

# Rencana Pelaksanaan Pembelajaran

**SATUAN PENDIDIKAN** : SMA NEGERI 1 NGORO MOJOKERTO  
**KELAS/SEMESTER** : X / GENAP  
**TEMA** : DESCRIPTIVE TEXT  
**SUB TEMA** : TOURISM OBJECT  
**PEMBELAJARAN KE** : 1  
**ALOKASI WAKTU** : 10 MENIT



## A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

### Kompetensi Dasar

#### 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

4.4.2 Menyusun teks deskriptif tulis, pendek dan sederhana

## B. Tujuan Pembelajaran

Melalui Discovery Learning peserta didik mampu menyusun teks deskriptif tulis tempat wisata dan mempresentasikan hasil diskusi kelompoknya, sehingga peserta didik dapat mengembangkan sikap saling menghargai, kerja sama dan peduli serta mengembangkan kemampuan berfikir kritis, komunikatif, kolaboratif, kreatif dengan benar sesuai dengan unsur kebahasaan

## C. Kegiatan Pembelajaran

### I. Kegiatan Pendahuluan (2 menit).

Siswa mengucapkan salam dan guru menjawabnya

Berdoa bersama-sama

Guru memeriksa kehadiran siswa

Guru memberikan motivasi dan menanyakan tempat wisata yang telah dikunjungi

Guru menyampaikan tujuan, langkah-langkah dan materi pembelajaran.

### II. Kegiatan Inti (6 menit).

Guru memberikan suatu gambar tempat wisata kemudian meminda siswa untuk memberikan gambaran tentang wisata tersebut.

Guru menjelaskan fungsi sosial, struktur teks serta unsur kebahasaan teks deskriptif.

guru memberikan contoh salah satu tempat wisata yaitu Danau Toba kemudian guru menjelaskan struktur teks dan unsur kebahasaan.

Beberapa siswa diminta membaca teks tersebut. kemudian disuruh mencari struktur teks dan unsur kebahasaan yang ada pada teks Danau Toba

### III. Kegiatan Penutup (2 menit).

Guru bersama siswa menyimpulkan fungsi sosial struktur teks dan unsur kebahasaan teks deskriptif.

Guru memberikan refleksi kepada siswa berupa tindak lanjut tugas mandiri berbentuk portofolio

## D. Penilaian Pembelajaran

1. Sikap : Observasi
2. Pengetahuan : Tes tertulis dan penugasan.
3. Keterampilan : Praktik Lembar Kerja Peserta Didik (LKPD)

Mengetahui

Kepala SMAN 1 Ngoro



**H. WARDJOYO, S.Pd, M.M.Pd.**

Pembina Tk. I

NIP. 19660814 1988111003

Mojokerto, 31 Desember 2021

Hormat Saya,

**KASIADI, S.Ag., M.Pd.**

NIP. 19720721 200604 1 009

## Materi Pembelajaran Descriptive Text



Descriptive Text merupakan jenis teks yang banyak digunakan dalam kehidupan sehari-hari dalam menggambarkan benda, tempat, manusia, hewan dan lain sebagainya. Descriptive text diartikan sebagai sebuah teks bahasa Inggris untuk menggambarkan seperti apa benda atau makhluk hidup yang kita deskripsikan, baik secara kenampakan, bau, suara, tekstur, jumlah, maupun sifat-sifatnya dari benda atau makhluk hidup tersebut.

### 1. Tujuan Kebahasaan Descriptive Text

Tujuan kebahasaan dari descriptive text adalah untuk menggambarkan dan mengungkapkan ciri-ciri dari benda, tempat, atau makhluk tertentu secara umum dan sederhana, tanpa adanya riset atau penelitian secara mendalam dan menyeluruh.

### 2. Struktur Kebahasaan Descriptive Text

Di setiap contoh descriptive text, terdapat dua bagian yang menjadi ciri khas struktur kebahasaan dari descriptive text. Kedua bagian tersebut adalah:

#### a. Identification

Identification adalah bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.

#### b. Description

Description adalah bagian terakhir dari Descriptive Text yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa" yang ada di Identification mengenai kenampakan fisik, kualitas, perilaku umum maupun sifat-sifatnya.

