

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	:	SMA Brawijaya Smart School
Mata Pelajaran	:	Bahasa Inggris
Kelas / Semester	:	XI / III
Materi Pokok	:	Teks surat pribadi
Sub Materi Pokok	:	Fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya
Alokasi Waktu	:	2 X 40 menit

### A. Kompetensi Inti

- Kompetensi Inti 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- Kompetensi Inti 2 : 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.
- Kompetensi Inti 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- Kompetensi Inti 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara: efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif, dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.2 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	3.2.1 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya 3.2.2 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
		sekitarnya 3.2.3 Menyimpulkan dengan membuat resume fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya
2.	4.2 teks surat pribadi 4.2.2 menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.2.2.1 Menyusun teks tulis khusus dalam bentuk surat pribadi acak terkait kegiatan diri sendiri dan orang sekitarnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 4.2.2.2 Membuat teks lisan dan tulis khusus dalam bentuk surat pribadi acak terkait kegiatan diri sendiri dan orang sekitarnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

### C. Tujuan Pembelajaran

Melalui model pembelajaran *Inquiry Learning* siswa dapat **berpikir kritis, teliti** dan **kreatif** dalam membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya, kemudian **bekerja sama, percaya diri** dan **terampil** dalam **menyusun** teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks dan **mengomunikasikannya** dengan cara bermain peran.

Adapun tujuan pembelajaran sebagai berikut:

1. Setelah mengamati potongan-potongan gambar peserta didik akan mengemukakan pendapat mereka mengenai gambar tersebut
2. Setelah peserta didik mengamati dan mencatat hal –hal yang penting yakni fungsi, generic structures, dan contoh dari personal letter text peserta didik menjawab pertanyaan-pertanyaan yang diberika guru.
3. Setelah bekerja kelompok peserta didik mem **membedakan** dua teks personal letter dan **menuliskan kesimpulan** sementara tentang pekerjaan yang telah mereka kerjakan
4. Setelah peserta didik mengumpulkan data, peserta didik mencari informasi dari sumber lain seperti **internet** ataupun buku dan menuliskan rangkuman.
5. Setelah merangkum peserta didik menemukan konsep dan membahas hasil diskusi.
6. Setelah peserta didik mempresentasikan hasil diskusinya, peserta didik yang lain memberikan tanggapan.
7. Peserta didik melakukan review materi melalui google form untuk mengukur pemahaman siswa mengenai materi personal letter text
8. Setelah melakukan review peserta didik akan mengamati sebuah teks dan menjawab

pertanyaan guru

9. Peserta didik akan menyusun sebuah text acak dan membuat teks analytical exposition

#### D. Materi Pokok

##### Surat pribadi

##### Sub Materi Pokok

Fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya

#### E. Metode Pembelajaran

1. Pendekatan Pembelajaran : *Scientific Learning*
2. Metode pembelajaran:
  - Diskusi
  - Penugasan
  - Pengamatan
  - Tanya jawab
  - Presentasi
3. Model pembelajaran *Inquiry Learning*

#### F. Media Pembelajaran

1. Media Pembelajaran
  - Video dari Youtube tentang *surat pribadi*
  - Lembar Kerja untuk melakukan kegiatan pembelajaran dengan model *Inquiry Learning*
2. Alat / Bahan Pembelajaran
  - Kertas HVS
  - Laptop
  - HP
  - Speaker/Pengeras Suara
  - LCD Proyektor

#### G. Sumber Pembelajaran

1. <https://en.islcollective.com/download/english-esl-worksheets/material-type/fun-activities-and-games/reply-letter-writing/30130>
2. <https://en.islcollective.com/download/english-esl-worksheets/grammar/present-simple-tense/letter-penfriend/28202>
3. <https://en.islcollective.com/download/english-esl-worksheets/grammar/verb-tenses/letter-friend/12913>

#### H. Langkah-langkah Kegiatan Pembelajaran

##### Pertemuan I

No.	Kegiatan	Deskripsi	Alokasi Waktu
1.	Pendahuluan	1. Melakukan pembukaan dengan salam pembuka dan <b>berdoa</b> untuk memulai pembelajaran 2. Memeriksa kehadiran peserta didik sebagai <b>sikap</b>	5 menit

