

IMPLEMENTATION LESSON PLAN

School name : SMK AL MUSTAMIDIYAH LARANGAN
Subject : ENGLISH LANGUAGE
Skill Competence : All Expertise Competencies
Class/ Semester : XI/1
Subject Matter : Simple Personal Letter
School Year : 2020/2021
Time Allocation : 6 X 45 minutes

A. Core Competencies

1. KI 3 : Understand, apply, analyze factual, conceptual, procedural knowledge based on curiosity about science, technology, arts, culture and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.
- KI 4 : Demonstrate the skills of reasoning, cultivating, and presenting effective, creative, productive, critical, independent, collaborative, communicative, and solution, in the realm of concrete and abstract related to development of what he has learned in school, and is able to use the method in accordance with scientific principles

B. Basic Competence and Competency Achievement Indicators

Basic Competence	Competency Achievement Indicators
1. KD on KI knowledge 3.17 Distinguishing social functions, text structure, and linguistic elements of several special texts in the form of personal letters by giving and receiving information related to the activities of oneself and those around them, according to the context in which they are used.	1. KD indicator on KI Knowledge 3.17.1 Analyzing social functions, text structures and linguistic elements of simple personal letter texts; 3.17.2 Interpreting social functions, text structure and linguistic elements of simple personal letter text.
4 KD on KI knowledge 4.17 Compiling a special text in the form of a personal letter related to the activities of oneself and those around it, oral and written, by taking into account social functions, text structure and linguistic elements, correctly and in context.	2. KD indicators on KI skills 4.17.1 Designing a simple personal letter related to the activities of oneself and those around him in writing; 4.17.2 Create a simple written personal letter text related to the activities of oneself and those around him in writing.

C. Learning Objectives

1. After discussing students and digging up information, students will be able to analyze social functions, text structures and linguistic elements of simple personal letter texts by working with groups;
2. After learning with full integrity students can confidently interpret the social function, structure and linguistic elements of a personal letter text;
3. After learning students can design personal letter texts with integrity
4. After learning, students can Create personal letter texts clearly independently and confidently

D. Learning Materials

- Social Function:
Build close interpersonal relationships
- **Text Structure**
 - a) Heading
 - b) Salutation / greeting
 - c) Body of letter / message
 - Opening
 - Sharing current and past personal news
 - Responding the expected, unexpected, and personal news
 - d) Complimentary sign / closing
 - e) Signature
- **Language Elements:**
 - Familiar expressions commonly used in personal letters,
 - Simple present tense and often use simple past tense (telling past event)
 - Singular and plural nouns with or without a, the, this, those, my, their, etc.
 - Speech, word stress, intonation, spelling, punctuation, and handwriting

E. Approaches, Strategies and Methods

- Approach : STEAM
Method : Discovery Learning - Project Based Learning
Technique : Discussion, question and answer, Role Playing, Presenting

F. Media / tools, materials, and learning resources

1. Media / Devices : Laptop, Social Media, Youtube, (Zoom, Google Classroom, Group WA), Youtube, Power point Slide (*TPACK*), text personal letter
2. Learning Resources :
 - a. Learning House Portal
 - b. Youtube
 - c. Internet
 - d. Students' worksheet

G. Learning Activities

1. First Meeting (2 x 30 minutes)

NO	ACTIVITIES	Component 4cs	Level HOTS
a.	<p>Pre-Teaching (10 minutes)</p> <ul style="list-style-type: none">➤ Students respond the teacher's greeting in the Zoom➤ One of students lead to pray before starting the lesson➤ The teacher checks student attendance as an attitude of discipline➤ The teacher asks students' experience related the material to be studied➤ The teacher asks questions related to the material to be studied➤ The teacher conveys the learning objectives that will be discussed at the meeting at that time➤ Teachers informs about core competencies, basic competencies, indicators, and KKM at the meeting that takes place➤ The teacher divides group discussion➤ The teacher conveys the stages of learning activities and the scope of the assessment		
b.	Whilst-Teaching (40 minutes)		

