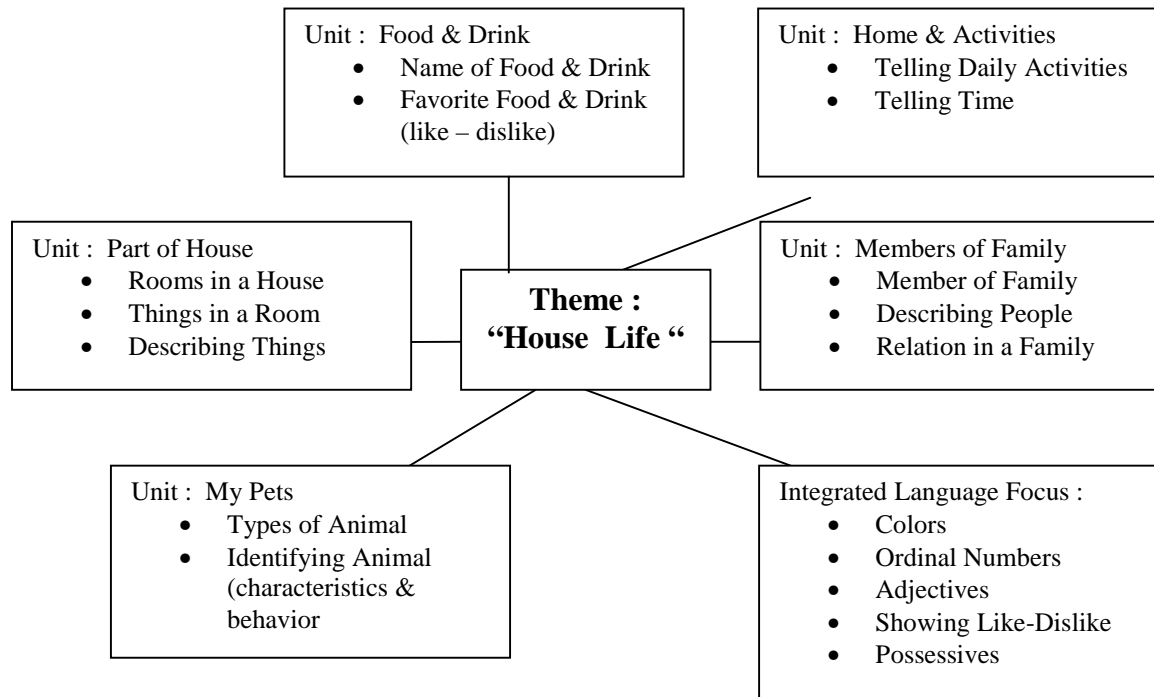


## SYLLABUS – WEB OF THEME Class IV



### Lesson Plan

Subject	:	English
Level	:	Elementary School
Class / Semester	:	IV / II
Theme	:	House Life
Integrated Units	:	1.1 Parts of House 1.2 Members of Family 1.3 Foods and Drinks 1.4 Home Activities 1.5 My Pets
Integrated Language Focus	:	Telling Colors, Ordinal Numbers, Adjectives, Like-Dislike, Possessiveness
Integrated Skills	:	Listening-Speaking, Reading-Writing
Time Allocation	:	6 x 2 x 35 minutes (6 meetings) + remedial time

#### **I. Objectives :**

After the lesson, students are supposed to be able to :

- 1.1. Mention and pronounce well about name of rooms and things in a house
- 1.2. Identify the place of rooms or things
- 1.3. Mention and pronounce well about members of family and relation in a family
- 1.4. Describe members of family by using adjective
- 1.5. Identify name of foods and drinks based on given clues or pictures
- 1.6. Identify name of animals or pets based on characteristics or behavior

- 1.7. Complete a puzzle or short question-answer about telling things and people around house
- 1.8. Do a vocabulary test containing of related topics discussed.

