



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)



Nama Sekolah : **SMA NEGERI TUGUMULYO**  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/Ganjil  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 6 x 45' (3x pertemuan)

### A. Kompetensi Inti

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

### B. Kompetensi Dasar

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1	3.1 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	3.1.1 <b>Mengidentifikasi</b> fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif tulis terkait tempat wisata bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya 3.1.2 <b>Mengidentifikasi</b> fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif lisan terkait tempat wisata bangunan bersejarah terkenal,

		<p>pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>3.1.3 <b>Menentukan</b> fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif tulis terkait tempat wisata bangunan bersejarah</p> <p>3.1.4 <b>Menentukan</b> fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif lisan terkait tempat wisata bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>
4.1	<p>4.1 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> 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>4.4.1.1 <b>Menuliskan</b> kalimat deskriptif terkait bangunan bersejarah secara tepat berdasarkan informasi yang di sediakan</p> <p>4.4.1.2 <b>Menuliskan</b> teks deskriptif tentang bangunan bersejarah dengan kalimat sendiri</p>

### C. Tujuan Pembelajaran

Melalui pendekatan Saintifik, model pembelajaran Discovery Learning siswa diharapkan mampu

1. **Mengidentifikasi** fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif tulis terkait tempat wisata bangunan bersejarah terkenal dengan membaca teks dan mengamati gambar pada PPT di *google Classroom* lalu melengkapi table dengan benar
2. **Mengidentifikasi** fungsi sosial struktur teks dan unsur kebahasaan teks deskriptif lisan terkait tempat wisata dan bangunan bersejarah terkenal dengan cara mendengarkan teks berupa rekaman suara pada Google Classroom lalu menggaris bawahi kata/kalimat terkait informasi pada teks dan menuliskan deskripsi bangunan pada table yang tersedia
3. **Menentukan** fungsi social, struktur teks dan unsur kebahasaan teks deskriptif tulis terkait tempat wisata dan bangunan bersejarah terkenal dengan cara membaca text dan mengamati gambar yang ada di Google Classroom, lalu menjawab pertanyaan tepat dan benar
4. **Menentukan** fungsi social, struktur teks dan unsur kebahasaan teks deskriptif lisan terkait tempat wisata dan bangunan bersejarah terkenal dengan cara mendengarkan teks lisan berupa rekam suara pada Google Classroom lalu menentukan pernyataan True dan False
5. **Menuliskan** kalimat yang mendeskripsikan bangunan bersejarah secara tepat sesuai dengan gambar yang di sediakan di Google Classroom melalui diskusi kelompok di WAG
6. **Menuliskan** teks deskriptif terkait bangunan bersejarah di daerah masing-masing menggunakan Bahasa sendiri dari gambar yang di sediakan dengan diskusi kelompok di WAG

Sehingga setelah pembelajaran siswa dapat mencapai KKM dengan jujur, bertanggung jawab, disiplin dan bekerjasama dalam kelompok

### D. Materi Pembelajaran

fungsi social, struktur teks, unsur kebahasaan, dan contoh teks deskriptif (Lampiran 1 hal. 16)

### E. Metode Pembelajaran

- 1) Pendekatan : Scaintific
- 2) Model Pembelajaran : Discovery Learning
- 3) Metode : Tanya jawab, diskusi , cooperative Learning.

### F. Media Pembelajaran

#### 1. Media

- ❖ Worksheet atau lembar kerja (siswa) LKPD
- ❖ PPT
- ❖ Google meeting
- ❖ Google classroom
- ❖ Youtube internet

## 2. Alat/Bahan

- ❖ Laptop, HP , koneksi internet

## G. Sumber Belajar

- ❖ Buku Siswa Elektronik Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ internet
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

## H. Langkah-langkah Pembelajaran

### Pertemuan Minggu Ke-1:

1. **Mengidentifikasi** fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif tulis terkait tempat wisata bangunan bersejarah terkenal dengan membaca teks dan mengamati gambar pada PPT di *google Classroom* lalu melengkapi table dengan benar
2. **Mengidentifikasi** fungsi sosial struktur teks dan unsur kebahasaan teks deskriptif lisan terkait tempat wisata dan bangunan bersejarah terkenal dengan cara mendengarkan teks berupa rekaman suara pada Google Classroom lalu menuliskan deskripsi bangunan dengan melengkapi table yang tersedia

Tahap	Kegiatan Pembelajaran	Estimas i Waktu (menit)	Media
Pendahuluan	<ol style="list-style-type: none"><li>1. Guru menginformasikan kepada siswa untuk membuka kelas Google Classroom melalui Whatapps grup</li><li>2. Guru memulai pelajaran tepat waktu dan mengucapkan salam melalui kolom chat di Google classroom (<i>Penumbuhan karakter disiplin dan religius</i>)</li><li>3. Guru menanyakan kondisi siswa saat ini melalui kolom chat di Quipper School (<i>karakter peduli sesama</i>)</li><li>4. Guru memimpin doa saat pembelajaran akan dimulai melalui kolom chat di google classroom (<i>Penumbuhan karakter religius</i>)</li></ol>	10'	Google classroom  PPT

Tahap	Kegiatan Pembelajaran	Estimasi Waktu (menit)	Media
	<p>5. Guru mengabsen siswa dengan cara mengecek siswa yang sudah masuk ke kelas Google classroom (<i>Penumbuhan karakter disiplin dan karakter peduli sosial</i>)</p> <p>6. Guru menyampaikan garis besar cakupan materi dan kegiatan yang telah siswa pelajari dan kerjakan melalui kolom chat di <i>google classroom</i></p> <p>7. Guru menyampaikan lingkup penilaian, yaitu penilaian dan teknik penilaian yang akan digunakan, yaitu penilaian individu, dan penilaian tugas melalui kolom chat di Google Classroom</p>		
<p>Inti Sintaks Model Pembelajaran <i>Discovery Learning</i></p>	<p><b>Deskripsi Kegiatan</b></p>	<p>45</p>	
<p>Stimulation (stimulasi/ pemberian rangsangan) Mengamati</p>	<ol style="list-style-type: none"> <li>1. Guru meminta siswa menonton video youtube <a href="https://www.youtube.com/watch?v=CIWHxq33Kqo">https://www.youtube.com/watch?v=CIWHxq33Kqo</a> dan memberikan pertanyaan stimulus terkait gambar</li> <li>2. Guru meminta peserta didik mengamati materi teks deskriptif pada Google Classroom (<i>TPACK</i>)</li> <li>3. Peserta didik mengidentifikasi <i>Social Function, Generic Structure and Language Features</i> dari teks deskriptif (<i>Literacy</i>)</li> <li>4. Pendidik meminta peserta didik untuk mendengarkan teks deskriptif lisan melalui voice note yang sudah ada di <i>Google Classroom</i>. (<i>PPK : Jujur</i>).</li> </ol>		<p>PPT Google Classroom WAG youtube Voice note</p>

