

APPENDIX 1

Table 1

THE RESULT OF THE EXPERIMENTAL GROUP PRETEST

Students No	Pretest				
	C	V	O	LU	T
1	18.5	14.5	10.5	4	47.5
2	18.5	17	11	4.5	51
3	18.5	14.5	9.5	2	44.5
4	13.5	8.5	9	4.5	35.5
5	21.5	21	14	5	61.5
6	19	14	9.5	5	47.5
7	19.5	12.5	10	3.5	45.5
8	20	12	8.5	2.5	43
9	19.5	14.5	10.5	2.5	47
10	13.5	14.5	11	4.5	43.5
11	10.5	8.5	7	2.5	28.5
12	19.5	14.5	10.5	4.5	49
13	29	22	16.5	7.5	75
14	12.5	7.5	9.5	4.5	34
15	11	15	8.5	5	39.5
16	24	16.5	14.5	3.5	58.5
17	16	13.5	7	3	39.5
18	11.5	9	6	4	30.5
19	14	18	7.5	3.5	43
20	20.5	14.5	10.5	4	49.5
21	23.5	15.5	10.5	5.5	55
22	11	15	6.5	5	37.5
23	20	14.5	11	4	49.5
24	14.5	14	8.5	3	40
25	20.5	11	6	3	40.5
26	19.5	7.5	9.5	3.5	40
27	14.5	14.5	6.5	2	37.5
28	20	7	10.5	4.5	42
29	21	15.5	10.5	3	50
30	12	13.5	6.5	4.5	36.5

C = Content Score

LU = Language Use Score

V = Vocabulary Score

T = Total Score

O = Organization Score

Table 2

THE RESULT OF THE CONTROL GROUP PRETEST

Students No	Pretest				
	C	V	O	LU	T
1	12	11	5	3	31
2	17.5	14.5	10.5	2	44.5
3	18	9.5	10.5	5.5	43.5
4	13	8	11.5	3.5	36
5	19.5	13.5	9	1.5	43.5
6	31	17.5	9	5.5	63
7	13	12	7.5	4.5	37
8	16	10.5	10.5	3	40
9	10.5	7	9	2.5	29
10	19	16.5	11.5	4.5	51.5
11	23	11.5	13.5	4	52
12	12.5	8	9.5	4	34
13	13	5.5	6.5	2	27
14	10.5	8.5	7	2	28
15	26.5	15	10	4.5	56
16	18.5	11	13	5.5	48
17	12.5	5.5	8.5	2.5	29
18	10.5	6.5	9	3	29
19	7	6.5	7.5	2	23
20	12	5.5	7	2	26.5
21	11.5	8	9	2	30.5
22	11.5	13	11.5	4.5	40.5
23	12	6	9.5	4	31.5
24	13.5	11.5	13	5	43
25	18.5	15	8.5	4	46
26	25.5	15.5	14	5.5	60.5

C = Content Score

LU = Language Use Score

V = Vocabulary Score

T = Total Score

O = Organization Score

Table 3

THE RESULT OF THE EXPERIMENTAL GROUP POSTTEST

Students No	Posttest				
	C	V	O	LU	T
1	23.5	20.5	14.5	5	63.5
2	29	23	14.5	6	72.5
3	26	19.5	14	4.5	64
4	18.5	15.5	13	7	54
5	28	25	17.5	9	79.5
6	26	21.5	15.5	7.5	70.5
7	25.5	17.5	13.5	5.5	62
8	26	16	15	5.5	62.5
9	29	19	16	4.5	68.5
10	33	23.5	18	7	81.5
11	19.5	15.5	12	4.5	51.5
12	24.5	18.5	15.5	7	65.5
13	37.5	26.5	20.5	9	93.5
14	19	11	14	6	50
15	20	19	12	7	58
16	30.5	23.5	17	6.5	77.5
17	21.5	16.5	12	5.5	55.5
18	17.5	14	10.5	6.5	48.5
19	22.5	22	15	6.5	66
20	31.5	22.5	18.5	8.5	81
21	30	21	16.5	7.5	75
22	20	17	12.5	8	57.5
23	25.5	17.5	14	7	64
24	23.5	18	15	5.5	62
25	30.5	16	19	6.5	72
26	27.5	15.5	13.5	5.5	62
27	22	19	11.5	4.5	57
28	30	12.5	15	8	65.5
29	30	22.5	15.5	5.5	73.5
30	22	22.5	13.5	7.5	65.5

Table 4

THE RESULT OF THE CONTROL GROUP POSTTEST

Students No	Posttest				
	C	V	O	LU	T
1	17.5	14	8.5	5	45
2	23	18	14	4	59
3	24.5	14.5	15	7.5	61.5
4	20	14.5	15.5	6	56
5	27	17	14	4	62
6	38	20.5	13	7.5	79
7	21	17.5	12.5	7	58
8	23	14	13	5	55
9	17	10.5	14	5.5	47
10	26	20.5	15.5	6.5	68.5
11	29.5	16	17	6.5	69
12	18	11.5	13	6.5	49
13	18.5	9.5	11	2.5	41.5
14	16.5	12	11	5	44.5
15	33.5	18	16.5	6.5	74.5
16	26.5	16	17.5	8	68
17	19.5	9	12	4.5	45
18	17	10.5	13	5	45.5
19	16.5	11	13	4.5	45
20	20	9.5	12	4.5	46
21	18	11.5	13	4	46.5
22	18.5	18	15.5	6	58
23	17.5	10	14	6	47.5
24	21	15.5	17.5	7	61
25	26	20	13.5	7.5	67
26	25	13.5	12.5	7	58

APPENDIX 2

Table 1

THE CALCULATION OF THE PRETEST POSTTEST OF THE CONTENT SCORE OF
THE EXPERIMENTAL GROUP

Students' Number	Content		
	Pretest	Posttest	Gain Score
1	18.5	23.5	5
2	18.5	29	10.5
3	18.5	26	7.5
4	13.5	18.5	5
5	21.5	28	6.5
6	19	26	7
7	19.5	25.5	6
8	20	26	6
9	19.5	29	9.5
10	13.5	33	19.5
11	10.5	19.5	9
12	19.5	24.5	5
13	29	37.5	8.5
14	12.5	19	6.5
15	11	20	9
16	24	30.5	6.5
17	16	21.5	5.5
18	11.5	17.5	6
19	14	22.5	8.5
20	20.5	31.5	11
21	23.5	30	6.5
22	11	20	9
23	20	25.5	5.5
24	14.5	23.5	9
25	20.5	30.5	10
26	19.5	27.5	8
27	14.5	22	7.5
28	20	30	10
29	21	30	9
30	12	22	10

Table 2

THE CALCULATION OF THE PRETEST POSTTEST OF THE CONTENT SCORE OF
THE CONTROL GROUP

Students' Number	Content		
	Pretest	Posttest	Gain Score
1	12	17.5	5.5
2	17.5	23	5.5
3	18	24.5	6.5
4	13	20	7
5	19.5	27	7.5
6	31	38	7
7	13	21	8
8	16	23	7
9	10.5	17	6.5
10	19	26	7
11	23	29.5	6.5
12	12.5	18	5.5
13	13	18.5	5.5
14	10.5	16.5	6
15	26.5	33.5	7
16	18.5	26.5	8
17	12.5	19.5	7
18	10.5	17	6.5
19	7	16.5	9.5
20	12	20	8
21	11.5	18	6.5
22	11.5	18.5	7
23	12	17.5	5.5
24	13.5	21	7.5
25	18.5	26	7.5
26	25.5	25	-0.5

Table 3

THE CALCULATION OF THE PRETEST POSTTEST OF THE VOCABULARY
SCORE OF THE EXPERIMENTAL GROUP

Students' Number	Vocabulary		
	Pretest	Posttest	Gain Score
1	14.5	20.5	6
2	17	23	6
3	14.5	19.5	5
4	8.5	15.5	7
5	21	25	4
6	14	21.5	7.5
7	12.5	17.5	5
8	12	16	4
9	14.5	19	4.5
10	14.5	23.5	9
11	8.5	15.5	7
12	14.5	18.5	4
13	22	26.5	4.5
14	7.5	11	3.5
15	15	19	4
16	16.5	23.5	7
17	13.5	16.5	3
18	9	14	5
19	18	22	4
20	14.5	22.5	8
21	15.5	21	5.5
22	15	17	2
23	14.5	17.5	3
24	14	18	4
25	11	16	5
26	7.5	15.5	8
27	14.5	19	4.5
28	7	12.5	5.5
29	15.5	22.5	7
30	13.5	22.5	9

Table 4

THE CALCULATION OF THE PRETEST POSTTEST OF THE VOCABULARY
SCORE OF THE CONTROL GROUP

Students' Number	Vocabulary		
	Pretest	Posttest	Gain Score
1	11	14	3
2	14.5	18	3.5
3	9.5	14.5	5
4	8	14.5	6.5
5	13.5	17	3.5
6	17.5	20.5	3
7	12	17.5	5.5
8	10.5	14	3.5
9	7	10.5	3.5
10	16.5	20.5	4
11	11.5	16	4.5
12	8	11.5	3.5
13	5.5	9.5	4
14	8.5	12	3.5
15	15	18	3
16	11	16	5
17	5.5	9	3.5
18	6.5	10.5	4
19	6.5	11	4.5
20	5.5	9.5	4
21	8	11.5	3.5
22	13	18	5
23	6	10	4
24	11.5	15.5	4
25	15	20	5
26	15.5	13.5	-2

Table 5

THE CALCULATION OF THE PRETEST POSTTEST OF THE ORGANIZATION
SCORE OF THE EXPERIMENTAL GROUP

Students' Number	Organization		
	Pretest	Posttest	Gain Score
1	10.5	14.5	4
2	11	14.5	3.5
3	9.5	14	4.5
4	9	13	4
5	14	17.5	3.5
6	9.5	15.5	6
7	10	13.5	3.5
8	8.5	15	6.5
9	10.5	16	5.5
10	11	18	7
11	7	12	5
12	10.5	15.5	5
13	16.5	20.5	4
14	9.5	14	4.5
15	8.5	12	3.5
16	14.5	17	2.5
17	7	12	5
18	6	10.5	4.5
19	7.5	15	7.5
20	10.5	18.5	8
21	10.5	16.5	6
22	6.5	12.5	6
23	11	14	3
24	8.5	15	6.5
25	6	19	13
26	9.5	13.5	4
27	6.5	11.5	5
28	10.5	15	4.5
29	10.5	15.5	5
30	6.5	13.5	7

Table 6

THE CALCULATION OF THE PRETEST POSTTEST OF THE ORGANIZATION
SCORE OF THE CONTROL GROUP

Students' Number	Organization		
	Pretest	Posttest	Gain Score
1	5	8.5	3.5
2	10.5	14	3.5
3	10.5	15	4.5
4	11.5	15.5	4
5	9	14	5
6	9	13	4
7	7.5	12.5	5
8	10.5	13	2.5
9	9	14	5
10	11.5	15.5	4
11	13.5	17	3.5
12	9.5	13	3.5
13	6.5	11	4.5
14	7	11	4
15	10	16.5	6.5
16	13	17.5	4.5
17	8.5	12	3.5
18	9	13	4
19	7.5	13	5.5
20	7	12	5
21	9	13	4
22	11.5	15.5	4
23	9.5	14	4.5
24	13	17.5	4.5
25	8.5	13.5	5
26	14	12.5	-1.5