	<ul style="list-style-type: none"> ➤ The students are given a link video on youtube (TPACK) ➤ Students are asked to watch the video ➤ Students explore something that they watch in the video ➤ Students looking for information about social functions, text structure, and linguistic elements of personal letter text ➤ The students discuss in groups about the information they have obtained ➤ The students determine the social function, generic structure, and linguistic elements of the text that has been watched ➤ The students are invited to communicate the results of their group discussions ➤ Other students and teachers give feedback ➤ The teacher concludes the result of discussion 	<p>Analysis C5</p> <p>Analysis C4</p>	<p>Critical Thinking Communication</p> <p>Collaboration</p> <p>Collaboration</p> <p>Collaboration</p> <p>Communication</p> <p>Creativity</p>
c.	Post-Teaching (10 minutes)		
	<ul style="list-style-type: none"> ➤ The students share their reflection on learning at that time ➤ The teacher gives appreciation to the students ➤ The teacher informs the materials for next meeting ➤ The Teacher invites students to pray before ending the lesson ➤ The Students respond the teacher's greeting 		<p>Communication Creativity</p>

2. Second Meeting (2 x 30 minutes)

NO	ACTIVITIES	Component 4cs	Level HOTS
a.	<p>Pre-Teaching (10 minutes)</p> <ul style="list-style-type: none"> ➤ Students respond the teacher's greeting in the Zoom ➤ The teacher always remind the students to pray first before starting a lesson ➤ The teacher checks student attendance as an attitude of discipline ➤ The teacher convey a competency and learning objectives ➤ The students are asked questions about social function, generic structure and linguistic elements of personal letter texts they had read ➤ The teacher motivates students for daring learning and gives reinforcement to stay home and adhere to health protocols ➤ The teacher conveys the stages of learning activities and the scope of the assessment 		
b.	<p>Whilst-Teaching (40 minutes)</p>		
	<ul style="list-style-type: none"> ➤ The teacher presents 2 personal letter texts and students are asked to analyze the text given ➤ The teacher ordered students to take the material in PPT slide in the Google Classroom ➤ The students discuss in groups to analyze the social function, 	Analysis C4	Collaboration

	<p>generic structure , and language features of the two texts that have been observed</p> <ul style="list-style-type: none"> ➤ The students distinguish social functions, generic structure, language features from 2 texts that have been observed ➤ Students present the results of a discussion about the differences between two texts related to social functions, generic structures and language features ➤ Other groups give feed back ➤ The teacher give a conclusion 	<p>Analysis C4</p> <p>Analysis C5</p> <p>Analysis C5</p>	<p>Collaboration</p> <p>Collaboration</p> <p>Communication</p>
c.	Post-Teaching		
	<ul style="list-style-type: none"> ➤ The students share their reflection on learning at that time ➤ The teacher gives appreciation to the students ➤ The teacher informs the materials for next meeting ➤ The Teacher invites students to pray before ending the lesson ➤ The Students respond the teacher's greeting 	<p>Analysis C5</p>	<p>Communication</p>

3. Third Meeting (2 x 30 minutes)

NO	ACTIVITIES	Component 4cs	Level HOTS
a.	<p>Pre-Teaching (10 minutes)</p> <ul style="list-style-type: none"> ➤ Students respond the teacher's greeting in the Zoom ➤ The teacher always remind the students to pray first before starting a lesson ➤ The teacher checks student 		

	<p>attendance as an attitude of discipline</p> <ul style="list-style-type: none"> ➤ The teacher convey a competency and learning objectives ➤ The students are asked questions about social function, generic structure and linguistic elements of personal letter texts they had read ➤ The teacher motivates students for daring learning and gives reinforcement to stay home and adhere to health protocols ➤ The teacher conveys the stages of learning activities and the scope of the assessment 		
b.	Whilst-Teaching (40 minutes)		
	<ul style="list-style-type: none"> ➤ The teacher shares several topic with the students: <ol style="list-style-type: none"> 1. Friendly Letter 2. Letter of congratulations 3. Letter of thanks 4. Letter of welcome 5. Letter of complaint ➤ The students choose a topic individually ➤ The students create a simple personal letter text according to the selected topic ➤ The students collect their work via email / group whatsapp 	Analysis C6	Creativity Communication
c.	Post-Teaching		
	<ul style="list-style-type: none"> ➤ The students share their reflection on learning at that time ➤ The teacher gives appreciation to the students ➤ The teacher informs the materials for next meeting 		

