

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMK.....
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: X/GANJIL
Materi Pokok	: Teks Deskriptif (lisan dan tulis)
Alokasi Waktu	: 60 menit x 4 (DARING)

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat bersejarah atau terkenal di sekitar lingkungan/ daerah tempat tinggal siswa, pendek dan sederhana, sesuai dengan konteks penggunaannya	(Pertemuan ke 1) 3.3.1 Mengidentifikasi fungsi sosial teks deskriptif tulis terkait tempat sejarah di sekitar lingkungan. 3.3.2 Mengidentifikasi generic struktur teks deskriptif tulis terkait tempat sejarah di sekitar lingkungan. 3.3.3 Mengidentifikasi language feature teks deskriptif tulis terkait tempat sejarah di sekitar lingkungan. (PERTEMUAN KE 2) 3.3.4 Mengemukakan fungsi sosial teks deskriptif lisan terkait tempat sejarah di sekitar lingkungan. 3.3.5 Mengemukakan generic struktur teks deskriptif lisan terkait tempat sejarah di sekitar lingkungan. 3.3.6 Mengemukakan language feature teks deskriptif lisan terkait tempat sejarah di sekitar lingkungan.

2.	<p>4.3 Teks deskriptif</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, pendek dan sederhana terkait tempat bersejarah atau terkenal di sekitar lingkungan/ daerah tempat tinggal siswa</p> <p>4.3.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat bersejarah atau terkenal di sekitar lingkungan/daerah tempat tinggal siswa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan Sesuai konteks</p>	<p>(Pertemuan ke 3)</p> <p>4.3.1.1 Mengkonstruksi ulang teks deskriptif tulis , terkait tempat sejarah di lingkungan sekitar.</p> <p>(Pertemuan ke 4)</p> <p>4.3.2.1 Meyusun ulang teks dscriptive tulis terkait tempat sejarah di lingkungan sekitar.</p>
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Fokus Penguatan Karakter: Kedisiplinan, Percaya Diri & Tanggung Jawab

B. Tujuan Pembelajaran

(Pertemuan ke 1)

Melalui proses pembelajaran yang di berikan guru ke siswa dengan menggunakan media Power Ponit slide melalui aplikasi GCL , siswa diharapkan mampu :

- 3.3.1 Mengidentifikasi fungsi sosial teks deskriptif tulis terkait tempat sejarah di sekitar lingkungan.
- 3.3.2 Mengidentifikasi generic struktur teks deskriptif tulis terkait tempat sejarah di sekitar lingkungan.

- 3.3.3 Mengidentifikasi language feature teks deskriptif tulis terkait tempat sejarah di sekitar lingkungan.

(PERTEMUAN KE 2)

Melalui pembelajaran dari power point slide yang di berikan oleh guru melalui aplikasi GCL siswa di harapkan mampu:

- 3.3.4 Mengemukakan fungsi sosial teks deskriptif lisan terkait tempat sejarah di sekitar lingkungan.
- 3.3.5 Mengemukakan generic struktur teks deskriptif lisan terkait tempat sejarah di sekitar lingkungan.
- 3.3.6 Mengemukakan language feature teks deskriptif lisan terkait tempat sejarah di sekitar lingkungan.

(Pertemuan ke 3)

Melalui pembelajaran dan diskusi antara siswa dan guru melalui WA dan GCL di harapkan siswa mampu:

- 4.3.1.1 Mengkonstruksi ulang teks deskriptif tulis , terkait tempat sejarah di lingkungan sekitar.

(Pertemuan ke 4)

Melalui pembelajaran dan diskusi antara guru dan siswa melalui WA dan GCL siswa dapat:

- 4.3.2.1 Menyusun ulang teks dscriptive tulis terkait tempat sejarah di lingkungan sekitar.

C. Materi Pembelajaran

1. Materi Pembelajaran Reguler

- Jenis Teks
Teks Deskriptif

- Fungsi Sosial Teks
Mendesripsikan orang, binatang, dan benda

- Struktur teks
Identification – Detailed Description

- Unsur Kebahasaan:
 - Personal Pronoun (He, She, It)
 - Adjectives (lovely, cute, tame, fluffy, etc)
 - Action verbs (run, eat, sleep etc)
 - Gerund (hopping, sitting, licking etc)
 - Simple present tense (I have a pet, It is a cute rabbit. It is a birthday gift from my dad, etc.)

