

**TANJUNG WULANDARI**  
**PPG STUDENTS IN THE FORCE 2, 2020**  
**UKMWS**

**LESSON PLAN**

School : SMAN 5 Metro  
Subject : English  
Class / Semester : X / Odd  
Main Material : Descriptive Text; Tourist attractions and historical buildings  
Time Allocation : 3 x 35 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 regarding the causes of phenomena and events, and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems

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

**B. Basic Competencies and Competency Achievement Indicators**

Basic Competencies	Indicators
3. 4 Distinguish social functions, text structure, and linguistic elements of several oral and written descriptive texts by providing and requesting information related to famous tourist attractions and historical buildings, short and simple, according to the context of their use	<ul style="list-style-type: none"><li>• Find out the social functions of written descriptive texts related to tourist attractions and historical buildings</li><li>• Analyze the written descriptive text structures related to tourist attractions of historical buildings</li><li>• Detailing the written descriptive language elements related to tourist attractions of historical buildings</li></ul>
4.4 Descriptive text 4.4.1 Capturing contextual meanings related to social functions, text structures, and descriptive, oral and written, short and simple text language elements related to tourist attractions and famous 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	<ul style="list-style-type: none"><li>• Arrange the 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</li><li>• Create the 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.</li></ul>

### C. Learning Objectives

After following the learning process, students are expected to:

#### 1<sup>st</sup> Meeting

- Find out the social function of short and simple oral descriptive texts related to tourist attractions and historical buildings
- Analyze the short and simple written descriptive text structures, related to tourist attractions of historical buildings
- Detailing the linguistic elements of short and simple written descriptive texts, related to tourist attractions of historical buildings

#### 2<sup>nd</sup> Meeting

Arrange short and simple written descriptive texts related to tourist attractions and historical buildings (guided)

#### 3<sup>rd</sup> Meeting

Create short, simple descriptive text related to tourist attractions and historical buildings

### D. Learning Materials

Learning Materials	: Descriptive Text Types
Social Function Text	: Describes a tourist spot
Text structure	: Identification & Description
Language Elements	: Using simple present tense, Using noun phrases, Using adjectives and adverbs, Using passive voice.



BROMO MOUNTAIN	
Identification	Bromo is one of mountains in Java that is known around the world. As one of the special tourism places in Java, Bromo Mountain is not only rich of its natural beauty but also in harmony with the local people around it. In Bromo, the visitors can enjoy both the beauty of the nature and also the culture in that area because Bromo is not simply a mountain but also an important place for ritual ceremony of Hindu.
Description	<p>Located around 2,5 hours from Malang city, Bromo is one of active volcano mountain which is a part of the Bromo Tengger Semeru National park. The beauty of Bromo can be seen clearly from the top of Penanjakan Mountain which is close to Bromo and has higher level (2,770 meters). Bromo itself is only 2,392 meters.</p> <p>Even Bromo is not too high volcano mountain, but the history of the eruption was so dramatic. The sands around it which people called the sea of sands (segara wedi) are the proof that this mountain had ever been killing the life surrounded that area.</p> <p>The name of Bromo is taken from the name one of the God of Hindu, Brahma. People of Tengger has a myth about that mountain that makes it has mystical nuance. But it is more than myth as long as people still believe that by creating Kasada festival every year, they express their gratitude to God in a symbolic way by throwing vegetables, cattle, and also money as an offering in the Bromo's crater.</p>

#### E. Learning Methods

- Genre-Based Approach

#### F. Media and Materials

- Whatsapp
- Zoom
- Google Form
- Canva
- Google Drive
- Paper
- Crayon

#### G. Learning Resources

- Pictures of tourist attractions on the Internet
- Printed books / worksheets
- Internet

