

Appendices

Analytical Observation Sheet

Pre Cycle

Date : Saturday, 13 April 2019

Time : 90 minutes

Topic : Recount text

Sequence of activities	Students' response	Analysis
<p><i>Opening Activities:</i></p> <ol style="list-style-type: none"> 1. The teacher opens the class by greeting. 2. The teacher prepares the class condition. 3. The teacher brainstorms the students about the material that will be discussed. <p><i>Main Activities :</i></p> <ol style="list-style-type: none"> 1. The teacher gives the explanation about recount text. 2. The teacher told the students to open book and read a recount text together. 3. Discuss the text with the students by finding the generic structure and language features of the text. 4. The teacher asked several question about the generic language of the 	<p><i>Opening activities:</i></p> <ol style="list-style-type: none"> 1. The students answer the greeting. 2. The students pay attention to the teacher 3. The students answer the question. <p><i>Main Activities :</i></p> <ol style="list-style-type: none"> 1. The students pay attention to the teacher's explanation. 2. The students concentrate to the teacher's explanation about the example of recount text. 3. Only a few students were able to find the generic structure of the recount text while the other did not paying attention. 4. A few students 	<p>Attitudes of students:</p> <ul style="list-style-type: none"> • Low interest. • Lack of responses. • Most students in back row were sleeping. • Many students doing assignment by cheating with their friends. • Little participation. <p>Engagement of class:</p> <ul style="list-style-type: none"> • Passive. • Students did not answer teacher's question.

<p>recount text to the students.</p> <p>5. The teacher told the students to find the past verbs on the textbook.</p> <p>6. The teacher asked the students to make a recount text.</p> <p>7. After 30 minutes the teacher asked the students to submit their writing.</p> <p><i>Closing activities :</i></p> <ol style="list-style-type: none"> 1. The teacher asked the students to make a recount text and post it on Facebook closed group. 2. The teacher gave an opportunity to the students to ask about the material that they do not understand. 3. The teacher closed the lesson. 	<p>trying to answer the question while the other did not pay attention.</p> <p>5. A few students were able to find the past verbs.</p> <p>6. The students write a recount text about their personal experience and holiday.</p> <p>7. The students submit their writing result.</p> <p><i>Closing Activities :</i></p> <ol style="list-style-type: none"> 1. The students write the instruction. 2. None of the students were ask the teacher 	
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Analytical Observation Sheet

Cycle 1

Date : Saturday, 20 April 2019

Time : 90 minutes

Topic : Recount text (Personal Experience)

Sequence of actions	Students' responses	Analysis
<p>Opening activities:</p> <ol style="list-style-type: none"> 1. The researcher opens the class by greeting. 2. The researcher prepares the condition. 3. The researcher brainstorming the students about the material that will be discussed <p>Main Activities :</p> <ol style="list-style-type: none"> 1. The researcher gives the brainstorming explanation relates to recount text. 2. The researcher gave an explanation about what error in writing recount text that they usually made. 3. Ask the students to find some error using their r recount text that they had posted on Facebook closed group. 	<p>Opening activities:</p> <ol style="list-style-type: none"> 1. The students' answer the greeting. 2. The students pay attention to the researcher 3. The students answer the question related to their understanding about recount text. <p>Main activities:</p> <ol style="list-style-type: none"> 1. The students pay attention to the researcher's explanation. 2. The students concentrate to researcher's explanation. 3. Some students do the instruction, some others pay attention. 4. Each group are able 	<ul style="list-style-type: none"> • Good interaction between students and researcher. • Most students being responsive. • Most students showed enthusiasm in participates the lesson. <p>Engagement of class: Most students were active enough to answer some question and asking something related to the material study.</p>