D. Metode

Genre-Based Approach

E. Media dan Bahan

1. Media

- Video tentang Tourism place
- PPT tentang tourism place (Harau Valley)
- GCL
- Whatsapp
- Google Form
- Google Meet
- Internet

2. Bahan

- Kertas cover berwarna
- Spidol dalam berbagai warna
- Kertas plano

F. Sumber Belajar

- Buku pegangan siswa bahasa Inggris k 13

G. Langkah-langkah Pembelajaran

Pertemuan ke-1					
Tahapan Pembelajaran	Langkah-langkah	Sinkron/Asinkron	Penilaian	Media, Sumber, alat-bahan	Waktu (menit)
Kegiatan Awal	<ol style="list-style-type: none">1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran secara tertulis melalui WA group.2. Melalui WA grup, Guru membagikan link absen yang tersedia di Google form.3. Guru menginformasikan tujuan pembelajaran Melalui WA Grup	Asinkron Asinkron	Sikap : Observasi Spiritual (Mengucapkan salam saat menanyakan sesuatu kepada gurunya lewat whatsapp) Sosial (Mengisi daftar hadir tepat waktu dan aktif dalam kegiatan pembelajaran)	<ul style="list-style-type: none">• WA grup• Google Classroom	15 menit
Kegiatan Inti	<i>Building knowledge of field</i>			Goggle Classroom	40 menit

	<p>(BKOF)</p> <ol style="list-style-type: none"> 1. Peserta didik Melihat tayangan video yang di share melalui Classroom. (video of Maimun Palace (<i>warming up</i>)) 2. Peserta didik mengamati Power point slide tentang Text Descriptive tulis tempat bersejarah (Maimun palace). 3. Peserta didik di persilahkan membaca materi descriptive text pada buku pegangan siswa (Ebook) yang di share di classroom pada pertemuan sebelumnya <p><i>Modeling of Text (MOT)</i></p> <ol style="list-style-type: none"> 4. Peserta didik mengidentifikasi fungsi social , sruktur text dan unsur kebahasaan Teks Descriptive tentang tempat bersejarah (Maimun Palace) melalui Wa grup 5. Siswa dan guru berdiskusi melalui Wa grup 	<p>Asinkron</p> <p>Asinkron</p> <p>Asinkron</p> <p>ASinkron</p>	<p>Asinkron</p> <p>Asinkron</p> <p>Asinkron</p> <p>Asinkron</p> <p>Produk: Catatan siswa tentang identifikasi fungsi sosial, struktur text dan unsur kebahasaan text descriptive lalu didokumentasikan dan dikirim ke guru melalui Classroom bersama dengan catatan Refleksi pada bagian akhir pembelajaran .</p>	<p>(Platform)</p> <p>Video PPT Internet</p> <p>Buku siswa (Ebook)</p>	
<p>Kegiatan Penutup</p>	<ul style="list-style-type: none"> - Peserta didik diminta membuat Refleksi pada pertemuan ini dan menuliskan di dalam buku kemudian mendokumentasikan dan mengirimkannya melalui Classroom bersama dengan catatan text Deskriptive pada awal pembelajaran - Guru menutup pertemuan 	<p>Asinkron</p> <p>Asinkron</p>	<p>Catatan siswa</p>		<p>5 menit</p>

	dengan mengucapkan salam.				
Pertemuan ke-2					
Tahapan Pembelajaran	Langkah-langkah	Sinkron/Asinkron	Penilaian	Media, Sumber, alat-bahan	Waktu (menit)
	<ol style="list-style-type: none"> Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran secara tertulis melalui WA group. Melalui WA grup, Guru membagikan link absen yang tersedia di Google form. Melalui Wa grup guru menjelaskan tujuan pembelajaran yang akan di capai pada hari tersebut. 	<p>Asinkron</p> <p>Asinkron</p> <p>Sinkron</p>	<p>Sikap : Observasi Spiritual (Mengucapkan salam saat menanyakan sesuatu kepada gurunya lewat whatsapp)</p> <p>Sosial (Mengisi daftar hadir tepat waktu dan aktif dalam kegiatan pembelajaran)</p>	<ul style="list-style-type: none"> WA Google form Google Meet 	10 menit
	<p>Modelling Of Text (Mot)</p> <ol style="list-style-type: none"> Guru meminta siswa mengidentifikasi text descriptive (Maimun Palaca) secara lisan baik fungsi social, generic struktur maupun unsur kebahasaan yang di gunakan, melalui pertanyaan yang di berikan Guru membagi siswa dalam kelompok. Dan meminta siswa berdiskusi melalui WA mengenai fungsi social , struktur teks dan unsur kebahasaan text descriptive (maimun Palace) 	ASinkron	Keterampilan : Mengemukakan fungsi social, struktur text dan unsur kebahasaan text descriptive Maimun Palace	Calssroom WA	45 menit

