Lesson Plan (RPP)

School : SMA NEGERI 2 KALIANDA
Subject : Bahasa Inggris Wajib
Class / Semester : X / Gasal
Main Material : Teks Deskriptif
Time Allocation : 3 weeks x (3JP) @45 minutes

A. Core Competencies

1. Living and practicing the religious teaching which is believed.
2. Living and practicing the honest behavior, discipline, polite, care (mutual cooperation, collaboration, tolerance, peace), be responsible, responsive, and pro-active, by example, giving advice, strengthening, habituation, and conditioning on an ongoing basis and show attitude as part of the solution from some problems in interaction effectively with the social and natural environment and position themselves as a reflection of the nation in world relation.
3. Understanding, applying, analyzing the factual knowledge, conceptual, procedural, based on curiosity about science, technology, arts, and humoniora with a human insight, nationality, statehood and civilization related to the causes of the phenomenon and event, and apply the procedural knowledge in a specific field of study according to their talents and interests to solve the problems.
4. Processing, reasoning, and presenting in the concrete and abstract realm related to the development of what they learn in the school independently, and be able to use method according to the scientific principles.

B. Basic Competency and Indicator of Competence Achievement

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Differentiate the social function, text structure, and language features some oral and written descriptive texts by giving and asking information related with tourist attractions and famous historical building, short and simple according to use of its context.	3.4.1 Identify social fuction, text's structure and the language element of descriptive text. 3.4.2 Analyzed social fuction, text's structure and the language element of descriptive text. 3.4.3 Identification the expressions of asking and giving information related tourism place and famous historical place 3.4.4 Explaining social fuction, text's structure and the language element of descriptive text about tourism place and famous historical place 3.4.5 Differentiate the way to express from the context itself.
Descriptive Text 4.4.1 Capturing the contextual meanings related to social function, text structure, and language features some oral and written descriptive texts by giving and asking information related to tourist attractions and famous historical building. 4.4.2 Compiling oral and written descriptive text, short and simple, related to tourist attractions and famous historical building, by paying attention to the social function, text structure, and language features, correctly and appropriate with the context.	4.4.1.1 Answer the questions about tourism place and famous historical place. 4.4.2.1 Compiling oral and written descriptive texts, short and simple, related to tourism places and famous historical places with due to regard to social fuction, text's structure and the language element of descriptive text correctly and in context. 4.4.2.2 Compiling expression of asking information of questions and answers , related to tourism places and famous historical places.

C. Learning Objectives
1. After Reading descriptive texts and pictures of tourism places and famous historical places with due to regard to social fuction, text's structure and the language element of descriptive text correctly and in context.
2. After Reading descriptive texts and pictures of tourism places and famous historical places students can understanding and founding about some informations of tourism places and famous historical places.
3. After Reading descriptive texts and pictures of tourism places and famous historical places students can explaining the social fuction, text's structure and the language element of descriptive text related to tourism places and famous historical places correctly and in context.
4. After Reading descriptive texts and pictures of tourism places and famous historical places, students can compiling descriptive text about tourism places and famous historical places.
5. After Reading the dialogue about asking and giving information of tourism places and famous historical places, students can identify the expressions of asking and giving information about tourism places and famous historical places
6. After reading the dialogue about asking and giving information about tourism places and famous historical places, students can make and do the dialogue related tourism places and famous historical places.

D. Strengthening Character Education
After going through the descriptive learning process, students can have the following characters:
1. Religius
2. Honoest
3. Discipline
4. Responsibility
5. Cooperation
6. Nationalism

E. Learning Materials
➢ Social Functions
Boast, sell, introduce, identify, criticize, etc
➢ Text Structure
Can include
- Identification (name of whole and part)
- Properties (size, color, number, shape, etc.)
- Functions, benefits, actions, habits
➢ Language element
- Vocabulary and terms related to famous tourist attractions and historical buildings
- Adverbs related to properties such as quite, very, extremely, and so on.
- Descriptive and interrogative sentences in the correct tense
- Singular and plural nouns precisely, with or without a, the, this, those, my, their, etc.
- Speech, word stress, intonation, spelling, punctuation, and handwriting
➢ Topics
Descriptions of tourim places and historical buildings that can foster appropriate behavior contained on KI

