

WRITING TEST

Name :

Class/ Number :

- 1. Find a story that you know well. It could be a folk tale or a legend. Write down your story at least 2 paragraphs which consist of 250 words. Use your own words.**

WRITING TEST

Name :
Class/ Number :

2. **Now think of your most memorable experience. Write down your experience at least 2 paragraphs which consist of 250 words. Use your own words.**

COURSE GRID SYLLABUS
(Experimental Class)

School : SMPN I ARJOSARI
 Class : VIII H
 Subject : English
 Semester : 2
 Standard of Competence : Writing

12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
					Technique	Form		
1	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of recount.	<p>1. Understand the meanings, the linguistic features, and the text structure of written recount.</p> <p>2. Create written recount using the appropriate linguistic features and text structure.</p> <p>3. Work cooperatively in doing exercises in groups or pairs.</p>	Recount	<p>a. Building Knowledge of the Field</p> <p>1). Answer teacher's questions related to the notion of recount.</p> <p>2). Share vocabularies related to the topic (based on what the students have known).</p> <p>b. Modeling of Text</p> <p>1). Read a recount text and answer some questions to help them understand the function and the generic structure of a recount text in groups. Each group provides the answers through its representative politely.</p> <p>2). Discuss the grammatical features of a recount text and answer questions on the features in groups. Representatives of each group provide the answers politely.</p> <p>3). Discuss how to write recount using communicative cartoon movies in groups and watch the example of a communicative cartoon movie. Then, do its exercise by correcting the grammatical features and identifying the generic structure of a recount text based on its movie story in groups. Each group's representative reports the answer politely.</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

COURSE GRID SYLLABUS
(Experimental Class)

School : SMPN I ARJOSARI
 Class : VIII H
 Subject : English
 Semester : 2
 Standard of Competence : Writing

12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
					Technique	Form		
1	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of recount.	<p>1. Understand the meanings, the linguistic features, and the text structure of written recount.</p> <p>2. Create written recount using the appropriate linguistic features and text structure.</p> <p>3. Work cooperatively in doing exercises in groups or pairs.</p>	Recount	<p>4). Arrange jumble recount paragraphs based on the generic structures in pairs.</p> <p>c. Joint Construction of the Text</p> <p>1). Watch a communicative cartoon movie to learn recount.</p> <p>2). Discuss difficult vocabularies related to the displayed movie in pairs.</p> <p>3). Complete a work sheet and use it as a writing guidance to write recount in pairs.</p> <p>4). Rewrite its movie story based on the guidance in pairs.</p> <p>d. Independent Construction of the Text</p> <p>1). Watch a communicative cartoon movie to learn recount.</p> <p>2). Rewrite its movie story without guidance individually.</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

COURSE GRID SYLLABUS
(Experimental Class)

School : SMPN I ARJOSARI
 Class : VIII H
 Subject : English
 Semester : 2
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12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
					Technique	Form		
2	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of narrative.	<p>1. Understand the meanings, the linguistic features, and the text structure of written narrative.</p> <p>2. Create written narrative using the appropriate linguistic features and text structure.</p> <p>3. Work cooperatively in doing exercises in group or pairs.</p>	Narrative	<p>a. Building Knowledge of the Field</p> <p>1). Answer teacher's questions related to the notion of narrative.</p> <p>2). Based on their knowledge, the students mention examples of folktales or legends through pictures.</p> <p>3). Share vocabularies related to the topic (based on what the students have known).</p> <p>b. Modeling of Text</p> <p>1). Read a narrative text and answer some questions to help them understand the function and the generic structure of a narrative text in groups. Each group provides the answers through its representative politely.</p> <p>2). Discuss the grammatical features of a narrative text and answer the questions on the features in groups. Representatives of each group provide the answers politely.</p> <p>3). Discuss how to write narrative using communicative cartoon movies in groups and watch the example of a communicative cartoon movie. Then, do its exercise by correcting the grammatical features and identifying the generic structure of a narrative text based on a movie story in groups. Each group's representative reports the answer politely.</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

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12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
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2	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of narrative.	<p>1. Understand the meanings, the linguistic features, and the text structure of written narrative.</p> <p>2. Create written recount using the appropriate linguistic features and text structure.</p> <p>3. Work cooperatively in doing exercises in groups or pairs.</p>	Narrative	<p>4). Arrange jumble narrative paragraphs based on the generic structures in pairs.</p> <p>c. Joint Construction of the Text</p> <p>1). Watch a communicative cartoon movie to learn narrative.</p> <p>2). Discuss difficult vocabularies related to the displayed movie in pairs.</p> <p>3). Complete a work sheet and use it as a writing guidance to write narrative in pairs.</p> <p>4). Rewrite its movie story based on the guidance in pairs.</p> <p>d. Independent Construction of the Text</p> <p>1). Watch a communicative cartoon movie to learn narrative.</p> <p>2). Rewrite its movie story without guidance individually.</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

**COURSE GRID SYLLABUS
(Control Class)**

School : SMPN I ARJOSARI
 Class : VIII A
 Subject : English
 Semester : 2
 Standard of Competence : Writing

12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
					Technique	Form		
2	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of narrative.	<p>1. Understand the meanings, the linguistic features, and the text structure of written narrative.</p> <p>2. Create written narrative using the appropriate linguistic features and text structure.</p> <p>3. Work cooperatively in doing exercises in group or pairs.</p>	Narrative	<p>a. Building Knowledge of the Field</p> <p>1). Answer teacher's questions related to the notion of narrative. 2). Based on their knowledge, the students mention examples of folktales or legends through pictures. 3). Share vocabularies related to the topic (based on what the students have known).</p> <p>b. Modeling of Text</p> <p>1). Read a narrative text and answer some questions to help them understand the function and the generic structure of a narrative text in groups. Each group provides the answers through its representative politely.</p> <p>2). Discuss the grammatical features of a narrative text and answer questions on the features in groups. Representatives of each group provide the answers politely.</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

COURSE GRID SYLLABUS
(Control Class)

School : SMPN I ARJOSARI
 Class : VIII A
 Subject : English
 Semester : 2
 Standard of Competence : Writing

12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
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2	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of narrative.	<p>1. Understand the meanings, the linguistic features, and the text structure of written narrative.</p> <p>2. Create written narrative using the appropriate linguistic features and text structure.</p> <p>3. Work cooperatively in doing exercises in group or pairs.</p>	Narrative	<p>3). Do an exercise by correcting the grammatical features and identifying the generic structure of a narrative text in groups. Each group's representative reports the answer politely.</p> <p>4). Arrange jumble narrative paragraphs based on the generic structures in pairs.</p> <p>c. Joint Construction of the Text 1). Write a narrative text by choosing one of the topics given in pairs.</p> <p>d. Independent Construction of the Text 1). Write a narrative text individually</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Irijayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

COURSE GRID SYLLABUS
(Control Class)

School : SMPN I ARJOSARI
 Class : VIII A
 Subject : English
 Semester : 2
 Standard of Competence : Writing

12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
					Technique	Form		
1	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of recount.	1. Understand the meanings, the linguistic features, and the text structure of written recount. 2. Create written recount using the appropriate linguistic features and text structure. 3. Work cooperatively in doing exercises in groups or pairs.	Recount	<p>a. Building Knowledge of the Field</p> <p>1). Answer teacher's questions related to the notion of recount. 2). Share vocabularies related to the topic (based on what the students have known).</p> <p>b. Modeling of Text</p> <p>1). Read a recount text and answer some questions to help them understand the function and the generic structure of a recount text in groups. Each group provides the answers through its representative politely. 2). Discuss the grammatical features of a recount text and answer questions on the features in groups. Representatives of each group provide the answers politely.</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

COURSE GRID SYLLABUS
(Control Class)

School : SMPN I ARJOSARI
 Class : VIII A
 Subject : English
 Semester : 2
 Standard of Competence : Writing

12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
					Technique	Form		
1	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of recount.	<p>1. Understand the meanings, the linguistic features, and the text structure of written recount.</p> <p>2. Create written recount using the appropriate linguistic features and text structure.</p> <p>3. Work cooperatively in doing exercises in groups or pairs.</p>	Recount	<p>3). Do an exercise by correcting the grammatical features and identifying the generic structure of a recount text in groups. Each group's representative reports the answer politely.</p> <p>4). Arrange jumble recount paragraphs based on the generic structures in pairs.</p> <p>c. Joint Construction of the Text</p> <p>1). Write a recount text by choosing one of the topics given in pairs.</p> <p>d. Independent Construction of the Text</p> <p>1). Write a recount text individually.</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Irijayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

**LESSON PLAN
(CONTROL CLASS)**

School	:	SMPN I ARJOSARI
Subject	:	English
Grade/ Semester	:	VIII A/ 2
Text Type	:	Narrative
Skill	:	Writing
Time Allocation	:	6 x 40 minutes (2 meetings)

A. STANDARD OF COMPETENCE

Writing

12. Expressing the meaning of short functional written texts and simple short essays for interacting with surroundings in the form of recount and narrative.

B. BASIC COMPETENCIES

Writing

- 12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably for interacting with surroundings in the form of narrative.

C. OBJECTIVES OF STUDY

After learning through several activities, the students are able to:

1. understand the meanings, the linguistic features, and the text structure of written narrative;
2. create written narrative using the appropriate linguistic features and text structure.
3. work cooperatively in doing exercises in group or pairs.

D. LEARNING MATERIAL

Narrative Text

Genre : Narrative

Social Function : to amuse, to entertain and instruct the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

Generic Structure:

- Orientation : sets the scene and introduces the participants.
- Complication : a crisis arises.
- Resolution : the crisis is resolved, for better or for worse.

Grammatical features:

- Use of particular nouns to refer or to describe the particular people, animals and things that the story is about.
- Use of adjectives to build noun groups to describe the people, animals or things in the story.
- Use of time connectives and conjunctions to sequence events through time (when, at last, soon, then, after, therefore,...).
- Use of adverbs and adverbial phrases to locate the particular events.
- Use of *past tense* action verbs to indicate the actions.

