LESSON PLAN

(RPP)

School	: SMK 2 GANESA SEKAMPUNG
Subject	: English
Class / Semester	: XI Marketing / Odd
Main Material	: Formal Invitation
Time Allocation	: 3 weeks x 2 Hours of Lesson @ 45 Minutes

A. Core Competency (KI)

K-1 Living and practicing the teachings of his religion

K-2   Live and practice honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), courteous, responsive and pro-active and show an attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in the world.

K-3   Understand, apply, analyze factual, conceptual, procedural knowledge based on curiosity about science, technology, arts, culture and humanities with insights into humanity, nationality, statehood and civilization related to phenomena and events, and apply procedural knowledge in the field of study specific according to their talents and interests to solve problems.

K-4   Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of what they learn in school independently, and being able to use methods according to scientific principles.

B. Basic competence dan Indicator of Competence Achievement:

Basic Competence (KD)	Indicator of Competence Achievement (IPK)
3.16 Analyzing the social functions, structures, and linguistic elements of several special texts in the form of formal invitations by giving and requesting information related to school / work activities in accordance with the context of their use. 4.16 Compile a special text in the form of an oral and written formal invitation, which is related to	3.16.1 Identify social functions, text structure and linguistic elements in the official invitation text according to the context in which it is used 3.16.2 Distinguish the social function, text structure and linguistic elements of various official invitation texts according to the context of their use.

school / workplace activities, paying attention to functions and elements, text structure, and language elements, correctly and in context.	4.16.1 Compose oral and written about formal invitations using the appropriate text structure and linguistic elements according to the context of use. 4.16.2 Communicate orally and in writing about formal invitations using the appropriate text structure and language elements in accordance with the context of use.

C. Learning Objectives

1. Through observations made by students and discussions between teachers and students about official letters, students can analyze text and identify the social functions, structures and linguistic elements of the official invitation letter appropriately.

2. Students can deduce the social function, text structure and linguistic elements of various official invitation texts according to the context of their use with honesty, discipline, confidence, responsibility, care, cooperation, responsiveness, proactive and peace-loving.

3. Students can correct / correct oral and written texts on official invitations using text structures and linguistic elements according to their needs with honesty, discipline, confidence, responsibility, care, cooperation, responsiveness, proactive and love.

4.   Through teacher learning videos and learning materials received on YouTube, by providing link links on (WAG) students are able to understand the structure of the official invitation text from observations and independent learning with confidence and full responsibility.

5. Through google meeting or zoom media, students can discuss with the teacher about the results of being able to understand the structure of the official invitation text from observations and independent learning, and convey the difficulties found in studying the official invitation text with confidence and full responsibility.

6. Through Google Class Media, students can understand the structure of the official invitation text in the form of a slide / PPT and are able to correctly

answer the questions presented about the official invitation text with full confidence and responsibility.

7. Students can create and present oral and written texts on official invitations in their own language related to their daily lives, using text structures and linguistic elements according to their needs with honesty, discipline, confidence, responsibility, care, cooperation, responsive, proactive and peace-loving.

D. Learning Materials

CONCEPT

FORMAL INVITATION

Formal Invitation is an invitation which follows a dignified form, tone or style in agreement with the established norms, customs or values (Websters,2012). For example:

- An invitation to the opening of a school
- An invitation to the graduation ceremony
- An invitation to a wedding, etc.

Common format of a Formal Invitation

- The first line is the name(s) of the person(s) who invite(s).
- The second line is the request for participation.
- The third line is the name of the person(s) invited.
- The fourth line is the occasion for invitation.
- The fifth line is the time and date of the occasion.
- The sixth line is the place of the occasion.
- The last line is the request for reply.

Oral Formal Invitation

- Would you like to come over for dinner tonight?
- Mr. Budi, I would like to invite you to the opening of my

software company.

- Mr. Suharto, my husband and I are celebrating our 3 wedding anniversary. We would like you to join us.
- Thank you! I'd love to
- Oh, thank you! I would be delighted to. When is it?
- I am afraid I won't be able to come. I have prior engagement.

