

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMA Mambaus Sholihin Blitar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / Ganjil
Program	: IPA/IPS
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 4 X 30 menit

A. Kompetensi Inti (KI 3 dan KI 4)

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

KI 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	4.4.1 Menemukan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan <i>descriptive text</i> , lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal. 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
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C. Indikator Pencapaian Kompetensi (IPK)

3.4.1. Menentukan <i>social function</i> teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal. 3.4.2. Menentukan <i>identification</i> dan <i>description</i> teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal. 3.4.3. Membedakan unsur kebahasaan teks deskriptif tentang tempat wisata dan	4.4.1. Menyusun teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal secara utuh berdasarkan struktur teks deskriptif yang sesuai secara lisan. 4.4.2. Menyajikan teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal secara utuh berdasarkan struktur teks deskriptif yang sesuai secara lisan.
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bangunan bersejarah terkenal (<i>noun phrase</i> dan <i>simple present tense</i>).	
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D. Tujuan Pembelajaran

1. Melalui pemberian contoh **PPT/ video teks descriptive yang di share melalui grup wa /quizizz**, **peserta didik** dapat **menemukan informasi umum dan menentukan** (*social function*) teks descriptive tentang tempat wisata dan bangunan bersejarah terkenal **dengan benar secara mandiri**
2. Melalui pemberian contoh **PPT /video teks descriptive yang di share melalui grup wa /quizizz**, **peserta didik dapat menentukan struktur teks** (*identification dan description*) dari teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal yang runtut **dengan benar secara mandiri**
3. Melalui pemberian contoh **PPT/ video teks descriptive yang di share melalui grup wa /quizizz**, peserta didik dapat **membedakan unsur kebahasaan** teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal (*simple present tense ,noun phrase*) yang baik dengan benar secara mandiri
4. Melalui diskusi kelompok tentang teks descriptive di grup whatsapp, peserta didik dapat **menyusun (merangkai)** teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal yang masih acak berdasarkan struktur teks deskriptif yang runtut dengan benar secara bekejasama.
5. Melalui kegiatan **video presentasi di grup whatsapp**, peserta didik dapat **menyajikan video contoh** deskriptif teks yang telah di buat secara lisan yang runtut dan benar secara mandiri.

E. Materi Pembelajaran

- *Definition of descriptive text*
- *Social function of descriptive text*
- *Generic structure of descriptive text*
- *Language features of of descriptive text*

F. Pendekatan dan Model Pembelajaran

Pendekatan: *Scientific Approach*

Model: *Cooperative Learning*

Metode: diskusi, presentasi, dan penugasan

G. Media Pembelajaran

- Power point berisikan materi teks deskriptif
- Teks dan gambar tempat wisata / bangunan terkenal
- Laptop dan LCD, smartphone (whatsapp, quizizz)
- Buku English on Target kelas 10 kurikulum 2013 revisi (penerbit Erlangga)

H. Sumber Belajar

- Grace, Eudia and Sudarwati, M. 2017. *Pathway to English for SMA/MA Grade X*. Jakarta: Penerbit Erlangga.
- Sarwoko. 2017. *English on Target for SMA/MA Grade X*. Jakarta: Penerbit Erlangga.
- <https://www.indonesia.travel/gb/en/destinations/java/bromo-tengger-semeru-national-park/mount-bromo>
- <http://www.belajarbahasainqris.us/2012/02/contoh-descriptive-text-borobudur-temple.html>
- http://www.indonesia-tourism.com/north-sumatra/toba_lake.html

I. Kegiatan Pembelajaran

Kegiatan	Deskripsi kegiatan guru	Deskripsi kegiatan peserta didik	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi memberi salam dan mempersilahkan peserta didik untuk berdoa. 2. Guru menayangkan slide tentang beberapa ciri ciri tempat wisata dan bangunan bersejarah terkenal di Indonesia dan dunia melalui share whatsapp/quizizz, kemudian meminta peserta didik menebak nama tempat wisata tersebut tersebut. 3. Guru menjelaskan apa tujuan pembelajaran atau kompetensi yang akan dicapai peserta didik tentang teks deskriptif. 4. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik. 	<ol style="list-style-type: none"> 1. Peserta didik menjawab salam dan berdoa bersama sebelum mulai pembelajaran. 2. Peserta didik menjawab/menebak pertanyaan yang diajukan guru berdasarkan tayangan slide yang dimaksud. 3. Peserta didik menyimak dan memahami penjelasan dari guru. 4. Peserta didik menyimak dan memahami penjelasan dari guru. 	10 menit
Inti	<ol style="list-style-type: none"> 5. Guru membagi peserta didik secara berkelompok (1 kelompok terdiri dari maksimal 5 peserta didik yang heterogen) bisa dengan grup whatsapp. 6. Guru memberikan contoh gambar dan teks deskriptif. Kemudian, guru meminta masing-masing kelompok untuk mengamati teks deskriptif tersebut. 7. Guru menginstruksikan kepada masing-masing kelompok berdiskusi melalui grup whatsapp untuk menguraikan fungsi sosial, struktur kebahasaan, struktur kebahasaan (<i>identification and description</i>) dan unsur kebahasaan (<i>simple present and noun phrase</i>). 8. Guru menginstruksikan kepada masing-masing kelompok untuk mencari dan mengumpulkan informasi dari berbagai sumber, kemudian menuliskannya pada selembar kertas A4. 9. Guru memberikan sebuah teks deskriptif dengan susunan paragraf yang masih acak, kemudian meminta peserta didik merangkai menjadi teks deskriptif utuh sesuai struktur teks yang benar. 10. Guru mendampingi seluruh kelompok 	<ol style="list-style-type: none"> 5. Peserta didik membuat kelompok yang beranggotakan maksimal 5 peserta didik yang heterogen. 6. Peserta didik secara berkelompok mengamati dan memahami gambar dan teks deskriptif tersebut. 7. Peserta didik secara berkelompok berdiskusi untuk menentukan fungsi sosial, struktur kebahasaan, struktur kebahasaan (<i>identification and description</i>) dan unsur kebahasaan (<i>simple present and noun phrase</i>). 8. Masing-masing kelompok mencari dan mengumpulkan informasi dari berbagai sumber, kemudian menuliskannya pada selembar kertas A4. 9. Peserta didik menyusun paragraf yang masih acak, kemudian meminta peserta didik merangkai menjadi teks deskriptif utuh sesuai struktur teks yang benar. 10. Seluruh kelompok memperhatikan petunjuk atau arahan terhadap tugas yang 	40 menit

