

Appendix 18

LESSON PLAN II

Subject	: English
Class	: XI
Semester	: 2
Topic	: Hortatory Exposition
Skill	: Reading Comprehension
Time Allocation	: 2 x 45 minutes

I. Standard Competence

The students are able to comprehend the functional text in the form of hortatory exposition text in daily life

II. Basic Competences

1. The students are able to respond the meaning of the functional text by using written form accurately, fluently, and communicatively in the daily life context.
2. The students are able to respond the meaning of the monolog text by using written form accurately, fluently, and communicatively in the daily life context in hortatory text form.

III. Indicators

The students are able to:

1. determine the main idea of the text,
2. answer the questions of a hortatory text given,
3. identify the meaning of new vocabulary from the text given,
4. identify the generic structure of a hortatory exposition text;
5. identify the language features of a hortatory exposition text.

IV. Objectives

- Students are able to determine the main idea of the text.
- Students are able to find the specific information from the text.
- Students are able to find the reference of words stated in the text.
- Students are able to find the inference from the text.
- Students are able to understand the vocabulary in the text.

V. Material

Hortatory Exposition Text

Learning English through Music and Songs is Fun

Learning English through music and songs can be very enjoyable. You can enjoy your learning time when you listen to a song and exploit the song as a means to your English progress. Some underlying reasons can be drawn to support the idea why we use songs in language learning.

Firstly, the last song that someone heard after leaving a restaurant, shopping malls, etc can be both enjoyable and relaxing. It also seems that it can reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs generally also use simple language, with a lot of repetitions, which many learners look for sample text. This effectiveness of songs makes them more motivated than any other texts. Although it is usually simple, some songs can be quite complex syntactically, lexically and poetically. It can be analyzed in the same way as any other literary sample.

Furthermore, song can be adjusted with their own purpose. But most pop songs and probably many other types do not have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. It is no wonder that they are important tools in sustaining culture, religion, patriotism and yeas, even revolution.

Last but not least, there are many learning activities which someone can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

(Whywine.wordpress.com)

VI. Technique

Think-Pair-Share

VII. Activities

A. Pre-activity

1. The students are asked to build their background knowledge by giving them a topic and asked some information related to the topic what is going to be learned: “*Do you like music ? What kind of music do you like ? What about English ? Do you like English? What kind of learning style do you use in learning English? Have you ever learned English by using music ? If it yes, why?*”
2. The students are told about the material which is going to be learned and introduced *think-pair-share* procedures.
3. The students are divided into pairs heterogeneously.

B. While-activity

1. The students are distributed hortatory exposition text and asked to read the text and ask them to read the text individually and silently.
2. The students are asked about the difficult words that they do not understand and led to discuss it.
3. The students are led to analyze the text and explain the generic structure and language features used in a hortatory exposition text given.
4. The students are led to apply the procedures of *think-pair-share* as follows:

- a. **Think:** The students are delivered work sheet (questions' and answers' sheet) and asked to think about the following questions silently and individually for 1 to 3 minutes each question. Then, the students are asked to write down their thoughts on a piece of paper and collect them later
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 - b. **Pair:** The students are asked to work in *pair* with their partner to discuss the results of their individual thinking for 3 to 4 minutes for each question.
 - c. **Shares:** The representative of students is asked to *share* their ideas in front of the class. Other pairs will give argument, suggestions, or revision when they find opposite opinion.
5. The teacher responses the students' ideas by giving revision, additional information, and leads the students to reach the conclusion of discussion.

C. Post-activity

1. The students are asked to evaluate what they have learnt.
2. The students are asked about some difficulties in understanding the lesson.

VIII. Media

1. Reading text entitled "Learning English Through Music is Fun"
2. Students' worksheet.

IX. Source

Whywine.wordpress.com

X. Assessment

1. What the text mainly about ?
2. How many good effect of learning English through music? Show them by telling the paragraph of the text?
3. Why do learning English through music can be a fun activity?
4. What kind of music that can be used in learning music?
5. What kinds of activity that we can do with music?
6. “They provide variety, fun, and encourage harmony within ...” What does the underlined word above mean?

XI. Key Answers

1. Learning English by using music and songs
2. There are four good effects. They can be seen in the second, third, fifth, and sixth paragraph.
3. Because it can encourage the harmony within oneself and within one group.
4. All of types of music.
5. There are studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.
6. It refers to music.