

Appendix 1
Speaking Rubric for The Pre-test and Post-test

Student's Name / Number :

Date : November , 2008

SPEAKING RUBRIC

I. Comprehensibility

SCORING				Total Score : _____
<p>≤ 54 Responses barely comprehensible</p>	<p>55 - 65 Responses mostly comprehensible, requiring interpretation on the part of listener</p>	<p>66 - 79 Responses comprehensible, requiring minimal interpretation on the part of the listener</p>	<p>80 - 90 Responses readily comprehensible, Requiring no interpretation on the part of the listener</p>	

II. Fluency

SCORING				Total Score : _____
<p>≤ 54 Speech halting and uneven with long pauses or incomplete thought</p>	<p>55 - 65 Speech choppy and/ or slow with frequent pauses, few or no incomplete thoughts</p>	<p>66 - 79 Some hesitation but manages to continue and complete thoughts</p>	<p>80 - 90 Speech continuous with few pauses or stumbling</p>	

III. Pronunciation

SCORING				Total Score : _____
<p>≤ 54 Frequently interferes with communication</p>	<p>55 - 65 Occasionally interferes with communication</p>	<p>66 - 79 Does not interfere with communication</p>	<p>80 - 90 Enhances communication</p>	

IV. Vocabulary

SCORING				Total Score : _____
<p style="text-align: center;">≤ 54</p> Inadequate and/or inaccurate use of vocabulary	<p style="text-align: center;">55 - 65</p> Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level	<p style="text-align: center;">66 - 79</p> Adequate and accurate use of vocabulary for this level	<p style="text-align: center;">80 - 90</p> Rich use of vocabulary	

V. Grammar

SCORING				Total Score : _____
<p style="text-align: center;">≤ 54</p> Inadequate and/or inaccurate use of basic language structures	<p style="text-align: center;">55 - 65</p> Emerging use of basic language structures	<p style="text-align: center;">66 - 79</p> Emerging control of basic language structures	<p style="text-align: center;">80 - 90</p> Control of basic language structures	

Appendix 2
The Calculation for the Pre-test Mean of
the Experimental and Control Groups

Calculation for Two Means Test
(Pre Test)

No.	Experimental (IV A)		Control (IV B)	
	xA	X ² A	xB	X ² B
1	56.5	3192.25	60.5	3660.25
2	65.5	4290.25	86	7396
3	75	5625	87	7396
4	87.5	7656.25	49.5	2450.25
5	74.5	5550.25	66.5	4422.25
6	77.5	6006.25	88	7744
7	80.5	6480.25	73	5329
8	50	2500	51	2601
9	83	6889	43.5	1892.25
10	46	2116	80.5	6480.25
11	71	5041	71	5041
12	81.5	6642.25	31	961
13	65.5	4290.25	62.5	3906.25
14	53	2809	73.5	5402.25
15	75	5625	41.5	1722.25
16	75.5	5700.25	87	7569
17	60	3600	87	7569
18	82	6724	64	4096
19	81.5	6642.25	74.5	5550.25
20	75.5	5700.25	69.5	4830.25
21	73.5	5402.25	45	2025

22	79	6241	75	5625
23	61.5	3782.25	56	3136
24	71.5	5112.25	44.5	1980.25
25	83.5	6972.25	84	7056
26	83	6889	77	5929
27	64.5	4160.25	61.5	3782.25
28	39	1521	84.5	7140.25
29	79.5	6320.25	81.5	6642.25
Total	2051.5	149480.25	1956	139334.5
n	29	-	29	-
Mean	70.74		67.45	
SD	12.47		16.26	

Test of Hypothesis of Pre - test

1. $H_0 : \mu_A = \mu_B$, there is no significant difference between the students' pre - test score in experimental group and the control group.

$H_a : \mu_A \neq \mu_B$, there is a significant difference between the students' pre - test score in experimental group and the control group.

2. T - test where $df = n_A + n_B - 2 = 56$

$$t (5\%) = 1.671$$

3. Calculation for t - observation (t_o) ;

Experimental Group

$$\bar{x} = \frac{\sum x}{n} = 70.74$$

$$S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 12.47$$

Control Group

$$\bar{x} = \frac{\sum x}{n} = 67.45$$

$$S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 16.26$$

4. Calculation for the standard scores (t_0);

$$t_0 = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A - 1)SD^2_A + (n_B - 1)SD^2_B}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 0.86$$

Appendix 3
The Statistical Computing for the Pre-test Mean of
the Experimental and Control Groups

t-Test : Pre-test

t-Test: Two-Sample Assuming Equal
 Variances

	<i>A</i>	<i>B</i>
Mean	70,74137931	67,44827586
Variance	155,5110837	270,6668719
Observations	29	29
Pooled Variance	213,0889778	
Hypothesized Mean Difference	0	
df	56	
t Stat	0,859031089	
P(T<=t) one-tail	0,196992827	
t Critical one-tail	1,672522304	
P(T<=t) two-tail	0,393985653	
t Critical two-tail	2,003240704	

Appendix 4
The Calculation for the Post-Test of
the Experimental and Control Groups

Calculation for Two Means Test
(Post Test)

No.	Experimental (IV A)		Control (IV B)	
	xA	X ² A	xB	X ² B
1	46.5	2162.25	64	4096
2	58	3364	87.5	7656.25
3	61	3721	87	7569
4	88.5	7832.25	62.5	3906.25
5	88.5	7832.25	63.5	4032.25
6	83	6889	85	7225
7	82	6724	84	7056
8	79	6241	47.5	2256.25
9	86.5	7482.25	47	2209
10	65.5	4290.25	62.5	3906.25
11	77	5929	67.5	4556.25
12	80.5	6480.25	31	961
13	53.5	2862.25	53	2809
14	79	6241	70.5	4970.25
15	78	6084	35	1225
16	71.5	5112.25	82.5	6806.25
17	74	5476	86.5	7482.25
18	86	7396	80	6400
19	73	5329	73.5	5402.25
20	82.5	6806.25	73	5329
21	83.5	6972.25	59	3481

22	79.5	6320.25	82	6724
23	72	5184	63	3969
24	75.5	5700.25	47	2209
25	81.5	6642.25	87.5	7656.25
26	80.5	6480.25	71	5041
27	81.5	6642.25	76.5	5852.25
28	43.5	1892.25	83.5	6972.25
29	79.5	6320.25	84	7056
Total	2170.5	166408.25	1996.5	144814.25
n	29	-	29	-
Mean	74.84		68.84	
SD	11.89		16.22	

Test of Hypothesis of Post - test

5. $H_0 : \mu_A = \mu_B$, there is no significant difference between the students who are taught speaking by using Talking and Writing Box and the students who are taught speaking by using Memorization Technique.
6. $H_a : \mu_A > \mu_B$, there is a significant difference between the students who are taught speaking by using Talking and Writing Box and the students who are taught speaking by using Memorization Technique.

t - test where $df = n_A + n_B - 2 = 56$

$t(5\%) = 1.671$

7. Calculation for t - observation (t_o) ;

Experimental Group

$$\bar{x} = \frac{\sum x}{n} = 74.84$$

$$S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 11.89$$

Control Group

$$\bar{x} = \frac{\sum x}{n} = 68.84$$

$$S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 16.22$$

8. Calculation for the standard scores (to);

$$t_0 = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A - 1)SD^2_A + (n_B - 1)SD^2_B}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 1.6$$

Appendix 5
The Statistical Computing for the Post-test Mean of
the Experimental and Control Groups

t-Test: Post-test

t-Test: Two-Sample Assuming Equal

Variances

	<i>A</i>	<i>B</i>
Mean	74,84482759	68,84482759
Variance	141,341133	263,0554187
Observations	29	29
Pooled Variance	202,1982759	
Hypothesized Mean		
Difference	0	
df	56	
t Stat	1,60674341	
P(T<=t) one-tail	0,056867636	
t Critical one-tail	1,672522304	
P(T<=t) two-tail	0,113735273	
t Critical two-tail	2,003240704	

Appendix 6
The Calculation for the Gain Score of
the Experimental and Control Groups

The Gain Score of The Experimental and Control Groups.