Social Function:

• Maintain a relationship by greeting and giving a formal letter of invitation to a friend in writing.
• Give information to friends

Text Structure:

1. Name of the host
2. Phrasing of the invitation
3. The kind of event
4. Date
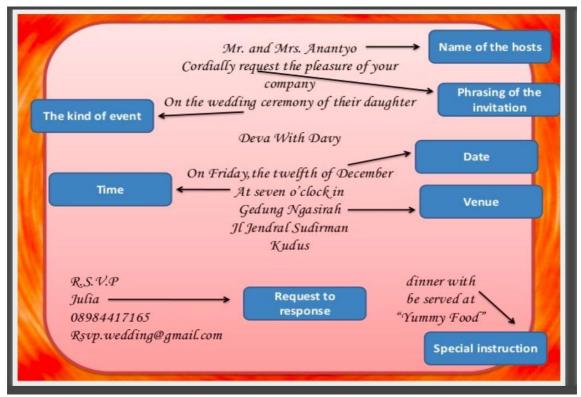5. Time
6. Venue
7. Special instruction
8. Request to respond

Language Element:

1. Standard words and grammar
2. Clear and neat spelling and handwriting and print.
3. Speech, word stress, intonation, when presenting orally
4. Reference words
5. Verb Auxiliary Capital

Tips for Writing Invitation to Events

- Describe the event

- Be sure to cover the details: location, time, date, dress, directions.

- Provide a reply card, e-mail address, or phone number for responding.

Examples of formal invitations:

E. **Learning Methods, Models and Approaches**

    Methods   : Question &Answer (Q&A) or discussion via WAG,

                                      Google meeting/ zoom

    Models   : Online Learning

    Approaches   : STEAM

F. **Learning Activities**

    FIRST MEETING

> **<u>Preliminary activities (10 minutes)</u>**
>
> *Via Whatsapp group (WAG)*
> 1. The teacher opens the lesson by giving a written opening greeting through the WAG.
> 2. The teacher conveys information about learning instructions or learning steps for the day through WAG.
> 3. The teacher conveys information to open the video learning link sent through the WAG and students who read to open, watch and understand the structure of the official invitation from observations and independent learning with confidence and responsibility.
> 4. Next, the teacher provides information to open the google meeting / zoom link via WAG to start online classes.
>
> *Via Google Meeting/ Zoom*
>
> **Orientation**
> 1. The teacher opens the lesson by giving a prayer opening greeting to start the lesson.
> 2. The teacher greets and checks the attendance of students as an attitude of discipline.

3. Preparing physical and psychological students in starting learning activities

Apperseption

1. Teacher Linking material / themes / learning activities to be carried out with the experiences of students with previous material / themes / activities.

2. Teacher reminds the prerequisite material by asking questions.

3. Teacher asks questions that have a connection with the lesson to be carried out.

Motivation

The teacher provides an overview of the lessons that will study everyday life and convey learning objectives at the meeting that takes place

Reference Provision

1. Informs about core competencies, basic competencies, indicators, and KKM at the ongoing meeting

2. Describe the learning steps.

Core Activities (25 minutes)

Literacy Activities

1. The teacher briefly explains the official invitation and reminds him of the video that the students have watched via the youtube link on the WAG.
2. The teacher reviews the material that has been delivered on the YouTube link and reminds the points of the material by displaying a short learning slide.
3. The teacher shows an example of a formal invitation image to students through a short slide and students are asked to see, observe and read the invitation.

Critical Thinking

1. Students analyze the purpose of the formal invitation.
2. Students analyze detailed information from a formal invitation.

Collaboration

1. Students discuss with teachers and friends looking for goals and detailed information from official invitations.
2. Students discuss with teachers and friends by presenting the results of their observations and independent learning.
3. Students discuss with teachers and friends convey the difficulties found in learning formal invitation texts with full confidence and responsibility.
4. Students work independently by trying to find goals and detailed information from official invitations.