E. TEACHING METHOD

Communicative Language Teaching

F. LEARNING ACTIVITIES**MEETING 1**

1. Opening (10 minutes)
 - a. Praying
 - b. State the objectives of the study
 - c. Decide learning activities
2. Main Activities (100 minutes)
 - a. Building Knowledge of the Field**
 - 1). Answer teacher's questions related to the notion of narrative.
 - 2). Based on their knowledge, the students mention examples of folktales or legends through pictures.
 - 3). Share vocabularies related to the topic (based on what the students have known).
 - b. Modeling of Text**
 - 1). Read a narrative text and answer some questions to help them understand the function and the generic structure of a narrative text in groups. Each group provides the answers through its representative politely.
 - 2). Discuss the grammatical features of a narrative text and answer questions on the features in groups. Representatives of each group provide the answers politely.
 - 3). Do an exercise by correcting the grammatical features and identifying the generic structure of a narrative text in groups. Each group's representative reports the answer politely.

- 4). Arrange jumble narrative paragraphs based on the generic structures in pairs.

c. Joint Construction of the Text

- 1). Write a narrative text by choosing one of the topics given in pairs.

Closing (10 minutes)

- a. Summarize the learning materials with teacher's assistance.
- b. Reflect on the learning activities with teacher's assistance.
- c. Pay attention to feedback given by the teacher.
- d. Are given homework and information related to the next meeting topic.

MEETING II

1. Opening (10 minutes)
 - a. Praying
 - b. State the objectives of the study
 - c. Decide learning activities
2. Main Activities (100 minutes)
 - a. Joint Construction of the Text**
 - 1). Write a narrative text by choosing one of the topics given in pairs.
 - b. Independent Construction of the Text**
 - 1). Write a narrative text individually
3. Closing (10 minutes)
 - a. Summarize the learning material with teacher's assistances.
 - b. Reflect on the learning activities with teacher's assistances.
 - c. Pay attention to feedback given by the teacher.
 - d. Are given homework and information related to the next meeting topic.

G. LEARNING RESOURCES

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Widiati, Utami, [et. al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

H. ASSESSMENT

Indicators of Competence Achievement	Assessment Techniques	Assessment Form	Assessment Instruments
1. Understanding the meanings, the linguistic features, and the text structure of written narrative.	Group works	Tasks and Work sheet	Appendix 1
2. Creating written narrative using the appropriate linguistic features and text structure.	Individual works	Worksheet	Appendix 2
3. Working cooperatively in doing exercises in group or pairs.	Observation	Observation sheets	Appendix 3

Pacitan, March 2012

Teacher



DEWI MARLINA, S Pd.
NIP. 19780415 200801 2 019

Researcher



TITIS DEWI CAKRAWATI
NIM. 08202241038

**LESSON PLAN
(CONTROL CLASS)**

School	:	SMPN I ARJOSARI
Subject	:	English
Grade/ Semester	:	VIII A/ 2
Text Type	:	Recount
Skill	:	Writing
Time Allocation	:	6 x 40 minutes (2 meetings)

A. STANDARD OF COMPETENCE

Writing

12. Expressing the meaning of short functional written texts and simple short essays for interacting with surroundings in the form of recount and narrative.

B. BASIC COMPETENCIES

Writing

- 12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably for interacting with surroundings in the form of recount.

C. OBJECTIVES OF STUDY

After learning through several activities, the students are able to:

1. understand the meanings, the linguistic features, and the text structure of written recount;
2. create written recount using the appropriate linguistic features and text structure.
3. work cooperatively in doing exercises in groups or pairs.

D. LEARNING MATERIAL

Recount Text

The purpose of recount text is to document a series of events and evaluate their significances in some ways. It focuses on a sequence of events,

all of which relate to the occasion. It also has expression of attitude and feeling, usually made by the writer about the events.

The recount text is organized to include:

- a. an orientation providing background information needed to understand the text, i.e; what it was, who was involved, where it happened, when it happened.
- b. a record of events usually recounted in a chronological order.
- c. re-orientation; personal comment and/ or evaluate remarks on the incident.

Common grammatical feature of recount include:

- a. use of nouns and pronouns to identify people, animals, or things involved.
- b. use of action verbs to refer to events.
- c. use of past tense to locate events in relation to writer's time.
- d. use of conjunctions and time connectives to sequence the events.
- e. use of adverb and adverbial phrase to indicate place and time.
- f. use of adjectives to describe nouns.

E. TEACHING METHOD

Communicative Language Teaching

F. LEARNING ACTIVITIES

MEETING I

1. Opening (10 minutes)
 - a. Praying
 - b. State the objectives of the study
 - c. Decide learning activities

2. Main Activities (100 minutes)

a. Building Knowledge of the Field

- 1). Answer teacher's questions related to the notion of recount.
- 2). Share vocabularies related to the topic (based on what the students have known).

b. Modeling of Text

- 1). Read a recount text and answer some questions to help them understand the function and the generic structure of a recount text in groups. Each group provides the answers through its representative politely.
- 2). Discuss the grammatical features of a recount text and answer questions on the features in groups. Representatives of each group provide the answers politely.

- 3). Do an exercise by correcting the grammatical features and identifying the generic structure of a recount text in groups. Each group's representative reports the answer politely.
- 4). Arrange jumble recount paragraphs based on the generic structures in pairs.

c. Joint Construction of the Text

- 1). Write a recount text based by choosing one of the topics given in pairs.

Closing (10 minutes)

- a. Summarize the learning materials with teacher's assistance.
- b. Reflect on the learning activities with teacher's assistance.
- c. Pay attention to feedback given by the teacher.
- d. Are given homework and information related to the next meeting topic.

MEETING II

3. Opening (10 minutes)
 - a. Praying
 - b. State the objectives of the study
 - c. Decide learning activities
4. Main Activities (100 minutes)
 - a. Joint Construction of the Text**
 - 1). Write a recount text by choosing one of the topics given in pairs.
 - b. Independent Construction of the Text**
 - 1). Write a recount text individually.
3. Closing (10 minutes)
 - a. Summarize the learning material with teacher's assistances.
 - b. Reflect on the learning activities with teacher's assistances.
 - c. Pay attention to feedback given by the teacher.
 - d. Are given homework and information related to the next meeting topic.

G. LEARNING RESOURCES

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H. ASSESSMENT

Indicators of Competence Achievement	Assessment Techniques	Assessment Form	Assessment Instruments
1. Understanding the meanings, the linguistic features, and the text structure of written recount.	Group works	Tasks and work sheet	Appendix 1
2. Creating written recount using the appropriate linguistic features and text structure.	Individual works	Worksheet	Appendix 2
3. Working cooperatively in doing exercises in group or pairs.	Observation	Observation sheets	Appendix 3

Pacitan, March 2012

Teacher



DEWI MARLINA, S Pd.
NIP. 19780415 200801 2 019

Researcher



TITIS DEWI CAKRAWATI
NIM. 08202241038

**LESSON PLAN
(EXPERIMENTAL CLASS)**

School	:	SMPN I ARJOSARI
Subject	:	English
Grade/ Semester	:	VIII/ 2
Text Type	:	Narrative
Skill	:	Writing
Time Allocation	:	6 x 40 minutes (2 meetings)

A. STANDARD OF COMPETENCE

Writing

12. Expressing the meaning of short functional written texts and simple short essays for interacting with surroundings in the form of recount and narrative.

B. BASIC COMPETENCIES

Writing

- 12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably for interacting with surroundings in the form of narrative.

C. OBJECTIVES OF STUDY

After learning through several activities, the students are able to:

1. understand the meanings, the linguistic features, and the text structure of written narrative;
2. create written narrative using the appropriate linguistic features and text structure.
3. work cooperatively in doing exercises in group or pairs.

D. LEARNING MATERIAL

Narrative Text

Genre : Narrative

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of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

Generic Structure:

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Grammatical features:

- Use of particular nouns to refer or to describe the particular people, animals and things that the story is about.
- Use of adjectives to build noun groups to describe the people, animals or things in the story.
- Use of time connectives and conjunctions to sequence events through time (when, at last, soon, then, after, therefore,...).
- Use of adverbs and adverbial phrases to locate the particular events.
- Use of *past tense* action verbs to indicate the actions.

E. TEACHING METHOD

Communicative Language Teaching

F. LEARNING ACTIVITIES

MEETING 1

1. Opening (10 minutes)

- a. Praying
- b. State the objectives of the study
- c. Decide learning activities

2. Main Activities (100 minutes)

a. Building Knowledge of the Field

- 1). Answer teacher's questions related to the notion of narrative.
- 2). Based on their knowledge, the students mention examples of folktales or legends through pictures.
- 3). Share vocabularies related to the topic (based on what the students have known).

b. Modeling of Text

- 1). Read a narrative text and answer some questions to help them understand the function and the generic structure of a narrative text in groups. Each group provides the answers through its representative politely.
- 2). Discuss the grammatical features of a narrative text and answer questions on the features in groups. Representatives of each group provide the answers politely.
- 3). Discuss how to write narrative using **communicative cartoon movies** in groups and watch the examples of **communicative cartoon movies**.

- Then, do its exercise by correcting the grammatical features and identifying the generic structure of a narrative text based on a movie story in groups. Each group's representative reports the answer politely.
- 4). Arrange jumble narrative paragraphs based on the generic structures in pairs.

c. Joint Construction of the Text

- 1). Watch a **communicative cartoon movie** to learn narrative.
- 2). Discuss difficult vocabularies related to the displayed movie in pairs.
- 3). Complete a work sheet and use it as a writing guidance to write narrative in pairs.

Closing (10 minutes)

- a. Summarize the learning materials with teacher's assistance.
- b. Reflect on the learning activities with teacher's assistance.
- c. Pay attention to feedback given by the teacher.
- d. Are given homework and information related to the next meeting topic.