## H. Learning Steps

1 <sup>ST</sup> Meeting	Description
Opening	<p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>❖ The teacher says greetings and invites students to pray through recordings videos uploaded on the WhatsApp application while checking the attendance.</li> <li>❖ Teacher prepares students physically and psychologically in starting learning activities in the Zoom application.</li> </ul> <p><b>Apperception:</b></p> <ul style="list-style-type: none"> <li>❖ The teacher sends various examples of captions to students to provide a description based on the image that has been given.</li> <li>❖ The teacher asks students about the topic of learning to be studied.</li> </ul> <p><b>Motivation:</b></p> <ul style="list-style-type: none"> <li>❖ Provide an overview of the benefits of learning the lessons that will be learned.</li> </ul>
Core	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>❖ Students are given motivation or stimulation to focus on the topic of descriptive text material by displaying caption text presentation slides through Google Classroom.</li> </ul> <p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>❖ Students identify as many questions as possible related to the images presented and will be answered through learning activities.</li> <li>❖ Students observe carefully the social function material being studied in the form of presentation slides that are presented and try to interpret it.</li> </ul> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>❖ Students collect and explore data from various sources that will be used to solve problems in Student Worksheets.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>❖ Send the results of worksheets in the WhatsApp group expressing opinions on the results made about caption text and being responded to by other students, and students are given the opportunity to answer them.</li> </ul> <p><b>Creativity:</b></p> <ul style="list-style-type: none"> <li>❖ Students analyze the short and simple written descriptive text structures, related to tourist attractions of historical buildings</li> <li>❖ Students Detailing the linguistic elements of short and simple written descriptive texts, related to tourist attractions of historical buildings</li> </ul>
Closing	<ul style="list-style-type: none"> <li>❖ Students make reflections and send them via Google Drive or WhatsApp chat.</li> <li>❖ Inform the plans for the next learning activity through WhatsApp.</li> <li>❖ The teacher makes a summary/ conclusion of the descriptive text</li> </ul>

2 <sup>nd</sup> Meeting	Description
Opening	<p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>❖ The teacher says greetings and invites students to pray through recordings videos uploaded on the WhatsApp application while checking the attendance.</li> <li>❖ Teacher prepares students physically and psychologically in starting learning activities in the Zoom application.</li> </ul> <p><b>Apperception:</b></p> <ul style="list-style-type: none"> <li>❖ The teacher sends the rule of writing descriptive text to students to provide a description based on the image that has been given.</li> <li>❖ The teacher asks students about the topic of learning to be studied.</li> </ul> <p><b>Motivation:</b></p> <ul style="list-style-type: none"> <li>❖ Provide an overview of the benefits of learning the lessons that will be learned.</li> </ul>
Core	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>❖ Students are given motivation or stimulation to focus on the topic of rule of writing caption text by displaying presentation slides through Zoom.</li> </ul> <p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>❖ Students identify as many questions as possible related to the images presented and will be answered through learning activities.</li> <li>❖ Students observe carefully the rule material being studied in the form of presentation slides that are presented and try to interpret it.</li> </ul> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>❖ Students collect and explore data from various sources that will be used to solve problems in Student Worksheets.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>❖ Send the results of worksheets in the WhatsApp group expressing opinions on the results made about the rule of writing descriptive text and being responded to by other students, and students are given the opportunity to answer them.</li> </ul> <p><b>Creativity:</b></p> <ul style="list-style-type: none"> <li>❖ Arrange short and simple written descriptive texts related to tourist attractions and historical buildings (guided)</li> </ul>
Closing	<ul style="list-style-type: none"> <li>❖ Students make reflections and send them via Google Drive or WhatsApp chat.</li> <li>❖ Inform the plans for the next learning activity through WhatsApp.</li> <li>❖ The teacher makes a summary/ conclusion of the rule in writing descriptive text.</li> </ul>

