

APPENDIX 13

LESSON PLAN 1

Subject : English

Class : VIII

Topic : Descriptive Text

Skill : Reading Comprehension

Time : 2 X 45 Minutes

A. Standard Competence

The student are able to comprehend the meaning of short functional text and essay in form of Descriptive Text in daily life contexts and assess knowledge.

B. Basic Competence

The student are able to understand the meaning of essays in the form of Descriptive Text that use written language, fluently and acceptable in daily life contexts and assess knowledge.

C. Indicators

- ✓ To identify the main idea of the text
- ✓ To identify the supporting details of the text
- ✓ To infer the information from the text
- ✓ To find the reference
- ✓ To be able to find vocabulary such as mention the synonym, antonym, and close meaning of words mentioned in the text

D. Objectives

- ✓ The students are able to identify the main idea of the text
- ✓ The students are able to identify the supporting details of the text

- ✓ The students are able to infer the information from the text
- ✓ The students are able to find the reference
- ✓ The students are able to find vocabulary such as mention the synonym, antonym, and close meaning of words mentioned in the text

E. Technique

Mind mapping technique

F. Teaching Learning Activities

Pre Activities

- ✓ The teacher greets the students.
- ✓ The teacher checks the students' attendance list.
- ✓ The teacher showing the picture as the media in order to attract students' interest and help the student understand the contents of the text.
- ✓ The teacher do brainstroms students knowledge of the text by asking several questions related to the theme they just have already heard. For example :
 1. Do you know this picture ?
 2. What do you know about it ?
 3. What does they eat ?
- ✓ The teacher introduces the topic
- ✓ The teacher Introduces the lesson procedures
- ✓ The teacher tells the students that they are going to learn about the Descriptive text.

While Activities

- The teacher write the topic and the theme on the whiteboard. The teacher encircle a word on the board as the central topic, for example, Elephant, and the teacher use image in the central idea. After that, the teacher connect to each branches to central image and in each branches, the teacher give the keywords to make the student understand when they are fill in the branches.
- The teacher makes the mind map in the white board as the example based on the students' answer that they have discussed before that is related with the topic given. It is used to help the students in order to make their own mind map esier.
- The teacher gives Descriptive text in written form to each student.
- The teacher asks the students to keep practicing in making mind maps by using the title of reading text only
- The teacher asks some students to explain their mind mapping
- The teacher gives students some questions from the text and asks student to answers it.
- The teacher lets the students asks some question related to the descriptive text that perhaps they haven't understood yet.

Post Activities

- The teacher asks students to collect the assignment
- The teacher arises the students' reflection by asking them, what they have got and what they have learnt.
- The teacher closes the meating while greeting the students.

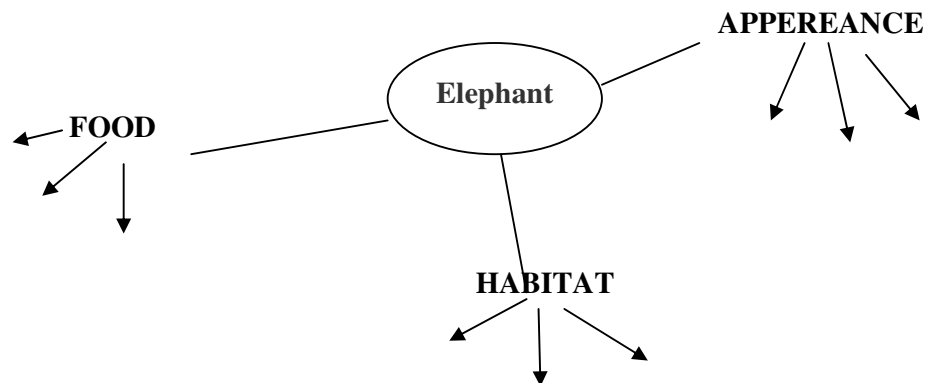
G. Media

- ✓ Reading text (descriptive text)
- ✓ Student workhseet
- ✓ Picture
- ✓ White board

- ✓ Black marker
- ✓ Mind map

H. Material

- ✓ Descriptive text
- ✓ Picture
- ✓ Mind map



I. Source

Kistono, dkk. 2004. *The Bridge English Competence for SMP 2*. Surabaya:Yudisthira.

J. Evaluation

To find out students' reading comprehension during the lesson, the teacher will give the students written question related the text.



Elephant

Elephant is one of the biggest animals in the world. This animal is from Africa.

Elephant has a big body. Its color is grey. It has four legs. And its legs are very big and very strong. Elephant has two wide ears. Elephant has two eyes that the eyes are black and small enough. It has a trunk, and the trunk is long. Elephant has two long/pointed tooth and the name is tusk. And this tusk, trunk and legs can be a weapon of elephant use to defense itself from the other animal. And elephant has a short tail.

Elephant is a herbivore. It like to eat some plants such as grass, small trees, leaves, etc. Because elephant is a big animal so it need to eat so much food to fill its need, and elephant like so much to eat. Elephant is a tame animal. But if it become to angry it can become a dangerous animal.

