

## LESSON PLAN

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4. School : SMP Muhammadiyah Al-Amin Kota Sorong
5. Class : VIII
6. Subject : English
7. Topic : Descriptive text (Animals)
8. Time Allotment : 80 minutes (from 7.30.to 8.50)
9. Room : 1
10. Level : Mixed ability
11. Semester : III
12. Language Focus : Writing
13. Prior Knowledge : Simple present tense (to be and to have)
14. Main Competence : Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
15. Basic Competence : Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
16. Lesson Objective : At the end of the lesson, students are able to describe a given name of animal in a descriptive text.
17. Metode : PPP (Presentation, Practice, Production)
18. Refrensi : Internet Sources

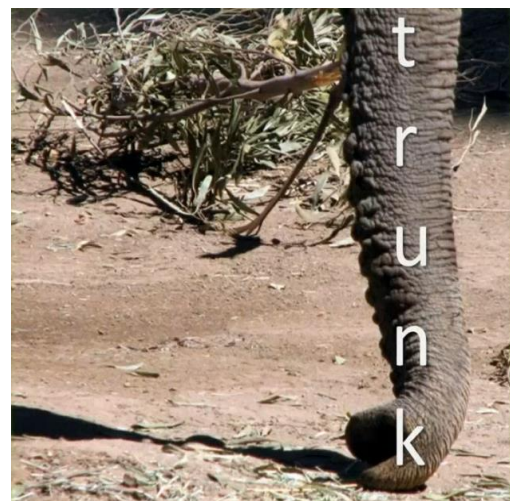
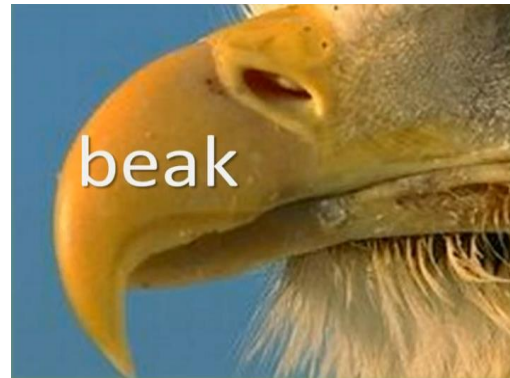
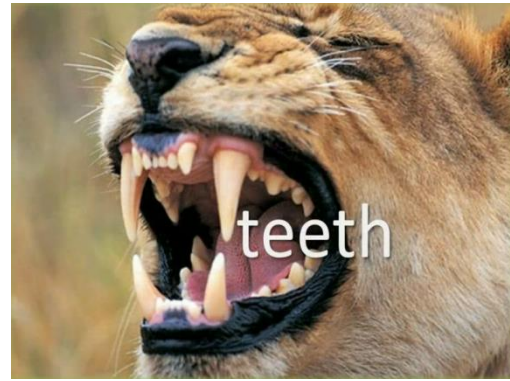
1 Step/Phase	2 Estimated Time	3 Teacher Role/ Activity	4 Student Role/ Activity	5 Patterns of interaction	6 Success Indicators	7 Purposes
<i>Beginning the class</i> <ul style="list-style-type: none"> <li>• Entering the classroom</li> <li>• Everyday greeting &amp; Prayers</li> <li>• Taking the Register</li> </ul>	} 5 minutes	Teacher enters the classroom  T greets the students and leads the pray  T cheks the attendance	Students are ready in the classroom  Ss greet the teacher and pray  Ss respond/listen the name	T-SS  T-SS  T-SS	Teacher is in the classroom  Teacher and students greet one another and the Ss pray together  Teacher knows students condition	To teach  To greet and Pray  To know the students condition

