

LESSON UNIT PLAN (LUP)

DESCRIPTIVE TEXT

Unit/ School : SMAN 1 ULUBELU	Grade/ Semester : x/1
Subject : Bahasa Inggris	Time allotment : 6x45minutes(3 meetings)
Material : Descriptive text; Tourism place and Historical Place	zuki.zacko@gmail.com

A. Core Competence (CC)

SPIRITUAL (CC 1) AND SOCIAL (CC 2)	
To internalize and apply the morals of their religion. To demonstrate the behaviours 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 CC4
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 BC4.3
3.4.1 To analyze 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.	4.4.1.1 To detect the social function of descriptive in oral and written texts in short and simple, related to famous tourist attractions and historical buildings. 4.4.1.2 To construct the text structure of

<p>3.4.2 To categorize 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 To subdivide 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>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 To develop 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 To create 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 To post the descriptive text about a famous tourist spot or historical building on social media accounts considering great attractions.</p>
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c. Learning Objectives

Through the *Discovery Learning* model and with some the learning media, such as **Whatsapp and youtube**, 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; problem-based learning
Method	: Demonstrating, discussions, and think-pair-share

F. Tools, device and Media

- Laptop/ smartphone
- Writing tools, internet connections
- Whatsapp
- Youtube as the video-viewer platform

G. reference

1. Youtube

Sungai musi

<https://www.youtube.com/watch?v=AW9Y6-azHbw>

toba lake

<https://www.youtube.com/watch?v=CozQkMKZat4>

text book,

text internet (musi river)

https://www.indonesia-tourism.com/south-sumatra/musi_river.html

H. learning Activities

The first meeting		
Steps	Activities	Time allotment
Pre-activities		
Opening	<ul style="list-style-type: none"> Opening the class by praying to God and greeting to the students in the beginning of the lesson. Checking the attendance list by giving the student form text in WA group as a discipline and honest character. In a video/ voice note, the teacher explains the objectives of the study and what competencies they are about to achieve. 	10
Main activities		
Simulation	<p>By giving the link of youtube channel, the students watch the video about “Sungai Musi/ musu river” https://www.youtube.com/watch?v=AW9Y6-azHbw</p> <ul style="list-style-type: none"> By giving the stimulus / trigger question, the students identify the main topic and content of the video. 	15
Statement	<ul style="list-style-type: none"> By texting in whatsapp group, the students are guided by the teacher to discuss about the social function of the video. Based on discussion, the students find the ideas then they take note and synthesize the social function of the video. By giving the instruction and explanation from the book, the students analyzed in the video by answering the questions: <ul style="list-style-type: none"> What is the text genre used in the video? How is the genre's structure developed? What language elements can be used in the video? 	20
Data collection	<ul style="list-style-type: none"> By discussing in a group, the students find the answer through the book, or the internet. The students discuss in a group to find the answer of the questions. The students upload or submit the result in whatsapp grup or in the teacher whatsapp. 	40
Closing		
	<ul style="list-style-type: none"> The students are given the conclusion then motivated by the teacher. The students are asked to grateful of the activities then pray. The teacher gives greeting 	5 minutes
The second meeting		
Steps	Activities	Time allotment
Pre-Activity		
Opening	<ul style="list-style-type: none"> Opening the class by praying to God and greeting to the students in the beginning of the lesson. Checking the attendance list by giving the student form text in WA group as a discipline and honest character. In a video/ voice note, the teacher explains the objectives of the study 	10