Communication

Students ask questions about the results of their analysis regarding the learning video presented, and the difficulties found in studying the official invitation text with confidence and full responsibility.

Students ask about differences and similarities from several examples of official invitations to different events on the slide and other students are given the opportunity to answer them honestly, discipline, confidence, responsibility, caring, cooperation, responsiveness, pro-active and peace-loving.

Creativity

1. Students analyze and conclude about the important points that have emerged in the learning activities that have just been carried out and

write them down in their notebooks.

2. Students individually try to find examples of school invitations on the internet.

3. Students individually answer the questions presented on the zoom / goole meet as games / quizzes related to official invitations according to their needs honestly, disciplined, confidently, responsible, caring, cooperative, responsive, pro-active and peace-loving.

Closing Activities (10 minutes)

1. Students with the teacher make a summary / conclusion from the material that has been studied, namely about the objectives and detailed information from the official invitation.

2. The teacher and students reflect on the learning experience.

3. Students pay attention to the explanation from the teacher through a web meeting / zoom about the lesson plan at the next meeting.

4. The teacher asks students to independently answer questions about official invitations through Google Class Media, after the web meeting / zoom ends for today's learning achievement materials and evaluation materials.

5. The teacher asks students to individually present oral and written texts about official invitations in their own language related to their daily lives by doing assignments in (Google Class) using text structures and linguistic elements that suit their needs honestly, disciplined, self-confident, responsible, caring, cooperative, responsive, pro-active and peace-loving.

6. The teacher gives homework to open, observe and analyze the YouTube links presented in the google class application about learning videos related to the next meeting material.

7. The teacher directs students to pray before finishing learning.

<u>Preliminary activities (10 minutes)</u>

Via WAG(Whatsapp Group)

Orientation

1. The teacher opens the lesson by giving the opening greeting, praying to start learning.
2. Teacher Greeting and checking students as an attitude of discipline.
3. Physical and psychological students in starting learning activities

Aperseption

1. Teacher Linking material / themes / learning activities to be carried out with the experiences of students with previous material / themes / activities.
2. Teacher reminds the prerequisite material by asking questions.
3. Teacher asks questions that have a connection with the lesson to be carried out.

(Asking that you have done your homework to open, analyze and read the yotube links presented in the google class application about learning videos related to today's material? What do you all? Mention!)

homework to open, analyze and analyze yotube links presented in the google class application about learning videos related to the next meeting material

Motivation

The teacher provides an overview of the lessons that will study everyday life and convey learning objectives at the meeting that takes place

Reference Provision

1. Notifying the core competencies, basic competencies, indicators, and KKM

at the meeting that took place

2. The teacher delivers online class information about instructions or learning how to learn this learning step through WAG.

Core Activities (25 minutes)

Via Google Class and WAG

Literacy Activities

1. The teacher delivers information to open the link (link) to the learning video sent through the WAG and students are asked to open, watch and understand the contents of the video with confidence and full responsibility.
2. The teacher briefly explains the official invitation which is presented via the link of the learning video sent via WAG via chat on the WAG.
3. Next, the teacher delivers information to open the google class link via WAG and keep in touch with WAG and Google Class.
4. The teacher conveys information to do assignments in Google Class.

Critical Thinking

1. Students analyze questions on Google class.
2. Students make a formal invitation letter in their own language according to the assignment in the google class with confidence and full responsibility.

Collaboration

1. Students discuss with teachers and friends looking for goals and detailed information from the official invitation through WAG during the lesson.
2. Students discuss with teachers and friends by presenting the results of their observations and independent learning.

3. Students discuss with teachers and friends the difficulties found in learning the official invitation text through WAG during learning with confidence and full responsibility.
4. Students work independently by trying to find objectives and detailed information from official invitations.

Communication

Students ask questions about the results of their analysis regarding the learning videos presented, and discuss the difficulties found in learning and answering questions on the official invitation text on google class with confidence and full responsibility through WAG during learning.

