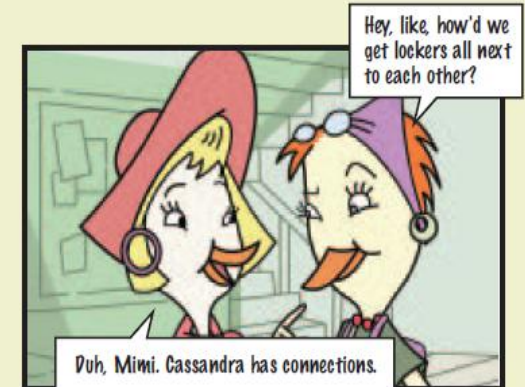


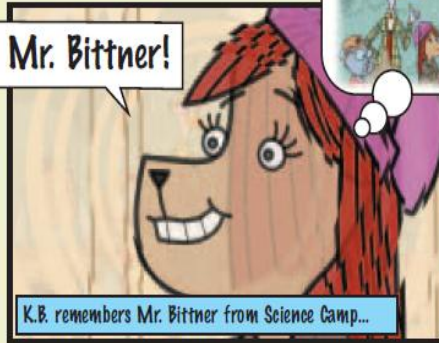


Stick with me, girls, and you'll always be as far from the geeks as possible.



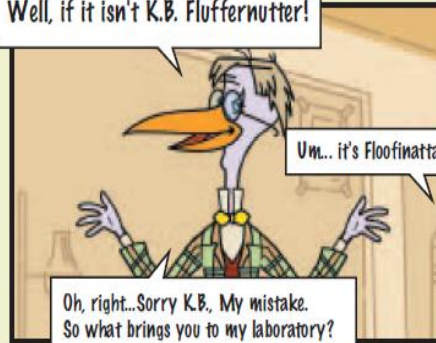
K.B. finds her first class, and sees a familiar face...

Mr. Bittner!



K.B. remembers Mr. Bittner from Science Camp...

Well, if it isn't K.B. Fluffernutter!



Um... it's Floofinatta?

Oh, right... Sorry K.B. My mistake. So what brings you to my laboratory?

Isn't this room 201?



Hmmm... your name's not here. I think you're in the wrong homeroom.

Oops.

Meeoww!



Umph!

K.B. collides with Cassandra in the doorway.

Watch where you're going, Freak!

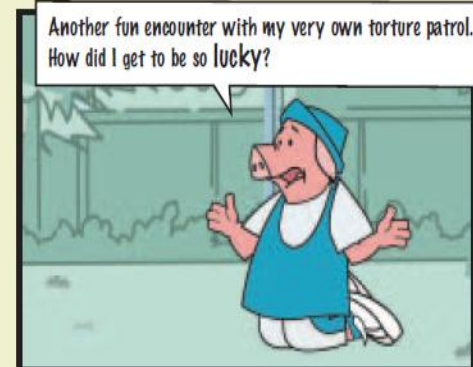


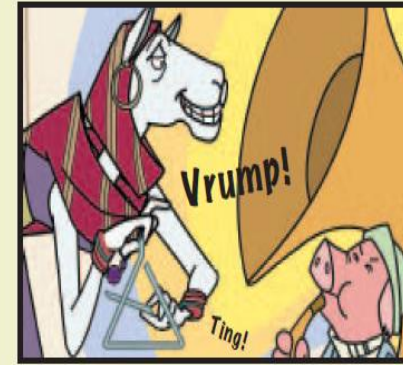
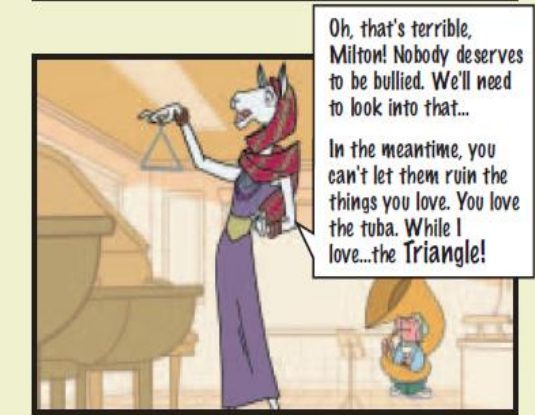
Sorry.

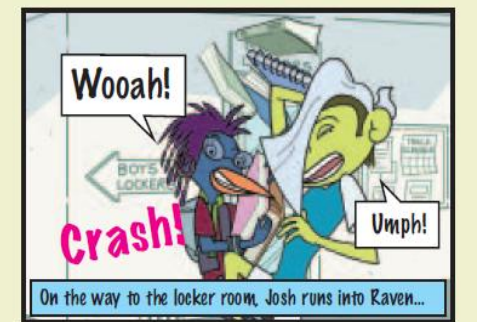
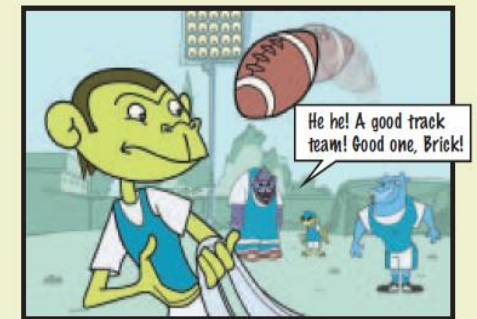
What are you apologizing for, your clumsiness or your 'sorry' outfit?

Oh, joy.



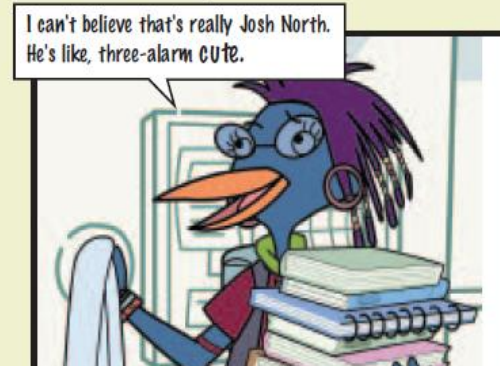
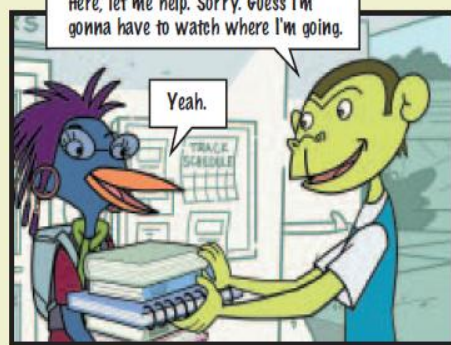
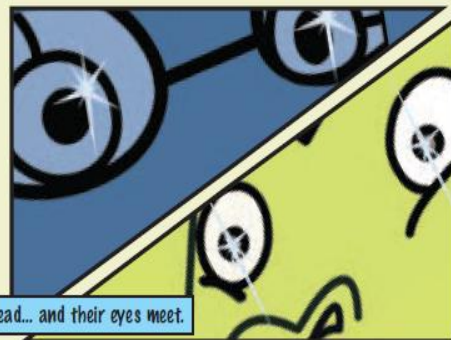






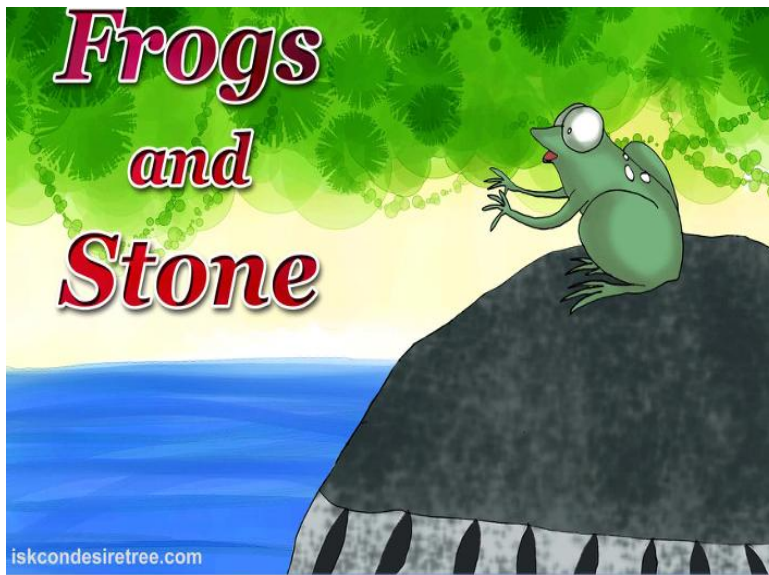


Josh pulls his gym towel back off of his head... and their eyes meet.

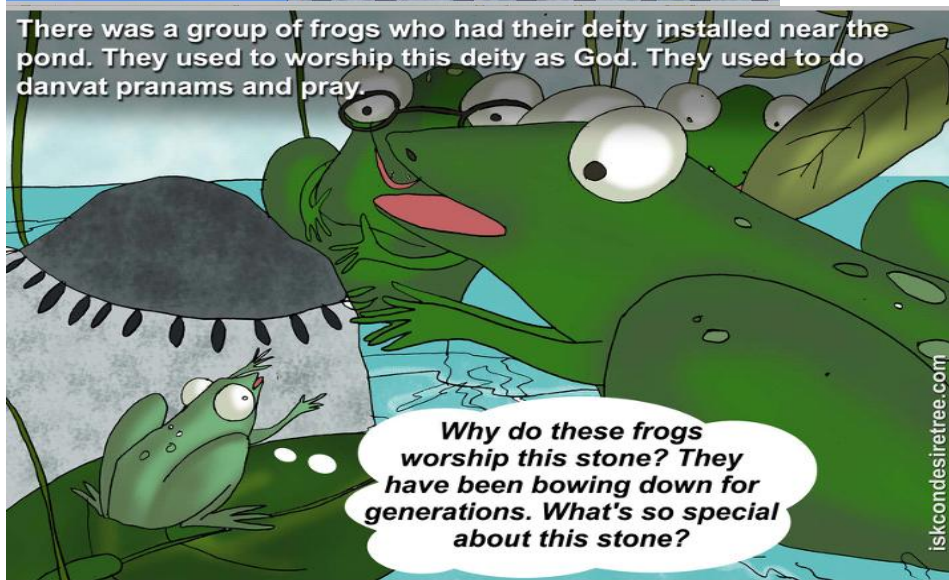








There was a group of frogs who had their deity installed near the pond. They used to worship this deity as God. They used to do danvat pranams and pray.



One day when the frogs were offering their prayers to the deity, the little curious frog jumped over and sat on the deity. This shocked everyone.



**You are
offending our God
and us!**

**Oh, you fool,
what are you
doing?**

2

**Please tell me why have you been
worshipping this stone for ages? If this stone
is God, how come i am sitting on its head?
Why did it allow me to do this?**



**Oh, you mean we are foolish.
So dear young frog, you tell us
what should we worship.**

3



So they all went to the stork and paid obeisances.

**Wow.
For so long I have
been hunting for
frogs, and here they
are! Thank you,
God.**

iskcondesiretree.com

Stork ate them all.

iskcondesiretree.com



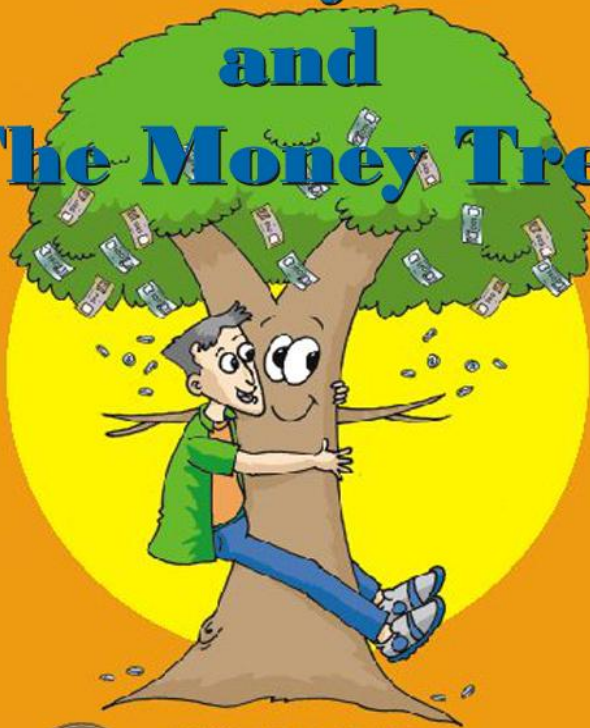




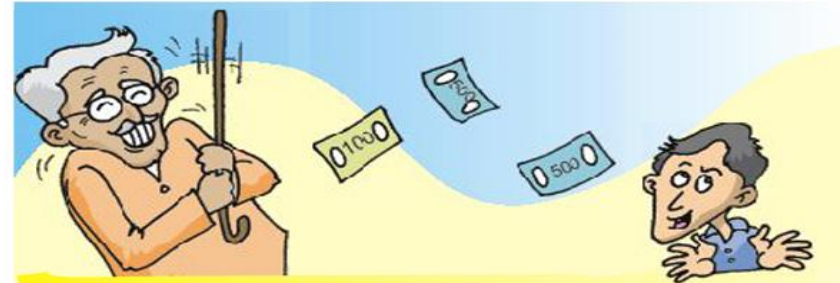
RBI Financial Education Series

Issue-I
Basic
Banking

Raju and The Money Tree



RESERVE BANK OF INDIA
6, Sansad Marg
New Delhi-110001



Join Raju in his journey beyond the Money Tree in this comic book brought out by the Reserve Bank of India. The saga of Raju's experiences is also available at www.rbi.org.in/commonperson



RBI Financial Education Series first published in June 2007 by Reserve Bank of India, New Delhi

© Reserve Bank of India

All rights reserved. Reproduction is permitted provided an acknowledgement of the source is made.

