

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : SMA N 1 AMBARAWA
 Mata Pelajaran : Bahasa Inggris Wajib
 Kelas/ Semester : X/Ganjil
 Materi Pokok : ***Descriptive (tempat wisata dan bangunan bersejarah)***
 Alokasi Waktu : 3 X Pertemuan (@ 2 x 45 menit) ---- **PERTEMUAN 1**

A. Kompetensi Inti (KI)

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar (KD), Indikator Pencapaian Kompetensi

No	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
	Kompetensi Pengetahuan 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	Pertemuan 1 3.4.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal 3.4.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal 3.4.3 Menemukan perbedaan fungsi sosial, strukture text dan unsur kebahasaan dari dua text deskriptif terkait tempat wisata dan bangunan bersejarah terkenal
	Kompetensi Keterampilan 4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan	4.4.1.1 Membuat konsep mapping terkait informasi rinci dan utama pada teks descriptif tempat wisata dan bangunan bersejarah Pertemuan 2 4.4.2.1 Membuat draft teks deskriptif dan tulis , pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks,

	<p>bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dan unsur kebahasaan, secara benar dan sesuai konteks</p> <p>4.4.2.2 Menyusun teks deskriptif tulis pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> <p>Pertemuan ke 3</p> <p>4.4.2.3 Membuat video kreatif hasil dari teks deskriptif lisan terkait tempat wisata dan banguna bersejarahan yang sudah disusun.</p>
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C. Tujuan Pembelajaran

Pertemuan 1

1. Melalui kegiatan membaca teks di power point (C), peserta didik (A) dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari descriptive text terkait tempat wisata dan bangunan bersejarah (B) dengan benar (D).
2. Melalui kegiatan membaca teks (C), peserta didik (A) dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif terkait temat wisata dan banguna bersejarah (B) dengan benar (D).
3. Melalui kegiatan membaca teks dan berdiskusi (C), peserta didik (A) dapat menemukan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan dua teks deskriptif terkait tempat wisata dan bangunan bersejarah, serta dapat membuat konsep mapping terkait informasi rinci dan utama yang terdapat pada teks descriptif terkait tempat wisata dan bangunan bersejarah (B) dengan benar (D).

Pertemuan 2

4. Melalui penjelasan dari guru dengan panduan pertanyaan (C), peserta didik (A) dapat membuat draft teks deskriptif **tulis** pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan (B), sesuai konteks dengan benar (D).
5. Peserta didik (A) dapat menyusun teks deskriptif **tulis** pendek dan sederhana kedalam paragraf, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan (B), secara benar (D).

Pertemuan ke 3

6. Setelah mengamati contoh video kreatif (C), peserta didik (A) dapat membuat video kreatif hasil rekaman suara dari teks deskriptif **lisan** terkait tempat wisata dan banguna bersejarahan yang sudah disusun (B) dengan benar (D).

D. Penguatan Pendidikan Berkarakter

- Disiplin
- Tanggung jawab
- Tekun
- Religius

E. Materi Pembelajaran

Materi Pokok : Deskriptif text terkait tempat wisata dan bangunan bersejarah

1. **Faktual** : Fakta-fakta tentang deskriptif teks, terkait tempat wisata dan tempat bersejarah terkenal

2. Konseptual :

- Fungsi Sosial

Mendeskripsikan benda, orang atau tempat secara spesifik.

- Struktur Teks

Dapat mencakup

- Identifikasi (nama keseluruhan dan bagian)
- Description (the objects' characteristics, appearances, personality, habits, or qualities)

- Unsur kebahasaan

- Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal

- Adverbia terkait sifat seperti *quite, very, extremely, dst.*

- Present Tense :

- ✓ (+) Subject + verb1 s/es+ object.

- ✓ (-) Subject + do not/does not + verb1.

- ✓ (?) Do/Does + subject + verb + object OR question words + Do/Does + subject + verb + object.

- Nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.

- Noun phrase and word order of adjectives terkait tempat wisata dan bangunan bersejarah

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca.

3. Prosedural : Cara menganalisis teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal

4. Metakognitif : Menyusun teks deskriptif terkait tempat wisata dan bangunan bersejarah yang ada di tempat asal dan membuat video kreatif berdasarkan teks deskriptif yang sudah dibuat

F. Remidial dan Pengayaan

- Materi Pembelajaran Remidial :

Mengulang mempelajari teks deskriptif (di tekankan pada unsur kebahasaan)

- Materi Pembelajaran Pengayaan :

Menyimpulkan isi dari contoh teks deskriptif yang di dapat dari sumber lain

G. Pendekatan, Model, dan Metode Pembelajaran

Model Pembelajaran : **GBA (BKOF, MOT, JCOT, ICOT)**

Metode Pembelajaran : **Tanya jawab dan diskusi**

H. Media dan Bahan Pembelajaran

1. Laptop/smartphone
2. Koneksi internet/wifi
4. Gambar-gambar tempat wisata
5. video recording tentang deskripsi Teluk Kiluan
6. Aplikasi media sosial whatsapp group
7. Power point terkait materi Descriptive text.

8. LKPD

I. Sumber belajar

1. Utami Widiati, dkk., 2017, Buku Paket Siswa Bahasa Inggris kelas X, Jakarta : Kemendikbud.
2. Internet : <https://youtu.be/Eun8P1Ux3oI> (Youtube channel *Mita Lestari*, 03 Oktober 2021)

J. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Ke 1

TAHAP PEMBELAJARAN	KEGIATAN PEMBELAJARAN	Literasi, 4C, TPACK	ALOKASI WAKTU
A. Kegiatan Pendahuluan (10)			
Pendahuluan (persiapan/orientasi)	<ul style="list-style-type: none"> Memberi salam, menanyakan keadaan dan berdoa Mengecek kehadiran peserta didik 	Religius Disiplin	5 menit
Apersepsi	<ul style="list-style-type: none"> Guru bertanya kegiatan belajar sebelumnya Guru mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan Menyampaikan Tujuan Pembelajaran, cakupan materi, kegiatan pembelajaran dan penilaian 	Communitative	3 menit
Motivasi	Memberi motivasi pada anak – anak agar lebih bersemangat dan tekun dalam belajar dan dapat menerapkan keterkaitan Pembelajaran dalam kehidupan sehari – hari	Communitative	2 menit
B. Kegiatan Inti (70 menit)			
Building knowledge of the field	<p>Kegiatan Literasi</p> <ul style="list-style-type: none"> Peserta didik diberi rangsangan dengan cara: mengamati beberapa gambar pada power point yang terkait deskriptif text dan mendeskripsikan secara singkat tentang gambar- gambar dalam power point atau pada LKPD 	Critical thinking TPACK	5 menit
Modeling of the Tekst	<p>Kegiatan Literasi dan Berfikir Kritis</p> <ul style="list-style-type: none"> Peserta didik diberi sebuah teks deskriptif terkait tempat wisata pada power point tentang Borobudur Temple. Melalui power point, Guru memberikan penjelasan singkat tentang teks descriptif Dengan bimbingan guru peserta didik mengidentifikasi fungsi sosial, 	TPACK	10 menit

