

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**MATA PELAJARAN : BAHASA INGGRIS
KELAS X SEMESTER GANJIL**

**Diajukan untuk bahan simulasi praktek mengajar calon Fasilitator Guru
Penggerak pada Program Guru Penggerak**

PENYUSUN

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JABATAN : PENGAWAS MADYA
JENJANG : SMA
**INSTANSI : DINAS PENDIDIKAN PROVINSI
SUMATERA BARAT**

PADANG 2021

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA

Kelas / Semester : X / 1

Tema : Teks Deskriptif

Sub Tema : Fungsi sosial, struktur teks, dan unsur kebahasaan tempat wisata dan bangunan bersejarah terkenal

Pembelajaran ke : 1

Alokasi Waktu : 2 x 45 menit (1 kali pertemuan)

A. TUJUAN PEMBELAJARAN

Melalui pembelajaran dengan menggunakan *genre based approach*, peserta didik mahir dan terampil membedakan, menangkap dan menyusun 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 untuk menguatkan sikap beriman, bertaqwa kepada Tuhan YME dan berakhlak mulia, berkebinekaan global, gotong royong, kreatif, bernalar kritis, dan mandiri.

B. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan (15 menit)	Sintak
<ol style="list-style-type: none"> 1. Peserta didik mengawali proses pembelajaran dengan berdoa, Asmaul Husna, membaca Al-Quran, dan menyanyikan Indonesia Raya (<i>sikap beriman, bertaqwa kepada Tuhan YME dan berakhlak mulia</i>) 2. Pendidik mengecek kehadiran peserta didik. 3. Peserta didik menjawab pertanyaan pendidik terkait materi yang telah dipelajari. 4. Peserta didik mendengarkan motivasi dari pendidik. 5. Peserta didik mendengarkan penjelasan tentang KD, manfaat materi yang akan dipelajari, tujuan yang akan dicapai, cakupan materi serta kegiatan-kegiatan yang akan dilaksanakan pada pertemuan tersebut. 6. Peserta didik menyimak informasi tentang nilai kehidupan yang sesuai dengan (<i>QS. Al Ankabut: 20</i>) dan pepatah Minang: <i>Bajalan paliharo kaki, bakato pelihara lidah.</i> 	
2. Kegiatan Inti (60 menit)	
<ol style="list-style-type: none"> 1. Peserta didik diberikan pertanyaan terkait pengalaman liburan mereka. 2. Peserta didik menjawab pertanyaan pendidik berdasarkan gambar yang disajikan. 	Background knowledge of the field (BKOF)

<ol style="list-style-type: none"> 3. Peserta didik diberitahu oleh Pendidik bahwa mereka akan membaca teks deskriptif terkait salah satu bangunan bersejarah di Sumatera Barat (Jam Gadang) (<i>berkebinekaan global</i>) 4. Peserta didik diberi tahu bahwa mereka akan melaksanakan kegiatan membaca dengan menggunakan teknik <i>jigsaw reading</i>. 5. Pendidik menjelaskan tentang tatacara dalam menggunakan teknik <i>jigsaw reading</i>. 6. Masing masing peserta didik diberi guntingan kertas yang memuat kalimat bagian dari teks deskriptif berjudul Jam Gadang Bukittinggi yang sudah ditandai dengan nomor dan warna yang berbeda. 7. Pada proses pertama, peserta didik diminta untuk bergabung dengan temannya yang memiliki nomor yang sama. 8. Peserta didik dengan nomor kertas yang sama saling berdiskusi untuk memahami teks karena mereka nantinya akan menjadi <i>expert</i> dari paragraph yang mereka punya. 9. Setelahnya, pada proses kedua, peserta didik diminta untuk bergabung dengan temannya yang memiliki warna kertas yang sama. 10. Dalam kelompok kecil yang beranggotakan 4 orang, peserta didik menyusun potongan-potongan paragraph sesuai dengan struktur dari teks deskriptif (<i>gotong royong</i>) 11. Dalam kelompok dengan warna yang sama, kemudian peserta didik melengkapi tabel informasi terkait struktur teks serta unsur kebahasaan dari teks deskriptif tersebut (<i>bernalar kritis</i>) 12. Masing masing kelompok menyampaikan hasil kerjanya di depan kelas. 13. Peserta didik secara individual menjawab pertanyaan terkait dengan teks yang dibaca (<i>mandiri</i>) 14. Peserta didik dan pendidik mendiskusikan teks. 15. Peserta didik membaca teks kedua dan menjawab pertanyaan dari teks tersebut (<i>bernalar kritis</i>) 16. Peserta didik membedakan antara teks pertama dengan teks kedua dari segi fungsi sosial, struktur teks, dan unsur kebahasaannya (<i>bernalar kritis</i>) 	Modelling of the Text
3. Kegiatan Penutup (15 menit)	
<ul style="list-style-type: none"> • Peserta didik menyimpulkan pembelajaran (dibimbing oleh pendidik). • Peserta didik melakukan evaluasi yang diberikan pendidik. 	

