APPENDIX 1 SAMPLE OF LESSON PLAN

Lesson Plan

School	: Tiara Christian School
Class/Semester	: Primary 2 / 2
Subjects	: English
Main Material	: All Abroad
Time	: 1x 30 minutes (3rd meeting)

C. Core Competencies

Presenting knowledge in clear and logical language, in aesthetic works, in movements that reflect healthy children, and in actions that reflect children of faith and noble character. Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, and apply knowledge procedural in a specific field of study according to their talents and interests to solve problems

D. Basic Competencies

Basic Competencies	Indikator
Interpreting social functions and linguistic elements of song lyrics related to the lives of young learners	Identify the social function, text structure, and linguistic elements of the song, according to the context of its use. Analyzing the social function, text structure, and linguistic elements of the song, according to the context of its use.
Capturing contextual meaning related to social functions and linguistic elements of song lyrics related to the children's life.	Capturing the meaning in the song through reading and discussion activities.

E. Learning Objectives

Through Text-Based Learning, students are skilled at distinguishing social functions, text structures and linguistic elements, and are adept at capturing the meaning of songs, according to the context of their use.

F. Learning Materials

Songs

a. Social function

Entertaining and conveying the meaning of the song and appreciating the song as a work of art.

b. Linguistic Element

- Words, expressions, and grammar in works of art in the form of songs.

- Speech, word stress, intonation, spelling, punctuation and handwriting.

G. Learning Method

Discussion, Practice, Question and Answer

H. Learning Media
a. Laptop
b. Song Video (youtube.com)

I. Learning Activities
First Meeting

A. Competency Achievement Indicators

i. Identify the social function, text structure, and linguistic elements of the song, according to the context of its use.

ii. Understanding the message and meaning behind a song.

B. Learning Activities

Activities	Activities Description	Character Value	Time Allocation
Introduction	5. The teacher opens the zoom application, and admits the students to enter the zoom 6. Teacher prepares and leads the prayer 7. Teacher checks the students'	Religiosity	5 Minutes

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	attendance 8. Teacher tells about today's lesson goal	Communicative	

Core Activities	9. Students read, listen, and sing a song lyrics orally "It's a Beautiful Day".	Curiousity	20 minutes
	10. Students identify the social function, text structure, and linguistic elements of the song, according to the context of its use	Accuracy	
	11. The teacher tells the material about understanding a song lyric with the concept of questioning.	Skills	
	12. Students analyze the message and the meaning behind the lyrics of the song.	Speaking skills	
Closing	13. Students conclude what they have learned in today's lesson		
	14. Students reflect on the implementation of today's learning	Appreciation	5 minutes
	15. The teacher gives feedback to students for today's		

	lesson		
	16. Greetings		

At the first meeting, students were asked to answer questions in which there were some vocabularies about weather. At this stage, students have not been heard of a song that will be played twice a week. The results of this pre test are as follows.

Table 4.1 Students' Pre-Test Score

No	Students	Score (Y1)
1	Students 1	50
2	Students 2	60
3	Students 3	55
4	Students 4	65
5	Students 5	60
6	Students 6	50
7	Students 7	50
8	Students 8	60
9	Students 9	60
10	Students 10	55
11	Students 11	50
12	Students 12	60
Max		65
Min		50
Mean		56,25

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From the table above, it can be seen that of the twelve students from grades 2A and B who had worked on a solo about weather before the song was played, the average score was 56.25. Meanwhile, the highest score that can be obtained by students is 65, while the lowest score obtained by students is 50. This proves that students still have scores below the average. Meanwhile, the frequency and percentage of scores obtained by students are as follows.

Table 4.2 Frequency and Percentage of Students' Score on Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	4	33	33	33
	55	2	17	17	50
	60	5	42	42	82
	65	1	8	8	100.0
	Total	12	100.0	100.0	
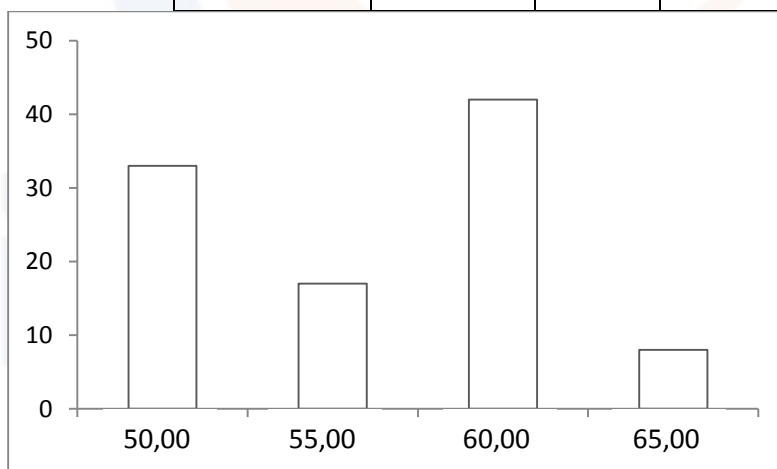
From the data above, it can be seen that students who have the lowest score of 50 are owned by four students with a total percentage of 33%, while students who score 55 are 2 people with a percentage of 17%. Meanwhile, there are five students who get a score of 60 with a percentage of 42%,

and students who have a score of 65, where this score is the highest score obtained by students among

the twelve students as much as 1 person with a percentage of 8%.

