

LESSON PLAN

| | |
|------------------------|---|
| Subject | : English |
| Topic | : Descriptive text |
| Sub Topic | : England (Season) |
| Level | : 2st Grade of Senior High School |
| Time Allocation | : 2 x 40 minutes |
| Aspect of Skill | : Reading and Writing |

1. Standard Competence

The students are able to understand the meaning of the text if the functional text in form of descriptive text is to give the information and communicate of teaching-learning process.

2. Basic Competence

The students are able to response to the meaning of short functional text accurately.

3. Indicator Achievement

- a. Students are able to identify the tenses that are used from descriptive text.
- b. Students are able to identify language feature and generic structure of descriptive text.

4. Objective

- a. The students are able to define descriptive text.
- b. The students are able to answer the question from the text
- c. The students are able to underline the difficult words from the text

- d. The students are able to mention and identify the generic structures of descriptive text.
- e. The students are able to arrange the paragraph into a correct descriptive text.
- f. The students are able to make sentences in form of simple present tense relating to the topics given.
- g. The students are able to make descriptive text.

5. Activities

a. Pre-activities

- 1) The teacher greets the students.
- 2) The teacher leads to pray together
- 3) The teacher checks the students` attendance list.
- 4) The teacher raises the brainstorming the students` mind
- 5) The teacher informs the students that they are going to learn about descriptive text.

b. While activities

- 1) The teacher explains about the definition of descriptive text.
- 2) The teacher gives and shows the example of descriptive text.
- 3) The teacher asks the students to read the text silently
- 4) The teacher explains about the generic structures of descriptive text
- 5) The teacher asks the students to find the difficult words and to identify the lexico-grammatical use within the descriptive text.
- 6) The teacher translates and writes the difficult words on the white board.

- 7) The teacher together with the students discuss the generic structure and language feature. The teacher asks the students to arrange the paragraph of descriptive text into good descriptive text.
- 8) The teacher explains about the tenses that are used in the text.
- 9) The teacher gives the students another descriptive text and asks them to do exercise of the text by choosing the right tenses that is suitable with the command.
- 10) The teacher also asks the students to identify the language feature and generic structure of the text.
- 11) The teacher asks the students whether any difficulties or not
- 12) The teacher asks the students to make a descriptive text.

c. Post Activities

- 13) The teacher gives the students chance to ask about descriptive text.
- 14) The teacher arises the students reflection by asking them what they have got and what they have learn.
- 15) The teacher closes the class while greeting the students.

6. Source

For Junior High School Students year VIII, English on Sky
Erlangga 2006

Scoring

Reading aspect:

Penskoran : - untuk setiap soal, jawaban yang benar nilainya 1

- Nilai maksimum adalah 10
- Nilai untuk siswa adalah nilai perolehan

Materials

England

Identification England is one of countries located in Europe that has four seasons. They are winter, spring, summer and autumn.

Description In winter, we can find snow every where. It is always very cool. The temperature can be lower than 0° C. you should wear jacket if you want to go out. We usually have winter from December to February. After winter, we have spring from March to May. The snow melts down. It is the time when trees and plants start to grow their leaves. The temperature is warmer than before, we also have a lot of rain.

Then, it is summer! We have summer from June to August. The sun shine very bright and it is a holiday time. We finish out school and we can play all day or travel to another place. We usually visit our relatives in difference city. It is sometime very hot and people go to the beach or swimming pool.

Autumn comes after summer. We have autumn from September to November. The live on the trees go brown then they fall of. We like playing with falling leaves in our garden. It is very beautiful. We are sure that people like to visit England in autumn.

Check your comprehension!!

Read the following statement! Are they true or false? Correct the statement if they are false!

1. England is located in Europe.
2. There are four seasons in England.
3. Winter happen in June to August.
4. In winter, the temperature is upper than 0° C.
5. Spring start in February.
6. The weather in summer is hot.
7. Autumn happen form September to November.
8. The leave turn brown in spring.
9. In summer, people go to the beach and swimming pool.
10. The leaves on the trees grow in autumn.