Tahap	Kegiatan Pembelajaran	Estimasi Waktu (menit)	Media
	5. Peserta didik mengidentifikasi <i>Social Function, Generic Structure and Language Features</i> dari teks deskriptif lisan		
Problem statement (pertanyaan/identifikasi masalah)	Pendidik memberikan kesempatan pada peserta didik mengidentifikasi fungsi sosial, struktur teks, dan ciri kebahasaan sebuah teks descriptive historical building dengan melengkapi table yang sudah di sediakan		
Data collection (pengumpulan data)	<ul style="list-style-type: none"> <li>• Peserta didik mengumpulkan informasi yang relevan untuk mengisi table terkait struktur teks deskriptif melalui kegiatan literasi dengan membaca ( <b>PPK : Gemar Membaca</b> ).</li> </ul>		
Data processing (pengolahan Data)	<ul style="list-style-type: none"> <li>• Peserta didik secara individu melengkapi table yang di sediakan terkait data hasil temuan mereka ( <b>PPK: mandiri, jujur</b> )</li> </ul>		
Verification (pembuktian)	Pendidik dan peserta didik mendiskusikan jawaban peserta didik		
Generalization (menarik kesimpulan)	<ul style="list-style-type: none"> <li>• Peserta didik membuat resume tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi pembelajaran hari ini.</li> </ul>		
Penutup	<ul style="list-style-type: none"> <li>▪ Menyimpulkan hasil pembelajaran bersama sama</li> <li>▪ Memberikan tugas individu mengerjakan soal berdasarkan teks Descriptif yang diberikan via Whatapps grup ( <i>Pekerjaan Rumah</i> )</li> <li>• Melakukan refleksi dan tindak lanjut.</li> </ul>	5	

Tahap	Kegiatan Pembelajaran	Estimasi Waktu (menit)	Media
	<ul style="list-style-type: none"> <li>• Pendidik memberitahukan rencana pembelajaran pada pertemuan berikutnya.</li> <li>• Pendidik menutup pembelajaran dengan mengajak peserta didik berdoa (<i>religious</i>).</li> </ul>		

### Pertemuan Minggu Ke-2:

3. **Menentukan** fungsi social, struktur teks dan unsur kebahasaan teks deskriptif tulis terkait tempat wisata dan bangunan bersejarah terkenal dengan cara membaca text dan mengamati gambar yang ada di Google Classroom, lalu menjawab pertanyaan tepat dan benar
4. **Menentukan** fungsi social, struktur teks dan unsur kebahasaan teks deskriptif lisan terkait tempat wisata dan bangunan bersejarah terkenal dengan cara mendengarkan teks lisan berupa rekam suara pada Google Classroom lalu menentukan pernyataan True dan False

Tahap	Kegiatan Pembelajaran	Estimasi Waktu (menit)	Media
Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru menginformasikan kepada siswa untuk membuka kelas Google Classroom melalui Whatapps grup</li> <li>2. Guru memulai pelajaran tepat waktu dan mengucapkan salam melalui kolom chat di Google classroom (<i>Penumbuhan karakter disiplin dan religius</i>)</li> <li>3. Guru menanyakan kondisi siswa saat ini melalui kolom chat di Quipper School (<i>karakter peduli sesama</i>)</li> <li>4. Guru memimpin doa saat pembelajaran akan dimulai melalui kolom chat di google classroom (<i>Penumbuhan karakter religius</i>)</li> </ol>	5'	

Tahap	Kegiatan Pembelajaran	Estimasi Waktu (menit)	Media
	<p>5. Guru mengabsen siswa dengan cara mengecek siswa yang sudah masuk ke kelas Google classroom (<i>Penumbuhan karakter disiplin dan karakter peduli sosial</i>)</p> <p>6. Guru menyampaikan garis besar cakupan materi dan kegiatan yang telah siswa pelajari dan kerjakan melalui kolom chat di <i>google classroom</i></p> <p>7. Guru menyampaikan lingkup penilaian, yaitu penilaian dan teknik penilaian yang akan digunakan, yaitu penilaian individu, dan penilaian tugas melalui kolom chat di Google Classroom</p>		
<p>Inti</p> <p><b>Sintaks Model Pembelajaran</b></p> <p><i>Discovery Learning</i></p>	<p><b>Deskripsi Kegiatan</b></p>	<p>50</p>	
<p>Stimulation (stimulasi/pemberian rangsangan)</p>	<p>1. Guru meminta peserta didik mengamati materi teks deskriptif pada Google Classroom (<i>TPACK</i>)</p> <p>2. Peserta didik menentukan <i>Social Function, Generic Structure and Language Features</i> dari teks deskriptif (<i>Literacy</i>)</p> <p>3. Pendidik meminta peserta didik untuk mendengarkan teks deskriptif lisan melalui voice note yang sudah</p>		<p>Gambar bangunan bersejarah</p> <p>Voice note</p>



Tahap	Kegiatan Pembelajaran	Estimasi Waktu (menit)	Media
	<p>ada di <i>Google Classroom</i>. (<b>PPK : Jujur</b>).</p> <p>4. Peserta didik menentukan <i>Social Function, Generic Structure and Language Features</i> dari teks deskriptif lisan</p>		
<p>Problem statement (pertanyaan/identifikasi masalah)</p>	<p>2. Pendidik memberikan kesempatan pada peserta didik mengidentifikasi fungsi sosial, struktur teks, dan ciri kebahasaan sebuah teks <i>descriptive historical building</i> dengan menjawab soal terkait teks</p>		
<p>Data collection (pengumpulan data)</p>	<p>3. Peserta didik mengumpulkan informasi yang relevan untuk mengisi peta konsep terkait struktur sebuah pengumuman melalui kegiatan literasi dengan membaca (<b>PPK : Gemar Membaca</b>).</p>		
<p>Data processing (pengolahan Data)</p>	<ul style="list-style-type: none"> <li>• Peserta didik secara individu menjawab pertanyaan yang di sediakan terkait data hasil temuan mereka (<b>PPK: mandiri, jujur</b>)</li> </ul>		
<p>Verification (pembuktian)</p>	<ul style="list-style-type: none"> <li>• Peserta didik dan pendidik mendiskusikan jawaban peserta didik (<b>PPK : Komunikatif</b>).</li> </ul>		
<p>Generalization (menarik kesimpulan)</p>	<ul style="list-style-type: none"> <li>• Peserta didik menyimpulkan hasil diskusi tentang fungsi sosial, struktur text dan unsur kebahasaan dari teks <i>deskriptif</i> (<b>PPK: Percaya diri</b>).</li> </ul> <p>Pendidik memberikan soal evaluasi untuk mengukur ketercapaian indikator</p>	<p>5</p>	

Tahap	Kegiatan Pembelajaran	Estimasi Waktu (menit)	Media
	pembelajaran pada hari ini. meminta siswa untuk mengumpulkan nya melalui Google classroom atau WAG (disiplin, mandiri, jujur)		
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik membuat resume tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi pembelajaran hari ini.</li> <li>• Melakukan refleksi dan tindak lanjut.</li> <li>• Pendidik memberitahukan rencana pembelajaran pada pertemuan berikutnya. Pendidik menutup pembelajaran dengan mengajak peserta didik berdoa (<i>religious</i>).</li> </ul>		

