	<b>SMA UNGGULAN CT ARSA FOUNDATION SUKOHARJO</b>	
	Jln. Jend. Sudirman, Sidorejo, Bendosari, Sukoharjo, Jawa Tengah 57521	
	<b>RENCANA PELAKSANAAN PEMBELAJARAN</b>	
	Kelas/Semester : X/ Gasal	Kompetensi Keahlian : MIPA
	Tahun Pelajaran : 2020/ 2021	Materi Pokok : <i>Descriptive Text</i>
Mata Pelajaran : Bahasa Inggris	Jumlah Pertemuan : 3	
Guru Mapel : Rizal, S.Pd	Alokasi Waktu : 3 (2 x 45 menit)	
<b>Kompetensi Dasar</b>	<p>3.3. 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..</p> <p>4.3. Teks deskriptif.</p> <p>4.3.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.3.2. 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>	
<b>Indikator Pencapaian Kompetensi</b>	<p>3.3.1. Menentukan dan menjelaskan fungsi sosial, struktur dan unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>3.3.2. Menggunakan unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>3.3.3. Membedakan teks deskripsi lisan dan tulis</p> <p>4.3.1.1 Menunjukkan informasi tersurat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p>4.3.1.2. Menganalisis ide pokok, simpulan, dan informasi tersirat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p>4.3.2.1. Merumuskan kerangka teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p>4.3.2.2. Menyusun teks lisan dan tulis deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p>4.3.2.3. Mempresentasikan teks lisan dan tulis deskriptif terkait tempat wisata dan bangunan bersejarah</p>	

#### A. Tujuan Pembelajaran

Setelah melalui proses pembelajaran daring, peserta didik dapat menunjukkan perilaku jujur, disiplin, percaya diri, bertanggung jawab, peduli, toleran, damai, santun, selama proses pembelajaran; menentukan dan menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif; membedakan teks deskripsi lisan dan tulis; menunjukkan informasi umum dan detil, dan informasi tersurat; menganalisis ide pokok, simpulan, dan informasi tersirat yang terdapat pada teks deskriptif; merumuskan kerangka, menyusun teks lisan dan tulis serta mempresentasikan teks lisan dan tulis deskriptif terkait tempat wisata dan bangunan bersejarah secara aktif, responsif, proaktif, dan kolaboratif.

#### B. Materi Pembelajaran

Fakta : Menjelaskan teks deskriptif sesuai dengan konteks penggunaannya.

Konsep : Menemukan makna kata terkait fungsi sosial dan struktur teks dari beberapa teks deskriptif dalam penggunaan adjective dan simple present tense.

Prosedur : Merumuskan penggunaan unsur kebahasaan teks deskriptif untuk teks deskriptif sesuai dengan konteks terkait dengan fungsi sosial dan struktur teksnya.

Metakognitif : Menganalisis ide pokok, simpulan, dan informasi tersirat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah serta mempresentasikan teks deskriptif yang telah disusun berdasarkan fungsi sosial, struktur teks, dan unsur kebahasaannya.

#### C. Langkah-Langkah Pembelajaran

Media : Google Meet, Whatsapp Group

Alat/Bahan : Laptop, video pembelajaran, LKPD, lembar penilaian

Pendekatan : Saintifik

Model Pembelajaran: *Project-based learning*

#### Pertemuan 1

##### Kegiatan Pendahuluan melalui platform GoogleMeet (15 menit)

1. Guru melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran. Peserta didik merespon salam tanda mensyukuri anugerah Tuhan dan pertanyaan dari pendidik yang berhubungan dengan materi pembelajaran. (sikap spiritual)

2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin dan menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
3. Peserta didik dengan bimbingan guru mengulang materi yang telah diajarkan sebelumnya yaitu tentang *compliment* dengan antusias.
4. Peserta didik menerima informasi mengenai kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan melalui tayangan gambar.
5. Peserta didik mendengarkan instruksi guru secara disiplin tentang kegiatan yang harus dilakukan di Whatsapp Group. (sikap sosial)

#### Kegiatan Inti melalui platform Whatsapp Group (65 menit)

##### **Penentuan Topik**

1. Peserta didik mengerjakan Task 1 dalam LKPD yang dibagikan melalui WA group yaitu menyaksikan video deskriptif tentang candi Borobudur dan Prambanan melalui link yang dibagikan di WA group dengan rasa ingin tahu.

Link Video:

Video of Borobudur Temple: [https://www.youtube.com/watch?v=dwIN\\_k4ZQSU](https://www.youtube.com/watch?v=dwIN_k4ZQSU)

Video of Prambanan Temple: <https://www.youtube.com/watch?v=d170pekQgQI>

##### **Kegiatan Prakomunikatif**

1. Peserta didik mencermati fungsi sosial, struktur dan unsur kebahasaan teks deskriptif dengan disiplin
2. Peserta didik bertanya jawab secara proaktif tentang fungsi sosial, struktur dan unsur kebahasaan teks deskriptif
3. Peserta didik menyaksikan video pembelajaran tentang penjelasan teks deskriptif melalui link yang dibagikan melalui WA group dengan seksama.  
Link Video: <https://youtu.be/OgwmOBPIOng>
4. Peserta didik berdiskusi untuk menentukan dan menarik kesimpulan tentang fungsi sosial, struktur dan unsur kebahasaan teks deskriptif dengan penuh tanggung jawab

#### Kegiatan Penutup melalui platform Whatsapp Group (10 menit)

1. Peserta didik menyimpulkan materi yang telah dipelajari.
2. Peserta didik melakukan evaluasi pembelajaran.
3. Peserta didik saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.
4. Guru menginformasikan rencana kegiatan pembelajaran di pertemuan selanjutnya.

#### **D. Penilaian**

1. Jenis/teknik penilaian
  - a. Kompetensi Sikap : Observasi
  - b. Kompetensi Pengetahuan : Tes tertulis melalui Google Form
  - c. Kompetensi Keterampilan : Proyek (hasil karya siswa rekaman audio)
2. Instrumen dan rubrik penilaian terlampir

Mengetahui  
Kepala SMA Unggulan CT ARSA  
Foundation Sukoharjo

Sukoharjo, Juli 2020

Guru Mata Pelajaran

Drs. Usdiyanto, M.Hum.

Rizal, S.Pd.



# DESCRIPTIVE TEXT

## Learning Objectives

After a courageous learning process, students can show honest, disciplined, confident, responsible, caring, cooperative, tolerant, peaceful, polite, responsive and proactive behavior during the learning process; determine and explain the social functions, text structure, and linguistic elements of descriptive texts; distinguish spoken and written descriptive texts; general and detailed information, express and implied information contained in descriptive texts; formulating a framework, compiling oral and written texts and presenting descriptive oral and written texts related to historical building tourist attractions.

## LEAD IN



**Look carefully at the picture. Do you know what place it is? Where is it located? What do you think of it?**

**There are a lot of wonderful places such as this place in our country. What beautiful place have you ever visited? Please describe it briefly.**

**In this chapter, you will learn how to describe tourist destinations and historical buildings in spoken and written forms. You may also have a new insight of your new destination for holiday. So, please learn this chapter carefully and attempt all the tasks in this chapter thoroughly.**

**GET STARTED**

*To know the definition of the text being discussed in this chapter, please watch and listen attentively the following videos.*

Video 1. Prambanan Temple in Wonderful Indonesia



Source: <https://www.youtube.com/watch?v=d170pekQgQI>

Video 2. Borobudur Temple



Source: [https://www.youtube.com/watch?v=dwIN\\_k4ZQSU](https://www.youtube.com/watch?v=dwIN_k4ZQSU)

**Questions:**

1. Have you ever visited those places? Where are they located?
2. What do you think of those places?
3. After you watch the two videos above about the description of those two places, in your opinion, what is a descriptive text? What is the social function of the text?



## LOOK CLOSER

In our daily life, we often see those kinds of videos which describe popular places around us. The text used in the videos is called a descriptive text. Actually, a descriptive text is a text which says what a person or a thing or a place is like. In other words, a description is about sensory experience, including how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Thus, it can be summarized that the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we can also use it to make descriptive text. It can be also said that this descriptive text is a text that explains about whether a person, an object, or a place is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person, an object, or a place either abstract or concrete in particular way.

To know the generic structure and language features of the descriptive text, read the a descriptive text about Prambanan Temple below:

### Prambanan Temple

Prambanan Temple or also known as Lara Jonggrang Temple is the **largest** Hindu temple complex in Indonesia. It is **precisely located in about 17 km northeast of Yogyakarta city, Central Java**. It was built in 9th century during the reign of Sanjaya dynasty and dedicated to the three main Hindu Gods or Trimurti; Brahma, Vishnu, and Shiva. **Its greatness and magnificence attracts many visitors from around the globe every year.**

Prambanan Temple was built on a **four-square** plane. Each plane is separated by four walls with four **large** gates on the middle as the entrance. The whole temple complex is divided into three major zones; the outer, middle, and inner zone. The outer zone is an **open** space and the **bottommost** terrace of the temple. The second area is the middle zone where hundreds of **small** temples were standing. The last area is the inner zone. It is the **holiest and highest** terrace of the temple. There are three major temples of Shiva, Vishnu, and Brahma that are standing on the inner zone, together with three small temple of their animal vehicle.

A descriptive text about Prambanan Temple above is composed by two major parts as its generic structure, namely *identification* which contains about the introduction of Prambanan Temple itself, and *description* which contains a description of the temple including its features, forms, colors, shapes, etc.

Furthermore, there are some language features which make this descriptive text different from other kinds of text:

- Involving a specific participant which means it has a certain object, is not common and unique (only one), e.g. **Prambanan Temple**, Drini Beach, Uncle James
- Using **adjective words** to clarify the nouns, for example: the **largest** Hindu temple, an **open** space, the popular place in Surakarta, etc.



- Using **simple present tense**; the pattern used is simple present because it tells the fact of the object described.
- Involving **action verbs** which show activities (e.g. run, sleep, walk, cut, etc.)

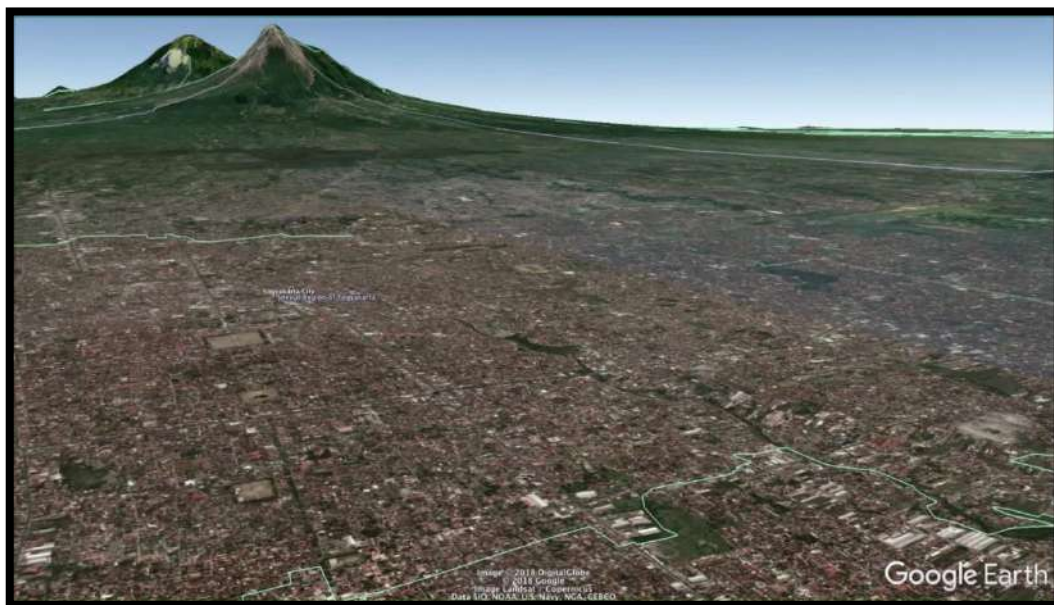
To know more about the explanation of descriptive text, you may visit my Youtube channel “Learning English with Misterizal”

## EXPLORE IT

*Like the other kinds of texts, a descriptive text can be in spoken or written forms. To identify the differences about those two texts, watch the video and read a text about the description of Yogyakarta below. Compare them and answer the questions.*

### Spoken Text

#### Video 3. Yogyakarta



Source: <https://www.youtube.com/watch?v=-dQexveY0cs&t=25s>

### Written Text

Yogyakarta also Jogja or Jogjakarta, is a city and the capital of Yogyakarta Special Region in Java, Indonesia. It is renowned as a center of education (Kota Pelajar), classical Javanese fine art and culture such as batik, ballet, drama, music, poetry, and puppet shows. Yogyakarta was the Indonesian capital during the Indonesian National Revolution from 1945 to 1949, with Gedung Agung as the president’s office.