<ul style="list-style-type: none"> • Peserta didik melakukan refleksi terhadap pencapaian tujuan pembelajaran yang telah dilakukan • Peserta didik mendengarkan penjelasan tentang penugasan dan rencana kegiatan pembelajaran berikutnya • Peserta didik dan pendidik mengakhiri kegiatan dengan berdoa bersama (<i>beriman, bertaqwa kepada Tuhan YME dan berakhlak mulia</i>) 	
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C. PENILAIAN PEMBELAJARAN

Sikap : Observasi, Jurnal

Pengetahuan : Tes Lisan (Tanya Jawab), Tertulis (Pilihan Ganda Dan Jawaban Singkat), Penugasan

Keterampilan : Unjuk Kerja (menulis teks dan Presentasi), teknik lain (tertulis)

Pembelajaran Remedial akan dilaksanakan apabila nilai peserta didik tidak memenuhi KKM (80) dengan melakukan pembelajaran ulang, tutor sebaya, atau pemberian tugas menganalisis beberapa teks deskriptif.

Pengayaan diberikan bagi peserta didik yang mempunyai nilai di atas 80 berupa tugas menganalisis teks deskriptif atau mempromosikan tempat wisata/bangunan bersejarah yang pernah dikunjungi dan memublishnya di madding sekolah, media sosial atau youtube.

Menyetujui
Kepala SMA

Padang, Juli 2021
Pendidik Bahasa Inggris

.....

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BAHAN AJAR

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 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
 - 3.4.1 Mengidentifikasi 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,
 - 3.4.2 Menjelaskan 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,
 - 3.4.3 Menggunakan 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,
 - 3.4.4 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.

- 4.4. Teks Deskriptif
 - 4.4.2. 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
 - 4.4.2.1. Menentukan informasi umum, tersirat, tersurat, dan makna kata dari teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana,
 - 4.4.1.2 Menceritakan kembali isi teks yang sudah dipahami
 - 4.4.3. 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
 - 4.4.2.1 Menyusun teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana,

4.4.2.2 Mendemonstrasikan teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal.

B. MATERI PEMBELAJARAN

DESCRIPTIVE TEXT

1. **Faktual** : Teks descriptive
2. **Konseptual** :
Definition: Descriptive text is a text which describes people, animals, things and place (Historical places and tourism destinations)
 - a. Social function:
 - ✧ to describe people, animals, things and places
 - ✧ To criticize
 - ✧ To promote or to advertise
 - ✧ To persuade
 - b. Generic Structure of DescriptiveText
 1. **Identification** : to identify something described in general
 2. **Descriptions** : characteristics and physical appearance of something described
 - c. language feature:
 1. Adjectives : beautiful, interesting
 2. Simple Present tense: looks, appears
 3. Simple Past tense: it was built
 3. Relating verb: is, am, are, was, were
3. **Prosedur** : Langkah-langkah membuat teks descriptive
 - Buat draft
 - Menyunting draft
 - Menghasilkan teks descriptive
 - Menampilkan deskripsi tempat wisata di depan kelas
4. **Metakognitif** : Membuat deskripsi sebuah tempat wisata di Sumatera Barat dan mendeskripsinya langsung di tempat tersebut, serta mem videokannya langsung untuk di upload ke Youtube.

Integrasi Agama

Allah subhanahu wa ta'ala berfirman:

وَأَرْأَيْتُمْ أَنزَلَ مِنَ السَّمَاءِ مَاءً فَسَالَتْ مِنْهُ نَهَارٌ مِّمٌّ
فَأَخْرَجْنَا مِنْهُ شَجَرًا مُّنتَجًا فَيَجْعَلُ الْوَقْرَ مِنْ حَيْثُ يَشَاءُ
إِنَّا لَنَازِعُونَ عَنْكُمْ أَنْجُسَكُمْ فَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ
بِذُنُوبِكُمْ

سورة العنكبوت: يردق (20)

Katakanlah: "Berjalanlah di (muka) bumi, maka perhatikanlah bagaimana Allah menciptakan (manusia) dari permulaannya, kemudian Allah menjadikannya sekali lagi. Sesungguhnya Allah Maha Kuasa atas segala sesuatu. (QS. AlAnkabut: 20).

