

LESSON PLAN

School : MAN 2 KOTA PALU
Subject : Bahasa Inggris
Class/ Semester : XI / Ganjil
Topic Material : Asking and giving opinion
Time Allocation : 2 x 45 minutes

A. Core Competences

KI.3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Standard Competences

- 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion*).
- 4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran,

dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indicators

Students are able to:

- a. Identify the correct structure text in the expressions of asking and giving for opinion.
- b. Make a dialogue of a given situation
- c. Perform the expression of the dialogue given.

D. Instructional Objectives

At the end teaching learning process, the students are expected to be able to:

- a. Identify the expressions of asking and giving for opinion
- b. Make a dialogue with expression of asking and giving for opinion
- c. Practice the dialogue of expression asking and giving for opinion

E. Teaching Material

- Oral and written text for expression of asking and giving for opinion
- Social function: Maintain interpersonal relationships with teachers, friends, and others.
- Expression of asking and giving for opinion : *What do you think ?*, *Is that right (true) that ?*, *What I mean is....*, *In my opinion...*
- Linguistic Elements: Speech, word pressure, intonation

F. Teaching Method

- Scientific Approach

G. Learning Media

- Laptop, Projector, and Power Point presentation

H. Learning resources

- a. English textbook: Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI, Kurniawati, Wardhana, Susiningsih: Publisher Intan Pariwara, 2017.
- b. English textbook: Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI : Publisher Kementerian Pendidikan dan Kebudayaan. Jakarta, 2014.
- c. Internet

I. Teaching Procedures

Pre activities		Time allocation
Teacher Orientation <ul style="list-style-type: none"> • Teacher greets the students • Teacher asks the students to pray before studying • Teacher checks their attendant list. • Teacher manages the class and tells the objective of study. Apperception <ul style="list-style-type: none"> • Asking some questions which have relation with the lesson. <i>Which color do you think looks good on me? Red or blue?</i> Motivation <ul style="list-style-type: none"> • Give an idea about the benefits to learn the topic. • If the material/theme/project is mastered well, therefore, the students are expected to be able to use expressions of asking and giving opinion. 		5 minutes
While activities		
Learning model	Learning activities	Time allocation
Scientific Approach	Observation <ul style="list-style-type: none"> • Teacher distributes the material to the students. • Teacher asks the students to see the picture, in order to stimulate students' prior knowledge. 	25 minutes



- Students pay attention to the picture

Questioning

- By the teacher's guide, students ask about meaning of the new words and linguistics elements which is used for asking and giving opinion.
- Teacher explains the material.

Asking opinion

- What do you think ?
- Is that right (true) that ?
- Do you have any idea?
- How do you like?
- Do you think it's going?
- Why do they behave like that?
- What's your opinion?
- Please give me your frank opinion

Giving opinion

Personal point of view	General point of view
In my experience....	It is thought that...
As far as I'm	Many people say

concerned....	that...
I believe that...	Most people do
What I mean is...	not agree...
In my opinion...	Several people
	believe...

Here are other expressions to express agreement and disagreement

Agreeing	Disagreeing
Of course/exactly	That's different
You're absolutely right	I don't agree with you
I think so	Yes, but don't you think...
I agree with you entirely	I'm sorry to disagree with you, but...

Dialog of Asking and Giving for Opinion

Yudi : The traffic is heavy every morning. Look! Drivers and motorcyclists drive their vehicles very fast. We should be careful.

Bayu : You are absolutely right. I guess they are in hurry to their offices or schools.

Yudi : I know, but they shouldn't do that because it may endanger other road users and themselves. They should leave for their offices or schools earlier. Do you think so?

Bayu : Yes, I do. I feel poor when I see motorcyclists not wear safety helmets and ignore traffic lights. They don't realize how dangerous it is.

Yudi : Yeah! I'd say that police officers

	<p><i>should have safer ride campaigns, especially for students because I see many students break riding rules.</i></p> <p><i>Bayu : That's true. By the way, we never have a safe ride campaign. What do you think if we arrange one at our school?</i></p> <p><i>Yudi : I agree. I think we should have one, so we understand the importance of safe ride and riding rules. What's your opinion if we invite a police office to campaign safe ride at our school?</i></p> <p><i>Bayu : I agree with you. Let's discuss this matter further in the OSIS meeting tomorrow.</i></p> <p><i>Yudi : That sounds great.</i></p> <p style="text-align: center;"><i>Adopted from Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI, Kurniawati, Wardhana, Susiningsih: Publisher Intan Pariwara, 2017.</i></p>	
	<p>Exploring</p> <ul style="list-style-type: none"> • Teacher directs the students to the dialogue. • Teacher invites some students to practice the dialogue and other students listen to their pronunciation. • By the teacher guide's, the students fix their pronunciation. • Teacher asks the students to look for the expressions of asking and giving opinion in the dialogue. • Teacher gives evaluation to the students. 	

	<p>Associating</p> <ul style="list-style-type: none"> • In pairs, students complete and create the conversation given that contains expression of asking and giving for opinion. 	
	<p>Communicating</p> <ul style="list-style-type: none"> • Students perform with their own partner by choosing of the topic conversations. • Students write down some advices and suggestions given by the teacher. 	
Post activities		Time allocation
<ul style="list-style-type: none"> • Students review the material (questions, answer, etc.) and conclude it by teacher's guide. • Students give their opinion about the topic that has been learned. • Teacher gives motivation to the students to practice at home. 		5 minutes

J. Evaluation

Complete the following transactional conversational. Using role-play approach reenacts the conversation with your classmates. You may choose one of the topics and perform it!