One of the districts in Yogyakarta, Kotagede, was the capital of the Mataram Sultanate between 1575 and 1640. The city is named after the Indian city of Ayodhya from the Ramayana epic. Yoga means “suitable, fit, proper”, and karta, “prosperous, flourishing” Its population was 388,627 inhabitants at the 2010 census and its built-up (or metro) area was home to, 4,010,436 inhabitants



spread on two cities (Yogyakarta and Magelang) and 65 districts spread on Sleman, Klaten, Bantul, Kulon Progo and Magelang regencies. While urbanization sprawls, Yogyakarta-Magelang and Surakarta are being agglomerated in a few years. The Dutch name of the city is Jogjakarta.

Because of its proximity to the Borobudur and Prambanan temples, and because of the Javanese court Kraton culture of Kraton Yogyakarta, Yogyakarta has become an important tourist destination in Indonesia. Most tourists come to Yogyakarta as an accommodation base to visit Borobudur and Prambanan. At tourist sites, you may meet high school students who look forward to have a conversation in English with you to polish their language skills.

### Questions:

1. What are both of the texts about?
2. What are their functions?
3. What are language features you can find in both texts?
4. How are the both texts similar?
5. How are the both texts different?



BE BRAVE TO ASK YOUR  
TEACHER TO REPEAT THE  
EXPLANATION IF YOU DO  
NOT UNDERSTAND



### TRY THESE

#### Exercise 1.

*Analyze the social function, generic structure, and language features of the following text.*

The National Monument or usually called as Monas is located in Central Jakarta, Indonesia. This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence. It was opened to the public in 1975.

The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil located on the top of the tower. There is a museum at the base part of the tower with the size of 80 x 80 meters. Everyone can visit the museum to learn the history of Indonesia. There is also an amphitheater in this building called Ruang Kemerdekaan, it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors. If you go to the southern side of the building, you will find an elevator that can be used to access the top platform where we will find the observation



## Exercise 2.

*Read the descriptive text about Bandung Geological Museum Below. Then, answer the following questions.*

The Bandung Geological Museum is the biggest and most complete museum in Indonesia of its kind. Unlike other museums that seem to be gathering more dust than visitors, it is a well-kept place that attracts large number of visitors.

Opened as early as 1929 as a geological center, by again, the Dutch, the museum is located in a very spacious colonial building on Jalan Diponegoro. Since August 2006 the entrance is free of charge, all the more reason for a visit. The museum is divided into three exhibitions, Geology of Indonesia in the West wing, History of life in the East wing and Geology for human life on the top floor.

The museum has a large collection of fossils, of which about 6000 are on display and the other 250.000 are kept in a safe. The research department is still very much active and next to documentation, and exhibition, geologists specializing in fossils, stones, minerals and volcanoes reside in the top floor.

The most interesting part is the West wing, where the evolution of human life is explained in both Bahasa Indonesia as English, with colorful posters and lo and behold', a very nice collection of life size dinosaur replicas, intermingled with some real fossils of giant land turtles, hippo's and other creatures you wouldn't want to run into today. In the far corner a selection of skulls can be found, amongst which a replica of the popular Java man'. Another very educational and interesting part is the volcano section in the East wing, with explanations on formation and working of these in Indonesia abundant gunung api, literally: fire mountains'.

The museum is very popular amongst school classes, which might not guarantee the usually preferred tomb like atmosphere you will find in other museums. Unfortunately only the West wing about the evolution of human life has English explanations, but there are some English and French speaking guides available, and for intricate questions the resident geologists will be happy to discuss matters in depth.

All in all the Bandung Geological Museum is a very informative institution, that makes for a responsible educational day trip for young and old, and is a nice alternative to the shopping malls or factory outlets.

### Questions:

1. What is the text about? What is the purpose of the text?
2. What tense is used in the text?
3. Why is the building worth to visit?
4. What was the building initially founded for?
5. How many exhibition rooms does the building have? Explain.
6. Why do you think many fossils are kept in a safe?
7. Suppose you visit the place. Where will you spend your time most? Why?
8. How do foreign tourists gain information/ explanation about the museum's collection?
9. "... geologists specializing in fossils, stones, minerals and volcanoes reside in the top floor."  
What is the similar meaning of **reside**?
10. Explain the main idea of each paragraph.





### Exercise 3.

*Listen and complete the following text based on what you have heard.*

Talking about reservoir \_\_\_\_\_(1), of course you are familiar with one of the largest reservoirs in Indonesia, which is located in \_\_\_\_\_(2) Province, namely Gajah Mungkur Reservoir. The reservoir, which is located not far from the Gajah Mungkur Mountains, was made to stem the Bengawan Solo \_\_\_\_\_(3), which is the longest river on the island of Java.

This reservoir was originally built to control the Bengawan Solo flood until it eventually developed into one of the most visited tourist \_\_\_\_\_(4) in Central Java. This tourist spot is one of the \_\_\_\_\_(5) places that attracts and is able to help and improve the economy of the surrounding residents.

Gajah Mungkur Reservoir has a water catchment area (DTA) of up to \_\_\_\_\_(6) kilometers and has several entrances to major rivers including the Bengawan Solo River, Tirtomoyo River, Kaduang River, Parangjoho River, Posong River and Temon River. In fact, the area of inundation in this reservoir reaches 8,800 \_\_\_\_\_(7) covering 7 sub-districts namely Ngadirojo, Nguntoronadi, Wonogiri, Baturetno, Eromoko, Giriwoyo, and Wuryantoro.

The location of the Gajah Mungkur Reservoir tourist \_\_\_\_\_(8) is on Jalan Raya Wonogiri - Pracimantoro, Pokoh Kidul Village, Wonogiri, Central Java. When the holidays arrive, this place is usually packed with groups who use the Jogja bus rental \_\_\_\_\_(9) for a vacation and enjoy the \_\_\_\_\_(10) in this reservoir.

There are some tourist rides that must be tried if you are on vacation at this tourist spot:

#### 1. Omah Jungkir Ride

Omah Jungkir Ride is an inverted \_\_\_\_\_(11) consisting of 4 rooms, namely a mie-ayam room with a 90 degree slope. While the other 3 rooms are the living room, kitchen, and bathroom which are upside down 180 degrees.

#### 2. Water Rides

The visitors can take advantage of this facility to get around the water reservoir area. Apart from the \_\_\_\_\_(12), there are also other facilities such as water bikes, motorboats and banana boats.

#### 3. \_\_\_\_\_(13) Tour

The visitors may take a fishing tour. Some of the fish that can be caught here are catfish, jambal, tawes, tilapia, and wader stingrays.

#### 4. Water Boom

Gajah Mungkur Reservoir also provides facilities such as a water boom complete with \_\_\_\_\_(14) facilities.

#### 5. Animal Park

In this mini zoo, there are various types of animals such as elephants that can be ridden, monkeys, \_\_\_\_\_(15), cassowaries, and several types of birds.

#### 6. Playground

Several rides, such as swings, carousels, mini ferries wheel, water bikes, seesaws, \_\_\_\_\_(16) and rabbit carriages are available here.

#### 7. Tombo Galau Park

Usually, visitors use this park as a rest area. The facilities in this park include games of snakes and ladders, chess, sundah mandah and other \_\_\_\_\_(17) games, fountains, and green gardens.

#### 8. Hanging Flyover

This hanging flyover tour is located \_\_\_\_\_(18) of the Gajah Mungkur Reservoir on the Joglo hill.

Tourists who wish to visit Gajah Mungkur Reservoir can use private \_\_\_\_\_(19) or take advantage of existing public transportation. If using the train, you can get off directly from



Wonogiri \_\_\_\_\_(20) and immediately look for an angkot that goes to the tourist location. If using the bus, you can get off at Wonogiri Terminal and just take an angkot which goes to Pracimantoro. \_\_\_\_\_(21) who want to visit this tourist spot can come every day from \_\_\_\_\_(22) to 05.00 P.M. The rates and fees for admission are still very cheap; Rp5,000 on \_\_\_\_\_(23) and \_\_\_\_\_(24) on the weekends for the entrance ticket and certain amount of money for a certain ride.

Although relatively cheap, this tourist spot is equipped with adequate facilities such as toilets and public bathrooms, prayer rooms, food stalls, parking areas, gazebos, rest areas, and souvenir shops. Taking advantage of \_\_\_\_\_(25) tour packages that are usually offered by travel agents will certainly make your vacation more enjoyable and efficient.



**“In order to succeed, your desire for success should be greater than your fear of failure.” Bill Cosby**



### TACKLE THESE CHALLENGES

#### Challenge 1

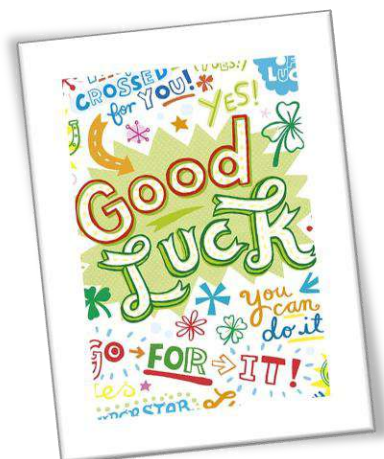
- Visit a tourism object or historical building near your place. Observe and gain information about the place as complete as possible to be written as a descriptive text.

#### Challenge 2

- Compose a framework which will be developed into a complete descriptive text about the place you have visited. Use the information you have gained, and if it is needed, you add the information from the internet.

#### Challenge 3

- Make an audio recording of the text you have written using 'anchor' application in your smartphone. You can add background sound to your recording.





## SUMMARY

### 1. Definition of a Descriptive Text

A descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete in particular way.

### 2. Generic Structure of a Descriptive Text

A descriptive text is composed by two major parts, namely *identification* which contains about the introduction of a person, place, animal or object being described, and *description* which 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 tries to describe.

### 3. Social Function of a Descriptive text

A description functions to describe person, thing or place in specific or particular way, or it can be said that a descriptive text is written or spoken to describe a particular person, thing or place.

### 4. Language Features of a Descriptive Text

- a. Involving a specific participant which means it has a certain object, is not common and unique (only one), e.g. Drini Beach, Ratu Boko Temple, Uncle James
- b. Using adjective words to clarify the nouns, for example: a beautiful temple, a diligent man, the popular place in Surakarta, etc.
- c. Using simple present tense; the pattern used is simple present because it tells the fact of the object described.
- d. Involving action verbs which show activities (e.g. run, sleep, walk, cut, etc.)

## REFLECTION

*Please write your reflective summary below.*

- ✚ In this Learning Activity 1, I have learned

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- ✚ The key features of descriptive text (describing places) are

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- ✚ What I like most about this learning activity is/are

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- ✚ I like it because

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- ✚ What I need to improve or learn more is/are

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# STUDENT WORKSHEET

## DESCRIPTIVE TEXT OF TOURIST DESTINATION AND HISTORICAL PLACE



### LEARNING OBJECTIVES:

After a courageous learning process, students are expected to be able to:

1. Show honest, disciplined, confident, responsible, caring, cooperative, tolerant, peaceful, polite, responsive and proactive behavior during the learning process;
2. Determine and explain the social functions, text structure, and language features of descriptive texts;
3. Use relevant nouns, adjectives and action words in descriptive texts
4. Distinguish spoken and written descriptive texts;
5. Analyze general and detailed information, expressed and implied information contained in descriptive texts;
6. Arrange jumbled descriptive paragraphs into well-composed descriptive texts
7. Formulate and develop a framework to write a written descriptive text
8. Present the the written descriptive text orally.

