MODUL AJAR
BAHASA INGGRIS
DESCRIPTIVE TEXT

OLEH:

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SMPN 2 TEMANGGUNG

TAHUN 2021

JENJANG   : SMP

KELAS   : 7 (TUJUH)

ALOKASI WAKTU   : 2 X 40 MENIT

INFORMASI UMUM

A. KOMPETENSI AWAL
1. Siswa memahami fungsi sosial dari teks deskriptif
2. Siswa memahami fitur bahasa yang digunakan dalam teks deskritif
3. Mengetahui dan memahami struktur teks dalam teks deskriptif

B. PROFIL PELAJAR PANCASILA

Karakter Profil Pelajar Pancasila yang dikembangkan dalam modul ini adalah :

1. Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia selama proses pembelajaran;
2. *Gotong royong, melalui kegiatan membuat teks deskriptif dengan metode Chain Writing;*
3. Bernalar kritis, dalam menuangkan ide menyusun kalimat;
4. Mandiri, melalui kegiatan mempresentasikan hasil kerja kelompok;

C. SARANA DAN PRASARANA
1. Sarana

   Sarana yang digunakan dalam pembelajaran teks deskriptif adalah LCD, laptop, kertas karton, spidol , isolasi, dan cutter/gunting

2. Prasarana yang digunakan dalam pembelajaran materi ini adalah buku ajar Bahasa Inggris , lembar kerja, dan instrumen penilaian.

D. TARGET PESERTA DIDIK

Peserta didik yang menjadi target dalam modul pembelajaran ini adalah :

Peserta didik reguler/tipikal: umum,

E. MODEL PEMBELAJARAN

Tatap Muka dengan metode Chain Writing.

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Tujuan pembelajaran dalam modul ini adalah :

1. Peserta didik mampu mengidentifikasi kosakata yang digunakan untuk membuat teks deskriptif tentang orang secara individu dengan tepat.

2. Peserta didik mampu menyusun kalimat sederhana menggunakan *Simple Present Tense* untuk menyusun teks deskriptif tentang orang dengan benar secara berkelompok dengan benar.

3. Peserta didik mampu menyusun teks deskriptif tentang orang dengan struktur teks yang tepat secara berkelompok.

B. PEMAHAMAN BERMAKNA

Dengan mampu mengidentifikasi kosakata dan memahami fungsi sosial, struktur kalimat (*Simple Present Tense)* serta struktur teks (deskriptif) peserta didik akan mampu membuat teks deskriptif tentang orang.

C. PERTANYAAN PEMANTIK

Sebelum mempelajari materi yang ada dalam modul ini, coba kalian jawab pertanyaan di bawah ini!

1. What is your mother hobby?
2. How old is your mother?
3. What is your mother favorite color?
4. What is mother like?
5. What does she look like?"

D. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran	Diskripsi Kegiatan	Alokasi
Pendahuluan	1. Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai pembelajaran 2. Memeriksa kehadiran peserta didik. 3. Menyiapkan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan memberikan pertanyaan tentang kabar ayah/ibu dan aktifitas sehari-hari. *How are you? Are you happy learning English? How are our parents?* 4. Mengaitkan materi dan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya yaitu pengetahuan tentang teks deskriptif . 5. Mengingatkan kembali materi prasyarat dengan bertanya. 6. Mengajukan **pertanyaan pemantik** yang ada keterkaitannya dengan materi pelajaran yang akan dilakukan. 7. Memberikan gambaran tentang manfaat mempelajari teks deskriptif yang akan dipelajari serta manfaatnya dalam kehidupan sehari- hari. 8. Menyampaikan tujuan pembelajaran. 9. Memutarkan video "*Good Bye*" – Celine Dion dan menanyakan pesan / pelajaran apa yang didapat dari lagu tersebut https://www.youtube.com/watch?v=v538vUX3c5E	10 menit

Kegiatan Inti
 	
Langkah-langkah metode *Chain Writing*
	1. Guru meminta peserta didik untuk mengamati teks deskriptif tentang idola (actor korea Lee Min Hoo) meminta peserta didik untuk mengingat kembali fungsi sosial, struktur kalimat, dan struktur teks dari teks deskriptif tersebut.
	
	2. Membagi peserta didik menjadi beberapa kelompok yang terdiri dari 4 anak.
	
	3. Peserta didik menyusun teks diskriptif beserta kelompoknya dengan metode *Chain Writing* tentang ayah atau ibu sesuai dengan gambar,dengan langkah sebagai berikut.:
	   a. Guru membagikan kertas plano, spidol dan isolasi kepada masing-masing kelompok,
	   b. Guru meminta masing masing kelompok menempel kertas yang berisi gambar
	   c. Guru meminta siswa berdiri dan berbaris berbanjar di depan kertas yang baru saja ditempel.
	   d. Guru meminta setiap anak dalam kelompok tersebut untuk mendiskripsikan gambar dengan menuliskan satu kalimat sesuai dengan gambar secara bergantian dan menjadi satu kesatuan teks deskriptif.
	   e. Guru meminta kelompok lain memberikan tanggapan dan memberikan penguatan.
	