Second Meeting

A.Competency Achievement Indicators

i.　　　Identify the social function, text structure, and linguistic elements of the song, according

to the context of its use.

ii.　　　Understanding the message and meaning behind a song

B.Learning Activities

Activities	Activities Description	Character Value	Time Allocation
Introduction	17. The teacher opens the zoom application, and admits the students to enter the zoom 18. Teacher prepares and leads the prayer 19. Teacher checks the students' attendance	Religiosity	5 Minutes

Core Activities	20. Students read, listen, and sing a song lyrics orally "Oh.. Mr Sun". 21. Students identify the social function, text structure, and linguistic elements of the song, according to the context of its use 22. The teacher tells the material about understanding a song lyric with the concept of questioning. 23. Students analyze the message and the meaning behind the lyrics of the song.	Curiousity	20 minutes
Closing	24. Students conclude what they have learned in today's lesson 25. Students reflect on the implementation of today's learning 26. The teacher gives feedback to students for today's lesson 27. Greetings	Appreciation	5 minutes

At this second meeting, the researcher also gave the first post test to find out the progress of students after receiving treatment or listening to songs that were played to students. In this first post test, students were asked to name the words about the weather they know, after listening to the song which was played twice a week. The results of the first post test are as follows:

Table 4.3 Students' Post Test 1 Score

No	Students	Score (Y2)
1	Students 1	55
2	Students 2	70
3	Students 3	60
4	Students 4	65
5	Students 5	65
6	Students 6	60
7	Students 7	55
8	Students 8	60
9	Students 9	65
10	Students 10	60
11	Students 11	60
12	Students 12	70

Max	70
Min	55
Mean	62,08

It can be seen from the table above that the highest score obtained by students is 70, while the lowest score obtained by students is 55. Meanwhile, the average of the first post test is 62.08. This proves that in this first post-test, students experienced an increase in the scores obtained, there was a significant increase between the pre-test conducted at the first meeting where the students had not heard the song and the post-test after the students had listened to the song. Some students have been able to identify vocabulary about weather. The frequency and percentage of scores obtained by students are as follows.

Table 4.4 Frequency and Percentage of Students' Score on Post Test 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	2	17	17	17
	60	5	42	42	59
	65	3	25	25	83
	70	2	17	17	100.0
	Total	12	100.0	100.0	

It can be seen in the table above that the frequency and percentage of scores obtained by students in the first post test has increased. The number of students who got a score of 55 were 2 students with a percentage of 17%, where this score was the lowest score of the scores obtained by students. While the number of students who got a score of 60 were five students with a percentage of

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42%. Meanwhile, three students got a score of 65 with a percentage of 25%. And in this first post test, there were two students who got a score of 70 with a total percentage of 17%. This proves that the frequency and percentage in the first post-test has changed compared to the pre-test that was previously held. This is due to the influence of students listening to songs that are played repeatedly twice a week.

Third Meeting

A.Competency Achievement Indicators

    iii.   Identify the social function, text structure, and linguistic elements of the song, according to the context of its use.

    iv.   Understanding the message and meaning behind a song

B.Learning Activities

Activities	Activities Description	Character Value	Time Allocation
Introduction	28. The teacher opens the zoom application, and admits the students to enter the zoom 29. Teacher prepares and leads the prayer 30. Teacher checks the students' attendance	Religiosity	5 Minutes
Core Activities	31. Students read, listen, and sing a song lyrics orally "Put On Your Jacket". 32. Students identify the social function, text structure, and linguistic elements of the song, according to the context of its use 33. The teacher tells the material about understanding a song lyric with the concept of questioning.	Curiousity	20 minutes

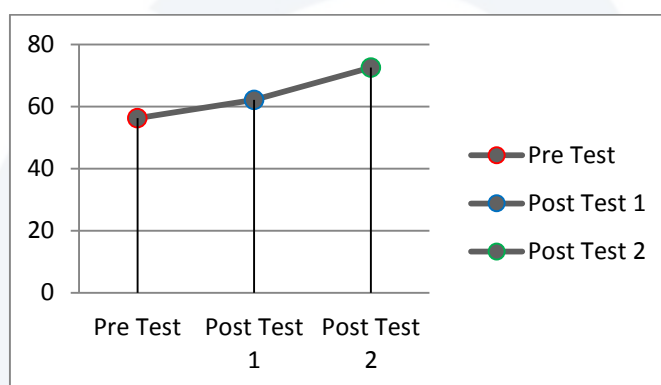|	34. Students analyze the message and the meaning behind the lyrics of the song.		
Closing	35. Students conclude what they have learned in today's lesson 36. Students reflect on the implementation of today's learning 37. The teacher gives feedback to students for today's lesson 38. Greetings	Appreciation	5 minutes

This meeting is the last meeting to find out the changes and developments of students in mastering vocabulary through listening to songs. At the third meeting, a second psot test was also applied after the first post test was carried out at the previous second meeting. At the third meeting, students were also asked to write down the vocabulary that had been asked in the first meeting and were also asked to write a translation of the vocabulary. At the third meeting, the second post test got the following results.

