

## APPENDIX 1

### THE SCORE OF STUDENTS' WRITING (Preliminary Observation)

No.	NAME	XII IPS					SCORE	
		Components of Writing						
		C	O	V	LU	M		
1.	R1	20	13	13	15	3	64	
2.	R2	22	14	14	17	4	71	
3.	R3	13	7	7	5	2	34	
4.	R4	22	14	13	15	3	67	
5.	R5	13	7	7	5	2	34	
6.	R6	13	7	7	5	2	34	
7.	R7	10	6	6	4	2	28	
8.	R8	4	2	2	2	2	12	
9.	R9	7	2	5	4	2	20	
10.	R10	13	7	7	5	2	34	
11.	R11	20	12	12	11	2	57	
12.	R12	16	10	10	9	2	47	
13.	R13	10	7	7	5	2	31	
14.	R14	9	7	7	5	2	30	
15.	R15	13	10	10	8	2	43	
16.	R16	20	13	14	16	2	65	
<b>Total</b>		<b>225</b>	<b>138</b>	<b>141</b>	<b>131</b>	<b>36</b>	<b>671</b>	
<b>Mean</b>		<b>14,1</b>	<b>8,6</b>	<b>8,8</b>	<b>8,2</b>	<b>2,3</b>	<b>42</b>	

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## APPENDIX 2

### MID TERM TEST SCORE OF CLASS XII ISLAMIC SENIOR HIGH SCHOOL 4 PASAMAN BARAT AY 2017/ 2018

NO.	CLASS		
	XII IPA	XII IPS	XII IPK
R1	80	78	85
R2	75	82	68
R3	75	65	60
R4	70	80	30
R5	85	65	62
R6	76	50	55
R7	50	55	45
R8	40	45	75
R9	90	30	80
R10	80	70	70
R11	68	80	75
R12	60	65	62
R13	60	60	65
R14	40	75	64
R15	40	72	55
R16	75	75	75
R17	72	80	70
R18	71	63	70
R19	70	62	65
R20	65		75

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### APPENDIX 3

#### NORMALITY AND HOMOGENITY TEST OF POPULATION

**Case Processing Summary**

KELAS	Cases						
	Valid		Missing		Total		
	N	Percent	N	Percent	N	Percent	
NILAI	XII IPA	20	100.0%	0	.0%	20	100.0%
	XII IPK	20	100.0%	0	.0%	20	100.0%
	XII IPS	19	100.0%	0	.0%	19	100.0%

**Descriptive**

KELAS		Statistic	Std. Error
NILAI	XII IPA	Mean	67.10
		95% Confidence Interval for Mean	Lower Bound
			60.22
		Mean	Upper Bound
			73.98
		5% Trimmed Mean	67.33
		Median	70.50
		Variance	215.884
		Std. Deviation	14.693
		Minimum	40
		Maximum	90
XII IPK		Range	50
		Interquartile Range	16
		Skewness	-.756
		Kurtosis	.512
		Mean	.992
		95% Confidence Interval for Mean	Lower Bound
			59.44
		Mean	Upper Bound
			71.16
		5% Trimmed Mean	66.17

	Median	66.50	
	Variance	156.642	
	Std. Deviation	12.516	
	Minimum	30	
	Maximum	85	
	Range	55	
	Interquartile Range	14	
	Skewness	-1.192	.512
	Kurtosis	2.291	.992
XII IPS	Mean	65.89	3.144
	95% Confidence Interval for Mean	Lower Bound Upper Bound	59.29 72.50
	5% Trimmed Mean	66.99	
	Median	65.00	
	Variance	187.766	
	Std. Deviation	13.703	
	Minimum	30	
	Maximum	82	
	Range	52	
	Interquartile Range	18	
	Skewness	-1.081	.524
	Kurtosis	1.166	1.014