	<p>secara bergantian dengan memberikan petunjuk atau arahan terhadap tugas yang diberikan melalui whatsapp/quizizz</p> <p>11. Guru mempersilahkan masing-masing kelompok mengirimkan video untuk mempresentasikan <i>social function, language features (simple present and noun phrase)</i>, dan <i>generic structures (identification and description)</i> melalui tugas merangkai paragraph acak menjadi teks deskriptif secara utuh.</p> <p>12. Guru mempersilahkan kepada kelompok lainnya untuk bertanya maupun menyampaikan opininya tentang presentasi yang diberikan.</p>	<p>diberikan.</p> <p>11. Masing-masing kelompok mengirimkan video mempresentasikan <i>social function, language features (simple present and noun phrase)</i>, dan <i>generic structures (identification and description)</i> melalui tugas merangkai paragraph acak menjadi teks deskriptif secara utuh.</p> <p>12. kelompok lain yang tidak presentasi secara bergantian bertanya maupun menyampaikan opininya tentang presentasi yang diberikan.</p>	
Penutup	<p>13. Guru memberikan penghargaan (reward) atas proses kinerja masing-masing kelompok dan video presentasi yang diberikan.</p> <p>14. Guru memberikan umpan balik (feedback) dan saran atas hasil kerja/diskusi yang dipresentasikan oleh masing-masing kelompok.</p> <p>15. Guru memberikan kesimpulan pembelajaran tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif.</p> <p>16. Guru melakukan refleksi atas kegiatan yang telah dilakukan peserta didik/kelompok di hari itu tentang teks deskriptif.</p> <p>17. Guru memberikan tugas atau pekerjaan rumah <i>reading comprehension of descriptive text</i> dalam bentuk pilihan ganda.</p> <p>18. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.</p> <p>19. Guru mengakhiri pembelajaran dengan ucapan terima kasih, berdoa, dan salam.</p>	<p>13. Peserta didik memperhatikan dan menerima apresiasi yang telah diberikan guru.</p> <p>14. Peserta didik memperhatikan umpan balik (feedback) dan saran dari guru atas presentasi yang dilakukan oleh masing-masing kelompok.</p> <p>15. Peserta didik memperhatikan dan mencatat kesimpulan pembelajaran yang diberikan guru tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif.</p> <p>16. Peserta didik memperhatikan refleksi yang diberikan guru atas kegiatan yang telah dilakukan peserta didik/kelompok di hari itu.</p> <p>17. Peserta didik mencatat tugas yang diberikan guru.</p> <p>18. Peserta didik memperhatikan rencana pembelajaran untuk pertemuan berikutnya.</p> <p>19. Peserta didik menutup pembelajaran dengan berdoa dan menjawab salam guru</p>	10 menit

J. Jenis dan Teknik penilaian

- Sikap

Penilaian sikap diperoleh dari observasi peserta didik selama kerja kelompok dan penilaian teman sejawat.

- **Pengetahuan:**

Pengetahuan peserta didik tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, dievaluasi dengan menggunakan penugasan berupa tes tulis (*reading comprehension*)

- **Keterampilan:**

Proses menganalisis pengertian, tujuan, struktur kebahasaan, dan unsur kebahasaan dari teks deskriptif serta presentasi yang dilakukan masing-masing kelompok dievaluasi dengan menggunakan penilaian hasil kerja (proses).

K. Rencana Tindak Lanjut Hasil Penilaian (Program Remedial dan Pengayaan)

- **Program Remedial**

Peserta didik yang belum mencapai KKM (75), akan diberi tugas untuk membaca sebuah teks deskriptif tentang tempat wisata lokal dalam bahasa Inggris (yang telah ditentukan oleh guru), kemudian meminta peserta didik tersebut menganalisis *social function*, *generic structure*, dan *language features* dari teks deskriptif tersebut selama seminggu. Setelah satu minggu, guru mengevaluasi dan menilai kemajuan kompetensi peserta didik dalam menganalisis *social function*, *generic structure*, dan *language features*. Kemudian guru memberikan penilaian remedial tambahan berupa *reading comprehension of descriptive text*.

- **Program Pengayaan**

Bagi peserta didik yang memperoleh nilai di atas 75, guru akan memberikan pengayaan berupa tugas mandiri untuk menuliskan teks deskriptif terkait gambar beberapa tempat wisata atau bangunan bersejarah. Kemudian guru menyeleksi untuk memilih beberapa karya terbaik, kemudian mempublikasikannya dengan menempel di mading sekolah.

Mengetahui,
Kepala SMA Mambaus Sholihin

Moh. Annas Setiawan, S.Pd

Blitar, 19 September 2020

Guru Mata Pelajaran

Hendun Lailiyah, S.Pd.I

Lampiran-lampiran:

1. Lampiran 1: Materi Pembelajaran (Bahan Ajar)
2. Lampiran 2: Media Pembelajaran
3. Lampiran 3: Lembar Kerja Peserta Didik (LKPD)
4. Lampiran 4: Instrumen Penilaian

Lampiran 1: Materi Pembelajaran (Bahan Ajar)

BAHAN AJAR

Sekolah : SMA Mambaus Sholihin
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / Ganjil
Program : IPA/ IPS
Materi Pokok : *Descriptive Text*

In this lesson, we will learn:

- What is Descriptive text?
- What is the purpose of Descriptive text?
- What are the generic structures of Descriptive text?
- What are the language features of Descriptive text?

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

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

Generic structures of descriptive text.