# TASK 1

To know the definition, social function, structure, and language feature of the text being discussed in this chapter, please watch and listen attentively the following videos. Then, answer the following questions.

Video 1. Prambanan Temple in Wonderful Indonesia



Source: <https://www.youtube.com/watch?v=d170pekQgQI>

Video 2. Borobudur Temple



Source: [https://www.youtube.com/watch?v=dwIN\\_k4ZQSU](https://www.youtube.com/watch?v=dwIN_k4ZQSU)

## Questions:

1. What are being described in the videos?
2. Have you ever visited the two places? What do you think of those places?
3. After you watch the two videos above about the description of those two places, in your opinion, why do you think the creator made the videos?
4. What elements of those places are being described in the two videos?
5. How do you think the creator describe the two places in the videos? What characteristics can you tell about the language being used?



## TASK 2

**Determine and explain the social function, structure and language features of the descriptive text below.**



The National Monument or usually called as Monas is located in Central Jakarta, Indonesia. This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence. It was opened to the public in 1975.

The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil located on the top of the tower. There is a museum at the base part of the tower with the size of 80 x 80 meters. Everyone can visit the museum to learn the history of Indonesia. There is also an amphitheater in this building called Ruang Kemerdekaan, it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors. If you go to the southern side of the building, you will find an elevator that can be used to access the top platform where we will find the observation deck and also the flame of independence.



## TASK 3

**Listen and complete the following text using relevant nouns, adjectives, or action verbs based on what you have heard.**

Talking about reservoir \_\_\_\_ (1), of course you are familiar with one of the largest reservoirs in Indonesia, which is located in \_\_\_\_ (2) Province, namely Gajah Mungkur Reservoir. The reservoir, which is located not far from the Gajah Mungkur Mountains, was made to stem the Bengawan Solo \_\_\_\_ (3), which is the longest river on the island of Java.

This reservoir was originally built to control the Bengawan Solo flood until it eventually developed into one of the most visited tourist \_\_\_\_ (4) in Central Java. This tourist spot is one of the \_\_\_\_ (5) places that attracts and is able to help and improve the economy of the surrounding residents.



Gajah Mungkur Reservoir has a water catchment area (DTA) of up to \_\_\_\_\_(6) kilometers and has several entrances to major rivers including the Bengawan Solo River, Tirtomoyo River, Kaduang River, Parangjoho River, Posong River and Temon River. In fact, the area of inundation in this reservoir reaches 8,800 \_\_\_\_\_(7) covering 7 sub-districts namely Ngadirojo, Nguntoronadi, Wonogiri, Baturetno, Eromoko, Giriwoyo, and Wuryantoro.

The location of the Gajah Mungkur Reservoir tourist \_\_\_\_\_(8) is on Jalan Raya Wonogiri - Pracimantoro, Pokoh Kidul Village, Wonogiri, Central Java. When the holidays arrive, this place is usually packed with groups who use the Jogja bus rental \_\_\_\_\_(9) for a vacation and enjoy the \_\_\_\_\_(10) in this reservoir.

There are some tourist rides that must be tried if you are on vacation at this tourist spot:

#### 1. Omah Jungkir Ride

Omah Jungkir Ride is an inverted \_\_\_\_\_(11) consisting of 4 rooms, namely a mie-ayam room with a 90 degree slope. While the other 3 rooms are the living room, kitchen, and bathroom which are upside down 180 degrees.

#### 2. Water Rides

The visitors can take advantage of this facility to get around the water reservoir area. Apart from the \_\_\_\_\_(12), there are also other facilities such as water bikes, motorboats and banana boats.

#### 3. \_\_\_\_\_(13) Tour

The visitors may take a fishing tour. Some of the fish that can be caught here are catfish, jambal, tawes, tilapia, and wader stingrays.

#### 4. Water Boom

Gajah Mungkur Reservoir also provides facilities such as a water boom complete with \_\_\_\_\_(14) facilities.

#### 5. Animal Park

In this mini zoo, there are various types of animals such as elephants that can be ridden, monkeys, \_\_\_\_\_(15), cassowaries, and several types of birds.

#### 6. Playground

Several rides, such as swings, carousels, mini ferries wheel, water bikes, seesaws, \_\_\_\_\_(16) and rabbit carriages are available here.

#### 7. Tombo Galau Park

Usually, visitors use this park as a rest area. The facilities in this park include games of snakes and ladders, chess, sundah mandah and other \_\_\_\_\_(17) games, fountains, and green gardens.

#### 8. Hanging Flyover

This hanging flyover tour is located \_\_\_\_\_(18) of the Gajah Mungkur Reservoir on the Joglo hill. Tourists who wish to visit Gajah Mungkur Reservoir can use private \_\_\_\_\_(19) or take advantage of existing public transportation. If using the train, you can get off directly from Wonogiri \_\_\_\_\_(20) and immediately look for an angkot that goes to the tourist location. If using the bus, you can get off at Wonogiri Terminal and just take an angkot which goes to Pracimantoro. \_\_\_\_\_(21) who want to visit this tourist spot can come every day from \_\_\_\_\_(22) to 05.00 P.M. The rates and fees for admission are still very cheap; Rp5,000 on \_\_\_\_\_(23) and \_\_\_\_\_(24) on the weekends for the entrance ticket and certain amount of money for a certain ride.

Although relatively cheap, this tourist spot is equipped with adequate facilities such as toilets and public bathrooms, prayer rooms, food stalls, parking areas, gazebos, rest areas, and souvenir shops. Taking advantage of \_\_\_\_\_(25) tour packages that are usually offered by travel agents will certainly make your vacation more enjoyable and efficient.

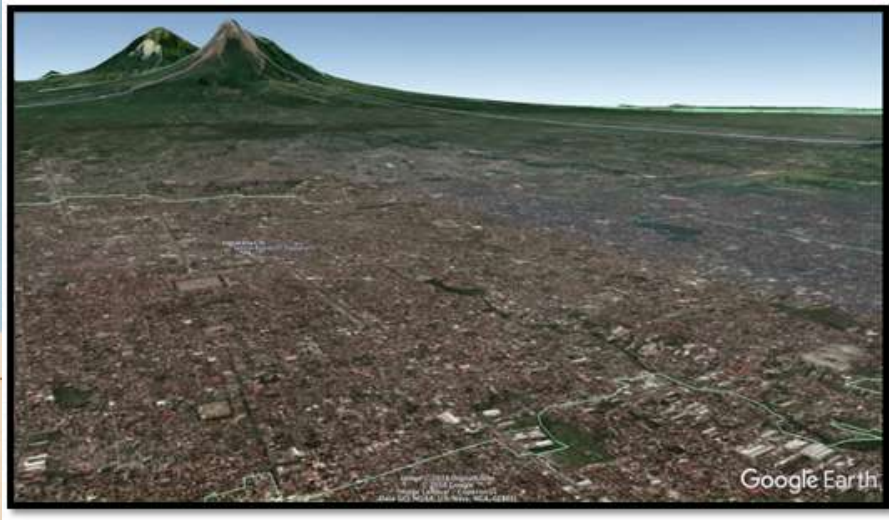


## TASK 4

Like the other kinds of texts, a descriptive text can be in spoken or written forms. To identify the differences about those two texts, watch the video and read a text about the description of Yogyakarta below. Compare them and answer the questions.

### Spoken Text

#### Video 3. Yogyakarta



Source: <https://www.youtube.com/watch?v=-dQexveY0cs&t=25s>

### Written Text

Yogyakarta also Jogja or Jogjakarta, is a city and the capital of Yogyakarta Special Region in Java, Indonesia. It is renowned as a center of education (Kota Pelajar), classical Javanese fine art and culture such as batik, ballet, drama, music, poetry, and puppet shows. Yogyakarta was the Indonesian capital during the Indonesian National Revolution from 1945 to 1949, with Gedung Agung as the president's office.

One of the districts in Yogyakarta, Kotagede, was the capital of the Mataram Sultanate between 1575 and 1640. The city is named after the Indian city of Ayodhya from the Ramayana epic. Yogya means "suitable, fit, proper", and karta, "prosperous, flourishing". Its population was 388,627 inhabitants at the 2010 census and its built-up (or metro) area was home to, 4,010,436 inhabitants spread on two cities (Yogyakarta and Magelang) and 65 districts spread on Sleman, Klaten, Bantul, Kulon Progo and Magelang regencies. While urbanization sprawls, Yogyakarta-Magelang and Surakarta are being agglomerated in a few years. The Dutch name of the city is Jogjakarta.

Because of its proximity to the Borobudur and Prambanan temples, and because of the Javanese court Kraton culture of Kraton Yogyakarta, Yogyakarta has become an important tourist destination in Indonesia. Most tourists come to Yogyakarta as an accommodation base to visit Borobudur and Prambanan. At tourist sites, you may meet high school students who look forward to have a conversation in English with you to polish their language skills.



**Questions:**

1. What are both of the texts about?
2. What are their functions?
3. What are language features you can find in both texts?
4. How are the both texts similar?
5. How are the both texts different?

**TASK 5**

**Read the descriptive text about Bandung Geological Museum Below. Then, answer the following questions.**

The Bandung Geological Museum is the biggest and most complete museum in Indonesia of its kind. Unlike other museums that seem to be gathering more dust than visitors, it is a well-kept place that attracts large number of visitors.

Opened as early as 1929 as a geological center, by again, the Dutch, the museum is located in a very spacious colonial building on Jalan Diponegoro. Since August 2006 the entrance is free of charge, all the more reason for a visit. The museum is divided into three exhibitions, Geology of Indonesia in the West wing, History of life in the East wing and Geology for human life on the top floor.

The museum has a large collection of fossils, of which about 6000 are on display and the other 250.000 are kept in a safe. The research department is still very much active and next to documentation, and exhibition, geologists specializing in fossils, stones, minerals and volcanoes reside in the top floor.

The most interesting part is the West wing, where the evolution of human life is explained in both Bahasa Indonesia as English, with colorful posters and lo and behold', a very nice collection of life size dinosaur replicas, intermingled with some real fossils of giant land turtles, hippo's and other creatures you wouldn't want to run into today. In the far corner a selection of skulls can be found, amongst which a replica of the popular Java man'. Another very educational and interesting part is the volcano section in the East wing, with explanations on formation and working of these in Indonesia abundant gunung api, literally: fire mountains'.

The museum is very popular amongst school classes, which might not guarantee the usually preferred tomb like atmosphere you will find in other museums. Unfortunately only the West wing about the evolution of human life has English explanations, but there are some English and French speaking guides available, and for intricate questions the resident geologists will be happy to discuss matters in depth.

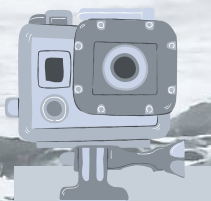
All in all the Bandung Geological Museum is a very informative institution, that makes for a responsible educational day trip for young and old, and is a nice alternative to the shopping malls or factory outlets.

**Questions:**

1. What is the text about? What is the purpose of the text?
2. What tense is used in the text?
3. Why is the building worth to visit?
4. What was the building initially founded for?
5. How many exhibition rooms does the building have? Explain.
6. Why do you think many fossils are kept in a safe?
7. Suppose you visit the place. Where will you spend your time most? Why?
8. How do foreign tourists gain information/ explanation about the museum's collection?
9. "... geologists specializing in fossils, stones, minerals and volcanoes reside in the top floor." What is the similar meaning of reside?
10. Explain the main idea of each paragraph.




# HOMEWORK



**Visit a tourism object or historical building near your place. Observe and gain information about the place as complete as possible to be written as a descriptive text.**



## TASK 6

Arrange the following jumbled paragraphs into a good descriptive text

Prambanan Temple was built on a four-square plane. Each plane is separated by four walls with four large gates on the middle as the entrance. The whole temple complex is divided into three major zones; the outer, middle, and inner zone.

It is the holiest and highest terrace of the temple. There are three major temples of Shiva, Vishnu, and Brahma that are standing on the inner zone, together with three small temple of their animal vehicle.

