

LESSON PLAN (ON LINE LEARNING)

School	: SMP ISLAM BOJONEGORO
Subject	: ENGLISH
Class/ Semester	: VIII /2
Topic	: NOTICE
Time allocation	: 2 x 40

A. Core Competencies

1. Appreciate and live up to the teachings of the religion they adhere to.
2. Respect and appreciate honest, disciplined, polite, confident, caring and responsible behavior in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment around, nation, country, and regional area.
3. Understand and apply factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on his curiosity about science, technology, art and culture with insight into humanity, nationality, and statehood related to visible phenomena and events.
4. Demonstrate the skills of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively, and communicatively, in the realm of the concrete and the abstract realm as learned in school and other sources of the same theory from a theoretical point of view.

B. Basic Competencies and Competency Achievement Indicators

basic competencies(KD)	Achievement Indicators
3.13 Implement text of structure and language elements to carry out social functions from notification according to the context of their use	3.13.1 The students can analyze the text structure of notices 3.13.2 The students can analyze the linguistic elements in Notices(Modal used and imperative sentences)
4.17 Compiling the written text of notices, very short and simple, taking into account social functions, text structure, and linguistic elements that are correct and in context.	4.17.1 the students can create their own notices. 4.17.1.2 the students can communicate the meaning of notices they have made.

LEARNING OBJECTIVES

FIRST MEETING:

1. After analyzing some notices in Power Point on the screen, Students can identify of text structure of notices correctly.
2. After identifying text structure of notices in the Power Point on the screen , The students can

analyze the Structure text and language related with Modal

3. After discussion Notice in a Padlet, students can construct the meaning of a notice correctly.

SECOND MEETING

1. After analyzing a video about Notice, the students can write a notice around the school well.

2. After analyzing and writing the possible meaning in Padlet and power point, students can design and create a notice correctly.

Focus on character strengthening:

Honesty, Discipline, courage, responsibility

D.LEARNING MATERIALS

● Regular

Written text of notices.

Text Structure : -□ attention gather (optional)

- information

-□ Closure (optional)(Closure is an act of closing: the condition of being closed. Closure in notice text can be defined as a closing statement of notice

Language elements:

Language element

(1) Vocabulary related to activities in a notice

(2) Grammar: Positive imperative sentence, negative imperative sentence, Modal.

(3) Appropriate use of singular and plural noun, with or without the correct a, the, this, those, my, their, etc. in the nominal phrase

(4) word stress, intonation

(5) Spelling and punctuation

● Enrichment learning materials

The rule of Modal (can, can not, must, must not, should, should not) and make the examples.

● Remedial learning materials

Imperative sentence (nominal and verbal)

F. MODEL ,APPROACHES AND LEARNING METHHOD

Model: Problem Based Learning

Approach: Scientific-TPACK

Methods: Questions and Answers, Discussion in Padlet, Assignments.

G. Media and Materials

● Media

- a. Video: SHORT FUNCTIONAL TEXT - NOTICE. 16 Mar 2021 ,internet : https://youtu.be/b76KaY_1x84Te downloaded May 1, 2021 at 10.41
- b. Pictures: internet , google search, example: Pictures of Notice.

● Materials

Some Pictures of Notice.
Video of Notice
Table of Modal

H. Learning Resources

- a. Power Point : Notice
- b. internet: a.SHORT FUNCTIONAL TEXT - NOTICE. 16 Mar 2021 , https://youtu.be/b76KaY_1x84Te downloaded May 1, 2021 at 10.41
- c. School environment : SMP ISLAM BOJONEGORO

I. LEARNING STEPS

1. FIRST MEETING: 2 JP (ON LINE THROUGH GOOGLE MEETING)

a. Opening (5 menit)

1. The students and the teacher give and answer greetings and tell each other's news
2. The teacher ask to the students who is absent for today and ask why.(*careness*)(A2)
3. Prayer is led by the students who arrived early(*religious*). (Appreciate student *discipline* / *PPK*)
4. Students sing the song Indonesia Raya.(*nationalism*)
5. Students and the teacher listen to one of student's experience in applying the material before as a basic for the next lesson. (*HOTs*- communicating)
6. Delivering student goals and motivation by listening to the teacher's explanation about all the activities to be carried out and the objectives of learning activities .
7. convey the scope of the assessment, the assessment techniques that will be used, namely speaking and writing test.

b. Main Activity (20 menit)

➔ observing to find the problem

8. Given some picture by the teacher ,Students **identify the Problem** of notices through **power point** media.(*TPACK*)
9. The students together with the teacher based on pictures from the power point media (*Critical thinking* - *HOTs*) observe the meaning of notice.