	<ul style="list-style-type: none"> ➤ The Teacher invites students to pray before ending the lesson ➤ The Students respond the teacher's greeting 		
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H. Technique of Assessment

a. Knowledge

KD	Indikator	Technique of Assessment	Execution Time
3.17	3.17.1 Analyzing some special text in the form of a personal letter	Assignment	Learning Process
	3.17.2 Interpreting the social function, text structure, and linguistic elements of several special texts in the form of a personal letter.	Assignment	Learning Process

b. Skill

KD	Indikator Pencapaian Kompetensi	Teknik Penilaian	Waktu Pelaksanaan
4.7	4.17.1 Developing the content of some special texts in the form of a personal letter.	Performance	Learning Process

	4.17.2 Creating sentences, texts, or written / spoken text in the form of a personal letter	Performance	Learning Process
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c. Attitude

Journal of Attitude Assessment

No	Date	Name of Student	Note of Attitude	Item of Attitude
1				
2				
3				
Dst				

d. Scoring

Writing a Personal Letter

Name of Student :

Class :

	Advanced 4 points	Proficient 3 points	Making Progress	No Progress 1 points	Total Points Earned (N/A)
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			2 points		
Parts of a Letter	<p>Advanced</p> <p>Writes all five parts of a friendly letter. (Date, Greeting, Body, Salutation, Signature)</p>	<p>Proficient</p> <p>Writes four of the five parts of a friendly letter. (Date, Greeting, Body, Salutation, Signature)</p>	<p>Making Progress</p> <p>Writes two to three of the five parts of a friendly letter. (Date, Greeting, Body, Salutation, Signature)</p>	<p>No Progress</p> <p>Writes one or none of the five parts of a friendly letter. (Date, Greeting, Body, Salutation, Signature)</p>	
Capitalization & Punctuation	<p>Advanced</p> <p>Writer makes no errors in capitalization and punctuation.</p>	<p>Proficient</p> <p>Writer makes 1-2 error in capitalization and punctuation.</p>	<p>Making Progress</p> <p>Writer makes 3-4 errors in capitalization and punctuation.</p>	<p>No Progress</p> <p>Writer makes more than 4 errors in capitalization and punctuation.</p>	
Sentence Structure	<p>Advanced</p> <p>All sentences are complete and well-constructed (no fragments or run-ons). Sentences are interesting and varied.</p>	<p>Proficient</p> <p>All sentences are complete and well-constructed (no fragments or run-ons).</p>	<p>Making Progress</p> <p>Most sentences are complete and well-constructed (no fragments or run-ons).</p>	<p>No Progress</p> <p>Many sentences are poorly written and structured.</p>	
Spelling	<p>Advanced</p> <p>There are less than three words spelled incorrectly.</p>	<p>Proficient</p> <p>There are 3-6 words spelled incorrectly.</p>	<p>Making Progress</p> <p>Contains little evidence of words spelled correctly with</p>	<p>No Progress</p> <p>Most words are spelled incorrectly.</p>	

			more than 6 spelling errors.		
Ideas	<p>Advanced</p> <p>There was a topic sentence and all sentences related to the topic in a clear manner.</p>	<p>Proficient</p> <p>There was a topic sentence and all sentences related to the topic, but not clearly.</p>	<p>Making Progress</p> <p>There was a topic sentence and most sentences related to the topic.</p>	<p>No Progress</p> <p>There was not a topic sentence and sentences were unrelated.</p>	

Scoring of Student : = $\frac{\text{Score Achievement}}{20} \times 100$

20

Knowing,
The Principal

Aminudin, S.Pd.I

Sidoarjo, 01 Oktober 2020

English Teacher

ROSID, S.S