Prambanan Temple or also known as Lara Jonggrang Temple is the largest Hindu temple complex in Indonesia. It is precisely located in about 17 km northeast of Yogyakarta city, Central Java. It was built in 9th century during the reign of Sanjaya dynasty and dedicated to the three main Hindu Gods or Trimurti; Brahma, Vishnu, and Shiva. Its greatness and magnificence attracts many visitors from around the globe every year.

The outer zone is an open space and the bottommost terrace of the temple. The second area is the middle zone where hundreds of small temples were standing. The last area is the inner zone.



## TASK 7

Compose a framework which will be developed into a complete descriptive text about the place you have visited. Use the information you have gained, and if it is needed, you add the information from the internet.

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## TASK 8

Make an audio recording of the text you have written using 'anchor' application in your smartphone. You can add background sound to your recording.

# Scoring Rubrics

Reading Section (Task 1,2,4,5)

The number of correct answers : Total number of problems X 100

Listening Section (Task 3)

The number of correct answers : 25 X 100

Writing Section (Task 6,7)

1. Originality of the idea (15 points)
2. Content of the text (30 points)
3. Coherence and Cohesion (15 points)
4. Diction and Vocabulary (10 points)
5. Grammar and Structure (10 points)
6. Tidiness (10 points)

Speaking Section (Task 8)

1. Fluency (25 points)
2. Accuracy (25 points)
3. Intonation (25 points)
4. Pronunciation (25 points)

## LINK VIDEO MEDIA PEMBELAJARAN

Task 1. Watching a Video of Borobudur Temple: [https://www.youtube.com/watch?v=dwIN\\_k4ZQSU](https://www.youtube.com/watch?v=dwIN_k4ZQSU)

Task 2. Watching a Video of Prambanan Temple: <https://www.youtube.com/watch?v=d170pekQgQI>

Task 4. Comparing a Spoken to a Written Descriptive Text: <https://www.youtube.com/watch?v=-dQexveY0cs&t=25s>

Video of the Explanation about Descriptive Text: [https://youtu.be/LYXRNCq\\_Q6k](https://youtu.be/LYXRNCq_Q6k)

**LINK AUDIO LISTENING**

[https://drive.google.com/file/d/10aHzqZv\\_C6Vs7ZaYysJetmnlUnPzX9LA/view?usp=sharing](https://drive.google.com/file/d/10aHzqZv_C6Vs7ZaYysJetmnlUnPzX9LA/view?usp=sharing)

**Descriptive Text Writing**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Step 1: Write the 1<sup>st</sup> draft of your descriptive text

Title:

Identification:

Description:

\*\*\*WRITE AT LEAST 15-20 SENTENCES





Teacher Comments:

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# Descriptive Writing



*Use a lot of adjectives and adverbs in order to make your description lively!*

Describing People	Describing Places	Describing Objects	Describing Events / experiences / thoughts
a) <u>The introduction</u> where you state general facts about the person, saying when, where and how you first met him/her. State the reason for choosing this person.	a) <u>The introduction</u> where you give the name and location of the place or building and/or the reason for choosing it	a) <u>The introduction</u> where you give the name of the object and/or the reason for choosing it	a) <u>The introduction</u> in which you give name, time, place, and reasons for this event
b) <u>The body (2 paragraphs)</u> in which you describe their physical appearance, personal qualities and/or hobbies/interests. <b>Start a new paragraph for each topic</b>	b) <u>The body (2 paragraphs)</u> describes the main aspects of the place or building in detail – for example, when you describe a place you should describe what you can see and do there. <b>Start a new paragraph for each topic</b>	b) <u>The body (2 paragraphs)</u> where you give an accurate picture of it. Your description should include information about size, weight, shape, pattern or decoration, color, origin and material as well as many special features. <b>Start a new paragraph for each topic</b>	b) <u>The body (2 paragraphs)</u> in which you describe the preparations and the actual event in <b>separate paragraphs</b> . Use past tenses to illustrate those you attended some time ago.
c) <u>The conclusion</u> in which you express your personal attitude towards the person	c) <u>The conclusion</u> includes your comments/feelings and /or a recommendation	c) <u>The conclusion</u> includes your comments/feelings and /or a recommendation concerning this object	c) <u>The conclusion</u> which includes people's feelings comments or final thoughts about the event.

## **Describing Places:**

Types of places: the country, the country-side, outdoors, the seaside, a beauty spot, a tourist spot, a tourist's paradise/attraction, the beach, a historic monument, a ruined place, a world famous sight, the site of battle (sight = view; site = place)

Adjectives for places: remote, imposing, superb, easily accessible, inaccessible, peaceful, interesting, memorable, awe-inspiring, world-famous, off the beaten track, little/much visited, tourist-ridden, beautiful, picturesque, isolated, breath-taking, pretty, bustling sleepy, lively, sparsely populated

## **Describing People:**

interesting, shy, diffident, pushing, overbearing, talented, lonely, sociable, likeable, a pest, intelligent, introvert, extrovert, approachable, unapproachable, businesslike, humble, timid, practical, impractical, a good mixer, a good conversationalist, anti-social, retiring, a sport, a snob, a bore, a know-all, difficult, arrogant, shrewd energetic, conceited, modest, brash, self-confident, lazy, ambitious, easy-going, strict, cunning.

# Structure of Your Composition

**Introduction** What are you describing?

## **Body – 2 paragraphs**

Characteristics of the person, object, place or event.

Each paragraph must deal with a different aspect!

*Use a lot of adjectives and adverbs in order to make your description lively!*

**Conclusion** What makes this special? (personal impression or opinion)

## What You Should Include in Your Writing

### When describing people you may want to include

- + Physical appearance
- + Personality, character
- + Attitudes, behavior
- + Interests, hobbies, profession
- + Your personal impression / opinion

### When describing places you may want to include

- + Location
- + Physical characteristics, atmosphere
- + Special attractions
- + The culture and people in the place
- + Historical details
- + Your personal impression / opinion

### When describing things you may want to include

- + Physical appearance
- + Origin (where it was made)
- + Use
- + Your personal impression / opinion

### When describing events you may want to include

- + The setting – where and when it happened – PAST TENSES
- + What happened – in chronological order
- + Your impression or opinion about it

Now it's your turn!  
Choose your topic.

### Composition topics

1. Describe a person who influenced your life
2. Describe your city to your cousin in Australia
3. Describe your vacation with your family – in Israel or abroad
4. Describe your last class trip
5. Describe your birthday party
6. Describe a special gift you got for your birthday.
7. Describe your first day in high school
8. Describe a sport event, a performance, a rock concert you have been to



**Pay attention to the sample essays.**

### **The Person Who Influenced My life**

A person who influenced my childhood most was my father. He brought me up to sensitive, cheerful, sensible as well as trustworthy person.

My father, Jack, is of medium height in his early fifties. Moreover, he is slim and has got short grey hair, but he is becoming bald. My father's face is round and friendly-looking. Jack has small blue eyes, which are very nice, as well as long nose and small ears. He tends to wear casual clothes like jeans and T-shirt.

My father is an incredibly sensitive person, who helps everyone who needs it. Yet this help is disinterested. Moreover, my father is so generous that he wants to share what he possesses with others. Furthermore, I could talk with him about my problems because he is trustworthy and he keeps my secrets. What he does not tolerate is lie. He has always told me that the worst thing is when we don't tell the truth.

To sum up, Jack is the most important person in my life. Thanks to him my childhood was so good and pleasant.

### **Welcome to Bohol, Philippines!**

Have you ever been to Bohol? Let me tell you about this place which attracts many tourists. It is an island located in the south near the province of Cebu. If you come from Manila, you can either take a plane or a cruise liner to get there.

Aside from its pristine white-sand beaches and the Chocolate Hills, Bohol's tourism assets also include centuries-old churches and towers. You can find there magnificent scuba diving havens, majestic falls and caves and historical landmarks. Yet the primitive and exotic fauna and flora is something you don't want to miss.

There are many things you can do there to make your holiday enjoyable. For example, you can take a boat to bring you to one to these islands where you could buy fresh seafood or eat in a floating restaurant. You can also take a dive or have a swim in the clear blue sea with the amazing shorelines. In addition, the local people are very warm and friendly so they will be happy to take you to various interesting places.

In short, if you are looking for the perfect vacation to relax and enjoy yourself, this is the place for you.

### **The Bungee Blast**

One summer vacation I went to a surfing spot in South Africa, called Seal Beach. There I found the perfect thing to do, Bungee Jumping! I had never done it but I had always wanted to.

The Bungee area was up on a bridge surrounded by trees, big rocks, and hills all over. On the way up to the bridge I got a little nervous. When I got there, I was so scared my knees were about to give up on me. Then the owner came out and asked me my age. He weighed me and measured my height too. Afterwards, he strapped on a huge weight to my ankles. It was so tight I could hardly feel my toes. Then he attached a gigantic bungee cord to the end. Last but not least, I had to wear a bright yellow helmet to protect my head.

Now it was time to jump. The owner told me to jump when he said "go". He also gave me some useful advise on not to look down. As soon as he said that I looked down. What I saw was a big river and sharp jagged boulders. I closed my eyes and when I opened them the owner started counting." One, two, three, go!" I jumped off and my heart felt like it was about to jump out of my chest. Then, I opened my eyes and everything was upside-down. I bounced up once or twice and that's it.

Eventually, as soon as I got back to the bridge I knew I had done it. It was the greatest feeling ever. Who ever thought I was afraid of heights?!



# Useful Expressions

## The Opening Paragraph

- As long as I live, I will never forget....
- This was the most incredible / amazing / wonderful/fascinating / unforgettable experience.
- This was a once in a lifetime experience.
- If I had to describe \_\_\_\_\_, my obvious choice would be...



## Popular adjectives

exciting  
interesting  
fascinating  
magnificent  
incredible  
vivid  
imaginative  
creative  
unique  
exceptional  
extraordinary

## The Body of the Composition

### Description of people

- He is / was an exceptional man.
- He / She has made a strong impact on me.
- I appreciate his / her special characteristics.
- Everybody appreciates the efforts made....
- He / She does his / her job efficiently.
- He / She enjoys an outstanding reputation.
- It's quite rare to come across such a unique person.



## To describe view

amazing scenery  
scenic views  
magnificent sights  
outstanding view  
breathtaking  
spectacular

## To describe weather

Warm  
Stifling  
Humid  
Moist  
Chilly  
Freezing

## To describe food

Tasty  
Delicious  
Extraordinary  
Spicy  
Exotic  
Scrumptious

## The Body of the Composition

### Description of Experiences

- It was a unique adventure.
- It was an unusual experience.
- It was an exceptional experience.
- It was an unforgettable experience



## The Closing Paragraph

- This memory will stay with me forever.
- The memory of that remains very much alive.
- Although years have passed, I still remember....
- ... have / has exceeded my expectations.
- Never have I seen / had such a...