Pre-test		Post-test		Gain Score	
Exp.	Control	Exp.	Control	Exp.	Control
56,5	60,5	46,5	64	-10	3,5
65,5	86	58	87,5	-7,5	1,5
75	87	61	87	-14	0
87,5	49,5	88,5	62,5	1	13
74,5	66,5	88,5	63,5	14	-3
77,5	88	83	85	5,5	-3
80,5	73	82	84	1,5	11
50	51	79	47,5	29	-3,5
83	43,5	86,5	47	3,5	3,5
46	80,5	65,5	62,5	19,5	-18
71	71	77	67,5	6	-3,5
81,5	31	80,5	31	-1	0
65,5	62,5	53,5	53	-12	-9,5
53	73,5	79	70,5	26	-3
75	41,5	78	35	3	-6,5
75,5	87	71,5	82,5	-4	-4,5
60	87	74	86,5	14	-0,5
82	64	86	80	4	16
81,5	74,5	73	73,5	-8,5	-1
75,5	69,5	82,5	73	7	3,5
73,5	45	83,5	59	10	14
79	75	79,5	82	0,5	7
61,5	56	72	63	10,5	7
71,5	44,5	75,5	47	4	2,5
83,5	84	81,5	87,5	-2	3,5
83	77	80,5	71	-2,5	-6
64,5	61,5	81,5	76,5	17	15
39	84,5	43,5	83,5	4,5	-1
79,5	81,5	79,5	84	0	2,5

Appendix 7
The Statistical Computing for the Gain Score of
the Experimental and Control Groups

t-Test: Gain Scores

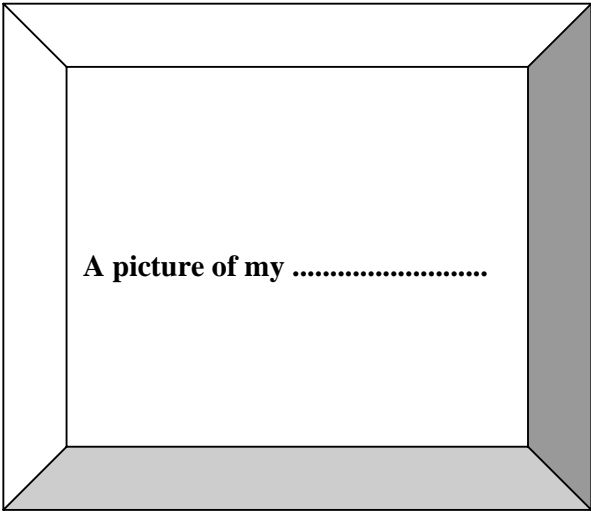
t-Test: Two-Sample Assuming Equal Variances

	<i>Exp</i>	<i>Control</i>
Mean	4,103448276	1,396551724
Variance	110,2924877	58,52463054
SD	10,50202303	7,65013925
Observations	29	29
Pooled Variance	84,40855911	
Hypothesized Mean		
Difference	0	
df	56	
t Stat	1,12192136	
P(T<=t) one-tail	0,133341755	
t Critical one-tail	1,672522304	
P(T<=t) two-tail	0,266683509	
t Critical two-tail	2,003240704	

Appendix 8
The Treatments for The Experimental Groups
(Lesson Plans)

Homework.

Draw a picture of your father / mother in the provided box.
Then, write down the description of him / her.



LESSON PLAN

Subject	:	English
Theme	:	Friends
Skill	:	Speaking
Language Component	:	Vocabulary and Grammar
Class	:	Elementary School
Grade / Semester	:	IV / 2
Time allocated	:	1 x 35 minutes

A. COMPETENCE

1. Basic Competence

- Students are able to know about their friends' appearance.

2. Achievement Indicators

Speaking

- Students are able to describe one of their friend / someone else orally.

Writing

- Students are able to make a short composition about someone's appearance.

Vocabulary

- Students are able to pronounce the teacher's drilling.
- Students are able to translate some new vocabularies given by looking at the picture.

Grammar

- Students are able to make some written or spoken sentences correctly by using "has/have".

B. LEARNING MATERIALS

(See the students' worksheet)

C. MEDIA

- CD Player
- Flash cards
- Talking and Writing Box

D. THE TECHNIQUE and ACTIVITIES

1. The Audio - Lingual Method
Repetition drill
2. Teaching Speaking
Talking and Writing Box

E. TEACHING and LEARNING ACTIVITIES

STAGES	ACTIVITIES		TIME ALLOT-MENT
	TEACHER'S	STUDENTS'	
Pre-Instructional Activities	Greeting : "Good morning, class. How are you today?" "It's nice to see you."	Responding : "Good morning, Miss. Fine, thank you."	30 seconds
	Bridging and Objectives : "Today's lesson we will discuss about our friends' appearance. I will show you how to describe our friend in a correct way."	Listening : The students listen to the teacher.	30 seconds
	New presentation :		
	Triggering questions : "Students, I want to ask you some questions. Which part of your body	Responding and answering : The students raise their hand and	1 minute

	do you like most ? And why do you like it ?”	answer the teacher’s questions.	
	<p>Exercises and enforcement</p> <p><u>REPETITION DRILL</u></p> <ul style="list-style-type: none"> • “Now, I want to distribute worksheets to each of you. There are two pages. Okay, please open page 1. “ • “Take a look at page 1. There are many new vocabularies and pictures. That will help you in translating those vocabularies into Indonesian.” • “What you have to do is repeat after me. Please, listen carefully.” <p><i>(Note : after repeating the teacher, the students are asked to translate the word into Indonesian)</i></p> <p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> • The teacher explains the use of “has” in a sentence. “Students, to describe someone’s appearance, we usually use “has”. For example, <i>She/he has big eyes and a flat nose.</i> But, if we want to describe ourselves to others, we do not use “has” anymore, but “have”. For example, I want to describe my appearance to you, so I will say I 	<p>Responding and answering :</p> <p>The students listen to the teacher and open page 1.</p> <p>The students repeat every word after the teacher.</p> <p>The students pay attention to the teacher’s explanation.</p>	<p>6 minutes</p> <p>3 minutes</p>

	<p><i>have short straight hair or I have a pointed nose."</i></p> <p><u>SPEAKING and DO ACTIVITIES</u></p> <ul style="list-style-type: none"> The teacher asks 2 students, a boy and a girl, to come in front of the class. <p>"I want two of you to come in front here. For the others, please describe your friends' appearance. If you can do it, please raise your hand."</p>		5 minutes
<p>Whilst- Instructional Activities</p>	<p><u>WRITING</u></p> <ul style="list-style-type: none"> "Students, please open page 2. There are 2 pictures of people. Write down what they look like." <p><u>CHECKING STUDENT'S WORK</u></p> <ul style="list-style-type: none"> "Now, let's check the answer together." Teacher asks some students to come in front one by one and write down their sentence on the whiteboard. 	<p>Two students are willing to come in front of the class.</p> <p>The students do what the teacher says.</p> <p>Students come in front of the class one by one.</p>	7 minutes 3 minutes
	<p>Assessment (giving and checking) :</p> <p><u>SPEAKING and DO ACTIVITIES</u></p> <p>Checking how far the students have understood the lessons that have been discussed.</p>	<p>Doing the assessment:</p>	8 minutes

	<ul style="list-style-type: none"> • The teacher plays a game “Pass the Box” “Now, I have a box named Talking and Writing Box. It contains many pictures of people. • The teacher tells a rule of playing the game. “The rule is when I play the music, pass the box to your friend who is sitting beside you. When I stop the music, the one who is holding the box must choose a picture outside of the box. Then, tell what you know about the picture you have chosen. For example ; “Michael is the last person who is holding the box. Then, he chooses a picture of a girl and tells what she looks like (her appearance).” 	<p>Students listen to the teacher enthusiastically.</p> <p>The students are ready to play the game and try to remember the rule.</p>	
Post - instructional activities	<p>Giving the assignment : “Ok, class. I will give you homework. For your first homework, please write at least 5 sentences about the appearance of your father / mother. For the second one, match each sentence to the correct picture.”</p>	<p>Taking notes : “Yes, Miss”</p>	30 seconds
	<p>Leave taking : “I think that’s all for today. Thank</p>	<p>Saying goodbye : See you Miss....</p>	30 seconds

	you for participating and good bye.”		
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F. REFERENCES

1. Herrera, Mario and Pinkley, Diane. 2005. BACKPACK 4. Pearson Education, Inc : United States of America
2. Candra Agista, Paulina. 2000. Parts of a body. Kanisius : Yogyakarta

ANSWER KEY

Write down the description of the persons below.