### Pertemuan Minggu Ke-3:

1. **Menuliskan** kalimat yang mendeskripsikan bangunan bersejarah secara tepat berdasarkan informasi yang di sediakan
2. **Menuliskan** teks deskriptif tentang bangunan bersejarah bedasarkan gambar yang di sediakan menggunakan kaliaamat sendiri

Tahap	Kegiatan Pembelajaran	Estimasi Waktu (menit)	Media
Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru menginformasikan kepada siswa untuk membuka kelas Google Classroom melalui Whatapps grup</li> <li>2. Guru memulai pelajaran tepat waktu dan mengucapkan salam melalui kolom chat di Google classroom (<i>Penumbuhan karakter</i></li> </ol>	10'	

Tahap	Kegiatan Pembelajaran	Estimasi Waktu (menit)	Media
	<p><i>disiplin dan religius)</i></p> <p>3. Guru menanyakan kondisi siswa saat ini melalui kolom chat di Quipper School (<i>karakter peduli sesama</i>)</p> <p>4. Guru memimpin doa saat pembelajaran akan dimulai melalui kolom chat di google classroom (<i>Penumbuhan karakter religius</i>)</p> <p>5. Guru mengabsen siswa dengan cara mengecek siswa yang sudah masuk ke kelas Google classroom (<i>Penumbuhan karakter disiplin dan karakter peduli sosial</i>)</p> <p>6. Guru menyampaikan garis besar cakupan materi dan kegiatan yang telah siswa pelajari dan kerjakan melalui kolom chat di <i>google classroom</i></p> <p>7. Guru menyampaikan lingkup penilaian, yaitu penilaian dan teknik penilaian yang akan digunakan, yaitu penilaian kelompok, dan penilaian tugas melalui kolom chat di Google Classroom</p>		
<p>Inti</p> <p><b>Sintaks Model Pembelajaran</b></p> <p><i>Discovery Learning</i></p>	<p><b>Deskripsi Kegiatan</b></p>	<p>70</p>	
<p>Stimulation (stimulasi/</p>	<p>1. Pendidik membagi peserta didik menjadi beberapa kelompok.</p>		<p>Gambar bangunan bersejarah</p>

Tahap	Kegiatan Pembelajaran	Estimasi Waktu (menit)	Media
pemberian rangsangan)	<ol style="list-style-type: none"> <li>2. Pendidik menunjukkan gambar bangunan bersejarah</li> <li>5. Peserta didik diminta menggambarkan fisik dari bangunan tersebut secara berkelompok (bekerjasama)</li> <li>6. Peserta didik diberi stimulasi untuk memusatkan perhatian pada topik materi teks deskriptif memperhatikan <i>Social Function, Generic Structure and Language Features</i></li> <li>7. Peserta didik bertanya hal – hal yang tidak dimengerti ( <b>PPK : Rasa Ingin Tahu</b> ).</li> </ol>		
Problem statement (pertanyaan/ identifikasi masalah)	<ol style="list-style-type: none"> <li>1. Pendidik memberikan kesempatan pada peserta didik mengidentifikasi fungsi sosial, struktur teks, dan ciri kebahasaan sebuah teks descriptive historical building dengan menuliskan teks descriptive berdasarkan informasi yang di berikan</li> <li>2. Peserta didik di minta menuliskan teks descriptive dengan memilih salah satu gambar tentang bangunan bersejarah di daerah mereka menggunakan Bahasa mereka sendiri</li> </ol>		

Tahap	Kegiatan Pembelajaran	Estimasi Waktu (menit)	Media
Data collection (pengumpulan data)	<p>Peserta didik secara berkelompok mengumpulkan informasi untuk memukan fungsi social, srtuktur teks dan unsur kebahasaan pada teks deskripsi melalui kegiatan literasi dengan membaca ( <b>PPK : Gemar Membaca</b> )</p> <p>Peserta didik secara berkelompok menuliskan sebuah teks descriptive tentang bangunan bersejarah di daerah mereka menggunakan Bahasa sendiri</p>		
Data processing (pengolahan Data)	<ul style="list-style-type: none"> <li>• Peserta didik secara berkelompok menemukan fungsi social, struktur teks dan unsur kebahasaan pada teks dengan menuliskan kalimat yang mendeskripsikan bangunan bersejarah ( <b>PPK : mandari, jujur</b> )</li> <li>• Peserta didik secara berkelompok menuliskan sebuah teks descriptive tentang bangunan bersejarah di daerah mereka menggunakan Bahasa sendiri</li> </ul>		
Verification (pembuktian)	<p>Pendidik dan peserta didik mendiskusikan jawaban peserta didik ( <b>PPK : Komunikatif</b>).</p>		
Generalization (menarik kesimpulan)	<ul style="list-style-type: none"> <li>• Peserta didik menyimpulkan hasil diskusi tentang fungsi sosial, struktur text dan unsur kebahasaan dari teks <i>deskriptif</i> (<b>PPK: Percaya diri</b>).</li> </ul>		

Tahap	Kegiatan Pembelajaran	Estimasi Waktu (menit)	Media
	Pendidik memberikan soal evaluasi untuk mengukur ketercapaian indikator pembelajaran pada hari ini. ( <i>PPK : Jujur</i> ).		
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik membuat resume tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi pembelajaran hari ini.</li> <li>• Melakukan refleksi dan tindak lanjut.</li> <li>• Pendidik memberitahukan rencana pembelajaran pada pertemuan berikutnya.</li> </ul> <p>Pendidik menutup pembelajaran dengan mengajak peserta didik berdoa (<i>religious</i>).</p>		

## I. Sumber Belajar

- ❖ Buku siswa kelas X mata pelajaran bahasa Inggris k13 revisi 2017 oleh Kementerian Pendidikan dan Kebudayaan.
- ❖ Buku teks pelajaran yang relevan
- ❖ Google, gambar
- ❖ <https://www.youtube.com/watch?v=CIWHxq33Kqo>

## J. Penilaian

### a. Penilaian Sikap (Instrumen Terlampir)

Penilaian sikap melalui penilaian observasi berdasarkan pengamatan sikap perilaku terkait aktivitas di Google Classroom

- b. Tidak terlambat saat absen dari waktu pembelajaran sesuai jadwal
- c. Mengumpulkan/ mengupload tugas tepat waktu

dalam proses pembelajaran tatap Muka Terbatas keaktifan, bekerjasama dan tanggung jawab saat diskusi menyelesaikan tugas

**b. Penilaian Pengetahuan (Instrumen Terlampir)**

- Melalui tes tulis berupa menjawab pertanyaan terkait teks deskriptif, menjawab pertanyaan terkait fungsi social, struktur teks dan unsur kebahasaan, melengkapi table terkait Analisa struktur teks dan unsur kebahasaan deskriptif teks tentang bangunan bersejarah dan rubrik penilaian menulis

**c. Penilaian Keterampilan (Instrumen Terlampir)**

- Penilaian keterampilan dengan unjuk kerja siswa mendeskripsikan bangunan bersejarah dengan lembar penilaian keterampilan

**K. Program Remedial dan Pengayaan**

**Remedial**

tugas remedial bagi siswa yang belum mencapai KKM (65) di berikan tugas tambahan untuk mencari contoh teks deksripsi tentang bangunan bersejarah. Kemudian guru meminta peserta didik untuk menganalisa dan menentukan fungsi social, struktur teks dan unsur kebahasaan dari teks tersebut. Lalu guru memberikan nilai

**Pengayaan**

peserta didik di minta untuk membuat video atau membuat rekam suara mereka mendeskripsikan bangunan bersejarah, lalu mereka mempublikasikan di WAG atau social media.