*Financial Education initiatives of the Reserve Bank of India are for providing general information to the common persons. For official information from the Reserve Bank of India, please visit www.rbi.org.in



Raju lived with his old mother in a small village.



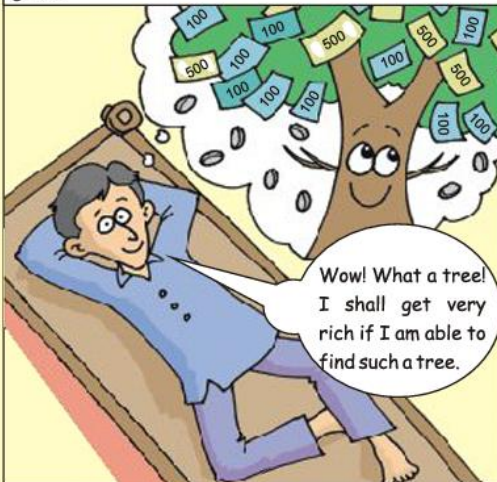
His mother barely managed two square meals a day by working day and night.



Raju was very lazy. He passed his time sleeping all day and dreaming about getting rich.



One day Raju dreamt about a tree on which money grows.



Immediately he left his home in search of the money tree.



He walked day ...



and night without any food and water.



One day Raju decided to rest under a tree. As usual he started dozing.



He was suddenly awakened by an old man who was staring directly into his eyes.



I am Raju and I am travelling.



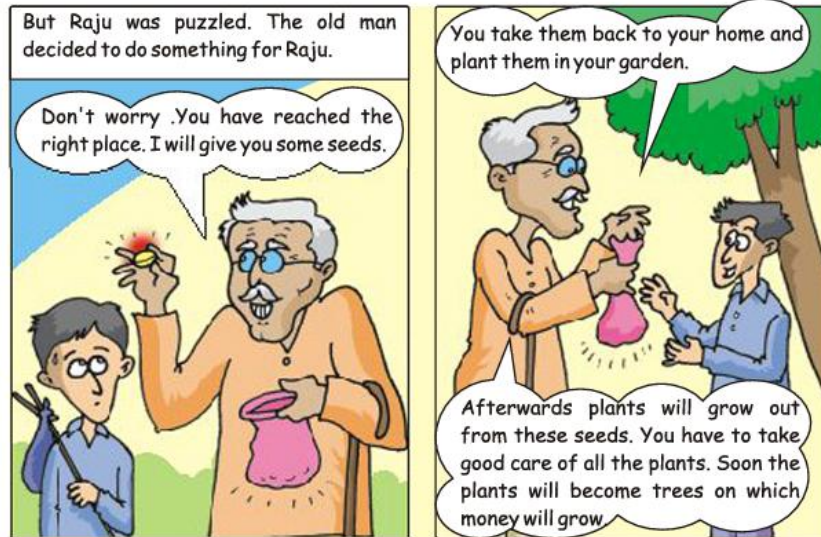
I am searching for a tree on which money grows.



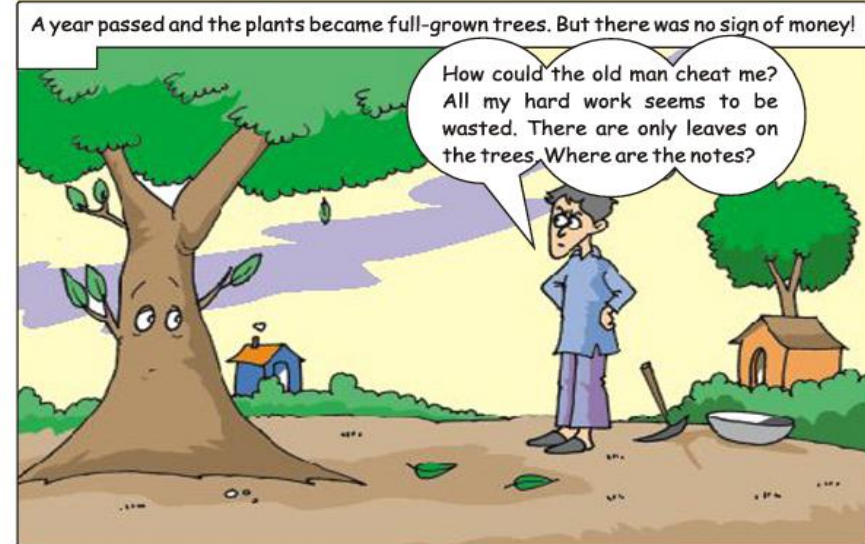
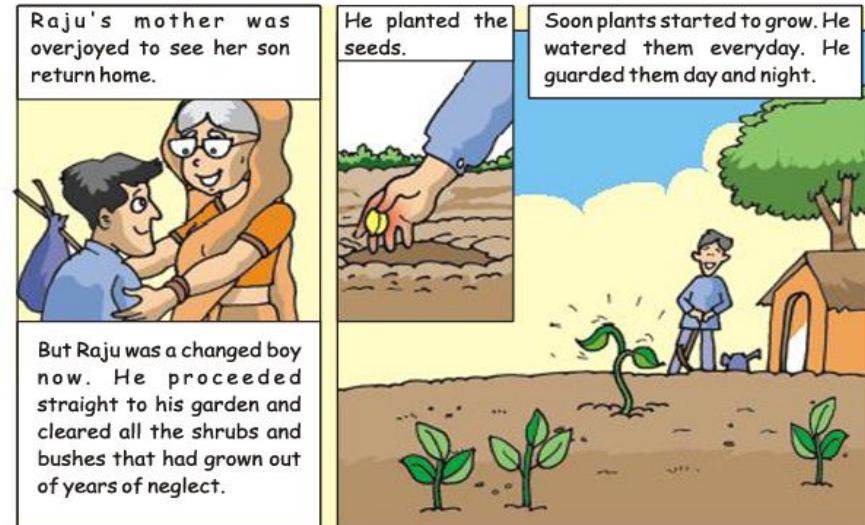
What? How can any body be so dumb?



Where are you going?

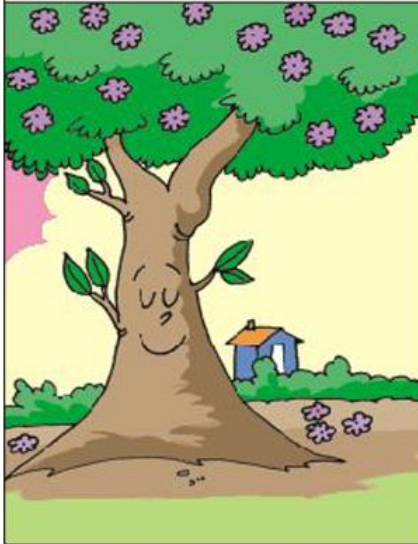


3



4

Soon the season changed. Flowers came on the trees. Raju had never seen such flowers before. Their fragrance started spreading far and wide.



The whole village became curious about Raju's flowers.



The remaining flowers turned into fruits. The merchant bought the fruits too and gave Raju more money.



One village merchant wanted to sell Raju's flowers in the town. He purchased some of the flowers and paid Raju a handsome price.



Raju had suddenly become rich. He then remembered the old man.



But still much of the money was left. Raju decided to save them for future use. He kept them in a box in his house.



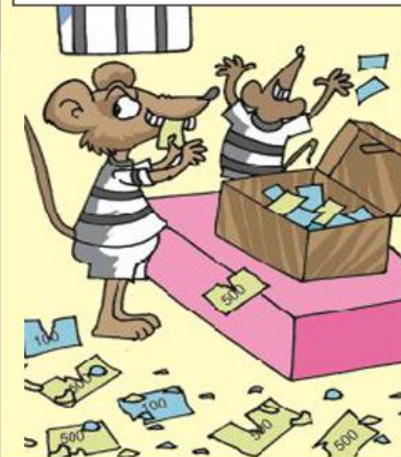
6

But what to do with the money now?



He repaired his old house and purchased new clothes for himself and his mother.

But soon disaster fell. Rats ate all his money.



Everything was lost. Raju was shocked. Seeing Raju shocked and distressed, his mother tried to console him and pull him out of his depression.



She suggested that Raju should try to get in touch with the old wise man who will be able to guide him out of this loss.

Next day by coincidence the old man visited Raju's house.



Raju told him the whole story- how plants became trees, how flowers came on the trees, how he sold them to earn money, how he kept the money in a box for future use, how he had lost everything to rats.

The old man again started laughing. Raju was surprised.



So the rats ate all your hard earned money, right?

Yeah. My only mistake was that I didn't kill the rats before keeping my money in the box. Had I done that I would not have lost my money.



No. You still could have lost it. You may kill rats but what about a thief taking away all your savings?



It is always risky to keep all your savings at home.

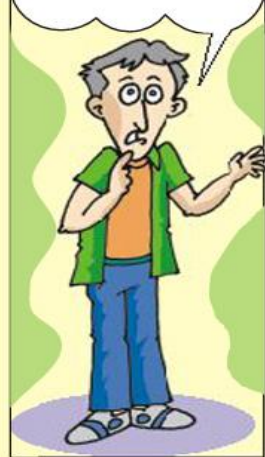
7

But what else could I do? There is no other place to keep all my savings safely.



Very simple. Keep all your savings in a bank.

Bank? What is a bank?



A bank is a place where you can safely deposit your money. It is like your piggy bank in which you store money.



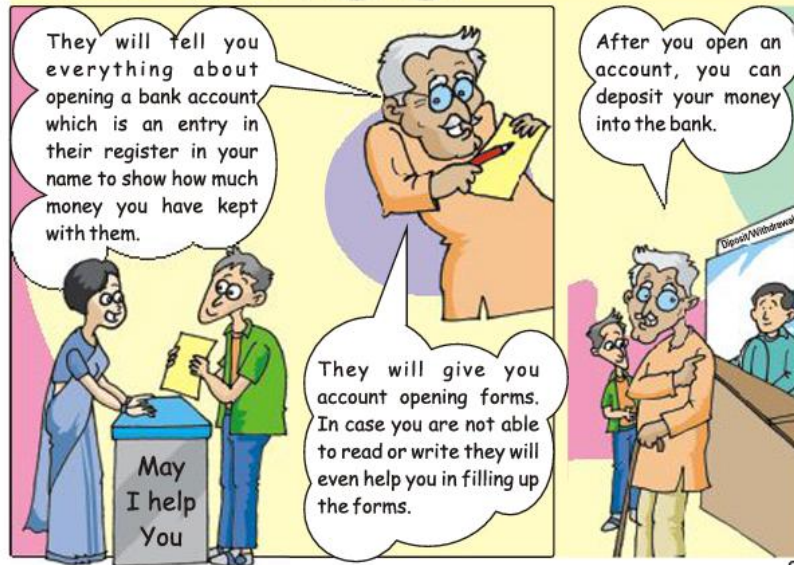
Along with your money, a bank keeps the money of many other people.

Each person is given a book which shows how much of his money the bank has.