F. Learning method
1) Approach : Scientific
2) Learning Model: Discovery learning, Problem Based Learning (PBL)
3) Method : Q&A, discussion and role playing

G. Learning Media
1. **Media**
   ❖ Question and answer dialog text about tourist attractions
   ❖ WA group and Google classroom
   ❖ Google meet
2. **Tools / Materials**
   ❖ Smartphone
   ❖ Laptop

H. Learning Resources
1. English books - compulsory class X curriculum 2013
2. Class X English LKS, Viva Pakarindo
3. Internet;
   https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-travel.html
   https://www.kelaspintar.id/blog/

I. Leaning Activities

Meeting 1

1. Introduction Activity (10 minutes)	
a) Orientation	• Teacher and students give and answer greetings via WAG / GC • Teachers check student attendance via WAG / GC
b) Apperception:	• Teacher links the learning material to be carried out with the experience of students with previous material
c) Motivation	• Teacher provides an overview of the benefits of learning material learned in everyday life through • Teachers provide motivation to learn and always take care health via WAG / GC

2. Core Activities (70 menit)	
Syntax of the model learning	**Learning Activities**
Stimulation	• Teacher sends examples of descriptive texts about the place travel to students via WAG / Google classroom • Students read descriptive texts about a tourist spot given by the teacher through WA / google classroom

Problem statement / identification of problems	• Teacher asks questions via WAG / GC:
	  1. What is kind of the text above?
	  2. What is the social function of the text?
	  3. What is the generic structure of the text?
	  4. What is the language feature of the text?
	• Students are given the opportunity to identify the text includes text type, social function, text structure and elements literacy of the text via WAG / GC

Data collection	• Students collaborate with other participants to discuss and exchange information about identification through descriptive text • Students look for other references / information from various sources (books / internet)
Data processing	• Students with their groups discuss for identify text type, social function, text structure and linguistic elements of the descriptive text through WAG/GC. • Students and their groups note the type of text, its function social, text structure and linguistic elements of descriptive text

Verification	• Students present the results of identification and analysis of the text via WAG / GC • Teacher and students discuss the results of the analysis and identification of the text via WAG / GC
Generalization/ drawing conclusions	• Teacher and students conclude the type of text, social function, text structure and elements of descriptive text language • Students individually work on questions about the text descriptive and collected via WAG / GC as appropriate specified time

Closing activity (10 menit)
• Students make important summaries about the elements of descriptive text with teacher guidance through WA • Teacher provides feedback on the results of discussions and individual student assignments via WA / google classroom

MEETING 2

1. Introduction activity (5 minutes)	
a) Orientation	• Teacher and students give and answer greetingsmvia WAG / WA-Vicon • Teachers check student attendance via WAG
b) Apperception:	• Teacher links the learning material to be carried out with the experience of students with previous material through WA
c) Motivation	• Teacher provides an overview of the benefits of learning material learned in everyday life through WAG • Teachers provide motivation to learn and maintain health

2. Kegiatan Inti (70 menit)	
Syntax of the model learning	**Learning Activities**
Stimulation	• Teacher sends photos / pictures of tourist attractions to students via WAG / GC • Students observe photos of the tourist spot

Problem statement / identification of problems	• Teacher gives several questions via WA / GC:
	  1. What is the picture above?
	  2. Where is it located?
	  3. Describe about the place in the picture?
	• Students are given the opportunity to ask questions about things that has not been understood from the question

Data collection	• Students collaborate with other participants to discuss and exchange information about identification through descriptive text WAG / GC • Students look for other references / information from various sources(books / internet)
Data processing	• Students with their groups discuss for describe the place in the image through the WA group • Students and their groups write down the description of the place the tour.
Verification	• Students submit descriptions of tourist attractions in WA / GC • Teacher and students discuss the results of the description of tourist attractions via WAG / GC
Generalization/ drawing conclusion	• Teacher and the students conclude the description of the tourist attractions via WAG / GC • Students individually work on questions about the text descriptive according to the specified time