Mengetahui  
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## Lampiran I

### BAHAN AJAR

*Uraian Materi \*) berupa powerpoint yang di lampirkan di Google Classroom*

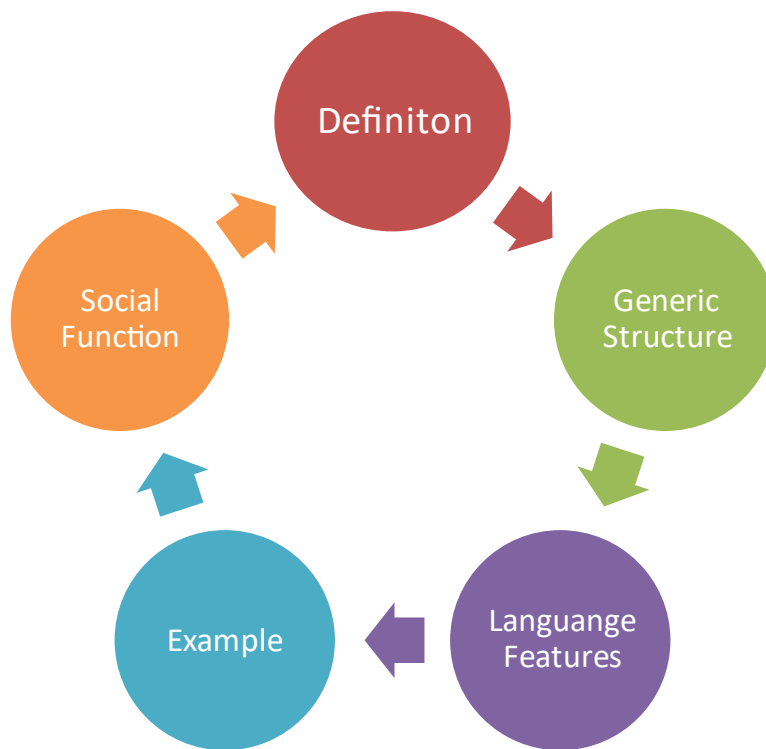


ENJOY THIS VIDEO

<https://www.youtube.com/watch?v=CIWHxq33Kq0>







## **“Teks Deskriptif”**

### ***Pengertian***

Descriptive texts is the kind of the text which list the characteristic of the persons place or things or describing living and non living things such as plant, animals, plane etc.



## SOCIAL FUNCTION

To give information about a particular entity by describing its features, history, and special characteristics

To give information about things by describing physical attributes, behaviors, uses, etc.



### Example



The National Monument or are largely known as Monas is one of the famous landmarks in Central Jakarta, Indonesia. The construction was started in 1961 and was officially opened for public in 1975. This obelisk monument was built to commemorate Indonesian people struggle in obtaining their independence from Dutch colonialism.

The full height of Monas is 132 meters, soaring from the ground to the sky. It consists of three different parts of level. The upmost part is a flame shaped crown which is covered by 45 kg of gold. It weighs about 14.6 tons and has a height of 17 meters. The second part is the top platform. It has rectangular shape with the size of 11 by 11 meters. Visitors can reach it by using the elevator; it takes about three minutes long. From this platform, they can see a vast and clear view of the whole city. The last part is the lower platform. This rectangular platform has a width of 45 meters for each side. Inside this lower section, there is a chamber of freedom. It keeps many authentic symbol and documents of Indonesian freedom.

## Generic Structure of Descriptive Text

### Identification

This part introduces where or who the subject being describes

### Description

This parts shows the detail description of subject. It may include the information about the appearance or quality



## LANGUAGE FEATURES

- Focus on specific participants as the main character (person, animal, building or place)
- Use present tense (Indonesia has a beautiful historical building)
- use passive voice to describe the happened action (it was constructed....)
- Use action verbs or material process and behavioural process in giving additional description regarding action and behaviour done by the participants in text (it has a rectangular shape, the visitor can reach the top....)
- Use adjective, noun, adverbs to add information to nouns and add information to verbs to provide more detailed description about the topic ( it's weight is about .....

**Read the text and write the description of the building by complete the table**

**Palembang Great Mosque – Palembang**



Palembang has a beautiful Historical place name “Mesjid Agung”. The Great Mosque of Sultan Mahmud Badaruddin I Jayo Wikramo or commonly called the Great Mosque of Palembang is the largest mosque in the city of Palembang, South Sumatra. This mosque was founded in the 18th century by Sultan Mahmud Badaruddin I Jayo Wikramo.

This mosque occupies a complex of 15,400 square meters, in the 19 Ilir area, which is one of Palembang's Original Villages

The construction of the new mosque took a long time, until on May 26, 1748 or on 28 Jumadil Awal 1151 year hijriah, the mosque was just inaugurated standing. This mosque is influenced by 3 architectures namely Malay, Chinese and European. The typical architectural style of the archipelago is the structural pattern of the main building with three steps with a pyramid-shaped peak. The third step which is the peak of the mosque or mustaka has a level carved with tropical flowers. At the end of the mustaka there is a mustika with a flower pattern.

The location of the mosque minaret is separate from the main building, and is in the west. The pattern of the mosque minaret is hexagonal as high as 20 meters. The shape of the minaret of the mosque resembles the minaret of a temple. The shape of the roof of the tower is curved at the ends, and has a tiled roof. The minaret of the mosque has a fenced terrace that surrounds the tower building

The shape of the steps of the mosque building was influenced by the basic building of a Hindu-Javanese temple, which was then absorbed by the Great Mosque of Demak. The hallmark of European architecture is found in the appearance of the large and high mosque windows. The pillars of the mosque are large and give a solid impression. Building materials such as marble and glass are imported directly

from Europe. Meanwhile, Chinese architecture can be seen from the main mosque, which has a pyramid-shaped roof, consisting of three levels. At the top of the pyramid side of the roof there is a simbar leaf that resembles a curved goat's horn. Each side of the pyramid has 13 jurais. The shape of the jurai is curved and pointed. This form is the shape of the roof of the temple

Part of the text	Purpose	Main idea
Paragraph 1	Opening statement to introduce the object	
Paragraph 2	Supporting paragraph that describe the object	
Paragraph 3	Supporting paragraph that describe the object	
Paragraph 4	Supporting paragraph that describe the object	

Listen to your teacher reading aloud then complete the table to get the description of the building

**Ampera Bridge – Palembang**



**Jembatan Ampera** (Amanat penderitaan rakyat) is a bridge in Palembang City, South Sumatra Province, Indonesia.

Ampera Bridge, which has become a kind of symbol of the city, is located in the middle of Palembang City, connecting the areas of Seberang Ulu and Seberang Ilir which are separated by the Musi River. Ampera Bridge is the most famous icon of Palembang city.

