CHAPTER V: Conclusions and Suggestions

This chapter presents the conclusions, implications, and suggestions of the research. The further explanation of each part is described as follows;

Conclusions

There are some conclusions found on the discussion in the previous chapter. The conclusions are presented as follows.

The first conclusion is that pictures sequence can be used to improve the students' vocabulary mastery in some points. The first point is the improvement of their ability in developing ideas. The second point is that the students' improvement can be clearly seen from the mean score of the pre-test, treatment and the post-test . It was proven by the graphic pre-test and post-test, where the students score in post-test were higher than score in post-test.

The second conclusion is that the implementation of picture sequence improves the students' motivation in learning. It is indicated their activeness in the class. They also enthusiastically to worked their task. They are not afraid anymore of making mistakes because they know that their teacher will give feedback to them and they will be given a chance to correct their mistakes.

Suggestions

In this part, the researcher intends to contribute some suggestions for the English teacher and other researchers based on the research findings and discussion.

It is suggested that the English teachers should be more creative and innovative to select the teaching strategy to deliver the material. They could find a good instructional media to get their students interest in learning English. Picture sequence would be helpful to increase students vocabulary, therefore the teacher needs to maintain using picture sequence as media in teaching learning process for the text new academic year in teaching Recount text.

To the future researcher, particularly those who have the same problem and interested in conducting this research, it is suggested that this study can be one of the references.

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Appendix 1

Name of sample in pre-test and post-test

No	Nama Siswa	Gender
1	ADNAN RAHIM	Male
2	ABD KADAR KOMONA	Male
3	ZULPIKAL MUHAMMAD	Male
4	RISKIYANTO ABAS	Male
5	ILHAM POMALINGO	Male
6	FAHRIN DJUHU	Male
7	ALFIAN RADJAK	Male
8	ABDULRAHMAN MURSINA	Male
9	INDRA UMAR	Male
10	ABDUL RAHMIN SUPU	Male
11	GIAS HASAN	Male
12	MEGAWATI AHMAD	Female
13	HASMITA PAKUNE	Female
14	SITI HARDIANTI ATALAPU	Female
15	FERAWATI BUDIKO	Female
16	SRI HASANIA DJAFAR	Female
17	MAYIS MUSTAPA	Female
18	NURAIN MUHAMMAD	Female
19	ROSLAM HATAMA	Female
20	SRI JULIANI BATALIPU	Female

Appendix 2

No. Of Question	r_{daftar}	Coefficients Of Validity	Status Of Validity
1	0,444	-0.26	Invalid
2	0,444	-0.25	Invalid
3	0,444	0.62	**Valid**
4	0,444	0,69	**Valid**
5	0,444	-0.08	Invalid
6	0,444	0,62	**Valid**
7	0,444	0,56	**Valid**
8	0,444	0,12	Invalid
9	0,444	0,62	**Valid**
10	0,444	0,15	Invalid
11	0,444	0,63	**Valid**
12	0,444	0,09	Invalid
13	0,444	-0.15	Invalid
14	0,444	0,5	**Valid**
15	0,444	0,16	Invalid
16	0,444	0,48	**Valid**
17	0,444	0,62	**Valid**
18	0,444	0,40	Invalid
19	0,444	0,50	**Valid**
20	0,444	0,50	**Valid**
21	0,444	0,48	**Valid**
22	0,444	0,51	**Valid**

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23	0,444	0,56	**Valid**
24	0,444	0,69	**Valid**
25	0,444	0,47	**Valid**
26	0,444	0,53	**Valid**
27	0,444	0,51	**Valid**
28	0,444	0,47	**Valid**
29	0,444	0,47	**Valid**
30	0,444	0,5	**Valid**
31	0,444	0.63	**Valid**
32	0,444	-0.40	Invalid
33	0,444	0.69	**Valid**
34	0,444	0.69	**Valid**
35	0,444	0.12	Invalid
36	0,444	0.69	**Valid**
37	0,444	-0.1	Invalid
38	0,444	-0.14	Invalid
39	0,444	0.4	**Valid**
40	0,444	0.12	Invalid
41	0,444	0.5	**Valid**
42	0,444	0.45	**Valid**
43	0,444	0.42	Invalid
44	0,444	0.5	**Valid**
45	0,444	0.62	**Valid**

Appendix 3

Testing of Reliability of Test

It is used (K-R 21) Kuder Richarson formula as follow :

$$r_i = \frac{k}{(k-1)} 1 - \frac{M(k-M)}{kVt}$$

(Arikunto, 2013, p. 132)

$$Vt = \frac{\sum y^2 \frac{(\sum y)^2}{n}}{n} \qquad r_{11} = [\frac{k}{k-1}][1 - \frac{M(k-m)}{kVt}]$$

n $\quad$ = 20 $\qquad\qquad$ M $\quad$ =14.4 (the result of $\sum y$ divided with n)

$\sum y \quad$ = 288 $\qquad\qquad$ K $\quad$ = 45 (Number of items)

$\sum y^2 \quad$ = 5354 $\qquad\qquad (\sum y)^2$ =82944

$$Vt \quad = \frac{\sum y^2 \frac{(\sum y)^2}{20}}{20}$$

$$= \frac{\sum y^2 - \frac{82944}{20}}{20}$$

$$= \frac{5354 - 4147.2}{20}$$

$$= \frac{1206.8}{20}$$

$$Vt = 60.34$$

$$r_{11} \quad = [\frac{k}{k-1}][1 - \frac{M(k-m)}{kVt}]$$

$$= [\frac{45}{45-1}][1 - \frac{14.4(45-14.4)}{45 \times 60.34}]$$

$$= [\frac{45}{44}][1 - \frac{14.4(30.6)}{2715.3}]$$

$$= [1,022727][1 - 0,1623]$$

$$= 1,022727 [0,8377]$$

$$r_{11} = 0, 86$$

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Appendix 4

<div align="center">

The counting of T_{list}

</div>

T_{list} :

      n   = 20

      α   = 0.05

      db   = (n-1)