## Useful Expressions

- feelings of elation
- feelings of relief
- sense of fulfillment
- a great accomplishment
- overcome challenges / obstacles
- exceed my expectations
- allocate more time to
- break the routine
- achieve the goal



# SMA UNGGULAN CT ARSA FOUNDATION SUKOHARJO

Jln. Jend. Sudirman, Sidorejo, Bendosari, Sukoharjo, Jawa Tengah 57521

**CT ARSA**  
FOUNDATION

## KISI-KISI PENILAIAN PENGETAHUAN

Kelas/Semester : X/ Gasal	Materi Pokok : <i>Descriptive Text</i>
Tahun Pelajaran : 2020/ 2021	Jumlah Soal : 20 PG, 2 Esai
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 90 menit
Guru Mapel : Rizal, S.Pd	Platform : <i>Google Form</i>

No	Kompetensi Dasar	Materi	IPK	Indikator Soal	Level Kognitif	Nomor Soal	Bentuk Soal
1	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 penggunaan	<i>Descriptive Text</i>	Determining and explaining the social functions, text structure, and language features of descriptive texts;	Disajikan beberapa teks deskriptif, peserta didik diminta untuk menentukan dan menjelaskan fungsi sosial dan struktur dari teks-teks tersebut.	C 2	1, 4, 6	Pilihan Ganda
		<i>Descriptive Text</i>	Using relevant nouns, adjectives and action words in descriptive texts	Disajikan beberapa teks deskriptif, siswa diminta menentukan padanan <i>nouns</i> atau <i>adjectives</i> tertentu diambil dari teks-teks tersebut.	C 3	5, 10, 15	Pilihan Ganda
		<i>Descriptive Text</i>	Distinguishing spoken and written descriptive texts	Disajikan sebuah <i>jumbled descriptive text</i> , siswa diminta untuk merekognisi jenis teks tersebut.	C 4	12	Pilihan Ganda
2	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 bangunan bersejarah terkenal.	<i>Descriptive Text</i>	Analyzing general and detailed information, expressed and implied information contained in descriptive texts	Disajikan beberapa teks deskriptif, peserta didik diminta menganalisis informasi umum tersurat yang terdapat di dalam teks-teks tersebut	C 4	7, 8, 13, 14, 19	Pilihan Ganda
		<i>Descriptive Text</i>		Disajikan beberapa teks deskriptif, peserta didik diminta menganalisis informasi khusus tersirat yang terdapat di dalam teks-teks tersebut	C 4	3, 18, 20	Pilihan Ganda
		<i>Descriptive Text</i>		Disajikan beberapa teks deskriptif, peserta didik diminta menyimpulkan ide pokok dan isi teks	C 4	2, 9, 16, 17	Pilihan Ganda
3	4.4.2. Menyusun teks deskriptif lisan dan tulis, pendek dan	<i>Descriptive Text</i>	Arranging jumbled descriptive paragraphs	Disajikan sebuah <i>jumbled descriptive text</i> , siswa diminta mengurutkan teks	C 5	11	Pilihan Ganda

	sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		into well-composed descriptive texts	tersebut berdasarkan urutan yang seharusnya			
		<i>Descriptive Text</i>	Formulating and developing a draft to write a written descriptive text	Disajikan beberapa pertanyaan tentang tempat wisata atau bangunan bersejarah yang pernah dikunjungi, peserta didik diminta menjawab pertanyaan-pertanyaan tersebut sebagai kerangka penulisan sebuah teks deskriptif.	C 6	21	Esai
		<i>Descriptive Text</i>	Presenting the written descriptive text	Peserta didik diminta menulis sebuah teks deskriptif dengan mengelaborasi jawaban-jawaban dari pertanyaan sebelumnya dengan menambahkan elemen-elemen penulisan yang dibutuhkan.	C 6	22	Esai

Mengetahui  
Kepala SMA Unggulan CT ARSA  
Foundation Sukoharjo

Sukoharjo, Juli 2020

Guru Mata Pelajaran

Drs. Usdiyanto, M.Hum.

Rizal, S.Pd.



**SMA UNGGULAN CT ARSA FOUNDATION SUKOHARJO**

Jln. Jend. Sudirman, Sidorejo, Bendosari, Sukoharjo, Jawa Tengah 57521

**CT ARSA**  
FOUNDATION**INSTRUMEN PENILAIAN (INSTRUMEN SOAL)**

Kelas/Semester	: X/ Gasal	Materi Pokok	: <i>Descriptive Text</i>
Tahun Pelajaran	: 2020/ 2021	Jumlah Soal	: 20 PG, 2 Esai
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 90 menit
Guru Mapel	: Rizal, S.Pd	Platform	: <i>Google Form</i>

**INSTRUMEN SOAL PILIHAN GANDA**

<b>Kompetensi Dasar:</b>  3.3. 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 penggunaan	Kunci: B Nomor Soal: 1  Poin Jawaban Benar : 5 Poin Jawaban Salah : 0	Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga
	<b>Materi:</b>  Descriptive Text	<b>Rumusan Soal:</b>  <b>The following text is for question 1 to 5</b>  Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.  Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.  The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.  1. Why did the author write the text above? A. to amuse the readers with Yogyakarta B. to describe Yogyakarta with its uniqueness C. to tell the readers the history of Yogyakarta D. to persuade the readers to go to Yogyakarta E. to promote Yogyakarta as tourist destination
<b>Indikator Pencapaian Kompetensi:</b> 3.3.1. Menentukan dan menjelaskan fungsi sosial, struktur dan unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal		
<b>Indikator Soal:</b>  Disajikan beberapa teks deskriptif, peserta didik diminta untuk menentukan dan menjelaskan fungsi sosial dan struktur dari teks-teks tersebut.		

**INSTRUMEN SOAL PILIHAN GANDA**

<p><b>Kompetensi Dasar:</b></p> <p>4.3.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>Kunci: D</p> <p>Nomor Soal: 2</p> <p>Poin Jawaban Benar : 5 Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>4.3.1.2. Menganalisis ide pokok, simpulan, dan informasi tersirat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, peserta didik diminta menyimpulkan ide pokok dan isi teks.</p>	<p><b>Rumusan Soal:</b></p> <p><b>The following text is for question 1 to 5</b></p> <p>Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.</p> <p>Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.</p> <p>The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.</p> <p>2. We know from the second paragraph that ....</p> <p>A. Many local tourists prefer staying in Sosrowijayan Street</p> <p>B. Plane is the most convenient access to reach Yogyakarta</p> <p>C. Sosrowijayan is also known as shopping and culinary delight</p> <p>D. There are many convenient stores in the streets of Yogyakarta</p> <p>E. Malioboro Street is a crowded main road which is alive 12 hours</p>	

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<p><b>Kompetensi Dasar:</b></p> <p>4.3.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>Kunci: A</p> <p>Nomor Soal: 3</p> <p>Poin Jawaban Benar : 5 Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>4.3.1.2. Menganalisis ide pokok, simpulan, dan informasi tersirat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, peserta didik diminta menganalisis informasi khusus tersirat yang terdapat di dalam teks-teks tersebut.</p>	<p><b>Rumusan Soal:</b></p> <p><b>The following text is for question 1 to 5</b></p> <p>Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.</p> <p>Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.</p> <p>The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.</p> <p>3. What is NOT TRUE about the text?</p> <p>A. There are no available cheap hotels to stay there.</p> <p>B. Kraton which is the key attraction of Yogyakarta is the place where the king lives.</p> <p>C. Yogyakarta is located in Java island stretching from Mount Merapi to the Indian Ocean.</p> <p>D. Malioboro became one of the tourism objects in Yogyakarta which is popular for shoppers.</p> <p>E. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.</p>	

**INSTRUMEN SOAL PILIHAN GANDA**

<p><b>Kompetensi Dasar:</b></p> <p>3.3. 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 penggunaan</p>	<p>Kunci: B</p> <p>Nomor Soal: 4</p> <p>Poin Jawaban Benar : 5 Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p>	<p><b>Rumusan Soal:</b></p> <p><b>The following text is for question 1 to 5</b></p>	
<p><b>Indikator Pencapaian Kompetensi:</b></p> <p>3.3.1. Menentukan dan menjelaskan fungsi sosial, struktur dan unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, peserta didik diminta untuk menentukan dan menjelaskan fungsi sosial dan struktur dari teks-teks tersebut.</p>	<p>Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.</p> <p>Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.</p> <p>The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.</p> <p>4. The third paragraph of the text above is called ....</p> <p>A. thesis B. description C. reorientation D. identification E. classification</p>	

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<p><b>Kompetensi Dasar:</b></p> <p>3.3. 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 penggunaan</p>	<p>Kunci: E</p> <p>Nomor Soal: 5</p> <p>Poin Jawaban Benar : 5</p> <p>Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>3.3.2. Menggunakan unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, siswa diminta menentukan padanan nouns atau adjectives tertentu diambil dari teks-teks tersebut.</p>	<p><b>Rumusan Soal:</b></p> <p><b>The following text is for question 1 to 5</b></p> <p>Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.</p> <p>Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.</p> <p>The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.</p> <p>5. " ... spirit of <u>refinement</u>, which has been the hallmark of Yogya's art for centuries.(Paragraph 3) The underlined word is closest in meaning ....</p> <p>A. settlement</p> <p>B. involvement</p> <p>C. engagement</p> <p>D. development</p> <p>E. improvement</p>	

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<p><b>Kompetensi Dasar:</b></p> <p>3.3. 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 penggunaan</p>	<p>Kunci: A</p> <p>Nomor Soal: 6</p> <p>Poin Jawaban Benar : 5 Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>3.3.1. Menentukan dan menjelaskan fungsi sosial, struktur dan unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, peserta didik diminta untuk menentukan dan menjelaskan fungsi sosial dan struktur dari teks-teks tersebut.</p>	<p><b>Rumusan Soal:</b></p> <p><b>The following text if for question 6 to 10.</b></p> <p>The Jakarta History Museum (Museum Sejarah Jakarta), also known as Fatahillah Museum or Batavia Museum, is located in the Old Town of Jakarta. Jakarta History Museum, opened in 1974, displays objects from the prehistory period of the city region, the founding of Jayakarta in 1527, and through the Dutch colonization period from the 16th century until Indonesia's Independence in 1945. The museum is located in south side of Fatahillah Square (former Batavia city square) near Wayang Museum and Fine Art and Ceramic Museum The building was built in 1710 as the city hall of Batavia.</p> <p>This building was the administrative headquarters of the Dutch East India Company and later of the Dutch Colonial Government. The current building was constructed in 1707 by the city government, replacing the former city hall built in 1627. The building contains 37 ornate rooms. There are also some cells located beneath the front portico which were used as dungeons. A Javanese freedom fighter, Prince Diponegoro, was imprisoned here in 1830 before being banished to Makassar. This building is located in front of a public square, which in the past was known as Stadhuisplein, the City Hall Square. The square is now known as Fatahillah Square. In the center of the square is a fountain which was used as a water supply during the colonial era.</p> <p>Also located in the square is a Portuguese cannon (known as Si Jagur Cannon). The square was also used as the place of executions. In 1970, the Fatahillah Square was declared a cultural heritage. This effort was the beginning of the development of the historical area of the City of Jakarta, carried out by the Government of DKI Jakarta, The Jakarta History Museum was inaugurated on March 30, 1974 as the center for collection, conservation, and research for all kinds of objects of cultural heritage related to the history of the City of Jakarta. This museum is the one of the most visited museums in Jakarta. Visiting the historical building, you will really have an imagination of Jakarta in the colonial era. From: <a href="http://en.wikipedia.org/wiki/Jakarta_History_Museum">http://en.wikipedia.org/wiki/Jakarta_History_Museum</a>.</p> <p>6. What is the purpose of the text?</p> <p>A. to describe the Jakarta History Museum</p> <p>B. to inform the way to the Jakarta History Museum</p> <p>C. to persuade people to visit the Jakarta History Museum</p> <p>D. to tell the reader the function of the Jakarta History Museum.</p> <p>E. to account the writer's experience in visiting the Jakarta History Museum</p>	

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<p><b>Kompetensi Dasar:</b></p> <p>4.3.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>Kunci: A</p> <p>Nomor Soal: 7</p> <p>Poin Jawaban Benar : 5 Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>4.3.1.1 Menunjukkan informasi tersurat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, peserta didik diminta menganalisis informasi umum tersurat yang terdapat di dalam teks-teks tersebut</p>	<p><b>Rumusan Soal:</b></p> <p><b>The following text if for question 6 to 10.</b></p> <p>The Jakarta History Museum (Museum Sejarah Jakarta), also known as Fatahillah Museum or Batavia Museum, is located in the Old Town of Jakarta. Jakarta History Museum, opened in 1974, displays objects from the prehistory period of the city region, the founding of Jayakarta in 1527, and through the Dutch colonization period from the 16th century until Indonesia's Independence in 1945. The museum is located in south side of Fatahillah Square (former Batavia city square) near Wayang Museum and Fine Art and Ceramic Museum The building was built in 1710 as the city hall of Batavia.</p> <p>This building was the administrative headquarters of the Dutch East India Company and later of the Dutch Colonial Government. The current building was constructed in 1707 by the city government, replacing the former city hall built in 1627. The building contains 37 ornate rooms. There are also some cells located beneath the front portico which were used as dungeons. A Javanese freedom fighter, Prince Diponegoro, was imprisoned here in 1830 before being banished to Makassar. This building is located in front of a public square, which in the past was known as Stadhuisplein, the City Hall Square. The square is now known as Fatahillah Square. In the center of the square is a fountain which was used as a water supply during the colonial era.</p> <p>Also located in the square is a Portuguese cannon (known as Si Jagur Cannon). The square was also used as the place of executions. In 1970, the Fatahillah Square was declared a cultural heritage. This effort was the beginning of the development of the historical area of the City of Jakarta, carried out by the Government of DKI Jakarta, The Jakarta History Museum was inaugurated on March 30, 1974 as the center for collection, conservation, and research for all kinds of objects of cultural heritage related to the history of the City of Jakarta. This museum is the one of the most visited museums in Jakarta. Visiting the historical building, you will really have an imagination of Jakarta in the colonial era. From: <a href="http://en.wikipedia.org/wiki/Jakarta_History_Museum">http://en.wikipedia.org/wiki/Jakarta_History_Museum</a>.</p> <p>7. What was the building formerly used for?</p> <p>A. governor's building B. parliament house C. business center D. military base E. city hall</p>	