<p>4. Asked the students to find a past verb and some error in making a past tenses sentence and they need to correct it. (in a group)</p> <p>5. Asked the students to make a recount text.</p> <p>6. After 30 minutes asked the students to submit their writing result.</p> <p>Closing activities :</p> <ol style="list-style-type: none"> 1. The researcher and students summarize the lesson. 2. The researcher gives an opportunity for students to ask about what they do not understand. 3. The students and researcher do a reflection. 4. The researcher rests the lesson. 	<p>to find the error past verb and correct it together.</p> <p>5. All students writing a recount text.</p> <p>6. All students submit their writing result.</p> <p>Closing activities:</p> <ol style="list-style-type: none"> 1. The students pay attention to the researcher while summarizing the lesson. 2. Some of the students asked something related to the use of past tense in recount text. 3. The student does a reflection. 	
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Analytical Observation Sheet

Cycle 2

Date : Saturday, 27 April 2019

Time : 90 minutes

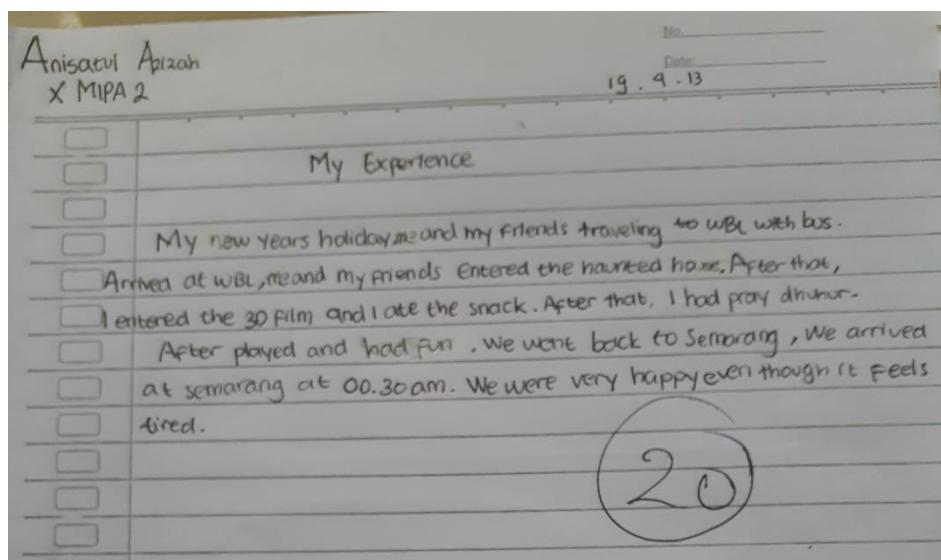
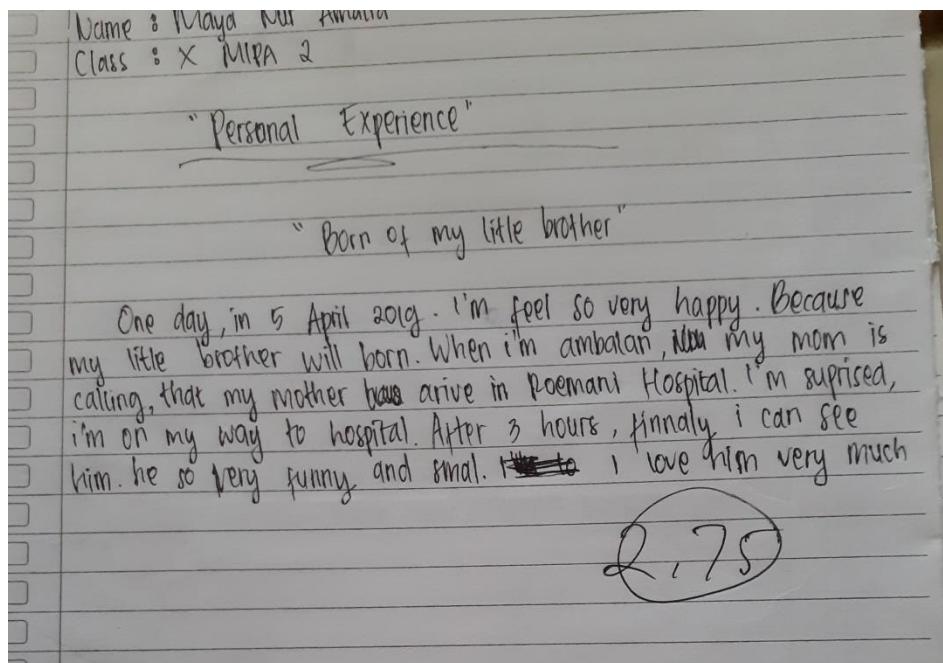
Topic : Recount text