No.	Kegiatan	Deskripsi	Alokasi Waktu
		<p><b>disiplin</b></p> <p>3. <b>Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran di zoom meeting.</b></p> <p>4. Memberitahukan tentang kompetensi dasar dan indikator pada pertemuan yang berlangsung</p> <p>5. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.</p> <p>6. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran</p>	
2.	Inti	<p>Siswa secara individu</p> <p><b>a) Warming-up (melakukan game 'rearrange me please')</b></p> <ol style="list-style-type: none"> <li>1. Guru memandu peserta didik untuk mengamati beberapa potongan kertas yang telah di post di google classroom</li> <li>2. Peserta didik menyusun potong-potongan kertas tersebut menjadi teks yang utuh dalam waktu tiga menit</li> <li>3. Guru dan peserta didik membahas pekerjaan yang telah mereka lakukan</li> <li>4. Peserta didik yang menjawab benar akan mendapat poin 10</li> <li>5. Guru mengajak peserta didik untuk membaca dengan seksama teks yang telah di susun</li> <li>6. Guru mengajak peserta didik untuk menebak jenis teks tersebut</li> </ol> <p><b>b) Sintak 1: Orientasi</b></p> <ol style="list-style-type: none"> <li>1. Guru mengenalkan siswa pada materi '<i>personal letter</i>' dengan cara menayangkan youtube channel <a href="https://www.youtube.com/watch?v=2Htb96K34LM">https://www.youtube.com/watch?v=2Htb96K34LM</a></li> <li>2. Guru meminta siswa untuk mengamati dan mendengarkan video sambil mencatat hal-hal/informasi penting yang didengar dari video tersebut yakni mengenai definisi, fungsi, generic structures of personal letter</li> <li>3. Guru bertanya kepada siswa terkait dengan informasi apa yang didapat siswa setelah melihat tayangan video tersebut.</li> <li>4. Guru memberikan kesempatan kepada siswa untuk menjawab pertanyaan guru.</li> </ol>	30 menit

No.	Kegiatan	Deskripsi	Alokasi Waktu
		<p><b>c) Sintak 2: Perumusan Masalah</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk bekerja dalam kelompok.</li> <li>2. Guru meminta siswa untuk membedakan dua teks personal letter yang telah di post guru di google classroom</li> <li>3. Guru bertanya kepada siswa tentang perbedaan-perbedaan tersebut dengan menganalisis generic structures dan topic teks personal letter.</li> <li>4. Guru memberi kesempatan kepada masing-masing kelompok untuk memberikan pendapatnya.</li> </ol> <p><b>d) Sintak 3: Mengajukan Hipotesis</b></p> <ol style="list-style-type: none"> <li>1. Siswa secara berkelompok menuliskan kesimpulan sementara tentang pekerjaan yang telah mereka kerjakan</li> </ol> <p><b>e) Sintak 4: Pengumpulan Data</b></p> <ol style="list-style-type: none"> <li>1. Guru memberikan kesempatan kepada siswa untuk mengumpulkan data/ informasi terkait materi pelajaran <i>personal letter</i> dengan membaca buku teks atau buku modul yang sudah dimiliki siswa. Siswa juga dapat mencari informasi dari sumber lain seperti internet ataupun buku.</li> <li>2. Siswa menuliskan rangkuman atau poin-poin penting yang telah didapat dari kegiatan literasi yang sudah dilakukan di lembar diskusi dan mengepostkan rangkuman mereka secara berkelompok di bagian chat zoom</li> </ol> <p><b>f) Sintak 5: Menganalisis Data</b></p> <ol style="list-style-type: none"> <li>1. Guru menanyakan hal-hal/informasi yang sudah didapatkan siswa tentang perbedaan materi konsep.</li> <li>2. Guru mengarahkan siswa untuk bisa menemukan prinsip/konsep apa saja yang didapat siswa.</li> <li>3. Guru membahas hasil diskusi siswa untuk menemukan konsep materi yang benar.</li> </ol> <p><b>g) Sintak 6: Menarik Kesimpulan</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta kepada perwakilan kelompok (dua kelompok) untuk mempresentasikan hasil</li> </ol>	

No.	Kegiatan	Deskripsi	Alokasi Waktu
		<p>diskusinya di depan kelas.</p> <ol style="list-style-type: none"> <li>2. Guru memberikan kesempatan kepada kelompok lain untuk memberikan pendapat ataupun sanggahan.</li> <li>3. Guru meminta siswa untuk membuat resume secara berkelompok secara orally dan mengirimkan hasil resume kelompok ke google clasroom.</li> </ol>	
3.	Penutup	<ol style="list-style-type: none"> <li>1. Siswa mengumpulkan tugas yang telah mereka kerjakan</li> <li>2. Guru bersama siswa menyimpulkan materi pembelajaran yang telah diberikan.</li> <li>3. Guru memberikan beberapa pertanyaan secara lisan terkait materi pembelajaran pada hari ini untuk mengetahui pemahaman siswa terhadap pembelajaran yang telah dilakukan.</li> <li>4. Memberikan tugas kepada siswa untuk membaca review materi</li> <li>5. Guru menutup pembelajaran dengan doa bersama dan salam.</li> </ol>	5 menit