MEETING II

1. Opening (10 minutes)

- a. Praying
- b. State the objectives of the study
- c. Decide learning activities

2. Main Activities (100 minutes)

c. Joint Construction of the Text

- 1). Rewrite its movie story based on the guidance in pairs.

d. Independent Construction of the Text

- 1). Watch a **communicative cartoon movie** to learn narrative.
- 2). Rewrite its movie story without using guidance individually.

3. Closing (10 minutes)

- e. Summarize the learning material with teacher's assistances.
- f. Reflect on the learning activities with teacher's assistances.
- g. Pay attention to feedback given by the teacher.
- h. Are given homework and information related to the next meeting topic.

G. LEARNING RESOURCES

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Widiati, Utami, [et. al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

H. ASSESSMENT

Indicators of Competence Achievement	Assessment Techniques	Assessment Form	Assessment Instruments
1. Understanding the meanings, the linguistic features, and the text structure of written narrative.	Group works	Tasks and Work sheet	Appendix 1
2. Creating written narrative using the appropriate linguistic features and text structure.	Individual works	Worksheet	Appendix 2
3. Working cooperatively in doing exercises in group or pairs.	Observation	Observation sheets	Appendix 3

Pacitan, March 2012

Teacher



DEWI MARLINA, S Pd.
NIP. 19780415 200801 2 019

Researcher



TITIS DEWI CAKRAWATI
NIM. 08202241038

**LESSON PLAN
(EXPERIMENTAL CLASS)**

School	:	SMPN I ARJOSARI
Subject	:	English
Grade/ Semester	:	VIII/ 2
Text Type	:	Recount
Skill	:	Writing
Time Allocation	:	2 meetings (6 x 40 minutes)

A. STANDARD OF COMPETENCE

Writing

12. Expressing the meaning of short functional written texts and simple short essays for interacting with surroundings in the form of recount and narrative.

B. BASIC COMPETENCIES

Writing

- 12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably for interacting with surroundings in the form of recount.

C. OBJECTIVES OF STUDY

After learning through several activities, the students are able to:

1. understand the meanings, the linguistic features, and the text structure of written recount;
2. create written recount using the appropriate linguistic features and text structure.
3. work cooperatively in doing exercises in groups or pairs.

D. LEARNING MATERIAL

Recount Text

The purpose of recount text is to document a series of events and evaluate their significances in some ways. It focuses on a sequence of events,

all of which relate to the occasion. It also has expression of attitude and feeling, usually made by the writer about the events.

The recount text is organized to include:

- a. an orientation providing background information needed to understand the text, i.e; what it was, who was involved, where it happened, when it happened
- b. a record of events usually recounted in a chronological order
- c. re-orientation; personal comment and/ or evaluate remarks on the incident.

Common grammatical feature of recount include:

- a. use of nouns and pronouns to identify people, animals, or things involved
- b. use of action verbs to refer to events
- c. use of past tense to locate events in relation to writer's time
- d. use of conjunctions and time connectives to sequence the events
- e. use of adverb and adverbial phrase to indicate place and time
- f. use of adjectives to describe nouns.

E. TEACHING METHOD

Communicative Language Teaching

F. LEARNING ACTIVITIES

MEETING I

1. Opening (10 minutes)
 - a. Praying
 - b. State the objectives of the study
 - c. Decide learning activities
2. Main Activities (100 minutes)
 - a. Building Knowledge of the Field**
 - 1). Answer teacher's questions related to the notion of recount.
 - 2). Share vocabularies related to the topic (based on what the students have known).
 - b. Modeling of Text**
 - 1). Read a recount text and answer some questions to help them understand the function and the generic structure of a recount text in groups. Each group provides the answers through its representative politely.
 - 2). Discuss the grammatical features of a recount text and answer questions on the features in groups. Representatives of each group provide the answers politely.
 - 3). Discuss how to write recount using **communicative cartoon movies** in groups and watch the example of **communicative cartoon movie**.

- Then, do its exercise by correcting the grammatical features and identifying the generic structure of a recount text based on a movie story in groups. Each group's representative reports the answer politely.
- 4). Arrange jumble recount paragraphs based on the generic structures in pairs.

c. Joint Construction of the Text

- 1). Watch a **communicative cartoon movie** to learn recount.
 - 2). Discuss difficult vocabularies related to the displayed movie in pairs.
 - 3). Complete a work sheet and use it as a writing guidance to write recount in pairs.
3. Closing (10 minutes)
 - a. Summarize the learning materials with teacher's assistance.
 - b. Reflect on the learning activities with teacher's assistance.
 - c. Pay attention to feedback given by the teacher.
 - d. Are given homework and information related to the next meeting topic.

MEETING II

1. Opening (10 minutes)
 - a. Praying
 - b. State the objectives of the study
 - c. Decide learning activities
2. Main Activities (100 minutes)
 - a. Joint Construction of the Text**
 - 1). Rewrite its movie story based on the guidance in pairs.
 - b. Independent Construction of the Text**
 - 1). Watch a **communicative cartoon movie** to learn recount.
 - 2). Rewrite its movie story without guidance individually.
3. Closing (10 minutes)
 - a. Summarize the learning material with teacher's assistances.
 - b. Reflect on the learning activities with teacher's assistances.
 - c. Pay attention to feedback given by the teacher.
 - d. Are given homework and information related to the next meeting topic.

G. LEARNING RESOURCES

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Widiati, Utami, [et. al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

H. ASSESSMENT

Indicators of Competence Achievement	Assessment Techniques	Assessment Form	Assessment Instruments
1. Understanding the meanings, the linguistic features, and the text structure of written recount.	Group works	Tasks and work sheet	Appendix 1
2. Creating written recount using the appropriate linguistic features and text structure.	Individual works	Worksheet	Appendix 2
3. Working cooperatively in doing exercises in group or pairs.	Observation	Observation sheets	Appendix 3

Pacitan, March 2012

Teacher



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Researcher



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RECOUNT MATERIAL

A. Building Knowledge of Field

Activity 1. Discuss these questions with friends.

1. How did you feel in your last holiday?
2. Did you have any interesting experience during your last holiday? What was it?
3. Was there anything you experienced for the first time in your holiday?

Activity 2. Study the following words related to a recount text that is going to be discussed in the next section!

English	Pronunciation	Part of Speech	Indonesian
adolescence	ædəlɪsəns	Noun	masa remaja
childhood	tʃɪldhʊd	Noun	masa kecil
adulthood	ədʌlθhʊd	Noun	dewasa
discover	dɪskəvər	Verb	menemukan
remember	rəmɪmbər	Verb	mengingat
divert	dajvɜrt	Verb	mengalihkan
curricular activities	kəɪkjələr	Noun	kegiatan rutin
weekend	æktɪvətɪz	Noun	akhir pekan
	wɪkɛnd		

B. Modeling of the Text

Activity 3. Read the following text and answer the questions below based on the information of the text. Do with your friends.

Remembering Childhood

(ORIENTATION) Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

(EVENT 1) After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

(EVENT 2) To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

(RE-ORIENTATION) I was able to control my emotions and to have a place where I could express my creativity in positive ways.

1. What is the text about?
2. What is the orientation of the text?
3. What are the events of the text?
4. What is the re-orientation of the text?
5. In general, state the function of a recount text!

Activity 4. In pairs, study the explanations below. Then change the verbs into the correct forms (Simple Past Tense and Past Continuous Tense). Look at the example!

1). Simple Past Tense

The Simple Past Tense is used to tell about past experiences. When you are telling about your experience in the past, you are creating a recount text. The adverbial times which are used to state past tense are *last*, *yesterday*, *.... ago*, etc.

S + V2 (Regular and Irregular verb)

e.g. *She visited her uncle last month.*

e.g. *I went to Bogor yesterday.*

Exercise : Regular verbs


Look at the following pictures. Make a sentence based on a picture telling what you did yesterday.


For example:

Picture 1: I cooked yesterday.





















t	d	id
I work every day. I worked yesterday.	I play the piano every day. I played the piano yesterday.	I rest every day. I rested yesterday.

What did you do yesterday?





I worked.

t	d	id	
 1. cook	 2. wash my car	 3. fix my bicycle	 4. brush my teeth
 5. watch TV	 6. type*	 7. dance*	 8. bake*
 9. clean	 10. play the piano	 11. yawn	 12. listen to music
 13. shave*	 14. smile*	 15. cry*	 16. study*
 17. shout	 18. rest	 19. plant flowers	 20. wait for the bus

Exercise 2: Irregular verbs

Look at the following pictures. Make a sentence based on a picture telling what you did yesterday.

For example:

Picture 1: I got up late.



2). Past Continuous Tense

Past Continuous tense is used to say that someone was in the middle of doing something at a certain time in a past. The adverbial times which are used to state past continuous tense are *last ...*, *yesterday*, *... ago*, etc. The signal words of Past Continuous Tense are *when*, *while*, *as long as*.

I			
He	BE (past) + VERB + ing	was	working.
She			
It			
We	BE (past) + VERB + ing	were	working.
You			
They			

Exercise:

Look at the following pictures. Make a sentence based on a picture telling what these people did yesterday.



1. David



2. Mr. and Mrs. Park



3. Helen



4. you and your brother



5. you



6. Larry



7. Alice



8. your parents



9. your cousin Sam

3). We often use Past Continuous Tense and Simple Past Tense together to say that something happened in the middle of something else.

Past Continuous Tense+ when+ Simple Past Tense

e.g. She was crying when I came.

Simple Past Tense +while+ Past Continuous Tense

e.g. He went while I was sleeping.

4). In a recount text you also use time connections, chronological order and conjunctions. Here are some examples.

Time connections	when at last soon then after finally before in the end
-------------------------	---

Conjunctions	therefore as a result besides so that moreover furthermore
---------------------	---

Chronological order	firstly secondly thirdly next then after that
----------------------------	--

Activity 5. Correct the verbs of the text below and identify the generic structure in groups! (Control Class)

Anaconda

The workmen who (build) the new hospital in my town (catch) a snake last month.