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

Language features of descriptive text

- *Noun*
Example: my cat, my house, Singapore
- *Simple Present*
Example: It lies in the southern part of France.
The university is located at the North of city park.
It consists of five federal states.
- *Noun Phrase*
Examples: It is a beautiful large terrace.
She is a clever cat.
The black leather handbag is mine.
- *Adverbial Phrase*
Ex: It sleeps at the tree house.

Pay attention to the examples of descriptive texts below!

Reading Text 1

BROMO MOUNTAIN



Located some 4 hours drive from Surabaya, the capital of East Java, Mount Bromo is a part of the Bromo Tengger Semeru National Park that covers a massive area of 800 square km. While it may be small when measured against other volcanoes in Indonesia, the magnificent Mt Bromo will not disappoint with its spectacular views and dramatic landscapes. At 2,392 meters tall, Mt Bromo is not among the tallest of Indonesia's mountains but its stunning beauty lies in its incredible setting.

From a vantage point on Mount Penanjakan (2,770 meters above sea level), 2.5 hours from Malang. Visitors from around the world come to see the sunrise over Mt Bromo. From this spot the vista is magnificent. All you will hear is the click of cameras as visitors snap their camera's hoping to capture the incredible scene of Mt Bromo in the foreground with Mt Semeru smoking in the distance and the sun shining brightly, quickly rising in the sky.

The eerie landscape has spawned countless legends and myths. Mt Bromo has particular significance for the Tengger people who believe that this was the site where a brave prince sacrificed his life for his family. The people here appease the Gods once a year during the annual Kasada festival where offerings of vegetables, chickens and money are thrown into the crater of the volcano.

Reading Text 2

Instruction: *Have you ever visited Toba lake? If you haven't visited it, this text may help you to explain the description of Toba lake. Unfortunately, the paragraphs in this text are still unordered. Please re-arrange the paragraphs into a complete descriptive text.*

TOBA LAKE



A

Lake Toba is an area of 1,707 km², we can say that this is 1,000 km² bigger than Singapore. It formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on Earth. Pulau Samosir or Samosir Island, The island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable boats to pass; a road bridge crosses the cutting. Samosir island is the cultural centre of the Batak tribe, the indigenous from North Sumatra.

B

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

C

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

D

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

The appropriate order of the paragraphs should be? ___ ___ ___ ___

Remedial Program

Instruction: Pay attention to this descriptive text! Decide the generic structures of each paragraph below!

(50 points)

BOROBUDUR TEMPLE



Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

Remedial Program

Do the following reading comprehension exercises by choosing a true answer from each multiple choice question!
(50 points)

Text 1 (for no. 1-3)

Magelang is an interesting tourist resort with many attractive old buildings. It is located in Central Java about forty kilometers north of Yogyakarta. It takes about an hour by bus from Yogyakarta.

Pucang, Secang, a sub-district in Magelang, is one of the popular places for horn carving handicrafts. It is said that most of the people are skilled in this art. More than fifty five families actually make their living by carving horns of buffaloes or cows.

They normally produce one thousand carvings a day. However, this is not a record for a single day. They once received an order for one hundred and forty two thousands combs to be completed within a month.

Any kind of horn carving handicraft is displayed at the workshop where the tourist often come to buy souvenirs.

1 - Most people in Pucang earn their living by

- A. producing horns of buffaloes
- B. producing thousand of combs
- C. carving horns of buffaloes or cows
- D. providing horns of buffaloes or cows
- E. buying and selling any kinds of souvenirs

2 - Which statement is **true** according to the text?

- A. The people are able to carve more than ten thousands horns a day.
- B. Every family has their own workshop to display their handicrafts.
- C. It takes some hours to go to Magelang from Yogyakarta.
- D. Less than a hundred people are skillful in carving horns.
- E. They once made 142,000 combs within a month.

3 - "... make their living by carving horns of buffaloes or cows." (Paragraph 2)

The underlined word has the closest meaning to make an object by cutting a piece of

- A. copper
- B. wood
- C. steel
- D. iron
- E. tin

Text 2 (for no. 4-6)

The Yogya Kembali Monument is located in Yogyakarta. It is three kilometres north of the Yogya city centre in the Jongkang village of the Sleman Regency. The monument was inaugurated on June 29th, 1985 to commemorate the historic Indonesian struggle for independence. Yogya Kembali means Yogya Returns, as a reminder of the returning of the Indonesian Republic Government.

There are two sections of the Yogya Kembali Monument. The first section of the Cureng Aircraft is on the eastern gate, while the other section of Guntai Aircraft stands closer to the western entrance of the monument. The Monument has two wheeled-machine guns which can be seen from a podium towards the eastern and the western side. In the southern end of the yard, there is a wall engraved with 420 names of freedom fighters who lost their lives during a great struggle, from December 19th, 1948 to June 29th, 1949. A poem by Chairil Anwar, titled Karawang Bekasi, is written on one side of the wall dedicated to these unknown patriots.

The Yogya Kembali Monument is surrounded by fish ponds. It is divided into four alleys which lead to the main building. The main building consists of different floors displaying a wide range of collections during and after the war times. It shows dioramas, carved reliefs or collection of clothes and weapons.

4 - What can be found in the western entrance of the monument?

- A. A poem by Chairil Anwar.
- B. Two wheeled machine guns.
- C. A replica of the Guntai Aircraft.
- D. A replica of the Cureng Aircraft.
- E. A wall engraved with 420 names of freedom fighters.

5 - What is the topic of the text above?

- A. Yogyakarta.
- B. The Guntai Aircraft.
- C. The Yogya Kembali Monument.
- D. The history of Indonesian struggle.
- E. The history of Yogya Kembali Monument

6 - From the text above we can conclude that

- A. the collection during and after the war is displayed outside the building
- B. the monument is to commemorate the historic Indonesian victory
- C. the Yogya Kembali Monument is surrounded by fish ponds
- D. dioramas can be seen in one of the four alleys
- E. the main building has only one floor

Text 3 (for no.7-10)

Jawa Timur Park

For people in East Java, Jatim Park may have been heard many times because it is one of the famous tourist objects in East Javaprovince. Jatim Park offers a recreation pace as well as a study center. Jatim Park is located at Jl. Kartika 2 Barn, East Java. The location is easy to reach because it is only 2,5 kilometers from Batu. This tourist object is about 22 hectares in width.