## Pertemuan 2

No.	Kegiatan	Deskripsi	Alokasi Waktu
1.	Pendahuluan	<ol style="list-style-type: none"> <li>1. Melakukan pembukaan dengan salam pembuka dan <b>berdoa</b> untuk memulai pembelajaran</li> <li>2. Memeriksa kehadiran peserta didik sebagai <b>sikap disiplin</b></li> <li>3. <b>Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran di zoom meeting.</b></li> <li>4. Memberitahukan tentang kompetensi dasar dan indikator pada pertemuan yang berlangsung</li> <li>5. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.</li> <li>6. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran</li> </ol>	10 menit
2.	Inti	<p>a) <b>Warming-up (melakukan game 'get me my points')</b></p> <ol style="list-style-type: none"> <li>1. Guru menerangkan mengenai game ini yakni siswa akan menjawab pertanyaan dari guru berkisar personal letter yang guru post di</li> </ol>	75 menit

No.	Kegiatan	Deskripsi	Alokasi Waktu
		<p>Google classroom dalam bentuk google form</p> <ol style="list-style-type: none"> <li>2. Peserta didik bersama-sama membuka google classroom dan mulai mengerjakan selkama 5 menit</li> <li>3. Peserta didik yang mendapat nilai tertinggi mendapat poin plus 10</li> </ol> <p>b) <b>Sintak 1: Orientasi</b></p> <ol style="list-style-type: none"> <li>1. Guru mengajak peserta didik untuk mengingat kembali mengenai materi personal letter dari soal-soal yang telah mereka kerjakan</li> </ol> <p>c) <b>Sintak 2: Perumusan Masalah</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk membaca sebuah teks personal letter yang telah di share di zoom dan menanyakan pertanyaan mengenai topik dan isi dari teks tersebut</li> <li>2. Guru meminta siswa untuk bekerja secara individu</li> </ol> <p>d) <b>Sintak 3: Mengajukan Hipotesis</b></p> <ol style="list-style-type: none"> <li>1. Siswa secara mandiri mengerjakan tugas mereka</li> </ol> <p>e) <b>Sintak 4: Pengumpulan Data</b></p> <ol style="list-style-type: none"> <li>1. Guru memberikan kesempatan kepada siswa untuk mengumpulkan data/ informasi terkait jawaban yang ditanyakan</li> </ol> <p>f) <b>Sintak 5: Menganalisis Data</b></p> <ol style="list-style-type: none"> <li>1. Guru menanyakan hal-hal/informasi yang sudah didapatkan dari jawaban siswa</li> <li>2. Guru mengarahkan siswa untuk mengoreksi hasil pekerjaan mereka sudah benar atau tidak .</li> <li>3. Guru membahas hasil pekerjaan bersama-sama.</li> </ol> <p>g) <b>Sintak 6: Menarik Kesimpulan</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta kepada seluruh siswa an mereka.</li> <li>2. Guru memberikan arahan jika terdapat jawaban yang masih salah bisa dikoreksi dengan menuliskan jawaban yang benar.</li> </ol>	
3.	Penutup	1. Siswa mengumpulkan tugas yang telah mereka kerjakan	5 menit

No.	Kegiatan	Deskripsi	Alokasi Waktu
		2. Guru bersama siswa menyimpulkan materi pembelajaran yang telah diberikan. 3. Guru memberikan tugas kepada siswa untuk membuat sebuah surat pribadi untuk teman mereka dan dikirimkan melalui email (siswa harus menscreenshot surat pribadi yang telah dikirm ke google classroom) 4. beberapa pertanyaan secara lisan terkait materi pembelajaran pada hari ini untuk mengetahui pemahaman siswa terhadap pembelajaran yang telah dilakukan. 5. Memberikan informasi bahwa pada pertemuan selanjutnya siswa akan menulis surat dan melakukan ulangan personal letter 6. Guru menutup pembelajaran dengan doa bersama dan salam.	

- **Penilaian Hasil Belajar**

1. Teknik Penilaian

- a. Pengetahuan : Tes tulis
- b. Keterampilan :
- Membuat teks surat pribadi
- c. Sikap : Observasi/pengamatan terhadap kerja kelompok

2. Instrumen Penilaian

- a. Pengetahuan : Isian singkat dan uraian
- b. Keterampilan : Rubrik penilaian menulis dan bermain peran
- c. Sikap : Lembar observasi

Mengetahui,  
Kepala SMA Brawijaya Smart School

Malang, 15 Juli 2019  
Guru Mata Pelajaran Bahasa Inggris

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## LAMPIRAN

### ➤ MODUL SISWA

Name :	_____
Class :	_____

# A letter for you

## A. Core materials

Material that will be learnt in the second chapter is personal letter.

