Appendix 1

LESSON PLAN 1

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 topic given.

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
Earthquake

October 17, 1999, was a day that I will never forget. It was the day I experienced my first earthquake. I had just gotten home from school and was lying on the living room sofa watching the news on TV. My little brother was in his room playing, and my old sister was in the kitchen preparing our dinner. Our parents were still at work.

At exactly 5:04 P.M., the earthquake struck. Our apartment started shaking violently as if it were a small wooden boat being tossed by giant waves in the ocean. At first, none of us realized what was happening. Then my sister yelled, “Earthquake! Get under something!” I was too stunned to move, but the shaking was so strong that I soon fell of the sofa onto the floor. I half rolled, half crawled across the floor to the dining table and got under it. My sister was sitting on the floor in the kitchen, holding her arms over her head to protect it from falling dishes. She yelled at my little brother to get under his desk, but he wanted to be near us. He tried to get out of his room, but he kept falling down. The earthquake lasted less than a minute, but it seemed like a year to us.

At last, the shaking stopped. For a minute or two, we were too scared to move then my sister and I got up and went to help our little brother; who was crying. As soon as he saw us, he began to calm down. There was no electricity, so I looked for my transistor radio and turned it on. Unfortunately, it didn’t work because the batteries were too old. Next, we checked the apartment for damage, but we didn’t find any. We felt very lucky, for nothing was broken and no one was hurt. After a while, I tried to call our parent at work, but the phone lines were busy.

Two hours later, our parents finally arrived home. They were unhurt, but they had to walk home because the electric streetcars were not working. We were so happy to see them!

Our first earthquake was an experience that none of us will ever forget, but it taught us a lesson, too. Now we keep emergency supplies such as fresh batteries for my radio available, and we have an emergency plan for communication one another.

Media

- Handout: narrative text.
- 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 whether they have unforgettable moments in their life.
4) Teacher asks one or two students to share their unforgettable moments.
5) Teacher tells the students that at the end of the meeting the students will be asked to write their experience.

Main Activity (70 minutes)
1) Teacher prepares a narrative text in form of handout.
2) Teacher delivers the handouts to the students.
3) Teacher and students discuss about the text. Students are asked about the topic of the text, the generic structure of the text and the main idea of each paragraph.
4) Teacher checks students’ understanding about the text discussed.
5) Teacher prepares a topic. (topic: “Unforgettable Memories”)
6) Teacher asks the students to write a paragraph about the topic.
7) Teacher asks the students to work individually.
8) Students do the task.
9) Teacher moves around the class to guide the students.
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
Students are asked to write a paragraph individually based on the topic.
Instruction: “Write a narrative paragraph of your unforgettable memories”
Earthquake

October 17, 1999, was a day that I will never forget. It was the day I experienced my first earthquake. I had just gotten home from school and was lying on the living room sofa watching the news on TV. My little brother was in his room playing, and my old sister was in the kitchen preparing our dinner. Our parents were still at work.

At exactly 5:04 P.M., the earthquake struck. Our apartment started shaking violently as if it were a small wooden boat being tossed by giant waves in the ocean. At first, none of us realized what was happening. Then my sister yelled, “Earthquake! Get under something!” I was too stunned to move, but the shaking was so strong that I soon fell off the sofa onto the floor. I half rolled, half crawled across the floor to the dining table and got under it. My sister was sitting on the floor in the kitchen, holding her arms over her head to protect it from falling dishes. She yelled at my little brother to get under his desk, but he wanted to be near us. He tried to get out of his room, but he kept falling down. The earthquake lasted less than a minute, but it seemed like a year to us.

At last, the shaking stopped. For a minute or two, we were too scared to move then my sister and I got up and went to help our little brother; who was crying. As soon as he saw us, he began to calm down. There was no electricity, so I looked for my transistor radio and turned it on. Unfortunately, it didn’t work because the batteries were too old. Next, we checked the apartment for damage, but we didn’t find any. We felt very lucky, for nothing was broken and no one was hurt. After a while, I tried to call our parents at work, but the phone lines were busy.

Two hours later, our parents finally arrived home. They were unhurt, but they had to walk home because the electric streetcars were not working. We were so happy to see them!

