

BAHAN AJAR BAHASA INGGRIS

MATERI POKOK DESCRIPTIVE TEXT

PERTEMUAN 1

Basic Competence: 3.3. 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	IPK: ✚ Membedakan fungsi sosial dan struktur teks beberapa teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya ✚ Menganalisa fungsi sosial dan struktur teks beberapa teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya
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Learning Objectives:

Melalui pembelajaran jarak jauh dengan menggunakan LMS (Google Classroom) dan *Virtual Meeting* (via Google Meet), peserta didik dapat menganalisis dan membedakan **fungsi sosial** dan **struktur teks** beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat bersejarah atau terkenal di sekitar lingkungan/daerah tempat tinggal siswa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

MATERIAL

Descriptive text known as description is an English material that should be mastered by 10th grade students in high school. Descriptive text is a text used to give a detailed information (description) about a particular object. It describes particular object like things, animals, persons or places, for instance: pets or persons we know well. In this learning activity, we will focus more on describing historical or famous places near us, for example: Tondano Lake, Sumaru Endo, etc. You can find many examples of descriptive text in form of texts or videos in the internet or in the books.

Generally, the main function of a descriptive text is to describe an object. Specifically, a descriptive text has these following functions:

- a) Giving information about a particular object by describing its features dan special characteristics;
- b) Giving information about a particular object by describing its physical attributes, behavior, functions, etc.

The generic structure of a descriptive text consists of two main parts: a) identification or general statement; and b) description.

- a) Identification introduces and identifies specific objects (a person, thing, place, animal, or event) intended to be described. It is used to gives a general idea about the object we want to describe.
- b) Description describes the intended objects using descriptive details or information about the objects' characteristics, appearances, personality, habits, or qualities.

To make your understanding about the social functions and generic structure of a descriptive text better, now look at the examples of descriptive text bellow:

Example 1

Text:	Generic Structure:
<h1>VENICE</h1>	<p>→ Title of the text</p>
<p>One of the famous cities in Italy is Venice. It gets its popularity because Venice is a rich and interesting city. It has a lot of history documentations and offers a lot of attractive things to visitors.</p>	<p>→ Identification/General Statement</p>
<p>Venice has been established over 2000 years ago when waves of barbarians drove people out of their homes in various Roman cities. Around years 800-1100 AD, Venice underwent a period of growth, and became more centralized. It gradually developed into a city state, which is essentially a self-governed region of a country that trades freely among others.</p>	<p>→ Description (<i>describes the history of a place</i>)</p>
<p>As Venice gradually developed, it became a prominent player in the sea trade of the time. It was set upon by many different threats. Pirates became the hugest problem. Fewer and fewer shipments were making it through the treacherous water. It happened when the Republic of Venice decided to move the operations to the eastern shores.</p>	<p>→ Description (<i>describes the history of a place</i>)</p>
<p>When we think of Venice, the first thing which comes to mind are canals. They are considered the trademark of the city. Canals are mostly recognizable for providing the main form of transportation throughout the city. Visiting Venice brings a rich aura of history and culture. Floating through the canals for an afternoon makes for a memorable experience, and it's one that any traveler commonly enjoys.</p>	<p>→ Description (<i>describes the features or trademarks of a place</i>)</p>
<p style="text-align: right;">Source: https://freeenglishcourse.info/example-of-descriptive-text-about-place-venice/</p>	

The text above is an example of a descriptive text. The function of the text above is to describe a place, a city in Italy named Venice by describing the history of the place (Paragraph 2 and 3) and the trademarks of the place (Paragraph 4)

Example 2

Text	Generic Structure
<h1>Way Kambas National Park</h1>	→ Title of the Text
<p>Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia.</p>	→ Identification/General Statement
<p>In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.</p>	→ Description (<i>describes the function of place</i>)
<p>In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and Buaya sepit. There are also so some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.</p>	→ Description (<i>describes the functions of a place</i>)
<p style="text-align: right;">Source: https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html</p>	

The social function of the text above is to describe a famous place in Indonesia named Way Kambas National Park by describing its functions (Paragraph 2 and 3).

To assess your understanding about the social function and generic structure of descriptive text, do the task (Tugas Descriptive Text 1) in the Classworks menu in Google Classroom.