1. The man

- He has short straight hair.
- He has small eyes.
- He has a pointed nose.
- He has thick lips.

2. The girl

- She has short straight hair.
- She has big eyes.
- She has a flat nose.
- She has thin lips.



Listen. Point and say.



1.



2.



3.



4.

1. Amanda has long, straight blond hair. She has blue eyes.
2. Carmen has short, curly brown hair. She has brown eyes.
3. Harry has short, straight red hair. He has green eyes.
4. Hiro has straight dark hair and dark eyes. He wears glasses.



Listen and stick.

OUR NEW CLASSMATES



The following groups of words contain characteristic for a general description.

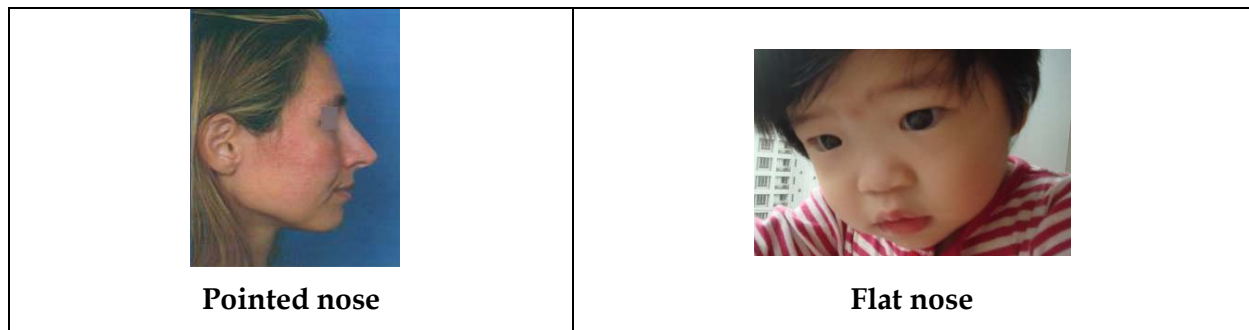
1. For hair



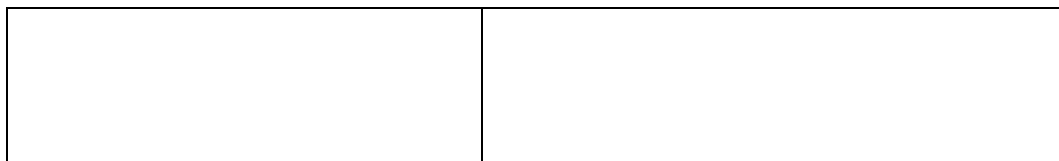
2. For eyes

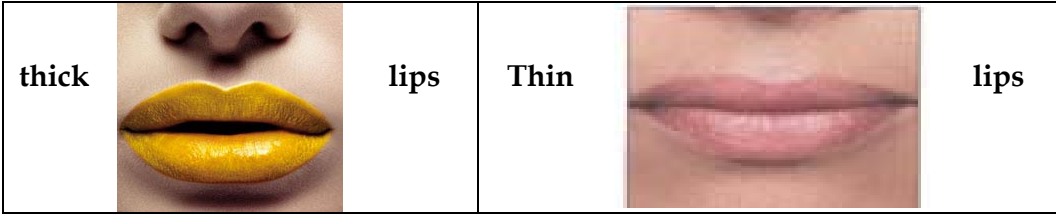


3. For nose



4. For lips





Write down the description of the people below.



A large rectangular box with rounded corners, designed to look like a scroll. It features five horizontal lines for writing. The top-right and bottom-left corners are curled up, with a grey shadow effect on the inner side of the curls.

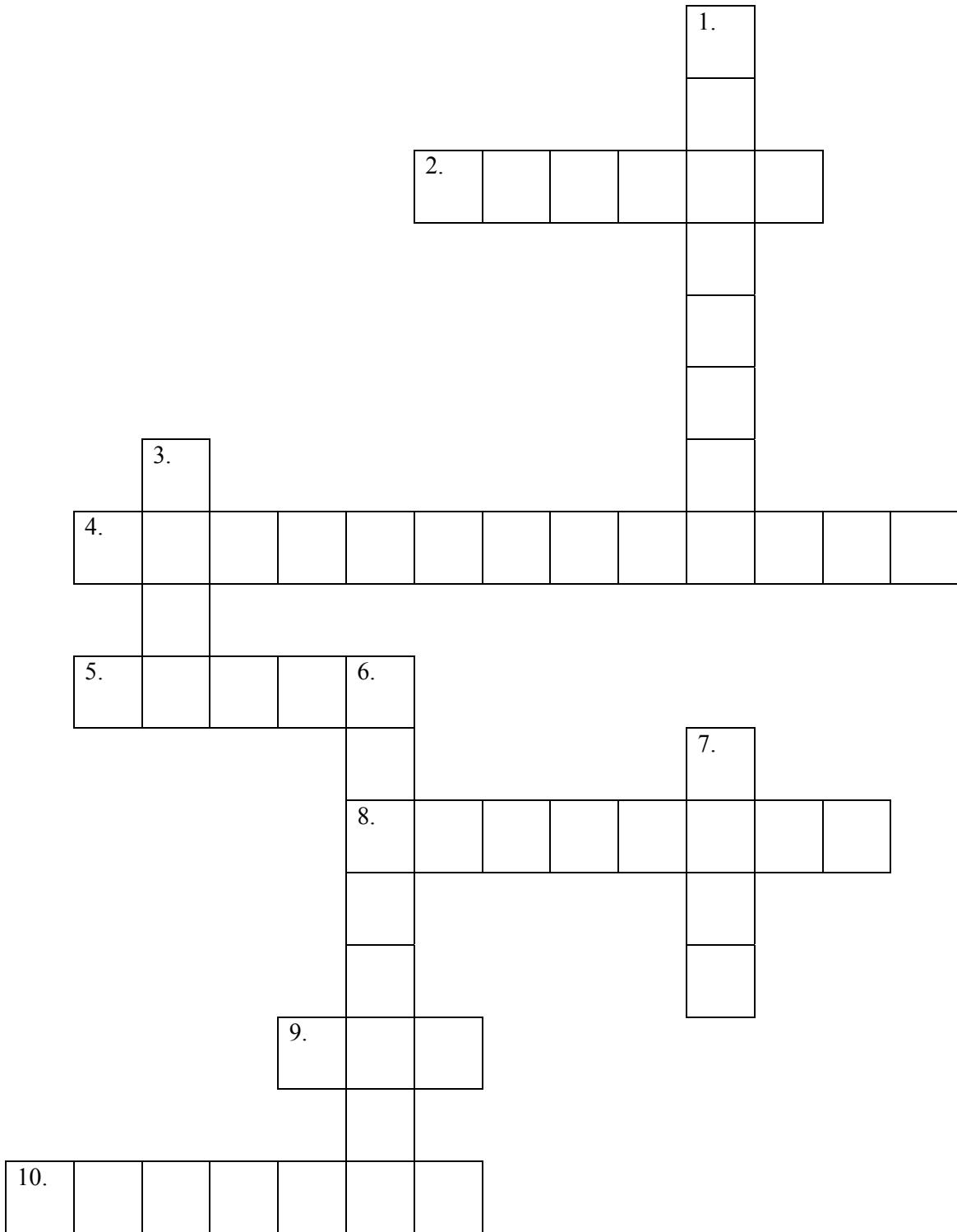
A large rectangular box with rounded corners, designed to look like a scroll. It features five horizontal lines for writing. The top-right and bottom-left corners are curled up, with a grey shadow effect on the inner side of the curls.



ACROSS	DOWN
<p>2. Go to the --</p>	<p>1. Gather with my --</p>
<p>4. Go to the --</p>	<p>3. Just stay at --</p>
<p>5. Go to the --</p>	<p>6. Go to my --</p>
<p>8. Climb a --</p>	<p>7. Go to the --</p>
<p>9. Go to the --</p>	

10.Go --





Match the incomplete sentences below to the correct pictures
by drawing a line.

Then, complete the sentence.