JCoT	struktur teks dan unsur kebahasaan dari teks descriptif pada power point		
	Kegiatan Literasi dan berfikir kritis <ul style="list-style-type: none"> • Peserta didik diberi sebuah teks deskriptif terkait tempat wisata lokal yaitu “Pahawang Island” pada LKPD, peserta didik menjodohkan kata (task 4) • Peserta didik secara individual mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari deskriptif text terkait tempat wisata dan bangunan bersejarah (task 5) • Peserta didik menemukan perbedaan fungsi sosial, struktur text dan unsur kebahasaan dari dua teks yang ada di LKPD (task 6) • Peserta didik membuat konsep Mapping tentang bangunan bersejarah (task 9) 	Critical Thinking	45 menit
		Hots	
		Hots	
	Berfikir Kritis Peserta didik dan guru berdiskusi singkat untuk mengetahui hasil kerja siswa.	Communication	5 menit
	Komunikasi dan Interaksi <ul style="list-style-type: none"> • Peserta didik menyampaikan hasil kerja • Guru memberikan penguatan dan feedback secara keseluruhan dari hasil kerja siswa. 	Communication	5 menit
C. Kegiatan Penutup (10 menit)			
	<ul style="list-style-type: none"> • Guru dan peserta didik menyampaikan kesimpulan pembelajaran hari ini • Peserta didik melakukan refleksi singkat • Guru menyampaikan kegiatan/tugas untuk selanjutnya • Berdoa dan Salam penutup 		

Pertemuan Ke 2 (writing)

TAHAP PEMBELAJARAN	KEGIATAN PEMBELAJARAN	4C, Literasi, TPACK	ALOKASI WAKTU
A. Kegiatan Pendahuluan (10)			
Pendahuluan (persiapan/orientasi)	<ul style="list-style-type: none"> • Memberi salam, menayakan keadaan dan berdoa • Mengecek kehadiran peserta didik 	Religius Disiplin	5 menit
Apersepsi	<ul style="list-style-type: none"> • Guru mengingatkan siswa tentang kegiatan belajar sebelumnya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan 	Communicative	3 menit
Motivasi	Memberi motivasi pada anak – anak agar lebih bersemangat dan tekun dalam		2 menit

	belajar dan dapat menerapkan keterkaitan Pembelajaran dalam kehidupan sehari - hari		
B. Kegiatan Inti (70 menit)			
Joint Construction	<p>Kegiatan literasi</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk mengamati gambar beserta data, kemudian membaca dan melihat kembali bahan ajar yang sudah diberikan, terkait struktur teks, Fungsi sosial dan unsur kebahasaan. • Peserta didik diberi beberapa gambar terkait tempat wisata • Peserta didik memilih satu dari gambar tersebut. • Peserta didik berdiskusi secara mandiri untuk menyusun outline teks deskriptif terkait tempat wisata pada gambar yang sudah dipilih oleh peserta didik sesuai dengan langkah-langkah yang ada di LKPD. 	Critical thinking Creative Colaboration Hots	20 menit
Independent construction of the text	<p>Berfikir Kritis</p> <ul style="list-style-type: none"> • Peserta didik secara individual mengembangkan outline yang telah dibuat menjadi sebuah teks deskriptif terkait tempat wisata. 	Creative Colaboration	40 menit
	<p>Komunikasi dan Interaksi</p> <ul style="list-style-type: none"> • Peserta didik menyampaikan hasil kerja. • Guru memberikan penguatan dan feedback secara keseluruhan dari hasil kerja siswa. 	Communication	10 menit
C. Kegiatan Penutup (10 menit)			
	<ul style="list-style-type: none"> • Guru dan peserta didik menyampaikan kesimpulan pembelajaran hari ini • Peserta didik melakukan refleksi singkat • Guru menyampaikan kegiatan/tugas untuk selanjutnya • Berdoa dan Salam penutup 		

Pertemuan Ke 3 (listening Speaking)

TAHAP PEMBELAJARAN	KEGIATAN PEMBELAJARAN	4C, Literasi, TPACK	ALOKASI WAKTU
A. Kegiatan Pendahuluan (10)			
Pendahuluan (persiapan/ orientasi)	<ul style="list-style-type: none"> • Memberi salam, menayakan keadaan dan berdoa • Mengecek kehadiran peserta didik 	Religius Disiplin	5 menit
Apersepsi	<ul style="list-style-type: none"> • Mengingatkan siswa dengan kegiatan belajar sebelumnya • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan 	Communication	3 menit

	<ul style="list-style-type: none"> Siswa dan guru menyimak cerita salah seorang siswa tentang pengalaman sebagai bekal pelajaran berikutnya 		
Motivasi	Memberi motivasi pada anak – anak agar lebih bersemangat dan tekun dalam belajar dan dapat menerapkan keterkaitan Pembelajaran dalam kehidupan sehari - hari		2 menit
B. Kegiatan Inti (70 menit)			
Independent construction of the text	<p>Kegiatan Literasi dan Berfikir Kritis</p> <ul style="list-style-type: none"> Peserta didik mendengarkan teks monolog tentang Kiluan Bay Sambil mendengarkan video recording, peserta didik mengisi bagian kosong pada teks tersebut di LKPD 	TPACK Critical thinking	5 menit
	<ul style="list-style-type: none"> Peserta didik mengamati kembali teks yang telah tersusun sebagai contoh monolog untuk kegiatan speaking. 	Critical thinking	5 menit
	<p>Berfikir kritis</p> <ul style="list-style-type: none"> Peserta didik diminta berdiskusi secara mandiri untuk merancang pembuatan video recording berdasarkan teks deskriptif yang sudah disusun pada pertemuan sebelumnya. 	Collaboration	45 menit
	<p>Komunikasi</p> <ul style="list-style-type: none"> Peserta didik membuat voice recording sesuai dengan pentunjuk di LKPD Peserta didik mengupload voice recording 	Creative Hots TPACK	
	<p>Berfikir Kritis Peserta didik dan guru berdiskusi singkat untuk mengetahui hasil kerja siswa.</p>	Communication	5 menit
	<p>Komunikasi dan Interaksi</p> <ul style="list-style-type: none"> Peserta didik menyampaikan hasil kerja Guru menguatkan dan menyimpulkan materi 		10 menit
	C. Kegiatan Penutup (10 menit)		
	<ul style="list-style-type: none"> Guru dan peserta didik menyampaikan kesimpulan pembelajaran hari ini Peserta didik melakukan refleksi singkat Guru menyampaikan kegiatan/tugas untuk selanjutnya Berdoa dan Salam penutup 		