Visitors can enjoy more than 36 kinds of facilities that will entertain and educate them. After passing the gate, the visitor will find Gallery Nusantara, continue further we will step into Taman Sejarah which display the miniature size of famous landmark in East Java like Sumberawan Tample, Custom House of Kiai Hasan Besari Pnorogo and Sumerawan Statue.

Another facility that can be enjoyed is Agro Park. This area has an array of rare crops, fruits and animal diorama which consist of unique animals that have been conserved. Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour as an alternative media of study.

- 7 - How many facility can be enjoyed by visitors?
- A. Two
 - B. Five
 - C. Fourty
 - D. Thirty six
 - E. Twenty two
- 8 - What does Jatim Park offer?
- A. Miniatur size of famous landmark
 - B. A place at Jl. Kartika no 2 East Java
 - C. A sports center for family and students
 - D. A place for recreation and a study center
 - E. 22 hectares land used for used for Kiai Hasan's house
- 9 - What is the main idea of the second paragraph?
- A. The Sumberawan Statue is a tourist object in Jatim Park.
 - B. East Java's temple is displayed in miniature size.
 - C. Gallery Nusantara area located next to the gate.
 - D. There are a lot facilities in Jatim Park.
 - E. There are a lot of famous landmark.
- 10 - "The recreation area sites offer precious tour" (*Paragraph 3*).
- The underlined word is closest in meaning to
- A. important
 - B. sufficient
 - C. valuable
 - D. cheap
 - E. good

Enrichment Program

References:

- Grace, Eudia and Sudarwati, M. 2017. *Pathway to English for SMA/MA Grade X*. Jakarta: Penerbit Erlangga.
- Sarwoko. 2017. *English on Target for SMA/MA Grade X*. Jakarta: Penerbit Erlangga.
- <https://www.indonesia.travel/gb/en/destinations/java/bromo-tengger-semeru-national-park/mount-bromo>
- <http://www.belajarbahasaingris.us/2012/02/contoh-descriptive-text-borobudur-temple.html>
- http://www.indonesia-tourism.com/north-sumatra/toba_lake.html

MEDIA PEMBELAJARAN

Sekolah : SMA Mambaus Sholihin
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / Ganjil
Program : IPA/IPS
Materi Pokok : *Descriptive Text*



DESCRIPTIVE TEXT
“DESCRIBING TOURIST ATTRACTIONS AND
HISTORICAL PLACES”

- ❑ What is Descriptive text?
- ❑ What is the purpose of Descriptive text?
- ❑ What are the generic structures of Descriptive text?
- ❑ What are the language features of Descriptive text?

The slide features a collage at the bottom with images of a globe, a city skyline, a tropical beach, and a wooden sign that says 'EXPLORE THE WORLD'.



A graphic illustration featuring a man in a dark suit looking thoughtful with his hand on his chin. Above him is a glowing yellow lightbulb, and several black question marks are scattered around. To the right, a green starburst shape contains the text "Guess ... where is it?" in black font.

- ❑ This building is very big but not too tall as Monas
- ❑ It looks like Arch de Triomphe France
- ❑ It is famous in East Java
- ❑ It is located in the centre of five junctions
- ❑ Many local people go there to take picture or look for meals.

Where is it?



Simbang Lima Kediri



Guess ...
where is it?

- ❑ This place is very beautiful and peaceful
- ❑ It is located in the middle of south korea coast
- ❑ Many tourist visit this place, including new bride
- ❑ This Island also provide waterfall with appealing view

Where is it?



Jeju Island

What we learn today??

Definition

Purpose

Descriptive Text

Generic Structure

Language Features



Purposes of the learning

1. Melalui pembelajaran analisis teks dan diskusi kelompok, peserta didik dapat menguraikan informasi umum (*social function*) teks deskriptif tentang tempat wisata yang baik dan benar dengan bekerjasama.
2. Melalui pembelajaran analisis teks dan diskusi kelompok, peserta didik dapat menguraikan struktur teks (*identification* dan *description*) dari teks deskriptif tentang tempat wisata yang runtut dan benar dengan bekerjasama.
3. Melalui pembelajaran analisis teks dan diskusi kelompok, peserta didik dapat menguraikan unsur kebahasaan teks deskriptif tentang tempat wisata (*noun phrase*) yang baik dan benar dengan bekerjasama.



Purposes of the learning

4. Melalui pembelajaran analisis teks dan diskusi kelompok, peserta didik dapat menguraikan unsur kebahasaan teks deskriptif tentang tempat wisata (*simple present tense*) yang baik dan benar dengan bekerjasama.
5. Melalui pembelajaran analisis teks dan diskusi kelompok, peserta didik dapat membentuk (merangkai) teks deskriptif tentang tempat wisata yang masih acak berdasarkan struktur teks deskriptif yang runtut dan benar dengan bekerjasama.
6. Melalui kegiatan presentasi, peserta didik dapat menjelaskan struktur teks deskriptif secara lisan yang runtut dan benar dengan bekerjasama.



What Must you do??

- Make a group that consists of 3 students.
- Pay attention to this pictures!
- Pay attention also to the descriptive texts!





Text 1

Located some 4 hours drive from Surabaya, the capital of East Java, Mount Bromo is a part of the Bromo Tengger Semeru National Park that covers a massive area of 800 square km. While it may be small when measured against other volcanoes in Indonesia, the magnificent Mt Bromo will not disappoint with its spectacular views and dramatic landscapes. At 2,392 meters tall, Mt Bromo is not among the tallest of Indonesia's mountains but its stunning beauty lies in its incredible setting.