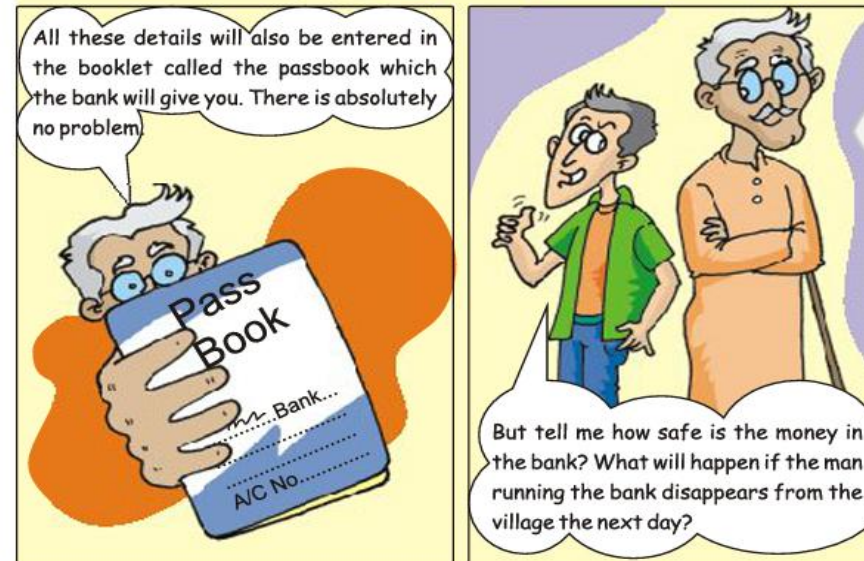
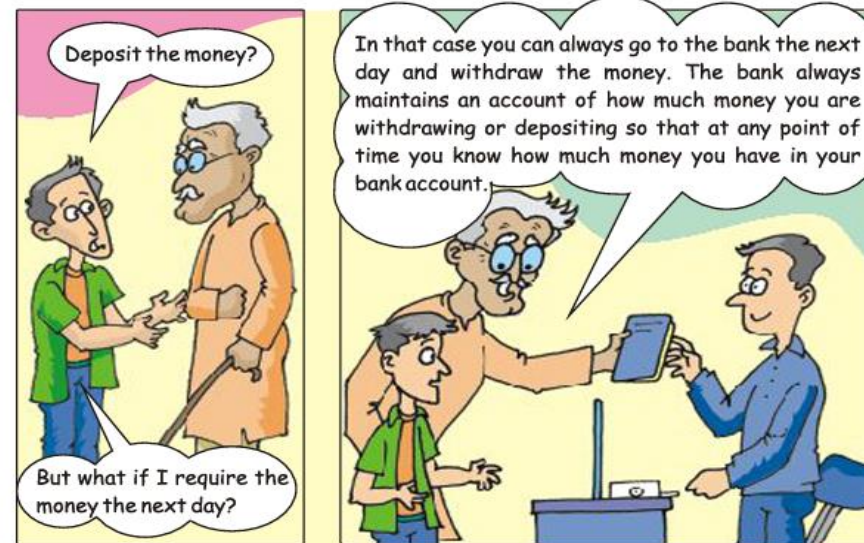


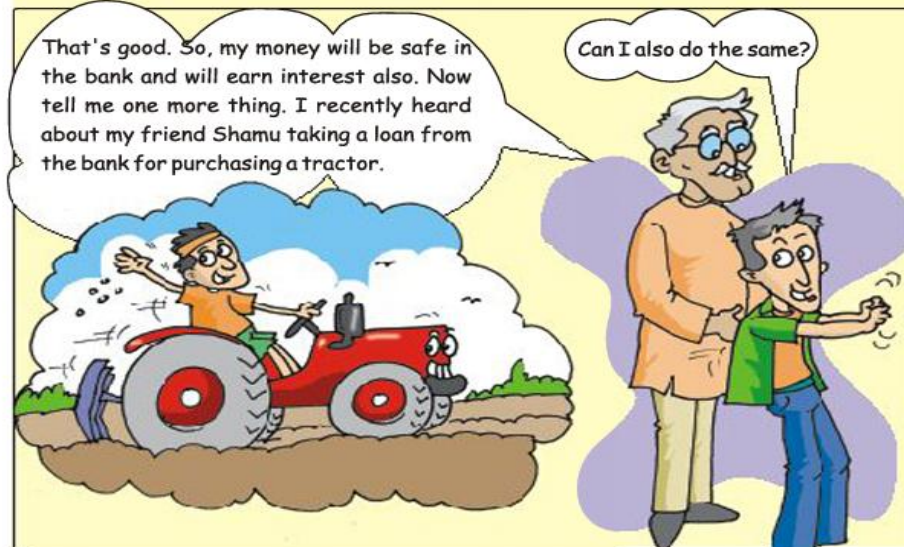
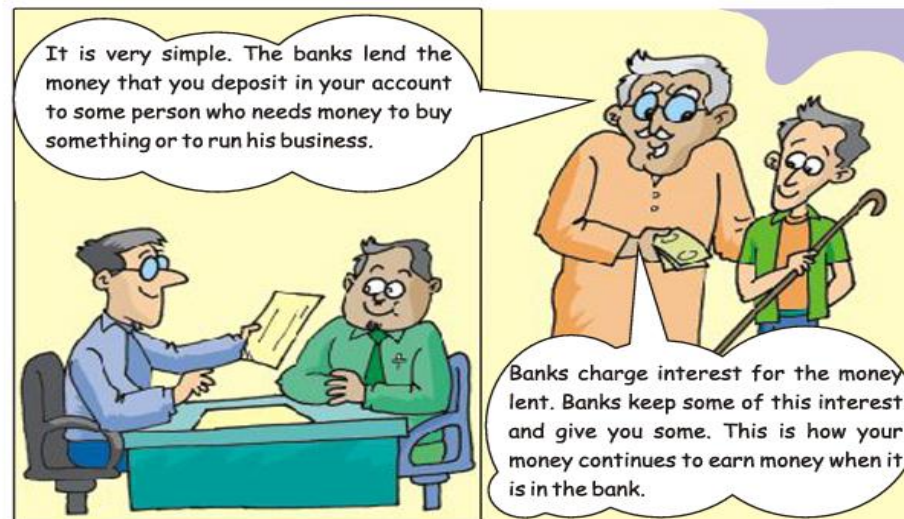
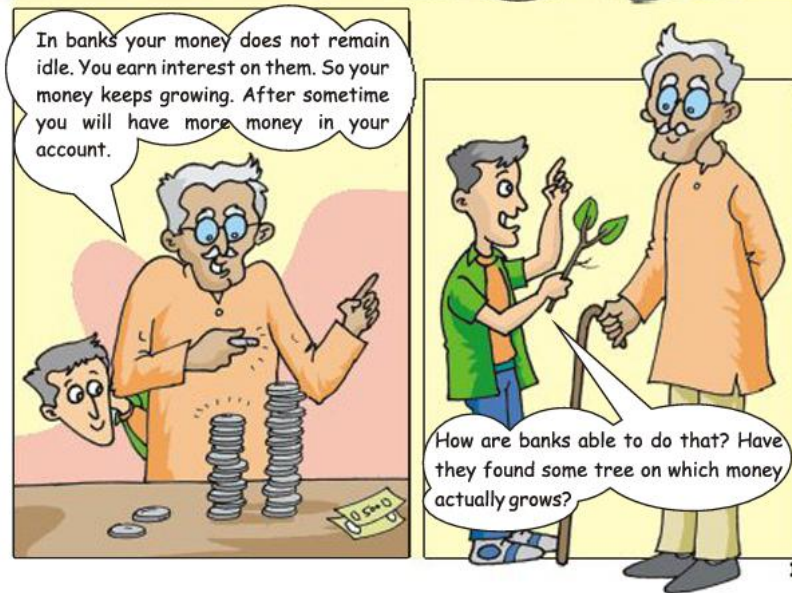
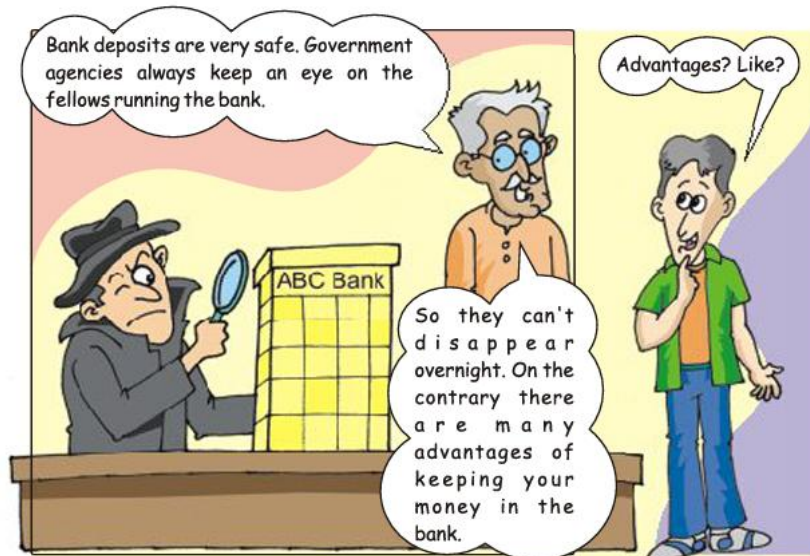
8

TO BE CONTINUE....



9









Story by Manoj & Shailaja
Art by Anupam Sharma

Appendix 01. Lesson Plan Control and Experiment Class

CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP/MTS
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1 (GANJIL)
Pertemuan	: I (SATU)
Materi Pokok	: '<i>Recount text</i>'
Alokasi Waktu	: 2JP (2 x 40 menit)

A. STANDAR KOMPETENSI

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. KOMPETENSI DASAR

- 6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. INDIKATOR

Menulis teks pendek dan sederhana dalam bentuk *recount* dengan langkah-langkah retorika yang benar

D. TUJUAN PEMBELAJARAN

Siswa dapat menulis teks *recount*

E. MATERI POKOK

“*Recount text*”

F. MEDIA PEMBELAJARAN

Picture Series

G. KEGIATAN PEMBELAJARAN

- a. Kegiatan Pendahuluan (10 menit)

Apersepsi :

- Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk *recount* yang berkaitan dengan lingkungan terdekat

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

b. Kegiatan inti (60 menit)

Eksplorasi

Dalam kegiatan eksplorasi, peneliti:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari;
- ☞ Memfasilitasi peserta didik dalam penyampaian materi tentang recount text

Elaborasi

Dalam kegiatan elaborasi, peneliti:

- ☞ Membiasakan peserta didik untuk membaca dan menulis recount text dalam bentuk picture series;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas individu untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran picture series;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, peneliti:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar
- ☞ Peneliti bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Peneliti bersama siswa memberikan penguatan dan penyimpulan tentang materi yang telah diberikan.

c. Kegiatan Penutup (10 menit)

Dalam kegiatan penutup, peneliti:

- ☞ melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

- ☞ merencanakan kegiatan tindak lanjut dan menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. SUMBER/BAHAN/ALAT

- a. Buku teks
- b. Internet (<http://bahasa-inggris-ku.blogspot.co.id/2013/04/functional-text-recount-texts.html>)
- c. Gambar-gambar yang relevan

I. PEDOMAN PENILAIAN

Scoring rubric of writing (Brown & Barley in Brown, 2004: 244-245)

ASPECT	DEFINITION	SCORE
CONTENT	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are enough understandable	10
	- Both content and topic are not understandable	5
GRAMMAR	- The tense and the structure of sentences are right	20
	- There are some mistakes on the structure of sentences, but it is understandable enough	15
	- There are some mistakes on the structure of sentences and not understandable enough	10
	- There are so many mistakes on the structure of sentences and tense, and it is not understandable	5
VOCABULARY	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are enough understandable	10
	- Both content and topic are not	

	understandable	5
GENERIC STRUCTURE	- The generic structure is good and complete	20
	- The generic structure is good enough	15
	- The generic structure is not complete	10
	- The generic structure is not complete and so limited	5
MECHANIC	- The punctuations are true	20
	- Few mistakes on the punctuation, but it is understandable enough	15
	- There are mistakes on the punctuation and it is lack to understandable	10
	- There are any mistakes on the spelling and punctuation, and it is not understandable	5

Score : $\frac{\text{Row score}}{\text{Main score}} \times 100 = \dots$

CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP/MTS
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1 (GANJIL)
Pertemuan	: 2 (DUA)
Materi Pokok	: '<i>Recount text</i>'
Alokasi Waktu	: 2JP (2 x 40 menit)

B. STANDAR KOMPETENSI

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. KOMPETENSI DASAR

- 6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. INDIKATOR

Menulis teks pendek dan sederhana dalam bentuk *recount* dengan langkah-langkah retorika yang benar

D. TUJUAN PEMBELAJARAN

Siswa dapat menulis teks *recount*

E. MATERI POKOK

"*Recount text*"

F. MEDIA PEMBELAJARAN

Picture Series

G. KEGIATAN PEMBELAJARAN

- b. Kegiatan Pendahuluan (10 menit)

Apersepsi :

- Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk *recount* yang berkaitan dengan lingkungan terdekat

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

c. Kegiatan inti (60 menit)

Eksplorasi

Dalam kegiatan eksplorasi, peneliti:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari;
- ☞ Memfasilitasi peserta didik dalam penyampaian materi tentang recount text

