

**The Use of Story Sequences Pictures to Teach Recount Text in 10th Grade of
Senior High School.**

Best Practice Report

**Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the Sarjana Pendidikan Degree in
English Language Education**



Conveyed by

Nurlaili Rosyadah

15322072

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF PSYCHOLOGY AND SOCIAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA**

2019/2020

APPROVAL SHEET

THE USE OF STORY SEQUENCES PICTURES TO TEACH RECOUNT

TEXT IN 10TH GRADE OF SENIOR HIGH SCHOOL

By:

Nurlaili Rosyadah

15322072



Approved on November 30, 2020

By:

Supervisor

Astri Hapsari, S.S., M. TESOL

NIP. 123220402

RATIFICATION SHEET

THE USE OF STORY SEQUENCES PICTURES TO TEACH RECOUNT TEXT IN 10TH GRADE OF SENIOR HIGH SCHOOL

By:

Nurlaili Rosyadah

15322072

Defined before the Board of Examiners on 31 of December 2020 and Declared

Acceptable Board of Examiners

Chairperson : Astri Hapsari, S.S., M. TESOL

First Examiner : Adam Ansori S.S., M.A

Second Examiner : Irma Windy Astuti S.S., M. Hum

Yogyakarta, 31 of Desember 2020

Department of English Education

Faculty of Psychology and Social Sciences

Islamic University of Indonesia

Head of Department



Irma Windy Astuti, S.S., M. Hum

NIP. 062216005

STATEMENT OF WORK'S ORIGINALITY

I declare that this best practice report which I have written does not contain other's work except that cited in the quotations and reference, as scientific research only.

Yogyakarta, 30th of November 2020

The writer,



Nurlaili Rosyadah

15322072

MOTTO

“IT’S OKEY TO NOT BE OKAY”

(Quote From Korean Drama)



DEDICATION

Thankfully and blessed, I dedicate this best practice report to :

1. The head of the English Language Education Department Mrs. Irma Windy Astuti, S.S., M. Hum that I always respect with all the good advice that I got since she has been taught me.
2. My beloved thesis supervisor Mrs. Astri Hapsari, S.S., M. TESOL that never give up to motivate me, to give me support for writing this best practice report, and always really patient with me in every situation. It's mean a lot to me to have her as my supervisor and also as my lecture.
3. My academic supervisor Rizki Farani, M.Pd. that give me many advice and support in writing this best practice report
4. My beloved teacher in the boarding house at Yogyakarta Mrs. Sri Haningsih Dra. M.Ag. that I always admire for not give up on support me, motivate me, give me much advice, and help me to get back to finish this best practice report
5. My beloved parents who always support me in every situation do not give up to help me when I was down for a moment, and who pray for me. Thank you father and mother for all this time I will never forget what you've done for me that I was always thankful for that. I hope you will be proud of me one day.
6. My closest friends motivated me differently and support me when I have a mental breakdown for the problems that I have faced. I feel blessed that I have such friends like them. Although some of them have been gone from my life, I will always remember you as a good friend that helps me in a bad situation.

ACKNOWLEDGEMENT

All praises due to Allah SWT, who has given us some blessing, mercy, and healthy in this beautiful world, Alhamdulillah in this chance the author enables us to finish the best practice report that as the partial fulfillment of requirements to obtain the Sarjana Pendidikan degree in English Language Department.

A special to my family that supports me endlessly in my weak time, in my hard time, and always teaches me many lessons that make me more motivated to finish this best practice report.

My special thanks to my beloved supervisor, Mrs. Astri Hapsari, S.S., M. TESOL who never give up to motivate me in any situation, who always patient to remind me that I should get back to continue my best practice report with all her support towards me, who also really help me in the process of writing my best practice report.

The last I want to say thank you to all those closest friends that support me no matter how bad my situation, they always have me back and give me so many things that make me blessed and motivated in writing my best practice report. Hopefully, this best practice report will be a good thing to remind me or others that there are always good people behind it that will help you and you should thank them for all of it.