FURTHER MATERIAL

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

<https://www.youtube.com/watch?v=w5E5ICpFrIE>

REFERENCES:

- a) <http://britishcourse.com/descriptive-text-complete-explanation.php#:~:text=Descriptive%20Text%20is%20a%20text,person%2C%20place%2C%20or%20thing.&text=So%2C%20it%20can%20be%20said,properties%2C%20its%20amount%20and%20others.>
- b) <https://englishcoo.com/contoh-descriptive-text-tentang-tempat-wisata-dunia/>
- c) <https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html>
- d) <https://freeenglishcourse.info/example-of-descriptive-text-about-place-venice/>
- e) <https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html>

LEMBAR KERJA PESERTA DIDIK

NAME : _____

CLASS : _____

MATERIAL : **DESCRIPTIVE TEXT**

Basic Competence:

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

IPK:

- ✚ Membedakan fungsi sosial dan struktur teks beberapa teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya
- ✚ Menganalisa fungsi sosial dan struktur teks beberapa teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya

Learning Objectives:

Setelah menyelesaikan aktivitas dalam lembar kerja ini peserta didik diharapkan dapat menganalisis dan membedakan **fungsi sosial** dan **struktur teks** beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat bersejarah atau terkenal di sekitar lingkungan/daerah tempat tinggal siswa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Instructions:

- ✚ Make sure that you have read the first material posted in the classroom.
- ✚ Read the instruction for each activity carefully
- ✚ You can use dictionary (book or apps) or any other translation applications to help you.
- ✚ Write your answer in the provided spaces

Brainstorming Activity



✚ Do you know the place in the picture?

✚ Do you want to go there in the future?

✚ How do you describe the place in the picture?

ACTIVITY 1: Arrange the jumbled texts bellow into the correct order and determine the generic structure of the texts

TEXT 1

No.	Paragraph	Generic Structure
1	In addition to perfect waves for surfing, the beach also has an ambience which is quite natural with white sand along the beach. Rows of palm tree which grow also adorn this beach. For local people, the beach area is also an ideal place for fishing. Some fish which are often obtained by the fisherman are blue marlin which is so big enough that its weight can reach up to 70 kilograms. By local residents this fish is known by the name of Iwa Tuhuk.	.....
2	Lampung is not only famous for its Way Kambas National Park. One of the best tourist attractions of this province is Tanjung Setia Beach. This beach is located in the village of Tanjung Setia, West Lampung district, Lampung province. It is about 273 km or about six to seven hour driving from Bandar Lampung, the capital city of Lampung province.	.....
3	This beach has not been well known by the citizens of Indonesia yet, but for the world surfers this beach is a hidden paradise for surfing. This beach is exactly laid on the track of large Indian Ocean currents that make this beach have waves which are quite perfect for surfing. The perfect wave of this beach usually lasts from June to August with the height which can reach up to six to seven meters with a 200 meters length.	.....

The correct order should be , , and

TEXT 2

No.	Paragraph	Generic Structure
1	Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing	.....
2	In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes.	.....
3	Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.	.....

The correct order should be , , and

ACTIVITY 2: Choose the right pictures to complete the texts that have been arranged in correct order.



PICTURE 1



PICTURE 2



PICTURE 3



PICTURE 4

1. The picture and the picture are the best pictures to complete the text 1
2. Why do you think so?

3. The picture and the picture are the best pictures to complete the text 2
4. Why do you think so?

ACTIVITY 3: Answer the following questions

1. What is the social function of Text 1?

2. What is the social function of Text 2?

3. What is/are the difference(s) between Text 1 and Text 2?

4. Based on the descriptive texts above, what place you want to visit in the future?

5. Why do you want to visit the place?

SCORING CRITERIA

ACTIVITY 1

Text	Scoring Criteria	Score
1	Arrange the text in correct order and mention the generic structure of the text	100
	Arrange the text in almost correct order (the description parts are not sequenced well) and mention the generic structure of the text	85
	Arrange the text in correct order but do not mention the generic structure	75
	Arrange the text in almost correct order (the description parts are not sequenced well) and do not mention the generic structure	50
	Arrange the text in incorrect order and do not mention the generic structure	0
2	Arrange the text in correct order and mention the generic structure of the text	100
	Arrange the text in almost correct order (the description parts are not sequenced well) and mention the generic structure of the text	85
	Arrange the text in correct order but do not mention the generic structure	75
	Arrange the text in almost correct order (the description parts are not sequenced well) and do not mention the generic structure	50
	Arrange the text in incorrect order and do not mention the generic structure	0
Total Score:		
$\frac{\text{Score of Text 1} + \text{Score of Text 2}}{2} = \text{Total Score}$		