1. I will go to

2. They will go to

3. He will go to

4. She will climb

5. I will go to

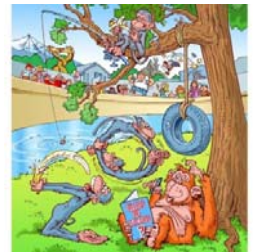
6. We will gather

7. I will just stay

8. He will go

9. She will go to

10. We will go to

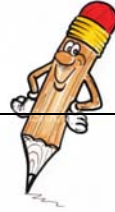


Nb : the answers of no. 4, 6, 7 must be right / based on the answer key.

Homework.

Write your plans for next week.

What will you
do next week ?



Day of the week	Activities
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

LESSON PLAN

Subject	:	English
Theme	:	It's a date (Holiday)
Skill	:	Speaking
Language Component	:	Vocabulary and Grammar
Class	:	Elementary School
Grade / Semester	:	IV / 2
Time allocated	:	1 x 35 minutes

B. COMPETENCE

2. Basic Competence

- Students are able to know where they go on a special holiday.

3. Achievement Indicators

Speaking

- Students are able to join in the role-play session, ask and answer questions orally.

Writing

- Students are able to write the correct information of their classmates' plan on a special holiday.

Vocabulary

- Students are able to pronounce the teacher's drilling.
- Students are able to translate some new vocabularies given by looking at the picture.

Grammar

- Students are able to make some written or spoken sentences correctly by using "will".

B. LEARNING MATERIALS

(See the students' worksheet)

C. MEDIA

- CD Player
- Flash cards
- Talking and Writing Box

D. THE TECHNIQUE and ACTIVITIES

3. The Audio - Lingual Method
Repetition drill
4. Teaching Speaking
Talking and Writing Box

G. TEACHING and LEARNING ACTIVITIES

STAGES	ACTIVITIES		TIME ALLOT-MENT
	TEACHER'S	STUDENTS'	
Pre-Instructional Activities	Greeting : "Good morning, class. How are you today?" "It's nice to see you."	Responding : "Good morning, Miss. Fine, thank you."	30 seconds
	Bridging and Objectives : "Today's lesson we will discuss about a special holiday. I want to know where you will go and what you will do on that day."	Listening : The students listen to the teacher.	30 seconds
	New presentation :		
	Triggering questions : "Students, I want to ask you some questions. On December, a special	Responding and answering : The students raise their hand and	1 minute

	<p>holiday is coming soon. Do you know what it is ? Have you arranged a plan on that special holiday ?”</p>	<p>answer the teacher’s questions.</p>	
	<p>Exercises and enforcement</p> <p><u>DO THE WORKSHEET</u></p> <ul style="list-style-type: none"> The teacher distributes the worksheets for each student. <p>“Alright, class. Look at page 1. You can see there are some incomplete sentences and some pictures on the right and left side. What you have to do are ;</p> <p>Choose a picture. Then, match the picture and the sentence by drawing a line. And the last, complete the sentence.”</p> <p><u>CHECKING STUDENTS’ WORK and REPETITION DRILL</u></p> <ul style="list-style-type: none"> “Now, let’s check the answer together.” After checking the answer, the teacher does repetition drill. <p>“Ok, students. You can see there are 10 sentences with their correct pictures. Now, I want all of you to repeat after me. Please, listen carefully.”</p> <p><i>(Note : after repeating the teacher,</i></p>	<p>Responding and answering :</p> <p>The students listen to the teacher and open page 1.</p> <p>The students do what the teacher says.</p> <p>The students listen carefully and repeat every word after the teacher.</p>	<p>7 minutes</p> <p>7 minutes</p>

<p>Whilst- Instructional Activities</p>	<p><i>the students are asked to translate the word into Indonesian)</i></p> <p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> The teacher explains the use of “will” in a sentence. “Students, “will” is used for planning something in the future. The formula is : S(all subjects) + will + V₁ + O For example, I have a plan on my special holiday. I can say “<i>I will go to the beach. I will swim and make sand castles with my brother there.</i>” <p><u>SPEAKING and DO ACTIVITIES</u></p> <p><u>(ROLE PLAY)</u></p> <ul style="list-style-type: none"> The teacher gives an instruction to do the role-play. “Now, I want each of you to ask your friend who is sitting beside you. Ask about his / her plan on a special holiday, and then write the information you have got. You have to do this in turn.” The teacher writes 2 questions on the whiteboard. The questions are: <ul style="list-style-type: none"> - Where will you go on your special holiday ? - What will you do there ? 	<p>The students pay attention to the teacher’s explanation.</p> <p>The students listen carefully to the teacher’s instruction.</p>	<p>5 minutes</p> <p>5 minutes</p>
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	<p>“Students, for asking your friend’s holiday, you can use these two questions.”</p> <ul style="list-style-type: none"> The teacher gives the students a clue in answering the questions. <p>“Ok, students, to make you easier in answering your friend’s questions, you can choose and set you answer based on the vocabulary that we have learnt. There are 10 choices of place where you will go on your special holiday. Is that clear ? If you are still confused, please ask question to me.”</p>	<p>The students work in pairs and takes turn in asking and answering questions.</p>	
	<p>Assessment (giving and checking) : <u>SPEAKING and DO ACTIVITIES</u></p> <p>Checking how far the students have understood the lessons that have been discussed.</p> <ul style="list-style-type: none"> The teacher plays a game “Pass the Box” <p>“Now, still the same as the previous meeting. I have a box named Talking and Writing Box. It contains many pictures of places.</p> <ul style="list-style-type: none"> The teacher tells a rule of playing the game. <p>“The rule is when I play the</p>	<p>Doing the assessment:</p> <p>Students listen to the teacher enthusiastically.</p> <p>The students are</p>	<p>8 minutes</p>

	<p>music, pass the box to your friend who is sitting beside you. When I stop the music, the one who is holding the box must come in front of the class. Then, choose a picture outside of the box and tell where you will go on your special holiday. For example ; “Devi is the last person who is holding the box. Then, she chooses a picture of mountain. Then, she will tell “I will climb a mountain on my special holiday.”</p>	<p>ready to play the game and try to remember the rule.</p>	
Post – instructional activities	<p>Giving the assignment : “Ok, class. For your homework, please write your plans for the next week. I will give you a table and write your plans for each day. Do you understand ?”</p>	<p>Taking notes : “Yes, I do”</p>	<p>30 seconds</p>
	<p>Leave taking : “I think that’s all for today. Thank you for participating and good bye.”</p>	<p>Saying goodbye : See you Miss....</p>	<p>30 seconds</p>

H. REFERENCES

- Herrera, Mario and Pinkley, Diane. 2005. BACKPACK 4. Pearson Education, Inc : United States of America

ANSWER KEY

Match the incomplete sentence to the correct pictures by drawing a line. Then, complete the sentence.

No. 1 - 3, 5, 8 - 10 → Students are free to choose the pictures given.

4. She will climb a mountain.
6. We will gather with our family.
7. I will just stay at home.

Arrange the jumbled words below into a good order.

1. N - G - F - I - H - S → _____



2. D - W - A - R - I - N - G * P - C - I - U - T - R - E



→ _____ a _____

3. P - N - G - L - A - Y - I * T - E - R - I - N - T - N - E

→ _____ the _____



4. R - I - N - G - I - D * B - K - E - I

→ _____ a _____



5. F - Y - L - I - G - G * K - E - T - I



→ _____ a _____

6. L - I - T - E - S - N - I - N - G * M - S - I - C - U

→ _____ to the _____



7. S - M - M - W - I - N - G

→ _____



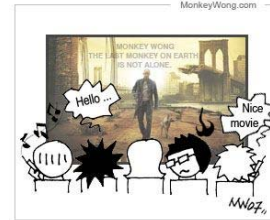
8. R - A - D - E - I - N - G * B - K - O - O

→ _____ a _____



9. W - T - C - H - A - I - N - G * M - V - I - E - O

→ _____ a _____



10. S - N - G - I - N - G - I * S - N - G - O



→ _____ a _____

Homework.

Ask your family members.

No.	Family members' name	What is your hobby ?	Why do you like it ?	Where do you usually do your hobby ?	How many times do you do your hobby ?
1.					
2.					
3.					
4.					

LESSON PLAN

Subject	:	English
Theme	:	Hobbies are fun
Skill	:	Speaking
Language Component	:	Vocabulary and Grammar
Class	:	Elementary School
Grade / Semester	:	IV / 2
Time allocated	:	1 x 35 minutes

C. COMPETENCE

3. Basic Competence

- Students are able to know about several kinds of hobbies.