## II. Materials :

- Parts of house, things in a room, members of family, foods and drinks, home activities,
- Pets/animals, colors, ordinal numbers, adjectives, telling like-dislike, possessiveness

## III. Steps on technique

### Meeting I

#### a. Pre-Lesson

- Teacher does a building knowledge of field about topic which is going to be discussed containing of small chat (question-answer)

#### b. Main Activity

- Teacher displays a map of house containing of rooms and numbers
- Students identify the name of room based on the given clues instructed orally by the teacher e.g. You always sleep here, Mother cooks here  
I take a bath here , The car is in here,  
Where is it? What room is it?
- Teacher asks students to identify other rooms and mention what things are in those places by completing a table individually.
- While students are completing the table, teacher does an observation by asking some oral questions or doing a small chatting (students' pronunciation needs also to concern)  
e.g. What is the function of the room? Who/What usually stays there?  
How  
many  
things are put there? Mention them! What color of ... in that place?  
Mention what did you find and pronounce them!

#### c. Closing

- Accompanied by teacher, students draw a conclusion about the lesson consisting of some vocabularies found as well as the pronunciation through repetition & communicative drills.

### Meeting II

#### a. Pre-Lesson

- Teacher leads students to have a good learning condition
- Teacher reviews about the last lesson by drilling some vocabularies through a small chatting as well as relate to the next materials *Activities at Home*

#### b. Main Activity

- Teacher introduces to "Activities at Home" by displaying some pictures and the repetition and communicative drills are performed

- Teacher combined “Member of Family” and “Activities at Home” by showing or giving clues based on the picture models then asks students to guess or make a sentence.
  - Further, teacher displays one picture themed “Family member who are doing something at certain place / room in a house”
  - Students are asked to make a sentence based on the clues
- c. Closing
- Accompanied by teacher, students draw a conclusion about the lesson consisting of some vocabularies found as well as the pronunciation through repetition & communicative drills.

### Meeting III

- a. Pre-Lesson
- Teacher leads students to have a good learning condition
  - Teacher reviews about the last lesson by drilling some vocabularies through a small chatting then relate to the next materials *Food & Drink*
- b. Main Activity
- Teacher asks students to identify name or kind of foods and drinks brought to the class (the example of real objects were chocolate, mineral water, ice cream, instant noodle, egg etc.)
  - Teacher divides students into groups (1 group – 3-4 students)
  - Teacher asks students to make a small chat based on the clues given. The chat contains of favorite/like or disliked food and drink. Each student does a small chatting with their own groups
  - Teacher scores for the students answer in which focused on students vocabulary pronunciation.
  - Further action is emphasized on dictation of phrase to sentences. Students’ good writing manner is scored.
- c. Closing
- Accompanied by teacher, students draw a conclusion about the lesson consisting of some vocabularies found as well as the pronunciation through repetition & communicative drills.

### Meeting IV

- a. Pre-Lesson
- Teacher leads students to have a good learning condition
  - Teacher reviews about the last lesson by drilling some vocabularies of *Food & Drink* by asking students, teacher provides pictures and clues; e.g. Do you know what is it?, it is white, made from cow.  
Do you know what is it?, it is brown made from chicken, it is round, usually fried
- b. Main Activity
- Teacher avails some pictures of animals then does a repetition drill
  - Students are asked to make 2 big groups consisting of; 1 group brings name of animal and other group brings name of food/drink. Afterwards, students look for their pair in two minutes.

- Teacher delivers a worksheet containing of reading short passage test and words matching and arrangement then asks students to do individually
- c. Closing
- Accompanied by teacher, students draw a conclusion about the lesson consisting of some vocabularies found as well as the pronunciation through repetition & communicative drills.

### **Meeting V**

- a. Pre-Lesson
- Teacher leads students to have a good learning condition
  - Teacher reviews about all latest materials by doing a small chat individually then pointed student writes the answer at the blackboard e.g. questions/clues :
    1. \_ \_ \_ \_                    1. Baby likes drinking it, it is white made from cow
    2. \_ \_ \_ \_ \_ \_ \_ \_        2. Mother sleeps here. There are pillow, bolster etc.
    3. \_ \_ \_ \_ \_ \_            3. Indomie, Sedaap, and Popmie are names of
- b. Main Activity
- Teacher delivers a worksheet for each student then asks them to do a review vocabulary test containing of puzzle, finding hidden words and word classification.
- c. Closing
- Accompanied by teacher, students draw a conclusion about the lesson consisting of some vocabularies found as well as the pronunciation through repetition & communicative drills.