ACTIVITY 2

Text	Scoring Criteria	Score
1	Choose 2 right picture for the text	100
	Choose 1 right picture for the text	50
	Choose incorrect pictures for the text	0
2	Stating the reasons in good grammatical sentences and using the part of the text as the reference of the reasons	100
	Stating the reason in not so good grammatical sentences but using the part of the text as the reference of the reasons	75
	Stating the reasons in good grammatical sentences but do not using the text as the reference of the reasons	50
	Not stating the reasons	0
3	Choose 2 right picture for the text	100
	Choose 1 right picture for the text	50
	Choose incorrect pictures for the text	0
4	Stating the reasons in good grammatical sentences and using the part of the text as the reference of the reasons	100
	Stating the reason in not so good grammatical sentences but using the part of the text as the reference of the reasons	75
	Stating the reasons in good grammatical sentences but do not using the text as the reference of the reasons	50
	Not stating the reasons	0
Total Score:		
$\frac{\text{Score of Question no 1} + 2 + 3 + 4}{4} = \text{Total Score}$		

ACTIVITY 3

Text	Scoring Criteria	Score
1	Stating the social function of the text in good grammatical sentences, using text as reference to show the social function and can be understood by the reader	100
	Stating the social function of the text in good grammatical sentences and using text as reference to show the social function	80
	Stating the social function of the text in good grammatical sentences on and can be understood by the reader	60
	Stating the social function of the text in incorrect grammatical sentence and using text as the reference to show the social function	40
	Stating the social function of the text in incorrect grammatical sentence but the reader can understand the intention of the answer	20
	Not stating the social function of the text	0
2	Stating the social function of the text in good grammatical sentences, using text as reference to show the social function and can be understood by the reader	100
	Stating the social function of the text in good grammatical sentences and using text as reference to show the social function	80
	Stating the social function of the text in good grammatical sentences on and can be understood by the reader	60
	Stating the social function of the text in incorrect grammatical sentence and using text as the reference to show the social function	40
	Stating the social function of the text in incorrect grammatical sentence but the reader can understand the intention of the answer	20
	Not stating the social function of the text	0
3	Stating more than one differences in good grammatical sentence and using the texts as the references to show the differences	100
	Stating one difference in good grammatical sentence and using the texts as the references to show the differences	75
	Stating more than one differences in good grammatical sentence	50
	Stating one difference in good grammatical sentence	25
	Not stating the difference between the texts	0
4	Answering the question in complete sentence	100
	Answering the question in short sentence	75
	Not answering the question	0
5	Stating the reasons in good grammatical sentences	100
	Stating the reasons in incorrect grammatical sentences but the reason is understandable	60
	Stating the reason in incorrect grammatical orders	30
	Not stating the reasons	0
Total Score: $\frac{\text{Score of Question no 1} + 2 + 3 + 4 + 5}{5} = \text{Total Score}$		

BAHAN AJAR BAHASA INGGRIS

MATERI POKOK DESCRIPTIVE TEXT

PERTEMUAN 2

Basic Competence: 3.5. 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	IPK: ✚ Menganalisis unsur kebahasaan beberapa teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya
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Learning Objectives:

Melalui pembelajaran jarak jauh dengan menggunakan LMS (Google Classroom) dan *Virtual Meeting* (via Google Meet), peserta didik dapat menganalisis unsur kebahasaan (*simple present tense* dan *action verbs*) beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat bersejarah atau terkenal di sekitar lingkungan/daerah tempat tinggal siswa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

MATERIAL

Just like any other texts, descriptive text also has its own language features. Here are the language features used in a descriptive text:

- a) Specific participant: has a certain object, is not common and unique (only one).
- b) The use of the adjective (an adjective) to clarify the noun
- c) The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- d) Action verb: verbs that show an activity
- e) Using adverbial phrases of manner, place, or time
- f) Using words explaining characteristics features (size, shape, location, color, etc)
- g) Using details to visualize the topic

In this material, we will focus on two language features used in a descriptive text which are simple present tense and action verbs.

SIMPLE PRESENT TENSE

Simple present tense is one of tenses in English. Simple present tense is used for following functions:

a) Describing habits, general truth and unchanging situations

- I **live** in Remboken (*unchanging situation*)
- He **likes** volleyball (*habits*)
- Jakarta **is** the capital of Indonesia

b) Giving directions

- **You walk** for 200 meters and then **you turn** left at the end of the road

c) To express fixed arrangement

- The class **starts** at 09.00 A.M.
- The meeting **finishes** at 01.00 P.M

In constructing a sentence with simple present tense, you have to know the formula of simple present tense:

Formula: Subject + V₁	
Subject (I, You, We, You, They) + V₁	Subject (He, She, It) + V₁S
<p>Examples:</p> <p>a) I go to school</p> <p>b) You write a letter</p> <p>c) We eat banana</p> <p>d) You visit the museum</p> <p>e) They learn English</p>	<p>Examples:</p> <p>a) He goes to school</p> <p>b) He writes a letter</p> <p>c) It eats banana</p> <p>d) The dog bites him</p> <p>e) Andrew visits the museum</p> <p>f) Marry learns English</p>
<p><i>The examples above are in form of affirmative sentences. To change the sentences in negative form you can use auxiliary verb "do not" or "does not".</i></p>	
<p>a) I do not go to school</p> <p>b) You do not write a letter</p> <p>c) We do not eat banana</p> <p>d) You do not visit the museum</p> <p>e) They do not learn English</p>	<p>a) He does not go to school</p> <p>b) He does not write a letter</p> <p>c) It does not eat banana</p> <p>d) The dog does not bite him</p> <p>e) Andrew does not visit the museum</p> <p>f) Marry does not learns English</p>

Why does the descriptive text use simple present tense? Because descriptive describes facts and habit of a particular object

ACTION VERBS

An action verb is a verb that is used to describe physical activities. The verbs such as run, walk, jump, etc. are called action verbs because it describes a physical activities or physical action. The following pictures are the examples of action verbs:



COMMON ACTION VERBS



To make your understanding about simple present tense and action verbs in a descriptive text better you can see the following examples:

Example 1

LEMBAH PELANGI WATERFALL

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes.

The sentences highlighted in yellow are the examples of simple present tense. The text uses simple present tense to describe the general truth about the place.

Source:

<https://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html>

Example 2

TANJUNG SETIA BEACH

Lampung is not only famous for its Way Kambas National Park. One of the best tourist attractions of this province is Tanjung Setia Beach. This beach is located in the village of Tanjung Setia, West Lampung district, Lampung province. It is about 273 km or about six to seven hour driving from Bandar Lampung, the capital city of Lampung province.

This beach has not been well known by the citizens of Indonesia yet, but for the world surfers this beach is a hidden paradise for surfing. This beach is exactly laid on the track of large Indian Ocean currents that **make** this beach **have** waves which are quite perfect for surfing. The perfect wave of this beach usually lasts from June to August with the height which can **reach up** to six to seven meters with a 200 meters length.

In addition to perfect waves for surfing, the beach also **has** an ambience which is quite natural with white sand along the beach. Rows of palm tree which **grow** also adorn this beach. For local people, the beach area is also an ideal place for fishing. Some fish which are often obtained by the fisherman are blue marlin which is so big enough that its weight can reach up to 70 kilograms. By local residents this fish is known by the name of Iwa Tuhuk.

The words highlighted in blue are the examples of action verbs

Source:

<https://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html>

TASK

To assess your understanding about the language features (simple present tense and action verbs) of descriptive text, do the task (Tugas Descriptive Text 2) in the Classwork menu in Google Classroom.

FURTHER MATERIALS:

Simple Present Tense:

- <https://www.youtube.com/watch?v=qw2SI-aEPPQ>
- <https://www.youtube.com/watch?v=xtEEkgpnQpl>
- <https://www.youtube.com/watch?v=dSBIqRYu0PY>
- <https://www.youtube.com/watch?v=3Kd2BG4XjAM>

Action Verbs

- <https://www.youtube.com/watch?v=4c6FyuetSVo>
- <https://www.youtube.com/watch?v=iOx8sGmKylE>
- <https://www.youtube.com/watch?v=J11ahAUDC1Y>

REFERENCES:

- a) <https://loveenglish.org/action-verbs/>
- b) <https://www.eslbuzz.com/vocabulary-action-verbs-in-english/>
- c) <https://examples.yourdictionary.com/action-verb-examples.html>
- d) <https://www.gallaudet.edu/tutorial-and-instructional-programs/english-center/grammar-and-vocabulary/verbs/action-verbs-and-linking-verbs>
- e) <https://www.kampunginggris.id/biaya/>
- f) https://www.softschools.com/examples/grammar/action_verbs_examples/55/#:~:text=An%20action%20verb%20is%20a,someone%20or%20something%20can%20do
- g) <https://www.nurdiono.com/the-function-of-simple-present-tense.html>
- h) <https://www.wallstreetenglish.co.id/belajar-grammar/simple-present-tense/>
- i) [https://www.englishpage.com/verbpage/simplepresent.html#:~:text=The%20simple%20present%20\(also%20called,some%20cases%2C%20actions%20happening%20now.](https://www.englishpage.com/verbpage/simplepresent.html#:~:text=The%20simple%20present%20(also%20called,some%20cases%2C%20actions%20happening%20now.)
- j) <https://www.ef.com/wwen/english-resources/english-grammar/simple-present-tense/>