It has red color. In 1992 it is yellow, and finally painted red in 2002. This red color has become the typical color of the Ampera Bridge until now

The length of the bridge is 1,177 m, the width is 22 m (the middle section is 71.90 m, weighs 944 tons and is equipped with a 500 ton pendulum), all the middle sections can be lifted so that large ships can pass but since 1970 the middle section can no longer be lifted . The ballast pendulum in 1990 was dismantled because it was feared it could be dangerous. The height of the bridge is 11.5 m above the water level, the tower height is 63 m from the ground level and the distance between the towers is 75 m.

*\*) text recorded by voice recorder*

Part of the text	Purpose	Main idea	Clue
Paragraph 1	Opening statement to introduce the object		Name of building
Paragraph 2	Supporting paragraph that describe the object		Location
Paragraph 3	Supporting paragraph that describe the object		Color
Paragraph 4	Supporting paragraph that describe the object		Long, width, height

#### Key answer

1. Name of building : **Jembatan Ampera (Amanat penderitaan rakyat)** is a bridge in Palembang City, South Sumatra Province, Indonesia.
2. Location : it is located in the middle of Palembang City, connecting the areas of Seberang Ulu and Seberang Ilir which are separated by the Musi River
3. Color : This red color has become the typical color of the Ampera Bridge
4. Length : The length of the bridge is 1,177 m

The width : 22 m

Height : The height of the bridge is 11.5 m above the water level

Tower height : the tower height is 63 m



## Lampiran 4 : LKPD 3

Read the text carefully and then answer the question!

### Taj Mahal



Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra.

Taj Mahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements. Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

Question number 1-7 , choose the best answer

1. What is the text about?
  - a. Taj Mahal
  - b. Agra
  - c. Mosque
  - d. The Jamuna River
  
2. Who built Taj Mahal?
  - a. Mumtaz Mahal
  - b. The Queen
  - c. Shah Jahan



d. Agra

3. What is Taj Mahal?

- a. A Mausoleum
- b. A Mosque
- c. A Garden
- d. A Mall

4. Where is Taj Mahal located?

- a. Agra
- b. Jamuna
- c. Jahan
- d. Mumtaz

5. How long the diameter of Taj Mahal's dome?

- a. 58 feet
- b. 213 feet
- c. 186 feet
- d. 160 feet

6. What is the concept that used in designing Taj Mahal?

- a. Self-replicating geometry
- b. Interlocking arabesque
- c. Unequal octagon
- d. Square platform

7. How can Taj Mahal seem glow in the light of the moon?

- a. Because it has magic
- b. Because it has minarets
- c. Because it is made of marble
- d. Because of the interlocking arabesque concept

Kunci Jawaban pilihan ganda: 1) A 2) C 3) A 4) A 5) A 6) B 7) C

## Lampiran 5 : LKPD 4

Listen to your teacher reading aloud and then choose the statement whether True or False

### Eiffel Tower



Eiffel tower was built to celebrate the 100th year anniversary of the French Revolution. The construction process took 2 years to finished, started from 1887 until 1889. The building is located in Paris, France.

Eiffel Tower is the highest building in Paris. It is 324 meters tall and its square base size is 125 meters. Almost all parts of the construction is made of iron with weight approximately 7.300 tons. There are three levels of the tower that can be accessed by tourist. On the first and second levels the visitors will find the restaurants, on the first level is *Le 58 Tour Eiffel* resaturant, on the second level is *Le Jules Verne* restaurant. The top level is where we can find the observation deck. There are 8 elevators that we can use in the tower. Eiffel tower is also used as an aerial to transmit radio and digital television signals, therefore we will find additional part on the top of the tower in the form of transmitters.

Information	True	False
The picture is a Eiffel Tower		
the location is in China		
it has 344 meters tall and its square base size is 125 meters		
There are three leves of Tower		
The material of construction is made by steel		
Text use tenses present tense		

## Lampiran 6 : LKPD 5

Create a good descriptive paragraph based on the word given

### **BOROBUDUR TEMPLE, MAGELANG-JAWA TENGAH -INDONESIA**



1. (name of building, located)
2. overall building area about 15,129 m<sup>2</sup> ( height become approximately 34.5 meters)
3. 2.672 panels and 504 statues in total
4. main levels of the realm in Borobudur. The third level is Kamadhatu (the realm of lust), Rupadhatu (tangible realm), and Arupadhatu (formless realm).

5.(432 sculptures)

6. (stupas; the first court,32 stupas, in the second court 24 stupas, and 16 stupas on the third court)

7. 1460 relief Sanskrit language and read by Mapradakisana way

**Key answer:**

Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m<sup>2</sup>) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site.

Based on the data, there are 2.672 panels and 504 statues in total. There are 3 main levels of the realm in Borobudur. The third level is Kamadhatu (the realm of lust), Rupadhatu (tangible realm), and Arupadhatu (formless realm). There are so many reliefs on Borobudur's wall which total is about 1,460 panels. These reliefs tell about ancient stories written In Sanskrit language and read by Mapradakisana way.

Besides decorated with reliefs, Borobudur also has so many sculptures which become a symbol of the Buddha embodiment. There are 432 sculptures there which are lined sequentially in every niche of this level. In the first row, there are 104 niches, in the second row there are 104 niches, in third row 88 niches, in the fourth row 72 niches, and fifth rows 64 niches. Beside sculpture, Borobudur temple also has Stupa. There are 72 Stupas at the level of Arupadhatu. Those stupas are spread in the court at this stage. In the first court, there are 32 stupas, in the second court 24 stupas, and 16 stupas on the third court.

.

Lampiran 7 : LKPD 6

See the picture picture, and then write 5 sentences to describe the building

Picture 1



Key answer:

Any expected answer or similar expected answer

1.	Name of building
2.	General identification
3.	Describe the object
4.	Describe the object
5.	Describe the object

## Lampiran 7 : Lembar Evaluasi Pembelajaran

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### Soal

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#### Evaluasi 1



#### Read the text and write the description of the building by complete the table

The great pyramid of Giza is the name given to the oldest and largest of all pyramids located in Giza, the third-largest city in Egypt. This pyramid also known as the Pyramid of Khufu as it was built for the fourth dynasty Pharaoh of Egypt, Khufu. This historical building of Egypt is one of the seven wonders of the ancient world and remain in the list until now.

The pyramid was built in the 27th century or around 2630 BC. With its base size (230.4 metres) and its height (146.5 metres) this pyramidal construction considered to be the tallest building in the world for more than 3.800 years.

It was estimated by the scientist that it took 20 years to build the pyramid. The whole building was formed by using 2.300.000 stone blocks which arranged into 210 layers from the bottom to the top. Each stone blocks has average size of 1 to 1.5m with the weight of 6.5 to 10 tons for each large stone.