BAM: Bajalan paliharo kaki, bakato pelihara lidah

C. LATIHAN

Task 1. Answer the following questions

1. Do you like travelling?
2. What places do you like to go for travelling?
3. Why do you like to visit the place?
4. What do you want to see or know when you visit the tourism object?
5. Where is your favorite place to visit so far?

Task 2. Observe the picture and answer the questions



1. Do you know where this tower is located?
2. What is the similar tower found?
3. Do you know the name of this tower?

4. Have you ever visit this tower?
5. How can you describe this place?

Task 3. Read the text and analyze the text by filling in the table.

The Clock Tower of Bukittinggi or Jam Gadang is the landmark of Bukittinggi and West Sumatra in Indonesia. It is located in central [Bukittinggi](#), a city in the [Minangkabau Highlands](#) of [West Sumatra](#). It sits in the middle of the Sabai Nan Aluih Park, near the Ateh Market and palace of [Mohammad Hatta](#).^[1] The structure was built in 1926, during the [Dutch colonial era](#), as a gift from [Queen Wilhelmina](#) to the city's *controleur*.^{[2][3]} It was designed by architects Yazid Abidin and Sutan Gigi Ameh, reportedly at a cost of 3,000 [guilder](#).^[2]

Originally a [rooster](#) figure was placed on the apex, but it was changed into a [Shinto shrine](#)-like ornament during the [Japanese occupation](#) (1942–1945). Following [Indonesian independence](#), the tower's top was reshaped to its present form, which resembles traditional [Minang](#) roofs (see [Rumah Gadang](#)).^[2] Local oral tradition holds that the internal mechanisms of the clock are twin to those in the [Elizabeth Tower](#) (Big Ben) in London.^[1]

On March 6, 2007, the Jam Gadang tower was damaged by [two earthquakes](#) that struck western Sumatra. Over the following years it was refurbished by the Indonesia Heritage Trust (Badan Pelestarian Pusaka Indonesia). Funding for the 600 million [rupiah](#) (approximately 55 thousand euros) restoration came from the Netherlands. The refurbished tower was inaugurated on December 22, 2010, as part of Bukittinggi's 262nd anniversary celebrations.^[3]

The Jam Gadang tower has been used as an observation post during fires, such as one that affected the Ateh Market. During [Ramadhan](#), the [call to prayer](#) that marks the [breaking of the fast](#) is sounded from the tower.^[1]

https://en.wikipedia.org/wiki/Jam_Gadang

Task 4. Read the text and identify the structure of the text

Title	
Identification	
Description	<p>.....</p> <p>.....</p>

Task 5. Identify the sentences used in the text

Sentence	Example
Simple Present tense	
Past tense	
Perfect tense	

Task 6. Read this text carefully

1. What is the writer's purpose to write this text?
2. Why was the Jam Gadang renovated?
3. Why was the roof of the Jam Gadang changed into Minang roof?
4. What has the tower of Jam Gadang used for?
5. What should we do to maintain this historical tower?

Task 7. Read this text carefully

Air Manis beach is a favorite tourist site for local and foreign tourists because it has low waves and beautiful views of Mount Padang.

There is also a small island called "Pisang Kecil" (literally means "small banana") on its right side. From morning to afternoon, you can walk to this one hectare

island through shallow water. In late afternoon, however, there is a tide and you must take a boat to return. On its right, there is another island called “Pisang Besar” (literally means “big banana”). Local inhabitants on this island are mostly ramers and fishermen.

Beside playing in the water and swimming, visitors can rent a motor boat to visit Pisang Kecil dan Pisang Besar islands which are located some 500 meters from the beach. On Pisang kecil island, visitors can sit under gazebos and enjoy sea and beach sceneries. If you want to stay overnight on Pisang besar island, you can stay in a local inhabitant’s home and beach sceneries. If you visit Sikuai island, you can try water sports such as surfing and diving. This island is famous for its white sand.

<http://www.topindonesiaholidays.com>

Task 8. Answer the questions based on the text.



1. Why does the writer write the text?
2. Whom this text addressed to?
3. Why should you take the boat to return to Air Manis beach from Pulau Pisang Kecil?
4. What can you suggest to the manager of the place?
5. What should the government do to promote the tourist objects?