4. Achievement Indicators

Speaking

- Students are able to join in the role-play session, ask and answer questions orally.

Writing

- Students are able to arrange the jumbled words into a good order.
- Students are able to write the correct information of their classmates' hobby.

Vocabulary

- Students are able to pronounce the teacher's drilling.
- Students are able to translate some new vocabularies given by looking at the picture.

Grammar

- Students are able to make some written or spoken sentences correctly by using gerund "Ving".

B. LEARNING MATERIALS

(See the students' worksheet)

C. MEDIA

- CD Player
- Flash cards
- Talking and Writing Box

D. THE TECHNIQUE and ACTIVITIES

5. The Audio - Lingual Method
Repetition drill
6. Teaching Speaking
Talking and Writing Box

I. TEACHING and LEARNING ACTIVITIES

STAGES	ACTIVITIES		TIME ALLOT-MENT
	TEACHER'S	STUDENTS'	
Pre-Instructional Activities	Greeting : "Good morning, class. How are you today?" "It's nice to see you."	Responding : "Good morning, Miss. Fine, thank you."	30 seconds
	Bridging and Objectives : "Today's lesson we will discuss about hobbies. I want to know what your hobby is and why you like it ?"	Listening : The students listen to the teacher.	30 seconds
	New presentation :		
	Triggering questions : "Students, before we start our lesson today, I want to ask you some questions. What is your hobby ? Do	Responding and answering : The students raise their hand and answer the teacher's	1 minute

	you enjoy it ?”	questions.	
	<p>Exercises and enforcement</p> <p><u>DO THE EXERCISE</u></p> <ul style="list-style-type: none"> The teacher distributes the worksheets for each student. <p>“Alright, class. Look at page 1 and 2. You can see there are some jumbled words. You have to rearrange the letter into the correct words. To make you easier in doing this, I already provide you a picture for each number.”</p> <p><u>CHECKING STUDENTS’ WORK and REPETITION DRILL</u></p> <ul style="list-style-type: none"> “Now, let’s check the answer together.” After checking the answer, the teacher does repetition drill. <p>“Ok, students. You can see there are 10 kinds of hobbies, right. Now, I want all of you to repeat after me. Please, listen carefully.”</p> <p><i>(Note : after repeating the teacher, the students are asked to translate the word into Indonesian)</i></p> <p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> The teacher explains the use of “Gerund” in a sentence. 	<p>Responding and answering :</p> <p>The students do what the teacher says.</p> <p>The students listen carefully and repeat every word after the teacher.</p>	<p>9 minutes</p> <p>5 minutes</p> <p>5 minutes</p>

<p>Whilst- Instructional Activities</p>	<p>“Students, “<i>Gerund</i>” is Ving as a noun. So, it is not a verb. For example, when you want to tell your hobby to others, say :</p> <p>“<i>My hobby is singing.</i>” not “<i>My hobby is sing.</i>”</p> <p>“<i>Singing</i>” is <u>gerund</u> or <u>noun</u>.</p> <p>The formula is :</p> <p style="text-align: center;">My hobby is + Ving</p> <ul style="list-style-type: none"> • The teacher provides some reasons why we like and enjoy our hobby. <p>The reasons are ;</p> <ul style="list-style-type: none"> ✓ It’s interesting/exciting ✓ It’s fun ✓ It’s cool <ul style="list-style-type: none"> • The teacher asks the students to repeat after her. <p>“Alright, students, when you talk about your hobby to others, you have to tell the reason why you like / enjoy it. These three sentences are usually used for the reasons. Now, repeat after me please.”</p> <ul style="list-style-type: none"> • The teacher gives more questions which are still related to the students’ hobby. <p><u>SPEAKING and DO ACTIVITIES</u></p> <p><u>(ROLE PLAY)</u></p> <ul style="list-style-type: none"> • The teacher gives an instruction to 	<p>The students pay attention to the teacher’s explanation.</p>	<p style="text-align: center;">5 minutes</p>
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	<p>do the role-play.</p> <p>“Now, I want each of you to ask your friend who is sitting beside you. Ask about his / her hobby and reason why he /she likes it. Then, write the information you have got. You have to do this in turn.”</p> <ul style="list-style-type: none"> The teacher gives the students a clue in answering the questions. <p>“Ok, students, to make you easier in giving your reason why you like your hobby, you can use one of the three reasons that you have known. Is that clear ? If you still do not understand, please ask question to me.”</p>	<p>The students listen carefully to the teacher’s instruction. Then, they work in pairs and take turn in asking and answering questions.</p>	
	<p>Assessment (giving and checking) : <u>SPEAKING and DO ACTIVITIES</u></p> <p>Checking how far the students have understood the lessons that have been discussed.</p> <ul style="list-style-type: none"> The teacher plays a game “Pass the Box” <p>“Now, still the same as the previous meeting. I have a box named Talking and Writing Box. It contains many pictures of various hobbies.</p> <ul style="list-style-type: none"> The teacher tells a rule of 	<p>Doing the assessment:</p> <p>Students listen to the teacher enthusiastically.</p>	<p>8 minutes</p>

	<p>playing the game.</p> <p>“The rule is when I play the music, pass the box to your friend who is sitting beside you. When I stop the music, the one who is holding the box must come in front of the class. Then, choose a picture outside of the box and tell where you will go on your special holiday. For example ; “Michele is the last person who is holding the box. Then, she chooses a picture of book. Then, she will tell “My hobby is reading book because it’s”</p> <ul style="list-style-type: none"> • The teacher gives additional questions to the students after they make a sentence orally. <p>The questions are :</p> <ul style="list-style-type: none"> - Where do you usually do your hobby ? - How often do you do your hobby ? 	<p>The students are ready to play the game and try to remember the rule.</p> <p>The student answers the teacher’s questions.</p>	
<p>Post – instructional activities</p>	<p>Giving the assignment :</p> <p>“Ok, class. For your homework, please ask your family members’ hobbies and the reason why they like their hobby. Do you understand ?”</p> <p>Leave taking :</p>	<p>Taking notes :</p> <p>“Yes, I do”</p> <p>Saying goodbye :</p>	<p>30 seconds</p> <p>30</p>

	"I think that's all for today. Thank you for participating and good bye."	See you Miss....	seconds
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J. REFERENCES

4. Herrera, Mario and Pinkley, Diane. 2005. BACKPACK 4. Pearson Education, Inc : United States of America
5. Setyowati P., Ratna and Ratri Y., Fidelity. 2006. SMILE Smart Move in Learning english for Elementary School. Erlangga.

ANSWER KEY

Do the exercise (Arrange the jumbled words)

1. Fishing
2. Drawing a picture
3. Playing the internet
4. Riding a bike
5. Flying a kite
6. Listening to the music
7. Swimming
8. Reading a book
9. Watching a movie
10. Singing a song

LESSON PLAN

Subject	:	English
Theme	:	Hobbies are fun
Skill	:	Speaking
Language Component	:	Vocabulary and Grammar
Class	:	Elementary School
Grade / Semester	:	IV / 2
Time allocated	:	1 x 35 minutes

D. COMPETENCE

4. Basic Competence

- Students are able to know about several kinds of hobbies.

5. Achievement Indicators

Speaking

- Students are able to join in the role-play session, ask and answer questions orally.

Writing

- Students are able to arrange the jumbled words into a good order.
- Students are able to write the correct information of their classmates' hobby.

Vocabulary

- Students are able to pronounce the teacher's drilling.
- Students are able to translate some new vocabularies given by looking at the picture.

Grammar

- Students are able to make some written or spoken sentences correctly by using gerund "Ving".