Table 7

THE CALCULATION OF THE PRETEST POSTTEST OF THE LANGUAGE USE
SCORE OF THE EXPERIMENTAL GROUP

Students' Number	Language Use		
	Pretest	Posttest	Gain Score
1	4	5	1
2	4.5	6	1.5
3	2	4.5	2.5
4	4.5	7	2.5
5	5	9	4
6	5	7.5	2.5
7	3.5	5.5	2
8	2.5	5.5	3
9	2.5	4.5	2
10	4.5	7	2.5
11	2.5	4.5	2
12	4.5	7	2.5
13	7.5	9	1.5
14	4.5	6	1.5
15	5	7	2
16	3.5	6.5	3
17	3	5.5	2.5
18	4	6.5	2.5
19	3.5	6.5	3
20	4	8.5	4.5
21	5.5	7.5	2
22	5	8	3
23	4	7	3
24	3	5.5	2.5
25	3	6.5	3.5
26	3.5	5.5	2
27	2	4.5	2.5
28	4.5	8	3.5
29	3	5.5	2.5
30	4.5	7.5	3

Table 8

THE CALCULATION OF THE PRETEST POSTTEST OF THE LANGUAGE USE
SCORE OF THE CONTROL GROUP

Students' Number	Language Use		
	Pretest	Posttest	Gain Score
1	3	5	2
2	2	4	2
3	5.5	7.5	2
4	3.5	6	2.5
5	1.5	4	2.5
6	5.5	7.5	2
7	4.5	7	2.5
8	3	5	2
9	2.5	5.5	3
10	4.5	6.5	2
11	4	6.5	2.5
12	4	6.5	2.5
13	2	2.5	0.5
14	2	5	3
15	4.5	6.5	2
16	5.5	8	2.5
17	2.5	4.5	2
18	3	5	2
19	2	4.5	2.5
20	2	4.5	2.5
21	2	4	2
22	4.5	6	1.5
23	4	6	2
24	5	7	2
25	4	7.5	3.5
26	5.5	7	1.5

Table 9

THE CALCULATION OF THE PRETEST POSTTEST OF THE TOTAL SCORE OF
THE EXPERIMENTAL GROUP

Students' Number	Total		
	Pretest	Posttest	Gain Score
1	47.5	63.5	16
2	51	72.5	21.5
3	44.5	64	19.5
4	35.5	54	18.5
5	61.5	79.5	18
6	47.5	70.5	23
7	45.5	62	16.5
8	43	62.5	19.5
9	47	68.5	21.5
10	43.5	81.5	38
11	28.5	51.5	23
12	49	65.5	16.5
13	75	93.5	18.5
14	34	50	16
15	39.5	58	18.5
16	58.5	77.5	19
17	39.5	55.5	16
18	30.5	48.5	18
19	43	66	23
20	49.5	81	31.5
21	55	75	20
22	37.5	57.5	20
23	49.5	64	14.5
24	40	62	22
25	40.5	72	31.5
26	40	62	22
27	37.5	57	19.5
28	42	65.5	23.5
29	50	73.5	23.5
30	36.5	65.5	29

Table 10

THE CALCULATION OF THE PRETEST POSTTEST OF THE TOTAL SCORE OF
THE CONTROL GROUP

Students' Number	Total		
	Pretest	Posttest	Gain Score
1	31	45	14
2	44.5	59	14.5
3	43.5	61.5	18
4	36	56	20
5	43.5	62	18.5
6	63	79	16
7	37	58	21
8	40	55	15
9	29	47	18
10	51.5	68.5	17
11	52	69	17
12	34	49	15
13	27	41.5	14.5
14	28	44.5	16.5
15	56	74.5	18.5
16	48	68	20
17	29	45	16
18	29	45.5	16.5
19	23	45	22
20	26.5	46	19.5
21	30.5	46.5	16
22	40.5	58	17.5
23	31.5	47.5	16
24	43	61	18
25	46	67	21
26	60.5	58	-2.5

LESSON PLAN FOR EXPERIMENTAL GROUP

Subject	: English
Skill	: Writing
Topic	: Personal Narrative
Genre	: Narrative
Education Level	: Junior High School
Class/Semester	: IXB/2
Time Allocation	: 2x40minutes
Students	: 31 Students

1. Standard of Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* untuk berinteraksi dalam konteks kehidupan sehari-hari
12. Express a meaning in a functional written text and simple short essay in the form of narrative to interact in daily context.

2. Basic Competence

- 12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat dan lancar untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.
- 12.2. Express a meaning and rhetorical steps in simple short essay by using a written language accurately and fluently to interact in daily context in the form of narrative text.

LESSON PLAN FOR EXPERIMENTAL GROUP

(First Meeting)

Subject	: English
Skill	: Writing
Topic	: Personal Narrative (Text-Modelling)
Genre	: Narrative
Education Level	: Junior High School
Class/Semester	: IXB/2
Time Allocation	: 2x40minutes
Students	: 31 Students

A. COMPETENCE

1. Basic Competence

Students are able to comprehend the structure and features of a personal narrative essay.

2. Achievement Indicators

Students are able to:

- ✓ Identify the generic structure of the personal narrative story given.
- ✓ Categorize each generic structure in the form of mind mapping.

B. LEARNING MATERIALS

- ✓ Personal Narrative PPT
- ✓ Mind Mapping PPT
- ✓ Students' worksheet I
- ✓ Students' worksheet II

C. TEACHING AND LEARNING ACTIVITIES

1. Teaching Techniques:

- ✓ Question and answer
- ✓ Individual work

2. Classroom Activities:

Stages	Activities		Time Allocation
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond to the teacher's greeting	5'
	Asks some triggering	Answer the questions	

	questions about personal narrative		
Whilst-Instructional Activities	Explains the generic structure and language features of a personal narrative	Listen to the teacher	10'
	Gives a personal narrative story and read aloud	Read aloud	5'
	Explains about mind mapping	Listen to the teacher	10'
	Makes a mind mapping from the story on the whiteboard	Listen to the teacher	10'
	Gives another personal narrative story and read aloud	Read aloud	5'
	Asks the students to make a mind mapping from the story given.	Make a mind mapping	15'
	Asks three students to present their mind mapping in front of the class	Present their mind mappings in front of the class. Others listen to their friends' presentation	10'
	Has a discussion and revision on students' mind mapping	Respond to the teacher	6'
Post-Instructional Activities	Summarizes today's lesson	Listen and respond to the teacher	4'
	Ends the class	Say good bye	1'

D. MEDIA

- ✓ LCD
- ✓ Whiteboard

E. EVALUATION (for this particular session, there is no specific evaluation)

F. REFERENCE

www.google.com

J.B. Alter, M.A. *Guided English Skills Composition Comprehension Vocabulary*. Jakarta: Binarupa Aksara.

G. APPENDIX

Personal Narrative PPT

Mind Mapping PPT

Students' worksheet I

Students' worksheet II

Personal Narrative PPT

Personal Narrative

Definition

A personal narrative can be defined as,
"A personal account which offers details, analysis and a personal opinion from a particular happening or event, experienced by the writer".

Generic Structure

Orientation

This sets the scene, creating a visual picture of the setting, atmosphere and time of the story. Characters are introduced and clues are set in place for the coming complications.

Generic Structure

Series of Events

The story continues through a series of unexpected events.

Generic Structure

Complication

This revolves around conflicts or problems that affect the setting, time or characters. The hero is prevented from reaching his or her goals.

Generic Structure

Resolution

A solution is found for the problem or challenge.

A Car Trapped in the Mud

It was a cool Sunday morning as it had been rained the night before. The land was still wet. John, William, Richard and I decided to play ball in the field. While we were playing, Mr. Fred, a new tenant, was ready to go to work by his car which was parked beside the field. When he started to drive the car, suddenly the car tires were trapped in the mud.

Mr. Fred tried to push the pedal but the tires could not get out of the mud. The harder Mr. Fred pushed the pedal, the deeper the tires trapped.

Then my friends and I came to help him. We tried to push the car but the car could not move. The car was so heavy, so we could not lift it up.

Shortly after that, Mr. Fred came up with an idea. He asked us to look for four logs of wood. We put one side of each log under each tire. The other sides were pointed to the dry land. Then Mr. Fred pushed the pedal and the tires slowly moved and finally got out of the mud.

We all were very dirty because of the splash of the mud, but we were very happy. We worked together to help Mr. Fred's car out of the mud. I learnt a new thing that tires could not move in the mud, so we needed a rigid thing like wood to make a temporary road for the tires to get out of it.

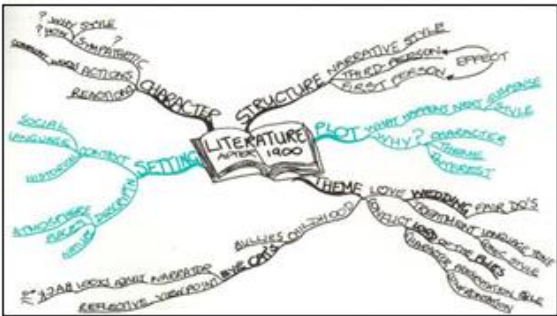
MIND MAPPING

DEFINITION

Mind Mapping is a strategy for making notes on a topic, prior to writing. It is a structured strategy, which shows the relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce notes at random on paper.

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Mind Mapping is a strategy for making notes on a topic, prior to writing. It is a structured strategy, which shows the relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce notes at random on paper.



Stopping Cars from Passing Train

Last holiday, I was visiting my grandpa in Lumajang, my hometown. My Grandpa is a railway keeper. When the bell rings, he shuts the railway gates to stop all other vehicles and allow the train to pass. At that time, my grandpa was sick.

On Sunday morning, I was going to play to my childhood friend's house. I left my grandpa sleeping on the bed after taking his medicine. When I was about to leave home, I suddenly heard the train sound "r...i.....n....g....", "r.....i.....n....g...."

I was shocked. I was panic. I ran to the railway gate and I tried to pull the pull the level to control the signals. The train was coming from the distance and I tried to stop the cars from crossing the railway.

All cars stopped just in time with the train passing. What a relief I feel. The train was able to pass the crossing level and everyone was safe.