Based on the table above, it can be seen that of the twelve students who have applied the second post test after playing the song, there are 2 students who get a score of 65 with a percentage of 17%, while five students get a score of 70 with a percentage of 42%, and three students students get a score of 75 with a percentage of 25%. Meanwhile, students who get a score of 80 and 85 are one student each with a percentage of 8% each.

Therefore, if the researcher compares the pre-test and post-test, there is a change from pre-test to post-test, which is a significant increase in the scores obtained by students before and after the song is played. At the time of the pre test, the average score of students was 56.25 then after playing the song twice a week and then being given a post test, the student's score increased in the average score they got to 72.5. This proves that listening to songs makes students able to master vocabulary about weather.

The changes that show improvement from the beginning before being applied to listening to songs to after three weeks of listening to songs can be seen in the following graph.

Image 4.1 Increase in the average score obtained by students

Appendix 1

Assessment Sheet

Student Listening assessment:

Aspek	Description
Listening	100 = Delivering song lyrics, song meanings with perfect grammar
	70 = There is one mistake in conveying the lyrics of the song, the meaning of the song
	50 = There is some mistakes in conveying the lyrics of the song, the meaning of the song
	25 = There is no conformity in conveying the lyrics of the song, the meaning of the song with perfect grammar

Appendix 2

Song Lyrics

It's a beautiful day

See the sun shinning in the window,
Time to start a new day.
Can't you hear the song bird singing?
They're gonna sing out loud and say:

It's a beautiful day for running in the sun,
A beautiful day has just begun.
A beautiful day to do what I want to do-o-o-o.

It's a beautiful day just to be alive,
A beautiful day so glad that I've got
A beautiful day and I'd like to share it with you!
I'd like to share it with, you!

Look around there's a world of beauty,
From the mountains to the sea.
And there's a wonder around every corner,
Awaiting there for you and me

It's a beautiful day for running in the sun,
A beautiful day has just begun.
A beautiful day to do what I want to do-o-o-o.

It's a beautiful day just to be alive,
A beautiful day so glad that I've got
A beautiful day and I'd like to share it with you!
I'd like to share it with, you!

Oh..Mr Sun

Oh Mr. Sun, Sun, Mr. Golden Sun,
please shine down on me.
Oh Mr. Sun, Sun, Mr. Golden Sun,
hiding behind the tree.
These little children are asking you
to please come out so we can play with you.
Oh Mr. Sun, Sun, Mr. Golden Sun.
Please shine down on me.

Shine down on me. Shine shine shine.
Shine down on me. Shine shine shine.
Shine down on me. Shine shine shine.
Shine down on me.
Mr. Sun, Mr. Sun, Mr. Golden Sun.

Oh Mr. Sun, Sun, Mr. Golden Sun,
please shine down on me

Put On Your Shoes

Put on your shoes, your shoes, your shoes.
Put on your shoes, your shoes, your shoes.
Put on your shoes.
Let's go outside.
Hurry up. Hurry up. Hurry hurry up.

Put on your jacket, your jacket, your jacket.
Put on your jacket, your jacket, your jacket.
Put on your jacket.

Let's go outside.

Hurry up. Hurry up. Hurry hurry up.

Put on your scarf, your scarf, your scarf.

Put on your scarf, your scarf, your scarf.

Put on your scarf.

Let's go outside.

Hurry up. Hurry up. Hurry hurry up.

Put on your hat, your hat, your hat.

Put on your hat, your hat, your hat.

Put on your hat.

Let's go outside.

Hurry up. Hurry up. Hurry hurry up.

Put on your shoes.

Your jacket.

Your scarf.

And your hat.

Hurry up. Hurry up. Hurry hurry up.

Appendix 3

Guiding Questions

1st Meeting (1st Cycle)

1. How are you today?
2. What is the song about?
3. Do you like to hear to that song?

2nd Meeting (2nd Cycle)

1. How do you feel today?
2. How's the weather today?
3. Can you sing Mr. Sun song?

3rd Meeting (3rd Cycle)

1. Good Morning _____, How are you today?
2. What are you wearing today?
3. What is the song about?

APPENDIX 4 SAMPLE OF CLASSROOM OBSERVATION

First Meeting – April 18th, 2022 My Reflection on The Lesson
• The students are not confidence in answering the teacher's questions • The should have to be guidance to answer such following guidance questions • Sometimes the students be quiet (not participate actively in the online class)
Second Meeting – April 22nd, 2022 My Reflection on The Lesson
• Some of them still have difficulties to say their opinion about the song • Some students are able to participate actively than last meeting • They look familiar with the "Mr. Sun" song
Third Meeting – April 25th, 2022 My Reflection on The Lesson
• They are able to identify the lyric of the song • They already understand what they should have answer • They share their own perspective with other students