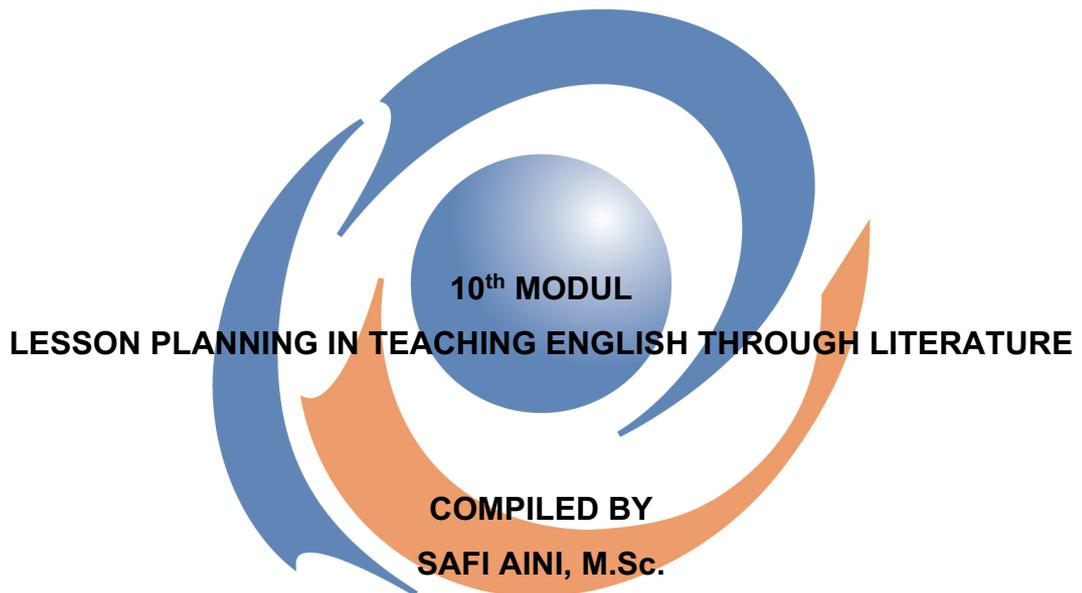


**MODUL INTRODUCTION TO LITERATURE
(PBI 321)**



Universitas
Esa Unggul

**UNIVERSITAS ESA UNGGUL
2019**

TEACHING ENGLISH THROUGH LITERATURE

A. Learning Objectives

After completing this course, students are expected to be able to develop a lesson planning when they, as English teachers, may implement literature in teaching English.

B. Explanation

In this module we are going to learn what a lesson plan is, why the English teacher should write a lesson plan before teaching the class, and what items the teacher should consider in making a lesson plan. Lesson plan is a detailed step-by-step guide that a teacher should prepare as the outlines for what the students will receive and accomplish during teaching learning in the classroom. The lesson plan does not have a rigid formula, it depends on the institution where the teacher teaches, but overall it covers objective or purpose of teaching, methods the teacher wants to apply, material he wants to deliver, and how long it runs.

An effective lesson plan is supposed to cover activities in the classroom which is usually divided into three parts:

(a) pre discussion activities

in which the teachers gives information about the techniques and steps of the discussion and the topic to discuss;

(b) whilst discussion activities

in which the students do the small group discussion, report their own discussion, and present the result of their discussion to other groups or general discussion; and

(c) post discussion activities

in which the teacher gives comments, corrections, clarifications on the poems discussed.

The example of lesson plan when the English teacher uses a small group discussion as method (Rohaniyah, 2016):

Before conducting small group discussion, the teacher should:

- Organize the group and divide the students into small groups in which one group consists of 4-5 students.
- Explain the role of each member of group
- Set time, the task and activity of discussion,
- Explain the procedure of discussion in groups, and
- Discuss the findings in large groups/class.

Pre-discussion activities

- Pre-reading activities were employed to give information about the techniques, procedures, and steps of discussions and the poetry to discuss in groups. In this activity, the teacher gives an example of poetry to discussion in groups and some questions.
- For example, in the poem Desert Moon by Dr. Antoinette Voget, the teacher gives related written questions to all the groups, such as: does the poem have rhyme? Find and explain some figurative languages of the poem! What is the tone? What is the theme? What is the message?
- The duration of this activity is 5 minutes.

Whilst discussion activities

- In whilst reading activities, the students read and do the small group discussion about 'a red, red rose poem by Robert Burns,
- Answering the questions that was given by the teacher,
- Report their own discussion on the piece of paper that was provided by the teacher, and
- Present the result of their discussion in their own group first and to other groups in panel discussion, while other member of groups may debate, clarify, give opinion, and criticize.

During whilst discussion activities

- The teacher should observe the groups discussion to make sure that all members of group participate in their own discussions.

- The time of small group discussion is 15 minutes and panel discussion is 30 minutes.

Post discussion activities

- The post discussion activities the teacher collects the works of group discussion,
- The teacher comments the group discussions and giving the reward (score) to each group and members of group who participate in discussions,
- The teacher may give some corrections if any, and
- The teacher may give several oral questions to members of group randomly.