### **Meeting VI**

- a. Pre-Lesson
- Teacher leads students to have a good learning condition
  - Teacher reviews about all latest materials by doing questions-answer of vocabulary through pictures/clues then make a design of vocabulary web to ease students learning
- b. Main Activity
- Teacher delivers a worksheet containing of completing story test and jumbled words rearrangement.
  - Students are asked to do the test
  - Teacher asks students to retell a part of the story by their own words in 2 – 3 sentences (the score is only focus on the students' vocabulary achievement)
- c. Closing
- Accompanied by teacher, students draw a conclusion about the lesson consisting of some vocabularies found as well as the pronunciation through repetition & communicative drills

**IV. Tools / Resources ...**

- a. LKS Proaktif (modul) kelas 2-6 semester I, Graha Ilmu Surabaya
- b. Some related topic containing of pictures/cards etc.

**V. Evaluation**

- a. Observation Sheet  
(Enclosed in *Raw Score of Daily Test per-Meeting*)
- b. The evaluation consisting of test such as ; vocabulary short answer, puzzle with or without pictures as aid, multiple choice questions, sentence complexion, matching words or phrases, rearrangement of jumbled words/letters, classifying words, simple translation or even minimal pairs or dictation.

**Observation Sheet**  
**The Application of “Thematic-Units Approach” in The Classroom**

Meeting : ..... Date : .....

**A. Check List of Teaching Ability**

No	Aspects / Observation Indicators	Indicators Scored	
		Appeared	Not Appeared
1.	The objectives of study are already indicated “Thematic-Unit Approach” and stated in teaching design clearly		
2.	In one meeting, some units of material are integrated and correlated.		
3.	In one meeting, some aspects of vocabulary teaching are provided to evaluate		
4.	In one meeting, some language skills are provided to support the class activities		
5.	In one meeting, a communicative drill, are used as a technique to support “Thematic-Unit Approach” process.		
6.	At the beginning of lesson, teacher overviews about one theme then generalizes it widely into material units		
7.	Teacher reviews and correlates vocabularies among units in harmony		
8.	Teacher lets students explore their understanding of competence goal by enriching vocabulary		
9.	The vocabulary is learnt through classifying words into column or web to ease retrieving idea/meaning of words		
10.	Lesson media / materials are true theoretically dealing with approaching one units to others		
11.	Evaluation media already reflected the unity of several vocabulary competences		
12.	Students are actively involved through interaction among teacher-material-other students during the lesson		
13.	There are significant changes of the evaluation result about additional vocabulary achievement by students		
14.	For whole activities, the “Thematic-Units Approach” is already covered during the lesson		

**B. Note of Opinion (Critic & Suggestion)**

.....  
 .....  
 .....

