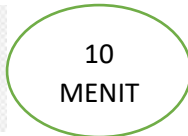




## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan Pendidikan** : SMA NEGERI 1 TUBAN  
**Mata Pelajaran** : BAHASA INGGRIS (wajib)  
**Kelas / Semester** : X MIPA-IPS / GASAL  
**Materi Pokok** : Teks Descriptive



### A. Tujuan Pembelajaran

Melalui pembelajaran modeling berbasis kontekstual, peserta didik mampu berpikir kritis dalam **membedakan** dan **membedingkan** fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks **Descriptive** tulis tentang tempat wisata & bangunan bersejarah serta mampu berkreasi dan berkomunikasi secara lisan dengan memberi dan meminta informasi sehingga mampu **menyimpulkan** dan **menyusun** teks **Descriptive** lisan pendek dan sederhana tentang tempat wisata & bangunan bersejarah, sesuai dengan konteks penggunaannya dengan memperhatikan fungsi sosial, struktur teks yang runtut, unsur kebahasaan yang benar sehingga peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya, mengembangkan sikap ilmiah **disiplin**, **tanggung jawab**, **teliti** dan **kreatif**.

### B. Kegiatan Pembelajaran

#### Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan
Pendahuluan	<ul style="list-style-type: none"> <li>Guru melakukan pembukaan dengan salam pembuka dan berdoa;</li> <li>Guru memeriksa kehadiran peserta didik;</li> <li>Guru memotivasi peserta didik secara kontekstual dan menyampaikan cakupan materi dan penjelasan tentang materi teks Descriptive pendek dan sederhana tentang tempat wisata dan bangunan bersejarah dengan lingkungan sekitar;</li> </ul>
Kegiatan Inti	<ul style="list-style-type: none"> <li>Guru memberikan model teks Descriptive kepada peserta didik;</li> <li>Guru meminta peserta didik membaca dan membandingkan 2 teks pada bagian LET'S FIND OUT di Unit Kegiatan Belajar Mandiri (UKBM) 4 "I Like This Place" halaman 5 &amp; 6 untuk unsur fungsi sosial, struktur teks dan unsur kebahasaannya;</li> <li>Guru meminta peserta didik untuk menyimpulkan fungsi sosial, struktur teks &amp; unsur kebahasaan teks deskriptif pendek &amp; sederhana tentang tempat wisata &amp; bangunan bersejarah terkenal;</li> <li>Guru meminta peserta didik secara individu untuk berlatih memodifikasi teks transaksional tulis menjadi teks deskriptif tulis pendek &amp; sederhana di bagian LET'S TRY AND SHARE pada UKBM 4 "I Like This Place" halaman 9;</li> <li>Guru meminta peserta didik untuk mengembangkan kerangka teks deskriptif pendek &amp; sederhana tentang tempat wisata atau bangunan bersejarah terkenal sesuai dengan bagian LET'S TRY &amp; SHARE pada UKBM 4 "I Like This Place" halaman 10;</li> </ul>
Penutup	<ul style="list-style-type: none"> <li>Guru menanyakan kesulitan peserta didik tentang pengembangan kerangka teks Descriptive sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan;</li> <li>Guru bersama peserta didik menyimpulkan apa yang dipelajari hari ini;</li> <li>Guru memberikan tugas peserta didik untuk memproduksi teks Descriptive lisan tentang kegiatan sekolah sesuai dengan pengembangan teks yang telah dibuat sebelumnya dan diunggah di youtube, link youtube dibagikan di link google drive;</li> <li>Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya Peserta didik;</li> <li>Guru berpamitan dan mengucapkan salam.</li> </ul>



### *Metode Pembelajaran*

Pendekatan : Saintifik

Model : Modelling

Metode : Tanya jawab, diskusi, produk

### *Sumber Belajar*

- Buku Teks Pelajaran (BTP) Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2017
- Unit Kegiatan Belajar Mandiri (UKBM) 4 "I Like This Place"
- Pengalaman peserta didik dan guru

### **C. Penilaian:**

#### 1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian Pengetahuan : Tugas & Tes Tertulis
- c. Penilaian Keterampilan : Unjuk Kerja/Produk

#### 2. Bentuk Penilaian:

- a. Observasi : Jurnal guru
- b. Tes tertulis : Uraian dan lembar kerja
- c. Unjuk kerja : Produk/Pedoman Penskoran

#### 3. Instrumen Penilaian (terlampir)

#### 4. Pembelajaran Remediasi dan Pengayaan

- Pembelajaran remediasi dilakukan segera setelah kegiatan penilaian:
- Pembelajaran remediasi diberikan kepada siswa yang belum mencapai KKM (besaran angka hasil remediasi disepakati dengan adanya "penanda" yaitu angka sama dengan KKM sekolah).
- Pengayaan diberikan kepada siswa yang telah mencapai nilai KKM dalam bentuk pemberian tugas ke materi selanjutnya.