Part of the text	Purpose	Main idea
Paragraph 1	Opening statement to introduce the object	
Paragraph 2	Suppoting paragraph that describe the object	



Paragraph 3	Supporting paragraph that describe the object	
-------------	---	--

key answer

Part of the text	Purpose	Main idea
Paragraph 1	Opening statement to introduce the object	The great pyramid of Giza also known as the Pyramid of Khufu ( <b>score 10</b> )
Paragraph 2	Supporting paragraph that describe the object	<ul style="list-style-type: none"> <li>• The pyramid was built in the 27th century or around 2630 BC (<b>score 10</b>)</li> <li>• base size (230.4 metres) and its height (146.5 metres) (<b>score10</b>)</li> </ul>
Paragraph 3	Supporting paragraph that describe the object	<ul style="list-style-type: none"> <li>• estimated by the scientist that it took 20 years to build the pyramid (score 10)</li> <li>• The whole building was formed by using 2.300.000 stone blocks which arranged into 210 layers (score 10)</li> <li>• Each stone blocks has average size of 1 to 1.5m (score 10)</li> <li>• the weight of 6.5 to 10 tons for each large stone. (score 10)</li> </ul>

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**Soal**

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**Listen to your teacher reading aloud then complete the table to get the description of the building**



The Statue of Liberty Enlightening the World or mostly known as The Statue of Liberty is located in Liberty Island in New York Harbor, United States. This national building is symbol of freedom. It was a gift from The French to United States to celebrate the centennial of the American Declaration of Independence.

Liberty Statue is made of 3.16 inch thick of copper sheets. The appearance of the statue is believed to be representing the Roman goddess of freedom. Its right hand is holding a torch, and the left hand is holding a book with the date of the American Declaration of Independence written on it. The colour of the statue was rusty brown, but after 30 years of oxidation process, it turns into green as we can see now. The height of the statue measured from its base is 46 meters, but when it is measured from the ground, it is 93 meters. The height of the head is 14 feet. The width of the eye is 28 inches. The length of the nose is 3 feet 9 inches. The length of the forefinger is 8 feet. The total weight of the statue is 440.000 pounds.

Part of the text	Purpose	Main idea	Clue
Paragraph 1	Opening statement to introduce the object		Name of building



Paragraph 2	Supporting paragraph that describe the object		Location
Paragraph 3	Supporting paragraph that describe the object		Color
Paragraph 4	Supporting paragraph that describe the object		Long, width, height

#### Key answer

Part of the text	Purpose	Main idea	Clue
Paragraph 1	Opening statement to introduce the object	The Statue of Liberty Enlightening the World or mostly known as The Statue of Liberty (score:10)	Name of building
Paragraph 2	Supporting paragraph that describe the object	The Statue of Liberty located in Liberty Island in New York Harbor, United States (score:10)	Location
Paragraph 3	Supporting paragraph that describe the object	The colour of the statue was rusty brown, but after 30 years of oxidation process, it turns into green as we can see now. (score:10)	Color
Paragraph 4	Supporting paragraph that describe the object	<ul style="list-style-type: none"> <li>The height of the statue measured from its base is 46 meters, but when it is measured from the ground, it is 93 meters. (score:10)</li> <li>The height of the head is 14 feet.</li> </ul>	Long, width, height

		<ul style="list-style-type: none"><li>• The width of the eye is 28 inches (score:10).</li><li>• The length of the nose is 3 feet 9 inches. (score:10)</li><li>• The length of the forefinger is 8 feet. (score:10)</li><li>• The total weight of the statue is 440.000 pounds. (score:10)</li></ul>	
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**Soal**

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**Read the text carefully and then answer the question!**

**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.

1. What is the story about?
2. Where is Prambanan temple location?
3. What does "trimurti" mean?
4. Prambanan temple was built in four square plae, explain it!
5. How does the complex of Prambanan ?

Key answer:

1. Prambanan Temple
2. It is precisely located in about 17 km northeast of Yogyakarta city, Central Java.
3. the three main Hindu Gods or Trimurti; Brahma, Vishnu, and Shiva
4. 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
5. 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.

Jawaban benar score 10 salah 0

**Soal**

**1. Watch the video attached in Google Classroom titled Great Wall-China**

**Then identify the description of the building in video by choose the statement True or False**

**\*) video link [www.youtube.com/watch?v=9dIyk65vR-g](https://www.youtube.com/watch?v=9dIyk65vR-g)**

**The Great Wall- China**

The Great Wall of China is not just a long wall, it is a series of fortifications consist of man-made separated walls, trenches, and natural defensive barriers such as hills and rivers. The first construction of the wall during Qin Dynasty use stone, brick, wood and other material to built the wall. After the first construction, The Great Wall has been rebuilt, maintained and enhanced for several times by several dynasty. The best-known and best preserved section was built during the Ming Dynasty.

If you travel to China to see The Great Wall, what you will be visited might be the remain of the wall built by the Ming Dynasty. The length of the wall built by the Ming Dynasty was 8.851,8 kilometers, stretched from Hushan in Liaoning to Jiayuguan Pass in Gansu. The average height of the wall is 23 to 26 feets. We will also see some communication towers along the wall. There are three type of this communication tower, the first was the one built on top of the wall, the second type was built inside the wall, and the third was built separated from the wall to scout the enemy. The wall is becoming shorter day by day because of natural erosion and human activity.

**\*) teks di sediakan untuk siswa yang kesulitan untuk online**

Statement	True	False
1. The Great Wall of China is not just a long wall, it is a series of fortifications consist of man-made separated walls, trenches, and natural defensive barriers		
2. The first construction of the wall during Qin Dynasty use chooper		
3. The Great Wall has been rebuilt during Ming dynasty		
4. The length of the wall built by the Ming Dynasty was 9.851,8 kilometers		
5. There are three type of this communication tower, the first was the one built on top of the wall, the second type was built inside the		

wall, and the third was built separated from the wall to scout the enemy		
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Key answer

1. True
2. False
3. True
4. False
5. True

Untuk jawaban benar skor 10, salah skor 0

**Write a descriptive text involve the picture of the historical building that you know and also undrlined the detail description about the text (example: pyramid-mesir, ka'ba-makkah, colloseum, pisa tower, etc)**

Possible answer



(1) Colosseum is located in the center of Rome, Italy. (2) It is the biggest amphitheatre in the world and it is considered to be the greatest work of the Roman architect.

(3) Colloseum was an elliptical construction of wall surrounding an elliptical arena where various of shows were held as an entertainment for the citizen of Rome. (4) The building is made of concrete and sand. The size of the building is 29.484 square meters and the size of the arena is 24.000 square meters.

(5) The outer wall's height is 545 meters, and the height of the inner wall is 48 meters. (6) There are 80 entrance that we can use to enter the building. (7) The arena is in the center of the building and it is lower than the seat of the audience. (8) The Colloseum could hold up to 50.000 spectators which will occupy a descending level style of seats. (9) The first level of the seats, which is the closest one to the arena, is used by the Emperor and high rank official of Rome. (10) The higher the seat gets the lower the level of the audience became.



