

## **APPENDIX 1 LESSON PLAN**

Subject : English Language  
Grade : Junior High School / Grade 9<sup>th</sup>  
Meeting : 1<sup>st</sup>  
Skill : Listening  
Topic : Song

### **A. STANDAR COMPETENCE**

3.7 Express and understand context-appropriate information in oral texts relating to personal experiences, the environment, and global issues.

4.7 Present context-appropriate information in oral texts relating to personal experiences, the environment, and global issues.

### **B. INDICATOR**

3.7.1 Record important information from the oral text of songs themed overcoming challenges.

3.7.2 Identifying vocabulary and grammatical structure with regard to overcoming challenges in songs.

3.7.3 Summing up the main content of the song with the theme of overcoming challenges.

3.7.3 Explain the content and message of the song with the theme of overcoming challenges in group discussions.

4.7.2 Singing themed songs overcomes challenges with appropriate pronunciation and intonation.

### **C. LEARNING OBJECTIVE**

1. Students can understand the main content and message of the song on the theme of overcoming challenges.
2. Students can identify vocabulary and grammatical structures with regard to overcoming challenges in songs.
3. Students can conclude the main content of the song on the theme of overcoming challenges.
4. Students can explain the content and message of songs themed overcoming challenges in group discussions.
5. Students can sing songs themed overcoming challenges with appropriate pronunciation and intonation.

#### **D. MEDIA**

1. write apan/Projector.
2. Marker/Pen.
3. Lyrics handout sheet and activity instructions.
4. Audio equipment (speakers, computers).
5. Image of Alessia Cara (optional).

#### **E. LEARNING RESOURCES**

Video Link You Tube: <https://www.youtube.com/watch?v=6k8cpUkKK4c>  
(count on me), and <https://youtu.be/kVnecr5a1Sc?si=lkWdeJf0UvS1O65S> (flashlight )

#### **F. TEACHING LEARNING ACTIVITIES**

##### **1. Opening Activies**

- a. Introduction (5 minutes): Briefly introduce the theme of overcoming challenges. Share a personal story or quote about perseverance. Ask students to share their own experiences with overcoming difficulties.
- b. Brainstorming (5 minutes): Brainstorming words and phrases related to overcoming challenges (e.g., resilience, determination, resistance, growth). Write this on the board for reference.
- c. Prediction (5 minutes): Introduce the title and artist of the song. Show the artist's image or relevant image. Ask students to predict what the song might cover based on the title and theme.



## **2. Main Activities**

- a. First Listen (5 minutes): Play the song once without lyrics. Encourage students to record their impressions, including the atmosphere, melody, and emotion conveyed. Briefly discuss their initial thoughts.
- b. Fill in the Blanks (5 minutes): Give students worksheets with incomplete lyrics. Students fill in the missing words while listening to the song again. Focus on vocabulary and key phrases from brainstorming activities.

- c. True/False Statements (5 minutes): Prepare some true and false statements about the content of the song. Students listen to the song again and mark each statement as true or false. Discuss the correct answer afterwards.
- d. Group Discussion (5 minutes): Divide students into pairs or small groups. Ask them to discuss the following questions:
  - 1) What is the main message of the song?
  - 2) What specific challenges does the song cover?
  - 3) How does the song encourage listeners to overcome difficulties?
  - 4) Can you relate to the message of the song? Share your own experience.
- e. Creative Extensions (5 minutes): Ask students to choose one of the following activities:
  - 1) Write poems or short stories inspired by songs.
  - 2) Create an image or artwork that represents the message of the song.
  - 3) Composing their own lyrics for the second verse of the song, reveals a personal connection with the theme.

### **3. Closing**

- 1. Song Performance (optional, 5 minutes): If time permits, invite students to sing the song along, either with the original recording or using a karaoke track.
- 2. Reflection (5 minutes): Have students write a brief reflection on what they learned from the song and activity. Encourage them to think about how the song's message applies in their own lives.

### **Learning materials**

✚ First song : Count On Me by Bruno Mars

Second song : flashlight

✚ Social function

Understand the moral message of the song and appreciate the song as a work of art

✚ Linguistic elements

1. Words, expressions and grammar in works of art in the form of songs.
2. Correct use of singular and plural nominals, with or without a, the, this, those, my, their, etc. correctly in nominal phrases
3. Pronunciation, word stress, intonation
4. Spelling and punctuation.