**Mengetahui**  
**Kepala SMA Negeri 1 Tuban**

**Tuban, 12 Juli 2021**  
**Guru Mata Pelajaran**

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## LAMPIRAN-LAMPIRAN

### A. Materi Pembelajaran

A descriptive text is a text which describes a place or a person. In this chapter, we are going to discuss a descriptive about a place. The social function of descriptive text about a place is to describe, to promote or to introduce a place, to recognize, and to inform about the place.

### General Structure

#### 1. Identification

It identifies the place to be described.

#### 2. Description

It describes the characteristics or parts of the place or building described.

#### Example :

Title	Kembang Island
Identification	Kembang Island is a delta located in the middle of the Barito River included in the district administrative region Alalak, Barito Kuala, South Kalimantan, Indonesia.
Description	Kembang Island is a habitat for hundreds of monkey and several species of birds. Here also is habitat for Bekantan. Bekantan is a monkey who has a long nose, these monkeys are shy proboscis monkey, including if there are visitors coming to the island. Visitors can also see the monkeys swimming there. The visitors can also interact with them by feeding them with nuts, bananas, or other food.

#### 3. Language Features

- Use a specific participant/subject
- Use lots of adjectives (e.g. small, large) and adverbs (e.g. easily, directly).
- Use simple present tense.
- Use descriptive words.
- Sometimes use degree of comparison (e.g. smaller, larger)

### B. Lembar Kerja Siswa / Worksheet

## LET'S FIND OUT

Read the following texts carefully. Then answer the questions.

#### Text 1

#### Gunung Leuser National Park

The Gunung Leuser National Park (GLNP) is one of the richest tropical rainforests in the southeast Asia. Covering up to 7.927 km<sup>2</sup> and straddling the border of North Sumatra and Aceh Provinces. It is one of the last places on earth, where you can see the critically endangered orangutans in the wild.

This region is also a host of the other wildlife. Elephants, rhinos, tigers, leopard cats, siamangs, Thomas leaf monkeys, macaques, gibbons are just a handful of the thousands of species found in this unique ecosystem. Together with Bukit Barisan Selatan and Kerinci Seblat National Parks, it is a UNESCO World Heritage Site (since 2004), a Tropical Rainforest Heritage of Sumatra.

The park area reaches up to 3.404 m to the peak of Gunung LEuser which gave the area its name and protects a wide range of ecosystems. There are river systems, volcanoes, and lakes. This rainforest is immensely biodiverse, hosting approximately 700 different species of animals – more than 175 mammals, 320 birds, 190 reptils and amphibians. Because of the great differences



In altitude and the diversity in soil, the Gunung Leuser National Park has also an enormous wealth of plant species. So, 45% of all recorded plant species in the West Indo-Malayan region are found in this area. The flora contains approximately 10.000 plant species, including the spectacular *Rafflesia arnoldii* and *Amorphophallus titanum*, the biggest and the highest flower in the world.

Bukit Lawang the usual point of start of all our tours, is considered one of the best gateways unto experiencing the many marvels of the Gunung Leuser National Park. Although no longer a centre for active rehabilitation and release, the forest surrounding Bukit Lawang still offers big opportunities to observe orangutans and a variety of other habitats of the jungle. Usually orangutans are seen near the rehabilitation centre and at the feeding platform during the morning and the afternoon feeding sessions. But the best experience is an encounter in the jungle where many semi-wild and wild animals are in the trees.

It is not guaranteed that any animal will be seen during the booked trek. However, many visitors can see the animals on their tour. Usually orangutans, white and black gibbons, Thomas leaf monkeys, macaques and a lot of birds, reptiles or insects are very frequent along the tours. If you are really lucky, but since there are very few still alive it is very improbable, you will encounter the Sumatran tiger or the Sumatran rhinoceros during a long expedition.

