

# LESSON PLAN

## “OBLIGATION & PROVIDING SUGGESTION”

<b>School Name</b> : SMP Kreatif An-Nur Surabaya	<b>Subject</b> : English
<b>Class/Semester</b> : VIII/First Semester	<b>School Year</b> : 2020/2021
<b>Main material</b> : Obligation, Suggestion/Recommendation	<b>Time Allocation</b> : 2JP x 30 minutes
<b>Meeting</b> : Third	<b>Basic Competencies</b> : 3.3 and 4.3
<b>Language Ability</b> : Writing	<b>Cycle</b> : 3 (Three)

### A. Online Learning Preparation (Google Classroom)

1. The teacher activates the Google Classroom application
2. The teacher ensures that all students have joined or joined Google Classroom
3. The teacher sends materials or teaching materials along with assignments related to teaching materials to students via Google Classroom
4. Teaching materials or materials and assignments must be proportional, there is no need to pursue curriculum targets so that students do not feel overwhelmed by the tasks of the teacher
5. The teacher makes an agreement with the students when to complete and submit the assignment
6. The teacher monitors the activities of students through Google Classroom
7. After the assignment is done, students submit it to the teacher by uploading it in Google Classroom
8. The teacher checks the results of the work of students and provides grades through the form in Google Classroom so that students can immediately see the value obtained

### B. Learning Objectives

1. After studying the material about Obligation and Providing Suggestion/recommendation by observing the learning video on obligation and providing suggestion/recommendation distributed by teachers in Google Classroom, students are able to identify what expressions are used to declare obligations and provide suggestions/recommendations properly.
2. After studying the material about Obligation and Providing Suggestion/recommendation by observing the learning video on obligation and providing suggestion/recommendation distributed by teachers on Google Classroom, students are able to differentiate which expressions are used to declare obligations and provide suggestions properly.
3. After studying the material about Obligation and providing suggestion/recommendation by discussing with the teacher and classmates, students are able to compile a text that involves obligatory actions and provide suggestions/recommendations based on the situation in the 4 pictures provided by the teacher.

### C. Learning Activities

Activities	Activities Description	Applications and Features	Time Allocation	Interactions
<b>Introduction</b>	1. After all students enter the Zoom cloud meeting, the teacher opens the lesson with greetings and is answered by students	Whatsapp grup class VIII A, classroom and zoom cloud meeting	30 second	T – Ss
	2. The teacher and students <b>pray</b> to start learning after that the teacher checks the presence of students as an attitude of <b>discipline</b> . <b>(Discipline)</b>		1 minutes	T – Ss
	3. Students <b>listen to</b> the teacher's perceptions about the previous lesson <b>and relate their experience</b> as a provision for the next lesson. T: I have to go to office at 7 a.m. because it is my obligation. So, I should get up early. What about you? Can you tell me what is your obligation at home and what should you do? Please explain. <b>(Communication-4C)</b>		3 minutes	T – Ss
	4. Students <b>ask questions and answers</b> with the teacher regarding the previous material. <b>(Communication-4C)</b>		2 minutes	T – Ss
	5. Students <b>listen to teacher's perceptions</b> by remembering again about the expression obligation and providing suggestion at the second meeting. <b>(Communication-4C)</b>		30 seconds	T – Ss
	6. Students <b>listen to the teacher's explanation</b> about all the activities to be carried out, the objectives of the activity, the competencies to be achieved, the motivation with what can be obtained by studying the Obligation material and the learning methods that will be taken <b>(Communication-4C)</b>		1 minutes	T – Ss
<b>Core Activities Planning</b>	1. Students together with the teacher review the results of the True or False Games that were carried out at the second meeting. <b>(Collaboration-4C)</b> T: In the second meeting you did a True or False Games, so let's review it together to check your understanding.	1. <i>WhatsApp Group</i> as a source of information to coordinate learning 2. <i>Zoom cloud meeting</i> as	5 minutes	T – Ss

	<ul style="list-style-type: none"> <li>- "I know I really must study more!" It is an obligation. (True/False)</li> <li>- "You have to wear a helmet" It is a suggestion. (True/False)</li> <li>- "I have some free days, we should go to Amsterdam." It is a suggestion. (True/False)</li> <li>- "I think we should visit Tia in the hospital." It is an obligation. (True/False)</li> </ul>	a medium for discussion and face to face. If zoom is constrained, it will use the <i>Google Meet</i> platform		
	2. Students are asked to observe the video song "Do your best" regarding the phrases used to express the obligation and providing suggestion expressions.	3. <i>Google Classroom</i> as a feature for uploading work results	5 minutes	T – Ss
<b>Action Assessment</b>	3. Students are asked to think for a moment to write the sentence obligation and providing suggestion in the video.	4. <i>Google Web, English Homework Class 8 Semester 1 and BSE</i> books as a source of supporting information	2 minutes	T – Ss
	4. Students and teachers ask each other questions using the <i>wheelofnames.com</i> application where the application has the names of students in it. Then the teacher presses the 'click' button to turn the wheel and later the name of the selected participant can state the expression obligation and providing suggestion. <b>(Collaboration-4C)</b>		10 minutes	T – S – PT
<b>Implementation</b>	5. Students are then asked to watch the video for the song "Stop! Look! Listen! Think! "		5 minutes	T – S – PT
	6. Students are then asked to work on Worksheet I sent by the teacher in Google Classroom where students will get several statements regarding the obligation and providing suggestions available in True or False Games which are in accordance with the previously observed video.		5 minutes	T – Ss – PT
	7. Students fill out the interview form provided by the teacher in Google Classroom as data collection on CAR Cycle III.		2 minutes	T – Ss – PT
	8. After completion, students are asked to observe the 4 pictures provided by the teacher in the		5 minutes	S – S

