

## **Describing Places**

**English /group A; General Program  
Grade X, Semester 1**

**Composed by:**

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**2020**

### Lesson Unit Plan (LUP)

Unit/ School	: SMA AL HIKMAH SURABAYA
Subject	: English (group A/ General Program)
Grade/ Semester	: X/1
Materials	: Describing Places
Time allotment	: 6 x 45 minutes (3 meetings)

#### A. Core Competence (CC)

SPIRITUAL (CC 1) AND SOCIAL (CC 2)	
To internalize and apply the morals of their religion. To demonstrate the behaviors of honesty, discipline, responsibility, care (cooperation, tolerance, peace), courteous, responsive, and proactive as a part of the solutions to various problems in active interaction within the social and natural environment and to act as the nation's reflection in the global society.	
COGNITIVE (CC 3)	PSYCHOMOTOR (CC 4)
CC 3: To understand, apply, and analyze factual, conceptual, and procedural knowledge based on his curiosity about science, technology, arts, culture, and humanities with insights into society, nationality, statehood, and civilization related to the causes of phenomena and events, and apply procedural knowledge to specific fields of study according to their talents and interests to solve problems.	CC 4: To process, reason, present, in the area of the concrete and the abstract related to the development of what they learn at school independently. Be able to use appropriate methods according to scientific principles.

#### B. Basic Competencies (BC) and Indicators

BASIC COMPETENCY FROM CC 3	BASIC COMPETENCY FROM CC 4
3.4 To distinguish the social functions, text structures, and linguistic elements of several oral and written descriptive texts by providing and requesting information regarding famous tourist attractions and historical buildings in short and simple, according to the usage context.	4.4 Descriptive texts.  4.4.1 To grasp the meaning of a short and simple oral and written transactional interaction text that involves the act of giving and asking for information related to the intention to act / activity, considering the correct social functions, text structures, and linguistic elements with proper contexts.  4.4.2 To compose oral and written descriptive texts in short and simple, related to famous tourist attractions and historic buildings, by paying attention to correct social functions, text structures, and linguistic elements, with the proper context.

INDICATORS OF COMPETENCY ACHIEVEMENT (IPK) FROM BC 3.3	INDICATORS OF COMPETENCY ACHIEVEMENT (IPK) FROM BC 4.3
<p>3.4.1 <b>To indicate</b> the social functions of oral and written descriptive texts by providing and requesting information regarding famous tourist attractions and historical buildings in short and simple, according to the context.</p> <p>3.4.2 <b>To categorize</b> the text structure of oral and written descriptive texts by providing and requesting information related to famous tourist attractions and historical buildings in short and simple, according to the context.</p> <p>3.4.3 <b>To subdivide</b> the linguistic elements of oral and written descriptive texts by providing and requesting information regarding famous tourist attractions and historical buildings in short and simple terms.</p>	<p>4.4.1.1 <b>To detect</b> the social function of descriptive in oral and written texts in short and simple, related to famous tourist attractions and historical buildings.</p> <p>4.4.1.2 <b>To construct</b> the text structure of descriptive texts in spoken and written texts in short and simple, related to famous tourist attractions and historical buildings.</p> <p>4.4.1.3 <b>To develop</b> the linguistic elements of descriptive in oral and written text in short and simple, related to famous tourist attractions and historical buildings.</p> <p>4.4.2.1 <b>To create</b> a descriptive text about a famous tourist spot or historical building considering appropriate social functions, correct text structure, and well-developed linguistic elements.</p> <p>4.4.2.2 <b>To post</b> the descriptive text about a famous tourist spot or historical building on social media accounts considering great attractions.</p>

**C. Learning Objectives**

Through the *Discovery Learning* model and with some the learning media, such as LMS *elearning.alhikmah.sekolahku.sch.id* and online zoom classes, students are able to:

- deeply analyze the social function, comprehensively categorize the structure, and correctly subdivide the linguistic elements of descriptive texts;
  - create a well-developed descriptive text and then post it to their social media accounts;
- with enthusiasm, responsibility, perseverance, discipline, confidence, responsiveness (critical thinking), and pro-active attitude, and ability to communicate and collaborate well during the lessons.

**D. Learning Materials**

**The core material:** Descriptive texts

**Concepts:**

- Social Functions: To introduce, to promote, and to praise certain spots or locations.
- Text structure: identification and description
- Language elements: present simple, past simple, adjectives, and nouns.