It (is) in the drain near the building construction site.

Early in the morning, a workman (is, go) just to sit under the tree when suddenly he (see) a long creature lying in the drain. It (do) not move when he (is,

approach) it. Then he (shout) to the other workmen who (are, go) to start to work. Then, they (catch) the 8 – metre long phyton and (bring) it to the authority of the zoo in this town.

The diameter of its body (is) about 25 centimeters. They (believe) that the snake might belong to someone living in the area. The police (are, try) to find the owner.

1. What is the text about?
2. What is the orientation of the text?
3. What are the events of the text?
4. What is the re-orientation of the text?

Activity 5. Study the explanation below. Then correct the verbs of the text and identify the generic structure in groups! (*Experimental Class*)

Writing Recount Using Communicative Cartoon Movies

After watching the movie, you will get information about:

- a. the setting (the place, time)
- b. the characters (the people in the story)
- c. the events (the conflict in the story)
- d. the outcome (what happened in the end).

To write a recount text using movies, pretend yourself as if you are the main character and pretend that **the story of the movie** is your **memorable experience, your holiday, or your dream at one night**.

The recount text based on a communicative cartoon movie story consists of:

ORIENTATION : the setting (the place, time), the characters (the people in the story)

EVENTS : the events (the conflict in the story)

RE-ORIENTATION: the outcome (what happened in the end)

A story of a communicative cartoon movie “Un-Valentine’s Day”

One day before Valentine Day, I and my friends, Rabbit, Piglet, Trigger and Owl (are) in the Rabbit’s house. We (are, talk) about valentine day. My friend, Rabbit (disagree) that in a valentine day we have to send cards and gifts to each other. Because of that, we (promise) that we will not give any cards or gifts in the valentine day.

It (is) the valentine day. I (open) my door and I (find) a gift without a name of the sender. I (guess) that it (is) from Piglet, my best friend. I (come) to her house to give a gift too. When I (am) there, she (say) that she (do) not send me

anything, but I (ask) her to keep it and not to tell anyone. Piglet also (want) to give me a gift, so she (make) a cake. Accidentally, the cake (is) in my other friends, Trigger and Owl. Finally, Rabbit (know) about it and we (decide) to have gathering in his house to discuss it. We (think) hard who broke our promise. I (say) it might be another friend that (do) not know the promise. It might be Christopher Robin. We (decide) to meet him and (give) a surprise for him. We (make) a valentine show to him. Although the show was so mess, Christopher (enjoy) the show and he (give) me and my friends a card of valentine.

When I (go) home, I (meet) my friend Eeyore who (is) not in the gathering too. Suddenly he (do) confession that he (can) not join us and he (send) the gift to me on that valentine day. He (say) that I am a kind person. I (am) surprised and I (am) happy because I have many friends who love me.

1. What is the text about?
2. What is the orientation of the text?
3. What are the events of the text?
4. What is the re-orientation of the text?

Activity 6. Name the generic structure of each part and arrange them into a recount letter. Do with your partners.

(.....) There was also a Trash and Treasure stall where they sold toys. The school got these things by asking the children to bring them in.

(.....) We had displays in the hall. These displays were good but I didn't get to see them. The displays came from a lot of countries.

(.....) Although I didn't win anything, International Day was still fun.
Love from Sue

(.....) Straight after our performances we had our lunch. There were food stalls. They came from Australia, Asia, Arab, and Greece.

(.....) We started our day off with performances but the one I liked best was the one from fourth grade. The performance was from Labamba.

(.....) Dear Grandpa and Grandma, yesterday at my school we had an International day. We had performances, food stalls, displays, raffle ticket draw, and some of us were dressed in costumes.

(.....) Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell International Day Books.

C. Joint Construction of the Text

Activity 7. Tell your experience when you were in one of the following situations or places. Do with your friend. (Control Class)

For example: A Party

Tell about a party you enjoyed.

What did you eat?

What did you drink?

What did people do at the party?

“I was at my friend’s birthday party last weekend.

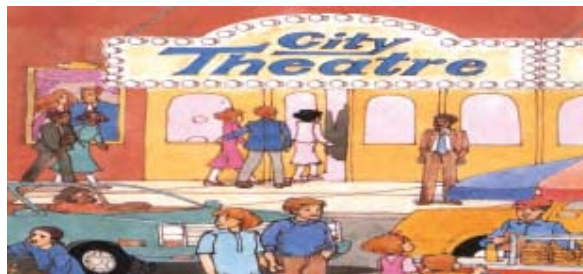
We ate a lot of food and drank many kinds of drink.

We danced and talked about funny things”.

Look at the following pictures and construct a recount text. Use the questions as guidelines to construct your text.

- When did you go to the theatre, hospital, or library?
- What happened in those places?

Theatre



Pic.2.10 (Dit. PSMP, 2006)

Hospital



Pic.2.11 (Dit. PSMP, 2006)

Library



Pic.2.12 (Dit. PSMP, 2006)

Activity 7. Watch a communicative cartoon movie: “Ripped Pant”
(*Experimental Class*)

Activity 8: Discuss difficult vocabularies related to the displayed movie with your partner. (*Experimental Class*)

English	Pronunciation	Part of Speech	Indonesian
biggest loser	/bɪˈɡɛst lʊzər/	Noun	pecundang terbesar
buns	/bʌnz/	Noun	roti
hilarious	/hɪləˈriəs/	Adjective	lucu
lift weights	/lɪft wéts/	Verbs	mengangkat beban
pretending to drown	/prɪtɛndɪŋ tú dráwn/	Verbs	berpura-pura tenggelam
split	/splɪt/	Verbs	membagi
ripped	/rɪpt/	Adjectives	sobek
ripple	/rɪpəl/	Noun	riak air
sinks	/sɪŋks/	Verb	tenggelam
ripped pants a la mode	/rɪpt pænts ə lɑ́ mód/	Noun	mode celana robek
stinky mud puddle	/stɪŋki mэд pэдəl/	Noun	genangan lumpur yang bau
pant	/pænt/	Noun	celana
surf	/sɜrf/	Noun	selancar
righteous	/rájtɪəs/	Adjective	adil




Activity 9. Complete the work sheet as your writing guidance in pairs.
(Experimental Class)



1. My dream was about

.....

2. Who are we?








Cartoon Characters	Name of the characters
	I am Sponge Bob
	My friend's name is
	My friend's name is

3. Where was I?




The story of my dream began when I was
in.....

4. Rearrange the jumble events as depicted in the movie!

Number these random events so that they become in a good order.	Illustrations	Descriptions
		<p>After weigh-lifting, Larry invited me and Sandy to play volley ball. I did not enjoy the play. Again, people knew that my pant was ripped; they laughed at me.</p>
		<p>I was sad and I met my friends who had a same feeling with me. We tried to amuse each other.</p>
		<p>I and Sandy bathed; suddenly Larry came to invite me and Sandy to do weight-lifting.</p>
		<p>When we surfed, I pretended to sink only for showing my ripped pant to everyone. Everyone had worried about me. Sandy was so fed up and she left me.</p>
		<p>I and friends sang a song together. The song was about our sad feeling.</p>
		<p>No one cheers when I only lifted a stick.</p>
		<p>Instead I showed my ripped pant to people. I thought that it was funny and would make people love me, but it made people annoyed.</p>

		<p>My pant was ripped when I tried to lift the weight.</p>
--	---	--

5. How was the end of my dream?

 <p>This illustration will help you to write the end of the movie/ your dream.</p>	<p>Your answer:</p>
---	---------------------

6. Your recount writing will consist of:

Title : (Number 1)

Paragraph 1 : Introducing the movie characters and settings of place and time
(Number and)

Paragraph 2 : Containing events of the story orderly. These conflicts may be written in 1 or more paragraphs. (Number)

Last Paragraph: Containing the end of your dream and your feeling about it.
(Number)

Activity 10. Let's write your movie story using the guidance above.

(Experimental Class)

D. Independent Construction of the Text

Activity 8. Write a recount text based some topics given. Do it individually.
(Control Class)

To write your own recount, you could:

- Write for a wall magazine telling about your trip to the Borobudur.
- Tell your friends what happened in the last episode of your favourite TV serials.
- Write to your pen-friend telling about the last Independent Day Festival.
- Write about something that happened at your school.

Choose a story of your own.

Activity 11. Watch a communicative cartoon movie: “A Valentine Day”
(Experimental Class)

Activity 12. Let’s write your movie story. *(Experimental Class)*

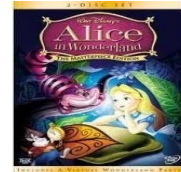
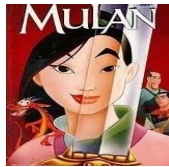
NARRATIVE MATERIAL

A. *Building Knowledge of Field*

Activity 1. Discuss these questions with friends.

1. Do you tell local folktales or legends to your little sisters or brothers?
2. Which folktale or local legends do you like best?
3. Who were the characters?
4. What happened to these characters?
5. Was it a sad or happy ending?

Activity 2. Look at the pictures. Have you ever heard stories about them? What are the pictures about?



Activity 3. Study the following words related to a recount text that is going to be discussed in the next section!

English	Pronunciation	Part of Speech	Indonesian
step mother	/stɛp mæðər/	Noun	ibu tiri
bossy	/bɔːsi/	Adjective	suka menyuruh
greedy	/grɪdi/	Adjective	serakah
arrogant	/ˈrɒɡənt/	Adjective	sombong
hate	/hét/	Verb	sembenci
guard	/gɑːrd/	Noun	pengawal
prince	/prɪns/	Noun	pangeran
farm	/fɑːrm/	Noun	ladang
decide	/dɛsájd/	Verb	memutuskan
expel	/ɪkspɛl/	Verb	mengusir

B. Modeling of Text

Activity 4. Read the following text and answer the questions below based on the information of the text. Discuss with your partners.

Sarah, a Melon Girl

(ORIENTATION) Once upon a time there was a beautiful girl called Sarah, who lived with her step mother. Her step mother was very bossy, greedy and arrogant. She hated Sarah a lot.