LEMBAR KERJA PESERTA DIDIK

NAME : _____

CLASS : _____

MATERIAL : **DESCRIPTIVE TEXT**

Basic Competence:

3.6. 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

IPK:

✚ Menganalisis unsur kebahasaan beberapa teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya

Learning Objectives:

Setelah menyelesaikan aktivitas dalam lembar kerja ini peserta didik dapat menganalisis unsur kebahasaan (*simple present tense* dan *action verbs*) beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat bersejarah atau terkenal di sekitar lingkungan/daerah tempat tinggal siswa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Instruction

- ✚ Make sure that you have read the second material posted in the classroom.
- ✚ Read the instruction for each activity carefully
- ✚ You can use dictionary (book or apps) or any other translation applications to help you.
- ✚ Write your answer in the provided spaces

Brainstorming Activity



✚ Do you know the building in the picture?

✚ Where is the location of the building?

✚ How do you describe the place in the picture?

ACTIVITY 1: Read the following texts carefully and answer the questions below

TEXT 1

PAHAWANG ISLAND

Pahawang Island is an island located in Punduh Padada sub district, Pasawaran district, Lampung province. The island is divided into two; They are Pahawang Besar island and Pahawang Kecil island.

Pahawang island saves a lot of beauty. Beautiful scenery, hills of green trees, white sand beaches, crystal clear and fresh sea water are all you can enjoy on the island. It is suitable for those who like snorkelling. Moreover, in small Pahawang Island there is a natural bridge called Tanjung Putus. Tanjung Putus connects between the Tanjung Putus island and the Pahawang Kecil island. Tanjung Putus can only be seen during low tide because when the tides rise, this natural bridge will be under water. Tanjung Putus region is also one of the favorite diving spots for the visitors.

Small Pahawang island can be reached approximately ten minutes from big Pahawang island. Most visitors stay at Pahawang Big Island because mostly locals live there.

TEXT 2

SERAYA ISLAND

Small Seraya Island or better known as Seraya Island is an island located in West Manggarai regency, East Nusa Tenggara, or it is about ten kilometers north of the city center Labuanbajo. This island is small and has a coastline for about one kilometer. But this island has an incredible beauty and is an ideal place to calm you up or for honeymoon. A visit to this island will make you feel to own an island and a private beach.

The presented landscape will certainly fascinate everyone who visits it. The beach at this island has white sand and the water is quite clear and bluish completed by its underwater beauty. Even when the tide is low, you can walk out to the sea for about 500 meters from the coast. Various activities can be done in this place, such as fishing, swimming and snorkeling.

Besides presenting the natural beauty, the island also presents the underwater beauty. It is because the local communities still adhere to their principles for not using equipment such as bomb or cyanide to catch fish. So that environmental sustainability can be maintained very well.

1. Make a list of sentences using simple present tense in both text!

Text 1	Text 2
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
...	...
...	...
...	...

2. Change the list of sentences using simple present tense found in the text above into negative sentences!

Text 1	Text 2
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
...	...
...	...
...	...

3. Make a list of action verbs found texts above!

Text 1	Text 2
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
...	...
...	...
...	...

4. Based on your answer on the question number 3, make at least 5 simple present tense sentences using the action verbs you found in the texts above.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- ... _____
- ... _____
- ... _____
- ... _____

SCORING CRITERIA

ACTIVITY 1

No	Scoring Criteria	Score
1	Finding and writing more than 10 sentences using simple present tense from text 1 and 2	100
	Finding and writing more 10 sentences using simple present text from tense 1 and 2	85
	Finding and writing about 5 to 9 sentences using simple present tense from text 1 and 2	75
	Finding and writing less than 5 sentences using simple present tense from the 1 and 2	50
	Writing sentences that do not using simple present tense in text 1 and 2	20
	Not finding any sentences using simple present tense from the text 1 and 2	0
2	Changing all the sentences found in negative form of simple present tense	100
	Changing 10 sentences found in negative form of simple present tense	85
	Changing about 5 to 9 found in negative form of simple present tense	75
	Changing less than 5 found in negative form of simple present tense	50
	Changing the sentence in negative form but grammatically incorrect	20
	Not changing the sentences in negative form of simple present tense	0
3	Finding and writing more than 10 action verbs from text 1 and 2	100
	Finding and writing more 10 action verbs from text 1 and 2	85
	Finding and writing about 5 to 9 action verbs from text 1 and 2	75
	Finding and writing less than 5 action verbs from text 1 and 2	50
	Writing verbs that are not action verbs from text 1 and 2	20
	Not finding any action verbs from text 1 and 2 from the text 1 and 2	0
4	Constructing more than 10 sentences using simple present tense based on the action verbs found in the text 1 and 2	100
	Constructing more 10 sentences using simple present tense based on the action verbs found in the text 1 and 2	85
	Constructing more about 5 to 9 sentences using simple present tense based on the action verbs found in the text 1 and 2	75
	Constructing less than 5 sentences using simple present tense based on the action verbs found in the text 1 and 2	50
	Constructing sentences in simple present tense but grammatically incorrect	20
	Not constructing sentences using simple present tense based on the action verbs found in the text 1 and 2	0
	Total Score:	
$\frac{\text{Score of Question no 1} + 2 + 3 + 4}{4} = \text{Total Score}$		

