

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA NEGERI 1 BAKTIYA
Mata Pelajaran	: Bahasa Inggris (Wajib)
Kelas/ Semester	: X/ Ganjil
Tema	: Teks Deskriptif
Sub Tema	:Teks Deskriptif; Tempat Wisata dan Bangunan Bersejarah Terkenal
Pembelajaran Ke	: 4
Alokasi Waktu	: 30 Menit

A. TUJUAN PEMBELAJARAN

Dengan metode *Discovery Learning* dan model pembelajaran berbasis 4C, peserta didik mampu:

- 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.
- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal
- Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. KEGIATAN PEMBELAJARAN

1. Pendahuluan

- Guru memberi salam, berdo'a dan mengecek kehadiran peserta didik.
- Guru memberikan motivasi agar siswa tetap semangat belajar dimasa pandemi covid-19
- Guru mengajukan pertanyaan yang ada kaitannya dengan pelajaran yang akan dilakukan
- Guru menyampaikan tujuan pertemuan hari ini.
- Guru menginformasikan aspek penilaian dari sikap, pengetahuan dan keterampilan.

2. Inti

- Mengamati dan memberikan gambaran umum sebuah gambar salah satu objek wisata yang ada di Aceh (Museum Tsunami) yang diberikan guru
- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan **Teks deskriptif** terkait tempat wisata dan bangunan bersejarah terkenal melalui soal uraian dari sebuah teks tulis
- Berdiskusi dalam kelompok untuk menentukan fungsi sosial, struktur teks dan unsur kebahasaan **Teks deskriptif** terkait tempat wisata dan bangunan bersejarah terkenal
- Mempresentasikan hasil diskusi kelompok

3. Penutup

- Menyimpulkan pembelajaran hari ini
- Melakukan refleksi kegiatan.

- Menginformasikan pertemuan berikut

C. PENILAIN PEMBELAJARAN

SIKAP

- Observasi pada saat berdiskusi
- Jurnal guru
- Ketepatan waktu saat mengumpulkan tugas

PENGETAHUAN

- Tes tertulis
 - a. Esai/uraian
 - b. Penugasan

KETERAMPILAN

- Bermain peran (rubrik)
- Portofolio

D. CATATAN :

**Mengetahui,
Kepala SMAN 1 Baktiya**

**Jalaluddin,S.Pd, M.Pd
NIP. 19700825 199801 1 001**

**Baktiya, 30 Desember 2020
Guru Mata Pelajaran**

**Nisrina, S.Pd
NIP. -**

DESCRIPTIVE TEXT



❖ **Definition** : a piece of writing that lists the characteristics of a person, place or thing. It describes living and non living things such as animals, town, buildings, etc

❖ **Social Function**

- To describe a particular person, place or thing
- To proud, sell, introduce, identify, criticize, etc

❖ **Generic structure**

- **Identification** : introduces who, where or what is being described
- **Description** : describes the characteristics, parts and qualities of the subject being described

❖ **Language features**

- Vocabularies and term related to tourist resort and famous historical building
- Related Adverb such as *quite, very, extremely, dst.*
- Declarative sentence and interrogative in the right tense
- Nominal singular & plural (*a, the, this, those, my, their*)