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<p><b>Kompetensi Dasar:</b></p> <p>4.3.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>Kunci: A</p> <p>Nomor Soal: 8</p> <p>Poin Jawaban Benar : 5</p> <p>Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>4.3.1.1 Menunjukkan informasi tersurat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, peserta didik diminta menganalisis informasi umum tersurat yang terdapat di dalam teks-teks tersebut</p>	<p><b>Rumusan Soal:</b></p> <p><b>The following text if for question 6 to 10.</b></p> <p>The Jakarta History Museum (Museum Sejarah Jakarta), also known as Fatahillah Museum or Batavia Museum, is located in the Old Town of Jakarta. Jakarta History Museum, opened in 1974, displays objects from the prehistory period of the city region, the founding of Jayakarta in 1527, and through the Dutch colonization period from the 16th century until Indonesia's Independence in 1945. The museum is located in south side of Fatahillah Square (former Batavia city square) near Wayang Museum and Fine Art and Ceramic Museum The building was built in 1710 as the city hall of Batavia.</p> <p>This building was the administrative headquarters of the Dutch East India Company and later of the Dutch Colonial Government. The current building was constructed in 1707 by the city government, replacing the former city hall built in 1627. The building contains 37 ornate rooms. There are also some cells located beneath the front portico which were used as dungeons. A Javanese freedom fighter, Prince Diponegoro, was imprisoned here in 1830 before being banished to Makassar. This building is located in front of a public square, which in the past was known as Stadhuisplein, the City Hall Square. The square is now known as Fatahillah Square. In the center of the square is a fountain which was used as a water supply during the colonial era.</p> <p>Also located in the square is a Portuguese cannon (known as Si Jagur Cannon). The square was also used as the place of executions. In 1970, the Fatahillah Square was declared a cultural heritage. This effort was the beginning of the development of the historical area of the City of Jakarta, carried out by the Government of DKI Jakarta, The Jakarta History Museum was inaugurated on March 30, 1974 as the center for collection, conservation, and research for all kinds of objects of cultural heritage related to the history of the City of Jakarta. This museum is the one of the most visited museums in Jakarta. Visiting the historical building, you will really have an imagination of Jakarta in the colonial era. From: <a href="http://en.wikipedia.org/wiki/Jakarta_History_Museum">http://en.wikipedia.org/wiki/Jakarta_History_Museum</a>.</p> <p>8. What was the city hall square used for?</p> <p><b>A.</b> prosecuting rebellions and criminals</p> <p>B. controlling government officials</p> <p>C. keeping military equipment</p> <p>D. keeping historical artifacts</p> <p>F. absorbing rainwater</p>	



**INSTRUMEN SOAL PILIHAN GANDA**

<p><b>Kompetensi Dasar:</b></p> <p>4.3.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>Kunci: A</p> <p>Nomor Soal: 9</p> <p>Poin Jawaban Benar : 5</p> <p>Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>4.3.1.2. Menganalisis ide pokok, simpulan, dan informasi tersirat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, peserta didik diminta menyimpulkan ide pokok dan isi teks</p>	<p><b>Rumusan Soal:</b></p> <p><b>The following text if for question 6 to 10.</b></p> <p>The Jakarta History Museum (Museum Sejarah Jakarta), also known as Fatahillah Museum or Batavia Museum, is located in the Old Town of Jakarta. Jakarta History Museum, opened in 1974, displays objects from the prehistory period of the city region, the founding of Jayakarta in 1527, and through the Dutch colonization period from the 16th century until Indonesia's Independence in 1945. The museum is located in south side of Fatahillah Square (former Batavia city square) near Wayang Museum and Fine Art and Ceramic Museum The building was built in 1710 as the city hall of Batavia.</p> <p>This building was the administrative headquarters of the Dutch East India Company and later of the Dutch Colonial Government. The current building was constructed in 1707 by the city government, replacing the former city hall built in 1627. The building contains 37 ornate rooms. There are also some cells located beneath the front portico which were used as dungeons. A Javanese freedom fighter, Prince Diponegoro, was imprisoned here in 1830 before being banished to Makassar. This building is located in front of a public square, which in the past was known as Stadhuisplein, the City Hall Square. The square is now known as Fatahillah Square. In the center of the square is a fountain which was used as a water supply during the colonial era.</p> <p>Also located in the square is a Portuguese cannon (known as Si Jagur Cannon). The square was also used as the place of executions. In 1970, the Fatahillah Square was declared a cultural heritage. This effort was the beginning of the development of the historical area of the City of Jakarta, carried out by the Government of DKI Jakarta, The Jakarta History Museum was inaugurated on March 30, 1974 as the center for collection, conservation, and research for all kinds of objects of cultural heritage related to the history of the City of Jakarta. This museum is the one of the most visited museums in Jakarta. Visiting the historical building, you will really have an imagination of Jakarta in the colonial era. From: <a href="http://en.wikipedia.org/wiki/Jakarta_History_Museum">http://en.wikipedia.org/wiki/Jakarta_History_Museum</a>.</p> <p>9. What is the main idea of paragraph 3?</p> <p>A. Cultural Heritage of Jakarta</p> <p>B. the cultural activities in the city hall square</p> <p>C. the inauguration of the building as a museum</p> <p>D. the reconstruction of museum the Jakarta History</p> <p>G. the DKI governor's visit to the Jakarta History Museum</p>	

**INSTRUMEN SOAL PILIHAN GANDA**

<p><b>Kompetensi Dasar:</b></p> <p>3.3. 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 penggunaan</p>	<p>Kunci: B</p> <p>Nomor Soal: 10</p> <p>Poin Jawaban Benar : 5 Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>3.3.2. Menggunakan unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, siswa diminta menentukan padanan nouns atau adjectives tertentu diambil dari teks-teks tersebut.</p>	<p><b>Rumusan Soal:</b></p> <p><b>The following text if for question 6 to 10.</b></p> <p>The Jakarta History Museum (Museum Sejarah Jakarta), also known as Fatahillah Museum or Batavia Museum, is located in the Old Town of Jakarta. Jakarta History Museum, opened in 1974, displays objects from the prehistory period of the city region, the founding of Jayakarta in 1527, and through the Dutch colonization period from the 16th century until Indonesia's Independence in 1945. The museum is located in south side of Fatahillah Square (former Batavia city square) near Wayang Museum and Fine Art and Ceramic Museum The building was built in 1710 as the city hall of Batavia.</p> <p>This building was the administrative headquarters of the Dutch East India Company and later of the Dutch Colonial Government. The current building was constructed in 1707 by the city government, replacing the former city hall built in 1627. The building contains 37 ornate rooms. There are also some cells located beneath the front portico which were used as dungeons. A Javanese freedom fighter, Prince Diponegoro, was imprisoned here in 1830 before being banished to Makassar. This building is located in front of a public square, which in the past was known as Stadhuisplein, the City Hall Square. The square is now known as Fatahillah Square. In the center of the square is a fountain which was used as a water supply during the colonial era.</p> <p>Also located in the square is a Portuguese cannon (known as Si Jagur Cannon). The square was also used as the place of executions. In 1970, the Fatahillah Square was declared a cultural heritage. This effort was the beginning of the development of the historical area of the City of Jakarta, carried out by the Government of DKI Jakarta, The Jakarta History Museum was inaugurated on March 30, 1974 as the center for collection, conservation, and research for all kinds of objects of cultural heritage related to the history of the City of Jakarta. This museum is the one of the most visited museums in Jakarta. Visiting the historical building, you will really have an imagination of Jakarta in the colonial era. From: <a href="http://en.wikipedia.org/wiki/Jakarta_History_Museum">http://en.wikipedia.org/wiki/Jakarta_History_Museum</a>.</p> <p>10. "... beneath the front portico which were used as <u>dungeons</u>." What does the underlined word mean?</p> <p>A. court B. prison C. tunnel D. channel E. warehouse.</p>	

**INSTRUMEN SOAL PILIHAN GANDA**

<p><b>Kompetensi Dasar:</b></p> <p>4.3.2. 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>Kunci: D</p> <p>Nomor Soal: 11</p> <p>Poin Jawaban Benar : 5 Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>4.3.2.1. Merumuskan kerangka teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Disajikan sebuah jumbled descriptive text, siswa diminta mengurutkan teks tersebut berdasarkan urutan yang seharusnya</p>	<p><b>Rumusan Soal:</b></p> <p><b>This jumbled paragraphs are for question 11 to 12.</b></p> <ol style="list-style-type: none"> <li>1. The Lower Progo course starts from the bridge in Klamongon Village and ends at Dekso Village. It has a long meandering route covering 26 km, which takes around 3-4 hours to navigate. Whereas, the Upper Progo stretches only 10 km and takes about 2-3 hours to cruise down from the starting point near Mount Sumbing. Both stretches offer a difficulty level from III to V, meaning that these can be navigated only by those with previous experience in rafting rapid currents.</li> <li>2. I think that's all I know about Progo River. If you are still curious about it, you may visit the river or surf the internet to get the information. Thanks for your nice attention, guys.</li> <li>3. Scattered large boulders give the course many spontaneous drops and viable hurdles that can be managed by skillful rafters only. During the journey, you will rest in an area to take your breath and absorb this amazing surrounding panorama.</li> <li>4. Good morning, everyone? How are you, today? In this very blissful morning, I would like to describe a tourism object I visited last week. Well, it's Progo River. Are you ready to listen to my talk? If yes, here we go.</li> <li>5. Progo River is the largest river in Central Java and is also known as one of the sites where the Borobudur builders gathered huge rocks for the temple's construction. The river is great for rafting and is divided into the Lower Progo and Upper Progo, each having its own slightly different character.</li> </ol> <p>11. The best arrangement for the jumbled paragraphs above is ....</p> <ol style="list-style-type: none"> <li>A. 4 - 1 - 3 - 5 - 2</li> <li>B. 4 - 1 - 5 - 3 - 2</li> <li>C. 4 - 3 - 1 - 5 - 2</li> <li>D. 4 - 5 - 1 - 3 - 2</li> <li>E. 4 - 5 - 3 - 1 - 2</li> </ol>	

**INSTRUMEN SOAL PILIHAN GANDA**

<p><b>Kompetensi Dasar:</b></p> <p>3.3. 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 penggunaan</p>	<p>Kunci: C</p> <p>Nomor Soal: 12</p> <p>Poin Jawaban Benar : 5 Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>3.3.3. Membedakan teks deskripsi lisan dan tulis</p> <p><b>Indikator Soal:</b></p> <p>Disajikan sebuah jumbled descriptive text, siswa diminta untuk merekognisi jenis teks tersebut.</p>	<p><b>Rumusan Soal:</b></p> <p><b>This jumbled paragraphs are for question 11 to 12.</b></p> <ol style="list-style-type: none"> <li>The Lower Progo course starts from the bridge in Klanganon Village and ends at Dekso Village. It has a long meandering route covering 26 km, which takes around 3-4 hours to navigate. Whereas, the Upper Progo stretches only 10 km and takes about 2-3 hours to cruise down from the starting point near Mount Sumbing. Both stretches offer a difficulty level from III to V, meaning that these can be navigated only by those with previous experience in rafting rapid currents.</li> <li>I think that's all I know about Progo River. If you are still curious about it, you may visit the river or surf the internet to get the information. Thanks for your nice attention, guys.</li> <li>Scattered large boulders give the course many spontaneous drops and viable hurdles that can be managed by skillful rafters only. During the journey, you will rest in an area to take your breath and absorb this amazing surrounding panorama.</li> <li>Good morning, everyone? How are you, today? In this very blissful morning, I would like to describe a tourism object I visited last week. Well, it's Progo River. Are you ready to listen to my talk? If yes, here we go.</li> <li>Progo River is the largest river in Central Java and is also known as one of the sites where the Borobudur builders gathered huge rocks for the temple's construction. The river is great for rafting and is divided into the Lower Progo and Upper Progo, each having its own slightly different character.</li> </ol> <p>12. What is the kind of the text above?</p> <ol style="list-style-type: none"> <li>Spoken narrative text</li> <li>Written narrative text</li> <li>Spoken descriptive text</li> <li>Written descriptive text</li> <li>Spoken explanation text</li> </ol>	