Penutup	<ol style="list-style-type: none"> 1. Melalui Wa Peserta didik diminta membuat Refleksi pembelajaran pada pertemuan ini dan di tulis dalam catatan siswa. 2. Guru menutup pembelajaran pada hari itu dan mengucapkan salam 	Asinkron			5 menit
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PERTEMUAN KE 3

Tahapan Pembelajaran	Langkah-langkah	Sinkron/Asinkron	Penilaian	Media, Sumber, alat-bahan	Waktu (menit)
Pendahuluan	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran secara tertulis melalui WA group. 2. Melalui WA grup, Guru membagikan link absen yang teersedia di Google form. 3. Guru menginformasikan tujuan pembelajaran Melalui WA grup 	Asinkron	Sikap	Google Meet WA	5 menit
Inti	<p><i>Joint Construction of the Text (JoT)</i></p> <ol style="list-style-type: none"> 1. Secara berkelompok Siswa mengemukakan fungsi sosial, struktur text, dan unsur kebahasaan secara lisan dari text descriptive tentang Maimun Palace. Melalui google meet <p><i>(Setiap kelas akan di bagi menjadi 8 kelompok dan dalam hal ini setiap kelompok di beri waktu maksimal 3 menit untuk mengemukakan secara lisan melalui Google meet) dalam total durasi</i></p>	sinkron	Ketrampilan menulis	WA	45 menit

	<p><i>waktu sekitar 30 menit</i></p> <p>Setelah selesai siswa dan guru kembali memakai aplikasi Clssrom</p> <p>2. Guru memberikan Refleksi</p> <p>1. Siswa dan guru berdiskusi mengenai jumble pargraph yang di berikan tentang text paragraph (Prmabanan Temple)</p>				
Penutup	<p>1. siswa membuat Refleksi pembelajaran pada hari ini</p> <p>2. melalui WA grup Guru menutup pembelajaran</p>	Asinkron		WA	10 menit
PERTEMUAN KE 4					
Tahapan Pembelajaran	Langkah-langkah	Pengelolaan Kelas	Penilaian	Media, Sumber, alat-bahan	Waktu (menit)
Pendahuluan	<p>1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran secara tertulis melalui WA group.</p> <p>2. Melalui WA grup, Guru membagikan link absen yang teersedia di Google form.</p> <p>3. Melalui WA Grup guru menjelaskan tujuan pembelajaran yang akan di capai pada hari tersebut</p>	Individu	sikap	WA Google Form	5 menit
Inti	<p><i>Joint Construction of Text</i></p> <p>1. Guru membagikan jumble paragraph tentang text descriptive (Prambanan</p>	Asinkron	Ketrampilan menulis sebuah text Descriptive terkait tempat sejarah	WA Grup Google classroom	45 menit

	<p>Temple) melalui Classroom.</p> <p>2 Secara berkelompok siswa di minta untuk merekonstruksi ulang dan menyusun sebuah text descriptive (prambanan temple) yang di berikan dalam bentuk jumble paragraph terkait tempat sejarah Dan mendiskusikanya di WA group. (masih dengan kelompok minggu lalu)</p> <p>3. Melalui Wa grup siswa dan guru berdiskusi dalam menentukan fungsi social, struktur text dan unsur kebahasaan dari text paragraph(prambanan temple) yang telah di susun ulang</p> <p>4. Siswa di minta mengumpulkan hasil diskusi kelompoknya berupa sebuah text Descriptive (prambanan temple) yang runtun dan benar, melalui google classroom.</p> <p>5. Guru menilai dengan memberikan umpan balik pada setiap hasil karya siswa yang di kumpulkan melalui google classroom</p>				
Penutup	<p>1. siswa dan guru membuat refleksi pembelajaran pada hari itu</p> <p>2. guru menutup</p>	Asinkron		WA grup	10 menit

	pembelajaran dan mengucap salam				
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H. Penilaian

