

Appendix 1

LESSON PLAN 1

Subject	: English
Skill	: Writing
Class/ Semester	: X/ 2
Topic	: Recount Text
Sub Topic	: Life (Experience)
Time Allocation	: 2 x 45 Minutes

A. Standard Competence

To communicate the meaning in written form and simple short essay, in recount, procedure, and narrative text to interact with the environment.

B. Basic Competence

To express the meaning and step in simple essay fluently, accurately by using English in recount text.

C. Indicator:

- a. The students are able to identify the generic structure of recount text.
- b. The students are able to write a recount text coherently.

- c. The students are able to write a recount text by using appropriate vocabulary.
- d. The students are able to write a recount text grammatically correct.
- e. The students are able to write a recount text by using transitional words in sequential order.
- f. The students are able to write a recount text by using correct punctuation, spelling and capitalization.

D. Material

The material will be taken from the students' handbook and the curriculum of SMA.

E. Teaching Learning Activities

a. Pre-teaching

1. The teacher greets the students.
2. The teacher gives a brainstorming by asking the students what they know about personal experience:
 - a. Did you have unforgettable experience?
 - b. How about your unforgettable experience? Is it good experience or bad experience?
 - c. What is your experience that you have?
3. The teacher explains about the recount text in detail pertaining several aspects:
 - a. Purpose of recount text : To tell the readers what happened in the past through a sequence of events.
 - b. Generic structure of personal recounts:

- Orientation (Who were involved in the story, when, and where)
 - Events (Tell What happened in a Chronological order)
 - Re-orientation (The conclusion of the experiences)
- c. The aspects which is use in writing such as:
- Content : Make an effective recount text by seeing the topic sentence and controlling the idea
 - Grammar : Use correct grammatical.
 - Organization : Use the transitional words in spatial order.
 - Vocabulary : Use suitable words.
 - Mechanic : Use correct spelling, punctuation, capitalization

b. While Teaching

1. The students are given an example of recount text.

Too Early Jogging

Orientation:

Last Monday, I did jogging. I needed to make my body healthy. Many people also liked to breathe the fresh air on Monday morning.

Events:

At dawn, I got up my bed because the rooster has called me. Without seeing the clock, I went to the bathroom to wash my face then I got my shoes, I thought it is a good time to jog.

I started to run, but it was too dark and cold. I have run for 15 minutes but no one was there. My sweat dropped faster. Fear began to disturb me.

Suddenly, in the corner of the road, there was a dark shadow. It looked like a humped woman. I became more and more fear. I took a stone and throw it to the ghost. She shouted in pain “Aduuuh”.

In fact, she was mbok Darmi, a serabi cake seller. I was surprised and I apologized for my impolite behavior. She forgave me and

explained tha it was still 3 a.m. Finally, I helped her to prepare the things and she gave me some serabi cakes.

Re-orientation :

At last, I was so shy to remember it, but it entertained me. It was a ridiculous experience.

Source : Th. M. Sudarwati, Eudia Grace. 2007. An English Course for SeniorHigh School Students Year X. Jakarta: Erlangga.

2. The students read through the text.
 3. The teacher discusses with the teacher about the generic structure and aspects of writing based on the text are given.
 4. The teacher asks by the student to check whether the students understand the teacher's explanation.
 5. The asks the students to write a recount text by choosing the topic that they want to tell. They should write it in every other lines providing the space for their peer to write down suggestion and markings.
 6. The teacher asks the students to collect their writing.
 7. The students get their first writing back.
 8. The teacher asks students exchange their writing with their peer that has chosen by teacher based on the students ability.
 9. The students read his partner's draft and make suggestion or regarding things that have been selected as error type. If an item is believed to be incorrect, students are to put a line through it and write what they think is correct form above or below it.
 10. Then if they are not sure about what the mistake is, they give a circle.
- In this research the students correct all aspect of writing analyze the content, organization, vocabulary, grammar and mechanics.

11. After that the teacher asks the students meet their pairs to discuss their suggestion. The discussion may result in their writing the revise suggestion.
12. Then the students rewrite the revision drafts based on their peer's comment and they just conclude discussion.
13. After rewriting, the students sit in pairs and check their each pair once more.

c. Post-teaching

1. The students collect their second writing.
2. The teacher asks the student what they have learnt from the activities that have done.
3. The teacher closes the meeting.

F. Source

Th. M. Sudarwati, Eudia Grace. 2007. An English Course for Senior High School Students Year X. Jakarta: Erlangga.

G. Scoring System

Content

- | | | |
|----|-----------|---|
| 20 | Excellent | : All developing sentences support the main idea and relevant to assign topic. |
| 15 | Good | : There are at least three developing sentences support the main idea and relevant to assign topic. |
| 10 | Fair | : There are at least two developing sentences support the main idea and mostly relevant to the topic but lack detail. |
| 5 | Poor | : There is one developing sentences supports the main idea |

and inadequate developing of topic.

0 Very Poor : There is no developing sentences support the main idea.

Grammar

20 Excellent : All sentences written in the correct grammar.

15 Good : There are at least three sentences written in the correct grammar.

10 Fair : There are at least two sentences written in the correct grammar.

5 Poor : There is at least one sentence written in the correct grammar.

0 Very Poor : No sentence written in the correct grammar.

Organization

20 Excellent : All supporting sentences are well developed and the relationship within ideas flow smoothly because of sufficient transitional signals.

15 Good : There are at least three supporting sentences are developed in chronological order.

10 Fair : There are at least two supporting sentences are developed and paragraph writing is lack of logical sequencing idea.

5 Poor : There is at least one supporting sentences are developed and has little or no attempt at connection.

0 Very Poor : No supporting sentences are developed in chronological order.

Vocabulary

20	Excellent	: All vocabulary used correctly.
15	Good	: Three fourth vocabulary used correctly.
10	Fair	: A half vocabulary used correctly.
5	Poor	: A quarter vocabulary used correctly.
0	Very Poor	: No vocabulary used correctly.

Mechanics

20	Excellent	: All punctuation, spelling, and capitalization used correctly
15	Good	: Three fourth punctuation, spelling, and capitalization correctly.
10	Fair	: A half punctuation, spelling, and capitalization used correctly.
5	Poor	: A quarter punctuation, spelling, and capitalization used correctly.
0	Very Poor	: No punctuation, spelling, and capitalization used correctly.

H. Evaluation

Instruction:

- a. Write your name and your class clearly on the paper

Directions:

- a. Choose one of topics below!
 1. Good experience (*travelling, surprise, beach, camping, etc.*)
 2. Bad experience (*embarrassing, frightened, sad, etc.*)
- b. Write a recount text based on the generic structure that consists of orientation, series of events, and re-orientation!

- c. Recheck your work before you submit your work to the teacher!