From a vantage point on Mount Penanjakan (2,770 meters above sea level), 2.5 hours from Malang, Visitors from around the world come to see the sunrise over Mt Bromo. From this spot the vista is magnificent. All you will hear is the click of cameras as visitors snap their camera's hoping to capture the incredible scene of Mt Bromo in the foreground with Mt Semeru smoking in the distance and the sun shining brightly, quickly rising in the sky.

The eerie landscape has spawned countless legends and myths. Mt Bromo has particular significance for the Tengger people who believe that this was the site where a brave prince sacrificed his life for his family. The people here appease the Gods once a year during the annual Kasada festival where offerings of vegetables, chickens and money are thrown into the crater of the volcano



What Must you do??

- After paying attention to the picture and the text, every group must discuss each other and explore the information to analyze the following points:
 - ❑ The purpose (social function) of Descriptive text
 - ❑ The generic structures of Descriptive text
 - ❑ The language features of Descriptive text
- You can use internet and supporting English books to explore your information deeper.



What Must you do then??

- If you have discussed and explored the information related to the questions, write the result in a A4 paper that I have given to you.
- Don't forget to put the names of all your group members in the corner of the paper.



Pay attention to the picture and text below! Then answer the question below the text!



A Lake Toba is an area of 1,707 km², we can say that this is 1,000 km² bigger than Singapore. It formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on Earth. Pulau Samosir or Samosir Island, The island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable boats to pass; a road bridge crosses the cutting. Samosir island is the cultural centre of the Batak tribe, the indigenous from North Sumatra.

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

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

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

The appropriate order of the paragraphs should be? _ _ _ _

After that, What you have to do?

- I will give the chance for each group to present the result of your discussion and your work (*re-arrange the paragraphs*) for about 5 minutes.
- After having presentation of each group, I will give chance for other group member to give opinion, give suggestion, or ask questions related to the presentation.
- Is the instruction is clear? Any questions?
- Alright, just prepare for the presentation and please don't be noisy when your friends present their work. We have to respect each other.



Good Job for all the Presentations !!

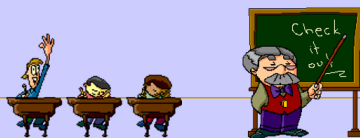
- Actually all the presentations, opinion, suggestions, and questions are very good.
- However, I have to give you some clarification and feedback related to your presentation.
- In the end of our lesson, let's summarize the definition, purpose, generic structures, and language features of descriptive text.



The definition and purpose of descriptive text

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

Its purpose is to describe certain characteristics or features of a particular thing, a particular place, a particular person or a particular animal



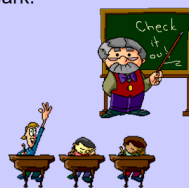
Generic Structure of Descriptive text

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



Language features of a descriptive text

- Noun
Ex: my cat, my house, Singapore
- Simple Present
Ex: It **lies** in the southern part of France.
The university **is located** at the North of city park.
It **consists of** five federal states.
- Noun Phrase
Ex: It is a **beautiful large terrace**.
She is a **clever cat**.
The **black leather handbag** is mine



Thank you for your participation today

- In order to give you better understanding about descriptive text, I give you assignment in the form of reading comprehension (multiple choice: 10 questions).
- Please do it at home and submit it next meeting! I will check it and give it the score.
- Ok, have a nice learning for the next meeting.
- Bye.



Lampiran 3: Lembar Kerja Peserta Didik (LKPD)

LEMBAR KERJA PESERTA DIDIK (LKPD)

Sekolah : SMA Mambaus Sholihin Blitar
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / Ganjil
Program : IPA/ IPS
Materi Pokok : Descriptive Text

A. Kompetensi Dasar

<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>4.4.1 Menemukan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan <i>descriptive text</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>
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B. Indikator Pencapaian Kompetensi (IPK)

<p>3.4.1. Menentukan <i>social function</i> teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.2. Menentukan <i>identification</i> dan <i>description</i> teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.3. Membedakan unsur kebahasaan teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal (<i>noun phrase</i> dan <i>simple present tense</i>).</p>	<p>4.4.1. Menyusun teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal secara utuh berdasarkan struktur teks deskriptif yang sesuai secara lisan.</p> <p>4.4.2. Menyajikan teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal secara utuh berdasarkan struktur teks deskriptif yang sesuai secara lisan.</p>
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C. Tujuan Pembelajaran

1. Melalui pemberian contoh **PPT/ video teks descriptive** yang di share melalui grup wa /quizizz , **peserta didik** dapat **menemukan informasi umum dan menentukan** (*social function*) teks descriptive tentang tempat wisata dan bangunan bersejarah terkenal **dengan benar secara mandiri**
2. Melalui pemberian contoh **PPT /video teks descriptive** yang di share melalui grup wa /quizizz, **peserta didik dapat menentukan struktur teks** (*identification* dan *description*) dari teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal yang runtut **dengan benar secara mandiri**

3. Melalui pemberian contoh **PPT/ video teks descriptive yang di share melalui grup wa /quizizz**, peserta didik dapat **membedakan unsur kebahasaan** teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal (*simple present tense ,noun phrase*) yang baik dengan benar secara mandiri
4. Melalui diskusi kelompok tentang teks descriptive di grup whatsapp, peserta didik dapat **menyusun (merangkai)** teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal yang masih acak berdasarkan struktur teks deskriptif yang runtut dengan benar secara bekejasama.
5. Melalui kegiatan **video presentasi di grup whatsapp**, peserta didik dapat **menyajikan video contoh** deskriptif teks yang telah di buat secara lisan yang runtut dan benar secara mandiri.

Exercise 1

Instruction: *Have you ever visited Batu Night Spectacular (BNS)? If you haven't visited it, this text may help you to explain the description of Batu Night Spectacular. Unfortunately, the paragraphs in this text are still unordered. Please re-arrange the paragraphs into a complete descriptive text.*

BATU NIGHT SPECTACULAR (BNS)



A BNS is open at 3 pm until midnight, so you do not have to worry benighted to enjoy the beautiful attractions of this one. Because of its uniqueness is also the one that is only open in the evening until midnight. Batu Night Spectacular visited by many visitors who want to unwind after doing daily activities. Thus, a visit to Batu Night Spectacular can be one alternative to reduce feeling tired and stress.