## B. Basic Competence

- ♥ Distinguishing social functions, text structures, and linguistic elements some personal letters by giving and asking for information related to intention to do something/activities, in accordance with the context of their use.
- ♥ Personal letter
  - ✓ Responding the contextual meaning related to social functions, text structures, and linguistic elements of some personal letters by giving and asking for information related to intention to do something/activities, in accordance with the context of their use.
  - ✓ Composing personal letters by giving and asking for information related to intention to do something/activities, in accordance with the context of their use.

## C. Learning Objectives

- ♥ To distinguish social functions, text structures, and linguistic elements some personal letters by giving and asking for information related to intention to do something/activities, in accordance with the context of their use.
- ♥ To identify social functions, text structures, and linguistic elements some personal letters by giving and asking for information related to intention to do something/activities, in accordance with the context of their use.
- ♥ To explain social functions, text structures, and linguistic elements some personal letters by giving and asking for information related to intention to do something/activities, in accordance with the context of their use.
- ♥ To determine the contextual meaning related to social functions, text structures, and linguistic elements of personal letters.
- ♥ To determine the general description of personal letters.
- ♥ To compose a personal letter.

## D. Act it Out

### Part 1

In this part, you will write a short letter to your friend. The teacher wants to choose it. After writing the letter, then give your letter to your friend. Teacher wants to ask some of you to read the letter.

Write your letter here



### Part 2

In this part, you will read your friend's letter and your letter then distinguish between them as follow (you can browse the information in the internet):

Your letter	Your friend's letter

### Part 3

In this activity, you will learn about what a personal letter is, its social function, language features, and generic structures. Read the explanation carefully and you may

surf the internet if you want to find further information about announcement texts. After you read the explanation, work in a group that has been determined by the teacher. Read carefully the personal letter following the explanation. Then, analyze the text by completing the analysis table given and determine the detail and particular

Letter:

- Is a written message from one person to another, usually put in an envelope and sent by the post

Personal letter:

- Is a type of letter (or informal composition) that usually concerns personal matters and is sent to someone you know. For example, you might write to a friend, family member, classmate or pen pal.

### THE STRUCTURE OF PERSONAL LETTER

DATE	Date when the letter is written
ADDRESS	Place where you are writing from
SALUTATION	Greeting (for example “Dear ...”, “Hi ...”, “Hello...”)
INTRODUCTION/OPENING	The opening of the letter
BODY OF LETTER	It contains the information to the recipient
CLOSURE	The part indicates the letter is going to end
COMPLIMENTARY CLOSE	Short expressions like “sincerely yours”, “faithfully yours”, “Regards”, etc.
SIGNATURE AND SENDER’S NAME	Signature or initial of the writer

### SOME USEFUL EXPRESSIONS FOR LETTER WRITING

Gratitude	<ul style="list-style-type: none"> <li>▪ I’m just writing to thank you for ...</li> <li>▪ It was very kind of you to ...</li> </ul>
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Giving advice	<ul style="list-style-type: none"> <li>▪ Thanks very much for ...</li> <li>▪ I am very grateful for ...</li> <li>▪ I think you should ...</li> <li>▪ In your last letter you asked me about ..., I think ...</li> <li>▪ Have you thought about ...</li> <li>▪ I suggest ...</li> </ul>
Delivering good news	<ul style="list-style-type: none"> <li>▪ I'm sure you will be happy to hear that ...</li> <li>▪ I was happy to read that ...</li> </ul>
Delivering bad news	<ul style="list-style-type: none"> <li>▪ I'm sorry but I have to tell you that ...</li> <li>▪ I'm extremely sorry to hear that ...</li> </ul>
Asking for help	<ul style="list-style-type: none"> <li>▪ I wonder if you could help me ...</li> <li>▪ I wonder if I could ask you a favor. Could you ...?</li> <li>▪ I would like to apologize for ...</li> </ul>
Apologizing	<ul style="list-style-type: none"> <li>▪ I am so sorry that ...</li> <li>▪ Words are not enough to erase the pain I have given you but I want to say how sorry I am ...</li> </ul>

### Example

#### First personal letter

Bandung, 5 November 2019

To my beloved friend, Aurora.  
In Paris

Hello Aurora, How are you today? Hopefully you are fine. It's been a while since you left me here alone, huhuhu so sad. My family and I here are missing you a lot.

How is Paris? I guess it's very beautiful. Winter is coming soon right? Ah, I really want to know how the winter is. But, most importantly, please wear warm outfits and don't get sick.

And how about your college life? Is it run smoothly as you expected. I guess you will be the best in the class because you are the smartest one haha. Oh, By the way I will be starting my study in January. I'm very excited about it, because it is the first college class. I take English Education as my majority.