	Google Classroom, then the students compile a sentence that states the obligation and provides suggestions based on the situation in each image.			
<b>Conclusion</b>	9. Students together with the teacher make conclusions about the things they have learned related to Obligation and providing suggestion/recommendation. <b>(Collaboration)</b>		2 minutes	T – Ss
	10. Students are given the opportunity to ask questions for students who are still confused and do not understand the material.		1 minutes	T – Ss
<b>Observation</b>	1. Peer Teacher (PT) observes the learning process to retrieve data with the observation guidelines given by the teacher (T), who in this case is a researcher.	Lembar pedoman observasi		T – Ss – PT
	2. The teacher writes field notes during the learning process			T – Ss - PT
<b>Closing Activities Reflection</b>	1. Students listen to reviews of the material that has been submitted by the teacher.	<i>Zoom cloud meeting if zoom is constrained, it will be replaced with the Google Meet platform</i>	1 minutes	T – Ss
	2. Teachers motivate learners to be active in learning activities		30 seconds	T – Ss
	3. The teacher provides praise rewards and additional points for students who are active in today's learning activities		30 seconds	T – Ss
	4. The teacher asks one of the students to <b>reflect on the conclusions</b> of today's activity. <b>(Communicating)</b>		2 minutes	T – Ss
	5. The teacher sends the reflection form to Google Classroom and students can carry out independent reflection.		2 minutes	T – Ss
	6. Students <b>analyze the strengths and weaknesses</b> of learning activities. <b>(Critical Thinking and Communication-4C)</b>		1 minutes	T – Ss

#### D. Assessment

Attitude	Knowledge	Skill
Assessment Techniques: Observation Form Instrument: Online Attitude Observation Sheet	Assessment Instruments: Writing test Assessment Instruments: Student Worksheet Module	Assessment Techniques: Practice Instrument form: Student Worksheet Module: Ability to display digital source information, writing skills on

containing aspects of caring and politeness in discussion and conveying opinions, Discipline (timely in collection the tasks)		obligations and providing suggestions, ability to answer and provide input or suggestions, completeness of the information presented
---	--	--

**E. Possible problems and solutions**

Possible problems	Solutions
Internet connection is not stable	Change the learning platform from zoom to Google Meet or WhatsApp Group
Videos cannot be displayed via Zoom	Videos can be sent via WhatsApp Group or send the video link to a chat room in zoom
Students cannot access videos provided by the teacher	Presenting material similar to that contained in the video using google classroom or WhatsApp Group.
There is a problem with the audio while learning using the zoom cloud meeting	Send an explanation using the WhatsApp group voice note
There was an unexpected power outage	Send material via google classroom and WhatsApp group

Knowing,  
Principal of SMP Kreatif An-Nur

Suwarni, S. Pd

Activity Result Notes / Feedback:

.....

.....

.....

Surabaya, 5 November 2020  
English Subject Teacher

Intan Firli MN, S.Hum

## MATERIAL

### Video materi:



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



<https://www.youtube.com/watch?v=3wdEoldOGCc>

Source: British Council Youtube Channel

**KKM Bahasa Inggris: 75**

**ASSESSMENT:** <https://wheelofnames.com/p3p-qrp>

**LKPD KNOWLEDGE**

Worksheet I

<https://wordwall.net/play/6362/288/628>

**Watch the video below and answer the question below!**

[https://www.youtube.com/watch?v=MehkHPm\\_P9A](https://www.youtube.com/watch?v=MehkHPm_P9A)

source: ZAPDUNGA youtube channel

**Identify these sentences then decide if the statement is TRUE or FALSE!**

1. You should always stop, look, listen and think before you cross the street. ( ..... )
2. We must cross at a zebra crossing or at the green man if possible.. ( ..... )
3. You have to cross where you can walk up and down the road.. ( ..... )
4. You had better to look left and right after you cross the road.. ( ..... )
5. You need to look left and right while you are crossing the road. ( ..... )
6. You should listen for the sound of music when you cross the road. ( ..... )
7. We must run across the road. ( ..... )
8. You had better to not use your mobile phone when you cross the road.. ( ..... )

Answer Keys:

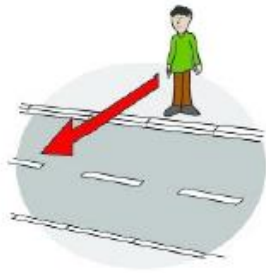
- |          |          |
|----------|----------|
| 1. TRUE  | 5. TRUE  |
| 2. TRUE  | 6. FALSE |
| 3. FALSE | 7. FALSE |
| 4. FALSE | 8. TRUE  |

## SKILL EVALUATION

Worksheet 2

Look at the pictures!

