APPENDIX A

The score of Pre-Test and Post-Test by the Students of Experimental Group

No.	Initial Names	Pre-Test (T1)	Post-Test (T2)
1	AF	50	77
2	BTD	68	67
3	FAP	60	77
4	FR	73	79
5	FAH	60	62
6	LD	78	86
7	MF	28	76
8	MIP	55	67
9	MR	65	76
10	MTP	67	81
11	PH	75	80
12	RA	66	85
13	RAR	65	80
14	RK	69	79
15	RW	71	77
16	SWW	62	78
17	UAS	60	80
18	UN	72	88
19	VP	85	90
20	WA	70	83
21	WY	52	79
Total		**Σ_{T1} = 1351**	**Σ_{T2} = 1647**
Mean		**$\overline{X}$ = 64,33**	**$\overline{X}$ = 78,43**

Pre-test:

$$\overline{X} = \frac{\sum T1}{n}$$

$$\overline{X} = \frac{1351}{21}$$

$$\overline{X} = 64{,}33$$

Post-test:

$$\overline{X} = \frac{\sum T2}{n}$$

$$\overline{X} = \frac{1617}{21}$$

$$\overline{X} = 78{,}43$$

APPENDIX B

The score of Pre-Test and Post-Test by the Students of Control Group

No.	Initial Names	Pre-Test (T1)	Post-Test (T2)
1	AHN	76	78
2	AHS	50	60
3	ASS	39	45
4	CC	69	71
5	FA	54	57
6	MAA	57	57
7	MAP	75	58
8	MFR	53	55
9	MFS	57	61
10	MHRP	40	50
11	MR	40	63
12	MRF	70	63
13	MRTN	55	74
14	NAA	47	59
15	R	72	75
16	RKA	60	63
17	RNR	62	58
18	SA	67	70
19	SH	93	86
20	*SK*	60	68
21	SKD	65	67
22	VS	40	50
23	WKA	65	66
24	ZZK	85	89
Total		**Σ_{T1} =1451**	**Σ_{T2} = 1543**
Mean		**$\overline{X}$ = 60,46**	**$\overline{X}$ = 64,30**

Pre-test:

$$\overline{X} = \frac{\sum T1}{N}$$

$$\overline{X} = \frac{1451}{24}$$

$$\overline{X} = 60{,}46$$

Post-test:

$$\overline{X} = \frac{\sum T2}{N}$$

$$\overline{X} = \frac{1543}{24}$$

$$\overline{X} = 64{,}30$$

APPENDIX C

The Reliability of the Test

No.	Name	Rater 1 (X)	X^2	Rater 2 (Y)	Y^2	(X×Y)
1	CH	66	4356	70	4900	4620
2	AS	66	4356	73	5329	4818
3	DD	72	5184	82	6724	5904
4	EL	44	1936	47	2209	2068
5	FHN	50	2500	74	5476	3700
6	JH	60	3600	65	4225	3900
7	JS	72	5184	78	6084	5616
8	MFR	66	4356	70	4900	4620
9	MRA	63	3969	66	4356	4158
10	RH	72	5184	78	6084	5616
11	SN	60	3600	67	4489	4020
12	SLZ	75	5625	74	5476	5550
13	SAE	72	5184	76	5776	5472
14	TV	81	6561	86	6889	6966
15	IA	75	5625	78	6084	5850
16	RP	72	5184	77	5929	5544
17	WA	44	1936	51	2601	2244
18	YK	80	6400	79	6241	6320
19	ZD	86	7396	88	7744	7568
20	ZL	76	5776	80	6400	6080
21	UN	55	3025	62	3844	3410
Total		**1407**	**96937**	**1521**	**111760**	**104044**

From the table above, the data obtained were as following:

$\sum X = 1407$ $\sum Y = 1521$

$\sum X^2 = 96937$ $\sum Y^2 = 111760$

$\sum XY = 104044$ $N = 21$

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{21(104044) - (1407)(1521)}{\sqrt{\{21(96937) - (1407)^2\}\{21(111760) - (1521)^2\}}}$$

$$r_{xy} = \frac{2184924 - 2140047}{\sqrt{\{2035677 - 1979649\}\{2346960 - 2313441\}}}$$

$$r_{xy} = \frac{34877}{\sqrt{\{56028\}\{33519\}}} = \frac{34877}{\sqrt{1878002532}}$$

$$r_{xy} = \frac{34877}{43335{,}92} = 0{,}8$$

APPENDIX D

Test for Distribution of Frequency in Experimental Group

A. Test for Distribution of Frequency of Pre-test in Experimental Group

x_1	f	fx_1	$x_1 - \bar{x}$	$(x_1 - \bar{x})^2$	$f(x_1 - \bar{x})^2$
28	1	28	-36,33	1319,869	1319,87
50	1	50	-14,33	205,3489	205,349
52	1	52	-12,33	152,0289	152,029
55	1	55	-9,33	87,0489	87,0489
60	3	180	-4,33	18,7489	56,2467
62	1	62	-2,33	5,4289	5,4289
65	2	130	0,67	0,4489	0,8978
66	1	66	1,67	2,7889	2,7889
67	1	67	2,67	7,1289	7,1289
68	1	68	3,67	13,4689	13,4689
69	1	69	4,67	21,8089	21,8089
70	1	70	5,67	32,1489	32,1489
71	1	71	6,67	44,4889	44,4889
72	1	72	7,67	58,8289	58,8289
73	1	73	8,67	75,1689	75,1689
75	1	75	10,67	113,8489	113,849
78	1	78	13,67	186,8689	186,869
85	1	85	20,67	427,2489	427,249
$\bar{x} = 64{,}33$	$N_1 = 21$	$\Sigma = 1351$	$\Sigma = 8{,}06$	$\Sigma = 2772{,}72$	$\Sigma = 2810{,}67$

1. Mean of Pre-test in Experimental Group

Where: $N_1 = 21$

$\Sigma f x_1 = 1351$

$$Mx_1 = \frac{\sum f x_1}{N_1}$$

$$Mx_1 = \frac{1351}{21}$$

$$Mx_1 = 64{,}33$$

2. Standard Deviation

Where: $\sum f(x_1 - \bar{x})^2 = 2810{,}669$

$N_1 = 21$

$$SD_{x_1} = \sqrt{\frac{\sum f(x_1 - \bar{x})^2}{N_1}}$$

$$SD_{x_1} = \sqrt{\frac{2810{,}67}{21}}$$

$$SD_{x_1} = \sqrt{133{,}84}$$

$$SD_{x_1} = 11{,}57$$

3. Standard Error

Where: $SD_{x_1} = 11{,}57$

$$SE_{MX_1} = \frac{SD_{x_1}}{\sqrt{N_1 - 1}}$$

$$SE_{MX_1} = \frac{11{,}57}{\sqrt{21 - 1}}$$

$$SE_{MX_1} = \frac{11{,}57}{\sqrt{20}}$$

$$SE_{MX_1} = \frac{11{,}57}{4{,}47}$$

$$SE_{MX_1} = 2{,}58$$

B. Test for Distribution of Frequency of Post-test in Experimental Group

x_2	f	fx_2	$x_2 - \overline{x}$	$(x_2 - \overline{x})^2$	$f(x_2 - \overline{x})^2$
62	1	62	16,43	269,945	269,9449
67	2	134	11,43	130,645	261,2898
76	2	152	2,43	5,9049	11,8098
77	3	231	1,43	2,0449	6,1347
78	1	78	0,43	0,1849	0,1849
79	3	237	-0,57	0,3249	0,9747
80	3	240	-1,57	2,4649	7,3947
81	1	81	-2,57	6,6049	6,6049
83	1	83	-4,57	20,8849	20,8849
85	1	85	-6,57	43,1649	43,1649
86	1	86	-7,57	57,3049	57,3049
88	1	88	-9,57	91,5849	91,5849
90	1	90	-11,57	133,865	133,8649
$\overline{x} = 78,43$	$N_1 = 21$	$\Sigma = 1647$	$\Sigma = -12,41$	$\Sigma = 764,92$	$\Sigma = 911,14$

1. Mean of Post-test in Experimental Group

Where: $N_2 = 21$

$\Sigma f x_2 = 1647$

$$Mx_2 = \frac{\sum f x_2}{N_2}$$

$$Mx_2 = \frac{1647}{21}$$

$$Mx_2 = 78,43$$

2. Standard Deviation

Where: $\Sigma f(x_2 - \bar{x})^2 = 911{,}14$

$$SD_{x_2} = \sqrt{\frac{\Sigma f(x_2 - \bar{x})^2}{N_2}}$$

$$SD_{x_2} = \sqrt{\frac{911{,}14}{21}}$$

$$SD_{x_2} = \sqrt{43{,}38}$$

$$SD_{x_2} = 6{,}58$$

3. Standard Error

Where: $SD_{x_2} = 6{,}58$

$$SE_{MX_2} = \frac{SD_{x_2}}{\sqrt{N_1 - 1}}$$

$$SE_{MX_2} = \frac{6{,}58}{\sqrt{21-1}}$$

$$SE_{MX_2} = \frac{6{,}58}{\sqrt{20}}$$

$$SE_{MX_2} = \frac{6{,}58}{4{,}47}$$

$$SE_{MX_2} = 1{,}47$$

APPENDIX E

Test for Distribution of Frequency in Control Group

A. Test for Distribution of Frequency of Pre-test in Control Group

y_1	f	fy_1	$y_1 - \overline{x}$	$(y_1 - \overline{x})^2$	$f(y_1 - \overline{x})^2$
39	1	39	-18,46	340,7716	340,7716
40	3	120	-17,46	304,8516	914,5548
47	1	47	-10,46	109,4116	109,4116
50	1	50	-7,46	55,6516	55,6516
53	1	53	-4,46	19,8916	19,8916
54	1	54	-3,46	11,9716	11,9716
55	1	55	-2,46	6,0516	6,0516
57	2	114	-0,46	0,2116	0,4232
60	2	120	2,54	6,4516	12,9032
62	1	62	4,54	20,6116	20,6116
65	2	130	7,54	56,8516	113,7032
67	1	67	9,54	91,0116	91,0116
69	1	69	11,54	133,1716	133,1716
70	1	70	12,54	157,2516	157,2516
72	1	72	14,54	211,4116	211,4116
75	1	75	17,54	307,6516	307,6516
76	1	76	18,54	343,7316	343,7316
85	1	85	27,54	758,4516	758,4516
93	1	93	35,54	1263,092	1263,092
$\overline{x} = 57,46$	$N_1 = 24$	$\Sigma = 1451$	$\Sigma = 97,26$	$\Sigma = 758,45$	$\Sigma = 4871,72$