- Pronunciation, word stress, intonation, spelling, punctuation & handwriting

❖ Example



TSUNAMI MUSEUM

Identification	Located at Jalan Iskandar Muda, Banda Aceh, the museum is open every day (except Friday) at 10:00 to 12:00 and 15:00 to 17:00. The style of this building is quite unique, it has stage house style or Rumah Panggung, and it resembles a ship with a chimney, when we see from far.
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Description	<p>Inside the museum, you can find a narrow hallway with rumble noises waterwall on both sides as if to remind the enormity of the tsunami. Aceh Tsunami Museum displays an electronic simulation of the 2004 Indian Ocean earthquake, the photographs of the victims and the stories of the survivors.</p> <p>The model of the building is the result of contest winners, who is M. Ridwan Kamil (the Lecturer in Architecture from Bandung Institute of Technology) with the idea of building, is Rumoh Aceh as Escape Hill. The museum building plans are analogous to ocean wave's tsunami epicenter. The traditional elements such as Tari Saman have been translated in the outer skin of the building exterior.</p> <p>This Museum that was built with Rp 70 billion funds has 2 floors, where the first floor is an open area that can be seen from the outside and its function as a place to commemorate the tsunami. On this floor there are several rooms that contain tsunami track record in 2004. There is tsunami showroom, pre-Tsunami, the day of the tsunami and post-tsunami space. Also, there are some pictures of tsunami, tsunami trace artifacts and dioramas displayed in this floor.</p> <p>On the 2nd floor containing instructional media in the form of a library, props, space 4D, and a souvenir shop. Some props are displayed among other things; the design of earthquake-resistant buildings, as well as a model diagram of the earth fault. There are some facilities continue to be refined as space disaster painting, diorama, libraries, 4-dimensional space, as well as cafe.</p> <p>The exterior of the museum is to express cultural diversity of Aceh with decorative ornament element of transparency such as bamboo weaving. The interior view will lead you to the contemplation of the devastating disaster suffered by the people of Aceh as well surrender and recognition of the strength and power of God.</p>
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<p>Aceh Tsunami Museum was built on the initiative of several institutions like the Reconstruction Agency for Aceh and Nias, the Ministry of Energy and Mineral Resources, Government of Aceh, the Government of Banda Aceh and the Indonesian Architects Association.</p> <p>The museum was inaugurated in February 2008. The purpose of development in addition to the memory of the earthquake that led to the 2004 tsunami as well as well as being an educational center and as a center for evacuation if the tsunami comes again. At that time the tsunami in 2004 killed more than 120 thousand people, and becomes the national tragedy of all time.</p>

Lampiran 2: Penilaian Sikap

❖ Sikap yang menjadi fokus penilaian adalah jujur, disiplin, bertanggung jawab, peduli, kerja sama, toleran, santun, responsif, pro-aktif, dan ketepatan waktu mengumpulkan tugas

Jurnal Penilaian Sikap

No	Nama Peserta Didik	Kelas	Kejadian/prilaku	Butir sikap	Kategori		Tindak lanjut
					+	-	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
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14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							

Catatan : Hasil penilaian sikap dalam jurnal akan direkap dalam satu semester dan diserahkan ke wali kelas, untuk dipertimbangkan dalam penilaian sikap dalam rapor (menunjang penilaian sikap dari guru PAI dan guru PPKN).

Lampiran 3: Penilaian Pengetahuan

A. Kisi-kisi penilaian harian

Kompetensi Dasar	IPK	Materi	Indikator Soal	Bentuk Soal
<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>	<ul style="list-style-type: none"> ❖ Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan Teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal ❖ Menganalisis unsur kebahasaan Teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal 	<p>Teks Fungsional Teks Deskriptif</p> <ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb Aspek Fungsi Sosial: <ul style="list-style-type: none"> - topik - tujuan - latarbelakang - dampak/manfaat - sikap/nilai - peran pembicara/penulis - peran pendengar/pembaca - konteks penggunaan (waktu, tempat, situasi) • StrukturTeks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan Aspek Struktur Teks: <ul style="list-style-type: none"> - pokok pikiran utama - rincian argumentasi - langkah2 peristiwa - plot/alur pikir • Unsurkebahasaan: <ul style="list-style-type: none"> - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. 	<ul style="list-style-type: none"> • Diberikan sebuah teks tulis, peserta didik dapat menjawab pertanyaan dengan benar • Diperdengarkan sebuah audio, peserta didik dapat menemukan kata sifat didalam audio dengan tepat 	<p>Uraian</p> <p>Uraian</p>

		- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan		
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B. Instrumen Penilaian pengetahuan

- Nama Satuan pendidikan : SMA Negeri 1 Baktiya
Mata Pelajaran : Bahasa Inggris Wajib
Kelas/Semester : X / Semester 1
IPK : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan **Teks deskriptif** terkait tempat wisata dan bangunan bersejarah terkenal
Menganalisis unsur kebahasaan **Teks deskriptif** terkait tempat wisata dan bangunan bersejarah terkenal