Taken from: [http://sumatraecotravel.com/leuser\\_ecosystem\\_the\\_orangutans/gunung\\_leuser\\_national\\_park](http://sumatraecotravel.com/leuser_ecosystem_the_orangutans/gunung_leuser_national_park)

**Questions:**

1. Where is Gunung Leuser National Park located?  
\_\_\_\_\_
2. What do you know about this park area?  
\_\_\_\_\_
3. What do you know about Bukit Lawang?  
\_\_\_\_\_
4. Most people visit Gunung Leuser National Park. What can they specifically see there?  
\_\_\_\_\_
5. Identify the structure of the text above!

Structure	Paragraphs	Details
Identification		
Description		

**Text 2**

**The Great Pyramid of Giza**

The Great Pyramid of Giza is the oldest monument on the list of the Seven Wonders of the Ancient World. It is also the only one left standing. It is a marvel of human engineering and construction, and its sheer size and scale rivals any structure built within the last few hundred years. It is located in the city of Giza, near the outskirts of Cairo in Egypt.

The Great Pyramid of Giza was built for the Fourth Dynasty Pharaoh Khufu (or *Cheops*), and was completed around 2560 BCE. It is part of a complex of 3 large pyramids in the Giza Necropolis located in modern Cairo, Egypt. The Great Pyramid is the largest of the three pyramids, and it is part of its own smaller complex that also contain 3 small pyramids that were built for Khufu's wives.

The collection of these ancient marvels included three giant pyramids: the largest known as the Pyramid of Khufu in recognition of the Egyptian ruler to be entombed there in; nearby lies the Pyramid of Khafre, next in size and the Pyramid of Menkaure, the smallest of the three giants. The Pyramid of Khafre is oft photographed with the iconic Sphinx directly adjacent, though to be



modelled after the Pharaoh Khafre. Scattered about the complex are numerous smaller pyramids built for the spouses of the Pharaohs honored by the Great Pyramids.

Long considered one of the seven wonders of the Ancient World and a UNESCO World Heritage Site, the Great Pyramids are a must on antiquity tours making their way up and down the Nile River. Often thought of as the most famous man-made structures in the world, the chambers, temples, passageways and galleries of the Great Pyramids and the surrounding complexes can be toured individually or with groups guided in several languages. Giza is one of the most popular tourist destinations in Egypt and in addition to the impressive monuments to ancient Egyptian civilization presents a broad offering of accommodations, restaurants, shopping, and culturally significant attractions.

Visitors to Cairo can visit the Pyramids of Giza from that city by metro, taxi and bus. Cairo and Giza are respectively the largest and 3<sup>rd</sup> largest cities in Egypt, easily accessible from every part of the world.

*Adapted from : www.tribucket.com*

**Questions:**

6. What can people see there?

7. \_\_\_\_\_  
How do people tour the Great Pyramid of Giza?

8. Identify the structure of the text above.

Structure	Paragraphs	Details
Identification		
Description		

9. Mention ten adjectives found in the text.

10. \_\_\_\_\_  
What tenses are used in the text above?

**Comparing Two Descriptive Texts**

**Read once again the two texts in Activity 1. Discuss the following questions with your partner.**

1. What are the similarities of those texts?
2. What are the differences between those texts ?





C. Assesmen disertai kunci jawaban

*Choose the best answer.*

Indonesia or commonly known as Republic of Indonesia is one of South East Asia countries. Located between Pacific and Indian Ocean, it makes Indonesia the world's largest archipelago country. Also called as Nusantara, this country has more than 17,000 islands. Having more than 261 million people, Indonesia becomes 4th most populous country in the world. Indonesia has more ethnics, languages and culture than other countries. Data showed that Indonesia has several ethnic groups including Javanese, Sundanese, and other with more than 700 recognized regional language.

1. What makes Indonesia one of most populous countries in the world?

- A. It is located in South East Asia
- B. Indonesia has more than 17,000 islands
- C. Indonesia has more than 261 million people
- D. Indonesia is rich
- E. It has more ethnics and languages

2. What is the main idea of the paragraph?

- A. Indonesia is one of South East Asia countries
- B. Indonesia is 4th most populous country
- C. Ethnics and languages make Indonesia rich
- D. Indonesia is an Asian country which has many cultures, ethnics, as well as people
- E. Indonesia is located between Pacific and Indian Ocean

3. The word "located" can be best replaced by ....

- A. Situated
- B. Allocated
- C. Happened
- D. Borrowed
- E. Surrounded

Angkor Wat was faced a Hindu temple, a man of Budhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelveth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mithology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

4. What is the monolog about?

- A. Gallery complex.
- B. Buddhist mythology.
- C. Cambodia.
- D. Khmer Empire.
- E. Angkor Wat.

