IMPROVING STUDENTS' RECOUNT TEXT WRITING

ACHIEVEMENT BY USING STORY MAPPING TECHNIQUE

THESIS

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THE LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2018

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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at

the English Education Program, Language and Arts Department,

the Faculty of Teacher Training and Education,

Jember University

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2018

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Rakhman Fauzi and Mulyatun.
2. My beloved sister, Elies Dwi Rahmaniah Fajri.
3. My teachers from kindergarten up to university.
4. Yoan Febrianto and all my beloved friends.
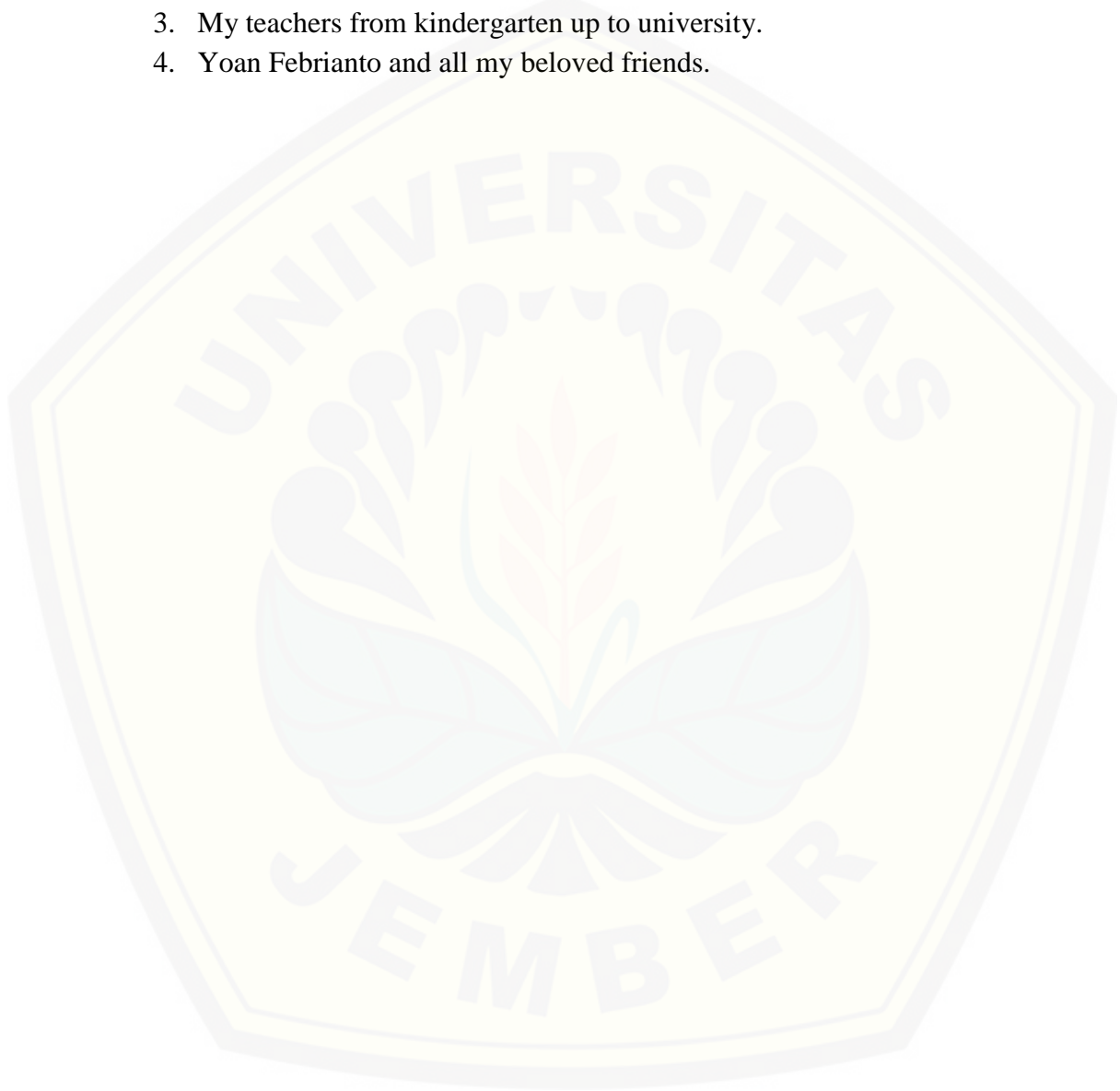
MOTTO

"If you wait for inspiration to write you're not a writer, you're a waiter"

(Day Poynter)

(Source:www.goodreads.com)

STATEMENT OF THESIS AUTHENTICITY

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I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethnic procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, October 8th , 2018

The writer

Anies Isnaini Haibah Asma

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CONSULTANT'S APPROVAL

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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions and criticism would be appreciated and respectfully welcomed to make this thesis better.

Jember, October 8th, 2018

The Writer

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Improving Students' Recount Text Writing Achievement by Using Story Mapping Technique; Anies Isnaini Haibah Asma, 140210401029; 33 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This classroom action research was intended to improve the tenth *IPS 4* grade students' writing achievement by using Story Mapping technique at MAN 1 Jember. Based on the preliminary study, it was found that the tenth *IPS 4* grade students had problem in writing skill. It happened because the teacher taught writing by lecturing the students and directly asked the students to start their writing. However, this technique did not seem to be effective to be implemented during writing activity. It made it difficult for the students to start their writing because they did not know how to organize their ideas and develop their writing into coherent text. It was proved by looking at their mean score of writing (63.9) which was the lowest among the other tenth grade classes. It also did not achieve the minimum of standard score (75) for the English subject.

The data collection methods used was writing test and observation in the form of checklist. The study was done in two cycles to check the consistency of the research result. Each cycle covered two meetings of the action implementation and one meeting for administering the test. Besides, the observational checklist consisted of 5 indicators, namely 1) Completing the setting; (2) Completing the characters; (3) Completing the events; (4) Completing the conclusion; (5) Writing a recount text individually. The students were categorized as active students if at least 3 indicators were fulfilled. The observation result in Cycle 1 showed that there was 75.75% students were actively involved during the teaching and learning process. It means that it improved 40.75% from 35% in pre-Cycle. Besides, the percentage of the students who achieved the minimum of standard score (75) significantly increased into 76.06% from the pre-Cycle 6.24% to Cycle 1 82.3%. In other words, Cycle 1 fulfilled the criteria of success because 75% of

students achieved the research criteria. Then, the action was still continued to Cycle 2 to check the consistency of the students' writing achievement and their participation.

The result of Cycle 2 showed much better result. It was reported that 81.6% of the students participated actively during the learning process. It means that there was 5.85% improvement from Cycle 1 which was 75.75%. Furthermore, the increasing also happened to the students' writing achievement test that showed 88.2% of the students passed the standard minimum score.

Based on the result above, it can be concluded that the action in Cycle 2 had achieved the criteria of success of the research. The result of Cycle 1 to Cycle 2 showed an improvement as well as achieved the criteria of success. Finally, it can be summarized that the implementation of Story Mapping technique could improve the tenth *IPS 4* grade students' writing achievement.

CHAPTER 1. INTRODUCTION

This chapter presents the research background, the research problems, the research objectives, and the research contributions.

1.1 Research Background

Writing is one of the important skills in teaching English that was useful to keep people at a distance. As stated by Gonzalez (2015:65), writing was important and useful to keep people at a distance from it due to its requirement. In writing, students could express their ideas, feeling, and information into a good composition in order to communicate with others by using their written product. According to Akyol (2006) citied in Sidekli (2013:290), it was very important for the teachers to activate the knowledge of their students, and teaching basic language processes such as how to arrange their ideas, prepare a writing draft, review, improve, and evaluate written drafts. It means that spreading writing studies into processes will provide improvement in writing skills. Therefore, teachers need to improve the students' writing skill and to preserve their interest in writing.

There were some causes why students did not know how to start their writing. First, they experienced difficulties in organizing their ideas especially when constructing the sentences into written form and arranging their writing into coherent text. Second, the students were not able to select words in relation to appropriate meaning. Third, they lack grammar mastery. The students were not able to apply the tenses correctly and consistently. When the students were assigned to write a recount text that told events in the past time, they did not apply past tense correctly.

A preliminary study that was conducted by interviewing the English teacher of MAN 1 Jember found that the most problematic case in the class was writing skill. The teacher taught writing by lecturing the students especially by giving the students vocabulary or giving meaning of words that can be used in

their writing. Then, she asked them to start their writing. Nevertheless, that technique did not seem to be effective to be implemented during writing activity. It showed by looking at the students who less enthusiasm during writing activity. It made it difficult for the students to start their writing. It can be said that during the writing activity, the students only understand the vocabulary or meaning of words when starting to write without knowing what elements in the story they should write. Moreover, it became the main reason of the tenth *IPS* 4 students to get the lowest score dealing with writing achievement. The mean score of their writing was 63.9. It showed that the students did not achieve the minimum standard score (*Kriteria Ketuntasan Minimal/KKM*) because the minimum standard score for English was 75.

To solve that problem, the researcher could improve students' writing achievement and their participation by using Story Mapping technique. Li (2007) citied in Ibnian (2007:182) noted that story map is a graphic organizer used to identify the main elements of the story and categorize the main events in sequential order. In addition, Idol (1987) citied in Sidekli (2013:290) stated that a Story Mapping can be used as a visual tool that showed the relation between the important idea, notion and facts in the story. It means that Story Mapping could improve students' writing achievement by identifying the elements of their own story such as where, when, major characters, minor characters, events and conclusion of their own story.

From the explanation above, the researcher was conducted a research entitled, "Improving Students' Recount Text Writing Achievement by Using Story Mapping Technique".

1.2 Research Problems

Based on the research background above, the research problems were formulated as follows:

1. How can the implementation of Story Mapping technique improve the tenth grade students' achievement in writing a recount text at MAN 1 Jember?
2. How can the phases of Story Mapping technique help the tenth grade students write a well-organized in the teaching and learning process of a recount text writing at MAN 1 Jember?
3. How can the phases of Story Mapping technique improve the tenth grade students' participation in the teaching and learning process of writing a recount text at MAN 1 Jember?

1.3 Research Objectives

Based on the research problems above, the research objectives were as follows:

1. To improve the tenth grade students' achievement in writing a recount text by using Story Mapping technique at MAN 1 Jember.
2. To help the tenth grade students write a well-organized in the teaching and learning process of a recount text writing by using the phases of Story Mapping technique at MAN 1 Jember.
3. To improve the tenth grade students' participation in the teaching and learning process of writing a recount text by using the phases of Story Mapping technique at MAN 1 Jember.

1.4 Research Contributions

The result of this research was expected to give significant contributions for the following people:

1.4.1 Empirical Contribution

The result of this research was useful for the future researchers as a reference dealing with the implementation of Story Mapping technique to improve the students' writing achievement. Hopefully, the result of this research

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter deals with the research conclusion and the suggestions for the English teacher, the students and the future researchers.

5.1 Conclusion

Based on the result of the data analysis and discussions, it can be summarized that:

1. The implementation of Story Mapping technique can improve the tenth *IPS 4* students' achievement in writing a recount text at MAN 1 Jember. The result of the students' achievement showed that the percentage of the students who get the minimum standard score (≥ 75) improved 5.90%. It can be seen by looking at the average of the result in Cycle 1 was 82.3% and Cycle 2 was 88.2%.

2. The phases of Story Mapping technique help the tenth *IPS 4* students write a well-organized in the teaching and learning process of a recount text writing at MAN 1 Jember.

3. The phases of Story Mapping technique can improve the tenth *IPS 4* students' participation in the teaching and learning process of writing a recount text at MAN 1 Jember. The result of the observation showed that the students' participation by using Story Mapping technique improved 5.85%. The average result of Cycle 1 showed 75.75% while Cycle 2 reached 81.60%.

5.2 Suggestions

Based on the results of the action research, some suggestions are proposed to the future researchers, the students, and the English teacher.

1. The Future Researchers

The future researchers are recommended to conduct a similar research design dealing with Story Mapping technique. Teaching writing a recount text by using Story Mapping technique could improve the students' writing achievement and participation. The guidances of story mapping questions could help the

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students to complete the Story Mapping worksheet. Therefore, the students could organize their ideas and helped them to arrange their writing into coherent text.

2. The Students

The students are suggested to be involved actively during the teaching and learning process of writing by using Story Mapping technique. This technique can be used as a guide to generate and organize their ideas in writing a text. In addition, Story Mapping gave students a chance to develop their ideas and feelings in increasing their motivation to write.

3. The English teacher

The English teacher is suggested to use Story Mapping technique as an alternative in the teaching writing a recount text or narrative text to improve the students' writing achievement and participation. Other genres except a recount text and a narrative text are not suggested. It is because Story Mapping technique only facilitates the students to identify the elements of the story which belong to the genre of text that have elements of story.