➔ Associating and questioning

10. The teacher **organizes** the students (2 students) to do analysis the notices in the Power Point in the screen , students ask some question related to the picture.
11. The students **discuss and divide** the duty in group to criticize the problem.

12. The teacher and Students ask using HOTS question.

→ **Collecting data**

13. The teacher **help** the students to explain about imperative sentence and Modal.

14. The students in a group work together to analyze and discuss the possible meaning based on the Picture given.

15. Students can compare the notice from the teacher with other sources like Buku Paket page 212-214

→ **Communicating**

16. After identification the Pictures about Notice in Power point, students can write a notice and the possible meaning well in a Padlet.

17. In the last first meeting the teacher and students make a discussion in a Padlet , students can **present** by constructing the meaning of a notice and the other can give feedback.

c. **CLOSING** (10 menit)

18. The Teacher gives rewards to the active students.

19. The Students and teacher conclude the material together.

20. The students make reflection activities,

✓ What have you learned today?

✓ What did you like most about today's lesson?

✓ What haven't you understood in today's lesson? (Communicating)

21. Students analyze the advantages and disadvantages of learning activities (Critical Thinking and Communication-HOTS)

22. The teacher encourage the students to create their simple notice around the school to be the materials for the next meeting.

23. Pray together that is led by the students.

2. **SECOND MEETING : 2 JP (ON LINE THROUGH GOOGLE MEETING)**

a. **opening(10 menit)**

1. The students and the teacher give and answer greetings and tell each other's news

2. The teacher ask to the students who is absent for today and ask why. (*careness*)

3. Prayer is led by the students who arrived early(*religious*). (Appreciate student *discipline* / *PPK*)

4. Students sing the song Indonesia Raya. (*nationalism*)

5. Before Refresh the prior lesson relate to their experiences as provisions for the next lesson, the teacher asks students to sing freely(good morning) (*Communication-HOTs*)

6. Students and the teacher listen to one of student's experience in applying the material before as a basic for the next lesson. (*HOTs-Collaboration Scientific - communicating*)

7. Delivering student goals and motivation by listening to the teacher's explanation about all the activities to be carried out and the objectives of learning activities .

8. convey the scope of the assessment, the assessment techniques that will be used, namely speaking and writing test.

b. Main Activity (60 menit)

→ Collecting data

24. After identification the video given about Notice in Power point, students can write text of structure and language elements well in a piece of paper.
25. Students can compare the notice from the teacher with other sources like Buku Paket, internet.

→ Associating and Communicating

26. In the last second meeting the students create a written notice in a piece of paper.
27. students construct the meaning of a notice spoken through video and send to a Padlet.
28. and the other can give feedback.

c. CLOSING (10 menit)

29. The Teacher gives rewards to the active students.
30. The Students and teacher conclude the material together.
The following reflection activities:
 - ✓ What have you learned today?
 - ✓ What did you like most about today's lesson?
 - ✓ What haven't you understood in today's lesson? (Communicating)
31. Students analyze the advantages and disadvantages of learning activities (Critical Thinking and Communication-HOTS)
32. The teacher announce Enrichment learning materials and Remedial learning materials
33. The teacher asks the students to prepare about next material for the next meeting.
34. Pray together that is led by the students.

ASSESSMENT

Assessment technique

a. Spiritual attitude

No.	Technique	Form Instrument	Sample Item Instrument	Time Implementation	information
1	Observation	journal	attachment	During learning process	<i>(assessment for and of learning)</i>
2	Self-assessment			When the learning process is finished	<i>(assessment as learning)</i>
3	Assessment between friends			After learning is over	<i>(assessment as learning)</i>

Social attitude

No.	Technique	Form Instrument	Sample Item Instrument	Time Implementation	information
1	Observation	journal	attachment	During learning process	<i>(assessment for and of learning)</i>
2	Self-assessment			When the learning process is finished	<i>(assessment as learning)</i>
3	Peer assessment			After learning is over	<i>(assessment as learning)</i>

KNOWLEDGE

No.	Technique	Form Instrument	Sample Item Instrument	Time Implementation	information
1	SPEAKING	Direct question	.attachment	During learning process	<i>(assessment for learning)</i>
2	task	Multiple choice,		When the learning process is finished	<i>(assessment for learning)</i> <i>(assessment as learning)</i>

3	writing	Creating a notice	attachment	After learning is over	(assessment of learning)