Level of $t_{(1-1/2(\alpha))(n-1)}$

$= t_{(1-1/2(0,05))(20-1)}$

$= t_{(1-0,025)(19)}$

$= t_{(0,975)(19)}$

$\boldsymbol{T_{list}}$ **=2,09**

Appendix 5

$$\text{The counting of } T_{count} \text{ Pre-Test and Post-Test}$$

$$t = \frac{Md}{\sqrt{\frac{\Sigma X^2 d}{n\,(n-1)}}}$$

$$t = \frac{49.7}{\sqrt{\frac{50572}{20\,(19)}}}$$

$$t = \frac{49.7}{\sqrt{\frac{50572}{380}}}$$

$$t = \frac{49.7}{\sqrt{133.08}}$$

$$t = \frac{49.7}{11.53}$$

$$\boldsymbol{T_{count}} = \boldsymbol{4.31}$$

Therefore, the hypothesis if H1 will be accepted if $\boldsymbol{T_{count}} \geq \boldsymbol{T_{list}}$: **4.31 ≥ 2,09**

Appendix 6

The Normality Analysis of Pre-test and Posttest

The Normality Analysis of Pre-test

No.	X2	X2-X2	(X2-X2)^2	Zi	f(Zi)	S(Zi)	f(Zi)-S(Zi)
1	18	-13.9	193.21	-1.65776	0.0495	0.05	-0.0005
2	18	-13.9	193.21	-1.65776	0.0495	0.1	-0.0505
3	21	-10.9	118.81	-1.29997	0.0955	0.15	-0.0545
4	21	-10.9	118.81	-1.29997	0.0955	0.2	-0.1045
5	28	-3.9	15.21	-0.46513	0.3228	0.25	0.0728
6	28	-3.9	15.21	-0.46513	0.3228	0.3	0.0228
7	28	-3.9	15.21	-0.46513	0.3228	0.35	-0.0272
8	28	-3.9	15.21	-0.46513	0.3228	0.4	-0.0772
9	28	-3.9	15.21	-0.46513	0.3228	0.45	-0.1272
10	35	3.1	9.61	0.369716	0.6406	0.5	0.1406
11	35	3.1	9.61	0.369716	0.6406	0.55	0.0906
12	35	3.1	9.61	0.369716	0.6406	0.6	0.0406
13	35	3.1	9.61	0.369716	0.6406	0.65	-0.0094
14	35	3.1	9.61	0.369716	0.6406	0.7	-0.0594
15	35	3.1	9.61	0.369716	0.6406	0.75	-0.1094
16	35	3.1	9.61	0.369716	0.6406	0.8	-0.1594
17	43	11.1	123.21	1.32382	0.9066	0.85	0.0566
18	43	11.1	123.21	1.32382	0.9066	0.9	0.0066
19	43	11.1	123.21	1.32382	0.9066	0.95	-0.0434
20	46	14.1	198.81	1.68161	0.9535	1	-0.0465
Jumlah	638		1335.8				
Mean	31.9						
SD	8.385						
Lhitung	0.141		NORMAL				
Ltabel(0,05)	0.19						

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The Normality Analysis of Post-test

No.	X2	X2-X2	(X2-X2)^2	Zi	f(Zi)	S(Zi)	f(Zi)-S(Zi)
1	69	-13	158.8	-1.297	0.0955	0.05	0.0455
2	69	-13	158.8	-1.297	0.0955	0.1	-0.0045
3	69	-13	158.8	-1.297	0.0955	0.15	-0.0545
4	71	-11	112.4	-1.091	0.1379	0.2	-0.0621
5	71	-11	112.4	-1.091	0.1379	0.25	-0.1121
6	71	-11	112.4	-1.091	0.1379	0.3	-0.1621
7	75	-6.6	43.56	-0.679	0.2514	0.35	-0.0986
8	75	-6.6	43.56	-0.679	0.2514	0.4	-0.1486
9	75	-6.6	43.56	-0.679	0.2514	0.45	-0.1986
10	85	3.4	11.56	0.35	0.6368	0.5	0.1368
11	85	3.4	11.56	0.35	0.6368	0.55	0.0868
12	85	3.4	11.56	0.35	0.6368	0.6	0.0368
13	89	7.4	54.76	0.7618	0.7764	0.65	0.1264
14	89	7.4	54.76	0.7618	0.7764	0.7	0.0764
15	89	7.4	54.76	0.7618	0.7764	0.75	0.0264
16	93	11.4	130	1.1736	0.879	0.8	0.079
17	93	11.4	130	1.1736	0.879	0.85	0.029
18	93	11.4	130	1.1736	0.879	0.9	-0.021
19	93	11.4	130	1.1736	0.879	0.95	-0.071
20	93	11.4	130	1.1736	0.879	1	-0.121
Jumlah	1632		1793				
Mean	81.6						
SD	9.714						
Lhitung	0.1368		NORMAL				
Ltabel(0,05)	0.19						

Appendix 7

Hypothesis verification

T $= \dfrac{\overline{d}}{s_{d\sqrt{n}}}$

$= \dfrac{49.7}{51.59_{\sqrt{20}}}$

$= \dfrac{49.7}{51.59_{/4.47}}$

$= \dfrac{49.7}{11.54}$

$= \mathbf{4}$

Appendix 8

Interval Class of Pre-Test

1. The first step is find out the highest score and the lowest score to set up the interval

   The highest score = 46

   The lowest score =18

   Range of interval class (R) : 46-18 = 28

2. The second step is to set amount of the interval class (K)

No	Interval Class	F. Absolute	F.Relative
1	18-23	4	20%
2	24-29	5	25%
3	30-35	7	35%
4	36-41	0	0%
5	41-47	4	20%
	Total	20	100%

K = 1 + 3,3 log n

   = 1 + 3,3 log 20

   = 1 + 3,3 (1,3010)

   = 1 + 4,2933

   = 5,2933 =5

3. the third step is find out of the wide of the interval class (P)

$$P = \frac{R}{K}$$
$$= \frac{28}{5}$$
$$= 5.6 = 6$$

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Appendix 9

Interval Class of Post-Test

4. The first step is find out the highest score and the lowest score to set up the

   interval

   The highest score =93

   The lowest score =69

   Range of interval class (R) : 93-69 = 24

5. The second step is to set amount of the interval class (K)

K = 1 + 3,3 log n

No	Interval Class	F. Absolute	F.Relative
1	69-73	6	30%
2	74-78	3	15%
3	79-83	0	%
4	84-88	3	15%
5	89-93	8	40%
	Total	20	100%

   = 1 + 3,3 log 20

   = 1 + 3,3 (1,3010)

   = 1 + 4,2933

   = 5,2933   = 5

6. the third step is find out of

   the wide of the interval class

   (P)

$$P = \frac{R}{K}$$
$$= \frac{24}{5}$$
$$= 4.8 = 5$$

Increasing Students Vocabulary Mastery Through Picture Sequence On Recount Text

Appendix 10
Items of Validity

A Trip to the Zoo

Yesterday my (1)_____ and I went to the zoo to see the elephant and other animal.

