

## Appendix 17

### LESSON PLAN I

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

#### I. Standard Competence

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

1. The students are able to determine the main idea and supporting details.
2. The students are able to infer the information from the text.
3. The students are able to identify the meaning of new vocabulary from the text given.
4. The students are able to identify the generic structure of a hortatory exposition text.
5. The students are able to identify the language feature of a hortatory exposition text.

#### **V. Material**

##### **Hortatory Exposition Text**

##### **Where Should Be after High School?**

The National examination result will be publicly enounced in next short time. Euphoria will flood for those who get success. On the other hand, it will be unpleased to hear that there are some of them who do not succeed in their national final examination. Those who succeed soon will think to decide; where will they be after graduating high school? Actually it will be easy for them who have decided what they will do next and have thought about it earlier, but for those who have not planed it yet, it will be quite confusing.

Continuing study or looking for work is the primary choice among them. When they think about continuing study, they will think hard about the time and cost. How long the higher study will last and how high the cost is. In the same way, when they think about seeking job, what skill and competence they have got is a big matter of questioning. So, continuing school and seeking a job in the same time can be the alternative.

Continuing study as well as seeking job is possibly done but it will be hard for them. Conventionally studying in the university needs much time to spend especially in the first year. It is true because they have to do and adapt a lot of things in their new higher school. It will be very hard for them to look for job. Therefore it should come to their mind of continuing studying at higher school from their home. As the result, the available time will be more flexible for them. Then it will be very possible to for them to seek job and get the appropriate one. This type of studying is publicly known as distance learning.

As an alternative method of study, besides the conventional study which students and the lecturer have to meet in the fixed time and place regularly, distance learning provides possibility to grow better. Possibly working and studying will create high quality graduate. Distance learning should appear as a considerable choice for them.

( 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: “*What will you do after graduating your senior high school? Have you planned about it? What is your reason? 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 "Where Should be After High School"
2. Students' worksheet.

## **IX. Source**

Whywine.wordpress.com

## **X. Assessment**

1. What the text mainly about ?
2. What are the students decided in choosing to continue study ?
3. What are the considerations when people think about seeking a job after high school ?
4. Is it hard to continue study as well as seeking job ? Why ?
5. What do you think about distance learning ?
6. What is the advantage of choosing distance learning ?

## **IX. Key Answers**

1. What the students will do after graduating high school.
2. They decide about time and cost.
3. The skill and competence which they have got
4. Yes, it is. It is because they will need much time in their new school/college.
5. Based on the students' opinion.
6. It will be create high quality graduate