Write suitable expressions based on the situations in the pictures!



1. Crossing the street



2. A damage road



3. A train barrier



4. An air-conditioned room

## ATTITUDE ASSESSMENT

### Observation Assessment Sheet

The teacher provides attitude assessment based on the results of observations of students during learning activities. The scores range from 0 - 100. The score is obtained from the mean of the final score.

NO	STUDENTS' NAME	ATTITUDE ASSESSMENT				FINAL SCORE	SCORE
		TOLERANCE	CONCERN	MODERNITY	DISCIPLINE		
		Respect other people's opinions	Helping friends who have difficulty understanding the material	Polite manners in speech, opinion, applying the GS (Greetings and Smile)	Timeliness in submitting assignments		
1							
2							
3							
4							
5							
6							



7							
And so on							

**DESCRIPTION OF SCORE:**

- 75 – 100 (A) = Very good  
 50 – 75 (B) = Good  
 25 – 50 (C) = Enough  
 0 – 25 (D) = Low

**KNOWLEDGE ASSESSMENT**

**Knowledge Assessment Rubric**

Indicator	Item Questions
Identify and differentiate which expressions are used to state the obligation and provide suggestion / recommendation properly and correctly.	Identify these sentences then decide which one belongs to the expression of obligation! Write TRUE for expression of Obligation and FALSE if it is not!

Worksheet 1: The number of practice questions is 8 questions

$$\frac{\text{The correct number}}{\text{Number of questions}} \times 100 = \text{Final Score}$$

**SKILL ASSESSMENT**

**Skills Assessment Rubric Worksheet 2**

**Name:**

**Score:**

No	Description	Score
1	<ul style="list-style-type: none"> <li>No Grammar errors</li> <li>The sentences are easy to understand and the content is written according to the topic</li> <li>All words are spelled correctly</li> </ul>	81-100
2	<ul style="list-style-type: none"> <li>1 grammatical error</li> <li>The content is understandable and appropriate to the topic</li> <li>The sentence contains 1 misspelled word</li> </ul>	61-80
3	<ul style="list-style-type: none"> <li>• 2 grammatical errors</li> <li>• The sentence has a few errors that cause the reader to reread it for understanding</li> </ul>	41-60

	<ul style="list-style-type: none"> <li>• The sentence contains more than 2 misspelled words</li> </ul>	
4	<ul style="list-style-type: none"> <li>• 3 grammatical errors</li> <li>• Content not on topic</li> <li>• The sentences have many confusing mistakes</li> <li>• The sentence contains more than 3 misspelled words</li> </ul>	21-40
5	<ul style="list-style-type: none"> <li>• 4 or more grammatical errors</li> <li>• Sentence and content do not fit the topic at all</li> <li>• The sentence contains more than 4 misspelled words</li> </ul>	0-20

**INDEPENDENT**

**Independent Reflection Rubric**

**Name:**

What have you learned today?	
What did you like most about today's lesson?	
In what parts of the material do you understand? Explain!	
What did you not understand in today's lesson?	

## Data Collection Instruments

- Guidelines for Interviewing students:

1. How interested are you in taking lessons using True or False Games? Is it fun?
2. In your opinion, it is more fun using True or False Games or using Google Form / Office 365 forms as usual?
3. Do you find it easier to differentiate between obligation and providing suggestion / recommendation using True or False Games? Explain!
4. How was your test score or test after using the True or False Games? Is it better than before?
5. In your opinion, has the application of True or False Games been effective in increasing your understanding in differentiating the terms of obligation and providing suggestion / recommendation?

- Observation guidelines:

Observations for students in learning English

No.	Observed aspects	Yes	No	Explanation.
1	Learning English is interesting			
2	Learning English is easy			
3	Easy to understand the material being studied			
4	Have ever known True or False games			

Observation sheet during the online learning process with the True or False Games strategy

No.	Aspect	Indicator	Scoring scale			
			L	E	G	VG
1	Learning situation	The enthusiasm of students to follow the learning				
2	Attention / focus	Attention of students to teacher explanations				
3	Activeness	The role of students in teaching and learning activities				
4	Learning process	Online teaching and learning process				

Explanation:

L : Low

E: Enough

G : Good

VG: Very Good

Notes: