

Single-Page Lesson Plan Model for Crisis Learning Era

Riyan Maulana^{1*}

Lina Farsia²

Mohammad Kholid³

¹Department of Information System, STMIK Indonesia, Banda Aceh, Indonesia

²English Education Department, Faculty of Islamic Studies, Universitas Muhammadiyah Aceh, Banda Aceh, Indonesia

³English Department, Muhammadiyah Australia College, Melbourne, Australia

ABSTRACT

Curriculum changes for improvement are being pursued to achieve optimal results, with the latest policy requiring teachers to create single-page lesson plan. The spread of COVID-19 in Indonesia has necessitated that teachers adapt lesson plan to current environmental conditions. The single-page lesson plan is suitable as a model for online learning because it is concise, practical, and consists of only one page. This policy has drawn attention from various parties, particularly English teachers, as it is a new approach and poses challenges in the teaching process. A lesson plan must include components such as identity, learning objectives, systematic learning activities, learning methods and media used, learning resources, and the time needed. These components are essential as a guide for teachers to conduct lessons as planned. Single-page lesson plan created by teachers are expected to accommodate students' conditions and the specific characteristics of the subjects being taught, with English as the subject highlighted here. The research model used is the Plomp Model (2013), which consists of three stages: the initial assessment (preliminary research), the design stage (prototype phase), and the final assessment phase (assessment phase).

Keywords: *development research, learning tool, lesson plan model, single-page lesson plan.*

1. INTRODUCTION

Currently, various parties are striving to assist teachers in designing single-page lesson plan for learning during a crisis. Fathurrohman (2015) stated that a model that is simple yet comprehensive and rich in information is essential as a learning tool today. Majid (2013) added that the application of various theories related to crisis learning planning skills in the preparation of a single-page lesson plan has been attempted but is not yet perfected, so further development and trials are necessary to create an effective

*Corresponding author, email: riyanmaulana@stmikiba.ac.id

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single-page lesson plan model as a learning tool during the COVID-19 crisis, particularly for English subjects. Widyastono (2015) claims that with the renewal of the single-page lesson plan, teachers are expected to have the ability to develop a rich learning environment, train students to think critically, discuss, and negotiate, and stimulate initiative and creativity. Additionally, teachers should be able to guide students in expressing their own opinions when solving subject-related problems, manage classroom activities, and, together with students, draw conclusions about facts, concepts, and principles through a process of reflection and confirmation.

2. LITERATURE REVIEW

2.1 Learning Tools

According to Nazarudin (2007), learning tools are processes developed and carefully prepared by teachers to ensure that the implementation and evaluation of learning can be conducted systematically, achieving the desired results while aligning with educational goals. The learning tool referred to in this study is the lesson plan for English subjects. This implies that learning tools include the facilities and media used by teachers and students to support the learning process and achieve optimal outcomes.

2.2 Lesson Plan

Lesson plan (*Rencana Pelaksanaan Pembelajaran* or RPP) is an essential part of the learning process in schools. According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 41 Year 2007 regarding process standards for primary and secondary education units (Ministry of National Education of the Republic of Indonesia, 2007), a lesson plan is derived from the syllabus to guide students' learning activities as an effort to achieve learning objectives. If a lesson plan is well-prepared, the learning process can be effectively carried out, aligning with Circular Letter Number 14 Year 2019 on the simplification of lesson plan (Ministry of Education and Culture of the Republic of Indonesia, 2019). The main components of a single-page lesson plan include Introduction, Core Activities, and Closing.

Good preparation and a well-structured lesson plan are expected to support the teacher in delivering a meaningful learning process, enabling the achievement of basic competencies. This is because the learning materials for each session have been prepared in advance and serve as a reference for planning the learning activities to be accomplished. According to the Ministry of National Education of the Republic of Indonesia (2007), the principles for determining learning materials must include appropriateness (relevance), consistency, and adequacy. Learning materials should align with the achievement of competency standards and the required basic competencies. Additionally, lesson plan preparation should adhere to three main principles: efficiency, effectiveness, and a student-oriented approach.

2.3 Related Research

Some related research on this topic has been conducted by various researchers. For instance, Amir et al. (2015) carried out research and development aimed at improving

media and experiential-based learning tools. These tools included lesson plan, students' tasks, and teaching materials. The trial was conducted at Public Junior High School No. 9, Pinrang, with Grade XI Science 1 as the test subject. The results showed that the developed learning tools were valid and effective, with a Vc validity level of 1.0 and a practicality coefficient of 100%, making them suitable for use in Physics Education for Grade XI Science 1 at Public Junior High School No. 9, Pinrang. The difference between prior research and this study lies in the format of the learning tool being examined. This study will employ a single-page lesson plan format, prepared based on the principles of efficiency, effectiveness, and a student-oriented approach. The single-page lesson plan serves as a summary of the learning activities, although attachments such as students' tasks and learning outcomes tests may consist of several pages. Single-page lesson plan are beneficial for summarizing the flow of learning and facilitating the monitoring of learning objective achievements. With a single-page lesson plan, teachers can be more creative, flexible, and focused in designing their lessons.

3. RESEARCH METHOD

This research employed a research and development approach, as the goal was to develop English learning tools (single-page lesson plan) to align with the latest curriculum for teaching reading skills in narrative text material using a cooperative learning model. The research model used was based on Plomp (2013), which consists of three stages. The first stage is the initial assessment (preliminary research), involving a literature review and the development of conceptual and theoretical frameworks for the research. The second stage is the design phase (prototype phase), which is a cyclical and sequential process that includes micro-level research and uses formative evaluation to refine and improve the intervention model. The final stage is the assessment phase, which determines whether the solution or intervention meets the desired outcomes and proposes recommendations for further development of intervention models. In this study, the development process was conducted up to the design phase only, as the focus was on creating valid tools. The primary learning tool developed was a single-page lesson plan. This model facilitated the research process, enabling the researchers to achieve their objectives efficiently.

3.1 Source of Data

The data sources in this study were collected from various references, including books, literature, journals, and notes related to the theories discussed in this paper. Data were also gathered from the comments and recommendations of experts in the field of English education, including senior lecturers at Syiah Kuala University and STMIK Indonesia Banda Aceh.

3.2 Techniques of Collecting Data

Data collection in this study began with an initial assessment of the single-page lesson plan, focusing on vocabulary as its topic. At this stage, data were analyzed based on the curriculum, students, and material. The research instruments used in this study included a questionnaire, a learning implementation observation sheet, and a student

ability test. Once the initial assessment was completed, the author designed the single-page lesson plan for vocabulary material, which was then validated using the Lesson Plan Validation Sheet instrument for validation. The validators are senior lecturers from Universitas Syiah Kuala and STMIK Indonesia, Banda Aceh. Validation activities were carried out until learning tools that met the criteria for valid categories were obtained.

3.3 Data Analysis

According to Nieveen (1999), the learning tools developed must meet the criteria of validity, practicality, and effectiveness. This research is limited to the validity criterion only, based on the research objectives. A learning device is categorized as valid if it is of good quality and aligns with the material and learning model. Learning tools must be grounded in the material or knowledge (content validity), and all components must be consistently connected to one another (construct validity). The validity of the learning tools is measured based on feedback or recommendations from experts. The learning device is considered valid if both validators agree that it is valid and worthy of implementation.

Feasibility is assessed from four aspects: content feasibility, linguistic feasibility, presentation feasibility, and graphic feasibility. The content feasibility of the learning device is evaluated based on the scope of the material, the accuracy of the content, and the alignment with the competencies and models used. Linguistic feasibility involves compatibility with students, adherence to writing rules, and the accuracy of terms and symbols. Presentation feasibility includes assessment of the presentation techniques and supporting materials. Finally, graphic feasibility is evaluated based on the appearance of the learning device, including size, and the accuracy of colors and fonts used.

4. RESULTS AND DISCUSSION

4.1 Results

4.1.1 Initial Investigation Stage

The process of developing this device begins with the investigation stage, during which the researcher conducts an information analysis. This activity involves analyzing the curriculum to identify the fundamental issues needed for developing learning tools, as well as conducting student and material analyses. Based on the results of observations and interviews, the following information was obtained: (1) common issues observed during the teaching and learning process include the teacher dominating most of the activities, a tendency for the teacher to leave students to work independently during practice, and the fact that most tasks are completed at home without being discussed or confirmed afterward; (2) learning is not supported by adequate learning tools, both in terms of quantity and quality. In the learning process, students rely on textbooks and worksheets that are products created by others, which may not align with local learning conditions or needs; (3) vocabulary learning is weak, as evidenced by students' significant difficulty in solving problems, partly due to their lack of understanding of what a narrative text is in English. This difficulty arises when trying to identify the main idea, topic sentence, and supporting details in a paragraph. The teaching approach tends

to focus more on memorization rather than comprehension, making it difficult for students (Kurniawan & Puspitaningtyas, 2016).

4.1.2 Design Process

From the initial investigation phase, several ideas were gathered to develop the learning tool. In this case, the researcher designed a single-page lesson plan that follows the characteristics of the development model developed by Plomp: (1) the initial assessment (preliminary research), and (2) the design phase (prototype phase). This development model is suitable for creating learning tools based on the latest standards for learning tools, specifically the single-page lesson plan. This approach is supported by previous research, which highlights the effectiveness of the Plomp Model (2013). The model is chosen because it is specific enough to produce an effective product, its steps do not introduce new problems, it is acceptable and does not create conflicts, and it offers clear planning for development at each stage (Kurniawan & Puspitaningtyas, 2016).

4.1.3 Learning Device Validity

The evaluation stage of the developed learning tools was conducted through validation by two expert lecturers, both senior English instructors. The indicators used to assess the learning tools included logical validity, content validity, and construct validity, as evaluated by the experts. This approach aligns with previous research, which states that the quality of learning tools is determined by aspects of validity, with indicators used to demonstrate that the developed learning tools are valid in terms of both construct and content validity (Anwar et al., 2015). The validity aspect refers to whether the developed learning tools align with the theoretical framework and whether there is internal consistency across all of its components.

4.1.4 Device Development Process

The device development process follows the stages outlined in the Plomp Model (2013). During the initial assessment stage, the needs and availability of resources are evaluated. The design stage aims to gather information about the requirements for the learning tools to be developed and to ensure that this information aligns with the situation and conditions faced by the teacher in the classroom. Additionally, this stage seeks to identify the underlying issues related to the development of the device. The initial assessment phase in this study included curriculum analysis sheets, student analysis sheets, analysis of existing tools, analysis of user/tool requirements, concept analysis, and analysis of learning resources.

Curriculum analysis was conducted to review the applicable curriculum, specifically the 2013 Curriculum, with the single-page lesson plan format. The analysis aimed to evaluate whether the curriculum assessment was aligned with the framework of single-page lesson plan. Moreover, the purpose of analyzing the 2013 Curriculum was to determine if a single-page lesson plan could effectively address the need for vocabulary material through cooperative learning models.

Based on the analysis of existing learning tools, many older learning tools still use multiple pages. However, single-page-based learning tools have not been found, as the single-page lesson plan is still very new to most teachers. Nevertheless, we can identify

differences between the old format lesson plan and the newer single-page format lesson plan, specifically in terms of format, components, and the duration of writing.

Table 1. The comparison of previous lesson plan and single-page lesson plan.

<i>Previous lesson plan</i>	<i>Single-page lesson plan</i>
Format	
Teachers are directed to follow the lesson plan format rigidly	Teachers can freely choose, create, use, and develop the lesson plan format
Component	
The lesson plan has too many components, teachers are asked to write in great detail (one lesson plan document can reach more than 20 pages)	The four core components of a single-page lesson plan are: 1. Situation 2. Model of 3. Model For 4. Formal Knowledge
Writing duration	
Writing lesson plan takes up a lot of teacher time, which should be used to prepare and evaluate the learning process itself	Lesson plan writing is done efficiently and effectively so that teachers have more time to prepare and evaluate the learning process itself.

In the material analysis, the researcher examines the concepts and content related to vocabulary, which will serve as reference material for creating the learning tools. The researcher also incorporates a cooperative learning model to facilitate teaching in the classroom. Next is the analysis of learning resources. The results of the analysis of English learning resources on vocabulary material reveal that the concept of vocabulary in English reading, as presented in the 2013 Curriculum teacher's book, aligns with the principles of the cooperative learning model.