Elephant usually does its activity at morning until evening, if the night is coming, it usually goes to sleep. Elephant is the strongest animal in the world. Elephant can pull down a big tree, because of that some animals are very afraid to elephant. Not only another animal but also humans are very afraid to elephant if it become angry. But elephant is very afraid to mouse. Although elephant is a big animal, elephant can run about 40 - 60 km/s, so it is fast enough. The elephant's habitat is at tropic area such as Africa, Indonesia, etc. and elephant usually can we find it at tropic area and savanna area. Elephant is a warm blood animal. Elephant

is a mammal so it has baby not egg and the body of the female elephant is bigger than the body of the male elephant.

Answer the question.

1. What is the main idea in the text? (question about main idea)
2. Describe elephant looks in your own words! (question about inference)
3. “It has four legs” paragraph 2
The underlined word refers to....(question about reference)
4. “Elephant is a herbivore.” paragraph
The underlined word has the opposite meaning with ? (question about vocabulary)
5. What is the main idea second paragraph ? (question about main idea)
6. What food does the elephant like to eat and why? (question about specific information)
7. What weapon does elephant use to defense it self from animal? (question about specific information)

LESSON PLAN 2

Subject : English

Class : VIII

Topic : Descriptive Text

Skill : Reading Comprehension

Time : 2 X 45 Minutes

A. Standard Competence

The student are able to comprehend the meaning of short functional text and the essay in form of Descriptive Text in daily life contexts and assess the knowledge.

B. Basic Competence

The student are able to understand the meaning of essays in the form of Descriptive Text that use written language, fluently and acceptable in daily life contexts and assess knowledge.

C. Indicators

- 1) To identify the main idea of the text
- 2) To identify the supporting details of the text
- 3) To infer the information from the text
- 4) To find the reference
- 5) To be able to find vocabulary such as mention the synonym, antonym, and close meaning of words mentioned in the text

D. Objectives

- ✓ The students are able to identify the main idea of the text
- ✓ The students are able to identify the supporting details of the text
- ✓ The students are able to infer the information from the text
- ✓ The students are able to find the reference

- ✓ The students are able to find vocabulary such as mention the synonym, antonym, and the closest meaning of words mentioned in the text

E. Technique

Mind mapping technique

F. Teaching Learning Activities

Pre Activities

- ✓ The teacher greets the students.
- ✓ The teacher checks the students' attendance list.
- ✓ The teacher reminds the previous lesson by giving several questions:
 1. What have you learn from the previous meeting?
 2. Do you still remember the information from the text ?
- ✓ The teacher showing the picture as media in order to attract students' interest and help the student understand the contents of the text.
- ✓ The teacher brainstroms students knowledge of the text by asking several questions related to the theme they just have already heard. For example :
 1. Have you ever visit this place ?
 2. What do you know about this place?
 3. Where is this place ?
 4. Decribe this place ?
- ✓ The teacher make mind map based on students' answer. It is used to help the students in order to make their own mind map easier

While Activities

- The teacher write the topic and the theme on the whiteboard. The teacher encircle a word on the board as the central topic, for example, Borobudur temple, and the teacher use image in the central idea. After that, the teacher connect to each branches to central image and in each

branches, the teacher give the keywords to make the student understand when they are fill in the branches.

- The teacher gives Descriptive text in written form to each student.
- The teacher asks the students to discussion with their friends before practice making mind mapping
- The teacher asks some students to explain their mind mapping
- The teacher gives the students some questions from the text and asks student to answers it.

Post Activities

- The teacher hold a discussion whether they have difficulties during the lesson
- The teacher asks students to collect the assignment.
- The teacher arises the students' reflection by asking them, what they have got and what they have learnt.
- The teacher closes the meating while greeting the students.

G. Media

- ✓ Reading text (descriptive text)
- ✓ Student workhseet
- ✓ Picture
- ✓ White board
- ✓ Black marker
- ✓ Mind map

H. Material

- ✓ Descriptive text
- ✓ Picture
- ✓ Mind map

Location

Borobudur Temple

Constructions

H. Source

Mukarto, dkk. 2006. *English on Sky 2 for junior high school students year VIII* . Jakarta:Erlangga.

I. Evaluation

To find out students' reading comprehension during the lesson, the teacher will give the students written question related the text.

Read the text and answer the questions.



Borobudur Temple

Borobudur is Hindu - Budhist temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifce is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Answer the following questions to check your comprehension.

1. What is the main idea of the text ? (question about main idea)
2. Describe briefly the physical description of Borobudur Temple?
(question about inference)
3. “**It** was build in the nineth century....” paragraph 1
The underlined word refer to.....(question about reference)
4. “Borobudur is **well-known** all over the world.” paragraph 2
The underlined word has similiar meaning with ? (question about vocabulary)
5. What is the main idea second pargraph ? (question abou main idea)
6. Where is it located? (question about specific information)
7. Who built Borobudur Temple? (question about specific information)

LESSON PLAN 3

Subject : English

Class : VIII

Topic : Descriptive Text

Skill : Reading Comprehension

Time : 2 X 45 Minutes

A. Standard Competence

The student are able to comprehend the meaning of short functional text and the essay in form of Descriptive Text in daily life contexts and assess the knowledge.