#### Tests of Normality

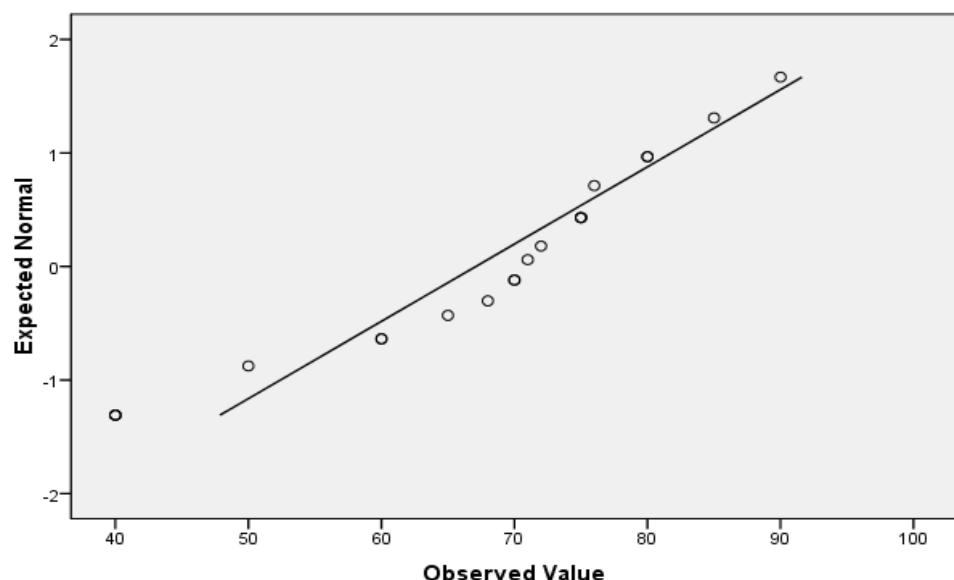
KELAS	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk			
	Statistic	Df	Sig.	Statistic	Df	Sig.	
NILAI	XII IPA	.178	20	.096	.905	20	.052
	XII IPK	.146	20	.200*	.920	20	.100
	XII IPS	.125	19	.200*	.910	19	.073

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

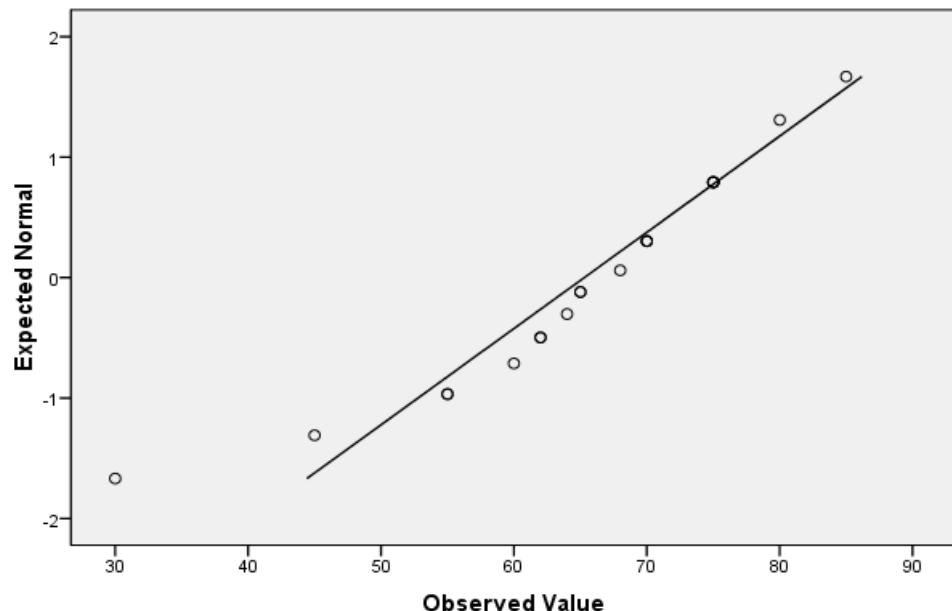
**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
NILAI	Based on Mean	.415	2	56	.662
	Based on Median	.208	2	56	.813
	Based on Median and with adjusted df	.208	2	54.328	.813
	Based on trimmed mean	.391	2	56	.678