English Teacher

Gresik, .....  
 Teacher Partner,

**ARIS EKO PURWANTO**

**HIDAYATUL ILMIYAH, A.Ma.Pd.**

**Lembar Observasi**  
**Penerapan “Thematic-Units Approach” dalam Pembelajaran di Kelas**

**Pertemuan** : ..... **Tanggal** : .....

**A. Daftar Cek Kemampuan Guru Mengajar**

No	Aspek / Indikator Observasi	Indikator yg Dinilai	
		Tampak	Tidak Tampak
1.	Tujuan Pembelajaran telah mengindikasikan “Pendekatan Pembelajaran Unit Tematis” dan dinyatakan jelas dalam desain pembelajaran.		
2.	Dalam satu kali pertemuan, beberapa unit tampak diintegrasikan dan dikorelasikan dengan baik		
3.	Dalam satu kali pertemuan, beberapa aspek pembelajaran kosa kata disajikan dan diujikan		
4.	Dalam satu kali pertemuan, beberapa aspek kemampuan berbahasa (mendengar, berbicara, membaca, menulis) disajikan untuk mendukung kegiatan di kelas		
5.	Dalam satu kali pertemuan, “communicative drill” (latihan intensif komunikatif) difungsikan sebagai teknik untuk mendukung proses pembelajaran tematis		
6.	Pada kegiatan awal pembelajaran, guru merujuk/memperkenalkan tentang sebuah topik lalu mengembangkannya dalam bentuk unit-unit materi		
7.	Guru meninjau ulang dan mengkorelasikan kosa kata antar unit pembelajaran secara harmonis		
8.	Guru mendukung siswa dalam mengeksplorasi pemahaman tentang tujuan kompetensi dengan memperkaya kosa kata		
9.	Pembelajaran kosa kata diajarkan dan dipelajari melalui klasifikasi kata dalam kolom atau jaringan kata untuk memudahkan pemetaan arti kosa kata		
10.	Media / materi pembelajaran adalah benar secara teori sesuai dengan pendekatan satu unit dengan unit yg lain		
11.	Media penilaian telah merefleksikan kesatuan beberapa kompetensi pembelajaran kosa kata		
12.	Siswa terlibat secara aktif melalui interaksi antara guru-materi-teman selama pembelajaran berlangsung		
13.	Terdapat perubahan-perubahan yang muncul terhadap hasil penilaian tentang penguasaan kosa kata oleh siswa		
14.	Secara keseluruhan, “Pendekatan Pembelajaran Unit Tematis” tercakup selama proses pembelajaran berlangsung.		

**B. Catatan Komentor (Kritik & Saran)**

.....  
.....

English Teacher

**ARIS EKO PURWANTO**

Gresik, .....

Teacher Partner

**HIDAYATUL ILMIYAH, A.Ma.Pd**

**Raw Score of Daily Test per-Meeting**

No	Name	Meeting I			Meeting II		Meeting III		Meeting IV			Meeting V			Meeting VI			Note	
		Multiple Choice	Classifying Words	Pronunciation of Words	Correct Writing Word	Make Sentic. (Vocab. Choice)	Dictation Phrase / Sentic.	Pronunc. Short Utterance	Reading Text	Classif. Words on Text	Arranging Jumbled Letters	Matching Words	Filling Puzzle	Finding Hidden Words	Classif. Words on Puzzle	Completing Story	Arranging Jumbled Words		Retelling Story (Vocab Foc.)
1	WAHYU UNTARI N.	55	C	50	60	65	50	60	78	C	B	B	60	B	C	89	72	70	
2	RISKA INDAYANI	64	A	65	95	95	82	78	93	A	A	A	84	A	A	97	86	78	
3	ROBI HERMAWAN	78	B	60	70	62	65	70	80	C	B	B	60	B	B	97	72	72	
4	SYAHABUDIN AHMAD S.	93	B	65	75	80	88	78	93	A	A	A	100	A	A	100	86	80	
5	ISMA SURYANI I.R	73	A	70	80	85	65	82	95	A	A	A	100	A	A	78	86	85	
6	M. SUWANDI	93	C	65	60	60	52	75	80	A	A	A	96	A	A	95	86	75	
7	M. FIRMANSYAH	96	A	70	90	95	98	85	87	A	A	A	100	A	A	92	100	85	
8	NUR FADHILAH	90	A	70	85	98	94	88	95	A	A	A	100	A	A	97	86	80	
9	NUR CHOLIFAH	55	C	50	60	60	50	60	60	C	C	B	60	C	C	89	72	70	
10	AHMAD ZAINUDDIN	87	A	70	70	75	50	70	93	C	B	B	64	B	C	95	72	72	
11	AGUS JA'FAR S.	93	A	60	75	78	64	60	93	A	A	A	96	A	A	97	86	75	
12	LINDI ARISKA PUTRI	73	C	50	65	60	55	60	65	C	B	B	64	B	C	85	72	70	
13	SITI CHOIRIYATI	81	A	65	80	85	70	75	92	A	A	A	100	A	A	97	100	80	
14	SIGIT ABDUL RAZAQ	90	A	65	70	75	60	70	93	B	A	A	96	A	B	97	72	72	
15	M. RONI MAHFUDIN	84	A	70	75	80	85	80	93	A	A	A	100	A	A	100	100	85	
16	SITI NUR YAUMI	78	B	60	75	73	64	65	89	A	B	A	100	A	A	86	72	75	
17	DWI SITI FATIMAH	87	B	65	85	78	85	72	90	A	A	A	100	A	A	89	72	78	
19	CATUR JUNIARTA	93	A	60	78	73	91	70	93	A	B	B	100	B	A	92	72	78	
20	AHMAD RIFANDI A.	93	A	70	95	95	94	88	93	A	A	A	100	A	A	97	100	85	
21	M. HANIF BIN FUAD	93	C	55	70	75	50	65	90	B	A	A	100	A	B	85	72	70	
21	ALFIAN KRISNAMUKTI	86	B	70	80	85	70	72	75	A	C	A	95	B	A	96	99	71	
22	SETIYA FATIMAH	50	C	55	70	75	52	60	65	B	A	A	76	B	B	85	72	70	
	Average	81.1	B	62.7	75.6	77.6	69.7	72.0	85.7	B	A	A	88.7	A	B	92.5	82.1	76.2	
	Vocab. Achiv. Average (%)		71.9%		76.6%		70.9%		84.4%				83.6%			83.6%		78.5%	



