

**Appendix 23****LESSON PLAN 6****MY HOLIDAY ... UNPREDICTABLE BUT FUN**

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

**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 friends well about their summary of the recount text.
- f. Understand the information given by their friends.

**5. Learning Material**

The example of recount text.

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

Cooperative Learning Methods/ Jigsaw Technique

## **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 and explains them how to practice the spoken recount text through jigsaw technique.
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 introduces jigsaw as a technique to help the students in improving their oral production in recount text.
6. The teacher explains several procedures in applying jigsaw for their learning process.
7. 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 text which tell the readers about the past event or someone's experience?
  3. What kind of experience do you ever have?
  4. What happen in your experience?
  5. What is your impression of your experience?

**b. While Activities**

8. The students are asked to form into five (5) groups consists of six (6) students. The group should be in terms of ethnicity, gender, ability, and race.
9. One student is appointed by the teacher to be the group leader, in which this chosen person should initially be the most mature student in the group.
10. As one group consists of six (6) students, the materials consist of six (6) parts. One student will get one part based on the generic structures of recount text.

**a. Orientation**

- Student 1 gets the *orientation* of the text.

**b. List of Events**

- Student 2 gets the *event 1* of the text;
- Student 3 gets the *event 2* of the text;
- Student 4 gets the *event 3* of the text;
- Student 5 gets the *event 4* of the text.

**c. Re-Orientation**

- Student 6 gets the *re-orientation* of the text.

11. In **EXPERT GROUP**, one student is assigned to become an expert on a part of a unit of study based on the generic structure of recount. In this group, the students are asked to read about their expertise area of the text given

- Group 1 : Students who get the part of *orientation*.

- Group 2 : Students who get the part of *event 1*.
- Group 3 : Students who get the part of *event 2*.
- Group 4 : Students who get the part of *event 3*.
- Group 5 : Students who get the part of *event 4*.
- Group 6 : Students who get the part of *re-orientation*.

### c. Post Activities

12. After reading about their expertise area, the experts from different groups meet together to discuss their part. Then, they are asked to return to their **HOME GROUP** and take turns teaching and transferring their part to their group mates.
13. Each group are asked to present their summary of recount text in front of the class.
14. The students are asked to answer several questions given by the teacher based on their expertise area/ their own part based on the generic structures of recount text.

#### a. Orientation

- What kind of experience happens in the text?
- When did the experience happens?
- Who involved in the text?
- Where did the experience happen?
- Why did the experience happen?
- How did the experience happen?

#### b. List of Events

- First, what happens in event 1?

- After that, what happens in event 2?
- Then, what happens in event 3?
- Finally, what happen in event 4?

**c. Re-Orientation**

- How did the writer's feeling in the end of the experience?
- What is your impression if the experience is yours?

15. The students' speech performance in form of dialogue is recorded by the researcher and is assessed by two (2) raters 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
- c. English Forum Article

**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	Pronunciation		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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The following is the example of recount text 3:

### **My Holiday ... Unpredictable but Fun**

It was Sunday, the end of my holiday indeed. When friends of mine suddenly came to my home and picked me up. They told me that we were going to go out of town. That was unpredictable and really surprised me because there was no confirmation before.

At 9 o'clock in the morning, we departed from my home and realized that the road was very crowded. Then, we decided to take freeway to save the time. For about thirty minutes later, we were almost arrived at the place. We tried to find a store to buy some food and drink as our provisions. After we got them, we continue our trip to Boyolali. Well, it took approximately two hours to get there.

In the afternoon, we arrived and came in to one of my friend's house first. There, we could take some rest and had lunch together. After that, according to the plan, we had to continue our trip to go to Tlatar. But, my friend's mother asked us to take some fruit as gift. The fruit such as mangoes, rambutans and guava. It was out of our means, but we accepted it. Of course, moreover, they could complete our provisions, right?

After we got a lot of gift, we went to Tlatar, a special nature park and pond in Boyolali. The way to get there was really nice, we could see the fields and woods around us with the beautiful mountain behind them. Furthermore, we could feel the fresh air which was difficult to be found in Semarang. In Tlatar, we could swim and go fishing. While some of us were swimming, the others were fishing or just enjoyed the view. We also ordered some food and drink.

The other and the last place we visited was Badhe Dam. It was a big dam in Boyolali. We got there went it was getting afternoon around at five o'clock. Well, the situation there was really amazing. It was the right place to calm our self and mind. The beautiful dam with the blue sky was really a wonderful mixture of nature. We relaxed and felt calm and did not forget to take pictures together.

After a long journey, through the land and the sea, I learned something about nature and human products. Although it took a lot of my energy, I felt so happy because I spent all of my time with my friends.

*Taken from: English Forum Article*