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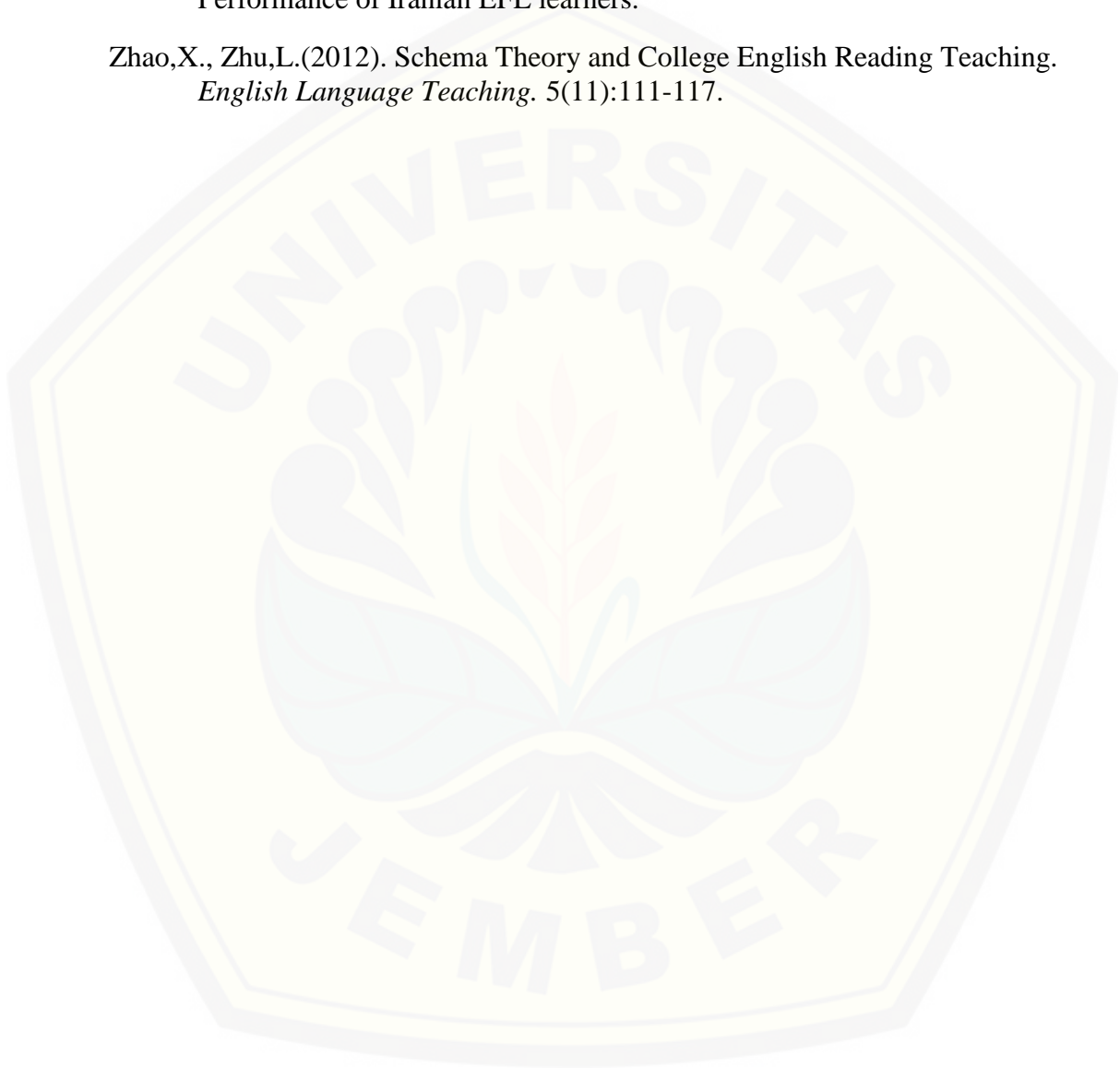
APPENDIX A

Research Matrix

TITLE	RESEARCH PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	RESEARCH HYPHOTESES
Improving Students' Recount Text Writing Achievement by Using Story Mapping Technique	1. How can the implementation of Story Mapping technique improve the tenth grade students' achievement in writing a recount text at MAN 1 Jember? 2. How can the phases of Story Mapping technique help the tenth grade students write a well-organized in the teaching and learning process of a recount text writing at MAN 1 Jember? 3. How can the phases of Story Mapping technique improve the tenth	1. **Independent:** The implementation of Story Mapping technique in teaching a recount text writing 2. **Dependent:** a. The tenth grade students' achievement in writing a recount text b. The tenth grade students write a well-organized c. The tenth grade students' participation	1. The implementation of Story Mapping technique in teaching writing covers the elements of: a. Where and when b. Characters c. Events d. Conclusion (Sanchez:2010) 2. The students' writing achievement that consists of: ▪ Grammar ▪ Vocabulary ▪ Mechanic ▪ Content ▪ Organization 3. The students' achievement in writing process which consists of: 1. Completing the setting elements	1. The research participants: the tenth *IPS 4* students at MAN 1 Jember. 2. The informant: the English teacher of the tenth *IPS 4* students at MAN 1 Jember 3. School documents: a. The names of the research participants b. The tenth grade students' previous text writing scores	1. Research design: Classroom action research with the cycle model that consists of four steps: a. Planning b. Acting c. Observing d. Reflecting 2. Research context: The purposive method 3. Research participants: The purposive method 4. Data collection method: Writing test & observation 5. Data analysis method: a. Product evaluation analysis: The results of the writing test will be analyzed by using the formula below. $$E = \frac{n}{N} \times 100\%$$ Notes: E = the percentage of the students who get score ≥ 75 in the writing test. n = the number of the students	1. The implementation of Story Mapping technique can improve the tenth grade students' achievement in writing a recount text at MAN 1 Jember. 2. The phases of Story Mapping technique can help the tenth grade students write a well-organized in the teaching and learning process of a recount text writing at MAN 1 Jember 3. The phases of Story Mapping technique can improve the tenth

grade students' participation in the teaching and learning process of writing a recount text at MAN 1 Jember?		2. Completing the characters 3. Completing the events 4. Completing the conclusion 5. Writing a recount text individually		who get score $\geq$ 75 in the writing test. N = the number of the students as the research participants. b. Process evaluation analysis: The results of the observation will be analyzed by using the formula below. $$E = \frac{n}{N} \times 100\%$$ Notes: E = the percentage of the students who actively participate in the teaching and learning process of recount text writing by using Story Mapping. n = the number of the students who actively participate in the teaching and learning process of recount text writing by using Story Mapping. N = the number of the students as the research participants. (Adopted from Ali, 1993:39)	grade students' participation in the teaching and learning process of writing a recount text at MAN 1 Jember.

APPENDIX B

Adapted Scoring Rubric by Hughes (1996: 101-102)

No.	Criteria	Score
1.	**Grammar**	
	− Few (if any) errors of grammar or word order.	5
	− Some errors of grammar or word order but do not interfere comprehension.	4
	− Errors of grammar of word order frequent; re-reading is necessary for full comprehension.	3
	− Errors of grammar of word order very frequent; readers own interpretation is needed.	2
	− Errors of grammar of word order so severe as to make comprehension	1
2	**Vocabulary**	
	− Use few (if any) inappropriate words.	5
	− Use some inappropriate words but do not interfere comprehension.	4
	− Use wrong or inappropriate words frequent; expressing of ideas limited.	3
	− Use wrong or inappropriate words very frequent; readers own interpretation is needed.	2
	− Vocabulary so limited as to make comprehension impossible.	1
3	**Mechanic**	
	− Few (if any) misspelling, wrong punctuation, and capitalization.	5
	− Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.	4
	− Misspelling, wrong punctuation, and capitalization frequent; re-reading is necessary for full comprehension.	3
	− Misspelling, wrong punctuation, and capitalization very frequent; readers own interpretation is needed.	2
	− Misspelling, wrong punctuation, and capitalization so severe as to make comprehension impossible.	1
4	**Content**	
	− Few (if any) lack of Substantive Knowledge and Relevant to assigned topic.	5
	− Some lack of Knowledge and Relevant to assigned topic but do not impair communication.	4
	− Lack of Knowledge and assigned topic frequent.	3
	− Lack of Knowledge and assigned topic very frequent; readers own interpretation is needed.	2
	− Lack of Knowledge and assigned topic so severe as to make communication impaired.	1
5	**Organization**	
	− Few (if any) lack of Organization and link to ideas.	5
	− Some lack of Organization and link of ideas but do not impair communication	4
	− Lack of Organization and link of ideas frequent; re-reading is required for clarification ideas.	3
	− Lack of Organization and link of ideas very frequent; readers own interpretation is needed.	2
	− Lack of Organization and link of ideas so severe as to make	1

	communication impaired.		

SCORE: Grammar+Vocabulary+Mechanic+Fluency+Organization x 100
                                    25

(Adopted from Hughes, 1996:101-102)

APPENDIX C

The Mean Writing Test Score of the Tenth Grade Students at

MAN 1 Jember

No.	Class	Mean Score
1.	X MIPA 1	68.4
2.	X MIPA 2	66.5
3.	X MIPA 3	65
4.	X MIPA 4	64.6
5.	X MIPA 5	66
6.	X IPS 1	67.5
7.	X IPS 2	67
8.	X IPS 3	65
9.	X IPS 4	63.9
10.	X BAHASA	68.6
11.	X MANPK 1	72.8
12.	X MANPK 2	76

APPENDIX D

The Tenth Grade Students' Initial Names and Pre-writing Score

NO	X MIPA 1		X MIPA 2		X MIPA 3		X MIPA 4		X MIPA 5		X IPS 1	
	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE
1	AH	70	AAM	55	ATH	55	AFS	55	ATR	60	AFM	70
2	A	70	AWS	68	AWW	50	ABK	66	AF	70	AML	65
3	AKW	80	AAPP	55	AIU	55	ASA	50	ARN	75	AM	65
4	ARS	75	AS	63	ATS	75	AB	60	ANMA	70	AAA	50
5	BANF	70	AS	70	AQNT	78	ARZ	78	AAK	50	ADP	60
6	DS	70	AKMH	56	AHT	70	ALW	70	BM	73	AIN	70
7	DIF	72	ANC	70	AAM	80	ARF	80	DP	75	APWH	55
8	EM	52	CPNA	65	AOF	70	ADA	70	FNF	70	BW	65
9	FM	69	FM	65	FM	55	FM	78	FM	60	FM	55
10	FAN	70	EW	55	APM	75	BNA	75	FZWR	70	DLR	75
11	HA	75	EZL	75	ABN	72	EAW	78	FZT	65	DLYB	60
12	HM	70	FFH	75	BAK	75	FA	55	HM	64	FI	70
13	IAM	58	FZ	75	DYW	72	GDR	68	HAP	58	FS	75
14	ISM	60	FJAS	78	DAA	72	IJH	70	IKI	80	IFP	65
15	IMA	69	FFA	75	DN	75	JMA	58	II	45	IDP	75
16	KR	72	FRKA	78	FBH	50	MBAW	50	K	50	KA	70
17	LAN	50	FF	55	IR	65	MAZZ	65	KZS	50	LH	55
18	MSP	65	HAS	55	IZ	50	MEFP	55	NIS	55	MIFI	65
19	MF	70	IUK	75	IM	55	MNH	65	NM	75	MNA	75
20	MA	65	KN	70	KMS	65	MNA	55	PAQM	75	MAF	65

21	MA	75	LA	70	KM	75	MRVA	70	RRS	75	MIE	75
22	NFM	75	MAD	65	LWN	60	NBI	55	RA	78	MSAH	80
23	NIA	70	MNS	55	MFAM	85	ZU	60	RAR	75	MT	70
24	NNI	50	MDPA	75	MY	70			SM	75	NA	70
25	NI	80	MFA	70	MFSAG	65			SWS	70	SAW	75
26	RW	70	NN	60	NAJ	65			WDA	60	SAR	75
27	RLA	70	NWAG	70	NLFF	55			YD	60	SSD	75
28	SDA	75	NM	65	RR	78					WFA	65
29	SZS	75	RMBBA	65	R	68						
30	SAMS	72	SDYA	58	SNCI	55						
31	SS	75	SFM	75	UZF	55						
32	TNH	70	SEN	75	VZH	60						
33	WRN	55	WF	60	WSS	40						
34	WK	60										
35	ZDAP	70										
MEAN SCORE		68.4		66.5		65		64.6		66		67.5

NO	X IPS 2		X IPS 3		X IPS 4		X BAHASA		X MANPK 1		X MANPK 2	
	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE
1	AFIFH	65	ARAN	70	AD	60	AFH	65	AAD	72	IR	75
2	ABP	65	AFZDS	60	APY	55	ASO	70	ARF	70	AQA	78
3	ADR	65	AAHS	75	AAS	66	ABPA	78	ABP	72	AAA	70
4	ADD	58	AOPA	60	ASRNH	55	ASIM	78	AMA	72	ANNS	80
5	BRN	70	AAS	60	AHF	62	ARSP	60	AFA	60	BZ	70
6	BAMWW	75	AL	80	APR	70	AMN	75	FMR	70	DRW	75
7	CWU	75	ADA	70	BIW	56	CEL	70	FARM	70	EM	78
8	EEW	75	AFNR	60	DRMR	65	DFH	70	HS	85	IMA	75
9	FM	75	FM	55	FM	65	FM	65	HKA	75	IM	75
10	FYR	78	DKS	50	EDS	65	FATCS	55	MIL	70	LM	70
11	FDF	75	DACK	55	HUIR	58	HMN	78	MMH	75	MI	88
12	HL	75	IA	70	IAH	75	IED	70	MFF	72	MR	80
13	ID	70	INR	54	IDF	75	KAA	80	MMR	77	NCA	75
14	IR	58	IFP	50	IMA	58	MHA	82	MAAA	72	NM	75
15	KR	60	JPS	50	INDP	60	MCIA	75	MA	72	NU	75
16	MF	70	MAF	60	KDM	70	MAFA	60	MFNH	70	NQ	75
17	MRA	72	MLAB	75	MHZ	72	NSD	65	MI	80	SSAN	78
18	MMH	52	MRBY	65	MS	52	NTM	65	MI	75	SFM	75
19	MZF	68	MEAHA	72	MHY	70	NFF	72	MNRZ	72	SDWS	75
20	NNA	70	MIS	60	MMA	70	NNA	52	MNKF	75	SMH	75
21	NAAH	75	MFA	85	MZL	58	NFN	70	MR	72	TNHN	78
22	ODAH	70	MAG	70	MRS	56	RAB	75	MSH	72	TIL	75
23	PNA	50	MFUA	65	MZSR	65	RRA	70	RASR	75	UMDQN	78

No												
24	RMA	60	MGF	70	NQKN	52	RFT	75				
25	RLR	70	MIHA	80	NPII	65	RIAM	70				
26	RF	70	MNNR	70	NAAO	60	RZ	58				
27	SAB	50	QAP	60	N	68	SM	60				
28	SMS	60	RADP	65	SMK	60	SAKP	70				
29	SSA	70	ROP	70	SPRD	70	SFZ	72				
30	SRMS	65	RH	70	SI	70	SMF	52				
31			SNH	70	TFH	58	SPDL	70				
32			WHMR	60	TM	78	WYS	70				
33			YO	75	VVN	75	ZFD	68				
34			YD	50	YNH	60						
MEAN SCORE		67		65		63.9		68.6		72.8		76

APPENDIX E

EVALUATION SHEET

The process of evaluation was conducted during the teaching and learning process. Observational notes of the students' participation was as follows:

NO.	INITIAL NAMES	INDICATORS					TOTAL	CATEGORY	
		1	2	3	4	5		ACTIVE	PASSIVE
1									
2									
3									
4									
5									

Indicators:
1. Completing the setting
2. Completing the characters
3. Completing the events
4. Completing the conclusion
5. Writing a recount text individually

Notes:

A = The students will be considered as active participants if at least 3 indicators are fulfilled.