K. Penilaian

1. Teknik Penilaian:

- a) Penilaian Sikap : Observasi/pengamatan

- b) Penilaian Pengetahuan : Tes Tertulis
 - c) Penilaian Keterampilan: Unjuk Kerja/ Praktik dan Proyek
2. Bentuk Penilaian :
- a) Observasi : lembar pengamatan aktivitas peserta didik
 - b) Tes tertulis : uraian dan lembar kerja
 - c) Proyek : lembar tugas proyek dan pedoman penilaian
3. Instrumen Penilaian (terlampir)
4. Remedial dan Pengayaan :
- **Remedial**
- Berdasarkan hasil analisis ulangan harian, peserta didik yang belum mencapai ketuntasan belajar diberi kegiatan pembelajaran remedial dalam bentuk:
- a. Bimbingan perorangan jika peserta didik yang belum tuntas $\leq 20\%$;
 - b. Belajar kelompok jika peserta didik yang belum tuntas antara 20% dan 50%; dan
 - c. Pembelajaran ulang jika peserta didik yang belum tuntas $\geq 50\%$.
- Langkah Kegiatan:
- a. Memisahkan siswa yang remidi dengan yang pengayaan.
 - b. Meminta siswa remidi mengakses channel youtube terkait materi untuk pengulangan.
 - c. Mencari teks deskriptif tentang bangunan bersejarah dan tempat wisata.
 - d. Menuliskan informasi yang di dapat dalam teks
 - e. Siswa mengumpulkan tugas menulis nya.
- **Pengayaan**
- Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pengayaan dalam bentuk penugasan untuk membuat teks deskriptif
- Langkah Kegiatan:
- a. Memisahkan siswa pengayaan dengan siswa remidi.
 - b. Memberikan penugasan kepada siswa yang pengayaan untuk menyimak contoh lain dari deskriptif teks dan menyimpulkan isi dari teks tersebut.
 - c. Mengumpulkan hasil pengayaan kepada guru.

Pringsewu, 2021

Mengetahui,
Kepala SMA N 1 Ambarawa

Guru Mata Pelajaran,

Drs. SUYADI, M.M

Mita Lestari, S. Pd.

Instrumen Penilaian

Lampiran 1 Penilaian :

A. PENILAIAN SIKAP

1. Lembar Observasi Sikap

No.	Sikap	Kriteria	Keterangan(*)
1.	Disiplin	Menunjukkan komitmen untuk: <ul style="list-style-type: none"> • Mengumpulkan tugas sesuai dengan waktu yang ditentukan • Mengikuti pembelajaran tepat waktu 	Sangat baik, jika peserta didik menunjukkan keempat kriteria
2.	Tanggung Jawab	<ul style="list-style-type: none"> ▪ Menunjukkan komitmen untuk: ▪ Menyelesaikan tugas yang diberikan Guru ▪ Melaksanakan setiap arahan yang diberikan guru ▪ Tanggung jawab secara aktif dalam tanggapan yang diberikan saat pembelajaran 	Baik, jika peserta didik menunjukkan ketiga Kriteria Cukup, jika peserta didik menunjukkan kedua kriteria
3.	Tekun	<ul style="list-style-type: none"> ▪ Menyelesaikan tugas dengansungguh, tekun dan teliti. ▪ Menampakan hasil yang maksimal pada setiap tugas. ▪ Aktif dalam setiap diskusi dan evaluasi 	Kurang, jika peserta didik menunjukkan satu kriteria

No	Nama	Disipli	Tanggung Jawab	Tekun	Keterangan
1.					
2.					
3.					
4.					

Kolom aspek sikap diisi dengan angka yang sesuai dengan kriteria.

4 = sangat baik

3 = baik

2 = cukup

1 = kurang

2 Sikap: Observasi (Jurnal)

JURNAL HARIAN

No.	Hari, tanggal	Nama	Kelas	Catatan Perilaku	Tanda Tangan	Tindak Lanjut

B. Knowledge Assessment Instrument

KD	Learning Material	Indicators	Assessment Techniques	Assessment Instrument
Kompetensi Pengetahuan 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	Descriptive text related to tourist attractions and historical buildings	<ul style="list-style-type: none"> • Presented a monologue text, students determine the type of descriptive text correctly. • Presented monologue text, students determine the function of descriptive text related to tourist attractions correctly. • Presented monologue text, students analyze the structure of the text and language elements correctly. • Presented the monologue text, students find the main idea of the text correctly. • Presented a monologue text, students find detailed information from the text • Presented the monologue text, the students determine the closest meaning of words in the text. 	Written	Multiple Choice

SCORING :

- a. Setiap Nomor benar skor 1
- b. Skor Maximal 20
- c. Nilai Maximal 100

d. Nilai Siswa : skor perolehan : skor maximal x 100

Instruction : Choose the correct answer !

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D'Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is another favorite place to visit.

1. What is the monologue about?
 - A. Paris
 - B. The Louvre
 - C. Notre Dame
 - D. The crowded city
 - E. The city of light
2. What has become the symbol of Paris?
 - A. The Louvre
 - B. The Cathedral
 - C. The Eiffel Tower
 - D. The lovely garden
 - E. The light structure

This museum is located in Ambarawa in central Java. The musseum focuses on the collection of steam locomotive. Ambarawa was a military city during the dutch colonial government. King Willem I ordered the construction of the new railway station to enable the government to transport it's troops to Semarang. On may the 21st 1873, the Ambarawa railway station was built on 100,027,500 squares meter land. Back then it was known as the Willem I station. The Ambarawa railway museum was established much later on October 16, 1976 in the Ambarawa station to preserve the steam locomotive. They were coming to the end of their useful life when the 3 feet 6 inches guard railway or the Indonesian state railway or Perusahaan Negara Kereta Api was closed. The steam locomotives are parked in the open air next to the original station.

3. What was the Ambarawa called during the dutch colonial government?
 - A. A military city

- B. A railway museum,
 - C. A new railway town,
 - D. King Willem I station.
 - E. Steam locomotives station,
4. Why was the Ambarawa railway museum established?
- A. To build new railway museums.
 - B. To transport government troops.
 - C. To preserve the steam locomotives
 - D. To build a new government station.
 - E. To park the locomotives at the original station,

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of relay of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a three stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

5. What is the main idea of the text?
- A. Losari beach is a awful place.

- B. Losari beach is a good place to visit.
 - C. No body visit Losari beach.
 - D. Many visitor on Pantai Gapura Hotel.
 - E. No one stay at Losari Beach Inn.
6. How many hotels does the writer mention?
- A. Six hotels.
 - B. Five hotels.
 - C. Four hotels.
 - D. Three hotels.
 - E. Two hotels.
7. Where is Losari beach located?
- A. Somewhere at Makassar City.
 - B. Locate at Jalan Penghibur.
 - C. Near Makassar City.
 - D. Far away from Losari Beach Inn.
 - E. Located only about 3 km from the center of Makassar (Karebosi Park).

The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya-Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US\$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US\$0.30) for two-wheelers.