**E. Models and Methods**

- Approach** : Self-directed learning  
**Model** : Discovery learning; Flipped Classroom (synchronous and asynchronous sessions)  
**Method** : Demonstrating, discussions, and think-pair-share

**F. Media**

- elearning.alhikmah.sekolahku.sch.id as the LMS
- Zoom as the online classroom
- Google's Jamboard as the virtual whiteboard
- Youtube as the video-viewer platform

**G. Reference**

- Sudarwati. Th., Grace. Eudia. *Pathway to English for Senior High School Grade X Genaral Programme*. Jakarta: Penerbit Erlangga.
- <https://www.cambridgeenglish.org/learning-english/parents-and-children/activities-for-children/a2-level/f-rw-03-describing-people-and-things/>
- <https://www.youtube.com/watch?v=SmdhmwPX69o>
- [https://www.youtube.com/watch?v=Bvpw\\_GXqKVw](https://www.youtube.com/watch?v=Bvpw_GXqKVw)

**H. Teaching-learning Activities**

Steps	Activities			
	Synchronous session	Time Allotment	Asynchronous session	Time Allotment
Meeting 1: asynchronous			1.Students access the module from the LMS, alhikmah.elearning.sekolahku.sch.id, and follow the instruction available in the module. 2. In the LMS, the teacher explains the objectives of the study and what competencies they are about to achieve. 3. Students watch a video about <i>wonderful Indonesia</i> by clicking the link in the module. 4. With the stimulus questions from the teacher (in the module), students identify the main topic and content of the video.	20 minutes
Stimulation	-	-		
Statement			5.Using the chat feature in the LMS, with the teacher's instruction in the module, students have a discussion with their tutor group talking about the social functions of the video. 6.From the ideas conveyed through the discussion, students synthesize the	

			<p>social function of the video; and take notes.</p> <p>7. With the teacher's instruction in the module, students, with their tutor group, identify some essential information that needs to be analyzed in the video:</p> <ul style="list-style-type: none"> <li>- What is the text genre used in the video?</li> <li>- How is the genre's structure developed?</li> <li>- What language elements can be used in the video?</li> </ul>	30 minutes
<i>Data collection</i>	-	-	<p>8. Students discuss the search for answers to three-point questions that have been identified from various sources such as student handbooks and online references</p> <p>9. Students divide jobs to find the necessary information by reading student handbooks and references from the internet.</p> <p>10. Students discuss the findings</p> <p>11. Students record the relevant findings by taking notes.</p> <p>12. Each head tutor compiles the findings and groups them based on the questions.</p> <p>13. Each head tutor submits the group's work to the LMS.</p>	40 minutes
<p>Meeting 2: synchronous</p> <p><b>Pre-activity</b></p>	<p>14. The teacher opens the meeting by greeting and checking the students' attendance.</p> <p>15. The students consult the difficulties that they might have found in the previous asynchronous session.</p>	10 minutes		
<p><b>Main activity</b></p> <p><i>Data Processing</i></p>	<p>10 With guidance from the teacher, students collaborate and communicate with other tutor groups in one class to exchanging opinions and ideas from the answers discussed at the previous meeting.</p> <p>11 The teacher does observations and takes attitude assessment during</p>	25 minutes		

	the discussion process.			
<i>Verification</i>	<p>12 Students compare the results of their discussions with the information in the <i>PPT</i> shared by the teacher.</p> <p>13 Together with the teacher, students analyze the example of descriptive text shown in the <i>PPT</i> and figure out the structure and the language elements.</p>	25 minutes		
<b>Post- activity</b>	<p>14 The students conclude the materials.</p> <p>15 The teacher gives a chance for students to ask questions or some parts of the materials that they do not understand yet.</p>	5 minutes		
<i>Generalization</i>	<p>16 Students take a formative test provided by the teacher to ensure their level of understanding of the materials.</p>	25 minutes		
Meeting 3: Asynchronous			<p>With the instructions in the LMS:</p> <p>17 students review the materials that have been studied in the previous meeting</p> <p>18 students discuss some alternative topics (favorite places) that can be used as material for composing a descriptive text</p> <p>19 Students read some steps and tips in organizing and developing a descriptive text.</p> <p>20 Students compose a well-developed 150-word descriptive text about their favorite places with proper and correct structure and linguistic elements.</p> <p>21 Students submit their writings in the LMS.</p> <p>22 Students post their writings to their Instagram account with a picture of the place they are describing.</p>	90 minutes

**I. Assessment**

**1. Attitude Assessment**

- a. Technique : Observation through religious and social aspects
- b. Form : Observation sheet
- c. Instrument : Teaching journal

**2. Cognitive Assessment**

- a. Technique : written
- b. Form : formative test
- c. Instrument : answer key

**3. Psychomotor Assessment**

- a. Technique : written
- b. Form : assignment: composing an essay
- c. Instrument : scoring rubric

Surabaya, 19 July 2020

Approved by  
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# Appendices



## Learning Materials

The **Mosque of Amr ibn al-As** (*Arabic*: جامع عمرو بن العاص), also called the **Mosque of Amr**, was initially built in 641–642 AD, as the center of the newly founded [capital of Egypt](#), [Fustat](#). The original structure was the first [mosque](#) ever built in [Egypt](#) and the whole of [Africa](#). The location for the mosque was the site of the tent of the commander of the Muslim army, general [Amr ibn al-As](#). One corner of the mosque contains the tomb of his son, ['Abd Allah ibn 'Amr ibn al-'As](#). Due to extensive reconstruction over the centuries, nothing of the original building remains. Still, the rebuilt mosque is a prominent landmark and can be seen in what today is known as "[Old Cairo](#)." It is an active mosque with a devout congregation, and when prayers are not taking place, it is also open to visitors and tourists.