P = The students will be considered as passive participants if less than 3 indicators are fulfilled.

APPENDIX F

The Guide of Supporting Data Instruments

1. The Interview Guide

NO.	Questions	Respondent (the English teacher)
1.	What curriculum is used in this school?	The curriculum 2013
2.	What is the minimum score for English at this school?	The minimum score for English is 75
3.	How often do you teach English in a week?	Once a week
4.	Which class has the lowest writing score?	The *X IPS 4*
5.	How many students who have the lower score in writing?	14 students
6.	What difficulties do the students have in writing?	Most of the students still get difficulties in expressing and organizing their ideas, then developing the text. Besides, they were not able to select words in relation to appropriate meaning and they lack grammar mastery.
7.	What do you usually do to overcome the students' difficulties in writing?	I usually try to lead the student to find the difficult words in the text and find the synonym. Besides, I give more explanation and exercise.
8.	What do you think about the students' participation during the teaching and learning process of writing?	The students' participation was still low because there were only few students who participated actively in the writing class.
9.	Have you ever applied Story Mapping in teaching writing?	No, I have not. I do not know the steps to implement the Story Mapping technique during the teaching and learning process of writing.
10.	What English book do you use in teaching English?	I use the English textbook curriculum 2013 of Ministry of Education and Culture of Republic Indonesia, the revision edition of 2017 Grade X.

2. The Documentation Guide

No.	The Supporting Data Required	Resources
1.	The initials names of the research participants	The School Document
2.	The scores of the students' writing test from the teacher	The School Document

APPENDIX G

LESSON PLAN CYCLE 1

(First Meeting)

School   : MAN 1 Jember

Subject   : English

Class/Semester   : X/2

Language Skill   : Writing

Language Focus   : Recount text

Theme   : Historic events

Sub-theme   : It is Time for Holiday

Time Allocation   : 2 x 45 minutes

I.   Standard Competence

KI 1.   Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2.   Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3.   Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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.

KI 4.   Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

II.   Basic Competence and Indicators

Basic Competence	Indicators
3.9 Menganalisis fungsi social,struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa,sesuai dengan konteks penggunaannya	3.9.1 Identifying the social function of recount text 3.9.2 Identifiying the generic structure of recount text 3.9.3 Identifiying the language features of recount text
4.1.4 Menyusun teks *recount* lisan dan tulis,	4.1.4.1Completing a Story Mapping

pendek dan sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	containing the elements of a recount text related to the topics 4.1.4.2 Writing a recount text based on the Story Mapping that has been made 4.1.4.3 Checking their writing

III. Learning Objectives

3.9.1   Identifiying the social function of recount text

3.9.2   Identifiying the generic structure of recount text

3.9.3   Identifiying the language features of recount text

4.1.4.1 The students are able to complete a Story Mapping containing the elements of a recount text related to the topics correctly

4.1.4.2 The students are able to write a recount text based on the Story Mapping that has been made correctly

4.1.4.3 The students are able to check their writing correctly

IV. Materials (enclosed)

V. Teaching Learning Technique

Approach   : Scientific approach

Method   : Group work, discussion, and questions & answers

Technique   : Story Mapping

VI. Media/Learning Source

Media : Laptop, LCD viewer, Whiteboard, Power Point Presentation, Boardmarker, the outline of Story Mapping, Students' answer sheets.

Source : http://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html

VII. Teaching Learning Activities

No.	The Teacher's Activities	The Students' Activities	Time
1	**Set Induction Activities**		5'
	1.1 Greeting the students	Greeting to the teacher	0,5'
	1.2 Asking the students to pray together	Praying together	0,5'
	1.3 Checking the attendance list	Responding to the teacher	1'
	1.4 Asking some leading questions (enclosed)	Answering the questions	2'
	1.5 Stating the learning objectives	Stating the learning objectives	1'
2	**Main Activities**		80'
	Observing		
	2.1 Giving the example of recount text and asking the students to read slowly	Receiving the example of a recount text and reading slowly	1
	Questioning		
	2.2 Inviting several students to ask questions about the definition, the social function and the characteristics of recount by giving oral questions. Questions from the students are *what the definition of recount text is?, what is the social function of recount text?, what are the characteristics of recount text ?*	Students ask questions about the definition, the social function and the characteristics of recount text by giving oral questions	2
	2.3 Asking the students to mention the definition, the social function and the characteristics of recount text. Questions from the teacher are *does a recount text retell events or experiences in the past ?, Does a recount text tell about someone's experience or someone's past events ?, Does a recount text use simple past tense ?*	Mentioning the definition, the social function and the characteristics of recount text	4
	Explaining		
	2.4 Distributing the Story Mapping to the students	Receiving the Story Mapping	1
	2.5 Guiding the students to mention the use and the function of Story Mapping. Guidances from the teacher are *do you know what is the use of Story Mapping technique?, can Story Mapping technique help the students to get the important information before starting to write a recount text?, do you the function of Story Mapping technique?, is the function of Story Mapping technique to identify the main*	Mentioning the use and the function of Story Mapping	2

	elements of the story and categorize the main events in sequential order? 2.6 Guiding the students to mention the meaning of each element of Story Mapping and giving example to complete the map Guidances from the teacher are *is the meaning of* **where** *telling us about where the story happens?, is the meaning of* **characters** *telling us about people who involved in the story?,is the meaning of* **events** *is telling us about something that happens at a given place and time?, is the* **conclusion** *telling us about an opinion or judgement reached after consideration?*	Mentioning the meaning of each element of Story Mapping and giving example to complete the map	2
	2.7 Guiding the students to explain how the elements of Story Mapping are related with the story map questions	Explaining how the elements of Story Mapping are related with the story map questions.	2
	2.8 Dividing the students into several groups (1 group consists of 4 students)	Sitting with their groups	1
	2.9 Asking the students to complete a Story Mapping containing the elements of recount text related to the topics in groups	Completing a Story Mapping containing the elements of recount text related to the topics in groups.	10
	2.10 Discussing the Story Mapping that has been made in groups	Discussing the Story Mapping that has been made in groups	3
	2.11Asking the students to write a recount text based on the Story Mapping individually	Writing a recount text based on the Story Mapping individually	30
	Associating 2.12Explaining how to check the writing	Paying attention	3
	2.13Asking the students to check their writings and guiding them how to check	Checking their writings (individually)	5
	Communicating 2.14Asking the students to submit their work	Submitting their work	1
3	**Closing Activities**		5'
	3.1Asking the students to make a conclusion about the material that they have learned	Making a conclusion about the material that they have learned.	2'
	3.2Giving feedback to the students orally	Paying attention	2'
	3.3Parting	Responding teacher's parting	1'

ENCLOSURES

TEACHING MATERIALS

First Meeting

Pre-instructional Activities

Set induction

Leading questions

1. Is a recount text telling us about someone's past events?
2. What is "tamasya" in English?
3. Do you know what the biggest temple in the world?
4. What is the name of the biggest temple in the world?
5. Can you guess what topic we are going to learn today?

Main Activities

Learning Materials

1. Definition of recount text.
   Recount text is a text which retells events or experiences in the past.
2. Social function
   Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone's experience or someone's past events.
3. Generic structure

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting.
Events	A sequence of events which happened in a chronological order. What happened? First…, Next…, Soon…, During…, After…, Later…., Eventually…, Finally…
Closing (reorientation)	Conclusion/ summary of the events What you think, feel or decide about the occurred events.

4. The example of recount text

Generic Structure	Text
Orientation	**A Trip to Borobudur Temple** Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.
Events	After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.
Reorientation	We felt tired at that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

Taken and adapted from: http://www.englishiana.com/2016/03/10-contoh-
recount-text-holiday-dan.html

5. Language features
a. Using simple past tense

   Function: to express an event or activity that has completed in the past.

   Form:

   a) Verbal sentence has the following patterns:

(+) Subject + Verb 2 …
(-) Subject + did not +Verb 1 …
(?) Did + Subject + Verb 1 …? (for yes no question)

   Examples:

   ▪ Three years ago, I and my classmates visited Borobudur Temple.

   ▪ Then we went up to the top of the temple.

   ▪ We felt tired that day but we felt so happy to visit Borobudur temple

b) Non-verbal sentence has the following patterns:

(+) Subject + was/were + …
(-) Subject + was/were + not + …
(?) Was/were + Subject + … ? (for yes no question)

b. Adverb of time and place
  - Time (when the story happens) : Three years ago
  - Place (where the story happens): Borobudur temple
c. Using action verb (a verb that expresses action), such as visited, arrived, when, and etcetera
d. Focus on specific participants (people who involved in the story), such as I and classmate
e. Using chronological connection (it is used to arrange the details in chronological order), such as then, next, after that.
  - Then we went up to the top of the temple.

6. Story Mapping technique

  - The use of Story Mapping technique: to help the students get the impotant information they should write before starting to write a recount text.

  - The function of Story Mapping technique: to identify the main elements of the story and categorize the main events in sequential order.

  - The elements of Story Mapping technique

    a. *Where* (where the story happens) and *When* (when the story happens) : Where did the story happen? and when did the story happen?

    b. *Major characters* and *Minor characters* (people who involved in the story) : Who were the characters of the story?

    c. *Events* (something that happens at a given place and time) : What happened first?, what happened then?, and what happened finally?

    d. *Conclusion* (an opinion or judgement reached after consideration) :How did the story end? (happy/sad)

THE STUDENTS' TASKS

TASK 1

With your own group, complete a Story Mapping by choosing one of the topics below related to recreational places or public places:

1. Going to the recreational places, such as beach, mountain, lake, park, zoo, plantation, or botanical garden
2. Going to the public places, such as mall, post office, library, cinema, traditional market, supermarket, swimming pool, bookshop, or hospital

Sample of Story Mapping

Title:

Where: **When:**

Major characters: **Minor characters:**

Event 1: **Event 2:** **Event 3:**

Conclusion:

The following questions will help you complete a Story Mapping.

1. Where did the story happen?
2. When did the story happen?
3. Who were the characters of the story?

4. What happened first?
5. What happened then?
6. What happened finally?
7. How did the story end? (happy/sad)

TASK 2

With the answer sheet provided by the teacher, write a recount text based on the Story Mapping that you have made consisting of approximately 200 words individually.

Answer Sheet

Name :

Class :

Student's number :

……………………………..

