tr>
<td>Variance ( S^2 )</td>
<td>95,8349</td>
<td>77,2444</td>
</tr>
<tr>
<td>Standart deviation ( S )</td>
<td>9,79</td>
<td>8,79</td>
</tr>
</tbody>
</table>

Based on the formula, the result was:

\[
F = \frac{95,8349}{77,2444} = 1,241
\]

On \( \alpha = 5\% \) with:

- \( dk \) pembilang = \( nb - 1 \) = 36 - 1 = 35
- \( dk \) penyebut = \( nk -1 \) = 36 - 1 = 35

\[
F_{(0.025)(35:35)} = 1,96
\]
Because of $F$ is in $H_0$ area, it can be concluded that both experiment and control group have no differences.
TEST OF DIFFERENCES BETWEEN TWO VARIANCES IN THE POST TEST OF EXPERIMENTAL AND CONTROL GROUPS

**Hypothesis**

H₀ : \( \mu_1 \leq \mu_2 \)  
H₁ : \( \mu_1 > \mu_2 \)

**Test of Hypothesis**

To measure the hypothesis using the formula below:

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

Where

\[
s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}
\]

Ha is accepted if \( t \geq t_{(1-\alpha)(n_1+n_2-2)} \)

Based on the formula, the result was:

<table>
<thead>
<tr>
<th>Variance Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum x/n</td>
<td>2780,0</td>
<td>2524,0</td>
</tr>
<tr>
<td>Variance (s²)</td>
<td>95,8349</td>
<td>77,2444</td>
</tr>
<tr>
<td>Standart deviation (s)</td>
<td>9.79</td>
<td>8.79</td>
</tr>
</tbody>
</table>

Based on the formula, the result was:

\[
s = \sqrt{\frac{\left(77,22 - \left(\frac{95,8349 - 77,2444}{36} \right)\right)}{36} + \frac{1}{36}} = 9.30267
\]

\[
t = \frac{77,22 - 70,11}{9.30267 \sqrt{\frac{1}{36} + \frac{1}{36}}} = 3.243
\]

On \( \alpha = 5\% \) with \( dk = 36 + 36 - 2 = 70 \) is obtained \( t_{(0.95)(70)} = 1.67 \)
Because of $t$ is in Ha area, so it can be concluded that experimental group is better than control group.
## The Pre-test Score of the Control Group

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>RAW SCORE</th>
<th>RIPE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C – 1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>C – 2</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>C – 3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>4</td>
<td>C – 4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>5</td>
<td>C – 5</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>6</td>
<td>C – 6</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>7</td>
<td>C – 7</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>8</td>
<td>C – 8</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>9</td>
<td>C – 9</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>10</td>
<td>C – 10</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>11</td>
<td>C – 11</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>12</td>
<td>C – 12</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>13</td>
<td>C – 13</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>14</td>
<td>C – 14</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>15</td>
<td>C – 15</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>16</td>
<td>C – 16</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>17</td>
<td>C – 17</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>18</td>
<td>C – 18</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>19</td>
<td>C – 19</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>20</td>
<td>C – 20</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>21</td>
<td>C – 21</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>22</td>
<td>C – 22</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>23</td>
<td>C – 23</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>24</td>
<td>C – 24</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>25</td>
<td>C – 25</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>26</td>
<td>C – 26</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>27</td>
<td>C – 27</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>28</td>
<td>C – 28</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>29</td>
<td>C – 29</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>30</td>
<td>C – 30</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>31</td>
<td>C – 31</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>32</td>
<td>C – 32</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>33</td>
<td>C – 33</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>34</td>
<td>C – 34</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>35</td>
<td>C – 35</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>36</td>
<td>C – 36</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>15</td>
<td>60</td>
</tr>
</tbody>
</table>

**Sum** 109 110 115 119 114 552 2208

**Average** 2,9459459 2,972973 3,1081081 3,2162162 3,0810811 15,33333333 61,33333333
## The Pre-test Score of the Experimental Group

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>WRITING ITEMS</th>
<th>RAW SCORE</th>
<th>RIPE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E – 1</td>
<td>2 2 2 2 2</td>
<td>10</td>
<td>10 40</td>
</tr>
<tr>
<td>2</td>
<td>E – 2</td>
<td>3 3 3 3 3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>E – 3</td>
<td>2 2 2 2 2</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>E – 4</td>
<td>3 3 3 3 3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>E – 5</td>
<td>2 2 2 2 2</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>E – 6</td>
<td>3 3 3 3 3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>E – 7</td>
<td>2 2 2 2 2</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>E – 8</td>
<td>3 3 3 3 3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>E – 9</td>
<td>2 3 3 3 3</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>10</td>
<td>E – 10</td>
<td>3 3 3 3 3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>11</td>
<td>E – 11</td>
<td>3 2 2 3 2</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>12</td>
<td>E – 12</td>
<td>4 3 3 3 4</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>13</td>
<td>E – 13</td>
<td>3 3 3 3 2</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>14</td>
<td>E – 14</td>
<td>3 4 3 3 3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>15</td>
<td>E – 15</td>
<td>3 2 2 2 2</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>16</td>
<td>E – 16</td>
<td>4 3 3 3 4</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>17</td>
<td>E – 17</td>
<td>2 3 2 3 3</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>18</td>
<td>E – 18</td>
<td>3 4 3 3 3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>19</td>
<td>E – 19</td>
<td>3 3 3 3 2</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>20</td>
<td>E – 20</td>
<td>3 4 3 4 3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>21</td>
<td>E – 21</td>
<td>3 3 2 3 3</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>22</td>
<td>E – 22</td>
<td>4 3 4 3 4</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>23</td>
<td>E – 23</td>
<td>3 2 3 3 3</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>24</td>
<td>E – 24</td>
<td>4 3 4 3 4</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>25</td>
<td>E – 25</td>
<td>3 3 2 3 3</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>26</td>
<td>E – 26</td>
<td>3 4 3 4 4</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>27</td>
<td>E – 27</td>
<td>3 3 3 3 2</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>28</td>
<td>E – 28</td>
<td>3 4 4 4 3</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>29</td>
<td>E – 29</td>
<td>3 3 3 3 3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>30</td>
<td>E – 30</td>
<td>3 4 4 4 4</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>31</td>
<td>E – 31</td>
<td>3 3 3 3 3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>32</td>
<td>E – 32</td>
<td>4 4 4 3 3</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>33</td>
<td>E – 33</td>
<td>3 3 3 3 3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>34</td>
<td>E – 34</td>
<td>3 4 4 3 3</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>35</td>
<td>E – 35</td>
<td>3 3 3 3 3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>36</td>
<td>E – 36</td>
<td>4 3 4 4 4</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>Sum</td>
<td>109 111 108 115 112</td>
<td>541 2164</td>
<td>60,11111111</td>
<td></td>
</tr>
</tbody>
</table>

Average 2,945946 3 2,918919 3,108108 3,027027 15,02777778 60,11111111
### The Post-test Score of the Control Group

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>WRITINGS ITEMS</th>
<th>RAW SCORE</th>
<th>RIPE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C-1</td>
<td>3 3 3 3 2</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>C-2</td>
<td>3 3 4 4 3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>3</td>
<td>C-3</td>
<td>3 3 3 2 3</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>4</td>
<td>C-4</td>
<td>4 4 4 4 3</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>5</td>
<td>C-5</td>
<td>3 3 3 3 3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>C-6</td>
<td>4 4 3 4 3</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td>C-7</td>
<td>3 3 3 3 3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>C-8</td>
<td>4 4 4 3 3</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>9</td>
<td>C-9</td>
<td>3 3 3 3 3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>C-10</td>
<td>4 4 3 4 3</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>11</td>
<td>C-11</td>
<td>3 3 3 3 3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>C-12</td>
<td>4 4 3 3 3</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>13</td>
<td>C-13</td>
<td>3 3 3 3 3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>C-14</td>
<td>3 4 4 3 3</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>15</td>
<td>C-15</td>
<td>3 3 3 3 3</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>16</td>
<td>C-16</td>
<td>4 4 4 3 3</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>17</td>
<td>C-17</td>
<td>3 3 3 3 4</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>18</td>
<td>C-18</td>
<td>3 4 4 4 4</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>19</td>
<td>C-19</td>
<td>3 3 4 3 3</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>20</td>
<td>C-20</td>
<td>4 4 3 3 4</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>21</td>
<td>C-21</td>
<td>3 4 3 3 3</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>22</td>
<td>C-22</td>
<td>4 3 4 3 3</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>23</td>
<td>C-23</td>
<td>3 3 3 3 3</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>24</td>
<td>C-24</td>
<td>4 4 4 3 4</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>25</td>
<td>C-25</td>
<td>3 3 4 3 3</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>26</td>
<td>C-26</td>
<td>4 4 5 4 3</td>
<td>21</td>
<td>84</td>
</tr>
<tr>
<td>27</td>
<td>C-27</td>
<td>3 3 3 3 4</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>28</td>
<td>C-28</td>
<td>5 4 4 4 3</td>
<td>21</td>
<td>84</td>
</tr>
<tr>
<td>29</td>
<td>C-29</td>
<td>3 4 3 3 3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>30</td>
<td>C-30</td>
<td>4 4 4 3 4</td>
<td>21</td>
<td>84</td>
</tr>
<tr>
<td>31</td>
<td>C-31</td>
<td>4 3 4 3 3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>32</td>
<td>C-32</td>
<td>4 4 4 3 4</td>
<td>21</td>
<td>84</td>
</tr>
<tr>
<td>33</td>
<td>C-33</td>
<td>3 4 4 3 3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>34</td>
<td>C-34</td>
<td>4 5 4 3 4</td>
<td>21</td>
<td>84</td>
</tr>
<tr>
<td>35</td>
<td>C-35</td>
<td>4 3 3 3 3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>36</td>
<td>C-36</td>
<td>5 4 5 4 4</td>
<td>22</td>
<td>88</td>
</tr>
</tbody>
</table>

**SUM**   128 131 131 130 126 631 2524

**AVERAGE** 3,459459 3,540541 3,540541 3,513514 3,405405 17,5277778 70,11111111
## The Post-test Score of the Experimental Group

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>WRITING ITEMS</th>
<th>RAW SCORE</th>
<th>RIPE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E – 1</td>
<td>3 3 3 3 3 15 60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>E – 2</td>
<td>4 4 3 4 4 19 76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>E – 3</td>
<td>3 3 3 3 3 15 60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>E – 4</td>
<td>3 4 4 4 4 19 76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>E – 5</td>
<td>3 3 3 3 3 15 60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>E – 6</td>
<td>4 3 4 4 4 19 76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>E – 7</td>
<td>3 3 3 3 3 15 60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>E – 8</td>
<td>4 4 4 4 4 20 80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>E – 9</td>
<td>3 4 3 4 3 17 68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>E – 10</td>
<td>4 4 4 4 4 20 80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>E – 11</td>
<td>4 3 3 3 3 17 68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>E – 12</td>
<td>5 4 4 4 4 21 84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>E – 13</td>
<td>4 3 3 3 3 17 68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>E – 14</td>
<td>4 5 4 4 4 21 84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>E – 15</td>
<td>4 4 3 3 3 17 68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>E – 16</td>
<td>4 4 5 4 4 21 84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>E – 17</td>
<td>4 3 4 3 4 18 72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>E – 18</td>
<td>4 4 4 4 4 21 84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>E – 19</td>
<td>3 4 4 3 3 18 72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>E – 20</td>
<td>5 4 4 4 4 22 88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>E – 21</td>
<td>3 3 4 3 3 18 72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>E – 22</td>
<td>4 5 5 4 4 22 88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>E – 23</td>
<td>4 3 3 3 3 18 72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>E – 24</td>
<td>5 4 4 4 4 22 88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>E – 25</td>
<td>3 4 4 4 4 18 72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>E – 26</td>
<td>4 4 4 5 5 22 88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>E – 27</td>
<td>4 4 4 3 3 18 72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>E – 28</td>
<td>5 5 4 4 4 22 88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>E – 29</td>
<td>4 4 5 4 4 19 76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>E – 30</td>
<td>5 4 4 5 5 23 92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>E – 31</td>
<td>4 4 4 4 4 19 76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>E – 32</td>
<td>4 5 5 5 4 23 92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>E – 33</td>
<td>4 4 4 3 4 19 76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>E – 34</td>
<td>5 5 4 4 4 23 92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>E – 35</td>
<td>4 4 4 4 3 19 76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>E – 36</td>
<td>4 4 5 5 5 23 92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUM</td>
<td>142 141 142 141 144 695 2780</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Pre Test</td>
<td>Post Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Control C</td>
<td>Experimental C</td>
<td>Control C</td>
<td>Experimental C</td>
</tr>
<tr>
<td>1</td>
<td>40</td>
<td>40</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>44</td>
<td>40</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>44</td>
<td>40</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>48</td>
<td>40</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>48</td>
<td>48</td>
<td>60</td>
<td>68</td>
</tr>
<tr>
<td>6</td>
<td>48</td>
<td>48</td>
<td>60</td>
<td>68</td>
</tr>
<tr>
<td>7</td>
<td>48</td>
<td>48</td>
<td>60</td>
<td>68</td>
</tr>
<tr>
<td>8</td>
<td>56</td>
<td>48</td>
<td>64</td>
<td>68</td>
</tr>
<tr>
<td>9</td>
<td>56</td>
<td>52</td>
<td>64</td>
<td>72</td>
</tr>
<tr>
<td>10</td>
<td>56</td>
<td>56</td>
<td>64</td>
<td>72</td>
</tr>
<tr>
<td>11</td>
<td>56</td>
<td>56</td>
<td>64</td>
<td>72</td>
</tr>
<tr>
<td>12</td>
<td>56</td>
<td>56</td>
<td>64</td>
<td>72</td>
</tr>
<tr>
<td>13</td>
<td>56</td>
<td>56</td>
<td>64</td>
<td>72</td>
</tr>
<tr>
<td>14</td>
<td>60</td>
<td>56</td>
<td>64</td>
<td>72</td>
</tr>
<tr>
<td>15</td>
<td>60</td>
<td>60</td>
<td>68</td>
<td>76</td>
</tr>
<tr>
<td>16</td>
<td>60</td>
<td>60</td>
<td>68</td>
<td>76</td>
</tr>
<tr>
<td>17</td>
<td>60</td>
<td>60</td>
<td>68</td>
<td>76</td>
</tr>
<tr>
<td>18</td>
<td>60</td>
<td>60</td>
<td>68</td>
<td>76</td>
</tr>
<tr>
<td>19</td>
<td>60</td>
<td>60</td>
<td>68</td>
<td>76</td>
</tr>
<tr>
<td>20</td>
<td>60</td>
<td>60</td>
<td>72</td>
<td>76</td>
</tr>
<tr>
<td>21</td>
<td>68</td>
<td>60</td>
<td>72</td>
<td>76</td>
</tr>
<tr>
<td>22</td>
<td>68</td>
<td>60</td>
<td>72</td>
<td>80</td>
</tr>
<tr>
<td>23</td>
<td>68</td>
<td>68</td>
<td>72</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>68</td>
<td>68</td>
<td>72</td>
<td>84</td>
</tr>
<tr>
<td>25</td>
<td>68</td>
<td>68</td>
<td>76</td>
<td>84</td>
</tr>
<tr>
<td>26</td>
<td>68</td>
<td>68</td>
<td>76</td>
<td>84</td>
</tr>
<tr>
<td>27</td>
<td>68</td>
<td>68</td>
<td>76</td>
<td>84</td>
</tr>
<tr>
<td>28</td>
<td>68</td>
<td>68</td>
<td>76</td>
<td>88</td>
</tr>
<tr>
<td>29</td>
<td>68</td>
<td>72</td>
<td>76</td>
<td>88</td>
</tr>
<tr>
<td>30</td>
<td>72</td>
<td>72</td>
<td>76</td>
<td>88</td>
</tr>
<tr>
<td>31</td>
<td>72</td>
<td>72</td>
<td>84</td>
<td>88</td>
</tr>
<tr>
<td>32</td>
<td>72</td>
<td>72</td>
<td>84</td>
<td>88</td>
</tr>
<tr>
<td>33</td>
<td>76</td>
<td>76</td>
<td>84</td>
<td>92</td>
</tr>
<tr>
<td>34</td>
<td>76</td>
<td>76</td>
<td>84</td>
<td>92</td>
</tr>
<tr>
<td>35</td>
<td>76</td>
<td>76</td>
<td>84</td>
<td>92</td>
</tr>
<tr>
<td>36</td>
<td>76</td>
<td>76</td>
<td>88</td>
<td>92</td>
</tr>
</tbody>
</table>
| Σ  | 2208      | 2164       | 2524      | 2780         

| N  | 36        | 36         | 36        | 36           |

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>S</th>
<th>X</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>61,33</td>
<td>60,11</td>
<td>70,11</td>
<td>77,22</td>
</tr>
<tr>
<td></td>
<td>101,49</td>
<td>122,96</td>
<td>77,24</td>
<td>95,83</td>
</tr>
<tr>
<td></td>
<td>10,07</td>
<td>11,09</td>
<td>8,79</td>
<td>9,79</td>
</tr>
</tbody>
</table>
THE SUBJECTS LIST OF EXPERIMENTAL GROUP (X 2)

