

APPENDICES

Appendix I:

Reading Comprehension Test

The text is for questions number 1 to 3.

The Battle of Surabaya was fought between pro-independence Indonesian soldiers and militia against British and British Indian troops as a part of the Indonesian National Revolution.

On 27 October 1945, a British plane from Jakarta dropped leaflets over Surabaya, urging all Indonesian troops and militia to surrender their weapons. The Indonesian troops and militia leaders were angered, seeing it as breaking the agreement reached with Mallaby earlier. Brigadier A. W. S. Mallaby, the British brigade commander in Surabaya, was traveling about Surabaya to spread the news about the new agreement to his troops. Shortly after that, Mallaby was shot and killed. That made Lieutenant General Sir Philip Christison angered.

At dawn on 10 November, British troops began a methodical advance through the city under cover of naval and air bombardment. Fighting was heavy, with British troops clearing buildings room by room. The battle was the heaviest single battle of the revolution and became a national symbol of Indonesian resistance. Considered a heroic effort by Indonesians, the battle helped galvanize Indonesian and international support for independence.

It was a day now commemorated in Indonesia as Heroes' Day.

1. What is the passage about?
 - a. The battle of Surabaya.
 - b. In Indonesia as Heroes' day.
 - c. Battle the revolution.
 - d. 10 November.
 - e. On 27 November.
2. When and where did the battle take place?
 - a. Yogyakarta, 27 November 1945.
 - b. Yogyakarta, 10 November 1945.
 - c. Surabaya, 27 November 1945.
 - d. Surabaya, 10 November 1945.
 - e. Surabaya, 27 November 1945.
3. The underlined word in "It was a day now commemorated in Indonesia as Heroes' Day" has the same meaning as...
 - a. Surrendered

- b. Considered
- c. Celebrated
- d. Became
- e. Supported

The text is for questions number 4 to 7.

Picasso was one of the most outstanding and important artists of the 1900s. He is best known for his paintings. Almost every style in modern art is represented in Picasso's works.

Picasso was born in 1881 in Malaga, Spain as the son of an art teacher. He studied painting from his father and his college-level course at the academy of arts in Madrid.

From about 1895 to 1901, he painted realistic works in traditional style. He then entered what was called the Blue Period. During this time, he only used shades of blue in his paintings to show the poverty he saw in Barcelona. After 1908, he entered into style of cubism. Among his well-known cubist paintings are "Three Musicians" and "Man with a Guitar".

Picasso died in Mougins, France, in 1973. He was a great artist.

4. Why did Picasso become so popular? Because...
 - a. he was the most outstanding artist of the 1990's
 - b. he was known for his great paintings
 - c. he painted in traditional style
 - d. he was the son of an art teacher
 - e. he studied in art school
5. According to the text, Picasso...
 - a. died in Spain in 1973
 - b. was born in Malaga, Italy
 - c. studied painting from his mother
 - d. had a father who worked as an art teacher
 - e. never studied at the academy of arts
6. How long has Picasso painted modern art with traditional style?
 - a. Five years
 - b. Six years
 - c. Seven years
 - d. Eight years
 - e. Nine years
7. Picasso was one of the most outstanding and important artist of the 1900's. The underlined word has similar meaning to...
 - a. Excellent
 - b. Famous

- c. Smart
- d. Different
- e. Nice

The text is for questions number 8 to 10.

It was the summer of my sophomore year in high school. I was fifteen years old and anticipating my sixteenth birthday. I only had one thing on my mind, a car. My father and I discussed getting a car and the responsibilities of owning one. He said we would start shopping for one soon, and we did.

We went to every car dealership every weekend for about three weeks. I could not find one that suited me. I knew I wanted a pickup with four-wheel drive and big tires. We thought it was the most practical vehicle since I did many outdoor activities, such as hunting and fishing, which often involved going off the road. Finally, we came across a mid-size pickup with which I fell in love. It was grey with a green splash stripe down the side. It was a five-speed, but my dad said he would teach me how to drive it. The inside was clean and still had the new car smell even though it was used. It had a CD player with custom speakers too. It was still fifteen, so I couldn't drive it myself yet, but it was ok because my dad went with me often. It was two months until my birthday, so I was still bumming rides from my friends.

That's a sick feeling knowing that you have a vehicle sitting in your driveway but can't drive it. I waited for two months, washing and waxing it almost daily. I kept it spotless. As my birthday approached, I started getting nervous about my driving test. I practiced. I practiced parking and all the fundamentals of driving. On the morning of my birthday I took my driving test. I was so glad that I finally managed to drive by myself.

8. What is the communicative purpose of the text?
 - a. To tell about the writer's new car.
 - b. To inform how to buy a new car.
 - c. To tell how to take care of a new car.
 - d. To share the writer's feelings about having a new car.
 - e. To explain how to drive for the first time.
9. Why did the writer choose a pickup for his car? Because...
 - a. the car is relatively cheap
 - b. he loved doing outdoor activity
 - c. he wanted to drive to his school
 - d. he enjoyed the accessories of the car
 - e. his father suggested him to have that car
10. The underlined word "As my birthday approached, I started getting nervous about my driving test." has the same meaning as...

- a. begin
- b. jumped
- c. closed
- d. stayed
- e. finish

The text is for questions number 11 to 13.

I remember that day. It was a day that I will never forget. I was at my home after having the exam the previous day. The result of the exam will be announced the next day. But considering the distance of the exam location, I asked my friend to check the result of the exam,

I was having morning tea while waiting for my friend's call. My parents and I were nervous that morning as the result of the exam was important for me to continue to a higher school in my area without having the entrance test. As I was dreaming about my results while taking a sip of tea, suddenly, the phone rang, and I was so excited when my mom told me it was my friend. I ran towards the phone as soon as possible. I grabbed the phone from mom and started miscible of questions on my friend. From the other end, my friend shouted at me and suggested to keep calm and allow her to speak. She said that I got the highest mark of all the exam participants. Listening to this, I shouted. My mother came running towards me; she was so happy. She started crying and gave me a tight hug. She said that she was very proud of me.

11. What did the story tell us about?
 - a. To tell the reader about the exam test
 - b. To entertain the reader with the story
 - c. To explain the writer's experience waiting for the exam result
 - d. To describe the writer's activity
 - e. To inform about the writer's dream
12. What did the writer do while waiting for her friend's call?
 - a. He was dreaming about the result.
 - b. He was nervous and crying.
 - c. He was having morning tea.
 - d. He was running near the park.
 - e. He grabbed the phone from his mom.
13. Why did the writer's mother start crying and give a tight hug?
 - a. Because the writer got the highest mark of all the exam participants
 - b. Because the writer didn't pass the exam
 - c. Because the writer got his morning tea while waiting
 - d. Because the writer is the only one children in the family
 - e. Because the writer was so excited to hear the phone rang

The text is for questions number 14 to 17.

Once upon a time, a man was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing in his daily life.

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch he had ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed to her to be his wife. She said, "Yes, but you have to promise not to tell anyone about the secret that I was once a fish. Otherwise, there will be a huge disaster." The man made the deal, and they got married, lived happily, and had a daughter.

A few years later, his daughter would help bring lunch to her father in the fields. One day, his daughter was hungry and ate his father's lunch. Unfortunately, he found out and got furious and shouted, "You damned daughter of a fish." The daughter ran home and asked her mother. The mother started crying and felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again, and the man became the island of Samosir.

14. What is the complication in paragraph 3?
 - a. The mother started crying and felt sad that her husband had broken his promise.
 - b. His daughter would help bring lunch to her father out in the fields.
 - c. His daughter was so hungry and she ate his father's lunch.
 - d. The daughter ran home and asked her mother.
 - e. The daughter ran home and asked her uncle.
15. Finally, what did happen to the man?
 - a. He sank into the lake.
 - b. He turned into a lake.
 - c. He turned into a fish.
 - d. He turned into an island.
 - e. He turned into a crocodile.
16. "Then she told her daughter to run up the hills because of a huge disaster..."
The underlined word has the same meaning with...
 - a. tiny
 - b. enormous
 - c. small
 - d. medium
 - e. small

17. What can we learn from the text above?
- We must obey our parents.
 - We must not break our promise.
 - We must not eat our father's meal.
 - We must go fishing to find a golden fish.
 - We must ignore other people.

The text is for questions number 18 to 21.

A great king of a land far away in the East had a very beautiful daughter but too much pride in herself and arrogant. None of the princes who came to ask her hand in marriage was good enough for her. All she ever did was make fun of them.

Once, the king held a great feast and invited all his suitors. They all sat in a row, ranging according to their ranks - Kings, Princes, Dukes, Earls, Counts, Barons, and Knights. When the princess came in, as she passed by them, she had something spiteful to say to each one.

The first suitor was too fat. The princess said, "He's as round as a tub." The second was too tall: "What a maypole!" she said. The next was too short: "What a dumpling!" she said. She continued saying something terrible about all of the suitors.

The old king was very angry when he saw how his daughter behaved and how badly she treated all his guests. He vowed that willing or unwilling, she would marry the first man that came to the door.

Two days later, a traveling fiddler came by a castle. He began to play under the window and begged for money and when the king heard him, he said, "Let him come in."

So, the fiddler got in, and when he had sung for the king and the princess, he begged for a gift.

The king said, "You have sung so well that I will give you my daughter to take you as a wife."

The princess begged and prayed, but the king said, "I have sworn to give you to the first man who came to the door, and I will keep my word."

Words and tears were to no avail, the person was sent for, and she was married to the fiddler.

18. The writer's purpose in writing the text is ...
- to inform readers how and why something happens
 - to tell the readers what happened in the past
 - to amuse and entertain the readers with the story
 - to present information about a current issue
 - to describe an event in the past time

19. "Once, the king held a great feast and" (paragraph 2)
The underlined word means...
- Anniversary
 - Ceremony
 - Event
 - Party
 - Plan
20. The king was upset with her daughter because...
- she behaved strangely
 - she did not follow his order
 - she treated the guests badly
 - she wanted to leave the castle
 - she did not care about her conduct
21. What moral value can we get from the story?
- We should not be jealous.
 - We should not be careless.
 - We should not be arrogant.
 - We should not be wasteful.
 - We should not be dishonest.

The text is for questions number 22 to 25.

Once upon a time, a boy with a unique physical condition lived. The boy only had one ear, one eye, one hand, and also one foot. His name was Kabelah. He lived with his parents in a small village in Lampung.

Kabelah didn't have any friends because all teenagers in his neighborhood considered him a freak. He tried to be patient with this condition until one day, he felt that he had reached his limit so he talked to his parents about his condition. His parents said there was nothing they could do to change the condition.

Kabelah decided to go on a journey to find God because he wanted to find a way out of his problem. There was nothing his parents could do to stop him, so they let him go on his journey. On his journey, Kabelah ran into an arrogant man and a group of a robber. When he managed to find the solution to his problem, Kabelah returned to his village. On his way back, he quickly stopped at the group of a robber and the arrogant man. He told them his experience and based on his story, the group of a robber and the arrogant man realized their wrongdoing and decided to change it. When Kabelah arrived at his house, his parents invited all people in their village to their house, and they changed Kabelah's name to Muhammad Syukur.