(COMPLICATION) One day when her father was working out side, the step mother hit Sarah and expelled her from the house. She went out side and walked far away from the house. Suddenly she saw a big melon farm and went in it. After that she hid in a big melon. She used to go out of the melon and get her food.

(COMPLICATION) One day a prince visited the farm and saw the big melon. “Cut this melon I want to eat it, the prince said. The prince’s guards started to cut the melon but they heard a voice from it. Sarah said “Don’t cut me please!” They were all surprised at this situation. The prince said “Who are you? Calm down, please come out.” After that she came out. He fell in love with her.

(RESOLUTION) She told him her story so the prince decided to marry her and they lived happily ever after.

6. What is the text about?
7. What is the orientation of the text?
8. What is the complication of the text?
9. What is the resolution of the text?
10. In general, state the function of a narrative text!

Activity 5. In pairs, study the explanations below. Then change the verbs into the correct forms (Simple Past Tense and Past Continuous Tense). Look at the example!

1. Simple Past Tense

Simple Past Tense is used to state activities in a certain time in a past. The adverbial times which are used to state past tense are *last, yesterday, ago,* etc.

S + V2 (Regular and Irregular verb)

e.g. *The princes arrived.*

e.g. *The king went to the jungle.*

2. Past Continuous Tense

Past Continuous tense is used to say that someone was in the middle of doing something at a certain time in a past. The adverbial times which are used to state past continuous tense are *last ...*, *yesterday*, *... ago*, etc. The signal words of Past Continuous Tense are *when*, *while*, *as long as*.

I/ he/ she/ it + was
 You/ they/ we + were } + V ing

Examples: *The king was leaving the palace.*
The dwarfs were playing the fire ball.

3. We often use Past Continuous Tense and Simple Past Tense together to say that something happened in the middle of something else.

Past Continuous tense + when + simple past tense
 e.g. She was crying when the old woman came.

Simple past tense + while + Past Continuous tense
 e.g. He went while I was sleeping.

4. In a narrative text you also use time connections and conjunctions. Here are examples of:

Time connections	when at last soon then after finally before in the end
-------------------------	---

Conjunctions	therefore as a result besides so that moreover furthermore
---------------------	---

1. The elephants *were bathing* (bath) in the river bank when the hunter *came* (come).
2. It.....(rain) when the visitors(arrive).

3. The old woman(find) the cat while she.....(pick) the fruits.
4. The shepherd(sleep) when the tiger(attack) one of his goats.
5. The little boy(rescue) the turtle while he.....(swim) in the shore.
6. The farmer.....(catch) the monkey when it.....(eat) the bananas.

Activity 6. Correct the verbs of the text below and identify the generic structure. Do with your partner. (Control Class)

Snow White

Long ago, in the Neverland, there (live) a very beautiful princess, Snow White. The Queen (is) her stepmother. She (is) very jealous of her beauty. So she (want) her to die.

Snow White (know) about the evil plan. She (escape) into a forest. There she (make) friends with seven dwarfs. The queen (turn) into a witch. Snow White (do) not realize it. The witch (give) her a poisoned apple. As a result, Snow White (sleep) until she (get) her first love.

Fortunately, in the end, Prince Charming (revive) her with a kiss. They (live) together happily ever after.

1. What is the text about?
2. What is the orientation of the text?
3. What is the complication of the text?
4. What is the resolution of the text?

Activity 6. Discuss the explanation below. Then correct the verbs of the text below and identify the generic structure. Do with your partner. (Experimental Class)

Writing Narrative Using Communicative Cartoon Movies

Different writers organise their stories in different ways. However, they usually give their information about:

- a. the setting (the place, time)
- b. the characters (the people in the story)
- c. the complication (the conflict in the story)
- d. the outcome (what happened in the end)

The narrative text based on a Communicative Cartoon Movie story consists of:

- ORIENTATION** : the setting (the place, time), the characters (the people in the story)
COMPLICATIONS : the complication (the conflict in the story)
RESOLUTION : the outcome (what happened in the end)

**A story of a communicative cartoon movie
 “Snow White”**

Long ago, in the Neverland, there (live) a very beautiful princess, Snow White. The Queen (is) her stepmother. She (is) very jealous of her beauty. So she (want) her to die.

Snow White (know) about the evil plan. She (escape) into a forest. There she (make) friends with seven dwarfs. The queen (turn) into a witch. Snow White (do) not realize it. The witch (give) her a poisoned apple. As a result, Snow White (sleep) until she (get) her first love.

Fortunately, in the end, a charming prince (revive) her with a kiss. They (live) together happily ever after.

1. What is the text about?
2. What is the orientation of the text?
3. What is the complication of the text?
4. What is the resolution of the text?

Activity 7. Name the generic structure of each paragraph and arrange them into a narrative text. Do with your partner.

Babu and the Lion

Luckily the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him..., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

C. Joint Construction of Text

Activity 8. With a friend, choose a folktale or a local legend in Java Island, then write into a story. Use the story plan below to write notes for your narrative. (Control Class)

Where and when?

Who were in the story?

What was the problem?

How did they try to solve the problem?

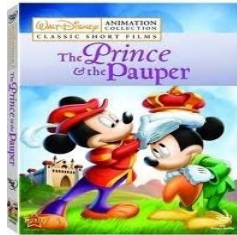
How did the story end?

Activity 8. Watch a communicative cartoon movie: “*The Prince and the Pauper.*”

Activity 9: Discuss difficult vocabularies related to the displayed movie with your partner.

English	Pronunciation	Part of Speech	Indonesian
flourished	/flaʊrɪʃt/	Adjective	berkembang
ruthless	/rʊθləs/	Adjective	kejam
greedy	/grɪdi/	Adjective	serakah
thieving captain	/θi:vɪŋ kæptən/	Noun	kaptan pencuri
henchmen	/hɛntsmən/	Noun	antek
kindling	/kɪndlɪŋ/	Noun	kayu
swing it up	/swɪŋ ɪt əp/	Verb	menggoyangkannya ke atas
cobblers	/kɒbləz/	Noun	tukang sepatu
your majesty	/jɔːr mədʒəsti/	Noun	keagungan anda
royal duties	/rɔɪjəl dʊtɪz/	Noun	tugas kerajaan
dumb	/dʌm/	Adjective	bodoh
outburst	/aʊtbɜːst/	Noun	ledakan
deserve	/dəzərv/	Adjective	layak
banquet	/bæŋkwət/	Noun	perjamuan
envy	/ɪnvi/	Adjective	iri
dreary	/drɪəri/	Adjective	suram
take of place	/teɪk əv pleɪs/	Verb	bertukar tempat
peasant	/piːzənt/	Noun	petani
halt	/hɔlt/	Verb	berhenti
slob	/slɒb/	Adjective	pemalas
entire inventory	/ɪnˈtɪəri ɪnˈvɛntɪəri/	Noun	seluruh persediaan
flipped	/flɪpt/	Verb	membalik
noble man	/nəʊbəl mæn/	Noun	orang yang dimuliakan
alive	/əˈlaɪv/	Adjective	hidup
your highness	/jɔːr haɪnəs/	Noun	kemuliaan Anda
gravely ill	/grævli ɪl/	Noun	sakit parah
owe	/oʊ/	Verb	berhutang
dungeon	/dʌndʒən/	Noun	penjara gelap bawah tanah
adieu	/ədiu/	Noun	kata perpisahan
wiry lad	/waɪri læd/	Noun	pemuda
insolent scoundrel	/ɪnsələnt	Adjective	bandel, nakal
impostor	skáwndrəl/	Noun	penyemu
sire	/sɪmpstər/	Noun	Tuan
royal companion	/sájər/	Noun	penasehat kerajaan
sworn	/rɔɪjəl kəmpənjən/	Verb	bersumpah
compassion	/swɔrn/	Noun	kasih saying
	/kəmpæʃən/		




Activity 10. Complete this work sheet as your writing guidance in pairs.



1. The Title of the movie is

.....

2. Who are they?

Cartoon Characters	Name of the characters	Description the roles/ appearances/ characteristics
		
		
		

3. What are the setting of place and time?



The place was.....

The story began when.....




4. Rearrange the jumbled conflicts as depicted in the movie!

Number these random conflicts so that they become in a good order.	Illustrations	Descriptions
		The captain jailed the prince and his friend when the prince came back to the palace after knowing his father passed away.
		The prince had an idea to take Mickey's place because he was envy with Mickey's freedom.
		The prince was so sad hearing his father died, ha wanted to come back to his palace and save people from the captain's cruel.
		The pauper, Mickey, was free to play with friends along days.
		Mickey was arrested by the captain and he was brought to the prince.
		The prince was so bored with royal duties that he had to do everyday.
		Gawrsh showed his ring as a sign that he was the prince after knowing the captain's henchmen made a trouble.

		<p>The prince, Gawrsh, pretended to be the pauper and Mickey acted like the prince.</p>
		<p>The prince and the pauper met for the first time. They were shock when they looked each other. They had same body size and face.</p>

5. How is the end of the story?

 <p>These illustrations will help you to write the end of the story.</p>	<p>Your answer:</p>
--	----------------------------

6. Your narrative writing will consist of:

Title : (Number 1)

Paragraph 1 : Introducing the movie characters and settings of place and time. (Number and)

Paragraph 2 : Containing conflicts of the story orderly. These conflicts may be written in 1 or more paragraphs. (Number)

Last Paragraph: Containing the end of the story. (Number.....)