<p><i>Running the class</i></p> <p>a. Presentation</p> <ul style="list-style-type: none"> <li>• Beginning with revision (prior knowledge)</li> <li>• Starting something new</li> <li>• Telling the objectives</li> <li>• Presenting the materials</li> <li>• Making things clear/Checking students' understanding</li> <li>• Telling the sequences of activities the students have to do to achieve the objectives: <ul style="list-style-type: none"> <li>(1) Activities for practice: <ul style="list-style-type: none"> <li>- Deviding students into grous</li> <li>- T share worksheet</li> <li>- Ss do the practice.</li> </ul> </li> <li>(2) activities for production/use <ul style="list-style-type: none"> <li>- T ask Ss to Write a descriptive text about Ss' favorite animal</li> </ul> </li> </ul> </li> </ul>	15 minutes	<p>T asks for the students' prior knowledge (simple present tense)</p> <p>T shows animals picture</p> <p>T tells the objectives of the lesson T explains the descriptive text form</p> <p>T checks students' comprehension about descriptive text through questioning.</p> <p>T tells the sequence activity to the Ss</p>	<p>Ss respond the teacher question</p> <p>Students describe the picture</p> <p>Ss listen to the objectives Ss listen to the explanation</p> <p>Ss respond the teacher</p> <p>Ss listen to the teacher</p>	<p>T-SS</p> <p>T-SS</p> <p>T-SS</p> <p>T-SS</p> <p>T-SS</p>	<p>Students know the material</p> <p>Students can describe the picture</p> <p>Students know the objectives</p> <p>Students understand the material</p> <p>Students understand how to describe animals</p> <p>Students know the sequence scivity</p>	<p>To recognize the topic</p> <p>To know the characteristics of the animals on the picture</p> <p>To know the objectives</p> <p>To understand the material</p> <p>To understand how to describe animals</p> <p>To inform the sequence activity</p>
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b.Practice • Based on the sequences of activities	25 minutes	T divides the students into a group of four	Ss sit in groups	T-SS	Every student has a group	To group the students
		T shares worksheets	Receive the worksheet	T-SS	Every student receives the worksheet	To finish the worksheet
		T asks SS to do the worksheet	SS do the worksheet	SS-SS	Every group does the Worksheet	To strengthen Ss Understanding about a descriptive text
c.Production/use	30 minutes	T asks the students to write a descriptive text about their favorite animal individually	Ss are practicing to write a descriptive text individually	T-SS	Every student is practicing	To check students' ability in writing a descriptive text
<i>Closing the lesson</i>	5 minutes					
d. Closure						
• Checking the time		T asks the time	Ss check the time	T-SS	Students tell the time	To check the time
• Setting taking home assignment		T asks Ss to do an assignment based on Environment Context	Ss listen to the assignment	T-SS	Students have assignment	To improve students speaking skill
• Making announcement		T asks students to write a descriptive text about a pet/farm animal at home and must be collected in next meeting	Ss write down the assignment	T-SS	Students understand their assignment	To announce their assignment
• Ending the lesson		T ends the class	Ss prepare to end the class	T-SS	The class is end	To end the class
• Saying good bye		T greets the students	Ss reply the teacher greeting	T-SS	The students greet	To greet the students
• Clearing the class	T leaves the class	Ss stay in the class	T-SS	Teacher leaves the classroom	To clear the class	

## MATERIAL FOR PRESENTATION

### 1. Presenting parts of animal body





2. Telling the objectives

**At the end of the lesson, students must be able to write a descriptive text**

3. Descriptive text material

a. DEFINITION

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. The Social Function of Descriptive Text is to describe a particular person, animal, plant, place, or thing.

b. GENERIC STRUCTURE

The Generic Structure of Descriptive Text consists of Identification and Description.

*Identification*

Identifies phenomenon to be described.

*Description*

Describes appearances, parts, qualities, characteristics, etc.

c. LANGUAGE FEATURES


Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore.

Significant Grammatical Features:

- 1) Focus on specific participants (My English teacher, Andini's cat, My favorite place)
- 2) Use of Simple Present Tense sometimes use of Simple Past Tense if Extinct.
- 3) Verbs of being and having 'Relational Processes'. (My mum is really cool, She has long black hair)
- 4) Use of descriptive adjectives (strong legs, white fangs)
- 5) Use of detailed Noun Phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur)
- 6) Use of action verbs 'Material Processes' (It eats grass, It runs fast)
- 7) Use of adverbials to give additional information about behavior (fast, at tree house)
- 8) Use of Figurative language (John is as white as chalk.)

d. EXAMPLE OF DESCRIPTIVE TEXT

**Bongo the Orangutan**



Source: [www.omepage.mac.com](http://www.omepage.mac.com)

identification — [ There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

description — [ She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast feeds them.

**MATERIAL FOR PRACTICE**

1. Making things clear

Teacher shows hamster picture, then teacher asks students to describe the animal orally and the teacher writes the sentences on the whiteboard. Then teacher asks students to arrange the sentences into good descriptive text..