B. LEARNING MATERIALS

(See the students' worksheet)

C. MEDIA

- CD Player
- Flash cards
- Talking and Writing Box

D. THE TECHNIQUE and ACTIVITIES

7. The Audio - Lingual Method
Repetition drill

8. Teaching Speaking
Talking and Writing Box

K. TEACHING and LEARNING ACTIVITIES

STAGES	ACTIVITIES		TIME ALLOT-MENT
	TEACHER'S	STUDENTS'	
Pre-Instructional Activities	Greeting : "Good morning, class. How are you today?" "It's nice to see you."	Responding : "Good morning, Miss. Fine, thank you."	30 seconds
	Bridging and Objectives : "Today's lesson we will discuss about hobbies. I want to know what your hobby is and why you like it ?"	Listening : The students listen to the teacher.	30 seconds
	New presentation :		
	Triggering questions : "Students, before we start our lesson today, I want to ask you some questions. What is your hobby ? Do you enjoy it ?"	Responding and answering : The students raise their hand and answer the teacher's questions.	1 minute
	Exercises and enforcement <u>DO THE EXERCISE</u> <ul style="list-style-type: none"> The teacher distributes the worksheets for each student. "Allright, class. Look at page 1 and 2. You can see there are some jumbled words. You have to	Responding and answering : The students do what the teacher says.	9 minutes

	<p>rearrange the letter into the correct words. To make you easier in doing this, I already provide you a picture for each number.”</p> <p><u>CHECKING STUDENTS’ WORK</u> <u>and REPETITION DRILL</u></p> <ul style="list-style-type: none"> • “Now, let’s check the answer together.” • After checking the answer, the teacher does repetition drill. <p>“Ok, students. You can see there are 10 kinds of hobbies, right. Now, I want all of you to repeat after me. Please, listen carefully.”</p> <p><i>(Note : after repeating the teacher, the students are asked to translate the word into Indonesian)</i></p> <p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> • The teacher explains the use of “Gerund” in a sentence. <p>“Students, “Gerund” is Ving as a noun. So, it is not a verb. For example, when you want to tell your hobby to others, say :</p> <p>“My hobby is singing.” not “My hobby is sing.”</p> <p>“Singing” is <u>gerund</u> or <u>noun</u>.</p> <p>The formula is :</p> <p style="text-align: center;">My hobby is + Ving</p> <ul style="list-style-type: none"> • The teacher provides some 	<p>The students listen carefully and repeat every word after the teacher.</p> <p>The students pay attention to the teacher’s explanation.</p>	<p>5 minutes</p> <p>5 minutes</p>
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<p>Whilst- Instructional Activities</p>	<p>reasons why we like and enjoy our hobby.</p> <p>The reasons are ;</p> <ul style="list-style-type: none"> ✓ It's interesting/exciting ✓ It's fun ✓ It's cool <ul style="list-style-type: none"> • The teacher asks the students to repeat after her. <p>“Alright, students, when you talk about your hobby to others, you have to tell the reason why you like / enjoy it. These three sentences are usually used for the reasons. Now, repeat after me please.”</p> <ul style="list-style-type: none"> • The teacher gives more questions which are still related to the students' hobby. <p><u>SPEAKING and DO ACTIVITIES</u> <u>(ROLE PLAY)</u></p> <ul style="list-style-type: none"> • The teacher gives an instruction to do the role-play. <p>“Now, I want each of you to ask your friend who is sitting beside you. Ask about his / her hobby and reason why he /she likes it. Then, write the information you have got. You have to do this in turn.”</p> <ul style="list-style-type: none"> • The teacher gives the students a clue in answering the questions. 	<p>The students listen carefully to the teacher's instruction. Then, they work in pairs and take turn in asking and answering questions.</p>	<p>5 minutes</p>
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	<p>“Ok, students, to make you easier in giving your reason why you like your hobby, you can use one of the three reasons that you have known. Is that clear ? If you still do not understand, please ask question to me.”</p>		
	<p>Assessment (giving and checking) : <u>SPEAKING and DO ACTIVITIES</u> Checking how far the students have understood the lessons that have been discussed.</p> <ul style="list-style-type: none"> • The teacher plays a game “Pass the Box” “Now, still the same as the previous meeting. I have a box named Talking and Writing Box. It contains many pictures of various hobbies. • The teacher tells a rule of playing the game. “The rule is when I play the music, pass the box to your friend who is sitting beside you. When I stop the music, the one who is holding the box must come in front of the class. Then, choose a picture outside of the box and tell where you will go on your special holiday. For 	<p>Doing the assessment:</p> <p>Students listen to the teacher enthusiastically.</p> <p>The students are ready to play the game and try to remember the rule.</p>	<p>8 minutes</p>

	<p>example ; “Michele is the last person who is holding the box. Then, she chooses a picture of book. Then, she will tell “My hobby is reading book because it’s”</p> <ul style="list-style-type: none"> • The teacher gives additional questions to the students after they make a sentence orally. The questions are : <ul style="list-style-type: none"> - Where do you usually do your hobby ? - How often do you do your hobby ? 	The student answers the teacher’s questions.	
Post – instructional activities	<p>Giving the assignment : “Ok, class. For your homework, please ask your family members’ hobbies and the reason why they like their hobby. Do you understand ?”</p>	<p>Taking notes : “Yes, I do”</p>	30 seconds
	<p>Leave taking : “I think that’s all for today. Thank you for participating and good bye.”</p>	<p>Saying goodbye : See you Miss....</p>	30 seconds

L. REFERENCES

6. Herrera, Mario and Pinkley, Diane. 2005. BACKPACK 4. Pearson Education, Inc : United States of America
7. Setyowati P., Ratna and Ratri Y., Fidelia. 2006. SMILE Smart Move in Learning english for Elementary School. Erlangga.

ANSWER KEY

Do the exercise (Arrange the jumbled words)

11. Fishing
12. Drawing a picture
13. Playing the internet
14. Riding a bike
15. Flying a kite
16. Listening to the music
17. Swimming
18. Reading a book
19. Watching a movie
20. Singing a song

III. Complete the dialogue below based on the picture given.
Don't forget to write down your name and your partner's name.

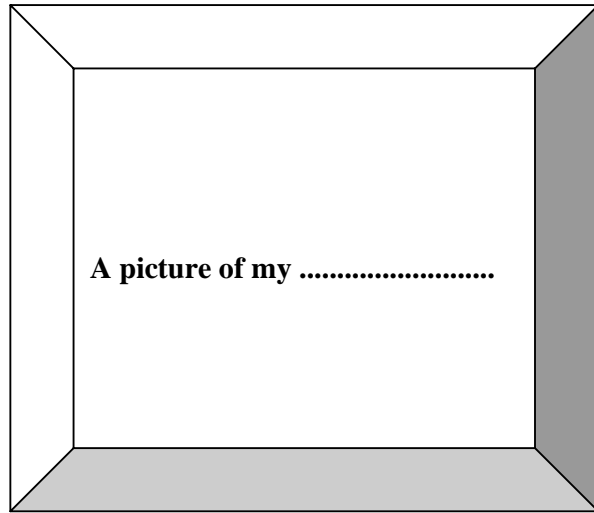
"A FRIEND "

..... :, do you have a close friend in this class ?
..... : Yes, I do. You know her.
..... : Oh, really. ?
..... : Okay, I will give you the description and try to guess her name.
.....
.....
..... : What else ?
..... :
..... : I know her
..... : Yes, you're right.



Homework.

Draw a picture of your father / mother in the provided box.
Then, write down the description of him / her.





Listen. Point and say.



1.



2.



3.



4.

1. Amanda has long, straight blond hair. She has blue eyes.
2. Carmen has short, curly brown hair. She has brown eyes.
3. Harry has short, straight red hair. He has green eyes.
4. Hiro has straight dark hair and dark eyes. He wears glasses.



Listen and stick.

OUR NEW CLASSMATES



The student's handout.

I. *Read the dialogue.*

"A FRIEND "

Cindy : Cindy, do you have a close friend in this class ?

Andre : Yes, I do. You know him.

Cindy : Oh, really. Who is he ?

Andre : Okay, I will give you the description and try to guess his name. He has short straight hair. He has big eyes and pointed nose.

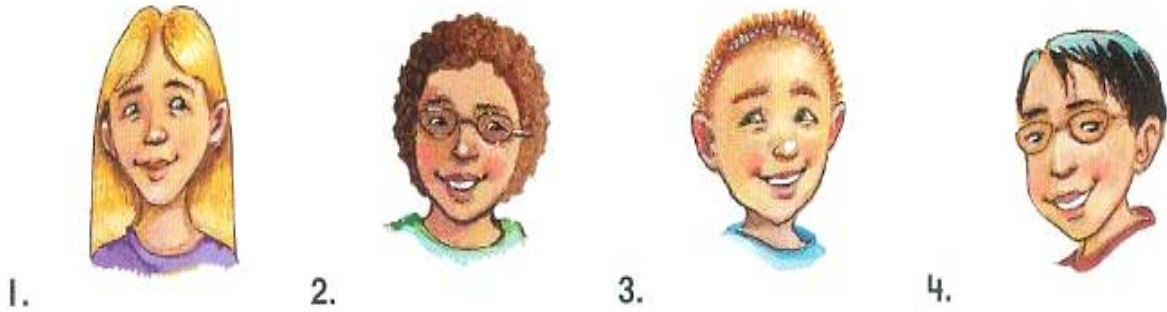
Cindy : What else ?