The results from the initial investigation phase led to the conclusion that developing tools for vocabulary material using cooperative learning models is essential, but there is currently no single-page lesson plan format for this purpose. Therefore, further development is needed to enhance this research. In the design phase (or Prototype Phase), the researcher designs the learning tools and system to be used in the classroom. The learning tools are aligned with the cooperative learning model. In addition to the learning tools developed in this phase, the researcher also creates the research instruments.

As a result of the initial assessment stage, it was found that the existing learning tools in schools are still limited. The implementation of learning designs is nonexistent, and there are no student worksheets or assessments to help teachers measure student performance. The initial design of the learning tool developed was a lesson plan, which includes components such as situations, the model of, model for, and formal knowledge (Gravemeijer, 1994). The lesson plan was designed for three meetings.

Table 2. Preliminary Investigation Activities of Learning Device Development

No.	Name of activity	Results/Experience Gained
1.	Final Preliminary Analysis	After discussing with the supervisor, conducting a study of the K13 curriculum and reviewing the supporting theories. Next, identify how to make lesson plan according to applicable regulations, namely single-page lesson plan
2.	Material Analysis	This model is designed to be used for any English material. In this research, vocabulary material was chosen.
3.	Concept Analysis	Identify concepts about vocabulary material.
4.	Formulation of learning objectives	Formulate indicators of achievement of student learning outcomes on vocabulary material (in the form of lesson plan indicators)
5.	Media selection	Choosing/determining the right media for presenting subject matter with cooperative learning models, through discussions with senior lecturers
6.	Format selection	Determine how the tools will be developed: a. Lesson plan (<i>Rencana Pelaksanaan Pembelajaran</i> or RPP) b. Student worksheet (<i>Lembar Kerja Peserta Didik</i> or LKPD) c. Learning achievement test (<i>Tes Hasil Belajar</i> or THB)
7.	Initial design	Creating a single-page English learning tool (prototype 1)
8.	Expert validation/test	To determine the validity of the validators of the learning tools that have been developed by researchers.
9	Draft	Validated by two validators (<i>expert review</i>). The validator in question is a senior education lecturer at STMIK Indonesia Banda Aceh. Validation activities are carried out until learning tools with valid categories are obtained.

The lesson plan format developed in this single-page lesson plan draft is based on the 2013 Curriculum and consists of several components:

1. **Basic Competence:** After participating in the vocabulary lesson, students will be able to:
 - a. develop internal motivation, the ability to cooperate, consistency, discipline, self-confidence, and tolerance in different thinking strategies when choosing and implementing problem-solving strategies;
 - b. transform themselves into honest individuals, resilient in facing challenges, and critical and disciplined in completing English learning tasks;
 - c. describe the vocabulary of a reading using various real objects;
 - d. present the results of applying the concept of vocabulary to explain various real objects through experiments using relative frequencies.
2. **Indicators:** Find and understand the meaning of vocabulary in English.
3. **Learning Objectives:**
 - a. Re-explain the meaning of the vocabulary concepts in a reading.
 - b. Formulate the process of calculating the vocabulary in a reading.
4. **Core Activities**, according to the syntax:

Stage 1: **Placement:** Students are given a pre-test (Placement Test) to assess their abilities, which will serve as a reference for group division.

Stage 2: **Team:** Students are divided into small groups of 4-5 people with heterogeneous abilities, based on their pre-test scores

Stage 3: **Teaching Group:** The teacher briefly discusses the material to be studied, invites one student to demonstrate or explain some challenging vocabulary, and another student takes notes on the teacher's direction table. Students observe the results of the calculations, and then the teacher asks what conclusions can be drawn from the students' observations.

Stage 4: **Students' Creativity:** Students are encouraged to expand their knowledge by identifying more challenging vocabulary in the reading.

Stage 5: **Team Study:** Students and their groups discuss the answers to the problems in the worksheet, while the teacher monitors and provides assistance to students in need.

Stage 6: **Whole Class Unit:** Group representatives come forward to present the results of their group work, while the other groups observe.