22. Who is Sang Kabelah?
- A boy with a unique physical condition

- b. A member of a robber group
 - c. The leader of a village
 - d. An arrogant man
 - e. An orphan boy
23. What is Kabelah looks like?
- a. He is tall and scary.
 - b. He is arrogant and a freak.
 - c. He is patient and can manage the solution to his problem.
 - d. He only had one ear, one eye, one hand, and also one foot.
 - e. He is an arrogant man and also a group of a robber.
24. What is the main idea of the third paragraph?
- a. Kabelah only had one ear, one eye, one hand, and also one foot.
 - b. There was nothing that they could do to change the condition.
 - c. Kabelah decided to go on a journey to find God because he wanted to find a way out of his problem.
 - d. The villagers change Kabelah's name to Muhammad Syukur.
 - e. Kabelah ran into an arrogant man and also a group of a robber.
25. "He made a quick stop at the group of a robber and the arrogant man."
The underlined word can be replaced with ...
- a. courteous
 - b. imperious
 - c. decent
 - d. modest
 - e. suave

THE ANSWER KEY FOR THE READING COMPREHENSION TEST

NO	ANSWER	NO	ANSWER
1	A	16	B
2	D	17	B
3	C	18	C
4	B	19	D
5	D	20	C
6	B	21	C
7	A	22	A
8	D	23	D
9	B	24	C
10	A	25	B
11	C		
12	C		
13	A		
14	C		
15	D		

Appendix II:

LESSON PLAN

School : SMAN 1 Gambut
Subject : English
Grade / Semester : X - A (Experimental Class) / 2
Meeting : 1st Meeting

Standard Competence :

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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

Basic Competence :

- 3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah

Indicators :

- Read aloud *the Recount Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Recount Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Recount Text* given.

Genre : *Recount Text*

Skill : Reading

- Media : LCD Projector, Whiteboard, Mobile devices for each students with internet access, and Quizalize account
- Time : 2 x 40 minutes

I. Objectives

After learning the lesson in this section, the students are expected to be able to:

- Read aloud *the Recount Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Recount Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Recount Text* by answering the questions based on the text given.

II. Instructional Material

- Explanation about *Recount Text*.
(see appendix 1)
- The examples of *Recount Text*.
(see appendix 2)

III. Teaching Method/Model

TPT (Three Phases Technique) – Pre Activity, While Activity, and Post Activity + MALL + Quizalize

IV. Steps

Time	Teacher's Activities	Students' Activities
20'	Pre Activity <ul style="list-style-type: none"> • Greet the students • Check the present list • The teacher makes a little conversation with students that deliver students to the lesson material. • Teacher tells objectives of the lesson today “Well, today we’re going to learn about recount text where you’re expected to be able to: <ul style="list-style-type: none"> • Read aloud <i>the Recount Text</i> given in right 	<ul style="list-style-type: none"> • Respond to greeting • Respond • Respond to the teacher’s questions • Listen to the teacher

	<p>pronunciation, stress and intonation.</p> <ul style="list-style-type: none"> • Identify the communicative purpose or the social function, generic structure and language features of a <i>Recount Text</i>. • Identify the main idea, specific information, making inferences and guessing meaning of word from the context in <i>Recount Text</i> by answering the questions based on the text given. 	
40'	<p>While Activity</p> <ul style="list-style-type: none"> • Explain about what recount text is, the social function, generic structure, and language features of recount text. (see appendix 1) • Show the example of <i>recount text</i>. (see appendix 2) • Shows (the slides) the example of the recount text. • Ask the students related to the topic. • Then, ask the students to read the entire recount text or article for more detailed information. • Drill the students to read aloud the text given. • Ask the student to identify the social function, generic structure and language features from that example. • Ask the students whether they find the difficult words or not in the text. • Explains MALL to the students. • Shows Quizalize platform www.Quizalize.com and gives explanation on how to use it. • Monitor the students and ask if there is any difficulty. • Give the students exercise by answering the question based on the recount text given on Quizalize platform. 	<ul style="list-style-type: none"> • Listen and look at to the LCD • Listen and look at to the LCD • Give attention to the slides • Respond to the teacher's questions • Read the text • Read aloud the text • Identify • Ask to the teacher • Listen to the teacher • Listen and follow the teacher's instruction • Access Quizalize with their mobile phones • The students do the exercise

	(see the link for the Exercise)	
	<ul style="list-style-type: none"> Discuss the answers with the students. 	<ul style="list-style-type: none"> Discuss
20'	<p>Post Activity</p> <ul style="list-style-type: none"> Asks the students about their difficulties during learning and teaching process. Summarizes and reviews the lesson by giving some question about recount text. <ol style="list-style-type: none"> What have we learned today? What is recount text? What is the social function of recount text? What are the generic structures of recount text? Mention! What tense do you find in recount text? Give the students the evaluation on the Quizalize platform. (see the link for the Evaluation) Tells to the students what the next topic or material is. Praises the students for their active participation. Closure. 	<ul style="list-style-type: none"> Tell to the teacher. Pay attention and respond. Do the evaluation! Listen and respond Listen and respond

V. Source

- <https://englishadmin.com>
- English Text Book for Grade X

VI. Assessment / Evaluation

- Technique : Reading Comprehension Test
- Form : Answer the questions.
- Instrument
(see appendices)
- Scoring :

For Exercise

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	A	25
2	---	√	---	---	---	---	C	25

3	---	√	---	---	---	---	D	25
4	---	√	---	---	---	---	A	25
Total Score								100

For Evaluation

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	A	25
2	---	√	---	---	---	---	D	25
3	---	√	---	---	---	---	D	25
4	---	√	---	---	---	---	D	25
Total Score								100

Note :

- C1 = Memory
- C2 = Understanding
- C3 = Application
- C4 = Analysis
- C5 = Synthetic
- C6 = Evaluation

Banjarmasin, January 2023

Approved by,
English teacher,



Rustaniah, S.Pd

Researcher,



Maulida Hasanah

APPENDICES

Appendix 1

Definition of Recount Text:

Recount text is a text that retells a story, an experience, or an event that happen in the past

Recount text is divided into three:

- 1) Biography
- 2) Historical Recount
- 3) Experience

The Function of Recount Text:

1. To tell experiences in which the writer was personally involved
2. To inform the readers by telling the past events historically and achievements in a person's life
3. To chronicle past event regarded as historically significant

Language Feature of Recount Text:

Introducing personal participant: I, my group, etc

Using chronological connection: then, first, etc

Using linking verb: was and were

Using action verb: sent, taught, etc

Using Simple Past Tense : forgot, imagined, etc

Generic Structure of Recount Text:

- 1) Orientation: tells who is involved in the story, when, where, and why the story happened
- 2) Series of events: tells what happened in the story
- 3) Re-orientation (optional): tells the conclusion of the story

Appendix 2

Example of Recount Text:

Jendral Sudirman was a high ranking Indonesian military officer during the Indonesian national revolution. He was the first commander-in- chief of the Indonesian armed forces, he continues to be widely respected in the country.

On 12 November 1945, at an election to decide the military's commander-in-chief in Yogyakarta. The 24 years old Sudirman was chosen over Oerip Soemohardjo in a close vote. While waiting to be confirmed, Sudirman ordered an assault on british and dutch forces in ambarawa. The ensuing battle and British

withdrawal strengthened Sudirman's popular support, and he was ultimately confirmed on 18 December. Jendral Sudirman commanded military activities throughout java, including a show of force in Yogyakarta on 1 March 1949. When the Dutch began withdrawing, in July 1949 Sudirman was recalled to Yogyakarta and forbidden to fight further. In late 1949 Sudirman's tuberculosis returned, and he retired to Magelang, where he died slightly more than a month after the Dutch recognised Indonesia's independence. He is buried at Semaki heroes' cemetery in Yogyakarta.

Source:

<https://englishadmin.com>

Appendix 3

Link for Exercise:

<https://app.quizalize.com/view/quiz/recount-text-3fd3abb6-f669-4b27-b89c-54511d050e44>

Exercise Instrument:

Text 1

Jendral Sudirman was a high ranking Indonesian military officer during the Indonesian national revolution. He was the first commander-in- chief of the Indonesian armed forces, he continues to be widely respected in the country.

On 12 November 1945, at an election to decide the military's commander-in-chief in Yogyakarta. The 24 years old Sudirman was chosen over Oerip Soemohardjo in a close vote. While waiting to be confirmed, Sudirman ordered an assault on british and dutch forces in ambarawa. The ensuing battle and British withdrawal strengthened Sudirman's popular support, and he was ultimately confirmed on 18 December. Jendral Sudirman commanded military activities throughout java, including a show of force in Yogyakarta on 1 March 1949. When the Dutch began withdrawing, in July 1949 Sudirman was recalled to Yogyakarta and forbidden to fight further. In late 1949 Sudirman's tuberculosis returned, and he retired to Magelang, where he died slightly more than a month after the Dutch recognised Indonesia's independence. He is buried at Semaki heroes' cemetery in Yogyakarta.

1. What is the text about?
 - A. A biography of General Soedirman
 - B. The family of General Soedirman
 - C. The death of General Soedirman
 - D. A spirit of General Soedirman for the Indonesian Armed forces
 - E. The military forces commanded by General Soedirman
2. What is the purpose of the text?

- A. To entertain the readers with the story
 - B. To describe General Sudirman's condition
 - C. To retell the readers the story of General Sudirman
 - D. To amuse the readers
 - E. To explain how to be a first commander
3. What can we infer from the text?
- A. His uncle's name was also Soedirman
 - B. January is the month of Maulud
 - C. Soedirman was shot and died in the military war
 - D. Soedirman died when he was relatively young
 - E. Soedirman died on 1 March 1949
4. "..., he continues to be widely respected in the country."
What does the underlined word have a similar meaning with?
- A. Admired
 - B. Rejected
 - C. Denied
 - D. Neglected
 - E. Outstanding

Link for Evaluation:

<https://app.quizalize.com/view/quiz/recount-text-4004aba4-9ff0-4105-a856-900e636183f8>

Evaluation Instrument:

Text 2

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big birdcage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures of those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We rested, had lunch under a big tree, and watched butterflies flying above colorful flowers. In the afternoon, we swam in the pool in the backyard. It was so much fun. I really enjoyed my time with Anto.

1. The text above tells us about ...
- A. A holiday at a friend's place.
 - B. A picture of a bird.
 - C. A big birdcage.
 - D. A big garden.

2. What is the last paragraph about?
 - A. Anto had butterflies as his pet.
 - B. The writer's friend is a good swimmer.
 - C. There are a lot of flowers in Anto's house.
 - D. The writer had a good time with his friend.
3. Where did the writer spend his afternoon?
 - A. Under a tree.
 - B. Inside a big bird cage.
 - C. In the flower garden.
 - D. In the swimming pool.
4. From the text, we know that the writer ...
 - A. Had gone and visited many places during his holiday.
 - B. Lived in the same village with his pen pal, Anto.
 - C. Liked butterflies and swimming very much.
 - D. Spent his holiday at a friend's house.

LESSON PLAN

School : SMAN 1 Gambut
Subject : English
Grade / Semester : X - A (Experimental Class) / 2
Meeting : 2nd Meeting

Standard Competence :

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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

Basic Competence :

- 3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah

Indicators :

- Read aloud *the Recount Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Recount Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Recount Text* given.

Genre : *Recount Text*

Skill : Reading

Media : LCD Projector, Whiteboard, Mobile devices for each students with internet access, and Quizalize account

Time : 2 x 40 minutes

I. Objectives

After learning the lesson in this section, the students are expected to be able to:

- Read aloud *the Recount Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Recount Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Recount Text* by answering the questions based on the text given.