Closing activity (10 minutes)

• Students make important summaries about the elements of descriptive text with teacher guidance through WA

• Teacher provides feedback on the results of discussions and individual student assignments via WA / google

MEETING 3

1. Kegiatan Pendahuluan (5 menit)	
a) Orientation	• Teacher and students give and answer greetings via WAG / WA-Vicon • Teachers check student attendance via WAG
b) Apperception:	• Teacher links the learning material to be carried out with the experience of students with previous material through WA
c) Motivation	• Teacher provides an overview of the benefits of learning material learned in everyday life through WAG • Teachers provide motivation to learn and maintain health

2. Core Activities (70 minutes)	
Syntax model learning	**Learning Activities**
Stimulation	• Teacher sends photos / pictures of tourist attractions to students

	via WAG / GC
	• Teacher provides sample dialogs / videos on asking and provide information related to tourist attractions and buildings famous history
Problem statement / identification of problems	• Teacher gives several questions via WA / GC: 1. What is the dialogue about? 2. Which one is the expression of asking information about tourism place? 3. Which one is the expression of giving information about the tourism place above? • Students are given the opportunity to ask questions about things that has not been understood from the questions
Data collection	• Students collaborate with other participants to discuss and exchange information about the dialogue through the WA group • Students look for other references / information from various sources (books / internet)
Data processing	• Students and their groups discuss the phrase request and provide information related to tourist attractions and famous historical buildings via WAG / GC • Students and their groups record the utterances of asking and provide information related to these tourist attractions
Verification/ pembuktian	• Students submit the results of their discussion through WAG / GC • Teacher and students discuss expressions of asking and provide information related to tourist attractions
Generalization/ drawing conclusion	• Teacher and the students conclude the expressions asking for and provide information related to tourist attractions through WAG / GC • Students individually work on questions about the text

Closing activity (10 minutes)

- Students make important summaries about the elements of descriptive text with teacher guidance through WA

- Teacher provides feedback on the results of discussions and individual student assignments via WA / google classroom

C. Learning Assessment
1 Written Test:
   ❖ Answering questions about the social function, structure and characteristics of the language of the text descriptive, sent via WA / GC (meeting 1)
   ❖ Answering questions about descriptive texts, sent via WA / GC (meeting 2)
   ❖ Answering questions about descriptive text dialogues, sent via WA / GC (meeting 3)
2 Practice Tests:
   ❖ Summarize descriptive text, sent via WA / GC (meeting 1)
   ❖ Create descriptive text, sent via WA / GC (meeting 2)
   ❖ Create dialogues about requesting and providing information about tourist attractions, recorded then sent via WA / GC (meeting 3)

Lampung Selatan, 24 September 2020
School Principal,   Subject Teacher ,

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J. Assessment of Learning Outcomes

1. Attitude

- This assessment is based on observations when students take part in learning online

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1								
2								

Information :
- BS: Working together (activeness when discussing d WA grop / GC)
- JJ: Honest (the work results are the result of individual work / the authenticity of the work)
- TJ: Responsibility (collect tasks according to the specified time)
- DS: Discipline (on time when participating in online learning)

Catatan :
1. Aspek perilaku dinilai dengan kriteria:
   - 100   = Sangat Baik
   - 75   = Baik
   - 50   = Cukup
   - 25   = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75
4. Kode nilai / predikat :
   - 75,01 – 100,00   = Sangat Baik (SB)
   - 50,01 – 75,00   = Baik (B)
   - 25,01 – 50,00   = Cukup (C)
   - 00,00 – 25,00   = Kurang (K)

PENILAIAN PERTEMUAN 1
1. **PENILAIAN TES TERTULIS/ PENGETAHUAN**

   Menjawab pertanyaan tentang jenis teks, fungsi sosial, struktur   dan ciri kebahasaan teks deskriptif

   Read this text then aswer the question. Send your answer to WAG/GC

BOROBUDUR TEMPLE

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

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

of passage and stairways.