### 3. Ciri Bahasa Descriptive Text

Dalam descriptive text, terdapat ciri-ciri kebahasaan yang membedakan dengan jenis teks lainnya. Ciri-ciri kebahasaan tersebut adalah seperti berikut:

a. Menggunakan simpel present tense. Misalnya: He has a pointed nose; It is so big; etc.

b. Menggunakan berbagai macam adjectives (kata sifat) yang bersifat menggambarkan (describing), menomorkan (numbering) dan mengklasifikasikan (classifying). Misalnya: sharp white fangs, etc.

c. Menggunakan linking verb (kata kerja penghubung) seperti; is, are, appear, feel, grow, look, prove, remain, smell, sound, taste, dan turn. Misalnya: He is handsome; It smell nice; The song sounds beautiful; etc.

d. Menggunakan Adverbs (kata keterangan) untuk memberikan informasi tambahan mengenai perilaku atau sifat (Adjective) yang dijelaskan, seperti: very, extremely, definitely. Misalkan: He is very handsome; The song sounds extremely beauty



# Rencana Pelaksanaan Pembelajaran

## Materi Pembelajaran

### Contoh Descriptive Text



#### TOBA LAKE

Toba Lake is one of the most popular destinations in Indonesia, especially in Medan, North Sumatra. It is the largest volcanic lake in Indonesia, even in the Southeast Asia. Which make it more special is taken from the Samosir Island, an Island that settled in the middle of the lake.

Lake Toba is an area of 1,707 km<sup>2</sup>, we can say that this is 1,000 km<sup>2</sup> bigger than Singapore. It formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on Earth. Samosir Island, The island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable boats to pass; a road bridge crosses the cutting. Samosir island is the cultural centre of the Batak tribe, the indigenous from North Sumatra.

By the eruption of a super volcano (Mount Toba) was estimated to have caused mass death and extinction of several species of living creatures. The eruption of Mount Toba has led to changes in the earth's weather and the start into the ice age that affects the world civilization.

Lake Toba is actually more like a sea than a lake considering its size. Therefore, the Lake placed as the largest lake in Southeast Asia and the second largest in the world after Lake Victoria in Africa. Lake Toba is also includes the deepest lake in the world, which is approximately 450 meters.







### a. Tujuan

Setelah mempelajari modul yang berjudul “**Tourist Spots**” terutama *learning activity 2* ini, Anda akan mampu:

1. merancang teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.
2. menggunakan adverbial terkait sifat seperti *quite, very, extremely, dst* dan kalimat deklaratif/interogatif dalam tense yang benar.
3. Menulis teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.

### b. Uraian Materi

Setelah membaca beberapa teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal pada *Learning activity 1*, maka sekarang saatnya berlatih menuliskan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal. Sebelum berlatih menulis teks deskripsi, perlu diingat bahwa tujuan teks deskripsi ada beberapa oleh sebab itu tentukan terlebih dahulu tujuan menuliskan teks deskripsi sehingga akan mempengaruhi pilihan kata dan kalimat Anda nantinya.

Mari kita review teks 5 dan 6 yang ada baca tadi. Dua teks ini berbeda tujuan. Teks 5 tujuannya membanggakan sedangkan teks 6 mempromosikan. Mari kita amati!

#### Text 5

**Pulau Merah is one of awesome ‘hidden’ gems that Indonesia has.**

It is still virgin with many trees. It has a vast white sandy beach stretching for miles, featuring the island in the middle of the bay. Not only sandy beach, there are also great scenery with many amazing tremendous rocks and sunset.

Moreover, the constant and huge waves invite surfers to have an enjoyable surfing and experience the mystical feeling of surfing next to this gigantic “red island” rock in the middle of waves though it is very forgiving beach break.

**It takes 3 hours from Banyuwangi to reach this place or about 1 hour from Purwoharjo.**

#### Text 6

**Venice is a magical place to explore and experience** unique environment

to enjoy the day with an atmosphere so romantic in the evening.

In the evenings, in that mysterious silence that is only possible in Venice, the city becomes even more extraordinary and dreamlike, leaving us time to abandon ourselves to romance, poetry, and melancholy.