	4. Guru melakukan penilaian formatif tentang sikap dan pengetahuan selama proses pembelajaran berlangsung.
	
	5. Guru memberikan kesempatan kepada peserta didik untuk menanyakan hal-hal yang belum jelas tentang teks deskripsi.
	
	6. Guru meminta peserta didik membuat teks deskriptif sederhana secara individu dengan memilih salah satu gambar yang disediakan.	

Penutup	1. Guru bersama peserta didik membuat simpulan dan rangkuman hasil belajar
	2. Guru dan peserta didik melakukan refleksi kegiatan belajar hari ini.
	3. Guru memberikan tindak lanjut.
	4. Guru memberikan penugasan kepada peserta didik dengan variasi tugas dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya , yaitu siswa mempresentasi descriptive text tentang ibu mereka
	5. Guru menutup pembelajaran dengan doa.

E. ASESMEN

1. Tes Diagnostik

Jenis Tes	Pertanyaan	Kemungkinan Jawaban	Tindak Lanjut
Non Kognitif	1. *How are you?* 2. *How are your parents?* 3. *Are you happy learning English?* 4. *Have you had breakfast this morning ?*	1. *I'm fine, Great* 2. *They are fine, Great, He/She is good* 3. *Yes, I'm /No* 4. *Yes, I had /No*	Penguatan
Kognitif **On going assessment**	1. What is your mother hobby? 2. How old is your mother? 3. What is your mother favorite color? 4. What is mother like? 5. What does she look like?"	1. Her hobby is cooking, Reading, Gardening 2. She is 37 years old 3. Her favorite is red/blue/ green 4. She is very beautiful./ patient/ humble/ wise She likes to help others, She is smart. 5. She has long hair and fair skin. She is tall and slim. Her eyes are brown. She likes wearing jacket	Penguatan

2. Asesmen Formatif

Guru melakukan pendampingan dan penilaian saat peserta didik kerja kelompok membuat teks deskriptif dengan metode *Chain Writing*

Penilaian Sikap

Teknik   : Observasi

Instrumen   : Format

Penilaian   : Sikap , lampiran 1 jurnal penilaian sikap

3. **Asesmen Sumatif**

> Peserta didik diminta membuat sebuah teks deskriptif sederhana secara individu tentang orang sesuai dengan gambar yang diberikan.

Soal : lampiran 2

Make a descriptive text   by choosing one of the picture given!

Ketrampilan

Teknik   : Praktik

Instrumen   : Rublik

Penilaian   : keterampilan menulis ,

lampiran 3 :Rubrik penilaian keterampilan

F. PENGAYAAN DAN REMEDIAL

1. Pengayaan

Peserta didik diminta membuat teks deskriptif tentang bapak / ibu guru mereka dan dibuat video dan mengirimkannya di Google Classroom.

2. Remedial

Memberikan tugas siswa untuk mengulang membuat teks diskriptif dengan metode peer teaching .

LAMPIRAN LAMPIRAN

Lampiran 1 .

JURNAL PENILAIAN SIKAP

No	Nama	Aspek yang dinilai												Jumlah Skor	Nilai Sikap
		Kerjasama				Keaktifan dalam kelompok				Menghargai perbedaan pendapat					
		SB	B	C	PP	SB	B	CB	PP	SB	B	CB	PP		
1	Ani														
2	Budi														
3	……														
4	…….														
5	…….														
6	Dst														

Kriteria Penilaian

Sangat Baik (SB)   = 4

Baik (B)   = 3

Cukup Baik (CB)   = 2

Perlu Pendampingan (PP)   = 1

$$Nilai = \frac{skor\ yang\ dicapai}{skor\ maksimal} \times 100$$

Lampiran 2

RUBRIK PENILAIAN KETERAMPILAN MENULIS

No	Nama	Aspek yang dinilai keterampilan menulis																Jumlah Skor	Nilai Ketrampilan
		Content				organization				Grammar				Mechanic					
		SB	B	C	PP	SB	B	CB	PP	SB	B	CB	PP	SB	B	CB	PP		
1	Ani																		
2	Budi																		
3	…																		
4	…																		
5	…																		
6	Dst																		

Kriteria Penskoran

SB = Sangat Baik = 4

B = Baik = 3

C = Cukup = 2

PP = Perlu Pendampingan = 1

$$Nilai = \frac{skor\ yang\ dicapai}{skor\ maksimal} \times 100$$

Lampiran 3.