a. Mean of Pre-test in Control Group

Where: $N_1 = 24$

$\Sigma f y_1 = 1451$

$$My_1 = \frac{\Sigma f y_1}{N_1}$$

$$My_1 = \frac{1451}{24}$$

$$My_1 = 57,46$$

b. Standard Deviation

Where: $\Sigma f\,(y_1 - \bar{x})^2 = 4871{,}72$

$N_1 = 24$

$$SD_{y_1} = \sqrt{\frac{\Sigma f(y_1 - \bar{x})^2}{N_1}}$$

$$SD_{y_1} = \sqrt{\frac{4871{,}72}{24}}$$

$$SD_{y_1} = \sqrt{202{,}98}$$

$$SD_{y_1} = 14{,}24$$

c. Standard Error

Where: $SD_{y_1} = 14{,}24$

$N_1 = 24$

$$SE_{My_1} = \frac{SD_{y_1}}{\sqrt{N_1 - 1}}$$

$$SE_{My_1} = \frac{14{,}24}{\sqrt{24 - 1}}$$

$$SE_{My_1} = \frac{14{,}24}{\sqrt{23}}$$

$$SE_{My_1} = \frac{14{,}24}{4{,}80}$$

$$SE_{My_1} = 2{,}96$$

B. Test for Distribution of Frequency of Post-test in Control Group

y_2	f	fy_2	$y_2 - \bar{x}$	$(y_2 - \bar{x})^2$	$f(y_2 - \bar{x})^2$
45	1	45	-19,3	372,49	372,49
50	2	100	-14,3	204,49	408,98
55	1	55	-9,3	86,49	86,49
57	2	114	-7,3	53,29	106,58
58	2	116	-6,3	39,69	79,38
59	1	59	-5,3	28,09	28,09
60	1	60	-4,3	18,49	18,49
61	1	61	-3,3	10,89	10,89
63	3	189	-1,3	1,69	5,07
66	1	66	1,7	2,89	2,89
67	1	67	2,7	7,29	7,29
68	1	68	3,7	13,69	13,69
70	1	70	5,7	32,49	32,49
71	1	71	6,7	44,89	44,89
74	1	74	9,7	94,09	94,09
75	1	75	10,7	114,49	114,49
78	1	78	13,7	187,69	187,69
86	1	86	21,7	470,89	470,89
89	1	89	24,7	610,09	610,09
$\bar{x} = 64{,}30$	$N_1 = 24$	$\Sigma = 1543$	$\Sigma = 30{,}3$	$\Sigma = 2394{,}11$	$\Sigma = 2694{,}96$

a. Mean of Post-test in Control Group

Where: $\Sigma f y_2 = 1543$

$N_2 = 24$

$$My_2 = \frac{\sum f y_2}{N_2}$$

$$My_2 = \frac{1543}{24}$$

$$My_2 = 64{,}30$$

b. Standard Deviation

Where: $\Sigma f\,(y_2\text{-}\,\bar{x})^2 = 2694{,}96$

$N_2 = 24$

$$SD_{y_2} = \sqrt{\frac{\Sigma f {y_2}^2}{N_2}}$$

$$SD_{y_2} = \sqrt{\frac{2694{,}96}{24}}$$

$$SD_{y_2} = \sqrt{112{,}29}$$

$$SD_{y_2} = 10{,}59$$

c. Standard Error

Where: $SD_{y_2} = 10{,}59$

$N_2 = 24$

$$SE_{My_2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$SE_{My_2} = \frac{10{,}59}{\sqrt{24-1}}$$

$$SE_{My_2} = \frac{10{,}59}{\sqrt{23}}$$

$$SE_{My_1} = \frac{10{,}59}{4{,}80}$$

$$SE_{My_1} = 2{,}20$$

APPENDIX F

Testing Normality

A. Testing Normality of Post-test in Experimental Group

x_i	f	Σf	Zi	$f(Zi)$	$S(Zi)$	$\lvert f(Zi) - S(Zi) \rvert$
62	1	1	-2,49696	0,00539	0,047619	0,04223
67	2	3	-1,73708	0,04006	0,142857	0,1028
76	2	5	-0,3693	0,36317	0,238095	0,125075
77	3	8	-0,21733	0,40129	0,380952	0,020338
78	1	9	-0,06535	0,44038	0,428571	0,011809
79	3	12	0,086626	0,51994	0,571429	0,05149
80	3	15	0,238602	0,55962	0,714286	0,15467
81	1	16	0,390578	0,63683	0,761905	0,12508
83	1	17	0,694529	0,74215	0,809524	0,06737
85	1	18	0,99848	0,82894	0,857143	0,0282
86	1	19	1,150456	0,85314	0,904762	0,05162
88	1	20	1,454407	0,91149	0,952381	0,04089
90	1	21	1,758359	0,95053	1	0,04947
$L_o = 0,15$						
$L_t = 0,19$ $(\alpha = 0,05$ & $N = 21)$						
Normal Distribution $(L_{observed} < L_{table})$						

Where: $\sum fx = 1647$

$N = 21$

$$\overline{X} = \frac{\sum fx}{N}$$

$$\overline{X} = \frac{1647}{21}$$

$$\overline{X} = 78,43$$

1. Standard Deviation

From previous table the Standard Deviation can be formulated as follows:

Where: $\Sigma f(x_2 - \bar{x})^2 = 911{,}14$

$$SD_{x_2} = \sqrt{\frac{\Sigma f(x_2 - \bar{x})^2}{N_2}}$$

$$SD_{x_2} = \sqrt{\frac{911{,}14}{21}}$$

$$SD_{x_2} = \sqrt{43{,}38}$$

$$SD_{x_2} = 6{,}58$$

2. Transformation of numbers to notation of the normal distribution

Where: x_i = 62

$\bar{x}$ = 78,43

$SD_{x_2} = 6{,}58$

$$Zi = \frac{x_i - \bar{x}}{SD_{x_2}}$$

$$Zi = \frac{62 - 78{,}43}{6{,}58}$$

$$Zi = \frac{-16{,}43}{6{,}58}$$

$$Zi = -2{,}49$$

3. Empirical cumulative probability

Where: $\Sigma f = 1$

$N_1 = 21$

$$S(Zi) = \frac{\Sigma f}{N}$$

$$S(Zi) = \frac{1}{21}$$

$$S(Zi) = 0{,}05$$

4. Cumulative proportion of area of a normal curve based notation of Zi

$$F(Zi) = \text{-}2{,}49696 \rightarrow 0{,}00539$$

5. $L_{observed}$ Maximum Value from $|f(Zi) - S(Zi)|$

$L_o = 0{,}15$

6. L_{table} was gained from Liliefors table

$L_t = 0{,}19$ ($\alpha = 0{,}05$ & $N = 21$)

Sample Size (N)	Significance Level (α)				
	0,01	0,05	0,10	0,15	0,20
...	...	...	...	...	...
20	0,231	0,194	0,180	0,172	0,736
21	0,225	0,189	0,176	0,168	0,736
22	0,220	0,185	0,172	0,164	0,736

B. Testing Normality of Post-test in Control Group

y_i	f	Σf	Zi	$f(Zi)$	$S(Zi)$	$\lvert f(Zi) - S(Zi) \rvert$
45	1	1	-1,8224	0,03216	0,041667	0,00951
50	2	3	-1,3503	0,08851	0,125	0,03649
55	1	4	-0,8781	0,19766	0,166667	0,030993
57	2	6	-0,6893	0,22663	0,25	0,02337
58	2	8	-0,5949	0,25785	0,333333	0,07548
59	1	9	-0,5004	0,29116	0,375	0,08384
60	1	10	-0,4060	0,32636	0,416667	0,09031
61	1	11	-0,3116	0,36317	0,458333	0,09516
63	3	14	-0,1227	0,44038	0,583333	0,14295
66	1	15	0,1605	0,51994	0,625	0,10506
67	1	16	0,2549	0,55962	0,666667	0,10705
68	1	17	0,3493	0,59871	0,708333	0,10962
70	1	18	0,5382	0,67364	0,75	0,07636
71	1	19	0,6326	0,70884	0,791667	0,08283
74	1	20	0,9159	0,80234	0,833333	0,03099
75	1	21	1,0103	0,82894	0,875	0,04606
78	1	22	1,2936	0,89435	0,916667	0,02232
86	1	23	2,0491	0,97441	0,958333	0,016077
89	1	24	2,3323	0,98778	1	0,01222
$L_o = 0{,}142$						
$L_t = 0{,}177\ (\alpha = 0{,}05\ \&\ N = 24)$						
Normal Distribution $(L_{observed} < L_{table})$						

Where: $\sum fx = 1543$

$N = 24$

$$\overline{X} = \frac{\sum fx}{N}$$

$$\overline{X} = \frac{1543}{24}$$

$$\overline{X} = 64{,}30$$

1. Standard Deviation

From previous table the Standard Deviation can be formulated as follows:

Where: $\Sigma f\,(y_2 - \bar{x})^2 = 2694{,}96$

$N_2 = 24$

$$SD_{y_2} = \sqrt{\frac{\Sigma f {y_2}^2}{N_2}}$$

$$SD_{y_2} = \sqrt{\frac{2694{,}96}{24}}$$

$$SD_{y_2} = \sqrt{112{,}29}$$

$$SD_{y_2} = 10{,}59$$

2. Transformation of numbers to notation of the normal distribution

Where: $y_i = 45$

$\bar{x} = 64{,}30$

$SD_{y_2} = 10{,}59$

$$Zi = \frac{y_i - \bar{x}}{SD_{x_2}}$$

$$Zi = \frac{45 - 64{,}30}{10{,}59}$$

$$Zi = \frac{-19{,}30}{10{,}59}$$

$$Zi = -1{,}82$$

3. Empirical cumulative probability

Where: $\Sigma f = 1$

$N_1 = 24$

$$S(Zi) = \frac{\Sigma f}{N}$$

$$S(Zi) = \frac{1}{24}$$

$$S(Zi) = 0{,}04$$

4. Cumulative proportion of area of a normal curve based notation of Zi

$$F(Zi) = \text{-}1{,}8224 \rightarrow 0{,}03216$$

5. $L_{observed}$ Maximum Value from $|f(Zi) - S(Zi)|$

$L_o = 0{,}142$

6. L_{table} was gained from Liliefors table

$L_t = 0{,}177$ ($\alpha = 0{,}05$ & $N = 24$)

Sample Size (N)	Significance Level (α)				
	0,01	0,05	0,10	0,15	0,20
...	...	...	...	...	...
23	0,215	0,181	0,168	0,160	0,736
24	0,210	0,177	0,164	0,157	0,736
25	0,206	0,173	0,161	0,154	0,736