Sequence of actions	Students' Response	Analysis
<p>Opening Activities:</p> <ol style="list-style-type: none"> 1. The teacher opening the class by greeting. 2. The teacher prepares the class condition. 3. The teacher brainstorming the students about recount text that they had learned last week. <p>Main activities:</p> <ol style="list-style-type: none"> 1. The teacher giving information about what mistakes that frequently made by students in making recount text. 2. The teacher gives the students some quiz to find the error punctuation using their friend recount text that they had posted on Facebook closed group. 3. The teacher told the students to corrected error past tenses 	<p>Opening activities:</p> <ol style="list-style-type: none"> 1. The students' answer the greeting. 2. The students' pay attention to the teacher. 3. The students answer the question related to their understanding. <p>Main Activities:</p> <ol style="list-style-type: none"> 1. The students pay attention to teacher's explanation. 2. The students answer it with enthusiasm even though at first they were not confident. 3. Most students answer the question correctly. 	<p>Attitudes of class:</p> <ul style="list-style-type: none"> • Good interest, better than a week ago. • High response, most students answer teacher's question and they answer it with high confidence. • Many students were participated to the lesson. <p>Engagement of class: Active.</p>

<p>using recount text that they had posted on Facebook recount text.</p> <ol style="list-style-type: none"> 4. The teacher giving an explanation about punctuation and past tenses to the students. 5. The teacher gave a chance for the students to ask about what they have not understand related to his explanation about recount text. 6. The teacher gave another quiz by questioning students related to recount text. 7. The teacher asked the students to make another recount text and submit it. <p>Closing Activities:</p> <ol style="list-style-type: none"> 1. The teacher come out of class and asked the researcher to take over the class. 2. The researcher summarizes the class by asking what they had learned that day. 3. The researcher gives opportunity for the students to ask about what they do not understand. 	<ol style="list-style-type: none"> 4. The students pay attention quietly. 5. Some students asked about some past tenses. 6. The students discuss the correct answer together in a group. 7. The students were given 40 minutes to make it. <p>Closing activities :</p> <ol style="list-style-type: none"> 1. 2. The students pay attention to the researcher while summarizing the lesson. 3. None students were asking and the students submit all their writing result. 4. 	
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4. The researcher rests the lesson.		
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Pre-cycle



Cycle 1

Name	: 	6,75
Class	: X MIPA 2	
Day/Date	: Saturday, 20 Apr 2019	
STUDENTS' WRITING TASK ON RECOUNT TEXT Time Allocation : 40 minutes		
Instructions: <ol style="list-style-type: none"> 1. Write your full name, class, and day/date above. 2. Make a recount text based on your holiday. 3. Your Writing should consist at least 150 words which divided into 3 (three) paragraphs, including orientation, events, also re-orientation and coda. 		
②	<u>Decorated my bedroom</u>	
<p>At last year holiday, I didn't go anywhere. I just stay at home for the whole month. It was not too bad to spend the holiday at home because I had something to do. I decorated my bedroom.</p>		
<p>What I needed is folding paper, rope, and scissors. After all is completed. I started folding the paper into the butterfly and loved. Then, tie the paper with rope. After that, I sticked the rope in the wall. I worked on the project my self. After 4 hours, my project is over. I took a pictures with my sister then we were posted in instagram.</p>		
<p>That's enough fun to fill in my vacation time. My family very liked my project. Beside that, decorated in my bedroom make me felt comfort</p>		

Name _____ 7,80

Class : X MPA 2

Day/Date : 20 April 2019

STUDENTS' WRITING TASK
ON RECOUNT TEXT
Time Allocation : 40 minutes

Instructions:

1. Write your full name, class, and day/date above.
2. Make a recount text based on your holiday.
3. Your Writing should consist at least 150 words which divided into 3 (three) paragraphs, including orientation, events, also re-orientation and coda.