Yogyakarta 31 of Desember 2020

Nurlaili Rosyadah

15322072

TABLE OF CONTENT

TITLE PAGE.....	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK’S ORIGINALITY	iv
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENT.....	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	x
ABSTRACT	xi
CHAPTER I BACKGROUND OF TEACHING PRACTICE.....	1
CHAPTER II CONSTRUCT OF THE TEACHING PRACTICE	3
CHAPTER III THE IMPLEMENTATION OF TEACHING PRACTICE	5
3.1.2 Whilst-teaching.....	6
3.2.3 Post-teaching.....	10
CHAPTER IV CONCLUSION	11
REFERENCES.....	12

LIST OF FIGURES

Figure 1.	The story of sequences pictures.....	27
Figure 2.	The students reading the text.....	27
Figure 3.	The students listening to the teacher.....	28
Figure 4.	The students doing the worksheet.....	28
Figure 5.	The worksheet for the students.....	29



LIST OF APPENDICES

Appendix 1	Rencana Pelaksanaan Pembelajaran (RPP).....	13
Appendix 2	Lesson Plan.....	21
Appendix 3	Teaching Material.....	24
Appendix 4	Worksheet.....	25
Appendix 5	Documentation.....	27



The Use of Story Sequences Pictures to Teach Recount Text in 10th Grade of Senior High School.

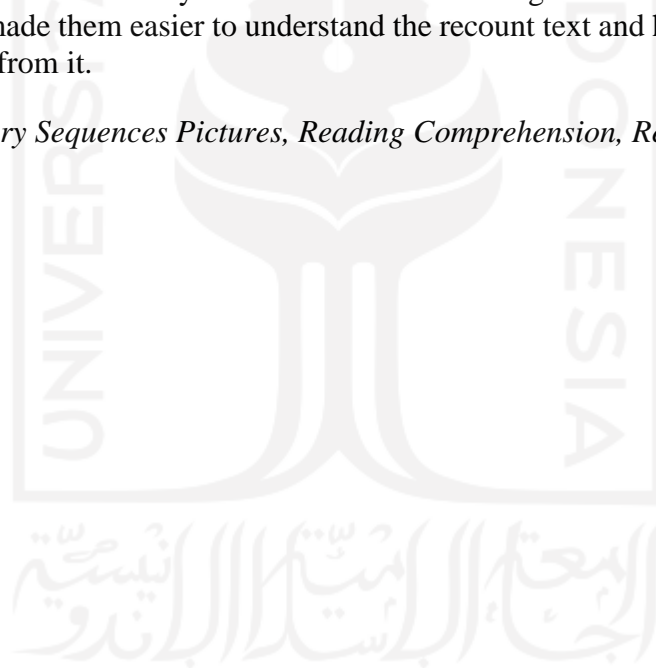
Nurlaili Rosyadah

15322072

ABSTRACT

The objective of this teaching practice was to report the use of story sequences pictures on recount text. Some students found difficulties in reading comprehension because of the lack of some vocabulary and also lack of interest in reading long text. The writer found out that the students need media to make them interested and improve their vocabulary in reading comprehension. The writer used the story sequences as a media to help students to learn reading comprehension. The use of story sequences in the whilst-teaching, the teacher divided students into four groups and asked them to identify some pictures that they did not know the meaning of it. Some pictures in the story sequence made them easier to understand the recount text and helped to get some new vocabulary from it.

Key Words: *Story Sequences Pictures, Reading Comprehension, Recount Text*



CHAPTER I

BACKGROUND OF TEACHING PRACTICE

The reading skill becomes one of the most important things in the education part. Students needed to be exercise and be trained to have good reading skills. Reading skills will help students with reading comprehension. It means that the students need to comprehend the text given by their teacher when they answered the questions. Reading was also something crucial and indispensable for the students because some of the assignments of their study depended on the greater part of their ability to read. If their reading skill was poor they will have difficulties to do or to finish their assignment. On the other hand, if they had a good ability in reading, they will have a better chance to complete their assignment. Agreeing to Burhan (2012) reading is a physic and mental movement to uncover the meaning of the composed writings, whereas in that movement there's a preparation of knowing letters. It says a physic movement since the parts of the body, our eyes especially, do it. And it says mental movement since discernment and memory as parts of the intellect are included in it. He then concludes that the most objective of reading could be a prepare of comprehending composed writings.