Elaborasi

Dalam kegiatan elaborasi, peneliti:

- ☞ Membiasakan peserta didik untuk membaca dan menulis recount text dalam bentuk picture series;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas individu untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran picture series;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, peneliti:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar
- ☞ Peneliti bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Peneliti bersama siswa memberikan penguatan dan penyimpulan tentang materi yang telah diberikan.

c. Kegiatan Penutup (10 menit)

Dalam kegiatan penutup, peneliti:

- ☞ melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

- ☞ merencanakan kegiatan tindak lanjut dan menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. SUMBER/BAHAN/ALAT

- d. Buku teks
- e. Internet (<http://bahasa-inggris-ku.blogspot.co.id/2013/04/functional-text-recount-texts.html>)
- f. Gambar-gambar yang relevan

I. PEDOMAN PENILAIAN

Scoring rubric of writing (Brown & Barley in Brown, 2004: 244-245)

ASPECT	DEFINITION	SCORE
CONTENT	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are enough understandable	10
	- Both content and topic are not understandable	5
GRAMMAR	- The tense and the structure of sentences are right	20
	- There are some mistakes on the structure of sentences, but it is understandable enough	15
	- There are some mistakes on the structure of sentences and not understandable enough	10
	- There are so many mistakes on the structure of sentences and tense, and it is not understandable	5
VOCABULARY	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are enough understandable	10
	- Both content and topic are not	

	understandable	5
GENERIC STRUCTURE	- The generic structure is good and complete	20
	- The generic structure is good enough	15
	- The generic structure is not complete	10
	- The generic structure is not complete and so limited	5
MECHANIC	- The punctuations are true	20
	- Few mistakes on the punctuation, but it is understandable enough	15
	- There are mistakes on the punctuation and it is lack to understandable	10
	- There are any mistakes on the spelling and punctuation, and it is not understandable	5

Score : $\frac{\text{Row score}}{\text{Main score}} \times 100 = \dots$

CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP/MTS
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1 (GANJIL)
Pertemuan	: III (TIGA)
Materi Pokok	: '<i>Recount text</i>'
Alokasi Waktu	: 2JP (2 x 40 menit)

C. STANDAR KOMPETENSI

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. KOMPETENSI DASAR

- 6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. INDIKATOR

Menulis teks pendek dan sederhana dalam bentuk *recount* dengan langkah-langkah retorika yang benar

D. TUJUAN PEMBELAJARAN

Siswa dapat menulis teks *recount*

E. MATERI POKOK

"*Recount text*"

F. MEDIA PEMBELAJARAN

Picture Series

G. KEGIATAN PEMBELAJARAN

- c. Kegiatan Pendahuluan (10 menit)

Apersepsi :

- Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk *recount* yang berkaitan dengan lingkungan terdekat

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

d. Kegiatan inti (60 menit)

Eksplorasi

Dalam kegiatan eksplorasi, peneliti:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari;
- ☞ Memfasilitasi peserta didik dalam penyampaian materi tentang recount text

Elaborasi

Dalam kegiatan elaborasi, peneliti:

- ☞ Membiasakan peserta didik untuk membaca dan menulis recount text dalam bentuk picture series;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas individu untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran picture series;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, peneliti:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar
- ☞ Peneliti bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Peneliti bersama siswa memberikan penguatan dan penyimpulan tentang materi yang telah diberikan.

c. Kegiatan Penutup (10 menit)

Dalam kegiatan penutup, peneliti:

- ☞ melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dan menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. SUMBER/BAHAN/ALAT

- g. Buku teks
- h. Internet <http://bahasa-inggris-ku.blogspot.co.id/2013/04/functional-text-recount-texts.html>
- i. Gambar-gambar yang relevan

I. PEDOMAN PENILAIAN

Scoring rubric of writing (Brown & Barley in Brown, 2004: 244-245)

ASPECT	DEFINITION	SCORE
CONTENT	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are enough understandable	10
	- Both content and topic are not understandable	5
GRAMMAR	- The tense and the structure of sentences are right	20
	- There are some mistakes on the structure of sentences, but it is understandable enough	15
	- There are some mistakes on the structure of sentences and not understandable enough	10
	- There are so many mistakes on the structure of sentences and tense, and it is not understandable	5
VOCABULARY	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are enough understandable	10

	- Both content and topic are not understandable	5
GENERIC STRUCTURE	- The generic structure is good and complete	20
	- The generic structure is good enough	15
	- The generic structure is not complete	10
	- The generic structure is not complete and so limited	5
MECHANIC	- The punctuations are true	20
	- Few mistakes on the punctuation, but it is understandable enough	15
	- There are mistakes on the punctuation and it is lack to understandable	10
	- There are any mistakes on the spelling and punctuation, and it is not understandable	5

Score : $\frac{\text{Row score}}{\text{Main score}} \times 100 = \dots$

CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP/MTS
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1 (GANJIL)
Pertemuan	: IV (EMPAT)
Materi Pokok	: 'Recount text'
Alokasi Waktu	: 2JP (2 x 40 menit)

D. STANDAR KOMPETENSI

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. KOMPETENSI DASAR

- 6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. INDIKATOR

Menulis teks pendek dan sederhana dalam bentuk *recount* dengan langkah-langkah retorika yang benar

D. TUJUAN PEMBELAJARAN

Siswa dapat menulis teks *recount*

E. MATERI POKOK

"Recount text"

F. MEDIA PEMBELAJARAN

Picture Series

G. KEGIATAN PEMBELAJARAN

- d. Kegiatan Pendahuluan (10 menit)

Apersepsi :

- Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk *recount* yang berkaitan dengan lingkungan terdekat

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

e. Kegiatan inti (60 menit)

Eksplorasi

Dalam kegiatan eksplorasi, peneliti:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari;
- ☞ Memfasilitasi peserta didik dalam penyampaian materi tentang recount text

Elaborasi

Dalam kegiatan elaborasi, peneliti:

- ☞ Membiasakan peserta didik untuk membaca dan menulis recount text dalam bentuk picture series;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas individu untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran picture series;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, peneliti:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar
- ☞ Peneliti bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Peneliti bersama siswa memberikan penguatan dan penyimpulan tentang materi yang telah diberikan.

c. Kegiatan Penutup (10 menit)

Dalam kegiatan penutup, peneliti:

- ☞ melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ menyampaikan ucapan terima kasih kepada peserta didik.

H. SUMBER/BAHAN/ALAT

- j. Buku teks
- k. Internet <http://bahasa-inggris-ku.blogspot.co.id/2013/04/functional-text-recount-texts.html>
- l. Gambar-gambar yang relevan

I. PEDOMAN PENILAIAN

Scoring rubric of writing (Brown & Barley in Brown, 2004: 244-245)

ASPECT	DEFINITION	SCORE
CONTENT	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are enough understandable	10
	- Both content and topic are not understandable	5
GRAMMAR	- The tense and the structure of sentences are right	20
	- There are some mistakes on the structure of sentences, but it is understandable enough	15
	- There are some mistakes on the structure of sentences and not understandable enough	10
	- There are so many mistakes on the structure of sentences and tense, and it is not understandable	5
VOCABULARY	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are enough understandable	10
	- Both content and topic are not	

	understandable	5
GENERIC STRUCTURE	- The generic structure is good and complete	20
	- The generic structure is good enough	15
	- The generic structure is not complete	10
	- The generic structure is not complete and so limited	5
MECHANIC	- The punctuations are true	20
	- Few mistakes on the punctuation, but it is understandable enough	15
	- There are mistakes on the punctuation and it is lack to understandable	10
	- There are any mistakes on the spelling and punctuation, and it is not understandable	5

Score : $\frac{\text{Row score}}{\text{Main score}} \times 100 = \dots$

CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP/MTS
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / 2 (Wajib)
Pertemuan	: IV
Materi Pokok	: '<i>Recount text</i>'
Alokasi Waktu	: 2JP (2 X 40 menit)

E. STANDAR KOMPETENSI

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. KOMPETENSI DASAR

- 6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. INDIKATOR

Menulis teks pendek dan sederhana dalam bentuk *recount* dengan langkah-langkah retorika yang benar

D. TUJUAN PEMBELAJARAN

Siswa dapat menulis teks *recount*

E. MATERI POKOK

"*Recount text*"

F. METODE PEMBELAJARAN

Picture Series

G. KEGIATAN PEMBELAJARAN

- e. Kegiatan Pendahuluan (10 menit)

Apersepsi :

- Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk *recount* yang berkaitan dengan lingkungan terdekat

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

f. Kegiatan inti (60 menit)

Eksplorasi

Dalam kegiatan eksplorasi, peneliti:

- ☞ Memberikan soal posttest kepada peserta didik.

Elaborasi

Dalam kegiatan elaborasi, peneliti :

- ☞ Peserta didik mengerjakan mengerjakan soal posttest yang diberikan

Konfirmasi

Dalam kegiatan konfirmasi, peneliti:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - ☞ Membantu menyelesaikan masalah;
 - ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - ☞ Memberi informasi untuk bereksplorasi lebih jauh;
 - ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Peneliti bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Peneliti bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

c. Kegiatan Penutup (10 menit)

Dalam kegiatan penutup, peneliti:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. SUMBER/BAHAN/ALAT

- m. Buku teks
- n. Internet (<http://bahasa-inggris-ku.blogspot.co.id/2013/04/functional-text-recount-texts.html>)
- o. Gambar-gambar yang relevan

I. PEDOMAN PENILAIAN

Scoring rubric of writing (Brown & Barley in Brown, 2004: 244-245)

ASPECT	DEFINITION	SCORE
CONTENT	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are enough understandable	10
	- Both content and topic are not understandable	5
GRAMMAR	- The tense and the structure of sentences are right	20
	- There are some mistakes on the structure of sentences, but it is understandable enough	15
	- There are some mistakes on the structure of sentences and not understandable enough	10
	- There are so many mistakes on the structure of sentences and tense, and it is not understandable	5
VOCABULARY	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are enough understandable	10
	- Both content and topic are not understandable	5

GENERIC STRUCTURE	- The generic structure is good and complete	20
	- The generic structure is good enough	15
	- The generic structure is not complete	10
	- The generic structure is not complete and so limited	5
MECHANIC	- The punctuations are true	20
	- Few mistakes on the punctuation, but it is understandable enough	15
	- There are mistakes on the punctuation and it is lack to understandable	10
	- There are any mistakes on the spelling and punctuation, and it is not understandable	5

Score : $\frac{\text{Row score}}{\text{Main score}} \times 100 = \dots$

EXPERIMENT CLASS

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: SMPN 1 SIMAN PONOROGO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Treatment	: 1 (Satu)
Aspek/Skill	: Writing
Alokasi Waktu	: 2JP (2 x 40 menit)

A. STANDAR KOMPETENSI

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. KOMPETENSI DASAR

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. INDIKATOR PENCAPAIAN

Menulis teks pendek dan sederhana dalam bentuk *recount* dengan langkah-langkah retorika yang benar

D. TUJUAN PEMBELAJARAN

Siswa dapat menulis teks *recount*

E. MATERI POKOK

Recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that "rounds off" the sequence of events.

Generic Structure of Recount

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the writer to the story

Language Feature of Recount

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

Social function: to retell events for the purpose of informing or entertaining

When writing recounts you should:

1. Focus on individual people i.e. use the words, I or we

2. Use words which indicate when (e.g. after lunch) and where the events took place (e.g. in the shed)
3. Write in the past tense e.g. had, visited
4. Use action words e.g. helped, crutched.

Example:

Santolo Beach

orientation	{ Last holiday, My family and I went to Santolo beach. We spent one day two night there and stayed at small hotel in the beach. We rented a car for transportation.
Event 1	{ We went to the beach on afternoon because I want to saw a sunset . I felt very happy because we arrived on 05.00 a.m it means I will see a sunset. Then I saw that sunset I'm really happy.
Event 2	{ The next time I played in the beach we swam together, made a palace from sand, played a banana boots, and many more.
Re-orientation	{ Finally we came to home, but I bought a souvenir for my friends like keychains from clam, bracelet, and accessories. We arrived at home on 08.00 p.m I felt very happy can trip to the santolo beach as a favorite beach in garut. I hope I can vacation to another tourist site in the next holiday.

English comic

Title: Raju and money tree

comics is the word worth defining, as it refers to the medium itself, not a specific object as "comic book" or "comic strip" do. But, master comics artist will eisner uses the term sequential art when describing comics. Taken individually, the pictures below are merely that pictures.

Advantages of English comic :

1. They further encourage imaginative thinking and at times a reflection of what occurs in everyday life
2. It is also can develop reading student interest and of study surface
3. Picture in comic help to push children raise learning interest

The example attachment.