Stage 7: **Fact Test:** The teacher administers a final test, and students work individually.

Stage 8: **Team Score and Team Recognition:** The final scores for each group are announced, and the best group is awarded.

4.1.5 Validation

4.1.5.1 Instrument Validity Analysis Sheet

This validation was carried out by two expert validators, who are senior lecturers at STMIK Indonesia Banda Aceh. The experts assessed the lesson plan by ticking the relevant aspects and providing notes on areas for improvement, along with their suggestions. The aspects evaluated during the lesson plan validation process include the descriptions of indicators, media and learning aids, and learning steps. The results of the validation of the English language learning tools for vocabulary material using the cooperative learning model are as follows:

Table 3. Instruments of lesson plan Validity and Reliability Analysis Sheet

Table of Instruments of Lesson Plan Quality and Reliability Analysis Sheet							
No.	Rated aspect	Scoring scale					Information
		1	2	3	4	5	
Completeness of Lesson Plan Identity							
1	Educational level						
2	Class						
3	Semester						
4	Competency Achievement Indicators (GPA)						
5	Approach/Learning Model						
6	Media/Tools and Learning Resources						
Learning Objectives							
1	The alignment of the learning objectives in the lesson plan with the competencies being taught and the syntax of the cooperative learning model						
Learning Activities							
2	The alignment of learning activities in the lesson plan with the competencies being taught and the syntax of the cooperative learning model						
Teacher's Conjecture and Anticipation							
3	The alignment of the teacher's anticipation and the suitability of learning activities in the lesson plan with the competencies being taught and the syntax of the cooperative learning model						
Learning materials							

4	The alignment of learning materials in the lesson plan with the competencies outlined in the curriculum					
5	The alignment of the syntax of the cooperative learning model with the material being taught					

4.5.1.2 Validation results

Based on the validation and comments from the validators, the feasibility of the English vocabulary learning device using the cooperative learning model is as follows:

Table 4. Results of lesson plan revision with Validators (Meeting 1)

No.	Revised Section	Before Revision	After Revised
1	Overall lesson plan	Lesson plan does not follow the rules	The lesson plan has followed the rules, which are read from the bottom up
2	Indicator	Find the vocabulary formula	Discover the concept of vocabulary
3	Learning objectives	By observing the pictures, students are able to determine the meaning of each difficult vocabulary.	Students are expected to understand the vocabulary in a reading text in English as it applies to real life and to comprehend the text as a whole
4	Model of	Students are able to understand various types of questions and vocabulary material.	Based on real-life situations, students are expected to understand a reading text in English and translate it as a whole
5	Models for	Students are able to answer questions and determine the meaning of each word in the paragraph	Using the learning model, students are expected to express their opinions on translating various vocabularies, both individually and in groups
6	Formal knowledge	Able to present the results of applying the concept of vocabulary to translate various real objects.	Able to present the results of applying the concept of vocabulary to accurately and correctly explain various real objects.

Table 5. The results of the revision of the lesson plan with the Validators (Meeting 2)

No.	Revised Section	Before Revision	After Revised
1	Indicator	Discover the concept of vocabulary	Find the hard vocabulary in reading
2	Learning objectives	Students are asked to be able to understand and infer the possible meanings of vocabulary words in real life.	Through problem-solving, students can identify vocabulary.
3	Model of	Based on real life, students were asked to be able to translate the text into English.	Through identification, students can understand and translate the difficult word in reading
4	Models for	Using the cooperative learning model, students are asked to convey the meaning of each vocabulary word both individually and in groups	The students are able to convey the meaning of each vocabulary word individually and in groups
5	Formal knowledge	Able to accurately and correctly present the results of applying the vocabulary concept to explain various objects.	Through the reading, students can find the vocabulary.

Table 6. The results of the revision of the lesson plan with the Validators (Meeting 3)

No.	Revised Section	Before Revision	After Revised
1	Indicator	Discover the concept of vocabulary	Find the hard vocabulary in reading.
2	Learning objectives	Through problem-solving, students can identify vocabulary	Solving problems about vocabulary
3	Question	It's made of glass. We see ourselves in it. We put it on the or on the table	Students solve problems or answer the questions stated in crossword puzzle
4	Model of	Students make a table to fill in crossword puzzle	Students record information from the experiment and fill it in a table.

