LESSON PLAN

> **FUNCTIONAL TEXT**
>
> **GREETING CARD**

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DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPN NEGERI 2 RANTAU PANDAN
BATHIN III ULU
KABUPATEN BUNGO
TAHUN 2021

LESSON PLAN

School : SMP Negeri 2 Rantau Pandan

Lesson : English

Class/ Semester : VIII/1

School Year : 2021/2020

Main Material : Greeting Cards

Time allocation : 2 x 40 Menit (1 meeting)

A. Main Competences

1. KI.1(Spiritual) : Appreciating and practicing the doctrine of their religion

2. KI2 (Social) : Appreciating and practicing honest, disciplined, polite, caring behavior (mutual assistance , cooperation, tolerance, peace), accountable, responsive, and pro-active, in interact effectively in accordance with the development of children in the environment, family, school, community and the surrounding natural environment, nation, state, regional area, and international region.

3. KI3 (Knowledge) : Understanding, applying, analyzing factual, conceptual, procedural based on his curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and related civilizations causes of phenomena and events, as well as applying procedural knowledge in the field of study that are specific according to their talents and interests to solve problems.

4. KI4 (Skill) : Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and able to use methods according to scientific rules.

B. Basic Competences and Indicators

Basic Competence	Indicators

3.5 Comparing social functions, generic structures, and language features of several special texts in the form of greeting cards, by giving and asking for information related to special days, according to the context of their use	3.5.1 Analyzing (C4) the social function, generic structure and language feature of special texts in the form of Greeting Cards related to special days. 3.5.2 Comparing (C5) social functions, generic structure and language feature of several special texts in the form of Greeting Cards associated with special days in groups.
4.5 Arranging special texts in the form of greeting cards, very short and simple, related to special days by paying attention to social functions, generic structures, and language features, correctly and according to the context.	4.5.1 displaying (C6) the results of group discussions on social functions, generic structures, and language features of some Greeting Card texts related to special days. 4.5.2 Creating (C6) special text in the form of very short and simple Greeting Cards related to special days.

C. Learning Objectives

Through the Scientific-TPACK approach with the Problame Based Learning model, students:

1. After observing the video or pictures/images being showed, students are able to analyze (C4) social functions, generic structure and language features of special texts in the form of Greeting Cards related to special days correctly and according to the context of their use.

2. After observing the video being showed, students are able to compare (C5) the social function, generic structure and language features of several special texts in the form of Greeting Cards related to special days correctly and according to the context of their use.

3. After observing, analyzing and comparing special texts in the form of Greeting Cards, students are able to display (C6) the results of group discussions about social

functions, generic structure and language features of several Greeting Card texts related to special days correctly and according to the context of their use. .

4. After displaying the results of group discussions about social functions, generic structure and language features of several Greeting Card texts related to special days, students are able to create (C6) special texts in the form of very short and simple Greeting Cards related to special days.

Focus on Character Strengthening: **Religious, Discipline, Leadership, Cooperation, Confidence & Responsibility**

D. Learning Materials
1. Material of regular learning
   a. Type of the text
      ➢ Special Text in the form of Greeting Cards
   b. Definition of greeting card
      ➢ Greeting Card (Greeting Card) is a text in the form of a greeting card that is given to someone at a certain time/experiencing certain events or on certain special days.
   c. Social Functions of the text
      ➢ To Congratulate (to encourage)
      ➢ To Wish/pray (to pray)
      ➢ To Show Sympathy (to show sympathy or condolences)
   d. Generic structures of greeting card
      ➢ Receiver (Recipient) is to whom this greeting card is addressed
      ➢ Body (Content) is the core part that contains congratulations, prayers, hopes,sympathy or condolences.
      ➢ Sender (Sender) is a greeting card sender/the person who sent the card.
   e. Language Features of greeting card
      ➢ Using congratulatory expressions such as: Congratulations, Happy Birthday, Happy Mother's day, Happy Teacher's day, Happy Wedding, Happy Anniversary, Congratulations for winning the competition and etc.
      ➢ Using expressions of sympathy or condolences such as: I am sorry for your loss…, I am sorry to hear that, We are deeply sorry for the loss of …, and etc.
   f. Kinds of Greeting Cards
      ➢ Birthday Cards
      ➢ Graduation Card
      ➢ Thank You Card
      ➢ Condolence Card
      ➢ Get Well Card
      ➢ Holiday Cards
      ➢ Achievement Cards

- ➢ Eid Mubarak Card
- ➢ Teacher's Day Card
- ➢ New Year Card
- ➢ New Born Baby Card

2. Material learning of remedial

For students who have below average abilities, they need to be given remedial assignments by reading more greeting cards without increasing the level of difficulty.