## STUDENTS PROGRESS REPORT I

Meeting

: 1 + 2 + 3

No	Name	Vocabulary Achievement Aspects							Average	Percentage	Predicate
		Correct answering		Correct Words Writing & Written Production			Correct Word Pronunc. & Oral Production				
		A		B			C				
		Multiple Choice Quiz	Dictation of Sentence	Classifying Words	Writing Phrase / Sentence (Composition)	Dictation of Sentence	Pronunciation of Single Word	Telling Utterance With Correct Vocab.			
1	2	3	4	5	6	7	8	9	10	11	12
1	WAHYU UNTARI N.	2	1	2	3	2	1	2	1.86	46.4%	poor
2	RISKA INDAYANI	2	4	4	4	4	3	3	3.43	85.7%	good
3	ROBI HERMAWAN	3	3	3	2	3	2	3	2.71	67.9%	fair
4	SYAHABUDDIN S.	4	4	3	4	4	3	3	3.57	89.3%	good
5	ISMA SURYANI I.R.	3	3	4	4	3	3	4	3.43	85.7%	good
6	M. SUWANDI	4	1	2	2	1	3	3	2.29	57.1%	fair
7	M. FIRMANSYAH	4	4	4	4	4	3	4	3.86	96.4%	good
8	NUR FADHILAH	4	4	4	4	4	3	4	3.86	96.4%	good
9	NUR CHOLIFAH	2	1	2	2	1	1	2	1.57	39.3%	poor
10	A. ZAINUDDIN	4	1	4	3	1	3	3	2.71	67.9%	fair
11	AGUS JA'FAR	4	2	4	3	2	2	2	2.71	67.9%	fair
12	LINDI ARISKA P.	3	2	2	2	2	1	2	2.00	50.0%	fair
13	SITI CHOIRYATI	4	3	4	4	3	3	3	3.43	85.7%	good
14	SIGIT A. RAZAQ	4	2	4	3	2	3	3	3.00	75.0%	good
15	M. RONI MAHFUDIN	4	4	4	4	4	3	4	3.86	96.4%	good
16	SITI NUR YAUMI	3	2	3	3	2	2	3	2.57	64.3%	fair
17	DWI SITI FATHIMAH	4	4	3	3	4	3	3	3.43	85.7%	good
18	CATUR JUNIARTA	4	4	4	3	4	2	3	3.43	85.7%	good
19	AHMAD RIFANDI A.	4	4	4	4	4	3	4	3.86	96.4%	good
20	M. HANIF BIN FUAD	4	1	2	3	1	2	3	2.29	57.1%	fair
21	ALFIAN KRISNA M.	4	3	3	4	3	3	3	3.29	82.1%	good
22	SETYA FATHIMAH	1	1	2	3	1	2	2	1.71	42.9%	poor
Class Average									2.95	73.7%	fair

