FINAL ASSIGNMENT
LESSON PLAN PRODUCT

Name   :   Devy Emsa Nurdina
Class   :   English
LPTK   :   Widya Mandala Catholic University

TEACHER PROFESSION PROGRAM
BATCH 2
2020

ONLINE LESSON PLAN

School Identity	: SMAN 1 TRIMURJO	Class/Semester	: X / 1
Subject	: ENGLISH	School Year	: 2020-2021
Subject Matter	: DESCRIPTIVE TEXT	Time Allocation	: 2x45 Minutes

A. Core Competencies

- KI-1 and KI-2: Living and practicing the teachings of the religion they adhere to. Living and practicing honest, disciplined, polite, caring behavior (mutual cooperation, cooperation, tolerance, peace), responsible, responsive, and pro-active in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment around, nation, country, regional area, and international area ".

- KI 3: Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, arts, culture and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events , as well as applying procedural knowledge in specific fields of study in accordance with their talents and interests to solve problems

- KI4: Processing, reasoning, and presenting in the realm of the concrete and abstract realms related to the development of what they learn in school independently, act effectively and creatively, and are able to use methods according to scientific principles

A. Basic Competencies and Indicators

Basic Competence	Indicators
3.4 Distinguishing social functions, text structure, and linguistic elements of several oral and written descriptive texts by providing and requesting information regarding famous tourist attractions and historical buildings, short and simple, according to the context of their use.	3.4.1. The Students are able to analyze the social function of descriptive text related to the tourist attractions and historical buildings 3.4.2 The students are able to analyze the generic structure of descriptive text related to the tourism attractions and historical buildings. 3.4.3 The students are able to analyze the language features of descriptive text related to the tourism attractions and historical buildings.
4.4 Descriptive text 4.4.1 Capturing meaning contextually related to social functions, text structure, and linguistic elements of descriptive text, spoken and written, short and simple related to famous tourist attractions and historical buildings	4.4.1.1 The students are able to determine various information related to simple short written descriptive texts related to tourist attractions by finding the right vocabulary, related short and simple written descriptive texts related to tourist attractions of historical buildings
4.4.2 Compiling oral and written descriptive texts, short and simple, related to famous tourist attractions and historical buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context	4.4.2.1 The Students are able to create short and simple descriptive texts related to tourist attractions of historical buildings by paying attention to social functions, text structures, and linguistic elements correctly according to the context.

B. Learning Objective

After following the learning process, students are expected to:

1. Analyzing the social function of descriptive text related to the tourist attractions and historical buildings
2. Analyzing the generic structure of descriptive text related to the tourism attractions and historical buildings.
3. Analyzing the language features of descriptive text related to the tourism attractions and historical buildings.
4. Determining various information related to simple short written descriptive texts related to tourist attractions by finding the right vocabulary, related short and simple written descriptive texts related to tourist attractions of historical buildings
5. Creating short and simple descriptive texts related to tourist attractions of historical buildings by paying attention to social functions, text structures, and linguistic elements correctly according to the context.

C. Learning Material

1. Learning Materials
• Descriptive Text

• Text Social Function
Describe tourist attractions and historical buildings

• Identification description text structure

• Language Elements:
Using simple present tense.
Using noun phrases.
Using adjectives
Using specific participant

D. Method

Approach   : TPACK
Learning Model   : *DiscoveryLearning, Project Based Learning*
Method   : Group Discussion, Question and Answer

E. Media/Tools

Whatsapp, Google Classroom, Youtube, PPT Slide Show

F. Learning Resources
Video about Descriptive Text

https://www.youtube.com/watch?v=56GLAq8LiEE

G. Learning Activity (First Meeting)	
Preliminary Activities	• Students answer greetings and respond to teacher greetings via the WhatsApp Group • Students receive a Meeting Id and a link to enter the application ZoomCloud Meeting • Students together with the teacher pray together. • Students fill in attendance in the chat column on the ZoomCloud Meeting application by commenting 'I am Present' • Students receive a welcome greeting from the teacher • Apperception about the material by asking and answering questions in writing in the comments column on the learning objectives post, such as: "Do you ever go to Prambanan Tample?" or "How Does it look like?"
Core Activities	
	• Students watch a video on YouTube whose address is shared by the teacher https://www.youtube.com/watch?v=56GLAq8LiEE (**LITERATION**) • Students respond to the video get from the learning video by expressing their opinions. (**COMMUNICATION**) • The teacher share screen about the PTT slide Show • Teacher and students discuss the social function, Generic Structure and Language Feature of the descriptive text (**COLLABORATION**) • The students analyze the social function, Generic Structure and Language Feature of the descriptive text that given (**CRITICAL THINKING**) • Students collect the results of their discussion to E-Mail the subject teacher • Students and teachers conclude the results of learning together in the Google Classroom (**CREATIVITY**)
Closing	
Reflection and Confirmation	• Students and teachers make conclusions on today's learning outcomes together at the ZoomCloud Meeting • Students are informed about further learning activities • Students receive motivation, appreciation and gratitude from the teacher • Students with the teacher together before ending the lesson • Students respond to closing greetings from teachers at ZoomCloud Meeting

Learning Activity (Second Meeting)	
Preliminary Activities	• Students answer the teacher's greetings and greetings via the Whatsapp Group • Students and the teacher pray together with gratitude • Students receive information that this learning activity will be carried out in the Google Classroom • Students fill in attendance by writing 'Assalamualaikum ... I am (their name) and I am Present' • Apperception about the previous meeting by asking and answering questions in writing in the comments column *What have we learnt last week? What is Descriptive Text? What is the social function of Descriptive Text? What are the language features of Descriptive text?'* dll. • Students receive evaluations related to the assignment at the previous meeting
Core Activities	
	• The teacher gives a text to the students through WA group (**LITERATION**) • Students respond to the text regarding what they get from the text by expressing their opinions. (**COMMUNICATION**) • Students receive Student Worksheets from the teacher together on the Whatsapp group (**COLLABORATION**) • Students work on the LKPD related to their understanding of the descriptive text material (**CRITICAL THINKING**)

	• Students collect their LKPD results to E-Mail subject teachers • Students and teachers conclude the results of learning together in the Whatsapp group **(CREATIVITY)**
Closing	
Reflection and Confirmation	• Students receive information about further learning activities • Students receive appreciation, gratitude, and a spirit of motivation from the teacher • Students pray before the lesson closes • Students respond to closing greetings from the teacher in WA group

Learning Activity (Third Meeting)	
Preliminary Activities	• Students answer teacher greetings and greetings via the WhatsApp group. • Students together with the teacher pray together with gratitude • Students receive information that this learning activity will be carried out in the WhatsApp group. • Students fill in attendance by writing 'Assalamualaikum ... I am (their name) and I am Present' • Students discuss with the teacher apperceptions related to learning outcomes at previous meetings by answering the question 'What have you got in this material?' • Students are explained about today's learning activities
Core Activities	
	• The teacher give some topics about tourist attractions and historical buildings in Whatsapp Group **(LITERATION)** • Teachers and students discuss with each other related topics given **(COLLABORATION)** • The students are asked to package the descriptive text in the form of a mini encyclopedia, either manually (done on a paper and then decorated as creatively as possible) or can use online applications, such as Canva, Genially, etc. **(CRITICAL THINKING)** • The Students ask questions about their assignments on the Whatsapp group **(COMMUNICATION)** • The students can submit it through JPG (for manual ones), and those using the application, are all uploaded on their respective Google Drive.
Closing	
Reflection and Confirmation	• Students collaborate with the teacher to conclude learning outcomes in the group • Whatsapp • Students receive information about further learning material • Students get appreciation, gratitude, and a spirit of motivation from the teacher • Students are directed to pray together gratefully before the lesson ends • Students answer the closing greeting from the teacher in the Whatsapp group.

H. ASSESMENT

Assesment		
Attitude	**Knowledge**	**Skills**
Through observations about: • Time discipline in carrying out learning activities and collecting learning outcomes. • Cooperate by actively discussing during learning. • Responsible for reporting learning outcomes.	Assignments in the form of LKPD and PH in the form of multiple choices related to: • The sections of the description text structure. • Language rules of description text	Relevant practical assignment: • Write description text • Make description text into JPG via online application

a. Remedial

·   Remedials can be given to students who have not reached the KKM and to students who have passed the KKM. Remedial consists of two parts: remedial because it has not reached the KKM and remedial because it has not reached Basic Competence

·   The teacher encourages students who have not reached the KKM (Minimum Completeness Criteria). The teacher will give assignments for students who have not reached the KKM (Minimum Completeness Criteria)

b. Enrichment

·   Enrichment is given to increase students' insights regarding learning materials that can be provided to students who have completely reached the KKM.

·   Enrichments can be billed or not, according to the agreement of the students.
Planned based on GPA or learning materials that require broader development, for example the use of the expression rewarding someone's work

Trimurjo, 24 September 2020

Mengetahui
Kepala SMAN 1Trimurjo

Guru Mata Pelajaran

Iman Abiworo, S.Si
NIP. 19730921 200701 1 012

Devy Emsa Nurdina, S.Pd
NIP. -