- 1. Teknik penilaian
 - a. Sikap (spiritual dan sosial)
 Penialan sikap di ambil nilai yang tertinggi 1 orang dan terendah 1 orang yg lany adalah 'B' (Baik)
 - b.
 - b. Pengetahuan
 Tes Tertulis
 - c. Keterampilan
 - 1) Praktik (speaking/lisan)
 - 2) Produk (writing/tulis)
- 2. Instrumen penilaian
 - a. Pertemuan Pertama (sampel butir soal terlampir)
 - b. Pertemuan Kedua (sampel butir soal terlampir)
 - c. Pertemuan Ketiga (sampel butir soal terlampir)
 - d. Pertemuan Keempat (rubrik terlampir)
- 3. Pembelajaran Remedial
 - a. bimbingan perorangan
 - b. pemanfaatan tutor sebaya
- 4. Pembelajaran Pengayaan
 Penugasan kelompok

Mengetahui
 Kepala SMK.....

....., September 2020
 Guru Mata Pelajaran,

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Lampiran

Instrumen Penilaian

1. Pertemuan ke 1
Tes tertulis

Di sajikan sebuah teks Descriptive terkait tempat wisata siswa dapat mengidentifikasi fungsi social, struktur text dan unsur kebahasaanya.

- a. A descriptive Text



A Descriptive Text

MAIMUN PALACE

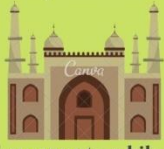

Maimun Palace is a tourist destination in North Sumatra which has historical and cultural values. Located at Jalan Brigjen Katamsi, Aur, Medan, this palace is iconic to Medan.

The building stands on an area of 2,772 square meters and is the heritage of the Deli Sultanate. It was designed by an Italian architect and built in 1888 under the rule of Sultan Makmun Al Rasyid Perkasa, the Sultan of Deli.

The palace has stunning architecture. It combines Islamic, Dutch and Malay architectures, with a dominant color of yellow, typical of Malay. This two-storey building is divided into three parts, namely, the main building, left and right wing parts.

it is supported by 82 octagonal stone pillars and 42 wooden pillars.

The first floor displays antiques such as old furniture and ornaments, while the second floor is used as residence of sultanate families. There are 13 rooms on the second floor, 7 of which are in the main building, 3 rooms in the left wing part and 3 other rooms in the right wing part.

b. Questions (pengetahuan)

1. What is the purpose of the text?
2. The palace architecture combines..
3. " It combines Islamic, Dutch and Malay architectures,..." (Paragraph 3) 'It' refers to...
4. What is the dominant color of the palace ?
5. From the text we know that..

Kunci jawaban

1. to describe Maimun palace
2. Islamic, Malay, Dutch
3. the Deli Sultanate

4.Brwon

5.Maimun Palace covers an area of 2,727m²

Penilaian (total nilai 100)

Jumlah benar X 20

2. Pertemuan ke 2 dan 3

Tes lisan (speaking)

Di sajikan sebuah Text Descriptive (Maimunah Palace)

Secara kelompok Siswa mampu mengemukakan Fungsi social, struktur text dan Unsur Kebahasaan secara lisan

Penilaian dilakukan dengan menggunakan Rubric Speaking

No.	Aspect	Score										w	w x sc
		1	2	3	4	5	6	7	8	9	10		
1	Systematic presentation								√			1	8
2	Fluent expression of utterances									√		1	9
3	Grammatical accuracy								√			2	16
4	Vocab.(suitable choice of words)							√				1	7
5	Pronunciation of English sounds, words, and sentences (intonation, stress, and rhythm)								√			1	8
6	Communication ability (show communication strategies)								√			1	8
	TOTAL											7	52

$$\text{Final score} : \frac{\sum (w \times sc) \times 10}{\text{total } w} = \frac{520}{7} = 74$$