Task 9. Compare the Jam Gadang and Air Manis Beach text in social function, structure of the text, and the linguistic features of the text.

	Jam Gadang	Air Manis Beach
Social Function		
Generic Structure		

Linguistic Features		

Task 10. In pairs, write the description based on the picture given.

No	Picture	Description
1.		
2.		

Task 10. Work in group of 3 - 5. Write the descriptive text about one of the tourist object or historical places in your area. Put the picture of the place to support your writing.

Follow the writing process to compose your text:

1. Pre-writing
2. Drafting

3. Editing
4. Revising
5. Publishing

Task 11. Put your writing on the wall and do Gallery Walk.

1. Choose one from your group to stand in front of your gallery and explain the place (your descriptive text) to the visitors.
2. Other members of the groups visit other gallery.
3. Show your appreciation others gallery by giving good comment and constructive inputs.

Task 12. Write your favorite place to visit. Create an inforgrafis or poster to promote the place and post it in poster in your social media.

Lampiran 2

RANCANGAN PENILAIAN

1. Instrumen Penilaian

a. Instrumen Penilaian Sikap

No	Waktu	Nama	Kejadian/ Perilaku	Butir Sikap	Pos/ Neg	Tindak Lanjut
1						
2						
3						
4						

Penilaian Pengetahuan

INSTRUMEN PENILAIAN PENGETAHUAN KISI-KISI PENILAIAN HARIAN

Pertemuan 1 & 2

Kompetensi Dasar	IPK	Materi	Indikator Soal	Bentuk Soal
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,	<p>3.4.1 Mengidentifikasi 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</p> <p>3.4.2 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat</p>	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, 	<p>Disajikan sebuah teks deskriptif, peserta didik dapat mengidentifikasi:</p> <ul style="list-style-type: none"> • Social Function • Struktur teks • Unsur kebahasaan <p>Peserta didik dapat menjelaskan fungsi sosial,</p>	Tertulis

<p>pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>wisata dan bangunan bersejarah terkenal, pendek dan sederhana,</p> <p>3.4.3 Menggunakan 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,</p> <p>3.4.4 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.</p>	<p>tindakan, kebiasaan</p> <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite</i>, <i>very</i>, <i>extremely</i>, <i>dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>struktur teks dan unsur kebahasaan dari teks diskusi</p> <p>Disajikan sebuah teks deskriptif acak, peserta didik dapat menyusunnya sesuai dengan struktur teks yang tepat.</p> <p>Disajikan dua buah teks deskriptif, peserta didik dapat membedakan kedua teks tersebut dari segi fungsi sosial, struktur teks dan unsur kebahasaannya.</p>	<p>Lisan</p> <p>Tulis</p>
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The Japanese Cave is a **relic**, built during the Japanese colonization, during World War II. It is located on Jl. Panorama, Ngarai Sianok, Bukittinggi about 2 kilometers from the Clock Tower of Bukittinggi. Most people visit the Japanese Cave on weekends or public holidays.

This **artificial** cave is about 3 m high and 2 m wide. **Previously**, it was about 1.5 km in length. However, **due to** security reasons, it was shortened to 750 m. Entering the cave, people are able to feel the cool atmosphere of the cave. **Fluorescent** lights at several points in the cave also create a mystical atmosphere. People have heard many **depressing** stories about the cave.

The cave is located on Sianok Canyon. It previously had three **main** doors, i.e. at the road through Sianok Canyon, Panorama Park and the Bung Hatta palace and six **emergency** exits. However, only the Panorama Park is used as the entrance these days.

There are several rooms in the Japanese Cave, i.e. an ammunition room, a meeting room, a holding room, a bedroom and **barracks** for workers (romusha). Above all, the Japanese Cave **bears** witness to our history and we should **maintain** it.

1. What is the writer's purpose in writing the text?
 - A. To compare the Japanese cave with Panorama park.
 - B. To persuade the readers to keep the Japanese cave.
 - C. To show that the Japanese cave is horrible.
 - D. To explain how to get Japanese cave.
2. From the text we can infer that visitors can
 - A. enter the Japanese cave through Sianok canyon only.
 - B. get into the Japanese cave through the three main doors.
 - C. reach the Japanese cave through the Panorama park only.
 - D. go out from the Japanese cave through the Panorama park.
3. Why was the Japanese cave shortened?
 - A. For the unpleasant condition
 - B. For the mystical atmosphere
 - C. For the sticky condition
 - D. For the visitors' safety
4. One function of paragraph one is to
 - A. Explain the Japanese cave
 - B. Inform about the Japanese cave
 - C. Identify the Japanese cave particularly
 - D. Persuade people to visit the Japanese cave

5. People have heard many depressing stories about the cave. The underlined word is closest in meaning to
- A. Discouraging
 - B. Empowering
 - C. Encouraging
 - D. Satisfying

Kunci jawaban:

- 1. B
- 2. C
- 3. D
- 4. C
- 5. A

Setiap soal yang benar diberi bobot 20.