	and what competencies they are about to achieve.	
Main Activities		
Data processing	<ul style="list-style-type: none"> The students are guided by the teacher to collaborate and communicate with other groups in the class, to share the experience, idea and opinions about the answers discussed in the previous meeting. The students watch the video about the descriptive text about toba lake https://www.youtube.com/watch?v=CozQkMKZat4 The students are observed by the teacher during the discussion assessment testn. 	25
Verification	<ul style="list-style-type: none"> Students compare the results of their discussions with the information in the PPT shared by the teacher. Students and the teacher analyze the example from PPT of descriptive text and figure out the structure and language elements. 	25
Generalization	<p>-The students conclude the materials given. - the teacher gives the students a chance to ask the questions they do not know yet. The students do the formative test given by the teacher to make sure their understanding about descriptive text.</p>	20
Post activity		
Closing	<ul style="list-style-type: none"> The students are motivated by the teacher. The teacher and the students grateful by all the lesson given by God then close by praying. 	10
The third meeting		
Pre-Activity		
Opening	<ul style="list-style-type: none"> Opening the class by praying to God and greeting to the students in the beginning of the lesson. Checking the attendance list by giving the student form text in WA group as a discipline and honest character. In a video/ voice note, the teacher explains the objectives of the study and what competencies they are about to achieve. 	10
Main Activity		
Review and Confirming	The students review about the generic structure, language feature of descriptive text in previous meeting.	15
Exploring	The students discuss some other places that can be written in decriptive text.	15
Production	<p>The students make read the steps to make descriptive text. The students make the outline The students develop the outline of descriptive text in to the students' work. The students submit the work in whatsapp account of teacher during the time decided.</p>	40
Post activity		
Closing	<ul style="list-style-type: none"> The students mention what genre of the text learn. The teacher and the students grateful by all the lesson given by God then close by praying. 	10

C. 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

**Aproved by,
Head Master of SMA 1 ULUBELU**

**ULUBELU, 12 JULI 2020
Guru Mata Pelajaran,**

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APENDIXES

A. Descriptive written text

Musi River



Musi River is one of South Sumatra icon and becomes the longest river in Sumatra Island. It has 750 km length and it splitting into two parts. Ampera Bridge that became an icon of Palembang is passed over this river. Since the days of the kingdom of Srivijaya until now, the river is known as the main transportation for the community. The river roughly flows from southwest to northeast; from Barisan Mountains range that formed the backbone of Sumatra, in Kepahiang, Bengkulu, to the Bangka Strait that formed the extension of South China Sea.

For Palembang, this river is a beach that extends, a haven of economic activity and

also the sedative tension after work. Recreational activities centered on its banks are used, ranging from where to sit, to cafes and restaurants. At the edge of the river, there are boat cruise is available that presents a view of Musi.

Musi river divides the Palembang city into two areas: Ilir in the north and Seberang Ulu in the south. Musi River, along with other rivers, forming a delta near the town of Sungsang.

The spring water is sourced in the area Kepahiang, Bengkulu. Musi river is also called Batanghari Sembilan meaning nine major rivers, the notion of the nine major river is the river Musi along with eight major river which empties into the Musi. To get around the Musi River then you must use a motor boat that can be hired under the Ampera bridge, right in front of the Sultan Mahmud Badaruddin II Museum or in front of Kuto Besak.

There are several types of motor boats such as speed boat, ketek, and small boats. The price ranges between Rp20.000,00 - 100.000.00. Musi river divides Palembang city into two areas: Ilir in the north and Seberang Ulu in the south. Musi River, along with other rivers, forming a delta near the town of Breech. The spring water is sourced in the area Kepahiang, Bengkulu. Musi river is also called Batang Sembilan, which means nine major rivers, the notion of the nine major river is the river Musi along with eight major river which empties into Musi.

https://www.indonesia-tourism.com/south-sumatra/musi_river.html

- B. Video introduction to text**
- C. Power point**
- D. The instrument of Attitude Assessment**

Unit/ School : SMAN 1 ULUBELU
 Academic Year : 2020/2021
 Grade/Semester : X / 1
 Subject : English/ group General Program

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

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

E. The instrument of Cognitive Assessment

NO	NAME	SCORE	REMARKS
1			
2			
3			
4			
5			

Formula:

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

F. 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				