The bridge was built by a consortium of Indonesian company's PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

8. Suramadu's bridge also known as....
- A. Longest bridge

- B. sura and madu
 - C. Surabaya-Madura bridge
 - D. toll bridge
 - E. cable bridge
9. Suramadu's bridge connects the island....
- A. Java and Sumatra
 - B. Java and Bali
 - C. Sumatra and Kalimantan
 - D. Java and Madura
 - E. Java and Surabaya
10. Length of the Suramadu's bridge is....
- A. 5.400 meters
 - B. 192 meters
 - C. 494 meters
 - D. 526 meters
 - E. 2004 meters
11. The following statement is true, except
- A. Suramadu's bridge is also known Surabaya-Madura bridge
 - B. the long of Suramadu's bridge is 5400 meters
 - C. suramadu's bridge connects the islands of Java and Madura
 - D. bridge was opened on March 31, 2009
 - E. The bridge was built by Surabaya government

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the center of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

12. What does the above text tell about?
- A. The history of Kediri
 - B. The famous products of Kediri
 - C. The description of Kediri
 - D. The people
 - E. 1.3 million people
13. Which one has a distinctive taste?
- A. The cigarette
 - B. The special food
 - C. The bean curd
 - D. The highly nutritious food
 - E. Tofu

14. "Those who do not work here ..." (last sentence). The "those" word refers to

- A. The local people
- B. The factory workers
- C. The farmers
- D. The traders
- E. Woman labour force

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudra. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

15. Masjid Sultan Suriansyah was constructed in the era of

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah
- E. Kuin River

16. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque
- E. A Kraton

17. From the text we know that

- A. Some construction of the mosque takes the local style
- B. Banjar people burned down the mosque
- C. There is nothing special from this mosque
- D. The Dutch colonial built the mosque
- E. Islam came in Banjarnegara

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore.

Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options

that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

18. The text mainly focuses on
 - A. Singapore
 - B. Orchard Plantation
 - C. Plaza and Mall
 - D. Orchard road as business and entertainment center
 - E. Shopping Center
19. Which statement is TRUE?
 - A. At first Orchard Road is a crowded settlement
 - B. Orchard road became business and entertainment center since 1974
 - C. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
 - D. Orchard road is infamous place at Singapore
 - E. Orchard road is not surrounded by flower garden
20. In the third paragraph the writer describes about?
 - A. The location of Orchard Road
 - B. The things that we can see at orchard road
 - C. The direction to get to Orchard Road
 - D. The history of Orchard Road
 - E. The distance of Orchard Road

GOOD LUCK

Kunci Jawaban

Pilihan Ganda

- | | |
|-------|-------|
| 1. A | 11. E |
| 2. C | 12. C |
| 3. A | 13. C |
| 4. C | 14. A |
| 5. B | 15. D |
| 6. C | 16. D |
| 7. E | 17. A |
| 8. C | 18. D |
| 9. D | 19. C |
| 10. A | 20. B |

INSTRUMEN PENILAIAN

2. SKILL ASSESSMENT

MATERIAL :

Descriptive text : Describing the interesting local tourism destination in your hometown

Assessment for Writing and Speaking

Skill Assessment

Instrument

Subject : English Language

School Year : 2021-2022

Class / semester : X/1

KD	Learning Material	Indicators	Assessment Techniques	Assessment Instrument
Kompetensi Keterampilan (Writing and Speaking) 4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Descriptive text related to tourist attractions	Describe interesting local tourist in the student's hometown	Individual presentation	Speaking Rubric Writing Rubric

Describing the interesting local tourism destination in your hometown

Instruction

Work individually to write a simple descriptive text of a local tourism attraction in your hometown. Follow the steps below

1. Decide your favourite local tourism destination in your hometown.
2. Find information in the internet or other sources related to that place to add your information your writing.
3. Write the outline first to make your writing in good structure.
4. Based on your outline that you have written, please develop your outline into paragraphs
(descriptive text related to tourism destination)
5. After you have finished to write your simple text, look at the video recording example that I have uploaded in YouTube
6. Record your voice based on your description text that you have written
7. Make the voice recording to be creative video like the example of video on listening section

SPEAKING ASSESSMENT RUBRIC

Name :

Class/Number :/

KKM : 75

Fluency	Structural Accuracy	Pronunciation and accent	Vocabulary	Grammar	Score
Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Frequent complex structures used. Few errors over a wide range of structures, including tenses, prepositions, and complex constructions.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	5
Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Some complex structures used. Basic structures sound, though there may be some inaccuracies in difficult structures.	Pronunciation is good; good effort at accent	Good language control, good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	4
Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Few complex structures attempted. Basic structures generally accurate except where expressing difficult ideas.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	3
Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Using basic structures are often inaccurate even in everyday contexts.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	2

Speech is slow, hesitant & strained except for short memorized phrases; difficult to	Gross distortion of basic structures.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	1
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WRITING RUBRIC ASSESSMENT

Name :
 Class/Number :/

No	Criteria to be Assessee d	Low performance	Good Performanc e	Very Good Performanc e	Score
1.	Text Organization	Doesn't use the correct text organization of descriptive text	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2.	Sentence formation	Use simple sentences	begins to vary simple sentences and compound sentences	Use simple sentences, compound sentences and complex sentences correctly	
3.	Grammar	Too many mistakes	6 until 10 mistakes	Under 5 mistakes	
4.	Vocabulary	Basic Vocabulary, less precise	Developed vocabulary	Purposefully chosen vocabulary	
5.	Mechanic	Some errors with spelling and punctuation	Mostly effective use of mechanics; errors do not detract from meaning	Effective use of capitalization, punctuation, and spelling	

6.	Tidiness and deadline	Write awkwardly, submit late more than 3 days from the deadline	Write quite neatly, quite clear three days from the deadline	Write neatly, clear font, submit the work in/on time	
	Total score				
	Final Score = Total score : 6				

BAHAN AJAR

Sekolah : SMA N 1 AMBARAWA
Mata Pelajaran : Bahasa
InggrisKelas / Semester : X / 1
Program : IPA / IPS
Materi Pokok : Descriptive Text (Places)

A. Descriptive Part 1

In this lesson, we will learn:

1. What is Descriptive text?
2. What is the purpose of Descriptive text?
3. What are the generic structures of Descriptive text?
4. What are the language features of Descriptive text?

1. Descriptive text is a text which says what a person, place or a thing is like.

2. The purpose descriptive text is to describe certain characteristics or features of a particular thing, a particular place, a particular person or a particular animal.

3. Generic structures of descriptive text.

<i>Identification</i>	Introduce general information of the thing will be described.
<i>Description</i>	Mention the part, quality, and characteristics of the subject being described specifically. Describing a tourism place, parts of place, physical appearance, the function of each place, etc.

Language features of descriptive text

- *Noun*

Example: my cat, my house, Singapore

- *Present tense*

(+) Subject + verb1 s/es+ object.

(-) Subject + do not/does not + verb1.

(?) Do/Does + subject + verb + object OR question words + Do/Does + subject + verb + object.

Examples: It lies in the southern part of France.

The university is located at the North of city park. It consists of five federal states.

- *Noun phrase and word order of adjectives*

Examples: It is a beautiful large terrace.

She is a clever cat.

The black leather handbag is mine.

- *Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb*

- *Adverbial Phrase*

Example: It sleeps at the tree house.



