

Appendix 3

LESSON PLAN 3

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 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.

An International Day

Orientation:

Yesterday at my school, we had an International Day. We had performances, food stalls, displays, farrle tickets draw, and some of us were dreseed in costumes.

Events:

We started our day off with performances but the one I like best was the one on the fourth grade. We played games. The performances I was in was Labamba. Straight after performances we had our lunch. There were food stalls. They came from Australia, Asia, Arab, and Greece.

Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell Internationla Day books.

We had displays in the hall. These displays were good but I didn't get to see them. Their displays came from a lot of countries. There were also Trash and Treasure stalls where they sols toys. The school got these things by asking the children to bring them in.

Re-orientation:

Although I didn't win anything, International Day was still fun.

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

2. The teacher asks the students to read through the text.
3. The teacher discusses with the students about the generic structure and aspects of writing based on the text are given.
4. The teacher asks by the students to check whether the students understand the teacher's explanation.
5. The students get their third writing back.
6. The teacher asks the students to exchange their writing with their peer that has chosen by teacher based on the students ability.
7. The teacher asks 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.
8. 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.
9. After that the teacher asks the students meet their pairs to discuss their suggestion. The discussion may result in their writing the revise suggestion.
10. Then teacher asks the students rewrite the revision drafts based on Their peer's comment and they just conclude discussion.
11. After rewriting, the students sit in pairs and check their each pair once

more.

c. Post-teaching

1. The students collect their fourth 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 of developing sentences support the main idea and relevant to assign topic. |
| 10 | Fair | : There are at least two of the developing sentences support the main idea and mostly relevant to the topic but lack detail. |
| 5 | Poor | : There is at least one of the 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 the sentences written in the correct grammar. |
|----|-----------|---|

- 15 Good : There are at least three of sentences written in the correct grammar.
- 10 Fair : There are at least two of sentences written in the correct grammar
- 5 Poor : There is one of the sentences written in the correct grammar
- 0 Very Poor : No sentences 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 attemp at connection.
- 0 Very Poor : No supporting sentences written 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 used 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 topics below!
 1. Good experience (*travelling, surprise, beach, camping, etc.*)
 2. Bad experience (*embarrassing, frightened, sad, etc.*)
- b. Write 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!