(Second Meeting)

Subject	: English
Skill	: Writing
Topic	: Personal Narrative (Writing)
Genre	: Narrative
Education Level	: Junior High School
Class/Semester	: IXB/2
Time Allocation	: 2x40minutes
Students	: 31 Students

A. COMPETENCE

1. Basic Competence

Students are able to compose and develop a personal narrative essay

2. Achievement Indicators

Students are able to:

- ✓ Understand the components of personal narrative
- ✓ Compose and develop a certain mind mapping into a complete personal narrative

B. LEARNING MATERIALS:

- ✓ Students' worksheet III
- ✓ Students' worksheet IV

C. TEACHING AND LEARNING ACTIVITIES

1. Teaching Techniques:

- ✓ Question and answer
- ✓ Individual work

2. Teaching Activities:

Stages	Activities		Time Allocation
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond to the teacher's greeting	5'
	Reviews about previous lesson	Respond to the teacher	
Whilst-Instructional Activities	Distributes an example of mind mapping.		2'
	Read the mind mapping		

	aloud.	Listen to the teacher	3'
	Distributes the whole story of the mind mapping and asks the students to read aloud		7'
	Has a discussion about how to develop a mind mapping into a complete personal narrative essay.	Respond to the teacher	5'
	Distributes another mind mapping	Answer the questions	2'
	Asks the students to make a full personal narrative story from the mind mapping	Make a full personal narrative story according to their mind mapping	30'
	Asks three students to present their story	Present their mind mappings in front of the class. Others listen to their friends' presentation	15'
	Has discussion and revision on student's story	Respond to the teacher	6'
Post-Instructional Activities	Summarizes today's lesson	Listen and respond to the teacher	4'
	Ends the class	Say good bye	1'

D. MEDIA

✓ Whiteboard

E. EVALUATION (for this particular session, there is no specific evaluation)

F. REFERENCE

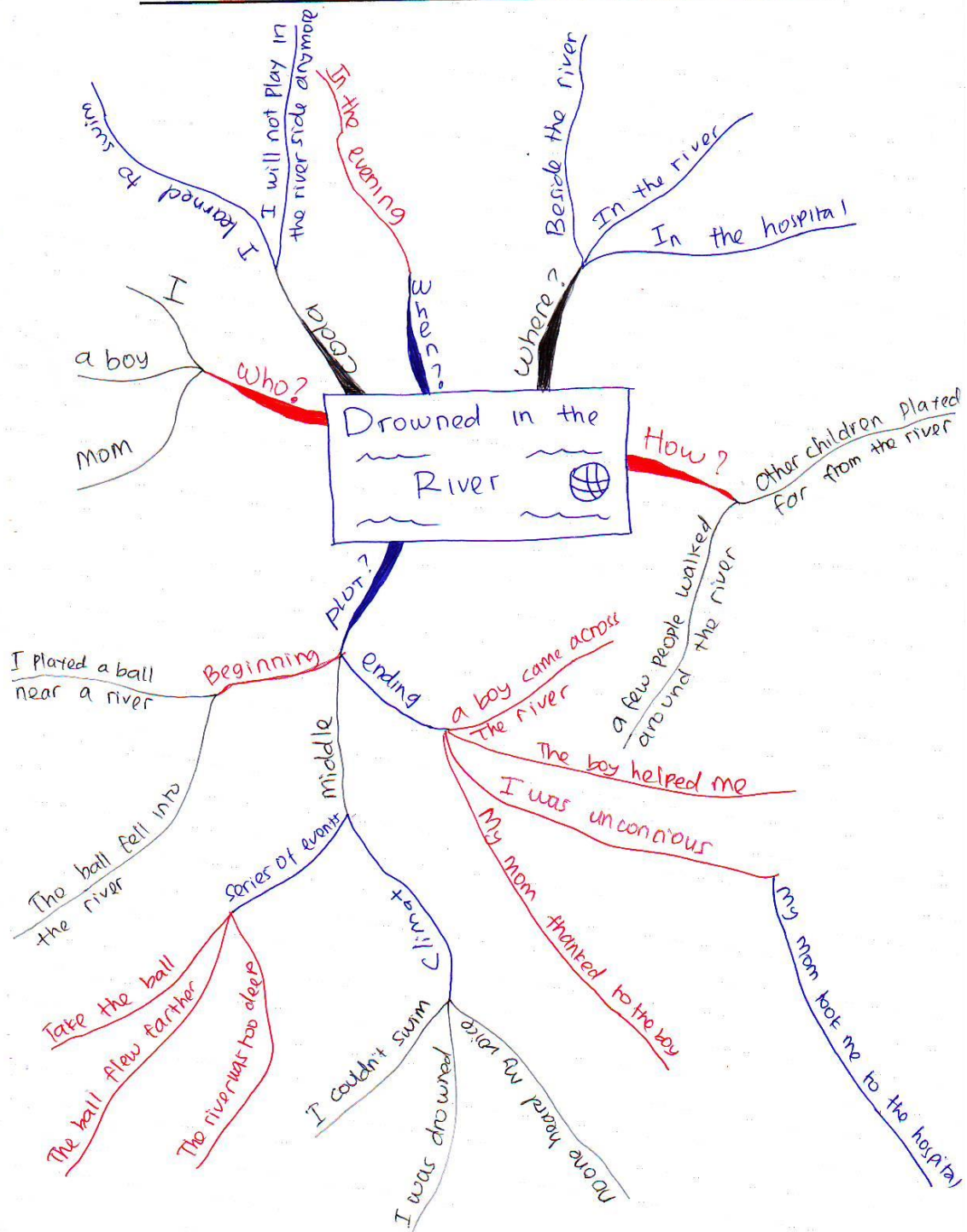
J.B. Alter, M.A. *Guided English Skills Composition Comprehension Vocabulary*. Jakarta: Binarupa Aksara.

G. APPENDIX

Students' worksheet III

Students' worksheet IV

STUDENTS' WORKSHEET III



Drowned in the River

On Sunday evening, I was playing my favorite ball in the backyard. There is a river in my backyard. I like playing near the river because I can see the flow of the water. The air is also cool. I was playing alone because some of my friends were going to the Church. There were other children playing kites near their house. When I dribbled my ball like playing a basketball, suddenly it fell in to the river.

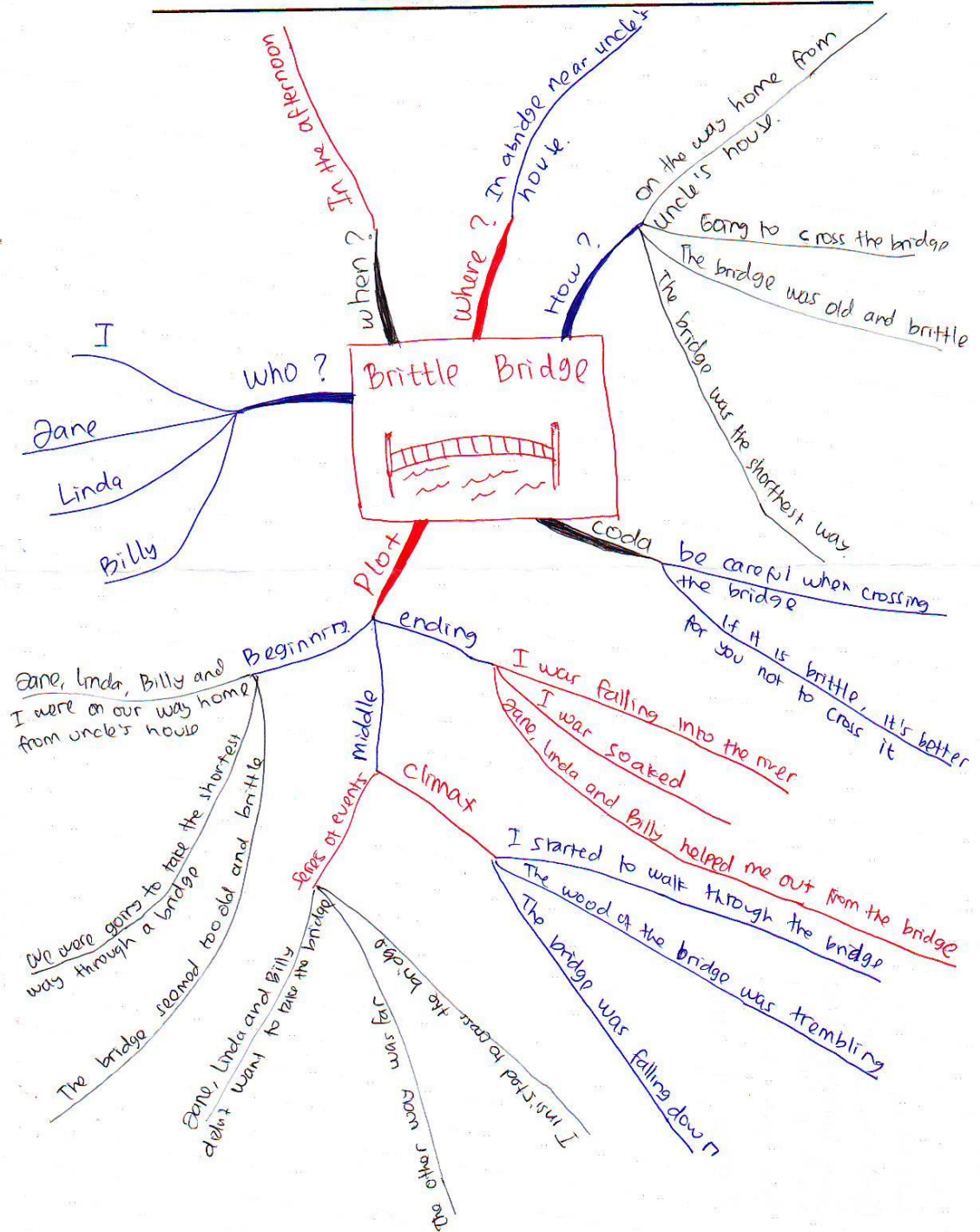
I was going to take my ball because it was not far from the river side. But the fast flow of the water made my ball flew farther and farther. I tried to walk farther to take my ball. The farther I waked, the deeper the river.

I was so afraid because I could not swim. It was too late to go back to the river side. The water flow was so fast that I could not step on my foot and I was drowned in the river. I shouted for a help, but it seemed no one heard it.

Then there was a boy came across the river. He saw me drowned in the river. I could see him but I could not push my body out of the water anymore. I had drunk so many water. The boy was able to swim and he helped me out. He dragged me to the river side and pushed my back to push the water out. My mom came to us because she saw us in the river side. She was so worried that she took me to the hospital. My mom thanked to the boy because he had helped me out from the river.

That was the most frightening moment in my life. From that moment, I asked my dad to teach me swim. Now I can swim but I don't want to play in the river side anymore.

STUDENTS' WORKSHEET IV



(Third Meeting)

Subject	: English
Skill	: Writing
Topic	: Personal Narrative (Writing)
Genre	: Narrative
Education Level	: Junior High School
Class/Semester	: IXB/2
Time Allocation	: 2x40minutes
Students	: 31 Students

A. COMPETENCE

1. Basic Competence

Students are able to compose and develop a personal narrative essay

2. Achievement Indicators

Students are able to:

- ✓ Draw a specific mind mapping to compose a personal narrative essay
- ✓ Develop their essay from their mind mapping

B. LEARNING MATERIALS

- ✓ Students' worksheet V

C. TEACHING AND LEARNING ACTIVITIES

1. Teaching Techniques:

- ✓ Question and answer
- ✓ Individual work

2. Teaching Activities:

Stages	Activities		Time Allocation
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond to the teacher's greeting	1'
Whilst-Instructional Activities	Reviews their understanding about the generic structure and components of a personal narrative	Respond to the teacher	10'
	Asks the students to make a mind mapping for their own personal	Make a mind mapping	20'

	narrative. The theme is the saddest day in life.		
	Asks the students to develop their mind mapping in a complete personal narrative	Make a personal narrative	45'
	Asks the students to submit their work	Submit their work	3'
Post-Instructional Activities	Ends the class	Say good bye	1'

D. MEDIA

- ✓ Whiteboard

E. EVALUATION (for this particular session, there is no specific evaluation)

F. REFERENCE

J.B. Alter, M.A. *Guided English Skills Composition Comprehension Vocabulary*.
Jakarta: Binarupa Aksara.