Activity 10. Let's write your movie story using the guidance above.
(*Experimental Class*)

D. Independent Construction of the Text

Activity 9. Now let's write a story individually. Choose one of the titles below, and then write into a story. (*Control Class*)

1. Anna and The Witch
2. The Swan Princess
3. The Frog Prince

Activity 11. Watch a communicative cartoon movie: “*The Legend of Sleepy Hollow.*” (*Experimental Class*)

Activity 12. Let's write your movie story. (*Experimental Class*)

**OBSERVATION DURING THE RESEARCH
EXPERIMENTAL CLASS**

Element	Response		Comments
	Yes	No	
Interpersonal and Small Group Skills	√		All of the groupworks can cooperate effectively; they have a good communication.
Face-to-face interaction	√		Each member gives contributions by helping, sharing, encouraging efforts to produce, although some of students are passive.
Positive Interdependence	√		Overall, each groupwork can perform well to present their tasks answers.
Individual accountability	√		Each member is able to do the task. They can understand the material together.
Group Processing	√		Most of groupworks can discuss well in each exercise to achieve their goals.

Teacher



DEWI MARLINA, S Pd.
NIP. 19780415 200801 2 019

Pacitan, April 2012
Researcher



TITIS DEWI CAKRAWATI
NIM.08202241038

**OBSERVATION DURING THE RESEARCH
CONTROL CLASS**

Element	Response		Comments
	Yes	No	
Interpersonal and Small Group Skills	√		The students can develop their leadership instructorship so they can make decision well.
Face-to-face interaction	√		Each member is able to explain, discuss, and teach what they know to teammates. Each member tries to help passive students in their groups.
Positive Interdependence	√		All members are responsible to give contributions for their group's performances.
Individual accountability	√		Each member is able to do the tasks given. The students actively give contribution to their works.
Group Processing	√		Each groupwork discusses well to achieve their goals and maintain effective workings.

Teacher



DEWI MARLINA, S Pd.
NIP. 19780415 200801 2 019

Pacitan, April 2012
Researcher



TITIS DEWI CAKRAWATI
NIM.08202241038

Inter-Rater Reliability (Pre-Test / Control Class)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.909	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.832 ^b	.678	.917	10.930	29.0	29	.000
Average Measures	.909 ^c	.808	.956	10.930	29.0	29	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Inter-Rater Reliability (Pre-Test / Experimental Class)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.911	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.836 ^b	.684	.918	11.187	29.0	29	.000
Average Measures	.911 ^c	.812	.957	11.187	29.0	29	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Inter-Rater Reliability (Post-Test / Control Class)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.971	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.943 ^b	.884	.973	34.227	29.0	29	.000
Average Measures	.971 ^c	.939	.986	34.227	29.0	29	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Inter-Rater Reliability (Post-Test / Experimental Class)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.976	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.953 ^b	.904	.977	41.551	29.0	29	.000
Average Measures	.976 ^c	.949	.989	41.551	29.0	29	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

DESCRIPTIVE STATISTICS

Statistics

		Pretest Kontrol	Pretest Eksperimen	Posttest Kontrol	Posttest Eksperimen
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		60.2500	59.6333	70.3667	76.7333
Median		59.0000	60.2500	70.0000	76.2500
Mode		55.50 ^a	51.00 ^a	70.00 ^a	76.00
Std. Deviation		6.66146	4.82975	4.54467	3.05336
Minimum		51.00	51.00	61.50	72.50
Maximum		76.00	67.50	83.50	85.00
Sum		1807.50	1789.00	2111.00	2302.00

a. Multiple modes exist. The smallest value is shown

NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

		Pretest Kontrol	Pretest Eksperimen	Postest Kontrol	Postest Eksperimen
N		30	30	30	30
Normal Parameters ^{a,b}	Mean	60.2500	59.6333	70.3667	76.7333
	Std. Deviation	6.66146	4.82975	4.54467	3.05336
Most Extreme Differences	Absolute	.122	.078	.178	.164
	Positive	.122	.075	.178	.164
	Negative	-.082	-.078	-.097	-.110
Kolmogorov-Smirnov Z		.667	.428	.974	.897
Asymp. Sig. (2-tailed)		.765	.993	.298	.397

a. Test distribution is Normal.

b. Calculated from data.

HOMOGENEITY TEST

Test of Homogeneity of Variances

WritingSkillPretest

Levene Statistic	df1	df2	Sig.
1.584	1	58	.213

Test of Homogeneity of Variances

WritingSkillPosttest

Levene Statistic	df1	df2	Sig.
1.263	1	58	.266

T-Test

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
WritingSkillPretest	Kontrol	30	60.2500	6.66146	1.21621
	Eksperimen	30	59.6333	4.82975	.88179
WritingSkillPosttest	Kontrol	30	70.3667	4.54467	.82974
	Eksperimen	30	76.7333	3.05336	.55746

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
WritingSkillPretest	Equal variances assumed	1.584	.213	.410	58	.683	.61667	1.50224	-2.39039	3.62372
	Equal variances not assumed			.410	52.888	.683	.61667	1.50224	-2.39659	3.62992
WritingSkillPosttest	Equal variances assumed	1.263	.266	-6.369	58	.000	-6.36667	.99962	-8.36762	-4.36572
	Equal variances not assumed			-6.369	50.749	.000	-6.36667	.99962	-8.37372	-4.35961

CATEGORIZATION

Pre-Test Scores (Control Class)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	4	13.3	13.3	13.3
	Fair	26	86.7	86.7	100.0
	Total	30	100.0	100.0	

Post-Test Scores (Control Class)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	25	83.3	83.3	83.3
	Fair	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Pre-Test Scores (Experimental Class)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	2	6.7	6.7	6.7
	Fair	28	93.3	93.3	100.0
	Total	30	100.0	100.0	

Post-Test Scores (Experimental Class)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	30	100.0	100.0	100.0

Pre-Test Scores (Control Class)

No	Induk	Name	Pre-Test		Mean
			Rater 1	Rater 2	
1	6044	AHMAD RIFA'I	57	54	55,5
2	6045	AJENG PRADITYA	59	57	58
3	6046	ALFIAN HARDIYANTO	55	57	56
4	6047	BAGAS ALFATH DINYAR	51	53	52
5	6048	ANDRI SETIAWAN	53	55	54
6	6049	ALISA	73	72	72,5
7	6050	BAYU INDRA GUNAWAN	51	51	51
8	6051	CHOIRUL USMAN ABIDIN	52	55	53,5
9	6052	DEWI LATIFAH	60	61	60,5
10	6053	DINA LISTANI	69	67	68
11	6054	ESTI YUBAEDAH	53	52	52,5
12	6055	LUCKY NORTIANA PARAMITA	57	56	56,5
13	6056	DWI PUTRA SUBAKTI	59	59	59
14	6057	HIDAYATUL MUNAWAROH	60	61	60,5
15	6058	IHWAN MUZAKI	58	59	58,5
16	6059	INDAH ROSMAYANTI	65	64	64,5
17	6060	IRMA CITRA SAFITRI	75	75	75
18	6061	JOKO SUSANTO	56	55	55,5
19	6062	KRISLISTIOSO WENI	64	64	64
20	6063	LAURA YULANDA ISTIFANI	65	68	66,5
21	6064	LISA KURNIAWATI	67	65	66
22	6065	EDY KURNIAWAN	63	61	62
23	6066	M HANIF	60	60	60
24	6067	RANI PUSPITASARI	52	51	51,5
25	6068	ROBITOH HUSNA	77	75	76
26	6069	SAIFUL ANWAR SOLEH	60	62	61
27	6070	ZAINAB LUXFI'I	58	60	59
28	6071	TRANG WIBOWO	55	58	56,5
29	6072	WAHYU ISKANDAR	63	66	64,5
30	6073	WAHYU PRATAMA	56	59	57,5

Post-Test Scores (Control Class)

No	Induk	Name	Post-Test		Mean
			Rater 1	Rater 2	
1	6044	AHMAD RIFA'I	67	68	67,5
2	6045	AJENG PRADITYA	75	70	72,5
3	6046	ALFIAN HARDIYANTO	64	63	63,5
4	6047	BAGAS ALFATH DINYAR	67	68	67,5
5	6048	ANDRI SETIAWAN	62	61	61,5
6	6049	ALISA	80	80	80
7	6050	BAYU INDRA GUNAWAN	66	66	66
8	6051	CHOIRUL USMAN ABIDIN	68	68	68
9	6052	DEWI LATIFAH	71	70	70,5
10	6053	DINA LISTANI	72	69	70,5
11	6054	ESTI YUBAEDAH	68	69	68,5
12	6055	LUCKY NORTIANA PARAMITA	69	68	68,5
13	6056	DWI PUTRA SUBAKTI	70	70	70
14	6057	HIDAYATUL MUNAWAROH	72	70	71
15	6058	IHWAN MUZAKI	70	68	69
16	6059	INDAH ROSMAYANTI	72	71	71,5
17	6060	IRMA CITRA SAFITRI	80	78	79
18	6061	JOKO SUSANTO	71	69	70
19	6062	KRISLISTIOSO WENI	70	72	71
20	6063	LAURA YULANDA ISTIFANI	71	71	71
21	6064	LISA KURNIAWATI	72	72	72
22	6065	EDY KURNIAWAN	75	75	75
23	6066	M HANIF	70	69	69,5
24	6067	RANI PUSPITASARI	69	64	66,5
25	6068	ROBITOH HUSNA	84	83	83,5
26	6069	SAIFUL ANWAR SOLEH	71	69	70
27	6070	ZAINAB LUXFI'I	70	69	69,5
28	6071	TRANG WIBOWO	70	68	69
29	6072	WAHYU ISKANDAR	74	73	73,5
30	6073	WAHYU PRATAMA	66	65	65,5

Pre-Test Scores (Experimental Class)