BAHAN AJAR BAHASA INGGRIS

MATERI POKOK DESCRIPTIVE TEXT

PERTEMUAN 3

<p>Basic Competence:</p> <p>4.3. Teks <i>deskriptif</i></p> <p>4.3.1. 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>4.3.2. 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>IPK:</p> <p>✚ 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</p>
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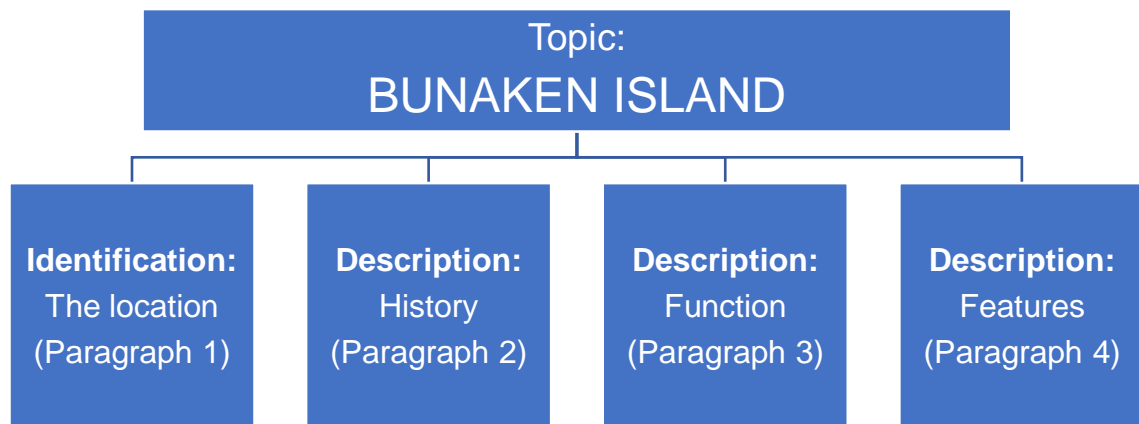
Learning Objectives:

Melalui pembelajaran jarak jauh dengan menggunakan LMS (Google Classroom) dan *Virtual Meeting* (via Google Meet), peserta didik dapat menyusun teks deskripsi tulis, pendek dan sederhana, terkait tempat bersejarah atau terkenal di sekitar lingkungan/tempat tinggal siswa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks

MATERIAL

In this learning material you will learn how to construct a descriptive text about a historical or famous place in your area. Here are some steps which can help you in constructing your own descriptive text about historical place or famous place in your area:

- a. Find a topic
The first thing to do in making your own text is find an interesting topic, in this case find a place to be describe. Since it is still in the pandemic condition, you can find the topic by internet browsing.
- b. Do a simple research
After finding a place to be describe you have to make a simple research to know the place you want to describe better. You can do a research about the history of the place, features of the place or the function of the place.
- c. Make a draft
Making a draft is important because it helps you shapes your text. It also helps you to make text focuses on the topic you choose. It is important to make your draft based on the generic structure of the text. Using mind mapping can help you in making your drat. For example:



- d. Construct your text
After making a draft you can now construct your own text. Make sure that your text is based on the draft you make before. Mind the use of language features and the generic structure of the text.
- e. Communicate your text
After making your text, show it to your teacher or to your friends, so they can give a feedback or some suggestion to make your text better.
- f. Revise your text
Based on suggestions or feedbacks given by your teacher and your friends, revise your text to make it better

TASK:

To assess your understanding about the material, do the task (Tugas Descriptive Text 3) in the Classwork menu in Google Classroom.