……………………………………………………………………………………………

……………………………………………………………………………………………

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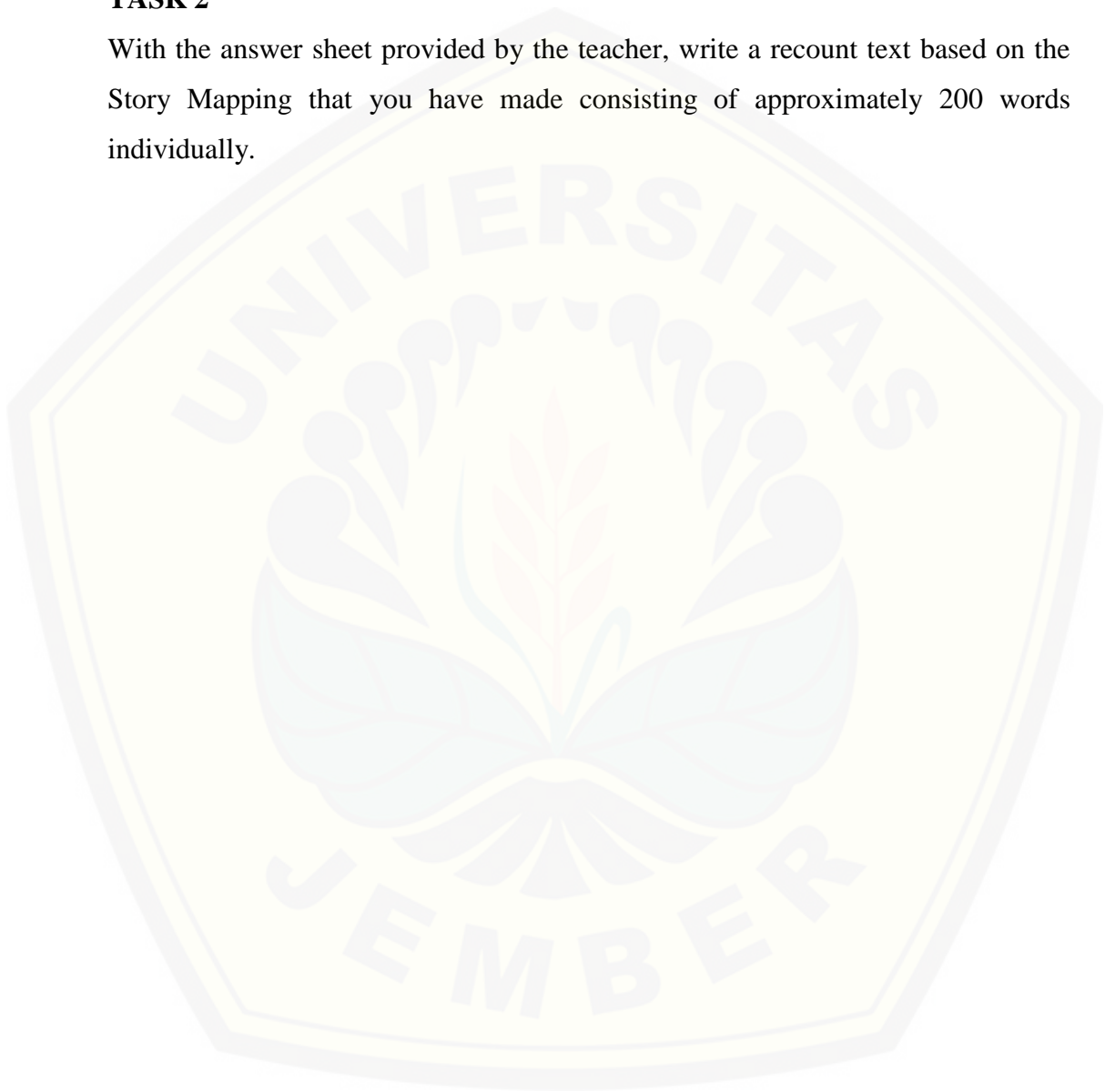
Aspects	Score
Content	
Organization	
Vocabulary	
Grammar	
Mechanics	
TOTAL	

The Answer Model

TASK 1

Story Mapping of "A Trip to Tanjung Setia Beach"

Title: A Trip to Tanjung Setia Beach

Where: Tanjung Setia beach, Bandar Lampung, store, Labuan Jukung beach, home

When: Last year, the next day, the third day.

Major characters: I, my friend.

Minor characters: People, tourists.

Event 1: saw the beautiful view of the beach, having a quick dip in the ocean, it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country.

Event 2: bought some hot chips at the takeaway store nearby, rode our bikes down the beach for a while, see the high wave owned by this beach on the next day.

Event 3: went home

Conclusion : happy

TASK 2

Recount Text of "A Trip to Tanjung Setia Beach"

A Trip to Tanjung Setia Beach

Last year, my friend and I decided to spend our holiday at Tanjung Setia beach, which located around 234 kilometers from Bandar Lampung.

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy, we realized that there were not many people there. We thought that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country.

After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bikes down the beach for a while, on the hard, damp part of the sand. The next day we visited Labuan Jukung beach. There, we were amazed to see the high wave owned by this beach. Because it was so high that no one was brave enough to surf on it that time.

The third day, we decided to go home when we finally made it back home, we were both totally exhausted because of the trip but we were so happy to travel such an amazing beach Lampung province has.

LESSON PLAN CYCLE 1

(Second Meeting)

School	: MAN 1 Jember
Subject	: English
Class/Semester	: X/2
Language Skill	: Writing
Language Focus	: Recount Text
Theme	: Historic Events
Sub-theme	: Holiday with Beloved People
Time Allocation	: 2 x 45 minutes

I. Standard Competence

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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.

KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

II. Basic Competence and Indicators

Basic Competence	Indicators
3.9 Menganalisis fungsi social,struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa,sesuai dengan konteks penggunaannya	3.9.1 Identifying the social function of recount text 3.9.2 Identifiying the generic structure of recount text 3.9.3 Identifiying the language features of recount text
4.1.4 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana tentang pengalaman/kegiatan/kejadian/peristiwa,	4.1.4.1Completing a Story Mapping containing the elements of a recount text related to the topics

dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.1.4.2 Writing a recount text based on the Story Mapping that has been made 4.1.4.3 Checking their writing

III. Learning Objectives

3.9.1 Identifiying the social function of recount text

3.9.2 Identifiying the generic structure of recount text

3.9.3 Identifiying the language features of recount text

4.1.4.1 The students are able to complete a Story Mapping containing the elements of a recount text related to the topics correctly

4.1.4.2 The students are able to write a recount text based on the Story Mapping that has been made correctly

4.1.4.3 The students are able to check their writing correctly

IV. Materials (enclosed)

V. Teaching Learning Technique

Approach : Scientific approach

Method : Group work, discussion, and questions & answers

Technique : Story Mapping

VI. Media/Learning Source

Media : Laptop, LCD viewer, Whiteboard, Power Point Presentation, Boardmarker, the outline of Story Mapping, Students' answer sheets.

Source : https://www.pintarsekolah.com/2018/01/contoh-recount-text-tentang-liburan.html

VII. Teaching Learning Activities

No	The Teacher's Activities	The Students' Activities	Time
1	**Set Induction Activities**		5'
	1.1 Greeting the students 1.2 Asking the students to pray together 1.3 Checking the attendance list 1.4 Asking some leading questions (enclosed) 1.5 Stating the learning objectives	Greeting to the teacher Praying together Responding to the teacher Answering the questions Stating the learning objectives	0,5' 0,5' 1' 2' 1'
2	**Main Activities**		80'
	Observing 2.1 Giving another example of a recount text and asking the students to read slowly	Receiving the another example of a recount text and reading slowly	2
	Questioning 2.2 Reviewing the materials about a recount text by giving oral questions	Making notes, asking and responding teacher's question.	2
	2.3 Inviting several students to ask questions about the definition, the social function and the characteristics of recount text by giving oral questions Questions from the students are *what the definition of recount text is?, what is the social function of recount text?, what are the characteristics of recount text ?*	Students ask questions about the definition, the social function and the characteristics of recount text by giving oral questions	3
	2.4 Giving feedback to the students' previous writing of recount text by showing the mistakes that most of the students have in their writing	Paying attention	5
	2.5 Asking the students to mention the definition, the social function and the characteristics of a recount text as a process reviewing the previous material Questions from the teacher are *do you still remember about recount text?, Does a recount text retell events or experiences in the past ?, Does a recount text tell about someone's experience or someone's past events ?, Does a recount text use simple past tense ?*	Mentioning the definition, the social function and the characteristics of a recount text as a process reviewing the previous material	5
	Explaining 2.6 Distributing the Story Mapping to the students	Receiving the Story Mapping	1
	2.7 Dividing the students into several groups (1 group consists of 4	Sitting with their groups	1

		students)		
		2.8 Asking the students to complete a Story Mapping containing the elements of recount text related to the topics in groups	Making a Story Mapping containing the elements of recount text related to the topics in groups	10
		2.9 Discussing the Story Mapping that has been made.	Discussing the Story Mapping that has been made.	5
		2.10 Asking the students to write a recount text based on the Story Mapping individually	Writing a recount text based on the Story Mapping individually	30
		Associating		
		2.11 Explaining how to check the writing	Paying attention	5
		2.12 Asking the students to check their writings and guiding them how to check	Revising their writings (individually)	10
		Communicating		
		2.13 Asking the students to submit their work	Submitting their work	1
3	**Closing Activities**			5'
		3.1 Asking the students to make a conclusion about the material that they have learned	Making a conclusion about the material that they have learned.	2'
		3.2 Giving feedback to the students orally	Paying attention	2'
		3.3 Parting	Responding teacher's parting	1'

ENCLOSURES

TEACHING MATERIALS

Second Meeting

Pre-instructional Activities

Set induction

Leading questions

1. What is "tamasya" in English?

2. What is "pantai" in English?

3. Do you like to go to the beach?

4. With whom do you usually trip to the beach?

5. What is "orang terkasih" in English?

6. Can you guess what topic we are going to learn today?

Main activities

Learning materials

1. Definition of recount text.

   Recount text is a text which retells events or experiences in the past.

2. Social function

   Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone's experience or someone's past events.

3. Generic structure

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting.
Events	A sequence of events which happened in a chronological order. What happened? First…, Next…, Soon…, During…, After…, Later…., Eventually…, Finally…
Closing (reorientation)	Conclusion/ summary of the events What you think, feel or decide about the occurred events.

4. The example of recount text

The example of recount text

Text	Generic Structure
A Trip to The Beach with My Beloved People One day, my sister named Putri said to me that she really wanted to go to the beach. So I promised her that the next week we would go to Mutun beach in Lampung.	**Orientation**
The next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask our brother, Bayu, to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because it was getting dark.	**Events**
On the way home, we still felt hungry. So, we stopped at a restaurant to have dinner. I ordered sruit, Lampungnese traditional food, while my brother, my sister, and my parents ordered fried rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 9 o'clock. We were tired but we were absolutely happy.	**Reorientation**

Taken and adapted from: https://www.pintarsekolah.com/2018/01/contoh-recount-text-tentang-

liburan.html

5. Language features

a. Using simple past tense

Function: to express an event or activity that has completed in the past.
Form:

> Verbal sentence has the following patterns:

(+) Subject + Verb 2 …
(-) Subject + did not +Verb 1 …
(?) Did + Subject + Verb 1 …? (for yes no question)

Examples:

- One day, my sister named Putri said to me that she really wanted to go to the beach.
- We brought some foods and beverages.
- We stopped at a restaurant to have dinner.

> Non-verbal sentence has the following patterns:

(+) Subject + was/were + …
(-) Subject + was/were + not + …
(?) Was/were + Subject + … ? (for yes no question)

b. Adverb of time and place

- Time (when the story happens)   : One day, the next week
- Place (where the story happens)   : Mutun beach, swimming pool, home, restaurant

c. Using action verb (a verb that expresses action), such as arrived, stopped, paid and etcetera

d. Focus on specific participants (people who involved in the story), such as I and my sister (Putri)

e. Using chronological connection (it is used to arrange the details in chronological order), such as then, next, after that.

- Then, we went home.

THE STUDENTS' TASKS

TASK 1

With your own group, complete a Story Mapping by choosing one of the topics below related to holiday with family or friends:

a. Holiday with family, such as mother, father, sister, brother, or cousin

b. Holiday with friends, such as classmate, elementary school's friend or close friend

Sample of Story Mapping

Title:

Where: **When:**

Major characters: **Minor characters:**

Event 1: **Event 2:** **Event 3:**

Conclusion:

TASK 2

With the answer sheet provided by the teacher, write a recount text based on the Story Mapping that you have made consisting of approximately 200 words individually.

Answer Sheet

Name   :

Class   :

Student's number :

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Aspects	Score
Content	
Organization	
Vocabulary	
Grammar	
Mechanics	
TOTAL	

The Answer Model

TASK 1

Story Mapping of "My Vacation with My Beloved Sister and Boyfriend"

Title: My Vacation with My Beloved Sister and Boyfriend

Where: Maron beach, Javaness restaurant, home

When: One day, the next day, on the way home

Major characters: I

Minor characters: My sister and my boy friend

Event 1: Went to Maron beach in Semarang.

Event 2: Brought some foods and beverages, went to the beach, bought tickets in the entrance gate, we swam in the beach, created a very big sand castle with my boyfriend, we decided to go home.

Event 3: We stopped at a Javanese restaurant to eat something, paid our bills, and went home

Conclusion: Happy

TASK 2

Recount text of "My Vacation with My Beloved Sister and Boyfriend"

My Vacation with My Beloved Sister and Boyfriend

One day, my sister said to me that she really wanted to go to the beach. So I promised her that the next day we would go to Maron beach in Semarang.

The next day, we prepared many things in the morning. We brought some foods and beverages. After that, we went to the beach with my sister and my boyfriend by motorbike. It took 25 minutes to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. Next, my boyfriend and I created a very big sand castle, while my sister continued swimming. After that, we decided to go home.

On the way home, we still felt hungry. So we stopped at a Javanese restaurant to eat something. I ordered gudeg, while my boyfriend and my sister ordered rames rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 6 o'clock and we were absolutely exhausted.

That was a very exhausting day, but I felt so happy that I could have a vacation with my sister and my boyfriend.

Writing Test of Cycle 1

(Meeting 3)

Subject	: English
Class/Semester	: X/2
Language Skill	: Writing
Language Focus	: Recount Text
Theme	: Historic Events
Time Allocation	: 2 x 45 minutes

Read the following instructions carefully:

Write a recount text individually about a Historic Events that you are interest in consisting of approximately 200 words covering the orientation in the first paragraph, events in the second paragraph, and the reorientation in the last paragraph. Choose one of the following topics.

1. Visiting beloved people, such as an old friend, grandmother, cousin, classmate, elementary school's friend and close friend.

2. Going to the favorite place, such as mall, post office, library, cinema, traditional market, supermarket, swimming pool, and bookshop.