The original layout was a simple rectangle, 29 meters in length by 17 meters wide. It was a low shed with columns made from split [palm tree](#) trunks, stones, and mud bricks, covered by a roof of wood and palm leaves. The floor was of gravel. Inside the building, the orientation toward Mecca was not noted by a concave niche like it would be in all later mosques. Instead, four columns were used to point out the direction of Mecca and were inserted on the qibla wall. It was large enough to provide prayer space for Amr's army but had no other adornments and no [minarets](#).

It was completely rebuilt in 673 by the governor [Maslama ibn Mukhallad al-Ansari](#), who added four minarets, one at each of the mosque's corners, and doubled its area in size. The addition of these minarets allowed the call to prayer to be heard from every corner and taken up by other nearby mosques. Governor [Abd al-Aziz ibn Marwan](#) added an extension to the mosque in 698 and once again doubled the mosque's area. In 711, a concave [prayer niche](#) was added to replace the flat one. In 827, it had seven new aisles built, parallel to the wall of the [qibla](#), the direction that Muslims were to face during prayer. Each aisle had an arcade of columns, with the last column in each row attached to the wall using a wooden [architrave](#) carved with a frieze.

In 827, governor [Abd Allah ibn Tahir](#) made more additions to the mosque. It was enlarged to its present size, and the southern wall of the present-day mosque was built. In the 9th century, the mosque was extended by the [Abbasid](#) Caliph [al-Mamun](#), who added a new area on the southwest side, increasing the mosque's dimensions to 120m x 112m.

At a point during the [Fatimid](#) era, the mosque had five minarets. There were four, with one at each corner and one at the entrance. However, all five are now gone. The current Minarets were built by Mourad Bey in 1800. Also, the Fatimid Caliph [al-Mustansir](#) added a silver belt to the prayer niche, which was eventually removed by [Saladin](#) when the mosque was restored after the fire in Fustat.

In 1169, the city of Fustat and the mosque were destroyed by a fire that was ordered by Egypt's own vizier [Shawar](#), who had ordered its destruction to prevent the city from being captured by the [Crusaders](#). After the Crusaders were expelled, and the area had been conquered by [Nur al-Din](#)'s army, [Saladin](#) took power and had the mosque rebuilt in 1179. During this time, Saladin had a belvedere built below a minaret.

## Assessment's Instruments

### A. The instrument of Attitude Assessment

Unit/ School : SMA Al Hikmah Surabaya  
 Academic Year : 2020/2021  
 Grade/Semester : X / 1  
 Subject : English/ group A – General Program

The observed aspects: carefulness, thoroughness, creativeness, and confidence

NO	TIME	NAME	OCCURENCE/ BEHAVIOR	POSITIVE/ NEGATIVE	FOLLOW-UPS
1					
2					
3					
4					
5					

### B. The instrument of Cognitive Assessment

NO	NAME	SCORE	REMARKS
1			
2			
3			
4			
5			

Formula:

$$\frac{\text{Total correct answers}}{\text{Total items}} \times 100 = \text{Score}$$

### C. The instrument of Psychomotor Assessment

NO	NAME	SCORE	REMARKS
1			
2			
3			
4			
5			

### WRITING RUBRIC ASSESSMENT

Name : .....

Class/Number : ...../ .....

No	Criteria to be assessed	Low performance 7	Good Performance 8	Very Good Performance 9	Score
1.	Text Organization	Doesn't use the correct text organization of recount text	Use the proper text organization but has not elaborated the idea	Use the proper text organization and with the elaborated idea	
2.	Sentence formation	Use simple sentences	begins to vary simple sentences and compound sentences	Use simple sentences, compound sentences, and complex sentences correctly	
3.	Grammar	Too many mistakes	6 - 10 mistakes	Under 5 mistakes	
4.	Vocabulary	Basic Vocabulary, less precise	Developed vocabulary	Purposefully chosen vocabulary	
5.	Mechanic	Some errors with spelling and punctuation	Most effective use of mechanics; errors do not detract from the meaning	Effective use of capitalization, punctuation, and spelling	
6.	Tidiness and deadline	Write awkwardly, Unreadable, submit late more than three days from the deadline	Write quite neatly, a relatively straightforward font, submit late three days from the deadline	Write neatly, clear font, submit the work in/on time	
Total score					
Final Score = Total score : 6					