APPENDIX G

Z Table

Probability content 0,00 to Z

Z	0,00	0,01	0,02	0,03	0,04	0,05	0,06	0,07	0,08	0,09
-3,10	0,00097	0,00094	0,00090	0,00087	0,00084	0,00082	0,00079	0,00076	0,00074	0,00071
-3,00	0,00135	0,00131	0,00126	0,00122	0,00118	0,00114	0,00111	0,00107	0,00104	0,00100
-2,40	0,00820	0,00798	0,00776	0,00755	0,00734	0,00714	0,00695	0,00676	0,00657	0,00639
-2,30	0,01072	0,01044	0,01017	0,00990	0,00964	0,00939	0,00914	0,00889	0,00866	0,00842
-2,20	0,01390	0,01355	0,01321	0,01287	0,01255	0,01222	0,01191	0,01160	0,01130	0,01101
-2,10	0,01786	0,01743	0,01700	0,01659	0,01618	0,01578	0,01539	0,01500	0,01463	0,01426
-2,00	0,02275	0,02222	0,02169	0,02118	0,02068	0,02018	0,01970	0,01923	0,01876	0,01831
-1,90	0,02872	0,02807	0,02743	0,02680	0,02619	0,02559	0,02500	0,02442	0,02385	0,02330
-1,80	0,03593	0,03515	0,03438	0,03362	0,03288	0,03216	0,03144	0,03074	0,03005	0,02938
-1,70	0,04457	0,04363	0,04272	0,04182	0,04093	0,04006	0,03920	0,03836	0,03754	0,03673
-1,60	0,05480	0,05370	0,05262	0,05155	0,05050	0,04947	0,04846	0,04746	0,04648	0,04551
-1,50	0,06681	0,06552	0,06426	0,06301	0,06178	0,06057	0,05938	0,05821	0,05705	0,05592
-1,40	0,08076	0,07927	0,07780	0,07636	0,07493	0,07353	0,07215	0,07078	0,06944	0,06811
-1,30	0,09680	0,09510	0,09342	0,09176	0,09012	0,08851	0,08691	0,08534	0,08379	0,08226
-1,20	0,11507	0,11314	0,11123	0,10935	0,10749	0,10565	0,10383	0,10204	0,10027	0,09853
-1,10	0,13567	0,13350	0,13136	0,12924	0,12714	0,12507	0,12302	0,12100	0,11900	0,11702
-1,00	0,15866	0,15625	0,15386	0,15151	0,14917	0,14686	0,14457	0,14231	0,14007	0,13786
-0,90	0,18406	0,18141	0,17879	0,17619	0,17361	0,17106	0,16853	0,16602	0,16354	0,16109
-0,80	0,21186	0,20897	0,20611	0,20327	0,20045	0,19766	0,19489	0,19215	0,18943	0,18673
-0,70	0,24196	0,23885	0,23576	0,23270	0,22965	0,22663	0,22363	0,22065	0,21770	0,21476
-0,60	0,27425	0,27093	0,26763	0,26435	0,26109	0,25785	0,25463	0,25143	0,24825	0,24510
-0,50	0,30854	0,30503	0,30153	0,29806	0,29460	0,29116	0,28774	0,28434	0,28096	0,27760
-0,40	0,34458	0,34090	0,33724	0,33360	0,32997	0,32636	0,32276	0,31918	0,31561	0,31207
-0,30	0,38209	0,37828	0,37448	0,37070	0,36693	0,36317	0,35942	0,35569	0,35197	0,34827
-0,20	0,42074	0,41683	0,41294	0,40905	0,40517	0,40129	0,39743	0,39358	0,38974	0,38591
-0,10	0,46017	0,45620	0,45224	0,44828	0,44433	0,44038	0,43644	0,43251	0,42858	0,42465
0,00	0,50000	0,49601	0,49202	0,48803	0,48405	0,48006	0,47608	0,47210	0,46812	0,46414
0,10	0,53983	0,53586	0,53188	0,52790	0,52392	0,51994	0,51595	0,51197	0,50798	0,50399
0,20	0,57926	0,57535	0,57142	0,56749	0,56356	0,55962	0,55567	0,55172	0,54776	0,54380
0,30	0,61791	0,61409	0,61026	0,60642	0,60257	0,59871	0,59483	0,59095	0,58706	0,58317
0,40	0,65542	0,65173	0,64803	0,64431	0,64058	0,63683	0,63307	0,62930	0,62552	0,62172
0,50	0,69146	0,68793	0,68439	0,68082	0,67724	0,67364	0,67003	0,66640	0,66276	0,65910
0,60	0,72575	0,72240	0,71904	0,71566	0,71226	0,70884	0,70540	0,70194	0,69847	0,69497
0,70	0,75804	0,75490	0,75175	0,74857	0,74537	0,74215	0,73891	0,73565	0,73237	0,72907
0,80	0,78814	0,78524	0,78230	0,77935	0,77637	0,77337	0,77035	0,76730	0,76424	0,76115
0,90	0,81594	0,81327	0,81057	0,80785	0,80511	0,80234	0,79955	0,79673	0,79389	0,79103

1,00	0,84134	0,83891	0,83646	0,83398	0,83147	0,82894	0,82639	0,82381	0,82121	0,81859
1,10	0,86433	0,86214	0,85993	0,85769	0,85543	0,85314	0,85083	0,84849	0,84614	0,84375
1,20	0,88493	0,88298	0,88100	0,87900	0,87698	0,87493	0,87286	0,87076	0,86864	0,86650
1,30	0,90320	0,90147	0,89973	0,89796	0,89617	0,89435	0,89251	0,89065	0,88877	0,88686
1,40	0,91924	0,91774	0,91621	0,91466	0,91309	0,91149	0,90988	0,90824	0,90658	0,90490
1,50	0,93319	0,93189	0,93056	0,92922	0,92785	0,92647	0,92507	0,92364	0,92220	0,92073
1,60	0,94520	0,94408	0,94295	0,94179	0,94062	0,93943	0,93822	0,93699	0,93574	0,93448
1,70	0,95543	0,95449	0,95352	0,95254	0,95154	0,95053	0,94950	0,94845	0,94738	0,94630
1,80	0,96407	0,96327	0,96246	0,96164	0,96080	0,95994	0,95907	0,95818	0,95728	0,95637
1,90	0,97128	0,97062	0,96995	0,96926	0,96856	0,96784	0,96712	0,96638	0,96562	0,96485
2,00	0,97725	0,97670	0,97615	0,97558	0,97500	0,97441	0,97381	0,97320	0,97257	0,97193
2,10	0,98214	0,98169	0,98124	0,98077	0,98030	0,97982	0,97932	0,97882	0,97831	0,97778
2,20	0,98610	0,98574	0,98537	0,98500	0,98461	0,98422	0,98382	0,98341	0,98300	0,98257
2,30	0,98928	0,98899	0,98870	0,98840	0,98809	0,98778	0,98745	0,98713	0,98679	0,98645
2,40	0,99180	0,99158	0,99134	0,99111	0,99086	0,99061	0,99036	0,99010	0,98983	0,98956
2,50	0,99379	0,99361	0,99343	0,99324	0,99305	0,99286	0,99266	0,99245	0,99224	0,99202
2,60	0,99534	0,99520	0,99506	0,99492	0,99477	0,99461	0,99446	0,99430	0,99413	0,99396
2,70	0,99653	0,99643	0,99632	0,99621	0,99609	0,99598	0,99585	0,99573	0,99560	0,99547
2,80	0,99744	0,99736	0,99728	0,99720	0,99711	0,99702	0,99693	0,99683	0,99674	0,99664
2,90	0,99813	0,99807	0,99801	0,99795	0,99788	0,99781	0,99774	0,99767	0,99760	0,99752
3,00	0,99865	0,99861	0,99856	0,99851	0,99846	0,99841	0,99836	0,99831	0,99825	0,99819
3,10	0,99903	0,99900	0,99896	0,99893	0,99889	0,99886	0,99882	0,99878	0,99874	0,99869

APPENDIX H

Table of critical values for the Liliefors test for normality

Sample Size (N)	Significance Level (α)				
	0,01	0,05	0,10	0,15	0,20
1	1,031	0,866	0,805	0,768	0,736
2	0,729	0,612	0,569	0,543	0,736
3	0,595	0,500	0,465	0,443	0,736
4	0,516	0,433	0,403	0,384	0,736
5	0,461	0,387	0,360	0,343	0,736
6	0,421	0,354	0,329	0,314	0,736
7	0,390	0,327	0,304	0,290	0,736
8	0,365	0,306	0,285	0,272	0,736
9	0,344	0,289	0,268	0,256	0,736
10	0,326	0,274	0,255	0,243	0,736
11	0,311	0,261	0,243	0,232	0,736
12	0,298	0,250	0,232	0,222	0,736
13	0,286	0,240	0,223	0,213	0,736
14	0,276	0,231	0,215	0,205	0,736
15	0,266	0,224	0,208	0,198	0,736
16	0,258	0,217	0,201	0,192	0,736
17	0,250	0,210	0,195	0,186	0,736
18	0,243	0,204	0,190	0,181	0,736
19	0,237	0,199	0,185	0,176	0,736
20	0,231	0,194	0,180	0,172	0,736
21	0,225	0,189	0,176	0,168	0,736
22	0,220	0,185	0,172	0,164	0,736
23	0,215	0,181	0,168	0,160	0,736
24	0,210	0,177	0,164	0,157	0,736
25	0,206	0,173	0,161	0,154	0,736
26	0,202	0,170	0,158	0,151	0,736
27	0,198	0,167	0,155	0,148	0,736
28	0,195	0,164	0,152	0,145	0,736
29	0,191	0,161	0,149	0,143	0,736
30	0,188	0,158	0,147	0,140	0,736
> 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,866}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

APPENDIX I

Test for Homogeneity of Variance

Test for Homogeneity of Variance of Pre-test in Experimental and Control Group

No.	Pre-test in Experimental (X)	Pre-test Control (Y)	X^2	Y^2	XY
1	50	76	2500	5776	3800
2	68	50	4624	2500	3400
3	60	39	3600	1521	2340
4	73	69	5329	4761	5037
5	60	54	3600	2916	3240
6	78	57	6084	3249	4446
7	28	75	784	5625	2100
8	55	53	3025	2809	2915
9	65	57	4225	3249	3705
10	67	40	4489	1600	2680
11	75	40	5625	1600	3000
12	66	70	4356	4900	4620
13	65	55	4225	3025	3575
14	69	47	4761	2209	3243
15	71	72	5041	5184	5112
16	62	60	3844	3600	3720
17	60	62	3600	3844	3720
18	72	67	5184	4489	4824
19	85	93	7225	8649	7905
20	70	60	4900	3600	4200
21	52	65	2704	4225	3380
22	0	40	0	1600	0
23	0	65	0	4225	0
24	0	85	0	7225	0
$\sum X = 1351$		**$\sum Y = 1451$**	**$\sum X^2 = 89725$**	**$\sum Y^2 = 92381$**	**$\sum XY = 80962$**

$F_o = 2{,}93$

$F_t = 4{,}30$ (df1= 1; df2= 22; α= 0,05)

Homogenous Variance of Sample ($F_{observed} < F_{table}$)

Test for homogeneity of pre-test in experimental group and control group used following formula:

Where: $\sum x^2 = 89725$

$\sum x = 1351$

$n = 24$

$$S_x^2 = \frac{n\sum x^2 - (\sum x)^2}{n(n-1)}$$

$$= \frac{24 \times 89725 - (1351)^2}{24\,(24-1)}$$

$$= \frac{2153400 - 1825201}{552}$$

$$= \frac{328199}{552}$$

$$= 594{,}56\ (The\ Highest\ variance)$$

Where: $\sum y^2 = 92381$

$\sum y = 1451$

$n = 24$

$$S_y^2 = \frac{n\sum y^2 - (\sum y)^2}{n(n-1)}$$

$$= \frac{24 \times 92381 - (1451)^2}{24(24-1)}$$

$$= \frac{2217144 - 2105401}{552}$$

$$= \frac{111743}{552}$$

$$= 202{,}43\ (The\ lowest\ variance)$$

$$F_{observed} = \frac{The\ highest\ variance}{The\ lowest\ variance} = \frac{594{,}56}{202{,}43} = 2{,}93$$

$F_{table} = 4{,}30$

df1 = k-1

df2 = n-k

Where:

df1 = Numerator of first degree of freedom

df2 = Denominator of second degree of freedom

k = Number of variable

n = Number of sample

df1 = 2 - 1 = 1

df2 = 24 - 2 = 22

$F_t = 4{,}30$ (df1= 1; df2= 22; α= 0,05)

F - Distribution ($\alpha = 0.05$ in the Right Tail)

df_2 \ df_1	Numerator Degrees of Freedom							
	2	3	4	5	6	7	8	9
20	3.4928	3.0984	2.8661	2.7109	2.5990	2.5140	2.4471	2.3928
21	3.4668	3.0725	2.8401	2.6848	2.5727	2.4876	2.4205	2.3660
22	3.4434	3.0491	2.8167	2.6613	2.5491	2.4638	2.3965	2.3419
23	3.4221	3.0280	2.7955	2.6400	2.5277	2.4422	2.3748	2.3201
24	3.4028	3.0088	2.7763	2.6207	2.5082	2.4226	2.3551	2.3002

APPENDIX J

F Distribution Table

F - Distribution ($\alpha = 0.05$ in the Right Tail)

df_2 \ df_1	Numerator Degrees of Freedom								
Denominator Degrees of Freedom	1	2	3	4	5	6	7	8	9
1	161.45	199.50	215.71	224.58	230.16	233.99	236.77	238.88	240.54
2	18.513	19.000	19.164	19.247	19.296	19.330	19.353	19.371	19.385
3	10.128	9.5521	9.2766	9.1172	9.0135	8.9406	8.8867	8.8452	8.8123
4	7.7086	6.9443	6.5914	6.3882	6.2561	6.1631	6.0942	6.0410	6.9988
5	6.6079	5.7861	5.4095	5.1922	5.0503	4.9503	4.8759	4.8183	4.7725
6	5.9874	5.1433	4.7571	4.5337	4.3874	4.2839	4.2067	4.1468	4.0990
7	5.5914	4.7374	4.3468	4.1203	3.9715	3.8660	3.7870	3.7257	3.6767
8	5.3177	4.4590	4.0662	3.8379	3.6875	3.5806	3.5005	3.4381	3.3881
9	5.1174	4.2565	3.8625	3.6331	3.4817	3.3738	3.2927	3.2296	3.1789
10	4.9646	4.1028	3.7083	3.4780	3.3258	3.2172	3.1355	3.0717	3.0204
11	4.8443	3.9823	3.5874	3.3567	3.2039	3.0946	3.0123	2.9480	2.8962
12	4.7472	3.8853	3.4903	3.2592	3.1059	2.9961	2.9134	2.8486	2.7964
13	4.6672	3.8056	3.4105	3.1791	3.0254	2.9153	2.8321	2.7669	2.7144
14	4.6001	3.7389	3.3439	3.1122	2.9582	2.8477	2.7642	2.6987	2.6458
15	4.5431	3.6823	3.2874	3.0556	2.9013	2.7905	2.7066	2.6408	2.5876
16	4.4940	3.6337	3.2389	3.0069	2.8524	2.7413	2.6572	2.5911	2.5377
17	4.4513	3.5915	3.1968	2.9647	2.8100	2.6987	2.6143	2.5480	2.4943
18	4.4139	3.5546	3.1599	2.9277	2.7729	2.6613	2.5767	2.5102	2.4563
19	4.3807	3.5219	3.1274	2.8951	2.7401	2.6283	2.5435	2.4768	2.4227
20	4.3512	3.4928	3.0984	2.8661	2.7109	2.5990	2.5140	2.4471	2.3928
21	4.3248	3.4668	3.0725	2.8401	2.6848	2.5727	2.4876	2.4205	2.3660
22	4.3009	3.4434	3.0491	2.8167	2.6613	2.5491	2.4638	2.3965	2.3419
23	4.2793	3.4221	3.0280	2.7955	2.6400	2.5277	2.4422	2.3748	2.3201
24	4.2597	3.4028	3.0088	2.7763	2.6207	2.5082	2.4226	2.3551	2.3002
25	4.2417	3.3852	2.9912	2.7587	2.6030	2.4904	2.4047	2.3371	2.2821
26	4.2252	3.3690	2.9752	2.7426	2.5868	2.4741	2.3883	2.3205	2.2655
27	4.2100	3.3541	2.9604	2.7278	2.5719	2.4591	2.3732	2.3053	2.2501
28	4.1960	3.3404	2.9467	2.7141	2.5581	2.4453	2.3593	2.2913	2.2360
29	4.1830	3.3277	2.9340	2.7014	2.5454	2.4324	2.3463	2.2783	2.2229
30	4.1709	3.3158	2.9223	2.6896	2.5336	2.4205	2.3343	2.2662	2.2107
40	4.0847	3.2317	2.8387	2.6060	2.4495	2.3359	2.2490	2.1802	2.1240
60	4.0012	3.1504	2.7581	2.5252	2.3683	2.2541	2.1665	2.0970	2.0401
120	3.9201	3.0718	2.6802	2.4472	2.2899	2.1750	2.0868	2.0164	1.9588
∞	3.8415	2.9957	2.6049	2.3719	2.2141	2.0986	2.0096	1.9384	1.8799

APPENDIX K

1. The calculation of t-test for Control Group

No.	Initial Names	Pre-Test (T_1)	Post-Test (T_2)	d (T_2-T_1)	d2 (d-$\bar{X}$2)	$d2^2$ (d-$\bar{X}$2)^2
1	AHN	76	78	2	-1,83	3,3489
2	AHS	50	60	10	6,17	38,0689
3	ASS	39	45	6	2,17	4,7089
4	CC	69	71	2	-1,83	3,3489
5	FA	54	57	3	-0,83	0,6889
6	MAA	57	57	0	-3,83	14,6689
7	MAP	75	58	-17	-20,83	433,8889
8	MFR	53	55	2	-1,83	3,3489
9	MFS	57	61	4	0,17	0,0289
10	MHRP	40	50	10	6,17	38,0689
11	MR	40	63	23	19,17	367,4889
12	MRF	70	63	-7	-10,83	117,2889
13	MRTN	55	74	19	15,17	230,1289
14	NAA	47	59	12	8,17	66,7489
15	R	72	75	3	-0,83	0,6889
16	RKA	60	63	3	-0,83	0,6889
17	RNR	62	58	-4	-7,83	61,3089
18	SA	67	70	3	-0,83	0,6889
19	SH	93	86	-7	-10,83	117,2889
20	SK	60	68	8	4,17	17,3889
21	SKD	65	67	2	-1,83	3,3489
22	VS	40	50	10	6,17	38,0689
23	WKA	**65**	**66**	1	-2,83	8,0089
24	ZZK	85	89	4	0,17	0,0289
Total		**Σ_{T1} = 1451**	**Σ_{T2} = 1543**	**Σ_d = 92**	**Σ_{d2} = 0,08**	**$\Sigma_{d2}{}^2$ = 1569,33**

$$\bar{X}2 = \frac{\Sigma d}{n2} = \frac{92}{24} = 3{,}83$$

2. The calculation of t-test for Experimental Group

No.	Initial Names	Pre-Test (T_1)	Post-Test (T_2)	D (T_2-T_1)	d1 (d-$\bar{X}1$)	$d1^2$ $(d-\bar{X}1)^2$
1	AF	50	77	27	12,29	151,0441
2	BTD	68	67	-1	-15,71	246,8041
3	FAP	60	77	17	2,29	5,2441
4	FR	73	79	6	-8,71	75,8641
5	FAH	60	62	2	-12,71	161,5441
6	LD	78	86	8	-6,71	45,0241
7	MF	28	76	48	33,29	1108,224
8	MIP	55	67	12	-2,71	7,3441
9	MR	65	76	11	-3,71	13,7641
10	MTP	67	81	14	-0,71	0,5041
11	PH	75	80	5	-9,71	94,2841
12	RA	66	85	19	4,29	18,4041
13	RAR	65	80	15	0,29	0,0841
14	RK	69	79	10	-4,71	22,1841
15	RW	71	77	6	-8,71	75,8641
16	SWW	62	78	16	1,29	1,6641
17	UAS	60	80	20	5,29	27,9841
18	UN	72	88	16	1,29	1,6641
19	VP	85	90	5	-9,71	94,2841
20	WA	70	83	13	-1,71	2,9241
21	WY	52	79	27	12,29	151,0441
Total		**Σ_{T1} = 1351**	**Σ_{T2} = 1647**	**Σ_d = 309**	**Σ_{d1} = -12,91**	**Σ_{d1}^2 = 2305,75**

$$\bar{X}1 = \frac{\Sigma d}{n1} = \frac{309}{21} = 14{,}71$$

Thus, from the data it can be known that:

$\bar{X}1 = 14{,}71$

$\bar{X}2 = 3{,}83$

$\Sigma_{d1}{}^2 = 2305{,}75$

$\Sigma_{d2}{}^2 = 1569{,}33$

$n1 = 21$

$n2 = 24$

Further, the researcher applied t-test formula as follows:

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\left(\frac{\sum d1^2 + \sum d2^2}{(n1 + n2) - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

$$t = \frac{14{,}71 - 3{,}83}{\sqrt{\left(\frac{2305{,}75 + 1569{,}33}{(21 + 24) - 2}\right)\left(\frac{1}{21} + \frac{1}{24}\right)}}$$

$$t = \frac{11{,}38}{\sqrt{\left(\frac{3875{,}08}{43}\right)\left(\frac{5}{56}\right)}} = \frac{11{,}38}{\sqrt{(90{,}12)(0{,}09)}}$$

$$t = \frac{11{,}38}{\sqrt{2{,}84}} = \frac{11{,}38}{1{,}68}$$

$$t = 6{,}77$$

The calculation of t-table:

df = $(n1 + n2) - k$

Where:

df = degree of freedom

k = Independent variable + dependent variable

df = $(21 + 24) - 2$

df = 43

df43; α = 0,05, $t_{t_{able}}$ = 2,017

Degree of Freedom	Two-tails	0,20	0,10	0,05	0,02	0,01	0,002
	One-tail	0,10	0,05	0,025	0,01	0,005	0,001
42		1,302	1,682	2,018	2,418	2,698	3,296
43		1,302	1,681	**2,017**	2,416	2,695	3,291
44		1,301	1,680	2,015	2,414	2,692	3,286
***t*-observed > *t*-table = 6,77 > 2,017**							