G. APPENDIX

Students' worksheet V

Write an essay consisting four or five paragraph about the saddest day in your life! (Draw your mind mapping first before making your composition) At the end of the lesson, submit your mind mapping and your essay in front of the class!

LESSON PLAN FOR CONTROL GROUP

Subject	:English
Skill	: Writing
Topic	: Personal Narrative
Genre	: Narrative
Education Level	: Junior High School
Class/Semester	: IXD/2
Time Allocation	: 2x40minutes
Students	: 27 Students

3. Standard of Competence

13. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* untuk berinteraksi dalam konteks kehidupan sehari-hari
12. Express a meaning in a functional written text and simple short essay in the form of narrative to interact in daily context.

4. Basic Competence

- 13.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat dan lancar untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.
- 12.2. Express a meaning and rhetorical steps in simple short essay by using a written language accurately and fluently to interact in daily context in the form of narrative text.

LESSON PLAN FOR CONTROL GROUP

(First Meeting)

Subject	: English
Skill	: Writing
Topic	: Personal Narrative (Text-Modelling)
Genre	: Narrative
Education Level	: Junior High School
Class/Semester	: IXD/2
Time Allocation	: 2x40minutes
Students	: 27 Students

H. COMPETENCE

3. Basic Competence

Students are able to comprehend the structure and features of a personal narrative essay.

4. Achievement Indicators

Students are able to:

- ✓ Identify the generic structure of the personal narrative story given.
- ✓ Makes a short essay according to the series of pictures.

I. LEARNING MATERIALS

- ✓ Personal Narrative PPT
- ✓ Students' worksheet I
- ✓ Students' worksheet II

J. TEACHING AND LEARNING ACTIVITIES

1. Teaching Techniques:

- ✓ Question and answer
- ✓ Individual work

2. Classroom Activities:

Stages	Activities		Time Allocation
	Teacher	Students	
Pre-Instructional Activities	Greets the students Asks some triggering questions about personal narrative	Respond to the teacher's greeting Answer the questions	5'
Whilst-	Explains the generic	Listen to the teacher	10'

Instructional Activities	structure and language features of a personal narrative		
	Gives a series of pictures And asks the students to guess what the story will be about?	Guess the story from the pictures	3'
	Gives the story of the pictures and reads aloud	Read aloud	5'
	Asks the students to identify the generic structure of the story	Identify the generic structure	3'
	Distributes another series of pictures		1'
	Asks the students to make a short essay according to the series of pictures (containing simple sentences for the orientation, series of events, complication and resolution)	Make a short essay	30'
	Asks three students to present their short essay in front of the class	Present their mind mappings in front of the class. Others listen to their friends' presentation	12'
	Has a discussion and revision on students' short essay	Respond to the teacher	5'
Post-Instructional Activities	Summarizes today's lesson	Listen and respond to the teacher	4'
	Ends the class	Say good bye	2'

K. MEDIA

✓ LCD

L. EVALUATION (for this particular session, there is no specific evaluation)

M. REFERENCE

www.google.com

J.B. Alter, M.A. *Guided English Skills Composition Comprehension Vocabulary*. Jakarta: Binarupa Aksara.

N. APPENDIX

Personal Narrative PPT

Students' worksheet I

Student's worksheet II

Personal Narrative PPT

Personal Narrative

Definition

A personal narrative can be defined as,
"A personal account which offers details, analysis and a personal opinion from a particular happening or event, experienced by the writer".

Generic Structure

Orientation

This sets the scene, creating a visual picture of the setting, atmosphere and time of the story. Characters are introduced and clues are set in place for the coming complications.

Generic Structure

Series of Events

The story continues through a series of unexpected events.

Generic Structure

Complication

This revolves around conflicts or problems that affect the setting, time or characters. The hero is prevented from reaching his or her goals.

Generic Structure

Resolution

A solution is found for the problem or challenge.

Students' worksheet I



A Car Trapped in the Mud

It was a cool Sunday morning as it had been rained the night before. The land was still wet. John, William, Richard and I decided to play ball in the field. While we were playing, Mr. Fred, a new tenant, was ready to go to work by his car which was parked beside the field. When he started to drive the car, suddenly the car tires were trapped in the mud.

Mr. Fred tried to push the pedal but the tires could not get out of the mud. The harder Mr. Fred pushed the pedal, the deeper the tires trapped.

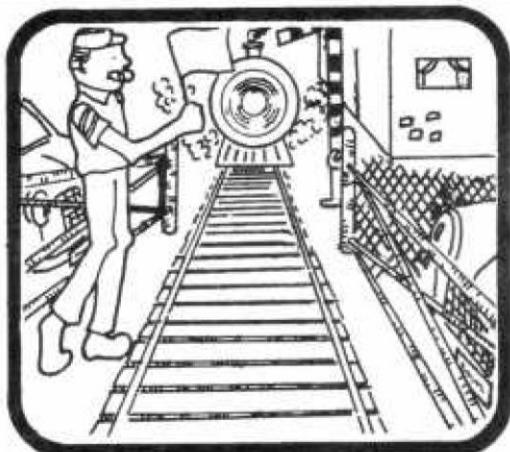
Then my friends and I came to help him. We tried to push the car but the car could not move. The car was so heavy, so we could not lift it up.

Shortly after that, Mr. Fred came up with an idea. He asked us to look for four logs of wood. We put one side of each log under each tire. The other sides were pointed to the dry land. Then Mr. Fred pushed the pedal and the tires slowly moved and finally got out of the mud.

We all were very dirty because of the splash of the mud, but we were very happy. We worked together to help Mr. Fred's car out of the mud. I learnt a new thing that tires could not move in the mud, so we needed a rigid thing like wood to make a temporary road for the tires to get out of it.

Students' worksheet II

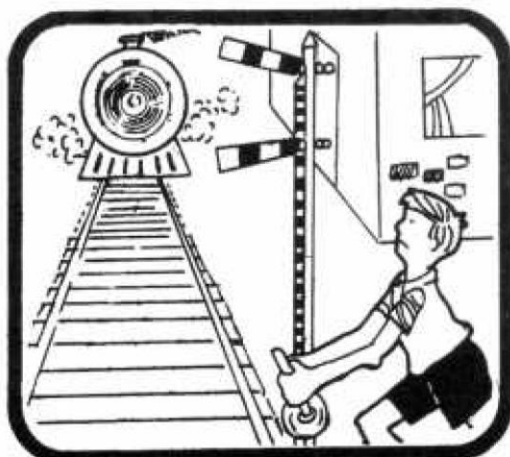
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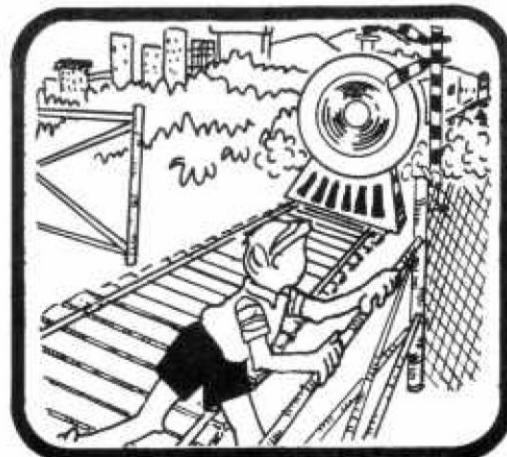
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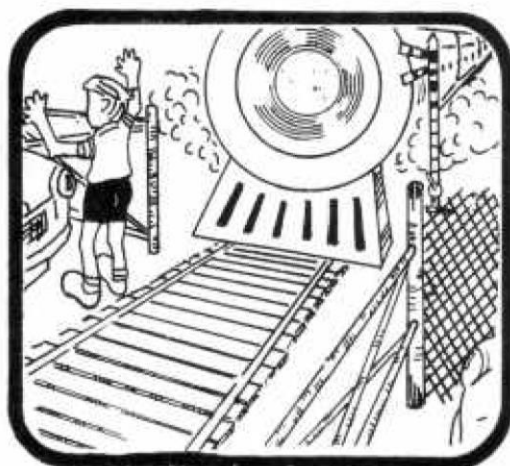
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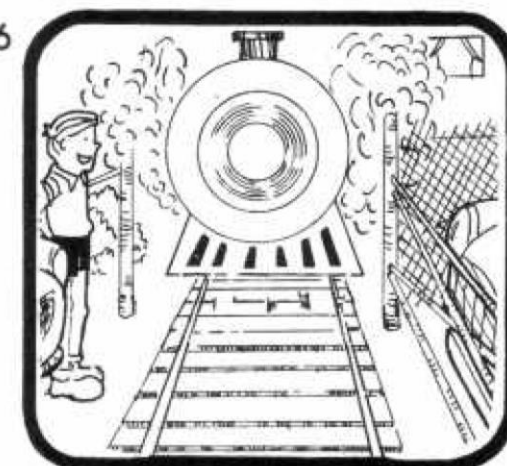
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5



6



(Second Meeting)

Subject	: English
Skill	: Writing
Topic	: Personal Narrative (Writing)
Genre	: Narrative
Education Level	: Junior High School
Class/Semester	: IXD/2
Time Allocation	: 2x40minutes
Students	: 27 Students

H. COMPETENCE

3. Basic Competence

Students are able to compose and develop a personal narrative essay

4. Achievement Indicators

Students are able to:

- ✓ Understand the components of personal narrative
- ✓ Compose and develop a certain series of pictures into a complete personal narrative

I. LEARNING MATERIALS

- ✓ Students' worksheet III
- ✓ Students' worksheet IV

J. TEACHING AND LEARNING ACTIVITIES

3. Teaching Techniques:

- ✓ Question and answer
- ✓ Individual work

4. Teaching Activities:

Stages	Activities		Time Allocation
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond to the teacher's greeting	1'
	Reviews about previous lesson	Respond to the teacher	4'
Whilst-Instructional Activities	Shows a series of pictures And asks the students to guess what the story will	Respond to the teacher	3'

	be about?		
	Distributes the whole story of the series of pictures and asks the students to read aloud	Read aloud	7'
	Asks the students to identify the generic structure of the story	Identify the generic structure	3'
	Distributes another series of pictures		2'
	Asks the students to make a personal narrative essay according to a series of pictures	Make a personal narrative	40'
	Asks three students to present their story	Present their mind mappings in front of the class. Others listen to their friends' presentation	10'
	Has discussion and revision on student's story	Respond to the teacher	5'
Post-Instructional Activities	Summarizes today's lesson	Listen and respond to the teacher	4'
	Ends the class	Say good bye	1'

K. MEDIA

✓ LCD

L. EVALUATION (for this particular session, there is no specific evaluation)

M. REFERENCE

J.B. Alter, M.A. *Guided English Skills Composition Comprehension Vocabulary*. Jakarta: Binarupa Aksara.