FURTHER MATERIALS:

- a) <https://www.youtube.com/watch?v=weAHqLJrPGU>
- b) <https://www.youtube.com/watch?v=Fdl8WLeTy3o>
- c) https://www.youtube.com/watch?v=D_s9bRqDdg
- d) <https://www.youtube.com/watch?v=XW5Op06q2yA&t=85s>
- e) <https://www.youtube.com/watch?v=7ofnFd74OFI>

LEMBAR KERJA PESERTA DIDIK

NAME : _____

CLASS : _____

MATERIAL : **DESCRIPTIVE TEXT**

Basic Competence: 3.7. 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	IPK: ✚ Menganalisis unsur kebahasaan beberapa teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya
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Learning Objectives:

Setelah menyelesaikan aktivitas dalam lembar kerja ini peserta didik dapat menganalisis unsur kebahasaan (*simple present tense* dan *action verbs*) beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat bersejarah atau terkenal di sekitar lingkungan/daerah tempat tinggal siswa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Instruction

- ✚ Make sure that you have read the third material posted in the classroom.
- ✚ Read the instruction for each activity carefully
- ✚ You can use dictionary (book or apps) or any other translation applications to help you.
- ✚ Write your answer in the provided spaces

BRAINSTORMING ACTIVITY



This is the picture of Bunaken National Park in North Celebes.

What do you think about this place?

Have you ever been there?

Do want to go (again) there in the future?

ACTIVITY 1:

Before construct your own descriptive text, it is better to make a draft about the place you want to describe. You can make your draft in form of chart or in form of list of questions to help you. You can use one of the following charts and questions to help you in making your own draft.

CHART 1

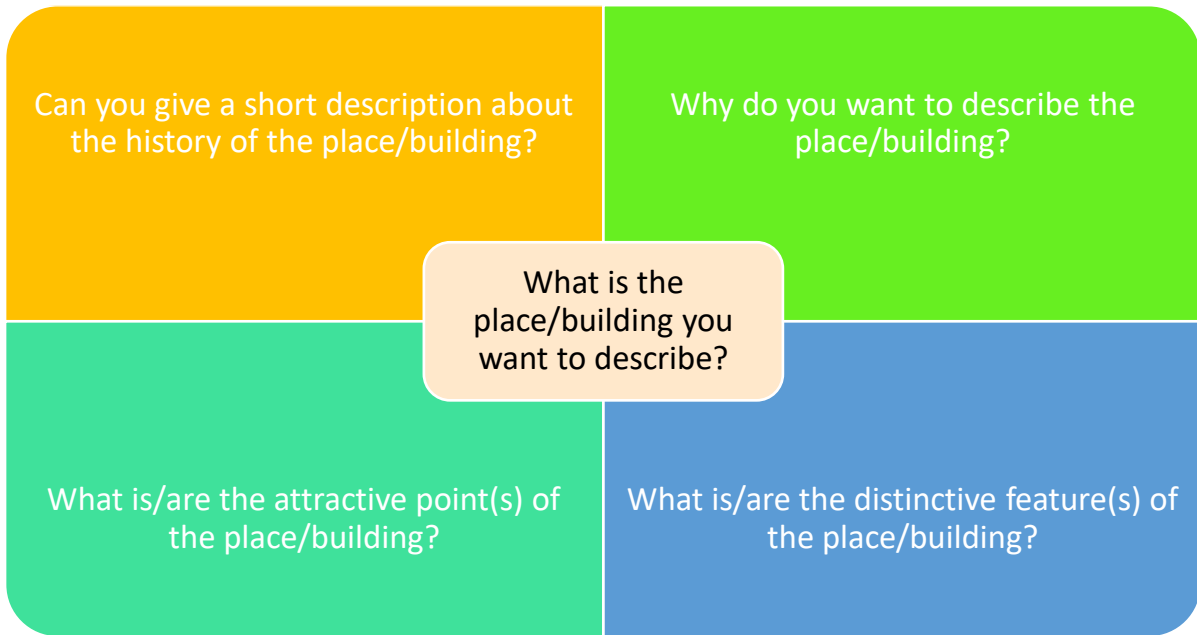
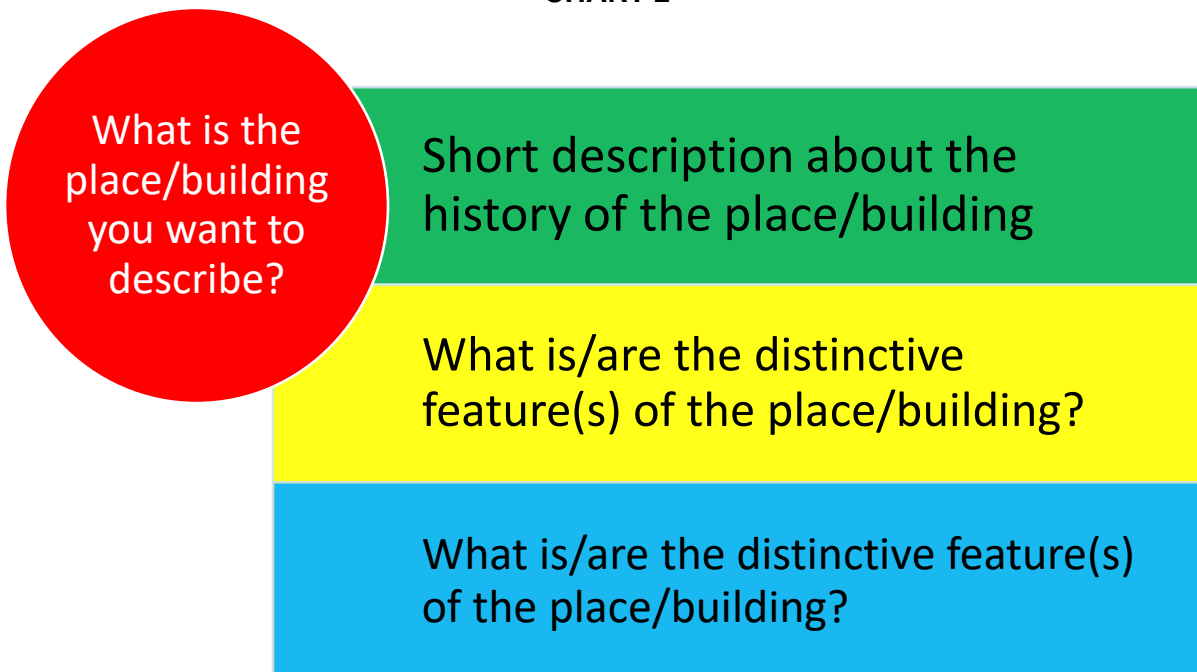