Appendix 3

LESSON PLAN 3

| | |
|-----------------|-------------------------|
| School | : SMAN 2 Bandar Lampung |
| Class | : XI |
| Subject | : English |
| Topic | : Telling Stories |
| Skill | : Writing |
| Time allocation | : 2 x 45 minutes |

Standard competence

- Expressing meaning in short and essay functional texts, e.g. narrative, report and analytical exposition, in daily life context.

Basic competence

- Expressing meaning in writing accurately, fluently and appropriately in daily life.

Indicators

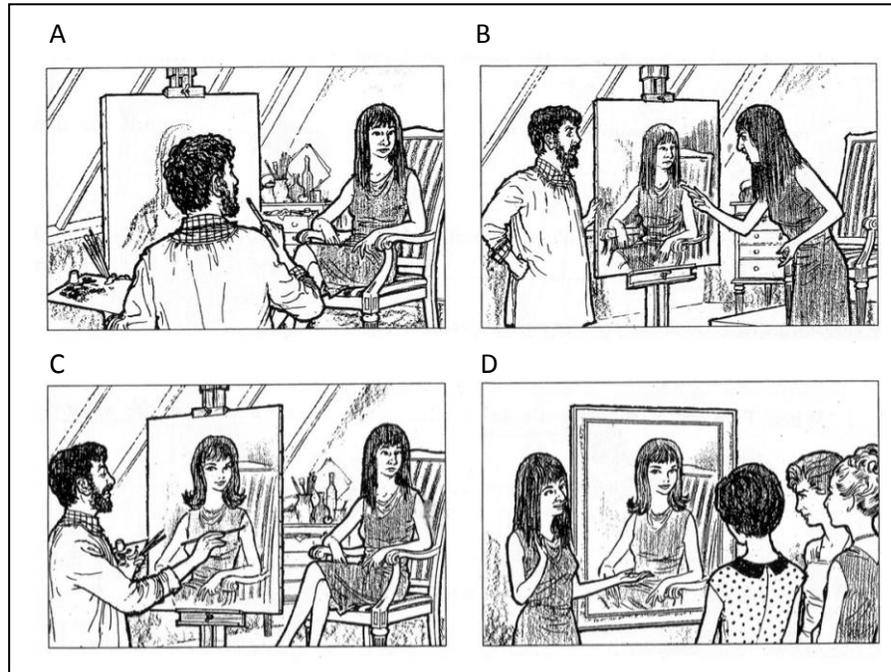
- Students are able to write a paragraph of narrative text based on a sequence of pictures.

Objectives

- Students are able to express meaning in form of paragraph writing.
- Students are able to make a unified paragraph.
- Students are able to make a coherent paragraph by applying linking expression appropriately.

Method

- Communicative Language Teaching



Material

- Sequence of pictures

Media

- Handout: a sequence of pictures
- Classroom equipment: white board, board marker

Teaching and learning process

Opening (10 minutes)

- 1) Teacher greets the students.
- 2) Teacher checks students' attendance.
- 3) Teacher asks the students about material discussed on the previous meeting, which is about telling stories using sequence of pictures.
- 4) Teacher tells the students that at the end of the meeting the students will be asked to write narrative text based on sequence of pictures.

Main Activity (70 minutes)

- 1) Teacher delivers students' work from the previous meeting.
- 2) Teacher recall students' memory of the sequence of pictures.
- 3) Teacher asks the students about the picture. (*"So, what do you think the picture tell you?"*)
- 4) The students respond to teacher's questions.
 - T : So, what do you think the pictures tell you?
 - S1 : I think it is about a woman.
 - T : That is good. Is there any other answer?
 - S2 : (*raising his hand*) There is a woman who wants to look beautiful, but she is not beautiful.
 - T : That's okay. Let's see the first picture. What is happening there?
 - S3 : A woman is sitting and an artist makes a picture of her.
 - T : That is good. Let's name her Ms. Maya. Who wants to start making a story of Ms. Maya?
 - S4 : (*raising her hand*)
 - T : Okay, you.
 - S4 : One day, Ms. Maya asked an artist to make a picture of herself.