N. APPENDIX

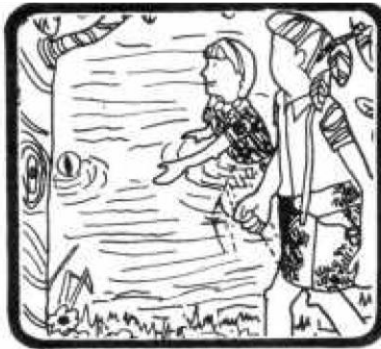
Students' worksheet III

Students' worksheet IV

Students' Worksheet III



1



2



3



4



5



6

Drowned in the River

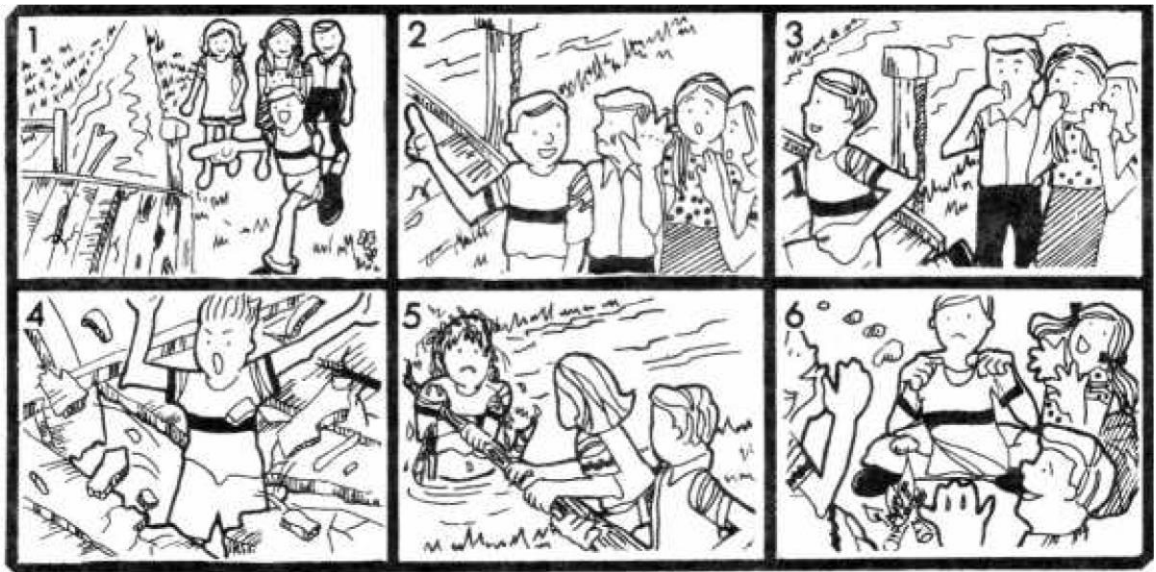
On Sunday evening, I was playing my favorite ball in the backyard. There is a river in my backyard. I like playing near the river because I can see the flow of the water. The air is also cool. I was playing alone because some of my friends were going to the Church. There were other children playing kites near their house. When I dribbled my ball like playing a basketball, suddenly it fell in to the river.

I was going to take my ball because it was not far from the river side. But the fast flow of the water made my ball flew farther and farther. I tried to walk farther to take my ball. The farther I waked, the deeper the river. I was so afraid because I could not swim. It was too late to go back to the river side. The water flow was so fast that I could not step on my foot and I was drowned in the river. I shouted for a help, but it seemed no one heard it.

Then there was a boy came across the river. He saw me drowned in the river. I could see him but I could not push my body out of the water anymore. I had drunk so many water. The boy was able to swim and he helped me out. He dragged me to the river side and pushed my back to push the water out. My mom came to us because she saw us in the river side. She was so worried that she took me to the hospital. My mom thanked to the boy because he had helped me out from the river.

That was the most frightening moment in my life. From that moment, I asked my dad to teach me swim. Now I can swim but I don't want to play in the river side anymore.

Students' Worksheet IV



(Third Meeting)

Subject	: English
Skill	: Writing
Topic	: Personal Narrative (Writing)
Genre	: Narrative
Education Level	: Junior High School
Class/Semester	: IXD/2
Time Allocation	: 2x40minutes
Students	: 27 Students

H. COMPETENCE

3. Basic Competence

Students are able to compose and develop a personal narrative essay

4. Achievement Indicators

Students are able to:

- ✓ Compose and develop a personal narrative essay based on the guidelines

I. LEARNING MATERIALS

- ✓ Students' worksheet V

J. TEACHING AND LEARNING ACTIVITIES

1. Teaching Techniques:

- ✓ Question and answer
- ✓ Individual work

2. Teaching Activities:

Stages	Activities		Time Allocation
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond to the teacher's greeting	1'
Whilst-Instructional Activities	Reviews their understanding about the generic structure and components of a personal narrative	Respond to the teacher	10'
	Provide guidelines for the students. The theme is the saddest day in life	Write down the guidelines	10'

	Asks the students to compose a personal narrative essay based on the guidelines	Compose a personal narrative	55'
	Asks the students to submit their work	Submit their work	3'
Post-Instructional Activities	Ends the class	Say good bye	1'

K. MEDIA

✓ Whiteboard

L. EVALUATION (for this particular session, there is no specific evaluation)

M. REFERENCE

J.B. Alter, M.A. *Guided English Skills Composition Comprehension Vocabulary*.
Jakarta: Binarupa Aksara.

N. APPENDIX

Students' worksheet V

Write an essay consisting four or five paragraph about the saddest day in your life!

Questions to guide you:

- **What event is the saddest day in your life?**
- **Who involves in the event?**
- **When and where did the event take place?**
- **Why does the event become the saddest day in your life?**

At the end of the lesson, submit your essay in front of the class!

Pretest & Posttest

Write a narrative composition consisting four paragraphs (200 words at least) about the happiest moment in your life!

The paragraph should consist:

- 1. What, who, when, where**
- 2. First event**
- 3. Next event (climax)**
- 4. Ending and coda(a message for your reader)**

Your composition will be scored in terms of:

- 1. The content of the composition should have a problem that will lead to the climax of the story. (climax is an event when decision is taken to solve the problem) (40%)**
- 2. The vocabularies used should be able to describe the events vividly (30%)**
- 3. The organization of events based on the time sequence (20%)**
- 4. The right use of tenses is appropriate based on the context (10%)**


Pretest and Posttest Sample of the Experimental Group

First Pretest Sample of the Experimental Group

Pretest

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 TOTA CHRISTI PER MARIAM

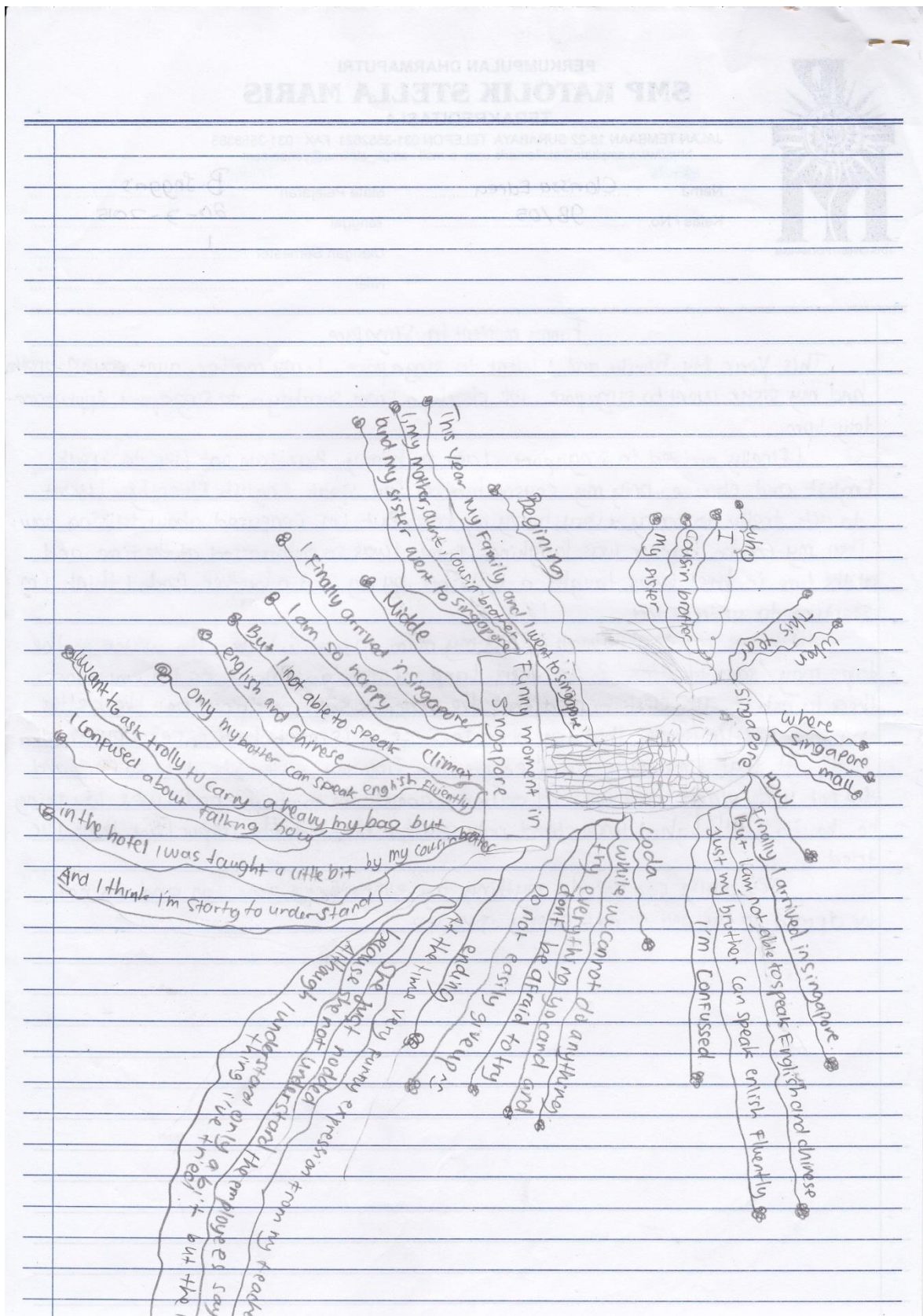
Nama : Clarissa Edea Mata Pelajaran : B. Inggris
Kelas / No. : 9B 15 Tanggal :
Ulangan Semester : 1.
Nilai :

Happy Funny moment in Singapore.