### The Holy Places of Masjidil Haram

- (1) Masjidil Haram is located in the city of Makkah and it is the largest mosque in the world. (2) Masjidil Haram building has the circle shape.(3) The structure area of Masjidil haram is around 656.800 square metres including the outdoor and indoor.(4) Masjidil Haram can receive more than one million people. (5)Then, it consist of 3 floors and it has seven tower . (6)Beside that, this mosque has 4 main door and 45 extra door. (7) Masjidil Haram is the holiest mosque in the world and it is the primary destination of the pilgrimage who do hajj or umroh. (8) The specialty of Masjidil Haram is “prayer in Masjidil Haram is more eminent than 100.000 times prayer in the other mosque.(9)” It is really amazing. (10) Masjidil Haram has some holy places, there are Ka’bah, Hijr Ismail, Maqam Ibrahim, Safa Marwah hills and Zam-Zam well.

## Lampiran 12: Evaluasi 6

See the picture of historical building below, choose one then write the descriptive text about the building use your own word (5 sentences)

1.



2.





**Lampiran 13**

**Scoring 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 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	2	1

		Pilihan tata bahasa tidak tepat	bahasa hampir tidak tepat	1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2

**Lampiran 14 (Instrumen Penilaian Sikap)**

**LEMBAR OBSERVASI SIKAP SISWA**

**Kelas: X MIPA 1**

No	Nama Siswa	Aspek yang Dinilai			Jumlah Skor	Nilai Sikap	Predikat
		Tanggung Jawab (TJ)	Jujur (JJ)	Disiplin (DS)			
1	AJI GUNCORO						
2	ANISA						
3	ARETA AZALIA						
4	AURREL BRIANISA MALIK						
5	CIKAL RASTA OKTA NABILA						
6	DESTA HELEN KRISTA SOFANA						
7	FAHMY AJI PRASETYA						
8	GUSTHIA SARI						
9	HENDRO MARISCO GUMAY						
10	INGGIT GINARSIH						
11	JASMIN PUSPITA ARIESTANIA						
12	LAURA PINKAN ANDARESTA						
13	LEVIA						
14	LISA ARTIKA PUSPITA						
15	LUH GEDE LINGGA DEWI						
16	MELVINA LESTARI PRATAMA						
17	MUHAMMAD DZAKY NOVANSYAH						
18	MUHAMMAD RAVI SALIM						
19	NASYWAH ACHDIA SALSABILLAH						
20	NOVELTY UMMI RAHMA						
21	NURKHOLIS SIDIK						
22	OLAN DWI PURWADI						
23	RAHMA OKTAVIANA						
24	RANGGA ADI PRATAMA						
25	REVITA SARI						
26	RIDHO YULI ASMORO						
27	RIDWAN EFFENDI						
28	RURI YONATHA PUTRI						
29	SALSA HANIFAH						
30	SELLY FITRIANA						
31	SYIFA SAFRILA						
32	TIBERIUS DEON SIBORO						
33	TOHA ZIQRI ALBIQRI						
34	VANNESHA MEGA ANGELLA						
35	YOHANES ADI PRASETYA						

**Catatan:**

$$\text{Nilai sikap} = \frac{TJ + JJ + DS}{3}$$

**Predikat :**

89 – 100 = Sangat Baik (A)    77-88 = Baik (B)    65 – 76 = cukup (C)    0-64= Kurang (D)

## LEMBAR OBSERVASI SIKAP SISWA

Kelas: X MIPA 2

No	Nama Siswa	Aspek yang Dinilai			Jumlah Skor	Nilai Sikap	Predikat
		Tanggung Jawab	Jujur	Disiplin			
1	ADELA PRASETYA PUTRI						
2	ADHITIYA BETARA LISARDA						
3	ALFIAN SETIABUDI						
4	ANITA SARI						
5	ATIKA MEILANI						
6	AUDY FEBRIYANTI CHANDRA						
7	AURA WULANDARI						
8	DAVINA AMBAR TIWI						
9	DEA NAISA ZAHRA						
10	DIANA AZIZAH						
11	DINDA ANJELIA						
12	DWI RATNA ANJANI						
13	ELSA DWI LARASSATI						
14	EVI SULISTIANA						
15	GIGIH AL ZAMZANI						
16	ILHAM FADILAH AKBAR						
17	KAYLA ZAHRA SAFINA						
18	KELVYNO JULIAN PRATAMA						
19	LAILA SARI						
20	M. SYAMIL FADHLUR RAHMAN						
21	M. ALFI PUTRA ABDILLAH						
22	MUHARRINI DILA CAHYANI						
23	MUHAMMAD LUTHFI						
24	MUTIA FAHMA AZZAHRO						
25	NABILLA ALTIYANSARI						
26	NANDA ADI SAPUTRA						
27	PUTRI ARINA ALHUSNAH						
28	RAVINO DWI KUSUMA						
29	REFIKA DWI AGUSTIN						
30	RESTU ANGGARA PAKPAHAN						
31	ROFIANSYAH						
32	SABRINA MARETA ANGGINI						
33	SILVIA PUTRI						
34	SINDI DEBI LAILIA						
35	SITI MARYAMAH						
36	ULFA SILVIANI						

**Catatan:**

$$\text{Nilai sikap} = \frac{TJ + JJ + DS}{3}$$

**Predikat :**

89 – 100 = Sangat Baik (A)

65 – 76 = Cukup (C)

77 – 88 = Baik (B)

00 – 64 = Kurang (D)

Lampiran 15 (Instrumen Penilaian Keterampilan)

Lembar Penilaian Keterampilan

Kelas: X MIPA 1

No	Nama Siswa	Aspek yang Dinilai			Jumlah Skor	Nilai Sikap	Predikat
		Kesesuaian respon dengan pertanyaan	Kelengkapan tahap-tahap pengerjaan soal	Kerapihan pembahasan soal			
1	AJI GUNCORO						
2	ANISA						
3	ARETA AZALIA						
4	AURREL BRIANISA MALIK						
5	CIKAL RASTA OKTA NABILA						
6	DESTA HELEN KRISTA S						
7	FAHMY AJI PRASETYA						
8	GUSTHIA SARI						
9	HENDRO MARISCO GUMAY						
10	INGGIT GINARSIH						
11	JASMIN PUSPITA ARIESTA						
12	LAURA PINKAN ANDARESTA						
13	LEVIA						
14	LISA ARTIKA PUSPITA						
15	LUH GEDE LINGGA DEWI						
16	MELVINA LESTARI P						
17	MUHAMMAD DZAKY NOVA						
18	MUHAMMAD RAVI SALIM						
19	NASYWAH ACHDIA SALSA						
20	NOVELTY UMMI RAHMA						
21	NURKHOLIS SIDIK						
22	OLAN DWI PURWADI						
23	RAHMA OKTAVIANA						
24	RANGGA ADI PRATAMA						
25	REVITA SARI						
26	RIDHO YULI ASMORO						
27	RIDWAN EFFENDI						
28	RURI YONATHA PUTRI						
29	SALSA HANIFAH						
30	SELLY FITRIANA						
31	SYIFA SAFRILA						
32	TIBERIUS DEON SIBORO						
33	TOHA ZIQRI ALBIQRI						
34	VANNESHA MEGA ANGELLA						