T : That is good. One day, Ms. Maya asked an artist to make a picture of her.
See Picture 2. Who wants to try?

S5 : I think Ms. Maya angry.

T : That's okay. Then, Ms. Maya got angry, because of what?

S5 : She got angry because she is ugly, Sir.

T : Then, Ms. Maya got angry because she saw that her portrait was ugly. Next, what does Picture 3 tell you?

S6 : Next, the artist changed the portrait and made it more beautiful.

T : That is good. What about the last picture? What does it tell you?

S7 : Ms. Maya ...

T : Finally?

S7 : Finally, Ms. Maya showed the beautiful picture to her friends.

T : That is very good.

- 5) Teacher and students discuss about the paragraph.
- 6) Teacher prepares another handout (different sequence of pictures).
- 7) Teacher asks the students to make a paragraph using the pictures given.
(individual task).
- 8) Students do the task.
- 9) Teacher moves around the class to guide.
- 10) Teacher helps out the students in case they find difficulties in doing the task.
- 11) Students hand in their work.

Closing (10 minutes)

- 1) Review students' comprehension by asking them what they have learnt.
- 2) Close the meeting.

Evaluation

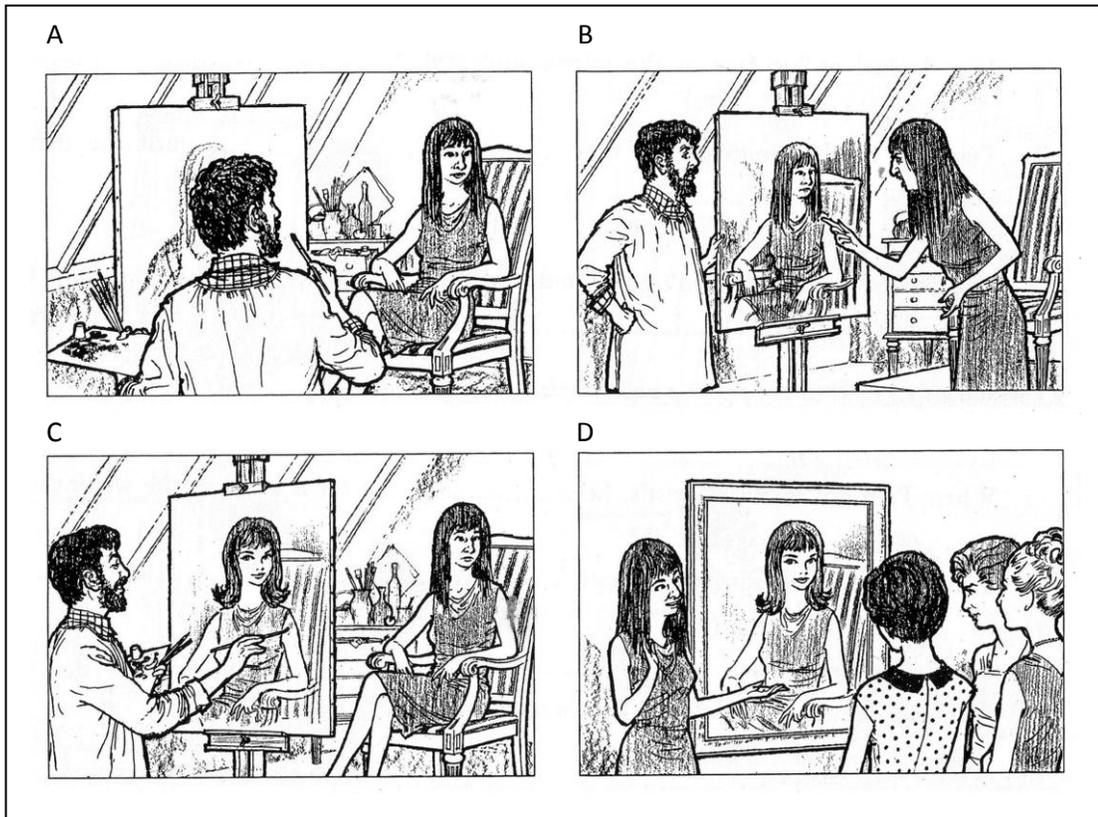
- *Paper and pen (the posttest)*

Students are asked to write a paragraph individually based on a sequence of pictures.