In this year me and my family holiday in Singapore. but I can't speak English and Mandarin language. just my brother can speak English. I arrived in Changi airport and I need trolley for carrying things, but I can't speak Mandarin and I just say Mr. I need one my brother was laughing at me. hahaha... and I very shy. I am and my family go to the mall and then. my mother wanted me to ask the Officer. "this is wastafel save who drink? and the Officer say to me and my sister. "this water save to drink but mineral water is very good for your self better than water from wastafel. I am just try understand what she is said to me. And my sister and finally I am understand. I am very happy and now I am back to laughed my sister because she don't know the officer said hahaha... this is very funny moment. and I always remember this moment.

Coda: keep trying don't give up.

First Posttest Sample of the Experimental Group





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<http://www.smpkatolikstellamaris.com> e-mail : smpk_stellma@yahoo.com

Nama : Clarissa Edrea Mata Pelajaran : B. Inggris
Kelas / No. : 9B/05 Tanggal : 20-3-2015
Ulangan Semester : 1
Nilai :

Funny moment in Singapore.

This Year My Family and I went to Singapore. I, my mother, aunt, cousin brother and my sister went to Singapore. We checked in from Surabaya to Singapore approximately 1 pm.

I finally arrived in Singapore. I am so happy. But I am not able to speak English and Chinese. Only my cousin brother can speak English fluently. I want to ask trolly to carry a very heavy my bag. But I'm confused about talking how. Then my cousin brother was laughing at me. I was so embarrassed at the time and at the time in hotel I was taught a little bit by my cousin brother. And I think I'm starting to understand.


When we road in the mall I told my mom to ask "whether the water in the taps may/safe to drink"? And then I and my sister go to one of the employees there to ask it. The clerk replied that the water is safe to drink but the better you buy bottled water that has been in since it is much better for your health.

At that time very funny expression from my sister she just nodded and did not understand what was in talking about the employee and I was laughing ha..ha..ha. Although I understand only a little bit but the important thing I've tried.

So while can not do anything try everything you can and do not be afraid to try and do not easily give up.

Second Pretest Sample of the Experimental Group

PRETEST



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<http://www.smpkatolikstellamaris.com> e-mail : smpk_stellma@yahoo.com

Nama : Cecilia Jazulre Mata Pelajaran : 26 February 2015

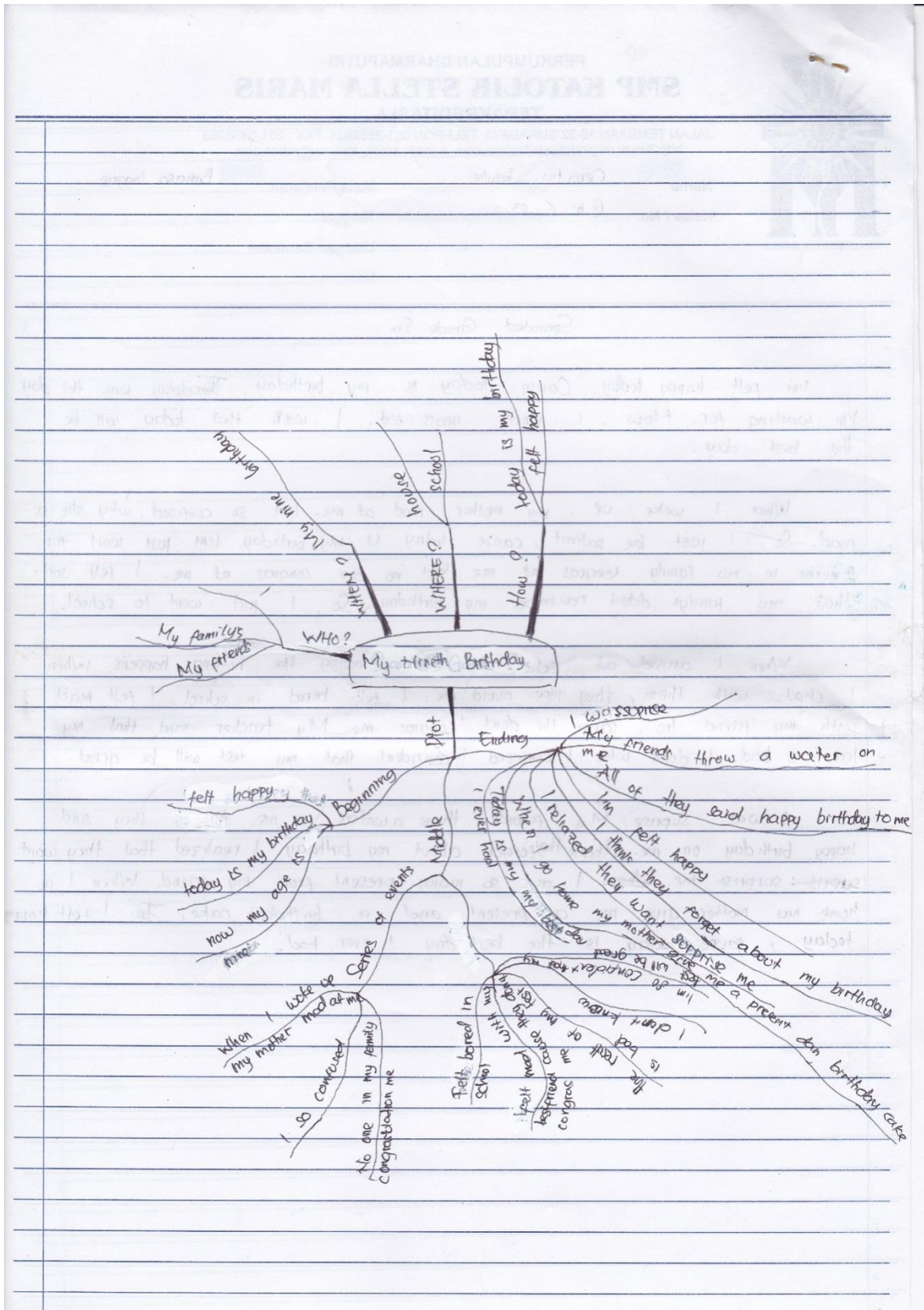
Kelas / No. : IX B / 03 Tanggal : _____

Ulangan Semester : _____

Nilai : _____

When I was in grade three, I lived in ~~the~~ Banyuwangi and when I was in grade four, I moved out in Surabaya. In Surabaya I lived with my family. I'm so happy that I could lived in Surabaya with my family again. I'm so afraid to give my report

Second Posttest Sample of the Experimental Group





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<http://www.smpkatolikstellamaris.com> e-mail : smpk_stellma@yahoo.com

Nama : Cerialia Jaelie Mata Pelajaran : Bahasa Inggris
Kelas / No. : 8 B / 03 Tanggal :
Ulangan Semester :
Nilai :

Sparated Grade Six

I'm felt happy today. Cause today is my birthday. This day was the day I'm waiting for. Now, I ninth years old. I wish that today will be the best day.

When I woke up, my mother mad at me. I'm so confused, why she is mad. So, I just be patient, cause today is my birthday. I'm just wait for someone in my family congrats at me. But no one congrats at me. I felt sad that my familys didn't remember my birthday. So, I just went to school.

When I arrived at school, my friend acting like nothing happens. When I chat with them, they like avoid me. I felt bored in school. I felt mad with my friend too, cause they don't congrats me. My teacher said that my test is bad. I don't why. I confused. I confident that my test will be great.

It was surprise. My friends throw awafers on me. All of they said happy birthday on me. I think they forget about my birthday. I realized that they want surprise me. When I got so many present from my friend. When I go home my mother give me a present and a birthday cake. So I felt happy today, cause today is the best day I ever had.



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Nama : Leony Clarita
Kelas / No. : 9B/16

Mata Pelajaran : Inggris
Tanggal : 26 - 02 - 2019
Ulangan Semester : I
Nilai :

Unforgettable Moment

Last year ago, my relationship with my boyfriend was flat. On top of that, I rarely to say hello with him. But, one day I was join modelling competition in galaxy mall. And then, he also join modelling competition in galaxy mall. Started on that moment, Our relationship were beginning side by side one to another. But, I started to sweet conversation with him. I often having judge with him. My feeling was very happy then before.

Third Posttest Sample of the Experimental Group

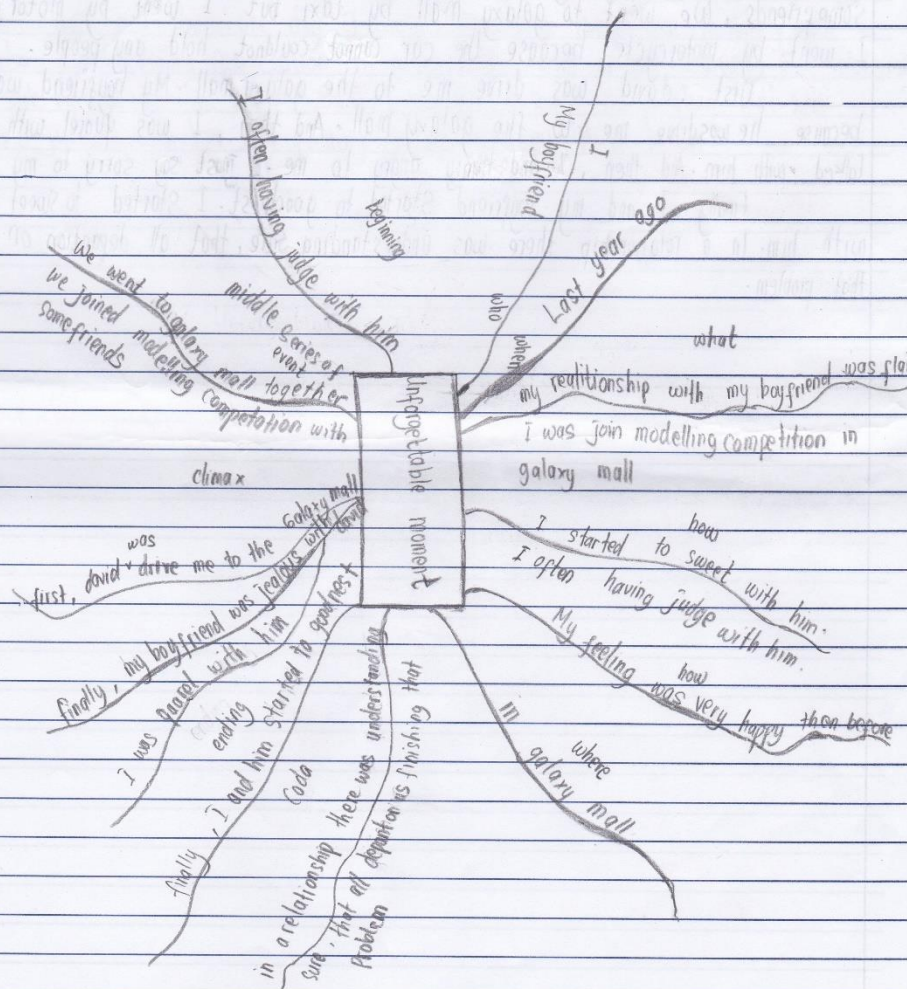


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<http://www.smpkatolikstellamaris.com> e-mail : smpk_stellma@yahoo.com

Nama : <u>Leony Clarita</u> Kelas / No. : <u>9B / 16</u>	Mata Pelajaran : <u>Bhs Inggris</u> Tanggal : <u>24 Maret 2015</u> Ulangan Semester : <u>2</u> Nilai : _____
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Unforgettable Moment



Unforgettable moment

Last year ago, my relationship with boyfriend was flat. even he was don't care to me. On top of that, I rarely to say hello with him. But one day I was join modelling competition in galaxy mall. And then, he also join modelling competition in galaxy mall. Started on that moment, our relationship were beginning side by side one to another. But, I started to sweet conversation with him. I often having judge with him. My feeling was very happy then before.