KUTA BEACH	Social function is to describe Kuta Beach
<p>Kuta is the exciting tourist area in the southern part of Bali. Most tourists visit Bali because of its exotic and beautiful beaches. Kuta is located in southwestern Bali, not too far from the Ngurah Rai airport.</p> <p>Kuta is one of the world's most famous beaches. It first attracted Western surfers with its world renowned surf break followed closely behind by sun worshipers and party goers attracted to its wide stretches of white sandy beach.</p> <p>Kuta is the center of night life activities and is a shopping mecca, with its lines of shops, boutiques, and galleries.</p> <p>Restaurant line up the streets as well as the beachfront hotels, ranging from a small, inexpensive homestay to a luxurious resort</p>	<p>Generic structure</p> <p>Identification</p> <p>Description</p> <p>Language feature</p> <ol style="list-style-type: none">1. Tell about Kuta Beach2. Adjective3. Simple Present Tense4. Action Verb



KOMPETENSI DASAR

Kompetensi Pengetahuan

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

Kompetensi Keterampilan

4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4.2 Menyajikan teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

INDIKATOR PENCAPAIAN KOMPETENSI

Pertemuan 1

3.4.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal

3.4.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal

3.4.3 Menemukan perbedaan fungsi sosial, strukturnya teks dan unsur kebahasaan dari dua text deskriptif terkait tempat wisata dan bangunan bersejarah terkenal

4.4.1.1 Membuat konsep mapping terkait informasi rinci dan utama pada teks deskriptif tempat wisata dan bangunan bersejarah

Tujuan Pembelajaran

Melalui kegiatan membaca teks di power point (C), peserta didik (A) dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari deskriptif teks terkait tempat wisata dan bangunan bersejarah (B) dengan benar (D). Melalui kegiatan mewacana teks (C), peserta didik (A) dapat menganalisis fungsi sosial, strukturnya teks dan unsur kebahasaan dari dua teks deskriptif terkait tempat wisata dan bangunan bersejarah, serta dapat membuat konsep mapping terkait informasi rinci dan utama yang terdapat pada teks deskriptif terkait tempat wisata dan bangunan bersejarah (B) dengan benar (D).

Look at the pictures. Can you describe that pictures in two or three words?

Picture 1: A person walking on a long wooden pier extending into the ocean.

Picture 2: A waterfall cascading down a rocky cliff into a pool of water.

Picture 3: A panoramic view of a large, complex stone temple with many tiered roofs and spires.

Let's learn about descriptive text.

What is descriptive text?

A text that describe a particular person, place, or thing.

What is the social function of the text?

Look at the following text example

Borobudur Temple

The function: It is used to describe something (borobudur temple)

Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple. It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world. Borobudur Temple is also included in UNESCO list of world heritage site.

Borobudur temple consists of six square floors and three circular floors which arranged clockwise and make it to be stand on top of each other. In the middle of the floor you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of relief panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated stupa. It is said that, if you place your hand into the stupa through one of its hole and you can touch the Buddha statue, you will be able to make one of your dream come true.

Generic Structure

Cliparts added here

Identification:
Identifies phenomenon to be described



Description:
Describes parts, qualities, or characteristics

LANGUAGE FEATURES

Noun
Example: my cat, my house, Singapore

Present tense

(S) Subject + verb+ object
(S) Subject + do/does+ verb
(Q) Does+ subject + verb + object OR question words + Do/Does + subject + verb + object.

Example: It lies in the southern part of France.

The university is located at the North of city park. It consists of five federal states.

Noun phrase and word order of adjectives

Example: It is a beautiful large terrace.

She is a clever cat.

The black leather handbag is mine.

Nomina singular dan plural secara tepat; dengan atau tanpa a, the, this, those, my, their, dsb

Adverbial Phrase

Example: It sleeps at the tree house.

Modeling of text

Identification:
Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple. It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world. Borobudur Temple is also included in UNESCO list of world heritage site.

Adverbial phrase

Description:
Borobudur temple consists of six square floors and three circular floors which arranged clockwise and make it to be stand on top of each other. In the middle of the floor you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of relief panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated stupa. It is said that, if you place your hand into the stupa through one of its hole and you can touch the Buddha statue, you will be able to make one of your dream come true.

Simple present tense

Linking verb

Noun phrase

Thank you



CHAPTER 4

IT'S A HISTORICAL BUILDING!

Tujuan Pembelajaran:

Setelah mempelajari Bab 4, siswa diharapkan mampu:

1. mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teksdeskriptif terkait tempat wisata dan bangunan bersejarah ;
2. membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal ;
3. menyusun teks deskriptif terkait tempat wisata dan bangunan bersejarah ;
4. berfikir kritis untuk memecahkan masalah;
5. menganalisis dan mengevaluasi teks (deskriptif); dan (semakin) bersikap religius, nasionalis, dan mandiri.

GETTING STARTED

Task 1 : Have you ever visited Borobudur Temple ? The description of Borobudur Temple in the tourist information guide is not appealing, how you make it more interesting?

Task 2 : In pairs, have a close look at the following historical building and Famous Place then write two or more words to describe the places. Look at the example.

Toba Lake



Borobudur Temple



Pyramids



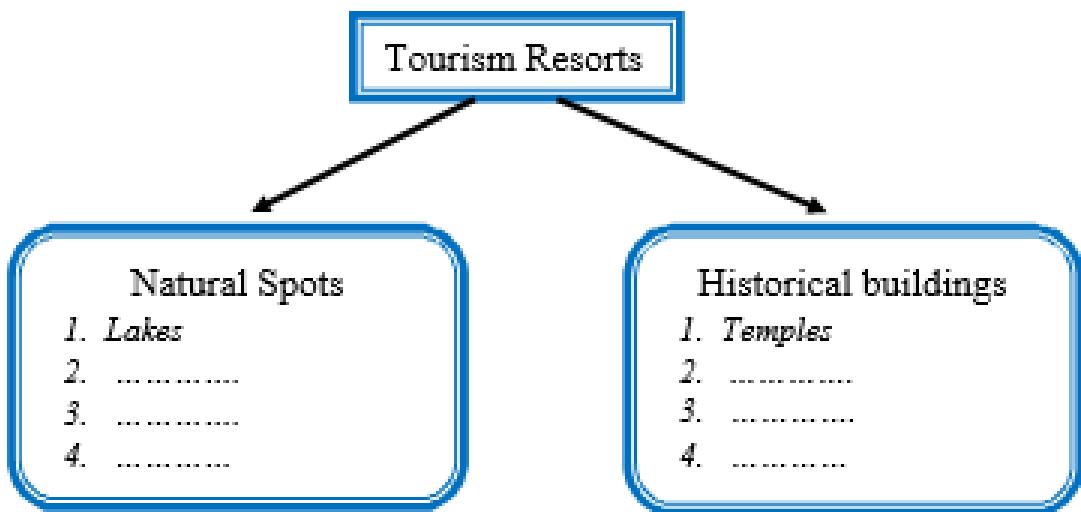
Pahawang Island



NO	Name	Description
1.	Toba Lake	<i>Example : a beautiful lake</i>
2.	Borobudur Temple	
3.	Pyramid	
4.	Pahawang Island	

Task 3 : Write words related to tourism destination.

What kinds of tourism destinations do you know?