APPENDIX L

Table of t-Distribution

SIGNIFICANCE LEVEL							
Degree of freedom	Two-tails	0,20	0,10	0,05	0,02	0,01	0,002
	One-tail	0,10	0,05	0,025	0,01	0,005	0,001
1		3,078	6,314	12,706	31,821	63,657	318,309
2		1,886	2,920	4,303	6,965	9,925	22,327
3		1,638	2,353	3,182	4,541	5,841	10,215
4		1,533	2,132	2,776	3,747	4,604	7,173
5		1,476	2,015	2,571	3,365	4,032	5,893
6		1,440	1,943	2,447	3,143	3,707	5,208
7		1,415	1,895	2,365	2,998	3,499	4,785
8		1,397	1,860	2,306	2,896	3,355	4,501
9		1,383	1,833	2,262	2,821	3,250	4,297
10		1,372	1,812	2,228	2,764	3,169	4,144
11		1,363	1,796	2,201	2,718	3,106	4,025
12		1,356	1,782	2,179	2,681	3,055	3,930
13		1,350	1,771	2,160	2,650	3,012	3,852
14		1,345	1,761	2,145	2,624	2,977	3,787
15		1,341	1,753	2,131	2,602	2,947	3,733
16		1,337	1,746	2,120	2,583	2,921	3,686
17		1,333	1,740	2,110	2,567	2,898	3,646
18		1,330	1,734	2,101	2,552	2,878	3,610
19		1,328	1,729	2,093	2,539	2,861	3,579
20		1,325	1,725	2,086	2,528	2,845	3,552
21		1,323	1,721	2,080	2,518	2,831	3,527
22		1,321	1,717	2,074	2,508	2,819	3,505
23		1,319	1,714	2,069	2,500	2,807	3,485
24		1,318	1,711	2,064	2,492	2,797	3,467
25		1,316	1,708	2,060	2,485	2,787	3,450
26		1,315	1,706	2,056	2,479	2,779	3,435
27		1,314	1,703	2,052	2,473	2,771	3,421
28		1,313	1,701	2,048	2,467	2,763	3,408
29		1,311	1,699	2,045	2,462	2,756	3,396
30		1,310	1,697	2,042	2,457	2,750	3,385
31		1,309	1,696	2,040	2,453	2,744	3,375
32		1,309	1,694	2,037	2,449	2,738	3,365
33		1,308	1,692	2,035	2,445	2,733	3,356

34		1,307	1,691	2,032	2,441	2,728	3,348
35		1,306	1,690	2,030	2,438	2,724	3,340
36		1,306	1,688	2,028	2,434	2,719	3,333
37		1,305	1,687	2,026	2,431	2,715	3,326
38		1,304	1,686	2,024	2,429	2,712	3,319
39		1,304	1,685	2,023	2,426	2,708	3,313
40		1,303	1,684	2,021	2,423	2,704	3,307
41		1,303	1,683	2,020	2,421	2,701	3,301
42		1,302	1,682	2,018	2,418	2,698	3,296
43		1,302	1,681	2,017	2,416	2,695	3,291
44		1,301	1,680	2,015	2,414	2,692	3,286
45		1,301	1,679	2,014	2,412	2,690	3,281
46		1,300	1,679	2,013	2,410	2,687	3,277
47		1,300	1,678	2,012	2,408	2,685	3,273
48		1,299	1,677	2,011	2,407	2,682	3,269
49		1,299	1,677	2,010	2,405	2,680	3,265
50		1,299	1,676	2,009	2,403	2,678	3,261

APPENDIX M

Lesson Plan

LESSON PLAN FOR EXPERIMENTAL GROUP

School Name	**: SMA PANCA BUDI Medan**
Subject	**: English**
Class/Semester	**: X/1**
Learning Topic	**: Recount Text**
Time Allocation	**: 2 x 45 Minutes (1 Meeting)**
Meeting	**: 1st Meeting**

A. Core Competence (KI)

KI 1 Appreciating and practicing the teachings of their religion.

KI 2 Appreciating and practicing honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active, and showing attitude as part of the solution to various problems in interacting effectively with the social environment, nature and in positioning ourselves as a reflection of the nation in in world relationships.

KI 3 Understanding applying analyzing the factual knowledge conceptual, procedural, based on his curiosity about science technology arts culture, and humanities with insight into humanity national state and civilization related to causes of phenomena and events as well as applying procedural knowledge in the specific field of study according to their talents and interests to solve the problem.

KI 4 Processing, reasoning and serving in the realm of a concrete and abstract domains associated with the development of the school learning independently and able to use the method according to the rules of science.

B. Basic Competence (KD)

3.9 Analyzing social functions, text structure, and linguistic elements in the simple recount text about experience / occurrence / event, according to the context of its use.

4.14 Composing oral and written simple recount text about experiences / activities / occurrence / event, by noticing the social function, the structure of the text, and linguistic elements, correctly and in accordance with the context.

C. Indicator

1. Identify the social function, text/generic structure of recount text, linguistic elements of simple recount text about experiences / events / occurrence / activities according to context of its use.
2. Responding the meaning of simple recount text about experiences / events / occurrence / activities according to context of its use.
3. Composing oral and written simple recount text based on its context.

D. Teaching Objectives

At the end of the learning process, it is hoped that:

1. Students have capability to show responsibility behavior, caring, cooperation, and peace-loving in performing functional communication.
2. Students have capability to show seriousness in learning English related to simple recount text about experience / occurrence / event, according to the context of its use.
3. Students have capability to identify the social function, the generic structures, and linguistics elements of a recount text.
4. Students have capability to read and comprehend the meaning of oral and written recount text.
5. Students have capability to answer questions related to the recount text.
6. Students have capability to compose oral and written simple recount text about their experience / occurrence / event, according to the context of its use.

E. Teaching Materials

Recount Text

1. Definition

   Recount text is defined as one of text types which is made with purpose to inform about activity in past. In simple word, Recount is a text genre which is made in order to inform about activities in past time.

2. Generic structures of a descriptive text are :
   a. Orientation: it is an element of text consist of topic or some information will be delivered to the reader, meanwhile the function of orientation is to be an eye catching for readers and focusing their attention
   b. Record of events: it contains of events or activities in the past were told chronologically
   c. Re-orientation: it is contain of conclusion from what have been told in record of events
3. Grammatical features
   a. Using verb in form of past tense, past perfect tense, past continuous tense.
   b. Using verbs of doing on predicate, such as: went, took, saw, got, etc. that describe activity.
   c. Using adjective to show personal attitude, for instance:
      - It was wonderful
      - We enjoy it very much
      - It was fun, etc.

Example of recount text:

Generic Structure	**Text**
Visiting Yogyakarta	
Orientation	Some friends and I went to Yogyakarta for a vacation last month. It was fun and we had a wonderful time there.

	We had our vacation soon after the school exam was over. We chose to go to Yogyakarta because we thought that the place was nice and the people were friendly in addition, some friends have told me that it has a lot of places of interests.
	We left for Yogya early in the morning, and we took Pramex train that departed from Solo at 08.00. We got off in Yogyakarta Railway Station, and headed to one of the Food Stalls in Malioboro for some food and drinks. We were surprised to see that everything in Malioboro has been arranged well now.
Record of events	After we had a walk around the place for a few minutes, we took a taxi and headed to one the most famous beaches, Parangteritis beach. On the beach, we really enjoyed the beauty of the waves reaching the seashore. We stayed there for several hours, before finally we decided to be back to Solo.
Re-orientation	We were very happy to spend a day playing waters and enjoy the natural beauty of the beach. We left Yogyakarta Railway Station at a quarter to four by Pramex train and got home around 5.30. It was both tiring and fun.

F. Teaching Strategy / Method / Approach

1. Question-answer relationship strategy
2. Lecture Method, small group discussion
3. Scientific approach

G. Source and Media of Teaching

1. Source : Textbook
2. Media : Laptop, LCD TV, and Undubbed Video

H. Teaching and Learning Process

1st Meeting

1. Opening activity

Teacher's Activity	Students' Activity	Time
- Greeting the student and check the attendance list.	- Responding the greeting	10'
- Apperception (students are asked their understanding about recount text)	- Answering the question	
- Motivating the students in learning writing recount.	- Listening to the teacher motivation	
- The teacher explains the topic will be discussed. It will be started by talking about their past experience before explaining the recount text will be given	- telling their past experiences	

2. Main activity

Teacher's Activity	Students' Activity	Time
a. Observing - Asking students to read their book about recount text	- Reading text book about recount text	5'
- Showing some example of recount text about holiday	- Noticing the example	
b. Questioning - Giving chance to students to ask about information they don't get clearly	- asking some information	10'
- Asking students to write down some questions from their book	- writing down their questions in their own book	
c. Experimenting - Examining students' comprehension by exchange their question to their seatmate and answer the question they got.	- Trying to answer the question	15'
- Giving material addition from other sources about communicative purpose, rhetorical structure, gram-matical patterns or language features and giving other example	- Listening carefully to the teacher and receiving about how to make a personal recount text based on communicative purpose, rhetorical structure, grammar	

	patterns or language features and giving other example	
d. Associating - Asking students to make a small group. Then, imagining and collecting their past experience become a good recount text	- Collecting past experiences on each group together. Then, writing a recount text	**10'**
- Asking students to write a recount text about their real experiences / events in the past based on the example is given	- Writing down the experiences in the past in a good recount text	
e. Communicating - Asking for each group to read or presenting the recount text about experiences/events	- One representative of each group presenting the text they made	**25'**
- Giving chance to students to ask about how to recount the past experiences	- Giving questions related to recount the past experiences	

3. Closing Activity

Teacher's Activity	Students' Activity	Time
- Giving guidance to conclude the learning result	- By teacher's guidance conclude the result of learning	**15'**
- Asking students to give opinion about the learning have been done	- Giving opinion about learning have been done	
- Giving self-activity to write a recount text about self-activity or experiences in the past	- Doing assignment to write recount text about activities in the past	
- Delivering next activity plan about using undubbed video to teach students in composing oral or written recount text	- Listening to teacher explanation about using undubbed to teach how to compose oral or written recount text for next meeting	

I. Assessment

1. Recount Writing Assessment Rubric

A.	**Score**		
	Generic Structure		
	1. Orientation	10	70
	2. Events	50	
	3. Reorientation	10	
	Language Features		
	1. Tense	10	20
	2. Punctuation	10	
B.	**Formatting**		
	1. Length	5	10
	2. Neat	5	
		Total	100

Medan, November 2014

English Teacher

MEILINA KHAIRANI, S. Pd.
NIP.