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E – 1</td>
<td>Abdullah farhan</td>
</tr>
<tr>
<td>2</td>
<td>E – 2</td>
<td>Abdur rachman rifai</td>
</tr>
<tr>
<td>3</td>
<td>E – 3</td>
<td>Ai'matul latifah</td>
</tr>
<tr>
<td>4</td>
<td>E – 4</td>
<td>Anita setyaningsih</td>
</tr>
<tr>
<td>5</td>
<td>E – 5</td>
<td>Aprela putri permatasari</td>
</tr>
<tr>
<td>6</td>
<td>E – 6</td>
<td>Apriska fitriani</td>
</tr>
<tr>
<td>7</td>
<td>E – 7</td>
<td>Cristian budi listianto</td>
</tr>
<tr>
<td>8</td>
<td>E – 8</td>
<td>Dian handayani</td>
</tr>
<tr>
<td>9</td>
<td>E – 9</td>
<td>Dwi rani oktaviana</td>
</tr>
<tr>
<td>10</td>
<td>E – 10</td>
<td>Dzikri hafidzhuddin</td>
</tr>
<tr>
<td>11</td>
<td>E – 11</td>
<td>Eka ahmad rofïq</td>
</tr>
<tr>
<td>12</td>
<td>E – 12</td>
<td>Elma agusta</td>
</tr>
<tr>
<td>13</td>
<td>E – 13</td>
<td>Falsa tanjung basnanda</td>
</tr>
<tr>
<td>14</td>
<td>E – 14</td>
<td>Faizal bima nugroho</td>
</tr>
<tr>
<td>15</td>
<td>E – 15</td>
<td>Fauziyyah</td>
</tr>
<tr>
<td>16</td>
<td>E – 16</td>
<td>Florentina ratna praditha</td>
</tr>
<tr>
<td>17</td>
<td>E – 17</td>
<td>Helga swaradita</td>
</tr>
<tr>
<td>18</td>
<td>E – 18</td>
<td>Helmi yahya mutawakkil m</td>
</tr>
<tr>
<td>19</td>
<td>E – 19</td>
<td>Intan okedwiana</td>
</tr>
<tr>
<td>20</td>
<td>E – 20</td>
<td>Maybitra dipaghana</td>
</tr>
<tr>
<td>21</td>
<td>E – 21</td>
<td>Mia rahma kamil</td>
</tr>
<tr>
<td>22</td>
<td>E – 22</td>
<td>Novia widyastuti</td>
</tr>
<tr>
<td>23</td>
<td>E – 23</td>
<td>Noviandari</td>
</tr>
<tr>
<td>24</td>
<td>E – 24</td>
<td>Rakha fahreza</td>
</tr>
<tr>
<td>25</td>
<td>E – 25</td>
<td>Ridho gilar al fath</td>
</tr>
<tr>
<td>26</td>
<td>E – 26</td>
<td>Rizqi rahmawati</td>
</tr>
<tr>
<td>27</td>
<td>E – 27</td>
<td>Ruthesa latritiani</td>
</tr>
<tr>
<td>28</td>
<td>E – 28</td>
<td>Satria hendra wicaksana</td>
</tr>
<tr>
<td>29</td>
<td>E – 29</td>
<td>Shara angita alfiana</td>
</tr>
<tr>
<td>30</td>
<td>E – 30</td>
<td>S.t tri meiryda rizkita</td>
</tr>
<tr>
<td>31</td>
<td>E – 31</td>
<td>Susanna dyah edelweis w</td>
</tr>
<tr>
<td>32</td>
<td>E – 32</td>
<td>Tri bagas bantara</td>
</tr>
<tr>
<td>33</td>
<td>E – 33</td>
<td>Vania prisma saputri</td>
</tr>
<tr>
<td>34</td>
<td>E – 34</td>
<td>Viandri widyarma firaztam</td>
</tr>
<tr>
<td>35</td>
<td>E – 35</td>
<td>Widya indriana</td>
</tr>
<tr>
<td>36</td>
<td>E – 36</td>
<td>Zanis putri aprilia</td>
</tr>
<tr>
<td>NO</td>
<td>CODE</td>
<td>NAME</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>C – 1</td>
<td>Adhitya Kelana Putera</td>
</tr>
<tr>
<td>2</td>
<td>C – 2</td>
<td>Agnes Ventya Westri n.</td>
</tr>
<tr>
<td>3</td>
<td>C – 3</td>
<td>Akbar Racman Gifari</td>
</tr>
<tr>
<td>4</td>
<td>C – 4</td>
<td>Amalia Husna Nurul Okta</td>
</tr>
<tr>
<td>5</td>
<td>C – 5</td>
<td>Amelia Tri Wijayati</td>
</tr>
<tr>
<td>6</td>
<td>C – 6</td>
<td>Aniratul Hikmah</td>
</tr>
<tr>
<td>7</td>
<td>C – 7</td>
<td>Arief Rahmad Setiawan</td>
</tr>
<tr>
<td>8</td>
<td>C – 8</td>
<td>Betty Anggraeni</td>
</tr>
<tr>
<td>9</td>
<td>C – 9</td>
<td>Cesaria Mela Yudiyana</td>
</tr>
<tr>
<td>10</td>
<td>C – 10</td>
<td>Dilis Priyuana Hutama</td>
</tr>
<tr>
<td>11</td>
<td>C – 11</td>
<td>Fakrunisa Isnaini Adzikri</td>
</tr>
<tr>
<td>12</td>
<td>C – 12</td>
<td>Indhira Kharisma Suci</td>
</tr>
<tr>
<td>13</td>
<td>C – 13</td>
<td>Inggrid Hana Rizavega</td>
</tr>
<tr>
<td>14</td>
<td>C – 14</td>
<td>Irena faradhita</td>
</tr>
<tr>
<td>16</td>
<td>C – 16</td>
<td>Kurnia Candra Sartika</td>
</tr>
<tr>
<td>17</td>
<td>C – 17</td>
<td>Mega Ari Suci Susanti</td>
</tr>
<tr>
<td>18</td>
<td>C – 18</td>
<td>Muhammad Avid Triatmaja</td>
</tr>
<tr>
<td>19</td>
<td>C – 19</td>
<td>Muhammad Sofiullah</td>
</tr>
<tr>
<td>20</td>
<td>C – 20</td>
<td>Mutia Angelina Saras Devi</td>
</tr>
<tr>
<td>21</td>
<td>C – 21</td>
<td>Nabela Agnia Ilmanavia</td>
</tr>
<tr>
<td>22</td>
<td>C – 22</td>
<td>Nafizta Rizcarachma Kurnia</td>
</tr>
<tr>
<td>23</td>
<td>C – 23</td>
<td>Novit Pahlevi</td>
</tr>
<tr>
<td>24</td>
<td>C – 24</td>
<td>Nurul Ulfa Septaadiyati</td>
</tr>
<tr>
<td>25</td>
<td>C – 25</td>
<td>Putri Astiti</td>
</tr>
<tr>
<td>26</td>
<td>C – 26</td>
<td>Raflian Adhitya Suharto</td>
</tr>
<tr>
<td>27</td>
<td>C – 27</td>
<td>Rahma Nur Hanifah</td>
</tr>
<tr>
<td>28</td>
<td>C – 28</td>
<td>Riky Bagus Febriansyah</td>
</tr>
<tr>
<td>29</td>
<td>C – 29</td>
<td>Riza Aulia Putra</td>
</tr>
<tr>
<td>30</td>
<td>C – 30</td>
<td>Riza Dwita Pratiwi</td>
</tr>
<tr>
<td>31</td>
<td>C – 31</td>
<td>Rizki Firdhausa Fardhani</td>
</tr>
<tr>
<td>32</td>
<td>C – 32</td>
<td>Rizkimar Theodura</td>
</tr>
<tr>
<td>33</td>
<td>C – 33</td>
<td>Robertus Victor Renandra</td>
</tr>
<tr>
<td>34</td>
<td>C – 34</td>
<td>Said Jamaluddin Al Af gani</td>
</tr>
<tr>
<td>35</td>
<td>C – 35</td>
<td>Siti Nurjanah</td>
</tr>
<tr>
<td>36</td>
<td>C – 36</td>
<td>Wahyu Rifki Heryanda</td>
</tr>
</tbody>
</table>
LESSON PLAN FOR EXPERIMENTAL CLASS (I)

1. LESSON’S IDENTITY
   a. School : SMA N 6 Semarang
   b. Subject : English
   c. Grade/Semester : X / I
   d. Language focus : Writing
   e. Material : Recount text
   f. Time Allotment : 2 X 45 minutes

2. STANDARD COMPETENCE
   6. Expressing meaning in written short functional text *recount* simple essay in daily life context

3. BASIC COMPETENCE
   6.2 Expressing meaning and rhetorical step accurately, smoothly and acceptably in various kind of written language in daily life context in *recount* text.

4. INDICATORS
   By the end of the study, students will have been able to:
   - Analyze the generic structure of recount.
   - Analyze the grammatical feature of recount.

5. LEARNING OUTCOME
   By the end of the learning, the students will have been able to analyze generic structure and grammatical feature of recount text.

6. METHOD OF LEARNING
   Audio lingual method
   Teacher uses movie as a media for teaching writing recount text.

7. MEDIA OF LEARNING
   - CD (Movie by the title “Mr. Bean’s Holiday”)
   - LCD
   - Laptop

8. LEARNING MATERIAL
   1. Recount
      a. Definition of Recount
“Recount is a text type that retells past events, usually in the order in which they happened”.

b. Social Function of Recount
“The social function of recount is to retell events for the purpose of informing or entertaining”. It means that the purpose of recount is to give the reader a description of what and when it occurs.

c. Generic Structure of Recount
There are some steps for constructing a written recount, they are:
1)  Orientation: information on the context of the recount.
2)  Events: a record of events in a temporal sequence.
3)  Re-orientation: closure of events.

d. Significant Lexicogrammatical or Language Feature of Recount
The significant lexicogrammatical or language features of recount are:
1)  Use of nouns and pronouns to identify people, animals or things involved. For example; Edy, he, we, the dog, the librarian, etc.
2)  Use of action verbs to refer to events. For example; go, help, etc.
3)  Use of past tense to locate events in relation to speaker’s or writer’s time. For example; Rina went to Jogja, I was there, etc.
4)  Use of conjunctions and time connectives to sequence the events. For example; and, but, then, after that, etc.
5)  Use of adverbs and adverbial phrases to indicate place and time. For example; at home, carefully, etc.
6)  Use of adjective to describe nouns. For example; beautiful, soft, black, etc.

Example of Recount

Generic Structure

Text I

Joining the Traditional Dance Competition

ORIENTATION
I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

EVENT I
We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

EVENT II
First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

EVENT III
Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I
performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

**REORIENTATION**

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

**Read the following text, then identify social function, language feature and generic structure and answer the questions!**

My Grandpa’s Funeral in Toraja

Last month my family and I went to Toraja to attend Grandpa’s funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony. Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa’s body was kept in a series of houses arranged in a circular row around an open field called *tongkonan*. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called *lakian*. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the *lakian*. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa’s coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there.

The funeral ceremonies made my family and I tired. However, we were grateful because it ran smoothly.

Adapted from: [http://www.worldisround.com](http://www.worldisround.com)

**Questions**

1. When did the writer attend the funeral?
2. How long did the writer and his family hold the ceremony?
3. What did they do to the corpse before the funeral was done?
4. What did they do after the corpse was placed in a sandal wood coffin?
5. What did they do on the last day of the ceremony?
9. LEARNING ACTIVITIES

1. Pre Activities
   a. Greeting (teacher greets students and checks students’ attendance).
   b. Giving review about recount text.

2. Main Activity
   a. BKOF (Building Knowledge of the Field)
      • Giving introduction about materials by asking some questions.
        “Could you tell me about recount text?”
        “Could you mention an example of recount text’s title?”
      • Asking students about films that tell about someone’s experience.
        “Do you know about films that tell about someone’s experience?”
        “Could you tell me about your favorite film?”
      • Students answer the questions orally.
   b. MOT (Modeling of the Text)
      • Giving introduction about film as a teaching media to help students in writing recount text.
      • Giving explanation about social function, language feature and generic structure of recount text.
      • Giving example of recount text to the students.
      • Teacher and students discussing about content, language feature and generic structure.
   c. JCOT (Join Construction of the Text)
      • Giving students a jumbled paragraph and asking them to arrange it.
      • Checking students work and showing the correct text.
      • Identifying together about generic structure and language feature of recount text.
   d. ICOT (Independent Construction of the Text)
      • Playing movie “Mr. Beans’ Holiday to the students”.
      • Asking students to watch the movie while taking a note key word of generic structure and language feature of the movie.
      • Choosing some of students to write their note on the white board.

3. Post Activities
   a. Teacher reviews the material.
b. Teacher gives suggestion to students to study hard and also memorize new material.
c. Teacher close the class.

10. SCORE OF LEARNING
   a. Cognitive

   Questions
   1. When did the writer attend the funeral?
   2. How long did the writer and his family hold the ceremony?
   3. What did they do to the corpse before the funeral was done?
   4. What did they do after the corpse was placed in a sandal wood coffin?
   5. What did they do on the last day of the ceremony?

   Key answer
   1. The writer attend the funeral last week
   2. The writer and his family hold the ceremony about a week
   3. They took grandpa’s body with fine wearing in tongkonan.
   4. They brought the corpse out of the house and placed on platform beneath the granary.
   5. They installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there.

11. ASSESSMENT
    The teacher asks the students to analyze generic structure and language feature which is used in the movie.

12. ASPECTS TO BE ASSESSED
    Generic structure and language feature.

13. SOURCE
    • Ng foo mun dkk, *Creative English for SMA Year X*, Jakarta: Erlangga, 2006.
    • [http://www.worldisround.com](http://www.worldisround.com)

Semarang, 12 November 2010
The Researcher,

Ika Aries Tantiya
NIM.073411015

Approved by

Headmaster

Drs. Totok Widianato
NIP. 195910301984031004

English Teacher

Dra. Ida Rahmawati
NIP.196403171986012002
LESSON PLAN FOR EXPERIMENTAL CLASS (II)

1. LESSON’S IDENTITY
   a. School : SMA N 6 Semarang
   b. Subject : English
   c. Grade/Semester : X / I
   d. Language focus : Writing
   e. Material : Recount text
   f. Time Allotment : 2 X 45 minutes

2. STANDARD COMPETENCE
   6. Expressing meaning in written short functional text recount simple essay in daily life context

3. BASIC COMPETENCE
   6.2 Expressing meaning and rhetorical step accurately, smoothly and acceptably in various kind of written language in daily life context in recount text.

4. INDICATORS
   By the end of the study, students will have been able to:
   - Write a simple recount text.
   - Analyze an example of recount text.

5. LEARNING OUTCOME
   By the end of the learning, the students will have been able to write a recount text.

6. METHOD OF LEARNING
   Audio lingual method
   Teacher uses movie as a media for teaching writing recount text.

7. MEDIA OF LEARNING
   - CD (Movie by the title “Mr. Bean’s Holiday”)
   - LCD
   - Laptop

8. LEARNING MATERIAL
Read the following text, then identify social function, language feature and generic structure and answer the questions!

**My Grandpa’s Funeral in Toraja**

Last month my family and I went to Toraja to attend Grandpa’s funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa’s body was kept in a series of houses arranged in a circular row around an open field called *tongkonan*. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called *lakian*. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the *lakian*. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa’s coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there.

The funeral ceremonies made my family and I tired. However, we were grateful because it ran smoothly.

Adapted from: [http://www.worldisround.com](http://www.worldisround.com)

**Answer the question bellow based on the passage!**

1. When did the writer attend the funeral?
2. How long did the writer and his family hold the ceremony?
3. What did they do to the corpse before the funeral was done?
4. What did they do after the corpse was placed in a sandal wood coffin?
5. What did they do on the last day of the ceremony?

9. **LEARNING ACTIVITIES**

1. **Pre Activities**
   a. Greeting (teacher greets the students and checks the students’ attendance list).
   b. Giving review about recount text by asking about generic structure and language feature.
      
      “Could you mention generic structure of recount text?”
      “What is tense used in recount text?”

2. **Main Activity**
   a. BKOF (Building Knowledge of the Field)
      
      • Reminding students about the previous lesson.
      • Giving students a recount text and asking them to answer questions.
- Answering the questions together.

b. MOT (Modeling of the Text)
   - Playing movie Mr. Bean’s Holiday.
   - Asking students to watch movie while taking note generic structure and character of the movie.
   - Asking students to write their recount text depend on the movie’s story.
   - Asking students to share their text in pair.
   - Asking students analyze their partner’s writing and take note error writing.

c. JCOT (Join Construction of the Text)
   - Choosing some of students to present about their analyzing in front of the class changeable.
   - Asking other students to give respond to the presenter.

d. ICOT (Independent Construction of the Text)
   - Asking students to re-write corrected recount text on the worksheet.

3. Post Activities
   a. Teacher reviews the material.
   b. Teacher gives suggestion to students to study hard and also memorize new vocabulary.
   c. Teacher close the class.