Venice needs to be visited day and night to get the real unforgettable feeling. **Find your Venice’s hotels, search for them on the Venice Italy map, and make your reservation before you leave.**



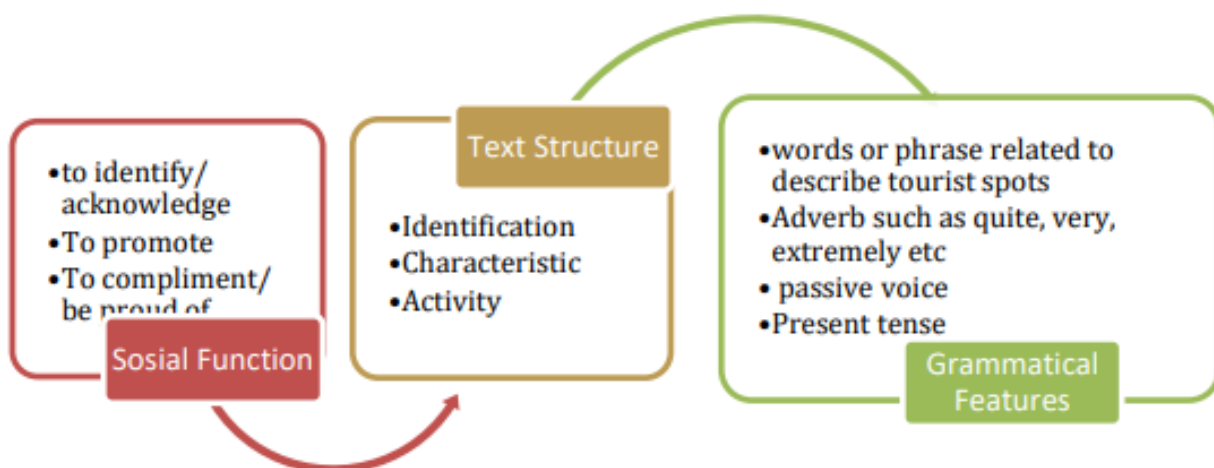
Perhatikan kalimat awal sebagai identifikasi dari kedua teks tersebut yang sudah ditebalkan. Teks 5 menggunakan kalimat memuji (*Pulau Merah is one of **awesome 'hidden' gems** that Indonesia has*). Sedangkan teks 6 menggunakan kalimat memuji dengan mengajak melakukan sesuatu (*Venice is **a magical place to explore and experience***).

Nah sekarang mari kita lihat kalimat akhir dari masing-masing teks.

Teks 5 menggunakan kalimat pernyataan biasa terkait informasi menuju lokasi (*It takes 3 hours from Banyuwangi to reach this place or about 1 hour from Purwoharjo.*). Sedangkan teks 6 menggunakan kalimat mengajak ditandai dengan penggunaan kalimat yang dimulai dengan kata kerja. (*Find your Venice's hotels, search for them on the Venice Italy map, and make your reservation before you leave.*)

### c. Rangkuman

Jadi sebelum berlatih untuk menulis, Anda harus mengerti betul bagian bagian teks Deskriptif dan juga fungsi sosialnya. Cermati kembali informasi dibawah ini :



### d. Latihan

**Let's practice, remember decide your purpose before starting your writing.**  
**Practice 1: Design your mind mapping about a tourist spot by filling in the following chart.**



	<b>Parts of text</b>	<b>Functions of the Parts</b>
1.	<b>Identification (name)</b> ----- -----	To identify the place  1) The name _____
2.	<b>Characteristic</b> 1. Paragraph 1 _____ _____ _____  2. Paragraph 2 _____ _____ _____ -	Describe the place in more detailed information <b>3) Condition</b> • _____ • _____ <b>4) Visiting time</b> • _____ _____
3.	<b>Function/benefit/activit y</b> Paragraph 3	Describe activity that can be done at the place  <b>5) Activity</b> • _____ • _____ <b>6) Trasportation</b> • _____ • _____



Bagaimana Anda tentu bisa mengisi bagan tadi dengan rincian informasi terkait tempat wisata yang akan dideskripsikan, bukan? Good job! Beberapa kata kunci yang sudah tersedia diatas dapat dikembangkan dengan cara menghubungkan kata kunci dengan informasi data tempat bersejarah, dengan demikian Anda bisa menggunakannya sebagai *starting point* untuk mulai menulis.

Nah sekarang saatnya berlatih menuliskan deskripsi tempat wisata dalam bahasa Inggris menggunakan bahasa Anda sendiri. Jangan putus asa jika ada kata yang tidak Anda ketahui bahasa Inggrisnya. Anda boleh melihat kamus baik cetak maupun digital.

