

## **Appendix 2**

### **LESSON PLAN 1**

#### **TELLING ABOUT PERSONAL EXPERIENCE**

Unit of Education	: Senior High School (SMA)
Subject	: English
Class/ Semester	: X/ 1
Focusing Skill	: Speaking
Genre	: Recount Text
Time Allocation	: 2 x 45 Minutes

#### **1. Standard Competence**

- a. Expressing meaning at short simple transactional and interpersonal conversation and sustained in daily life context.
- b. Comprehend the short functional text and essay (recount, narrative, and procedure) in daily life and to access science.

#### **2. Basic Competence**

- a. Expressing meaning at short simple transactional (to get things done) and interpersonal (to socialize) conversation by using spoken language accurately, fluently, and acceptable to interact and involve spoken language accurately in daily life to access knowledge.
- b. Responding the meaning and the generic structure of written text (recount, narrative, and procedure) accurately in daily life to access knowledge.

**3. Indicators**

- a. Students are able to present their summary of recount in front of the class.
- b. Students are able to communicate with their pair well about their summary of the recount text.
- c. Students are able to understand the information given by their pair.

**4. Learning Objectives**

Students are able to:

- a. Understand the purpose of recount text.
- b. Identify the generic structures of recount text.
- c. Understand the structure and the content of the topic in recount text given.
- d. Present their summary of recount text in front of the class.
- e. Communicate with their pair well about their summary of the recount text.
- f. Understand the information given by their pair.

**5. Learning Material**

The example of recount text.

**6. Time Allocation** : 2 x 45 Minutes**7. Learning Methods**

Conversation

## **8. Teaching and Learning Activities**

### **a. Pre Activities**

1. The teacher opens the class with greeting, and then checks the students' attendance list in order to make sure that all students are present in the class.
2. The teacher tells the students what they are going to learn.
3. The teacher shows the students an example of recount text.
4. The teacher explains the definition, generic structures, and the language features of recount text to the students.
5. The teacher warms up the students by giving several questions related to the topic. It is aimed to brainstorming the students' background knowledge. The questions are as follows:
  1. Do you have an experience?
  2. What kind of experience do you ever have?
  3. What happen in your experience?
  4. What is your impression of your experience?

### **b. While Activities**

6. The students are asked to form into pair consists of two (2) students in each pair.
7. Each student is asked to present their summary of recount in front of the class.
8. While student 1 presents his/ her experience, student 2 has to asked several questions to the student 1 related to his/ her summary of recount.

9. After that, student 2 is asked to present his/ her experience and student 1 has to asked several questions to the student 2 related to his/ her summary of recount.

**c. Post Activities**

10. All of the students' speech performance in each pair is recorded by the researcher.
11. The students' dialogue in each pair is also assessed by two (2) raters, where the first rater (R1) is the researcher and the second rater (R2) is the English teacher of SMAN 1 Bandar Sribhawono based on the rating scale of Harris (1974) which concerns on five (5) aspects namely: *Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.*

**9. Learning Resources**

- a. Look Ahead Book 1 (*an English Course for Senior High School Students Year X*), Publisher Erlangga.
- b. Dictionary

**10. Assessment**

Speaking test in oral form

**11. Scoring System**

The analytical scoring is used and the aspect of speaking proposed by Harris (1974) is used to assess the students' oral production. The lowest

rating score is 1, and the higher rating score is 5, in which the each score is accumulated as follow:

No	Student's Code	Pronuciation		Grammar		Vocabulary		Fluency		Comprehension		Total Score	
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													

The Criteria for each Column:

20 : Excellent

15 : Very Good

10 : Good

5 : Need Help

Total score =  $20 + 20 + 20 + 20 + 20 = 100$

Here is the identification of the scores.

If the student gets 5, so the score is  $5 \times 4 = 20$

4, so the score is  $4 \times 4 = 16$

3, so the score is  $3 \times 4 = 12$

2, so the score is  $2 \times 4 = 8$

1, so the score is  $1 \times 4 = 4$

For example:

A student get 4 in pronunciation, 3 in grammar, 3 in vocabulary, 5 in fluency, and 4 in comprehension. Therefore, the student's total score is:

Pronunciation	$4 \times 4 = 16$
Grammar	$3 \times 4 = 12$
Vocabulary	$3 \times 4 = 12$
Fluency	$5 \times 4 = 20$
Comprehension	$4 \times 4 = 16$
Total Score	: 76

It means that the student gets 76 for speaking.

The score of speaking is based on the five (5) components in which is compared in the percentage.

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