10. SCORE OF LEARNING
   a. Cognitive
      
      Questions
      1. When did the writer attend the funeral?
      2. How long did the writer and his family hold the ceremony?
      3. What did they do to the corpse before the funeral was done?
      4. What did they do after the corpse was placed in a sandal wood coffin?
      5. What did they do on the last day of the ceremony?

      Key answer
      6. The writer attend the funeral last week
      7. The writer and his family hold the ceremony about a week
      8. They took grandpa’s body with fine wearing in tongkonan.
      9. They brought the corpse out of the house and placed on platform beneath the granary.
      10. They installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there.

      Guided scoring of writing recount text
Element of Writing | Score
--- | ---
1. The content mastery | 20 %
2. The organization mastery | 20 %
3. The vocabulary mastery | 20 %
4. The grammar mastery | 20 %
5. The mechanic mastery | 20 %
Total Score | 100 %

11. ASSESSMENT
The teacher asks the students to write a recount text based on the movie.

12. ASPECTS TO BE ASSESSED
Content, organization, vocabulary, grammar and mechanic

13. SOURCE
- [http://www.worldisround.com](http://www.worldisround.com)

Semarang, 19 November 2010

The Researcher,

Ika Aries Tantiya
NIM.073411015

Approved by

Headmaster

English Teacher

Drs. Totok Widianto
NIP. 195910301984031004

Dra. Ida Rahmawati
NIP. 196403171986012002
LESSON PLAN FOR CONTROL CLASS (I)

14. LESSON’S IDENTITY
   g. School : SMA N 6 Semarang
   h. Subject : English
   i. Grade/Semester : X / I
   j. Language focus : Writing
   k. Material : Recount text
   l. Time Allotment : 2 X 45 minutes

15. STANDARD COMPETENCE
   6. Expressing meaning in written short functional text recount simple essay in daily life context

16. BASIC COMPETENCE
   6.2 Expressing meaning and rhetorical step accurately, smoothly and acceptably in various kind of written language in daily life context in recount text.

17. INDICATORS
   By the end of the study, students will have been able to:
   • Analyze the generic structure of recount.
   • Analyze the grammatical feature of recount.

18. LEARNING OUTCOME
   By the end of the learning, the students will have been able to analyze generic structure and grammatical feature of recount text.

19. METHOD OF LEARNING
   Communicative Learning Teaching (CLT)

20. MEDIA OF LEARNING
   • LCD
   • Laptop

21. LEARNING MATERIAL
   1. Recount
      b. Definition of Recount
         “Recount is a text type that retells past events, usually in the order in which they happened”.
      e. Social Function of Recount
“The social function of recount is to retell events for the purpose of informing or entertaining”. It means that the purpose of recount is to give the reader a description of what and when it occurs.

f. Generic Structure of Recount

There are some steps for constructing a written recount, they are:
4) Orientation : information on the context of the recount.
5) Events : a record of events in a temporal sequence.
6) Re-orientation: closure of events.

g. Significant Lexicogrammatical or Language Feature of Recount

The significant lexicogrammatical or language features of recount are:
7) Use of nouns and pronouns to identify people, animals or things involved. For example; Edy, he, we, the dog, the librarian, etc.
8) Use of action verbs to refer to events. For example; go, help, etc.
9) Use of past tense to locate events in relation to speaker’s or writer’s time. For example; Rina went to Jogja, I was there, etc.
10) Use of conjunctions and time connectives to sequence the events. For example; and, but, then, after that, etc.
11) Use of adverbs and adverbial phrases to indicate place and time.
   For example; at home, carefully, etc.
12) Use of adjective to describe nouns. For example; beautiful, soft, black, etc.

Example of Recount

Generic Structure

Text I

Joining the Traditional Dance Competition

**ORIENTATION**
I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

**EVENT I**
We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

**EVENT II**
First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

**EVENT III**
Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

**REORIENTATION**
After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still
could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

Read the following text, then identify social function, language feature and generic structure and answer the questions!

My Grandpa’s Funeral in Toraja

Last month my family and I went to Toraja to attend Grandpa’s funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa’s body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa’s coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there.

The funeral ceremonies made my family and I tired. However, we were grateful because it ran smoothly.

Adapted from: [http://www.worldisround.com](http://www.worldisround.com)

Questions
1. When did the writer attend the funeral?
2. How long did the writer and his family hold the ceremony?
3. What did they do to the corpse before the funeral was done?
4. What did they do after the corpse was placed in a sandal wood coffin?
5. What did they do on the last day of the ceremony?

22. LEARNING ACTIVITIES

4. Pre Activities
   a. Greeting (teacher greets students and checks students’ attendance).
b. Giving review about recount text.

5. Main Activity
   a. BKOF (Building Knowledge of the Field)
      • Giving introduction about materials by asking some questions.
        “Could you tell me about recount text?”
        “Could you mention an example of recount text’s title?”
      • Asking students about their unforgettable experience.
        “Do you have an unforgettable experience?”
        “Could you give me a little story about your unforgettable experience?”
      • Students answer the questions orally.
   b. MOT (Modeling of the Text)
      • Giving explanation about social function, language feature and generic structure of recount text.
      • Giving example of recount text to the students.
      • Teacher and students discussing about content, language feature and generic structure.
   c. JCOT (Join Construction of the Text)
      • Giving students a jumbled paragraph and asking them to arrange it.
      • Checking students work and showing the correct text.
      • Identifying together about generic structure and language feature of recount text.
   d. ICOT (Independent Construction of the Text)
      • Giving a recount text to students.
      • Asking students to read and identify the recount text.
      • Asking students to write the story based on their own language.

6. Post Activities
   • Teacher reviews the material.
   • Teacher gives suggestion to students to study hard and also memorize new material.
   • Teacher close the class.

23. SCORE OF LEARNING
   a. Cognitive
      Questions
      1. When did the writer attend the funeral?
      2. How long did the writer and his family hold the ceremony?
      3. What did they do to the corpse before the funeral was done?
4. What did they do after the corpse was placed in a sandal wood coffin?
5. What did they do on the last day of the ceremony?

**Key answer**
11. The writer attend the funeral last week
12. The writer and his family hold the ceremony about a week
13. They took grandpa’s body with fine wearing in tongkonan.
14. They brought the corpse out of the house and placed on platform beneath the granary.
15. They installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there.

24. ASSESSMENT
The teacher asks the students to analyze generic structure and language feature which is used in the movie.

25. ASPECTS TO BE ASSESSED
Generic structure and language feature.

26. SOURCE
- [http://www.worldisround.com](http://www.worldisround.com)

Semarang, 11 November 2010

The Researcher,

Ika Aries Tantiya
NIM.073411015

Approved by

Headmaster

English Teacher

Drs. Totok Widianto
NIP. 195910301984031004

Dra. Ida Rahmawati
NIP. 196403171986012002
LESSON PLAN FOR CONTROL CLASS (II)

14. LESSON’S IDENTITITY
   g. School : SMA N 6 Semarang
   h. Subject : English
   i. Grade/Semester : X / I
   j. Language focus : Writing
   k. Material : Recount text
   l. Time Allotment : 2 X 45 minutes

15. STANDARD COMPETENCE
   6. Expressing meaning in written short functional text *recount* simple essay in daily life context

16. BASIC COMPETENCE
   6.2 Expressing meaning and rhetorical step accurately, smoothly and acceptably in various kind of written language in daily life context in *recount* text.

17. INDICATORS
   By the end of the study, students will have been able to write a simple recount text.

18. LEARNING OUTCOME
   By the end of the learning, the students will have been able to:
   • Identify example a recount text.
   • Write a recount text.

19. METHOD OF LEARNING
   Communicative Learning Teaching (CLT)

20. MEDIA OF LEARNING
   • LCD
   • Laptop

21. LEARNING MATERIAL
   Read the following text, then identify social function, language feature and generic structure and answer the questions!

   **My Grandpa’s Funeral in Toraja**
   Last month my family and I went to Toraja to attend Grandpa’s funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.
Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa’s body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa’s coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there.

The funeral ceremonies made my family and I tired. However, we were grateful because It ran smoothly.

Answer the question bellow based on the passage!
1. When did the writer attend the funeral?
2. How long did the writer and his family hold the ceremony?
3. What did they do to the corpse before the funeral was done?
4. What did they do after the corpse was placed in a sandal wood coffin?
5. What did they do on the last day of the ceremony?

22. MODEL OF LEARNING

Communicative Learning Teaching (CLT)

23. METODE OF LEARNING

- Interactive Lecture
- Discussion
- Assessment
- Question Answer

24. LEARNING ACTIVITIES

4. Pre Activities
   a. Greeting (teacher greets students and checks students’ attendance).
   b. Giving review about recount text by asking about generic structure and language feature.
      “Could you mention generic structure of recount text?”
      “What is tense used in recount text?”
5. **Main Activity**
a. BKOF (Building Knowledge of the Field)
   - Reminding students about the previous lesson.
   - Giving students a recount text and asking them to answer questions.
   - Answering the questions together.

b. MOT (Modeling of the Text)
   - Retelling story to the students orally.
   - Asking students to listen carefully while taking a note key word of generic structure and language feature of the story.
   - Choosing some of students to write their note on the white board.

c. JCOT (Join Construction of the Text)
   - Asking students to write their own recount text based on the topic.
   - Asking students to share their text in pair.
   - Asking students analyze their partner’s writing and take note error writing.

d. ICOT (Independent Construction of the Text)
   - Asking students to rewrite corrected recount text based on the topic.

6. **Post Activities**
   - Teacher reviews the material.
   - Teacher gives suggestion to students to study hard and also memorize new vocabulary.
   - Teacher close the class.

25. **SCORE OF LEARNING**

   **b. Cognitive**

   **Questions**
   1. When did the writer attend the funeral?
   2. How long did the writer and his family hold the ceremony?
   3. What did they do to the corpse before the funeral was done?
   4. What did they do after the corpse was placed in a sandal wood coffin?
   5. What did they do on the last day of the ceremony?

   **Key answer**
   16. The writer attend the funeral last week
   17. The writer and his family hold the ceremony about a week
   18. They took grandpa’s body with fine wearing in tongkonan.
   19. They brought the corpse out of the house and placed on platform beneath the granary.
   20. They installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there.
26. ASSESSMENT
The teacher asks the students to write a recount text based on the topic.

27. ASPECTS TO BE ASSESSED
Content, organization, vocabulary, grammar and mechanic

28. SOURCE
- [http://www.worldisround.com](http://www.worldisround.com)

Semarang, 18 November 2010

The Researcher,

Ika Aries Tantiya  
NIM.073411015

Approved by

Headmaster  
Drs. Totok Widianto 
NIP. 195910301984031004

English Teacher  
Dra. Ida Rahmawati  
NIP.196403171986012002
## SYLLABUS

**School Name**: SMA N 6 Semarang  
**Subject**: English  
**Grade**: X  
**Semester**: 1

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| **Listening**       | 1. Understanding meaning in transactional and interpersonal dialogue in daily life context. | 1.1. Responding meaning in formal and informal transactional dialogue (to get things done) and interpersonal dialogue (to have social relation) by using various kind of simple oral language accurately, smoothly and acceptably in daily life context and involving performance of introduction, greeting/parting agreeing an offer/invitation, accepting a promise, and canceling a promise in daily life context. | **Introduction, greeting/parting**  
Example:  
A: Please to meet you!  
B: Please to meet you too! | **Listening to an interpersonal/transactional dialogue through a tape classically.**  
**Discussing various kinds of other performances which can be used in a dialogue which can be heard in pairs.**  
**Discussing a response given to a performance which can be heard in group.** | **Identifying meaning of an introduction.**  
**Identifying meaning of an offer/invitation.**  
**Identifying meaning of accepting a promise.**  
**Identifying meaning of canceling a promise.** | Quiz | 1x45’ | www.Esllab.com |
|                     |                  |          | **Accepting a promise**  
Example:  
A: I’ll get you the book.  
B: It’s very kind of you. | **Role Play in pairs**  
**Doing tourist hunting and recording its dialogue** | **Using expression of introduction.**  
**Performing interpersonal dialogue.**  
**Using expression of an offer or invitation.**  
**Using expression of agreeing to an offer or invitation in a dialogue.**  
**Using expression of promise.**  
**Using expression of accepting a promise.**  
**Using expression of canceling a promise.** | Written Test Assignment | 2x45’ | Cassette |
|                     |                  |          | **Breaking a promise**  
Example:  
A: I’m sorry I can’t make it.  
B: That’s OK. We’ll do it some other time. | | | Performance | 3x45’ | CD |
<p>| <strong>Speaking</strong>        | 3. Expressing meaning in transactional and interpersonal dialogue in daily life context. | 3.1 Expressing meaning in formal and informal transactional dialogue (to get things done) and interpersonal dialogue (to have social relation) by using various kind of simple oral language accurately, smoothly and acceptably in daily life context and involving performance of introduction, greeting/parting agreeing an offer/invitation, accepting a promise, and canceling a promise. | | | | | |</p>
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| Listening 1. Understanding meaning in transactional and interpersonal dialogue in daily life context. | 1.2. Responding meaning in formal and informal transactional dialogue *(to get things done)* and interpersonal dialogue *(to have social relation)* in various kind of simple oral language accurately, smoothly and acceptably in daily life context and involving performance: expressing feeling happiness, showing attention, showing sympathy, and giving instruction. | • **Expressing feeling happiness**  
Ex: A: I’m so happy to get a scholarship.  
B: I’m happy for you.  
• **Showing attention**  
Ex: A: You look fantastic.  
B: Thank you.  
• **Showing sympathy**  
Ex: A: Please accept my condolences.  
B: Thank you so much.  
• **Giving instruction**  
Ex: A: Open the window!  
B: OK. | • Listening to interpersonal/transactional dialogue through tape individually.  
• Discussing expression used in the dialogue in pairs.  
• Discussing a response given to an expression heard. | • Identifying meaning of expression expressing feeling happiness.  
• Responding expression of feeling happiness.  
• Identifying meaning of expression of showing sympathy.  
• Responding expression of showing sympathy.  
• Identifying meaning of expression of giving instruction.  
• Responding expression of giving instruction.  
• Using expression and its response in pairs.  
• Role playing in group. | Quiz  
Written test  
Task | (14 x 45’)  
www.englis hdaily626.co m  
www.esllab. com  
Cassette  
CD | |
| Speaking 3. Expressing meaning in transactional and interpersonal dialogue in daily life context. | 3.2 Expressing meaning in transactional dialogue *(to get things done)* and interpersonal dialogue *(to have social relation)* formally and informally accurately, smoothly and acceptable by using various kind of simple oral language in daily life context and involving performance: expressing feeling happiness, showing attention, showing sympathy, and giving instruction. | • Using expression and its response in pairs.  
• Role playing in group. | | | Task  
Performance | 3 x 45’  
4 x 45’ | | |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minutes)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>1. Understanding meaning of short functional text and simple monologue text in the form of recount, narrative, and procedure in daily life context.</td>
<td>2.1 Responding meaning formal and informal simple oral short functional text (ex. Announcement, advertisement, invitation, etc.) accurately, smoothly, and acceptably in various daily life context.</td>
<td>- Oral, announcement. &lt;br&gt; - Vocabulary related to announcement.</td>
<td>- Identifying some oral announcement in public places in groups. &lt;br&gt; - Listening to an announcement through tape classically.</td>
<td>Task</td>
<td>1 x 45’</td>
<td><a href="http://www.Esllab.com">www.Esllab.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Identifying a topic of an oral announcement. &lt;br&gt; - Identifying certain information of an announcement.</td>
<td>Quiz</td>
<td>1 x 45’</td>
<td>Cassette</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Written Test</td>
<td>1 x 45’</td>
<td>CD</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>2. Expressing meaning in short functional text and simple monologue text in the form of recount, narrative, and procedure in daily life context.</td>
<td>2.2 Expressing meaning formal and informal simple oral short functional text (ex. Announcement, advertisement, invitation, etc.) in various daily life contexts.</td>
<td>- Discussing content and language structure used in group. &lt;br&gt; - Writing oral announcement in pairs and performing in front of the class.</td>
<td>- Giving oral announcement. &lt;br&gt; - Giving oral invitation. &lt;br&gt; - Using oral language.</td>
<td>Performance</td>
<td>2 x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 x 45’</td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| Listening           | 2. Understanding meaning of short functional text and simple monologue text in the form of recount, narrative, and procedure in daily life context. | 2.1 Responding meaning formal and informal simple oral text accurately, smoothly, and acceptably in various daily life context in recount, narrative, and procedure text. | • Recount oral text.  
• Narrative oral text.  
• Procedure oral text.  | • Listening to a story/instruction to do something to find information individually.  
• Discussing the difference of using oral and written language in group. | Task        | (14 x 45') | www.esllab.com |
|                     |                                                                                 |                           |                                                                                   | • Identifying main idea of text heard.  
• Identifying character of the story heard.  
• Identifying the plot of a text.  
• Identifying events in the text heard.  
• Identifying material used in procedure text heard.  
• Identifying the communicative purpose of the text heard. | Quiz            | 3 x 45'   | Cassette     |
|                     |                                                                                 |                           |                                                                                   | • Using past tense in expressing an event.  
• Performing monologue to retell experience.  
• Performing monologue to express a procedure.  
• Telling a story. | Written Test  | 3 x 45'   | CD           |
| Speaking            | 4. Expressing meaning in short functional text and simple monologue text in the form of recount, narrative, and procedure in daily life context. | 4.2 Expressing meaning formal and informal simple oral text in various daily life contexts in recount, narrative, and procedure text. | • Discussing for making a story and retelling the story in group.  
• Writing a story individually and retelling it in front of the class. |                                                                                                           | Performance | 2 x 45'   |               |
<p>|                     |                                                                                 |                           |                                                                                   |                                                                                                           |            | 4 x 45'   |               |</p>
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minutes)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Restriction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>5. Understanding meaning of written short functional text in daily life context and accessing knowledge.</td>
<td>5.1 Responding meaning in formal and informal written short functional text (ex. Announcement, advertisement, invitation, etc.) accurately, smoothly, and acceptably in daily life context to access knowledge.</td>
<td>Announcement, advertisement, invitation, etc.</td>
<td>• Identifying written announcement in public places in group. • Discussing content and language structure used in group. • Making written announcement in pairs and publishing it in the classroom or school.</td>
<td>Quiz</td>
<td>(8 x 45’)</td>
<td>English Online</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Written Test</td>
<td>2 x 45’</td>
<td>Jakarta Post</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performance</td>
<td>4 x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>6. Expressing meaning in written short functional text in daily life context.</td>
<td>6.1 Expressing meaning in formal and informal written short functional text (ex. Announcement, advertisement, invitation, etc.) in various written language accurately, smoothly, and acceptably in context.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minutes)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Restriction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>5. Understanding meaning of written short functional text, recount, narrative and procedure simple essay in</td>
<td>5.2 Responding meaning and rhetorical step of essay written text accurately, smoothly and acceptably in daily life context and accessing knowledge.</td>
<td>Recount written text Past tense</td>
<td>• Jim Carrey had a trip to Bunaken • Who went to Bunaken</td>
<td>Quiz</td>
<td>(14 x 45’)</td>
<td>ESOL ONLINE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Written Test</td>
<td>2 x 45’</td>
<td>English Online</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Task</td>
<td>2 x 45’</td>
<td>English K-6 Modules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Jakarta</td>
</tr>
</tbody>
</table>
## Writing

