



**INDRAMAYU LOCAL GOVERNMENT
EDUCATION AGENCY**



**STATE SENIOR HIGH SCHOOL 1 SINDANG
ACCREDITED A**

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LESSON PLAN 3

Subject	: English
Level	: Senior High School
Class/Semester	: XI/2
Language Skill	: Reading
Genre	: Narrative Text
Time Allocation	: 2 x 45 minutes
Standard Competence	: Understanding the meaning of the monologue text of the descriptive, narrative and analytical exposition accurately, smoothly, and acceptable in the context of everyday life and access to science.
Basic Competence	: Understand and respond to the meaning of the monologue text uses variety of written language accurately and fluency in text form: narrative.

I. Indicators

1. Finding the general idea of the text
2. Finding the main idea of each paragraph
3. Finding the characters, setting, and plot of the text
4. Identifying the specific information of the text.

II. Characters Building

Trustworthiness, Respect, Diligence, Responsibility, Courage

III. Instructional Objectives

At the end of this session, students are able to:

1. Find out the general idea of the text
2. Find out the main idea of each paragraph
3. Find out the characters, setting, and plot of the text
4. Identify the specific information of the text

IV. Learning Material and Resource

Narrative Text : “Silent Love”

Source : <http://www.englishdirection.com/2009/05/reading-narrative.html>

The tree and the silent friend

I sat up on my hill and leaned against my tree. That tree was everything to me. I was an orphan, trying to live and take care of my other siblings. I didn't want a new family, I wanted my old one back. I was born into a family of six. Three boys, three girls.

We were very happy. there was Chasity, Anna, Bella (me), Micheal, Gavin, and little Tommy. There was our parents, who were very happy. They feel in love on my hill even in my tree.

When they were young, they carved their names into it. There were so young and alive. Who would have thought how terrible their fate would be. My toughest went back to that fatal night. The night, my world ended. The night two cars happened to collide.

My momma and daddy were coming home one day with Anna and Chasity. They went to a fair. I was sixteen and babysitting. Anna and Chasity had grown up they had to work too.

So that night I watched the kids. My parents said that be home by nine but they never got back. I laid awake that night. Hoping for my door get a knock. The next day it did by police officer.

They shipped us off to my great aunts, who could hardly take care of herself. She was nice but she smoked and brought home alcohol. She showed me the tree and I was attached to it. But my brothers were so heart broken. As the only sister left, and the oldest boy, Micheal and I took charge.

We cleaned them, we fed them, and we had to help them understand that this was our home, our new forever after. School was only a dream, we had notice for it, we were adults, to kids who never supervision.

Tommy and Gav were old enough to go. So we all were enrolled with Aunt Sally's money. School doesn't start until later, a week, or two. So today, I sat at my tree and wished to change that terrible day.

I fidgeted with an old wrapper when he came. A very attractive boy came up the hill. Making me blush. He sat down by me and I stated. “Who are you?” I asked not very nicely.

The boy ignored me and looked out to the city. I felt angry and walked away. Stupid boy, get away from my tree. I thought to myself. That's what happened every day.

I'd go out to my tree and he'd sit there with that sneaky grin stoned on his face. Being angry, I'd stomp away. I felt depressed, why was he taking my tree?

Then school came along and was shy.

Behind in my classes and weird to everyone, I became alone. The first day at lunch, I sat at a table. He came along and sat by me. We sat there and ate our lunch. That's how it was every day.

We were quiet at the tree, at lunch, but somehow I felt a friendship forming. I had made a silent friend. One day I had it. I was tired of quiet. He sat at my tree which was my property.

"Talk". I sneered wanting a reply. He looked at me with a sparkle in his eyes. A smirk painted in his face and I felt a silent message by received. I was being mean, "Talk please!" I begged.

He was silent for a moment. Feeling defeated, I started to leave but a small voice with a thick British accent stopped me. "I am Jordan and you Bella. A pretty name for a pretty girl".

I felt adrenaline rush through me and I ran back to him. He looked confused but, I didn't care I pressed my lips on him. For a second he stayed still kiss sank into him and finally he joined in.

We kissed far too long and when I had to go, I knew one thing for certain. I had a silent crush. My silent friend. All thanks to the tree.

V. Learning Method/Technique

Three Phase Technique

VI. Classroom Activities

Sequences	Teacher's Activities	Student's Activities
1. Pre-Activities	Orientation (5 minutes)	
	<ul style="list-style-type: none"> Teacher greets students Teacher checks students' attendance list Teacher introduce the topic about short story 	<ul style="list-style-type: none"> Students reply teacher's greetings Students pay attention
	Apperception (5 minutes)	
	<ul style="list-style-type: none"> Brainstorming about love to connect their comprehension to the text 	<ul style="list-style-type: none"> Students try to respond or talk to teacher as much as they can
	Motivation (5 minutes)	
	<ul style="list-style-type: none"> Teacher asks students experiences which 	<ul style="list-style-type: none"> Students share

	related to the text	experiences
2. While-Activities	Exploration (10 minutes) <ul style="list-style-type: none"> Teacher explain the elements of narrative text Teacher give the narrative text to all students one by one Teacher asks the students to read the narrative text 	<ul style="list-style-type: none"> Students pay attention Students read and learn about the text they get
	Elaboration (45 minutes) <ul style="list-style-type: none"> Teacher teaches the students about main idea of paragraph Teacher asks the students to find out the main idea of each paragraph Teacher teaches the students about characters of narrative text Teacher asks the students to find out the characters in narrative text Teacher teaches the students about setting and plot in a narrative text Teacher asks the students to find out setting and plot in narrative text they are reading 	<ul style="list-style-type: none"> Students pay attention Students try to respond and answer as well as they can Students pay attention Students try to respond and answer as well as they can
	Confirmation (10 minutes) <ul style="list-style-type: none"> Teacher asks the students to identifying the specific information Teacher teaches the students to make conclusion Teacher asks the students to make 	<ul style="list-style-type: none"> Students try to respond and answer as well as they can Students pay attention Students try to respond and

	conclusion <ul style="list-style-type: none"> Teacher let the students to asks about narrative text 	answer as well as they can <ul style="list-style-type: none"> Students try to make the question about narrative text
3. Post-Activities	(30 minutes) <ul style="list-style-type: none"> Teacher gives test of reading comprehension about narrative text Discuss the answer together Teacher concludes the today's lesson Teacher closes today's lesson 	<ul style="list-style-type: none"> Students do the post test Students pay attention

VII. Assessment

1. Technique : Written
2. Form : Reading Comprehension Test
3. Instrument : Enclosed
4. Scoring Technique : $S = \frac{R}{N} 100$

where: S = the score of the students

R = the amount of students' correct answer

N = the total items of the test

Indramayu, March 2013

Teacher

Observer

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