Instruction: **“Write a paragraph describing situation in the pictures.”**

Sample of handout

Look at the pictures. Write a paragraph describing situation in the pictures. Pay attention seriously to the direction below.



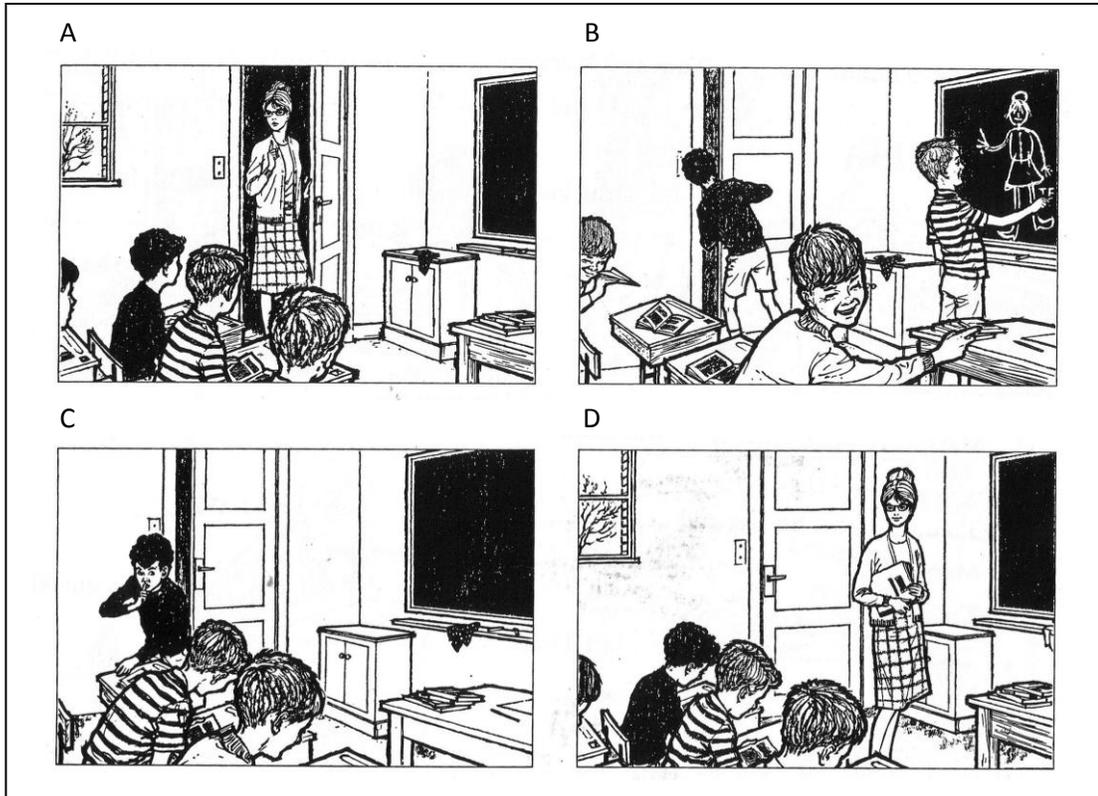
Direction

You are to write a paragraph to describe the situation available in the picture above. Here are some points you should fulfill.

- 1) Write title of your composition.
- 2) You may use these words to construct your composition effectively, e.g., *one day, first, second, next, then, and, so, but, however, although, because, and finally.*

Task

Write a paragraph describing situation in the pictures. Pay attention seriously to the direction below.



Direction

You are to write a paragraph to describe the situation available in the picture above. Here are some points you should fulfill.

- 1) Write title of your composition.
- 2) You may use these words to construct your composition effectively, e.g., *one day, first, second, next, then, and, so, but, however, although, because, and finally.*