Soal 1

Read the text carefully

TSUNAMI MUSEUM	
Identification	Located at Jalan Iskandar Muda, Banda Aceh, the museum is open every day (except Friday) at 10:00 to 12:00 and 15:00 to 17:00. The style of this building is quite unique, it has stage house style or Rumah Panggung, and it resembles a ship with a chimney, when we see from far.
Description	<p>Inside the museum, you can find a narrow hallway with rumble noises waterwall on both sides as if to remind the enormity of the tsunami. Aceh Tsunami Museum displays an electronic simulation of the 2004 Indian Ocean earthquake, the photographs of the victims and the stories of the survivors.</p> <p>The model of the building is the result of contest winners, who is M. Ridwan Kamil (the Lecturer in Architecture from Bandung Institute of Technology) with the idea of building, is Rumoh Aceh as Escape Hill. The museum building plans are analogous to ocean wave's tsunami epicenter. The traditional elements such as Tari Saman have been translated in the outer skin of the building exterior.</p> <p>This Museum that was built with Rp 70 billion funds has 2 stairs, where the first floor is an open area that can be seen from the outside and its function as a place to commemorate the tsunami. On this floor there are several rooms that contain tsunami track record in 2004. There is tsunami showroom, pre-Tsunami, the day of the tsunami and post-tsunami space. Also, there are some pictures of tsunami, tsunami trace artifacts and dioramas displayed in this floor.</p> <p>On the 2nd floor containing instructional media in the form of a library, props, space 4D, and a souvenir shop. Some props are displayed among other things; the design of earthquake-resistant buildings, as well as a model diagram of the earth fault. There are some facilities continue to be refined as space disaster painting, diorama, libraries, 4-dimensional space, as well as cafe.</p> <p>The exterior of the museum is to express cultural diversity of Aceh with decorative ornament element of transparency such as bamboo weaving. The interior view will lead you to the contemplation of the devastating disaster suffered by the people of Aceh as well surrender and recognition of the strength and power of God.</p> <p>Aceh Tsunami Museum was built on the initiative of several institutions like the Reconstruction Agency for Aceh and Nias, the Ministry of Energy and Mineral Resources, Government of Aceh, the Government of Banda Aceh and the Indonesian Architects Association.</p> <p>The museum was inaugurated in February 2008. The purpose of development in addition to the memory of the earthquake that led to the 2004 tsunami as well as well as being an educational center and as a center for evacuation if the tsunami comes again. At that time the tsunami in 2004 killed more than 120 thousand people, and became the national tragedy of all time.</p>

Answer the following questions

1. What is the text about?
2. What is the second paragraph called?
3. Whose Idea of the Tsunami building belongs to ?
4. What does the exterior of the museum express?
5. What is the purpose of the text?

Jawaban

1. The text is about the description of Tsunami Museum
2. The second paragraph is called Descriptive Text
3. The Idea of Tsunami building belongs to M. Ridwan Kamil
4. The exterior of the museum is to express cultural diversity of Aceh with decorative ornament element of transparency such as bamboo weaving
5. The purpose of the text is to describe Tsunami Museum as general

Pedoman Penskoran

JAWABAN	Kreteria	SKOR
1. The general and specific information about the text	Tepat	3
2. The general information/specific information about the text	Kurang tepat	2
3. Other then 1 and 2	Tidak tepat	1

$$\text{Nilai Perolehan} = \frac{\text{Skor Perolehan}}{\text{skor maksimal}} \times 100$$

Soal 2

Listen to the audio carefully and find out 10 adjectives mentioned in the audio!

The script

My hometown is Makassar, the capital of South Sulawesi. It is one of the most attractive cities in Indonesia because it is right on the water's edge. We can see fantastic views and many picturesque islands from the city's Losari beach. We can also eat and enjoy the traditional food of Makassar, such as "Pisang Epe" while we watch the sun go down in a ball of flaming red and orange. It's a magical place to be in the cool of the evening with the fresh smell of the ocean air and the spicy aroma of delicious meals cooking in carts all around.

Pause

Makassar is a densely populated city. The population is only about one million but the area of the city is relatively small. For that reason, it is crowded and bustling with lots of cars, bemos, taxis, traders, markets, shops, shoppers, busy school children all frantically going about their business. If you close your eyes, I'm sure you can imagine the din of the horns, chattering ladies and all the other noises of the city life.