6. Expressing meaning in written short functional text 
- **recount, narrative, and procedure**

### 6.2 Expressing meaning and rhetorical step accurately, smoothly and acceptably in various king of written language in daily life context in 
- **recount, narrative, and procedure**

- He went to Bunaken yesterday. 
  - Yesterday, he went to Bunaken. 
  - To Bunaken, he went yesterday. 
  
  - Narrative written text
  - Procedure written text

- Structure in group
  - Practicing using past tense to state event and imperative to state instruction
  - Writing draft of narrative, recount or procedure text by doing chain writing
  - Correcting classmates to make the draft perfect
  - Making the draft perfect based on the correction of friend.

- Narrative, and procedure text.
  - Identifying character of the story read.
  - Identifying the plot of the text read.
  - Identifying events of the text read.
  - Identifying rhetorical steps of the text.
  - Identifying communicative purpose of the text read.

- Using past tense in expressing an event.
- Using imperative in making a receipt or instruction.
- Using direct and indirect sentence in writing narrative.
- Producing recount text.
- Producing narrative text.
- Producing procedure text.

### Task Performance

<table>
<thead>
<tr>
<th>Task</th>
<th>Performance</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>He went to Bunaken yesterday.</strong></td>
<td>2 x 45’</td>
<td>2 x 45’</td>
</tr>
<tr>
<td><strong>Yesterday, he went to Bunaken.</strong></td>
<td>2 x 45’</td>
<td>2 x 45’</td>
</tr>
<tr>
<td><strong>To Bunaken, he went yesterday.</strong></td>
<td>2 x 45’</td>
<td>2 x 45’</td>
</tr>
</tbody>
</table>

Semarang, 10 November 2010

Approved by,

Headmaster

Drs. Totok Widianto
NIP. 195910301984031004

English Teacher

Dr. Ida Rahmawati
NIP.196403171986012002
## SYLLABUS

<table>
<thead>
<tr>
<th>School Name</th>
<th>Senior High School 3 Semarang</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Grade</td>
<td>X</td>
</tr>
<tr>
<td>Semester</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| Listening           | 7. Understanding meaning in transactional and interpersonal dialogue in daily life context. | • Gratitude Example.  
A: Thank you very much.  
B: Don’t mention it.  
• Praising Example.  
A: You look slammer.  
B: You’re kidding me.  
• Congratulating Example.  
A: Congratulations! You did it again.  
B: Thank you. I don’t know what to do without you. | • Listening to interpersonal or transactional dialogue through film individually.  
• Discussing expression used in the dialogue heard in pairs.  
• Discussing response given to the expression heard.  
• In pairs, practicing sing using expression and the response. | • Identifying words heard.  
• Identifying words meaning.  
• Identifying relations between speakers.  
• Identifying meaning of expression of gratitude.  
• Responding expression of gratitude.  
• Identifying meaning of praising expressions.  
• Responding praising expressions.  
• Identifying meaning of congratulation expression.  
• Responding congratulation expressions.  
• Identifying the situation context.  
• Using expression of gratitude.  
• Responding gratitude expression  
• Using praising expression.  
• Responding praising expression.  
• Using congratulation expression.  
• Responding congratulation expression. | Quiz        | (14 x 45’)            | www.englishdaily626.com |
|                     |                  |                            |                        | Written test                              | 2 x 45’               | www.esllab.com | cassette |
|                     |                  |                            |                        | Task                                      | 2 x 45’               | CD           |         |
| Speaking            | 9. Expressing meaning in transactional and interpersonal dialogue in daily life context. | 9.1 Expressing meaning in formal and informal transactional dialogue (to get things done) and interpersonal dialogue (to have social relation) accurately, smoothly, and acceptably using various simple, oral language in various daily life context and involving expression of gratitude, praising, and congratulating. | • Identifying the situation context.  
• Using expression of gratitude.  
• Responding gratitude expression  
• Using praising expression.  
• Responding praising expression.  
• Using congratulation expression.  
• Responding congratulation expression. | Task                                      | 8 x 45’               | CD           |         |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| **Listening** 7. Understanding meaning in transactional and interpersonal dialogue in daily life context | 7.2 Responding meaning in formal and informal transactional dialogue (to get things done) and interpersonal dialogue (to have social relation) accurately, smoothly, and acceptably using various simple, oral language in various daily life context and involving expression of: surprised, not believing, accepting invitation, and offering. | • Using expression of surprised  
Example:  
A: How can you say that?  
B: Well, that’s the fact.  
• Using expression of not believe  
Example:  
A: I can’t believe it  
B: That’s true.  
• Agreeing to an invitation or offering  
Example:  
A: Thank you for the invitation.  
B: I look forward to seeing you.  
• Role playing in group | • Identifying meaning of expression of surprised  
• Responding expression of surprised  
• Discussing expression used and the respond in the dialogue heard in group  
• Using expression of surprised  
• Responding expression of surprised  
• Identifying expression of not believing  
• Responding expression of not believing  
• Identifying expression of accepting an invitation and offering  
• Responding expression of accepting an invitation and offering  
• Identifying expression of surprised  
• Responding expression of surprised  
• Using expression of not believing  
• Responding expression of not believing  
• Using expression of accepting invitation  
• Using expression of offering | Quiz  
Written Test  
Task | (14 x 45')  
2 x 45'  
4 x 45' | www.Englishdaily626.com  
www.eslab.com  
Cassette  
CD |
<p>| <strong>Speaking</strong> 9. Expressing meaning in transactional and interpersonal dialogue in daily life context | 9.2 Expressing meaning in formal and informal transactional dialogue (to get things done) and interpersonal dialogue (to have social relation) accurately, smoothly, and acceptably using various simple, oral languages in various daily life context and involving expression of: surprised, not believing, accepting invitation, and offering. | | | | | |</p>
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meaning in a short</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>functional text and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>narrative,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>descriptive and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>news item simple</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>monolog in daily</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>life context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Responding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meaning of formal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and simple short</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>functional text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(example: announcement, advertisement, invitation, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accurately,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>smoothly and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>acceptably in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>various daily life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.1 Expressing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meaning of formal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and simple short</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>functional text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(example: announcement, advertisement, invitation, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accurately,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>smoothly and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>acceptably in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>various daily life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Expressing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meaning in a short</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>functional text and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>narrative,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>descriptive and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>news item simple</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>monolog in daily</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>life context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Responding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meaning of formal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and simple short</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>functional text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(example: announcement, advertisement, invitation, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accurately,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>smoothly and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>acceptably in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>various daily life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.1 Expressing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meaning of formal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and simple short</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>functional text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(example: announcement, advertisement, invitation, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accurately,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>smoothly and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>acceptably in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>various daily life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time (minute)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Source/Equipment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>-------------------</td>
<td>-----------</td>
<td>------------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| Listening 8.        | Understanding meaning in a short functional text and *narrative, descriptive and news item* simple monolog in daily life context. | 8.1 Responding meaning in simple monolog text using various oral language accurately, smoothly and acceptably in daily life context in *narrative, descriptive, and news item* text | • *Narrative* oral text  
• *Descriptive* oral text  
• *News item* oral text | • Listening to news/description/narrative to find various information classically through a cassette  
• Discussing the difference the language use orally and written in group  
• Discussing in group to make news/description/narrative continuously  
• Giving news as a reporter directly from the spot  
• Telling story in group | Task  
Written Test | (14 x 45’)  
1 x 45’ | ESOL ONLINE  
English Online  
www.esllab.com  
Cassette  
CD |
<p>| Speaking 10.        | Expressing meaning in a short functional text and <em>narrative, descriptive and news item</em> simple monolog in daily life context. | 10.1 Expressing meaning in simple monolog text using various oral language accurately, smoothly and acceptably in daily life context in <em>narrative, descriptive, and news item</em> text | | | Task | 1 x 45’ | |
|                     |                  |          | Performance | 2 x 45’ | 1 x 45’ |  |</p>
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| **Reading**         | 11. Understanding meaning in a short functional text and narrative, descriptive and news item simple essay in daily life context to access knowledge | 11.1 Responding meaning of formal and informal of simple short functional text (example: announcement, advertisement, invitation, etc.) accurately, smoothly and acceptably in various written language in daily life context | announcement, advertisement, invitation | • Identifying some written announcement in public places in group  
• Discussing language content and structure used in group  
• Writing announcement individually and publishing it in the announcement board | • Meaningful reading aloud written text discussed in correct pronunciation and intonation  
• Identifying a topic of the text read  
• Identifying certain information  
• Using structure, vocabulary, punctuation, spelling and writing structure accurately  
• Writing main idea  
• Elaborating main idea  
• Making draft, revising, editing  
• Producing short functional text | Task | (8 x 45’)  
Written Test | 1 x 45’ | ESOL ONLINE  
English Online  
Jakarta Post |
<p>| 12 Expressing meaning in a short functional written text and narrative, descriptive and news item simple essay in daily life context | 12.1 Expressing meaning of formal and informal simple short functional text (example: announcement, advertisement, invitation, etc.) accurately, smoothly and acceptably in various written language in daily life context | | | | | | |</p>
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| **Reading**         | 11. Understanding meaning in a short functional text and narrative, descriptive and news item | 11.2 Responding meaning and rhetorical steps in simple essay accurately, smoothly and acceptably in daily life context and to access knowledge in narrative, descriptive, and news item | • Narrative written text  
• Descriptive written text  
• News item written text  
• Passive Voice  
• Reported speech | • Identifying word meaning in the text read  
• Identifying word meaning  
• Identifying relation between speakers  
• Identifying meaning of expression of giving opinion  
• Responding expression of giving opinion  
• Identifying meaning of expression of satisfied  
• Responding expression of unsatisfied  
• Identifying situational context  
• Using expression of giving opinion  
• Responding expression of giving opinion  
• Using expression of asking for opinion  
• Using expression of satisfied  
• Responding expression of satisfied | Quiz  
Written Test  
Task | (14 x 45’)  
2 x 45’ | ESOL ONLINE  
English Online  
English K-6 Module  
Jakarta Post |
| **Writing**         | 12 Expressing meaning in a short functional written text and narrative, descriptive and news item | 12.2 Expressing meaning and rhetorical steps in simple essay accurately, smoothly and acceptably in daily life context and to access knowledge in narrative, descriptive, and news item | • Meaningful reading aloud news/descriptive/narrative text individually  
• Discussing various aspect of a text like content, text structure in group  
• Practicing using simple present tense to state fact and passive voice to state headline  
• Writing draft narrative, news item or descriptive text by doing chain writing  
• Correcting friends to make draft perfect  
• Making draft perfect based on friend’s correction | | Task | 2 x 45’ | |
|                     |                  |          |                   | | Portfolio | 2 x 45’ | |

**Note:** The table above outlines the competencies, basic competencies, materials, learning activities, indicators, evaluations, time, and equipment for both reading and writing. The details provided include various aspects of understanding and expressing meaning in narrative, descriptive, and news item contexts.
### SYLLABUS

**School Name:** Senior High School 3 Semarang  
**Subject:** English  
**Grade:** XI  
**Semester:** 1

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| **Listening** 1. Understanding meaning in formal and sustained transactional and interpersonal dialogue in daily life context | 1.1. Responding meaning in transactional dialogue (to get something done) and interpersonal dialogue (to have social relation) accurately, smoothly and acceptably using various kind of oral language in daily life context and involving the expression of giving opinion, asking for opinion, satisfied, and dissatisfied | • Giving Opinion  
*Example:*  
A: I think this is great  
B: I think so.  
• Asking for opinion  
*Example:*  
A: What do you think about it?  
B: I think it’s a good idea.  
• Satisfied  
*Example:*  
A: I can’t think of anything better.  
B: Thank you for your compliment, Sir.  
• Dissatisfied  
*Example:*  
A: I’m not happy about it.  
B: Please give me a second chance, Sir. | • Doing librarian study to identify various kind of expression of opinion/satisfied and dissatisfied and the response.  
• Listening to interpersonal/transactional dialogue through tape classically. | • Identifying the words heard.  
• Identifying words meaning.  
• Identifying the relation between speakers.  
• Identifying meaning of expression of giving opinion.  
• Identifying meaning of expression of satisfied.  
• Identifying meaning of expression of dissatisfied.  
• Responding an expression of satisfied.  
• Responding an expression of dissatisfied.  
• Identifying situational context | Written (Multiple Choice and Essay)  
Quiz  
Assignment | (14 x 45’) 1 x 45’ | www.englishdaily626.com  
www.esllab.com  
Cassette  
CD |
| **Speaking** 3. Expressing meaning in formal and sustained transactional and interpersonal dialogue in daily life context | 3.1 Expressing meaning in transactional dialogue (to get something done) and interpersonal dialogue (to have social relation) accurately, smoothly and acceptably using various kind of oral language in daily life context and involving the expression of giving opinion, asking for opinion, satisfied, and dissatisfied | • Discussing expression used and the response in the dialogue heard in group.  
• Role playing in group. |  | Assignment | 4 x 45’ |

