

Lesson Plan

Subject : English Lesson
 Class : VIII
 Level : Junior High school
 Time Allocation : 2x45
 Meeting : First (1)

A. Standard Competence and Indicators

1. Standard Competence

10. Exploring the meaning of conversation in transactional and interpersonal form.

10.2. Exploring Meaning of conversation in short monologue by using oral form accurately, fluently and comprehend to interact with social community in form of recount and narrative

2. Indicators

- ✓ Students are able to give information inform of recount.
- ✓ Students are able to respond to the question given.

B. Topic

My favourite singer

C. Sub Topic

1. asking question about one's activity
2. responds to question

D. Instructional Activity

T K	Teacher activity	Students' activity	Techniques	Media	Time
P r e - A c t i	<ol style="list-style-type: none"> 1. explaining the scope of lesson at first meeting 2. give apperception about simple past in interpersonal and transactional 	<ol style="list-style-type: none"> 1. students pay attention. 2. Students answer and give opinion 	Brainstorming And explanation	White board LCD	10 Minut es

v it y	conversation 3. Explain the competence of lesson.				
W h il e – a c ti v it y	<p>4. students are given the condition of conversation and group into 4 groups</p> <p>5. students list some famous person.</p> <p>6. students gathers data about some professions through questioning to real object around the school.</p> <p>7. students underline the main question and answer and try to put it in english form</p> <p>8. students discuss their finding and arrange it into good order.</p> <p>6. students present their finding. other students evaluate and give opinion.</p> <p>7. teacher give adjustment and explanation about the problem they found.</p>	<p>3. students pay attention</p> <p>4. students list some activity.</p> <p>5. students gathers data</p> <p>6. students arrange the answer and discuss it to their friend in groups</p> <p>7. students present their finding.</p> <p>8. students list their problem.</p> <p>9. students pay attention. dialog</p>	<ul style="list-style-type: none"> • Discussions • Small group work 	White board Dialog sheet	55 Minutes
P o s t a c ti v it y	<p>8. conclude the lesson</p> <p>9. give students chance to ask.</p> <p>10. answer the students question.</p> <p>11. give students individual task that will be presented.</p> <p>12. give the overview of next lesson.</p> <p>13. closing</p>	<p>10. pay attention.</p> <p>11. students ask.</p> <p>12. Doing individual test</p> <p>13. Pay attention.</p>	discussion	White board instrument tes	25 minutes

E. Evaluation

The evaluation is using test instrument that is speaking instruction. The test will be given included in teaching learning process.the procedure of test:

- Give instruction: work in pairs and choose one of the biographies.
- Give students chance to work.
- Ask students to come in front of the class and to carry on the transactional dialogue.

F. References

- **Lets Talk English**for junior high school Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- **English for Junior High School.** English for junior high school garde VIII. Erlangga. Jakarta. 2002

Test Instrument

Make a dialouge about one's biography in form of transactional types of speaking(seller, teacher and cleaning servicer) by using simple present.

Scoring Criteria

Rating	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by mother tongue. Two or three a minor grammatical and lexical errors.	Speaks without too great an effort with fairly wide range of expression. Searches for words occasionally one or two un natural pause.	Easy for listener to understand the speaker intention and general meaning. Very few Interruptions or clarification required.
5	Pronunciation is slightly influences by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake pf clarification are necessary.
4	Pronunciation is still	Although he has to make an	Most of what speaker says

	moderately influenced by the mother tongue but no serious phonological errors, a few grammatical and lexical errors but only one or two major errors causing confusion.	effort and search for words, there are no too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression.	is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors some of which cause confusion.	Has to make an effort for much of the time, often has to search for desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand slot of what is said m but he must constantly seek of clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation is seriously influenced b y mother tongue with error causing a break down in communication. Many "basic" grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery .almost gives up in making the effort at the times, limited rage of expression.	Only small bits (usually shorts sentences and phrases) can be understood and then with considerable effort l some one who is usca ... listening to the speaker.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. no evidence of having mastered any of the language skills and areas practiced in the course,	Full of long and unnatural pauses, very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes great efforts or interrupts s, the speaker is unable to clarify anything he seems to have said.

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1. Standard Competence

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10.2. Exploring Meaning of conversation in short monologue by using oral form accurately, fluently and comprehend to interact with social community in form of recount and narrative

2. Indicators

- ✓ Students are able to ask and answer by using question word.
- ✓ Students are able to respond the question given.

B. Topic

Biography

C. Sub Topic

1. asking question about the data about the details of a profession
2. responds to question

D. Instructional Activity

T K	Teacher activity	Students' activity	Techniques	Media	Time
P r e - A	1. explaining the scope of lesson at first meeting 2. give apperception about simple past in	1. students pay attention. 2. Students answer and give opinion	Brainstorming And explanation	White board LCD	10 Minut es

c t i v i t y	interpersonal and transactional conversation 3. Explain the competence of lesson.				
W h i l e – a c t i v i t y	4. Students are given the condition of conversation and group into 4 groups 5. Students list some famous person. 6. Students gathers data about some professions through questioning to real object around the school. 7. Students underline the main question and answer and try to put it in english form 8. Students discuss their finding and arrange it into good order. 9. Students present their finding.other students evaluate and give opinion. 10. Teacher gives adjustment and explanation about the problem they found.	3. students pay attention 4.studentslist some acivity. 5.students gathers data 6.students arrange the answer and discuss it to their friend in groups 7.students present their finding. 8.students list their problem. 9.students pay attention. dialog	<ul style="list-style-type: none"> • Discussions •Small group work 	White board Dialog sheet	55 Minutes
P o s t a c t i v i t y	11. conclude the lesson 12. give students chance to ask. 13. answer the students question. 14. give students individual task that will be presented. 15. give the overview of next lesson. 16. closing	11. pay attention. 12. students ask. 13. Doing individual test 14. Pay attention.	discussion	White board instrumentes	25 minutes

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Test Instrument

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