B The attractions can be enjoyed in BNS such as, kid's zone, some variety of rides, some attractive galleries to visit, Gallery of Ghost, Slalom Test, Highest Air Bike, Lantern Garden, Trampoline and four-dimensional cinema. You can also test your adrenaline by trying the drag race, mouse coaster, and various other games.

C Malang city which is the second largest city in East Java, after Surabaya, has its own uniqueness and attractiveness. Lots of unique culinary that you must taste, destination places for

recreation such as Panorama of Ngliyep Beach, and also some amazing attractions around the cities. One of amazing attraction is Batu Night Spectacular or commonly known as BNS.



After enjoying a variety of rides that are provided in an area of 3 thousand square meters, you can continue going to the night market. Its area is peddling a variety of needs and souvenirs. At the end of the night market, there are hundreds of chairs lined up which are provided for visitors in the food court area. There are many menu options of drinks and food in this area. Just choose which one you like, cold or hot drinks, and many variety of food. Many of the menu can be selected according to taste.



BNS is a recreation place as the same kind as WBL. However, each of them has specific characteristics. Batu Night Spectacular can only be enjoyed at night, as the name suggests it is a tourist attraction spectacular. Batu Night Spectacular is located in the village of Oro-oro Ombo, district of Batu. You can achieve this place by using a personal vehicle for 15 – 30 minutes from Malang city.

Question:

The appropriate order of the paragraphs should be? ___ ___ ___ ___ ___

Exercise 2

After re-arranging and reading the complete descriptive text of Toba Lake above, answer the following questions!

1. What are the unique things of BNS?
2. Where is the location of BNS exactly?
3. What is the social function of the text above?
4. What are the generic structures of the text above?
5. *Malang city which is the second largest city in East Java, after Surabaya, has its own uniqueness and attractiveness.*

The word “its” in the sentence above refers to ...

Exercise 3

Do the following reading comprehension exercises by choosing a true answer from each multiple choice question!

Text 1 (for no. 1-5)

Orchard Road

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

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

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

1 - The text mainly focuses on

- A. Singapore
- B. Plaza and Mall
- C. Shopping Center
- D. Orchard Plantation
- E. Orchard road as business and entertainment center

2 - Which statement is **true** based on the text?

- A. Orchard road is infamous place at Singapore.
- B. At first Orchard Road is a crowded settlement.
- C. Orchard road is not surrounded by flower garden.
- D. Orchard road became business and entertainment center since 1974.
- E. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction.

3 - In the third paragraph the writer describes about?

- A. The history of Orchard Road
 - B. The location of Orchard Road
 - C. The distance of Orchard Road
 - D. The direction to get to Orchard Road
 - E. The things that we can see at orchard road
- 4 - The word *it* in line 4 refers to?
- A. The plaza
 - B. Singapore
 - C. The plantation
 - D. Suburban street
 - E. Luxury branded things
- 5 - The word *satisfy* in line eighth has the closest meaning with?
- A. Frighten
 - B. Pleased
 - C. Threat
 - D. Loved
 - E. Free

Text 2 (for no. 6-8)

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

- 6 - What is the text purpose?
- A. To explain the reader about floors in Petruk Cave
 - B. To inform readers about tourism in Kebumen
 - C. To introduce the Local tourism in Kebumen
 - D. To entertain reader about Petruk Cave
 - E. To describe Petruk Cave
- 7 - Why did Petruk cave named as one of character in Punokawan puppet?
- A. Because Petruk is buried at the cave

- B. Because the cave is belong to Petruk
- C. Because Petruk is the first explorer of the cave
- D. Because the cave's depth is as deep as Petruk's hair
- E. Because the cave's length is as long as Petruk's nose

8 - What is **led** means in paragraph 2?

- A. Guide
- B. Place
- C. Bring
- D. Take
- E. Put

Text 3 (for no. 9 and 10)

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

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

9 - What does the above text tell us about?

- A. The famous products of Kediri
- B. The description of Kediri
- C. The Kediri topography
- D. The history of Kediri
- E. The people of Kediri

10 - "Those who do not work here" (*Last sentence*)

The underlined word refers to

- A. the local people
- B. the factory workers
- C. the farmers
- D. the traders
- E. the workers

Lampiran 4: Instrumen Penilaian

1. Penilaian Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap.

No	Nama Peserta didik	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Predikat Nilai
		Bekerja sama	Jujur	Tanggung jawab	Disiplin			
1	Student A	75	75	50	75	275	68,75	C
2	Students B	80	80	80	80	320	80	B

Catatan :

- Aspek perilaku dinilai dengan kriteria:
86 – 100 = Sangat Baik (SB)
76 – 85 = Baik (B)
50 – 75 = Cukup (C)
25 – 50 = Kurang (K)
0 – 25 = Sangat Kurang (K)
- Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
- Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai. Misal = $275 : 4 = 68,75$

2. Penilaian Pengetahuan

KISI-KISI PENULISAN SOAL

Jenjang Pendidikan	: SMA
Mata Pelajaran	: Bahasa Inggris
Kurikulum	: 2013
Kelas	: X
Jumlah Soal	: 10
Bentuk Soal	: Pilihan Ganda