My Worst Holiday

Last semester break was my worst holiday I have ever passed it was two weeks long and I just stayed (at) home. It I just did the same activity routinely, over and over again.

I woke up and had a breakfast in the morning. Then I fed my persian cat and played with it - (in) the afternoon I had lunch and then took a nap on the couch in the evening. I dined and watched my favorite tv show. There was nothing special on my daily activities during the last holiday.

So, I was sure that it was the worst holiday I've ever had.

Cycle 2

Name	<input type="text"/>	7.75
Class	X MPA 2	
Day/Date	27 April 2019	

STUDENTS' WRITING TASK
ON RECOUNT TEXT
Time Allocation : 40 minutes

Instructions:

1. Write your full name, class, and day/date above.
2. Make a recount text based on your holiday.
3. Your Writing should consist at least 150 words which divided into 3 (three) paragraphs, including orientation, events, also re-orientation and coda.

Very Tired Day.

Last tuesday was a busy day for me. I spent my time to do a lot of activities from my senior high school to my home. I had no time to take a rest. First, at the morning, I went to jogging. After that I went to school to study until 3.00 pm. From my school, I went to Sanggaran sport hall to practice badminton until 8.00 pm. I practiced hard because that I felt very tired. After that, I went home. But when I would sleep, I remembered there was some homeworks that I had to do. I did my homeworks until 11.40 pm. And finally I take a rest in my bed.

Those activities made my day busy and I felt very tired.

(8,0)

Name :

Class : X MPA 2

Day/Date : Saturday, 20th April 27

STUDENTS' WRITING TASK
ON RECOUNT TEXT
Time Allocation : 40 minutes

Instructions:

1. Write your full name, class, and day/date above.
2. Make a recount text based on your holiday.
3. Your Writing should consist at least 150 words which divided into 3 (three) paragraphs, including orientation, events, also re-orientation and coda.

My Holiday

Orientation

The last holiday, I went to the city of Pacitan with some of my family. We would stay some night at the unknown beach because we would like to try the experience of being into the wild. We had prepared everything.

Event

We went there by car. We rode slowly and sometimes stopped for several minutes to enjoy the landscape. Finally, we arrived at Pacitan. We continued to go the south just to find any beach. We built our tents and prepared small branch for making small fire because we need it to cook.

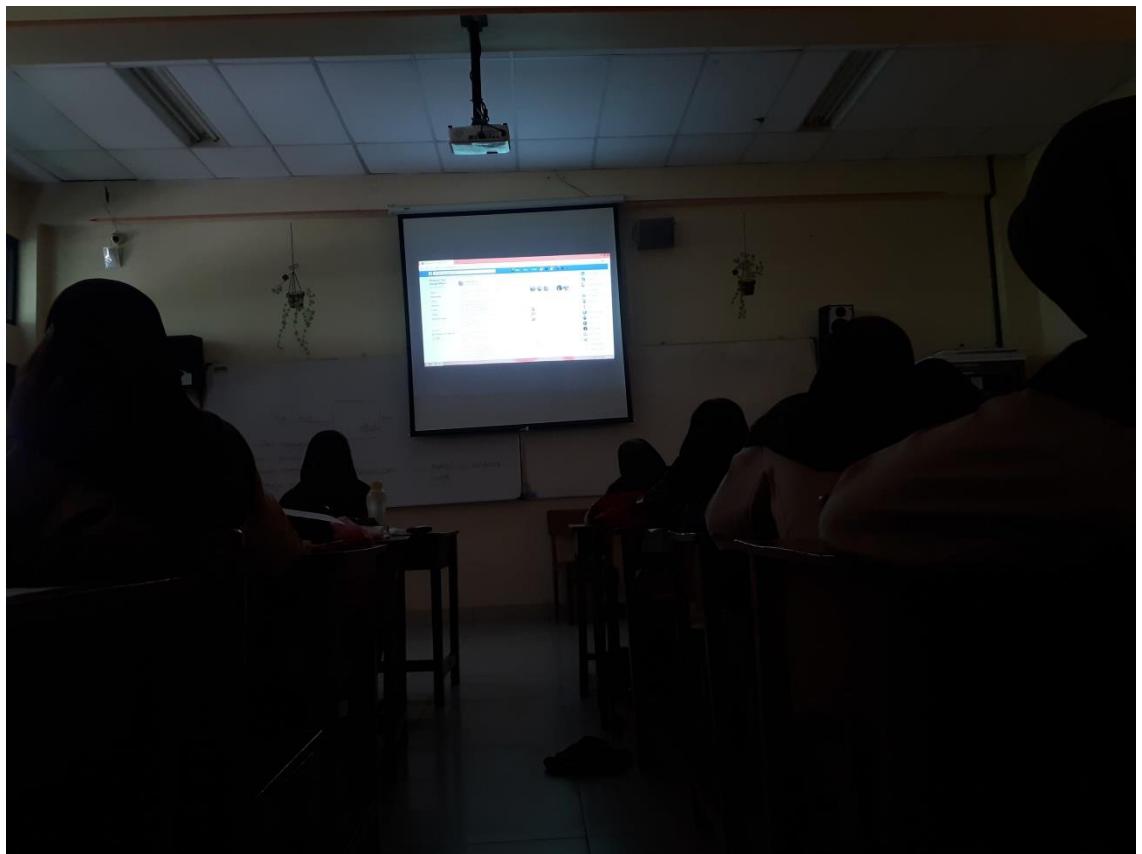
I loved this beach because I got not only a beautiful place but also a great beach for fishing. I did fishing and got a lot of fishes. We roasted those fishes at the fire we've made.