II. Instructional Material

- Explanation about *Recount Text*.
(see appendix 1)
- The examples of *Recount Text*.
(see appendix 2)

III. Teaching Method/Model

TPT (Three Phases Technique) – Pre Activity, While Activity, and Post Activity + MALL + Quizalize

IV. Steps

Time	Teacher's Activities	Students' Activities
20'	Pre Activity <ul style="list-style-type: none"> • Greet the students • Check the present list • The teacher reminds the students about the lesson last week. • Teacher tells objectives of the lesson today “Well, today we’re going to learn about recount text where you’re expected to be able to: <ul style="list-style-type: none"> • Read aloud <i>the Recount Text</i> given in right pronunciation, stress and intonation. • Identify the communicative purpose or the 	<ul style="list-style-type: none"> • Respond to greeting • Respond • Respond to the teacher’s questions • Listen to the teacher

	<p>social function, generic structure and language features of a <i>Recount Text</i>.</p> <ul style="list-style-type: none"> Identify the main idea, specific information, making inferences and guessing meaning of word from the context in <i>Recount Text</i> by answering the questions based on the text given. 	
40'	<p>While Activity</p> <ul style="list-style-type: none"> Explain briefly about what recount text is, the social function, generic structure, and language features of recount text. (see appendix 1) Show the example of <i>recount text</i>. (see appendix 2) Shows (the slides) the example of the recount text. Then, ask the students to read the entire recount text or article for more detailed information. Drill the students to read aloud the text given. Ask the student to identify the social function, generic structure and language features from that example. Ask the students whether they find the difficult words or not in the text. Instruct students to open Quizalize platform www.Quizalize.com Give the students exercise by answering the question based on the recount text given on Quizalize platform. (see the link for the Exercise) Discuss the answers with the students. 	<ul style="list-style-type: none"> Listen and look at to the LCD Listen and look at to the LCD Give attention to the slides Read the text Read aloud the text Identify Ask to the teacher Listen and access Quizalize with their mobile phones The students do the exercise Discuss

20'	<p>Post Activity</p> <ul style="list-style-type: none"> • Asks the students about their difficulties during learning and teaching process. • Summarizes and reviews the lesson by giving some question about recount text. <ol style="list-style-type: none"> 1. What have we learned today? 2. What is recount text? 3. What is the social function of recount text? 4. What are the generic structures of recount text? Mention! 5. What tense do you find in recount text? • Give the students the evaluation on the Quizalize platform. (see the link for the Evaluation) • Tells to the students what the next topic or material is. • Praises the students for their active participation. • Closure. 	<ul style="list-style-type: none"> • Tell to the teacher. • Pay attention and respond. • Do the evaluation! • Listen and respond • Listen and respond
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V. Source

- a. <https://youtu.be/zGRZIDudZtI>
- b. English Text Book for Grade X

VI. Assessment / Evaluation

- a. Technique : Reading Comprehension Test
- b. Form : Answer the questions.
- c. Instrument
(see appendices)
- d. Scoring :

For Exercise

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	E	20
2	---	√	---	---	---	---	A	20
3	---	√	---	---	---	---	E	20
4	---	√	---	---	---	---	A	20

5	---	√	---	---	---	---	C	20
Total Score								100

For Evaluation

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	B	25
2	---	√	---	---	---	---	B	25
3	---	√	---	---	---	---	E	25
4	---	√	---	---	---	---	A	25
Total Score								100

Note :

- C1 = Memory
- C2 = Understanding
- C3 = Application
- C4 = Analysis
- C5 = Synthetic
- C6 = Evaluation

Banjarmasin, January 2023

Approved by,
English teacher,



Rustaniah, S.Pd

Researcher,



Maulida Hasanah

APPENDICES

Appendix 1

Definition of Recount Text:

Recount text is a text that retells a story, an experience, or an event that happen in the past

Recount text is divided into three:

- 1) Biography
- 2) Historical Recount
- 3) Experience

The Function of Recount Text:

1. To tell experiences in which the writer was personally involved
2. To inform the readers by telling the past events historically and achievements in a person's life
3. To chronicle past event regarded as historically significant

Language Feature of Recount Text:

Introducing personal participant: I, my group, etc

Using chronological connection: then, first, etc

Using linking verb: was and were

Using action verb: sent, taught, etc

Using Simple Past Tense : forgot, imagined, etc

Generic Structure of Recount Text:

- 1) Orientation: tells who is involved in the story, when, where, and why the story happened
- 2) Series of events: tells what happened in the story
- 3) Re-orientation (optional): tells the conclusion of the story

Appendix 2

Example of Recount Text:

Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.

British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name

Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.

The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo Halo Bandung". To remember what they did and struggled, they built the Bandung Lautan Api monument.

Appendix 3

Link for Exercise:

<https://app.quizalize.com/view/quiz/recount-text-b9b458d2-a48d-413f-8be3-76b6d97d3ceb>

Exercise Instrument:

Text 1

Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.

British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.

The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo Halo Bandung". To remember what they did and struggled, they built the Bandung Lautan Api monument.

1. What is the text about ?
 - a. about the story of Brigade MacDonald
 - b. about was a fire that occurred in Bandung
 - c. about the residents of bandung
 - d. about the history Local people of Bandung
 - e. about the history of Bandung as Sea of Fire
2. Where did the Bandung as Sea of Fire?
 - a. in the city of Bandung
 - b. in the villages of Bandung
 - c. in the Government of Bandung
 - d. in the the air of Bandung
 - e. in the sea of Bandung

3. What can we learn?
 - a. The strong army
 - b. The confort of living in Bandung
 - c. The wise of local people
 - d. The beauty of Bandung landscape
 - e. The spirit of never giving up
4. How was the Bandung as Sea of Fire?
 - a. It was deliberately burned
 - b. It was built by local people
 - c. It was announced by Brigade MacDonald
 - d. It was supported by NICA
 - e. It was struggled by militia
5. Why did people build the BLA monument?
 - a. To commemorate a historical event that took place in the city on the evening of July 24th, 1946.
 - b. To commemorate Indonesian awakening day.
 - c. To commemorate a historical event that took place in the city on the evening of March 24th, 1946
 - d. To commemorate a historical event that took place in the city on the evening of March 24, 1944.
 - e. To amuse the reader.

Link for Evaluation:

<https://app.quizalize.com/view/quiz/recount-text-0a2a02e2-3d7d-41d4-b588-17ed751fb282>

Evaluation Instrument:

Text 2

The Supersemar, the Indonesian abbreviation for “Surat Perintah Sebelas Maret” (Order of March the Eleventh), was a document signed by the Indonesian President Sukarno on 11 March 1966.

It is said that it was giving the army commander Lt. General Soeharto authority to take whatever measures he “deemed necessary” to restore order to the chaotic situation during the Indonesian killings of 1965-1966.

The abbreviation of “Supersemar” is a play on the name of Semar, the mystic and powerful figure who commonly appears in Javanese mythology including wayang puppet shows. The invocation of Semar was presumably intended to help draw on Javanese mythology to lend support to Soeharto’s legitimacy during the period of the transition of authority from Soekarno to Soeharto.

1. What is actually Supersemar?

- a. Agreement between Soekarno and Soeharto in 1966
 - b. Soekarno's legal order to give Soeharto authority in 1966
 - c. Official letter from Soeharto to take the immediate action
 - d. Formal decree of Soeharto to President in March 1965
 - e. The official decree from Soekarno to Soeharto in 1959
2. "... General Soeharto authority to take whatever measures..."
The underlined word has similar meaning with?
- a. Break
 - b. Control
 - c. Signed
 - d. Weak
 - e. Chaotic
3. How long was the chaotic situation happened?
- a. One month
 - b. Three months
 - c. Six months
 - d. Eight months
 - e. One year
4. What does the last paragraph tell us about?
- a. The origin of word supersemar
 - b. The history of supersemar
 - c. The spirits of supersemar
 - d. The effect of supersemar
 - e. The expectation of supersemar

LESSON PLAN

School : SMAN 1 Gambut
Subject : English
Grade / Semester : X - C (Experimental Class) / 2
Meeting : 3rd Meeting

Standard Competence :

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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

Basic Competence :

- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat

Indicators :

- Read aloud *the Narrative Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Narrative Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Narrative Text* given.

Genre : *Narrative Text*

Skill : Reading

Media : LCD Projector, Whiteboard, Mobile devices for each each students with internet access, and Quizalize account

Time : 2 x 40 minutes

I. Objectives

After learning the lesson in this section, the students are expected to be able to:

- Read aloud *the Narrative Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Narrative Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Narrative Text* by answering the questions based on the text given.

II. Instructional Material

- Explanation about *Narrative Text*.
(see appendix 1)
- The examples of *Narrative Text*.
(see appendix 2)

III. Teaching Method/Model

TPT (Three Phases Technique) – Pre Activity, While Activity, and Post Activity + MALL + Quizalize

IV. Steps

Time	Teacher's Activities	Students' Activities
20'	Pre Activity <ul style="list-style-type: none"> • Greet the students • Check the present list • The teacher makes a little conversation with students that deliver students to the lesson material. • Teacher tells objectives of the lesson today “Well, today we’re going to learn about recount text where you’re expected to be able to: <ul style="list-style-type: none"> • Read aloud <i>the Narrative Text</i> given in 	<ul style="list-style-type: none"> • Respond to greeting • Respond • Respond to the teacher’s questions • Listen to the teacher

	<p>right pronunciation, stress and intonation.</p> <ul style="list-style-type: none"> • Identify the communicative purpose or the social function, generic structures and language features of a <i>Narrative Text</i>. • Identify the main idea, specific information, making inferences and guessing meaning of word from the context in <i>Narrative Text</i> by answering the questions based on the text given. 	
40'	<p>While Activity</p> <ul style="list-style-type: none"> • Explain about what narrative text is, the social function, generic structure, and language features of narrative text. (see appendix 1) • Show the example of <i>narrative text</i>. (see appendix 2) • Shows (the slides) the example of the narrative text. • Ask the students related to the topic. • Ask the students to read the entire narrative text or article for more detailed information. • Drill the students to read aloud the text given. • Ask the student to identify the social function, generic structure and language features from that example. • Ask the students whether they find the difficult words or not in the text. • Instruct students to open Quizalize platform. • Give the students exercise by answering the questions based on the narrative text given on Quizalize platform. (see the link for the Exercise) • Discuss the answers with the students. 	<ul style="list-style-type: none"> • Listen and look at to the LCD • Listen and look at to the LCD • Give attention to the slides • Respond to the teacher's question • Read the text • Read aloud the text. • Identify • Ask to the teacher • Listen to the teacher • The students do the exercise • Discuss

20'	<p>Post Activity</p> <ul style="list-style-type: none"> • Asks the students about their difficulties during learning and teaching process. • Summarizes and reviews the lesson by giving some question about narrative text. <ol style="list-style-type: none"> 1. What have we learned today? 2. What is narrative text? 3. What is the social function of narrative text? 4. What are the generic structures of narrative text? Mention! 5. What tense do you find in narrative text? • Give the students the evaluation on the Quizalize platform. (see the link for the Evaluation) • Tells to the students what the next topic or material is. • Praises the students for their active participation. • Closure. 	<ul style="list-style-type: none"> • Tell to the teacher. • Pay attention and respond. • Do the evaluation! • Listen and respond • Listen and respond
-----	---	--

V. Source

- a. <https://youtu.be/GRQm4x6GtAo>
- b. English Text Book for Grade X

VI. Assessment / Evaluation

- a. Technique : Reading Comprehension Test
- b. Form : Answer the questions.
- c. Instrument
(see appendices)
- d. Scoring :

For Exercise

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	A	25
2	---	√	---	---	---	---	A	25
3	---	√	---	---	---	---	B	25
4	---	√	---	---	---	---	A	25
							Total Score	100

For Evaluation

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	A	25
2	---	√	---	---	---	---	A	25
3	---	√	---	---	---	---	D	25
4	---	√	---	---	---	---	A	25
Total Score								100

Note :

C1 = Memory

C2 = Understanding

C3 = Application

C4 = Analysis

C5 = Synthetic

C6 = Evaluation

Banjarmasin, January 2023

Approved by,
English teacher,



Rustaniah, S.Pd

Researcher,



Maulida Hasanah

APPENDICES

Appendix 1

Definition of Narrative Text:

Narrative text: a text that entertains and instructs the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

The Purpose of the text is to entertain the readers and also to educate and give moral value to the readers

Generic Structure:

Orientation: introducing the participants and informing the time and the place.

Complication: describing the rising crises which the participants have to deal with.

Resolution: showing the way of participant to solve the crises, better or worse.