**INSTRUMEN SOAL PILIHAN GANDA**

<p><b>Kompetensi Dasar:</b></p> <p>4.3.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>Kunci: E</p> <p>Nomor Soal: 13</p> <p>Poin Jawaban Benar : 5</p> <p>Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>4.3.1.1 Menunjukkan informasi tersurat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, peserta didik diminta menganalisis informasi umum tersurat yang terdapat di dalam teks-teks tersebut</p>	<p><b>Rumusan Soal:</b></p> <p><b>This following text is for question 13 to 16.</b></p> <p>One of the most popular artifacts in Indonesia is Prambanan, a complex of temples which was built in 825 A. D. the central part of Prambanan complex consists of three main shrines dedicated to the Gods of the Trimurti</p> <p>The temples of Siva stands in the center, that of Vishnu on the north, and that of Brahma on the South. In front of each of these main temples stands another smaller temple, constructed to contain a statue of the mouth of the god this ensemble is completed by to annexes the ‘Candi Apit’ or ‘flanking temples’ and nine small shrines to shelter the stone demarcating the compound within which the temple complex stands.</p> <p>The central shrine rests on a projection from the base of Siva temple. The results of the complex’s layout to be asymmetrical. This central shrine is set against the south side of the east staircase leading to the main sanctuary of temple Siva.</p> <p>The main terrace of Prambanan is surrounded by four concentric squares of chapels on the lower.</p> <p>13. Where does another smaller temple stand?</p> <p>A. In front of Siva</p> <p>B. In front of Vishnu</p> <p>C. In front of Brahma</p> <p>D. In front of Candi Apit</p> <p>E. In front of each main temple</p>	

**INSTRUMEN SOAL PILIHAN GANDA**

<p><b>Kompetensi Dasar:</b></p> <p>4.3.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>Kunci: B</p> <p>Nomor Soal: 14</p> <p>Poin Jawaban Benar : 5</p> <p>Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>4.3.1.1 Menunjukkan informasi tersurat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, peserta didik diminta menganalisis informasi umum tersurat yang terdapat di dalam teks-teks tersebut</p>	<p><b>Rumusan Soal:</b></p> <p><b>This following text is for question 13 to 16.</b></p> <p>One of the most popular artifacts in Indonesia is Prambanan, a complex of temples which was built in 825 A. D. the central part of Prambanan complex consists of three main shrines dedicated to the Gods of the Trimurti</p> <p>The temples of Siva stands in the center, that of Vishnu on the north, and that of Brahma on the South. In front of each of these main temples stands another smaller temple, constructed to contain a statue of the mouth of the god this ensemble is completed by to annexes the ‘Candi Apit’ or ‘flanking temples’ and nine small shrines to shelter the stone demarcating the compound within which the temple complex stands.</p> <p>The central shrine rests on a projection from the base of Siva temple. The results of the complex’s layout to be asymmetrical. This central shrine is set against the south side of the east staircase leading to the main sanctuary of temple Siva.</p> <p>The main terrace of Prambanan is surrounded by four concentric squares of chapels on the lower.</p> <p>14. What is given to Trimurti?</p> <p>A. Prambanan complex</p> <p>B. three main shrines</p> <p>C. temples of Siva</p> <p>D. smaller temple</p> <p>E. Candi Apit</p>	

**INSTRUMEN SOAL PILIHAN GANDA**

<p><b>Kompetensi Dasar:</b></p> <p>3.3. 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 penggunaan.</p>	<p>Kunci: A</p> <p>Nomor Soal: 15</p> <p>Poin Jawaban Benar : 5</p> <p>Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>3.3.2. Menggunakan unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, siswa diminta menentukan padanan nouns atau adjectives tertentu diambil dari teks-teks tersebut.</p>	<p><b>Rumusan Soal:</b></p> <p><b>This following text is for question 13 to 16.</b></p> <p>One of the most popular artifacts in Indonesia is Prambanan, a complex of temples which was built in 825 A. D. the central part of Prambanan complex consists of three main shrines dedicated to the Gods of the Trimurti</p> <p>The temples of Siva stands in the center, that of Vishnu on the north, and that of Brahma on the South. In front of each of these main temples stands another smaller temple, constructed to contain a statue of the mouth of the god this ensemble is completed by to annexes the ‘Candi Apit’ or ‘flanking temples’ and nine small shrines to shelter the stone demarcating the compound within which the temple complex stands.</p> <p>The central shrine rests on a projection from the base of Siva temple. The results of the complex’s layout to be asymmetrical. This central shrine is set against the south side of the east staircase leading to the main sanctuary of temple Siva.</p> <p>The main terrace of Prambanan is surrounded by four concentric squares of chapels on the lower.</p> <p>15. “<u>constructed</u> to contain a statue of the mouth of the god” The underlined word means....</p> <p>A. Built</p> <p>B. Made</p> <p>C. Create</p> <p>D. Temple</p> <p>E. Conduct</p>	

**INSTRUMEN SOAL PILIHAN GANDA**

<p><b>Kompetensi Dasar:</b></p> <p>4.3.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>Kunci: E</p> <p>Nomor Soal: 16</p> <p>Poin Jawaban Benar : 5</p> <p>Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>4.3.1.2. Menganalisis ide pokok, simpulan, dan informasi tersirat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, peserta didik diminta menyimpulkan ide pokok dan isi teks.</p>	<p><b>Rumusan Soal:</b></p> <p><b>This following text is for question 13 to 16.</b></p> <p>One of the most popular artifacts in Indonesia is Prambanan, a complex of temples which was built in 825 A. D. the central part of Prambanan complex consists of three main shrines dedicated to the Gods of the Trimurti</p> <p>The temples of Siva stands in the center, that of Vishnu on the north, and that of Brahma on the South. In front of each of these main temples stands another smaller temple, constructed to contain a statue of the mouth of the god this ensemble is completed by to annexes the ‘Candi Apit’ or ‘flanking temples’ and nine small shrines to shelter the stone demarcating the compound within which the temple complex stands.</p> <p>The central shrine rests on a projection from the base of Siva temple. The results of the complex’s layout to be asymmetrical. This central shrine is set against the south side of the east staircase leading to the main sanctuary of temple Siva.</p> <p>The main terrace of Prambanan is surrounded by four concentric squares of chapels on the lower.</p> <p>16. What is the main idea of the text?</p> <p>A. The central shrine rests on a projection from the base of Siva temple</p> <p>B. The main terrace of Prambanan is surrounded by four concentric squares of chapels on the lower</p> <p>C. The temples of Siva stands in the center, that of Vishnu on the north, and that of Brahma on the South</p> <p>D. The central part of Prambanan complex consists of three main shrines dedicated to the Gods of the Trimurti</p> <p>E. One of the most popular artifacts in Indonesia is Prambanan, a complex of temples which was built in 825 A. D.</p>	



**INSTRUMEN SOAL PILIHAN GANDA**

<p><b>Kompetensi Dasar:</b></p> <p>4.3.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>Kunci: D</p> <p>Nomor Soal: 17</p> <p>Poin Jawaban Benar : 5</p> <p>Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>4.3.1.2. Menganalisis ide pokok, simpulan, dan informasi tersirat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, peserta didik diminta menyimpulkan ide pokok dan isi teks.</p>	<p><b>Rumusan Soal:</b></p> <p><b>This following text is for question 17 to 20.</b></p> <p>Stretching south of the main island of Sulawesi into Flores Sea, Taka Bonerate National Park in Selayar Regency is a dominantly rich marine park, but it is also habitat to a number of bird species from land birds to coastal and sea birds that frolic on the many sand dunes.</p> <p>Here you can enjoy snorkeling and scuba diving, take a leisurely walk on the white sand beach, canoe, go fishing, or just watch in the sunrise in the morning, or in the evening set slowly behind the horizon in fantastic hues of orange and purple.</p> <p>The crystal clear waters offer a wide range of reefs, from barrier reefs to fringing reefs and atolls to steep drop-offs, as well as slopes and flat sea beds, all offering opportunities for beginners to professional divers to test their skills and be amazed by the wonderful beauty of this underwater sea life. Besides the 242 species of corals, Taka Bonerate boasts 526 species of colorful and strange reef fish as well as 112 species of macroalgae.</p> <p>The best time to dive is between April and mid May, also October and mid-November when the soft easterly winds do not whip up the waves. Winds are still reasonable between Octobers and May, but during the west monsoon, winds are liable to cause waves to two meters or higher. All ferries will stop operation when waves are dangerously high.</p> <p>Adapted from: <a href="https://www.indonesia.travel/gb/en/destinations/sulawesi/makassar/taka-bonerate-national-park">https://www.indonesia.travel/gb/en/destinations/sulawesi/makassar/taka-bonerate-national-park</a> (January 21, 2020).</p> <p>17. What is the second paragraph about?</p> <p>A. The attractions of Taka Bonerate National Park</p> <p>B. The underwater attraction of Taka Bonerate National Park</p> <p>C. The beauty of evening sunset in Taka Bonerate National Park</p> <p>D. The water sports that people can do in Taka Bonerate National Park</p> <p>E. The activities that people shouldn't do in Taka Bonerate National Park</p>	

**INSTRUMEN SOAL PILIHAN GANDA**

<p><b>Kompetensi Dasar:</b></p> <p>4.3.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>Kunci: B</p> <p>Nomor Soal: 18</p> <p>Poin Jawaban Benar : 5</p> <p>Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>4.3.1.2. Menganalisis ide pokok, simpulan, dan informasi tersirat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, peserta didik diminta menganalisis informasi khusus tersirat yang terdapat di dalam teks-teks tersebut</p>	<p><b>Rumusan Soal:</b></p> <p><b>This following text is for question 17 to 20.</b></p> <p>Stretching south of the main island of Sulawesi into Flores Sea, Taka Bonerate National Park in Selayar Regency is a dominantly rich marine park, but it is also habitat to a number of bird species from land birds to coastal and sea birds that frolic on the many sand dunes.</p> <p>Here you can enjoy snorkeling and scuba diving, take a leisurely walk on the white sand beach, canoe, go fishing, or just watch in the sunrise in the morning, or in the evening set slowly behind the horizon in fantastic hues of orange and purple.</p> <p>The crystal clear waters offer a wide range of reefs, from barrier reefs to fringing reefs and atolls to steep drop-offs, as well as slopes and flat sea beds, all offering opportunities for beginners to professional divers to test their skills and be amazed by the wonderful beauty of this underwater sea life. Besides the 242 species of corals, Taka Bonerate boasts 526 species of colorful and strange reef fish as well as 112 species of macroalgae.</p> <p>The best time to dive is between April and mid May, also October and mid-November when the soft easterly winds do not whip up the waves. Winds are still reasonable between Octobers and May, but during the west monsoon, winds are liable to cause waves to two meters or higher. All ferries will stop operation when waves are dangerously high.</p> <p>Adapted from: <a href="https://www.indonesia.travel/gb/en/destinations/sulawesi/makassar/taka-bonerate-national-park">https://www.indonesia.travel/gb/en/destinations/sulawesi/makassar/taka-bonerate-national-park</a> (January 21, 2020).</p> <p>18. What will we probably see if we do scuba diving?</p> <p>A. Sand dunes</p> <p>B. Corals reefs</p> <p>C. A beautiful sunset</p> <p>D. Crystal clear water</p> <p>E. Underwater sea life</p>	