5. In the twelveth century which Empire was strong enough to build the biggest temple of the world?



- A. Old Empire.
- B. Yosadapura Empire.
- C. Meru Empire.
- D. The King Empire.
- E. Khmer Empire.

This museum is located in Ambarawa in central Java. The museum focuses on the collection of steam locomotive. Ambarawa was a military city during the Dutch colonial government. King Willem I ordered the construction of the new railway station to enable the government to transport its troops to Semarang. On May the 21st 1873, the Ambarawa railway station was built on 100,027,500 square meter land. Back then it was known as the Willem I station. The Ambarawa railway museum was established much later on October 16, 1976 in the Ambarawa station to preserve the steam locomotive. They were coming to the end of their useful life when the 3 feet 6 inches gauge railway or the Indonesian state railway or Perusahaan Negara Kereta Api was closed. The steam locomotives are parked in the open air next to the original station.

6. What was the Ambarawa called during the Dutch colonial government?
- A. A military city
  - B. A railway museum,
  - C. A new railway town,
  - D. King Willem I station.
  - E. Steam locomotives station,
7. Why was the Ambarawa railway museum established?
- A. To build new railway museums.
  - B. To transport government troops.
  - C. To preserve the steam locomotives
  - D. To build a new government station.
  - E. To park the locomotives at the original station,

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the Orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

8. For how many people the meeting facilities are up to?
- A. 5000 people.
  - B. 4000 people.
  - C. 2000 people.
  - D. 1000 people.
  - E. 500 people.





9. The text mainly focuses on...
- Bangkok's granduer.
  - Bangkok's "River Kings."
  - The water of the Chao Praya.
  - The majestic river in Bangkok.
  - Shangri-La Bangkok.

D. Rubrik Penilaian (Pengetahuan, Ketrampilan & Sikap)

Rubrik Penilaian Pengetahuan

- Worksheet  
Skor maksimal = 100  
Skor minimal = 70
- Tes tertulis  
Skor maksimal = @10 x 10 = 100  
Skor minimal = @5 x 10 = 50

• Rubric Penilaian Keterampilan

Ketrampilan Tulis

No	Nama Siswa	Kriteria Penilaian				Total Skor	Ket.
		Pemilihan Kosakata	Struktur Teks	Tata bahasa	Kerapihan Penulisan		
1							
2							
3							
4							
5							
6							

Kolom kriteria penulisan diisi dengan angka yang sesuai dengan kriteria sebagai berikut:

- 4 sangat baik  
3 baik  
2 cukup  
1 baik

Perhitungan skor keterampilan tulis = jumlah skor didapat / skor maksimal (16) x 100

Ketrampilan Lisan

No	Nama Siswa	Kriteria Penilaian					Total Skor	Ket.
		Pemilihan Kosakata	Struktur Teks	Tata Bahasa	Kelancaran Berbicara	Intonasi		
1								
2								
3								
4								
5								
6								

Kolom kriteria penulisan diisi dengan angka yang sesuai dengan kriteria sebagai berikut:

- 4 sangat baik  
3 baik  
2 cukup  
1 baik

Perhitungan skor keterampilan lisan = jumlah skor didapat / skor maksimal (20) x 100



- Rubric Penilaian Sikap

Mata pelajaran : Bahasa Inggris

Kelas/semester : X / Gasal

KD : 3.4 – 4.4

Indikator : Peserta didik menunjukkan perilaku ilmiah disiplin, tanggung jawab, teliti dan kreatif dalam mempelajari teks deskriptif lisan dan tulis tentang tempat wisata & bangunan bersejarah terkenal.

No	Nama Siswa	Aspek Perilaku				Total Skor	Ket.
		Disiplin	Tanggung Jawab	Teliti	Kreatif		
1							
2							
3							
4							
5							

*\*Kolom aspek perilaku diisi dengan angka yang sesuai dengan kriteria sebagai berikut:*

4 *sangat baik*

3 *baik*

2 *cukup*

1 *baik*

*Perhitungan skor keterampilan tulis = jumlah skor didapat / 4*