Kind of Narrative Text:

Folktales

Legends

Fables

Myths

Fairy Tales

Language Function

- a. use of nouns to refer or to describe the particular people, animals and things that the story is about;
- b. use of adjectives to build noun groups to describe the people, animals or things in the story;
- c. use of time connectives and conjunctions to sequence events through time;
- d. use of adverbs and adverbial phrases to locate the particular events;
- e. use of past tense action verbs to indicate the actions;

Appendix 2

Example of Narrative Text:

“Away with you, vile insect!” said a lion angrily to a gnat that was buzzing around his head, but the Gnat was not in the least disturbed.

“Do you think.” he said spitefully the lion, “that I am afraid of you because they call you king?”

The next instant he flew at the lion and stung him sharply on the nose. Mad with rage, the lion struck fiercely at the Gnat, but only succeeded in tearing himself with his claws. Again and again the Gnat stung the Lion, who now was roaring terribly. At last, worn out with rage and covered with wounds that his own teeth and claws had made, the Lion gave up the fight.

The Gnat buzzed away to tell whose world about his victory, but instead he flew straight into a spider's web. And there, he who had defeated the king of beasts came to miserable end, the prey of a little spider.

Appendix 3

Link for Exercise:

<https://app.quizalize.com/view/quiz/narrative-text-6ff38658-b8a0-42e4-b423-1c4ec7ffc159>

Exercise Instrument:

Text 1

“Away with you, vile insect!” said a lion angrily to a gnat that was buzzing around his head, but the Gnat was not in the least disturbed.

“do you think.” he said spitefully the lion, “that i am afraid of you because they call you king?”

The next instant he flew at the lion and stung him sharply on the nose. Mad with rage, the lion struck fiercely at the Gnat, but only succeeded in tearing himself with his claws. Again and again the Gnat stung the Lion, who now was roaring terribly. At last, worn out with rage and covered with wounds that his own teeth and claws had made, the Lion gave up the fight.

The Gnat buzzed away to tell whose world about his victory, but instead he flew straight into a spider's web. And there, he who had defeated the king of beasts came to miserable end, the prey of a little spider.

1. The text tell us about
 - A. a lion which is annoyed by a gnat
 - B. confrontation between a lion and a spider
 - C. a gnat which loved to sting other animals
 - D. a good relationship between a lion and a spider
2. Why did the lion give up hitting the gnat?
 - A. The lion only wounded itself
 - B. The gnat stopped stinging the lion
 - C. the lion felt nothing from the sting
 - D. The gnat flew to bother th spider
3. From the text we can learn that one should not be
 - A. Cunning
 - B. Arrogant

- C. Dishonest
 - D. Temperament
4. "... but only succeeded in **tearing** himself with his claws."
- The bolded word can be replaced by
- A. ripping
 - B. poking
 - C. stabbing
 - D. punching

Link for Evaluation:

<https://app.quizalize.com/view/quiz/narrative-text-4272b528-2628-4d6b-ba07-00d7c3994cda>

Evaluation Instrument:

Text 2

Once upon a time, there lived a beautiful princess in Tiku beach of West Sumatra. Her name is Putri Julian. Her family was very rich and her grandfather was the king of Pagaruyung Kingdom. She waited for so long for a handsome and wealthy man to propose her and to make her his wife.

One day, a man named Sutan Rumandang came to Pagaruyung Kingdom. Putri Julian fell in love with the prince and asked her family to propose him. Sutan Rumandang agreed to the proposal but he wanted to go on an adventure first before he married someone, so Sutan Rumandang and Putri Julian made a vow that they will be faithful to each other.

Years passed by, but there was no news from Sutan Rumandang. One day, a handsome ship's captain came to the kingdom, Putri Julian broke her vow and she got married with the ship's captain. On the wedding day, Putri Julian's body turned into white siamang because she broke her promise. A bad luck also happened to Sutan Rumandang who happened to broke his promise too.

1. What is the purpose of the text?
 - a. To entertain the readers with the story
 - b. To inform readers how and why something happens
 - c. To describe an event in the past
 - d. To give information about current issue
2. Where was the story happened?
 - a. West Sumatra
 - b. West Java
 - c. East Sumatra
 - d. East Java
3. What can we learn from the story?
 - a. We should not be arrogant

- b. We should not be selfish
 - c. We should be never waste our food
 - d. We should be never break our promise
4. "Sutan Rumanian and Putri Julian made a vow that they will be **faithful** to each other.
- What does the underlined word have the similar meaning with?
- a. Loyal
 - b. Kind
 - c. Royal
 - d. Cruel

LESSON PLAN

School : SMAN 1 Gambut
Subject : English
Grade / Semester : X - C (Experimental Class) / 2
Meeting : 4th Meeting

Standard Competence :

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingi tahunya 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

Basic Competence :

- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat

Indicators :

- Read aloud *the Narrative Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Narrative Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Narrative Text* given.

Genre : *Narrative Text*

Skill : Reading

Media : LCD Projector, Whiteboard, Mobile devices for each each students
with internet access, and Quizalize account

Time : 2 x 40 minutes

I. Objectives

After learning the lesson in this section, the students are expected to be able to:

- Read aloud *the Narrative Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Narrative Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Narrative Text* by answering the questions based on the text given.

II. Instructional Material

- Explanation about *Narrative Text*.
(see appendix 1)
- The examples of *Narrative Text*.
(see appendix 2)

III. Teaching Method/Model

TPT (Three Phases Technique) – Pre Activity, While Activity, and Post Activity + MALL + Quizalize

IV. Steps

Time	Teacher's Activities	Students' Activities
20'	Pre Activity <ul style="list-style-type: none"> • Greet the students • Check the present list • The teacher reminds the students about the lesson last week. • Teacher tells objectives of the lesson today “Well, today we’re going to learn about recount text where you’re expected to be able to: <ul style="list-style-type: none"> • Read aloud <i>the Narrative Text</i> given in right pronunciation, stress and intonation. 	<ul style="list-style-type: none"> • Respond to greeting • Respond • Respond to the teacher’s questions • Listen to the teacher

	<ul style="list-style-type: none"> • Identify the communicative purpose or the social function, generic structures and language features of a <i>Narrative Text</i>. • Identify the main idea, specific information, making inferences and guessing meaning of word from the context in <i>Narrative Text</i> by answering the questions based on the text given. 	
40'	<p>While Activity</p> <ul style="list-style-type: none"> • Explain briefly about what narrative text is, the social function, generic structure, and language features of narrative text. (see appendix 1) • Show the example of <i>narrative text</i>. (see appendix 2) • Shows (the slides) the example of the narrative text. • Ask the students related to the topic. • Ask the students to read the entire narrative text or article for more detailed information. • Drill the students to read aloud the text given. • Ask the student to identify the social function, generic structure and language features from that example. • Ask the students whether they find the difficult words or not in the text. • Instruct students to open Quizalize. • Give the students exercise by answering the questions based on the narrative text given on Quizalize platform. (see the link for the Exercise) • Discuss the answers with the students. 	<ul style="list-style-type: none"> • Listen and look at to the LCD • Listen and look at to the LCD • Give attention to the slides • Respond to the teacher's question • Read the text • Read aloud the text. • Identify • Ask to the teacher • Listen to the teacher • The students do the exercise • Discuss

20'	<p>Post Activity</p> <ul style="list-style-type: none"> • Asks the students about their difficulties during learning and teaching process. • Summarizes and reviews the lesson by giving some question about narrative text. <ol style="list-style-type: none"> 1. What have we learned today? 2. What is narrative text? 3. What is the social function of narrative text? 4. What are the generic structures of narrative text? Mention! 5. What tense do you find in narrative text? • Give the students the evaluation on the Quizalize platform. (see the link for the Evaluation) • Tells to the students what the next topic or material is. • Praises the students for their active participation. • Closure. 	<ul style="list-style-type: none"> • Tell to the teacher. • Pay attention and respond. • Do the evaluation! • Listen and respond • Listen and respond
-----	---	--

V. Source

- a. <https://englishadmin.com/>
- b. English Text Book for Grade X

VI. Assessment / Evaluation

- a. Technique : Reading Comprehension Test
- b. Form : Answer the questions.
- c. Instrument
(see appendices)
- c. Scoring :

For Exercise

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	A	25
2	---	√	---	---	---	---	B	25
3	---	√	---	---	---	---	D	25
4	---	√	---	---	---	---	B	25
							Total Score	100

For Evaluation

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	E	20
2	---	√	---	---	---	---	C	20
3	---	√	---	---	---	---	D	20
4	---	√	---	---	---	---	A	20
5	---	√	---	---	---	---	D	20
							Total Score	100

Note :

C1 = Memory

C2 = Understanding

C3 = Application

C4 = Analysis

C5 = Synthetic

C6 = Evaluation

Banjarmasin, February 2023

Approved by,
English teacher,



Rustaniah, S.Pd

Researcher,



Maulida Hasanah

APPENDICES

Appendix 1

Definition of Narrative Text:

Narrative text: a text that entertains and instructs the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

The Purpose of the text is to entertain the readers and also to educate and give moral value to the readers

Generic Structure:

Orientation: introducing the participants and informing the time and the place.

Complication: describing the rising crises which the participants have to deal with.

Resolution: showing the way of participant to solve the crises, better or worse.

Kind of Narrative Text:

Folktales

Legends

Fables

Myths

Fairy Tales

Language Function

- a. use of nouns to refer or to describe the particular people, animals and things that the story is about;
- b. use of adjectives to build noun groups to describe the people, animals or things in the story;
- c. use of time connectives and conjunctions to sequence events through time;
- d. use of adverbs and adverbial phrases to locate the particular events;
- e. use of past tense action verbs to indicate the actions;

Appendix 2

Example of Narrative Text:

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "I am looking for a few small jobs here and there. Could i help you?"

"Yes!" said the elder brother. " I do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

The carpenter said, "I think I understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

Source:

<https://englishadmin.com/>

Appendix 3

Link for Exercise:

<https://app.quizalize.com/view/quiz/narrative-text-390cbd37-f83b-41c7-abfe-50dd596d419f>

Exercise Instrument:

Text 1

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "I am looking for a few small jobs here and there. Could I help you?"

“Yes!” said the elder brother. ” I do have a job for you. Look across the creek at that farm! That’s my neighbour in fact, it’s my younger brother and we don’t get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and I am sure he did it just to annoy me. I want you to build me something so that we don’t have stand and see each other’s face from across.”

The carpenter said, “I think I understand the situation. I will be able to do a job that will please you.” The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother’s eyes opened wide and his jaw dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

“You are really kind and humble, my brother! After all I have done and said to you, you still show that blood relations can never be broken! I am truly sorry for my behaviour,” the younger brother said as he hugged his elder brother.

1. What is the text about?
 - a. Two brothers in dispute.
 - b. Two brothers having continuously bad crops.
 - c. Two brothers competing with each other.
 - d. Two brothers fighting for the carpenter’s services.
2. What is actually requested by the elder brother to the carpenter?
 - a. a pond.
 - b. a wall.
 - c. a shed.
 - d. a barn.
3. What did the little brother feel towards his brother after seeing the bridge?
 - a. Sad
 - b. Angry
 - c. Annoyed
 - d. Regretful
4. “You are really kind and **humble**, my brother!”
What is the synonym of the bolded word?
 - a. Honest
 - b. Modest
 - c. Diligent
 - d. Courageous

Link for Evaluation:

<https://app.quizalize.com/view/quiz/narrative-text-d1f3414e-5e92-43bf-a38f-bef79273e6e1>

Evaluation Instrument:**Text 2**

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

1. Which the following fact is true about Kbo Iwo?
 - a. Kebo Iwo ate a little amount of meat
 - b. Kebo Iwo is a destroyer that cannot make anything
 - c. Kebo Iwo was angry because his food was stolen by Balinese people
 - d. Kebo Iwo destroyed all the house but not the temple
 - e. Kebo eat food was equal for food of thousand people
2. Why did Kbo Iwo feel angry to the Balinese people?
 - a. Because Balinese people ate his meal
 - b. Because Balinese people took his food so his barns was empty
 - c. Because Balinese people didn't give him food
 - d. Because Balinese people were in hunger
 - e. Because Balinese people turned to rage
3. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
 - a. There will be no Bali island
 - b. Bali People will never be angry

- c. All Bali people will live in a prosperous way
 - d. We are not able see the beauty of Lake Batur
 - e. Mount Batur will not be a sacred place now
4. “So, they came together to plan steps to oppose this powerful giant.....”
(Paragraph 3). The antonym of the word “oppose “ is....
- a. Support
 - b. Defeat
 - c. Turn Against
 - d. Beat
 - e. Change
5. What is mount batur?
- a. A lake build by Kbo Iwa
 - b. A well dug by Kbo iwa
 - c. The mountain build by Kbo Iwa
 - d. A mound of earth dug from the well by Kbo iwa
 - e. A home build by Balinese people to Kbo Iwa

LESSON PLAN

School : SMAN 1 Gambut
Subject : English
Grade / Semester : X - C (Control Class) / 2
Meeting : 1st Meeting

Standard Competence :

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya 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

Basic Competence :

- 3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah

Indicators :

- Read aloud *the Recount Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Recount Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Recount Text* given.