LESSON PROPER

Reading Section

Task 4 : Read the following text describing of Pahawang island and match the meanings of the underlined words/phrases with the Indonesian equivalents. Number one is done for you. While reading, underline more words you want to learn.

Pahawang Island

Pahawang is an island that is located in the District of Punduh Padada, Pasawaran district, South Lampung. The island is divided into two *Pahawang Besar* or Big Pahawang and *Pahawang Kecil* or Small Pahawang Island.

Pahawang has a lot of potential beauty, in case of scenery, the hills of green trees, white sand beaches and crystal clear sea water that will refresh your mind. This place is also suitable for those who like snorkeling, swimming at the beach or just playing along the white sandy beach.



In Small Pahawang, there is a natural bridge called Tanjung Putus that connects Tanjung Putus Island to Small Pahawang Island. We can see Tanjung Putus during the low tide because when the water is on the high tide, this natural bridge will be under water. Tanjung Putus is also one of the favorite dive spots for the visitors that come to Pahawang Island. Small Pahawang Island is can be reached approximately ten minutes from Big Pahawang. Most visitors stay at Pahawang Besar Island because this is the island that mostly local inhabitants live. It is recommended that you bring food and drinks when going to the island for lunch during the trip.

How to get there :

From downtown of Bandar Lampung, you can head to the beach in Klara district that located in Pesawaran regency. The beach is a crossing point into Pahawang Island. The travel time from downtown Bandar Lampung to Klara Beach is about 70 to 90 minutes ride.

From here you can rent a boat to cross to the Pahawang Island that costs around Rp 500,000 per day (including the driver). The boat can accommodate about fifteen people. When you rent a boat, you can also rent snorkeling equipment for around Rp 50,000 per person. The travel time to get to a location is about 90 minutes' drive.

No	English	Indonesian Equivalent
1.	Island	Pantai
2.	Scenery	Perahu
3.	Natural bridge	Pengunjung
4.	Low tide	Pulau
5	High tide	Menyewa
6.	Beach	Pusat kota
7.	visitor	Air surut
8	downtown	Air pasang
9	boat	Pemandangan
10	Rent	Jembatan alami

LEARNING MATERIAL
Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing

- ✿ A descriptive text is made up of identification or general statement and description element.
- ✓ Identification: (contains about the introduction of a person, place, animal or object will be described.)
- ✓ Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

- ✿ Language Feature of the text
 1. Focusing on a specific object
 2. Generally using Present Tense
 3. Using linking verbs and verbs to classify things and describe appearances, characteristics, parts, and functions
 4. Frequently using noun phrases
 5. Using adjectives and adverbs to add information to nouns and verbs in the provision of detailed information
 6. Using adverbial phrases of manner, place, or time
 7. Using words explaining characteristics features (size, shape, location, color, etc)
 8. Using detail to visualize the topic

Task 5 : After learning material, answer the following questions based on the text in task 4.

1. What is the title of the text?

2. What is the purpose of the text?

3. What tense is most used in the text?

4. Complete the following table.

Parts of text	Generic structure of the text	Main idea
Paragraph 1	<i>Identification</i>	<i>Pahawang is an island that located in the District of Punduh Padada, Pasawaran district, South Lampung</i>
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		

Task 6. Read the following text. Find and write the differences both of the texts.

Text 1

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D'Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is an other favorite place to visit.

Text 2

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudra. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

Text	Social Function	Generic Structure	Language Feature
1			

Task 7 : Read the text carefully and decide whether the following statements are TRUE (T) or FALSE (F) by circling the letter.

The Pyramids

The Pyramids at Giza are among the best-known ancient monuments in the world and the only one of the Seven Wonders of the ancient world still standing.

Of the three pyramids, the Great pyramid of Khufu (Cheops), which was built by the pharaoh Khufu around 2560BC is the oldest and largest. It is 136m high with each side measuring 229m. Each side is oriented with the cardinal points of the compass, i.e. North, South, East and West. The sloping angle of the side is 51 degrees 51 minutes. It consists of two million blocks of stone. The Pyramid of Khafre (Chephren) is situated to the southwest of Cheops. Although it appears to be taller than the Great Pyramid, as it stands on higher ground, this pyramid, which was built by Khufu's son Khafre, is actually smaller than Cheops. The third pyramid, the Pyramid of Menkaure (Mycerinus), which stands some 67m (220ft) high, was started by Khafre's son Menkaure.

The famous Sphinx stands in front of the Great Pyramid, with the body of a lion joined to the head of a man. The Sphinx, which is 60m (200ft) long and 20m (65ft) high, was carved over 4500 years ago out of a single block of sandstone left over from building the Great Pyramid. The sights at Giza are among the most famous in the world and continue to fascinate hordes of visitors every year.

Adapted from <http://www.mapsofworld.com/travel destinations/pyramids.html>

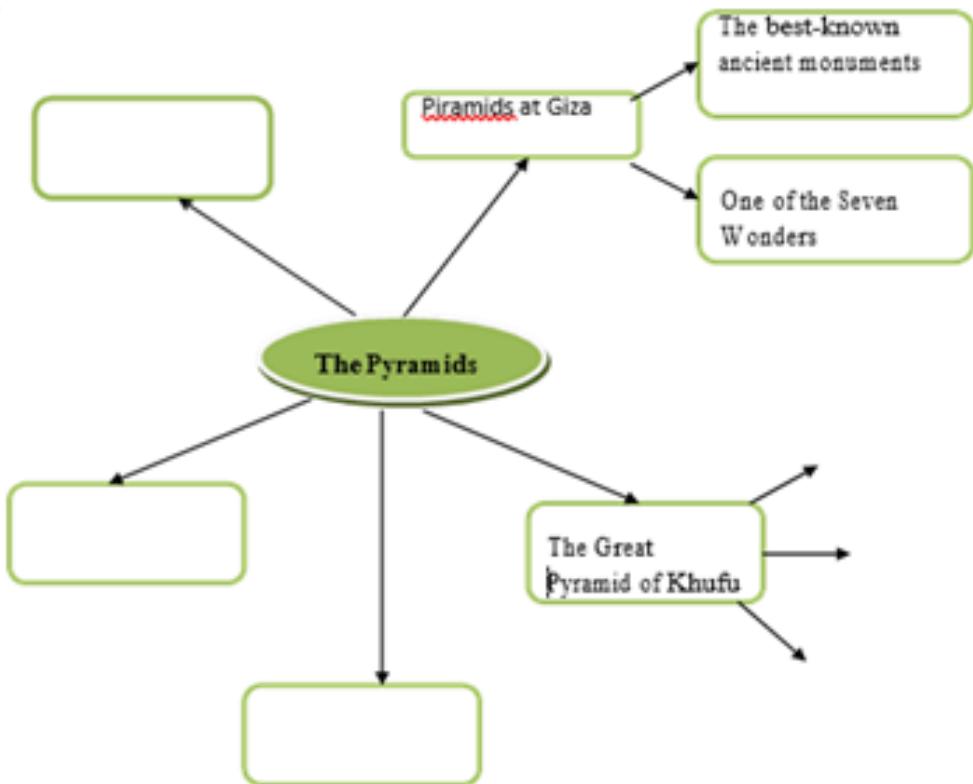
- | | | |
|---|---|---|
| 1. There are three pyramids at Giza which are Cheops, Chephren and Sphinx | T | F |
| 2. Cheops was built by Khufu's son. | T | F |
| 3. The sloping angle of the Cheops's side is 51 degrees 51 minutes. | T | F |
| 4. Cheops is bigger then Chephren. | T | F |
| 5. The Pyramid of Khafre is the higest pyramid. | T | F |
| 6. The Pyramid of Khafre is situated to the south of Cheops. | T | F |
| 7. The Pyramid of Menkaure was buit before Menkaure' rule. | T | F |

- | | | |
|--|---|---|
| 8. The famous Sphinx is a lion statue. | T | F |
| 9. Sphinx stands ahead of the Great Pyramid. | T | F |
| 10. The Sphinx is 20m high and 60m long. | T | F |

Task 8 : Find out the meanings of the words in Indonesia equivalents and synonyms related to the context of the text in task 6 !

