

Appendix 19

LESSON PLAN 3

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 thank in narrative.

III. Indicators

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

IV. Learning Objectives

*Process

- Students try to find out the main idea from the text.
- Students converse the spesific information of the text.
- Students try to attain the reference of the text.
- Students try to find out the inference of the text.
- 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

The Prince and His Friends

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat. One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very tired and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

<http://priettakhaniakusumaputri.blogspot.com/2011/07/narrative-prince-and-his-best-friends.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"> 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 have a best friend? What is your best friend like?” “What will you do if your friend betrays you?” “What will you do if one of your friends is in trouble?” It is used to build the students’ though before they learn further about narrative text. Students listen to the teacher’s explanation about material they are going to learn – that is about “<i>The Prince and His Best Friends</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"> 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. The teacher gives the material for the students. The teacher gives the narrative text “<i>The Prince and His Friends</i>” there are some questions that the students should discuss it in their group. 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. 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). 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).

For example:

T: “What do you know about narrative text?”

“Based on the text, could you give me some characteristics of the text?”

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 (± 10 minutes)

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

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 kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in the forest? Why did Franklin try to persuade the Prince to surrender?
4. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?
5. Why did Franklin sneak out to meet the bandits' leader?
6. Did the Prince manage to escape from the bandits? How?
7. After you read the story, what did you think of the Prince's friends?
8. What is the message from the story?

IX. Source

The narrative text; taken from the publisher

<http://priettakhaniakusumaputri.blogspot.com/2011/07/narrative-prince-and-his-best-friends.html>.