Genre : *Recount Text*
Skill : Reading
Media : LCD Projector, Whiteboard, Exercise Sheet, and Evaluation Sheet
Time : 2 x 40 minutes

I. Objectives

After learning the lesson in this section, the students are expected to be able to:

- Read aloud *the Recount Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Recount Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Recount Text* by answering the questions based on the text given.

II. Instructional Material

- Explanation about *Recount Text*.
(see appendix 1)
- The examples of *Recount Text*.
(see appendix 2)

III. Teaching Method/Model

TPT (Three Phases Technique) – Pre Activity, While Activity, and Post Activity + Conventional Method

IV. Steps

Time	Teacher's Activities	Students' Activities
20'	<p>Pre Activity</p> <ul style="list-style-type: none">• Greet the students• Check the present list• The teacher makes a little conversation with students that deliver students to the lesson material.• Teacher tells objectives of the lesson today “Well, today we’re going to learn about recount text where you’re expected to be able to:<ul style="list-style-type: none">• Read aloud <i>the Recount Text</i> given in right pronunciation, stress and intonation.• Identify the communicative purpose or the	<ul style="list-style-type: none">• Respond to greeting• Respond• Respond to the teacher’s questions• Listen to the teacher

	<p>social function, generic structures and language features of a <i>Recount Text</i>.</p> <ul style="list-style-type: none"> Identify the main idea, specific information, making inferences and guessing meaning of word from the context in <i>Recount Text</i> by answering the questions based on the text given. 	
40'	<p>While Activity</p> <ul style="list-style-type: none"> Explain about what recount text is, the social function, generic structure, and language features of recount text. (see appendix 1) Show the example of <i>recount text</i>. (see appendix 2) Distribute (the papers) or shows (the slides) the example of the recount text. Ask the students related to the topic. Drill the students to read aloud the text given. Ask the student to identify the social function, generic structure and language features from that example. Ask the students whether they find the difficult words or not in the text. Give the students exercise by answering the questions based on the recount text given. (see the <i>Exercise Sheet</i>) Discuss the answers with the students. 	<ul style="list-style-type: none"> Listen and look at to the LCD Listen and look at to the LCD Receive the papers given Respond to the teacher's question Read aloud the text. Identify Ask to the teacher The students do the exercise in pairs/group. Discuss
20'	<p>Post Activity</p> <ul style="list-style-type: none"> Asks the students about their difficulties during learning and teaching process. Summarizes and reviews the lesson by giving some question about recount text. <ul style="list-style-type: none"> What have we learned today? What is recount text? What is the social function of recount text? What are the generic structures of 	<ul style="list-style-type: none"> Tell to the teacher. Pay attention and respond.

	recount text? Mention! <ul style="list-style-type: none"> • What tense do you find in recount text? • Give the students the evaluation. (see the Evaluation Sheet individually) • Tells to the students what the next topic or material is. • Praises the students for their active participation. • Closure. 	<ul style="list-style-type: none"> • Do the evaluation! • Listen and respond • Listen and respond
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- **Source**
 - a. <https://englishadmin.com>
 - b. English Text Book for Grade X
- **Assessment / Evaluation**
 - a. Technique : Reading Comprehension Test
 - b. Form : Answer the questions.
 - c. Instrument
(see appendices)
 - d. Scoring :

For Exercise

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	A	25
2	---	√	---	---	---	---	C	25
3	---	√	---	---	---	---	D	25
4	---	√	---	---	---	---	A	25
Total Score								100

For Evaluation

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	A	25
2	---	√	---	---	---	---	D	25
3	---	√	---	---	---	---	D	25
4	---	√	---	---	---	---	D	25
Total Score								100

Note :

- C1 = Memory
- C2 = Understanding
- C3 = Application
- C4 = Analysis
- C5 = Synthetic
- C6 = Evaluation

Banjarmasin, January 2023

Approved by,
English teacher,



Rustaniah, S.Pd

Researcher,



Maulida Hasanah

APPENDICES

Appendix 1

Definition of Recount Text:

Recount text is a text that retells a story, an experience, or an event that happen in the past

Recount text is divided into three:

- 1) Biography
- 2) Experience
- 3) Historical Recount

The Function of Recount Text:

- To tell experiences in which the writer was personally involved
- To inform the readers by telling the past events historically and achievements in a person's life
- To chronicle past event regarded as historically significant

Language Feature of Recount Text:

Introducing personal participant: I, my group, etc

Using chronological connection: then, first, etc

Using linking verb: was and were

Using action verb: sent, taught, etc

Using Simple Past Tense : forgot, imagined, etc

Generic Structure of Recount Text:

- 1) Orientation: tells who is involved in the story, when, where, and why the story happened
- 2) Series of events: tells what happened in the story
- 3) Re-orientation (optional): tells the conclusion of the story

Appendix 2

Example of Recount Text:

Jendral Sudirman was a high ranking Indonesian military officer during the Indonesian national revolution. He was the first commander-in- chief of the Indonesian armed forces, he continues to be widely respected in the country.

On 12 November 1945, at an election to decide the military's commander-in-chief in Yogyakarta. The 24 years old Sudirman was chosen over Oerip Soemohardjo in a close vote. While waiting to be confirmed, Sudirman ordered an assault on british and dutch forces in ambarawa. The ensuing battle and British

withdrawal strengthened Sudirman's popular support, and he was ultimately confirmed on 18 December. Jendral Sudirman commanded military activities throughout java, including a show of force in Yogyakarta on 1 March 1949. When the Dutch began withdrawing, in July 1949 Sudirman was recalled to Yogyakarta and forbidden to fight further. In late 1949 Sudirman's tuberculosis returned, and he retired to Magelang, where he died slightly more than a month after the Dutch recognised Indonesia's independence. He is buried at Semaki heroes' cemetery in Yogyakarta.

Source:

<https://englishadmin.com>

EXERCISE SHEET

Name : _____ Day : _____
Class : _____ Date : _____
School : SMAN 1 Gambut

Jendral Sudirman was a high ranking Indonesian military officer during the Indonesian national revolution. He was the first commander-in- chief of the Indonesian armed forces, he continues to be widely respected in the country.

On 12 November 1945, at an election to decide the military's commander-in-chief in Yogyakarta. The 24 years old Sudirman was chosen over Oerip Soemohardjo in a close vote. While waiting to be confirmed, Sudirman ordered an assault on british and dutch forces in ambarawa. The ensuing battle and British withdrawal strengthened Sudirman's popular support, and he was ultimately confirmed on 18 December. Jendral Sudirman commanded military activities throughout java, including a show of force in Yogyakarta on 1 March 1949. When the Dutch began withdrawing, in July 1949 Sudirman was recalled to Yogyakarta and forbidden to fight further. In late 1949 Sudirman's tuberculosis returned, and he retired to Magelang, where he died slightly more than a month after the Dutch recognised Indonesia's independence. He is buried at Semaki heroes' cemetery in Yogyakarta.

1. What is the text about?
 - A. A biography of General Soedirman
 - B. The family of General Soedirman
 - C. The death of General Soedirman
 - D. A spirit of General Soedirman for the Indonesian Armed forces
 - E. The military forces commanded by General Soedirman
2. What is the purpose of the text?
 - A. To entertain the readers with the story
 - B. To describe General Sudirman's condition
 - C. To retell the readers the story of General Sudirman
 - D. To amuse the readers
 - E. To explain how to be a first commander
3. What can we infer from the text?
 - A. His uncle's name was also Soedirman
 - B. January is the month of Maulud
 - C. Soedirman was shot and died in the military war
 - D. Soedirman died when he was relatively young
 - E. Soedirman died on 1 March 1949
4. "..., he continues to be widely respected in the country."

What does the underlined word have a similar meaning with?

- A. Admired
- B. Rejected
- C. Denied
- D. Neglected
- E. Outstanding

EVALUATION SHEET

Name : _____ Day : _____
Class : _____ Date : _____
School : SMAN 1 Gambut

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big birdcage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures of those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We rested, had lunch under a big tree, and watched butterflies flying above colorful flowers. In the afternoon, we swam in the pool in the backyard. It was so much fun. I really enjoyed my time with Anto.

1. The text above tells us about ...
 - A. A holiday at a friend's place.
 - B. A picture of a bird.
 - C. A big birdcage.
 - D. A big garden.
2. What is the last paragraph about?
 - A. Anto had butterflies as his pet.
 - B. The writer's friend is a good swimmer.
 - C. There are a lot of flowers in Anto's house.
 - D. The writer had a good time with his friend.
3. Where did the writer spend his afternoon?
 - A. Under a tree.
 - B. Inside a big bird cage.
 - C. In the flower garden.
 - D. In the swimming pool.
4. From the text, we know that the writer ...
 - A. Had gone and visited many places during his holiday.
 - B. Lived in the same village with his pen pal, Anto.
 - C. Liked butterflies and swimming very much.
 - D. Spent his holiday at a friend's house.

LESSON PLAN

School : SMAN 1 Gambut
Subject : English
Grade / Semester : X - C (Control Class) / 2
Meeting : 2nd Meeting

Standard Competence :

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingi tahunya 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

Basic Competence :

- 3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah

Indicators :

- Read aloud *the Recount Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Recount Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Recount Text* given.

Genre : *Recount Text*
Skill : Reading
Media : LCD Projector, Whiteboard, Exercise Sheet, and Evaluation Sheet
Time : 2 x 40 minutes

I. Objectives

After learning the lesson in this section, the students are expected to be able to:

- Read aloud *the Recount Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Recount Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Recount Text* by answering the questions based on the text given.

II. Instructional Material

- Explanation about *Recount Text*.
(see appendix 1)
- The examples of *Recount Text*.
(see appendix 2)

III. Teaching Method/Model

TPT (Three Phases Technique) – Pre Activity, While Activity, and Post Activity + Conventional Method

IV. Steps

Time	Teacher's Activities	Students' Activities
20'	<p>Pre Activity</p> <ul style="list-style-type: none">• Greet the students• Check the present list• The teacher reminds the students about the lesson last week.• Teacher tells objectives of the lesson today “Well, today we’re going to learn about recount text where you’re expected to be able to:<ul style="list-style-type: none">• Read aloud <i>the Recount Text</i> given in right pronunciation, stress and intonation.• Identify the communicative purpose or the social function, generic structures and language features of a <i>Recount Text</i>.	<ul style="list-style-type: none">• Respond to greeting• Respond• Respond to the teacher’s questions • Listen to the teacher

	<ul style="list-style-type: none"> Identify the main idea, specific information, making inferences and guessing meaning of word from the context in <i>Recount Text</i> by answering the questions based on the text given. 	
40'	<p>While Activity</p> <ul style="list-style-type: none"> Explain about what recount text is, the social function, generic structure, and language features of recount text. (see appendix 1) Show the example of <i>recount text</i>. (see appendix 2) Distribute (the papers) or shows (the slides) the example of the recount text. Ask the students related to the topic. Drill the students to read aloud the text given. Ask the student to identify the social function, generic structure and language features from that example. Ask the students whether they find the difficult words or not in the text. Give the students exercise by answering the questions based on the recount text given. (see the Exercise Sheet) Discuss the answers with the students. 	<ul style="list-style-type: none"> Listen and look at to the LCD Listen and look at to the LCD Receive the papers given Respond to the teacher's question Read aloud the text. Identify Ask to the teacher The students do the exercise in pairs/group. Discuss
20'	<p>Post Activity</p> <ul style="list-style-type: none"> Asks the students about their difficulties during learning and teaching process. Summarizes and reviews the lesson by giving some question about recount text. <ol style="list-style-type: none"> What have we learned today? What is recount text? What is the social function of recount text? What are the generic structures of recount text? Mention! What tense do you find in recount text? 	<ul style="list-style-type: none"> Tell to the teacher. Pay attention and respond.