No	Words	Synonyms	Indonesia Meanings
1	<i>best-known (adj)</i>	<i>famous</i>	<i>Terkenal</i>
2	Great		
3	Ancient		
4	Appear		
5	Single		

Task 9 : Read the text in Task 7. Make mind mapping based on the text! One is done for you than continue the others like the following example



Grammar Focus

Noun Phrases for Describing an Object or a Place

A description text mostly uses adjectives to modify or describe the nouns. They form noun phrases. A noun Phrase is a series of words where a noun as a head is preceded by an adjective as a modifier.

Adjectives modify or describe nouns or noun phrases, to give more information about the nouns or noun phrase. A few adjectives precede the noun and noun phrases. See the following examples.

- The beautiful beach is called Pink Beach

Adjective noun

- It truly offers panoramic views

Adjective noun

Word order of adjectives

Adjectives phrases are called called opinion adjectives because they describe their opinions about something.

Observe the following examples and pay attention to the order of adjectives (modifiers). Remember the common word order of adjectives before a noun.

Exmaple : - beautiful small new blue balinese wodden statue

- Best white sandy beach

Opinion	Size	Shape	Age	Color	Origin	Material	Noun
Beautiful	Small	-	New	Blue	Balinese	Wodden	Statue
Best				White		Sandy	Beach

Read the text below!

The Temple of Borobudur

1. Buddhist temple of Borobudur is located in Magelang, Yogyakarta. It is surrounded by a peaceful landscape of rice-terraced hills and over- looked by four volcanoes. The hard-working people of the Sailendra dynasty built it over a period of 80 years in the ninth century. They transformed a volcanic plug of basalt into a stepped pyramid with a base measuring 120 metres square and a height of 35 metres.
2. Viewed from above, Borobudur looks like a giant mandala. It depicts the path of the bodhisattva from Samsara to Nirvana, through the story of Sudhana described in the Gandavyuha Sutra, a part of the Avatamsaka Sutra. In total, this massive monument contains over 2 million stone blocks.
3. Borobudur perfectly represents the existence of the universe and reflects the Buddhist cosmology. The cosmology divides the universe into three separate levels. The three levels are Kamadhatu (world of desire), Rupadhatu (world of forms), and Arupadhatu (world of formlessness).
4. The hidden base of Borobudur was originally the first level, which contains the gallery of Kamadhatu level. During its construction, Borobudur experienced a landfall that threatened the entire building. To prevent the whole monument from collapsing, the Kamadhatu level was closed and made into a new base that holds Borobudur steady.
5. The reliefs of the Rupadhatu level show the stories based on manuscripts of Lalitavistara, Jataka-Avadana and Gandavyuha. The Lalitavistara reliefs consist of 120 panels. The reliefs tell us about the life of Siddhartha Gautama Buddha. It starts with the glorious descent of Buddha from the Tushita heaven. Born as Prince Siddhartha, Buddha's childhood was isolated from the outside world's misery. Accidentally witnessing the unhappiness of sickness, weakness and death, young Prince Siddhartha decided to escape from the worldly life and began his search of freedom from suffering. Siddhartha's long and painful search finally led him to the highest level of enlightenment and made him Buddha, the Enlightened One. This story ends with Buddha's sermon in the Deer Park near Benares.
6. On the last three circular highest terraces, 72 stupas circle the huge main stupa that crowns the top of the temple. The circular form represents the eternity without beginning and without end, a superlative, calm, and pure state of the formless world. There are no reliefs on the three circular terraces. The part of the temple represents the Arupadhatu level.

Task 10 : Based on Paragraph above, please answer these questions, and compare your answer with your friend.

1. Where is Borobudur Temple Located ?
2. How big is Borobudur Temple ?
3. Who built Borobudur Temple ?
4. What is the shape of Borobudur Temple ?
5. What does Borobudur Temple look like, seen from the sky ?
6. There are three part of symbolizing three levels of life in Borobudur Temple, what are they ?
7. How religious were the people building of Borobudur Temple ?
8. What does the word manuscripts in paragraph 5 ?
9. Can you see the part of Borobudur representing Kamadhatu level, why ?
10. Which part of Borobudur temple represent Rupadhatu Level ?

Task 11 : After learning noun phrases , please make 10 noun phrase using the following adjectives and nouns by using word order of adjectives. Then, explain the meaning. Number one is done for you

Adjectives : amazing, beautiful, sacary, high, attractive, small, big, round, dangerous, high, blue, white, old.

Noun : waterfall, beach, experience, sand, mountain, view, island, destination

- | | |
|--|-----------|
| 1. Amazing view: <u>pemandangan yang menakjubkan</u> | 6. _____ |
| 2. <u> </u> | 7. _____ |
| 3. <u> </u> | 8. _____ |
| 4. <u> </u> | 9. _____ |
| 5. <u> </u> | 10. _____ |



WRITING SECTION.

Task 12 : Describe your favourite local tourism destination in your hometown, by using this outline.

Paragrph 1: Identification (introduce the topic and why is it amazing)

.....
.....
.....

Paragraph 2: description (describe the location and how to get there)

.....
.....
.....

Paragraph 3: decription (describe the specific places. It can be spots, views or qualities)

.....
.....
.....