Reorientation

We stayed at that beach for two night. We had to get back home because we ran out food. We loved that journey and we would back at the beach next holiday.

Documentary





Lampiran

A. Penilaian hasil

No.	Indikator	Teknik Penilaian	Bentuk penilaian	instrumen
1.	Membuat recount text tentang pengalaman pribadi individual.	Tes Tulis	Make a recount text based on individual personal experience	(writing skill)

B. Rubrik Penilaian

Item Analysis	Criteria
CONTENT	knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
	some knowledge of subject, adequate range, limited development of ideas, mostly relevant topic, but lacks detail.
	limited knowledge of subject, little substance, inadequate development of ideas.
	does not show knowledge of subject, non-substance, not pertinent or not enough of ideas.
ORGANIZATION	fluent expression, ideas clearly stated/supported, briefly made, well-organized, logical sequencing, cohesive.

	somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	does not communicate, no organization, not enough evaluate.
VOCABULARY	sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	adequate range, occasional errors of word/idiom form, choice, usage meaning not obscured
	limited range, frequent errors of word/idiom, choice, usage, meaning confused and obscured.
	essentially translation, little knowledge of English vocabulary.
LANGUAGE USE	effective contrast construction, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	major problems in simple/complex constructions, frequent error of negation, agreement, tense, number, word orders/function, articles, pronouns, prepositions and/or fragment, run-ons, deletions, meaning confused or obscured
	virtually no mastery of sentence constructions rules, dominated by

	errors, does not communicate, or not enough to evaluate
MECHANIC S	demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphs
	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured
	frequent error of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	no mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough evaluate.

Aspek penilaian writing

Lampiran

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama satuan pendidikan : SMA 1 Sultan Agung Semarang
 Mata Pelajaran : Bahasa Inggris
 Kelas/semester : X/2
 Materi pokok : Teks recount tulis sederhana,
 tentang pengalaman/ kejadian/peristiwa
 Alokasi waktu : 4 x 45 menit

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar dan indicator pencapaian kompetensi:

- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana.
- 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

Indikator Pencapaian Kompetensi (IPK):

Pertemuan 1

- 3.9.1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks *recount* sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.
- 3.9.2. Mengurai gambaran umum dan informasi tertentu dari teks *recount* sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.
- 3.9.3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* sederhana.

Pertemuan 2

- 4.13.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana sederhana tentang kegiatan/kejadian/peristiwa.
- 4.13.2. Menyunting teks *recount* sederhana lisan sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pertemuan 3

- 4.14.1. Menyunting teks *recount* sederhana tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.14.2. Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan pembelajaran :

Pertemuan 1

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

Pertemuan 2

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menangkap makna dan menyunting teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

Pertemuan 3

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu menangkap makna dan menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

D. Materi Pembelajaran

Teks recount sederhana lisan dan tulis

Fungsi sosial :

to tell/ to retell past events for the purpose of informing or entertaining.