CHART 2



ACTIVITY 2:

After making a draft about the place/building you want to describe, now construct your own descriptive text!

Pay attention to the generic structure of the text and language features used in the text.

<i>Title of the text</i>	<hr/>	<i>Generic Structure</i>
<i>1st Paragraph</i>	..... ..... ..... ..... .....	Identification
<i>2nd Paragraph</i>	..... ..... ..... ..... .....	Description
<i>3rd Paragraph</i>	..... ..... ..... ..... .....	Description
....	..... ..... ..... ..... .....	Description

ACTIVITY 3:

Post your descriptive text in the Stream of Classroom so your teacher and your friends can read your text and can give feedbacks or suggestions about your text!

ACTIVITY 4:

Read the feedbacks and suggestions given by your teacher and your friends! Revise your text based on the suggestions and feedbacks given and submit your text in classwork menu (Tugas Descriptive Text 3)

SCORING CRITERIA

Work to be scored: Draft of Students' Descriptive Text

Scoring Criteria	Score
Making a good and clear draft which will be constructed into descriptive text: Giving clear concept about the place which will describe and giving clear concept about the history, features or characteristics of the place which will be described	100
Making a draft which will be constructed into descriptive text: Giving clear concept about the place which will describe but not giving clear concept about the history, features or characteristics of the place which will be described	85
Making a draft which will be constructed into descriptive text: Not giving clear concept about the place which will describe but giving clear concept about the history, features or characteristics of the place which will be described	75
Making a draft which will be constructed into descriptive text: Not giving clear concept about the place which will describe and not giving clear concept about the history, features or characteristics of the place which will be described	50
Not making a draft which will be constructed into descriptive text	0

Work to be scored: Students' Descriptive Text

Scoring Criteria		Score	
1	Topic	The topic presented is very interesting and very exciting to be discussed	100
		The topic presented is good but the discussion is not interesting	75
		The topic presented is not interesting	50
		The topic presented is not easy to be understood	25
2	Grammar	The grammar used in the text is almost perfect	100
		There are some incorrect grammars but do not affect the content of the text	75
		There are many incorrect grammars which affect the content of the text	50
		The grammar in text is bad so text is hard to be understood	25

3	Vocabulary	The vocabulary used are correct and can be understood easily	100
		Some of the vocabulary used are incorrect but do not affect the content of the text	75
		Many of the vocabulary used are incorrect and affect the content of the text	50
		Many of the vocabulary used are incorrect and the text is hard to be understood	25
4	Coherence	The text is well constructed	100
		Some of the ideas is presented in incorrect ways	75
		The main idea of the text is not described in detail	50
		The text is not well constructed	25
5	Comprehension	All the content of the text can be understood well although there are some repetitions in certain part of the text	100
		Most of the content in the text can be understood	75
		Content of the text is hard to be understood	50
		Content of the text cannot be understood	25
Total Score:			
$\frac{\textit{Scoring Criteria 1 + 2 + 3 + 4 + 5}}{5} = \textit{Total Score}$			