No	Kompetensi Dasar	Kelas	Materi	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	10	Teks essei berbentuk descriptive	Diberikan sebuah teks descriptive, siswa dapat menentukan topik / ide pokok dari teks tersebut.	C 4	1	What is the text about? A. Traghetti B. Gondola C. Venice D. Canal E. Italy
				Diberikan sebuah teks	C 4	2	Which statement is TRUE according to

tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya			descriptive, siswa dapat menentukan informasi tersurat dari teks tersebut.			the text? A. Venice has 150 islands. B. It is famous for its canals. C. It is located in southern Italy. D. Venice has been known as the "King of the Adriatic". E. There are many gondolas available to be used nowadays.
			Diberikan sebuah teks descriptive, siswa dapat menentukan antonim salah satu kata di teks tersebut.	C 4	3	"It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon." (Paragraph 2) The antonym of the underlined word is ... A. black B. small C. large D. deep E. dark
			Diberikan sebuah teks descriptive, siswa dapat menentukan topik / ide pokok dari teks tersebut.	C 4	4	What does the text mainly talk about? A. Amazing tourist resorts in Jambi. B. Gunung Tujuh Lake in Jambi. C. Steep forest slopes in Jambi. D. Volcanic lakes in Jambi. E. Waterfalls in Jambi.
			Diberikan sebuah teks descriptive, siswa dapat menentukan informasi tersurat dari teks tersebut.	C 4	5	Which statement is TRUE according to the text? A. The lake is 3 km long. B. Gunung Tujuh Lake is not a volcanic lake. C. Gunung Tujuh Lake is 4.5 km

							<p>away from Sungai Penuh.</p> <p>D. There are steep forest slopes and seven mountains around the lake.</p> <p>E. Siamangs are the only animals that can be found in Gunung Tujuh Lake</p>
				Diberikan sebuah teks descriptive, siswa dapat menentukan topik / ide pokok dari teks tersebut.	C 4	6	<p>What does the above text tell us about?</p> <p>A. The famous products of Kediri</p> <p>B. The description of Kediri</p> <p>C. The Kediri topography</p> <p>D. The history of Kediri</p> <p>E. The people of Kediri</p>
				Diberikan sebuah teks descriptive, siswa dapat menentukan unsur kebahasaan berupa kata ganti orang jamak (<i>pronoun</i>).	C 4	7	<p>“<u>Those</u> who do not work here” (<i>Last sentence</i>).</p> <p>The underlined word refers to</p> <p>A. the local people</p> <p>B. the factory workers</p> <p>C. the farmers</p> <p>D. the traders</p> <p>E. the workers</p>
				Diberikan sebuah teks descriptive, siswa dapat menentukan informasi tersurat dari teks tersebut.	C 4	8	<p>Most people in Pucang earn their living by</p> <p>A. producing horns of buffaloes</p> <p>B. producing thousand of combs</p> <p>C. carving horns of buffaloes or cows</p> <p>D. providing horns of buffaloes or cows</p> <p>E. buying and selling any kinds of souvenirs</p>
				Diberikan sebuah teks descriptive,	C 4	9	<p>Which statement is true according to the text?</p> <p>A. The people are</p>

				siswa dapat menentukan informasi tersurat dari teks tersebut.			able to carve more than ten thousand horns a day. B. Every family has their own workshop to display their handicrafts. C. It takes some hours to go to Magelang from Yogyakarta. D. Less than a hundred people are skillful in carving horns. E. They once made 142,000 combs within a month.
				Diberikan sebuah teks descriptive, siswa dapat menentukan informasi tersurat dari teks tersebut.	C 4	10	“ ... make their living by <u>carving</u> horns of buffaloes or cows.” (Paragraph 2)/ The underlined word has the closest meaning to make an object by cutting a piece of A. copper B. wood C. steel D. iron E. tin

SOAL EVALUASI

Instruction: Do the following reading comprehension exercises by choosing a true answer from each multiple choice question!

Text 1 (for questions no. 1-3)

Venice is a city in northern Italy. It has been known as the “Queen of the Adriatic”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which play regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

1. What is the text about?
 - A. Traghetto
 - B. Gondola
 - C. Venice
 - D. Canal
 - E. Italy

2. Which statement is TRUE according to the text?
 - A. Venice has 150 islands.
 - B. It is famous for its canals.
 - C. It is located in southern Italy.
 - D. Venice has been known as the "King of the Adriatic".
 - E. There are many gondolas available to be used nowadays.

3. "It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon."
(Paragraph 2)
The antonym of the underlined word is
 - A. black
 - B. small
 - C. large
 - D. deep
 - E. dark

Text 2 (for questions no. 4-5)

Gunung Tujuh Lake is one of the many lakes in Kabupaten Kerinci in Jambi province. It is an amazing tourist place to visit. The location of Gunung Tujuh Lake is in Kecamatan Kayu Aro. It is about 50 km from Sungai Penuh to Pelompek village by public transportation. Then people climb and walk for another 4 km or for 2.5 hours. The lake is surrounded by steep forest slopes and seven mountains. The highest peak of Gunung Tujuh Lake is 1,950 m above sea level. The length of the lake is 4,5 km and the width is 3 km. It is a volcanic lake and the highest in Southeast Asia. The temperature around the lake is very cold. Besides waterfalls you can also find animals such as siamang, elephants and birds. Gunung Tujuh Lake is really beautiful with a spectacular scenery.

4. What does the text mainly talk about?
 - A. Amazing tourist resorts in Jambi.
 - B. Gunung Tujuh Lake in Jambi.
 - C. Steep forest slopes in Jambi.
 - D. Volcanic lakes in Jambi.
 - E. Waterfalls in Jambi.

5. Which statement is TRUE according to the text?
 - A. The lake is 3 km long.
 - B. Gunung Tujuh Lake is not a volcanic lake.
 - C. Gunung Tujuh Lake is 4.5 km away from Sungai Penuh.
 - D. There are steep forest slopes and seven mountains around the lake.

- E. Siamangs are the only animals that can be found in Gunung Tujuh Lake

Text 3 (for no. 6 and 7)

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

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

6. What does the above text tell us about?
- A. The famous products of Kediri
 - B. The description of Kediri
 - C. The Kediri topography
 - D. The history of Kediri
 - E. The people of Kediri
7. "Those who do not work here" (*Last sentence*)

The underlined word refers to

- A. the local people
- B. the factory workers
- C. the farmers
- D. the traders
- E. the workers

Text 4 (for no. 8-10)

Magelang is an interesting tourist resort with many attractive old buildings. It is located in Central Java about forty kilometers north of Yogyakarta. It takes about an hour by bus from Yogyakarta.