SKILLS

No.	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1	practice	Skill task	attachment	During learning process	(assessment for, as, and of learning)
2	creation	Skill task	.	After / during learning process	(assessment for, as, and of learning)

- Speaking Assesment

RUBRIC

Information :

1.	No.	Aspek yang dinilai	1	2	3	4	5	Catatan
	1.	Pronunciation						
	2.	grammar						
	3.	vocabulary						
	4.	fluency						

SPEAKING ASSESSMENT RUBRIC			
ASPEK	SKOR	KETERANGAN	
PRONUNCIATION	5	<input type="checkbox"/>	Easy to understand and has a native speaker's accent
	4	<input type="checkbox"/>	Easy to understand even with a certain accent
	3	<input type="checkbox"/>	There are pronunciation problems that require the listener to be fully concentrated and sometimes there are misunderstandings
	2	<input type="checkbox"/>	Difficult to understand because there are problems with pronunciation, often asked to repeat
	1	<input type="checkbox"/>	Serious pronunciation problems that couldn't be understood

ASPEK	SKOR	KETERANGAN
	5	<input type="checkbox"/> There are no or few grammatical errors
	4	<input type="checkbox"/> Sometimes it makes grammatical mistakes but it doesn't affect the meaning
	3	<input type="checkbox"/> Often makes grammatical mistakes that affect meaning

grammar	2	<input type="checkbox"/>	Many grammar mistakes get in the way of meaning and often rearrange sentences
	1	<input type="checkbox"/>	The grammar mistakes were so severe that they were difficult to understand

		ASPEK	SKOR	KETERANGAN
		vocabulary	5	<input type="checkbox"/> Use vocabulary and expressions like native speakers
			4	<input type="checkbox"/> Sometimes using imprecise vocabulary
			3	<input type="checkbox"/> Often using inappropriate vocabulary, conversation becomes limited due to limited vocabulary
			2	<input type="checkbox"/> Use vocabulary incorrectly and vocabulary is limited so it is difficult to understand
			1	<input type="checkbox"/> Vocabulary is so limited that conversation is impossible
		ASPEK	SKOR	KETERANGAN
		fluency	5	<input type="checkbox"/> Fluent like a native speaker
			4	<input type="checkbox"/> Fluency seems a little compromised by language problems
			3	<input type="checkbox"/> Fluency is somewhat compromised by language problems
			2	<input type="checkbox"/> Often hesitates and stops because of language limitations
			1	<input type="checkbox"/> Talk falters and stops so conversation is impossible

Scoring Guidelines:

$$\text{Value} = \frac{\text{Score obtained} \times 100}{\text{Maximum score}}$$

WRITING ASSESSMENT**Writing Rubric**

No	Assessment Aspects	1	2	3	4	5	information
1	Vocabulary Selection						
2	The Coherence of Text						
3	Vocabulary writing						
4	Neatness						

1	The Coherence of Text	<ul style="list-style-type: none"> ➤ Text sequence is very precise ➤ Precise text sequence ➤ Text sequence is quite precise ➤ The text wrapping is not quite right ➤ Wrong text is not correct 	5 4 3 2 1
2	Vocabulary Selection	<ul style="list-style-type: none"> ➤ Vocabulary choices are very precise ➤ Suitable vocabulary choice ➤ The choice of vocabulary is quite right ➤ The choice of vocabulary is not quite right ➤ Inaccurate choice of vocabulary 	5 4 3 2 1
3	Vocabulary writing	<ul style="list-style-type: none"> ➤ Vocabulary writing is very precise ➤ Vocabulary writing is precise ➤ Vocabulary writing is quite precise ➤ Incorrect vocabulary writing ➤ Incorrect vocabulary writing 	5 4 3 2 1
4	Neatness	<ul style="list-style-type: none"> ➤ Very neat word writing ➤ Tidy word writing ➤ The word writing is pretty neat ➤ The writing of the vocabulary is not neat ➤ Vocabulary writing is not neat 	5 4 3 2 1

Scoring Guidelines:

$$\text{Value} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100$$

Remedial Learning

Write remedial learning activities in the form of:

- re-learning
- individual guidance
- learn groups
- utilization of peer tutor

Enrichment Learning

Based on the results of the assessment analysis, students who have achieved mastery learning are given enrichment learning activities to expand and / or deepen the material (competence), including in

form of task working on questions with a higher level of difficulty, summarizing reference books and interviewing sources.

Knowing,

Head Master of SMP ISLAM BOJONEGORO

Bojonegoro, May 3, 2021

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