Note for Scoring :

Score		Scale of Raw Score	Predicate
A	4	80 – 100	very good
B	3	65 – 79	good
C	2	55 – 64	fair
D	1	30 – 54	poor
E	0	0 – 29	very poor

## STUDENTS PROGRESS REPORT II

Meeting

4+5 +6

No	Name	Vocabulary Achievement Aspects											Average	Percentage	Predicate
		Correct answering				Correct Word Writing & Written Production				Oral Prod.					
		A				B				C					
		Classifying Words in Chart	Matching Words	Filling Puzzle	Completing Story	Arranging Jumbled Letters	Finding & Classifying Hidden Words	Arranging Jumbled Words	Spelling Words in Completing Story	Retelling Story (Vocab. Focus)					
1	2	3	4	5	6	7	8	9	10	11	12	13	14		
1	WAHYU UNTARI N.	2	3	2	4	3	2	3	2	3	2.67	66.7%	fair		
2	RISKA INDAYANI	4	4	4	4	4	4	4	4	3	3.89	97.2%	good		
3	ROBI HERMAWAN	2	3	2	4	3	3	3	3	3	2.89	72.2%	fair		
4	SYAHABUDDIN S.	4	4	4	4	4	4	4	3	4	3.89	97.2%	good		
5	ISMA SURYANI I.R.	4	4	4	3	4	4	4	3	4	3.78	94.4%	good		
6	M. SUWANDI	4	4	4	4	4	4	4	3	3	3.78	94.4%	good		
7	M. FIRMANSYAH	4	4	4	4	4	4	4	4	4	4.00	100.0%	very good		
8	NUR FADHILAH	4	4	4	4	4	4	4	4	4	4.00	100.0%	very good		
9	NUR CHOLIFAH	2	3	2	4	2	2	3	2	3	2.56	63.9%	fair		
10	A. ZAINUDDIN	2	3	2	4	3	3	3	3	3	2.89	72.2%	fair		
11	AGUS JA'FAR	4	4	4	4	4	4	4	3	3	3.78	94.4%	good		
12	LINDI ARISKA P.	2	3	2	4	3	2	3	2	3	2.67	66.7%	fair		
13	SITI CHOIRYATI	4	4	4	4	4	4	4	4	4	4.00	100.0%	very good		
14	SIGIT A. RAZAQ	3	4	4	4	4	4	3	3	3	3.56	88.9%	good		
15	M. RONI MAHFUDIN	4	4	4	4	4	4	4	4	4	4.00	100.0%	very good		
16	SITI NUR YAUMI	4	4	4	4	3	4	3	3	3	3.56	88.9%	good		
17	DWI SITI FATHIMAH	4	4	4	4	4	4	3	4	3	3.78	94.4%	good		
18	CATUR JUNIARTA	4	3	4	4	3	4	3	3	3	3.44	86.1%	good		
19	AHMAD RIFANDI A.	4	4	4	4	4	4	4	4	4	4.00	100.0%	very good		
20	M. HANIF BIN FUAD	3	4	4	4	4	2	3	3	3	3.33	83.3%	good		
21	ALFIAN KRISNA M.	4	4	4	4	2	4	4	3	3	3.56	88.9%	good		
22	SETYA FATHIMAH	3	4	3	4	3	2	3	2	3	3.00	75.0%	good		
Class Average											3.50	87.5%	good		

Note for Scoring

Score	Scale of Raw Score	Predicate
A	4	very good
B	3	good
C	2	fair
D	1	poor
E	0	very poor