Pucang, Secang, a sub-district in Magelang, is one of the popular places for horn carving handicrafts. It is said that most of the people are skilled in this art. More than fifty five families actually make their living by carving horns of buffaloes or cows.

They normally produce one thousand carvings a day. However, this is not a record for a single day. They once received an order for one hundred and forty two thousands combs to be completed within a month.

Any kind of horn carving handicraft is displayed at the workshop where the tourist often come to buy souvenirs.

8. Most people in Pucang earn their living by
- A. producing horns of buffaloes
 - B. producing thousand of combs

- C. carving horns of buffaloes or cows
 D. providing horns of buffaloes or cows
 E. buying and selling any kinds of souvenirs
9. Which statement is **true** according to the text?
- A. The people are able to carve more than ten thousands horns a day.
 B. Every family has their own workshop to display their handicrafts.
 C. It takes some hours to go to Magelang from Yogyakarta.
 D. Less than a hundred people are skillful in carving horns.
 E. They once made 142,000 combs within a month.
10. “ ... make their living by carving horns of buffaloes or cows.” (*Paragraph 2*)
 The underlined word has the closest meaning to make an object by cutting a piece of
- A. copper
 B. wood
 C. steel
 D. iron
 E. tin

Pedoman Penilaian

Soal Nomor	Kunci jawaban	Nilai Jawaban benar	Nilai Jawaban salah
1	Venice (C)	10	0
2	It is famous for its canals (B)	10	0
3	Deep (D)	10	0
4	Gunung Tujuh Lake in Jambi (B)	10	0
5	There are steep forest (D)	10	0
6	The description of Kediri (B)	10	0
7	The local people (A)	10	0
8	Carving horns of buffaloes or cows (C)	10	0
9	They once made 142,000 combs within a month (E)	10	0
10	Wood (B)	10	0
Skor Maksimal		100	

3. Penilaian Keterampilan

a. Penilaian Presentasi

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Jumlah Nilai	Predikat Nilai
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa (Ucapan, Tata Bahasa, Perbendaharaan kata)		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum			

Keterangan:

- Rentang penilaian presentasi
 17 – 20 = Sangat Baik (SB)
 12 – 16 = Baik (B)
 9 – 11 = Cukup (C)
 6 – 8 = Kurang (K)
 1 – 5 = Sangat Kurang (K)
- Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100
- Skor yang dicapai = jumlah skor X 5 aspek

b. Penilaian Kemampuan penyampaian opini / pendapat terhadap presentasi kelompok lain (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	
		Ada beberapa kesalahan dan mengganggu makna	3	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu		1

		makna		
2	Intonasi (<i>intonation</i>)	Hampir sempurna		5
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4
		Ada beberapa kesalahan dan mengganggu makna		3
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna		1
3	Kelancaran (<i>fluency</i>)	Sangat lancar		5
		Lancar		4
		Cukup lancar		3
		Kurang lancar	Sangat tidak lancar	2
		Tidak lancar		1
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5
		Tepat		4
		Cukup tepat		3
		Kurang tepat	Hampir tidak tepat	2
		Tidak tepat		1

Keterangan:

Total nilai = Jumlah nilai keempat aspek x 5

Nilai Maksimal = 100

c. Penilaian membentuk (merangkai) *jumbled paragraphs*

No	Jawaban Benar	Jawaban Salah
1	C A D B	Jawaban selain C A D B

Catatan :

1. Skor Jawaban benar = 10 dan Salah = 0
2. Skor maksimal dari total nilai = 10

4. Instrumen Program Remedial dan Pengayaan

a. Rubrik Penilaian Program Remedial (Analisis teks deskriptif)

No.	Aspek yang Dinilai	Sesuai	Cukup	Kurang Sesuai
1.	Definition			
2.	Social Function			
3.	Generic structures			
4.	Language features			
Skor yang dicapai				
Skor maksimum		100		

Keterangan:

Sesuai mendapat skor 25

Cukup mendapat skor 10

Kurang sesuai mendapat skor 5

b. Rubrik Penilaian dan Kunci Jawaban Program Remedial (*Reading Comprehension*)

No soal	Aspek soal yang dinilai	Jawaban	Jumlah jawaban benar	Jumlah jawaban salah	Total nilai
1	Ide pokok	C	10	0	10
2	Informasi tersurat	B	10	0	10
3	Antonim	D	10	0	10
4	Fungsi sosial	B	10	0	10
5	Informasi tersurat	D	10	0	10
6	Sinonim	A	10	0	10
7	Ide pokok	C	10	0	10
8	Informasi tersirat	A	10	0	10
9	Informasi tersurat	D	10	0	10
10	Sinonim	E	10	0	10
Total Nilai					100

Catatan :

1. Skor Jawaban benar = 10 dan Salah = 0
2. Skor maksimal dari total nilai = 10 soal x 10 = 100

c. **Penilaian program pengayaan (writing)**

No	Aspek yang Dinilai	Kriteria	Skor 1-5	
1	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	
		Isi sesuai dengan judul	4	
		Isi cukup sesuai dengan judul	3	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2
		Isi tidak sesuai dengan judul		1
2	Keruntutan Teks	Keruntutan teks sangat tepat	5	
		Keruntutan teks tepat	4	
		Keruntutan teks cukup tepat	3	
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2
		Keruntutan teks tidak tepat		1
3	Pilihan Kosakata	Pilihan kosakata sangat tepat	5	
		Pilihan kosakata tepat	4	
		Pilihan kosakata cukup tepat	3	
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2
		Pilihan kosakata tidak tepat		1
4	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat	5	
		Pilihan tata bahasa tepat	4	
		Pilihan tata bahasa cukup tepat	3	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2
		Pilihan tata bahasa tidak tepat		1
5	Penulisan	Penulisan kosakata sangat tepat	5	

	Kosakata	Penulisan kosakata tepat		4
		Penulisan kosakata cukup tepat		3
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2
		Penulisan kosakata tidak tepat		1

Keterangan:

Total nilai = Jumlah nilai kelima aspek x 4
Nilai Maksimal = 100

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55