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2. Informing sequence activity
  - a. Activities for practice:
    - Dividing students into groups of four
    - T shares worksheet
    - Ss do the worksheet
  - b. Activities for production/use
    - T ask Ss to Write a descriptive text about Ss' favorite animal

### MATERIAL FOR PRODUCTION

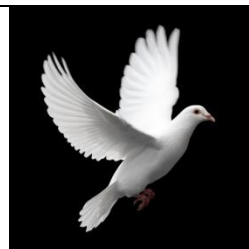
1. Worksheet (terlampir)  
**Describe the following animal based on the keywords given!**



**SHARK**



**RABBIT**



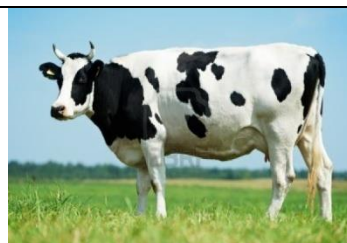
**PIGEON**



**GIRAFFE**



**PEACOCK**



**HORSE**



**TIGER**



**BUTTERFLY**



Key words:

1. Sea animal/wild animal/tame animal/bird/insect
2. Physical appearances
3. Habits
4. Food

## WORKSHEET

School : SMP Muhammadiyah Al-Amin Kota Sorong

Class/Semester : VIII/III

Group :

Member : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the following animal based on the keywords given!



Key words:

1. Farm animal
2. Physical appearances
3. Habits
4. Food

TITLE	
DESCRIPTION	
IDENTIFICATION	

## WORKSHEET

School : SMP Muhammadiyah Al-Amin Kota Sorong

Class/Semester : VIII/III

Group :

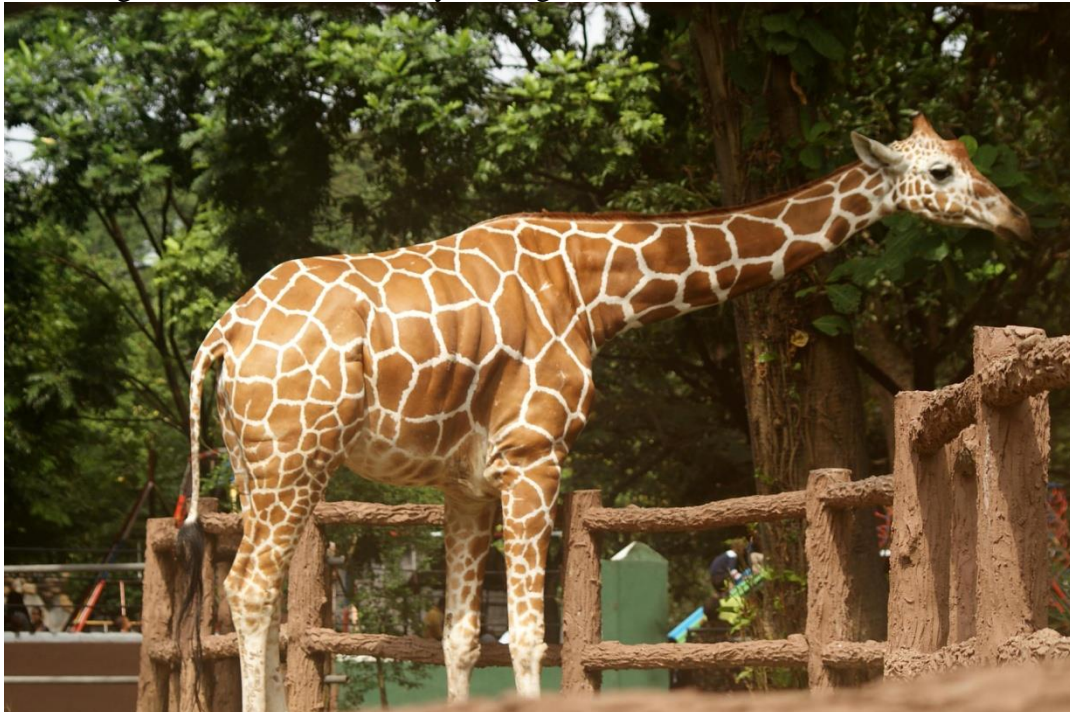
Member : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the following animal based on the keywords given!



Key words:

1. Tame animal
2. Physical appearances
3. Habits
4. Food

TITLE	
DESCRIPTION	
IDENTIFICATION	

## WORKSHEET

School : SMP Muhammadiyah Al-Amin Kota Sorong

Class/Semester : VIII/III

Group :

Member : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the following picture based on the keywords given!



Key words:

1. Bird
2. Physical appearances
3. Habits
4. Food

TITLE	
DESCRIPTION	
IDENTIFICATION	

## WORKSHEET

School : SMP Muhammadiyah Al-Amin Kota Sorong

Class/Semester : VIII/III

Group :

Member : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the following animal based on the keywords given!