Pause

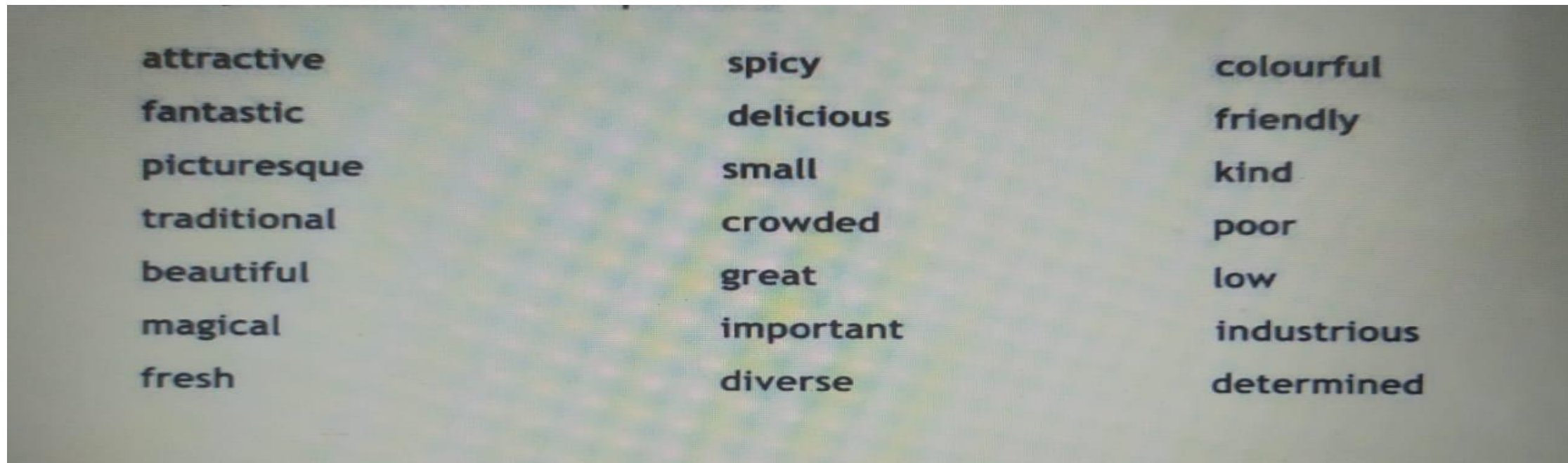
Regarding people, in Makassar there are many ethnic groups, such as Bugis, Makassar, Mandar, Toraja, Chinese, etc. This great mix makes Makassar a richly diverse and colourful society. And of course, there are many religions in Makassar too. In spite of what many people believe, the people of Makassar are friendly and kind. They socialize with each other easily and during special events like Idul Fitri, the Christians visit their Muslim brothers to bring them greetings.

Similarly, when Christmas comes, the Muslims also show their concern and affection for their Christian neighbours and friends.

Pause

Of course Makassar has its problems just like any city anywhere in the world. Nevertheless the people of Makassar are industrious and determined and these problems will be overcome.

Jawaban



@ (skor=10)

Pedoman Penskoran

$$\text{Nilai Perolehan} = \frac{\text{SkorPerolehan}}{\text{skor maksimal}} \times 100$$

Lampiran 4: Penilaian Keterampilan

A. Kisi-kisi penilaian harian

Kompetensi Dasar	IPK	Materi	Indikator Soal	Bentuk Soal
<p>4.4 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>❖ Menyusun Teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>❖ Mendemonstrasikan Teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal</p>	<p>Teks Fungsional Teks Deskriptif</p> <p>• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb</p> <p>Aspek Fungsi Sosial:</p> <ul style="list-style-type: none"> - topik - tujuan - latarbelakang - dampak/manfaat - sikap/nilai - peran pembicara/penulis - peran pendengar/pembaca - konteks penggunaan (waktu, tempat, situasi) <p>• StrukturTeks Dapat mencakup</p> <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan <p>Aspek Struktur Teks:</p> <ul style="list-style-type: none"> - pokok pikiran utama - rincian argumentasi - langkah2 peristiwa - plot/alur pikir <p>• Unsurkebahasaan:</p> <ul style="list-style-type: none"> - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. 	<ul style="list-style-type: none"> • Diberikan beberapa tempat wisata dan bangunan bersejarah terkenal, peserta didik dapat menuliskan teks deskriptif • Diberikan beberapa tempat wisata dan bangunan bersejarah terkenal, peserta didik dapat mempromosikan tempat wisata dan bangunan bersejarah tersebut 	<p>Unjuk kerja produk (teks)</p> <p>Unjuk kerja Presentasi</p>

		- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	
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B. Instrumen Penilaian keterampilan

Nama Satuan pendidikan : SMA Negeri 1 Baktiya
Mata Pelajaran : Bahasa Inggris Wajib
Kelas/Semester : X / Semester 1
IPK : Menyusun **Teks deskriptif** terkait tempat wisata dan bangunan bersejarah terkenal
Mendemonstrasikan **Teks deskriptif** terkait tempat wisata dan bangunan bersejarah terkenal

Soal 1

Create a descriptive text related to tourist resort and historical building in Aceh!

Soal 2

Promote the place in front of the class!

C. Rubrik tulisan

No	Nama Siswa	Aspek Yang Dinilai					Score	Nilai
		Voc	Gram	Punc	Content	Accu		
		1 – 4	1 – 4	1 – 4	1 – 4	1 – 4		
1								
2								
3								
4								
5								

Keterangan:

a. Vocabulary:

4=100 % pilihan kata tepat
3=75% penggunaan kata tepat
2=50% penggunaan kata tepat
1=25% penggunaan kata tepat

b. Grammar:

4=100 % penggunaan grammar tepat
3=75% penggunaan grammar tepat
2=50% penggunaan grammar tepat
1=25% penggunaan grammar tepat

c. Punctuation

4=100 % kalimat padu dan runut
3=75% kalimat padu dan runut
2=50% kalimat padu dan runut
1=25% kalimat padu dan runut

d. Content:

- 4=100 % isi tulisan sesuai dengan topik
- 3=75% isi tulisan sesuai dengan topik
- 2=50% isi tulisan sesuai dengan topik
- 1=25% isi tulisan sesuai dengan topik

e. Accuracy

- 4=100 % penggunaan tata bahasa yang tepat
- 3=75% penggunaan tata bahasa yang tepat
- 2=50% penggunaan tata bahasa yang tepat
- 1=25% penggunaan tata bahasa yang tepat

Kriteria penilaian dapat dilakukan sebagai berikut :

Skor maksimal : 20

Penentuan nilai : Nilai siswa = $\frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$

D. Rubrik presentasi

No	Nama Siswa	Aspek Yang Dinilai						Score	Nilai
		Fluen 1 - 4	Pron 1 - 4	Into 1 - 4	Unders 1 - 4	Voc 1 - 4	Gramm 1 - 4		
1									
2									
3									
4									
5									

Keterangan:

a. Fluency:

- 4=Sangat lancar
- 3=Lancar
- 2=Cukup lancar
- 1=Kurang lancar

b. Pronunciation:

- 4=Hampir sempurna
- 3=Ada kesalahan tapi tidak mengganggu makna
- 2=Ada beberapa kesalahan dan mengganggu makna
- 1=Banyak kesalahan dan mengganggu makna

c. Intonation

4=Hampir sempurna

3=Ada beberapa kesalahan tapi tidak mengganggu makna

2=Ada beberapa kesalahan dan mengganggu makna

1=Banyak kesalahan dan mengganggu makna

e. Vocabulary

4=Hampir sempurna

3=Ada kesalahan tapi tidak mengganggu makna

2=Ada kesalahan dan mengganggu makna

1=Banyak kesalahan dan mengganggu makna

d. Understanding

4=Sangat memahami

3=Memahami

2=Cukup memahami

1=Kurang memahami

f. Grammar

4=Hampir sempurna

3=Ada kesalahan di beberapa penggunaan

2=Ada beberapa kesalahan dan mempengaruhi makna

1=Banyak kesalahan dan mempengaruhi makna

Kriteria penilaian dapat dilakukan sebagai berikut :

Skor maksimal : 20

Penentuan nilai : Nilai siswa = $\frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$

LEMBAR PENILAIAN PORTOFOLIO

Jenis Tugas :
 Kelas :
 Semester/ Tahun Pelajaran : 1/ 2020 - 2021

No	Nama Peserta didik	Hari/tgl	Tugas KD	Nilai	Deskripsi kemajuan siswa	Tanda Tangan	
						Peserta Didik	Guru