Generic Structure	Text
Orientation (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.

Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show.
Reorientation (Penutup cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Lexico Grammatical Features

1. Focus on specific participant
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

E. Metode Pembelajaran; *TBL*

Model Pembelajaran *CIRC* (*Cooperative Integrated Reading and Composition*)

F. Media, Alat, dan Sumber Pembelajaran:

1. Media : *VCD dan Power Point Presentation*
2. Alat : *Laptop, LCD, dan Speaker Active*
3. Sumber

Belajar : www.englishindo.com, <http://www.britishcouncil.org>

G. Langkah-langkah pembelajaran

Pertemuan 1 (cycle 1)

a. Kegiatan Pendahuluan

- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- memberi motivasi belajar
- mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

Mengamati

- Siswa membaca contoh recount sederhana kegiatan/kejadian/peristiwa yang terdapat dalam buku teks atau sumber lainnya dalam kelompok 4 orang kemudian masing-masing anggota kelompok membacakan recount sederhana yang dibacanya. (Siswa melakukan proses ini berdasarkan panduan yang disiapkan guru)
- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.
Siswa memperhatikan kesalahan yang sering terjadi saat menulis recount text menggunakan hasil pekerjaan rumah yang sudah di post di Facebook closed group yang ditayangkan melalui LCD.

Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.
- Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa.

Mengeksplorasi

- siswa memberikan contoh kesalahan yang ditayangkan di LCD dan memberikan penjelasan mengapa itu salah dan bagaimana contoh yang benar (dengan bantuan dan arahan guru)

Mengasosiasi

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan

Menjawab beberapa pertanyaan yang di ajukan guru mengenai pelajaran yang baru saja sudah dipelajari..

c. Penutup

- Memberikan umpan balik terhadap proses dan hasil pembelajaran, serta memberikan tugas untuk membuat recount text sederhana di Facebook closed group dengan deadline yang sudah disepakati..

Pertemuan 2 / Cycle 2

a. Kegiatan Pendahuluan

- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- memberi motivasi belajar
- mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

Mengamati

- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari recount sederhana.

Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsur kebahasaan
- Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa

Mengeksplorasi

- Siswa berpasangan membaca teks recount sederhana lain untuk menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana dari tugas di Facebook closed group.

Mengasosiasi

- Siswa membedakan teks recount sederhana yang sudah disunting sesuai dengan fungsi sosialnya.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan

- Siswa menyunting recount sederhana kegiatan/kejadian/peristiwa yang disediakan guru.
- Siswa menyampaikan hasil suntingannya didepan guru dan teman dan mempublikasikannya di mading.

c. Penutup

- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- You did a great job today, I'm very happy with your activity. Thank you very much for your participation. By the way, how do you feel to

be in my class? Please write your feeling, your problem and your success during my class in your journal,

- Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (learning journal).
- melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individua membaca beberapa teks recount sederhana tentang kegiatan/kejadian/peristiwa.
- menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya adalah melanjutkan

Semarang, 20 April 2019

Peneliti

Nadia Aluka Fadhila

NIM 3101400549

Lampiran

Teaching Material

a. Tujuan Komunikatif Teks (Communicative Purpose):

- a. To retell events for the purpose of informing or entertaining
- b. (*melaporkan peristiwa, kejadian atau kegiatan dengan tujuan memberitakan atau menghibur*).

b. Struktur Teks (Generic Structure):

- a. Orientation: memberikan informasi tentang siapa, di mana dan kapan
- b. Events: rekaman peristiwa, kejadian atau kegiatan yang terjadi, yang biasanya disampaikan dalam urutan kronologis
- c. *Re-orientation* : Rangkuman dari seluruh kejadian yang ada pada teks atau komentar pribadi yang dapat dimulai dari tahap mana saja sesuai dengan kompetensi yang dimiliki oleh setiap siswa.