When we got to the zoo, we went to the shop to (2)____ some food to give to the animals.

After getting the food we went to the nocturnal house where we (3)_____ birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope.

During lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were tired but 4 ____ because we had so much fun.

1. A. Family   B. Teacher   C. Friends   D. Sister
2. A. Take   B. Buy   d. borrow   d. eat
3. A. saw   b. bought   c. took a photo d. feed
4. A. angry   b. happy   c. sad   d. enjoy

Meeting a Star

On Saturday morning at 9:30, I was walking down Sunda Street, looking for a record store.

A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar.

Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo.

I was so surprised! He was a singer in D' Masive!

5. When the writer went to the record store
   a. In the morning   c. On Saturday Morning
   b. Last Week   d. Yesterday

6. What happened to the writer with a man?
   a. The writer helped the man   c. the writer looking for a record car
   b. The writer listening to the music   d. the writer lose her wallet
7. "He was very **friendly**". The word **"friendly"** in second paragraph is closest in meaning to
   a. Cool   c. Shy
   b. Unsocial   d. Cozy
8. his face looked so familiar. The word **"familiar"** in second paragraph is closest in meaning to

      a. handsome   c. famous
      b. humble   d. unsocial

9. What is the man gave to the writer
      a. Cassette   c. Type recorder
      b. Wallet   d. Money

I had a terrible day yesterday.
First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.
Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.
Finally, I walked the three miles to my school only to discover that it was Sunday!
I hope I never have a day as the one I had yesterday.

10. I had a terrible day yesterday. Word "**terrible"** closest meaning too
      a. Beautiful   c. Bad
      b. Good   d. Nice
11. What happened with the writer in the morning
      a. Had a terrible day   c. her alarm did not go off
      b. Wake up late   d. burned her hand
12. What is the writer did after wake up late
      a. Make a breakfast   c. dressed quickly
      b. Wear socks   d. ran out of the house

Albert Einstein was born in 1879 in Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905 he also did some of his famous work in Physics. In 1919 he won the Noble Prize for Physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientists. Then, in 1933 he had to leave Germany because of Hitler and the Nazy Party. He moved to United States from 1933 until his death. He lived in Princetown, New Jersey. He died on 18th April 1955.

13. What is the topic of the text?
    a. The achievement of Albert Einstein   d. Albert Einstein's home town
    b. The life of Albert Einstein   c. Albert Einstein's childhood

14. "In 1905 he also did some of his <u>famous </u>work in physics." What is the similar meaning of the underlined word?
    a.Familiar   b. Excellent   c. Well known   d. great
15. When did Albert Einstein win the Noble Prize?
      a. In 1905   b. 1919 c. 1933   d.1955

I think my first memories started when I was about three or perhaps four years old. I remember falling from a tree and breaking my arms. I think I was playing in the garden of the big, old house we lived in. It was in a suburb of London. I can remember starting school when I was five.

There was a little boy called Thomas in the same class. He used to pull my hair when the teacher was not looking. One day I hit him on the head with a book and he began to cry. The teacher was very angry with me. I remember him saying, "Little girls don't do things like that." But since then Thomas never pulled my hair again.

16. The writer started studying in his school when she was …… years old.
    1. 3   b. 5   c.6   d.8
17. Thomas never pulled the writer's hair again because ……
    a. He was afraid of the writer   d. The teacher was angry with the writer
    b. The writer was bigger than he was   e. He moved to another school
18. "One day I <u>hit</u> him on the head with ……" (Paragraph 2). The underlined word means
    a. broke   c. offended
    b. attacked   d. struck
19. "The teacher was very angry". **"Angry"** closest meaning to
    a. Kind   c. happy
    b. Calm   d. annoyed

That morning I got dressed as usual. I was just leaving for school when I noticed that my shoes were filthy. I went back inside to polish them. Staying home those five extra minutes probably saved my life.

When I came outside again, my mother was on the lawn picking flowers. Somebody yelled, "Tsunami!" We thought it was an April Fool's joke. Then, I looked up and saw a huge wall of dirty water. My mother pushed me inside and slammed the door, just as the wave struck our house. It felt like we'd been hit by a train.

The wave picked up the house, and we floated away. Seawater came up to my knees. I decided to changed clothes, in case we had to swim. When I opened the closet, the back wall was gone! All I could see past my hanging clothes were waves and dead fish. It looked liked a strange painting.

Through the windows we could see people floating by, holding onto whatever they could. A boy was clinging to a piece of lumber. The waves carried us far out into Hilo Bay and back again three times.

Finally, our house slammed into a factory wall. Somehow, my parents and I climbed into the factory, where we found some neighbors on the upper floor. We all got busy tearing burlap sugar bags into floated by, we threw them to the rope.

Our family was fortunate. And I'm not nervous about tsunamis anymore. But when I got married, I told my husband, "We're not leaving at the beach. We are going to live in the mountains!"

20. When did the tsunamis happen?
    a. In March   c. One morning
    b. In April   d. Long time ago
21. Where did the writer finally shelter from the tsunamis?
    a. In a factory wall   c. In a factory
    b. At the beach   d. In the mountain
22.. what's in the take by wave?

a. clothes   c. House
b. my mother   d. Her Neighbor

23. what happened to the writer when the wave picked up her house
 a. Her staying at home b. they floated
 b. climbed into the factory d. Clinging to a piece of lumber

24. "Our family was <u>fortunate</u>" (Paragraph 6). The underlined word can be replaced by ……
 a. lucky   c. prosperous
 b. famous   d. miserable

Late in the afternoon, the boys put up their tent in the middle of a field. As soon as this was done, they cooked a meal over an open fire. They were all hungry and the food smelt good. After a wonderful meal, they told stories and sang songs by the camp fire. But sometime later it began to rain. The boys felt tired so they put out the fire and crept into their tent. Their sleeping-bags were warm and comfortable, so they all slept soundly. In the middle of the night, two boys woke up and began shouting. The tent was full of water! They all leapt out of their sleeping-bags and hurried outside. It was raining heavily and they found that a stream had formed in the field. The stream wound its way across the field and then flowed right under their tent.

