

LESSON PLAN

School : SMPIT Al Ukhuwah
Subject : English
Class/Semester : IX/1
Learning Material : *Procedure Text (Manual)*
Time Allocation : 4 x 40 Minutes (2 meetings)

A. Main Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

Basic Competences	Indicators
3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.3.1 Identify the goal of manual procedure 3.3.2 Identify the steps in manual procedure
4.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.	4.3.1 Arrange the steps of manual procedure 4.3.2 Create spoken manual procedure text

C. Learning Objectives

1. After listening audio and discussing, students are able to identify the goal of manual procedure correctly
2. After listening audio and discussing, students are able to identify steps in manual procedure correctly
3. After listening audio, students are able to arrange the steps of manual correctly
4. After do role playing, students are able to create spoken manual procedure fluently

D. PPK/Character building

1. Religious
2. Discipline
3. Confidence
4. Collaboration

E. Learning Materials

- **Manual Procedure text**
- **Procedure manual text** is a text that explain how something works or how to use instruction/operation manual
- **Giving instruction**

Using the imperative verb	Press the button
	Rotate the handle
	Insert the card
Using Sequence adverb	Put down the cover
	First, press the button
	Second, ...
	Third,
	Then, after that

- **Generic Structure of Procedure**

Tittle/Goal		How to turn off the computer
What you need/material		-
Steps		1. Click on Start Menu/Window 2. Click the icon 'turn off'

F. Model, Approach and Method

- Model : *Discovery learning*
 Approach : *Scientific-TPACK*
 Method : Listening comprehension, giving assignment, discussion, role playing

H. Media, tools and Resources

1. Media :
 - Audio: Listening practice 2.1 TS reader application (English book Passport to the world IX Junior High School)
 - Hand out
 - PPT slides
 - Pictures
2. Tools : Laptop, LCD, mobile phone and speaker
3. Resources:
 - Hand book: Djatmika, Priyanto, A. D., & Dewi, I. K. (2019). *Passport to the world*. Solo: Tiga Serangkai Mandiri. Mulyono. (2018). *English Way*. Bogor: Quadra.
 - Module: Saefurrohman, P. (2019). *English for Practical Use*. Purwakerto: Kemendikbud.
 - Journal : Hastomo, T., Hastomi, T., Yufrizal, H., & Suka, R. G. (2013). TEACHING PROCEDURE TEXT THROUGH SERIES PICTURES TO. core.ac.uk, 3-4.
 - Internet

I. Learning Activities

Description of Activities	Time Allocation
Opening	10 minutes
1. Teacher and students pray together. The pray is led by the chairman of the class. (Religious/Character building (PPK))	
2. Teacher and students asks greeting each other	

<ol style="list-style-type: none"> 3. Students says the jargon of school 4. Teacher checks the students' attendance "Anyone absent today?" 5. Students get ice breaking from the teacher "Black and Blue". The rules: students in pair will get blue or black, they should catch their friend's hand when the teacher says 'blue or black'. 6. Students listen the apperception from the teacher and relate the topic with their experience and nationalism (Use the product/tools made in Indonesia). (4C-Communication) 7. Students listen the teacher's explanation about today's lesson, objectives and activities of learning. 	
Main Activity	45 minutes
<ul style="list-style-type: none"> - Stimulation 8. Students get direction from the teacher to listen two audios (Listening script 2.1 and listening script 2.3) about conversations how to use something (TPACK) 9. Students listen the first audio about 2-3 times 10. Students check some pictures and some steps randomly through handout worksheet 1 while listening audios - Problem statement 11. Teacher asks the students what are the steps based on the conversations that they heard 12. Students are divided into 3-4 students in each group 	
<ul style="list-style-type: none"> - Data collection 13. Students get the direction from the teacher about their task 14. Each group is given handout containing analysis table containing goal, steps and adverb of sequence 15. Students compare and discuss with the group about two audios that they have heard (HOTS) 16. Students fill the worksheet 2 containing the goal, the steps and adverb of sequence (Collaborative) - Verification 17. Teacher asks the group to state their answer(Communicative) 18. Students get appreciation from teacher through giving compliment and smile icon - Generalization 19. Teacher and students evaluates the students' work 20. Students get the reinforcement by telling the video about manual procedure and answer some the questions as the enrichment https://www.youtube.com/watch?v=bPCo4ciJzPA (TPACK) 	
Closing	15 minutes
<ol style="list-style-type: none"> 21. Students give a feedback by matching the questions and answer 22. Students fill the reflection paper 23. Students get motivation a moral value (be discipline on doing activities) 24. Teacher informs the next day's lesson and activity (conversation the manual procedure) 25. Teacher and students pray together 26. Teacher says closing and say thanking to students 	