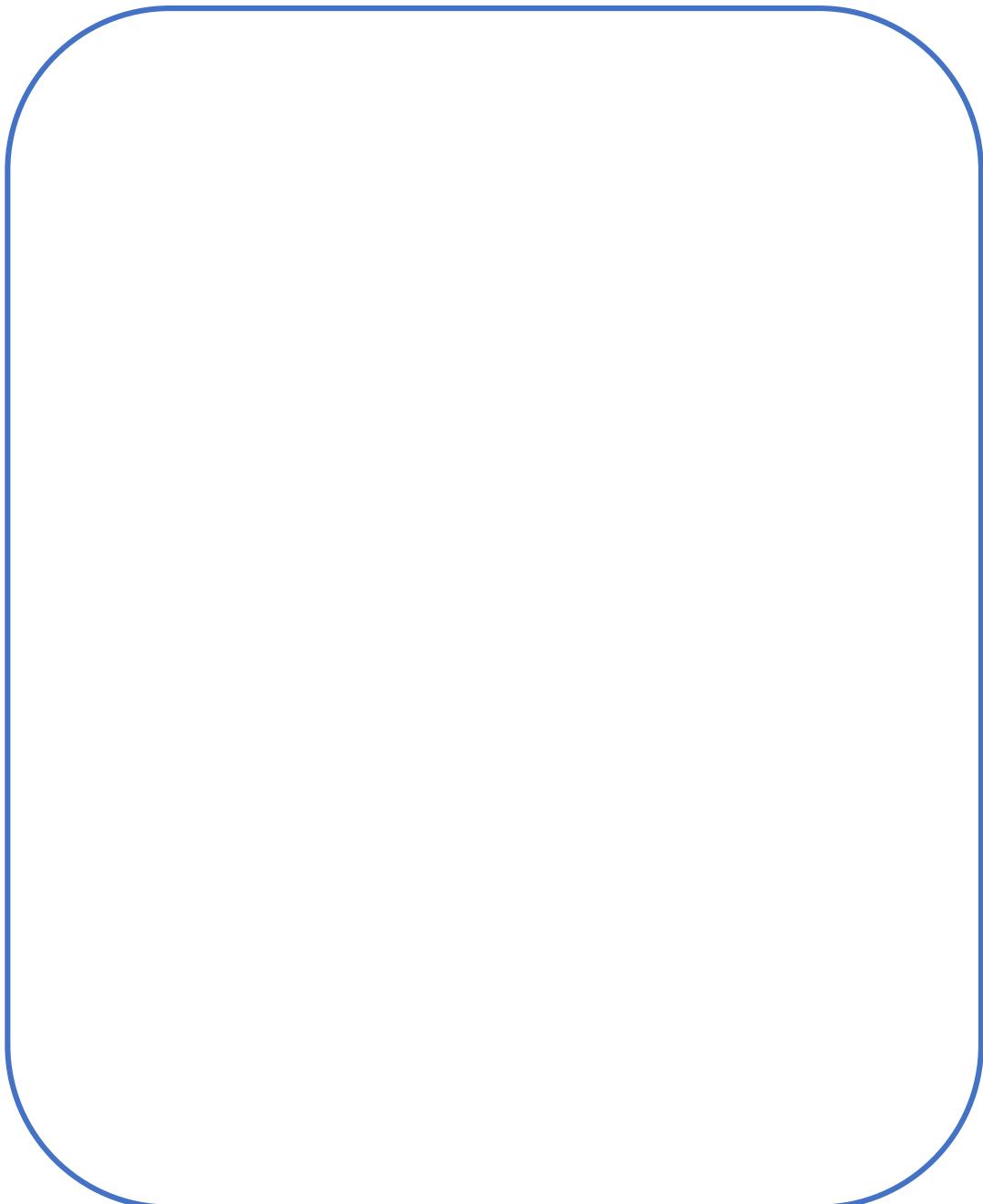
Paragraph 4: Description (describe the facilities or services of the place)

.....
.....
.....

TASK 13 :

Writing descriptive text

Based on your draft that you have written, please develop your draft into paragraphs (descriptive text) in the following.

A large, hollow rectangular frame with rounded corners, defined by a thick blue border. It occupies most of the page below the task instructions, intended for students to write their descriptive text.



Listening Section

Task 14 :

Watch the video carefully. While listening, please fill the blank space with the words that you have heard then answer the questions.

<https://youtu.be/Eun8P1Ux3oI>

Kiluan Bay

Kiluan Bay is a tourist (1) which is located in Kiluan village, Kelumbayan subdistrict, Tanggamus district, South Lampung. Kiluan Bay is about 80 kilometers from Bandar Lampung city center or three to four hours if you go there by car. This is the place of (2) for a bunch of mouth bottles dolphins.

This bay has stunning natural landscape and coast. The sand beach which is spreading out there is white and (3) It is quite harmonious with the blue color of the sea. Besides swimming and snorkeling, in this bay you can also see attractions from a group of dolphins. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning. However, to watch the attractions you must first (4) a small boat or Jukung.

By using the small boat or Jukung, you will be brought into the middle of the sea where the dolphins gather. It takes around twenty five minutes from the coast. From close distance, you can see a (5) of dolphins which swim and even jump on the side of the coming boat as if they welcomed your coming.

Questions :

1. What does the text talk about?

.....

2. What are the special things in that place?

.....

TASK 15 :

Please record your voice based on your description text that you have written in activity 12. Then, please make it video creative based on your voice recording like the example video that I have given you before.

Reflection

Reflect on your learning process and the progress that you make by answering the following questions.

1. Which learning activities did you enjoy?
2. How well can you read descriptive texts about tourism destinations?
3. How well can you write descriptive texts about tourism destination?
4. What will you do next to learn further about descriptive texts?
5. What spiritual and social values did you learn from this unit?

Summary

1. Factual Description Text

A factual description describes a particular person, place or object. Its function is to tell about the subject by describing its features without including personal opinions. Factual description texts include: description of a particular building, descriptions of a specific animal, descriptions of a particular place, and descriptions of a specific person. A factual descriptive text has two main parts, i.e.: identification and description.

2. Expressions to ask for information

- Who ...? (e.g. Who built Yogyakarta Palace or Borobudur Temple?)
- What ...? (e.g. What is the shape of Borobudur Temple?)
- When ...? (e.g. When was Prambanan completed?)
- Where ...? (e.g. Where is Borobudur Temple located?)
- Why ...? (e.g. Why is Borobudur Temple as the most iconic building in Magelang?)
- How ...? (e.g. How was Prambanan built?)
- How long ...? (e.g. How long was Prambanan complex entirely completed?)
- How many ...? (e.g. How many levels construct the architectural design of Borobudur Temple?)
- How much ...? (e.g. How much was it spent by the King to build Prambanan?)
- How far ...? (e.g. How far is Borobudur Temple from Yogyakarta?)

To be considered polite, you must express your questions with some kind of basic courtesy, for example:

- Excuse me, sir. Where ...?
- Pardon me, ma'am, but how ...?
- Sir, could you help me? When ...?

3. Adjectives

Adjectives are words that describe nouns or pronouns. The following are the types of adjectives.

- Attributive adjectives
- this massive monument
- Predicative adjectives
- Many of these statues are missing or damaged.
- Participles as adjectives
- A stepped pyramid

Appendix: Listening Script

Task 11

Kiluan Bay

Kiluan Bay is a tourist attraction which is located in Kiluan village, Kelumbayan sub district, Tanggamus district, South Lampung. Kiluan Bay is about 80 kilometers from Bandar Lampung city center or three to four hour if you go there by car. This is the place of migration for a bunch of mouth bottles dolphins.

This bay has stunning natural landscape and coast. The sand beach which is spreading out there is white and gentle. It is quite harmonious with the blue color of the sea. Besides swimming and snorkeling, in this bay you can also see the attractions from a group of dolphins. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning. However, to watch the attractions you must first rent a small boat or Jukung.

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THANK YOU