25. Where did the stream flow? It flowed ….
 a. in the middle of the field c. near the boys' tent
 b. across the field   d. in front of the boys' tent

26. They told stories and songs after …
 a. they had a meal   c. they slept soundly
 b. the stream was across the field d. the tent was full of water

27. 'They were all <u>hungry</u> and the food smelt good". The underlined word can be replaced by ……
 a. Fresh c. Energized
 b. Angry d. starving

28. "The boys felt <u>tired</u> so they….". The underlined word can be replaced by ……
 c. Fresh c. Energized
 d. Angry d. sleepy

29. "……were warm and <u>comfortable</u>. The underlined word can be replaced by ……
  a. cozy   c. Energized
  b. gergous d. sleepy

30. What happened to the wroter when their tent full of water
 a. Hurried outside b. Slept soundly
 b. Cooked a meal d. sang a song

I really 31._____ my holiday in Australia. 32_____ Sunday I (33)_____a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

The first thing I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles, sharks, and a 34._____ tropical sea fish. The most exciting thing was watched a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water.

One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like a ship! Then I 35____ a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the 'corkscrew'- because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

31. a. Happy   b. Sad   c. Tired   d. Enjoy
32. a. on   b. last   c. in   d.At
33. a. visit   b. Go   c. went   d. followed
34. a. beautiful   b. wonderful   c. Amazing   d. Happy
35. a. swimming   b. watching   c. see   d. feeding

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it.

What a terrible day! I hope that I have much better one tomorrow.

36. Why the writer woke up late
    a. Because she is sick   c. she can't slept last night
    b. Something wrong   d. she didn't had alarm
37. "I was **starving** as I ran to catch the school bus." The antonym of this word
    a. Hungry   b. full
    b. Empty   d. weakened
38. What time the writer arrived at school?
    a. On time   c. 07.00
    b. She late   d. 07.30
39. he was **furious** with me" the word closest meaning to
    a. Sad   b. Happy
    b. Angry   d. cheerful
40. had **forgotten** to put it in my bag the night before" The underlined word can be replaced by ……
    a. left out   b. remember
    b. recalled   d. Lose

My brother and I went to a football match yesterday. Our school team was playing against another High School team. Our team wore red and white shirts, white shorts, and red stockings.

The other team wore orange and black shirts, orange shorts, and black stockings. "They look like bees", my brother said, and we laughed.

They played like bees too. They ran very fast, attacked very hard, and passed the ball to each other very fast. Soon they scored their first goal. My brother and I shouted and shouted, "Come on, Valley School! Come on, the Valleys!" Our headmaster was near us and he was shouting too. He seemed very enthusiastic. However, the high school scored another goal. We were very sad.

Then, one of the "bees" stopped the ball with one of his hands, so our team got the free kick. Our captain took it and scored a goal. We shouted, "Hooray!" The score was now 2:1. That was better.

Now our team began to play better—or the "bees" were getting tired. Our team scored another goal before half-time. In the second half of the match, both teams tried very hard, but neither scored, so at the end the score was still two all.

41. "They look like bees". The word is refers to..
    a. The writer school team   c. other team
    b. My brother   d. Viewer
42. What did the writer and his brother do after the rival team scored the first goal?
    a. They shouted to support their school team.   d. They ran very fast.
    b. They shouted to the headmaster.   d.They laughed at their school team.
43. They ran very fast, **attacked** very hard. The underlined word can be replaced by ……
    a. Strike   c. blame
    b. Shelter   d. shield
44. He seemed very enthusiastic. The antonym of the underline word is
    a.   energized   c. eager
    b.   apathetic   d. impatient
45. what is their headmaster did when watched football matched?

    a. Stopped the ball   c. Shouted the school team

    b. Laughed at school team   d. Ran very fast

Appendix 11

Items Pretest-posttest

A Trip to the Zoo

Yesterday my family and I went to the zoo to see the elephant and other animal.

When we got to the zoo, we went to the shop to bought some food to give to the animals.

After getting the food we went to the nocturnal house where we (3)_____ birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope.

During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but 4 _____ because we had so much fun.

1. A. saw   b. bought   c. took a photo d. feed
2. A. angry   b. happy   c. sad   d. enjoy

On Saturday morning at 9:30, I was walking down Sunda Street, looking for a record store.

A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar.

Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo.

I was so surprised! He was a singer in D' Masive!

3. What happened to the writer with a man?
   c.   The writer helped the man   c. the writer looking for a record car
   d.   The writer listening to the music   d. the writer lose her wallet
4. "He was very **friendly**". The word **"friendly"** in second paragraph is closest in meaning to
   c.   Cool   c. Shy
   d.   Unsocial   d. Cozy
5. What is the man gave to the writer
   c.   Cassette   c. Type recorder
   d.   Wallet   d. Money

I had a terrible day yesterday.

First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

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Finally, I walked the three miles to my school only to discover that it was Sunday!
I hope I never have a day as the one I had yesterday.

6. What happened with the writer in the morning
   c. Had a terrible day   c. her alarm did not go off
   d. Wake up late   d. burned her hand

Albert Einstein was born in 1879 in Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905 he also did some of his famous work in Physics. In 1919 he won the Noble Prize for Physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientists. Then, in 1933 he had to leave Germany because of Hitler and the Nazy Party. He moved to United States from 1933 until his death. He lived in Princetown, New Jersey. He died on 18th April 1955.

7. "In 1905 he also did some of his <u>famous</u> work in physics." What is the similar meaning of the underlined word?
   a.Familiar   b. Excellent   c. Well known   d. great

I think my first memories started when I was about three or perhaps four years old. I remember falling from a tree and breaking my arms. I think I was playing in the garden of the big, old house we lived in. It was in a suburb of London. I can remember starting school when I was five.
There was a little boy called Thomas in the same class. He used to pull my hair when the teacher was not looking. One day I hit him on the head with a book and he began to cry. The teacher was very angry with me. I remember him saying, "Little girls don't do things like that." But since then Thomas never pulled my hair again.

8. The writer started studying in his school when she was …… years old.
   2. 3   b. 5   c.6   d.8
9. Thomas never pulled the writer's hair again because ……
   a. He was afraid of the writer   d. The teacher was angry with the writer
   b. The writer was bigger than he was   e. He moved to another school
10. "The teacher was very angry". **"Angry"** closest meaning to
    c. Kind   c. happy
    d. Calm   d. annoyed

That morning I got dressed as usual. I was just leaving for school when I noticed that my shoes were filthy. I went back inside to polish them. Staying home those five extra minutes probably saved my life.
When I came outside again, my mother was on the lawn picking flowers. Somebody yelled, "Tsunami!" We thought it was an April Fool's joke. Then, I looked up and saw a huge wall of dirty water. My mother pushed me inside and slammed the door, just as the wave struck our house. It felt like we'd been hit by a train.
The wave picked up the house, and we floated away. Seawater came up to my knees. I decided to changed clothes, in case we had to swim. When I opened the closet, the back wall was gone!