   (You can specify the topic above based on your own experiences)

The answer model

Recount text of "My First Time In Yogyakarta"

My First Time in Yogyakarta

My family and I went to my grandmother's house in Yogyakarta last month. It was my first trip to this city. We arrived at Yogyakarta at night. We spent a week staying at my grandmother's house which is 5 minutes away by foot to Malioboro street.

In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta. So we decided to stay at home. I walk around the neighborhood with my sister just to experience how it is like to be in Yogyakarta.

On the second day, all of us went to Malioboro street. We saw so many merchants with various of product which they claim to be a traditional product of Yogyakarta. I bought some wooden figurine and T-shirt with the word "Yogyakarta" printed on it, while my sister bought some leather handbag. My mom and dad were busy choosing some merchandise to be brought home when we go back.

On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical building in Yogyakarta. We found someplace providing Yogya traditional food around the building and we jumped in right away.

We spent the rest of our week in Yogyakarta by visiting some Shopping Malls such as Jogja City Mall, Malioboro Mall, Hartono Mall and Ambarrukmo Plaza. We realized that Yogyakarta turned out to be very warm during the day, that was the reason why we decided to spend more time in the air conditioned building like this.

LESSON PLAN CYCLE 2

(First Meeting)

School	: MAN 1 Jember
Subject	: English
Class/Semester	: X/2
Language Skill	: Writing
Language Focus	: Recount text
Theme	: Historic events
Sub-theme	: Unforgettable experience
Time Allocation	: 2 x 45 minutes

A. Standard Competence

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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.

KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

Basic Competence	Indicators
3.9 Menganalisis fungsi social,struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa,sesuai dengan konteks penggunaannya	3.9.1 Identifiying the social function of recount text 3.9.2 Identifiying the generic structure of recount text 3.9.3 Identifiying the language features of recount text
4.1.4 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana tentang pengalaman/kegiatan/kejadian/peristiwa,	4.1.4.1Completing a Story Mapping containing the elements of a recount text related to the topics

dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.1.4.2 Writing a recount text based on the Story Mapping that has been made 4.1.4.3 Checking their writing

C. Learning Objectives

3.9.1   Identifiying the social function of recount text

3.9.2   Identifiying the generic structure of recount text

3.9.3   Identifiying the language features of recount text

4.1.4.1 The students are able to complete a Story Mapping containing the elements of a recount text related to the topics correctly

4.1.4.2 The students are able to write a recount text based on the Story Mapping that has been made correctly

4.1.4.3 The students are able to check their writing correctly

D. Materials (enclosed)

E. Teaching Learning Technique

Approach   : Scientific approach

Method   : Group work , discussion, and questions & answers

Technique   : Story Mapping

F. Media/Learning Source

Media   : Laptop, LCD viewer, Whiteboard, Power Point Presentation, Boardmarker, the outline of Story Mapping, Students' answer sheets.

Source   : https://gudangpelajaran.com/contoh-recount-text/

G. Teaching Learning Activities

No.	The Teacher's Activities	The Students' Activities	Time
1	**Set Induction Activities**		5'
	1.1 Greeting the students 1.2 Asking the students to pray together 1.3 Checking the attendance list 1.4 Asking some leading questions (enclosed) 1.5 Stating the learning objectives	Greeting to the teacher Praying together Responding to the teacher Answering the questions Stating the learning objectives	0,5' 0,5' 1' 2' 1'
2	**Main Activities**		80'
	Observing 2.1 Giving the example of recount text and asking the students to read slowly	Receiving the example of a recount text and reading slowly	1
	Questioning 2.2 Reviewing the materials about a recount text by giving oral questions about the definition, the social function, the characteristics of recount text	Making notes, asking and responding to the teacher's question	2
	2.3 Inviting several students to ask questions about the definition, the social function and the characteristics of recount text they still do not know by giving oral questions Questions from the students are *what the definition of recount text is?, what is the social function of recount text?, what are the characteristics of recount text ?*	Students ask questions about the definition, the social function and the characteristics of recount text that tells about holiday experiences in the past by giving oral questions	2
	2.4 Asking the students to mention the definition, the social function and the characteristics of recount text Questions from the teacher are *does a recount text retell events or experiences in the past ?, does a recount text tell about someone's experience or someone's past events ?, does a recount text use simple past tense ?*	Mentioning the definition, the social function and the characteristics of recount text	4
	Explaining 2.5 Distributing the Story Mapping to the students	Receiving the Story Mapping	1
	2.6 Guiding the students to mention the use and the function of Story Mapping Guidances from the teacher are *do you know what is the use of Story Mapping technique?, can Story Mapping technique help the students to get the important*	Mentioning the use and the function of Story Mapping	2

	information before starting to write a recount text?, do you the function of Story Mapping technique?, is the function of Story Mapping technique to identify the main elements of the story and categorize the main events in sequential order?		
	2.7 Guiding the students to mention the meaning of each element of Story Mapping and giving example to complete the map	Mentioning the meaning of each element of Story Mapping and giving example to complete the map	2
	2.8 Guiding the students to explain how the elements of Story Mapping are related with the story map questions	Explaining how the elements of Story Mapping are related with the story map questions	2
	Questions from the teacher are *is the story map question about who were the characters of the story can help you to mention the elements of Story Mapping about the characters?*		
	2.9 Dividing the students into several groups (1 group consists of 4 students)	Sitting with their groups	1
	2.10 Asking the students to complete a Story Mapping containing the elements of recount text related to the topics in groups	Completing a Story Mapping containing the elements of recount text related to the topics in groups.	10
	2.11 Discussing the Story Mapping that has been made in groups	Discussing the Story Mapping that has been made in groups	3
	2.12 Asking the students to write a recount text based on the Story Mapping individually	Writing a recount text based on the Story Mapping individually	30
	Associating		
	2.13 Explaining how to check the writing	Paying attention	3
	2.14 Asking the students to check their writings and guiding them how to check	Checking their writings (individually)	3
	Communicating		
	2.15 Asking the students to submit their work	Submitting their work	1
3	**Closing Activities**		5'
	3.1 Asking the students to make a conclusion about the material that they have learned	Making a conclusion about the material that they have learned.	2'
	3.2 Giving feedback to the students orally	Paying attention	2'
	3.3 Parting	Responding teacher's parting	1'

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ENCLOSURES
</div>

TEACHING MATERIALS

<div align="center">

First Meeting
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Pre-instructional Activities

Set induction

Leading questions

1. What is "tamasya hebat" in English?
2. What is "gunung" in English?
3. What active mountain in cetral java started by the word "M" and ended by the word "I"?
4. Can you spell that word?
5. Can you guess what topic we are going to learn today?

Main Activities

Learning Materials

1. Definition of recount text.

   Recount text is a text which retells events or experiences in the past.
2. Social function

   Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone's experience or someone's past events.
3. Generic structure

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting.
Events	A sequence of events which happened in a chronological order. What happened? First…, Next…, Soon…, During…, After…, Later…., Eventually…, Finally…
Closing (reorientation)	Conclusion/ summary of the events What you think, feel or decide about the occurred events.

4. The example of recount text

Generic Structure	Text
Orientation	**Wonderful trip to Merapi mountain** Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. We start climbing at 8 p.m. It was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction.
Events	We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top before us. We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there. After that, we had to go back home. Getting down the mountain was not as hard as the climbing process because we only spent a few energy and time even we had to be more careful to do this process. However, it was great experience I had ever done so far.
Reorientation	After all, that was my great experience I had ever have.

Taken and adapted from: https://gudangpelajaran.com/contoh-recount-text/

5. Language features

a. Using simple past tense

　Function: to express an event or activity that has completed in the past.

　Form:

　a) Verbal sentence has the following patterns:

(+) Subject + Verb 2 …
(-) Subject + did not +Verb 1 …

> (?) Did + Subject + Verb 1 …? (for yes no question)

Examples:

- Two days ago I went to the Merapi Mountain
- We climbed slowly and enjoy the night there.

b) Non-verbal sentence has the following patterns:

> (+) Subject + was/were + …
> (-) Subject + was/were + not + …
> (?) Was/were + Subject + … ? (for yes no question)

Example: There were a lot of people who reached that top before us.

b. Adverb of time and place
- Time (when the story happens) : Two days ago
- Place (where the story happens): Merapi mountain

c. Using action verb (a verb that expresses action), such as climbed, shared, and etcetera

d. Focus on specific participants (people who involved in the story), such as I and my friends

e. Using chronological connection (it is used to arrange the details in chronological order), such as then, next, after that.

Example: After that, we had to go back home.

6. Story Mapping technique

- The use of Story Mapping technique: to help the students get the impotant information they should write before starting to write a recount text.

- The function of Story Mapping technique: to identify the main elements of the story and categorize the main events in sequential order.

- The elements of Story Mapping technique

  a) *Where* (where the story happens) and *When* (when the story happens) : Where did the story happen? and when did the story happen?

  b) *Major characters* and *Minor characters* (people who involved in the story) : Who were the characters of the story?

  c) *Events* (something that happens at a given place and time) : What happened first?, what happened then?, and what happened finally?

  d) *Conclusion* (an opinion or judgement reached after consideration) :How did the story end? (happy/sad)

THE STUDENTS' TASKS

TASK 1

With your own group, complete a Story Mapping by choosing one of the topics below related to good unforgettable experience or bad unforgettable experience:

1. Good unforgettable experience, such as having a new motorcycle or winning make-up artists competition.
2. Bad unforgettable experience, such as losing my phone or getting accident with motorcycle.

Sample of Story Mapping

Title:

Where: **When:**

Major characters: **Minor characters:**

Event 1: **Event 2:** **Event 3:**

Conclusion:

TASK 2

With the answer sheet provided by the teacher, write a recount text based on the Story Mapping that you have made consisting of approximately 200 words individually.

Answer Sheet

Name   :

Class   :

Student's number :

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Aspects	Score
Content	
Organization	
Vocabulary	
Grammar	
Mechanics	
TOTAL	

The Answer Model

TASK 1

Story Mapping of "Losing My Phone"

Title: Losing My Phone

Where: Bus

When: Two days ago, in the afternoon

Major characters: I

Minor characters: My brother, ticket keeper

Event 1: I was in the bus station, my mom was not at home, I just brought my phone and my wallet.

Event 2: I felt bored in bus lonely, I was playing my phone all the time, I checked social media, I sat on the bench right, I bought a bottle of water, I forgot to take my phone with me, Then I saw my brother out of the bus , I ran to him, In that time I thought I lost my phone, my brother was shocked, he told me to check my phone in the place before,   I came back to my chair of the bus, the ticket keeper told me that he saved the phone for me.

Event 3: I thanked him and we said our good bye. I was afraid that I would lose my phone.

Conclusion: Lucky

TASK 2
Recount Text of "Losing My Phone"

Losing My Phone

Two days ago, I was in the bus station to pick up my brother for his arrival. I went there by myself. My mom was not at home so she told me to pick up my brother. I just brought my phone and my wallet.

I felt bored in bus lonely. No one I knew. I was playing my phone all the time in that afternoon. I checked social media such as my Email, Instagram, Facebook and Whatsapp. I sat on the bench right near the ticket keeper. Then, I bought a bottle of water across the ticket keeper. I forgot to take my phone with me when I bought water. Then I saw my brother out of the bus. I ran to him and we were about to go. In that time, I thought I lost my phone. My brother was shocked. He told me to check my phone in the place before. I came back to my chair of the bus. The ticket keeper told me that he saved the phone for me.

I thanked him and we said our good bye. I was afraid that I would lose my phone. How lucky I am, I still had it back.

LESSON PLAN CYCLE 2

(Second Meeting)

School	: MAN 1 Jember
Subject	: English
Class/Semester	: X/2
Language Skill	: Writing
Language Focus	: Recount Text
Theme	: Historic Events
Sub-theme	: Funny and Embarrassing experience
Time Allocation	: 2 x 45 minutes

I. Standard Competence

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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.

KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

II. Basic Competence and Indicators

Basic Competence	Indicators
3.9 Menganalisis fungsi social,struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa,sesuai dengan konteks penggunaannya	3.9.1 Identifiying the social function of recount text 3.9.2 Identifiying the generic structure of recount text 3.9.3 Identifiying the language features of recount text
4.1.4 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana tentang	4.1.4.1Completing a Story Mapping containing the elements of a

pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	recount text related to the topics 4.1.4.2 Writing a recount text based on the Story Mapping that has been made 4.1.4.3 Checking their writing

III. Learning Objectives

3.9.1   Identifiying the social function of recount text

3.9.2   Identifiying the generic structure of recount text

3.9.3   Identifiying the language features of recount text

4.1.4.1 The students are able to complete a Story Mapping containing the elements of a recount text related to the topics correctly

4.1.4.2 The students are able to write a recount text based on the Story Mapping that has been made correctly

4.1.4.3 The students are able to check their writing correctly

IV. Materials (enclosed)

V. Teaching Learning Technique

Approach : Scientific approach

Method   : Group work , discussion, and questions & answers

Technique : Story Mapping

VI. Media/Learning Source

Media   : Laptop, LCD viewer, Whiteboard, Power Point Presentation, Boardmarker, the outline of Story Mapping, Students' answer sheets.