**The Normality of Class XII IPA****Normal Q-Q Plot of NILAI**

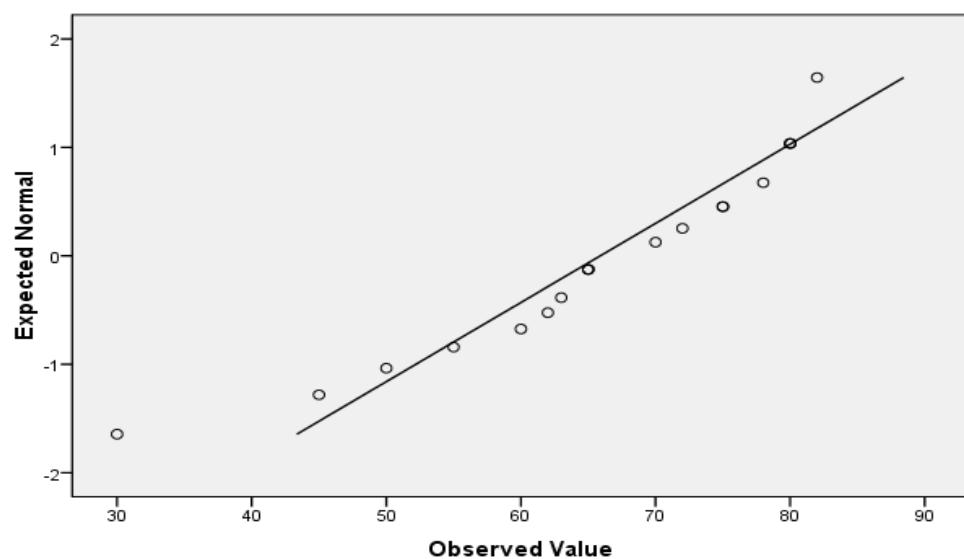
## The Normality of Class XII IPK

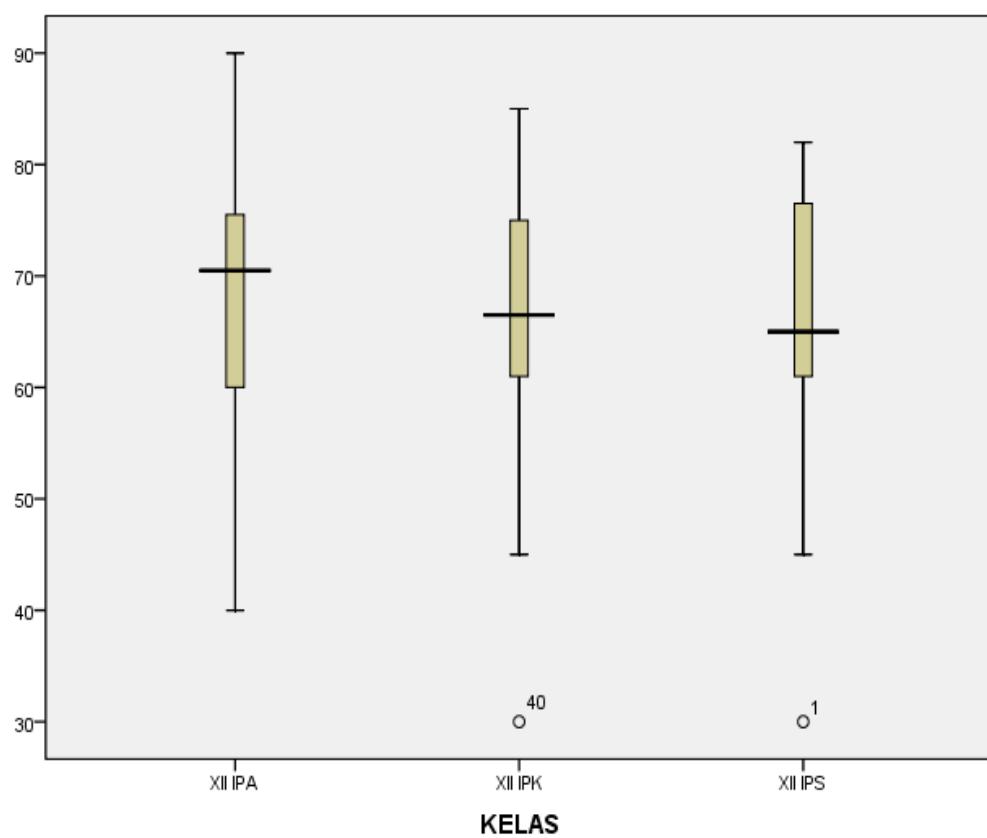
Normal Q-Q Plot of NILAI



## The Normality of Class XII IPS

Normal Q-Q Plot of NILAI





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## APPENDIX 4

### Blue Print of Writing Test

Jenjang Pendidikan : MAN 4 Pasaman Barat

Mata Pelajaran : Bahasa Inggris

Kelas : XII

Bentuk Test : Writing Test

Tahun Pelajaran : 2017/2018

Kompetensi Dasar	Materi	Indikator	Rumusan Tes
Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	Recount Text	Siswa mampu menyusun teks recount sederhana tentang peristiwa yang dialaminya.	Di akhir pertemuan siswa diberikan post test. Post test tersebut adalah writing test.

## APPENDIX 5

### BLUEPRINT OF WRITING ASSESSMENT BY JACOB

NO	Components of Writing Skill	Criteria	Topics of Recount
1.	Content	Knowledgeable, substantive, thorough development of thesis, relevant to assign topic.	- My last Holiday - My unforgettable experience
2.	Organization	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.	
3.	Vocabulary	Sophisticated range, effective word/idiom choice, and usage; word form master, appropriate register.	
4.	Language Use	Affective complex, few error of arrangement, tense, number, word order/ function, articles, pronouns.	
5.	Mechanics	Demonstrate master of convention few error of spelling, punctuations, capitalizations, paragraphing and handwriting.	