	<ul style="list-style-type: none"> • Give the students the evaluation. (<i>see the Evaluation Sheet individually</i>) • Tells to the students what the next topic or material is. • Praises the students for their active participation. • Closure. 	<ul style="list-style-type: none"> • Do the evaluation! • Listen and respond • Listen and respond
--	---	--

V. Source

- a. <https://youtu.be/zGRZIDudZtI>
- b. English Text Book for Grade X

VI. Assessment / Evaluation

- a. Technique : Reading Comprehension Test
- b. Form : Answer the questions.
- c. Instrument
(*see appendices*)
- d. Scoring :

For Exercise

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	E	20
2	---	√	---	---	---	---	A	20
3	---	√	---	---	---	---	E	20
4	---	√	---	---	---	---	A	20
5	---	√	---	---	---	---	C	20
Total Score								100

For Evaluation

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	B	25
2	---	√	---	---	---	---	B	25
3	---	√	---	---	---	---	E	25
4	---	√	---	---	---	---	A	25
Total Score								100

Note :

- C1 = Memory
- C2 = Understanding
- C3 = Application
- C4 = Analysis
- C5 = Synthetic
- C6 = Evaluation

Banjarmasin, January 2023

Approved by,
English teacher,



Rustaniah, S.Pd

Researcher,



Maulida Hasanah

APPENDICES

Appendix 1

Definition of Recount Text:

Recount text is a text that retells a story, an experience, or an event that happen in the past

Recount text is divided into three:

- 1) Biography
- 2) Historical Recount
- 3) Experience

The Function of Recount Text:

- To tell experiences in which the writer was personally involved
- To inform the readers by telling the past events historically and achievements in a person's life
- To chronicle past event regarded as historically significant

Language Feature of Recount Text:

Introducing personal participant: I, my group, etc

Using chronological connection: then, first, etc

Using linking verb: was and were

Using action verb: sent, taught, etc

Using Simple Past Tense : forgot, imagined, etc

Generic Structure of Recount Text:

- 1) Orientation: tells who is involved in the story, when, where, and why the story happened
- 2) Series of events: tells what happened in the story
- 3) Re-orientation (optional): tells the conclusion of the story

Appendix 2

Example of Recount Text:

Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.

British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name

Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.

The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo Halo Bandung". To remember what they did and struggled, they built the Bandung Lautan Api monument.

EXERCISE SHEET

Name : _____ Day : _____
Class : _____ Date : _____
School : SMAN 1 Gambut

Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.

British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.

The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo Halo Bandung". To remember what they did and struggled, they built the Bandung Lautan Api monument.

1. What is the text about ?
 - a. about the story of Brigade MacDonald
 - b. about was a fire that occurred in Bandung
 - c. about the residents of Bandung
 - d. about the history Local people of Bandung
 - e. about the history of Bandung as Sea of Fire
2. Where did the Bandung as Sea of Fire?
 - a. in the city of Bandung
 - b. in the villages of Bandung
 - c. in the Government of Bandung
 - d. in the the air of Bandung
 - e. in the sea of Bandung
3. What can we learn?
 - a. The strong army
 - b. The confort of living in Bandung
 - c. The wise of local people
 - d. The beauty of Bandung landscape
 - e. The spirit of never giving up
4. How was the Bandung as Sea of Fire?
 - a. It was deliberately burned

- b. It was built by local people
 - c. It was announced by Brigade MacDonald
 - d. It was supported by NICA
 - e. It was struggled by militia
5. Why did people build the BLA monument?
- a. To commemorate a historical event that took place in the city on the evening of July 24th, 1946.
 - b. To commemorate Indonesian awakening day.
 - c. To commemorate a historical event that took place in the city on the evening of March 24th, 1946
 - d. To commemorate a historical event that took place in the city on the evening of March 24, 1944.
 - e. To amuse the reader.

EVALUATION SHEET

Name : _____ Day : _____
Class : _____ Date : _____
School : SMAN 1 Gambut

The Supersemar, the Indonesian abbreviation for “Surat Perintah Sebelas Maret” (Order of March the Eleventh), was a document signed by the Indonesian President Sukarno on 11 March 1966.

It is said that it was giving the army commander Lt. General Soeharto authority to take whatever measures he ”deemed necessary” to restore order to the chaotic situation during the Indonesian killings of 1965-1966.

The abbreviation of “Supersemar” is a play on the name of Semar, the mystic and powerful figure who commonly appears in Javanese mythology including wayang puppet shows. The invocation of Semar was presumably intended to help draw on Javanese mythology to lend support to Soeharto’s legitimacy during the period of the transition of authority from Soekarno to Soeharto.

1. What is actually Supersemar?
 - a. Agreement between Soekarno and Soeharto in 1966
 - b. Soekarno’s legal order to give Soeharto authority in 1966
 - c. Official letter from Soeharto to take the immediate action
 - d. Formal decree of Soeharto to President in March 1965
 - e. The official decree from Soekarno to Soeharto in 1959
2. “... General Soeharto authority to take whatever measures...”
The underlined word has similar meaning with?
 - a. Break
 - b. Control
 - c. Signed
 - d. Weak
 - e. Chaotic
3. How long was the chaotic situation happened?
 - a. One month
 - b. Three months
 - c. Six months
 - d. Eight months
 - e. One year
4. What does the last paragraph tell us about?
 - a. The origin of word supersemar
 - b. The history of supersemar

- c. The spirits of supersemar
- d. The effect of supersemar
- e. The expectation of supersemar

LESSON PLAN

School : SMAN 1 Gambut
Subject : English
Grade / Semester : X - C (Control Class) / 2
Meeting : 3rd Meeting

Standard Competence :

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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

Basic Competence :

- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat

Indicators :

- Read aloud *the Narrative Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Narrative Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Narrative Text* given.

Genre : *Narrative Text*

Skill : Reading

Media : LCD Projector, Whiteboard, Exercise Sheet and Evaluation Sheet

Time : 2 x 40 minutes

I. Objectives

After learning the lesson in this section, the students are expected to be able to:

- Read aloud *the Narrative Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Narrative Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Narrative Text* by answering the questions based on the text given.

II. Instructional Material

- Explanation about *Narrative Text*.
(see appendix 1)
- The examples of *Narrative Text*.
(see appendix 2)

III. Teaching Method/Model

TPT (Three Phases Technique) – Pre Activity, While Activity, and Post Activity + Conventional Method

IV. Steps

Time	Teacher's Activities	Students' Activities
20'	<p>Pre Activity</p> <ul style="list-style-type: none">• Greet the students• Check the present list• The teacher makes a little conversation with students that deliver students to the lesson material.• Teacher tells objectives of the lesson today “Well, today we’re going to learn about recount text where you’re expected to be able to:<ul style="list-style-type: none">• Read aloud <i>the Narrative Text</i> given in right pronunciation, stress and intonation.	<ul style="list-style-type: none">• Respond to greeting• Respond• Respond to the teacher’s questions• Listen to the teacher

	<ul style="list-style-type: none"> • Identify the communicative purpose or the social function, generic structures and language features of a <i>Narrative Text</i>. • Identify the main idea, specific information, making inferences and guessing meaning of word from the context in <i>Narrative Text</i> by answering the questions based on the text given. 	
40'	<p>While Activity</p> <ul style="list-style-type: none"> • Explain about what recount text is, the social function, generic structure, and language features of narrative text. (see appendix 1) • Show the example of <i>narrative text</i>. (see appendix 2) • Distribute (the papers) or shows (the slides) the example of the narrative text. • Ask the students related to the topic. • Ask the students to read the entire narrative text or article for more detailed information. • Drill the students to read aloud the text given. • Ask the student to identify the social function, generic structure and language features from that example. • Ask the students whether they find the difficult words or not in the text. • Give the students exercise by answering the questions based on the narrative text given. (see the <i>Exercise Sheet</i>) • Discuss the answers with the students. 	<ul style="list-style-type: none"> • Listen and look at to the LCD • Listen and look at to the LCD • Receive the papers given • Respond to the teacher's question • Read the text • Read aloud the text. • Identify • Ask to the teacher • The students do the exercise in pairs/group. • Discuss

20'	<p>Post Activity</p> <ul style="list-style-type: none"> • Asks the students about their difficulties during learning and teaching process. • Summarizes and reviews the lesson by giving some question about narrative text. <ol style="list-style-type: none"> 1. What have we learned today? 2. What is narrative text? 3. What is the social function of narrative text? 4. What are the generic structures of narrative text? Mention! 5. What tense do you find in narrative text? • Give the students the evaluation. (see the Evaluation Sheet individually) • Tells to the students what the next topic or material is. • Praises the students for their active participation. • Closure. 	<ul style="list-style-type: none"> • Tell to the teacher. • Pay attention and respond. • Do the evaluation! • Listen and respond • Listen and respond
-----	---	--

V. Source

- a. <https://youtu.be/GRQm4x6GtAo>
- b. English Text Book for Grade X

VI. Assessment / Evaluation

- a. Technique : Reading Comprehension Test
- b. Form : Answer the questions.
- c. Instrument
(see appendices)
- d. Scoring :

For Exercise

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	A	25
2	---	√	---	---	---	---	A	25
3	---	√	---	---	---	---	B	25
4	---	√	---	---	---	---	A	25
							Total Score	100

For Evaluation

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	A	25
2	---	√	---	---	---	---	A	25
3	---	√	---	---	---	---	D	25
4	---	√	---	---	---	---	A	25
Total Score								100

Note :

C1 = Memory

C2 = Understanding

C3 = Application

C4 = Analysis

C5 = Synthetic

C6 = Evaluation

Banjarmasin, February 2023

Approved by,
English teacher,



Rustaniah, S.Pd

Researcher,



Maulida Hasanah

APPENDICES

Appendix 1

Definition of Narrative Text:

Narrative text: a text that entertains and instructs the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

The Purpose of the text is to entertain the readers and also to educate and give moral value to the readers

Generic Structure:

Orientation: introducing the participants and informing the time and the place.

Complication: describing the rising crises which the participants have to deal with.

Resolution: showing the way of participant to solve the crises, better or worse.

Kind of Narrative Text:

Folktales

Legends

Fables

Myths

Fairy Tales

Language Function

- a. use of nouns to refer or to describe the particular people, animals and things that the story is about;
- b. use of adjectives to build noun groups to describe the people, animals or things in the story;
- c. use of time connectives and conjunctions to sequence events through time;
- d. use of adverbs and adverbial phrases to locate the particular events;
- e. use of past tense action verbs to indicate the actions;

Appendix 2

Example of Narrative Text:

“Away with you, vile insect!” said a lion angrily to a gnat that was buzzing around his head, but the Gnat was not in the least disturbed.

“Do you think.” he said spitefully the lion, “that I am afraid of you because they call you king?”