Researcher

Puput Saputra
NIM. 2101121032

Lesson Plan

LESSON PLAN FOR EXPERIMENTAL GROUP

School Name	**: SMA PANCA BUDI Medan**
Subject	**: English**
Class/Semester	**: X/1**
Learning Topic	**: Recount text**
Time Allocation	**: 2 x 45 Minutes (1 Meeting)**
Meeting	**: 2nd Meeting**

J. Core Competence (KI)

KI 1 Appreciating and practicing the teachings of their religion.

KI 2 Appreciating and practicing honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active, and showing attitude as part of the solution to various problems in interacting effectively with the social environment, nature and in positioning ourselves as a reflection of the nation in in world relationships.

KI 3 Understanding applying analyzing the factual knowledge conceptual, procedural, based on his curiosity about science technology arts culture, and humanities with insight into humanity national state and civilization related to causes of phenomena and events as well as applying procedural knowledge in the specific field of study according to their talents and interests to solve the problem.

KI 4 Processing, reasoning and serving in the realm of a concrete and abstract domains associated with the development of the school learning independently and able to use the method according to the rules of science.

B. Basic Competence (KD)

3.9 Analyzing social functions, text structure, and linguistic elements in the simple recount text about experience / occurrence / event, according to the context of its use.

4.14 Composing oral and written simple recount text about experiences / activities / occurrence / event, by noticing the social function, the structure of the text, and linguistic elements, correctly and in accordance with the context.

C. Indicator

4. Identify the social function, text/generic structure of recount text, linguistic elements of simple recount text about experiences / events / occurrence / activities according to context of its use.
5. Responding the meaning of simple recount text about experiences / events / occurrence / activities according to context of its use.
6. Composing oral and written simple recount text based on its context.

D. Teaching Objectives

At the end of the learning process, it is hoped that:

7. Students have capability to show responsibility behavior, caring, cooperation, and peace-loving in performing functional communication.
8. Students have capability to show seriousness in learning English related to simple recount text about experience / occurrence / event, according to the context of its use.
9. Students have capability to identify the social function, the generic structures, and linguistics elements of a recount text.
10. Students have capability to read and comprehend the meaning of oral and written recount text.
11. Students have capability to answer questions related to the recount text.
12. Students have capability to compose oral and written simple recount text about their experience / occurrence / event, according to the context of its use.

E. Teaching Material

Recount Text

4. Definition

   Recount text is defined as one of text types which is made with purpose to inform about activity in past. In simple word, Recount is a text genre which is made in order to inform about activities in past time.

5. Generic structures of a descriptive text are :
   d. Orientation: it is an element of text consist of topic or some information will be delivered to the reader, meanwhile the function of orientation is to be an eye catching for readers and focusing their attention
   e. Record of events: it contains of events or activities in the past were told chronologically
   f. Re-orientation: it is contain of conclusion from what have been told in record of events
6. Language features
   d. Using verb in form of past tense, past perfect tense, past continuous tense.
   e. Using verbs of doing on predicate, such as: went, took, saw, got, etc. that describe activity.
   f. Using adjective to show personal attitude, for instance:
      - It was wonderful
      - We enjoy it very much
      - It was fun, etc.
7. Using undubbed video

   Undubbed is used in delivering the material to help the students get better illustration in understanding the recount text. Below is the screenshot of the example of undubbed video.

The example of undubbed video

The screenshot of the undubbed video

No.	Screenshot of recount undubbed video
1.	There were a boy, he had a school holiday
2.	He woke up early morning to go to Erakor island with his friends
3.	On there, he had many activities. He was taught to make a beautiful handicraft
4.	Then, at the noon he and his friends prepared a swimming kit after that we go to swim
5.	At the night we saw a fire attraction, It was wonderful
6.	Finally, at the next morning we went home. It was a great holiday ever

F. Teaching Strategy / Method / Approach

4. Question-answer relationship strategy
5. Lecture Method, small group discussion
6. Scientific approach

G. Source and Media of Teaching

3. Source : Textbook
4. Media : Laptop, LCD TV, and Undubbed Video

H. Teaching and Learning Process

1st Meeting

1. Opening activity

Teacher's Activity	Students' Activity	Time
- Greeting the student and check the attendance list.	- Responding the greeting	**10'**
- Apperception (students are asked their understanding about recount text)	- Answering the question	
- Motivating the students in learning writing recount.	- Listening to the teacher motivation	
- The teacher explains the topic will be discussed about how to compose a recount text related to their past experience before explaining of the recount text will be given	- Noticing the teacher explanation	

2. Main activity

Teacher's Activity	Students' Activity	Time
a. Observing - Asking students to read their book about recount text	- Reading text book about recount text	**10'**
- The teacher models a recount text by showing some undubbed videos about recount to stimulate students' creativity. Then, teacher narrate the story.	- Watching the undubbed video carefully and listening to teacher narration	
b. Questioning - Giving chance to students to ask about information they don't get clearly	- asking some information	**10'**
- Asking students to write down some questions from their book	- writing down their questions in their own book	
f. Experimenting - Examining students' comprehension by exchange their question to their seatmate and answer the question they got.	- Trying to answer the question	**15'**
- Giving material addition from other sources about communicative purpose, rhetorical structure, gram-matical patterns or language features related to the undubbed video	- Listening carefully to the teacher and receiving about how to make a personal recount text based on communicative purpose, rhetorical structure, grammatical patterns or language features related to the undubbed video	
g. Associating - Asking students to make a small group. Then teacher plays an undubbed video	- Each group watch the video carefully	**10'**
- Asking students to write a recount text about experiences or events contained in the undubbed video is given	- Writing down the experiences or events based on the undubbed video is given	
h. Communicating - Asking for each group to read or presenting the recount text has been	- One representative students of the each	**20'**

written	group presents the text they made	
- Giving chance to students to ask question about how to recount the past experiences well	- Giving questions related to recount the past experiences	

4. Closing Activity

Teacher's Activity	Students' Activity	Time
- Giving guidance to conclude the learning result	- By teacher's guidance, concluding the result of learning	**15'**
- Asking students to give opinion about the learning have been done	- Giving opinion about learning have been done	
- Giving self-activity to write a recount text about self-activity or experiences in the past	- Doing assignment to write recount text about activities in the past	
- Delivering next activity plan about using undubbed video to teach students to have good writing recount text whether oral or written	- Listening to teacher explanation about using undubbed to enhance writing recount skill	

I. Assessment

2. Recount Writing Assessment Rubric

Assessment Rubric

A.	**Score**		
	Generic Structure		
	1. Orientation	10	70
	2. Events	50	
	3. Reorientation	10	
	Language Features		
	1. Tense	10	20
	2. Punctuation	10	
B.	**Formatting**		
	1. Length	5	10
	2. Neat	5	
		Total	100

Medan, November 2014

English Teacher

MEILINA KHAIRANI, S. Pd.
NIP.

Researcher

Puput Saputra
NIM. 2101121032

Lesson Plan

LESSON PLAN FOR EXPERIMENTAL GROUP

School Name	**: SMA PANCA BUDI Medan**
Subject	**: English**
Class/Semester	**: X/1**
Learning Topic	**: Recount Text**
Time Allocation	**: 2 x 45 Minutes (1 Meeting)**
Meeting	**: 3rd Meeting**

K. Core Competence (KI)

KI 1 Appreciating and practicing the teachings of their religion.

KI 2 Appreciating and practicing honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active, and showing attitude as part of the solution to various problems in interacting effectively with the social environment, nature and in positioning ourselves as a reflection of the nation in in world relationships.

KI 3 Understanding applying analyzing the factual knowledge conceptual, procedural, based on his curiosity about science technology arts culture, and humanities with insight into humanity national state and civilization related to causes of phenomena and events as well as applying procedural knowledge in the specific field of study according to their talents and interests to solve the problem.

KI 4 Processing, reasoning and serving in the realm of a concrete and abstract domains associated with the development of the school learning independently and able to use the method according to the rules of science.

L. Basic Competence (KD)

3.9 Analyzing social functions, text structure, and linguistic elements in the simple recount text about experience / occurrence / event, according to the context of its use.

4.14 Composing oral and written simple recount text about experiences / activities / occurrence / event, by noticing the social function, the structure of the text, and linguistic elements, correctly and in accordance with the context.

M. Indicator

7. Identify the social function, text/generic structure of recount text, linguistic elements of simple recount text about experiences / events / occurrence / activities according to context of its use.
8. Responding the meaning of simple recount text about experiences / events / occurrence / activities according to context of its use.
9. Compile oral and written simple recount text based on its context.

N. Teaching Objectives

At the end of the learning process, it is hoped that:

13. Students have capability to show responsibility behavior, caring, co operat-ion, and peace-loving in performing functional communication.
14. Students have capability to show seriousness in learning English related to simple recount text about experience / occurrence / event, according to the context of its use.
15. Students have capability to identify the social function, the generic structures, and linguistics elements of a recount text.
16. Students have capability to read and comprehend the meaning of oral and written recount text.
17. Students have capability to answer questions related to the recount text.
18. Students have capability to compose oral and written simple recount text about their experience / occurrence / event, according to the context of its use.

O. Teaching Material

Recount Text

8. Definition

   Recount text is defined as one of text types which is made with purpose to inform about activity in past. In simple word, Recount is a text genre which is made in order to inform about activities in past time.

9. Generic structures of a descriptive text are :

   g. Orientation: it is an element of text consist of topic or some information will be delivered to the reader, meanwhile the function of orientation is to be an eye catching for readers and focusing their attention

   h. Record of events: it contains of events or activities in the past were told chronologically

   i. Re-orientation: it is contain of conclusion from what have been told in record of events

10. Language features

   g. Using verb in form of past tense, past perfect tense, past continuous tense.

   h. Using verbs of doing on predicate, such as: went, took, saw, got, etc. that describe activity.

   i. Using adjective to show personal attitude, for instance:

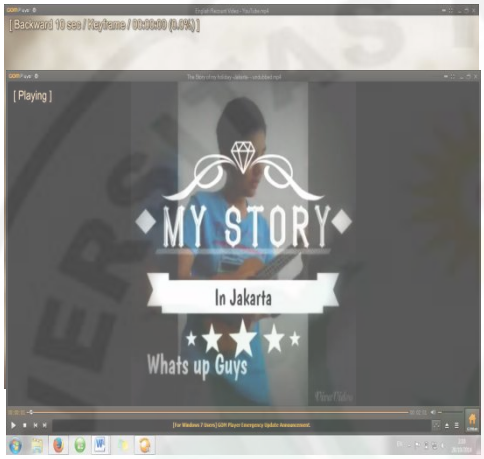
      - It was wonderful
      - We enjoy it very much
      - It was fun, etc.