✚ Topic

Various things related to student life as teenagers and high school students, with provide examples and inspiration to behave responsibly, disciplined, love peace, cooperation

## **APPENDIX II**

**Read the following song!**

"Flashlight"

When tomorrow comes

I'll be on my own

Feeling frightened of

The things that I don't know

When tomorrow comes

Tomorrow comes

Tomorrow comes

And though the road is long

I look up to the sky And in the dark I found,

lost hope that I won't fly And I sing along,

I sing along,

and I sing along I got all I need when I got you and I I look around me,

and see a sweet life I'm stuck in the dark but you're my flashlight You're getting  
me,

getting me, through the night Kick start my heart when you shine it in my eyes

Can't lie,

it's a sweet life Stuck in the dark but you're my flashlight You're getting me,  
getting me,

through the night 'Cause you're my flashlight (flashlight) You're my flashlight  
(flashlight),

you're my flashlight Ooh I see the shadows long beneath the mountain top I'm  
not afraid

when the rain won't stop 'Cause you light the way You light the way,

You light the way I got all I need when I got you and I I look around me,

and see a sweet life I'm stuck in the dark but you're my flashlight You're getting  
me,

getting me, through the night Kick start my heart when you shine it in my eyes

Can't lie,

it's a sweet life Stuck in the dark but you're my flashlight You're getting me,  
getting me,  
through the night (Light, light, light, you're my flashlight) Light,  
light, you're my flashlight Light, light, light, light, light,  
oh (Light light light you're my flashlight) You're my flash,  
oh I got all I need when I got you and I I look around me,  
and see a sweet life I'm stuck in the dark but you're my flashlight You're getting  
me, getting me, through the night Kick start my heart when you shine it in my  
eyes Can't lie,  
it's a sweet life Stuck in the dark but you're my flashlight  
(You're my flashlight) You're getting me, getting me through the night  
'Cause you're my flashlight 'Cause you're my flashlight You're my flashlight

**Answer the following questions!**

1. What is the purpose of the song?
2. What is the song about?
3. The lyric above is mostly written in \_\_\_\_\_ tense.
4. I see the shadows long beneath the mountain top I'm not afraid when the  
rain won't stop 'Cause you light the way What does the lyric means?
5. How does the song writer's feel according to the lyric above?

### APPENDIX III

#### Listen to the song and fill in the blanks!

If you ever find yourself stuck in the middle of the sea

I'll \_\_\_\_\_ ( 1 ) the world to find you

If you ever find yourself lost in the dark and you can't see

I'll be the \_\_\_\_\_ ( 2 ) to guide you

We find out what we're made of

When we are called to \_\_\_\_\_ ( 3 ) our friends in need

[Chorus:]

You can count on me like 1, 2, 3

I'll be \_\_\_\_\_ ( 4 )

And I know when I need it

I can \_\_\_\_\_ ( 5 ) on you like 4, 3, 2

And you'll be there

'Cause that's what friends are \_\_\_\_\_ ( 6 ) to do, oh yeah

If you're tossin' and you're turnin'

And you just can't fall \_\_\_\_\_ ( 7 )

I'll sing a song beside you And if you ever forget

how much you really mean to me Every day I will \_\_\_\_\_ ( 8 ) you

Oooh We find out what we're made of When we are called to help our friends in  
need

[Chorus:]

You'll always have my \_\_\_\_\_ ( 9 )



when you cry I'll never let go, never say \_\_\_\_\_ ( 10 ) You know...

**APPENDIX IV**  
**Evaluation**

**A. Assessment of learning outcomes**

a. Attitude

No.	Student's name	Score list		
		Responsibility	Discipline	Honest
1.				
2.				
3.				
4.				

b. Knowledge

No.	Student's name	Aspek Yang dinilai		
		Pronunciation	Fluency	Comprehension
1.				
2.				
3.				
4.				

c. Skills

No.	Student's name	Kerjasama (cooperative)	komunikasi
1.			
2.			
3.			
4.			

Notes:

DESCRIPTION OF ASSESSMENT

5 = Never  
4 = once  
3 = several times  
2 = often  
1 = very often