I taught an English subject for about one month in Senior high school Yogyakarta on 10th-grade students for school experienced program. I taught the 10th-grade students that have two classes. I used to observe the situation, the students' behavior, and how they responded when I gave them some questions in the class while I taught them. I found that most of the students in the class were

noisy, and some were quiet, and some had difficulty reading and understanding the long text that I gave as an assignment at the time. I also found that they seemed lacking in enthusiasm to read long texts and ended up asking the essence of the reading that I gave. Sporer and Brunstein (2009) state that reading comprehension is one of the foremost essential cognitive abilities for children's instruction since basic school to procure the school. Therefore, I want to use this opportunity to teach students that despite they were noisy or quiet in the class, they could be more active, more interested, and participated while I used this practice. My purpose in this study was to describe the use of story sequences pictures to teach reading comprehension on recount text. I modified the recount text to some pictures that I had prepared for reading activities. So besides using the long text, I tried to use some pictures to make them engaged and interested to think about what the text is about.

Agreeing to Lehr (2013), reading comprehension is the method of at the same time extricating and developing meaning through interaction and inclusion with composed dialect. This implies that reading comprehension is a dynamic handle, being able to examine numerous diverse materials and being able to get it them. Therefore the writer chose story sequences picture that will help students to develop their understanding in reading because sequencing was one of many skills that contributed to students' ability to comprehend what they have read. Sequencing refers to the identification of the components of a story such as the beginning, middle, and end also to the ability to retell the events within a given text in the order in which they occurred.

CHAPTER II

CONSTRUCT OF THE TEACHING PRACTICE

There was a research that relevant to this best practice. Lutfiyah (2009) states that the utilization of pictures within the classroom gives a fortifying center on the students' intrigued since everyone likes to see pictures. Beside, pictures moreover can interpret theoretical thoughts into a more practical frame, can be effortlessly gotten by the students, can be utilized completely different scholarly levels, and can pull in students' interface. The writer agree that the use of pictures in teaching recount text is needed because that will help the students on reading comprehension. Sys E (2019) said that it can be drawn that sequenced pictures in fact offer assistance to the students hone the dialect in genuine setting and circumstance in which they can utilize it to communicate their thoughts in composed dialect and offer assistance them explore their imagination considering and concepts. In other words, the utilization of sequenced pictures as media made the understudies simple to get the fabric, even though they come from distinctive capacities. (Sys E, 2019)

Through pictures, the student knows about the place, people, things, and another object without them know it directly. They can see from out of their own experience (Sawitri, 2017). The writer thinks that pictures can be used as a medium for teaching or reinforcing some of the learning skills of students. This is because images can translate an idea from an abstract image into a tangible and easier to understand form. We conclude something or think not only from hearing or reading but also from what we see around us or from what we remember from being seen. pictures are not only an aspect of a method/technique but also represent a picture of an

object, place, or person that is an important part of the experience of students that teachers should know. The students also can use the picture to develop their thinking and imagination to guess the story that the picture can tell us. It can be easier for them to understand the text with the story sequences pictures. The writer thinks the story sequences pictures that were using in this best practice more detail and it is really help students on reading comprehension.

Sys E (2019) said that pictures are a recognized way of speaking to genuine circumstances and they can serve as visual help. Within the classroom, pictures can offer assistance to the students to relate their creative energy with their real-life encounters, particularly sequenced pictures. The writer also thinks that pictures can motivate students and make them pay attention and want to participate in the learning process. it can contribute to the context of the language being used, can bring the "real world" into the classroom such as pictures of trains, landscapes, and others, and also can provide information or become a reference in conversations, discussions, or stories.

For the interpretative question: How is the implementation of Story Sequences Pictures to Teach Reading Comprehension on Recount Text in 10th Grade Senior High School.