II. Identify the generic structure of the text

Kunci Jawaban:

Paragraf 1 : (identification)

Paragraph 2; Description of the location

Paragraph 3: Description of the cave

Paragraph 4; Description of the functions of the rooms

Susunan yang tepat akan mendapatkan poin 100

III. Identify the linguistic features of the text

Kunci Jawaban

- 1. Present tense : The Japanese Cave is a **relic**, built during the Japanese colonization, during World War II
- 2. Present perfect tense: People have heard many **depressing** stories about the cave.
- 3. Past tense: . It previously had three **main** doors, i.e. at the road through Sianok Canyon, Panorama Park

4. Pasive Voice: the Panorama Park is used as the entrance these days.

Arrange the paragraphs to make a good descriptive text

No	Paragraphs	No
1	Not only that, travelers can also drop on the Cingkuk island. The distance is only 200 meters from the Carocok beach. In Cingkuk island, tourists can see the ruins of the fort over Portuguese. Local people believe, this is where the Portuguese immigrants first set foot on Sumatra. Some of the tombs and inscriptions have been a silent witness traces of the Portuguese people here.	
2	Carocok beach is just 2 km from the center of Painan, precisely in the IV Jurai Subdistrict. The beach is always crowded by tourists, usually on weekend or holidays. Access to the beach is very easy and convenient. Especially after the Pesisir Selatan district government completes supporting facilities for the comfort of tourists. Some culinary shop built there. There are also toilets are quite clean, not far from the beach.	
3	Carocok beach is located in Pesisir Selatan district, West Sumatra, has a beach atmosphere was relaxed and comfortable. The sky was clear, the wind blows gently sloping beaches, sparkling white sand exposed to sunlight, the leaves of palm trees waving unsteadily, as if signaling to nature that there are visitors who came to relieve fatigue. This relaxed atmosphere is recorded when we recently set foot on the Carocok beach, Painan city, Pesisir Selatan District, West Sumatra Province.	
4	Carocok beach also has some attractions that can be visited by tourists. Just a few meters from the beach, there is a cluster of coral islands connected by a bridge to the tip of Bukit Langkisau. The hill is also a famous tourist attraction in Painan. A wooded cluster of coral is called Batu Kereta Island. To reach the island, travelers need not cross oceans. The local government has built bridges linking several attractions in Coastal Carocok. No need to fear suffering because some shelters have also been built. Staying walk, we will arrive at the Batu Kereta Island.	

Kunci jawaban: 3 – 2 – 4 - 1

Read the texts and compare both text in social function, structure of the text and the linguistic feature of the text

Text 1.

One of the tourism icon of Lombok Island is Gili Trawangan, which is one of the small island, a clusters of three Gilis; Gili Trawangan, Gili Meno, Gili Air, as it is abbreviated by GILI TRAMENA. Gili Tramena which is located in the west of

Lombok Island, is a destination mostly visited by Foreigner whenever they visit to West Nusa Tenggara. The 7 square kilometer island with less than 1,000 inhabitants offers stunning coastal beauty, charming white sand and stunning blue sea views, fresh air, as well as other potentials.

This small island is complete for its entertainment event especially those underwater and beach lovers. Tourists will be offered the beauty by the activity of diving, snorkeling, as well as visiting some beautiful beach spots. In addition to that visitors can also do surfing for Trawangan coastal waves. It also a place for the turtle to live and breed. As it is full of sea and beach comforts, Trawangan is also a place to practice horseback riding with professional guides to ensure the safety and comfort.

The next island is Gili Air which is part of Gili's famous three. Gili Air is one of the interesting places on the island of Lombok. Gili Air is a perfect combination of Gili Trawangan and Gili Meno. Gili Trawangan offers many restaurants and diving centers, yet Gili Air also offers the depth atmosphere nature. Here you can also enjoy the views of the open sea without being blocked by the mountains of Lombok on the North Coast. On the east coast, the visitor can snorkel to enjoy the beautiful coral reefs as well as they have the opportunity to see fish and turtles. On the west side, they will find white fresh and beautiful sand beaches.