F. MEDIA PEMBELAJARAN/ TEKNIK

English Comic

G. KEGIATAN PEMBELAJARAN

a) Kegiatan Pendahuluan (10 Menit)

- Salam/greeting, pengenalan dan mengecek kehadiran siswa.

- Memberi motivasi kepada siswa.
- Menyampaikan tujuan pembelajaran dari materi yang akan dibahas

b) Kegiatan Inti

Presentation

- Guru mempresentasikan descriptive teks meliputi pengertian recount teks, generic structure, tujuan, dan unsur bahasa yang digunakan dalam pembuatan teks recount.
- Guru mempresentasikan English comic meliputi pengertian English comic, tujuan dan unsur bahasa yang digunakan dalam English comic.
- Guru mengajukan pertanyaan kepada siswa mengenai materi yang disampaikan.

Practice

- Guru meminta siswa untuk membaca English comic sederhana dan mengubahnya dalam bentuk teks recount.
- Guru memberikan penjelasan tentang tugas yang akan dikerjakan siswa.
Secara individu siswa mengubah bacaan English comic sederhana kedalam bentuk teks recount.
Siswa mengumpulkan hasil pekerjaan mereka.

Production

- Siswa mengumpulkan hasil pekerjaan mereka.

c) Kegiatan Akhir (10 Menit)

- Guru menanyakan kesulitan siswa dalam penjelasan teks recount.
- Guru menanyakan kesulitan siswa dalam menyusun English comic dalam bentuk teks recount.
- Guru membuat simpulan tentang materi yang dipelajari.
- Guru mengakhiri kegiatan pembelajaran dan memberi salam.

H. SUMBER/ALAT/BAHAN

- Buku Teks
- Internet (<http://bahasa-inggris-ku.blogspot.co.id/2013/04/functional-text-recount-texts.html>)
- Gambar – gambar yang relevan
- English comic

I. PEDOMAN PENILAIAN

Scoring rubric of writing (Brown & Barley in Brown, 2004: 244-245)

ASPECT	DEFINITION	SCORE
CONTENT	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are	

	enough understandable - Both content and topic are not understandable	10 5
GRAMMAR	- The tense and the structure of sentences are right - There are some mistakes on the structure of sentences, but it is understandable enough - There are some mistakes on the structure of sentences and not understandable enough - There are so many mistakes on the structure of sentences and tense, and it is not understandable	20 15 10 5
VOCABULARY	- The content and the topic is very good - The content and the topic is good - The content and the topic are enough understandable - Both content and topic are not understandable	20 15 10 5
GENERIC STRUCTURE	- The generic structure is good and complete - The generic structure is good enough - The generic structure is not complete - The generic structure is not complete and so limited	20 15 10 5
MECHANIC	- The punctuations are true - Few mistakes on the punctuation, but it is understandable enough	20 15

	- There are mistakes on the punctuation and it is lack to understandable	10
	- There are any mistakes on the spelling and punctuation, and it is not understandable	5

Score : $\frac{\text{Row score}}{\text{Main score}} \times 100 = \dots$

J. ATTACHMENT MATERIAL

Terlampir

EXPERIMENT CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMPN 1 SIMAN PONOROGO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ 1
Treatment	: 2 (Dua)
Aspek/Skill	: Writing
Alokasi Waktu	: 2JP (2 x 40 menit)

A. STANDAR KOMPETENSI

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. KOMPETENSI DASAR

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. INDIKATOR PENCAPAIAN

Menulis teks pendek dan sederhana dalam bentuk *recount* dengan langkah-langkah retorika yang benar

D. TUJUAN PEMBELAJARAN

Siswa dapat menulis teks *recount*

E. MATERI POKOK

Recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that "rounds off" the sequence of events.

Generic Structure of Recount

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the writer to the story

Language Feature of Recount

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

Social function: to retell events for the purpose of informing or entertaining

When writing recounts you should:

5. Focus on individual people i.e. use the words, I or we
6. Use words which indicate when (e.g. after lunch) and where the events took place (e.g. in the shed)
7. Write in the past tense e.g. had, visited
8. Use action words e.g. helped, crutched.

Example:

Santolo Beach

orientation	{ Last holiday, My family and I went to Santolo beach. We spent one day two night there and stayed at small hotel in the beach. We rented a car for transportation.
Event 1	{ We went to the beach on afternoon because I want to saw a sunset . I felt very happy because we arrived on 05.00 a.m it means I will see a sunset. Then I saw that sunset I'm realy happy.
Event 2	{ The next time I played in the beach we swam together, made a palace from sand, played a banana boots, and many more.
Re-orientation	{ Finally we came to home, but I bought a souvenir for my friends like keychains from clam, bracelet, and accessories. We arrived at home on 08.00 p.m I felt very happy can trip to the santolo beach as a favorite beach in garut. I hope I can vacation to another tourist site in the next holiday.

English comic

Title: Raju and money tree

comics is the word worth defining, as it refers to the medium itself, not a specific object as "comic book" or "comic strip" do. But, master comics artist will eisner uses the term sequential art when describing comics. Taken individually, the pictures below are merely that pictures.

Advantages of English comic :

4. They further encourage imaginative thinking and at times a reflection of what occurs in everyday life
5. It is also can develop reading student interest and of study surface
6. Picture in comic help to push children raise learning interest

The example attachment.

F. MEDIA PEMBELAJARAN/ TEKNIK

English Comic

G. KEGIATAN PEMBELAJARAN

a) Kegiatan Pendahuluan (10 Menit)

- Salam/greeting, pengenalan dan mengecek kehadiran siswa.
- Memberi motivasi kepada siswa.
- Menyampaikan tujuan pembelajaran dari materi yang akan dibahas

b) Kegiatan Inti

Presentation

- Guru menjelaskan teks recount secara singkat
- Guru mempresentasikan secara umum bagaimana mendiskripsikan English comic dalam bentuk teks recount dan memberikan contohnya.
- Guru mengajukan pertanyaan kepada siswa mengenai materi yang disampaikan.

Practice

- Guru meminta siswa untuk latihan membuat English comic sederhana tentang lingkungan sekitar.
- Guru memberikan penjelasan tentang tugas yang akan dikerjakan siswa.
- Secara individu siswa membuat English comic singkat tentang lingkungan sekitar menggunakan *structure text recount* yang benar.

Production

- Siswa mengumpulkan hasil pekerjaan mereka.

c) Kegiatan Akhir (10 Menit)

- Guru menanyakan kesulitan siswa dalam menyusun English comic menggunakan teks recount
- Guru membuat simpulan tentang materi yang dipelajari.
- Guru mengakhiri kegiatan pembelajaran dan memberi salam.

H. SUMBER/ALAT/BAHAN

- Buku Teks
- Internet (<http://bahasa-inggris-ku.blogspot.co.id/2013/04/functional-text-recount-texts.html>)
- Gambar – gambar yang relevan
- English comic

I. PEDOMAN PENILAIAN

Scoring rubric of writing (Brown & Barley in Brown, 2004: 244-245)

ASPECT	DEFINITION	SCORE
CONTENT	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are enough understandable	10
	- Both content and topic are not	

	understandable	5
GRAMMAR	- The tense and the structure of sentences are right	20
	- There are some mistakes on the structure of sentences, but it is understandable enough	15
	- There are some mistakes on the structure of sentences and not understandable enough	10
	- There are so many mistakes on the structure of sentences and tense, and it is not understandable	5
VOCABULARY	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are enough understandable	10
	- Both content and topic are not understandable	5
GENERIC STRUCTURE	- The generic structure is good and complete	20
	- The generic structure is good enough	15
	- The generic structure is not complete	10
	- The generic structure is not complete and so limited	5
MECHANIC	- The punctuations are true	20
	- Few mistakes on the punctuation, but it is understandable enough	15
	- There are mistakes on the punctuation and it is lack to	10

	understandable - There are any mistakes on the spelling and punctuation, and it is not understandable	5
--	---	---

Score : $\frac{\text{Row score}}{\text{Main score}} \times 100 = \dots$

J. ATTACHMENT MATERIAL

Terlampir

EXPERIMENT CLASS

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: SMPN 1 SIMAN PONOROGO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ 1
Treatment	: 3 (Tiga)
Aspek/Skill	: Writing
Alokasi Waktu	: 2JP (2 x 40 menit)

A. STANDAR KOMPETENSI

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. KOMPETENSI DASAR

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. INDIKATOR PENCAPAIAN

Menulis teks pendek dan sederhana dalam bentuk *recount* dengan langkah-langkah retorika yang benar

D. TUJUAN PEMBELAJARAN

Siswa dapat menulis teks *recount*

E. MATERI POKOK

English comic

Title: Frog and Stone

comics is the word worth defining, as it refers to the medium itself, not a specific object as "comic book" or "comic strip" do. But, master comics artist will eisner uses the term sequential art when describing comics. Taken individually, the pictures below are merely that pictures.

Advantages of English comic :

7. They further encourage imaginative thinking and at times a reflection of what occurs in everyday life
8. It is also can develop reading student interest and of study surface

9. Picture in comic help to push children raise learning interest.

The example attachment.

F. MEDIA PEMBELAJARAN/ TEKNIK

English Comic

G. KEGIATAN PEMBELAJARAN

a) Kegiatan Pendahuluan (10 Menit)

- Salam/greeting, pengenalan dan mengecek kehadiran siswa.
- Memberi motivasi kepada siswa.
- Menyampaikan tujuan pembelajaran dari materi yang akan dibahas

b) Kegiatan Inti

Presentation

- Guru mempresentasikan cara mengubah bacaan English comic dalam bentuk teks recount.
- Guru mengajukan pertanyaan kepada siswa mengenai materi yang disampaikan.

Practice

- Guru meminta siswa untuk membaca English comic sederhana dan mengubahnya dalam bentuk teks recount.
- Guru memberikan penjelasan tentang tugas yang akan dikerjakan siswa.

Secara individu siswa mengubah bacaan English comic sederhana kedalam bentuk teks recount.

Siswa mengumpulkan hasil pekerjaan mereka.

c) Kegiatan Akhir (10 Menit)

- Guru menanyakan kesulitan siswa dalam menyusun English comic dalam bentuk teks recount.
- Guru membuat simpulan tentang materi yang dipelajari.
- Guru mengakhiri kegiatan pembelajaran dan memberi salam.

H. SUMBER/ALAT/BAHAN

a. Buku Teks

b. Internet (<http://bahasa-inggris-ku.blogspot.co.id/2013/04/functional-text-recount-texts.html>)

e. Gambar – gambar yang relevan

f. English comic

I. PEDOMAN PENILAIAN

Scoring rubric of writing (Brown & Barley in Brown, 2004: 244-245)

ASPECT	DEFINITION	SCORE
CONTENT	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are	

	enough understandable - Both content and topic are not understandable	10 5
GRAMMAR	- The tense and the structure of sentences are right - There are some mistakes on the structure of sentences, but it is understandable enough - There are some mistakes on the structure of sentences and not understandable enough - There are so many mistakes on the structure of sentences and tense, and it is not understandable	20 15 10 5
VOCABULARY	- The content and the topic is very good - The content and the topic is good - The content and the topic are enough understandable - Both content and topic are not understandable	20 15 10 5
GENERIC STRUCTURE	- The generic structure is good and complete - The generic structure is good enough - The generic structure is not complete - The generic structure is not complete and so limited	20 15 10 5
MECHANIC	- The punctuations are true - Few mistakes on the punctuation, but it is understandable enough	20 15

	- There are mistakes on the punctuation and it is lack to understandable	10
	- There are any mistakes on the spelling and punctuation, and it is not understandable	5

Score : $\frac{\text{Row score}}{\text{Main score}} \times 100 = \dots$

J. ATTACHMENT MATERIAL

Terlampir

EXPERIMENT CLASS
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMPN 1 SIMAN PONOROGO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ 1
Treatment	: 4 (Empat)
Aspek/Skill	: Writing
Alokasi Waktu	: 2JP (2 x 40 menit)

A. STANDAR KOMPETENSI

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. KOMPETENSI DASAR

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. INDIKATOR PENCAPAIAN

Menulis teks pendek dan sederhana dalam bentuk *recount* dengan langkah-langkah retorika yang benar

D. TUJUAN PEMBELAJARAN

Siswa dapat menulis teks *recount*

E. MATERI POKOK

English comic

Title: Frog and Stone

comics is the word worth defining, as it refers to the medium itself, not a specific object as "comic book" or "comic strip" do. But, master comics artist will eisner uses the term sequential art when describing comics. Taken individually, the pictures below are merely that pictures.

Advantages of English comic :

10. They further encourage imaginative thinking and at times a reflection of what occurs in everyday life
11. It is also can develop reading student interest and of study surface
12. Picture in comic help to push children raise learning interest.