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

✓ Answer these questions based on the text above!
   1. What is kind of the text above?
   2. What does the text tell about?
   3. Identify the generic structure of the text?
      a. Paragraph 1 :………
      b. Paragraph 2 : ……..
      c. Paragraph 3 : ………

4. What is the main idea of each paragraph?
   a. Paragraph 1 :
   b. Paragraph 2 :
   c. Paragraph 3 :
5. What tense is used in the text? (mention 4)

Skor penilaian:	Kriteria
1 = benar x 1	A=90-100
2 = benar x1	B= 70-80
3 = a,b, c benar x1	C = 50-60
4 = a, b, c benar x1	D = < 50
5 =Benar x 2	

Total benar x 10

2. **TES PRAKTIK/KETRAMPILAN**
   Membuat ringkasan tentang teks deskriptif
   Make a resume about Descriptive text of tourism place and give the eample of the text!then

   send to WAG or GC

   a. **Penilaian Kemampuan Menulis**

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3

		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

Skor Penilaian

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

1. TEST TERTULIS/ PENGETAHUAN
    Menjawab pertanyaan tentang teks deskriptif (pertemuan 2)
    Read this text then anser the questions. Send your answer to WAG/GC!

The Eiffel Tower

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year

Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city

https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html

Answer the questions based on the text above!
1. What does the text tell about?
2. What makes Eiffel tower famous in the world?
3. Why was Eiffel tower built?
4. The tower has three levels. Describe about it!
5. Why is it called Eiffel tower?

Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan Tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

Skor Penilaian

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

2. TES PRAKTIK/ KETRAMPILAN

MEMBUAT TEKS DESKRIPTIF

Make a descriptive text according to these pictures (choose one!), then send your text to WAG/GC!

Monumen Nasional (MONAS)

Prambanan Temple

Taj Mahal

Great Wall China

a. **Penilaian Kemampuan Menulis**

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	

3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

Skor Penilaian

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

PENILAIAN PERTEMUAN KE-3

1. Penilaian tertulis/ pengetahuan
   Read the dialogue then answer the questions!. Send your answer to WAG/GC!
   Erick   : Hi, Dimas. Have you ever visited Komodo National Park?

   Dimas : Not yet.

   Erick   : I have visited it twice.
   Dimas : that sounds great. Where is located?
   Erick   : It is located within the lesser Sunda Islands in the border region between the

   provinces of east Nusa Tenggara and West Nusa Tenggara.

   Dimas : can you tell me about it?
   Erick   : Ok. Initially the main purpose of Komodo National Park is to converse the unique

   Komodo dragon and its habit. However, over the years, the goals for the park have

   expanded to protecting its entire biodiversity, both terrestrial and marine.

   Answer these questions based on the dialogue above!
   1. What is the dialoge above?
   2. Write the expression of asking for information about tourism place in the dialogue

   above?

   3. Write the expression of giving information about tourism place in the dialogue above?
   4. Where is Komodo National Park located?
   5. What is the main purpose of Komodo National Park?

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3

				Skor 1-5	Skor 1-4
		Cukup variatif dan tepat		3	2
		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan Tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

Skor Penilaian

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

2. Penilaian praktik/ ketrampilan
   Membuat dialog tentang meminta dan memberi informasi tentang tempat wisata
   Make a dialogue with your friend about asking for and giving for information in your town ,

   record it then send via WA or GC!

   a. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Pengucapan (*pronounciation*)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (*intonation*)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan		3	2

No.	Aspek				
		mengganggu makna			
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (*fluency*)	Sangat lancer		5	4
		Lancar		4	3
		Cukup lancer		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (*accuracy*)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

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- REMEDIAL TEST

  Answer these questions!

  1. What is descriptive text?
  2. What is the social function of descriptive text?
  3. Mention the generic structure of descriptive text?
  4. Write an example of descriptive text about tourism place!
  5. Identify the generic structure of your example text !