Those activities above can be conducted in several meetings with some different poems to be discussed in groups. To check the students' comprehension about poem that have been discussed, the teacher may give the students homework how to analyse a poem and gives a written test/quiz individually.

The next page is another formula of lesson plan but the material that the teacher conveys is not literature, it is for preschool children. You may find any kinds of lesson plan in any institutions in which all of the lessons are the detail activity that the teacher develops from the curriculum they have in an institution. They focuses on the curriculum content and make it a real activity in the class.

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LESSON PLAN

Subject : English **Class** : pre-school
Topic : Numbers **Time** : 2 X 45 Minutes

Standard Competency

- Understanding the numbers 1 - 10.

Basic Competence

- Recognizing what numbers which are given by teacher.

Indicators

- Having identify the numbers 1-10
- Having ability recognize the numbers 1 – 10
- Having mention the numbers 1 – 10

Objectives

- The children are able to identify the numbers 1 – 10
- The children are able to recognize the numbers 1 -10
- The children are able to mention the numbers 1 -10

Technique

- Audio Lingual Method

Media

- Video
- Flashcard
- Candies

Materials

- Numbers 1 - 10

Teaching Learning Activities

Learning activities	Teacher	Children
<p>Pre-activity</p>	<ul style="list-style-type: none"> ▪ Teacher greets the students: <ul style="list-style-type: none"> - <i>Hello good morning dear, how are you?</i> - <i>What did you eat this morning honey</i> - <i>Have you taken breakfast?</i> - <i>Did you drink milk this morning?</i> - <i>Good you are smart children</i> - <i>You must take a breakfast and drink milk every morning to make our body health</i> - <i>Today we are going to playtogether</i> - <i>Are you happy?</i> - <i>Before that, lets see the video and sing together.</i> ▪ Teacher show the video to the children and teacher repeat the song. And sing together with children. <ul style="list-style-type: none"> - <i>Ok, now everybody must stand up and follow the video together</i> 	<p><i>Good morning</i></p>
<p>While activity</p>	<ul style="list-style-type: none"> ▪ Teacher shows the picture about the numbers and mention one by one to the students. ▪ Teacher mentions continuously about 	<ul style="list-style-type: none"> ▪ Children pay attention. ▪ Children follow what the teacher say

	<p>the numbers on the white board.</p> <ul style="list-style-type: none"> ▪ Teacher gives the card about the numbers randomly. ▪ Teacher asks the student to coloring the cards. <ul style="list-style-type: none"> - <i>“Ok now, please coloring the picture by these crayons”.</i> 	
<p>Post activity</p>	<ul style="list-style-type: none"> ▪ Teacher asks the student to step forward <ul style="list-style-type: none"> - <i>“ok dear, please come here, and bring your card!</i> ▪ Teacher asks the children to take candies based on the card they have. <ul style="list-style-type: none"> - <i>“ please take the candy” this is one, so you should take one candy.</i> - <i>“Ok, before we go to our home, let’s say and sing together again.</i> - <i>‘ok that is all for today, don’t forget to take a lunch and take nap. Good bye children, have a nice day</i> 	<p>Children do what the teacher asking</p>

Evaluation

Match the card of numbers with the candies you have!

C. Exercise

1. What are the part of an effective classroom activity that the teacher should prepare in his lesson plan?

D. Answer Key

1. An effective lesson plan commonly should cover these part of activities:

(a) pre discussion activities

in which the teachers gives information about the techniques and steps of the discussion and the topic to discuss;

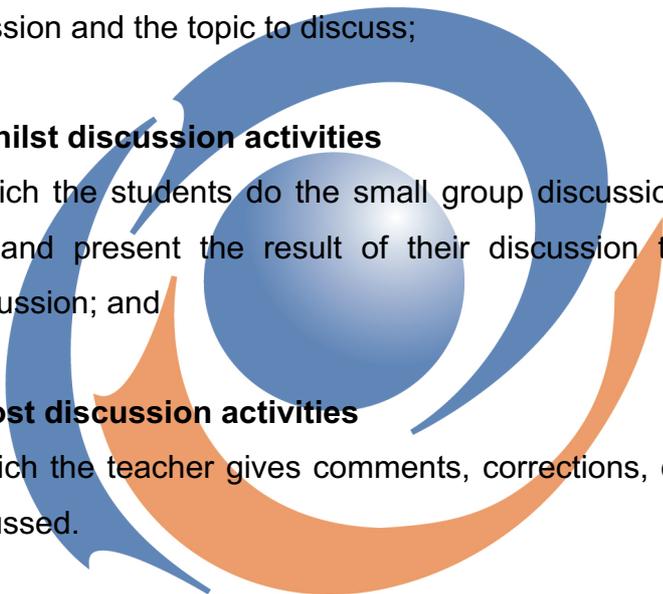
(b) whilst discussion activities

in which the students do the small group discussion, report their own discussion, and present the result of their discussion to other groups or general discussion; and

(c) post discussion activities

in which the teacher gives comments, corrections, clarifications on the poems discussed.

References



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