

Appendix 18

LESSON PLAN 2

Unit of education	: SMA
Subject	: English
Class/Semester	: XI/II
Skill	: Reading
Genre	: Narrative Text
Time Allocation	: 2 x 45 minutes

I. Standard Competence

Understanding the meaning of the texts monologue / essay form of narrative, spoof and hortatory exposition accurately, smoothly, and acceptable in the context of everyday life and access to science.

II. Basic Competence

Understand and respond to the meaning of the text monologue / essay that uses variety of written language accurately, fluently and think in narrative.

III. Indicators

- a) Understanding the main idea of the text.
- b) Identifying specific information/ supporting detail
- c) Determining reference of the text.
- d) Identifying the inference of the text.
- e) Understanding vocabulary (word meaning) of the text.

IV. Learning Objectives

*Process

- a) Students try to find out the main idea from the text.
- b) Students converse the spesific information of the text.
- c) Students try to attain the reference of the text.
- d) Students try to find out the inference of the text.
- e) Students understand vocabulary (word meaning) of narrative text.

*Product

- a) Students are able to find out the main idea from the text.
- b) Students are capable to converse the specific information of the text.
- c) Students are able to attain the reference f the text.
- d) Students are competence to find out the inference of the text.
- e) Students are able to understand vocabulary of the text.

V. Learning Material

One day while a mousedeer was walking in the forest, he saw a big black snake sleeping under the tree. When he saw the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and tookj of the mousedeer. He told the mousedeer that he was going to eat him for lunch. "Please don't eat me now," said the mousedeer. "I have something important to do."

"Look," said the mousedeer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger looked at the snake and said, " That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mousedeer.

http://englishbontang.blogspot.com/2011/04/narrative-text-questions_23.html

VI. Time Allocation

2 x 45 minutes

*pre activity : ± 10 minutes

*whilst activity : ± 70 minutes

*closure activity : ± 10 minutes

VII. Teaching Procedures

Activities
<p>Pre – activity (±10 minutes)</p> <ol style="list-style-type: none"> 1. The teacher and students construct their background knowledge to get brainstorming that related to the topic with answering several questions as stimulant. For example: T: “Do you know fable?” “What fable have you ever heard?” It is used to build the students’ though before they learn further about narrative text. 2. Students listen to the teacher’s explanation about material they are going to learn – that is about “<i>The Lion and The Mouse</i>”, the goals of learning to achieve, and reading strategies the students use.
<p>Whilst Activity (± 65 minutes)</p> <ol style="list-style-type: none"> 1. Students are divided into several groups based on STAD rules with four or five students within a group. (Step I) The teacher explains how to make a group to the students, then organizes into seven groups that consist of 4-5 students and it should be heterogeneous by the sex and capability. 2. The teacher gives the material for the students. The teacher gives the narrative text “<i>The Snake and Mousedee</i>” there are some questions that the students should discuss it in their group. 3. Students listen to the rules of STAD technique told by the teacher. (Step II). Before the students join with their own group, the teacher explains the rules of STAD. The teacher tells that every group has to discuss the material, do the assignments, and make sure all members of the group understand the material that they discuss. 4. The teacher gives the information that they will collect points for their groups based on the level in which their quiz scores (posttest) exceed their starting score (pre-test). (Step III) 5. Before starting to work in a group, students receive a brief explanation about the printed material and answering several questions that is given by the teacher orally (Step IV).

6. The teacher commands the students to join with their own group to discuss the material and do the assignment in a group. (Step V).
The students join with their group in order to discuss the material and do the assignment before group presentation. During the discussion time, the students create the situation of active class in teaching learning process.
7. Some representative students from each groups present their discussion in front of class while discuss it together with the teacher. (Step VI)
The teacher informs the time is up to discuss. Then, asked the students to prepare representative students from each group to discuss it together in front of the class.
8. The teacher monitors the activity while the students present and discuss the material together.
In group presentation the teacher participates and monitors the activity in discussion. The teacher also justify if the member of group express their idea not appropriate. So, the students really understand about the material.
9. The teacher gives the rewards to the best group in order to appreciate their work.
The reward is given by the teacher in order to make the students' enthusiasm in teaching learning process. It also to appreciate the best in their work. The teacher gives the reward to the best group, the reward is in form of charter.

Closure (\pm 10 minutes)

1. Students ask the teacher about the difficulties in understanding the lesson.
2. Students and the teacher infer what they have just already learned and get the conclusion about the material.

VIII. Evaluation

Reading comprehension by answering questions are given by the teacher that should be done in a group.

Authentic Assessment
Form : Essay

Answer the following questions based on story above!

1. What's the main idea from the first paragraph?
2. What's the main idea from the second paragraph?
3. Why did the mousedeer trick the tiger by saying that the snake was a king's belt?
4. After reading this text, what can we learn about this story?
5. Where was the tiger sleeping?
6. What's the communicative purpose of this text?
7. Who are the characters in the narrative above?
8. What's the appropriate title for the text above?
9. What's the synonym from the words a) king b) big

IX. Source

The narrative text; taken from the publisher

http://englishbontang.blogspot.com/2011/04/narrative-text-questions_23.html.