Okay, I think that's all for now. I want to hear everything about your new life in Paris. Please don't forget to reply my letter! See you and good luck~

With Love,  
Miya

#### Second personal letter

Jakarta, 5 September 2019

Dear Dimas,

Thank you very much for your last letter. It was great to hear from you after so many months. You seem to be having a nice time in Korea.

Thanks also for the photographs. I absolutely loved that snap of yours standing in front of the Namsan Tower. Korea looks stunning. Someday, I would definitely like to go there.

There's not much happening here. I am busy with my part time job and college.

By the way, are you coming home anytime soon? If you are, let me know the dates and we can arrange to meet up.

Hope to see you soon  
Alika

### **Third personal letter**

Surabaya 5 November 2017

Dear Ashley,

Thank you for your letter. It's always a pleasure to receive your letters.

You asked me how I spent the summer. Well, it was not the best summer of my life. First, I caught a cold and was sick for two weeks. Because of this I could not go to a youth camp and I spent a month in a stuffy city.

Then the weather turned bad and again I had to stay home. Only in August, I managed to go hiking with friends. We had a lot of fun and sang songs around the campfire.

How is your new dog? Did it get used to you? What do you feed it?

Well, I've got to finish. It is now 11:00 pm, it's time to sleep.

Take care of yourself,  
Anna

**GROUP WORK 1**

**Analysis of written personal letters**

**WRITE THE DIFFERENCES OF THE PERSONAL LETTERS BY FILLING THE TABLE BELOW!**

	<b>LETTER 1</b>	<b>LETTER 2</b>	<b>LETTER 3</b>
<b>SOCIAL FUNCTION</b>			
<b>TEXT STRUCTURE</b>			
<b>LANGUAGE FEATURES</b>			
<b>COMMON EXPRESSION (Salutation, Introduction, closing statement, complimentary close)</b>			

#### Part 4

In this part, the groups want to share their answers then you and your group will write some additional information by completing the table below



The additional information

	LETTER 1	LETTER 2	LETTER 3
<b>SOCIAL FUNCTION</b>			
<b>TEXT STRUCTURE</b>			
<b>LANGUAGE FEATURES</b>			
<b>COMMON EXPRESSION (Salutation, Introduction, closing statement, complimentary close)</b>			

## Part 5

In this part, you will read two personal letter then answer some questions.

### First personal letter

From: Tazkia Irsyad tazkia.irsyad@gmail.com

To: Wendy Bone wendy.bone@yahoo.com

Dear Wendy,

I expect that you are packing right now, preparing your luggage and everything. Hope you take something warm to be worn; I don't know about Vancouver, but it's quite chilly in Bandung nowadays. I'm afraid I can't meet at the airport on your arrival next week because I have a game to be played that day. My volleyball team is going to regional competition, and I am the tosser of my team. Here are directions to my house. I'll send you a map of my area later. From Husein Sastranegara airport, you can take airport taxi, the blue one. Just give the driver my address and he will take you right away. However, if you want to have a little adventure, you can take the public transportation, or "angkot". First, you must get out of the airport and take 5 minutes' walk toward railway road. Then, you cross the street, and find green angkot with route St Hall - Cimahi. Get on this angkot and get off in front of a housing complex called "Taman Mutiara", it's across Cibabat Hospital. That is the area where I live. Find some "ojeg" driver at the gate, and give him my address. Oh ya, "ojeg" is a motorcycle driver who can take you to your destination with some price. It's like taxi driver, but it uses motorcycle. So, there you go. You can take a taxi or angkot for more adventure. Have a safe trip now! I'll see you next week.

Love,  
Tazkia.

1. What is Wendy possibly doing when she received an email from Tazkia?  
\_\_\_\_\_
2. Why cannot Tazkia meet Wendy at the airport?  
\_\_\_\_\_
3. Why does Tazkia suggest Wendy to take angkot?  
\_\_\_\_\_
4. Why is it categorized as a personal letter?  
\_\_\_\_\_
5. What was the sender's purpose in writing the letter?  
\_\_\_\_\_



## Second personal letter

July 16, 2007

Dipsy Syalala  
506 Country Lane  
North Baysville, CA 53286

Susan Trilili  
1207 Pine Street  
Manhattan

Dear Susan

It feels like such a long time since the last time I saw you. I know it's only been several weeks since I saw you. So far my summer has been great!

I spend my all my weekends at the beach. I am getting a nice tan and you can no longer say I am paler than you. I have been playing lots of volleyball, surfing and building a nice collection of sea shells. Just this past weekend I took second place in a sandcastle building contest!

On the weekdays I work. I drive an ice cream truck around and sell ice cream to the kids. It is so cool. It is a combination of the two things I love most, ice cream and kids. The pay isn't too great but I love the job so much.