CHAPTER III

THE IMPLEMENTATION OF TEACHING PRACTICE

3.1 Teaching Preparation

I prepared my material and media by searching it on the internet and in the book (Pathway to English for Grade X). I used PowerPoint for my material especially important parts that students should know about the topic, for the media I have made some copies of the story sequences picture that will be using in the whilst-teaching

3.2 Teaching Procedures

3.1.1 Pre-teaching activities

The first meeting, before I started the class I gave the students ice breaking in order to engage the students and made them awake and more spirit, because I found out some students were sleepy and did not ready to start the class. After that I gave the students some quotes such as “Trust yourself that you can do it and get it.” that made them more motivated too in my class and for the last I explained the learning objectives that related to what will we learned in the whilst-teaching which were identify generic structure, social function, and make a recount text for the last activity.



Figure 1. Story sequences I prepare to teach recount text.

3.1.2 Whilst-teaching

The teaching procedures that I performed in the whilst teaching activity were:

1. Prepared copies of story sequences pictures and text from it
2. Divided students into four group
3. Share two pictures to each group
4. Ask the students to identify the picture were about
5. Discuss the picture were about
6. Ask the students to read the recount text with their group in ten minutes
7. The students engage to the media
8. The students easier to understand the recount text

I prepared media for recount text that based on the story sequences

pictures that will help them to understand the topic that I will teach. I made copies of the story sequences picture that I had prepared for them. I divided them into four groups. I shared the media and asked them to guess what the pictures were about, from that pictures they know the topic that we will learn. After they had knew the pictures were about, we discussed the pictures. Then, I gave the students two copies of recount text to each group that related to the pictures before and I asked them to read the recount text with their groups in ten minutes.



Figure 2. The students reading the text

During the activity some students in each groups were enthusiastic with the media that I gave them, they were also more engaged to learn the topic because the media helped them a lot. They also engaged to answer some questions that I gave them such as: “what the pictures are about?”, “can mention the activities in the

pictures?”. They found out that the story sequence pictures helped them a lot to understand the topic of the reading text especially the reading comprehension.

In whilst-teaching at the practice stage the students more enthusiastic in the activity that using story sequences pictures, because they were easier to understand the text that they think will be difficult at first but with the media of story sequences picture, they can solve some question and also task that related to the text. While in the whilst- teaching at the production stage.







Figure 4. the students listening to teacher

In pre-reading activity before delivering the recount text and the story sequence pictures as learning media, I asked them to do worksheet and gave the score. After discussing the story sequence with their friends scaffolded by story sequence media, reading comprehension was measured by asking them to do the same worksheet as post reading.



Figure 4. the students doing the worksheet

Write the number to sequence the story.

 <p>He is making a snowman.</p> <input data-bbox="577 537 654 586" type="text"/>	 <p>Mac is playing with the snowman.</p> <input data-bbox="954 537 1031 586" type="text"/>
 <p>Mac is collecting snow.</p> <input data-bbox="577 833 654 882" type="text"/>	 <p>The snowman is ready.</p> <input data-bbox="954 833 1031 882" type="text"/>

Copyright © Turtlediary.com. All rights reserved. www.turtlediary.com

Figure 5. The worksheet for the students.

3.2.3 Post-teaching

In the post-teaching I asked them to make a simple recount text by individual from what they have learned and they will collect the task for the next meeting. I asked them what were the difficulties that they found in the learning process and I gave them the feedback that will answer their questions.

In the reflection after teaching I found out that the story sequences pictures that I used for their tasks improving their score and also the process of the learning recount text become more engaging for them.

CHAPTER IV

CONCLUSION

The writer got a lot of experiences from the teaching practice at school. The writer learned a lot in many aspects. First, in terms of the classroom atmosphere, student needs, student attitudes in the classroom, how to respond to quiet or noisy students when teaching, learned a lot from the supervisor, learn how to respond to students who did not have the motivation to learn English. The author also learned to be more enthusiastic in finding media that made students interested in learning English. The author also learned to be more enthusiastic in motivating students who seem less enthusiastic in every learning activity. The writer also found out that the story sequences picture that the writer used really helped students on reading comprehension. There were many things that the authors have learned when implementing teaching programs in high schools. Many things added to the author's experience in teaching and after gaining experience in high school teaching, the author was very happy and grateful to be allowed to teach the teaching program.