All I could see past my hanging clothes were waves and dead fish. It looked liked a strange painting.

Through the windows we could see people floating by, holding onto whatever they could. A boy was clinging to a piece of lumber. The waves carried us far out into Hilo Bay and back again three times.

Finally, our house slammed into a factory wall. Somehow, my parents and I climbed into the factory, where we found some neighbors on the upper floor. We all got busy tearing burlap sugar bags into floated by, we threw them to the rope.

Our family was fortunate. And I'm not nervous about tsunamis anymore. But when I got married, I told my husband, "We're not leaving at the beach. We are going to live in the mountains!"

11. When did the tsunamis happen?
    a.   In March   c.   One morning
    b.   In April   d.   Long time ago
12. Where did the writer finally shelter from the tsunamis?
    a.   In a factory wall   c. In a factory
    b.   At the beach   d. In the mountain
13. what's in the take by wave?
    a. clothes   c. House
    b. my mother   d. Her Neighbor
14. "Our family was <u>fortunate</u>" (Paragraph 6). The underlined word can be replaced by ……
    a.   lucky   c. prosperous
    b.   famous   d. miserable

Late in the afternoon, the boys put up their tent in the middle of a field. As soon as this was done, they cooked a meal over an open fire. They were all hungry and the food smelt good. After a wonderful meal, they told stories and sang songs by the camp fire. But sometime later it began to rain. The boys felt tired so they put out the fire and crept into their tent. Their sleeping-bags were warm and comfortable, so they all slept soundly. In the middle of the night, two boys woke up and began shouting. The tent was full of water! They all leapt out of their sleeping-bags and hurried outside. It was raining heavily and they found that a stream had formed in the field. The stream wound its way across the field and then flowed right under their tent.

15. Where did the stream flow? It flowed ….
    c.   in the middle of the field   c. near the boys' tent
    d.   across the field   d. in front of the boys' tent
16. They told stories and songs after …
    c.   they had a meal   c. they slept soundly
    d.   the stream was across the field   d.   the tent was full of water
17. 'They were all <u>hungry</u> and the food smelt good". The underlined word can be replaced by ……
    e.   Fresh   c. Energized
    f.   Angry   d. starving
18. "The boys felt <u>tired</u> so they….". The underlined word can be replaced by ……
    g.   Fresh   c. Energized

h. Angry   d. sleepy
19. "……were warm and <u>comfortable</u>. The underlined word can be replaced by ……
    c. cozy   c. Energized
    d. gergous   d. sleepy
20. What happened to the wroter when their tent full of water
    c. Hurried outside   b. Slept soundly
    d. Cooked a meal   d. sang a song

I really 21._____ my holiday in Australia. Last Sunday I (22)_____a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

The first thing I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles, sharks, and a 23._____ tropical sea fish. The most exciting thing was watched a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the 'corkscrew'- because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

21. a. Happy   b. Sad   c. Tired   d. Enjoy
22. a. visit   b. Go   c. went   d. followed
23. a. beautiful   b. wonderful   c. Amazing   d. Happy

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

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After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it.

What a terrible day! I hope that I have much better one tomorrow.

24. Why the writer woke up late
    c. Because she is sick   c. she can't slept last night
    d. Something wrong   d. she didn't had alarm

My brother and I went to a football match yesterday. Our school team was playing against another High School team. Our team wore red and white shirts, white shorts, and red stockings.

The other team wore orange and black shirts, orange shorts, and black stockings. "They look like bees", my brother said, and we laughed.

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Then, one of the "bees" stopped the ball with one of his hands, so our team got the free kick. Our captain took it and scored a goal. We shouted, "Hooray!" The score was now 2:1. That was better.

Now our team began to play better—or the "bees" were getting tired. Our team scored another goal before half-time. In the second half of the match, both teams tried very hard, but neither scored, so at the end the score was still two all.

25. "They look like bees". The word is refers to..
    a. The writer school team   c. other team
    b. My brother   d. Viewer
26. What did the writer and his brother do after the rival team scored the first goal?
    a. They shouted to support their school team.   d. They ran very fast.
    b. They shouted to the headmaster.   d.They laughed at their school team.
27. He seemed very <u>enthusiastic.</u> The antonym of the underline word is
    a.   energized   c. eager
    b.   apathetic   d. impatient
28. what is their headmaster did when watched football matched?
    a. Stopped the ball   c. Shouted the school team

    b. Laughed at school team   d. Ran very fast

Appendix 12

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SATUAN PENDIDIKAN   : SMA

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER   : X/2

MATERI POKOK   : Recount text (At the Zoo)

ALOKASI WAKTU   : 2 X 45 menit

A. Kompetensi Inti (KI)

KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

KI 2:Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif 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

2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
2.3. Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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 dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar	C. Indikator
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	1. Menganalisis gambaran umum, informasi tertentu dan kosa kata teks recount dalam sequence picture tentang kegiatan/kejadian/peristiwa dengan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
3.10 Menangkap makna dalam teks *recount* lisan dan tulis sederhana.	1. Mengurai gambaran umum dan informasi tertentu dalam sequence picture dengan penuh percaya diri dan bertanggung jawab.
3.11 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.	1.Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa berdasarkan sequence picture dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

D. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Siswa mampu mengidentifikasi struktur teks recount dengan benar
2. Siswa mampu mengidentifikasi kosa kata yang terdapat dalam picture sequence
3. Siswa mampu menyusun paragraph teks recount berdasarkan sequence picture
4. Siswa mampu menulis paragraph teks recount sederhana berdasarkan sequence picture

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E. Materi Pembelajaran

Fungsi Sosial   : menceritakan kembali kejadian atau pengalaman di masa lalu

Struktur Teks   :

1. Orientation: Menyebutkan tindakan/ peristiwa/kejadian secara umum

2. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

3. Re-orientation: Jika perlu, ada kesimpulan umum.

Unsur Kebahasaan   :

1) Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Rio

2) Menggunakan Simple Past Tense: we went to school yesterday.

3) Menggunakan chronological connection: then, first, second.

4) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi

5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

F. Pendekatan dan Metode Pembelajaran

  1. Pendekatan : Scientific Approach

  2. Metode : Power teaching, diskusi dan unjuk kerja

a) Media, Alat Dan Sumber Belajar

  -Media,alat : Papan tulis, gambar contoh Sequence Picture

  -Sumber : Internet , Buku Guru

H. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	-Salam -Doa -Mengecek kehadiran	5

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	-Apersepsi	
	-Menyampaikan KD dan kegiatan-kegiatan di dalam kelas	
Inti	Mengamati	80
	• Peserta didik mengamati dan memahami cerita dalam teks Recount yang diberikan oleh guru	
	Menanyakan	
	• Peserta didik saling bertanya tentang topik yang berkaitan dengan cerita teks Recount dengan bimbingan guru	
	• Peserta didik menjawab beberapa pertanyaan yang berkaitan dengan teks Recount yang diberikan oleh guru	
	Mengumpulkan Informasi	
	• Menganalisis gambaran umum, informasi tertentu dan kosa kata teks recount dalam sequence picture tentang kegiatan/kejadian/peristiwa dengan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
	Mengasosiasi	
	• Mengurai gambaran umum dan informasi tertentu dalam sequence picture dengan penuh percaya diri dan bertanggung jawab.	
	• Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa berdasarkan sequence picture dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	
	Mengkomunikasikan	

	• Peserta didik melaksanakan diskusi berdasarkan topik dalam teks Recount • Peserta didik melaporkan hasil pekerjaannya pada guru atau teman	
Penutup	- Merefleksikan pembelajaran - Peserta didik bersama guru menyimpulkan pembelajaran tentang topik dalam Teks Recount - Melaksanakan tugas - Berdoa	4

I.PENILAIAN

1. Teknik Penilaian :

    a. Penilaian Sikap : Observasi/Pengamatan

    b. Penilaian Pengetahuan : Tes Tertulis (Essay)

    c. Penilaian Keterampilan : Unjuk Kerja/Tertulis (Essay)

2. Bentuk Penilaian :

    a. Observasi : Jurnal Guru

    b. Tes Tertulis : Uraian/ Lembar Kerja

    c. Unjuk Kerja : Praktik/Pedoman penskoran

BAHAN AJAR

SATUAN PENDIDIKAN   : SMA

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER   : X/2

MATERI POKOK   : Recount text (At the Zoo)

ALOKASI WAKTU   : 2 X 45 menit

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    2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi
        interpersonal dengan guru dan teman.

    2.4. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam
        melaksanakan komunikasi transaksional dengan guru dan teman.

    2.5. Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,
        dalam melaksanakan komunikasi fungsional

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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 dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar	C. Indikator
4.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	1.Menganalisis gambaran umum, informasi tertentu dan kosa kata teks recount dalam sequence picture tentang kegiatan/kejadian/peristiwa dengan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
4.10 Menangkap makna dalam teks *recount* lisan dan tulis sederhana.	1.Mengurai gambaran umum dan informasi tertentu dalam sequence picture dengan penuh percaya diri dan bertanggung jawab.
4.11 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.	1.Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa berdasarkan sequence picture dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

PENYAJIAN MATERI

    Fungsi Sosial   : menceritakan kembali kejadian atau pengalaman di masa lalu

    Struktur Teks   :

1. Orientation: Menyebutkan tindakan/ peristiwa/kejadian secara umum
2. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut
3. Re-orientation: Jika perlu, ada kesimpulan umum.

   Unsur Kebahasaan   :

1. Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Rio
2. Menggunakan Simple Past Tense: we went to school yesterday.
3. Menggunakan chronological connection: then, first, second.
4. Ejaan dan tulisan tangan dan c etak yang jelas dan rapi

Increasing Students Vocabulary Mastery Through Picture Sequence On Recount Text

5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

Contoh Grammatical Feature

- Past Tenses :
  Go = Went , Eat = Ate, Sleep= Slept, Buy=Bought, watching=watched

- Part Of Speech
  Proper Noun: Place, Name of object
  Verb: Walking=Walked, Wake up=Woke up,
  Adjective: Angry, Beautiful, Happy, Wonderful, Amazingly.

Example

Contoh Picture Sequence dan recount text

VISITED THE ZOO

Increasing Students Vocabulary Mastery Through Picture Sequence On Recount Text

Yesterday I went to Gembira Loka *zoo* with my friends. When we got to the zoo, we heard the instruction from our teacher. After it, we went to the monkey cage, where we saw and feed some monkey. Then we went to the giraffe area and we took a picture there. Next, we went to the tropical zone where we saw some elephant, lion, and reptiles. At the time, one of my friend afraid to saw the snake

Before lunch we got a chance to ride on the elephant. It was very fun. I nearly fell off when trying to get on the elephant's back. During lunch we enjoyed the sound of birds in the park. Then in the afternoon we saw animals circus.

We returned home very tired but happy because we had so much fun all the day.

Latihan :

1. **What are the generic structure of the text ?**
2. **Please identify the part of speech of the text !**
3. **Please arrange the picture based on the sequence picture!**

Kunci :

1. Orientation: Yestrerday I went to Gembira Loka Zoo

Event: When we got to the zoo, we heard the instruction from our teacher. After it, we went to the monkey cage, where we saw and feed some monkey. Then we went to the giraffe area and we took a picture there. Next, we went to the tropical zone where we saw some elephant, lion, and reptiles. At the time, one of my friend afraid to saw the snake

Before lunch we got a chance to ride on the elephant. It was very fun. I nearly fell off when trying to get on the elephant's back. During lunch we enjoyed the sound of birds in the park. Then in the afternoon we saw animals circus.

Re-orientation: We returned home very tired but happy because we had so much fun all the day.

.