The next instant he flew at the lion and stung him sharply on the nose. Mad with rage, the lion struck fiercely at the Gnat, but only succeeded in tearing himself with his claws. Again and again the Gnat stung the Lion, who now was roaring terribly. At last, worn out with rage and covered with wounds that his own teeth and claws had made, the Lion gave up the fight.

The Gnat buzzed away to tell whose world about his victory, but instead he flew straight into a spider's web. And there, he who had defeated the king of beasts came to miserable end, the prey of a little spider.

EXERCISE SHEET

Name : _____ Day : _____
Class : _____ Date : _____
School : SMAN 1 Gambut

“Away with you, vile insect!” said a lion angrily to a gnat that was buzzing around his head, but the Gnat was not in the least disturbed.

“do you think.” he said spitefully the lion, “that i am afraid of you because they call you king?”

The next instant he flew at the lion and stung him sharply on the nose. Mad with rage, the lion struck fiercely at the Gnat, but only succeeded in tearing himself with his claws. Again and again the Gnat stung the Lion, who now was roaring terribly. At last, worn out with rage and covered with wounds that his own teeth and claws had made, the Lion gave up the fight.

The Gnat buzzed away to tell whose world about his victory, but instead he flew straight into a spider’s web. And there, he who had defeated the king of beasts came to miserable end, the prey of a little spider.

1. The text tell us about
 - A. a lion which is annoyed by a gnat
 - B. confrontation between a lion and a spider
 - C. a gnat which loved to sting other animals
 - D. a good relationship between a lion and a spider
2. Why did the lion give up hitting the gnat?
 - A. The lion only wounded itself
 - B. The gnat stopped stinging the lion
 - C. the lion felt nothing from the sting
 - D. The gnat flew to bother th spider
3. From the text we can learn that one should not be
 - A. Cunning
 - B. Arrogant
 - C. Dishonest
 - D. Temperament
4. “... but only succeeded in **tearing** himself with his claws.”
The bolded word can be replaced by
 - A. ripping
 - B. poking
 - C. stabbing
 - D. punching

EVALUATION SHEET

Name : _____ Day : _____
Class : _____ Date : _____
School : SMAN 1 Gambut

Once upon a time, there lived a beautiful princess in Tiku beach of West Sumatra. Her name is Putri Julian. Her family was very rich and her grandfather was the king of Pagaruyung Kingdom. She waited for so long for a handsome and wealthy man to propose her and to make her his wife.

One day, a man named Sutan Rumandang came to Pagaruyung Kingdom. Putri Julian fell in love with the prince and asked her family to propose him. Sutan Rumandang agreed to the proposal but he wanted to go on an adventure first before he married someone, so Sutan Rumandang and Putri Julian made a vow that they will be faithful to each other.

Years passed by, but there was no news from Sutan Rumandang. One day, a handsome ship's captain came to the kingdom, Putri Julian broke her vow and she got married with the ship's captain. On the wedding day, Putri Julian's body turned into white siamang because she broke her promise. A bad luck also happened to Sutan Rumandang who happened to broke his promise too.

1. What is the purpose of the text?
 - a. To entertain the readers with the story
 - b. To inform readers how and why something happens
 - c. To describe an event in the past
 - d. To give information about current issue
2. Where was the story happened?
 - a. West Sumatra
 - b. West Java
 - c. East Sumatra
 - d. East Java
3. What can we learn from the story?
 - a. We should not be arrogant
 - b. We should not be selfish
 - c. We should be never waste our food
 - d. We should be never break our promise
4. "Sutan Rumanian and Putri Julian made a vow that they will be **faithful** to each other.
What does the underlined word have the similar meaning with?
 - a. Loyal
 - b. Kind

- c. Royal
- d. Cruel

LESSON PLAN

School : SMAN 1 Gambut
Subject : English
Grade / Semester : X - C (Control Class) / 2
Meeting : 4th Meeting

Standard Competence :

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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

Basic Competence :

- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat

Indicators :

- Read aloud *the Narrative Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Narrative Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Narrative Text* given.

Genre : *Narrative Text*

Skill : Reading

Media : LCD Projector, Whiteboard, Exercise Sheet and Evaluation Sheet

Time : 2 x 40 minutes

I. Objectives

After learning the lesson in this section, the students are expected to be able to:

- Read aloud *the Narrative Text* given in right pronunciation, stress and intonation.
- Identify the communicative purpose or the social function, generic structures and language features of a *Narrative Text*.
- Identify the main idea, specific information, making inferences and guessing meaning of word from the context in *Narrative Text* by answering the questions based on the text given.

II. Instructional Material

- Explanation about *Narrative Text*.
(see appendix 1)
- The examples of *Narrative Text*.
(see appendix 2)

III. Teaching Method/Model

TPT (Three Phases Technique) – Pre Activity, While Activity, and Post Activity + Conventional Method

IV. Steps

Time	Teacher's Activities	Students' Activities
20'	<p>Pre Activity</p> <ul style="list-style-type: none">• Greet the students• Check the present list• The teacher reminds the students about the lesson last week.• Teacher tells objectives of the lesson today “Well, today we’re going to learn about recount text where you’re expected to be able to:<ul style="list-style-type: none">• Read aloud <i>the Narrative Text</i> given in right pronunciation, stress and intonation.• Identify the communicative purpose or the	<ul style="list-style-type: none">• Respond to greeting• Respond• Respond to the teacher’s questions• Listen to the teacher

	<p>social function, generic structures and language features of a <i>Narrative Text</i>.</p> <ul style="list-style-type: none"> Identify the main idea, specific information, making inferences and guessing meaning of word from the context in <i>Narrative Text</i> by answering the questions based on the text given. 	
40'	<p>While Activity</p> <ul style="list-style-type: none"> Explain about what recount text is, the social function, generic structure, and language features of narrative text. (see appendix 1) Show the example of <i>narrative text</i>. (see appendix 2) Distribute (the papers) or shows (the slides) the example of the narrative text. Ask the students related to the topic. Ask the students to read the entire narrative text for more detailed information. Drill the students to read aloud the text given. Ask the student to identify the social function, generic structure and language features from that example. Ask the students whether they find the difficult words or not in the text. Give the students exercise by answering the questions based on the narrative text given. (see the <i>Exercise Sheet</i>) Discuss the answers with the students. 	<ul style="list-style-type: none"> Listen and look at to the LCD Listen and look at to the LCD Receive the papers given Respond to the teacher's question Read the text Read aloud the text. Identify Ask to the teacher The students do the exercise in pairs/group. Discuss

20'	<p>Post Activity</p> <ul style="list-style-type: none"> • Asks the students about their difficulties during learning and teaching process. • Summarizes and reviews the lesson by giving some question about narrative text. <ol style="list-style-type: none"> 1. What have we learned today? 2. What is narrative text? 3. What is the social function of narrative text? 4. What are the generic structures of narrative text? Mention! 5. What tense do you find in narrative text? • Give the students the evaluation. (see the Evaluation Sheet individually) • Tells to the students what the next topic or material is. • Praises the students for their active participation. • Closure. 	<ul style="list-style-type: none"> • Tell to the teacher. • Pay attention and respond. • Do the evaluation! • Listen and respond • Listen and respond
-----	---	--

V. Source

- a. <https://englishadmin.com/>
- b. English Text Book for Grade X

VI. Assessment / Evaluation

- a. Technique : Reading Comprehension Test
- b. Form : Answer the questions.
- c. Instrument
(see appendices)
- d. Scoring :

For Exercise

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	A	25
2	---	√	---	---	---	---	B	25
3	---	√	---	---	---	---	D	25
4	---	√	---	---	---	---	B	25
							Total Score	100

For Evaluation

No	Aspect of Cognitive						Answer Keys	Score
	C1	C2	C3	C4	C5	C6		
1	---	√	---	---	---	---	E	20
2	---	√	---	---	---	---	C	20
3	---	√	---	---	---	---	D	20
4	---	√	---	---	---	---	A	20
5	---	√	---	---	---	---	D	20
							Total Score	100

Note :

C1 = Memory

C2 = Understanding

C3 = Application

C4 = Analysis

C5 = Synthetic

C6 = Evaluation

Banjarmasin, February 2023

Approved by,
English teacher,



Rustaniah, S.Pd

Researcher,



Maulida Hasanah

APPENDICES

Appendix 1

Definition of Narrative Text:

Narrative text: a text that entertains and instructs the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

The Purpose of the text is to entertain the readers and also to educate and give moral value to the readers

Generic Structure:

Orientation: introducing the participants and informing the time and the place.

Complication: describing the rising crises which the participants have to deal with.

Resolution: showing the way of participant to solve the crises, better or worse.

Kind of Narrative Text:

Folktales

Legends

Fables

Myths

Fairy Tales

Language Function

- a. use of nouns to refer or to describe the particular people, animals and things that the story is about;
- b. use of adjectives to build noun groups to describe the people, animals or things in the story;
- c. use of time connectives and conjunctions to sequence events through time;
- d. use of adverbs and adverbial phrases to locate the particular events;
- e. use of past tense action verbs to indicate the actions;

Appendix 2

Example of Narrative Text:

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "I am looking for a few small jobs here and there. Could I help you?"

"Yes!" said the elder brother. "I do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and I am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

The carpenter said, "I think I understand the situation. I will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jaw dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all I have done and said to you, you still show that blood relations can never be broken! I am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

Source:

<https://englishadmin.com/>

EXERCISE SHEET

Name : _____ Day : _____
Class : _____ Date : _____
School : SMAN 1 Gambut

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "I am looking for a few small jobs here and there. Could I help you?"

"Yes!" said the elder brother. "I do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and I am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

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"You are really kind and humble, my brother! After all I have done and said to you, you still show that blood relations can never be broken! I am truly sorry for my behaviour," the younger brother said as he hugged his elder brother.

1. What is the text about?
 - a. Two brothers in dispute.
 - b. Two brothers having continuously bad crops.
 - c. Two brothers competing with each other.
 - d. Two brothers fighting for the carpenter's services.
2. What is actually requested by the elder brother to the carpenter?
 - a. a pond.

- b. a wall.
 - c. a shed.
 - d. a barn.
3. What did the little brother feel towards his brother after seeing the bridge?
- a. Sad
 - b. Angry
 - c. Annoyed
 - d. Regretful
4. “You are really kind and **humble**, my brother!”
What is the synonym of the bolded word?
- a. Honest
 - b. Modest
 - c. Diligent
 - d. Courageous

EVALUATION SHEET

Name : _____ Day : _____
Class : _____ Date : _____
School : SMAN 1 Gambut

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

1. Which the following fact is true about Kbo Iwo?
 - a. Kebo Iwo ate a little amount of meat
 - b. Kebo Iwo is a destroyer that cannot make anything
 - c. Kebo Iwo was angry because his food was stolen by Balinese people
 - d. Kebo Iwo destroyed all the house but not the temple
 - e. Kebo eat food was equal for food of thousand people
2. Why did Kbo Iwo feel angry to the Balinese people?
 - a. Because Balinese people ate his meal
 - b. Because Balinese people took his food so his barns was empty
 - c. Because Balinese people didn't give him food
 - d. Because Balinese people were in hunger
 - e. Because Balinese people turned to rage
3. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
 - a. There will be no Bali island
 - b. Bali People will never be angry

- c. All Bali people will live in a prosperous way
 - d. We are not able see the beauty of Lake Batur
 - e. Mount Batur will not be a sacred place now
4. “So, they came together to plan steps to oppose this powerful giant.....”
(Paragraph 3). The antonym of the word “oppose “ is....
- a. Support
 - b. Defeat
 - c. Turn Against
 - d. Beat
 - e. Change
5. What is mount batur?
- a. A lake build by Kbo Iwa
 - b. A well dug by Kbo iwa
 - c. The mountain build by Kbo Iwa
 - d. A mound of earth dug from the well by Kbo iwa
 - e. A home build by Balinese people to Kbo Iwa