Notes:

w = weight

sc = score

w x sc = weight x score

DESCRIPTION OF PERFORMANCE	SCORE
Systematic presentation, fluent expression, few errors of grammar, suitable word choice, clear pronunciation of sounds/	A

words/utterances as shown in good intonation/stress/and rhythm, and communicative ability	
Less systematic presentation, more hesitation/pauses in expressions, some errors in grammar, some unsuitable word choice, some unclear pronunciation of sounds/words/sentences, some breakdown in communication.	B
A bit disorganized presentation, frequent hesitation/pauses in expressions, frequent errors of grammar, many unsuitable word choices, many mispronounced words/sentences, some errors in intonation/stresses/and rhythm.	C
Disorganized/unsystematic presentation, a lot of hesitation/pauses in expression, some errors in grammar, confusing meaning associated with word choice, misunderstanding due to unclear pronunciation of sounds/words/sentences, and very little communication strategies.	D
Very disorganized presentation, not-fluent expression dominated by grammatical errors, misunderstanding exist due vocabulary and pronunciation/intonation/stress, and rhythm, and no communication strategies.	E

3. Pertemuan ke 4

Di sajikan jumble paragraph tentang Text Descriptive , secara berkelompok siswa di harapkan mampu menyusun kembali jumble paragraph tersebut menjadi sebuah text Descriptive yang runtun.

Prambanan temple

1. Prambanan temple has three principle temples in the essential yard, to be specific Vishnu, Brahma, and Shiva temples. Those three temples are images of Trimurti in Hindu conviction. Every one of them face toward the east. Every fundamental temple has going with temple confronting toward the west, specifically Nandini for Shiva, Angsa for Brahma, and Garuda for Vishnu. Additionally, there are 2 flank temples, 4 kelir temples and 4 corner temples. In the second zone, there are 224 temples.

2. There is a legend that Javanese individuals dependably tell about this temple. As the story tells, there was a man named Bandung Bondowoso who cherished Roro Jonggrang. To deny his adoration, Jonggrang requested that Bondowoso make her a temple with 1,000 statues just in one-evening. The appeal was about satisfied when Jonggrang requested that the villagers pound rice and to set a flame so as

to look like morning had broken. Feeling to be duped, Bondowoso who just finished 999 statues reviled Jonggrang to be the thousandth statue.

3. Much the same as Garuda, Kalpataru tree is likewise utilized for different purposes. In Indonesia, Kalpataru is utilized as the logo of Indonesian Environment Institution. A few educated people in Bali even create “Tri Hita Karana” idea for environment preservation by seeing Kalpataru alleviation in this temple. This tree of life is likewise seen in the gunungan (the manikin utilized as an opening of conventional manikin show or wayang kulit). This demonstrates that help boards in Prambanan have been broadly known all through the world.

4. Its capacity to spare her mom made numerous individuals respect it to the present time and it is utilized for different purposes. Indonesia utilizes the fowl as the image of the nation. Other nation utilizing the same image is Thailand, with the same reason however distinctive structure adjustment and appearance. In Thailand, Garuda is known as Krut or Pha Krut.

5. Prambanan temple is uncommonly wonderful building built in the tenth century amid the rules of two rulers specifically Rakai Pikatan and Rakai Balitung. Taking off up to 47 meters (5 meters higher than Borobudur temple), the establishment of this temple has satisfied the longing of the originator to show Hindu triumph in Java Island. This temple is found 17 kilometers from the downtown area, among a territory that now capacities as wonderful park.

6. Entering Shiva temple, the most astounding temple and is situated in the center, you will discover four rooms. One primary room contains Shiva statue, while the other three rooms contain the statues of Durga (Shiva’s wife), Agastya (Shiva’s instructor), and Ganesha (Shiva’s child). Durga statue is said to be the statue of Roro Jonggrang in the above legend.

7. Truly alluring going hand in hand with temple is Garuda temple that is found near to Vishnu temple. This temple keeps an account of half-fledgling individual named Garuda. Garuda is a magical winged animal in Hindu mythology. The figure is of brilliant body, white face, red wings, with the bill and wings like eagles. It is accepted that the figure is Hindu adjustment of Bennu (signifies “rises” or ‘sparkles’) that is connected with the lord of the Sun or Re in Old Egypt mythology or Phoenix in Old Greek mythology. Garuda succeeded in sparing his mom from the condemnation of Aruna (Garuda’s impeded sibling) by taking Tirta Amerta (the sacrosanct water of the divine beings).

8. In Vishnu temple, toward the north of Shiva temple, you will discover stand out room with Vishnu statue in it. In Brahma temple, toward the south of Shiva temple, you discover just room also with Brahma statue in it.