Teachers and students discuss questions that arise during learning, and other students are given the opportunity to answer them honestly, disciplined, confidently, responsible, caring, cooperative, responsive, proactive and peace-loving.

Creativity

1. Students analyze and conclude about the important points that have emerged in the learning activities that have just been carried out and write them in their notebooks.
2. Students individually answer questions that are presented in Google Class by making an official invitation letter in their own language according to daily life with honesty, discipline, confidence, responsibility, care, cooperation, responsiveness, proactive and peace-loving.

Closing Activities (10 minutes)

1. Students together with the teacher make a summary / conclusion from the material that has been studied, namely about the objectives and detailed information from the official invitation through WAG during learning.

2. The teacher and students reflect on the learning experience through WAG during learning.
3. Students pay attention to the explanation from the teacher through WAG about the lesson plan at the next meeting.
4. The teacher gives homework assignments to learn other learning resources about official invitations via the internet via WAG.
5. The teacher directs students to pray before finishing learning.

THIRD MEETING

Preliminary activities (10 minutes)

Via WAG (Whatsapp Group)

1. The teacher opens the lesson by giving a written opening greeting through the WAG.
2. The teacher conveys information about learning instructions or learning steps for the day through WAG.
3. Next, the teacher provides information to open the google meeting / zoom link via WAG to start online classes.

Via Google Meeting/ Zoom

Orientation

1. The teacher opens the lesson by giving opening greetings to start learning.
2. Teacher Greeting and checking students as an attitude of discipline.
3. Physical and psychological students in starting learning activities

Aperseption

1. Guru Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.

2. Guru Mengingatkan kembali materi prasyarat dengan bertanya.

3. Guru Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

4. Teacher Linking material / themes / learning activities to be carried out with the experiences of students with previous material / themes / activities.

5. Teacher reminds the prerequisite material by asking questions.

6. Teacher asks questions that have a connection with the lesson to be carried out.

 (Asking have you done your homework to learn other resources on official invites via the internet last week? What did you find? mention!)

 Motivation

The teacher provides an overview of the lessons that will study everyday life and convey learning objectives at the meeting that takes place

 Reference Provision

1. Notifying the core competencies, basic competencies, indicators, and KKM at the meeting that took place

2. Describe the learning steps.

 Core Activities (25 minutes)

 Literacy Activities

1. The teacher briefly explains the official invitation again and reminds him of other learning resources students get about formal invitations via the internet.

2. The teacher reviews other learning resources that students get about

official invitations via the internet.

3. The teacher displays the slides containing the students' work in making formal invitation letters that were collected and corrected by the teacher last week.

4. The teacher asks students to take turns practicing reading and speaking skills in extending invitations to online classes.

Critical Thinking

1. Students analyze the objectives of formal invitation learning.
2. Students analyze detailed information from a formal invitation they have made.

Collaboration

1. Students and teachers take turns practicing their reading and speaking skills in delivering invitations they make themselves in online classes.
2. Students discuss with the teacher the difficulties found in learning the official invitation text with confidence and full responsibility.

Communication

Students ask questions about their reading and speaking in passing on invitations they make to their own language in online classes.

Students who have difficulties with difficulties found in studying the official invitation text and other students are given the opportunity to answer them honestly, disciplined, confidently, responsible, caring, cooperative, responsive, pro-active and peace-loving.

Creativity

1. Students analyze and conclude about the important points that have emerged in the learning activities that have just been carried out and write

them in their notebooks.

2. Students ask questions about their reading and speaking results in presenting the invitations they made in their own language

3. Students ask questions about the difficulties found in studying the official invitation text with honesty, discipline, confidence, responsibility, care, cooperation, responsive, proactive and peace-loving.

Closing Activities (10 minutes)

1. Students and the teacher make a summary of the material that has been studied, namely about the objectives and detailed information from the official invitation.

2. The teacher and students reflect on the learning experience.

3. Students pay attention to the explanation from the teacher through a web meeting / zoom about the lesson plan at the next meeting.