Key words:

1. Pet
2. Physical appearances
3. Habits
4. Food

TITLE	
DESCRIPTION	
IDENTIFICATION	

## WORKSHEET

School : SMP Muhammadiyah Al-Amin Kota Sorong

Class/Semester : VIII/III

Group :

Member : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the following animal based on the keywords given!



Key words:

1. Sea animal
2. Physical appearances
3. Habits
4. Food

TITLE	
DESCRIPTION	
IDENTIFICATION	

## WORKSHEET

School : SMP Muhammadiyah Al-Amin Kota Sorong

Class/Semester : VIII/III

Group :

Member : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the following animal based on the keywords given!



Key words:

1. Wild animal
2. Physical appearances
3. Habits
4. Food

TITLE	
DESCRIPTION	
IDENTIFICATION	

## WORKSHEET

School : SMP Muhammadiyah Al-Amin Kota Sorong

Class/Semester : VIII/III

Group :

Member : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the following animal based on the keywords given!



Key words:

1. Insect
2. Physical appearances
3. Habits
4. Food

TITLE	
DESCRIPTION	
IDENTIFICATION	



## WORKSHEET

School : SMP Muhammadiyah Al-Amin Kota Sorong

Class/Semester : VIII/III

Group :

Member : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the following animal based on the keywords given!



Key words:

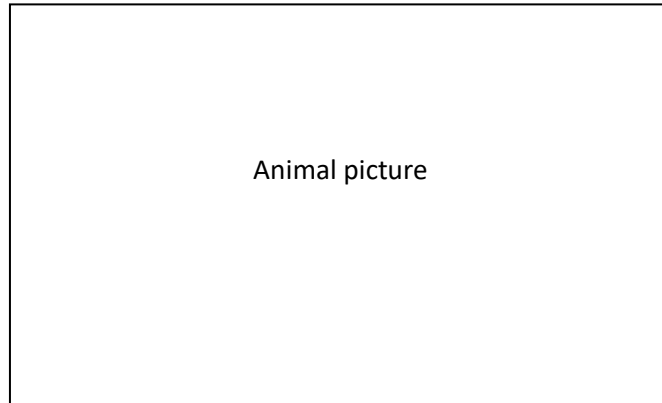
1. Bird
2. Physical appearances
3. Habits
4. Food

TITLE	
DESCRIPTION	
IDENTIFICATION	

## HOMEWORK

School : SMP Muhammadiyah Al-Amin Kota Sorong  
Class/Semester : VIII/III  
Name :  
Number :

Write down a descriptive text about another animal around you!



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## Scoring Rubric

Developing ideas (D)	
Point	Description
5	The descriptive text gives paragraph unity (topic, state good topic sentence, supporting sentence, concluding sentence) and coherence (relationship among ideas, understandable). It fulfill all criteria well
4	The descriptive text give paragraph unity (topic, state good topic sentence) but one of the criteria is weak.
3	The descriptive text give paragraph unity (topic, state topic sentence, conclusion of topic sentence) but some criteria above are weak
2	The descriptive text give paragraph unity (topic, state topic sentence) but most criteria above are weak
1	The descriptive text still give topic but all criteria are weak
Organizing ideas (O)	
5	The descriptive text is coherence and the coherences are correct. The text is using chronological order. The descriptive text repeats key words.
4	The descriptive text is coherence and the coherences are correct. The text using chronological order
3	The descriptive text is coherence and some criteria are appropriate enough
2	The descriptive text is coherence but the coherences among sentences are weak
1	The descriptive text is not coherence
Grammar (G)	
5	Use present tense correctly, use relational verb and adjective words correctly
4	Use present tense, use relational verb but do not use adjective words correctly
3	Make errors of tenses, use relational words and use adjective words
2	Make errors of tenses, do not use relational verbs correctly, and use adjective words
1	Make errors of tenses, relational verbs and adjective words
Vocabulary (V)	
5	All or almost all of the descriptive text words are used effectively
4	Use many descriptive words effectively
3	Use some descriptive words
2	There are some mistakes in using descriptive words
1	Do not use the descriptive words correctly
Mechanics (M)	
5	The descriptive text uses correct punctuation, spelling and capitalization. It fulfill all criteria
4	The descriptive text uses correct punctuation, spelling but fairly capitalization but one of the criteria is weak
3	The descriptive text punctuation uses fairly punctuation but loosely correct spelling and capitalization. Some criteria are weak
2	The descriptive text uses fairly punctuation but inadequate correct spelling and capitalization. Most criteria are weak
1	The descriptive texts do not use correct punctuation, spelling and capitalization.

### Students' Value:

Gain Score (D+O+G+V+M)

————— X 100 = Students' Value

Maksimum Score (25)