2. **Proper Noun :** at the Zoo, Teacher, Monkey, Snake, Elephant, Lion, Reptiles, Giraffe
Adjective : Happy, Afraid, Fun Enjoyed

Verb : went to Gembira Loka *zoo*, Heard the instruction, we went to the monkey cage, where we saw and feed some monkey. Then we went to the giraffe area and we took a picture there. Next, we went to the tropical zone where we saw some elephant, lion, and reptiles, Lunch, saw animal circus

LEMBAR KEGIATAN PESERTA DIDIK

1. Judul LKDP   : Recount Text (At the Zoo)
2. Identitas   :
   Satuan Pendidikan   : SMKN 1 Bulango Utara
   Kelas/Semester   : Kelas X/Ganjil
   Mata Pelajaran   : Bahasa Inggris
   Tempat   : Ruang Kelas
3. Petunjuk Belajar
   a. Bacalah dengan seksama intruksi soal
   b. Ajukan pertanyaan kepada guru jika terdapat hal yang kurang dipahami
4. Kompetensi yang ingin dicapai :

B. Kompetensi Dasar	C. Indikator
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	1.Menganalisis gambaran umum, informasi tertentu dan kosa kata teks recount dalam sequence picture tentang kegiatan/kejadian/peristiwa dengan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
3.10 Menangkap makna dalam teks *recount* lisan dan tulis sederhana.	1.Mengurai gambaran umum dan informasi tertentu dalam sequence picture dengan penuh percaya diri dan bertanggung jawab.
3.11 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.	1.Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa berdasarkan sequence picture dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

5. Tugas dan Langkah-langkah kerja :
   Activity 1: Identify the part of speech: verb, proper noun and adverb based on the picture then submit it to your teacher.

Activity 2. Fill the blank of recount text based on the picture then submit it to your teacher.

VISITED THE ZOO

Yesterday I went to Gembira Loka *zoo* with my _____. When we got to the _____,

we _____ the instruction from our teacher. After it, we went to the monkey cage, where

we _____ and feed some monkey. Then we went to the _____ and we took a picture

there. Next, we went to the tropical zone where we _____ some elephant, lion, and

reptiles. At the time, one of my friend _____ to saw the snake

Before lunch we got a chance to ride on the elephant. It was very _____. I nearly fell

off when trying to get on the elephant's back. During lunch we heard the sound of birds in

the park. Then in the afternoon we _____ animals circus.

We returned home very tired but _____ because we had so much fun all the day

Increasing Students Vocabulary Mastery Through Picture Sequence On Recount Text

Activity 3. Arrange the paragraph based on the picture then submit it to your teacher. Pay attention to the generic structure of the text.

Yesterday I went to Gembira Loka *zoo* with my friends.

When we got to the zoo, we heard the instruction from our teacher. After it, we went to the monkey cage, where we saw and feed some monkey.

Then we went to the giraffe area and we took a picture there.

Next, we went to the tropical zone where we saw some elephant, lion, and reptiles. At the time, one of my friend afraid to saw the snake.

Before lunch we got a chance to ride on the elephant. It was very fun. I nearly fell off when trying to get on the elephant's back.

During lunch we enjoyed the sound of birds in the park. Then we saw animal circus.

We returned home very tired but happy because we had so much fun all the day.

Activity 4 Write the text based on the picture then submit it to your teacher. Pay attention to the generic structure and language features of the text.

VISITED THE ZOO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SATUAN PENDIDIKAN   : SMA

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER   : X/2

MATERI POKOK   : Recount text (Weekend Day)

ALOKASI WAKTU   : 2 X 45 menit

B. Kompetensi Inti (KI)

KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya

1.3. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa

pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

KI 2:Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif 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

2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.6. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.7. Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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.

Increasing Students Vocabulary Mastery Through Picture Sequence On Recount Text

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar	C. Indikator
4.12 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	2. Menganalisis gambaran umum, informasi tertentu dan kosa kata teks recount dalam sequence picture tentang kegiatan/kejadian/peristiwa dengan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
4.13 Menangkap makna dalam teks *recount* lisan dan tulis sederhana.	2. Mengurai gambaran umum dan informasi tertentu dalam sequence picture dengan penuh percaya diri dan bertanggung jawab.
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.Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa berdasarkan sequence picture dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

D. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

2.   Siswa mampu mengidentifikasi struktur teks recount dengan benar
3.   Siswa mampu mengidentifikasi kosa kata yang terdapat dalam picture sequence
4.   Siswa mampu menyusun paragraph teks recount berdasarkan sequence picture
5.   Siswa mampu menulis paragraph teks recount sederhana berdasarkan sequence picture

E. Materi Pembelajaran

Fungsi Sosial   : menceritakan kembali kejadian atau pengalaman di masa lalu

Struktur Teks   :

1.   Orientation: Menyebutkan tindakan/ peristiwa/kejadian secara umum

Increasing Students Vocabulary Mastery Through Picture Sequence On Recount Text

2. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

3. Re-orientation: Jika perlu, ada kesimpulan umum.

Unsur Kebahasaan :

1. Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Rio

2. Menggunakan Simple Past Tense: we went to school yesterday.

3. Menggunakan chronological connection: then, first, second.

4. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

F. Pendekatan dan Metode Pembelajaran

1. Pendekatan : Scientific Approach

2. Metode : Power teaching, diskusi dan unjuk kerja

b) Media, Alat Dan Sumber Belajar

-Media,alat : Papan tulis, gambar contoh Sequence Picture

-Sumber : Internet , Buku Guru

H. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	-Salam -Doa -Mengecek kehadiran -Apersepsi -Menyampaikan KD dan kegiatan-kegiatan di dalam kelas	5
Inti	Mengamati • Peserta didik mengamati dan memahami cerita dalam teks Recount yang diberikan oleh guru Menanyakan	80

	• Peserta didik saling bertanya tentang topik yang berkaitan dengan cerita teks Recount dengan bimbingan guru • Peserta didik menjawab beberapa pertanyaan yang berkaitan dengan teks Recount yang diberikan oleh guru Mengumpulkan Informasi • Menganalisis gambaran umum, informasi tertentu dan kosa kata teks recount dalam sequence picture tentang kegiatan/kejadian/peristiwa dengan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. Mengasosiasi • Mengurai gambaran umum dan informasi tertentu dalam sequence picture dengan penuh percaya diri dan bertanggung jawab. • Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa berdasarkan sequence picture dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. Mengkomunikasikan • Peserta didik melaksanakan diskusi berdasarkan topik dalam teks Recount • Peserta didik melaporkan hasil pekerjaannya pada guru atau teman	
Penutup	- Merefleksikan pembelajaran - Peserta didik bersama guru menyimpulkan pembelajaran tentang topik dalam Teks Recount	5

| | - Melaksanakan tugas | |
| | - Berdoa | |

I.PENILAIAN

1. Teknik Penilaian :

   a. Penilaian Sikap : Observasi/Pengamatan

   b. Penilaian Pengetahuan : Tes Tertulis (Essay)

   c. Penilaian Keterampilan : Unjuk Kerja/Tertulis (Essay)

   6.   Bentuk Penilaian :

   a. Observasi : Jurnal Guru

   b. Tes Tertulis : Uraian/ Lembar Kerja

   c. Unjuk Kerja : Praktik/Pedoman penskoran

BAHAN AJAR

SATUAN PENDIDIKAN   : SMA

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER   : X/2

MATERI POKOK   : Recount text (Weekend Day)

ALOKASI WAKTU   : 2 X 45 menit

A. Kompetensi Inti (KI)

KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya

1.4. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa
pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

KI 2:Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif 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

2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.8. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.9. Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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.