c. Ciri Kebahasaan (Linguistic Features): Menggunakan:

- a. • nouns dan pronouns sebagai kata ganti orang, hewan atau benda yang terlibat, misalnya David, the monkey, we dsb.
- b. • action verbs atau kata kerja tindakan, misalnya go, sleep, run dsb.
- c. • past tense, misalnya We went to the zoo; She was happy dsb.
- d. • conjunctions dan time connectives yang mengurutkan peristiwa, kejadian atau kegiatan, misalnya and, but, then, after that, dsb.
- e. • adverbs dan adverb phrases untuk mengungkap tempat, waktu dan cara, misalnya yesterday, at my house, slowly dsb.
- f. • adjectives untuk menerangkan nouns, misalnya beautiful, funny, dsb. Generic Structure/Text Organization Orientation: menunjukkan setting (tempat) dan memperkenalkan tokoh. Event 1

Event 2 Event 3 ... dst. Reorientation: Penutup ataupun penekanan kembali Events: menceritakan apa yang terjadi secara berurutan.

Example of recount text:

HOLIDAY IN PASIR KENCANA BEACH

ditulis oleh Muhammad Fadhil Immas

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there.

After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach.

Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind.

When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

Appendix, interview transcript

Interview Transcript

Hari, tanggal : Sabtu, 13 April 2019

Pukul : 10.00 wib

Tempat : teacher office of SMA 1 Sultan Agung

R : Researcher

ET : English teacher

S : Students

1. Pre-cycle interview

a. Interviewee: English teacher

R : Apa saja kesulitan yg Bapak sering hadapi saat mengajar recount text di kelas?

ET : sejauh ini belum ada kesulitan berarti yg saya hadapi saat mengajar terutama di kelas 10 Mipa 2 selain penggunaan kosakata mereka yang masih kurang.

Pukul : 07.30 wib

Tempat : 10th Mipa 2 Class

b. Interviewee: students

R : coba, tolong mention apa aja kesulitan yang kalian hadapi waktu mempelajari recount text?

S1 : grammar.

R : grammar yang mana?

S1 : saya ga tau, mana yang verb 1, verb 2, sama verb 3

R : selain itu ada apa lagi?

S1 : Idiom juga penggunaan to be yang was, were, had, has.

R : oke, selain itu? Kalian sulit dalam hal apa lagi?

S2 : idiom! Kata kata yang sulit itu lho, kaya waktu bilang “sampai kapan?” itu pakenya “until when” bener?

R : Bukan seperti itu.

Hari, tanggal : Sabtu, 27 April 2019

Pukul : 10.00 wib

Tempat : teacher office of SMA 1 Sultan Agung

2. Interview after the implementation of Facebook closed group

a. Interviewee: English teacher

R : what do you think about the use of Facebook closed group?

ET : “basically, Facebook is a social media that the students use to share what they think and feel so to use it, it could be one new step as a good education. To use what students usually like to support the lesson that they doing. So, I really supported it.

R : does Facebook close group helps to teach recount text?

ET : because I never use such media as Facebook in learning and teaching, but basically the principle is that whatever the media we use in learning teaching process as long as the students familiar with the media it could help them to learn more easier, however I never use such media on my class but I still can say that it is really helping them as long as they familiar and like such media on the class.

Pukul : 09.00 wib

Tempat : 10th Mipa 2 Class

b. Interviewee: Students

R : what do you think about using Facebook closed group to improve your recount text?

S1 : when we post our recount tex, there is a commenting box as the features inside it. So, when you give us a comment, we learn some mistake we had made and know that it is wrong. So it helps us Miss.

S2 : yes, it is.

R : does Facebook closed group help you in learning recount text?

S3 : yes, it helps us so much miss.

S4 : yes it is.

S5 : from when we had not known whether the sentence we had made were right or wrong to we know how to make a good sentence Miss.

R : what are the difficulties in using Facebook closed group?

S6 : I don't have an account in Facebook so Miss helped me to make it, but I feel worry whether it give you another burden in teaching us Miss.

S7 : My parent told me to carefully use Facebook Miss. So, I hardly use it before and when I am about to use it again I forgot the password.