9. Prambanan likewise has boards of help portraying the tale of Ramayana. Specialists say that the help is like the narrative of Ramayana that is advised orally from era to era. Another fascinating alleviation is Kalpataru tree that – in Hindu – the tree is considered tree of life, forever and environment congruity. In Prambanan, help of Kalpataru tree is portrayed as flanking a lion. The vicinity of this tree makes specialists consider that Javanese society in the ninth century had shrewdness to deal with its surroundings.

Kunci jawaban

Prambanan Temple

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There is a legend that Javanese individuals dependably tell about this temple. As the story tells, there was a man named Bandung Bondowoso who cherished Roro Jonggrang. To deny his adoration, Jonggrang requested that Bondowoso make her a temple with 1,000 statues just in one-evening. The appeal was about satisfied when Jonggrang requested that the villagers pound rice and to set a flame so as to look like morning had broken. Feeling to be duped, Bondowoso who just finished 999 statues reviled Jonggrang to be the thousandth statue.

Prambanan temple has three principle temples in the essential yard, to be specific Vishnu, Brahma, and Shiva temples. Those three temples are images of Trimurti in Hindu conviction. Every one of them face toward the east. Every fundamental temple has going with temple confronting toward the west, specifically Nandini for Shiva, Angsa for Brahma, and Garuda for Vishnu. Additionally, there are 2 flank temples, 4 kelir temples and 4 corner temples. In the second zone, there are 224 temples.

Entering Shiva temple, the most astounding temple and is situated in the center, you will discover four rooms. One primary room contains Shiva statue, while the other three rooms contain the statues of Durga (Shiva's wife), Agastya (Shiva's instructor), and Ganesha (Shiva's child). Durga statue is said to be the statue of Roro Jonggrang in the above legend.

In Vishnu temple, toward the north of Shiva temple, you will discover stand out room with Vishnu statue in it. In Brahma temple, toward the south of Shiva temple, you discover just room also with Brahma statue in it.

Truly alluring going hand in hand with temple is Garuda temple that is found near to Vishnu temple. This temple keeps an account of half-fledgling individual named Garuda. Garuda is a magical winged animal in Hindu mythology. The figure is of brilliant body, white face, red wings, with the bill and wings like eagles. It is accepted that the figure is Hindu adjustment of Bennu (signifies "rises" or 'sparkles') that is connected with the lord of the Sun or Re in Old Egypt mythology or Phoenix in Old Greek mythology. Garuda succeeded in sparing his mom from the condemnation of Aruna (Garuda's impeded sibling) by taking Tirta Amerta (the sacrosanct water of the divine beings).

Its capacity to spare her mom made numerous individuals respect it to the present time and it is utilized for different purposes. Indonesia utilizes the fowl as the image of the nation. Other nation utilizing the same image is Thailand, with the same reason however distinctive structure adjustment and appearance. In Thailand, Garuda is known as Krut or Pha Krut.

Prambanan likewise has boards of help portraying the tale of Ramayana. Specialists say that the help is like the narrative of Ramayana that is advised orally from era to era. Another fascinating alleviation is

Kalpataru tree that – in Hindu – the tree is considered tree of life, forever and environment congruity. In Prambanan, help of Kalpataru tree is portrayed as flanking a lion. The vicinity of this tree makes specialists consider that Javanese society in the ninth century had shrewdness to deal with its surroundings.

Much the same as Garuda, Kalpataru tree is likewise utilized for different purposes. In Indonesia, Kalpataru is utilized as the logo of Indonesian Environment Institution. A few educated people in Bali even create “Tri Hita Karana” idea for environment preservation by seeing Kalpataru alleviation in this temple. This tree of life is likewise seen in the gunung (the manikin utilized as an opening of conventional manikin show or wayang kulit). This demonstrates that help boards in Prambanan have been broadly known all through the world.

Rubric Penilaian Writing

	A (4)	B (3)	C (2)	D/F (1/0)
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Research (if Assignment includes a Research component)	Sources are exceptionally well-integrated and they support claims argued in the paper	Sources are well integrated and support the paper’s claims. There may be occasional errors, but	Sources support some claims made in the paper, but might not be integrated well within the	The paper does not use adequate research or if it does, the sources are not integrated well.

	very effectively. Quotations and Works Cited conform to MLA style sheet.	the sources and Works Cited conform to MLA style sheet.	paper's argument. There may be a few errors in MLA style..	They are not cited correctly according to MLA style, nor listed correctly on the Works Cited page.
Style: Sentence Structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of	Sentences aren't clear