Catatan:

$$\text{Nilai sikap} = \frac{TI + JJ + DS}{3}$$

Predikat :

89 – 100 = Sangat Baik (A)    77 – 88 = Baik (B)    65 – 76 = Cukup (C)    00 – 64 = Kurang (D)

## Lembar Penilaian Keterampilan

**Kelas: X MIPA 2**

No	Nama Siswa	Aspek yang Dinilai			Jumlah Skor	Nilai Sikap	Predikat
		Kesesuaian respon dengan pertanyaan	Kelengkapan tahap-tahap pengerjaan soal	Kerapihan pembahasan soal			
1	ADELA PRASETYA PUTRI						
2	ADHITIYA BETARA LISARDA						
3	ALFIAN SETIABUDI						
4	ANITA SARI						
5	ATIKA MEILANI						
6	AUDY FEBRIYANTI CHA						
7	AURA WULANDARI						
8	DAVINA AMBAR TIWI						
9	DEA NAISA ZAHRA						
10	DIANA AZIZAH						
11	DINDA ANJELIA						
12	DWI RATNA ANJANI						
13	ELSA DWI LARASSATI						
14	EVI SULISTIANA						
15	GIGIH AL ZAMZANI						
16	ILHAM FADILAH AKBAR						
17	KAYLA ZAHRA SAFINA						
18	KELVYNO JULIAN PRATA						
19	LAILA SARI						
20	M. SYAMIL FADHLUR R						
21	M. ALFI PUTRA ABDILLAH						
22	MUHARRINI DILA CAHYA						
23	MUHAMMAD LUTHFI						
24	MUTIA FAHMA AZZAHRO						
25	NABILLA ALTIYANSARI						
26	NANDA ADI SAPUTRA						
27	PUTRI ARINA ALHUSNAH						
28	RAVINO DWI KUSUMA						
29	REFIKA DWI AGUSTIN						
30	RESTU ANGGARA PAKP						
31	ROFIANSYAH						
32	SABRINA MARETA A						
33	SILVIA PUTRI						
34	SINDI DEBI LAILIA						
35	SITI MARYAMAH						
36	ULFA SILVIANI						

**Catatan:**

$$\text{Nilai sikap} = \frac{TJ + JJ + DS}{3}$$

**Predikat :**

89 – 100 = Sangat Baik (A)    77-88= Baik (B)    65-76= Cukup (C)    0-64 = Kurang (D)

## Lampiran 16 (Program Remedial dan Pengayaan)

### PROGRAM REMEDIAL DAN PENGAYAAN PEMBELAJARAN BAHASA INGGRIS TAHUN PELAJARAN 2020/2021

Nama Sekolah : SMA Negeri Tugumulyo

Mata Pelajaran : Bahasa Inggris

Kelas/Program : X/ MIPA, IPS

Semester : Ganjil

Kompetensi Inti :

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

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Strategi Pembelajaran	Waktu
3.1 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	Hasil Penilaian Harian 1 1. Remedial (Nilai <65) a. Menentukan indikator yang dominan tidak tercapai b. Pembelajaran ulang (indicator yang dominan tidak tercapai) jika lebih dari 50% dari jumlah peserta didik di masing-masing kelas tidak mencapai nilai 65 c. Pembelajaran khusus (indicator yang dominan tidak tercapai) bagi beberapa peserta didik yang masih kurang dari 65 jika yang mencapai atau lebih dari 65 lebih dari 50% dari jumlah peserta didik di masing-masing kelas, dengan memanfaatkan tutor sebaya 2. Pengayaan (65 – 89) Diberikan soal – soal yang lebih menantang dan realistik 3. Percepatan (90 – 100) Diberikan materi yang menantang terkait materi pembelajaran	2x45 menit (Pelaksanaan point b dan c dilaksanakan di luar jam tatap muka pembelajaran)

## **Bentuk Pelaksanaan Pembelajaran Remedial**

1. Cara yang dapat ditempuh
  - a. Pemberian bimbingan secara khusus dan perorangan bagi peserta didik yang belum atau mengalami kesulitan dalam penguasaan KD tertentu.
  - b. Pemberian tugas-tugas atau perlakuan (*treatment*) secara khusus, yang sifatnya penyederhanaan dari pelaksanaan pembelajaran reguler.  
Bentuk penyederhanaan:
    - 1.1 Penyederhanaan strategi pembelajaran untuk KD tertentu.
    - 1.2 Penyederhanaan cara penyajian
    - 1.3 Penyederhanaan soal yang diberikan.
2. Materi dan waktu pelaksanaan program remedial
  - a. Program remedial diberikan hanya pada KD atau indikator yang belum tuntas
  - b. Program remedial dilaksanakan setelah mengikuti tes/ulangan KD tertentu atau sejumlah KD dalam satu pertemuan.
3. Teknik pelaksanaan penugasan/pembelajaran remedial:
  - Penugasan individu diakhiri dengan tes (lisan/tulis) bila jumlah peserta didik yang mengikuti remedial maksimal 20%
  - Penugasan kelompok diakhiri dengan tes individual (lisan/tulis) bila jumlah peserta didik yang mengikuti remedi lebih dari 20% tetapi kurang dari 50%.
  - Pembelajaran ulang diakhiri dengan tes individual (tertulis) bila jumlah peserta didik yang mengikuti remedi lebih dari 50%



## **Pelaksanaan Program Pengayaan**

1. Cara yang dapat ditempuh:
  - a. Pemberian bacaan tambahan atau berdiskusi dengan tujuana memperluas wawasan bagi KD tertentu.
  - b. Pemberian tugas untuk melakukan analisis gambar, model, grafik, bacaan/paragraf, dll.
  - c. Memberikan soal-soal tambahan yang bersifat pengayaan.
  - d. Membantu guru dalam membimbing teman-temannya yang belum mencapai ketuntasan.
2. Materi dan waktu pelaksanaan program pengayaan:
  - a. Materi program pengayaan diberikan sesuai dengan KD KD atau indikator yang dipelajari, bisa berupa penguatan materi yang dipelajari maupun berupa pengembangan materi.
  - b. Waktu pelaksanaan program pengayaan adalah:
    - Setelah mengikuti ulangan/tes KD tertentu atau kesatuan KD tertentu, dan/atau
    - Pada saat pembelajaran dimana siswa yang lebih cepat tuntas dibanding teman lainnya diberikan program pengayaan

Sebagai bagian integral dari kegiatan pembelajaran, kegiatan pengayaan tidak lepas kaitannya dengan penilaian. Penilaian hasil belajar kegiatan pengayaan tentu tidak sama dengan kegiatan pembelajaran biasa, tapi cukup dalam bentuk kegiatan pembelajaran yang menantang terkait dengan materi, dan harus dihargai sebagai nilai tambah dari peserta didik yang normal.

Mengetahui

**Kepala Sekolah,**

Tugumulyo, Juli 2021

**Guru Mata Pelajaran,**

**SUHERIAH S.Pd, M.M.**  
NIP. 19630802 198303 2 002

**NURFAZALINA, S.Pd.**