Source   : https://jezebel.com/5984550/7-embarrassing-moments-i-will-never-forget

VII. Teaching Learning Activities

No	The Teacher's Activities	The Students' Activities	Time
1	**Set Induction Activities**		5'
	1.1 Greeting the students 1.2 Asking the students to pray together 1.3 Checking the attendance list 1.4 Asking some leading questions (enclosed) 1.5 Stating the learning objectives	Greeting to the teacher Praying together Responding to the teacher Answering the questions Stating the learning objectives	0,5' 0,5' 1' 2' 1'
2	**Main Activities**		80'
	Observing 2.1 Giving another example of a recount text and asking the students to read slowly	Receiving the another example of a recount text and reading slowly	2
	Questioning 2.2 Reviewing the materials about a recount text by giving oral questions about the definition, the social function and the characteristics of recount text by giving oral questions	Making notes, asking and responding teacher's question.	2
	2.3 Inviting several students to ask questions about the definition, the social function and the characteristics of recount text by giving oral questions Questions from the students are *what the definition of recount text is?, what is the social function of recount text?, what are the characteristics of recount text ?*	Students ask questions about the definition, the social function and the characteristics of recount text by giving oral questions	3
	2.4 Giving feedback to the students' previous writing of recount text by showing the mistakes that most of the students have in their writing	Paying attention	5
	2.5 Asking the students to mention the definition, the social function and the characteristics of a recount text as a process reviewing the previous material Questions from the teacher are *does a recount text retell events or experiences in the past ?, does a recount text tell about someone's experience or someone's past events ?, does a recount text use simple past tense ?*	Mentioning the definition, the social function and the characteristics of a recount text as a process reviewing the previous material	5
	Explaining 2.6 Distributing the Story Mapping to the students	Receiving the Story Mapping	1

	2.7 Dividing the students into several groups (1 group consists of 4 students)	Sitting with their groups	1
	2.8 Asking the students to complete a Story Mapping containing the elements of recount text related to the topics in groups	Making a Story Mapping containing the elements of recount text related to the topics in groups	10
	2.9 Discussing the Story Mapping that has been made.	Discussing the Story Mapping that has been made.	5
	2.10 Asking the students to write a recount text based on the Story Mapping individually	Writing a recount text based on the Story Mapping individually	30
	Associating		
	2.11 Explaining how to check the writing	Paying attention	5
	2.12 Asking the students to check their writings and guiding them how to check	Revising their writings (individually)	10
	Communicating		
	2.13 Asking the students to submit their work	Submitting their work	1
3	**Closing Activities**		5'
	3.1 Asking the students to make a conclusion about the material that they have learned	Making a conclusion about the material that they have learned.	2'
	3.2 Giving feedback to the students orally	Paying attention	2'
	3.3 Parting	Responding teacher's parting	1'

ENCLOSURES

TEACHING MATERIALS

Second Meeting

Pre-instructional Activities

Set induction

Leading questions

1. What is "lucu" in English?

2. Can you spell that word?

3. What is "experience" in English?

4. Do you have funny experience in schoolbus?

5. Have you ever bullied with your friends?

6. Was bullying good?

Main activities

Learning materials

1. Definition of recount text.

    Recount text is a text which retells events or experiences in the past.

2. Social function

    Retell events for the purpose of informing or entertaining. The specific purpose

    is to tell about someone's experience or someone's past events.

3. Generic structure

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting.
Events	A sequence of events which happened in a chronological order. What happened? First…, Next…, Soon…, During…, After…, Later…., Eventually…, Finally…
Closing (reorientation)	Conclusion/ summary of the events What you think, feel or decide about the occurred events.

4. The example of recount text

The example of recount text

Text	Generic Structure
Funny Experience in My Schoolbus I was picked on every morning when I rode the bus to school by this group of older kids whose first names were all either David or Danny.	**Orientation**
They'd call me fat and expound upon that theme relentlessly, and sometimes this one guy would peek his head out from the seat in front of me and say "Howdy, doody!" which, admittedly, is very funny. But when I was little, going to school in the morning was awful. I told my parents about being bullied, and in response, my dad came onto the schoolbus with me in the morning to yell at the jerks to knock it off. When he left, the Dannys and Davids ripped into me like they were coyotes and I was fresh toy poodle meat. "I'm gonna call my daaaaddy!" went an impression of me.	**Events**
You know, as I write this, maybe it wasn't embarrassing as much as it was traumatic. Oops!	**Reorientation**

Taken and adapted from: https://jezebel.com/5984550/7-embarrassing-moments-i-will-never-forget

5. Language features

a. Using simple past tense

Function: to express an event or activity that has completed in the past.
Form:
   ➢ Verbal sentence has the following patterns:

(+) Subject + Verb 2 …
(-) Subject + did not +Verb 1 …
(?) Did + Subject + Verb 1 …? (for yes no question)

Examples:

- I rode the bus to school by this group of older kids whose first names were all either David or Danny.
- I told my parents about being bullied

➢ Non-verbal sentence has the following patterns:

(+) Subject + was/were + …
(-) Subject + was/were + not + …
(?) Was/were + Subject + … ? (for yes no question)

Example:

- I was picked on every morning
- When I was little, going to school in the morning was awful.

b. Adverb of time and place

- Time (when the story happens)   : Every morning
- Place (where the story happens) : Bus

c. Using action verb (a verb that expresses action), such as rode, told, and ripped

d. Focus on specific participants (people who involved in the story), such as I and older kids

e. Using chronological connection (it is used to arrange the details in chronological order), such as then, next, after that.

THE STUDENTS' TASKS

TASK 1

With your own group, complete a Story Mapping by choosing one of the topics below related to funny or embarrassing experience:

a. Funny experience, such as failed to give surprise in birthday celebration.

b. Embarrassing experience, such as getting wrong in understanding the expired date of drink or getting wrong when greeting the name of certain person.

Sample of Story Mapping

Title:

Where: **When:**

Major characters: **Minor characters:**

Event 1: **Event 2:** **Event 3:**

Conclusion:

TASK 2

With the answer sheet provided by the teacher, write a recount text based on the Story Mapping that you have made consisting of approximately 200 words individually.

Answer Sheet

Name   :

Class   :

Student's number :

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Aspects	Score
Content	
Organization	
Vocabulary	
Grammar	
Mechanics	
TOTAL	

The Answer Model

TASK 1

Story Mapping of "My Embarrassing Experience"

Title: My Embarrassing Experience

Where: Bus

When: On our trip going back to school

Major characters: I

Minor characters: My classmates

Event 1: We gave a big hurrah when two of our friends distributed soft drinks.

Event 2: I found the taste of the soft drink some kind of funny, I felt suspicious and quickly looked for the expiry date printed on the back of the cartoon, I stood up and cleared my throat, Some of my friends even threw their half empty drinks.

Event 3: I heard a voice shouting, I found out later that the drinks tasted sour because they had a new lime flavor.

Conclusion: Terrible

TASK 2

Recount text of "My Embarrassing Experience"

My Embarrassing Experience

I was on a tour bus with my classmates. We were on our trip going back to school after a long day visiting museums and an amusement park. We felt very thirsty. We gave a big hurrah when two of our friends distributed soft drinks.

Soon the bus was noisy with gulping sounds. Everyone was enjoying his/her own drink. Everyone ? Well, no … I found the taste of the soft drink some kind of funny. It was sour. I felt suspicious and quickly looked for the expiry date printed on the back of the cartoon. May 20! Gosh … that was nearly two months ago. I stood up, cleared my throat and said, "Stop drinking! This soft drinks are already expired. The expiry date is last May." At once almost everyone stopped drinking. Some of my friends even threw their half empty drinks into the garbage bins along the bus aisle.

Then, I heard a voice shouting, " You fool, that's May next year, not May this year!" Now everybody gave me a dark look. I felt terrible because I knew that we were still thirsty. I found out later hat the drinks tasted sour because they had a new lime flavor.

Writing Test of Cycle 2

(Meeting 6)

Subject	: English
Class/Semester	: X/2
Language Skill	: Writing
Language Focus	: Recount Text
Theme	: Historic Events
Time Allocation	: 2 x 45 minutes

Read the following instructions carefully:

Write a recount text individually about an Historic Events that you are interes in consisting of approximately 200 words covering the orientation in the first paragraph, events in the second paragraph, and the reorientation in the last paragraph. Choose one of the following topics.

1. Best experience in my life, such as graduated from my Senior High School or becoming the speaker on Educational seminar.
2. Worst experience in my life, such as having the lowest score of English in the examination or the death of my grandfather.

   (You can specify the topic above based on your own experiences)

The answer model

Recount text of "My terrible experience"

My terrible experience

That Saturday morning on December 12 2009, my family and I were getting ready to go to my cousin's wedding in Jakarta. We arrived safely at the church and followed the ceremony. Then suddenly, my mom got a phone call from my aunt. She said that grandpa got sick, he got a heart attack, so my mom and dad went to the hospital, leaving the wedding ceremony at church. My mom left me and my brother with my other aunt, we followed the ceremony in the church until it was finished.

Suddenly, my aunt called me and told me that my grandpa has died. I was shocked. I cried loudly after hearing that news. My aunt tried to cheer me. My brother looked like he did not care, but I ignored him. I wanted to see him, but my mom did not allow me, she said that I had to join the wedding until it was finished. It's not easy to smile when all you wanted is to cry. But I tried, and I did it.

I spent that night at my cousin's house. I went to the grief house on the next day. It was a really unexpected tragedy that time. But I'm sure it's the best thing for our family.

APPENDIX M

Table 4. 7 The Results of the Observation in Meeting 1 in Cycle 1

NO	INITIAL NAMES	INDICATORS					TOTAL	CATEGORY	
		1	2	3	4	5		ACTIVE	PASSIVE
1	AD	✓	✓	✓	✓	✓	5	✓	
2	APY	✓	✓	✓	✓	✓	5	✓	
3	AAS	✓			✓		2		✓
4	ASRNH	✓	✓	✓	✓	✓	5	✓	
5	AHF	✓	✓	✓	✓	✓	5	✓	
6	APR	✓	✓	✓	✓	✓	5	✓	
7	BIW	✓	✓	✓	✓	✓	5	✓	
8	DRMR	✓	✓	✓	✓	✓	5	✓	
9	FM	✓	✓	✓	✓	✓	5	✓	
10	EDS	✓		✓			2		✓
11	HUIR	✓	✓	✓	✓	✓	5	✓	
12	IAH	✓	✓				2		✓
13	IDF	✓	✓		✓	✓	4	✓	
14	IMA		✓	✓			2		✓
15	INDP	-	-	-	-	-	-	-	-
16	KDM	✓	✓				2		✓
17	MHZ	✓	✓	✓	✓	✓	5	✓	
18	MS	✓			✓		2		✓
19	MHY	✓	✓	✓	✓	✓	5	✓	
20	MMA	✓	✓	✓	✓	✓	5	✓	
21	MZL	✓	✓	✓	✓	✓	5	✓	
22	MRS	✓	✓	✓	✓	✓	5	✓	
23	MZSR	✓	✓	✓	✓	✓	5	✓	
24	NQKN	✓			✓		2		✓
25	NPII	✓	✓	✓	✓	✓	5	✓	
26	NAAO	✓	✓	✓	✓	✓	5	✓	
27	N	-	-	-	-	-	-	-	-
28	SMK	✓	✓	✓	✓	✓	5	✓	
29	SPRD	✓	✓	✓	✓	✓	5	✓	
30	SI	✓	✓	✓	✓	✓	5	✓	
31	TFH		✓			✓	2		✓
32	TM	✓	✓	✓	✓	✓	5	✓	
33	VVN	✓	✓	✓	✓	✓	5	✓	
34	YNH	✓	✓	✓	✓	✓	4	✓	
TOTAL		30	28	25	27	25		24	8
AVERAGE		93.7%	87.5%	78.1%	84.3%	78.1%		75%	25%

APPENDIX N

Table 4. 8 The Results of the Observation in Meeting 2 in Cycle 1

NO	INITIAL NAMES	INDICATORS					TOTAL	CATEGORY	
		1	2	3	4	5		ACTIVE	PASSIVE
1	AD	✓	✓	✓	✓	✓	5	✓	
2	APY	✓	✓	✓	✓	✓	5	✓	
3	AAS	✓	✓	✓	✓	✓	5	✓	
4	ASRNH	✓	✓	✓	✓	✓	5	✓	
5	AHF	✓	✓	✓	✓		4	✓	
6	APR		✓		✓		2		✓
7	BIW	✓	✓	✓	✓	✓	5	✓	
8	DRMR	✓	✓	✓	✓	✓	5	✓	
9	FM	✓	✓	✓	✓	✓	5	✓	
10	EDS	✓			✓	✓	3	✓	
11	HUIR		✓	✓			2		✓
12	IAH		✓	✓			2		✓
13	IDF	✓	✓	✓	✓	✓	5	✓	
14	IMA	✓	✓	✓	✓	✓	5	✓	
15	INDP	✓				✓	2		✓
16	KDM	✓	✓	✓	✓	✓	5	✓	
17	MHZ	✓	✓	✓	✓	✓	5	✓	
18	MS	✓	✓				2		✓
19	MHY	✓	✓	✓	✓	✓	5	✓	
20	MMA			✓	✓		2		✓
21	MZL				✓	✓	2		✓
22	MRS	✓	✓	✓			3	✓	
23	MZSR	✓	✓	✓	✓	✓	5	✓	
24	NQKN	✓	✓	✓	✓	✓	5		
25	NPII	✓	✓	✓	✓	✓	5	✓	
26	NAAO	✓	✓	✓	✓	✓	5	✓	
27	N	✓	✓	✓	✓	✓	5	✓	
28	SMK	✓	✓	✓	✓	✓	5	✓	
29	SPRD	✓	✓	✓	✓	✓	5	✓	
30	SI	✓	✓	✓	✓	✓	5	✓	
31	TFH			✓	✓		2		✓
32	TM	✓	✓	✓	✓	✓	5	✓	
33	VVN	✓	✓	✓	✓	✓	5	✓	
34	YNH	✓	✓	✓	✓	✓	5	✓	
	TOTAL	28	29	29	29	26		26	8
	AVERAGE	82.3%	85.2%	85.2%	85.2%	76.5%		76.5	23.5%