3. Material learning of enrichment

For enrichment materials, students are given the task of reading greeting cards form with good and correct intonation and pronunciation. And they are given the task to translate three kind of greeting cards.

E. Learning Method
1. Approach: Scientific-TPACK
2. Learning model: Problem Based Learning
3. Methods: Questions and answers, discussions, assignments and presentations.

F. Media/ Teaching Aids material

- ➢ Material in the form of Power Point
- ➢ Learning videos
- ➢ Greeting Card Images
- ➢ Student's Worksheet
- ➢ The assessment sheet
- ➢ Infocus/Projector
- ➢ Notebooks
- ➢ Speaker
- ➢ Cell phone

G. Learning Resources
- ➢ Student book : Ministry of Education and Culture.2017. English When English Rings a Bell SMP/MTs Class VIII. Jakarta: Creative Media State Polytechnic
- ➢ Student Book : Ministry of Education and Culture .2018. English, Think Globally Act Locally. Jakarta:
- ➢ Student Books : Zaida, Nur. 2018. Bright an English Course for Junior High School Students. Jakarta: Erlangga
- ➢ Teacher's Book : Ministry of Education and Culture. 2018. English, Think Globally Act Locally. Jakarta:
- ➢ Mandiri : Zaida, Nur. 2018. Practice Your English Competence for Junior High School Students Class IX. Jakarta :
- ➢ 1151-Article%20Text-2596-1-10-20201106.pdf

H. Learning Activities

Learning activities	Descriptions	Innovative elements	Time allocation
	A. Pre – activities		
Orientation	➤ The teacher say hello, greet students and say thanks to God Almighty. ➤ The teacher ask students' conditions and remind them to always apply Health Protocols by Using Masks, Washing Hands and Keeping Distance. ➤ The teacher check students attendance and fill out class attendance lists. ➤ The student pray before starting the activity and are led by the class leader.	**Religious** **Discipline Leadership**	**10 minutes**
Apperception and Motivation	➤ The teacher ask about the previous material ➤ The teacher show a kind of greeting cards to students by using realia. ➤ Teacher give challenging questions to stimulate, motivate, and awaken students' initial knowledge with the material to be studied, namely about special texts in the form of Greeting Cards such as: • *What is Greeting Card?* • *Have you ever sent Greeting Cards to others?* • *Have you ever made Greeting Cards by yourself?*	**Critical thingking Contextual**	
Referral	➤ The teacher convey the Basic Competencies to be achieved. ➤ The teacher convey Learning Objectives to be achieved in learning process.		

	➢ The teacher convey about activities in learning process.		
	B. Main Activities		
Orienting the student to the problems	➢ The teacher raises the problem to students that Greeting Cards are often found in daily life which are used to maintain good relations or give appreciation to others, and congratulate others on what they have obtained.		**50 minutes**
	➢ The Student observe and understand the problems presented by the teacher.		
	➢ The Student watch the video (youtube) **https://www.youtube.com/watch?v=90l nGwlmZwQ** about special text material in the form of Greeting Cards through Infocus/Projector. Then they are asked to analyze the definition of greeting cards, the social function, generic structure of greeting cards.	Literacy TPACK	
	➢ The student answer the teacher's questions about greeting cards what they observed and analyzed from video.	**Critical Thinking- 4C, HOTS,**	
	➢ The students are showed the example of greeting card contained in the video into a text being showed on the PPT and determine the social function, generic structures and language features of the greeting card.	**Critical Thinking, Communic ation, TPACK**	
	➢ The student are asked to open their text book to find the material about greeting card on page 68 and 69 and analyze (C4) some card availabe in there.		
		Speaking Skill,	

Organizing the student to study	➢ The student are asked to determine (P5) the social function, generic structures and language features of the text and explain it orally. ➢ The student are divided into groups ➢ The Student are given LKPD by the teacher ➢ The Student observe and read (C1) special texts in the form of Greeting Cards in the worksheets that have been given. Then they analyze (C4) the social function, generic structures and language features of the text.	**Critical Thinking HOTS, Cooperation**	
Guiding student investigations in groups/individual	➢ The Student compare (C5) social functions, generic structure and language features of several special texts in the form of Greeting Cards related to special days. ➢ The Student discuss and divide tasks to find the data needed to solve problems.	**Problem Solving**	
Developing and Presenting masterpiece	➢ The teacher monitor student involvement in collecting the data. ➢ The student of Each Groups discuss to produce problem-solving solutions, each is written into LKPD that has been given. and the results are will be presented. ➢ The teacher monitor discussions and	**HOTS, Speaking Skill, Cooperation Comunication**	