3 <sup>rd</sup> Meeting	Description
Opening	<p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>❖ The teacher says greetings and invites students to pray through recordings videos uploaded on the WhatsApp application while checking the attendance.</li> <li>❖ Teacher prepares students physically and psychologically in starting learning activities in the Zoom application.</li> </ul> <p><b>Apperception:</b></p> <ul style="list-style-type: none"> <li>❖ The teacher sends types of captions to students to provide a description based on the image that has been given.</li> <li>❖ The teacher asks students about the topic of learning to be studied.</li> </ul> <p><b>Motivation:</b></p> <ul style="list-style-type: none"> <li>❖ Provide an overview of the benefits of learning the lessons that will be learned.</li> </ul>
Core	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>❖ Students are given motivation or stimulation to focus on the types of descriptive text material by displaying caption text presentation slides through Google Classroom.</li> </ul> <p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>❖ Students identify as many questions as possible related to the images presented and will be answered through learning activities.</li> <li>❖ Students observe carefully the types of descriptive text material being studied in the form of presentation slides that are presented and try to interpret it.</li> </ul> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>❖ Students collect and explore data from various sources that will be used to solve problems in Student Worksheets.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>❖ Send the results of worksheets in the WhatsApp group expressing opinions on the results made about types of descriptive text and being responded to by other students, and students are given the opportunity to answer them.</li> </ul> <p><b>Creativity:</b></p> <ul style="list-style-type: none"> <li>❖ Students make types of text which is packaged in 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.</li> <li>❖ Students' work in photos (for manual ones), and those using the application, are all uploaded on their respective Google Drive. So students only send links related to assignments so that the teacher can make corrections.</li> </ul>
Closing	<ul style="list-style-type: none"> <li>❖ Students make reflections and send them via Google Drive or WhatsApp chat.</li> <li>❖ Inform the plans for the next learning activity through WhatsApp.</li> <li>❖ The teacher makes a summary/ conclusion of the types of descriptive text.</li> </ul>

## I. Assessment of Learning Outcomes

### 1. The assessment technique

#### a. Knowledge

Written text

#### b. Skills

Product

### 2. Assessment instruments

#### a. The first meeting

adjective	noun	nounphrase

#### b. Second meeting

- Make example sentences simple present tense
- Create a descriptive text outline (group)

#### c. Third Meeting

- Make self-descriptive tests

Nu	Rate Aspect	Criteria		Score 1-5	Score 1-4
1	Originality of Writing	Very original		5	4
		Original		4	3
		Original enough		3	2
		Less Understand	Almost not original	2	1
		Not original		1	
2	Match content with title	The content fits perfectly with the title		5	4
		Fill according to the title		4	3
		The content is quite according to the title		3	2
		The contents are not suitable by title	Fill hardly according to the title	2	1
		The content does not match the title		1	

3	The Coherence of Text	Text coherence is very precise		5	4
		Text coherence is precise		4	3
		Text coherence is precise enough		3	2
		The Coherence of Text less precise	The content barely matches the title	2	1
		The Coherence of Text is not precise		1	
4	Vocabulary Selection	The choice of vocabulary is very precise		5	4
		The choice of vocabulary is precise		4	3
		The choice of vocabulary is precise enough		3	2
		The choice of vocabulary is less precise	Vocabulary choices barely right	2	1
		The choice of vocabulary is not precise		1	
5	Grammar options	Grammar choice is perfect		5	4
		The choice of grammar is right		4	3
		The choice of grammar is right enough		3	2
		The choice of grammar is less right	The choice of grammar is almost imprecise	2	1
		The choice of grammar is not right		1	
6	Vocabulary Writing	Vocabulary writing is very precise		5	4
		The vocabulary is correct		4	3
		The vocabulary is correct enough		3	2
		The vocabulary is less correct	The vocabulary writing is almost imprecise	2	1
		The vocabulary is not correct		1	

Nu	Letter	Number ranges
1.	Very good (A)	86-100
2.	Good (B)	71-85
3.	Enough (C)	56-70
4.	Less (D)	≤ 55

Mengetahui,  
Kepala Sekolah SMAN 5 Metro

Metro, 19 September 2020

Guru Mata Pelajaran,

Suparni, S.Pd M.Pd

Tanjung Wulandari, S.pd