FORMATIVE TEST RECOUNT TEXT

NAME : .....

CLASS: .....

Activity 1 : Identify the texts below according to their correct types of recount texts.

No.	Texts	Types of Recount Texts				
		Personal Recount	Factual/ Historical Recount	Procedural Recount	Literary Recount	Imaginative Recount
1	Diary					
2	Police reconstruction of an accident					
3	Biography and autobiography					
4	A story of Ramayana					
5	Personal letter					
6	Fictitious short story					
7	Personal experience					
8	Cooking experiment					

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Activity 2: Choose the cofrect answer!

Read the text and answer the questions.

The Japanese Occupation in Indonesia

Japanese occupation in Indonesia happened within the year 1942 until 1945, during World War II. The Japanese invasion in Indonesia started in December 1941 but Japan defeated the Dutch completely in March 1942

During the Japanese occupation, many Indonesian people were tortured and experienced slavery, arbitrary arrest, execution, and other war crimes. Many people were forced to be laborers that were called Romusha. Most romusha suffered from starvation and illness that led them to death.

Japan organized a committee for Indonesia independence in March 1945 and promised to give independence to Indonesia in August of the same year. Nevertheless, before Japan could fulfill the promise, Japan surrendered to the US after the bombing of Hiroshima and

Nagasaki. Taking the momentum of no one ruling the country, Indonesia proclaimed its independence on the 17th of August 1945.

That was the ending of the Japanese occupation, which was reported to have killed four million Indonesian people during the period.

1. What was the main impact of the Japanese occupation on Indonesian society?
   A. Indonesia gained independence peacefully.
   B. Indonesian people experienced suffering and human rights violations.
   C. The Dutch government became stronger.
   D. Japan improved Indonesia's economy.

2. What can be inferred about the condition of Romusha workers?
   A. They worked voluntarily for high salaries.
   B. They were protected by Japanese soldiers.
   C. They experienced harsh treatment and poor living conditions.
   D. They were sent to study abroad.

3. How did the bombing of Hiroshima and Nagasaki influence Indonesian independence?
   A. It strengthened Japanese control in Indonesia.
   B. It forced Japan to surrender, creating an opportunity for Indonesia to proclaim independence.
   C. It made the Dutch return immediately.
   D. It delayed Indonesian independence.

4. Why did Indonesia proclaim independence on August 17th, 1945?
   A. Because Japan officially gave independence.
   B. Because the Dutch ordered Indonesia to do so.
   C. Because there was a power vacuum after Japan surrendered.
   D. Because World War II had not yet ended.

5. Based on the text, what conclusion can be drawn about the Japanese occupation period?
   A. It was a short and peaceful transition period.
   B. It was a period of suffering but indirectly led to independence.
   C. It strengthened Dutch colonialism permanently.
   D. It had no significant impact on Indonesia.

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Activity 3: Read and Identify whether these statements are true (T) of false (F). Write down the support facts from the text. !

Visiting My Village

Last month my family and I went to Banyumas which is located in-Central Java, Indonesia. We drove a car. I enjoyed the journey all day and although it took 2 days to get there. We had fun as my brother made some jokes all day. My father told us some stories on the way. My mother slept in the back seat

On my first day in my village, I visited my relatives and friends. We were welcomed happily. My parents even cried because they were so happy to meet their families. The next day, my brother and I went to a popular place in Purwokerto, accompanied by my cousin and my nephew. The place is called "Baturaden", a favorite spot in Purwokerto. We enjoyed local culinary there. I also took some photographs with traditional music musicians.

My brother, my cousin, and my nephew enjoyed the view with other visitors. They took some photographs with their funny styles as I did. In the evening, we were back home. We did other private activities, as making conversation, sharing stories, and telling jokes.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called "Nazar". When the parents had a promise for something and it was realized, they had to make a traditional ceremony. I watched that traditional ceremony and took some photographs.

For the last show, we were entertained by "Ebeg". It was a traditional art in Banyumas. The player danced through the traditional music and they were handled by spirit. It was scary, but it was fun and entertaining.

Time run so fast because the next day was our last day in the village. So, I took the last photo to bring home. They are my family and will still become my family until my last breath in this world.

Finally, we went home and brought a lovely experience from our relatives. Yes, that was the hardest part.

No	Statement	T	F
1	The writer wanted to share his imaginative experience during a trip.		
2	The writer was very excited along the way to Banyumas		
3	The writer's brother is a cheerful person.		
4	The writer's relatives and friends were glad to meet them.		
5	The writer's cousin and nephew loved trying local culinary.		
6	The writer was frightened when watching "Ebeg".		
7	The writer had some new experiences when he visited Banyumas.		
8	The happiest moment was when the writer had to say goodbye to his relatives.		
9	The events during his visit were described in a chronological order.		
10	The writer used past tense to describe all of his past experiences.		

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Activity 5:

Compare the text in Activity 2 and Activity 3 based on their generic structure.

Generic Structure	Text 1	Text 2
Title		
Orientation: when, who, where, what, why		
Events: details of event		
Reorientation: conclusion/summary, recommendations (if any)		

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