Gili Meno is the smallest island with the quietest atmosphere in the Gili islands. Presenting the beauty of the beaches with crystal-clear waters that surround the island, Gili Meno is a place for the best beach. It is a great place for visitors who want to have huts roof thatched, or explore the ocean by boat.

Text 2.

Pagaruyung Palace ([Minangkabau](#): *Istano Basa Pagaruyuang*) is the *istana* (royal [palace](#)) of the former [Pagaruyung Kingdom](#), located in Tanjung Emas subdistrict near [Batusangkar](#) town, [Tanah Datar Regency](#), [West Sumatra](#), [Indonesia](#). It was built in the traditional [Minangkabau Rumah Gadang](#) vernacular architectural style, but had a number of atypical elements including a three-story structure and a larger dimension in comparison to common rumah gadang.^[1]

Since the Pagaruyung Kingdom was disbanded in 1833, no king or royal family resides in the palace today but is still held in high esteem among Minangkabau people, as the descendants of scattered Minang nobles (*bangsawan*) still find roots and links to the former royal house of Pagaruyung. The palace has been destroyed by fire several times, in 1804, 1966 and 2007. It has been rebuilt again and today functions as a museum and popular tourist attraction.

The original Pagaruyung palace was built entirely from timber masonry, however, the current building frame was built using modern concrete structure. Nevertheless, the *Istano Basa Pagaruyung* was quite faithfully restored using traditional techniques and materials adorned with 60 carvings that signify Minang philosophy and culture.^[2]

The palace has three stories with 72 pillars and the typical [Rumah gadang gonjong](#), a horn-like curved roof made from 26 tons of black *ijuk aren* palm fibers. The palace is also furnished with over 100 replicas of Minang antique furniture and artifacts, aiming the palace to be revived as Minangkabau cultural center as well as a tourism attraction in West Sumatra.

https://en.wikipedia.org/wiki/Pagaruyung_Palace

Kunci jawaban:

	Gili Trawangan	Pagaruyung Palace
Social Function	To promote one of the tourism icon in Lombok; Gili Trawangan	To give information/describe about the Pagaruyung palace
Generic Structure	Identification (place, meaning) Description; Activities Facilities The beauty of the island	Identification (definition, place) Description: History Structure Architecture, furniture etc
Linguistic Features	Present tense Pasive voice Future tense Modal	Present tense Past tense Pasive Voice Present perfect Past perfect tense

Penilaian Keterampilan

1. Tulislah teks descriptive tentang tempat wisata/tempat bersejarah yang pernah ananda kunjungi. Lengkapi teks ananda dengan infografis.

Rubrik penilaian Writing (Rubric Writing)

Aspect	Score	Remarks
Content	3	the ideas are concrete and thoroughly developed
	2	Essay addresses the issues but misses some points;
	1	Ideas incomplete
Organization	3	Adequate opening, content, closing
	2	Svere problems with ordering of ideas
	1	Absence of orientation or conclusion; no apparent organization of body
Language	3	Proficient in using present tense
	2	Grammar problems are apparent and have negative effect on communication
	1	Numerous serious language problems
Mechanic	3	Capitals, paragraph intended, punctuation and spelling; very neat.
	2	Some problems with writing conventions or punctuation, spelling error
	1	Serious problem errors in sentence punctuation and final punctuation

Assessment guidance

Example: Total maximal score = 12

Score = 9

Mark = $\frac{\text{score}}{\text{Max.score}} \times 100 = \frac{9}{12} \times 100 = 75$

Rubric Speaking

Aspect	Score	Remarks
Pronunciation	3	All correct, based on the appropriate pronunciation standard
	2	Almost all correct with two or three mistakes
	1	Many mistakes
Fluency	3	Fluent without any disturbance
	2	Fluent with some doubt

	1	Not fluent
Intonation	3	All correct, based on the appropriate standard.
	2	Almost all correct with two or three inappropriate intonation
	1	Many inappropriate intonation
Expression	3	All correct, based on appropriate expressions
	2	Almost all correct with few inappropriate expressions
	1	Many inappropriate expressions

Assessment guidance

Example: Total maximal score = 12

Score = 9

Mark = $\frac{\text{score}}{\text{Max.score}} \times 100 = \frac{9}{12} \times 100 = 75$