Increasing Students Vocabulary Mastery Through Picture Sequence On Recount Text

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar	C. Indikator
5.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	1.Menganalisis gambaran umum, informasi tertentu dan kosa kata teks recount dalam sequence picture tentang kegiatan/kejadian/peristiwa dengan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
5.10 Menangkap makna dalam teks *recount* lisan dan tulis sederhana.	1.Mengurai gambaran umum dan informasi tertentu dalam sequence picture dengan penuh percaya diri dan bertanggung jawab.
5.11 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.	1.Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa berdasarkan sequence picture dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

PENYAJIAN MATERI

Fungsi Sosial   : menceritakan kembali kejadian atau pengalaman di masa lalu

Struktur Teks   :

1. Orientation: Menyebutkan tindakan/ peristiwa/kejadian secara umum
2. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut
3. Re-orientation: Jika perlu, ada kesimpulan umum.

Unsur Kebahasaan   :

1. Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Dian
2. Menggunakan Simple Past Tense: we went to school yesterday.
3. Menggunakan chronological connection: then, first, second.

Increasing Students Vocabulary Mastery Through Picture Sequence On Recount Text

4. Ejaan dan tulisan tangan dan c etak yang jelas dan rapi

5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

Contoh Grammatical Feature

- Past Tenses :
  Go = Went , Eat = Ate, Sleep= Slept, Buy=Bought, watching=watched

- Part Of Speech
  Proper Noun: Place, Name of object
  Verb: Walking=Walked, Wake up=Woke up,
  Adjective: Angry, Beautiful, Happy, Wonderful, Amazingly.

Example

Contoh Picture Sequence dan recount text

WEEKEND DAY

Last weekend I just stayed at home. I spent the holidays with my family and we did not go anywhere.

In the morning, my mother went shopping at the local supermarket to buy daily needs. While my father and I did the housework together. I usually washed my clothes using washing machine. When it finished, I hang the clothes out to dry. While I was washing, my brother washed our car. Meanwhile my father always did gardening. He loved to plant flower in the garden. Even though he liked to gardening, he didn't want to water the plant, I was ordered to

do that. After my mother arrived from the market. My mother wanted to cook soup for lunch. I was asked by my mother to sew the vegetables, while my mother peeled the onion. Then I had lunch with my parents.

It was a nice thing to spend the holiday at home.

Latihan :

1. What are the generic structure of the text ?
2. Please identify the part of speech of the text !
3. Please arrange the picture based on the sequence picture!

Kunci :

1. Orientation: Last weekend I just stayed at home. I spent the holidays with my family and we did not go anywhere.
   Event: In the morning, my mother went shopping……….
   Re-orientation: It was a nice thing to spend the holiday at home.
2. Proper Noun : at home, local supermarket, washing machine etc.
   Adjective : love, nice
   Verb : stayed at home, went shopping at the local supermarket, washed, gardening, cook soup.

LEMBAR KEGIATAN PESERTA DIDIK 2

1. Judul LKDP   : Recount Text (Weekend Day)
2. Identitas   :
   Satuan Pendidikan   : SMKN 1 Bulango Utara
   Kelas/Semester   : Kelas X/Ganjil
   Mata Pelajaran   : Bahasa Inggris
   Tempat   : Ruang Kelas
3. Petunjuk Belajar
   a. Bacalah dengan seksama intruksi soal
   b. Ajukan pertanyaan kepada guru jika terdapat hal yang kurang dipahami
4. Kompetensi yang ingin dicapai :

B. Kompetensi Dasar	C. Indikator
3.12 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	1.Menganalisis gambaran umum, informasi tertentu dan kosa kata teks recount dalam sequence picture tentang kegiatan/kejadian/peristiwa dengan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
3.13 Menangkap makna dalam teks *recount* lisan dan tulis sederhana.	1.Mengurai gambaran umum dan informasi tertentu dalam sequence picture dengan penuh percaya diri dan bertanggung jawab.
3.14 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.	1.Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa berdasarkan sequence picture dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

5. Tugas dan Langkah-langkah kerja :
   Activity 1: Identify the part of speech: verb, proper noun and adverb based on the picture then submit it to your teacher.

WEEKEND DAY

Activity 2. Fill the blank of recount text based on the picture then submit it to your teacher.

WEEKEND DAY

Last weekend I just stayed at home. I spent the holidays with _____ and we did not go anywhere.

In the _____, my mother went _____ at the local supermarket to buy daily needs. While my father and I did the housework together. I usually _____ my clothes using washing machine. When it finished, I hang the clothes out to dry. While I was washing, my brother washed our car. Meanwhile my father always did _____. He loved to plant _____ in the garden. Even though he liked to gardening, he didn't want to water the plant, I was ordered to do that. After my mother arrived from the _____. My mother wanted to _____ soup for lunch. I was asked by my mother to sew the vegetables, while my mother _____ the onion. Then I had lunch with my parents.

It was a _____ thing to spend the holiday at home.

Increasing Students Vocabulary Mastery Through Picture Sequence On Recount Text

Activity 3. Arrange the paragraph based on the picture then submit it to your teacher. Pay attention to the generic structure of the text.

Last weekend I just stayed at home.

I spent the holidays with my family and we did not go anywhere.

In the morning, my mother went shopping at the local supermarket to buy daily needs.

While my father and I did the housework together.

I usually washed my clothes using washing machine. When it finished, I hang the clothes out to dry.

While I was washing, my brother washed our car. Meanwhile my father always did gardening. He loved to plant flower in the garden. Even though he liked to gardening, he didn't want to water the plant, I was ordered to do that.

After my mother arrived from the market. My mother wanted to cook soup for lunch. I was asked by my mother to sew the vegetables, while my mother peeled the onion.

Then I had lunch with my parents.

It was a nice thing to spend the holiday at home.

Activity 4 Write the text based on the picture then submit it to your teacher. Pay attention to the generic structure and language features of the text.

WEEKEND DAY