

ENGLISH LESSON UNIT PLAN (RPP)

Education Unit : SMK Dharma Wirawan 2 Tanggulangin

Subject : English Lesson

Class/Semester : XI / 1

Subject Matter : Personal Letter

Time Allocation : 6 x 30 Minutes (3x meetings)

A. Core Competence (KI)

KI 3 : Understand, apply, analyze, and process knowledge factual, conceptual, procedural, and metacognitive at a technical level, specific, detailed, and complex based on curiosity about science, technology, arts, culture, and humanities with insight into humanity, nationality, statehood and related civilizations causes of phenomena and events, as well as applying knowledge to specific fields of study according to their talents and interests solve the problem.

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 Competencies (KD) and Competency Achievement Indicators (IPK)

Basic Competency (KD)	Indicators (IPK)
-----------------------	------------------

<p>3.17: Distinguish social functions, text structure, and linguistic elements of some special texts in the form of personal letters by giving and receiving information related to one's own activities and those around them with the context of their use.</p>	<p>3.17.1 Analyzing some special text in the form of a personal letter</p> <p>3.17.2 Interpreting the social function, text structure, and linguistic elements of several special texts in the form of a personal letter.</p>
<p>4.17 Compile 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.</p>	<p>4.17.1 Developing the content of some special texts in the form of a personal letter.</p> <p>4.17.2 Creating sentences, texts, or written / spoken text in the form of a personal letter</p>

B. Learning Objectives

- The students are able to analyze some special text in the form of a personal letter.
- The students are able to interpret the social function, text structure, and linguistic elements of several special texts in the form of a personal letter.
- The students are able to develop the content of some special texts in the form of a personal letter.
- The students are able to create sentences, texts, or written / spoken text in the form of a personal letter.

C. Learning Materials

1. Definition of Personal Letter

A personal letter or friendly letter is a letter that is usually addressed to people you know personally.

2. Social Function of Personal Letter

- It is to convey personal opinion or interest.

3. Generic structure of personal letter

- 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

4. Language feature of personal letter

- Simple present tense and often use simple past tense (telling past event)

E. Learning Methods

- Approach : STEAM
- Model : Discovery Learning
- Methods : Discussion, Asking and Answering, Role Playing, Presenting

F. Media/tools, materials and resources

- Media/tools : **Laptop, Social Media (Zoom, Google Classroom, Group WA), Youtube, Power point Slide (TPACK)**, text personal letter
- Resources :
 1. **Youtube (TPACK)**
 2. **Internet (TPACK)**
 3. **English Electric Book (TPACK)**
 4. Students' worksheet

G. Learning Activities

1. First Meeting (2 x 30 minutes)

NO	ACTIVITIES	Component 4cs	Level HOTS
a.	Pre-Teaching (10 minutes) <ul style="list-style-type: none">➤ Students respond the teacher's greeting in the Zoom		
	<ul style="list-style-type: none">➤ One of students lead to pray before starting the lesson		
	<ul style="list-style-type: none">➤ The teacher checks student attendance as an attitude of discipline		
	<ul style="list-style-type: none">➤ 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) 		
	<ul style="list-style-type: none"> ➤ Students are asked to watch the video 		
	<ul style="list-style-type: none"> ➤ Students explore something that they watch in the video 	Analysis C5	Critical Thinking Communication
	<ul style="list-style-type: none"> ➤ Students looking for information about social functions, text structure, and linguistic elements of personal letter text 	Analysis C4	Collaboration
	<ul style="list-style-type: none"> ➤ The students discuss in groups about the information they have obtained 		Collaboration
	<ul style="list-style-type: none"> ➤ The students determine the social function, generic structure, and linguistic elements of the text that has been watched 		Collaboration
	<ul style="list-style-type: none"> ➤ The students are invited to communicate the results of their group discussions 		Communication

	<ul style="list-style-type: none"> ➤ Other students and teachers give feedback 		Creativity
	<ul style="list-style-type: none"> ➤ The teacher concludes the result of discussion 		
	<ul style="list-style-type: none"> ➤ 		
c.	<p>Post-Teaching (10 minutes)</p> <ul style="list-style-type: none"> ➤ The students share their reflection on learning at that time 		<p>Communication</p> <p>Creativity</p>
	<ul style="list-style-type: none"> ➤ The teacher gives appreciation to the students 		
	<ul style="list-style-type: none"> ➤ The teacher informs the materials for next meeting 		
	<ul style="list-style-type: none"> ➤ The Teacher invites students to pray before ending the lesson 		
	<ul style="list-style-type: none"> ➤ The Students respond the teacher's greeting 		

2. Second Meeting (2 x 30 minutes)

NO	ACTIVITIES	Component 4cs	Level HOTS
a.	Pre-Teaching (10 minutes) <ul style="list-style-type: none">➤ Students respond the teacher's greeting in the Zoom		
	<ul style="list-style-type: none">➤ The teacher always remind the students to pray first before starting a lesson		
	<ul style="list-style-type: none">➤ The teacher checks student attendance as an attitude of discipline		
	<ul style="list-style-type: none">➤ The teacher convey a competency and learning objectives		
	<ul style="list-style-type: none">➤ The students are asked questions about social function, generic structure and linguistic elements of personal letter texts they had read		

	<ul style="list-style-type: none"> ➤ The teacher motivates students for daring learning and gives reinforcement to stay home and adhere to health protocols 		
	<ul style="list-style-type: none"> ➤ 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 		
	<ul style="list-style-type: none"> ➤ The teacher ordered students to take the material in PPT slide in the Google Classroom 		
	<ul style="list-style-type: none"> ➤ The students discuss in groups to analyze the social function, generic structure , and language features of the two texts that have been observed 	Analysis C4	Collaboration

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

3. Third Meeting (2 x 30 minutes)

NO	ACTIVITIES	Component 4cs	Level HOTS
a.	Pre-Teaching (10 minutes) ➤ 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		

	<ul style="list-style-type: none"> ➤ The teacher convey a competency and learning objectives 		
	<ul style="list-style-type: none"> ➤ The students are asked questions about social function, generic structure and linguistic elements of personal letter texts they had read 		
	<ul style="list-style-type: none"> ➤ The teacher motivates students for daring learning and gives reinforcement to stay home and adhere to health protocols 		
	<ul style="list-style-type: none"> ➤ 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 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		Creativity
	➤ The students create a simple personal letter text according to the selected topic	Analysis C6	Communication
	➤ The students collect their work via email / group whatsapp		
c.	Post-Teaching		
	➤ 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		
--	--------------------	--	--

H. Technique of Assessment

a. Knowledge

Based Competency	Indicators	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

Based Competency	Indicators	Technique of Assessment	Execution Time
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
--	---	-------------	------------------

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)
--	----------------------	------------------------	--------------------	-------------------------	------------------------------

			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

Drs. Sunaryo

Sidoarjo, 01 Oktober 2020

English Teacher

Iin Kusumawati, S. Pd