STUDENT WORKSHEET

Make a descriptive text   by choosing one of the picture given!

Lampiran 4.

<div align="center">

BAHAN BACAAN

My Friend and Her New Shoes

</div>

I have a close Friend.

She is beautiful, attractive and trendy. She always want to be a trend setter of the day. She always pays much attention on her appearance.

Recently, she bought a new stylist shoes from Blowfish products. This shoes really matches on her. Her new blowfish women's shoes are wonderful. When she are walking on that shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really have perfect appearance.

She is really mad on that shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trader mark and become the hottest trend.

https://englishadmin.com/2013/07/my-friends-new-shoes.html

<div align="center">

My Favorite Teacher

</div>

My favorite teacher is my history teacher, and he is by far the best teacher that I have ever had. He has the ability to make a subject that many students find incredibly boring come to life through his enthusiasm and passion for history, and his love of being a teacher. Going to his lessons is something we look forward to, not dread, like we do with most other lessons.

It's ever so funny to watch him get excited about something, which happens in every lesson. It's easy to know that he's getting excited because he begins bouncing up and down slightly in a way that no other sixty-something year old would ever managed without looking completely ridiculous. He has this dark (with more and more grey streaks these days), springy hair that lines the edge of his growing bald patch, and the hair bounces up and down with him like thousands of tiny little springs. Then, he takes on his whole new persona, often going into role and becoming the character or figure he is talking about, doing the voices, the actions, and parading up and down the room gesticulating wildly, but all the while there's a gentle 'bounce, bounce, bounce', as though the springs are not just on his head but on the soles of his shoes too.

A teacher that doesn't take himself too seriously always will be a big hit with teenagers, although he's not afraid to impose his authority if he has to. I've only ever heard him properly shout once (although thankfully it wasn't it me), but it isn't an experience that I would like to repeat. When he lost it, the room suddenly became more silent than I'd ever known it to be before. We all sat slightly paralyzed, not even anting to breathe too loudly, because hearing such a jovial and jolly little man lose his temper was a huge shock. It certainly had the right kind of impact though, because he's never needed to shout since.

It is actually this teacher that I have to thank for my love of history. In his lessons, history does not mean copying out of textbooks and writing pages and pages of notes. History is alive; history is something tangible, that you can see, hear and feel, and we can live it through dressing up and acting out scenes or taking trips to important places of historical interest. And although he's getting on in years and may not be teaching for much longer, he will have an important place in history for many of his students, because there has never been a teacher able to bring a subject to life in quite the same way he does.

http://britishcourse.com/example-of-descriptive-text-my-favorite-teacher.php

> **Purpose of Descriptive text**
> • To describe person, thing or place in specific
> • To describe a particular person, thing or place

> **Language Feature of Descriptive Text**
>
> • **Specific participant** : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
>
> • **The use of the adjective (an adjective) to clarify the noun**, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
>
> • **The use of simple present tense**:
>
> The sentence pattern used is simple present because it tells the fact of the object described.
> – Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc….

> **Generic Structure of Descriptive Text**
>
> When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:
>
> • **Identification**: (contains about the introduction of a person, place, animal or object will be described.)
>
> • **Description**: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Perbedaan "what is she like?" dengan "what does she look like?"

"What is she like?" menanyakan tentang karakter, sifat.

"What does she look like?" menanyakan tentang penampilan fisik.

Simak penjelasan berikut.

Pembahasan

"WHAT IS SHE LIKE?" menanyakan tentang karakter, sifat. Jawaban yang diberikan juga dapat berupa hobi, pemikiran, kesukaan, dll.

Contoh dialog

A: **"What is she like?"**

B: She is very beautiful and friendly. She likes to help others. She is the smartest student in the class. She can speak German. Everybody likes her.

(*A: Seperti apa dia?*

B: Dia sangat cantik dan ramah. Dia suka menolong orang lain. Dia adalah murid terpandai

di kelas. Dia bisa berbicara bahasa Jerman. Semua orang menyukainya)

"WHAT DOES SHE LOOK LIKE?" menanyakan tentang penampilan fisik.

Contoh dialog

A: **"What does she look like?"**

B: She has long hair and fair skin. She is tall and slim. Her eyes are brown. She likes wearing red jacket.

(*A: Seperti apa penampilannya?*

B: Dia memiliki rambut yang panjang dan kulit yang cerah. Dia tinggi dan langsing. Matanya cokelat. Dia suka mengenakan jaket merah)

https://brainly.co.id/tugas/21975576

Lampiran 5

GLOSARIUM

Tall	**humble**
Fat	**helpful**
Slim	**smart**
Thin	**kind**
Flat nose	**patient**
Pointed nose	**wise**

Daftar Pustaka

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