4. The teacher gives the students homework independently to make their reading and speaking practice videos in conveying invitations that they make in their own language after being presented in an online class, then collected in mp4 video format, via WhatsApp media.

5. The teacher directs students to pray before finishing learning.

B. **Media, Tools, and Learning Resources:**

Media	: WAG
Tools	: Handphone, Internet dan Laptop
Learning Resources:	: Supporting Book **(*Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017)***
	English dictionary
	Experience of students and teacher
	Youtube and the Internet

C. Learning Assessment, Remedial and Enrichment

Assessment of Learning Outcomes

1. **Attitude**
   - **Observation Assesstment**

     Assessment of observations of observations of students' daily attitudes and behavior, both related to the learning process and in general. Direct observations are made by the teacher. Here's an example of an attitude assessment

No	Student Name	Behavioral Aspects Assessed				Total Score	Attitude Score	Value Code
		ST	JJ	TJ	DS			
1	Tasya Ananda	85	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Information :

- ST : Polite
- JJ : Honest
- TJ : Responsible
- DS : Discipline

Explanation :

Discipline
a. Order follows
b. Do assignments on time
c. Do not do activities that do not see
d. Does not make class conditions in the WAG unfavorable

Honest

a. Delivering something based on actual circumstances

b. Does not cover up the mistakes that occur

c. Not cheating or viewing other people's data / work

d. Includes learning resources from citing / studying

Responsible

a. Performing tasks regularly

b. Participate actively in group discussion activities

c. Doing tasks as assigned

d. Tidy up the learning space, tools and equipment that have been used

Polite

a. Interact with friends in a friendly manner

b. Communicate in good language

c. Use friendly written language

d. Behave politely

Notes :

1. Behavioral aspects with the following criteria:

    100   = Best

    75   = Good

    50   = Enough

    25   = Less

2. Maximum score = number of attitudes assessed multiplied by the number of criteria

    = 100 x 4 = 400

3. Attitude score = total score divided by the remaining terms

    = 275 : 4 = 68,75

4. Value / predicate code:

75,01 – 100,00	= Best (SB)
50,01 – 75,00	= Good(B)
25,01 – 50,00	= Enough(C)
00,00 – 25,00	= Less (K)

5. The format above can be changed according to the aspect of the behavior you want to change

2. Knowledge Assessment

Knowledge Aspect Assessment Table

No	Rated Aspect	Criteria		Score 1-5	Score 1-4
1	Communicative Purpose	Really Understand		5	4
		Understand		4	3
		Enough Understand		3	2
		Less Understand	Almost not understand	2	1
		Do not understand		1	
2	Text Order	Text structure is widely used coherent		5	4
		The text structure used is coherent		4	3
		The text structure used is quite coherent		3	2
		Text structure used less coherent	Text structure used almost not coherent	2	1
		Text structure used not coherent		1	
3	Selection Vocabulary	Very varied and precise		5	4
		Variative and precise		4	3
		Quite varied and precise		3	2
		Less varied and right	Almost not varied and precise	2	1
		Not varied and right		1	

4	Grammar Options	Perfect Grammar choice	5	4
		Right Grammar choice	4	3
		Quite Grammar choice	3	2
		Less Grammar Choice	Almost Right Grammar Choice	2	1
		Right grammar Choice		1	

3. Skills Assessment

a. Assessment Presentation / Monologue

Student's Name : _____   Class: ____

No.	Rated aspect	Good	Less
1.	Presentation organization (introduction, content, conclusion)		
2.	Presentation content (depth, logic)		
3.	Coherence and fluency		
4.	Language:		
	Sayings		
	Grammar		
	vocabulary		
5.	Presentation (gaze, facial expressions, body language)		
Score achieved			
Maximum score		**10**	

Information:

Good got a score of 2

Not good enough to score 1

b. Writing Ability Assessment

No	Rated aspect	Criteria		Score 1-5	Score 1-4
1	Authenticity Writing	Very original		5	4
		Original		4	3
		Quite original		3	2
		Less understanding Hardly original	Less understanding Hardly original	2	1
				1	
2	Conformity fill with title	Not genuine		2	4
		The content fits perfectly with the title		3	3
		Fill according to the title		2	2
		The content does not match the title	Fill hardly according to the title	2	1
		The content does not match the title		1	
3	The Coherence of Text	Very Precised Coherent Text		5	4
		Precised Coherent Text		4	3
		Enough Precised Coherent Text		3	2
		Less Coherent Text	Content almost not apprpropriate with title	2	1
		Incorrect Coherent Text		1	
4	Vocabulary Choice	precised Vocabulary Choice		5	4
		Right Vocabulary Choice		4	3
		Enough Vocabulary Choice		3	2
		Less Vocabulary Choice	Almost Right Vocabulary Choice	2	1
		Incorrect Vocabulary Choice		1	
5	Grammar Choice	Very Precised Grammar Choice		5	4
		Precised Grammar Choice		4	3
		Enough Grammar Choice		3	2

		Less Grammar Choice	Almost Right Grammar Choice	2	1
		Incorrect Grammar Choice		1	
6	Writing Vocabulary	Very Precised Writing Vocabulary		5	4
		Precised Writing Vocabulary		4	3
		Enough Precised Writing Vocabulary		3	2
		Less Writing Vocabulary	Almost Right Writing Vocabulary	2	1
		Incorrect Writing Vocabulary		1	
7	Neatness of writing	Neatness of writing and easy to legible read		5	4
		Unneatness of writing but easy to legible read		4	3
		Unneatness of writing but not easy to legible read		3	2
		Unneatness of writing and difficult to legible read	Neatness of writing and almost unlegible read	2	1
		Unneatness of writing and difficult to legible read		1	

c. Speaking Skill Assement (*Speaking Skill*)

No	Rated aspect	Criteria		Score 1-5	Score1-4
1	(*pronounciation*)	Almost perfect		5	4
		There are some mistakes, but they are not interfere with meaning		4	3
		There are some mistakes and interfere with meaning		3	2
		Lots of mistakes and annoying mean	Almost all wrong and disturb mean	2	1
		Too much mistakes and		1	

No.					
		interfere with meaning			
2	(*intonation*)	Almost perfect		5	4
		There are some mistakes, but they are not interfere with meaning		4	3
		There are some mistakes and interfere with meaning		3	2
		Lots of mistakes and annoying mean	Almost all wrong and disturb mean	2	1
		Too much mistakes and interfere with meaning		1	
3	(*fluency*)	Very Fluent		5	4
		Fluent		4	3
		Enough Fluent		3	2
		Less Fluent	Very unfluent	2	1
		Unfluent		1	
4	(*accuracy*)	Very Appropriate		5	4
		Appropriate		4	3
		Enough Appropriate		3	2
		Less Appropriate	Almost not Appropriate	2	1
		Not Appropriate		1	

Score Assessment

No.	Alphabet	Ranges
1.	Best (A)	86-100
2.	Good(B)	71-85
3.	Enough (C)	56-70
4.	Less (D)	≤ 55

4. Remedial

   Students (students) who have not mastered the material (have not reached completeness of learning) will be returned by the teacher. The teacher will re-order the problems related to the things that have been discussed. Implementation of repairs on a mutually agreed time and day and according to schedule.

5. Enrichment

   In this activity, students (students) who have mastered the material (have attained learning completeness) to answer enrichment questions in the form of more phenomenal and innovative questions or are given other activities that are relevant to the material that has been discussed. In this activity, the teacher can record and provide added value for students who succeed in enrichment.

Lampung, September 24th 2020

Principal of
SMK 2 Ganesa Sekampung   Subject Teacher

GUNTORO, S.Pd   ESTI RAHAYU,S.Pd.I
NUPTK.4894586691323452   NUPTK.4736768669130112

Principal Notes

………
………
………
………
………