I hope the summer's been going well for you too. There's only a month and a half left in summer vacation and after that it's back to school. Would you like to meet up sometime before school starts?

Your loving friend

Dipsy Syalala

1. Who wrote the letter? To whom did she write the letter?

---

2. What is the letter about?

---

3. Why did she write the letter?

---

4. "It is a combination of the two things I love most, ice cream and kids."  
What does the underlined word refer to?

---

5. What did Dipsy do at the weekend in the beach?

---

**Part 6**

**In this part, you will read the expression of personal letter and the purpose then match them .**

<b>Expressions</b>	<b>Purpose</b>
I am so happy to share this with you (...)	a. To apologize
Thank you so much for remembering me (...)	b. To ask for reply
I will be waiting for your letter eagerly (...)	c. To ask a favor
I am so sorry. (...)	d. Closing
Can I ask you for this favor? (...)	e. To give advice
Love always, (...)	f. To give bad news
I think you should think it over before (...)	g. To thank the person
I am so sorry but I have to tell you (...)	h. To share good news

**Part 6**

**In this part, you will write a Personal letter to your friend in the class!**

**To write it, here are the HINTS:**

1. Write the date in the top of your letter
2. Write the sender's address
3. Write your salutation
4. Write the opening
5. Write the main body
6. Write the closing
7. Write complimentary closing
8. Give your signature and sender's name



E. Write your points here

F. Your summary

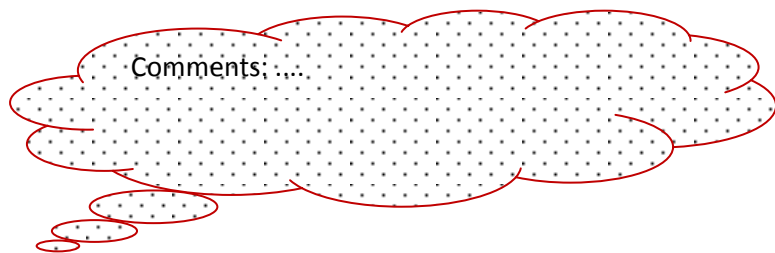
Write your summary (the material that is given)

A large, empty rectangular box with rounded corners. On the left side, there is a vertical scroll effect, suggesting it's a page from a notebook or a scroll. The box is intended for writing a summary.

G. Self Reflection

Before I studied this chapter	I have already known about ....
	....
	I didn't understand ....
I was studying this chapter	I have some difficulties in ....
	And I overcome them by ....
After I have studied this chapter	I think ....

H. Your Score



**Score!** ■■■■

### Pedoman Penskoran

- Part 1
  - Menulis surat singkat ke teman mendapat nilai 10
  
- Part 2
  - Mencari perbedaan surat sendiri dan teman: mengisi 5 perbedaan x 5 = 25
  
- Part 3
  - Mencari perbedaan dari tiga surat pribadi  
Diisi lengkap 12 isian x 5 = 60
  
- Part 4
  - Tambahan 5 nilai jika mengerjakan semua
  
- Part 5
  - First personal letter: 5 pertanyaan x 8 = 40
  - Second personal letter: 5 pertanyaan x 8 = 40
  
- Part 6
  - Menjodohkan benar: 8 menjodohkan x 2 = 16
- Part 6
  - Writing: 100

Bonus poin 4

#### Part 7

Menulis personal letter = 100

dengan ketentuan

100: menulis dengan komposisi membuat surat sangat benar, grammar dan vocabulary sangat bagus

95: menulis dengan komposisi membuat surat bagus, grammar dan vocabulary bagus (dengan kesalahan grammar 1-3 kata)

90: menulis dengan komposisi membuat surat bagus, grammar dan vocabulary bagus (dengan kesalahan grammar 4-6 kata)

85: menulis dengan komposisi membuat surat lumayan bagus, grammar dan vocabulary lumayan bagus (dengan kesalahan grammar 7-10 kata)

80: menulis dengan komposisi membuat surat cukup bagus, grammar dan vocabulary cukup bagus (dengan kesalahan grammar 11-13 kata)

75: menulis dengan komposisi membuat harus dibimbing, grammar dan vocabulary harus dibimbing (dengan kesalahan grammar lebih dari 13 kata)

## Kunci Jawaban

### Part 1

Depends on students' letter

### Part 2

Depends on students' answer

### Part 3

Berdasarkan pengamatan siswa secara berkelompok

### Part 4

Berdasarkan tambahan informasi siswa

### Part 5

#### Personal letter 1

1. Tazkia expects that Wendi is packing right now, preparing your luggage and everything
2. because she has a game to be played that day.
3. Because Wendi knows that Tazkia really like adventure so she gives suggestion to take angkot.
4. because this letter is kind of informal letter that it indicates the letter between two close friends and the story is about a private.
5. To inform/ tell how the way to go Tazkia's house.

