**APPENDIXES 1**

**(Experimental Group)**

**LESSON PLAN**

**Subject :** English

**Topic :** Talking about likes and dislikes

**Sub. Topic :**

**Class/Grade :** XI

**Tine :** 2 × 45 minutes

**Meeting :** first

1. General Instructional Objective
2. Students can understand how to ask and respons about likes and dislikes in conversation.
3. Students are able to answer or do conversation about likes and dislikes.
4. Subject Instructional Objective :

Students are able to answer or do conversation about likes and dislikes.

1. Material, Source and Aids

Material : Text

Title : Talking about likes and dislikes

Aids : Paper, Mobile Phone

1. Teaching Learning Process
2. Technique : Questioning Technique
3. Teaching Process :
4. Introduction
5. Greeting
6. Apperception
7. Core Activities
8. Teacher prepare some questions about likes and dislikes to the students.
9. Teacher ask questions to the students about their personal likes and dislikes
10. The students’ responses will be created as conversation about likes and dislikes
11. Than teacher will record the students’ answers or the conversation
12. Closure
13. The teacher explain and add summary from the lesson
14. The teacher give back concerning with the students work
15. The teacher concludes the material and gives one topic for next meeting
16. Aspect of Assesment

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| --- | --- | --- | --- |
| Aspect | Interval Number | Category | Explanation |
| pronunciation | 17 - 20 | Very good | Students have few traces of foreign accent. |
| 13 - 16 | Good | Students who always intelligible, though one is conscious of a definite accent. |
| 9 - 12 | Fair | Students who have the pronunciation problems necessitate. Concentrated listening and occasionally lead to misunderstanding. |
| 5 - 8 | Poor | Students who very hard to understand because of pronunciation problem, must frequently be asked to repeat. |
| 0 - 4 | Very poor | Error in grammar and word order to severe as to make speech virtually unintelligible. |
| Vocabulary | 17 - 20 | Very good | Students who the capability to use vocabulary and idiom are virtually that of native speaker. |
| 13 - 16 | Good | Students sometimes use in appropriate terms and/or must rephrase idea because of lexical in adequacies. |
| 9 - 12 | Fair | Students who frequently use the wrong words and conversation. Somewhat limited because in adequate vocabulary. |
| 5 - 8 | Poor | Students who always misuse the words and very limited make vocabulary comprehension quite difficult. |
| 0 - 4 | Very poor | When the students have a very limited vocabulary and so extreme as to make conversation virtually impossible. |
| Grammar | 17 - 20 | Very good | Make few (if any) noticeable errors of grammar in word order. |
| 13 - 16 | Good | Occasionally makes grammatical and word – order errors which do not however obscure meaning. |
| 9 - 12 | Fair | Make frequent errors of grammar and word – order which occasionally obscure meaning. |
| 5 - 8 | Poor | Grammar and word order errors make comprehension difficult must often rephrase sentence and restrict himself to basic pattern. |
| 0 - 4 | Very poor | Error in grammar and word order so sever as to make speech virtually intelligible. |
| Comprehension | 17 - 20 | Very good | Students who understand everything without difficulty. |
| 13 - 16 | Good | Students who understand nearly everything at normal, speech, although occasional repetition maybe necessary. |
| 9 - 12 | Fair | Students who understand must of what is said at slower – than normal speed with repetition. |
| 5 - 8 | Poor | Students who have great difficulty following what are said and comprehend only ‘social conversation’. |
| 0 - 4 | Very poor | Students who understand nothing even the simple English conversation. |
| Fluency | 17 - 20 | Very good | students who the speech as fluent and effortless as that native speaker. |
| 13 - 16 | Good | Students who the speed of speech seem to be slightly affected by language problems. |
| 9 - 12 | Fair | Students who the speech and fluency are rather strongly affected by language problems. |
| 5 - 8 | Poor | Students who usually hesitant and often forced into silence by language limitation. |
| 0 - 4 | Very poor | Students who the speech are so halting and fragmentary as to make conversation virtually impossible. |

1. Note: maximum score = 20

Score = $\frac{the result of score ×100}{maximum score}$