The example attachment.

F. MEDIA PEMBELAJARAN/ TEKNIK

English Comic

G. KEGIATAN PEMBELAJARAN

a) Kegiatan Pendahuluan (10 Menit)

- Salam/greeting, pengenalan dan mengecek kehadiran siswa.

- Memberi motivasi kepada siswa.
- Menyampaikan tujuan pembelajaran dari materi yang akan dibahas

b) Kegiatan Inti

Presentation

- Guru menampilkan English comic
- Guru mempresentasikan secara umum bagaimana mendiskripsikan English comic dalam bentuk teks recount dan memberikan contohnya.
- Guru mengajukan pertanyaan kepada siswa mengenai materi yang disampaikan.

Practice

- Guru meminta siswa untuk latihan membuat English comic sederhana dan mengubahnya dalam bentuk teks recount.
- Guru memberikan penjelasan tentang tugas yang akan dikerjakan siswa.
- Secara individu siswa membuat English comic sederhana menggunakan *structure text recount* yang benar.

Production

- Siswa mengumpulkan hasil pekerjaan mereka.

c) Kegiatan Akhir (10 Menit)

- Guru menanyakan kesulitan siswa dalam menyusun English comic menggunakan teks recount
- Guru membuat simpulan tentang materi yang dipelajari.
- Guru mengakhiri kegiatan pembelajaran dan memberi salam.

H. SUMBER/ALAT/BAHAN

- Buku Teks
- Internet (<http://bahasa-inggris-ku.blogspot.co.id/2013/04/functional-text-recount-texts.html>)
- Gambar – gambar yang relevan
- English comic

I. PEDOMAN PENILAIAN

Scoring rubric of writing (Brown & Barley in Brown, 2004: 244-245)

ASPECT	DEFINITION	SCORE
CONTENT	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are	

	enough understandable - Both content and topic are not understandable	10 5
GRAMMAR	- The tense and the structure of sentences are right - There are some mistakes on the structure of sentences, but it is understandable enough - There are some mistakes on the structure of sentences and not understandable enough - There are so many mistakes on the structure of sentences and tense, and it is not understandable	20 15 10 5
VOCABULARY	- The content and the topic is very good - The content and the topic is good - The content and the topic are enough understandable - Both content and topic are not understandable	20 15 10 5
GENERIC STRUCTURE	- The generic structure is good and complete - The generic structure is good enough - The generic structure is not complete - The generic structure is not complete and so limited	20 15 10 5
MECHANIC	- The punctuations are true - Few mistakes on the punctuation, but it is understandable enough	20 15

	- There are mistakes on the punctuation and it is lack to understandable	10
	- There are any mistakes on the spelling and punctuation, and it is not understandable	5

Score : $\frac{\text{Row score}}{\text{Main score}} \times 100 = \dots$

J. ATTACHMENT MATERIAL

Terlampir

EXPERIMENT CLASS
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMPN 1 SIMAN PONOROGO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ 1
Treatment	: V (Lima)
Aspek/Skill	: Writing
Alokasi Waktu	: 2JP (2 x 40 menit)

A. STANDAR KOMPETENSI

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. KOMPETENSI DASAR

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. INDIKATOR PENCAPAIAN

Menulis teks recount

D. TUJUAN PEMBELAJARAN

Siswa dapat menulis teks recount

E. MATERI POKOK

“Recount text”

F. MEDIA PEMBELAJARAN/ TEKNIK

English Comic

G. KEGIATAN PEMBELAJARAN

a) Kegiatan Pendahuluan (10 Menit)

- Salam/greeting, pengenalan dan mengecek kehadiran siswa.
- Memberi motivasi kepada siswa.
- Menyampaikan tujuan pembelajaran dari materi yang akan dibahas

b) Kegiatan Inti

Presentation

- peneliti memberikan soal post-test kepada siswa
- peneliti menjelaskan hal-hal yang berkaitan dengan test tersebut

Practice

- Siswa mengerjakan soal post-test yang diberikan

Production

- Siswa mengumpulkan hasil pekerjaannya kepada guru

c) Kegiatan penutup

- Memberikan simpulan tentang materi yang baru dipelajari
- Mengakhiri pelajaran dan salam penutup

H. SUMBER/ALAT/BAHAN

- Buku Teks
- Internet (<http://bahasa-inggris-ku.blogspot.co.id/2013/04/functional-text-recount-texts.html>)
- Gambar – gambar yang relevan
- English comic

I. PEDOMAN PENILAIAN

Scoring rubric of writing (Brown & Barley in Brown, 2004: 244-245)

ASPECT	DEFINITION	SCORE
CONTENT	- The content and the topic is very good	20
	- The content and the topic is good	15
	- The content and the topic are enough understandable	10
	- Both content and topic are not understandable	5
GRAMMAR	- The tense and the structure of sentences are right	20
	- There are some mistakes on the structure of sentences, but it is understandable enough	15
	- There are some mistakes on the structure of sentences and not	10

	understandable enough - There are so many mistakes on the structure of sentences and tense, and it is not understandable	5
VOCABULARY	- The content and the topic is very good - The content and the topic is good - The content and the topic are enough understandable - Both content and topic are not understandable	20 15 10 5
GENERIC STRUCTURE	- The generic structure is good and complete - The generic structure is good enough - The generic structure is not complete - The generic structure is not complete and so limited	20 15 10 5
MECHANIC	- The punctuations are true - Few mistakes on the punctuation, but it is understandable enough - There are mistakes on the punctuation and it is lack to understandable - There are any mistakes on the spelling and punctuation, and it is not understandable	20 15 10 5

Score : $\frac{\text{Row score}}{\text{Main score}} \times 100 = \dots$

LEMBAR VALIDITAS INSTRUMEN

Instrumen : soal pre test dan post test

Mohon diberikan tanda centang (√) pada kolom penilaian yang tersedia.

Intrumen	Standar Kompetensi	Kompetensi Dasar	Indikator	Nomor soal	Soal	Skor/Penilaian				
						5	4	3	2	1
						Sangat bagus	bagus	sedang	Kurang bagus	Tidak bagus
Pre test	Menulis 6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	6.2. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Meyusun kata menjadi teks fungsional yang bermakna 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk recount .	1	Retell in a good sentence minimal 6 sentences or max 10 sentences use rhe words yourself based on the text above!					

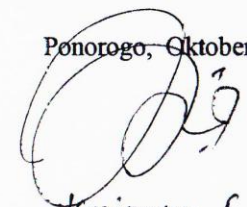
	sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i>	2. Menulis kalimat yang berdasarkan yang terkait jenis teks recount gambar.		bellow!						

Catatan:

.....

.....

Ponorogo, Oktober 2016



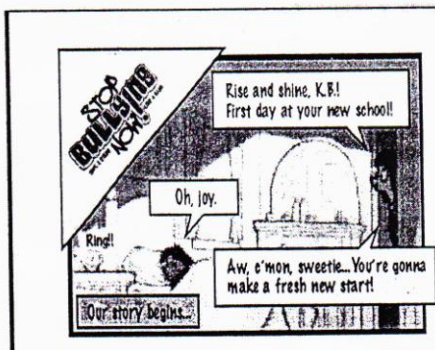
Isminatus, S. Pd
Nip. 19660612 19801 2 002

Appendix 03. Test Result of Pretest and Posttest of Experimental Class

WORKSHEET Posttest Experiment

NAME : Taufik Hidayat
 CLASS : 8
 NO ABSENT : 13

1. Make recount text about your favorite story from the comic bellow!
2. Describe minimal 6 sentences and maximal 10 sentences!



65

your animal nibbled CAR'S TYRE! you'll HAVE
 to compensate. RIGHT? If I give you another Tyre
 will that do

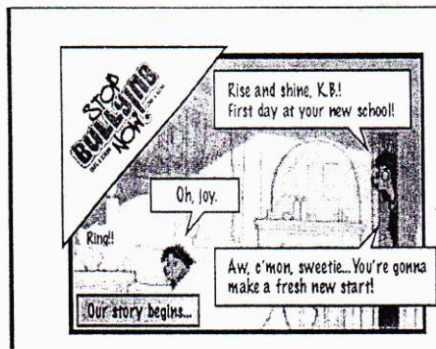
on yesterday pinki ^{saw} her cat

Content	: 15	15	
Grammar	: 10	15	$\bar{20} = 60 + 70$
Vocab	: 10	15	
Generic	: 15	18	
Mechanic	: 10	10	2
	60	70	

WORKSHEET Post test Experiment

NAME : Dimas Aditya Pratama
 CLASS : VIII D
 NO ABSENT : 00

1. Make recount text about your favorite story from the comic below!
2. Describe minimal 6 sentences and maximal 10 sentences!



85

PINKI PRAN :

- on yesterday in highway little girl and her cat.
- Little girl named pinky saw a father his tires explode
- pinky's father thinks that are popping father's car tires
- The father asked for compensation to pinky
- But pinky replaced it with a toy car tires
- finally the father was angry with pinky

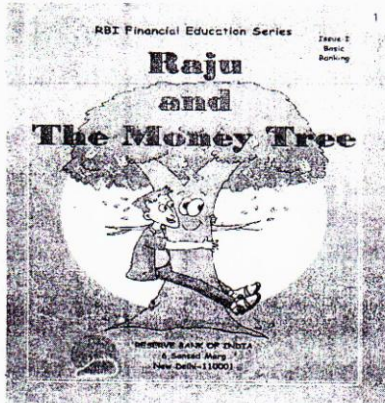
Content	20	C	i	20
Grammar	20	G	r	20
Vocab	15	V	b	15
Generic	15	G	e	15
Mechanic	15	M	e	15
	85			85

$$\bar{u} = \frac{85 + 85}{2}$$

WORKSHEET Pretest Experiment

NAME : Rovi Krisdianto
CLASS : VIII E
NO ABSENT : 02

1. Describe about all the members according to comic "Raju and the money tree"!
2. Write the recount each of members Raju's comic! Minimal 6 sentences and maximal 10 sentences!



Raju and the money there

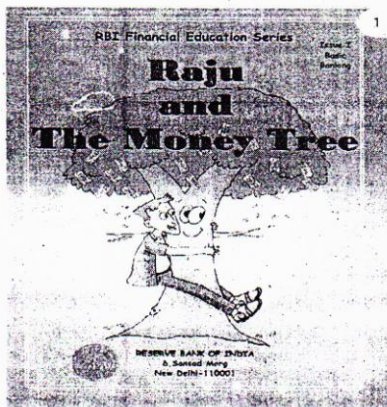
Raju lived with his old mother in small village. one day Raju dreamt about a tree on which money grows. He was suddenly awakened by an old man who was staring directly into his eyes. But Raju was puzzled. The old man decided to do something for Raju. He planted seeds. soon plants started to grow. A year passed and the plants became full grown trees. soon the season changed. The remaining flowers turned into fruits. so Raju save his money in bank.

Content :	10	10	$\bar{x} = \frac{60 + 70}{2}$ 68
Grammar :	15	18	
Vocab :	15	18	
G. structure :	10	18	
mechanic :	10	15	
	60	70	

WORKSHEET pretest Experiment

NAME : VITO.M
 CLASS : VIII B
 NO ABSENT : 04

1. Describe about all the members according to comic "Raju and the money tree"!
2. Write the recount each of members Raju's comic! Minimal 6 sentences and maximal 10 sentences!



Raju and Money tree

Raju Lived with his old Mother in a Small Village. one day raju dreamt about a tree on which money grows. He was suddenly awakened by an old man who was staring directly into his eyes. But raju was puzzled. The old man decided to do something for raju. He planted the seeds. A year passed and the plants became full grown trees. soon the season changed. The remaining flowers turned into fruits. So Raju save hisman in bank.

Silver

Cent : 10

Gram : 10

Vocab : 10

G. structure : 10

Mechanic : 10

50

10

10

10

10

10

50

$$\bar{x} = \frac{50 + 50}{2}$$

$$= \frac{100}{2} = 50$$

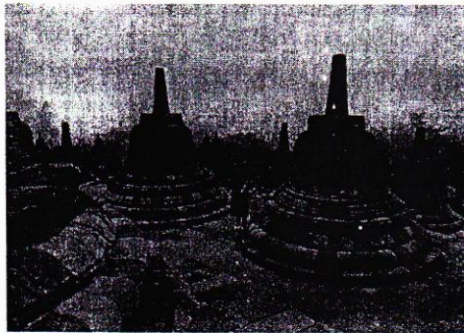
Appendix 04. Test Result Of Pretest and Posttest of Contol Class

WORKSHEET
Pre-test

NAME : TIARA GEMMA ANGGRANI
CLASS : VIII F

Make a Recount text based on YOUR EXPERIENCES about place minimal 6 sentences and maximal 10 sentences. Do it by yourself!