<p>|  |  |  | Performance | 6 x 45’ |  |  |  |  |  |</p>
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Understanding meaning in formal and sustained transactional and interpersonal dialogue in daily life context | 1.1. Responding meaning in transactional dialogue (to get something done) and interpersonal dialogue (to have social relation) accurately, smoothly and acceptably using various kind of oral language in daily life context and involving the expression of advice, reminding, agreeing to request and relief, pain, and pleasure. | • **advice**, example:  
   A: You’d better do it now.  
   B: I’ll | • Doing librarian study to identify various kind of expression of advice, reminding, agreeing to request and relief, pain, and pleasure and the respond.  
• Listening to interpersonal/transactional dialogue through tape classically. | • Identifying meaning of expression of advice  
• Identifying expression of advice  
• Identifying meaning of reminding  
• Responding expression of agreeing to request  
• Identifying agreeing to request.  
• Responding to expression of agreeing to request.  
• Identifying meaning of expression of expressing feeling.  
• Responding expression of expressing feeling. | Written (Multiple Choice and Essay)  
Quiz  
Assignment | (14 x 45’) | www.englishdaily626.com  
www.esllab.com |
|                     |                 |          |                  |           |            |              | Cassette  
CD |
| **Speaking**        |                 |          |                  |           |            |              |                 |
| 3. Expressing meaning in formal and sustained transactional and interpersonal dialogue in daily life context | 3.1 Expressing meaning in transactional dialogue (to get something done) and interpersonal dialogue (to have social relation) accurately, smoothly and acceptably using various kind of oral language in daily life context and involving the expression of advice, reminding, agreeing to request and relief, pain, and pleasure. | • **relief**, example:  
   A: I feel so relieved.  
   B: I can see that.  
• **pain**, example:  
   A: Ouch! It hurts so much.  
   B: O, you poor think.  
• **pleasure**, example:  
   A: I’m so pleased.  
   B: I’m glad you like it. | • Discussing expression used and the response in the dialogue heard in group.  
• Role playing in group. | • Using expression of advice.  
• Responding expression of advice.  
• Using expression of reminding.  
• Responding expression of reminding.  
• Using expression of agreeing to a request.  
• Responding to an expression of agreeing to a request.  
• Using expression of expressing feeling.  
• Responding to the expression of expressing feeling. | Assignment  
Performance | 4 x 45’  
4 x 45’ | |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Understanding</td>
<td>2.1 Responding</td>
<td>Oral Short</td>
<td>Listening to</td>
<td>Identifying</td>
<td>Written</td>
<td>(8 x 45’)</td>
<td><a href="http://www.esllab.com">www.esllab.com</a></td>
</tr>
<tr>
<td>meaning of short</td>
<td>meaning in formal</td>
<td>Functional Text (Oral</td>
<td>oral meeting invitation</td>
<td>the topic of a short functional text heard</td>
<td>(Multiple Choice and Essay)</td>
<td>2 x 45’</td>
<td>CD</td>
</tr>
<tr>
<td>functional text and</td>
<td>and informal oral</td>
<td>Invitation)</td>
<td>through tape</td>
<td>Identifying certain information from short functional text heard</td>
<td>Quiz</td>
<td>2 x 45’</td>
<td>Cassette</td>
</tr>
<tr>
<td>reports, narrative,</td>
<td>short functional</td>
<td>classically</td>
<td>identifying the topic of a short functional text heard</td>
<td>Identifying the communicative purpose of short functional text heard</td>
<td>Assignment</td>
<td>2 x 45’</td>
<td></td>
</tr>
<tr>
<td>and analytical</td>
<td>text accurately,</td>
<td>Discussing the language content and structure used in group.</td>
<td>identifying certain information from short functional text heard</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td>Performance</td>
<td>2 x 45’</td>
<td></td>
</tr>
<tr>
<td>exposition</td>
<td>smoothly, and</td>
<td>Using oral language in expressing short functional text.</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>monologue in daily</td>
<td>acceptably in</td>
<td>• Listening to oral meeting invitation through tape classically</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>life context.</td>
<td>various kinds of daily life context.</td>
<td>• Identifying the topic of a short functional text heard</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifying certain information from short functional text heard</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifying the communicative purpose of short functional text heard</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifying the communicative purpose of short functional text heard</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifying the communicative purpose of short functional text heard</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td>identifying the communicative purpose of short functional text heard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Expressing</td>
<td>4.1 Expressing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meaning of short</td>
<td>meaning in formal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>functional text and</td>
<td>and informal oral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reports, narrative,</td>
<td>short functional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and analytical</td>
<td>text accurately,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exposition</td>
<td>smoothly, and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>monologue in daily</td>
<td>acceptably in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>life context.</td>
<td>various kinds of daily life context.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>-------------------</td>
<td>-----------</td>
<td>------------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| **Listening** 2. Understanding meaning of short functional text and reports, narrative, and analytical exposition monologue in daily life context. | 2.1 Responding meaning in formal and informal oral short functional text accurately, smoothly, and acceptably in of daily life context in reports, narrative, and analytical exposition text | • Oral narrative text  • Oral Report Text  • Oral Analytical Exposition Text | • Listening to a narrative, report or analytical exposition text classically  • Discussing the content of the text heard in pairs  • Discussing oral language structure from the text heard in group  • Doing case building from pro and contra group | • Identifying the main idea of report text heard  • Identifying the character of the story heard  • Identifying events in the text heard  • Identifying the characteristics of the things/persons reported  • Identifying the thesis heard  • Identifying the argument heard | Written (Multiple Choice and Essay) Assignment | (14 x 45') 1 x 45' | www.esllab.com CD  
1 x 45'  
1 x 45'  
1 x 45'  
1 x 45' |
| **Speaking** 4. Expressing meaning of short functional text and reports, narrative, and analytical exposition monologue in daily life context. | 4.1 Expressing meaning in formal and informal oral short functional text accurately, smoothly, and acceptably in of daily life context in reports, narrative, and analytical exposition text | | • Debating in group with a theme of local problem  • Telling the local folklore | • Using simple present tense in giving report  • Doing narrative monologue  • Doing analytical exposition monologue  • Debating | Performance | 4 x 45'  
4 x 45' |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>5. Understanding meaning of short functional text and reports, narrative, and analytical exposition simple essay in daily life context.</td>
<td>banner, poster, pamphlet</td>
<td>• Meaningful reading aloud of news item/description/narrative texts individually</td>
<td>• Meaningful reading aloud written text discussed in correct pronunciation and intonation</td>
<td>Written Performance</td>
<td>(8x 45’)</td>
<td>ESOL ONLINE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Discussing various aspects of text like the text content, text structure in group</td>
<td>• Identifying the topic of the text heard</td>
<td>(1x45’</td>
<td></td>
<td>English Online</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Practicing using simple present tense to state fact and passive voice to state the main news</td>
<td>• Identifying certain information of a short functional text</td>
<td>(1x45’</td>
<td></td>
<td>English K-6 modules</td>
</tr>
<tr>
<td></td>
<td>5.1 Responding meaning in formal and informal oral short functional text (e.g. banner, poster, pamphlet, etc) accurately, smoothly, and acceptably in of daily life context</td>
<td></td>
<td>• Making text draft in banner, poster, pamphlet by doing chain writing</td>
<td>• Using language structure, vocabulary, punctuation, spelling and writing structure accurately.</td>
<td>Assignment Portfolio</td>
<td>1x45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Correcting friend’s draft for improvement</td>
<td>• Writing main idea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Improving draft based on the result of the correction</td>
<td>• Elaborating main idea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Making draft, revising and editing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Producing banner, poster, or pamphlet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>6. Expressing meaning of written short functional text and reports, narrative, and analytical exposition simple essay in daily life context.</td>
<td></td>
<td></td>
<td></td>
<td>Assignment Portfolio</td>
<td>1x45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.1 Expressing meaning in formal and informal oral short functional text (e.g. banner, poster, pamphlet, etc) accurately, smoothly, and acceptably in of daily life context</td>
<td></td>
<td></td>
<td></td>
<td>Assignment Portfolio</td>
<td>1x45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assignment Portfolio</td>
<td>1x45’</td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>------------------</td>
<td>-----------</td>
<td>------------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| Reading             | 5.2 Responding meaning and rhetorical steps in essay in writing language accurately, smoothly, and acceptably in daily life context to access knowledge | • Noun phrase  
• Adjective clause  
• Narrative written text  
• Report written text  
• Analytical exposition written text | • Meaningful reading aloud of reports, narrative, and analytical exposition texts individually  
• Discussing various aspects of text like the text content, text structure in group  
• Practicing using simple present tense to state fact and using modal to state opinion  
• Making reports, narrative, and analytical exposition text draft by doing chain writing  
• Correcting friend’s draft for improvement  
• Improving draft based on the result of the correction | • Identifying word meaning of the text read  
• Identifying complication in a narrative story  
• Identifying events in the text read  
• Identifying the characteristics of things/persons reported  
• Identifying the thesis discussed in the text  
• Identifying argument given  
• Identifying rhetorical steps of the text  
• Identifying the communicative purpose of the text read  
• Using adjective clause in expressing news  
• Using adjective phrase in making a report  
• Producing a report text  
• Producing a narrative text  
• Producing an analytical exposition text | Quiz  
Written test  
Assignment | (14x 45’)  
2x45’ | ESOL ONLINE  
English Online  
Jakarta Post  
English K-6 modules  
Board of Study New South Wales |
| Writing             | 6.2 Expressing meaning and rhetorical steps in essay in writing language accurately, smoothly, and acceptably in daily life context in narrative, report, and analytical exposition texts | | | | Performance  
Assignment  
Portfolio | 2x 45’  
4x45’  
1x45’  
1x45’ | |
## SYLLABUS

**School Name:** Senior High School 3 Semarang  
**Subject:** English  
**Grade:** XI  
**Semester:** 2

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| **Listening**  
7. Understanding meaning in formal and sustained transactional and interpersonal dialogue in daily life context | 7.1 Responding meaning in formal and sustained transactional dialogue (to get something done) and interpersonal dialogue (to have social relation) using various kind of oral language accurately, smoothly and acceptably in daily life context and involving the expression of expressing opinion, love, and sadness | - **Expressing opinion**  
*Example:*  
**A:** I’m against the idea.  
**B:** I can’t agree more.  
- **Expressing love**  
*Example:*  
**A:** I love you.  
**B:** I love you too.  
- **Expressing sadness**  
*Example:*  
**A:** This is the lowest time in my life.  
**B:** Take it easy. | - Doing librarian study to identify various kind of expression of opinion and feeling and the respond.  
- Listening to interpersonal/transectional dialogue through tape classically. | - Identifying relation between speakers  
- Identifying expression of opinion of something  
- Responding expression of opinion of something  
- Identifying meaning of expression of sadness  
- Responding to expression of sadness  
- Identifying meaning of expression of expressing feeling love  
- Responding expression of expressing feeling love  
- Identifying Situational context  
- Using expression of opinion of something  
- Responding expression of opinion of something  
- Using expression of love  
- Responding expression of love  
- Using expression of sadness  
- Responding to an expression of sadness | Written test (MC and essay)  
1 x 45’ | (14 x 45’)  
www.englishdaily626.com  
www.esllab.com  
Quiz  
1 x 45’  
Cassette  
Assignment  
1 x 45’  
CD  
Performance  
4 x 45’  
6 x 45’ |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| **Listening** 7. Understanding meaning in formal and sustained transactional and interpersonal dialogue in daily life context | 7.2 Responding meaning in formal and sustained transactional dialogue (to get something done) and interpersonal dialogue (to have social relation) using various kind of oral language accurately, smoothly and acceptably in daily life context and involving the expression of embarrassment, anger, and annoyance | • Embarrassment Example:  
A: I was so embarrassed.  
B: I don’t think it’s a big deal.  
• Anger Example:  
A: There’s nothing to talk about. Get out of here!  
B: If you say so.  
• Annoyance Example:  
A: I can’t take this anymore.  
B: Sorry about that. | • Doing librarian study to identify various kind of expression of opinion and feeling and the respond.  
• Listening to interpersonal/transactional dialogue through tape classically. | • Identifying meaning of expression of expressing feeling embarrassment  
• Responding expression of embarrassment  
• Identifying meaning of expression of anger  
• Responding to expression of anger | Written test (MC and essay)  
Quiz  
Assignment | (14x 45’)  
2x45’ | www.englishdaily626.com  
www.esllab.com  
Cassette  
CD |
| **Speaking** 9. Expressing meaning in formal and sustained transactional and interpersonal dialogue in daily life context | 9.2 Expressing meaning in formal and sustained transactional dialogue (to get something done) and interpersonal dialogue (to have social relation) using various kind of oral language accurately, smoothly and acceptably in daily life context and involving the expression of embarrassment, anger, and annoyance | • Discussing expression used and the respond in the dialogue heard in group.  
• Role playing in group | • Identifying meaning of expression of annoyance  
• Responding expression of annoyance  
• Using expression of expressing feeling embarrassment  
• Responding expression of expressing feeling embarrassment  
• Using expression of anger  
• Responding expression of anger | Performance | 4x45’  
4x45’ |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Understanding</td>
<td>8.1. Responding</td>
<td>Oral short</td>
<td>• Listening to an</td>
<td>• Identifying</td>
<td>Written test</td>
<td>(8 x 45’)</td>
<td><a href="http://www.esllab.com">www.esllab.com</a></td>
</tr>
<tr>
<td>meaning of short</td>
<td>meaning of formal</td>
<td>functional text.</td>
<td>oral announcement.</td>
<td>the topic of a</td>
<td>(MC and essay)</td>
<td>1 x 45’</td>
<td>Cassette</td>
</tr>
<tr>
<td>functional text and</td>
<td>and informal short</td>
<td></td>
<td>• Discussing the</td>
<td>short functional</td>
<td>Quiz</td>
<td>1 x 45’</td>
<td>CD</td>
</tr>
<tr>
<td>narrative, spoof,</td>
<td>functional text in</td>
<td></td>
<td>content of the text</td>
<td>text heard.</td>
<td>Assignment</td>
<td>1 x 45’</td>
<td></td>
</tr>
<tr>
<td>and hortatory</td>
<td>various oral</td>
<td></td>
<td>heard in pairs.</td>
<td>identified</td>
<td>Assignment</td>
<td>1 x 45’</td>
<td></td>
</tr>
<tr>
<td>exposition</td>
<td>language</td>
<td></td>
<td>• Discussing oral</td>
<td>certain</td>
<td>Assignment</td>
<td>3 x 45’</td>
<td></td>
</tr>
<tr>
<td>monologue in</td>
<td>accurately,</td>
<td></td>
<td>language structure</td>
<td>information</td>
<td>Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>daily life context.</td>
<td>smoothly, and</td>
<td></td>
<td>from the text heard</td>
<td>of the text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>acceptably in</td>
<td></td>
<td>in group.</td>
<td>heard.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>daily life context.</td>
<td></td>
<td>• Giving an oral</td>
<td>identifying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>announcement</td>
<td>communicative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>one by one.</td>
<td>purpose of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Using oral</td>
<td>the short</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>language in</td>
<td>functional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>expressing short</td>
<td>text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>functional text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>10.1. Expressing</td>
<td>Oral short</td>
<td>• Listening to an</td>
<td>• Identifying</td>
<td>Written test</td>
<td>(8 x 45’)</td>
<td><a href="http://www.esllab.com">www.esllab.com</a></td>
</tr>
<tr>
<td>meaning of short</td>
<td>meaning of formal</td>
<td>functional text.</td>
<td>oral announcement.</td>
<td>the topic of a</td>
<td>(MC and essay)</td>
<td>1 x 45’</td>
<td>Cassette</td>
</tr>
<tr>
<td>functional text and</td>
<td>and informal short</td>
<td></td>
<td>• Discussing the</td>
<td>short functional</td>
<td>Quiz</td>
<td>1 x 45’</td>
<td>CD</td>
</tr>
<tr>
<td>narrative, spoof,</td>
<td>functional text</td>
<td></td>
<td>content of the text</td>
<td>text heard.</td>
<td>Assignment</td>
<td>1 x 45’</td>
<td></td>
</tr>
<tr>
<td>and hortatory</td>
<td>(ex. banner, poster,</td>
<td></td>
<td>heard in pairs.</td>
<td>identified</td>
<td>Assignment</td>
<td>1 x 45’</td>
<td></td>
</tr>
<tr>
<td>exposition</td>
<td>pamphlet, etc)</td>
<td></td>
<td>• Discussing oral</td>
<td>certain</td>
<td>Assignment</td>
<td>3 x 45’</td>
<td></td>
</tr>
<tr>
<td>monologue in</td>
<td>accurately,</td>
<td></td>
<td>language structure</td>
<td>information</td>
<td>Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>daily life context.</td>
<td>smoothly, and</td>
<td></td>
<td>from the text heard</td>
<td>of the text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>acceptably in</td>
<td></td>
<td>in group.</td>
<td>heard.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>daily life context.</td>
<td></td>
<td>• Giving an oral</td>
<td>identifying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>announcement</td>
<td>communicative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>one by one.</td>
<td>purpose of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Using oral</td>
<td>the short</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>language in</td>
<td>functional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>expressing short</td>
<td>text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>functional text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Written test (MC and essay)
- Quiz
- Assignment
- Performance
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| **Listening**       | 8. Understanding meaning of short functional text and narrative, spoof, and hortatory exposition monologue in daily life context. | 8.2. Responding meaning of formal and informal monologue text in various oral language accurately, smoothly, and acceptably in daily life context in narrative, spoof, and hortatory exposition text. | • Oral narrative text.  
• Oral spoof text.  
• Oral hortatory exposition text. | • Listening to a narrative/spoof/hortatory exposition text classically.  
• Discussing the content of the text heard in pairs.  
• Doing case building based on pro and contra group. | Written test (MC and essay)  
Assignment  
Quiz | (14 x 45’)  
2 x 45’  
1 x 45’ | www.esllab.com  
Cassette  
CD |
| **Speaking**        | 10. Expressing meaning of short functional text and narrative, spoof, and hortatory exposition monologue in daily life context. | 10.2. Expressing meaning of formal and informal monologue text (ex. banner, poster, pamphlet, etc) accurately, smoothly, and acceptably in daily life context in narrative, spoof, and hortatory exposition text. | • Telling story.  
• Debating in group. | • Identifying mean idea of hortatory exposition text heard.  
• Identifying the character of the story heard.  
• Identifying the events of the text heard.  
• Identifying the twist of the story.  
• Identifying the resolution of the story heard.  
• Identifying the thesis heard.  
• Identifying the arguments heard.  
• Using past continuous tense in expressing spoof.  
• Doing narrative monologue.  
• Doing hortatory exposition monologue.  
• Using modal “should” to express advice.  
• Debating. | Assignment  
Performance | 4 x 45’  
4 x 45’ |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>11. Understanding meaning of short functional text and narrative, spoof, and hortatory exposition simple essay in daily life context to access knowledge.</td>
<td>11.1. Responding meaning in formal and informal short functional text (ex. Banner, poster, pamphlet, etc) using various written language accurately, smoothly, and acceptably in daily life context.</td>
<td>Banner, Poster, Pamphlet.</td>
<td>• Meaningful reading loud of banner, poster, pamphlet, individually.&lt;br&gt;• Discussing the content of the text read in pairs.&lt;br&gt;• Discussing grammatical features used in the text read in group.&lt;br&gt;• Writing a banner, poster, pamphlet in group and publishing it at school.</td>
<td>Performance&lt;br&gt;Written Test (MC and essay)&lt;br&gt;Quiz&lt;br&gt;Assignment</td>
<td>(8 x 45’)&lt;br&gt;1 x 45’&lt;br&gt;1 x 45’&lt;br&gt;2 x 45’</td>
<td>ESOL ONLINE&lt;br&gt;English Online&lt;br&gt;Jakarta Post&lt;br&gt;English K-6 Modules Board Of Study New South Wales.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>12. Expressing meaning of short functional text and narrative, spoof, and hortatory exposition simple essay in daily life context.</td>
<td>13.1. Expressing meaning in formal and informal short functional text (ex. Banner, poster, pamphlet, etc) using various written language accurately, smoothly, and acceptably in daily life context.</td>
<td></td>
<td>• Using language structure, words vocabulary, punctuation, spelling, and writing structure accurately.&lt;br&gt;• Writing main idea.&lt;br&gt;• Elaborating main idea&lt;br&gt;• Making draft, revising, editing.&lt;br&gt;• Producing a banner, poster, or pamphlet.</td>
<td>Assignment&lt;br&gt;Performance</td>
<td>2 x 45’</td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>------------------</td>
<td>-----------</td>
<td>------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Reading</td>
<td>11. Responding meaning and rhetorical steps in essay using various writing language accurately, smoothly, and acceptably in daily life context to access knowledge in narrative, spoof, and hortatory exposition text.</td>
<td>Narrative written text.</td>
<td>Meaningful reading loud of exposition text individually.</td>
<td>Identifying word meaning in the text read.</td>
<td>Performance</td>
<td>(14 x 45’)</td>
<td>ESOL ONLINE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spoof written text.</td>
<td>Discussing many aspects of text like the content, text structure in group.</td>
<td>Identifying sentence meaning in the text read.</td>
<td>Written test (MC and essay)</td>
<td>2 x 45’</td>
<td>English Online</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hortatory exposition written text.</td>
<td>Practicing to use sentences expressing argument and advice.</td>
<td>Identifying the setting in narrative story.</td>
<td>Assignment</td>
<td>4 x 45’</td>
<td>Jakarta Post</td>
</tr>
<tr>
<td></td>
<td>12. Expressing meaning and rhetorical steps in essay using various writing language accurately, smoothly, and acceptably in daily life context to access knowledge in narrative, spoof, and hortatory exposition text.</td>
<td>Complex sentences.</td>
<td>Making draft of exposition text by doing chain writing.</td>
<td>Identifying the complication of narrative story.</td>
<td>Quiz</td>
<td>2 x 45’</td>
<td>English K-6 Modules Board Of Study New South Wales.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modals.</td>
<td>Using past continuous tense in writing spoof.</td>
<td>Identifying events in the text.</td>
<td>Assignment</td>
<td>2 x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Using complete sentence in making a story.</td>
<td>Identifying thesis in the text.</td>
<td>Performance</td>
<td>2 x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Using modal “should” to write recommendation in hortatory exposition text.</td>
<td>Identifying arguments given.</td>
<td></td>
<td>2 x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Producing spoof text.</td>
<td>Identifying recommendation given.</td>
<td></td>
<td>2 x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Producing narrative text.</td>
<td>Identifying rhetorical steps of a text.</td>
<td></td>
<td>2 x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Producing hortatory exposition text.</td>
<td>Identifying communicative purpose of the text read.</td>
<td></td>
<td>2 x 45’</td>
<td></td>
</tr>
</tbody>
</table>
# SYLLABUS