#### Personal letter 2

1. Dipsy Syalala as the writer the letter  
Susan Trilili as the receiver the letter
2. **The letter is about Dipsy's summer activity**
3. **to tell Susan that Dipsy has a great summer and she wants to meet soon her before the class is started.**
4. "It is a combination of the two things I love most, ice cream and kids." means that the writer really like both eating ice cream and playing with kids.
5. Dipsy do at the weekend in the beach as follows
  1. She spends her all weekends at the beach
  2. She has been playing lots of volleyball, surfing and building a nice collection of sea shells
  3. She drive an ice cream truck around and sell ice cream to the kids.

### Part 6

1. h
2. g
3. b
4. a
5. c
6. d
7. e
8. f

➤ INSTRUMEN PENILAIAN KETERAMPILAN

✚ Rubrik penilaian kegiatan menulis (produk/karya tulis)

Category	4 (Excellent)	3 (Good)	2 (Fair)	1 (Need Improvement)
<b>Focus on assigned theme/ topic</b>	The entire dialogue is related to the assigned topic/ theme and allows the reader to understand much more about the subject.	Most of the dialogue is on topic/theme could help the reader learn about the subject.	Some of the dialogue is related to the assigned topic/ theme, but a reader does not learn much about the subject.	No attempt has been made to relate the story to the assigned topic/ theme.
<b>Creativity</b>	The story contains many creative details and/or descriptions. The writing was imaginative and used various sources.	The story contains a few creative details and/or descriptions. The writing showed some imagination and used various sources.	The story contains a few creative details and/or descriptions, but they distract from the story. The writing showed little imagination or showed little attention to sources.	There is little evidence of creativity in the story. The author does not seem to have used much imagination and showed little attention to the various source of information.
<b>Conventions</b>	There are no errors with spelling, punctuation, or grammar.	There are only a few errors with spelling, punctuation, and grammar.	There are several errors with spelling, punctuation, and grammar.	There are many errors with spelling, punctuation, and grammar. The writing needs much more editing.
<b>Word choice</b>	The writing has sentences that show exceptionally precise, specific, descriptive and vivid word choice.	The writing has sentences that show consistently appropriate word choices that are generally precise, varied, and descriptive.	The writing has generally varied and descriptive word choice that are appropriate for the image being described.	The writing has general, repetitive, and/or confusing word choice that are inappropriate and ineffective in describing the activity or image.

✚ **Format lembar penilaian menulis (penilaian produk/karya tulis)**

No.	Nama Siswa	Category				Total Score	Final Score
		Focus on assigned theme	Creativity	Conventions	Word choice		
1	Ahmad	4	4	3	2	13	81
2							
3							
4							
5							

✚ **Rumus perhitungan nilai siswa, sebagai berikut :**

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

✚ **Keterangan:**

- *Jumlah skor yang diperoleh siswa* adalah jumlah skor yang diperoleh siswa dari kriteria/ kategori ke-1 sampai dengan ke-4
- *Skor maksimal/ideal* adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal/ideal= 4 X 4 = 16
- Sehingga perhitungan nilai akhir maksimal siswa adalah : (16/16) X 100 = 100

✚ **Rubrik penilaian unjuk kerja (melakukan *role play*)**

Category	4 (Excellent)	3 (Good)	2 (Fair)	1 (Need Improvement)
<b>Clarity</b>	Speech was clear and comprehensible at all times.	Speech was awkward at times but always understandable.	Speech was awkward and incomprehensible to understand some of the time.	Speech was awkward and incomprehensible at all times.
<b>Pronunciation</b>	Student's pronunciation was like a native speaker.	Student's pronunciation was understandable with some errors.	Student's pronunciation made understanding difficult.	Student's pronunciation was incomprehensible.
<b>Fluency</b>	Student was able to perform the role play clearly with no difficulty.	Student was able to perform the role play with little difficulty.	Student showed great difficulty in performing the role play, but was able to complete the task.	Student was unable to speak during the role play.
<b>Comprehension</b>	The student fully understood the cues and responses required for the role play.	The student understood the cues and responses required of her almost all the time. Able to self-	The student was able to follow cues but needed some help from partner/teacher.	The student was unable to follow cues, requiring a lot of repetition and help from partner/teacher.