**Indicator and Criteria of Scoring Writing Based on Jacob  
(Jacob, 1981 : 90)**

No	Components	Criteria of each item	Score
1	Content	Excellent to very good: Knowledgeable; substantive; thorough development of thesis; relevant to assigned topic.  Good to average: Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.  Fair to poor: limited knowledge of subject;	30-27  26-22  21-17

		<p>little substance; inadequate development of topic.</p> <p>Very poor: does not show knowledge of subject; non substantive; not pertinent; or not enough to evaluate.</p>	
2	Organization	<p>Excellent to very good: Fluent expression; ideas clearly stated/supported; succinct; well organized; logical sequencing; cohesive.</p> <p>Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.</p> <p>Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.</p> <p>Very poor: does not communicate; no organization; or not enough to evaluate.</p>	<p>16-13</p> <p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>
3	Vocabulary	<p>Excellent to very good: sophisticated range; effective word / idiom choice and usage; word form mastery; appropriate register.</p> <p>Good to average: adequate range; occasional errors of word / idiom form, choice, usage but meaning not obscured.</p> <p>Fair to poor: limited range; frequent errors of word / form choice, usage; meaning confused or obscured.</p> <p>Very poor: essentially translation; title knowledge of English vocabulary, idioms, word form, or not enough to evaluate.</p>	<p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>
4	Language Use	Excellent to very good: effective complex constructions; few errors of agreement,	25-22

		<p>tense, number, word order/function, articles, pronouns, prepositions.</p> <p>Good to average: effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p>Fair to poor: major problems in simple / complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured.</p> <p>Very poor: virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; or not enough to evaluate.</p>	21-18 17-11 10-5
5	Mechanics	<p>Excellent to very good: demonstrates mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing.</p> <p>Good to average: occasional errors of spelling, punctuation, and capitalization, paragraphing, but meaning not obscured.</p> <p>Fair to Poor: Frequent errors of spelling, punctuations, capitalizations, paragraphing; poor handwriting, meaning confused or obscured.</p> <p>Very poor: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate.</p>	5 4 3 2

## APPENDIX 6

### LESSON PLAN OF TEACHING WRITING (EXPERIMENTAL CLASS)

School	: MAN 4 PASAMAN BARAT
Grade/ Semester	: XII/ 1
Subject	: English
Topic	: <i>Recount Text</i>
Meeting	: 2
Time Allocation	: 2 x 45 Minutes

#### A. KOMPETENSI INTI

- KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI.3 Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahuinya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI.4 Mengolah, menalar, dan menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang

dipelajarinya di sekolah secara mandiri, serta bertindak secara efektif dan kreatif dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. KOMPETENSI DASAR (KD) DAN INDIKATOR**

### **1. Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan prilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 2.2 Menunjukkan prilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana.
- 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

### **2. Indikator**

- a Mengidentifikasi struktur teks pada teks *recount*.
- b Menemukan unsur kebahasaan pada teks *recount*.
- c Menentukan informasi umum, rinci dan tertentu dalam teks *recount* tertulis.

- d Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

### C. TUJUAN PEMBELAJARAN

Melalui kegiatan mengamati sebuah teks diharapkan peserta didik dapat:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks *recount* sederhana sesuai dengan konteks penggunaannya.
2. Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan pada teks *recount* sederhana sesuai dengan konteks penggunaannya.
3. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada teks *recount* sesuai dengan konteks penggunaannya.
4. Menyusun teks *recount* sederhana sesuai dengan konteks penggunaannya.
5. Melakukan monolog tentang teks *recount* yang telah ditulis di depan kelas.

### D. MATERI PEMBELAJARAN

1. Fakta : Teks Recount tentang *Holiday in Kencana Beach*
2. Konsep : Defenisi dari teks Recount

#### 3. Prinsip

- a) The social function of recount text :

➤ To inform the reader about a story, experience, an event, etc.

b) Struktur Text

1. Orientation ( tell who was involved, what happened, where the event took place, and when it happened.)
2. Events ( tell what happened and in what sequence)
3. Reorientation ( consists of optional-closure of events/ ending.)

c) Language Features

(Unsur kebahasaan)

1. Menggunakan past tense (woke, took, went, got, did, had,etc.)
2. Menggunakan conjunction dan time connectives (first, then, after that, finally, etc.)
3. Menggunakan adverbs and adverbial ( yesterday, last mont, on Monday, an hour ago, immediately, etc.)
4. Menggunakan action verb (ran, walked, etc.)