**School Name:** Senior High School 3 Semarang  
**Subject:** English  
**Grade:** XII  
**Semester:** 1

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| **Listening**  
1. Understanding meaning in formal and sustained transactional and interpersonal dialogue in daily life context | 1.1. Responding meaning in formal and sustained transactional dialogue (to get something done) and interpersonal dialogue (to have social relation) using various kind of oral language accurately, smoothly and acceptably in daily life context and involving the expression of purposing, complaining, possibility or ability to do something and command | Purposing  
Example:  
A: I’d like to suggest that...  
B: It sounds like a good suggestion.  
Complaining  
Example:  
A: This is crazy!  
B: Join the club.  
Possibility /ability to do something  
Example:  
A: Would it be possible for you to...?  
B: Yeah, sure.  
Command  
Example:  
A: You must...  
B: As you wish, Sir. | Listening to interpersonal/transactional dialogue individually  
Discussing expression used in the dialogue heard in pairs.  
Discussing the respond given to the expression heard.  
Role playing in group. | Identifying word meaning.  
Identifying speaker relationship.  
Identifying meaning of expression of purposing  
Responding the expression of purposing  
Identifying the expression of request  
Identifying meaning of expression of possibility or ability to do something  
Responding the expression of possibility or ability to do something  
Identifying the expression of command  
Identifying the situational context | Written (Multiple Choice and Essay) | (10 x 45’)  
1 x 45’ | www.englishdaily626.com  
www.esllab.com  
Cassette  
CD |
| **Speaking**  
3. Expressing meaning in formal and sustained transactional and interpersonal dialogue in daily life context | 3.1 Expressing meaning in formal and sustained transactional dialogue (to get something done) and interpersonal dialogue (to have social relation) using various kind of oral language accurately, smoothly and acceptably in daily life context and involving the expression of purposing, complaining, possibility or ability to do something and command | | | | Assignment Quiz | 2 x 45’ |  
Assignment Performance | 3 x 45’ |

Assignment  
Performance  
www.englishdaily626.com  
www.esllab.com  
Cassette  
CD
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| Listening           | 1. Understanding meaning in formal and sustained transactional and interpersonal dialogue in daily life context | - Admitting a mistake  
Example: A: I admit I was wrong. B: I told you.  
- Promise  
Example: A: I give you my words. B: You’d better keep your promise.  
- Blaming, Accusing  
Example: A: You are the one to blame. B: Are you accusing me?  
- Curiosity and Intention  
Example: A: I wonder if …. B: Why not?  
- Many attitudes  
- Discussing expression used in the dialogue heard in pairs.  
- Discussing the respond given to the expression heard. | - Identifying meaning of the expression of admitting a mistake  
- Responding expression of admitting a mistake  
- Identifying meaning of the expression of a promise  
- Responding the expression of a promise  
- Identifying meaning of the expression of blaming, accusing  
- Responding the expression of blaming, accusing  
- Identifying meaning of the expression of curiosity and intention  
- Responding the expression of curiosity and intention  
- Identifying meaning of the expression of many attitudes  
- Responding the expression of many attitudes  
- Using the expression of admitting a mistake  
- Using the expression of promise  
- Using the expression of blaming, accusing  
- Using the expression of curiosity and intention  
- Using the expression of many attitudes | Written (Multiple Choice and Essay)  
Assignments  
Quiz | (10 x 45’)  
1 x 45’ | www.englishdaily626.com  
www.esllab.com  
Cassette  
CD |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>2. Understanding meaning of short functional text and narrative, explanation, and discussion monologue in daily life context</td>
<td>2.1 Responding meaning of formal and informal oral short functional text accurately, smoothly and acceptably in daily life context</td>
<td>Short functional text</td>
<td>• Listening to an oral announcement&lt;br&gt;• Discussing the content of the text heard in pairs&lt;br&gt;• Discussing oral language based on the text heard in group&lt;br&gt;• Giving an oral announcement one by one</td>
<td>• Identifying the topic of a short functional text heard&lt;br&gt;• Identifying certain information of a short functional text heard&lt;br&gt;• Identifying the purpose of the short functional text heard</td>
<td>Written (Multiple Choice and Essay)&lt;br&gt;Assignment&lt;br&gt;Performance</td>
<td>(6 x 45’)&lt;br&gt;1 x 45’&lt;br&gt;1 x 45’</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>4. Expressing meaning of short functional text and narrative, explanation, and discussion monologue in daily life context</td>
<td>4.1 Expressing meaning of formal and informal short functional text accurately, smoothly and acceptably in daily life context</td>
<td></td>
<td></td>
<td></td>
<td>Assignment&lt;br&gt;Performance</td>
<td>1 x 45’&lt;br&gt;1 x 45’</td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/ Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>------------------</td>
<td>-----------</td>
<td>------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assignment</td>
<td>(12 x 45')</td>
<td><a href="http://www.englishdaily626.com">www.englishdaily626.com</a></td>
</tr>
<tr>
<td>2. Understanding meaning of short functional text and narrative, explanation, and discussion monologue in daily life context</td>
<td>2.2 Responding meaning of formal and informal oral short functional text accurately, smoothly and acceptably in daily life context in narrative, explanation, and discussion text</td>
<td>Oral narrative text.</td>
<td>Listening to narrative, explanation, and discussion text classically</td>
<td>Identifying main idea of explanation text heard</td>
<td>Assignment Quiz</td>
<td>2 x 45'</td>
<td><a href="http://www.esllab.com">www.esllab.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral explanation text.</td>
<td>Discussing the content of the text heard in pairs</td>
<td>Identifying character of the story heard</td>
<td>Written Test</td>
<td>1 x 45'</td>
<td>Cassette</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral discussion text.</td>
<td>Using simple present tense to explain a process</td>
<td>Identifying the events of the text heard</td>
<td></td>
<td>1 x 45'</td>
<td>CD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Giving explanation about the occurring of something</td>
<td>Identifying the order of events in a narrative text</td>
<td></td>
<td>1 x 45'</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Debating in group</td>
<td>Identifying the advantage of an event</td>
<td></td>
<td>2 x 45'</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Identifying the process of an event heard in an explanation text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Using the expression of promise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Doing narrative monologue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Doing discussion monologue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Using the expression of argument</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Debating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assignment</td>
<td>2 x 45'</td>
<td><a href="http://www.esllab.com">www.esllab.com</a></td>
</tr>
<tr>
<td>4. Expressing meaning of short functional text and narrative, explanation, and discussion monologue in daily life context</td>
<td>4.2 Expressing meaning of formal and informal short functional text accurately, smoothly and acceptably in daily life context in narrative, explanation, and discussion text</td>
<td></td>
<td></td>
<td></td>
<td>Performance</td>
<td>4 x 45'</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>-------------------</td>
<td>-----------</td>
<td>------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| **Reading**         | 5 Understanding meaning of short functional text and narrative, explanation, and discussion simple essay in daily life context | Banner, Poster, Pamphlet. | • Reading *banner, poster, pamphlet*, individually.  
• Discussing the content of the text read in pairs.  
• Discussing grammatical features used in the text read in group.  
• Writing a banner, poster, pamphlet in group and publishing it at school. | • Reading written text discussed  
• Identifying the topic of the text read.  
• Identifying certain information of the text read. | Assignment  
Quiz  
Written Test | (12 x 45’) 2 x 45’ | ESOL ONLINE  
English Online  
Jakarta Post | Board of Study New South Wales. |

| **Writing**         | 6. Expressing meaning of short functional text and narrative, explanation, and discussion simple essay in daily life context | Banner, Poster, Pamphlet. | • Reading *banner, poster, pamphlet*, individually.  
• Discussing the content of the text read in pairs.  
• Discussing grammatical features used in the text read in group.  
• Writing a banner, poster, pamphlet in group and publishing it at school. | • Using language structure, vocabulary, punctuation, spelling, and writing structure accurately  
• Elaborating main idea  
• Making draft, revising, editing.  
• Producing a banner, poster, or pamphlet. | Assignment  
Performance | 4 x 45’ |  
English K-6 modules Board of Study New South Wales. |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| Reading 5  | Understanding meaning of short functional text and narrative, explanation, and discussion in daily life context to access knowledge. | 5.2 Responding meaning and rhetorical steps in essay using various writing language accurately, smoothly, and acceptably in daily life context to access knowledge in narrative, explanation, and discussion. | • Narrative written text. | • Meaningful reading loud of explanation text individually. | Performance | (12 x 45’) | ESOL ONLINE  
English Online |
|  |  | | • Explanation written text. | • Identifying word meaning in the text read. | Assignment | 1 x 45’ | Jakarta Post |
|  |  | | • Discussion written text | • Identifying sentence meaning in the text read. | Quiz | 2 x 45’ | English K-6 Modules Board of Study New South Wales. |
|  |  | | • Conjunction showing cause/effect relationship | • Identifying the complication of narrative story. | Written Test | 1 x 45’ |  |
|  |  | | • If clause type 1 (Future Condition) | • Identifying events in the text read. |  |  |  |
|  |  | | • Contrastive Conjunction | • Identifying the process of an event |  |  |  |
|  |  | | | • Identifying rhetorical steps of a text. |  |  |  |
|  |  | | | • Identifying communicative purpose of the text read. |  |  |  |
| Writing 6. | Expressing meaning of short functional text and narrative, explanation, and discussion simple essay in daily life context. | 6.2. Expressing meaning and rhetorical steps in essay using various writing language accurately, smoothly, and acceptably in daily life context to access knowledge in narrative, explanation, and discussion. | • Making draft of narrative, explanation, and discussion text by doing chain writing. | • Using if clause in giving news | Performance | 2 x 45’ |  |
|  |  | | • Correcting friend’s draft to improve the draft. | • Using adverbial clause in making an explanation | Assignment | 2 x 45’ |  |
|  |  | | • Improving draft based on the result of the correction of friends. | • Producing explanation text. | Portfolio | 2 x 45’ |  |
|  |  | | | • Producing narrative text. |  |  |  |
|  |  | | | • Producing discussion text. |  |  |  |
### SYLLABUS

School Name: Senior High School 3 Semarang  
Subject: English  
Grade: XII  
Semester: 2

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| **Listening**  
7. Understanding meaning of formal and sustained transactional and interpersonal dialogue in daily life context | 7.1 Responding meaning of formal and sustained transactional and interpersonal dialogue accurately, smoothly and acceptably with various oral language in daily life context and involving performance of persuading, encouraging, criticizing, expressing hope and avoiding.  
- **persuading, encouraging**  
  Example:  
  A: Would it be possible for you to ....?
  B: I'll consider that  
- **criticizing**  
  Example:  
  A: I don’t think that was a good idea.  
  B: I’m glad you bring them up.  
- **expressing hope**  
  Example:  
  A: I do hope that ...  
  B: I hope so too.  
- **avoiding**  
  Example:  
  A: I wouldn’t do that if I were you.  
  B: Thanks for telling me. | • Listening to transactional and interpersonal dialogue through a cassette or CD classically.  
• Discussing the performance used in the dialogue heard in pairs  
• Discussing the respond given to the performance heard | • Identifying meaning of persuading, encouraging  
• Responding the performance of persuading, encouraging  
• Identifying meaning of the performance of criticizing  
• Responding the performance of criticizing  
• Identifying meaning of the performance of expressing hope  
• Responding the performance of expressing hope  
• Identifying meaning of the performance of avoiding  
• Responding the performance of avoiding | Assignment  
Quiz  
Written Test | (8 x 45’) | www.englishdaily626.com  
www.esllab.com | cassette  
CD |

| **Speaking**  
9. Expressing meaning of formal and sustained transactional and interpersonal dialogue in daily life context | 9.1 Expressing meaning of formal and sustained transactional and interpersonal dialogue accurately, smoothly and acceptably with various oral languages in daily life context and involving performance of persuading, encouraging, criticizing, expressing hope and avoiding. | Practicing using the performance and the respond | | Assignment  
Performance | 2 x 45’ | |