**INSTRUMEN SOAL PILIHAN GANDA**

<p><b>Kompetensi Dasar:</b></p> <p>4.3.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>Kunci: B</p> <p>Nomor Soal: 19</p> <p>Poin Jawaban Benar : 5 Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>4.3.1.1 Menunjukkan informasi tersurat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, peserta didik diminta menganalisis informasi umum tersurat yang terdapat di dalam teks-teks tersebut</p>	<p><b>Rumusan Soal:</b></p> <p><b>This following text is for question 17 to 20.</b></p> <p>Stretching south of the main island of Sulawesi into Flores Sea, Taka Bonerate National Park in Selayar Regency is a dominantly rich marine park, but it is also habitat to a number of bird species from land birds to coastal and sea birds that frolic on the many sand dunes.</p> <p>Here you can enjoy snorkeling and scuba diving, take a leisurely walk on the white sand beach, canoe, go fishing, or just watch in the sunrise in the morning, or in the evening set slowly behind the horizon in fantastic hues of orange and purple.</p> <p>The crystal clear waters offer a wide range of reefs, from barrier reefs to fringing reefs and atolls to steep drop-offs, as well as slopes and flat sea beds, all offering opportunities for beginners to professional divers to test their skills and be amazed by the wonderful beauty of this underwater sea life. Besides the 242 species of corals, Taka Bonerate boasts 526 species of colorful and strange reef fish as well as 112 species of macroalgae.</p> <p>The best time to dive is between April and mid May, also October and mid-November when the soft easterly winds do not whip up the waves. Winds are still reasonable between Octobers and May, but during the west monsoon, winds are liable to cause waves to two meters or higher. All ferries will stop operation when waves are dangerously high.</p> <p>Adapted from: <a href="https://www.indonesia.travel/gb/en/destinations/sulawesi/makassar/taka-bonerate-national-park">https://www.indonesia.travel/gb/en/destinations/sulawesi/makassar/taka-bonerate-national-park</a> (January 21, 2020).</p> <p>19. If you are a diver, when should you visit Taka Bonerate National Park?</p> <p>A. Between June and July B. October to mid-November C. During the west monsoon wind D. In the morning to see the sunrise E. In the evening to catch the sunset</p>	

**INSTRUMEN SOAL PILIHAN GANDA**

<p><b>Kompetensi Dasar:</b></p> <p>4.3.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>Kunci: A</p> <p>Nomor Soal: 20</p> <p>Poin Jawaban Benar : 5</p> <p>Poin Jawaban Salah : 0</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b></p> <p>4.3.1.2. Menganalisis ide pokok, simpulan, dan informasi tersirat dari teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa teks deskriptif, peserta didik diminta menganalisis informasi khusus tersirat yang terdapat di dalam teks-teks tersebut</p>	<p><b>Rumusan Soal:</b></p> <p><b>This following text is for question 17 to 20.</b></p> <p>Stretching south of the main island of Sulawesi into Flores Sea, Taka Bonerate National Park in Selayar Regency is a dominantly rich marine park, but it is also habitat to a number of bird species from land birds to coastal and sea birds that frolic on the many sand dunes.</p> <p>Here you can enjoy snorkeling and scuba diving, take a leisurely walk on the white sand beach, canoe, go fishing, or just watch in the sunrise in the morning, or in the evening set slowly behind the horizon in fantastic hues of orange and purple.</p> <p>The crystal clear waters offer a wide range of reefs, from barrier reefs to fringing reefs and atolls to steep drop-offs, as well as slopes and flat sea beds, all offering opportunities for beginners to professional divers to test their skills and be amazed by the wonderful beauty of this underwater sea life. Besides the 242 species of corals, Taka Bonerate boasts 526 species of colorful and strange reef fish as well as 112 species of macroalgae.</p> <p>The best time to dive is between April and mid May, also October and mid-November when the soft easterly winds do not whip up the waves. Winds are still reasonable between Octobers and May, but during the west monsoon, winds are liable to cause waves to two meters or higher. All ferries will stop operation when waves are dangerously high.</p> <p>Adapted from: <a href="https://www.indonesia.travel/gb/en/destinations/sulawesi/makassar/taka-bonerate-national-park">https://www.indonesia.travel/gb/en/destinations/sulawesi/makassar/taka-bonerate-national-park</a> (January 21, 2020).</p> <p>20. What will probably happen if we come to Taka Bonerate National Park when the west monsoon strikes?</p> <p>A. We cannot cross the sea due to high waves.</p> <p>B. We will see more various underwater species.</p> <p>C. Coral reefs are mostly broken due to the high waves.</p> <p>D. Taka Bonerate National Park is closed during the period.</p> <p>E. Ferries will probably get an accident because of the strong wind.</p>	

## INSTRUMEN SOAL ESAI

<p><b>Kompetensi Dasar:</b></p> <p>4.3.2. 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>Kunci: - Nomor Soal: 21</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b> 4.3.2.1. Merumuskan kerangka teks deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Disajikan beberapa pertanyaan tentang tempat wisata atau bangunan bersejarah yang pernah dikunjungi, peserta didik diminta menjawab pertanyaan-pertanyaan tersebut sebagai kerangka penulisan sebuah teks deskriptif.</p>	<p><b>Rumusan Soal:</b></p> <p>21. Imagine a tourism spot or historical building you have ever visited and answer the following questions.</p> <ol style="list-style-type: none"> <li>a. What is the tourism object or historical building you have ever visited? Where is it located?</li> <li>b. How are the main aspects of the place or building in details? What did you see and do there?</li> <li>c. What is your overall comment about that place? Do you recommend it as a must-visit place?</li> </ol>	

## INSTRUMEN SOAL ESAI

<p><b>Kompetensi Dasar:</b></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>Kunci: - Nomor Soal: 22</p>	<p>Buku Sumber: Th. M. Sudarwati/ PATHWAY TO ENGLISH (General programme)/ Kls X/Erlangga</p>
<p><b>Materi:</b></p> <p>Descriptive Text</p> <p><b>Indikator Pencapaian Kompetensi:</b> 4.3.2.2. Menyusun teks lisan dan tulis deskriptif terkait tempat wisata dan bangunan bersejarah</p> <p><b>Indikator Soal:</b></p> <p>Peserta didik diminta menulis sebuah teks deskriptif dengan mengelaborasi jawaban-jawaban dari pertanyaan sebelumnya dengan menambahkan elemen-elemen penulisan yang dibutuhkan.</p>	<p><b>Rumusan Soal:</b></p> <p>22. Write a complete descriptive text by elaborating your answers on the first question. Add several elements should you need to make it perfect.</p>	

Sukoharjo, Juli 2020

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Foundation Sukoharjo

Guru Mata Pelajaran

Drs. Usdiyanto, M.Hum.

Rizal, S.Pd.



**SMA UNGGULAN CT ARSA FOUNDATION SUKOHARJO**

Jln. Jend. Sudirman, Sidorejo, Bendosari, Sukoharjo, Jawa Tengah 57521

**CT ARSA**  
FOUNDATION**RUBRIK PENILAIAN PENGETAHUAN**

Kelas/Semester	: X/ Gasal	Materi Pokok	: <i>Descriptive Text</i>
Tahun Pelajaran	: 2020/ 2021	Jumlah Soal	: 20 PG, 2 Esai
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 90 menit
Guru Mapel	: Rizal, S.Pd	Platform	: <i>Google Form</i>

**RUBRIK PENILAIAN SOAL PILIHAN GANDA**

No	Jawaban	Nilai
1	Benar	5
2	Salah	0

**Nilai Maksimal** = 20 x 5 = 100

**RUBRIK PENILAIAN SOAL ESAI**

Nomor 1		Skor
Peserta didik mampu menjawab 3 pertanyaan secara kontekstual dan berterima.		91 - 100
Peserta didik mampu menjawab 2 pertanyaan secara kontekstual dan berterima.		61 - 70
Peserta didik mampu menjawab 1 pertanyaan secara kontekstual dan berterima.		31 - 40
SKOR MAKSIMAL		100

**Nomor 2**

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat	5	4	
		Keruntutan teks tepat	4	3	
		Keruntutan teks cukup tepat	3	2	

		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

**Nilai Total** =  $\frac{\text{jumlah poin}}{35 \text{ atau } 28} \times 100$

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Foundation Sukoharjo

Drs. Usdiyanto, M.Hum.

Sukoharjo, Juli 2020

Guru Mata Pelajaran

Rizal, S.Pd.



## LINK EVALUASI PEMBELAJARAN

[http://bit.ly/ASSESSMENT\\_DESCRIPTIVETEXT](http://bit.ly/ASSESSMENT_DESCRIPTIVETEXT)

**SMA UNGGULAN CT ARSA FOUNDATION SUKOHARJO**

Jln. Jend. Sudirman, Sidorejo, Bendosari, Sukoharjo, Jawa Tengah 57521

**CT ARSA**  
FOUNDATION**INSTRUMEN PENILAIAN SIKAP DAN KETERAMPILAN**

Kelas/Semester	: X/ Gasal	Materi Pokok	: <i>Descriptive Text</i>
Tahun Pelajaran	: 2020/ 2021		
Mata Pelajaran	: Bahasa Inggris		
Guru Mapel	: Rizal, S.Pd		

**A. RUBRIK PENILAIAN KETERAMPILAN****1. Keterampilan Menulis**

K.D. : 4.3.2.2. Menyusun teks lisan dan tulis deskriptif terkait tempat wisata dan bangunan bersejarah

Indikator : Setelah melakukan kunjungan atau pengumpulan informasi terhadap sebuah tempat wisata atau bangunan bersejarah di lingkungan tempat tinggal mereka, peserta didik mampu menulis sebuah teks deskriptif dengan mempertimbangkan fungsi sosial, struktur, dan unsur kebahasaan dari teks deskriptif secara kontekstual.

Rubrik :

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat	5	4	
		Keruntutan teks tepat	4	3	
		Keruntutan teks cukup tepat	3	2	
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan	Pilihan kosakata sangat tepat	5	4	

	Kosakata	Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

## 2. Keterampilan Berbicara

K.D. : 4.3.2.2. Menyusun teks lisan dan tulis deskriptif terkait tempat wisata dan bangunan bersejarah

Indikator : Setelah menulis teks deskriptif secara kontekstual, peserta didik dapat mempresentasikan teksnya secara verbal.

Rubrik :

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan ( <i>pronunciation</i> )	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi ( <i>intonation</i> )	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran ( <i>fluency</i> )	Sangat lancar	5	4	
		Lancar	4	3	
		Cukup lancar	3	2	
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna ( <i>accuracy</i> )	Sangat tepat	5	4	
		Tepat	4	3	
		Cukup tepat	3	2	
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

**B. RUBRIK PENILAIAN SIKAP**

Indikator : Melalui pembelajaran daring ini, peserta didik mampu menunjukkan sikap bersyukur, santun, peduli, jujur, disiplin, percaya diri, bertanggungjawab, bekerjasama, cinta damai, dan responsif

No.	Sikap	Tidak Pernah	Kadang	Sering	Selalu
1	Selalu memanjatkan doa sebelum memulai dan mengakhiri pem.,belajaran dan mampu mensyukuri diri dan kondisi belajar. <i>(sikap spiritual)</i>				
2	Berperilaku santun selama proses pembelajaran. <i>(sikap sosial)</i>				
3	Berperilaku peduli selama proses pembelajaran. <i>(sikap sosial)</i>				
4	Berperilaku jujur selama proses pembelajaran. <i>(sikap sosial)</i>				
5	Berperilaku disiplin selama proses pembelajaran. <i>(sikap sosial)</i>				
6	Berperilaku percaya diri selama proses pembelajaran. <i>(sikap sosial)</i>				
7	Berperilaku bertanggung jawab selama proses pembelajaran. <i>(sikap sosial)</i>				
8	Mampu bekerja sama selama proses pembelajaran. <i>(sikap sosial)</i>				
9	Berperilaku cinta damai selama proses pembelajaran. <i>(sikap sosial)</i>				
10	Berperilaku responsif dan proaktif selama proses pembelajaran. <i>(sikap sosial)</i>				

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d.4

1 = Tidak Pernah; = predikat (K)

2 = Kadang; = predikat (C)

3 = Sering; = predikat (B)

4 = Selalu = predikat (SB)

Sukoharjo, Juli 2020

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