	guide the preparation of reports so that each group's result is ready to be presented.		
Analyzing and Evaluating the Problem Solving Process	➢ The Student display (C6) the results of group discussions about social functions, generic structure and language features of several Greeting Card texts related to special days.	**HOTs** **Confidence** **Communication**	
	➢ The teacher guide presentations and encourage the other groups to correct (C5) and input to other groups.		
	➢ The teacher provide feedback on group persentation.		
	➢ The Student create (C6) special texts in the form of very short and simple Greeting Cards related to special days in the LKPD that have been given using Padlet (TPACK).	**Writing skill HOTs** **Creativity**	
	C. Post – Activities		
Closing	1. The teacher and students together conclude (C4) and reflect (C6) on the material being learned using Jamboard (TPACK). 2. The teacher delivers the next subject matter. 3. The teacher and students end meeting with prayer and greet to close the lesson	**Communication**	**10 minutes**

I.   Evaluation
    Attitude assesment
-    Observation

        Lesson   : Bahasa Inggris

        Class   : IX

        Semester   : 1(uneven)

        School year   : 2021/2022

No.	Date	Name	Personal note	Attitude type	Attitude aspect	Follow-up

A. Knowledge assesment
    Assessment technique: written
    Question form   : assignment and description
    Assessment Instrument: Attached in LKPD

Rubric of knowledges Assesments

Number of question	Score	Criteria of Assesments
1	2	The students answered correctly
	1	The students answered wrongly
	0	The students don't answer
2	2	The students answered correctly
	1	The students answered wrongly
	0	The students don't answer
3	2	The students answered correctly
	1	The students answered wrongly
	0	The students don't answer

Assessment rubric

No. Question	Key Anwser	Score

C. Skills Assessment

1. Presentation/Monologue Assessment

Name of the students: _____   Class: _____

No.	Rated aspect	Good	Not Good
1.	Presentation organization (introduction, content, conclusion)		
2.	Presentation content (depth, logic)		
3.	Coherence and fluency of language		
4.	Language:		
	Utterence		
	Grammar		
	Vocabularies		
5.	Presentation (looks, facial expressions, body language)		
	Achieved score		
	Maxsimum score	**10**	

Information:
Good score 2
Not good to get a score of 1

2. Rubric for Performance Assessment

ACTIVITIES	CRITERIA		
	LIMITED	**SATISFY**	**CAPABLE**
Doing Observations	It's not clear how to implement	Some activities are clear and detailed	All activities are clear and detailed

Role Play	Reading scripts, limited vocabulary, and not fluent	Fluent and developing vocabulary and sentences, and there are transitions	Smoothly achieves social functions, complete structure and appropriate linguistic elements
Simulation	Social functions are not achieved, expressions and linguistic elements are not appropriate	Social functions are not achieved, expressions and linguistic elementsare less appropriate	Social function is achieved, expressions and linguistic elements are correct
Presentation	Not fluent, the topic is unclear, and doesn't use presentation slides	Fluent, clear topic, and using presentation slides but less interesting	Very fluent, clear topic, using interesting presentation slides
Doing Monolog	Reading texts, social functions are not achieved, expressions and linguistic elements are not precise, and are not fluent	Less fluent, social functions are achieved, linguistic structures and elements are appropriate and sentences develop, and there are transitions	Smoothly achieves social functions, the structures are comlpete and linguistic elements are appropriate, sentences develop, and there are transitions

Information

EXPERIENCE scores 3
SATISFACTORY gets a score of 2
LIMITED score 1

Criteria	Description	Score range	Acquisition score
Describing orally	Smoothly achieves to the social functions, the generic structue completely structure and language features in accordance	89-100	
	Fluent, vocabulary and sentences developing, and transitioning	76-88	
	Occasional viewing of text, vocabulary limited but smooth Selengkapnya tentang occasional	61-75	
	Reading scripts, limited vocabulary, and not fluent	0-60	
	Amount		
Writing text	The social function is achieved, generic structure and language features appropriately.	89-100	
	The social function is achieved, the generic structure appropriate and the language feature are inaccurate	76-88	
	The social function is achieved, the generic structure and language features	61-75	

	are less pricise.		
	The social function is achieved, the generic structure and language features are inaccurate.	0-60	
	Amount		

Muara Buat,   Oktober 2021

Approved by

Principal   The English teacher

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