Table 7. The results of the revision of the lesson plan with the Validators (Meeting 4)

No.	Revised Section	Before Revision	After Revised
1	Conjecture	Move the conjecture into the lesson plan table	The conjecture has been moved Attach a photo!
2	Learning objectives	Solve problems about vocabulary	Through problem-solving, students can identify vocabulary in a narrative text.

Table 8. The results of the revision of the lesson plan with the Validators (Meeting 5)

No.	Revised Section	Before Revision	After Revised
1	Models for	Photo	Students translate the vocabulary of a text
2	Fill in the lesson plan table	Previous photo	photo after

5. CONCLUSION

Based on the formulation of the problem in this study, the following conclusions were drawn:

- The process of developing a single-page lesson plan during the COVID-19 period, based on the Plomp Model (2013), involves the preliminary research phase, the design phase (prototype phase), and the assessment phase (evaluation);
- The development of the single-page lesson plan demonstrates good quality, as evidenced by the validator's assessment, which indicates that it meets valid criteria. The agreement between the evaluators, based on the interpreter test, further supports this. Additionally, the practicality of the media is reflected in the positive results from the trials, indicating its high quality.

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APPENDIX

Example of Single-page Lesson Plan Model

Jenjang : SMP Kelas : X Semester : 2 Waktu : 2 x 40 Menit	Materi/ Judul : Narrative Text Indikator : Memahami teks dan vocabulary Pendekatan : pendekatan saintifik (scientific) dan menggunakan kelompok cooperative learning
Penilaian : 1. Pengetahuan 2. Keterampilan 3. Sikap	Alat/ Sumber Belajar : Gambar tokoh utama dalam cerita dan lembar bacaan

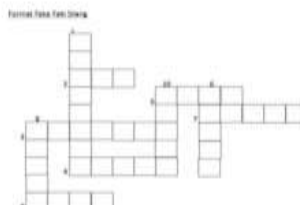
Formal Knowledge

Mampu memahami maksud dari suatu teks bacaan tepat dan benar.



Model for

Dengan model pembelajar tipe Cooperative Learning Siswa diminta mampu untuk menyampaikan pendapatnya dalam menyelesaikan berbagai makna dan pengertian vocabulary dalam teks secara individu dan kelompok.



Menentukan jawaban vocabulary dari setiap baris/ kolom yang berhubungan dengan teks narrative "kancil dan buaya"

Model of

Berdasarkan kehidupan nyata siswa diminta mampu untuk berdiskusi tentang arti dari kosa tertentu dalam suatu bacaan yang berhubungan teks narrative.

Kancil dan Buaya dalam Bahasa Inggris

One day, a deer went down to the river to take a drink. But he knew that the crocodile might be waiting underneath the tree. So he went up high. "I wonder if the water's sweet. It's just so nice and cool!" Of course, the deer didn't get the water. He just got a drink of air. And when he came down, the crocodile grabbed the stick and pulled it underwater. The deer laughed. "No, no, no. I tried to get the water, but the crocodile took it away from me!"

So the next day, the deer went down to the river. He wanted to get the water. But the crocodile was waiting. He saw the deer and he said, "The water's sweet. It's just so nice and cool!" The deer didn't want to be caught. So he went up high. "I wonder if the water's sweet. It's just so nice and cool!" Of course, the deer didn't get the water. He just got a drink of air. And when he came down, the crocodile grabbed the stick and pulled it underwater. The deer laughed. "No, no, no. I tried to get the water, but the crocodile took it away from me!"

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Menentukan arti dalam bahasa Inggris untuk objek tertentu berhubungan dengan teks yang diberikan yaitu teks narrative "kancil dan buaya"



Situation

Siswa diminta mampu memahami dan menduga-duga kemungkinan kosa kata bahasa Inggris untuk benda tertentu dalam kehidupan nyata seperti vocabulary anggota tubuh, dst.

How do we say in English?

Banda Aceh,.....
Kepala Sekolah

Mengetahui,
Guru Mata Pelajaran

(Nama Kepala Sekolah)

(Nama Guru Mata Pelajaran)