#### E. METODE PEMBELAJARAN

- 1) Pendekatan : Scientific approach
- 2) Model Pembelajaran : Problem Solving
- 3) Strategi : Transition-Action-Details

#### F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

- 1) Media : Teks *recount*
- 2) Alat / Bahan : Teks.
- 3) Sumber Belajar :
  - a). Buku Pegangan Guru bahasa inggris SMA kelas XII
  - b) sumber dari Internet:  
<http://www.belajarbahasainggris.us/2014/02/recount-text-penjelasan-contoh-lengkap.html?m=1>.

#### G. LANGKAH-LANGKAH PEMBELAJARAN

No	EXPERIMENTAL CLASS	TIME
1	<b>Apperception</b>	5 Minutes
2	<b>Main Activity</b> <u>Observing</u> <ul style="list-style-type: none"> <li>- Teacher shows TAD chart and recount text to the students.</li> <li>- Teacher asks students to read a simple recount text and TAD chart.</li> <li>- Teacher assigns students to identify the</li> </ul>	15 Minutes

	<p>characteristic of a model recount text.</p> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Under the guidance and direction of the teacher, students asking and questioning about the social function, generic structure and language feature of the text.</li> <li>- <b>Teacher explains how to use TAD to produce a paragraph.</b></li> <li>- <b>Teacher divides students into groups and asks them to do questioning and answering about their last experience to fill in TAD chart.</b></li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>- Teacher prepares a TAD chart, and asks students to write down some information in TAD chart.</li> <li>- <b>Students write down in the first “Action” box by writing thing that happened or the preface of how the activity begun.</b></li> <li>- <b>Students write down in the last “Action” box. This is needed to be written, so students can clearly see how story ends.</b></li> <li>- <b>Students write down in the middle of sequence of TAD chart.</b></li> <li>- <b>Students read over from the top to bottom of the actions box to make sure whether the actions are already in a correct chronological order.</b></li> <li>- <b>Students write down in the “details” box by writing the detail or additional informations about every action at the story.</b></li> <li>- <b>Students write down in the transitions box of</b></li> </ul>	15 Minutes 30 Minutes 10 Minutes 10 Minutes
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	<p><b>TAD chart.</b></p> <ul style="list-style-type: none"> <li>- After the TAD chart have been fulfilled, the teacher asks students to change it into paragraph form.</li> </ul> <p><u>Associating</u></p> <ul style="list-style-type: none"> <li>- Teacher asks students to change their task, and correct for other own.</li> <li>- Teacher asks students to revise their task, and teacher gives responses to the entire made by students.</li> </ul> <p><u>Communicating</u></p> <ul style="list-style-type: none"> <li>- Teacher asks students to communicate their writing in front of the class.</li> <li>- Teacher and other students have to give confirmation about the students' performance.</li> <li>- Teacher collect the students' work.</li> </ul>	
3	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>- Teacher and students conclude the lesson</li> <li>- Teacher gives advice to the students</li> <li>- Teacher collects students' writing and evaluates it</li> <li>- Teacher closes the class</li> </ul>	5 Minutes

## H. PENILAIAN

### 1. Penilaian Sikap

- a. Jenis/teknik Penilaian : Pengamatan
- b. Bentuk penilaian : Lembar pengamatan
- c. Rubrik Penilaian

Aspect	Score	Criteria
Religius	3	Menonjol

	2 1	Terlihat Belum terlihat
Jujur	3 2 1	Menonjol Terlihat Belum terlihat
Bertanggung jawab	3 2 1	Menonjol Terlihat Belum terlihat
Peduli	3 2 1	Menonjol Terlihat Belum terlihat
Santun	3 2 1	Menonjol Terlihat Belum terlihat
Responsive	3 2 1	Menonjol Terlihat Belum terlihat
Pro Aktif	3 2 1	Menonjol Terlihat Belum terlihat

## 2. PenilaianPengetahuan

- a. Jenis/teknik Penilaian : Tes Tulisan / Penugasan
- b. Bentuk penilaian : Menjawab Pertanyaan
- c. Instrumen : (Dalam Bahan Ajar)

## 3. PenilaianKeterampilan

- a. Jenis/teknik Penilaian : Tes Menulis Recount Text

- b. Bentuk penilaian : Lembar Tes Tulis  
 c. Instrumen

No	Name	Cont	Org	Voc	Lg. Use	Mech	Mean
1.							
2.							
3.							

(Quoted from Jacobs, L. Holly, Testing ESL Composition, 1981, p.90)



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