Assignment  
Quiz  
Written Test  
Performance
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/ Equipment</th>
</tr>
</thead>
</table>
| **Listening**       | 7. Understanding meaning of formal and sustained transactional and interpersonal dialogue in daily life context | 7. Responding meaning of formal and sustained transactional and interpersonal dialogue accurately, smoothly and acceptably with various oral language in daily life context and involving performance of regret, plan, purpose, intention, prediction, speculation and appreciation | • regret  
  Example:  
  A: I’m the one to blame.  
  B: No use crying over spilt milk  
  • plan, purpose, intention  
  Example:  
  A: What’s the plan?  
  B: The plan is ....  
  • Prediction, speculation  
  Example:  
  A: We can speculate that....  
  B: I think it’s well grounded. | • Identifying meaning of regret  
  • Responding the performance of regret  
  • Identifying meaning of the performance of plan, purpose, intention  
  • Responding the performance of plan, purpose, intention  
  • Identifying meaning of the performance of prediction, speculation  
  • Responding the performance of prediction, speculation  
  • Identifying meaning of the performance of appreciation  
  • Responding the performance of appreciation  
  • Using the expression of regret  
  • Using the expression of plan, purpose, intention  
  • Using the expression of prediction  
  • Using the expression of speculation  
  • Using the expression of appreciation | Assignment | 1 x 45’ | [www.englishdaily626.com](http://www.englishdaily626.com) |
|                     |                  |          | Study of library to identify various expression of regret, plan, purpose, intention, prediction, speculation and appreciation and the respond in group |          | Quiz | 1 x 45’ | [www.esllab.com](http://www.esllab.com) |
|                     |                  |          | Listening to a transactional dialogue through a tape classically |          | Written Test | 1 x 45’ | cassette |
|                     |                  |          | Discussing the expression used and the respond in the dialogue heard in group |          | Assignment | 3 x 45’ | CD |
|                     |                  |          | Role playing in group |          | Performance |          | |
| **Speaking**        | 9. Expressing meaning of formal and sustained transactional and interpersonal dialogue in daily life context | 9.1 Expressing meaning of formal and sustained transactional and interpersonal dialogue accurately, smoothly and acceptably with various oral language in daily life context and involving performance of regret, plan, purpose, intention, prediction, speculation and appreciation | • appreciation  
  Example:  
  A: You did a good job.  
  B: Thank you. |          | Assignment | 1 x 45’ | |
<p>|                     |                  |          |                  |          | Quiz | 1 x 45’ | |
|                     |                  |          |                  |          | Written Test | 1 x 45’ | |
|                     |                  |          |                  |          | Assignment | 3 x 45’ | |
|                     |                  |          |                  |          | Performance |          | |</p>
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/ Equipment</th>
</tr>
</thead>
</table>
| **Listening** 8. Understanding meaning of short functional text and narrative and review monolog in daily life context | 8.1 Responding meaning of formal or informal short functional text (banner, poster, pamphlet, etc.) accurately, smoothly, acceptably in various daily life context | Oral short functional text | • Listening to an advertisement classically  
• Discussing purpose and the content of advertisement in group  
• Designing an oral advertisement  
• Presenting an advertisement in front of the class | • Identifying the topic of a short functional text heard  
• Identifying a certain information of short functional text heard  
• Identifying the purpose of a short functional text heard  
• Using oral language in presenting a short functional text | Assignment  
Quiz  
Written Test  
Assignment | (6 x 45’) | www.englishdaily626.com  
www.esllab.com  
cassette  
CD |
<p>| <strong>Speaking</strong> 10. Expressing meaning of short functional text and narrative and review monolog in daily life context | 10.1 Expressing meaning of formal or informal short functional text (banner, poster, pamphlet, etc.) accurately, smoothly, acceptably in various daily life context | | | | | |</p>
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>8.2 Responding meaning of oral monolog text accurately, smoothly, acceptably in various daily life context</td>
<td>Oral narrative text</td>
<td>Listening to a narrative/review text expressed by someone</td>
<td>Identifying the character of the story heard</td>
<td>Assignment</td>
<td>(10 x 45')</td>
<td><a href="http://www.englishcnology.an">www.englishcnology.an</a> English online</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral review text</td>
<td>Discussing information, structure, and discourse of a narrative/review heard</td>
<td>Identifying the events in the text heard</td>
<td>Quiz</td>
<td>2 x 45'</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.englishcnology.an">www.englishcnology.an</a></td>
<td>Watching a film to understand the content of the story classically</td>
<td>Identifying the review of a film/song/novel heard</td>
<td>Written Test</td>
<td>1 x 45'</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>English online</td>
<td>Discussing in group to give a review thoroughly to a film watched or discussing the story of the film</td>
<td>Identifying the recommendation in a review heard</td>
<td>Performance</td>
<td>2 x 45'</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.englishcnology.an">www.englishcnology.an</a></td>
<td>Telling a story of a film in group</td>
<td>Using a review in presenting a review</td>
<td>Assignment</td>
<td>2 x 45'</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>English online</td>
<td>Doing a narrative monolog</td>
<td>Doing a review monolog</td>
<td>Portfolio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Speaking**

10. Expressing meaning of short functional text and narrative and review monolog in daily life context

10.2 Expressing meaning of oral monolog text accurately, smoothly, acceptably in various daily life context in narrative and review text
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute) (6 x 45’)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| **Reading** 11. Understanding meaning of short functional text and narrative, review simple essay in daily life context to access knowledge | 11.1. Responding meaning in formal and informal short functional text (ex. banner, poster, pamphlet, etc) using various written language accurately, smoothly, and acceptably in daily life context. | • Banner  
• Poster  
• Pamphlet | • Library study to identify various banner, poster, pamphlet in group  
• Discussing information, structure, and discourse of banner, poster, pamphlet heard in group  
• Writing banner, poster, or pamphlet individually | • Meaningful reading aloud a written text discussed with the right pronunciation and intonation  
• Identifying the topic of the text read.  
• Identifying certain information of short functional text | Assignment  
Quiz  
Written Test  
Performance  
Assignment | 1 x 45’  
1 x 45’  
1 x 45’  
2 x 45’ | ESON ONLINE  
English Online  
Jakarta Post  
English K-6 modules Board of Study New South Wales |
| **Writing** 12. Expressing meaning of short functional text and narrative, and review simple essay in daily life context | 12.1. Expressing meaning in formal and informal short functional text (ex. Banner, poster, pamphlet, etc) using various written language accurately, smoothly, and acceptably in daily life context. | | | • Writing main idea.  
• Using language structure, vocabulary, punctuation, spelling, and writing structure accurately  
• Elaborating main idea  
• Making draft, revising, editing.  
• Producing a banner, poster, or pamphlet | Portfolio | 2 x 45’ |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| Reading 11.         | Understanding meaning of short functional text and narrative, and review simple essay in daily life context to access knowledge | 11.2 Responding meaning and rhetorical steps in essay using various writing language accurately, smoothly, and acceptably in daily life context to access knowledge in narrative, and review | ● Compl ex sentence: relative clause  
● Attitud e expressions  
● Narrati ve written text  
● Review written text | ● Library study to identify various reviews individually  
● Discussing review sentence and complex sentence  
● Discussing information, structure, and discourse of the review read  
● Watching a film to understand the content of the story classically  
● Discussing in group to give a review thoroughly to a film watched  
● Writing a narrative/review individually | ● Identifying word meaning in the text read.  
● Identifying sentence meaning in the text read.  
● Identifying the complication of narrative story.  
● Identifying events in the text read.  
● Identifying the process of an event  
● Identifying pro and contra arguments in the text.  
● Identifying rhetorical steps of a text.  
● Identifying communicative purpose of the text read.  
● Using if clause in giving news  
● Using adverbial clause in making an explanation  
● Producing explanation text.  
● Producing narrative text.  
● Producing discussion text | Assignment  
Quiz  
Written Test  
Performance | 1 x 45’  
2 x 45’  
2 x 45’  
1 x 45’  
2 x 45’  
1 x 45’ | ESOL ONLINE  
English Online  
Jakarta Post  
English K-6 modules Board of Study New South Wales |
| Writing 12.         | Expressing meaning of short functional text and narrative, and review simple essay in daily life context | 12.2. Expressing meaning and rhetorical steps in essay using various writing language accurately, smoothly, and acceptably in daily life context to access knowledge in narrative, and review | | | | | |
## SYLLABUS

School Name : Senior High School 3 Semarang  
Subject : English  
Grade : XI (Additional for language class)  
Semester : 1

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| **Listening**  
1. Understanding meaning in simple public speaking | 1.1 Responding meaning expressed by Master of Ceremony | Master of Ceremony oral text | • Listening to an MC in an activity  
• Discussing the structure, content, discourse used by MC  
• Role playing as an MC in various activities | • Identifying various expression used by MC  
• Identifying situation, place and kinds of activities done by MC  
• Using various gambit to praise  
• Using various gambit to ask for permission | Assignment  
Written Test | (4 x 45’)  
1 x 45’ | Cassette  
CD |
| **Speaking**  
2. Expressing meaning in simple public speaking context | 2.1 Expressing meaning in simple public speaking context as Master of Ceremony | | | | Performance  
Assignment  
Portfolio | 2 x 45’ | |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>1. Understanding meaning in simple public speaking</td>
<td>1. Responding meaning expressed by Show Presenter (Host) and News Reader</td>
<td>Vocabulary used by a Host and News Reader</td>
<td>Listening to a Host and News Reader in a ceremony</td>
<td>Assignment</td>
<td>(4 x 45’)</td>
<td>Cassette</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Various expression used by a Host and News Reader</td>
<td>Discussing the structure, content, discourse used by a Host and News Reader</td>
<td>Written Test</td>
<td>1 x 45’</td>
<td>CD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Role playing as a Host and News Reader in various activities</td>
<td>Identifying meaning of the words heard</td>
<td>Performance</td>
<td>1 x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Identifying situation and place of activities</td>
<td>Assignment</td>
<td>1 x 45’</td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>-------------------</td>
<td>-----------</td>
<td>------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| **Reading**         | 3. Understanding script in simple public speaking context | 3.1 Reading simple public speaking loudly and in the correct pronunciation as Master of Ceremony | Script of Master of Ceremony | • Library study to identify script of MC  
• Discussing the script content read in pairs  
• Writing the draft of MC script in group  
• Doing peer editing | • Identifying various expression of praise from the MC script read  
• Identifying various gambit to ask for attention in the MC script read | Assignment  
Written Test  
Performance | (4 x 45’  
1 x 45’)
1 x 45’ | Cassette  
VCD |
<p>| <strong>Writing</strong>         | 4. Expressing meaning in preparation context of simple public speaking | 4.1 Writing a script of simple public speaking as Master of Ceremony | | | • Writing MC script | Performance Task Portfolio | 2 x 45’ |</p>
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>2. Understanding script in simple public speaking context</td>
<td>• Pronunciation&lt;br&gt;• Intonation&lt;br&gt;• Script of public speaking&lt;br&gt;• Vocabulary in the script of Host and News Reader</td>
<td>• Library study to identify various script for Host and News Reader&lt;br&gt;• Writing the draft of script to become a Host in group&lt;br&gt;• Doing peer editing</td>
<td>• Identifying word meaning in an MC script&lt;br&gt;• Identifying text structure of MC script</td>
<td>Assignment, Written Test, Performance</td>
<td>(4 x 45’)&lt;br&gt;1 x 45’</td>
<td>Lucas, Stephen E. “The Art of Public Speaking”</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>4. Expressing meaning in preparation context of simple public speaking</td>
<td>• Pronunciation&lt;br&gt;• Intonation&lt;br&gt;• Script of public speaking&lt;br&gt;• Vocabulary in the script of Host and News Reader</td>
<td>• Library study to identify various script for Host and News Reader&lt;br&gt;• Writing the draft of script to become a Host in group&lt;br&gt;• Doing peer editing</td>
<td>• Identifying word meaning in an MC script&lt;br&gt;• Identifying text structure of MC script</td>
<td>Assignment, Written Test, Performance</td>
<td>1 x 45’&lt;br&gt;1 x 45’</td>
<td>Lucas, Stephen E. “The Art of Public Speaking”</td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>-------------------</td>
<td>-----------</td>
<td>------------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| **Listening**       | 1. Understanding popular oral simplified language creation | 1.1 Responding meaning in an oral language creation like English song and contemporary poem | • Song  
• Poem  
• Vocabulary in a song or poem heard and expressed | • Identifying word meaning in a song heard  
• Identifying sentence meaning in a song heard  
• Identifying the song content  
• Singing a song with the right intonation and expression | Assignment | (4x 45’)  
1x45’ | Cassette VCD |
|                     |                  |          | • Listening to a song or poem in group  
• Discussing discourse structure, content used in a song or poem heard  
• Singing a song individually  
• Singing and recording a song individually | | Written Test | 1x45’ |
<p>| <strong>Speaking</strong>        | 2. Expressing popular oral simplified language creation | 2.1 Performing an oral language creation like English song and contemporary poem | | Performance Assignment | 1x 45’ |
|                     |                  |          |                   | Portfolio | 1x 45’ |</p>
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>1. Understanding popular oral simplified language creation</td>
<td>• Film</td>
<td>• Watching a play or film classically</td>
<td>• Identifying word meaning in a film or drama watched</td>
<td>Assignment</td>
<td>(4x 45’)</td>
<td>Cassette</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Contemporary Play</td>
<td>• Discussing discourse structure, content used in a play or film</td>
<td>• Identifying the structure of a film or drama</td>
<td>Written Test</td>
<td>1x45’</td>
<td>VCD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Playing drama in group</td>
<td>• Identifying the plot of the story</td>
<td>Performance</td>
<td>2x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1 Performing an oral simple language creation like film and contemporary play</td>
<td></td>
<td></td>
<td>• Playing a drama</td>
<td>Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>2. Expressing popular oral simplified language creation</td>
<td></td>
<td></td>
<td></td>
<td>Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>-------------------</td>
<td>-----------</td>
<td>------------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>3. Understanding popular oral simplified language creation</td>
<td></td>
<td>Song</td>
<td>Reading a song or poem text individually</td>
<td>Assignment</td>
<td>(4x 45’)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poem</td>
<td>Discussing discourse structure, content used in a song or poem read in pairs</td>
<td>Written Test</td>
<td>1x45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vocabulary in a song or poem heard and expressed</td>
<td>Identifying word meaning in a song read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Identifying sentence meaning in a song read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Identifying the song read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Using a jumbled song lyric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writing a story based on the song heard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>4. Expressing popular oral simplified language creation</td>
<td></td>
<td>Song</td>
<td>Writing a jumbled song lyric</td>
<td>Performance</td>
<td>1x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poem</td>
<td>Changing a song heard into a simple in group story essay</td>
<td>Assignment</td>
<td>1x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Written Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>-------------------</td>
<td>-----------</td>
<td>------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Reading 3.</td>
<td>3.2 Responding meaning in popular language creation like short story</td>
<td>Novel, Language style</td>
<td>Reading a novel individually</td>
<td>Identifying word meaning in the novel read</td>
<td>Assignment</td>
<td>(4x 45’)</td>
<td></td>
</tr>
<tr>
<td>Writing 4.</td>
<td>4.2 Expressing simplified English story into different writing with or without changing the time place background context</td>
<td></td>
<td>Discussing the discourse structure, content used in the novel read in pairs</td>
<td>Identifying sentence meaning in the novel read</td>
<td>Written Test</td>
<td>1x45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing draft of the summary of the novel story read</td>
<td>Identifying plot of the novel read</td>
<td>Performance</td>
<td>1x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Revising and editing the draft individually</td>
<td>Identifying the language style used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Publishing the school wall magazine</td>
<td>Writing the summary of the novel read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>-------------------</td>
<td>-----------</td>
<td>------------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| **Listening**       | 1. Understanding meaning of public speaking in academic context | Speech | • Listening to a speech in group  
• Discussing discourse structure, content used in the speech heard  
• Having a speech one by one | • Identifying the content of a speech  
• Identifying the sentence form and structure | Assignment  
Written Test | (4x 45’)  
1x45’ | Cassette  
VCD |
<p>|                     | 2.1 Responding meaning expressed in a speech | Speech |                     |           |                  |               |                 |
| <strong>Speaking</strong>        | 2. Expressing meaning of public speaking in academic context | Speech |                     |           |                  |               |                 |
|                     | 2.1 Expressing meaning of public speaking like speech | Speech |                     |           |                  |               |                 |</p>
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source / Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understanding meaning of public speaking in academic context</td>
<td>1.2 Responding meaning expressed in a debate and presentation</td>
<td>Debate script, Presentation script</td>
<td>Listening to a debate and presentation through electronic media classically</td>
<td>Identifying the content of a debate and presentation heard</td>
<td>Assignment</td>
<td>(4 x 45') 1 x 45'</td>
<td>Cassette VCD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quiz</td>
<td>1 x 45'</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performance</td>
<td>1 x 45'</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Expressing meaning of public speaking in academic context</td>
<td>2.2 Expressing meaning of public speaking like debate and presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>-------------------</td>
<td>-----------</td>
<td>------------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| **Reading** 3. Understanding meaning of public speaking in academic context | 3.1 Understanding public speaking script in academic context like speech | • Speech script  
• Vocabulary dealing with speech | • Library study individually to identify various kinds of speech  
• Identifying the content, form and structure used in a speech text read in group  
• Making draft of speech script  
• Editing | • Identifying the content of a speech script  
• Identifying the sentence form used | Assignment  
Quiz | (4 x 45’)  
1 x 45’ | Lucas, Stephen E. “The Art of Public Speaking” |
| **Writing** 4. Expressing meaning of public speaking preparation script in academic context | 4.1 Writing simple public speaking script like speech | • Making a speech script | | | Performance | 1 x 45’  
1 x 45’ | |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| Reading 3.         | 3. Understanding meaning of public speaking in academic context | • Debate script  
• Presentation script  
• Sentence of argument | • Library study individually to identify various kinds of debate and presentation  
• Identifying the content, form and structure used in a debate text read in group  
• Making draft of debate script  
• Doing peer editing  
• Writing a debate and presentation script | • Identifying the content of a debate or presentation heard  
• Identifying the sentence form and structure used in debate and presentation read  
• Identifying argument given in the script | Assignment  
Written Test  
Portfolio | (4 x 45’)  
1 x 45’  
1 x 45’ | Lucas, Stephen E. “The Art of Public Speaking” |
| Writing 4.         | 4. Expressing meaning of public speaking preparation script in academic context | • Debate script  
• Presentation script  
• Sentence of argument | • Library study individually to identify various kinds of debate and presentation  
• Identifying the content, form and structure used in a debate text read in group  
• Making draft of debate script  
• Doing peer editing  
• Writing a debate and presentation script | • Identifying the content of a debate or presentation heard  
• Identifying the sentence form and structure used in debate and presentation read  
• Identifying argument given in the script | Assignment  
Written Test  
Portfolio | (4 x 45’)  
1 x 45’  
1 x 45’ | Lucas, Stephen E. “The Art of Public Speaking” |
## SYLLABUS