2nd Meeting

Description of Activities	Time Allocation
Opening	10 minutes
<ol style="list-style-type: none"> 1. Teacher and students pray together. The pray is leaded by the chairman of the class. (Religious/Character building (PPK)) 2. Teacher and students asks greeting each other 3. Students says the jargon of school 4. Teacher checks the students' attendance "Anyone absent today?" 5. Students listen the apperception from the teacher (Review the lesson of previous meeting) and relate the topic with their experience. (4C-Communication) 6. Students listen the teacher's explanation about today's lesson, objectives and activities of learning. 	
Main Activity	50 minutes
<ol style="list-style-type: none"> 7. Teacher shows the conversation through PPT slide 8. Students listen audio and repeat the example of conversation about how to use copying machine 	
<ol style="list-style-type: none"> 9. Students are divided in pair 10. Students are asked to observe their environment (class, dormitory) 11. Students in pair are asked to create conversation about how to use something at their daily life (how to use stapler, turn on the fan, use the iron, etc.) 12. Students consult the draft of conversation 13. Teacher gives suggestion about the draft 14. Students in pair practice the conversation 15. Students in pair do role playing in front of the class 16. Students get appreciation about their role playing 17. Students get reinforcement and evaluation 	
Closing	10 minutes
<ol style="list-style-type: none"> 18. Students give a feedback by answering the teacher questions orally 19. Students fill the reflection paper 20. Students get motivation a moral value (be confidence on doing activities) 21. Teacher informs the next day's lesson and activity (conversation the manual procedure) 22. Teacher and students pray together 23. Teacher says closing and say thanking to students 	

J. Assessment

1. Technique of Assessment

Aspect	Technique	Instrument
Cognitive	<ul style="list-style-type: none"> • Written test 	Matching, arranging steps
Skill	<ul style="list-style-type: none"> • Performance 	Role playing
Spiritual-social attitude	<ul style="list-style-type: none"> • Observation 	Scale

2. Criteria cognitive assessment :

- If the answer is correct, get 1 the point
- If the answer is wrong, get 0 point

Score : $\frac{\text{The correct answer}}{\text{Total point}} \times 100$

Total point (5)

3. Criteria skill assessment

Grade	Descriptions	Score range	Total score
Excellent	correct pronunciation, fluent and correct response	6	100
Very good	Precise pronunciation, fluent and correct response	5,5-5	90-95
Good	Precise pronunciation, rather fluent and correct response	4,5-4	85-80
Fair	incorrect pronunciation, not fluent and correct response	3,5 -3	75
Poor	incorrect pronunciation, not fluent and incorrect response	<=2,5	50-60

4. Criteria attitude assessment

Student's name :

No.	Attitude	Indicator	1	2	3	4	5
1.	Religious	Students pray before/after studying fervently					
2.	Discipline	Students are discipline in learning activity					
3.	Collaboration	Students shows collaboration in discussion activity					
4.	Confidence	Students show confidence when do role playing					

1 = poor 2 = fair 3 = good 4 = very good 5 = excellent

- **Remedial**

Remedial is given to students who get low score through doing a test or individual guiding

- **Enrichment**

The enrichment is given to students by giving assignment and giving advance material

5. Attachment 1 : Learning material

6. Attachment 2 : Students' worksheet

7. Attachment 3 : Reflection & Evaluation

Approved by,
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August 2021
English Teacher

Subakti Indrajaya, S.H.

Nunuy Wulan N, S.Pd

Attachment 1

Learning Material for 1st meeting

Listening audio script 1

Check the pictures below and listen to the conversation.

Dialogue 1

A : Could you show me how to turn off the computer?

B : Yes, of course. Click start and turn off computer.

Dialogue 2

A : I want to charge my mobile phone battery but I don't know how to do it.

B : It's easy. Connect the charger to the ac wall outlet and connect the plug from the charger to the socket on the bottom of the phone.

Dialogue 3

A : Could you show me how to make a call?

B : Yes, of course. Enter the phone numbers then press call key.

Listening audio script 2

Look at the pictures below and listen to the conversation.

Dialogue 4

A : Can you show me how to use the tape dispenser?

B : Yes, first, pull the tape out and put it on the razor at the end of the tape dispenser, after that choose the corner then cut the tape.

A : Okay, thank you

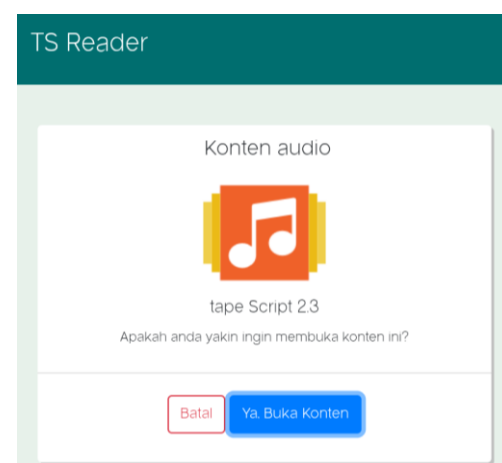
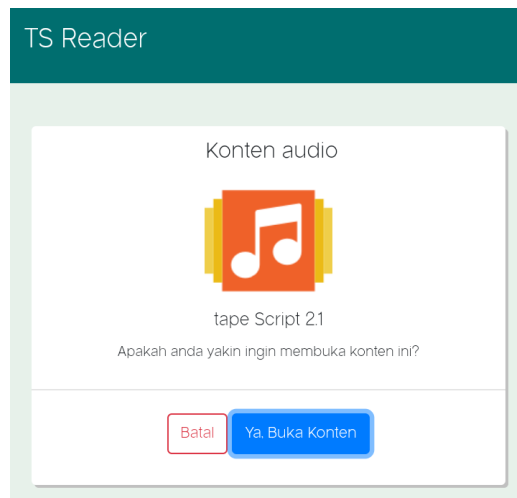
B : You're welcome

Slides PPT for learning material

Accesses with the link:

[https://docs.google.com/presentation/d/1-](https://docs.google.com/presentation/d/1-53YI8CCzCeY6d4hnZz5szDuSeDmU2qX/edit?usp=sharing&oid=100237566159449470227&rtpof=true&sd=true)

[53YI8CCzCeY6d4hnZz5szDuSeDmU2qX/edit?usp=sharing&oid=100237566159449470227&rtpof=true&sd=true](https://docs.google.com/presentation/d/1-53YI8CCzCeY6d4hnZz5szDuSeDmU2qX/edit?usp=sharing&oid=100237566159449470227&rtpof=true&sd=true)



Attachment 1

Learning Material for 2st meeting

Conversation the Manual procedure

How to use copying machine

Student 1: Could you show us how to use the copying machine?

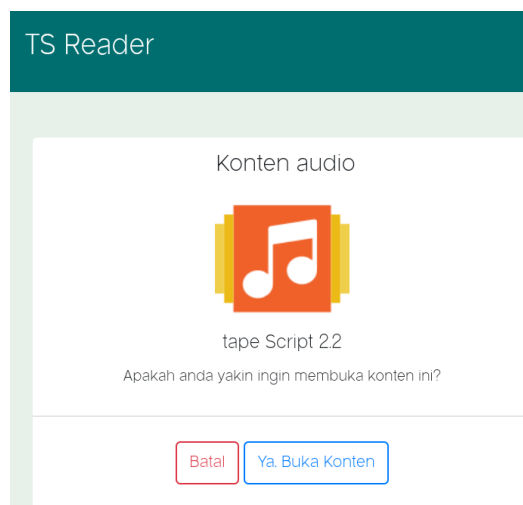
Student 2 : Sure. First, place the original on the glass. Then put down the cover. After that, start button.