#### ✚ Keterangan Tabel

- 1 PPK 1 : Siswa dapat menunjukkan sikap berpikir kritis dalam menerapkan fungsi sosial, unsur kebahasaan, struktur teks pada teks pemaparan jati diri dan hubungan keluarga
- 2 PPK 2 : Siswa dapat menunjukkan sikap teliti dalam menerapkan fungsi sosial, unsur kebahasaan, struktur teks pada teks pemaparan jati diri dan hubungan keluarga
- 3 PPK 3 : Siswa dapat menunjukkan sikap kreatif dalam dalam menerapkan fungsi sosial, unsur kebahasaan, struktur teks pada teks pemaparan jati diri dan hubungan keluarga
- 4 PPK 4 : Siswa dapat menunjukkan sikap bekerja sama dengan kelompoknya dalam menyusun teks tulis pemaparan jati diri
- 5 PPK 5 : Siswa dapat menunjukkan sikap terampil dalam membuat teks tulis pemaparan jati diri
- 6 PPK 6 : Siswa dapat menunjukkan sikap percaya diri dalam mengomunikasikan teks pemaparan jati diri yang sudah dibuat dengan teknik *role play*
- 7 Nilai 1 : Tidak muncul
- 8 Nilai 2 : Kadang-kadang muncul
- 9 Nilai 3 : Sering/selalu muncul

#### ✚ Pedoman penskoran pada daftar cek

- Total skor maksimal 21 dengan skala penilaian sebagai berikut
  - ➔ 07 – 10 : Kurang
  - ➔ 11 – 14 : Cukup
  - ➔ 15 – 18 : Baik
  - ➔ 19 – 21 : Sangat Baik

#### ➤ MEDIA PEMBELAJARAN POWERPOINT PRESENTATION



*By Group V*  
*Siti Nurhaliza Syafri*  
*Amelia Anjasman*  
*Amri Kurniawan*  
*Cici Gustina*  
*Sidiq Bayu. A*

*Personal letter*

Definition : is a letter written for similar reasons but are usually written to people you know. Like your friend, your sister or brother, your mother or your father, your boyfriend and many more.

## Generic Structure Of Informal Letter

### 1. Address Of The Sender

Example : Sedap Malam Street, No. 14  
Surabaya

### 2. Date Of Writing The Letter

Example : Augst, 21th 2014

### 3. Greetings And Name Of The Recipient

Example - My Dear Kathy, or Dearest Mom,

### 5. Body

This is where you write the message - write about what is happening in your school or home. Write in a relaxed, easy manner, like you speak. Write in several paragraphs, so it is easy for the reader to understand. Also, remember, as you are writing and not typing, the paragraphs have to be indented i.e., start writing after 5 spaces on the left hand side when starting a new paragraph.

Example :

Our school has just started with the drama classes and this year we are producing, 'The Legend of Sleepy Hollow'. It is a fun, hilarious story and I'm hoping to bag the part of Brom Bones. I'm so excited, and working hard. I read the lines at least twice daily, to perfect my diction. But need help with the expressions and would like some help from you. Can you make it on Saturday at my place?

Listen, did I tell you about my new neighbor?....

## Example Of Informal Letter

Click to add text

We put the number of the street first, not ~~Street~~ Road-10

Your address, but not your name

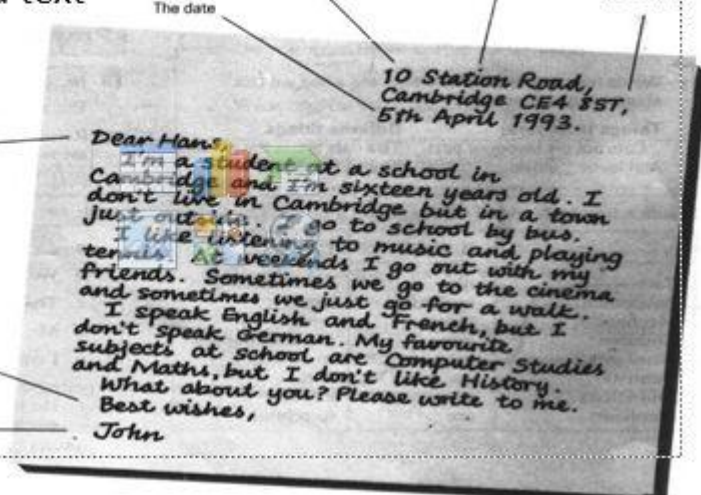
The date

The post code at the end

We begin all letters with Dear...

We end letters to a friend with Best wishes. We use Love if we know the person very well.

Your signature




10 Station Road,  
Cambridge CE4 3ST,  
5th April 1993.

Dear Hans,

I'm a student at a school in Cambridge and I'm sixteen years old. I don't live in Cambridge but in a town just outside it. I go to school by bus. I like listening to music and playing tennis. At weekends I go out with my friends. Sometimes we go to the cinema and sometimes we just go for a walk. I speak English and French, but I don't speak German. My favourite subjects at school are Computer Studies and Maths, but I don't like History. What about you? Please write to me.

Best wishes,  
John



Scan me