1. Buying a new car

Devi : I think we should buy a new car

Bayu : Why? Our old car is fine and functional

Devi :

Bayu :

Devi :

Bayu :

2. Banning of ciggarettes

Pevita : I believe that smoking should be banned.

Reza : I don't think I agree with you

Pevita :

Reza :

Pevita :

Reza :

Adopted from Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI : Publisher Kementerian Pendidikan dan Kebudayaan. Jakarta, 2014.

K. Assessment

1. Affective

a. Spiritual

- b. Assessment technique : Observation
- c. Instrument : Observation sheet

No	Rated aspect	Criteria	Score
1	Courtesy	- student shows the attitude of courtesy very often	4
		- student shows the attitude of courtesy often	3
		- student shows the attitude of courtesy sometimes	2
		- student shows the attitude of courtesy rarely	1
2	Care	- student shows care attitude very often	4
		- student shows care attitude often	3
		- student shows care attitude sometimes	2
		- student shows care attitude rarely	1
3	Confident	- student shows confident attitude very often	4
		- student shows confident attitude often	3
		- student sometimes shows confident attitude	2
		- student shows confident attitude rarely	1

$$\text{Score} = \frac{\text{obtained score}}{\text{maximum score (12)}} \times 4$$

Scoring scale

Scoring scale (1-4)	Classification	Predicate
3,20 – 4,00	Very good	A
2,80 – 3,19	Good	B
2,40 – 2,79	Moderate	C
Less 2,40	Low	D

2. Cognitive and Psychomotor

RUBRIC ASSESSMENT

Name :

Class/Number :/

Name :

Class/Number :/

KKM : 75

No.	Indicators	Scores		
		1	2	3
1.	Kosa kata (<i>vocabulary</i>)			
2.	Ejaan tulisan (<i>spelling</i>)			
3.	Pengucapan (<i>Pronunciation</i>)			
4.	Kelancaran (<i>fluency</i>)			
5.	<i>Unsur bahasa</i>			
Obtained score				

No	Indicators	Rubrics
1	Kosa kata (<i>Vocabulary</i>)	<ol style="list-style-type: none"> 1. Many mistakes, both written and oral are difficult to understand. 2. There are some errors both written and oral but still understandable. 3. Almost no errors, either written or orally, are so easy to understand
2	Ejaan tulisan (<i>Spelling</i>)	<ol style="list-style-type: none"> 1. Many spelling errors are in English so the reading is hard to understand. 2. There are some spelling errors are written but it is still understandable. 3. There is no spelling error in English so the writing is easy to understand.
2	Kelancaran (<i>Fluency</i>)	<ol style="list-style-type: none"> 1. Not fluent and stop too long while speaking 2. Quite fluent, just stop for a moment while speaking. 3. Very fluent when speaking

4	Pengucapan <i>Pronunciation</i>	<ol style="list-style-type: none"> 1. Many mistakes when saying words or phrases so difficult to understand. 2. There are some errors when saying words or sentences but still understandable. 3. There are no errors when saying words or phrases so it is easy to understand.
5	<i>Unsur tata bahasa</i>	<ol style="list-style-type: none"> 1. Do not use 5W + 1H as well as the appropriate vocabulary. 2. Use 5W + 1H and vocabulary but less appropriate 3. Use 5W + 1H and appropriate vocabulary.

$$\text{Score} = \frac{\text{obtained score}}{\text{maximum score (15)}} \times 100$$

Scoring Scale	Predicate	Classification	Category
86-100	A	Very good	Successful
81-85	A-		Successful
76-80	B+		Successful
71-75	B	Good	Successful
66-70	B-		Failed
61-65	C+	Adequate	Failed
56-60	C		Failed
51-55	C-		Failed
46-50	D+		Inadequate/Unsatisfactory
0-45	D	Failed	

Palu, October 2017

Student teacher

Fusthaathul Rizkoh, S.Pd

ANSWER KEYS

Tasks

Asking opinion :

1. *Bayu's line : By the way, we never have a safe ride campaign. What do you think if we arrange one at our school.*
2. *Yudi's line :Do you think so?*
3. *What's your opinion if we invite a police office to campaign safe ride at aour school?*

Giving opinion :

1. *Yes, I do (agreeing). I feel poor when I see motorcyclists not wear safety helmets and ignore traffic lights.*
2. *I agree (agreeing). I think we should have one, so we understand the importance of safe ride and riding rules.*

Evaluation

1. Buying a new car

Devi : I think we should buy a new car

Bayu : Why? Our old car is fine and functional

Devi : Yes, I agree that, but our car is too big. Why don't we buy the small one since the road is very crowded?

Bayu : Really? So,do you think, what car should we buy?

Devi : Yes. I think Honda jazz is suitable for us. The size is not too big and it is very suitable for us who lives in cities.

Bayu : Okay. Then, let's try to look for tomorrow.

2. Banning of ciggarettes

Pevita : I believe that smoking should be banned.

Reza : I don't think I agree with you

Pevita : Why? Don't you know, smoking gives some neggative effect, especially for our health, eventhough we are not smoker.

Reza : Yes, you're right. I agree about that. However, Many countries impose an additional tax on tobacco products which generates quite a lot of tax income and banning smoking would cause this income to disappear, which would mandate cuts on government spendings or a higher deficit.

Pevita : As far as I'm concerned that if the government caanot reduce the production of tobacco, people will not stop to smoke. Therefore, goverment should find best solution that tobacco is not only the way to generate tax income. Do you think so?

Reza : Yes, I do.