Student 1: Sure. First, place the original on the glass. Then put down the cover. After that, I start button.

Student 1 : Yes, that's right.

Student 2 : Thank you

Student 1 : You are welcome



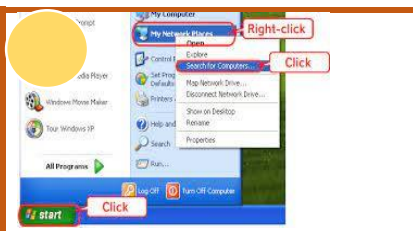



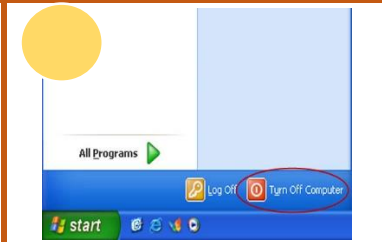
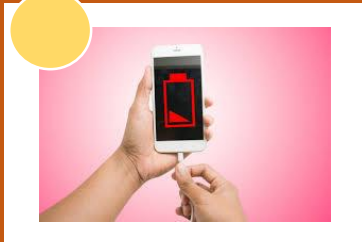
Attachment 2

Students' worksheet

Basic competency	Indicators
3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.3.3 Identify the goal of manual procedure 3.3.4 Identify six steps of manual procedure

Students' worksheet 1

Observe some pictures below. Then listen to the conversation (Tape 2.1). Each conversation will be read twice. Check the instruction below and match with the audio that you heard.

		
Source : Epson.by	Source : techdonut.co.uk	Source : pocketnow.com
		
Source : Bussinessinsider.com	Source : Dummys.com	Source : review.bukalapak.com

No	Instructions
	Press the call key
Dialogue 1- step 2	Click on 'Turn off Computer'
	Connect the charger to the ac wall outlet
	Click 'start'
	Connect the plug from the charger to the socket on the bottom of the phone
	Enter the phone numbers you want to call

Observe some pictures below. Then listen to the conversation (Tape 2.3). The conversation will be read twice. Check the instruction below and match with the conversation that you heard.



Source : webstaurantstore.com

Source : webstaurantstore.com

No	Instructions
	Put it on the razor at the end of the tape dispenser
	Choose the corner then cut the tape.
	Pull the tape out

Students' worksheet 2

Check the table below and fill the table below based on the conversation that you heard.

Listening Audio 1

Dialogue 1	
Goal	
Steps	
Adverb of sequence (then, next, after that)	
Dialogue 2	
Goal	
Steps	
Adverb of sequence	
Dialogue 3	

Goal	
Steps	
Adverb of sequence	

Listening Audio 2

Dialogue 4	
Goal	
Steps	
Adverb of sequence (then, next, after that)	

Students' worksheet 3

Basic competency	Indicators
4.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.	4.3.1 Arrange the steps of manual procedure 4.3.2 Create spoken manual procedure text

Observe your environment about how to use something in your daily life, then make conversation with your partner. Practice the conversation in front of the class.

Goal	Dialogues
	You : Could you show me how to Your partner :

Attachment 3

Students' reflection

STATEMENT	YES	SOME	NO
1. I can analyse the structure of manual procedure			
2. I can give steps instructions in manual procedure			
3. I can do a role play dialogue about manual procedure			

Evaluation

Match the questions and instructions below appropriately and put it on the column answer.

No	Questions	Instructions	Answer
1	What is the first instruction for calling someone?	a. Press the call key	
2	What is the next step after you pull the tape out (how to use tape dispenser)?	b. Put it on the razor	
3	What is first the instruction for charging your phone?	c. Click 'start'	
4	What is the next step after you type the number (how to call someone)?	d. Connect the charger to the ac wall outlet	
5	What is last step for charging your phone?	e. Connect the plug from the charger to the socket on the bottom of the phone	
		f. Type the numbers you want to call	

Answer Key :

1. F
2. B
3. E
4. A
5. D