Andre : His lips are thin. He is a very handsome boy in this class.

Cindy : I know him. He is Jhonny.

Andre : Yes, you're right.

II. Match the sentence with the correct picture.



- a. Harry has short, straight red hair. He has green eyes.
- b. Amanda has long, straight blond hair. She has blue eyes.
- c. Hiro has straight dark hair and dark eyes. He wears glasses.
- d. Carmen has short, curly brown hair. She has brown eyes.

II. Create a dialogue about your special holidays with your partner.
Don't forget to write down your name and your partner's name.

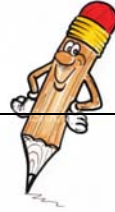
"A SPECIAL HOLIDAY "

..... :, a special holiday is coming soon.
..... : Yes, you're right. It's a Christmas holiday.
 Where will you go on christmas holiday, ?
..... : I will go to.....
 I will
..... : Wow, that sounds great.
..... : And how about you, ?
..... : I will go to
 I will
..... : It's interesting, Have a nice holiday.....
..... : Thank you,

Homework.

Write your plans for next week.

What will you
do next week ?



Day of the week	Activities
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

LESSON PLAN

Subject	:	English
Theme	:	It's a date (Holiday)
Skill	:	Speaking
Language Component	:	Vocabulary and Grammar
Class	:	Elementary School
Grade / Semester	:	IV / 2
Time allocated	:	1 x 35 minutes

E. COMPETENCE

5. Basic Competence

- Students are able to know where they go on a special holiday.

6. Achievement Indicators

Speaking

- Students are able to memorize the dialogue.
- Students are able to join in the role-play session.
- Students are able to act the dialog in pairs in front of the class.

Writing

- Students are able to make sentences based on the pictures given.

Vocabulary

- Students are able to pronounce the teacher's drilling.
- Students are able to translate some new vocabularies given by looking at the picture.

Grammar

- Students are able to make some sentences correctly by using "will".

B. LEARNING MATERIALS

(See the students' worksheet)

C. MEDIA

- Flash cards

D. THE TECHNIQUE and ACTIVITIES

- The Audio - Lingual Method
 - Repetition drill
 - Substitution drill

M. TEACHING and LEARNING ACTIVITIES

STAGES	ACTIVITIES		TIME ALLOT-MENT
	TEACHER'S	STUDENTS'	
Pre-Instructional Activities	Greeting : "Good morning, class. How are you today?" "It's nice to see you."	Responding : "Good morning, Miss. Fine, thank you."	5 seconds
	Bridging and Objectives : "Today's lesson we will discuss about a special holiday. I want to know where you will go and what you will do on that day."	Listening : The students listen to the teacher.	10 seconds
	New presentation :		
	Triggering questions : "Students, I want to ask you some questions. On December, a special holiday is coming soon. Do you know what it is ? Have you arranged a plan on that special holiday ?"	Responding and answering : The students raise their hand and answer the teacher's questions.	30 seconds

	<p>Exercises and enforcement</p> <p><u>READ and DISCUSS THE DIALOGUE</u></p> <ul style="list-style-type: none"> • “Now, I want to distribute worksheets to each of you. Okay, please open page 1. “ • “Take a look at page 1. There are dialogue between Robby and Lina. They are talking about their special holiday. I will read the dialogue first. Listen to me carefully. • “Ok, students. You have listened to me when I read the dialogue. Now, I want all of you to read the dialogue together.” • “Students, are there any words in the dialogue that you do not know the meaning ? Ok, let’s discuss the dialogue. <p><u>REPETITION and SUBSTITUTION DRILLS</u></p> <ul style="list-style-type: none"> • The teacher helps the students to memorize the dialogue by conducting repetition drill. <p>“Alright, students. I want all of you to memorize this dialogue. What you have to do is repeat after me. Please, listen carefully.”</p>	<p>Responding and answering :</p> <p>The students open page 1.</p> <p>The students listen to the teacher reading the dialogue.</p> <p>All of students read the dialogue loudly.</p> <p>“Yes/No, Miss.”</p> <p>The students repeat what the teacher says.</p>	<p>5 minutes</p> <p>10 minutes</p>
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<p>Whilst- Instructional Activities</p>	<ul style="list-style-type: none"> The teacher gives new vocabularies to the students by conducting substitution drill. <p>“I have some new vocabularies here. When I say, <u><i>I will climb a mountain in my special holiday,</i></u> repeat that sentence. Then, I show a picture and say <u><i>go to the beach.</i></u> So, you have to say, <u><i>i will go to the beach in my special holiday.</i></u> Get my point ?”</p> <p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> The teacher explains the use of “<i>will</i>” in a sentence. <p>“Students, “<i>will</i>” is used for planning something in the future. The formula is :</p> <p style="text-align: center;">S + will + V₁</p> <p>For example, I have a plan on my special holiday. I can say “<i>I will go to the beach. I will swim and make sand castles with my brother there.</i>”</p> <p><u>DO THE EXERCISE</u></p> <ul style="list-style-type: none"> The teacher asks the students to work in pairs and do the exercise on page 2. <p>“Now, please find a partner and open page 2. There is an exercise. What you have to do is create a</p>	<p>The students do what the teacher says.</p> <p>The students pay attention to the teacher’s explanation carefully.</p> <p>The students do the exercises.</p>	<p>5 minutes</p> <p>6 minutes</p>
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	<p>dialogue about your special holiday and do in pairs. by filling in the blanks.”</p> <ul style="list-style-type: none"> The teacher asks the students to check the exercises together. “You have finished your work, right. Ok, let’s check it together.” <p><u>SPEAKING and DO ACTIVITIES</u></p> <ul style="list-style-type: none"> “Ok, students. Before you act the dialogue in front of the class with your partner, you have to practice it first. Please work in pairs now.” 		<p>3 minutes</p>
	<p>Assessment (giving and checking) : <u>SPEAKING and DO ACTIVITIES</u></p> <p>Checking how far the students have understood the lessons that have been discussed.</p> <ul style="list-style-type: none"> The teacher asks some volunteers to act the dialogue in front of the class. “Students, you have already memorized the dialogue, right. Ok, now I want the first pair to act the dialogue in front of the class.” The teacher calls the next volunteer. If there is no volunteer, the teacher chooses a student with his / her partner. 	<p>Doing the assessment:</p> <p>The first pair comes in front of the class and acts the dialogue.</p> <p>The students are ready to be called.</p>	<p>5 minutes</p>

Post - instructional activities	Giving the assignment : "Ok, class. For your homework, please write your plans for the next week. I will give you a table and write your plans for each day. Do you understand ?"	Taking notes : "Yes, Miss"	10 seconds
	Leave taking : "I think that's all for today. Thank you for participating and good bye."	Saying goodbye : See you Miss....	5 seconds

N. REFERENCES

8. Herrera, Mario and Pinkley, Diane. 2005. BACKPACK 4. Pearson Education, Inc : United States of America

The student's handout.

I. *Read the dialogue.*

"A SPECIAL HOLIDAY "

Robby : Lina, a special holiday is coming soon.

Lina : Yes, you're right. It's a Christmas holiday.

Where will you go on christmas holiday, Robby ?

Robby : I will go to the Kuta beach with my family. I will swim and make sand castles with my sister.

Lina : Wow, that sounds great.

Robby : And how about you, Lina ?

Lina : I will go to TMII with my family. I will play and enjoy all of the games.

Robby : It's interesting, Lina. Have a nice holiday.....

Lina : Thank you, Robby.