REFERENCES

- Lehr, K. (2013). *Instruction reading comprehension*. Retrieved November 22nd, 2014
From [http://www.specialconnection.ku.edu/?q=instruction/reading
comprehension](http://www.specialconnection.ku.edu/?q=instruction/reading%20comprehension).
- Muijselaar, M, Swart, N, Steenbeek-Planting, E, Droop M, Verhoeven & de Jong, P
(2017) The effect of a strategy training on reading comprehension in fourth-grade
students. *The Journal of Educational Research*. 15 (1) 1-2 DOI:
10.1080/00220671.2017.139643
- Dwi B. Ayuningtyas & Nunuk A. Wulyani. (2012) *Using Picture Sequences to
Improve The Ability of Eleventh Graders at SMAN 1 Srengat Blitar in Writing
Narrative Texts* (Unpublished doctoral dissertation). Malang University, Malang,
Indonesia.
- Sawitri. (2017). *The effectiveness of story sequences pictures technique and lecturing
to teach writing skill on recount text*. Salatiga: MTs Yaspi Pakis.
- Sy, E. N. (2019, December 2019 2). *The Effect of Using Sequenced Pictures on
Students' Ability to Write Narrative*. pp. 9-11.

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN

Nama satuan pendidikan : Senior high school 10th grade students

Mata Pelajaran : Bahasa Inggris

Kelas/semester : X/2

Materi pokok : Teks recount lisan dan tulis sederhana, tentang pengalaman/ kejadian/peristiwa

Alokasi waktu : 6 x 45 menit

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
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

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.

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 dan indikator pencapaian kompetensi:

Kompetensi Dasar	Indikator kompetensi
3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	3.9.1.Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.
	3.9.2.Mengurai gambaran umum dan informasi tertentu dari teks recount sederhana tentang

	kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.
	3.9.3.Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana.
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

C. Tujuan pembelajaran :

Pertemuan 1

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab

D. Materi Pembelajaran

Teks recount sederhana lisan dan tulis menggunakan story sequences picture

Generic structure	Text
Orientation (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and a tennis court.
Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of the monument which had the golden symbol of the spirit of our nation From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see the Dunia Fantasi and Dolphin show.
Reorientation (Penutup Cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We enjoyed our holiday

Fungsi sosial : to tell/ to retell past events to inform or entertaining.

Lexico Grammatical Features

1. Focus on specific participant
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, for example: then, after that, when.
4. Chronologically.

E. Metode Pembelajaran; TBL

Model Pembelajaran CIRC (Cooperative Integrated Reading and Composition)

F. Media, Alat, dan Sumber Pembelajaran:

1. Media : VCD dan Power Point Presentation
2. Alat : Laptop, LCD, dan Speaker Active
3. Sumber Belajar : www.englishindo.com, <http://www.britishcouncil.org>

G. Langkah-langkah pembelajaran

Pertemuan 1

- a. Kegiatan Pendahuluan

- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- memberi motivasi belajar
- mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

Mengamati

- Siswa membaca beberapa recount sederhana kegiatan/kejadian/peristiwa yang terdapat dalam buku teks atau sumber lainnya dalam kelompok 2 orang kemudian masing-masing anggota kelompok membacakan recount sederhana yang dibacanya. (Siswa melakukan proses ini berdasarkan panduan yang disiapkan guru)
- Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa tersebut dengan bimbingan guru.
- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.

Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.
- Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa.

Mengeksplorasi

- Siswa melaporkan hasil diskusi kelompok pada tahap mengamati dan ditanggapi oleh kelompok lain
- Siswa secara kelompok membacakan teks recount sederhana berupa sebuah brosur kegiatan/kejadian/peristiwa yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat
- Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.