**School Name**: Senior High School 3 Semarang  
**Subject**: English  
**Grade**: XII (Additional for language department)  
**Semester**: 2  

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
</table>
| **Listening**  
1. Understanding popular and authentic oral simple linguistic creation | 1.1 Understanding and responding meaning in oral linguistic creation like English song and contemporary poem | • English song  
• Contemporary poem | • Listening to a song or poem in group  
• Discussing discourse structure, content used in song or poem heard  
• Singing a song in group  
• Reading a contemporary poem individually | • Identifying the word meaning of a song or poem heard  
• Identifying the sentence meaning of song/poem heard  
• Identifying the content of song/poem heard | Assignment  
Written Test | (4 x 45’  
1 x 45’) | Cassette  
VCD |
| **Speaking**  
2. Expressing popular and authentic oral simple linguistic creation | 2.1 Performing oral linguistic creation like English song and contemporary poem | • Singing a song  
• Reading a poem | | | Portfolio  
Performance | 1 x 45’  
1 x 45’ | |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competency</th>
<th>Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time (minute)</th>
<th>Source/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understanding</td>
<td>1.2 Understanding and responding meaning in oral linguistic creation like English song and contemporary poem</td>
<td>Film</td>
<td>Watching a drama or film individually</td>
<td>Identifying the word meaning of a drama or film watched</td>
<td>Assignment</td>
<td>(4 x 45’)</td>
<td>Cassette</td>
</tr>
<tr>
<td>popular and authentic oral simple linguistic creation</td>
<td>Contemporary Drama</td>
<td>Discussing discourse structure, content used in drama or film in group</td>
<td>Identifying the structure of drama or film</td>
<td>Assignment</td>
<td>1 x 45’</td>
<td>VCD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Playing a drama</td>
<td>Identifying the plot of the story</td>
<td>Written Test</td>
<td>1 x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Playing a drama or film</td>
<td>Assignment</td>
<td>2 x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>2.2 Performing oral linguistic creation like English song and contemporary poem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Expressing popular and authentic oral simple linguistic creation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>-------------------</td>
<td>-----------</td>
<td>------------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understanding</td>
<td>3.1 Reading</td>
<td>• Speech</td>
<td>• Library study</td>
<td>• Identifying</td>
<td>Assignment</td>
<td>(4 x 45’)</td>
<td>Lucas, Stephen E. “The Art of Public Speaking”</td>
</tr>
<tr>
<td>popular and</td>
<td>outstanding</td>
<td>script of</td>
<td>to identify various</td>
<td>the content of</td>
<td>Written Test</td>
<td>1 x 45’</td>
<td></td>
</tr>
<tr>
<td>authentic simple</td>
<td>speech characters</td>
<td>outstanding</td>
<td>kinds of speech</td>
<td>a speech</td>
<td>Portfolio</td>
<td>1 x 45’</td>
<td></td>
</tr>
<tr>
<td>linguistic creation</td>
<td></td>
<td>characters</td>
<td>individually</td>
<td>script</td>
<td>Performance</td>
<td>1 x 45’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 x 45’</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>2.2 Writing</td>
<td>• Library</td>
<td>• Identifying the</td>
<td>• Identifying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Expressing</td>
<td>essay of lyric</td>
<td>study to</td>
<td>form, structure</td>
<td>the sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>popular and</td>
<td>of song and</td>
<td>identify</td>
<td>, content used in</td>
<td>form and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>authentic simple</td>
<td>poem</td>
<td>various</td>
<td>speech text read</td>
<td>structure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>linguistic creation</td>
<td></td>
<td>kinds of speech</td>
<td></td>
<td>used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rottenly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Developing lyric</td>
<td>Writing a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of song or poem</td>
<td>story and a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>into essay in group</td>
<td>song or poem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Doing peer editing</td>
<td>lyric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competency</td>
<td>Material</td>
<td>Learning Activity</td>
<td>Indicator</td>
<td>Evaluation</td>
<td>Time (minute)</td>
<td>Source/Equipment</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>----------</td>
<td>-------------------</td>
<td>-----------</td>
<td>------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understanding popular and authentic simple linguistic creation</td>
<td>3.2 Understanding meaning in English song, novel, and short story</td>
<td>• English song • Novel • Short story</td>
<td>• Reading a song/novel lyric individually • Discussing discourse, structure, content used in song/novel lyric read in pairs • Writing draft of the summary of the story of the novel or song read • Revising and editing the story draft individually • Publishing it at the school wall magazine</td>
<td>• Identifying word meaning in a song/novel read • Identifying sentence meaning in a song/novel read in pairs • Identifying the content of a song/novel read • Identifying the language style of a song/novel read • Writing the summary of the story of the novel or song read</td>
<td>Assignment</td>
<td>(4 x 45’) 1 x 45’</td>
<td>Lucas, Stephen E. “The Art of Public Speaking”</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Expressing popular and authentic simple linguistic creation rottenly</td>
<td>4.2 Expressing simple authentic popular English story into different writing with or without changing the context of expression of time and place</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source/Equipment**
- Lucas, Stephen E. “The Art of Public Speaking”
Profile of SMA N 6 Semarang

SMA N 6 Semarang was officially founded on August 6, 1989. On April 1, 1982, SMA N 6 Semarang was officially recorded in the Project Entry List (DIP). A year later (1983), SMA N 6 Semarang received tools, materials of science and the UGB for the classes, the library and the school fence. On November 21, 1985, SMAN 6 Semarang got land certificate with the use right numbered: 22, then physical development continuously.

Vision

Menjadi sekolah unggul yang menghasilkan siswa berakhlaq mulia dan berprestasi tinggi.

(To be an excellent school that produces noble students with high-achievement).

Mission

1. Membina mental dan budi pekerti lhur melalui pendidikan.
   (To build a good character through education).
2. Melaksanakan kegiatan belajar mengajar secara efektif dalam mendukung peningkatan prestasi.
   (To conduct the teaching learning effectively to support achievement enhancement).
3. Menumbuhkan sikap komunitatif, koordinatif dan suportifitas.
   (To promote the communicative, coordinative and sportive attitude)
4. Menjunjung wibawa sekolah.
   (To promote the school’s prestige).

Programs of Study

1. Science Program
2. Social Program
3. Language Program

Address : Jl. Ronggolawe No.4 Semarang Barat 50149
Phone : (024) 7605578-7609076, fax. (024) 7605578
Website : http://www.sma6smg.sch.id
Accreditation : A

A. OBSERVATION CHECK LIST OF CONTROL CLASS

• Check list
<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher’s clarity in explaining material.</td>
<td>1</td>
<td>Very unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Clear enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4√</td>
<td>Clear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Very clear</td>
</tr>
<tr>
<td>2</td>
<td>Classroom management.</td>
<td>1</td>
<td>Very unmanaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Unmanaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Managed enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Managed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5√</td>
<td>Very managed</td>
</tr>
<tr>
<td>3</td>
<td>Teacher’s motivation to the students.</td>
<td>1</td>
<td>Worst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Bad</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Good enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4√</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Very good</td>
</tr>
<tr>
<td>4</td>
<td>The appropriateness of teaching media.</td>
<td>1</td>
<td>Very inappropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Inappropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Inappropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students’ attention towards teacher’s presentation.</td>
<td>1</td>
<td>Worst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Bad</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Good enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4√</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Very good</td>
</tr>
<tr>
<td>6</td>
<td>Students’ enthusiasm to join the class.</td>
<td>1</td>
<td>Very Low</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3√</td>
<td>High enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Very high</td>
</tr>
<tr>
<td>7</td>
<td>Students’ seriousness in understanding material.</td>
<td>1</td>
<td>Very unserious</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Unserious</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Serious enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4√</td>
<td>Serious</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Very serious</td>
</tr>
<tr>
<td>8</td>
<td>Students’ enjoyment in learning process.</td>
<td>1</td>
<td>Very uninterested</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Uninterested</td>
</tr>
</tbody>
</table>
Score of Class Situation

\[
= \frac{31}{40} \times 100 = 77.5
\]

In which, Percentage

- poor 0 -35
- fair 40 -59
- average 60 -74
- good 75 -84
- excellent 85 -100

So, the result of the observation in control class is **Good**
## B. OBSERVATION CHECK LIST OF EXPERIMENTAL CLASS

- **Check list**

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher’s clarity in explaining material.</td>
<td>1</td>
<td>Very unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Clear enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4√</td>
<td>Clear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Very clear</td>
</tr>
<tr>
<td>2</td>
<td>Classroom management.</td>
<td>1</td>
<td>Very unmanaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Unmanaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Managed enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Managed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5√</td>
<td>Very managed</td>
</tr>
<tr>
<td>3</td>
<td>Teacher’s motivation to the students.</td>
<td>1</td>
<td>Worst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Bad</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Good enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4√</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Very good</td>
</tr>
<tr>
<td>4</td>
<td>The appropriateness of teaching media.</td>
<td>1</td>
<td>Very inappropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Inappropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Inappropriate enough</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5√</strong></td>
<td>Very appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Students’ attention towards teacher’s presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Worst</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Good enough</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4√</strong></td>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Very good</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Students’ enthusiasm to join the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Very Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>High enough</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>High</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5√</strong></td>
<td>Very high</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Students’ seriousness in understanding material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Very unserious</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Unserious</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Serious enough</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4√</strong></td>
<td>Serious</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Very serious</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Students’ enjoyment in learning process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Very</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Score of Class Situation

\[ \frac{36}{40} \times 100 = 90 \]

In which, \( \text{Percentage} \)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor</td>
<td>0 - 35</td>
</tr>
<tr>
<td>fair</td>
<td>40 - 59</td>
</tr>
<tr>
<td>average</td>
<td>60 - 74</td>
</tr>
<tr>
<td>good</td>
<td>75 - 84</td>
</tr>
<tr>
<td>excellent</td>
<td>85 - 100</td>
</tr>
</tbody>
</table>

So, the result of the observation in control class is **Excellent**
### A. RESULT OF INTERVIEW TO THE STUDENTS (X2)

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Question 5</th>
<th>Question 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Anita Setyaningsih</td>
<td>No, I am not</td>
<td>Yes, I do. I have difficulties in arranging words to be good sentences.</td>
<td>Yes, I do.</td>
<td>Yes, I do. Because movie is more understandable.</td>
<td>Yes, I do. We have to replay the movie if there is part that I forget it. It is so terrible</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>2.</td>
<td>Rizqi Rahmawati</td>
<td>No, I am not</td>
<td>Yes, I do. I often get some difficulties in using pronoun.</td>
<td>Yes, I do.</td>
<td>Yes, I do. There are many moving pictures that make me more understand the reality of story.</td>
<td>Yes, I do. Sometimes I forget the arranged plot of the story.</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Agree/Disagree</td>
<td>Reason</td>
<td>Agree/Disagree</td>
<td>Reason</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>----------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Helga Swaradita</td>
<td>Yes, I am</td>
<td>Yes, I do. It is about grammar and vocabulary, cause I don’t like grammar</td>
<td>No, I don’t</td>
<td>Yes, I do. I know the plot in sequence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes, I do. By using movie, I am confused to arrange the plot from the first until the end.</td>
<td>Yes, I am.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Intan Okedwiana</td>
<td>No, I am not</td>
<td>No, I don’t</td>
<td>Yes, I do</td>
<td>Yes, I do. By using movie, I can imagine the story easily.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No, I don’t.</td>
<td>Yes, I am.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Dwi Rani Oktaviana</td>
<td>Yes, I am</td>
<td>Yes, I do. I feel difficult in the vocabulary.</td>
<td>Yes, I do</td>
<td>Yes, I do. Movie is more enjoy than read the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No, I don’t.</td>
<td>Yes, I am.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Ridho Gilar Al Fath</td>
<td>Yes, I am</td>
<td>Yes, I do. I often get difficulties in changing verb into past form.</td>
<td>Yes, I do</td>
<td>No, I don’t.</td>
<td>Yes, I am.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes, I do. I often forget the arranged story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No, I don’t.</td>
<td>Yes, I am.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Maybitra Dipagahana</td>
<td>Yes, I am</td>
<td>Yes, I do. I have difficulties in grammar and verb form.</td>
<td>No, I don’t</td>
<td>Yes, I do. By using movie, I can get my good inspiration and choose good diction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No, I don’t.</td>
<td>Yes, I am.</td>
<td></td>
</tr>
</tbody>
</table>
Listianto  grammar. using film, It can give me clear plot so I don’t make own plot in writing recount. Sometimes I loss my concentration and forget the plot.

<table>
<thead>
<tr>
<th>11. Fahsa Tanjung Basnanda</th>
<th>No, I am not</th>
<th>Yes, I do. I feel difficult in arranging word to be good sentences.</th>
<th>No, I don’t.</th>
<th>Yes, I do. I can write easily because I get more information as data to my writing.</th>
<th>Yes, I do. I am confused because any scenes in the movie.</th>
<th>Yes, I am.</th>
</tr>
</thead>
</table>

**B. CONCLUSION OF THE INTERVIEW**

From the interviewee’s answers above, the writer concludes some points, as follow;

1. Most of them answered that they interest to learn writing report text
2. Most of them considered that writing recount text is one of difficult skill in learning English, it is because of they do not good enough mastery of vocabulary items and the grammar.
3. Most of them said that they enjoy learning writing recount text by using short movie.
4. Most of them said that movie really help them to express more ideas.
5. Most of them said that they have difficulties in writing recount text by using short movie.
6. Most of them considered that learning writing recount text by using short movie have to continue in learning writing recount text.
TEST OF FREE WRITING RECOUNT TEXT (pre-test)

Theme : Unforgettable Experience
Kind of text : Recount Text
Time Allotment : 35 minutes

Instruction:
1. Write your name and class on the top of the paper.
2. Make a short recount text about unforgettable experience.
3. The duration of writing is 35 minutes.
4. You have to write at least 75 words.
5. It is necessary, you can open your dictionary.

Title: ........................................

Orientation:
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................

Events:
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................

Re-orientation:
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................

Good luck
TEST OF WRITING RECOUNT TEXT (post-test for experimental class)

Theme: Mr. Bean’s Holiday
Kind of text: Recount Text
Time Allotment: 35 minutes

Instruction:
1. Write your name and class on the top of the paper.
2. Make a short recount text about Mr. Beans’ Holiday’s story based on the movie.
3. The duration of writing is 35 minutes.
4. You have to write at least 75 words.
5. It is necessary, you can open your dictionary.

Title: ...........................................

Orientation:
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

Events:
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

Re-orientation:
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

Good luck
TEST OF WRITING RECOUNT TEXT (post-test for control class)

Theme: Mr. Bean’s Holiday

Kind of text: Recount Text

Time Allotment: 35 minutes

Instruction:
1. Write your name and class on the top of the paper.
2. Make a short recount text about Mr. Beans’ Holiday’s story based on the topic.
3. The duration of writing is 35 minutes.
4. You have to write at least 75 words.
5. It is necessary, you can open your dictionary.

Title: ..................................................

Orientation:
..........................................................................................................................................................................................
..........................................................................................................................................................................................
..........................................................................................................................................................................................
..........................................................................................................................................................................................
..........................................................................................................................................................................................
..........................................................................................................................................................................................
..........................................................................................................................................................................................

Events:
..........................................................................................................................................................................................
..........................................................................................................................................................................................
..........................................................................................................................................................................................
..........................................................................................................................................................................................
..........................................................................................................................................................................................

Re-orientation:
..........................................................................................................................................................................................
..........................................................................................................................................................................................
..........................................................................................................................................................................................
..........................................................................................................................................................................................

Good luck
**CURRICULUM VITAE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Ika Aries Tantiya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place and Date of Birth</td>
<td>Batang, 8(^{th}) May 1989</td>
</tr>
<tr>
<td>Student Number</td>
<td>073411015</td>
</tr>
<tr>
<td>Address</td>
<td>1. Home: Lukojoyo Rt.5/II No. 172 Gg. Cempaka Ii Banyuputih, Batang 51271</td>
</tr>
<tr>
<td></td>
<td>2. Perum. Bank Niaga B15 Tambak Aji, Ngaliyan</td>
</tr>
<tr>
<td>Telp/HP</td>
<td>085 226 699 538 / 089 955 284 98</td>
</tr>
<tr>
<td>Academic Background</td>
<td>1. TK ABA Limpung, Batang</td>
</tr>
<tr>
<td></td>
<td>2. SD N 04 Banyuputih, Batang</td>
</tr>
<tr>
<td></td>
<td>3. MTs N Subah, Batang</td>
</tr>
<tr>
<td></td>
<td>4. MAN Kendal</td>
</tr>
<tr>
<td></td>
<td>5. IAIN Walisongo Semarang</td>
</tr>
</tbody>
</table>