**Practice 2: Based on the designed chart before, please write a description of a Tourist spot for the purpose of promoting.**

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### EVALUASI

#### A. MULTIPLE CHOICE

##### **This text for questions no 1 – 3**

The Great Wall, one of the greatest wonders of the world, was listed as a World Heritage by UNESCO in 1987. Just like a gigantic dragon, the Great Wall winds up and down across deserts, grasslands, mountains and plateaus, stretching approximately 8,851.8 kilometers (5,500 miles) from east to west of China. With a history of more than 2000 years, some of the sections are now in ruins or have disappeared. However, it is still one of the most appealing attractions all around the world owing to its architectural grandeur and historical significance.

Great Wall of China is the longest structure ever built. It was erected entirely by hand. The main part of the wall is about 3,460 kilometres long. One of the highest sections of the Great Wall, on Mount Badaling, near Beijing, rises to about 11 metres high. This section is about 7.5 metres wide at its base and nearly 6 metres at the top. Watchtowers stand about 90 to 180 metres apart along the wall.

1. We know from the text that Great Wall is ....
  - A. not a high building
  - B. located in southeast china
  - C. built by using high technology
  - D. built without using technology
  - E. the longest construction in the world
2. What makes people attracted to come to Great Wall?
  - A. Its highest and long sections
  - B. Its longest structure ever built
  - C. Its location and the condition of the win
  - D. Its deserts, grasslands, mountains and plateaus
  - E. Its architectural grandeur and historical significance.
3. Why did the writer write the text?
  - A. To identify Great Wall of China
  - B. To criticize Great Wall of China
  - C. To promote Great Wall of China
  - D. To describe of Great Wall of China
  - E. To compliment Great Wall of China





### This text for questions no 4 - 6

#### PETRUK CAVE

Petruk Cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in Dukuh Mandayana Candirenggo village, Ayah District, Kebumen Regency. In the Petruk Cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk Cave is very dark to be entered. The name is taken from the Punokawan of puppet characters that is Petruk. The cave named Petruk cave because the length of it is like the petruk's nose.

In the cave there are three floors, the first is a basic cave, Hindu cave and Petruk. The base cave is a short cave, which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near the end of the cave.

4. The purpose of the text is to ....
  - A. inform about tourism in Kebumen
  - B. tell the readers about Petruk cave
  - C. explain how to get to Petruk cave
  - D. acknowledge Petruk Cave
  - E. promote Petruk Cave
  
5. What makes Petruk cave worth to visit?
  - A. It is not far from the beach and waterfall.
  - B. It has so many stalactites and stalagmites.
  - C. The cave's depth is as deep as Petruk's nose



Several bridges named **London Bridge** have spanned the River Thames between the City of London and Southward, in central London. The current crossing, which opened to traffic in 1973, is a box girder bridge built from concrete and steel. It replaced a 19th-century stone-arched bridge, which in turn superseded a 600-year-old stone-built medieval structure. This was preceded by a succession of timber bridges, the first of which was built by the Roman founders of London.

The current bridge stands at the western end of the Pool of London and is positioned 30 meters (98 ft.) upstream from previous alignments. The approaches to the medieval bridge were marked by the church of St Magnus-the-Martyr on the northern bank and by Southward Cathedral on the southern shore. Until Putney Bridge opened in 1729, London Bridge was the only road-crossing of the Thames downstream of Kingston upon Thames. London Bridge has been depicted in its several forms, in art, literature, and songs, including the nursery

rhyme "London Bridge Is Falling Down".

The modern bridge is owned and maintained by Bridge House Estates, an independent charity of medieval origin overseen by the City of London Corporation. It carries the A3 road, **which ... by the Greater London Authority**. The crossing also delineates an area along the southern bank of the River Thames, between London Bridge and Tower Bridge, that has been designated as a business improvement district.

1. What does paragraph 2 mainly talk about?  
\_\_\_\_\_
2. How is the London Bridge?  
\_\_\_\_\_
3. What is the benefit of reading the text?  
\_\_\_\_\_
4. What make people interested in visiting London Bridge?  
\_\_\_\_\_
5. What is the purpose of this text?  
\_\_\_\_\_



### A. Multiple Choice

1. E
2. E
3. D
4. B
5. B

### B. Essay

1. Paragraph 2 mainly talks about the description of London Bridge
2. London Bridge has been depicted in its several forms, in art, literature, and songs, including the nursery rhyme "London Bridge Is Falling Down".
3. We can find many informations about London Bridge that gain our knowledge especially dealing with historical building.
4. London Bridge is famous with its unique building and an interesting history behind it