APPENDIX O

Table 4. 9 The Students' Writing Achievement Test Results in Cycle 1

| No | Initial Names | Rater 1 | | | | | $\sum$ | WS | Rater 2 | | | | | $\sum$ | WS | AS | Category | |
| | | Writing Aspects | | | | | | | Writing Aspects | | | | | | | | | |
		G	V	M	C	O			G	V	M	C	O				A	NA
1	AD	3	4	4	4	4	19	76	3	4	4	4	4	19	76	76	✓	
2	APY	4	4	4	3	5	20	80	3	4	4	4	4	19	76	78	✓	
3	AAS	3	4	4	5	4	20	80	3	4	3	5	4	19	76	78	✓	
4	ASRNH	4	4	3	4	4	19	76	4	4	3	4	4	19	76	76	✓	
5	AHF	5	3	4	4	4	20	80	4	3	4	4	4	19	76	78	✓	
6	APR	4	5	3	3	4	19	76	4	5	3	3	4	19	76	76	✓	
7	BIW	4	5	4	3	3	19	76	4	4	4	3	4	19	76	76	✓	
8	DRMR	5	3	4	4	4	19	76	5	2	4	4	4	19	76	76	✓	
9	FM	3	4	4	4	4	19	76	3	4	4	4	4	19	76	76	✓	
10	EDS	4	4	3	3	3	17	68	4	4	3	4	3	18	72	70		✓
11	HUIR	4	5	4	3	3	19	76	4	5	4	3	3	19	76	76	✓	
12	IAH	5	3	4	4	4	19	76	3	3	4	4	4	18	72	74		✓
13	IDF	4	4	3	4	4	19	76	4	4	3	4	4	19	76	76	✓	
14	IMA	4	2	4	4	3	17	68	4	2	4	4	3	17	68	68		✓
15	INDP	5	4	4	4	4	21	84	4	4	3	4	3	18	72	78	✓	
16	KDM	4	4	3	3	2	16	64	4	4	3	3	3	18	72	68		✓
17	MHZ	3	4	4	4	4	19	76	3	4	4	4	4	19	76	76	✓	
18	MS	2	3	2	3	3	13	52	2	3	3	3	3	14	56	48		✓
19	MHY	3	5	4	4	4	20	80	3	5	4	4	4	19	76	78	✓	
20	MMA	5	3	4	4	4	19	76	4	3	4	4	4	19	76	76	✓	
21	MZL	5	3	4	4	4	20	80	4	3	3	4	4	18	72	76	✓	

No	Initial Names	Rater 1					∑	WS	Rater 2					∑	WS	AS	Category	
		Writing Aspects							Writing Aspects									
		G	V	M	C	O			G	V	M	C	O				A	NA
22	MRS	5	3	4	4	4	19	76	5	3	4	4	4	19	76	76	✓	
23	MZSR	4	3	5	3	4	19	76	4	4	4	3	4	19	76	76	✓	
24	NQKN	4	3	3	3	4	17	68	4	3	3	3	4	17	68	68		✓
25	NPII	4	4	3	5	3	19	76	4	4	3	5	3	19	76	76	✓	
26	NAAO	5	3	4	4	4	19	76	4	3	4	4	4	19	76	76	✓	
27	N	4	3	5	3	4	19	76	4	4	4	3	3	19	76	76	✓	
28	SMK	4	5	3	3	4	19	76	4	5	3	3	4	19	76	76	✓	
29	SPRD	5	3	4	4	4	19	76	4	3	4	4	4	19	76	76	✓	
30	SI	4	3	5	3	4	19	76	4	3	5	3	4	19	76	76	✓	
31	TFH	4	5	3	3	4	19	76	4	5	3	3	4	19	76	76	✓	
32	TM	4	5	4	5	5	23	92	4	5	4	5	5	23	92	92	✓	
33	VVN	5	3	4	4	4	19	76	5	3	4	3	4	19	76	76	✓	
34	YNH	5	4	3	3	3	18	72	4	4	4	4	4	20	80	76	✓	
Total		140	127	127	125	129		2552	130	127	124	127	129		2548	2550	28	6
Average		4.1	3.7	3.7	3.6	3.8		75	3.8	3.7	3.6	3.7	3.8		74.9	75	82.3%	17.6%
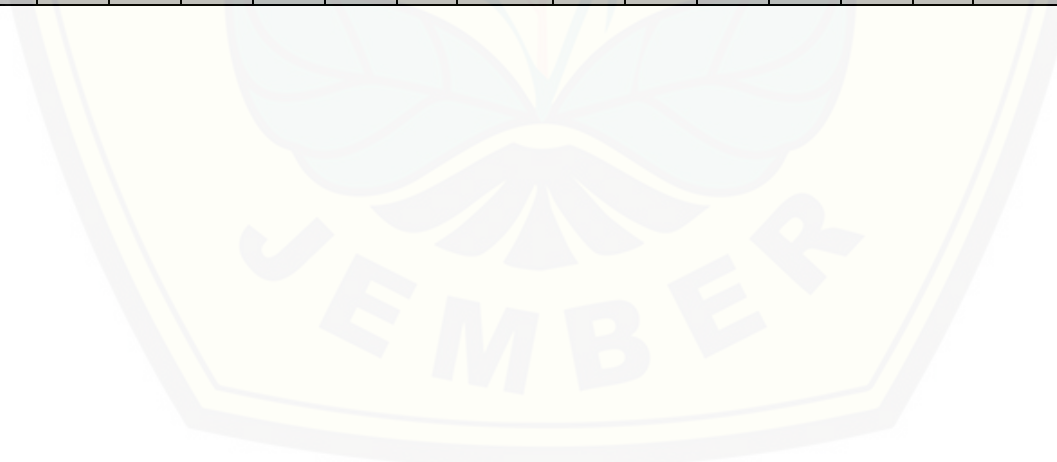
APPENDIX P

Table 4. 10 The Results of the Observation in Meetings 1 in Cycle 2

NO	INITIAL NAMES	INDICATORS					TOTAL	CATEGORY	
		1	2	3	4	5		ACTIVE	PASSIVE
1	AD	✓	✓	✓	✓	✓	5	✓	
2	APY	✓	✓	✓	✓	✓	5	✓	
3	AAS		✓	✓			2		✓
4	ASRNH			✓	✓		2		✓
5	AHF	✓	✓	✓	✓	✓	5	✓	
6	APR	✓	✓	✓	✓	✓	5	✓	
7	BIW	✓	✓	✓	✓	✓	5	✓	
8	DRMR	✓	✓	✓	✓	✓	5	✓	
9	FM		✓		✓	✓	3	✓	
10	EDS	✓	✓				2		✓
11	HUIR	✓	✓	✓	✓	✓	5	✓	
12	IAH	✓	✓	✓			3	✓	
13	IDF	✓	✓	✓	✓	✓	5	✓	
14	IMA	✓	✓	✓	✓	✓	5	✓	
15	INDP	✓	✓	✓	✓	✓	5	✓	
16	KDM	✓	✓	✓	✓	✓	5	✓	
17	MHZ	✓	✓	✓	✓	✓	5	✓	
18	MS	✓				✓	2		✓
19	MHY	-	-	-	-	-	-	-	-
20	MMA	✓			✓		2		✓
21	MZL	✓	✓	✓	✓	✓	5	✓	
22	MRS	✓	✓	✓	✓	✓	5	✓	
23	MZSR	✓	✓	✓	✓	✓	5	✓	
24	NQKN				✓	✓	2		✓
25	NPII	✓	✓	✓	✓	✓	5	✓	
26	NAAO	✓	✓	✓	✓	✓	5	✓	
27	N	✓	✓	✓	✓	✓	5	✓	
28	SMK	✓	✓	✓	✓	✓	5	✓	
29	SPRD	✓	✓	✓	✓	✓	5	✓	
30	SI	✓	✓	✓	✓	✓	5	✓	
31	TFH	✓	✓	✓	✓	✓	5	✓	
32	TM	✓	✓	✓	✓	✓	5	✓	
33	VVN		✓			✓	2		✓
34	YNH	✓	✓	✓	✓		4	✓	
TOTAL		28	29	27	28	27		26	7
AVERAGE		84.8%	87.9	81.8%	84.8%	81.8%		78.8%	21.3%

APPENDIX Q

Table 4. 11 The Results of the Observation in Meetings 2 in Cycle 2

NO	INITIAL NAMES	INDICATORS					TOTAL	CATEGORY	
		1	2	3	4	5		ACTIVE	PASSIVE
1	AD	✓	✓	✓	✓	✓	5	✓	
2	APY	✓	✓	✓	✓	✓	5	✓	
3	AAS	✓	✓	✓	✓	✓	5	✓	
4	ASRNH			✓	✓	✓	3	✓	
5	AHF	✓	✓	✓	✓	✓	5	✓	
6	APR	✓	✓	✓	✓	✓	5	✓	
7	BIW	✓	✓				2		✓
8	DRMR	✓				✓	2		✓
9	FM	✓	✓	✓	✓	✓	5	✓	
10	EDS	✓	✓	✓	✓	✓	5	✓	
11	HUIR	✓	✓	✓	✓	✓	5	✓	
12	IAH	✓	✓	✓	✓	✓	5	✓	
13	IDF	✓	✓	✓	✓	✓	5	✓	
14	IMA	✓	✓	✓	✓	✓	5	✓	
15	INDP	✓	✓	✓	✓	✓	5	✓	
16	KDM	✓	✓	✓	✓	✓	5	✓	
17	MHZ	✓	✓	✓	✓	✓	5	✓	
18	MS			✓	✓		2		✓
19	MHY	✓	✓	✓	✓	✓	5	✓	
20	MMA	-	-	-	-	-	-	-	-
21	MZL	✓	✓	✓	✓	✓	5	✓	
22	MRS			✓	✓	✓	3	✓	
23	MZSR	✓	✓	✓	✓	✓	5	✓	
24	NQKN	✓	✓	✓	✓	✓	5	✓	
25	NPII	✓	✓	✓	✓	✓	5	✓	
26	NAAO	✓	✓	✓	✓	✓	5	✓	
27	N	✓	✓	✓	✓	✓	5	✓	
28	SMK	✓			✓		2		✓
29	SPRD	-	-	-	-	-	-	-	-
30	SI	✓	✓	✓	✓	✓	5	✓	
31	TFH	✓	✓	✓	✓	✓	5	✓	
32	TM				✓	✓	2		✓
33	VVN	✓	✓	✓	✓	✓	5	✓	
34	YNH	✓	✓	✓	✓	✓	5	✓	
TOTAL		28	26	28	30	29		27	5
AVERAGE		87.5%	81.2%	87.5%	93.7%	90.6%		84.4%	15.6%

APPENDIX R

Table 4. 12 The Students' Writing Achievement Test Results in Cycle 2

No	Initial Names	Rater 1 Writing Aspects					∑	WS	Rater 2 Writing Aspects					∑	WS	AS	Category	
		G	V	M	C	O			G	V	M	C	O				A	NA
1	AD	4	4	5	4	4	21	84	4	4	4	4	4	20	80	82	✓	
2	APY	4	5	3	3	4	19	76	4	5	3	4	4	20	80	78	✓	
3	AAS	4	5	4	3	3	19	76	4	4	4	4	4	20	80	78	✓	
4	ASRNH	5	3	4	4	4	19	76	5	3	4	4	4	19	76	76	✓	
5	AHF	3	4	4	4	4	19	76	3	3	4	4	4	18	72	74		✓
6	APR	4	5	4	3	3	19	76	4	5	4	3	3	19	76	76	✓	
7	BIW	4	4	5	4	4	21	84	4	4	4	5	4	21	84	84	✓	
8	DRMR	5	5	4	4	4	22	88	4	4	4	4	4	20	80	84	✓	
9	FM	5	3	4	4	4	19	76	5	3	4	4	4	19	76	76	✓	
10	EDS	4	3	5	3	4	19	76	4	3	5	4	4	20	80	78	✓	
11	HUIR	4	5	4	3	3	19	76	4	5	4	3	3	19	76	76	✓	
12	IAH	4	4	4	4	4	20	80	4	4	4	3	5	20	80	80	✓	
13	IDF	4	4	4	3	5	19	76	4	4	4	3	5	19	76	76	✓	
14	IMA	4	4	5	4	4	21	84	3	5	4	4	4	20	80	82	✓	
15	INDP	4	4	4	4	4	20	80	3	4	4	4	4	19	80	80	✓	
16	KDM	4	4	4	4	4	20	80	4	4	4	5	4	21	84	82	✓	
17	MHZ	5	3	4	4	4	19	76	5	4	4	3	4	19	76	76	✓	
18	MS	2	3	3	3	3	14	56	2	3	3	4	3	15	68	62		✓
19	MHY	5	3	4	4	4	19	76	5	4	4	4	4	20	80	78	✓	
20	MMA	4	4	3	3	3	17	68	4	4	3	3	3	17	68	68		✓