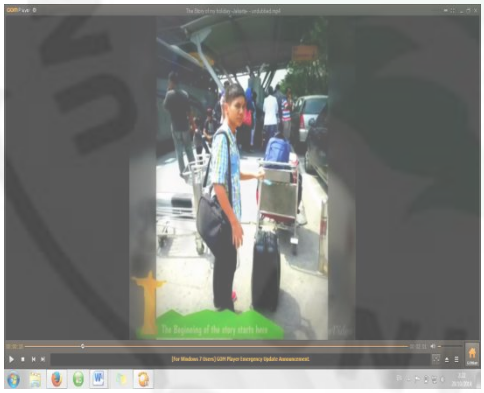
11. Using undubbed video

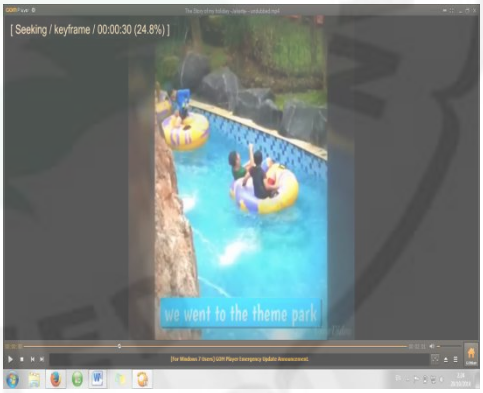
   Undubbed is used in delivering the material to help the students get better illustration in understanding the recount text. Below is the screenshot of the example of undubbed video.

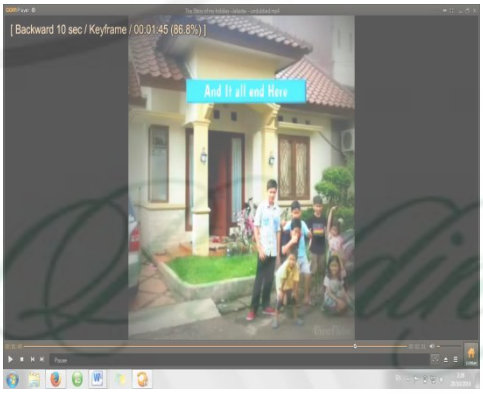
The example of undubbed video

The screenshot of the undubbed video









No.	Screenshot of recount undubbed video
1.	This was my story about spending holiday in Jakarta
2.	On the first day, I and my family went to air port
3.	Next, 2 hours later we arrived at Soekarno-Hatta air port
4.	Then, we went to water park until afternoon
5.	After that, we went to the one of our family house and did crazy action by making a funny video
6.	Finally, at the next morning we prepared to go home. It was a great holiday ever

P. Teaching Strategy / Method / Approach

7. Question-answer relationship strategy
8. Lecture Method, small group discussion
9. Scientific approach

Q. Source and Media of Teaching

5. Source : Textbook
6. Media : Laptop, LCD TV, and Undubbed Video

R. Teaching and Learning Process

1st Meeting

1. Opening activity

Teacher's Activity	Students' Activity	Time
- Greeting the student and check the attendance list.	- Responding the greeting	**10'**
- Apperception (students are asked their understanding about recount text)	- Answering the question	
- Motivate the students in learning writing recount.	- Listening to the teacher motivation	
- The teacher explains the topic will be discussed. It will be started by reviewing the previous topic before continuing the learning process	- Students review the previous topic	

2. Main activity

Teacher's Activity	Students' Activity	Time
a. Observing - Asking students to read their note about recount text	- Reading note book about recount text	**5'**
- Showing some example of oral recount story about holiday	- Listening to teacher story	
b. Questioning - Giving chance to students to ask about story they don't get clearly	- Students ask some question	**10 '**
- Asking students to write down some questions from their note book	- writing down questions in note book	
i. Experimenting - Examining students' comprehension by exchange their question to their seatmate and answer the question they got.	- Trying to answer the question	**15 '**
- Giving material addition from other sources about kinds of recount text	- Listening carefully to the teacher explanation	
j. Associating - Asking students to make a small group to discuss about types of recount text	- Discussing types of recount text	**10 '**
- Asking each group to presents in front of class about their discussion result	- Presenting the discussion result	
k. Communicating - Asking for each group to present in the front of class the recount text about experiences/events they made	- One representative student of each group presenting the text they made	**25 '**
- Giving chance to students to ask teacher about how to recount the past experiences correctly	- Giving questions related to recount the past experiences	

5. Closing Activity

Teacher's Activity	Students' Activity	Time
- Giving guidance to conclude the learning result	- By teacher's guidance conclude the result of learning	15 '
- Asking students to give opinion about the learning have been done	- Giving opinion about learning have been done	
- Giving self-activity to write a recount text based on undubbed video is played	- Doing assignment to write recount text based on undubbed video is played	
- The teacher closes the topic is taught and concluding all the material have been taught	- Paying attention and listening carefully	

S. Assessment

3. Recount Writing Assessment Rubric

Assessment Rubric

A.	**Score**		
	Generic Structure		
	1. Orientation	10	70
	2. Events	50	
	3. Reorientation	10	
	Language Features		
	1. Tense	10	20
	2. Punctuation	10	
B.	**Formatting**		
	1. Length	5	10
	2. Neat	5	
		Total	100

Medan, November 2014

English Teacher

Researcher

MEILINA KHAIRANI, S. Pd.
NIP.

Puput Saputra
NIM. 2101121032

APPENDIX N

Three Representative of Student's Answer Sheets of Each Group

1. Pre-Test Answer Sheet of Experimental Group

No
Date

Name : Ummu Nabilah
Class : X MS A
Date : Monday, 17 Nov '14

I would like to tell you about my activity yesterday. Yesterday was sunday. So, I spent my time to took a rest. First, I woke up at six o'clock and then I did subuh pray. After that I fell asleep again. And then I woke up at eight o'clock. Second, I took breakfast mom made a cupcakes. Third, I took a shower and then moved to the living room and watched television.

Fourth, I went to the outside of my house to looked around and played with my cats. Fifth, I went into my house and ate my lunch.

Sixth, in the night we went to my grandma's house to celebrated my grandma's birthday. Seventh, on nine past thirty we went to our house. Cause tomorrow is monday I did isya and then slept in my bedroom.

O = 14
E = 50
R = 8

72

JOYKO 33 Lines, 6 mm

17-11-19.

Rizky Ananda Revi

X MS A

Yesterday is sunday. I woke up at 6am. I had washed & prayed. and, after that I went to buy some food for breakfast. at home, I ate my food Quickly. Suddenly, my friends came to my house. and we went to Berastagi together. We used motorcycle to went to Berastagi.

We had eat at Peratapan. we had fun with that. we take some pictures and went to bukit kubu, too. at Bukit kubu, we saw many people. and we saw some kites at Sky.

Suddenly, we went back to home. we had so many moment last day. and I love it

O = 15

E = 35

R = 15 65

KIKY

No
Date

Name : Resa Wijayanti
Class : X MS A
Date/Day : 17 - November - 2014 / Monday

My Activities On Sunday

First, I woke up at 7.00 am. Then, I cleaned up my bedroom. And than, my mother called me to took a breakfast.

Second, after I took my breakfast, I went to my bathroom to took a bath. Then, I opened my laptop to watch my favorite film. I watched a fill that called "Jessabelle". I watched it with my sister. That film is mostly scary. I was shocked. And you know what? Actually I was screamed.

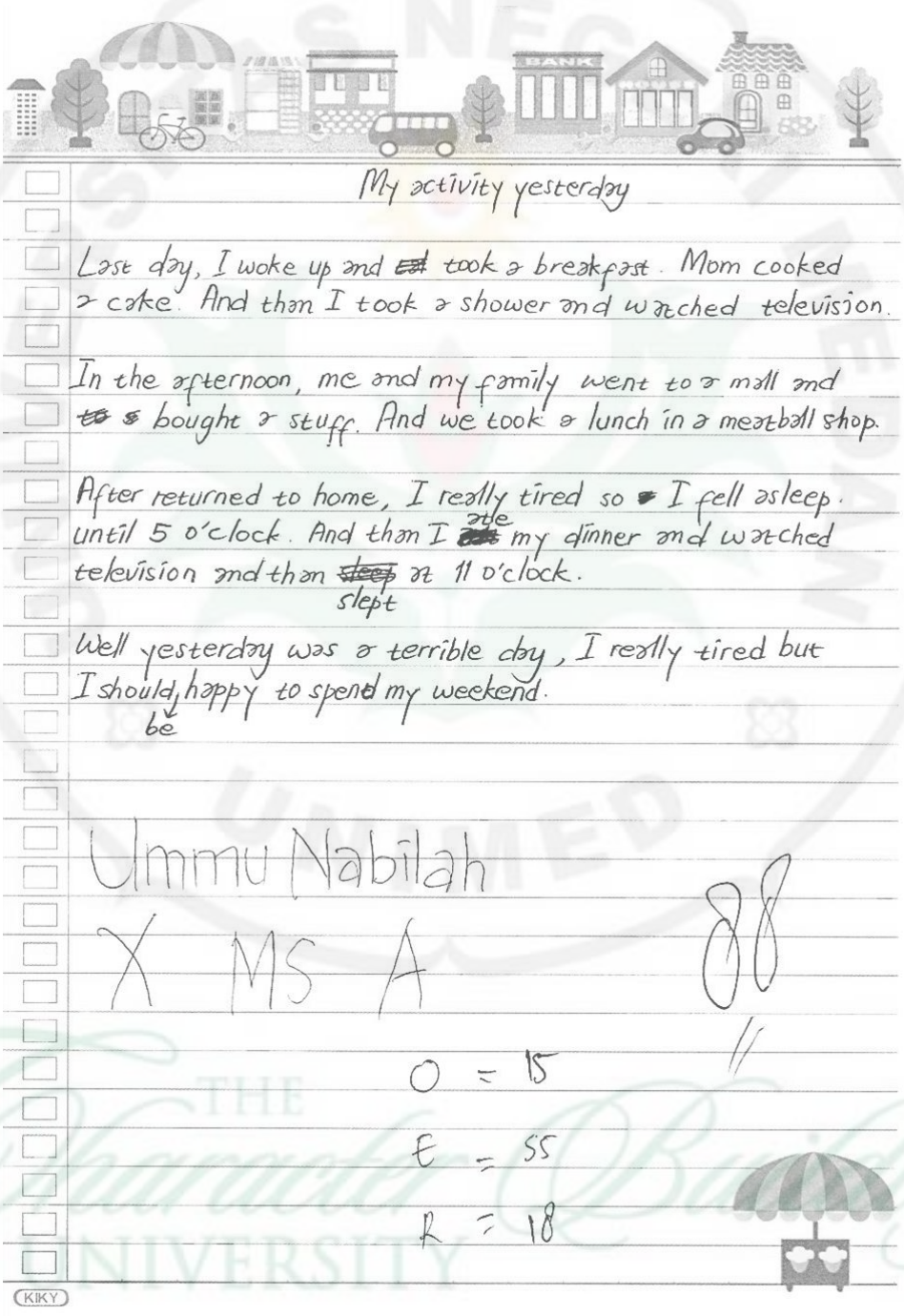
Third, At 3.00 pm the film was end. I changed another film to watch. The named was "Ouija". Ouija is one of horror story too. It was told about a game about ancient believes to called a death man. It's very scary you know. But, I love that film. So that was my activities on Sunday. I just spent my time for watching my favorite film.