We went to galaxy mall together. We joined modelling competition with some friends. We went to galaxy mall by taxi but I went by motor cycle with david. I went by motorcycle because the car couldnot hold any people.

First, david was drive me to the galaxy mall. My boyfriend was jealous with david because he was drive me to the galaxy mall. And then, I was quarel with him. I wasn't talked with him. And then, he was very angry to me. I just say sorry to my boyfriend.

Finally, I and my boyfriend started to goodnest. I started to sweet conversation with him. In a relationship there was understanding sure, that all depart on us finishing that problem.

On the valentine day was the happiest in my life. Valentine day gonna be held on Saturday. In the morning I got a message from my boyfriend. He ask me to go out. We usually go out on Saturday. We appointment for meet at mall at 11.00 am. After I come, he had not come yet. I waited for 30 minutes and he didn't come. I send message to make he come. five minutes after send message, then he was coming. with was empty hands.

Fourth Posttest Sample of the Experimental Group



TOTA CHRISTI PER MARIAM

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 TERAKREDITASI A

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Nama : SINTA WARDANI

Kelas / No. : 12 B/27

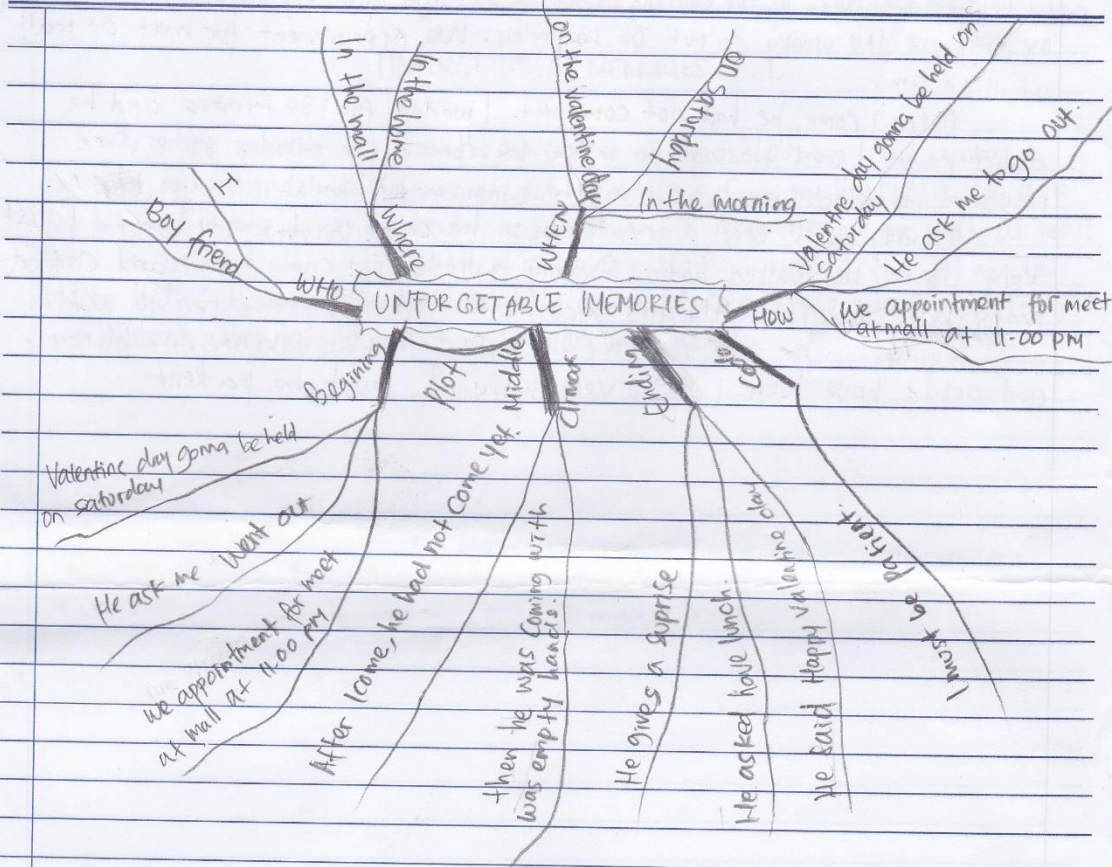
Mata Pelajaran : POST TEST

Tanggal : _____

Ulangan Semester : _____

Nilai : _____

UNFORGETABLE MEMORIES



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      graph TD
        U[UNFORGETABLE MEMORIES] --- Who[Who]
        U --- Where[Where]
        U --- When[When]
        U --- How[How]
        U --- Beginning[Beginning]
        U --- Plot[Plot]
        U --- Middle[Middle]
        U --- Climax[Climax]
        U --- Ending[Ending]

        Who --- BF[Boy friend]
        Where --- HH[In the home]
        Where --- HL[In the home]
        When --- VB[on the valentine day]
        When --- HM[Happy's up]
        When --- IM[In the morning]
        How --- VGS[Valentine day gonna be held on Saturday]
        How --- HAA[He ask me to go out]
        How --- WAF[we appointment for meet at mall at 11-00 PM]

        Beginning --- VGS2[Valentine day gonna be held on Saturday]
        Beginning --- HAA2[He ask me to go out]
        Beginning --- WAF2[we appointment for meet at mall at 11-00 PM]
        Plot --- AC[After I come, he had not come yet]
        Middle --- TH[then he was coming with was empty hands]
        Climax --- HGS[He gives a surprise]
        Ending --- HAK[He asked have lunch]
        Ending --- HS[He said Happy valentine day]
        Ending --- MBP[I must be perfect]
      
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UNFORGETTABLE MEMORIES


On the valentine day was the happiest in my life. Valentine day gonna be held on saturday. In the morning I got a message from my boyfriend. He asked me to go out. We usually go out on saturday. We appointment for meet at mall at 11-00 am.

After I come, he had not come yet. I waited for 30 minutes and he didn't come. I send message to make he come. five minutes after sent message, then he was coming with was empty hands.

Actually I was very angry, because he came with empty hands. I just kept silent. We walked again. Suddenly, a little girl came to me and carried many balloons. The little girl gives me all balloons. And directly went. "Suprise ----" he said from me. He said "Happy Valentine day Hunny". and asked have luck. I am so very happy. I must be patient.

Fifth Pretest Sample of the Experimental Group

Pre - Test



PERKUMPULAN DHARMAPUTRI

SMP KATOLIK STELLA MARIS

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Nama : Veronica Cyntia

Kelas / No. : 9B / 30

Mata Pelajaran :

Tanggal :

Ulangan Semester :

Nilai :

Dance Dream Passion

Last year, my crew Heavybuckstylez have some plan that March gonna be held the second time Dance Dream Passion show. It was a good news for me because people who chosen gonna show their ability on the stage. But to be chosen on the stage was difficult for me because there was an audition and people who join the audition is so many. I was join the audition but I didn't chosen. But I was good as before because there also MegaCrew who every people in Regular Class must join. And then, I join the MegaCrew as well.

My schedule practice

[illegible]

Unforgettable Moment

I have hobby. My hobby is dance and drawing. I practice so hard so that I can be better than before. My parents know me so well and supported on me. They drive me to the course I join 'HBS' dance club on Wednesday.

One week ago, I got chosen to get on the event with HBS. The event called 'Imagine'. I've chosen to MegaCrew. I feel very happy and practice a lot on it. Even I practice dance so hard, I also finished my assigned and homework from school and it makes me tired of course, but I'm enjoyed it.


During an HBS event 'Imagine', I need to practice more than usually, fourth times a week. It took on Monday, Wednesday, Saturday and Sunday. Then I join the item. The item kinds is Hiptop, Girls, and LA. I join the audition but, I didn't get chosen. I felt angry to myself because I've been practice so hard but not get the chance.

Then, I thought again I chosen to MegaCrew then I felt okay. The event 'Imagine' held on Ciputra Hall on Saturday 14 March 2015. All the ticket were sold out. We present HBS dance event called 'Imagine' which had a meaning 'a little love for a change'. The event got succeed, all the people in the audience are very happy and satisfied. My parents proud of me I felt very happy and I didn't want the event was ending. All the dancers also happy and satisfied because many people appreciate on their dance. Don't feel myself were the best than the others.

Pretest and Posttest Sample of the Control Group

First Pretest Sample of the Control Group

Pretest



PERKUMPULAN DHARMAPUTRI
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TERAKREDITASI A

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Nama : <u>Shelomita A. S.</u>	Mata Pelajaran : <u>B Inggris</u>
Kelas / No. : <u>90.123</u>	Tanggal : <u>Jumat, 27 - 02 - 2015</u>
	Ulangan Semester : <u>II</u>
	Nilai :


The Happiest moment

Spend time with Best Friends

Last year ago, I had many best friend they're are Laurensia Jessica, Levi, Gabby, cimit, bobby, Oliv, Pipo, Cito and Valya. They are very kind and very special persons in my life. They were the only one who can always make me happy anytime, anywhere. When one of us was sad we cheer up each other and when we had a problem we share each other and solve it together. Even in our worst day like we fight about something like boy, food or anything, our fight will never last in a long time maybe just one or two days.

I always told myself that I was the luckiest person in this ^{world} because I have them in my life. I thank to God for creating persons like them. We're not just like best friends but we more like sisters cause we always spend time together like go to the mall, watching movie in my house or go to Surabaya carnival. I just can say thank you for everything for being my best partner in life.

First Posttest Sample of the Control Group



PERKUMPULAN DHARMAPUTRI

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Nama : Shelomuta A.S

Kelas / No. : 9D/23

Mata Pelajaran : Bhs Inggris

Tanggal : 20 Maret 2015

Ulangan Semester : I

Nilai :

The Happiest Mommment
in your life

It's been three years i spend time with my best friends. I have so many best friends thur name is Levi, Cimit, Gaby, Ruzia, Cita, Bebbby, Olliv, Pipo and Valia. People usually call us as a Geng But we don't think so thun we have some name for that geng it called "VRHSS". Wu're not like a Best friends we more like a sisters.

We always play together, go to mall together and we share things with each other. I love saying nice things about thum and Sharing our good or bad story. I always take care of my best friends and respect thum cause thuy were important for me.