65



Borobudur ~~the~~ Temple
Java Center

... on Sunday we
... the Borobudur Temple. we stayed in hotel.
... to visit Borobudur ~~had~~ history.
... and there was very full. in the near
... museum. we to visit Borobudur
... to see the view. In area museum

Content	: 15	15
Grammar	: 10	15
Vocab	: 15	15
Generic structure	: 10	15
Mechanic	: 10	10
	60	70

$$\bar{x} = \frac{60 + 70}{2} = 65$$

Name : Hami Wifriyah Palupi

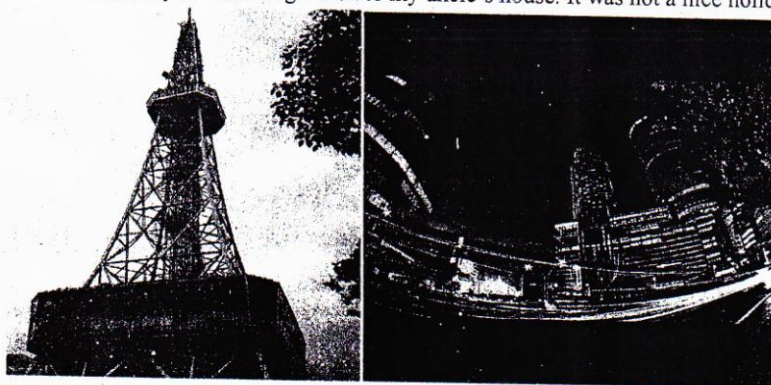
Content	: 20	20
grammar	: 20	20
Vocab	: 15	18
Generic structure	: 15	18
Mechanic	: 10	20
WORKSHEET		
My Bad Holiday	80	90

I went to my uncle's house in Bata last month on the long holiday. I stayed with Uncle Hirsan and Aunt Dian and their son Sandi. They live in a small house in the center of the city called Nagoya. I liked the house, I didn't like the area much because it was very noisy.

My uncle and aunt were very nice. We visited Batam Center, Waterfront City and Nongsa Beach. The weather was hot all day long. Unfortunately, Sandi and I disagreed on most things. He played loud music when I want to sleep.

When his best friend came to stay, I had to sleep on the floor. When we went to a place called Galang Island, Sandi didn't want to go to the ex Vietnam camp, he went to go fishing on the Melur beach. So, I went to the ex-Vietnam camp on my own. I didn't enjoy it.

I can't say I would to go back to my uncle's house. It was not a nice holiday at all.



$$\bar{x} = \frac{80 + 90}{2} = 85$$

Question !

Retell in a good sentence minimal 6 sentences or maximal 10 sentences use the words yourself based on the text above !

I went to my uncle's house in Bata last month on the long holiday. I stayed with Uncle Hirsan and Aunt Dian and their son Sandi. They lived in a small house in the center of the city called Nagoya. My uncle and aunt were very nice. We visited Batam center, waterfront city and Nongsa Beach. He played loud music when I want to sleep. When his best friend came to stay, I had to sleep on the floor. When we went to a place called Galang Island, sandi didn't want to go to the ex Vietnam camp, he went to go fishing on the melur beach. I can't say I would to go back to my uncle's house, it was not a nice holiday at all.

Name : Candia Linda Y
No 801

WORKSHEET Post test Control

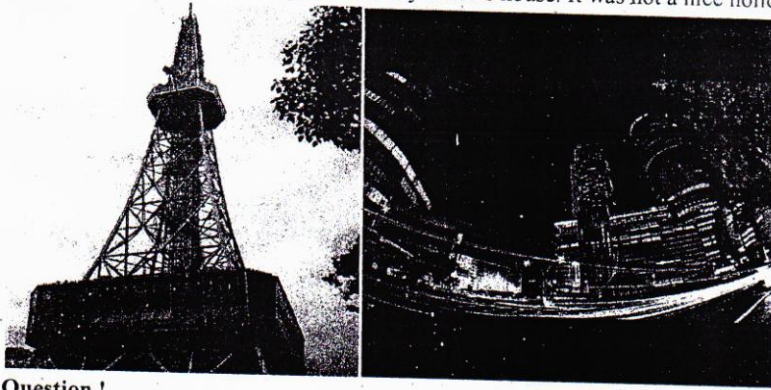
My Bad Holiday

I went to my uncle's house in Bata last month on the long holiday. I stayed with Uncle Hirsan and Aunt Dian and their son Sandi. They live in a small house in the center of the city called Nagoya. I liked the house, I didn't like the area much because it was very noisy.

My uncle and aunt were very nice. We visited Batam Center, Waterfront City and Nongsa Beach. The weather was hot all day long. Unfortunately, Sandi and I disagreed on most things. He played loud music when I want to sleep.

When his best friend came to stay, I had to sleep on the floor. When we went to a place called Galang Island, Sandi didn't want to go to the ex Vietnam camp, he went to go fishing on the Melur beach. So, I went to the ex-Vietnam camp on my own. I didn't enjoy it.

I can't say I would to go back to my uncle's house. It was not a nice holiday at all.



65

Question !

Retell in a good sentence minimal 6 sentences or maximal 10 sentences use the words yourself based on the text above ! ~~My Bad Holiday~~

I went to my uncle's house in Bata last month on the long holiday
they live in a small house in the center of the city called Nagoya
my uncle and aunt were very nice. we visited Batam Center, Waterfront
City and Nongsa Beach. When his best friend came to stay,
I had to sleep on the floor. When we went to a place called
Galang Island, Sandi didn't want to go to the ex Vietnam
camp. I can't say I would to go back to my uncle's house.

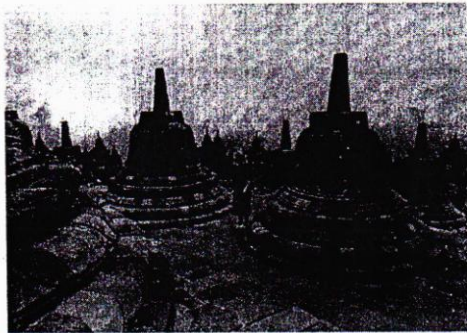
Content	: 10	10
Grammar	: 10	10
Vocab	: 15	15
Generic structure	: 15	15
Mechanic	: 15	15
	65	65

$$\bar{x} = \frac{65 + 65}{2} = 65$$

WORKSHEET
Pre-test

NAME : Muhammad Irtahmani
CLASS : VIII f

Make a Recount text based on YOUR EXPERIENCES about place minimal 6 sentences and maximal 10 sentences. Do it by yourself!



Borobudur temple

50

I went to the Borobudur temple with my family last week.			
We started our journey at 8 AM and arrived there at 10 AM.			
The temple was very beautiful and I was very impressed.			
We stayed in the hotel near the temple.			
Content :	10	}	10
Grammar :	10		10
Vocab :	10		10
Generic structure :	10		10
Mechanic :	10		10
		}	
80			50

$$\bar{90} = \frac{50 + 80}{2} = 50$$

Appendix 05. Test Result Of Questionnaire of Experimental Class

QUESTIONNAIRE SHEET (Experimental Class)

Nama :
Kelas :
No absen :

PETUNJUK

- Hasil jawaban dari angket tidak berpengaruh pada nilai anda.
- Hasil yang anda pilih hanya bertujuan sebagai penelitian ilmiah.
- Jawablah pertanyaan sesuai dengan kejujuran anda.
- Berilah tanda (✓) pada kolom SS(Sangat Setuju), S(Setuju), TS(Tidak Setuju), STS(Sangat Tidak Setuju) sesuai dengan kata hati anda.

No	Questions	SS	S	TS	STS
1	Apakah kamu mengetahui media English comic sebelumnya?		✓		
2	Apakah kamu merasa senang ketika mengikuti pelajaran bahasa inggris menggunakan media English comic dengan materi menulis?		✓		
3	Apakah kamu suka materi menulis recount text dengan menggunakan media English comic?		✓		
4	Apakah kamu setuju jika menggunakan media English comic dapat memotivasi anda untuk menulis recount text?	✓			
5	Apakah media English comic membantu anda memahami bagaimana langkah-langkah membuat recount text?	✓			
6	Apakah media English comic membuat kamu mudah memahami pelajaran menulis (writing) recount text?	✓			
7	Apakah media English comic memudahkan anda dalam mengembangkan ide-ide menulis (writing) recount text?	✓			
8	Apakah media English comic membantu anda memahami struktur recount text?	✓			
9	Apakah media English comic sangat membantu anda dalam menulis recount text?	✓			
10	Apakah dengan menggunakan media English comic meningkatkan kemampuan anda dalam menulis recount text?	✓			
	Total	18	9		
	Score total	37			

Note :

SS = 4

S = 3

TS = 2

STS = 1

Calculation :

$$ST = \frac{\text{Total score}}{\text{max score}} \times 100 = \frac{37}{40} \times 100 = 92.5$$

=

QUESTIONNAIRE SHEET (Experimental Class)

Nama :
 Kelas :
 No absen :

PETUNJUK

1. Hasil jawaban dari angket tidak berpengaruh pada nilai anda.
2. Hasil yang anda pilih hanya bertujuan sebagai penelitian ilmiah.
3. Jawablah pertanyaan sesuai dengan kejujuran anda.
4. Berilah tanda (✓) pada kolom SS(Sangat Setuju), S(Setuju), TS(Tidak Setuju), STS(Sangat Tidak Setuju) sesuai dengan kata hati anda.

No	Questions	SS	S	TS	STS
1	Apakah kamu mengetahui media English comic sebelumnya?		✓		
2	Apakah kamu merasa senang ketika mengikuti pelajaran bahasa inggris menggunakan media English comic dengan materi menulis?		✓		
3	Apakah kamu suka materi menulis recount text dengan menggunakan media English comic?		✓		
4	Apakah kamu setuju jika menggunakan media English comic dapat memotivasi anda untuk menulis recount text?	✓			
5	Apakah media English comic membantu anda memahami bagaimana langkah-langkah membuat recount text?		✓		
6	Apakah media English comic membuat kamu mudah memahami pelajaran menulis (writing) recount text?	✓			
7	Apakah media English comic memudahkan anda dalam mengembangkan ide-ide menulis (writing) recount text?	✓			
8	Apakah media English comic membantu anda memahami struktur recount text?	✓			
9	Apakah media English comic sangat membantu anda dalam menulis recount text?		✓		
10	Apakah dengan menggunakan media English comic meningkatkan kemampuan anda dalam menulis recount text?		✓		
	Total	16	18		
	Score total	28	39		

Note:

SS = 4
 S = 3
 TS = 2
 STS = 1

Calculation

$$ST = \frac{\text{total score}}{\text{max score}} \times 100 = \frac{39}{40} \times 100 = 97.5$$

Appendix 06. Test Result Of Questionnaire of Control Class

QUESTIONNAIRE SHEET (Control Class)

Nama :

Kelas :

No absen :

PETUNJUK

1. Hasil jawaban dari angket tidak berpengaruh pada nilai anda.
2. Hasil yang anda pilih hanya bertujuan sebagai penelitian ilmiah.
3. Jawablah pertanyaan sesuai dengan kejujuran anda.
4. Berilah tanda (√) pada kolom SS(Sangat Setuju), S(Setuju), TS(Tidak Setuju), STS(Sangat Tidak Setuju) sesuai dengan kata hati anda.

No	Questions	SS	S	TS	STS
1	Apakah kamu mengetahui media picture series sebelumnya?		√		
2	Apakah kamu merasa senang ketika mengikuti pelajaran bahasa inggris media picture series dengan materi menulis?	√			
3	Apakah kamu suka materi menulis recount text dengan menggunakan media picture series?		√		
4	Apakah kamu merasa mudah dalam mengembangkan ide ketika menulis (writing) recount text dengan menggunakan media picture series?		√		
5	Apakah kamu setuju jika menggunakan media picture series dapat memotivasi anda untuk menulis recount e text?	√			
6	Apakah media picture series membuat kamu mudah memahami pelajaran menulis (writing) recount text?	√			
7	Apakah media picture series memudahkan anda dalam mengembangkan ide-ide menulis (writing) recount text?		√		
8	Apakah media picture series membantu anda memahami bagaimana langkah-langkah membuat recount text?	√			
9	Apakah media picture series sangat membantu anda dalam menulis recount text?		√		
10	Apakah dengan menggunakan media picture series meningkatkan kemampuan anda dalam menulis recount text?	√			
	Total	20	15		
	Score Total	35			

Note :

SS = 4

S = 3

TS = 2

STS = 1

Calculation

$$ST = \frac{\text{total score}}{\text{max score}} \times 100 = \frac{35}{40} \times 100 = 87,5$$

QUESTIONNAIRE SHEET (Control Class)

Nama :

Kelas :

No absen :

PETUNJUK

1. Hasil jawaban dari angket tidak berpengaruh pada nilai anda.
2. Hasil yang anda pilih hanya bertujuan sebagai penelitian ilmiah.
3. Jawablah pertanyaan sesuai dengan kejujuran anda.
4. Berilah tanda (√) pada kolom SS(Sangat Setuju), S(Setuju), TS(Tidak Setuju), STS(Sangat Tidak Setuju) sesuai dengan kata hati anda.