Our first earthquake was an experience that none of us will ever forget, but it taught us a lesson, too. Now we keep emergency supplies such as fresh batteries for my radio available, and we have an emergency plan for communication one another.
What was the writer’s imagination when the earthquake happened to the apartment?
*The writer imagined that their apartment was a small wooden boat being tossed by giant waves in the ocean.*

1) What does the third paragraph tell us about?
*It tells us about what happened after the shaking stopped.*

2) What does the word *it* refer to in:
   a. paragraph 1 sentence 2 → a day: *October 17, 1999*
   b. paragraph 2 sentence 2 → *the apartment*
   c. paragraph 2 sentence 6 → *the dining table*
   d. paragraph 2 sentence 7 → *the writer’s sister’s head*
   e. paragraph 3 sentence 5 → *the transistor radio*

3) What lesson did the writer get from his shocking experience?
*The writer kept emergency supplies such as fresh batteries in case he needed his transistor radio for emergency situation.*
Appendix 2

LESSON PLAN 2

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

![Sequence of pictures](image)

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 what they have learnt at the previous meeting, that is the discussion about telling unforgettable memories using narrative.
4) Teacher tells the students that at the end of the meeting they will be asked to write narrative text.

**Main Activity (70 minutes)**

1) Teacher prepares handouts of sequence of pictures.
2) Teacher delivers the handouts to the students.
3) Teacher asks the students to pay attention to the pictures.
4) Teacher asks the students about the picture. (**What does the picture tell you?**)

5) Teacher asks the students to describe the picture. (four students for four pictures) and the students respond.

   T : I want you to pay attention to your pictures. Look at Picture A. Can you describe the situation there?
   S1 : (**raising his hand**) Sir, I see leaves cover the garden.
   T : That is good. We all can see that leaves are everywhere, covering the garden, right? (asking other student) Can you make a sentence to begin our story?
   S2 : (**writing on his paper**) One day, Mr. Toni saw that his garden was covered by leaves.
   T : That's good; you indicate that this has happened in the past. One day, Mr. Toni saw that his garden was covered by leaves. Next, what does Picture B tell you?
   S3 : Mr. Toni sweep his garden.
   T : He sweeps the garden?
   S3 : I mean 'He swept the garden'.
   T : Is it okay, Class? He swept the garden?
   Students : Yes …
   S3 : Mr. Toni swept the garden.
   T : Well done. What do you think about Picture C?
   S4 : After two hours, Mr. Toni finished working.
   T : Good job. Then, what does Picture D tell you?
   S5 : And suddenly the wind blow the leaves!
   T : That is okay. Is it true? The wind blow the leaves?
   S5 : Oh, no, Sir. I mean 'The wind blew the leaves'.
   T : And suddenly, the wind blew the leaves. Can somebody make a resolution?
   Because this is narrative, after complication we need resolution, right?
   S6 : Finally, Mr. Toni got angry and he did not sweep the garden again.
   T : That is excellent.

6) Teacher and the students discuss about writing paragraph using sequence of pictures and about the importance of using linking expressions.

   T : In narrative, you may use linking expressions to make your text flows smoothly.
   (teacher and students have discussion about linking expressions.) See?

7) Teacher checks students’ understanding.
8) Teacher prepares another material (different sequence of pictures).
9) Teacher asks the students to write a narrative paragraph guided by the pictures.
10) Teacher checks students’ understanding about the instruction.
11) Students do the task.
12) Teacher moves around the class to guide.
13) Teacher helps out the students in case they find difficulties in doing the task.
14) 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: “Look at the pictures. Write a paragraph describing situation in the pictures.”
Look at the pictures. Describe the situation on the pictures in one paragraph.

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.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
(Sample of student’s writing)

Look at the pictures. Describe the situation on the pictures in one paragraph.

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.

The Unexpected Wind

One day, Mr. Toni saw that his garden was covered by leaves. Then, Mr. Toni took his broom and swept the garden. After two hours, Mr. Toni finished working. He saw his garden in a great satisfaction. Suddenly the strong wind blew the garden. Leaves that he had collected were scattered over the ground. His garden looked as untidy as before. Because of this, Mr. Toni got angry. He just left the garden and did not want to sweep the garden again.
Task

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.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

A
B

C
D
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

[Image of 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.