No	Induk	Name	Pre-Test		Mean
			Rater 1	Rater 2	
1	6268	AGUS SAHRIN	57	56	56,5
2	6269	ANA SETYANINGRUM	61	59	60
3	6270	AISYAH NUR FAJRI	58	57	57,5
4	6271	ALDIANSAH	61	64	62,5
5	6272	AHMAD FAUZI	51	51	51
6	6273	ANDI SAPUTRO	64	62	63
7	6274	ARIEF NUR EHSAN	56	55	55,5
8	6275	DIANA EVI AGUSTIN	66	64	65
9	6276	INDAH MEILIA HASTUTI	51	51	51
10	6277	DENI HUDA ANDITTAMA	52	54	53
11	6278	DEWI PRASTIYORINI	60	61	60,5
12	6279	AYUSTIN NUR AZIAH	62	62	62
13	6280	FEBRI WIRANINGRUM	59	57	58
14	6281	FIKA ARNISA CANDRA DEWI	68	65	66,5
15	6282	CHOIRUN NINGAM	54	52	53
16	6283	INTAN DWI NOVITASARI	60	62	61
17	6284	IQWAN SAMTOSO	57	56	56,5
18	6285	KHOIRUL MUSTAKIM	60	57	58,5
19	6286	LABIB AHMA	68	67	67,5
20	6287	MIKE NUR FADILAH	56	59	57,5
21	6288	MUHAMMAD KHOIRUL J.T .	66	66	66
22	6289	NOFA ADI ARI FIAN TO	66	64	65
23	6290	RAVELINO AHYAR FERDIANT	60	63	61,5
24	6291	PUTRA BOWO LEKSMONO	55	57	56
25	6292	PUTRI NIANGSARI	62	60	61
26	6293	RANI KRISTIANA MAYASARI	64	63	63,5
27	6294	NOVAL AGATHA WIJAYA	55	54	54,5
28	6295	RIRIN MARTIKA RAHMAWATI	62	64	63
29	6296	VIAN VIDI ATMADJA	55	55	55
30	6297	VIVI MARFUAH	66	69	67,5

Post-Test Scores (Experimental Class)

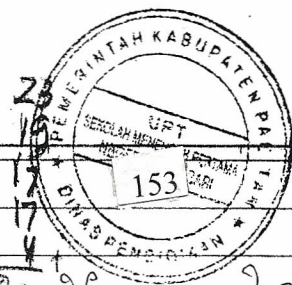
No	Induk	Name	Post-Test		Mean
			Rater 1	Rater 2	
1	6268	AGUS SAHRIN	73	73	73
2	6269	ANA SETYANINGRUM	79	78	78.5
3	6270	AISYAH NUR FAJRI	74	74	74
4	6271	ALDIANSAH	77	77	77
5	6272	AHMAD FAUZI	74	73	73.5
6	6273	ANDI SAPUTRO	76	77	76.5
7	6274	ARIEF NUR EHSAN	73	72	72.5
8	6275	DIANA EVI AGUSTIN	81	80	80.5
9	6276	INDAH MEILIA HASTUTI	73	72	72.5
10	6277	DENI HUDA ANDITTAMA	73	72	72.5
11	6278	DEWI PRASTIYORINI	80	82	81
12	6279	AYUSTIN NUR AZIAH	81	80	80.5
13	6280	FEBRI WIRANINGRUM	76	75	75.5
14	6281	FIKA ARNISA CANDRA DEWI	76	75	75.5
15	6282	CHOIRUN NINGAM	77	76	76.5
16	6283	INTAN DWI NOVITASARI	77	76	76.5
17	6284	IQWAN SAMTOSO	76	76	76
18	6285	KHOIRUL MUSTAKIM	76	75	75.5
19	6286	LABIB AHMA	76	77	76.5
20	6287	MIKE NUR FADILAH	78	79	78.5
21	6288	MUHAMMAD KHOIRUL J.T .	76	76	76
22	6289	NOFA ADI ARI Fianto	76	76	76
23	6290	RAVELINO AHYAR FERDIANT	77	78	77.5
24	6291	PUTRA BOWO LEKSMONO	78	77	77.5
25	6292	PUTRI NIANGSARI	76	76	76
26	6293	RANI KRISTIANA MAYASARI	81	81	81
27	6294	NOVAL AGATHA WIJAYA	76	76	76
28	6295	RIRIN MARTIKA RAHMAWATI	83	80	81.5
29	6296	VIAN VIDI ATMADJA	72	74	73
30	6297	VIVI MARFUAH	85	85	85

Nama : Robitoh Husna.

No : 25

Klas : 8a.

X-24
18
17
12



RECOUNT TEXT

Went To Madiun

Orientation

Last holiday, I and my family went to madiun.

Events in order :

We went there by van, in the morning. In the middle journey we stopped in a mosque, because I, my father, and my young sisters wanted to urinate. There were many stories beside the mosque, so, my mother bought some snack there.

After that, we continued our journey. The scenery as long as way was very beautiful. Unconsciously we arrived in Plaza madiun. It was very big and noisy. I and my sisters went to Gramedia soon. It was very large and many books there. My sister yumna bought a book with title "Menjadi Pembicara Hebat" and she also bought an electronic dictionary "Alfalink". I bought a diary there, and my young sisters Rahma and Hanik bought a funny doll. While my mother bought some milk powder and some teeth pastes, but she didn't bought that in Gramedia, but in Plaza.

After that, we went to big ponorogo mosque. We prayed zhuhur and ashar there. We also took a rest and had lunch with meat ball there.

Then, I and my sisters went to Poper. We went there on foot, because it was near from Ponorogo big mosque. I bought a red beautiful watch there, my sister yumna bought a long green T-shirt, my sister Rahma bought a green jacket, and my sister Hanik bought a pencil box.

Finally, we went home. When we went home, we dropped in a meat soup store to buy some meat soup. Then, we continued our traveling home journey.

Reorientation

When arrived home, we felt very tired, but we were very happy. That's very interesting journey.

NARRATIVE TEXT

Cinderella

Orientation :

Once upon a time, there was a unhappy young girl, named cinderella. Her mother was dead and her father had married a widow with two daughters.

Complication:

Cinderella's stepmother was dislikes her ^{cinderella} one little bit of her love just for her own daughters.

Every day, Cinderella must did all homework. Like dishes washed the dishes, se swept the floor, tidied up her stepsisters' room, ect. Or, she got her stepmother angry. That make her sad.

One day, the prince would like to held a ball. Her stepmother and stepsisters were ready to joined that ball. Cinderella was verry wanted to join them, but she was very afraid to ask them. She ~~to~~ knowed they never let she join. Cinderella was very sad.

When cinderella alone at home, she cried. and suddenly a fairy appeared. She say said

“Cinderella, don't cried, I know, you was verry wanted to attended the ball. I would like to help you cinderella.”

Then, Cinderella the fairy shaked her magic wand

$$x = 21$$

$$15$$

$$16$$

$$17$$

$$9$$

$$\hline 74$$

$$y = 21$$

$$15$$

$$15$$

$$15$$

$$4$$

$$\hline 70$$



Nama : Vivi Marfuah

No : 30

Kelas : 8 H

Holiday

Last Holiday, my family and I went to Nawangan. The long time was two weeks. We would stay overnight ^{at} my aunt's house.

On Friday, we even went to drive motorcycle. In journey, I ^{really} very enjoyed beautiful scenery. After ^{that} ~~the~~ we took rest and sleep. The day was afternoon, we lined ^{up} ~~for~~ bath. There sky was very cool, but also fresh. The next day, I was invited my cousin to walk. ^{I was} ~~Really~~ tired, because only on foot. The slippery road ~~and~~ ^{was} up and down, much less run out of rain, the way ~~at~~ ^{was} a lot of water. That ^{cool} shady trees ^{was} ~~cool~~ the atmosphere, and the melodious sound of birds chirping. Friendly people and good people there, so I felt at home there. When I was on the road, I was in the friendly greetings with. It was ^{the afternoon} ~~in~~ noon, we returned home. The time for went home, I had forgotten the path back home, because I had not used there. Fortunately I was with my cousin.

After two weeks ^{went} by, I and my family home. But I have got a pleasant experience there. Hopefully I would be on vacation ~~there~~ again. We were very tired; but, we ^{were} ~~are~~ very happy.

$$\begin{array}{r} y = 21 \\ 16 \\ 15 \\ 14 \\ 4 \\ \hline 70 \end{array}$$

$$\begin{array}{r} x = 20 \\ 15 \\ 13 \\ 14 \\ 4 \\ \hline 66 \end{array}$$

Cinderelas

Once upon a time, there lived a mother and children in the middle of forest. Cinderelas lived in the forest together with her mother. Cinderelas held out lived of playing and took harvest ~~for~~ from forest. Sometimes she hunted animals and sell in the market.

One day, Cinderelas asked to her mother. She wanted wish who her father. But, her mother ~~not~~ once ~~of~~ honest. She ~~angry~~, she ~~not~~ ~~still~~ work and ~~not~~ ~~still~~ eat. Saw the children of as if those, her mother grew felt empty. Cinderelas gave those that she the children Prabu panji asmara baron in the Jenggala castle.

Previous, the mother ~~threw~~ ^{was left} in the middle of forest by Prabu panji Asmara baron. She ~~not~~ ~~accepted~~ her mother in vain. She ~~was~~ very angry. And she farewell to her mother, she wish asceticism in the middle of forest. She asceticism in the under tree, there was mithy. fall to her, and fall of touched adversely cinderelas. Mithu call was heard by cinderelas. and that bird asked for give with soft, and asked to cinderelas. After that, mithy call gave 4 egg. That egg was big like chicken egg. After that, the birds came back to the nest. And Cinderelas came back to her mother.

$$\begin{array}{r}
 x = 20 \\
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 13 \\
 14 \\
 \hline
 66
 \end{array}$$

$$\begin{array}{r}
 y = 20 \\
 16 \\
 15 \\
 13 \\
 \hline
 68
 \end{array}$$

Name : Robitoh Husna
Num : 23
Class : 8a.

English

y: 27
18
15
19
4
83

x: 27
18



NARRATIVE TEXT

Cinderella

✿ Orientation

Once upon a time there lived an unhappy young girl, named Cinderella.

✿ Conflict

Her mother was dead, and her father had married a widow with two daughters. Her stepmother didn't like her one little bit. All her kind thoughts and loving touch were for her own daughters.