Appendix III:
Students' Achievement Score

No.	Student's Name	Experimental Class (MALL + Quizalize)		Control Class (Conventional)	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	Student1	72	80	76	80
2	Student2	48	64	68	80
3	Student3	52	72	76	84
4	Student4	76	80	52	68
5	Student5	72	84	64	72
6	Student6	72	84	56	68
7	Student7	68	80	68	76
8	Student8	72	96	72	76
9	Student9	76	92	84	88
10	Student10	76	88	64	72
11	Student11	76	92	80	88
12	Student12	88	100	84	88
13	Student13	92	100	88	92
14	Student14	96	100	84	88
15	Student15	60	80	76	80
16	Student16	48	72	48	60
17	Student17	52	80	72	76
18	Student18	52	84	76	80
19	Student19	60	80	72	76
20	Student20	64	80	76	80
21	Student21	72	84	72	76
22	Student22	68	88	68	72
23	Student23	76	92	72	76
24	Student24	84	96	76	88
25	Student25	76	92	48	52
26	Student26	92	96	84	88
27	Student27	96	96	88	92
28	Student28	60	80	88	100

Appendix IV:

Validity of Test

Validity of Test					
=====					
The total number of the subjects	=	28 Students			
The total number of test items	=	35 Items			
File Name:					
C:\USERS\ASUS\DEKSTOP\SKOR NILAI X B (TRY-OUT TEST).ANA					
Test Item	r-Correlation	Interpretation			
1	0.546	Valid			
2	0.504	Valid			
3	NAN	NAN			
4	0.083	-			
5	0.493	Valid			
6	0.514	Valid			
7	0.789	Valid			
8	-0.284	-			
9	0.386	Valid			
10	0.527	Valid			
11	0.402	Valid			
12	0.608	Valid			
13	0.145	-			
14	0.456	Valid			
15	0.725	Valid			
16	0.638	Valid			
17	-0.131	-			
18	0.623	Valid			
19	0.683	Valid			
20	-0.227	-			
21	0.549	Valid			
22	0.619	Valid			
23	0.636	Valid			
24	0.658	Valid			
25	0.138	-			
26	0.489	Valid			
27	0.588	Valid			
28	0.675	Valid			
29	0.460	Valid			
30	0.695	Valid			
31	0.536	Valid			
32	0.692	Valid			
33	0.636	Valid			
34	-0.303	-			
35	0.517	Valid			
Note: The r-correlation is interpreted from:					
df(N-2)	P=0,05	P=0,01	df(N-2)	P=0,05	P=0,01
10	0,576	0,708	60	0,250	0,325
15	0,482	0,606	70	0,233	0,302
20	0,423	0,549	80	0,217	0,283
25	0,381	0,496	90	0,205	0,267
30	0,349	0,449	100	0,195	0,254
40	0,304	0,393	125	0,174	0,228
50	0,273	0,354	>150	0,159	0,208
If r-correlation = NAN (0,000) which means the item cannot be measured.					

Appendix V:

Reliability of Test

Reliability of Test

=====

Average of Correct Answers = 21.96
Standard Deviation = 6.57
Reliability of Test = 0.94
File Name:
C:\USERS\ASUS\DEKSTOP\SKOR NILAI X B (TRY-OUT
TEST).ANA

<u>No.</u>	<u>Subject</u>	<u>Odd Score</u>	<u>Even Score</u>	<u>Total Score</u>
1	ST01	15	15	30
2	ST02	9	11	20
3	ST03	9	13	22
4	ST04	9	10	19
5	ST05	9	12	21
6	ST06	11	12	23
7	ST07	11	13	24
8	ST08	5	4	9
9	ST09	14	15	29
10	ST10	4	10	14
11	ST11	8	10	18
12	ST12	8	10	18
13	ST13	12	13	25
14	ST14	8	10	18
15	ST15	5	7	12
16	ST16	9	11	20
17	ST17	8	12	20
18	ST18	14	15	29
19	ST19	13	15	28
20	ST20	13	13	26
21	ST21	12	13	25
22	ST22	5	4	9
23	ST23	12	14	26
24	ST24	5	6	11
25	ST25	14	15	29
26	ST26	7	10	17
27	ST27	14	15	29
28	ST28	12	15	27

Appendix VI:
Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
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E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- **35** /Un.14/III.1/PP.00.9/01/2023 06 Januari 2023
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala SMA Negeri 1 Gambut
Kabupaten Banjar

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Maulida Hasanah
NIM : 190101030015
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. A. Yani km. 8,3 Jalan Manarap Tengah Simpang Citra, RT 06
RW 03, No. 59
No HP : 081935308739

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Wakil Dekan Bidang Akademik dan
Kelembagaan,

Ahmad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT RISET

Nomor : B- **35** /Un.14/III.1/PP.00.9/01/2023

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Maulida Hasanah
NIM : 190101030015
Semester : VII (Tujuh)
Alamat : Jl. A. Yani km. 8,3 Jalan Manarap Tengah Simpang Citra, RT 06
RW 03, No. 59
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

INTEGRATING QUIZALIZE WITH MALL TO TEACH READING FOR SENIOR HIGH SCHOOL STUDENTS

Tempat Penelitian : SMA Negeri 1 Gambut
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 9 Januari 2023
Sampai Tanggal : 9 Maret 2023

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 06 Januari 2023
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Dr. Ahmad Muradi, M.Ag
NIP 197808082005011006

Mahasiswa yang bersangkutan,

Maulida Hasanah
190101030015



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Nomor : B-35 /Un.14/III.1/PP.00.9/01/2023
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

06 Januari 2023

Yth.
.....
.....

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Maulida Hasanah
NIM : 190101030015
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. A. Yani km. 8,3 Jalan Manarap Tengah Simpang Citra, RT 06
RW 03, No. 59
No HP : 081935308739

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Wakil Dekan Bidang Akademik dan
Kelembagaan,

Ahmad Muradi





Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan


Appendix VII:
Consultation Schedules & Notes

CONSULTATION NOTES:

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: Dr. Hj. Raida Asfihana, M. Pd

Day/Date	Notes	Signature
Kamis, 14 Juli 2022 (Online, via WhatsApp)	<ul style="list-style-type: none"> • Jelaskan lebih detail mengenai bagaimana kamu mentes reliabilitas datanya. • Ubah semua kata <i>future tense</i> yang ada, karena sudah tidak relevan lagi. • Mulai buat instrument penelitiannya. 	
Selasa, 23 Agustus 2022 (Online, via Google Meet)	<ul style="list-style-type: none"> • Perjelas lagi mengenai cara mentes validitas dan reliabilitas data. • Tekankan jenis teks apa yang difokuskan dalam penelitian. • Perbaiki <i>reading comprehension test</i> nya agar semuanya diadaptasi dari buku Bahasa Inggris kelas 10 saja. 	
Jumat, 23 Desember 2022 (Offline)	<ul style="list-style-type: none"> • Jangan memakai <i>according to</i>, karena sudah terlalu ketinggalan jaman • Pindahkan <i>Definition of Key Terms</i> menjadi setelah <i>Background of Study</i> sesuai dengan buku pedoman yang terbaru. • Letakkan teori dasar mengenai <i>MALL</i> nya di awal paragraf. 	
Selasa, 30 Mei 2023 (Offline)	<ul style="list-style-type: none"> • Gabung pengertian <i>Reading</i> dengan <i>Reading Comprehension</i> di <i>Definiton of Key Terms</i>. • Jelaskan <i>sub skills reading comprehension</i> apa yang difokuskan pada penelitian ini. • Jelaskan lebih detail lagi mengenai <i>MALL</i> di <i>Definition of Key Terms</i>, 	

	<p>seperti apa <i>MALL</i> yang dipakai dalam penelitian ini.</p> <ul style="list-style-type: none"> • Tambahkan penjelasan lagi apa yang dimaksud <i>Learning Achievement</i> di <i>Definiton of Key Terms</i>. • Cantumkan langkah-langkah penelitian eksperimental di Bab tiga. • Tambahkan penjelasan di <i>Discussion</i> sehingga mencapai minimal lima halaman. • Letakkan tabel validitas dan reliabilitas di apendiks saja. • Buat abstark. 	
<p>Senin, 5 Juni 2023 (Offline)</p>	<ul style="list-style-type: none"> • Rapikan abstrak agar menjadi satu paragraph saja. • Perbaiki nama dekan di <i>Acknowledgement</i>. • Hapus saja hal-hal yang tidak relevan di <i>Dedication</i>. • Jelaskan lebih rinci mengenai langkah-langkah penelitian eksperimentalnya, buat agar relevan dengan penelitian. • Hapus diagram pada <i>Discussion</i>. • Tambahkan lagi <i>Discussion</i> nya mengenai penelitian-penelitian sebelumnya yang hasilnya sejalan dengan penelitian kamu. • Perbaiki susunan <i>Conclusion</i> nya agar tidak rancu. 	



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FOR SENIOR HIGH SCHOOL STUDENTS

Dosen Pembimbing Akademik : FAJRANOR, M.PD
Dosen Pembimbing Thesis 1 : RAIDA ASFIHANA, M.PD
Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
Bimbingan ke : 1. Cover - Chapter 1
Berkas Thesis :

Catatan Bimbingan :

Rapikan Penulisan
Ubah menjadi automatic Citation

Banjarmasin, 02 Jan,2023 08:29 am

Pembimbing

Fajriano, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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FOR SENIOR HIGH SCHOOL STUDENTS

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Dosen Pembimbing Thesis 1 : RAIDA ASFIHANA, M.PD
Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD
Bimbingan ke : 2. Chapter 2
Berkas Thesis :

Catatan Bimbingan :

Rapikan poinnya
Ubah semuanya menjadi automatic citation

Banjarmasin, 28 Dec, 2022 04:27 am

Pembimbing

Fajriand, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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Dosen Pembimbing Thesis 1 : RAIDA ASFIHANA, M.PD
Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
Bimbingan ke : 3. Chapter 3
Berkas Thesis :

Catatan Bimbingan :

Rapikan.
Perhatikan tabelnya.
Jelaskan kapan data diambil di Research Setting

Banjarmasin, 02 Jun, 2023 04:25 am

Pembimbing

Fajriand, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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Dosen Pembimbing Thesis 1 : RAIDA ASFIHANA, M.PD
Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD
Bimbingan ke : 4. Chapter 4
Berkas Thesis :

Catatan Bimbingan :

Perbaiki tabel sesuai dengan pedoman yang baru

Banjarmasin, 02 Jun, 2023 04:27 am

Pembimbing

Fajriand, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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Dosen Pembimbing Akademik : FAJRIANOR, M.PD
Dosen Pembimbing Thesis 1 : RAIDA ASFIHANA, M.PD
Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD
Bimbingan ke : 5. Chapter 5 - Appendices
Berkas Thesis :

Catatan Bimbingan :

Perbaiki tabel sesuai dengan pedoman yang baru

Banjarmasin, 02 Jun, 2023 04:29 am

Pembimbing

Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing

CURRICULUM VITAE

I. Personal Details

Name : Maulida Hasanah
Place and Date of Birth : Banjarmasin, December 6th, 2001
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : Mahriadi, S.E. and Wahidah
Siblings : Zahratunnisa and Ahmad Ilmi

II. Formal Educational Background

2006 – 2007 : Merpati Kindergarten (TK Merpati)
2007 – 2013 : State Elementary School of Manarap Tengah 1 (SDN Manarap Tengah 1)
2013 – 2016 : State Islamic Junior High School 3 Banjarmasin (MTsN 3 Banjarmasin)
2016 – 2019 : State Senior High School 1 Gambut (SMAN 1 Gambut)
2019 – 2023 : English Education Department of Antasari State Islamic University Banjarmasin

III. Organization Experience

2019 – 2020 : Member of English Students Association (ESA)

Banjarmasin, 5th June 2023

Maulida Hasanah