B. Basic Competence

The student are able to understand the meaning of essays in the form of Descriptive Text that use written language, fluently and acceptable in daily life contexts and assess knowledge.

C. Indicators

- 1) To identify the main idea of the text
- 2) To identify the supporting details of the text
- 3) To infer the information from the text
- 4) To find the reference
- 5) To be able to find vocabulary such as mention the synonym, antonym, and close meaning of words mentioned in the text

D. Objectives

- ✓ The students are able to identify the main idea of the text
- ✓ The students are able to identify the supporting details of the text
- ✓ The students are able to infer the information from the text
- ✓ The students are able to find the reference

- ✓ The students are able to find vocabulary such as mention the synonym, antonym, and the closest meaning of words mentioned in the text

E. Technique

Mind mapping technique

F. Teaching Learning Activities

Pre Activities

- ✓ The teacher greets the students.
- ✓ The teacher checks the students' attendance list.
- ✓ The teacher reminds the previous lesson by giving several questions:
 1. What have you learn from the previous meeting?
 2. Do you still remember the information from the text ?
- ✓ The teacher showing the picture as media in order to attract students' interest and help the student understand the contents of the text.
- ✓ The teacher brainstroms students knowledge of the text by asking several questions related to the theme they just have already heard. For example :
 1. What is the name of the bird in the picture ?
 2. What do you know about this bird?
 3. Do you find it in your town ?
 4. Where can you find the most?
 5. What do you call the place to keep bird ?
- ✓ The teacher make mind map based on students' answer It is used to help the students in order to make their own mind map easier students make mind map
- ✓ The teacher introduces the topic

While Activities

- The teacher write the topic and the theme on the whiteboard. The teacher encircle a word on the board as the central topic, for example,

Heron, and the teacher use image in the central idea. After that, the teacher connect to each branches to central image and in each branches, the teacher give the keywords to make the student understand when they are fill in the branches.

- The teacher gives Descriptive text in written form to each student.
- The teacher asks students to discussion about the topic with their before practice in making mind map
- The teacher asks some students to explain their mind mapping
- The teacher gives students some questions from the text and asks student to answers it.
- The teacher lets the students asks some question related to the descriptive text that perhaps they haven't understood yet.

Post Activities

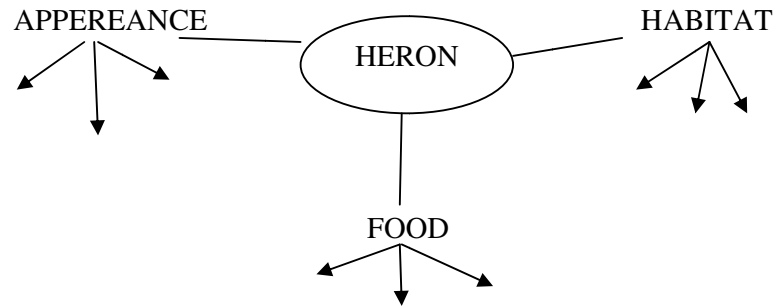
- The teacher asks students to collect the assignment.
- The teacher arises the students' reflection by asking them, what they have got and what they have learnt.
- The teacher closes the meeting while greeting the students.

G. Media

- ✓ Reading text (descriptive text)
- ✓ Student workhseet
- ✓ Picture
- ✓ White board
- ✓ Black marker
- ✓ Mind map

H. Material

- ✓ Descriptive text
- ✓ Picture
- ✓ Mind map



I. Source

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Surabaya:Yudisthira.

J. Evaluation

To find out students' reading comprehension during the lesson, the teacher will give the students written question related the text.



Read the text then answer the questions.

Bird Park

One of the most interesting places to visit in Singapore is the bird park. It is located in the industrial area of Singapore, called Jurong. The bird park is about twelve kilometers from the center of the city, and it's easy to get there by bus or by taxi.

It is one of the largest birds parks in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles, and ostriches. There is a large lake in the park, with the restaurant beside it, and there is also a very large cage which you can walk inside to get closer looking at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on the bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

1. What is the main idea from the text? (question about main idea)
2. What do you think about the birds park ?(question about inference)
3. “It is located in the industrial area of Singapore, called Jurong” paragraph 1. The underlined word refer to....(question about reference)
4. “It is one of the largest birds parks in the world” paragraph 2 . The underlined word has similiar meaning with ? (question about vocabulary)
5. Where do the birds keep? (question about specific information)
6. In your opinion, why the birds park is one of the most interesting in singapore? (question about inference)
7. Why is it better to visit the park early in the morning or late afternoon? (question about specific information)