Every day Cinderella had to do all works at home or she would get anger from her stepmother and her stepsisters. One day, in the morning, her stepmother called her to prepare her breakfast, she shouted at her "Cinderella...!". Every day Cinderella was always upstaged by her stepmother and her stepsisters, it made her really sad.

One day beautiful new dress arrived at home. The ball, was to be held at the palace and her stepsisters were getting ready to go. Cinderella didn't even dare ask if she could go too. She knew very well, what the answer would be. She imagined what the stepmother would said, "You? You're staying at home to wash dishes, clean the floor, and turn down the bed for your stepsisters, they will come home tired and verry sleppy...". Cinderella sighed "oh god I'm so unhappy..." and she was crying.

Suddenly, something amazing happened, there was a burst of light and a fairy appeared, "I know you want to go to the ball, and so you shall." The fairy smiled. With a flick of her magic wand, Cinderella found er self wearing the most beautiful dress she had ever seen.

In the ball, prince no looked good girl except the one who were an amazing dress and having marvelous beauty. Certainly prince fell in love with cinderella.

Cinderella had a wonderfull time at the ball, until she heard the first stroke of midnight. She remembered what the fairy had said, and without a word of goodbye she slipped from the prince arms and run down the steps. As she run she lost one of her slippers.

The prince who was now madly with cinderella, picked up the slipper and said to his ministers "go and search everywhere for the girl".

whose foot this slipper fits. I'll never be content until I find her!"

So the ministers tried the slipper on the foot of every girl in the land until only Cinderella was left.

"That untidy girl can't be at the ball" snapped the stepmother, "tell the prince she ~~could~~ should married one of my ~~two~~ two daughters, can you see how ugly Cinderella is?" but, to everyone's amazement, the shoe fitted her perfectly.

Suddenly the fairy appeared and waved her magic wand. In a flash Cinderella appeared in a splendid dress, shining with youth and beauty. **Reorientation: Resolution**

Her step mother and stepsisters gaped at her in amazement, and the ministers said "Come with us Cinderella the prince is waiting for you!" so Cinderella married the prince and lived happily ever after.

RECOUNT TEXT

My Sweet 14th Birthday

Orientation:

On Sunday, 20th of November 2011, I was very happy.

Events in order:

It was my 14th birthday. I didn't think my friends would give me a beautiful surprise.

At that time, actually we would clean the class' floor, but when I entered class, my friend sang happy birthday song for me, and brought a birthday cake. I'm so happy and I couldn't say anything.

When the happy birthday song finished, my friend commanded me to blow the candle, and cut the birthday cake, it was very happy moment

And then, we ate the birthday cake together. we didn't forget to take some photos in that moment.

Reorientation:

I will never forget it.

The End

y = 25

19

16

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11

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x = 25

19

17

19

4

84

Nama : Vini Marfuah

No : 30

Kelas : VIII H

Text RECOUNT

9.27

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16

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4

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x =

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In the Srau Beach

In the last month, my family and I went to the Srau beach. My family and I rode a motorcycle at 09:00 am on Sunday morning, my family and I went to the Srau beach. During the trip, I enjoyed the beautiful scenery. Arriving there, I and my family walked on the rocks. Many people fished on the edge of the rocks, and the results were not small. After that, my family and I took a break. I bought an ice degan and snacks. Do not forget, I was also buying ice cream. After the break, I looked for shells on the beach. The rocks were beautiful, I looked up to me and my family much after it went around the Srau coast.

Because the beach was very wide, my family and I went for a walk using motorcycle. Because if I used the foot was not enough. There was very hot, but breezy winds and the sound waves, making me felt at home there. Did not felt was at one o'clock. My family and I practiced midday prayers at mosque around the coast. After that, we went for a walk again, all of a sudden it rains, we were sheltering. When it was, my family and I accidentally met my brother who was also traveling, our shelter together.

Relentless rain, made me wet because the rain mixed with the wind. After the rain, let me go home. I came home with a souvenir shells that I was looking for earlier. I felt happy and want to repeat the current like this again. Hopefully next time would be more enjoyable vacation.

Narrative

Malin Kundang legend.

Malin was a smart kid but a bit naughty. He often chased chickens and hit him with broom. One day, when Malin chased a chicken, he tripped of a rock and a rock hit his right arm injury. The injury was a trace and could not feel sorry for his mother who worked hard to earn a living to raise her. Malin decided to wander in order to become rich after returned home soon. Mr. Malin Kundang inivitaly disagreed, Consider her husband also never returned after wandering away but continued to insist that malin. Eventually he was willing to go wander malin Kundang was a lot to learn about quiet ship on the crew experienced.

Along the way, suddenly Malin Kundang's ship was attacked by pirates. Even most of the crew and people on the ship was killed by the pirates. Mal Kundang has lucky, he was hiding in a small space endose ^{from} the timber so a not to be killed by the pirates. Malin Kundang drifted amid the sea, until finally the ship was stranded on a beach. With his energy, Malin walked to a nearby village from the beach. Marooned villages were Malin was a very fertile village, with tenacity and perseverance in work, over time Malin had become a wealthy man. It has a lot of merchant ships with men more than 100 people. Became rich, Malin Kundang married girl to be his wife. After a long marriage, Malin and his wife set sail with the crew and a lot of bodyguards. Malin's mother saw the arrival of the ship in the dock, they saw there are two people were standing on the deck. He believed that it was Malin and his wife. Mr. Malin was heading to the ship. One day close enough, she saw twelve people injured in the hand right, she more convinced his mother that he approached Malin Kundang. "Malin Kundang, my son, why did you go so long without send any news?" She said, hug Malin Kundang. But to see an old woman dress in tattered and filthy hug, Malin Kundang became angry even though he knew that the old lady was his mother, because she was embarrassed when it knew that his wife and his men. Get treated like that of his mother Malin Kundang was very angry. He had not expected her to be a rebellious child. Because of his anger, cursing his mother: Malin "Oh god, if he is my son, I curse he becomes a rock."

Not long after Malin Kundang was back and went sailing trip came amid a violent storm destroyed the Malin Kundang ship. After that, Malin Kundang body slowly became stiff and gradually ship ~~and~~ ^{and} shaped into rock. Until now Batu Malin Kundang ~~was~~ ^{was} at a beach in west Sumatra.

$$\begin{array}{r}
 y: 26 \\
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 \hline
 85
 \end{array}
 \quad
 \begin{array}{r}
 x: 28 \\
 18 \\
 16 \\
 19 \\
 4 \\
 \hline
 85
 \end{array}$$

SURAT KETERANGAN

Yang bertanda tangan di bawah ini:

Nama : Dewi Marlina, S Pd.

NIP : 197804152008012019

Pekerjaan : Guru Bahasa Inggris kelas VIII SMP N I Arjosari

menyatakan bahwa saya telah menganalisis data berupa karangan sederhana bahasa Inggris peserta didik kelas VIII SMP N I Arjosari, yang merupakan hasil penelitian dari mahasiswa.

Nama : Titis Dewi Cakrawati

NIM : 08202241038

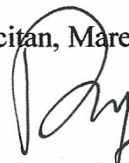
Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Pengambilan data tersebut dilakukan dalam rangka memenuhi salah satu tahap penyelesaian Tugas Akhir Skripsi yang berjudul ” **The Effect of Using Communicative Cartoon Movies With Fantasy Genre on the Teaching of Writing Skill in the Second Grade of SMPN I Arjosari, Pacitan, East Java in the Academic Year of 2011/2012** “. Dalam hal ini saya bertindak sebagai **Expert Judgment** sekaligus **Penilai I**.

Demikian pernyataan ini saya buat. Semoga dapat digunakan sebagaimana mestinya.

Pacitan, Maret 2012



Dewi Marlina, S Pd.
NIP. 197804152008012019



FRM/FBS/33-01
10 Jan 2011

Nomor : 248/UN.34.12/PP/II/2012
Lampiran : --
Hal : **Permohonan Izin Penelitian**

9 Februari 2012

Kepada Yth.
Kepala SMP Negeri I Arjosari Pacitan Jawa Timur

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

The Effect of Using Communicative Cartoon Movies with Fantasy Genre on the Teaching of Writing Skill of the Second Grade of SMPN I Arjosari Pacitan East Jawa in the Academic Year of 2011/2012

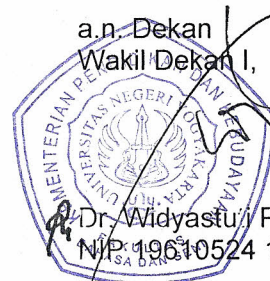
Mahasiswa dimaksud adalah :

Nama : TITIS DEWI CAKRAWATI
NIM : 08202241038
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari – April 2012

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,



Dr. Widyastuti Purbani, M.A.
NIP. 19610524 199001 2 001



PEMERINTAH KABUPATEN PACITAN
DINAS PENDIDIKAN KABUPATEN PACITAN
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 Jl. Raya Nawangan No. 3 Arjosari Telp. (0357) 631003
PACITAN

Kode Pos 63581

SURAT KETERANGAN

Nomor: 800 /069 /408.37.15.05/2012

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri I Arjosari Kabupaten Pacitan Propinsi Jawa Timur, dengan ini menerangkan bahwa:

Nama : TITIS DEWI CAKRAWATI
 Tempat, Tanggal lahir: Pacitan, 15 Juli 1990
 NIM : 08202241038
 Program Studi : Pendidikan Bahasa Inggris
 Universitas : Universitas Negeri Yogyakarta

Telah melaksanakan Penelitian dalam rangka Penyusunan Skripsi dengan Judul “**The Effect of Using Communicative Cartoon Movies with Fantasy Genre on the Teaching of Writing Skill at the Second Grade of SMPN I Arjosari, Pacitan, East Java in the Academic Year of 2011/2012**”.

Tanggal Penelitian : Februari – April 2012
 Tempat : UPT SMPN I Arjosari

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

Pacitan, 6 April 2012
 Kepala Sekolah



MAHMUD, S.Pd, M.Pd
 Pembina
 NIP. 19661226 198901 1 002