No	Questions	SS	S	TS	STS
1	Apakah kamu mengetahui media picture series sebelumnya?	✓			
2	Apakah kamu merasa senang ketika mengikuti pelajaran bahasa inggris media picture series dengan materi menulis?	✓			
3	Apakah kamu suka materi menulis recount text dengan menggunakan media picture series?		✓		
4	Apakah kamu merasa mudah dalam mengembangkan ide ketika menulis (writing) recount text dengan menggunakan media picture series?		✓		
5	Apakah kamu setuju jika menggunakan media picture series dapat memotivasi anda untuk menulis recount e text?		✓		
6	Apakah media picture series membuat kamu mudah memahami pelajaran menulis (writing) recbunt text?		✓		
7	Apakah media picture series memudahkan anda dalam mengembangkan ide-ide menulis (writing) recount text?		✓		
8	Apakah media picture series membantu anda memahami bagaimana langkah-langkah membuat recount text?		✓		
9	Apakah media picture series sangat membantu anda dalam menulis recount text?		✓		
10	Apakah dengan menggunakan media picture series meningkatkan kemampuan anda dalam menulis recount text?		✓		
	Total	8	24		
	Score Total	32			

Note :

ss : 9

s : 3

ts : 2

sts : 1

Calculation :

$$ST = \frac{\text{total score}}{\text{max score}} \times 100 = \frac{32}{40} \times 100 = 80$$

Appendix 07. Total Scoring of Writing

Total Scoring

Control Class Pretest

No	Student	Teacher	Researcher	Total	Result
1	Candra Lingga P	60	60	120	60
2	Siti Mariam	60	60	120	60
3	Tiara Sesilia A	55	65	120	60
4	Alfrinda Dwi	55	65	120	60
5	Muhammad Adittya	60	60	120	60
6	Wahyu Hidayat	65	65	130	65
7	Muhammad Irkhamni	60	60	120	60
8	Ricky Safiq F	65	65	130	65
9	Riki Surya S	50	50	100	50
10	Arrochim Y	55	65	120	65
11	Febriana Anggria	55	65	120	65
12	Kiki Dwi A	60	70	130	65
13	Fitri Handayani	55	55	110	55
14	Herni Ulfiah P	50	50	100	50
15	Tedy Dio R	55	65	120	60
16	Ananta Eka U	55	65	120	60
17	Dicky Arvaneo	50	50	100	50
18	Erin Nudra I	65	65	130	65
19	Riyan Adi S	55	55	110	55
20	Septania Safa	65	65	130	65

21	Siti Miftakhul	55	55	110	55
22	Yolanda	50	50	100	50

Control Class Posttest

No	Student	Teacher	Researcher	Total	Result
1	Candra Lingga P	45	65	110	55
2	Siti Mariam	55	65	120	60
3	Tiara Sesilia A	60	70	130	65
4	Alfrinda Dwi	60	60	120	60
5	Muhammad Adittya	55	65	120	60
6	Wahyu Hidayat	55	65	120	60
7	Muhammad Irkhamni	45	55	100	50
8	Ricky Safiq F	55	55	110	55
9	Riki Surya S	55	65	120	60
10	Arrochim Y	60	70	130	65
11	Febriana Anggria	60	70	130	65
12	Kiki Dwi A	60	70	130	65
13	Fitri Handayani	60	60	120	60
14	Herni Ulfiah P	55	65	120	60
15	Tedy Dio R	55	65	120	60
16	Ananta Eka U	60	60	120	60
17	Dicky Arvaneo	60	70	130	65
18	Erin Nudra I	55	65	120	60
19	Riyan Adi S	70	80	150	75
20	Septania Safa	60	70	130	65
21	Siti Miftakhul	45	45	90	45
22	Yolanda	70	70	140	70

Experiment Class Pretest

No	Student	Teacher	Researcher	Total	Result
1	Tri Wahyu P	50	50	100	50
2	Roni Krisdianto	55	55	110	55
3	Syahrul Irfan P	50	60	110	55
4	Vito Margaretha	60	60	120	60
5	Vricilia Wahyu	50	50	100	50
6	Sakti Wirayuda	50	50	100	50
7	Samudro Wahyu	50	50	100	50
8	Velia Febrianti	60	70	130	65
9	Tiyas Dwi A	50	50	100	50
10	Wahyu Emilia P	60	60	120	60
11	Wahyu Pria W	60	70	130	65
12	Wiwik Dwi H	55	65	120	60
13	Taufiq Hidayat	55	55	110	55
14	Youlanda V	50	50	100	50
15	Yustina Farah S	50	70	120	60
16	Sapna Rizky M	50	70	120	60
17	Tegar Tiko C	45	55	100	50
18	Tri Setiyo W	65	65	130	65
19	Wean Anggara	55	55	110	55
20	Sofi Widya A	65	65	130	65
21	Toti wibowo	55	55	110	55
22	Virda Aulia	50	50	10	50

Experiment Class Posttest

No	Student	Teacher	Researcher	Total	Result
1	Tri Wahyu P	70	70	140	70
2	Roni Krisdianto	70	80	150	75
3	Syahrul Irfan P	75	75	150	75
4	Vito Margaretha	65	75	140	70
5	Vricilia Wahyu	75	85	160	80
6	Sakti Wirayuda	80	80	160	80
7	Samudro Wahyu	80	80	160	80
8	Velia Febrianti	75	75	150	75
9	Tiyas Dwi A	80	80	160	80
10	Wahyu Emilia P	75	85	160	80
11	Wahyu Pria W	70	70	140	70
12	Wiwik Dwi H	75	75	150	75
13	Taufiq Hidayat	65	65	130	65
14	Youlanda V	70	70	140	70
15	Yustina Farah S	70	70	140	70
16	Sapna Rizky M	75	75	150	75
17	Tegar Tiko C	75	75	150	75
18	Tri Setiyo W	75	85	160	80
19	Wean Anggara	85	85	170	85
20	Sofi Widya A	70	70	140	70
21	Toti wibowo	85	85	170	85
22	Virda Aulia	85	85	170	85

Appendix 08. Scan of Agreement
Research Title Letter



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
Telp (0352) 481124, Fax. (0352) 461796, e-mail : akademik@umpo.ac.id
Website : www.umpo.ac.id

BERITA ACARA CATATAN BIMBINGAN SKRIPSI

Form 1

1. Nama : Anis Mafitrianingtias
2. NIM : 12331663
3. Program Studi : Bahasa Inggris
4. Judul Skripsi :
The Effectiveness of English Comic in Teaching Writing
"Recount Text" at Second Grade of SMPN 1 Siman Ponorogo

TAHUN/SMT : 2015 / 2016

PEMBIMBING : I

Tanggal	Materi	Catatan	Paraf Pembimbing
20-04-2016	Chapter 3	Revise	Re
04-05-2016	Chapter 3	Revise	Re
19-05-2016	Chapter 3	Revise	Re
23-5-2016	Chapter 3	Revise	Re
1-6-2016	Chapter 3	Revise	Re
16-6-2016	Chapter 3	just revise grammar and you can prepare your instruments research.	Re
1 Juli 2016	Chapter 3	Revise your instruments	Re
	Appendix	Revise RPP and provide other instruments	Re
	Instruments	Ok	Re
	Chapter IV	Revise	Re

Catatan : Form 1 pembimbing 1
Form 2 pembimbing 2

Ponorogo, 13-03-2017
Pembimbing

(.....)



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
Telp (0352) 481124, Fax. (0352) 461796, e-mail : akademik@umpo.ac.id
Website : www.umpo.ac.id

BERITA ACARA CATATAN BIMBINGAN SKRIPSI

Form

1. Nama : Anis Mafitrianingtyas
2. NIM : 12331663
3. Program Studi : Bahasa Inggris
4. Judul Skripsi :
The Effectiveness of English Comic in Teaching Writing
"Recount Text" at Second Grade of SMPN 1 Sinan Ponorogo

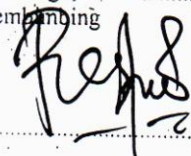
TAHUN/SMT : 2015 / 2016

PEMBIMBING : 1

Tanggal	Materi	Catatan	Paraf Pembimbing
	Chapter IV / V	Revise	
07-03-2017	Chapter IV / V	Revise	
08-03-2017	General	Revise all general OK	
13-03-2017			

Catatan : Form 1 pembimbing 1
Form 2 pembimbing 2

Ponorogo, 13-03-2017
Pembimbing

()



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
Telp (0352) 481124, Fax. (0352) 461796, e-mail : akademik@umpo.ac.id
Website : www.umpo.ac.id

Form 1

BERITA ACARA CATATAN BIMBINGAN SKRIPSI

1. Nama : Anis Mafitrianingtyas
2. NIM : 12331663
3. Program Studi : Bahasa Inggris
4. Judul Skripsi :

The Effectiveness of English Comic in Teaching Writing
"Recount Text" of Second Grade of SMPN 1 Siman Ponorogo

TAHUN/SMT : 2015 /2016

PEMBIMBING : I

Tanggal	Materi	Catatan	Paraf Pembimbing
28/12/15		Revised title and chapter 1.	Re
13/01/16		Revised chapter 1	Re
29/02/16		Chapter 1 -> revise give page, you can write chapter 2	Re
17-03-2016		revise ch. 2	Re
02-04-2016		Revise ch. 2 and bring the book copy right copy article you quoted in chap. 1 & 2	Re
		revise References	Re

Catatan : Form 1 pembimbing 1
Form 2 pembimbing 2

chap 1 and 2 ok
Ponorogo, ch. 3
Pembimbing

Revise abstract

Complete the appendix

13/03/2017



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
Telp (0352) 481124, Fax. (0352) 461796, e-mail : akademik@umpo.ac.id
Website : www.umpo.ac.id

BERITA ACARA PERSETUJUAN JUDUL

Telah disetujui tiga judul skripsi oleh prodi atas nama :

1. Nama : Anis Mafitrianingtias
2. NIM : 12331663
3. Program Studi : Bahasa Inggris
4. Judul Skripsi :
 1. The Effectiveness of English Comic in Teaching Writing Recount Text "at The Second Grade of SMPN 1 Siman Ponorogo"
 2. The Influence of Code Mixing Used by Teacher in English Learning Process Toward Students' Speaking Skill
 - 3.

Demikian judul skripsi ini disetujui dengan maksud agar dapat dijadikan sebagai bahan pertimbangan bagi Bapak/Ibu pembimbing untuk menetapkan satu judul bagi mahasiswa yang bersangkutan.

Apabila dipandang perlu Bapak/Ibu pembimbing dapat memerlukan penyempurnaan bahkan perubahan total atas sejumlah judul yang telah disetujui diatas.

Ponorogo, 4 November 2015

a.n. Dekan

Kaprodi Bahasa Inggris

Niken Reti Indriastuti, SS.,M.Pd
NIK. 1968121519990412

Appendix 09. Scan of Guidance Letter of Research



PEMERINTAH KABUPATEN PONOROGO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 1
(SMP N 1)
KECAMATAN SIMAN

Jl. Raya Siman Tlp.0352-483398 Siman PO Email smpn1simanpo@yahoo.com Kode Pos 63471

SURAT KETERANGAN

Nomor : 421.3 / 062 / 405.08 .012 / 2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Kec. Siman Ponorogo, menerangkan dengan sesungguhnya bahwa mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan UNMUH Ponorogo tersebut di bawah ini :

Nama : ANIS MAFITRIANINGTYAS
N I M : 12331663
Fakultas/Jurusan : FKIP/Pendidikan Bahasa Inggris
Angkatan : 2012

Benar-benar telah mengadakan penelitian pada tanggal 19 Oktober 2016 s/d 6 Nopember 2016 di SMP Negeri 1 Kec. Siman Ponorogo, untuk penulisan skripsi dengan judul:

"THE EFFEKTIVENES OF ENGLISH COMIC IN TEACHING WRITING RECOUNT TEXT AT SECOND GRADE OF SMP N 1 SIMAN."

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Ponorogo, 9 Maret 2017

Kepala Sekolah,



Drs. HADI SUPRINTO, M.Pd
NIP. 19631126 198903 1 009

Appendix 10. Documentation

DOCUMENTATION



