

## LESSON PLAN

<b>School</b>	<b>: SMP IT Bina Insani Metro</b>
<b>Subject</b>	<b>: English</b>
<b>Class / Semester</b>	<b>: VIII (Eight) / 1</b>
<b>Material</b>	<b>: Giving advice</b>
<b>Time Allocation</b>	<b>: 6 x 40 minutes (3 Meetings)</b>

### A. CORE COMPETENCIES (KI)

SPIRITUAL (CC 1) AND SOCIAL (CC 2) To internalize and apply the morals of their religion. To demonstrate the behaviours of honesty, discipline, responsibility, care (cooperation, tolerance, peace), courteous, responsive, and pro-active as a part of the solutions to various problems in active interaction within the social and natural environment and to act as the nation's reflection in the global society.

CC 3: To understand, apply, and analyze factual, conceptual, and procedural knowledge based on his curiosity about science, technology, arts, culture, and humanities with insights into society, nationality, statehood, and civilization related to the causes of phenomena and events, and apply procedural knowledge to specific fields of study according to their talents and interests to solve problems.

CC 4: To process, reason, present, in the area of the concrete and the abstract related to the development of what they learn at school independently. Be able to use appropriate methods according to scientific principles.

### B. BASIC COMPETENCY (KD)

3.3 Implementing social functions, text structure and text linguistic elements asking for and providing information regarding musts, prohibitions, and appeals or suggestions

4.3 Compiling oral and written interpersonal interaction texts asking for and providing information related to musts, prohibitions, and appeals or suggestions (must, should)

### C. INDICATORS OF COMPETENCE ACHIEVEMENT

3.3.1 Identifying expressions that state asking for and providing information related to musts, prohibitions, and appeals or suggestions in transactional text written in pdf file books that are shared through the WhatsApp group

4.3.1 Providing expressions of requesting and providing information regarding musts, prohibitions, and appeals or suggestions individually uploaded via voice recorder / live video on whatsapp group

4.3.2 Creating oral and written transactional interaction texts about requesting and providing information regarding musts, prohibitions, and appeals or suggestions that are in accordance with social functions, text structures and linguistic elements that are correct and in accordance with the context through voice record / live video and photos and uploaded to the google form assignment collection link which is shared via the whatsapp group

#### D. LEARNING OBJECTIVES

After this learning, students are expected to be able to:

3.3.1.1 Identifying expressions that state asking for and providing information related to obligations, prohibitions, and appeals or suggestions in transactional text written in pdf file books that are shared through the WhatsApp group

4.3.1.1 Provide an expression of request and provide information related to musts, prohibitions, and appeals or suggestions individually uploaded via voice recorder / live video on whatsapp group

4.3.2.1 Creating oral and written transactional interaction texts about requesting and providing information related to musts, prohibitions, and appeals or suggestions that are in accordance with social functions, text structures and linguistic elements that are correct and in accordance with the context through voice record / live video and photos and uploaded to the google form assignment collection link which is shared via the whatsapp group

#### E. LEARNING MATERIALS

The Social Function of the expression:

- Give instructions / must (Instruction)
- Prohibition
- Appeal / suggestion (Suggestion)

Text structure of conversations that use expressions give instructions and prohibitions, namely:

#### **Instructions**

Open the window, please

Come in, please

Clean the whiteboard, please.

#### **Responses**

Of course.

Thank you

Yes, Ma'am

Please put the book on the table                      All right.

**Prohibitions**

**Response**

Don't be late

I won't ...

Don't tell Lina that we will give her a special  
gift

Sure

You don't have to buy anything for me

It is not a big deal

**Suggestion**

**Responses**

You should have a rest for a while.

Of course.

Deo should speak louder.

OK

We should ask Nita to open the door.

Yes, Ma'am

You should change your attitude

All right.

The linguistic element of the expression gives instructions and prohibitions, namely:

- Language elements: please, okay, sure, sorry
- Grammar: positive imperative sentences, negative imperative sentences,
- Expressions give instructions and responses (open the door, please. All right. Welcome in, please, thank you, clean the whiteboard, please. Yes ma'am Please put the book on the table! Etc.)
- The phrases of prohibition and response (Don't be late. I won't ... Don't tell Lina that we will give her a special gift, sure, you don't have to buy anything for me, it is not a big deal etc.)
- Short form (Don't, won't, etc.)
- The meaning of the word is related to the theme in the form of words / phrases / sentences related to expressions of giving instructions and prohibitions (come in, sit down, be on time, don't be late, don't tell, don't be careless, etc.)
- Speech / pronunciation, word stress, and intonation of vocabulary (in the form of words / phrases / sentences) related to the theme.

- Spelling and punctuation.
- Handwriting.

## F. MEDIA TOOLS AND LEARNING RESOURCES

### 1) Media / Tools

Videos and pictures

Computer and Mobile

Whatsapp group

Google form

### 2) Learning Resources

Teacher's Book and Grade VIII English Student Book, When English Rings a Bell,

Ministry of Education and Culture, Jakarta: 2014

A pdf book explaining Instruction and Prohibition, Suggestions and their functions, text structure and linguistic elements.

## G. LEARNING METHOD: Project based learning

### First meeting

	Activity description	PPK	TIME
Opening	<ul style="list-style-type: none"> <li>- Teachers give greetings in live video and invites students to start the activity by praying, and checking the attendance of students through voice notes on the WhatsApp group or asking students to fill out an online attendance list on google form <a href="https://bit.ly/2FYRPTz">https://bit.ly/2FYRPTz</a></li> <li>- The teacher conveys the learning objectives or basic competencies to be achieved and delivers the assessment that will be carried out via chat on the WhatsApp group</li> <li>- The teacher delivers the material coverage and a description of the activities that will be taught via chat on the WhatsApp group</li> </ul>	Religious	5'
Core activities	Observing (ICT Integration)	Creativity	5'

<p>The orientation of students on the problem</p> <p>4C and HOTS</p>	<ul style="list-style-type: none"> <li>- The teacher asks students to download and read material in online books in the form of pdf files about explanations giving instructions from whatsapp group</li> <li>- Students are given the opportunity to ask questions about the explanation in the pdf file in the chat on whatsapp group.</li> </ul>	<p>Curiosity</p>	
<p>Organize</p> <p>Guide investigations</p>	<p>Asking (critical thinking and problem solving)</p> <ul style="list-style-type: none"> <li>- Students identify the function and structure of the text expression giving instructions / musts (Instruction) that has been shared in the chat on the WhatsApp group.</li> <li>- Students ask each other about questions from the teacher about the text of the expression giving instructions / must (Instruction) in the chat on whatsapp group.</li> </ul>	<p>Critical thinking</p>	<p>10'</p>
<p>Guide investigations</p>	<p>Explore (critical and creative thinking)</p> <ul style="list-style-type: none"> <li>- Students compete to express expressions of giving instructions / must (Instruction) based on the situation given in the book pdf file in the chat on whatsapp group.</li> <li>- Students write in their notebooks about the results of observations found about expressions of giving instructions / necessities (Instruction) shown in book of pdf file in chat on whatsapp group.</li> </ul>	<p>Critical thinking</p>	<p>10'</p>
<p>Develop and serves masterpiece</p>	<p>Associate</p> <ul style="list-style-type: none"> <li>- The teacher guides students in live chat / video on whatsapp group to make expressions giving instructions / musts (Instruction) individually in the chat on the whatsapp group</li> <li>- The teacher asks students to do analysis of the expression giving instructions / necessities (Instruction) made individually in the chat on the WhatsApp group</li> </ul>	<p>Cooperation</p> <p>Creative</p> <p>Critical thinking</p>	<p>25'</p>

	<ul style="list-style-type: none"> <li>- Students can express the meaning of the expression giving instructions / must (Instruction), text structure, and linguistic elements in the chat on whatsapp group</li> <li>- Students individually make instructions / musts (Instruction) with a voice recorder and upload them on google form <a href="https://bit.ly/3hYixZD">https://bit.ly/3hYixZD</a></li> <li>- Students are given feed back in the WhatsApp group chat for their work to improve their work</li> </ul>		
Analyze and evaluate process solving problem	<p>Communicate</p> <ul style="list-style-type: none"> <li>- The teacher asks student representatives presented the results of the analysis about instructions / requirements (Instruction) which he made in live chat / video on whatsapp group</li> <li>- Students receive feedback and / or reinforcement (content, social function, structure, and text language elements) in chat on whatsapp group</li> </ul>	<p>Communicative</p> <p>Creative</p>	20'
Closing	<p>Teachers and students conclude together and reflecting on the material that has been learned in this meeting via chat on the WhatsApp group.</p> <p>The teacher said the closing greetings via live video on the whatsapp group</p>	<p>Creative</p> <p>Religious</p>	5'

### Second meeting

	Activity description	PPK	TIME
Opening	<ul style="list-style-type: none"> <li>- Teachers give greetings in live video and invites students to start the activity by praying, and checking the attendance of students through voice notes on the WhatsApp group or asking students to fill out an online attendance list on google form <a href="https://bit.ly/2FYRPTz">https://bit.ly/2FYRPTz</a></li> </ul>	Religious	5'

	<ul style="list-style-type: none"> <li>- The teacher conveys the learning objectives or basic competencies to be achieved and delivers the assessment that will be carried out via chat on the WhatsApp group</li> <li>- The teacher delivers the material coverage and a description of the activities that will be taught via chat on the WhatsApp group</li> </ul>		
Core activities	Observing (ICT Integration)	Creativity	5'
The orientation of students on the problem	<ul style="list-style-type: none"> <li>- The teacher asks students to download and read material in online books in the form of pdf files about explanations of prohibition from whatsapp group</li> </ul>	Curiosity	
4C and HOTS	<ul style="list-style-type: none"> <li>- Students are given the opportunity to ask questions about the explanation in the pdf file in the chat on whatsapp group.</li> </ul>		
Organize	Asking (critical thinking and problem solving)	Critical thinking	10'
Guide investigations	<ul style="list-style-type: none"> <li>- Students identify the function and structure of the text expression of prohibition that has been shared in the chat on the WhatsApp group.</li> <li>- Students ask each other about questions from the teacher about the text of the expression of prohibition in the chat on whatsapp group.</li> </ul>		
Guide investigations	Explore (critical and creative thinking)	Critical thinking	10'
	<ul style="list-style-type: none"> <li>- Students compete to express expressions of prohibition based on the situation given in the book pdf file in the chat on whatsapp group.</li> <li>- Students write in their notebooks about the results of observations found about expressions of prohibition shown in book of pdf file in chat on whatsapp group.</li> </ul>		
Develop and serves masterpiece	Associate	Cooperation	25'
	<ul style="list-style-type: none"> <li>- The teacher guides students in live chat / video on whatsapp group to make expressions of prohibition individually in the chat on the</li> </ul>	Creative	

	<p>whatsapp group</p> <ul style="list-style-type: none"> <li>- The teacher asks students to do analysis of the expression of prohibition made individually in the chat on the WhatsApp group</li> <li>- Students can express the meaning of the expression of prohibition text structure, and linguistic elements in the chat on whatsapp group</li> <li>- Students individually make prohibition with a voice recorder and upload them on google form <a href="https://bit.ly/3hYixZD">https://bit.ly/3hYixZD</a></li> <li>- Students are given feed back in the WhatsApp group chat for their work to improve their work</li> </ul>	Critical thinking	
Analyze and evaluate process solving problem	<p>Communicate</p> <ul style="list-style-type: none"> <li>- The teacher asks student representatives presented the results of the analysis about prohibition which he made in live chat / video on whatsapp group</li> <li>- Students receive feedback and / or reinforcement (content, social function, structure, and text language elements) in chat on whatsapp group</li> </ul>	<p>Communicative</p> <p>Creative</p>	20'
Closing	<p>Teachers and students conclude together and reflecting on the material that has been learned in this meeting via chat on the WhatsApp group.</p> <p>The teacher said the closing greetings via live video on the whatsapp group</p>	<p>Creative</p> <p>Religious</p>	5'

### Third meeting

	Activity description	PPK	TIME
Opening	<ul style="list-style-type: none"> <li>- Teachers give greetings in live video and invites students to start the activity by praying, and checking the attendance of students through voice notes on the WhatsApp group or asking students to fill out an online</li> </ul>	Religious	5'



	<p>attendance list on google form <a href="https://bit.ly/2FYRPTz">https://bit.ly/2FYRPTz</a></p> <ul style="list-style-type: none"> <li>- The teacher conveys the learning objectives or basic competencies to be achieved and delivers the assessment that will be carried out via chat on the WhatsApp group</li> <li>- The teacher delivers the material coverage and a description of the activities that will be taught via chat on the WhatsApp group</li> </ul>		
<p>Core activities</p> <p>The orientation of students on the problem</p> <p>4C and HOTS</p>	<p>Observing (ICT Integration)</p> <ul style="list-style-type: none"> <li>- The teacher asks students to download and read material in online books in the form of pdf files about explanations giving suggestions from whatsapp group</li> <li>- Students are given the opportunity to ask questions about the explanation in the pdf file in the chat on whatsapp group.</li> </ul>	<p>Creativity</p> <p>Curiosity</p>	5'
<p>Organize</p> <p>Guide investigations</p>	<p>Asking (critical thinking and problem solving)</p> <ul style="list-style-type: none"> <li>- Students identify the function and structure of the text expression giving suggestions that has been shared in the chat on the WhatsApp group.</li> <li>- Students ask each other about questions from the teacher about the text of the expression giving suggestions in the chat on whatsapp group.</li> </ul>	Critical thinking	10'
<p>Guide investigations</p>	<p>Explore (critical and creative thinking)</p> <ul style="list-style-type: none"> <li>- Students compete to express expressions of giving suggestions based on the situation given in the book pdf file in the chat on whatsapp group.</li> <li>- Students write in their notebooks about the results of observations found about expressions of giving suggestions shown in book of pdf file in chat on whatsapp group.</li> </ul>	Critical thinking	10'

<p>Develop and serves masterpiece</p>	<p>Associate</p> <ul style="list-style-type: none"> <li>- The teacher guides students in live chat / video on whatsapp group to make expressions giving suggestions individually in the chat on the whatsapp group</li> <li>- The teacher asks students to do analysis of the expression giving suggestions made individually in the chat on the WhatsApp group</li> <li>- Students can express the meaning of the expression giving suggestions, text structure, and linguistic elements in the chat on whatsapp group</li> <li>- Students individually make instructions / musts (Instruction) with a voice recorder and upload them on google form <a href="https://bit.ly/3hYixZD">https://bit.ly/3hYixZD</a></li> <li>- Students are given feed back in the WhatsApp group chat for their work to improve their work</li> </ul>	<p>Cooperation</p> <p>Creative</p> <p>Critical thinking</p>	<p>25'</p>
<p>Analyze and evaluate process solving problem</p>	<p>Communicate</p> <ul style="list-style-type: none"> <li>- The teacher asks student representatives presented the results of the analysis about instructions / requirements (Instruction) which he made in live chat / video on whatsapp group</li> <li>- Students receive feedback and / or reinforcement (content, social function, structure, and text language elements) in chat on whatsapp group</li> </ul>	<p>Communicative</p> <p>Creative</p>	<p>20'</p>
<p>Closing</p>	<p>Teachers and students conclude together and reflecting on the material that has been learned in this meeting via chat on the WhatsApp group.</p> <p>The teacher said the closing greetings via live video on the whatsapp group</p>	<p>Creative</p> <p>Religious</p>	<p>5'</p>

## I. ASSESSMENT OF LEARNING OUTCOMES

- Attitude assessment: Observation
- Knowledge assessment: written test / assignment
- Skills assessment: Making expressions of giving instructions / musts (Instruction), Prohibition (Prohibition) and Appeals / suggestions (Suggestion)

## J. RUBRIC ASSESSMENT

- Attitude Assessment Rubric: Observation

No	Rated aspect	Criteria	Score
1.	Polite	very often	5
		often	4
		sometime	3
		ever	2
		never	1
2.	Honest	very often	5
		often	4
		sometime	3
		ever	2
		never	1
3.	Confidence	very often	5
		often	4
		sometime	3
		ever	2
		never	1
4.	Cooperative	very often	5
		often	4
		sometime	3
		ever	2
		never	1
5.	Responsible	very often	5
		often	4
		sometime	3
		ever	2
		never	1

- Cognitive Assessment Rubric: Written / Assignment test

Answer	Score
Correct and complete answer	3
The answer is short and correct	2
The answer is not quite right	1
Not answered	0

- Skills Assessment Rubric:

Writing Test: Identifying text structure

No	description of the assessment	Description	Score
1.	Fulfillment of elements for text structure	5 available elements	5
		4 available elements	4
		3 available elements	3
		2 available elements	2
		1 available elements	1
2.	Statutes and suitability use of elements text language of greeting card	very precise and appropriate	5
		Precise and appropriate	4
		Quite precise and appropriate	3
		less precise and appropriate	2
		not precise and appropriate	1

- Oral Test: Making expressions of giving instructions / requirements (Instruction), Prohibition

(Prohibition) and Appeal / suggestion (Suggestion) with voice record:

No	Rated aspect	Criteria	Score
1.	Pronunciation	Almost perfect	5
		There are some mistakes but they don't interfere with meaning	4
		There are some mistakes and disturbing meaning	3
		Many mistakes and interfere with meaning	2
		Too many mistakes and interfere with	1

		meaning	
2.	Intonation	Almost perfect	5
		There are some mistakes but they don't interfere with meaning	4
		There are some mistakes and disturbing meaning	3
		Many mistakes and interfere with meaning	2
		Too many mistakes and interfere with meaning	1
3.	Fluency	Very smooth	5
		Smooth	4
		Quite smooth	3
		Less smooth	2
		Not smooth	1
4.	Accuracy	Very accurate	5
		Accurate	4
		Quite accurate	3
		Less accurate	2
		Not accurate	1

**Knowing,  
Principal SMP IT Bina Insani**

**Metro, July 24<sup>th</sup> 2020  
English Teacher**

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