21	MZL	4	5	3	3	4	19	76	4	5	3	4	3	19	76	76	✓	
22	MRS	4	5	4	3	3	19	76	4	4	4	3	4	19	76	76	✓	
23	MZSR	5	4	5	4	4	22	88	5	4	4	4	4	21	84	86	✓	
24	NQKN	4	5	4	3	3	19	76	4	5	4	3	4	20	80	78	✓	
25	NPII	4	5	5	4	5	22	88	4	4	4	4	4	20	80	84	✓	
26	NAAO	5	3	4	4	4	19	76	5	3	4	4	4	19	76	76	✓	
27	N	3	4	5	4	4	20	80	3	4	4	5	4	20	80	80	✓	
28	SMK	4	4	3	3	3	17	68	4	4	3	3	3	17	68	68		✓
29	SPRD	4	5	3	3	4	19	76	4	5	3	4	4	20	80	78	✓	
30	SI	4	5	4	3	3	19	76	4	5	4	3	3	19	76	76	✓	
31	TFH	4	4	4	4	5	21	84	4	4	4	4	4	20	80	82	✓	
32	TM	4	5	5	5	5	24	96	4	5	5	5	5	24	96	96	✓	
33	VVN	4	3	5	5	4	21	84	4	3	4	5	4	20	80	82	✓	
34	YNH	5	4	3	3	3	18	72	5	4	4	3	4	20	80	76	✓	
Total		140	140	138	123	130	664	2656	137	138	132	130	132	663	2664	2660	30	4
Average		4.1	4.1	4	3.6	3.8		78.1	4	4	3.8	3.8	3.8		78.3	78.2	88.2%	11.7%
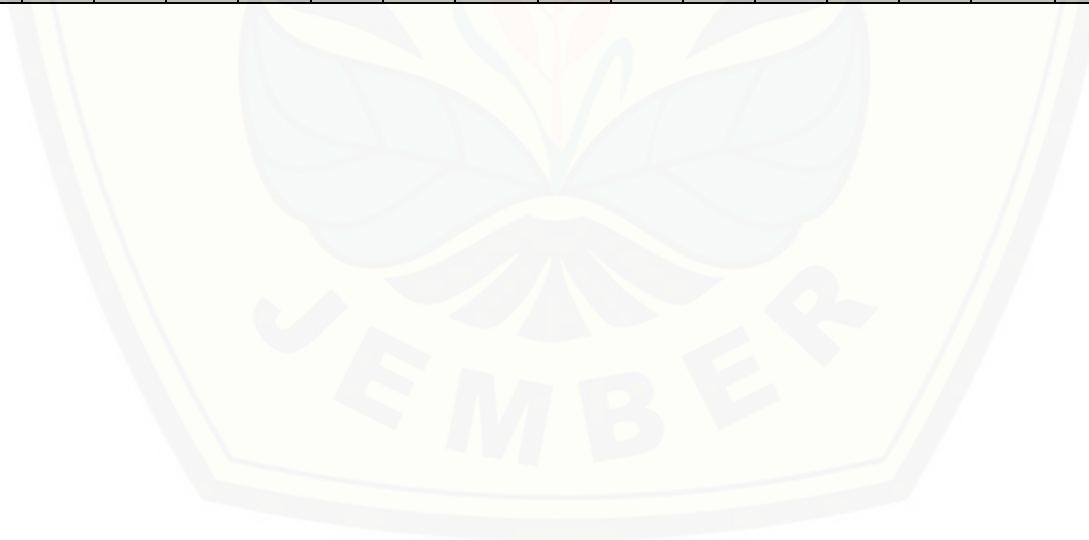
APPENDIX S

The Story Mapping of "Going to The Cempaka swimming pool"

STORY MAPPING WORKSHEET

TASK 1

Name : Taradiva Maharani

Class : X IPS 4

Students' number : 32

Please complete this Story Mapping based on your experience related to the topics correctly

Tittle:	Going to the Cempaka swimming pool

Where:	Cempaka swimming pool, Jember, Roxy square
When:	Last week

Major characters: I

Minor characters: My friend

Event 1: My friend and I went to Compaka swimming pool, We prepared several things, We went at 03.00 pm and arrived at 03.30 pm, We paid just Rp 10.000 and found 2 swimming pools, I though It was cheap.

Event 2: We swam, We played fountain, We played in another swimming pool, We took so many pictures, My friend and I decided to went to the Roxy Square, We ordered foods and drinks.

Event 3: We went home at 06.30pm and arrived at 07.00 pm, I used my free time to swim.

Conclusion: Happy.

The Sample of the Students' Recount Text Writing Cycle 1

Highest score

The First Scorer (The Researcher)   **The Second Scorer (The English Teacher)**

Answer Sheet

Name : Taradiva Maharani

Class : X IPS 4

Student's number : 32

Going to the Cempaka Swimming Pool.

Last week, my friend and I went to Cempaka swimming pool in Jember. Before that, we prepared several things such as swimming suit, soft drink, and snack. We went at 03.00 pm and arrived at 03.30 pm. In swimming pool area, we paid just Rp. 10.000 and found 2 swimming pools. I thought that it was cheap. The swimming pool area was clean. There was no rubbish around there.

First, we swam in small swimming pool in the depth of 30 cm. Then, we played fountain. The fountain was so high and beautiful because there was so many colorful lamp around the fountain. Next, we played in another swimming pool in the depth of 20 cm. We took so many pictures in the end. After swimming, my friend and I decided to went to the Roxy square for eating. We ordered meatball and fried rice for the foods and ordered orange juice and avocado juice for the drinks.

We went home at 06.30 pm and arrived at 07.00 pm. I love swimming. I used my free time to swim as often as possible. We were so happy.

Aspects	Score
Grammar	4
Vocabulary	5
Mechanic	4
Content	5
Organization	5
TOTAL	92

The Story Mapping of "Watching a movie with my sister"

STORY MAPPING WORKSHEET

TASK 1

Name   : Moc Saddan

Class   : X IPS 9

Students' number : 18

Please complete this Story Mapping based on your experience related to the topics correctly

Tittle: Watching a movie with My sister

Where: in the cinema
When: Last night

Major characters: I
Minor characters: My sister

Event 1: My sister and I went to see a movie

Event 2: The film show how people can quickly change, I asked to my sister how the movie would end

Event 3: The film end without talking whether the passenger were rescue or not

Conclusion: Enjoy

The Sample of the Students' Recount Text Writing Cycle 1

Lowest score

The First Scorer (The Researcher)	**The Second Scorer (The English Teacher)**

Answer Sheet

Name : Moc. Sacldan

Class : X IPS 9

Student's number : 18

Watching a movie with my sister

Last night, my sister and I went to see a movie. It is an American movie called The Lost Fligh.
It show how people can quickly change when they have to look after themselves in the jungle. Inside the cinema, I asked to my sister about how the movie would end.
The film end without talking whether the pasengers were rescue or not, but we enjoyed the film.

Aspects	Score
Grammar	2
Vocabulary	3
Mechanic	2
Content	3
Organization	3
TOTAL	52

Answer Sheet

Name : Moc. Sacldan

Class : X IPS 9

Student's number : 18

Watching a movie with my sister

Last night, my sister and I went to see a movie. It is an American movie called The Lost Fligh.
It show how people can quickly change when they have to look after themselves in the jungle. Inside the cinema, I asked to my sister about how the movie would end.
The film end without talking whether the pasengers were rescue or not, but we enjoyed the film.

Aspects	Score
Grammar	2
Vocabulary	3
Mechanic	3
Content	3
Organization	3
TOTAL	56

APPENDIX T

The Story Mapping of "Going to The National Youth Scientific Camping"

STORY MAPPING WORKSHEET

TASK 1

Name : Taradiva Maharani

Class : X IPS 4

Students' number : 32

Please complete this Story Mapping based on your experience related to the topics correctly

Tittle: Going to the National Youth Scientific Camping

Where: Darmawanita building, Nita Sari hotel, Cemara beach

When: Sunday September, In the afternoon, On the next day, The following day, On the last day, In the afternoon

Major characters: I (Taradiva)

Minor characters: My friends (Listiani and Melisa)

Event 1: My friends and I were selected to represent my school, I went to Darmawanita building for registering and seeing the schedule of the activity. I was placed in Nita Sari hotel.

Event 2: I went to Nita Sari hotel, I met my friends from Aceh, Kalimantan, and Ambon, We shared and introduced each other. We went to the learning place. I met the new friends from other school. I came back to Nita Sari.

Event 3: Went to Cemara beach, we presented the field, We back to Nita Sari hotel.

Conclusion: Happy.

The Sample of the Students' Recount Text Writing Cycle 2

Highest score

The First Scorer (The Researcher)	The Second Scorer (The English Teacher)

Answer Sheet

Name : Taradiva Maharani
Class : X IPS 4
Student's number : 32

Going to the National Youth Scientific Camping.

Sunday September 6th 2016, my friends and I were selected to represent my school in PIRNAS XIII 2016. I am Taradiva, and my friends Listiani and Melisa were very happy and rightfully proud. In the afternoon, I went to Darmawanita building for registering my self and seeing the schedule of the activity. I was placed in Nita Sari hotel together with the new friends from other school in Indonesia.

On the next day, I went to Nita Sari hotel. I met my new friends from Aceh, Kalimantan, and Ambon. We shared our story and introduced each other. The following day, we went to the learning place. I met with the new friends from the other school. Finally, I came back to Nita Sari hotel for resting in the afternoon.

On the last day, We went to the Cemara beach. After that, we presented the yield we thorough. In the afternoon, we came back to Nita Sari hotel for having a rest and prepared my self for to go home tomorrow morning. We were very happy.

Aspects	Score
Grammar	4
Vocabulary	5
Mechanic	5
Content	5
Organization	5
TOTAL	96

Answer Sheet

Name : Taradiva Maharani
Class : X IPS 4
Student's number : 32

Going to the National Youth Scientific Camping.

Sunday September 6th 2016, my friends and I were selected to represent my school in PIRNAS XIII 2016. I am Taradiva, and my friends Listiani and Melisa were very happy and rightfully proud. In the afternoon, I went to Darmawanita building for registering my self and seeing the schedule of the activity. I was placed in Nita Sari hotel together with the new friends from other school in Indonesia.

On the next day, I went to Nita Sari hotel. I met my new friends from Aceh, Kalimantan, and Ambon. We shared our story and introduced each other. The following day, we went to the learning place. I met with the new friends from the other school. Finally, I came back to Nita Sari hotel for resting in the afternoon.

On the last day, We went to the Cemara beach. After that, we presented the yield we thorough. In the afternoon, we came back to Nita Sari hotel for having a rest and prepared my self for to go home tomorrow morning. We were very happy.

Aspects	Score
Grammar	4
Vocabulary	5
Mechanic	5
Content	5
Organization	5
TOTAL	96

The Story Mapping of "My English score"

STORY MAPPING WORKSHEET

TASK 1

Name : Moc. Saddan

Class : X IPS 9

Students' number : 18

Please complete this Story Mapping based on your experience related to the topics correctly

Tittle:	My English score

Where:	My school
When:	Last week

Major characters:	I
Minor characters:	Mr Puguh

Event 1:	Get really bad score
Event 2:	Mr. Puguh was the teacher of my English lesson. He told us to do the exam, I didn't study the lesson, I do my best
Event 3:	I was regret I didn't study

Conclusion:	Regret

The Sample of the Students' Recount Text Writing Cycle 2

Lowest score

The First Scorer (The Researcher)	The Second Scorer (The English Teacher)

Answer Sheet

Name : Moc Saddun

Class : X IPS 4

Student's number : 18

<u>My English score</u>

Last week, I get really bad score last exam. The exam that I do was English.

Mr. Puguh was the teacher of My English lesson. He told us to do the exam exactly at the time. I wasn't ready at the time because I didn't study the lesson the night before. I do my best then, even though I got an E in my school

That was my bad score ever. I was regret I didn't study the night before.

Aspects	Score
Grammar	2
Vocabulary	3
Mechanic	3
Content	3
Organization	3
TOTAL	56

APPENDIX U

LETTER OF RESEARCH PERMISSION

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334988, 330738 Faks: 0331-332475
Laman: www.fkip.unej.ac.id

Nomor   **9 3 7 7**/UN25.1.5/LT/2017   **2 0 APR 2018**
Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yth. Kepala MAN 1 Jember
di Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama   : Anies Isnaini Haibah Asma
NIM   : 140210401029
Jurusan   : Pendidikan Bahasa dan Seni
Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di sekolah MAN 1 Jember dengan judul: "Improving Students' Narrative Text Writing Achievement by Using Story Mapping Technique". Sehubungan dengan hal tersebut, mohon pihak sekolah berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian pemberitahuan dari kami, atas izin dan kerjasamanya kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Dr. Suratno, M. Si.
NIP 19670625 199203 1 003

APPENDIX V

LETTER OF FINISHED RESEARCH

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH ALIYAH NEGERI 1
Jalan Imam Bonjol 50, Telp. 0331-485109, Faks. 0331-484651, PO Box 168 Jember
E-mail: man1jember@yahoo.co.id
Website: www.mansatujember.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : B- 1544 /Ma.13.73/PP.00.06/ 6 /2018

Yang bertanda tangan di bawah ini ;

Nama	:	Drs.Anwaruddin, M.Si
NIP	:	196508121994031002
Jabatan	:	Kepala
Unit Kerja	:	MAN 1 Jember
Instansi	:	Kementerian Agama

dengan ini Menerangkan bahwa :

Nama	:	Anies Isnaini Haibah Asma
NIM	:	140210401029
Fakultas	:	FKIP Universitas Jember

Benar benar telah selesai melaksanakan penelitian di Madrasah Aliyah Negeri 1
Jember dengan Judul ; Improving Students'recount text writing achievement by
using story mapping technique.
Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya
untuk dapat dipergunakan sebagaimana mestinya.

Jember , 7 Juni 2018
Kepala Madrasah

ANWARUDDIN