II. Arrange the jumbled words below into a good order.

11. N - G - F - I - H - S → _____



12. D - W - A - R - I - N - G * P - C - I - U - T - R - E



→ _____ a _____

13. P - N - G - L - A - Y - I * T - E - R - I - N - T - N - E

→ _____ the _____



14. R - I - N - G - I - D * B - K - E - I

→ _____ a _____



15. F - Y - L - I - G - G * K - E - T - I



→ _____ a _____

16. L - I - T - E - S - N - I - N - G * M - S - I - C - U

→ _____ to the _____



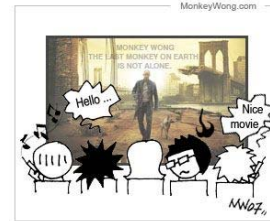
17. S - M - M - W - I - N - G

→ _____



18. W - T - C - H - A - I - N - G * M - V - I - E - O

→ _____ a _____



III. Complete the dialogue below based on the picture given.
Don't forget to write down your name and your partner's name.

"HOBBIES ARE FUN "

..... : What's your hobby, ?

..... : My hobby is I think it's interesting.

..... : Where do you usually ?

..... : I usually

And how about you ? What's your hobby, ?

..... : My hobby is

..... : Why do you like to ?

..... : I think it's really cool.

Homework.

Ask your family members.

No.	Family members' name	What is your hobby ?	Why do you like it ?	Where do you usually do your hobby ?	How many times do you do your hobby ?
1.					
2.					
3.					
4.					

LESSON PLAN

Subject	:	English
Theme	:	Hobbies are fun
Skill	:	Speaking
Language Component	:	Vocabulary and Grammar
Class	:	Elementary School
Grade / Semester	:	IV / 2
Time allocated	:	1 x 35 minutes

F. COMPETENCE

6. Basic Competence

- Students are able to know about several kinds of hobbies.

7. Achievement Indicators

Speaking

- Students are able to memorize the dialogue.
- Students are able to join in the role-play session.
- Students are able to act the dialog in pairs in front of the class.

Writing

- Students are able to complete the dialogue by filling in the blanks.

Vocabulary

- Students are able to pronounce the teacher's drilling.
- Students are able to translate some new vocabularies given by looking at the picture.

Grammar

- Students are able to make some sentences correctly by using gerund "Ving".

B. LEARNING MATERIALS

(See the students' worksheet)

C. MEDIA

- Flash cards

D. THE TECHNIQUE and ACTIVITIES

- The Audio - Lingual Method

Repetition drill

Substitution drill

O. TEACHING and LEARNING ACTIVITIES

STAGES	ACTIVITIES		TIME ALLOT-MENT
	TEACHER'S	STUDENTS'	
Pre-Instructional Activities	Greeting : "Good morning, class. How are you today?" "It's nice to see you."	Responding : "Good morning, Miss. Fine, thank you."	5 seconds
	Bridging and Objectives : "Today's lesson we will discuss about hobbies. I want to know what your hobby is and why you like it ?"	Listening : The students listen to the teacher.	10 seconds
	New presentation :		
	Triggering questions : "Students, I want to ask you some questions. What is your hobby ? Do you enjoy it ?"	Responding and answering : The students raise their hand and answer the teacher's questions.	30 seconds

	<p>Exercises and enforcement</p> <p><u>READ and DISCUSS THE DIALOGUE</u></p> <ul style="list-style-type: none"> • “Now, I want to distribute worksheets to each of you. Okay, please open page 1. “ • “Take a look at page 1. There are dialogue between Robert and Samantha. They are talking about their hobbies. I will read the dialogue first. Listen to me carefully. • “Ok, students. You have listened to me when I read the dialogue. Now, I want all of you to read the dialogue together.” • “Students, are there any words in the dialogue that you do not know the meaning ? Ok, let’s discuss the dialogue. <p><u>REPETITION and SUBSTITUTION DRILLS</u></p> <ul style="list-style-type: none"> • The teacher helps the students to memorize the dialogue by conducting repetition drill. <p>“Alright, students. I want all of you to memorize this dialogue. What you have to do is repeat</p>	<p>Responding and answering :</p> <p>The students open page 1.</p> <p>The students listen to the teacher reading the dialogue.</p> <p>All of students read the dialogue loudly.</p> <p>“Yes/No, Miss.”</p> <p>The students repeat what the teacher says.</p>	<p>5 minutes</p> <p>10 minutes</p>
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<p>Whilst- Instructional Activities</p>	<p>after me. Please, listen carefully.”</p> <ul style="list-style-type: none"> The teacher gives new vocabularies to the students by conducting substitution drill. <p>“I have some new vocabularies here. When I say, <u>my hobby is riding a bicycle</u>, repeat that sentence. Then, I show a picture and say <u>listening to the music</u>. So, you have to say, <u>My hobby is listening to the music</u>. Get my point ?</p> <p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> The teacher explains the use of “Gerund” in a sentence. <p>“Students, “Gerund” is ‘Ving’ as a noun. So, it is not a verb. For example, when you want to tell your hobby to others, say :</p> <p>“My hobby is singing.” not “My hobby is sing.”</p> <p>“Singing” is <u>gerund</u> or <u>noun</u>.</p> <p>The formula is :</p> <p style="text-align: center;">My hobby is + Ving + O</p> <p><u>DO THE EXERCISE</u></p> <ul style="list-style-type: none"> The teacher asks the students to do the exercise on page 2. <p>“Now, please open page 2. There are two exercises. First, you can</p>	<p>The students do what the teacher says.</p> <p>The students pay attention to the teacher’s explanation carefully.</p> <p>The students do the exercises.</p>	<p>5 minutes</p> <p>7 minutes</p>
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	<p>see there are some jumbled words. You have to rearrange the letter into the correct words. I also provide you some pictures which can make you easier in completing it. Do the exercise individually.”</p> <p>“For the second exercise, you have to work in pairs and complete the dialogue on page 3 by filling the blanks.”</p> <ul style="list-style-type: none"> • The teacher asks the students to check the exercises together. “You have finished your work, right. Ok, let’s check it together.” <p><u>SPEAKING and DO ACTIVITIES</u></p> <ul style="list-style-type: none"> • The teacher asks the students to work in pairs. “Ok, students. Before you act the dialogue in front of the class with your partner, you have to practice it first. Please work in pairs now.” 	<p>The students work in pairs and act the dialogue.</p>	<p>3 minutes</p>
	<p>Assessment (giving and checking) :</p> <p><u>SPEAKING and DO ACTIVITIES</u></p> <p>Checking how far the students have understood the lessons that have been discussed.</p> <ul style="list-style-type: none"> • The teacher asks some volunteers to act the dialogue in 	<p>Doing the assessment:</p>	<p>5 minutes</p>

	<p>front of the class.</p> <p>“Students, you have already memorized the dialogue, right. Ok, now I want the first pair to act the dialogue in front of the class.”</p> <ul style="list-style-type: none"> • The teacher calls the next volunteer. If there is no volunteer, the teacher chooses a student with his / her partner. 	<p>The first pair comes in front of the class and acts the dialogue.</p> <p>The students are ready to be called.</p>	
Post - instructional activities	<p>Giving the assignment :</p> <p>“Ok, class. I will give homework. I will distribute a table that contains 4 questions. Please ask those 4 questions to your family members. Then, write the information you have got in the table. Is there any question ?”</p>	<p>Taking notes :</p> <p>“No, Miss”</p>	10 seconds
	<p>Leave taking :</p> <p>“I think that’s all for today. Thank you for participating and good bye.”</p>	<p>Saying goodbye :</p> <p>See you Miss....</p>	5 seconds

P. REFERENCES

9. Herrera, Mario and Pinkley, Diane. 2005. BACKPACK 4. Pearson Education, Inc : United States of America

ANSWER KEY

Do the exercise (Arrange the jumbled words)

21. Fishing
22. Drawing a picture
23. Playing the internet
24. Riding a bike
25. Flying a kite
26. Listening to the music
27. Swimming
28. Reading a book
29. Watching a movie
30. Singing a song

The student's handout.

I. *Read the dialogue.*

"HOBBIES ARE FUN "

Robert : What's your hobby, Samantha ?

Samantha : My hobby is making jewelry. I think it's interesting.

Robert : Where do you usually make jewelry ?

Samantha : I usually make it in my bedroom with my little sister.

And how about you ? What's your hobby, Robert ?

Robert : My hobby is collecting all kinds of sports cards.

Samantha : Why do you like to collect sports cards ?

Robert : I think it's really cool.