O = 13
E = 45
R = 13

71

JOYKO 30 Lines, 6 mm

2. Post-Test Answer Sheet of Experimental Group



My activity yesterday

Last day, I woke up and ~~eat~~ took a breakfast. Mom cooked a cake. And then I took a shower and watched television.

In the afternoon, me and my family went to a mall and ~~to~~ & bought a stuff. And we took a lunch in a meatball shop.

After returned to home, I really tired so I fell asleep. until 5 o'clock. And then I ~~ate~~ ate my dinner and watched television and then ~~sleep~~ slept at 11 o'clock.

Well yesterday was a terrible day, I really tired but I should be happy to spend my weekend.

Ummu Nabilah

X MS A

88

O = 15

E = 55

R = 18

KIKY

RIZKY ANANDA REVI

X MS A

No.

Date: 24-Nov-2014

Yesterday, "My Friend" and I went to Mall. we went by motorcycle. Yesterday was a hot day. My skin was burnt, as soon as we got there.

After we finished there, we went to cinema and reserved ticket. We bought some drink and food. we watched the cinema, the title is "TOKAREV". I was little sleepy. After the film finished, we went out. we went back home

Before I got home, I visited my friend. We bought lunch and ate together. after that I went home and Rest.

O = 17

E = 50

R = 13

80

//

No.

Nama : Resa Wijayanti
Kelas : X MIS A

My Yesterday

Yesterday, I woke up early at 06.00 am. And than I made some breakfast to my little sister because my mom go to the market. Than me and my sister cleaned up all the rooms. Suddenly, my little sister was cried, so I made a milk to her.

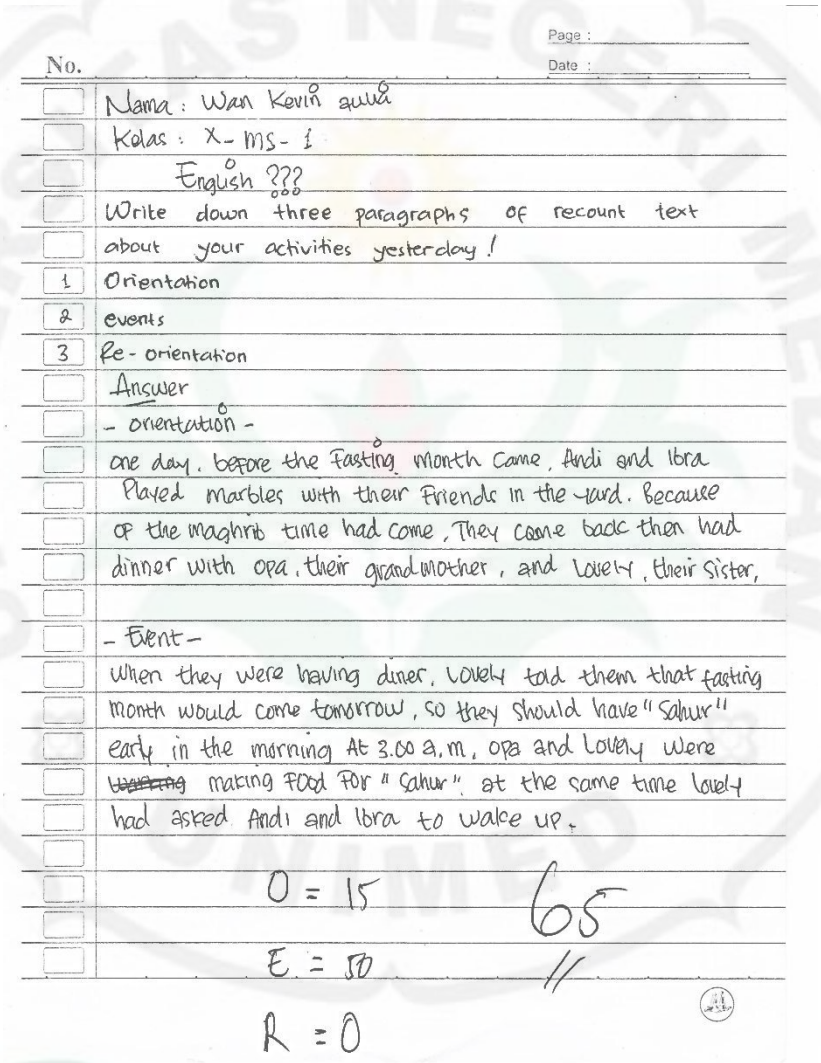
At 12.00 pm I took a bath. After that I choosed my best clothes because my mom asked me to go to the mall. While on the car, I listened my favorite song and I brushed my hair.

Then me and my family arrived at the mall. Before it, I wanted to ~~buy~~ a new hair clip. Unfortunatelly, the hair clip that I wanted bought is sold out. So I came back to home and took a rest. So, that is all my activities yesterday

O = 15
E = 47
R = 15

77
11

3. Pre-Test Answer Sheet of Control Group



No. Page : Date :

Nama : Wan Kevin aulia

Kelas : X - MS - 1

English ???

Write down three paragraphs of recount text about your activities yesterday!

1 Orientation

2 Events

3 Re-orientation

Answer

- orientation -

one day, before the fasting month came, Andi and Ibra played marbles with their friends in the yard. because of the maghrib time had come, They come back then had dinner with opa, their grandmother, and Lovely, their sister,

- Event -

When they were having diner, Lovely told them that fasting month would come tomorrow, so they should have "Sahur" early in the morning At 3.00 a.m, opa and Lovely were ~~waiting~~ making food for "Sahur". at the same time lovely had asked Andi and Ibra to wake up.

O = 15

E = 50

R = 0

65

//

Name : Rizka

Class : X-MS1

Yesterday . was a bad day because I was punished by my parents.

So, my mother told me to ~~to~~ buy a cake. but I was busy of ~~texting~~ on my BB. My mother was angry, then punished me. plus my feet got hurt.

So that was my bad experience.

O = 17

E = 45

R = 10

72

=

Raditya Khairu Anggara.
X MS1

Yesterday I had a terrible day. First, I woke up an hour late because nobody (wake) me up. ~~The~~

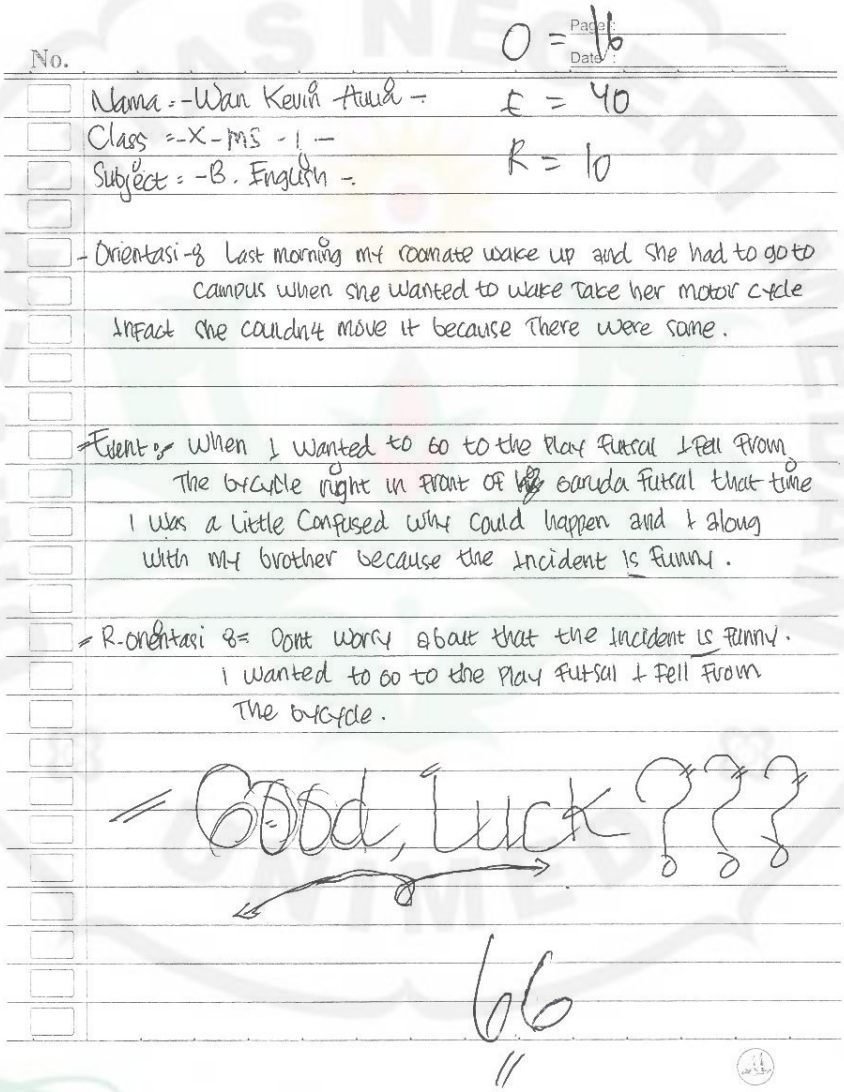
Then I was making breakfast. After breakfast. I got dressed so quickly.

Next, I drive motorcycle really fast. Finally I was punished ~~by~~ by the teacher.

O = 18
E = 30
R = 12

60
11

4. Post-Test Answer Sheet of Control Group



No. Page: Date:

O = 16

E = 40

R = 10

Nama :- Wan Kevin Aulia -
Class :- X - MS - 1 -
Subject :- B. English -

- Orientasi :- Last morning my roomate wake up and she had to go to campus when she wanted to wake take her motor cycle infact she couldn't move it because there were some.

- Event :- When I wanted to go to the play futsal I fell from the bycycle right in front of Gunda Futsal that time I was a little confused who could happen and I along with my brother because the incident is funny.

- R-orientasi :- Don't worry about that the incident is funny. I wanted to go to the play futsal I fell from the bycycle.

Good, Luck ???

66

75
11

No:
Tanggal:

O = 15
E = 40
R = 12

Name : Rizka
Class : X-MSI

Orientation : Yesterday was a good day.
I'm go to brastagi with my family and my boy friend.
is very happy can gather with family.

Event :

- I got home I also burn corn meat itself.
- I also saw a very beautiful sight after arriving there.
- In the middle of the street a lot of monkeys hanging around and I along with my brother to feed his ~~mong~~ monkey monkey.

Reorientation : and the holiday that I will never forget.

No.
Date:

Raditya Khairu A.
X MS1

Yesterday, I woke up late.

I was sleeping at 12.00 am. I was watching horror movie before. Then i woke up late at 07:00 Am in the morning. So that I didn't do subuh prayers.

That was my bad experience.

O = 6
E = 47
R = 10

63
//

People become fools when they stop asking questions