I like to play with all of my best friends because it's about caring and friendship. Sometimes when i feel sad, thuy always chue me up to make me feel more than better. The things we love most to do is watching some film after school at my house and go to the mall for shopping or dinner together. We promise each other to be honest and never lie.

That's why I called it the happiest momment in my life. Having best friends like thum it's enough for me to be happy, from that i can learn that friendship is the key of having more than one friend and to have fun. I always told myself that i was the luckiest person in this world because i have thum in my life and i thank to God for creating persons like thum. I just can say thank you for being my partner in my life

Moral = Best friends are the one who can always understand you more than anyone else

Second Pretest Sample of the Control Group

Pretest



PERKUMPULAN DHARMAPUTRI

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Nama : Aldo Nicander Iswanto

Kelas / No. : 9D / 2

Mata Pelajaran : Bahasa Inggris

Tanggal : 26 Februari 2015


Ulangan Semester :

Nilai :

My Best Day Because Some Ball

One day my parents and I go to supermarket for buy some vegetables and fish. I go to the supermarket by car. My parents take the trolley and go to search vegetables and fish what they want. In the same time I see a very nice basketball. I ask to my father "can I have that basketball" and my Father say no. I'm very sad and I say again to my Father "I will buy that basketball with my money". After think my father agreed. I'm very happy have a new basketball. In home I play basketball always and be a good basketball player.

Second Posttest Sample of the Control Group



PERKUMPULAN DHARMAPUTRI
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Nama : Aldo Nicander (Subanto) Mata Pelajaran : Bahasa Inggris

Kelas / No. : 9D / 2 Tanggal : 23 Maret 2015

Ulangan Semester :
 Nilai :

My Happiest Moment

Someday when I'm play playstation in my bedroom my mother stream call my name. Then I'm go outside and meet my mom. My mom told me for go to the market for buy some vegetables. My mom gave me Fifty thousand rupiahs. Then I go to my bedroom for turn off my playstation and change a clothes.


I go to the market by motorcycle. the market not too far from my house, but in this hot afternoon I'm lazy for walk to the supermarket. After I come in the market I'm feel the cold sensation. It makes me happy because I hate warm. First I do in this market I take a trolley and go to the big opened refrigerator, in there have a many vegetables. First I search carrot and take one kilos of carrot, then I take cabbage, some chili, a sach of black pepper, a sach of salt, sugar, tomato, and a big watermelon. Then after my mom greeting was complete, I go to the food counter for buy some food and drink cause I'm hungry. I buy some fried rice and lemon juice. After eat I continue walk in the market for search noodles.

When I search where is the noodles I see a very nice basketball. I see how much is it and the ball is one hundred thousand rupiahs, I want buy it but I not bring many money. Then I search the noodles and found it. I take it and go to the cashier for pay. After pay I go back to home. In home I gave the things what I buy to my mom and tell her if in that supermarket was have a very nice basketball. I want buy it but I don't have money. Then my mom give me a challenge. If you will study hard and get a nice score in other test you will got that basketball. I'm agreed with my mom challenge. I have a english test tomorrow so I go to my bedroom for study hard. tomorrow in school I do my test good. When my teacher give the score, I get ninety and I was very happy. After I go to home I give that test to my mom and promise will get a nice score in every test and will study hard. My mom trust me and give me a money for buy a basketball what I want.

I go to market fast and search that basketball. After I see that basketball I take it and go to the cashier for pay. I'm very happy. I go home and show my new basketball to my mom. And I go to my bedroom and take my basketball in near my study place for give me a challenge if want something we must struggle. In next time ^{test} I'm always get a nice score and make my ~~test~~ rank up. I'm very happy with myself now after I struggle hard.

Third Posttest Sample of the Control Group

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PERKUMPULAN DHARMAPUTRI

SMP KATOLIK STELLA MARIS

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Nama : Yasue Gratia N. M. Mata Pelajaran : B. Inggris

Kelas / No. : 9D / 25 Tanggal : 23 Maret 2018.

Ulangan Semester : II

Nilai : _____

The Happiest Day Ever.

4 years ago, I wanted a puppy really bad. I saw them on youtube and I fell in love with them. I really love ~~mini pomeranian dog~~ ^{my} They are so cute. It was happen when I was 12 years old, I was in 6 grade of elementary school. It was a pretty hot day that time. My sister surprised me with a puppy.


Even if its not a pomeranian, I love them. She is a girl, she is mixed by German sheperd with a pomeranian, so basically she's cute. Her name is Hachi Nobe, her name is Japanese, my dad gave her that name. Which is her name means "Hachi which famous in 8 nations." I was co-excited that time, and I was almost crying and screaming that time.

I play with her everytime I got back from school. She is so happy. But one time, she bit me on my hand, it was bleeding and painfull. I was a bit mad at her, but she is so cute, I can't even mad at her for a long time, her face is too cute. But it still painful.

But I realized that it was my fault, because I touched her on a wrong part of her. So, she feels attacked and she bit me. It wasn't hurt anymore. But don't you ever disturb your dogs when they fall asleep, they will bite you. But if you treat them well, they will be thegrea
greatest Pet in the world.

Fourth Pretest Sample of the Control Group

Pretest



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Nama : Cita Marsha

Kelas / No. : 9D / 11

Mata Pelajaran : Bhs. Inggris

Tanggal : 27 Februari 2015

Ulangan Semester : II

Nilai :


" Bali holiday "

On holiday's christmas, i'm always in my bedroom. i'm always eat, playing a some game, watching TV, sleep, read novel. It's make me so bored. And i can't do something. i wish i can do something or holiday with my family.

When my daddy was coming home, he said about he, my family, and i were going to holiday in Bali. We're so excited. We're going to Bali two days again. And in the evening we start to prepare clothes food, and everything. i can't waiting that day. i'm Very-very happy.

But tomorrow in the morning, my daddy get a calling from his boss. My daddy tell we're not going to Bali tomorrow. He very busy. And we're so dissapointed.

Fourth Posttest Sample of the Control Group



TOTA CHRISTI PER MARIAM

PERKUMPULAN DHARMAPUTRI
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Nama : Cita MV

Kelas / No. : 9D / 11

Mata Pelajaran : Bhs. Inggris

Tanggal : 30 Maret 2015

Ulangan Semester : II

Nilai :

"Holiday's at Bali"

On holiday's christmas, i'm always in my bedroom. And did something like ate, played a some game, watching TV, sleeped, reading novel and more. I'm did like that, always and always. It's make me so bored. I thinked i can't do something. I wish i can do something or go vacatron with my family on this holiday.


When my daddy was come at home, he said about we're going to holiday at Bali. Me and my family so excited. We're going to the Bali two days again. And in the evening we were started to prepare clotchor, food and everything we need. I can't waiting that day. I was very - very happy and happy.

The next day in the morning, my daddy got a called from his boss. My daddy told to the me, we're not going to Bali tommorow. I felt broken heart, drissapointed. Then i told this situation to my mom. My mom said we must be patient. Because daddy was very - very busy, we must understand his job condition. I said, i did.

But in the afternoon, when my daddy was at home. He has a good news. Usaid, "What? ... tell me! ... what happen?". He smiled. I can't not waiting what he said. He yelled, "We are going to the Bali, tommorow! Yey!". Oh my God i'm so happy. Happy very much. I can't waiting for tommorow! I will going to the Bali. Yey!!!

Fifth Pretest Sample of the Control Group

Pretest!



PERKUMPULAN DHARMAPUTRI
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Nama : Jessica Inez Yaucob Mata Pelajaran : Bhs. Inggris

Kelas / No. : 9P/16 Tanggal : Jumat, 27/2-15

Ulangan Semester : II

Nilai : _____

"22"

My name is Jessica. I am 15 years old. I was staying at Surabaya since 12 years old. Since 12 until 15 years old, I like someone named Michael. He is a good boy; he like playing basketball. I am very glad of him, because he is very cool, cute, and famous boy in my school. Everyday, I look him playing basketball. But, he doesn't know. I like him and I hope he feel the same way. I would to have him. But that's the impossible thing.


One day, I was looking for his pin number and I found it. Then I chat him. I say "hello, Michael" and he say "hello Jessica". I was very happy to see the chat. He was very lovely. Then, I try to make he like me. Although hard, I won't give up on him. And I did it. He likes me. I am very happy.

But one day, I was surprised to hear that Michael have a relationship with someone else. I was very sad, disappointed, and angry. But I try to be patient. Then, I try to forget him. But I can't. It's hard to be forget him. No choice again. And I choose to waiting for him. It's hurt. Everyday, look him with his girlfriend. But I know one day I will be his someone special. Six month past away, I still likes him. And I hear Michael was end his relationship. I was happy but I don't think he likes me again. I just can hope it.

On 22 february, I was surprised. Michael tell me that he loves me. That's why he end his relationship. I was happy to hear that. And then, his mine. Thank god, I was very happy.

(don't give up).

Fifth Posttest Sample of the Control Group

 <p>TOTA CHRISTI PER MARIAM</p>	JALAN TEMBAAN 18-22 SURABAYA TELEPON 031-3552621 FAX : 031-3558363 http://www.smpkatolikstellamaris.com e-mail : smpk_stellma@yahoo.com	
	Nama : Jessica Inez y.	Mata Pelajaran : Bhs. Inggris.
	Kelas / No. : 90/16	Tanggal : Senin, 23/3-15
		Ulangan Semester : II
		Nilai :

"22"
<p style="text-align: right;">Staying</p> <p>My name is Jessica. I am 15 years old. I was stayed in Surabaya since 12 years old. Since 12 until 15 years old, I was liked someone name Michael. He is a good boy. He likes playing basketball. I am very glad of him, because he is very cute, cool, and famous boy in my school. Everyday, I look him was playing basketball. But, he doesn't know. I like him and I hope he feel the same way. I would to have him. But that's the impossible thing I've ever think.</p> <p>One day, I was looking for his pin number. My friend was help me to get his pin number. and I got it. Then I chat him. I say "hello Michael. I am Jessica. I would be your friend" and he say "hello Jessica. I am very happy to have a new friend". I was so supnsed to see that chat. He was very lovely to me. Then, I try to make him to like me. Although hard, I won't give up on him. And I did it. He likes me. I am very happy. Longtime we was very near and it like a more than friend I think. But I was very tired because he never told me what he feel.</p> <p>But one day, I was suprsied to hear that Michael have a relationship with someone else. I don't know how I feel to hear that news. I was very saded, disapiointed, and angried. But I try to be patient. Then I try to forget him. Longtime I was tried to forget him. But, I can't. It's so hard to forget him. No choice again. And I choose to waiting for him. It's hurt to look him with his girlfriend. But I am sure that one day I would be his girlfriend or someone special. Six month past away, I still waiting for him. And I hear that Michael was ended his relationship. I was very happy but there is one thing I've never got. I don't think he can could likes me again. I just can hope it can be.</p> <p>On 22 february, I was suprsied. Michael was told me that he loves me. That's why he end his relationship. I was very glad, happy to hear that. And then, his mine. It's like a dream come true. Thank you God, I was very happy. Now, I never give up for what I want.</p> <p>(Don't give up)</p>

Ukir Prestasi Anak Hati Nurani