Mengasosiasi

- Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan kegiatan/kejadian/peristiwa dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
- Siswa mengelompokkan teks recount sederhana sesuai dengan fungsi sosialnya.

- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan

- Menyampaikan hasil kerja kelompok tentang kegiatan/kejadian/peristiwa sesuai dengan panduan yang disiapkan guru.
- Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan kegiatan/kejadian/peristiwa dan termasuk menyebutkan dukungan dan kendala yang dialami (learning journal).

c. Penutup

- memberikan umpan balik terhadap proses dan hasil pembelajaran;
Contoh: Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?
- melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual
- menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

APPENDIX 2

LESSON PLAN

Teacher: NURLAILI ROSYADAH Class Level: Grade X Day: 13 August 2018

Topic: Recount text

Learning Objectives :

Language Skills:

At the end of the class all students can:

Reading comprehension

1. Identify social functions in recount text
2. Identify generic structure (orientation, events, and reorientation) in recount text 3.

Make a simple recount text

PRESENTATION/ INTRODUCTION/ WARM-UP

Types of Activities (Procedures)	Duration	Material/ Media (s)
-------------------------------------	----------	---------------------

1. Open the class with greetings and ice breaking	30"	Pictures
---	-----	----------

2. Teacher divide students into four groups.

3. Introduction to the topic about story sequence picture that will be used in the activity, teacher give

them the copies of pictures
to each group and ask them
to identify some difficult
vocabularies that they
found in the picture

4. The teacher asks them to
mention some vocabularies
that they found

PRACTICE		
Types of Activities (Procedures)	Duration	Material/ Media (s)
1. The teacher gives them copies of recount text that related to the picture.	40"	Worksheet
2. The teacher asks the students to read the text with their group.		
3. The teacher asks the students about their understanding after reading the text.		

5. The students find out the easier way to understand the text with the story sequences picture

6. The teacher gives them the task that related to the text

7. The teacher checks the result and gives feedback to the students

Types of Activities
(Procedures)

Duration

Material/ Media (s)

1. The teacher asks the students to work individually.

Make a simple recount text about your past holiday

2. The teacher instructs the task

3. The teacher asks them to collect the task for the next meeting

APPENDIX 3

TEACHING MATERIAL

Recount text 1

Last morning, I wanted to go to market for buying ingredients that I wanted to cook but before that, I found out that my car was dirty and many specks of dust on it, I started cleaning my car by washing them with a lot of water and my car have clean and ready to use. After going to market I started preparing the ingredients for baking the cookies that I wanted. I start to mix the ingredients until it finished and baking it in the oven. After it is already baked I put the cookies on the plate that I have prepared. Finally, I can eat the cookies that I have baked.

Recount text 2

Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and a tennis court. On Friday my nephew and I went to National Museum and went up to the top of the monument which had the golden symbol of the spirit of our nation From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see the Dunia Fantasi and Dolphin show. On Sunday we went to Ragunan Zoo and then we went home. We enjoyed our holiday

APPENDIX 4

WORKSHEET

Worksheet 1

Read this text carefully and identify the structure of the text!

Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and a tennis court. On Friday my nephew and I went to National Museum and went up to the top of the monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see the Dunia Fantasi and Dolphin show. On Sunday we went to Ragunan Zoo and then we went home. We enjoyed our holiday.

Orientation :

Events:

Reorientation:

Worksheet 2

Write the number to sequence the story.



He is making a snowman.



Mac is playing with the snowman.



Mac is collecting snow.



The snowman is ready.

Copyright © Turtlediary.com. All rights reserved. www.turtlediary.com

APPENDIX 5

DOCUMENTATION



Figure 1. The story sequences pictures



Figure 2. the students reading the text



Figure 3. the students listening to teacher



Figure 4. the students doing the worksheet

Write the number to sequence the story.



He is making a snowman.



Mac is playing with the snowman.



Mac is collecting snow.



The snowman is ready.

Copyright © Turtlediary.com. All rights reserved. www.turtlediary.com

Figure 5. The worksheet for the students.